

SEN Update

The Special Educational Needs Newsletter of Education Bradford



Long serving colleagues
Clive & Jane
say farewell
to SEN



AFTER 25 YEARS' WORKING IN EDUCATION IN Bradford, Clive Halliwell is retiring. Clive joined Bradford LEA in January 1981 as Headteacher of Wharfedale Hospital School, after service in special and mainstream, day and residential education both in this country and North America.

Clive's move to Bradford coincided with a period of considerable change, both nationally and locally following the drafting of the 1981 Education Act. Following the changes Clive was involved in the complete review of the Language and Numeracy Curricula. From this work specific record keeping formats were devised and staff were encouraged to develop action programmes to meet each child's Special Educational Needs.

In 1983 Clive became Headteacher of Haycliffe School where he worked until 1986. He then began working in the Advisory Service in the central part of Bradford Education, and is currently the Strategic Manager for Special Educational Needs.

Prior to coming to Bradford Clive worked as a PE Teacher from 1968 to 1973 in Saskatchewan in Canada. This was where he met his wife, Linda. Linda and Clive have three children, a son and twin daughters, who all now live in Calgary in Canada.

Clive's work in Canada involved sport and recreation for the disabled and entailed coaching and working with children and young people in areas of swimming, volleyball, basketball and athletics. Clive was one of the coaches who accompanied the Canadian Wheelchair Sports Team to the Pan Am Games in Argentina.

On returning from Canada Clive started working with the Cerebral Palsy Unit in Heathfield School in Hampshire for six years.

Clive has many memories about his time in Bradford

which include the sadness at having to hand out packed lunches to children in the snow during the Teachers' strike in the 1980s, but on a happier note he is frequently tapped on the shoulder and asked "Do you remember?" which is pleasing that people remember the good times.

Clive's hobbies include his narrowboat on the Leeds Liverpool Canal. Clive and Linda hope to explore the wider network of waterways from Kendal to Godalming, as well as spending a greater proportion of their time in Canada with their children.

AFTER NEARLY 20 YEARS OF WORKING IN Bradford, Jane Brown is leaving to work on a part-time basis in neighbouring North Yorkshire.

After starting her career as an English teacher in London she transferred to educational administration in the London Borough of Newham and very quickly became involved in both primary and special education.

Jane transferred to Bradford into her senior officer post and has displayed a flair for the production of high quality, accurate and consistent information. During her time here she has become widely respected and has always offered friendly advice to her colleagues and has contributed greatly to the development of many initiatives in our schools, in particular Pre 5 provision and support.

Jane was responsible for the then Bradford Education receiving the crystal kite mark for the use of clear English in its SEN documentation. She actually left Bradford to go to Nashville Tennessee in the mid-1990s but obviously felt the tug of schools and colleagues in Bradford after a year away.

We all wish Jane well in rural North Yorkshire, where no doubt, her endless enthusiasm for swimming at any opportunity in the many beauty spots of the county will continue.

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Supporting Pupils with Epilepsy

A one-day interactive training session by Epilepsy Action aimed at Managers, Teachers, SENCOs and Teaching Assistants, which will offer guidance on supporting the needs of children and young people with epilepsy is being planned to take place on 28 February 2007.

Epilepsy is the most common serious neurological condition, and affects approximately 450,000 people in the UK. The session will investigate the medical, educational and social needs of students with epilepsy, and how these needs can be addressed.

Research shows that over two-thirds of students with epilepsy in mainstream schools underachieve academically compared to their intellectual level, particularly in maths and reading. A recent study by the National Children's Bureau found that young people with epilepsy in mainstream schools encounter significantly greater problems with learning and attendance compared with young people with other medical conditions. Although epilepsy is a condition that can cause special educational needs (SEN), there is little awareness of the link. This session will give training in the issues faced by learners with epilepsy, and the strategies that education settings and practitioners can use to ensure that students with epilepsy achieve their full

potential. Training materials will include the Epilepsy Policy for Schools, which gives practical guidance and help for education settings, along with a model policy.

Session overview: Introduction to epilepsy

This session explains what epilepsy is, what seizures are and how to recognise common seizure types. It also explains in general terms the ways in which epilepsy can affect learning.

Medical, educational and social needs of students with epilepsy

This session introduces the various additional needs that a student with epilepsy may have, and how to address these needs. The themes covered include routine medication, first aid for seizures, emergency medication, the various ways in which epilepsy can affect education, and the social effects of epilepsy on individuals and families.

How the needs of students with epilepsy can be addressed by individuals and organisations

This session will provide examples of good practice, and give practical strategies to address the needs of

students with epilepsy. This will include examples for individuals such as the use of Individual Healthcare Plans, Individual Education Plans and specialised learning strategies. The training, policies and procedures that can be put in place by organisations will also be covered, using guidance from the DfES/DoH joint documentation "Managing Medicines in Schools and Early Years Settings", Epilepsy Action's "Epilepsy Policy for Schools" and the SEN Code of Practice.

