



# IN THE KNOW! NEWS & UPDATES FOR SENCOS OCTOBER 2016



INCLUSIVE LEARNING (LANCS) LTD – ELEANOR HICK

We've so much to tell you, that we just had to get another newsletter to you before half term. We've had a great start to the academic year with our SENCO & SEN Governor courses in Lancashire and the launch of this training in Cumbria this week.

Where has this term gone already! It's only a few weeks away from our autumn SENCO training in November.

We're looking forward to seeing everyone who has booked to attend, whether you're attending the full day or just the afternoon forum or the morning SLCN course. There are still places available if you've not booked.

So before you grab that well-deserved half term break, here we go!

*Best Wishes. Eleanor*

## Details for our Autumn morning CPD:

# Identifying and Supporting Children with Speech, Language and Communication Needs (SLCN)

### The course will cover;

#### A brief background to understanding SCLN

- Including what we mean by SCLN, a quiz with some facts and figures linked to identification, risk factors, prevalence and impact of communication needs
- Best practice for supporting students with speech, language and communication needs (SLCN)

#### Accurate identification of pupils with SCLN

#### Providing a graduated response including :

- classroom practice
- Guidance on making classrooms communication supportive, ensuring children with SCLN can access learning
- Information on best practice, support and interventions
  - targeted support
  - specialist intervention
- Sharing some practical examples

#### Strategies and resources

- Giving examples of strategies and signposting useful resources and interventions
- Strategies to develop children's understanding / meta skills and vocabulary skill

### COST

**£80** for the first place, then just **£50** for each additional place.

This course also forms part of our FULL SENCOS TRAINING DAY Package at a cost of **£150** for the day

For which you get a place on this SCLN course along with the afternoon SENCOS forum and a 2 course lunch

## CPD improves speech, language and communication outcomes

A useful article was published in a recent copy of the **Special Children** magazine (from Optimum Education SC232) regarding SCLN, which we'd like to share with you.

New research demonstrates the powerful role of professional development for furthering whole school approaches to speech, language and communication support.

Research by LKM Co showed that expert-led training sessions and ongoing mentoring by speech and language therapists improve staff expertise and confidence in assessing and developing speech, language and communication, boosting pupils' skills in this area.

The findings come out of The Communication Trust's two-year Talk of the Town project and provide encouraging evidence for the universal and targeted approaches to speech, language and communication support, particularly for schools in areas of social disadvantage.

Trust professional director Lisa Morgan says: 'We know from the evidence that, particularly in areas of social disadvantage, many children are starting school without the language skills needed for learning and, despite committed teachers, these needs are often not picked up. Talk of the Town aims to ensure poor language does not become a barrier to learning by empowering all staff to increase the focus on talk and communication support across the curriculum, and to implement effective systems to support earlier identification of children with language needs.'

A separate independent evaluation of the project, funded by the Education Endowment Foundation, explored the impact of the Talk of the Town approach on attainment in reading. Although there was no overall impact on reading comprehension during the four terms of this project, teachers were clear that they hoped to see improvements in reading in the longer term. Teachers and senior leaders also reported positively on the wider benefits of the programme, with 88% of staff confirming that Talk of the Town was an important addition to the provision in their school.

Following completion of the project research phase, I CAN is now developing a model of the programme designed to capture the outcomes and learning from the research.

Visit the **Communication Trust** website ([www.thecommunicationtrust.org.uk](http://www.thecommunicationtrust.org.uk)) for further information on the [Talk of the Town project](#)

## SENCO Training Dates

Just a quick reminder of all the dates for SENCO training that we have arranged, so far, for this new school year.

