Lincolnshire Local Offer and SEND Inclusion Toolkit

Revised Lincolnshire Local Offer went live on a new platform on 7th June. Still work to do on adding more content but this move has significantly improved the search functionality and enabled easier navigation across the website. Family Services Directory is also being updated

https://www.lincolnshire.gov.uk/send-local-offer

SEND Inclusion Toolkit (word version) is currently being piloted across 30 settings and initial feedback is very positive

Following collation of all the feedback from the pilot, we will start work on developing a digital version which will sit as part of the local offer. Work will start end of July / early August.

Valuing SEND is also being developed as a digital tool and will be access on line via a secure sign. Still in very early stages but first version will be ready for beta testing on 9th July with an aim to be widely available by October. Intention is for VSEND to have links to toolkit and local offer and vice versa.

SEND Local Offer

Lincolnshire's Local Offer - find everything you need to know about SEND in one place

The Local Offer brings together information for children and young people with special educational needs and disabilities and their families.

Search for services >

Where to start with SEND >
About the special educational needs and disabilities (SEND) local offer.

Early years and childcare >
Information about children's centres, portage and health visitors.

Wellbeing advice >
Local health services available to children and young people with SEND.

Support with education >
How to choose a school, move into further education and get transport.

Preparing for adulthood >
Jobs, money, housing and transition from children's to adult's services.
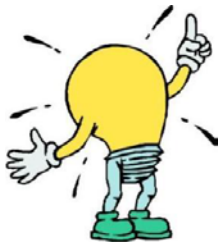
Your views and feedback >
Share your views about how you think we can improve our Local Offer.

LOCALOFFER LINCOLNSHIRE

Quick links
* Identifying and supporting SEND
* Liaise - SEND information, advice and support
* Read the SEND Code of Practice
* Help with childcare costs
* Tell us how we can improve

Ask SALL - advice for professionals

Are you eligible for free childcare?

Further work is being done to include a link to Ask SALL on all relevant pages

Lincolnshire

SEND Inclusion Toolkit

Schools 5-16 years

Supporting the graduated approach in Lincolnshire

'Helping children and young people get the right health, care and education,

in the right place, at the right time, as close to home as possible'

Co-produced in partnership with
Lincolnshire Parent Carer Forum

Lincolnshire
COUNTY COUNCIL
Working for a better future

Contents

"We feel that the [SEND] Inclusion Toolkit will provide professionals with the resources to gain a better understanding of SEND, and therefore this will improve an individual's interactions in education". *(Lincolnshire Young Voices 5/12/20)*

High Quality Teaching for pupils with Speech, Language & Communication Needs (VSEND Level 1-2)

The pupil shows low level frequency speech, language and communication difficulties which interrupts learning in some situations. The pupil's needs are met within their mainstream class through high quality teaching

What you may notice about the pupil

There is immature understanding of verbal language, with limited vocabulary beyond the everyday context.

- Occasional difficulty in understanding instructions
- Occasionally there are some difficulties with listening and attention
- There is immature use of verbal language, with limited vocabulary beyond the everyday context

- Some subject specific vocabulary takes longer to acquire than for peers
- The pupil will take longer than peers to find the word they wish to use
- There are concerns about immature speech sound development
- There is inconsistent and slow progress in phonic development

Strategies and Resources to support High Quality Teaching: 1-2

Attention and listening

- ✓ Get down to the pupil's level and say the pupil's name to gain attention
- ✓ Minimise noise and visual distractions
- ✓ Simplify your language to the appropriate level
- ✓ Chunk instructions
- ✓ Provide visual support to reinforce understanding (objects, photos, pictures, symbols, prompt cards)
- ✓ Model expectations by showing the pupil what they have to do
- ✓ Practice and reinforce good looking/good listening/good waiting
- ✓ Provide explicit praise when they remember and follow the rules
- ✓ Provide additional processing time
- ✓ Set time limits for pupils to complete tasks and make visual, e.g. sand timer