Epilepsy Action is the largest member-led organisation for epilepsy in the UK. A focus on education in 2006 includes the launch of the Epilepsy Policy for Schools, a new section on the organisation's website for education professionals, and the National Conference, "Education for the Future".

Elizabeth Anderson is Education Policy and Campaign Officer for Epilepsy Action. Prior to joining the organisation, she completed a PhD in genetics; she has taught in the HE sector, and has experience of support work in mainstream secondary education.

If you are interested in taking part please register with Marian Thomas, Head of Physical Difficulties and Hospital Teaching Team, Education Bradford, Future House, Bolling Road, Bradford BD4 7EB, Telephone: 01274 385833 Email:marian.thomas@educationbradford.com

Children with Diabetes at School

Diabetes Team Information

THE CHILDREN'S DIABETES TEAM IS PART OF THE Bradford Teaching Hospitals Foundation Trust based at St Luke's Hospital.

The team comprises of:

- Dr Shaun Gorman – Paediatric Consultant
- Ann Brooker and Pippa Hargreaves – Paediatric Diabetes Nurse Specialists
- Alison Woodhead – Paediatric Diabetes Dietitian

The team is responsible for the management of the children and adolescents who live in the Bradford area and is available to visit schools when children or adolescents are newly diagnosed and/or are starting at a new school. The Team is also available:

- to provide update teaching to staff, to provide training to staff undertaking blood testing / injections
- to provide additional teaching / training when staff are taking children on residential trips

- to provide information for catering staff
- where diabetes related issues have been identified.

All children and adolescents with diabetes should have an individual care plan, either completed at diagnosis or passed on from a previous school

Each individual should also have a 'Hypo box' which should be kept in an accessible medical room, classroom or at reception to ensure prompt treatment of low blood glucose levels.

Increasingly children and adolescents are using more complex insulin regimens which require injections and blood tests to be undertaken at school. At present the team are liaising with each school on an individual basis, but written consent forms are being developed in collaboration with Education Bradford.

If you would like further details, or to arrange a school visit, and/or provide training please do not hesitate to contact the team on 01274 365219. Schools are asked to let the team know of any new starters.

Disability discrimination: Update

UNDER PART 4 OF THE DISABILITY Discrimination Act 1995 schools and local authorities, have a duty:

- not to treat disabled pupils less favourably for a reason relating to their disability, without justification
- to make reasonable adjustments so that they are not at a substantial disadvantage in comparison to those who are not disabled
- to plan strategically to increase access over time, to schools (including planning to increase access to the school premises and to the curriculum and providing written materials in alternative formats to ensure accessibility).

The Regional Partnership held a successful event in June to help the Department for Education & Skills launch a new resource **Implementing the Disability Discrimination Act in schools and early years settings** to help schools and local authorities implement the reasonable adjustments duty and planning duty by providing:

- an explanation of the Disability Discrimination Act duties and their relationship to the statutory SEN framework
- a DVD resource filmed in over 40 schools – illustrating how schools have made reasonable adjustments to prevent discrimination against disabled pupils and increase their access to education; plus supporting written materials
- templates for schools and local authorities to use in reviewing and revising their statutory accessibility plans, which are due for renewal this year
- guidance for local authorities on increasing access to early years settings for very young disabled children.

The resources produced are in five sections namely:

- 1 Duties and Definitions
- 2 Making Reasonable Adjustments for Disabled Pupils
- 3 Improving Access for Disabled

Pupils: School Plans

- 4 Improving Access for Disabled Pupils: Local Authority Strategies
- 5 Improving Access for Disabled Pupils: Early Years.
A further section entitled Promoting Disability Equality in Schools – is to follow.

Within the resource pack a CD-Rom is provided covering all sections and which contains:

- The texts of the different sections with interactive templates and framework
- Sample training sessions and activities for use with staff, senior managers and governors
- Powerpoint presentations on the DDA
- Briefings and resources
- Practical examples of reasonable adjustments made for disabled pupils.

This new resource pack from the DfES is available for individual schools to order from: www.teachernet.gov.uk/wholeschools/en/. It can also be obtained by telephoning: 0845 60 22260, please quote order number: 0160 – 2006 Doc – EN.

The resource will help schools to answer the following questions:

“How many disabled pupils are there in your school or setting?”

“Do you understand how the disabilities duties fit in with SEN duties?”

“What difference will your accessibility plan or strategy make for disabled pupils?”

“Have you thought about how you can plan to improve access for young disabled children?”



Arrangements are currently underway to hold a conference in Bradford, in the autumn term 2006, to help disseminate this information. Details will be issued to all schools in the near future.

The Disability Discrimination Act (DDA) 2005 amends the DDA 1995 to introduce a statutory duty on public authorities, including schools and local authorities to promote equality of opportunity for disabled people (Disability Equality Duty).