AREA	TERM	VENUE	DATES
Lancashire	Autumn	Dunkenhalgh Hotel, Clayton le Moors	Tuesday 8 November 2016
	Spring		Tuesday 28 February 2017
	Summer		Tuesday 13 June 2017
Lancashire	Autumn	Garstang Golf Club, Garstang	Wednesday 9 November 2016
	Spring		Wednesday 1 March 2017
	Summer		Wednesday 14 June 2017
Cumbria	Autumn	Lakeside Hotel, Newby Bridge	Tuesday 22 November 2016
	Spring		Tuesday 7 March 2017
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Cumbria	Autumn	North Lakes Hotel, Penrith	Wednesday 23 November 2016
	Spring		Wednesday 8 March 2017
	Summer		Wednesday 21 June 2017

### Morning (10:00-12:30): CPD

- Training on different topic each term relevant to your SENCO role
- **Autumn:** SLCN (*more information on Page 1*)
- **Spring:** Zena Martin - Using Standardised Assessments
- **Summer:** Lynn McCann- Why some children with Autism Spectrum Conditions don't want to write

### Afternoon (1:30-4:00): SENCO Forums

Our Autumn Term Agenda includes:

- So you think you are accessible to parents?
- What can we learn from the area inspections?
- Thinking about the SENCO Role – establishing priorities for the next year when time is limited
- Updates

There is a booking form on the back page of this newsletter, or you can download one from our website: [www.eleanorhick.co.uk](http://www.eleanorhick.co.uk) go to the SENCO forums or Courses pages

## Are your children reading the right books?

### Reading with a child - How can you tell if a book is too hard?

#### FINDING THE READING LEVEL

1. **Independent Reading Level.** Easy reading. In oral reading, a child would have one or less word calling errors in 100 words of text, with 100 percent accuracy on comprehension questions about the story. A student could read it alone with ease.
2. **Instructional Reading Level.** This is the best level for learning new vocabulary. It requires the assistance of a teacher or tutor. The word error range allowed while reading orally to the teacher is from 2 to 5 word calling errors per 100 words of text (95% accuracy or better), with at least 80 percent comprehension on simple recall questions about the story. This is where the best progress is made in reading. Children who are forced or permitted to attempt reading beyond the 5-word error limit soon begin to feel frustration when in an instructional setting.
3. **Frustration Reading Level.** This is too hard for the reader. Word errors are over 5 per 100 words of text. Comprehension questions are below 70 percent accuracy. Unfortunately, teachers sometimes allow this to happen, especially when the words missed are basic vocabulary sight words, such as "was" for "saw" and "what/that." The practice of having young children work in frustration level reading materials is not professionally sound. It is, however, all too often observed in the classrooms of well-meaning teachers. A question often asked by teachers who begin to use the reading system described here is: "How do you know when a child has made a word calling error?"

Obvious errors are easy to record (yes, write them down).

Substitutions such as "where" for "there" are easy to put down on the student's word list.

Words not known can be written by themselves, such as "enough," if the child cannot say it.

Words pronounced but not comprehended are to be recorded, if the teacher is able to discover this. (In each class there may be a pupil who is a "good word caller," able to read aloud beautifully, but not very sure of what was read).

Another type of word error is the long pause word. Allow only up to 3 seconds for the reader to say each word.

Record any word where the child waits – pauses – more than 3 seconds before saying it. That way, by recording it, the word may be analysed phonetically and practiced at a later time.

If a child uses phonics to sound out the word successfully, but takes more than 3 seconds, record the word as an error, but praise the child for the good effort and success, and explain that with practice the word will come through smoothly later; (in this case the child would be expected to have used applied phonics during silent or oral reading, or to have asked about the word, prior to this oral reading time, which is used here as an assessment by the teacher).

#### CONTACT US

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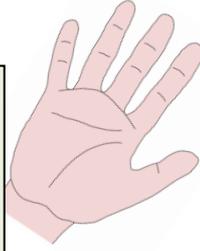
## Reading Advice for Children

### Five finger rule

1. Choose a book that you think you will enjoy.
2. Read the second page.
3. Hold up a finger for each word you are not sure of, or do not know.
4. If there are five or more words you did not know, you should choose an easier book.

Still think it may not be too difficult?

Use the five finger rule on two more pages.



### Choose a book that is a good fit for you!

Read two or three pages and ask yourself these questions:

### Will this book be too hard for me?

- Are there five or more words on a page that I don't know, or am unsure of?
- Is this book confusing and hard to understand by myself?
- When I read it aloud, does it sound choppy and slow?