Speech

- ✓ Develop phonological awareness (alliteration, segmenting, blending, rhyming)
- ✓ Provide clear adult models of speech
- ✓ Sensitively remodel what the pupil has said by repeating it back accurately
- ✓ Respond positively to what the pupil has said rather than how they have said it
- ✓ Encourage the use of gesture, objects and signing to support their speech
- ✓ Use stories, tongue twisters and rhymes with repetitive use of individual sounds to reinforce and highlight clear articulation
- ✓ Play sound discrimination games

Strategies and Resources to support Targeted Interventions: 3-4

High Quality Teaching (1-2) strategies, approaches and adaptations (previous page) for pupils with SLCN should be implemented and supplemented. The school should work with the parent/carer and the pupil to write, implement and monitoring progress against personal targets.

- ✓ Specialist services should guide assessment, target-setting and intervention programme
- ✓ Pre and post tutoring should enable the pupil to engage with learning in the classroom
- ✓ A range of supports within the classroom, including visual timetables/now and next; visual aids; natural gesture and signing; use of ICT; audio visual aids, should support understanding

- ✓ Group work should be planned and opportunities tailored to meet identified need
- ✓ Small group support e.g. Circle of Friends, self-esteem group should be available
- ✓ Specialist recommendations should be implemented and reviewed through the pupil's Individual Education Plan (IEP)

Specialist Interventions for pupils with Speech Language & Communication Needs (VSEND Level 5-6)

The pupil shows moderate to severe difficulties with expressive and/or receptive language that affects access to the curriculum. The pupil's needs are met using a combination of approaches (Including small group interventions and 1:1 individualised support in and out of the classroom) following support and advice from specialists. At Secondary, this pupil may be following a different curriculum pathway.

What you may notice about the pupil

- The pupil finds it difficult to understand language (written and verbal), concepts and vocabulary beyond the everyday context – this may result from verbal dyspraxia, disordered language etc. - affecting reasoning and predicting skills
- Frequently listening and attention difficulties, and associated difficulty in understanding age-appropriate adult instructions
- Difficulty in processing language in particular settings e.g. in whole class listening and discussions
- There are moderate difficulties in expressing themselves verbally, in terms of grammar, word-finding and/ or vocabulary
- Poor generalisation of concepts and transfer of skills
- They use alternative forms of communication when tired or stressed

- The pupil has poor speech intelligibility and therefore struggles to make themselves understood
- Severe language delay / moderate language disorder: Severe/moderate problems in either, or both, understanding and expression
- In addition, one or more of the following also applies:
  - Frequent difficulty communicating verbally beyond basic needs
  - Frequently relies on a trained listener or family members for expressing themselves out of context
  - Frequent difficulties participating in social activities in unfamiliar contexts or with unfamiliar people
  - Frequent difficulties participating independently in unfamiliar educational activities

Resources for Teachers and Teaching Assistants

- Maximising the use of teaching assistants
- Lincolnshire Specialist Teacher Team
- The dyslexia and SpLD professional development frameworks
- Improving Learning in Mathematics. Challenges and Strategies - article by Malcom Swan, (2005). Standards Unit.
- SEND gateway – for information on whole school SEND
- Using digital technology to improve learning
- Guidance – Literacy and numeracy catch up strategies
- Free resources from Natalie Packer Educational Consultancy
- Dyspraxia – Friendly classroom guidelines for Primary Schools
- Dyspraxia – Secondary School classroom guidelines for Secondary Schools
- Information about Dyslexia from British Dyslexia Association
- Further Dyslexia information from nessy.com
- Dyslexia Friendly Schools Good Practice Guide – 2nd Edition (published in 2018) £15 for the digital download.
- 30 ipad Apps can be found here.
- Using Digital Technology to Improve Learning
- Call Scotland – iPad apps for Learners with Dyslexia / reading and writing difficulties
- 'What works for children and young people with literacy difficulties?' Greg Brooks - The Dyslexia-SpLD Trust
- www.interventionsforliteracy.org.uk The Dyslexia – SpLD Trust
- That Reading Thing – Literacy for teens and adults wherever they are - Greg Books
- Effective Numeracy Support that makes a Difference OFSTED (2013) good practice example : New College, Durham.
- Dyscalculia resources
- Literacy and numeracy catch-up strategies Sept 2018:
- Write Dance
- Speed Up Lois Addy (LDA)

- Write from the Start Teodorescu and Lois Addy
- First Move through Lincolnshire Community Health Services (LCHS)
- Understanding working memory: a classroom guide. Gathercole & Alloway (2007).The University of York.
- Booth, J. (2009) Memory Magic. - A resource for teachers and therapists to assess working memory and develop memory skills, KS1-3
- The Working Memory Rating Scale (WMRS) - a behavioural rating scale developed for teachers to facilitate easy identification of children with working memory deficits.