Schools and local authorities will be required to have due regard to the need to:

- eliminate unlawful discrimination against disabled people
- eliminate unlawful harassment of disabled people
- promote equality of opportunity for disabled people

Under regulations attached to the Act from December 2006 secondary schools, and from December 2007 primary schools will need to use their existing mechanisms to demonstrate how they are meeting the requirement to have a Disability Equality Scheme and Action Plan:

- assessing the impact of their activities on equality for disabled people
- improving outcomes for disabled people
- monitoring whether outcomes are improving for disabled people
- using the results of their monitoring

The Disability Rights Commission is producing a number of non statutory guidance documents to support the implementation of the Disability Equality Duty. They are working with the Institute of Education to identify the scope of the non statutory guidance for schools, which we are looking to distribute as an additional section to **Implementing the Disability Discrimination Act in schools and early years settings** in the Autumn. It will also be available at www.drc.org.uk

Evaluation of the Special Educational Needs Parent Partnership Services in England

AN EVALUATION HAS BEEN MADE OF THE EFFECTIVENESS and impact of the statutory Parent Partnership Services (PPS) in England. The research published by the DFES found that:

- the findings support previous reports that parent partnership services are valued by most parents but there exists wide variation between services due to organisational arrangements, staffing and resources
- there was a strong link found between overall funding and higher levels of PPS effectiveness. However, there was no evidence that any local authority was using a transparent way of linking partnership funding to monitoring or SEN data
- parent partnership services need to develop better systems for monitoring their impact and cost effectiveness in order to feed into self improvement
- the demands of casework need to be balanced with the need for strategic work in order to ensure more long term impact and reach a wider range of parents
- local authorities need to take more responsibility for the

nature and quality of monitoring data

- not all local authorities fully appreciate the value of PPS or are convinced about the utility of the partnerships in enhancing outcomes for pupils with SEN
- PPS engagement with schools, and 'hard to reach' parents continues to be under-developed. This is attributed to inadequate staffing levels within the partnerships and variations between schools and their local authorities in their perception of the value and purpose of PPS
- although PPS has characteristically developed local ways of working there is evidence that PPS has been enhanced through the work of their national groups, eg national parent partnership network and regional parent partnership groups.

The full Research Report RR719 is available at www.dfes.gov.uk/research or purchased from the Publications Centre. Copies of the shorter Research Brief are available from the Publications Centre or at www.dfes.gov.uk/research

Speech and Language Therapy Training

THE PROGRAMME OF TRAINING FOR THE ACADEMIC YEAR 2006-2007 will be in schools in September 2006.

This will include:

- An introduction to speech and language development
- Speech sound difficulties
- Social communication
- Social skills workshops
- Stammering

- Living and learning in two languages

The courses will be held in a variety of locations around the city. In-house training sessions for a school or a family of schools can be arranged – please contact Margaret Greer.

If you would like to receive your own copy of the training programme please contact Margaret Greer, telephone 01274 770397 – leave a message or email margaret.greer@bradford.nhs.uk.

The review of deaf provision & future proposals

IT IS A WHILE NOW SINCE THE COUNCIL'S EXECUTIVE agreed to the proposals for the future provision for deaf pupils and we wanted to update you on this matter.

During this summer term we were expecting to publish the legal notices about these proposals. Whilst the location of

the future provision is well understood (on the sites of Swain House Primary, Hanson Secondary, Girdlington Primary and a primary school in the Keighley, Ilkley, Bingley area of Bradford) we have realised that the proposed arrangements for the governance and management of the future dispersed school for deaf pupils is less clear to parents/carers, staff and governors.

We wish, therefore, through a series of meetings which are taking place during the summer, to brief parents/carers, staff and governors affected by these changes on the proposed governance and management arrangements for the dispersed school for deaf pupils aged 2 to 19. The legal notices would then be published in the autumn term.

This does not lessen our resolve to provide the highest quality of provision and accommodation for deaf pupils. It will enable clarity to be achieved about how this future provision will be configured.

If you wish to discuss any of the above matters please contact Dominic Wall (Education Client Team 01274 385982).



TRACKS Programme

A PIONEERING PROGRAMME TO HELP CHILDREN WITH A fear of going to school is in its early stages but is showing promise.

The TRACKS programme, co-located within Wycliffe Primary School in Shipley, has provided an opportunity for up to 16 children and young people to engage in a wide range of school activities as a group and individually instead of being taught at home.

The programme was developed after it became clear that a fear of going to school was on the increase nationally – including in Bradford – and so a working party was set up to see how best to tackle the problem. The name TRACKS was chosen by the young people involved and reflects the idea of making tracks, or progress, in their lives.

Previously young people with a clinical diagnosis of anxiety were allocated a tutor or tutors who taught at home or a place other than at school. Academic outcomes were usually favourable though often complex arrangements for coursework and exam sitting had to be made.

The young people had little or no interaction with peers and in some cases with the outside world. The legislation "Access to Education" 2001 highlighted the benefits for pupils working in groups in learning and therapeutic outcomes. The home tuition team piloted some group activities and saw real benefits for students. Students established friendships and began to exchange texts and e-mails.