If most of your answers were "yes," this book is too hard. You should wait awhile before you read this book. Give the book another try later, or ask an adult to read the book to you.

### Will it be an easy, fun book to read?

- Do I understand what I am reading?
- Do I know almost every word?
- When I read it aloud, can I read it smoothly?
- Do I think the topic will interest me?

If most of your answers were "yes", this will be an easy book to read independently by yourself.

At the SENCO Forum in November, we will be looking at the reading level of the materials that are on websites and on documentation sent out to parents

## SHARING ADVICE, INFORMATION &amp; RESOURCES

## New Autism Book

Lynn McCann from [Reachout ASC](#) has a book coming out in January. "How to Support Pupils with Autism Spectrum Condition in Primary School"

You may recall Lynn presented our Autism course last autumn, so we're looking forward to getting our copy of this book. You can pre-order yours on Amazon now.



## ..... NEWS FLASH .....

- Lynn will be back with us for our Summer Term Morning CPD, talking about why some children with Autism Spectrum Conditions don't want to write

## TMI virtual reality experience pack for schools and groups

Following the success of **The National Autistic Society's** video "Can you make it end?" (News, Special Children 231), the charity is offering people the opportunity to try an even more immersive experience. It has created a virtual reality pack to help typically developing students understand autism and what to do when they encounter someone on the receiving end of information overload.



The pack includes special headsets which take pupils inside a virtual reality film featuring an autistic child overwhelmed by too much information in a shopping centre. The pack also includes lesson plans for pupils from EYFS to Key Stage 3, presentations, work sheets, activities and three virtual reality headsets. (The app requires iOS 6.0/Android 4.4 or better and an appropriate mobile phone.

**Costs just £20 +VAT.**

Visit [www.autism.org.uk/shop](http://www.autism.org.uk/shop) and search for **TMI virtual reality experience pack for schools and groups**

## Seizure Training

Following a recent consultation, the government has announced that all newly qualified early years workers will be required to be trained in first aid from September 2016 if they are to count in the adult-to-child ratios used in nurseries.

Part of the consultation focused on what should be included in this training and the government has agreed to Young Epilepsy's recommendation that seizure management should be on the list.

Until now, nurseries were only required to have one trained first aider on site and this person did not necessarily have training in how to respond to an epileptic seizure.

Carol Long, Young Epilepsy chief executive, says: "This is welcome news for children with epilepsy and their families. The right training can reassure parents and enable children living with the condition to learn and play alongside their peers.

Along with this new stipulation for newly qualified staff, the government will also be launching Millie's Mark, a voluntary quality assurance scheme for nurseries that choose to train all their staff, named after nine-month old Millie Thompson who died after choking at a nursery in 2012.

More information about Young Epilepsy visit the website at [www.youngepilepsy.org.uk](http://www.youngepilepsy.org.uk)



## Literacy and Dyslexia

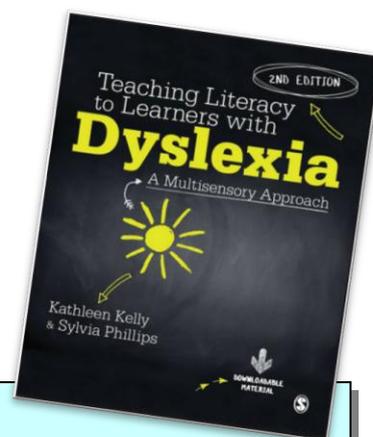
**Teaching Literacy to Learners with Dyslexia: A multi-sensory approach – second edition**

**By: Kathleen Kelly and Sylvia Phillips**

**Published by Sage Publications (ISBN 9781412962186) £34.99**

You may recall that Kathleen Kelly did a session for us on Dyscalculia in last year.

This publication was reviewed in **Special Children Magazine SC32** by Saira Pester as follows:



As someone who has made extensive use of the first edition of this excellent publication,

I can unequivocally recommend this new, updated version.