Assessment and Target Setting

- Dyslexia Checklist – British Dyslexia Association
- Childrens Therapy Service (LCHS)
- Information Sheets from Dyspraxia Foundation

Resources for Parents and Carers

- Working with parents
- Information on dyslexia for parents Nessy.com

NUMERACY

- Oak academy lessons to support children / young people with additional needs in specific areas of maths.
- iPad Apps for Learners with Dyscalculia/Numeracy Difficulties
- Resources to support teaching to tell the time
- Active games to support maths learning
- Virtual physical resources to help children / young people understand maths, cubes, tens frames, number lines, bead strings and many more!

LITERACY

- Android Apps for Learners with Dyslexia / Reading and Writing Difficulties
- Free PowerPoint Books for Young Readers
- List of Dyslexia friendly books
- Rhyming multisensory stories for downloading using signs, props, movement etc. to engage children / young people with special needs.
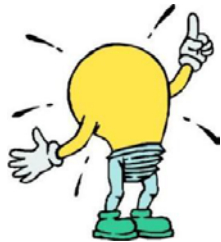
Suggestion from initial feedback is to create a similar section for links to other professionals which are currently linked where discussed in the body of the text and would be better collated at the end

Section 3: Working in Partnership with Parents and Carers

"1.1 Section 19 of the Children and Families Act 2014[1] makes clear that local authorities, in carrying out their functions under the Act in relation to disabled children and young people and those with special educational needs (SEN), must have regard to:

- the views, wishes and feelings of the child or young person, and the child's parents
- the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- the need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood

https://www.legislation.gov.uk/ukpga/2014/6/section/19

Lincolnshire Parent Carer Forum

Lincolnshire Parent Carer Forum (LPCF) are recognised and supported by the DfE COP 2015 and are a statutory partner in working alongside the Local Authority

LPCF are an independent registered charity and are run by trustees and volunteers parent carers of children with SEND.

LPCF's main role is to collect the views and experiences of their large members Health to help improve the provision of services for children and young people professionals.

Effective Parental Engagement

The SEND Code of Practice makes it clear that pupils and their parents / carers must be actively involved in the decision making for pupils with SEND at all stages. In particular, schools must ensure that information gathering includes an early conversation with the pupil and their parents which is structured in a way to gain a good understanding of the pupil's strengths and difficulties, parents' concerns and the next steps required. Parental engagement in their child's learning and the quality of the home learning environment is key to achieving improved outcomes and schools should talk to parents regularly to set clear outcomes and review progress towards them.

'Schools should be optimistic about the potential of working with parents

- There is an established link between the home learning environments at all ages and children's performance at school.
- Schools and parents have a shared priority to deliver the best outcomes for their children'

Working effectively with parents can be challenging, and is likely to require sustained effort and support. Most schools say that they do not have an explicit plan for how they work with parents; fewer than 10% of teachers have undertaken CPD on parental engagement. Therefore, schools should start by critically reviewing their aims and current approaches and:

- Focus on areas that have better evidence (such as those summarised opposite) – different approaches are needed for different ages.
- Talk to parents who are less involved about what support they would find helpful.
- Plan and monitor to progress towards defined aims'   EEF summary of recommendations

1 Critically review how you work with parents

2 Provide practical strategies to support learning at home

3 Tailor school communications to encourage positive dialogue about learning

4 Offer more sustained and intensive support where needed

Source EEF Effective parental engagement for pupils with SEND includes questions for reflection.

Full EEF Parental Engagement Guidance available here

Any questions