CAMHS were also working with small groups of anxious students and shared a vision of opening a unit which could educate and offer therapy on one site. The working party described above included CAHMS, School Health, Connexions, Educational Psychology, Home Tuition and EB.

The unit opened to students in December 2005 following extensive refurbishment of two rooms and an office on the Wycliffe site. Grants funded the upgrade and the unit has broadband internet access for each student, whiteboard technology, a kitchen, new furniture and carpets.

Places at TRACKS are allocated through a multi agency panel



and all referrals to the panel come from medical professionals.

Students stay on the roll of their home school and the home school is involved with planning at TRACKS.

Staffing comprises two experienced KS3/4 teachers from the home tuition team and an ESWS from the school refusal team at CAMHS. In addition there is some specialist input from home tutors. A group of CAMHS professionals offer group cognitive behaviour therapy to the young people on a fortnightly basis. Both teachers are musicians and music is offered to all students.

Regular reviews of individual students are held with parents and professionals in the unit.

Initial concerns that young people, some of whom have been unable to attend school for years, might not attend prove unfounded and attendance is in the order of 80%. An attached educational psychologist is to formally evaluate the project for EB and the initial indicators are very positive. Staff are witness to significant improvements in young people's confidence both as learners and in life out of school. Professional and lay visitors have been impressed with the work of the unit.

Examples of progress include one girl accessing some specialist subjects at her home school and another who wishes to try to go back full time to her home school from September 2007. One young man who had not left his house for years now attends every day.

TRACKS is registered with DfES and has been approved as an examination centre with AQA. A clinical psychologist from CAMHS is recommending TRACKS for a national award for therapeutic work with young people. It is felt that the work at TRACKS exemplifies best multi-agency practice and addresses the recommendations in the Every Child Matters agenda.

Future plans include appraising e-learning solutions to address curriculum breadth and to the possibility of tailoring specialist teacher input to smaller groups in science and ICT where the potential for success is seen.

Many anxious young people are still educated at home by home tutors. There are significant costs incurred over long periods from this provision and the experience of TRACKS shows that some young people's needs can be better met and at less cost than through home tuition.

As stated above a formal independent evaluation will be carried out in the summer which will assess the work being carried out at the TRACKS centre.



Down Syndrome: A Two Day Conference 5 and 6 October 2006

THE DOWN SYNDROME Support Group Bradford in association with Prof Sue Buckley and the team of experts from the Down Syndrome Educational Trust, Portsmouth are holding a two day conference at the Carlisle Business Centre on 5 and 6 October 2006. This is an exciting opportunity for both families and professionals to gain information and practical advice based on current research into the development and education of children with Down syndrome from birth through their primary school years.

Over the two days there will be two keynote presentations and eleven workshops from which to gain increased knowledge and understanding of the specific learning profile of a child with Down syndrome.

The two keynote presentations:

Down syndrome: An overview of the information on the special needs of children with Down syndrome.

Inclusion: Why inclusive schooling is the best option. Evidence of the benefits.

The eleven workshops:

1. Early Intervention, birth to 4 years. This will look at the early support materials, including the Developmental Journal, and is relevant for parents and professionals working together to celebrate progress and support effective intervention.
2. Encouraging early speech and language development, birth to 4 years. Milestones and

practical activities. This will include an introduction to the new See & Learn materials for reading and language.

3. Encouraging speech and language development, 5 to 11 years. Vocabulary, sentence and speech development.
4. Strategies for developing working memory. Explanations of the working memory, why it is so important. Links with speech and reading. Ways to improve memory skills.
5. Teaching reading to teach talking 5 – 11 years. Why reading helps spoken language. Practical ways to develop reading and writing skills. Introduction to the new See & Learn materials for reading.
6. Planning for successful inclusion in school. A session outlining what should be in place for a child starting mainstream school. How the school should be planning and what should be in the statement.
7. Encouraging social development and age appropriate behaviour. Expectations for behaviour to prepare children to benefit fully from inclusion. Effective methods for changing difficult behaviour.
8. Encouraging self help skills. How to develop motor skills for all activities. How to encourage independence in feeding, toileting and dressing.
9. Numeracy using the Numicon approach I. The basics. Activities

to promote early counting and number recognition.

10. Numeracy using the Numicon approach II. Introducing teen numbers and number bonds.
11. Understanding ENT infections. Explanation of the ear, nose and throat, why children with Down syndrome are prone to infections in these areas. Treatments.

The workshops will be aimed at parents, family members and professionals living and working with children with Down syndrome in the hope that all involved in the development, education and inclusion of children with Down syndrome will benefit from the information, advice and practical suggestions delivered in the keynote presentations and workshops listed above.

In this way it is hoped to empower parents and professionals alike and improve the future for children with Down syndrome in the area.

The workshops will be timetabled to enable each delegate to attend eight different sessions over the two days. Upon booking you will be allocated to a group relevant to the age of your child.

The cost (including lunch both days) of the conference is: £20 for parents and family members and £35 per person for professionals.