Highly respected in their field, both authors are dedicated to ensuring that pupils with dyslexia gain access to structured, multisensory literacy programmes. The first edition has become essential reading for anyone undertaking a course leading to ATS/APS or AMBDA status. In addition to providing up-to-date research, the latest edition has the added benefit of an accelerated programme, which allows teachers to vary the starting point of programmes – music to the ears of those who are frustrated at having to start learners at the beginning of these.

Divided into three sections, the book opens with an overview of different dyslexia theories and research, where the authors condense complex information from numerous sources into manageable reading. Some readers may find the technical nature of this chapter daunting. However, it is essential reading for understanding the rationale behind dyslexia teaching. The chapters that follow cover the role of memory, phonological skills, spelling, handwriting and the EAL learner.

Part Two reinforces the principles underpinning the programme and the methods and strategies involved. Influenced by methods developed by Cox (1972), and Gillingham and Stillman (1956), the programme follows a similar structure of the *Hickey Multisensory Language Course*. Where it differs, however, is in the detail of the content. Memory work, spelling rules, literacy concepts and morphology in both reading and spelling are all woven into the structure. Routines, guided discovery and overlearning are all planned to aid memory, understanding and automaticity, along with metacognition awareness i.e. enabling children to understand how they learn. Plans are supplied for either a one hour session or two 30 minute sessions. Activities, detailed descriptions and examples are all provided.

Part Three lays out the programme's structure – the teaching order for phonograms and concepts, along with examples of activities.

Although some specialist knowledge of dyslexia would help when reading this book, it is not a prerequisite. Anyone wishing to improve the effectiveness of the support they provide for pupils with dyslexia will benefit from this best practice guide. They will also discover that what it encompasses is actually best practice for all learners. Another valuable addition to specialist dyslexia resources.

## BOOKING FORM

### SENCO Training Days: CPD & SENCO Forums

Fliers and booking forms for all our courses are available to download on our website, [www.eleanorhick.co.uk](http://www.eleanorhick.co.uk) (go to the courses page). However here is new a quick style booking form you can use to book onto our termly training days, or to book individual SENCO forums or morning CPD courses; that you can fill in by hand while you have you a few moments to spare.

NAME OF SCHOOL	SCHOOL ADDRESS
EMAIL ADDRESS FOR INVOICE PURPOSES	

Booking for: NAME	ROLE IN SCHOOL	DIRECT EMAIL ADDRESS
Are there any special dietary requirements or accessibility needs that we need to be aware of?		

AREA	VENUE	TERM	DATES	AM: CPD	PM: SENCO Forum	Full Day
Lancashire	Dunkenhalgh Hotel, Clayton le Moors	Autumn	Tuesday 8 November 2016			
		Spring	Tuesday 28 February 2017			
	Ref: SEN01	Summer	Tuesday 13 June 2017			
Lancashire	Garstang Golf Club, Garstang	Autumn	Wednesday 9 November 2016			
		Spring	Wednesday 1 March 2017			
	Ref: SEN02	Summer	Wednesday 14 June 2017			
Cumbria	Lakeside Hotel, Newby Bridge	Autumn	Tuesday 22 November 2016			
		Spring	Tuesday 7 March 2017			
	Ref: SENC01	Summer	Tuesday 20 June 2017			
Cumbria	North Lakes Hotel, Penrith	Autumn	Wednesday 23 November 2016			
		Spring	Wednesday 8 March 2017			
	Ref: SENC02	Summer	Wednesday 21 June 2017			

**Cost (per place):** Full Day **£150**      AM CPD only: **£80**, (£50 for each additional AM place)      SENCO Forum only: **£80**

**Please return completed form to fax 0330 088 3791**

**or scan and email to [eleanor@eleanorhick.co.uk](mailto:eleanor@eleanorhick.co.uk) at Inclusive Learning (Lancashire) Ltd**

**NOTES:** Invoice will be emailed after the event.

Notification of cancellation must be received in writing/by email at least 8 working days prior to the event.

Non-attendance or cancellation less than 8 working days before the event will be invoiced in full.