For an application form please contact Wendy Uttley, Down Syndrome Support Group Bradford, 89A Heights Lane, Bradford BD9 6DU.

Person Centred Transition Reviews for Young Disabled People

A REGIONAL ACTION RESEARCH project was commissioned in March 2005 by the Yorkshire and the Humber Regional Transition Steering Group of the SEN Regional Partnership to examine person-centred planning in transition planning.

The aims of the Project were to test out and evaluate a person-centred approach to transition reviews for young disabled people in one school in four sites in the region: Bradford, Calderdale, Leeds and Sheffield and to make recommendations for action to improve person-centred and multi-agency working for disabled young people in the transition from children's to adult services.

A person-centred review focuses on the young person rather than statutory form filling, ensures the young person is always present and is actively listened to and that everyone at the review has an opportunity to take part.

Person-centred reviews begin with large sheets of paper which are put on the walls around the room with the following headings:

- What we like and admire about the young person
- What is important to him / her now
- What is important to him / her in the future
- What support and help is needed for the young person to stay safe and healthy
- Questions to answer/issues we are struggling with
- What is working and not working from different perspectives
- Actions which are positive and possible and include who will do what and by when

The research project showed that young people liked these reviews because:

- The young person was the focus of the review
- Everyone had a chance to have their say
- It gave a much fuller picture of the young person because everyone contributed
- Having what was said on the walls
- The stickers and the coloured pens
- Lack of forms and formal papers in the meeting

- Having an independent facilitator helped it feel more equal
- The way the graphic facilitator moved fluently from one sheet to another in an unobtrusive way
- Very relaxed/open meetings
- One parent pointed out that implementation is the real key to the success of the person centred review.

Comments from those involved were:

"The principle of person-centred reviews is brilliant. They are going in the right direction, but need developing. Mainly around the skills of the facilitators and awareness of stakeholders."

Senior Social Worker

"There is a need for confidence building for students. They don't know what to expect. ...moving on from school is a terrific responsibility because young people have so little experience of making decisions about what next. They are so protected – especially if, like mine, they are in a special school."

Parent

"The review was very good. I found it much easier to fill in the assessment forms and to think about this young person and their concerns after the review. I had a much fuller picture because everyone contributed – a lot more information and a lot more personalised. He really came to life."

Social Worker (Transitions)

"A person centred review is part of a process, not an end product. Need to ensure this process is understood and that people take from the meeting to other relevant parts – for example the classroom."

Senior Social Worker

There were some difficult issues which arose:

Some practitioners said they felt it was difficult to openly discuss more delicate issues. They told us there are some issues that have to be discussed without the young person present. One suggestion was for the facilitators to meet practitioners briefly before the review to flag up difficult issues to ensure they are raised in a positive way.

Other concerns included:

- Too many forms and plans – transition plan, person-centred plan, health action plan – standardisation of the transition plan and review forms across all agencies would be a significant improvement
- How can anything be person-centred when you can't choose what you want?
- How to ensure that person-centred reviews are not reduced to a tick box exercise
- Person-centred reviews will be pointless unless the action plan from the review is properly implemented
- Multi-agency working supported by strategic direction.

Conclusions

Young disabled people and their families are likely to be users of a number of services, the delivery of which changes at different stages during the transition from children's to adult services. For this to be effective there needs to be a strategic and operational approach to making changes happen smoothly. The success of 'transition' depends on local leadership, local initiatives and proactive multi-agency working. Within the four sites a strategic approach is at varying stages of development and there are some encouraging signs of progress.

With the success of the Valuing People Pilot funded by the DfES, it is likely that person centred reviews will become statutory in the future. Person centred transition reviews have the potential to make significant, positive differences to the lives of young disabled people as they move into adulthood. But person-centred reviews cannot exist in isolation and the real impact will depend on the capacity of support services from education, social services, Connexions and health to implement the action plans from the reviews and their willingness to work together on a shared agenda around transition.

The key messages from this research are the need to develop high quality facilitation for person centred reviews and for all agencies to come together,

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pool resources, share expertise, and develop capacity. And ultimately to see better, sustainable, person centred transition planning and better futures for young disabled people.

In all four sites there was support from practitioners for person centred reviews as the way forward in transition planning with the proviso that more work around preparation, facilitation, meeting statutory

requirements, practicalities and engaging with sensitive issues needs to be addressed. Sharing and building on good practice locally and regionally through Partnership Boards, the SEN Regional Partnership and Valuing People networks will be critical.

The Valuing People Person Centred Planning Pilot demonstrated the benefits of having skilled, trained and

supported facilitators. That project is continuing and it is hoped that other areas in Yorkshire and the Humber will take advantage of the free training and support offered. If person centred transition reviews are to be successful building this capacity will be essential.

A report for each site involved in this research project has been produced for the SEN Regional Partnership.

Child Brain Injury Trust: "Don't judge a book by its cover", Supporting a child with an acquired brain injury at school, One-day workshop for staff in education

EVERY CHILD MATTERS – Change for Children emphasises the duty of schools to ensure the early identification and effective support for children with additional needs.

There is no statutory training for teachers on acquired brain injury, so how is it possible for teaching staff to provide an appropriate level of support to children with an acquired brain injury?

The workshop is being held at a number of locations throughout the country between May 2006 and February 2007 and will:

1. Encourage you to identify and understand the issues surrounding acquired brain injury, through case study, activity and discussion.
2. Suggest ways for you to provide support in the initial stages.
3. Provide opportunities to simulate some experiences faced by children who have an acquired brain injury.
4. Offer strategies to use in the classroom.
5. Provide all participants with a comprehensive reference resource.

Just because you have never worked with children who have an acquired brain injury doesn't mean you never will. Be informed and make a difference.

Programme for the day:

Childhood acquired brain injury and Child Brain Injury Trust (CBIT): What does it mean

Dispelling the myths: How much is actually true? Developing expertise.

"Must Try Harder": A film addressing the educational issues surrounding childhood acquired brain injury.

The ripple effect on the entire family: "Being a parent of a child with an acquired brain injury is a bit like being asked to sprint up a steep never-ending mountain of volcanic rock in bare feet – the ascent is tough, the pain is enormous and the journey can feel like it's endless and uncompromising".

Supporting in the early stages:

Suggested ways to provide support at the 'acute' stage.

Mind Boggle: Simulate some experiences faced by a child with a brain injury.

Practical strategies for teachers

"Who are you?": A film written by and starring children affected by an acquired brain injury.

How much do I know now?

What will I do differently?

Who is the workshop relevant to?

This workshop is beneficial to Local Authority Education Officers, SENCOs, Classroom Teachers, Teaching Assistants, Headteachers, Specialist teachers, School Nurses, Assessment Teachers, Outreach Teams, Medical Education Teams, Professional Development Officers and Physical Disability Support Services.

How much does the workshop cost?

Cost per person: £75 to include lunch, refreshments and delegate resource pack. Booking forms can be obtained from the Child Brain Injury Trust, The Great Barn, Baynards Green Farm, Nr Bicester, Oxfordshire OX27 7SG, www.cbituk.org or email info@cbituk.org.

West Yorkshire Transport Services (WYTS)



Information Sharing and Integrated Working News

DURING THE RECENT SPECIAL HEAD

Teachers meeting a request was made for WYTS to provide key contact information to all schools, to assist in ensuring enquiries are dealt with in the most appropriate manner.

The Pupil Access School Travel Section within Education Bradford is responsible for arranging transport including transport for pupils with special educational needs. This involves processing the application forms, determining whether a child qualifies under the Council's "Policy and Guidelines Covering Travel between Home, School and College", assessing the needs of the child, authorising transport and specifying the requirement to WYTS. The transport is then ordered through a Transport Request Form.

WYTS, also a company within the Serco group, manage the transport provision on behalf of Education Bradford and are responsible for providing specialist and or dedicated transport for children with special needs. This is provided directly by the in-house fleet of buses characterised by uniformed staff and vehicles bearing the WYTS logo, or indirect by a range of minibus and taxi operators contracted by Metro. Two teams are set up to provide direct points of contact for the type of transport at your school.

Consequently once a Transport Request Form has been issued by Pupil Access any queries, comments, concerns about the operation of the transport provided should be forwarded to the appropriate WYTS team. Pupil Access can assist with queries about the Policy and changes to the child's arrangements such as changes of address or to the child's needs.

Pupil Access have written to schools outlining the timetable for the new September 2006 academic year and parents have been sent a letter asking them to update the child's transport details. A member of the WYTS planning staff will contact schools by either email or in person to then confirm requirements for the new school year. It is the intention to capture as much information as possible relating to the new school year at this point in order to confirm transport arrangements before the end of the summer term. Further assistance can be obtained by contacting the WYTS team: 01274 385592.

KEY GUIDANCE LAUNCHED ON INTEGRATED Working and Safeguarding Children.

On 6 April, in Leicester, Beverley Hughes, Minister for children, young people and families announced the publication of four key pieces of guidance to support the implementation of the Every Child Matters: Change for Children programme and improve outcomes for children and young people:

Information Sharing: Practitioner's Guide

Information sharing is vital for early intervention to ensure that children and young people get the services they require, and essential to protect them from suffering abuse or neglect. The cross-government guidance provides clarity on when, why and how practitioners should share information.

Common Assessment Framework : Managers' and Practitioners' Guides

The Common Assessment Framework is key to the early identification of children's needs. The guidance for managers and practitioner on how to use the Common Assessment Framework, is accompanied by a new version of the CAF form and further training materials on integrated working.

Lead Professional: Managers' and Practitioners' Guides

The lead professional coordinates provision across agencies offering a single point of contact for the child and their family. The new guidance will help managers to implement the role, and help practitioners carry out lead professional work. Working Together to Safeguard Children This guidance sets out how individuals should work together to safeguard and promote the welfare of children. The guidance has been updated since the previous (1999) version to reflect developments in legislation, policy and practice.

Information Sharing Index – Funding Announcement

Following on from the announcement of the four main guidance documents to support practitioners in children's services, the Minister also announced in her speech, the first tranche of funding to local authorities to support early work to implement the Information Sharing Index. £12m will be available from April 2006 - March 2007, with the promise of more funding to come in future years. For more information on supporting the launch of these important documents log on to: www.everychildmatters.gov.uk/

Children Now: Special educational Needs - Regional partnerships make progress

THE 11 REGIONAL PARTNERSHIPS set up to improve services for children with special educational needs have been commended for making a "substantial and marked" contribution to the Government's agenda.

A major evaluation of the partnerships has concluded that they are successfully bringing together professionals to improve services at local and national level. The verdict will massively increase the chances of the partnerships surviving the Government's next spending review in 2007. It also opens the door to further funding being made available above the existing level of £2.1m a year.

Researchers from the National Foundation for Educational Research spent two years evaluating the partnerships. Their report said: "The regional partnerships have made a substantial and marked contribution to the Government's agenda regarding provision for pupils with special educational needs. The relatively modest financial input to each region by the

Department for Education and Skills has released a considerable degree of professional time and expertise across authorities, which, in turn, results in outcomes which improve professional practice and quality of provision, and extend the repertoire of strategies and approaches in relation to services. It is doubtful that activity would have occurred without this catalyst."

The researchers called on other children's professionals to do more to support the partnerships. They recommended that national guidelines be drawn up for schools and councils to follow "in order that they may create the conditions in which the partnerships may flourish". And they said that children's services directors should be put under greater pressure to show a positive commitment to the partnerships.

Claire Lazarus, national adviser for the regional partnerships, said the report was "great news and validation of the model of voluntary collaboration".

Hugh Clench, facilitator for the southern

regional partnership, said: "This highlights the way the partnerships work, which is that we're bottom up and we're about development and network learning. We're not about performance management in the way that most other DfES agencies are. It's a different approach to encouraging development within children's services and this evaluation shows that it is having a tremendous impact."

But the National Association of Head Teachers still had concerns about the regional partnerships. Assistant secretary Jeff Holman said: "They have done innovative work in individual regions, which has been useful. But it's a question of how this impacts on what goes on in schools on a day-to-day basis. There is a strong local authority voice in the partnerships but we would like to see more of a voice from schools and we would want more schools to feel the benefits of what the partnerships are actually doing."

The New Behaviour Support Service: Challenges and Opportunities

THE PAST 12 MONTHS HAS SEEN A REORGANISATION of services in Education Bradford to better meet the needs of children and young people with social emotional and behavioural difficulties. Under the lead of Paul Nicklin, seconded Behaviour Support Strategy Manager, the following areas of work have been brought together in the new Behaviour Support Service:

- SEBD Team
- Primary PRU and Behaviour Centres
- Primary Behaviour Panel
- Tracking of SEBD pupils
- Secondary PRU
- Support and advice about exclusions

These areas have much in common and creating clearer links between them will enable delivery to be more coherent and effective. SEBD is constantly challenging to schools, parents/carers and communities and provision and services have evolved in Bradford to meet these challenges. However the next 18 months are likely to see significant further changes in provision and the management of provision. The government expect that by September 2007 all secondary schools will be organised into collaboratives taking greater responsibility for the development and management of provision for SEBD. This development of provision is likely to see the commissioning and quality assurance of alternative forms of provision by the collaboratives. An additional challenge at secondary level is the need to develop suitable

long term provision in Bradford for SEBD pupils with a statement of special educational need.

At primary level the development of the Behaviour Centres will continue with the opening of the Horizon Centre at Holybrook in November 2006, and there is a continuing need to develop and integrate the work of the Centres, the Primary PRU and the SEBD Team to maximise the effectiveness of services and provision. Primary schools are also expected to be involved with the collaborative agenda particularly around issues of transition. Linkages to nursery and pre-school work also need to be strengthened.

Further challenges will arise from the need to develop greater partnership working with health, social services and the voluntary sector. This is likely to see the further development of Multi Agency Support Teams and locality working in support of the Every Child Matters Agenda.

All of these challenges and developments present an opportunity to significantly enhance the support available to some of the most vulnerable children and young people in Bradford. To help us grasp these opportunities we have recently set up the Behaviour Strategy Group led by Denise Faulconbridge, Director of Access and Inclusion, with representation from the different school sectors and other partners – CAMHS, Social Services, YOTs, the LEA etc. The initial meeting was a significant success with a sense of commitment and interest from all those present to make a difference and impact in this area.

Sponsored Swim for Tsunami

THE PUPILS OF BRADFORD CATHEDRAL COMMUNITY College often raise money for needy causes, sometimes a whole school effort as on Comic Relief days and other times at their own request, usually in response to an appeal which touches their hearts.

Some of the pupils who have physical disabilities were keen to raise money following the Asian Tsunami Disaster and



The hydrotherapy group who raised the money. Waqaas, Tahair, Ryan, Asif in years 9,10,10, 8



Mrs Colley is pictured here supporting Waqaas Salt while he blows the yellow/blue disk to flip it over as part of his breathing exercise

asked if they could do sponsored hydrotherapy sessions. Each person's activity was set according to agreed targets, eg one student (pictured here) doing breathing exercises had to flip the exercise disk a certain number of times.

The four in years 8, 9 and 10 obtained sponsors, completed their personal targets in the hydrotherapy sessions and raised nearly £190. Quite an achievement!

Special Educational Needs Review: The development of Children's Centres 'plus'

PROVISION FOR VERY YOUNG children with severe and complex special educational needs (SEN) is currently made in a range of settings: special schools; resourced nurseries; non-maintained settings; mainstream schools with support; and at home with support from the Portage Team.

Resourced Nurseries in Bradford were one of the first provisions in the country in which mainstream nurseries were used to both assess and support very young children with severe and complex special educational needs. These settings have been 'trend setters'.

Through the review of special school provision it was agreed that three new primary schools, co-located on mainstream sites, would provide for children 2 to 11 with the most severe and complex SEN. It was also agreed that complementary provision for these youngest children would be strategically developed across the District. Following consultation, jointly undertaken by Education Bradford and the Council's Early Years Childcare Service, it has been agreed that the provision for the youngest children with severe and complex special educational needs should be centred around the development of Children's Centres 'Plus' as well as the three new co-located primary special schools. This will enable parents/carers to access day care for 5

days a week, 48 weeks a year for up to 10 hours a day, as well as educational provision. These Children's Centres Plus will admit children from a few months old up to the age of five years and will have a range of health and other support services located within them. The 6 Children's Centres Plus would have additional ('plus') provision to provide for a minimum of 8fte children with severe and complex SEN.

Location of the provision

The Council's Executive has agreed to three new primary co-located special schools being located on the sites of Bradford Moor/Lapage Primary (Delius Special School), Heaton Primary (Chellow Heights Special School) and Guard House Primary (Phoenix Special School).

It has also been agreed that the following Children's Centres 'plus' will be developed and opened in the autumn term 2006. This will mean that the current Resourced Nursery provision at Canterbury Children's Centre, Hirst Wood Nursery School and Strong Close Nursery School will remain as these settings formally become Children's Centres Plus. NB - at Strong Close the building is being extended and modernised. At Hirst Wood the change from resourced nursery to Children's Centre Plus will take place in 2008. The

Resourced Nursery provision at Eastwood, Miriam Lord, Thackley and Thornton Primary Schools will close in August 2006. This does not mean that there will be a reduction in the provision for those youngsters with special educational needs since this provision will be transferred to St Edmund's Nursery School and Children's Centre, Girdlington (the school and centre will be housed in new accommodation on the old St Philip's Primary School site in the autumn term); and Woodroyd Children's Centre, West Bowling.

There is a commitment to develop such 'plus' provision for the Barkerend (Leeds Road) area but the location of this provision is still to be decided. Consequently, the resourced nursery at Barkerend Primary School will continue until August 2007.

The government's intention is that every community should have a Children's Centre by 2011. It is highly likely therefore, that other 'plus' provision will be developed so that the youngest of children with severe and complex needs can be cared for within a learning environment as near to where they live as possible. This ideal truly meets the Every Child Matters aspiration of localised integrated provision and support.

Clive Helliwell, Strategic Manager, Special Educational Needs

Early Years Inclusion Panel (EYIP)



BRADFORD EARLY YEARS AND CHILDCARE Service and Education Bradford have supported inclusion in the Early Years using separate systems with a range of decision making processes.

It was acknowledged that this was confusing for parents and led to inequities across the district. As a result BEYCS and EB agreed to work in partnership to meet the needs of children and families.

A group started to meet in February 2005 in order to address these issues. The group includes representatives from BEYCS, EB, Health and Social Care and has developed the EYIP which will also include representatives from Children's Centres Plus, Primary Special Schools, the Voluntary sector and Parent Partnership as well as BEYCS, EB, Health and Social Care.

Whilst BEYCS and EB will retain their own budgets for supporting inclusion, funding will be jointly allocated via EYIP in place of current allocation procedures.

The remit of EYIP is

- To allocate and review additional resources to increase staffing ratios/support inclusion for a time limited period.
- To allocate places at Children's Centres Plus and Special Schools

for children with additional needs from birth up to and including entry into Reception Class.

The panel will work to the principle that young children should be placed in the least restrictive, most local early years environment, taking account of availability of places and parental preference.

- Requests for Statutory Assessment,
- Extra-district placements, and
- Education otherwise will remain within EB

A training session took place on 23 May for those responsible for referrals, including Educational Psychologists, LSS staff and Area SENCOs (including Pre-School Learning Alliance and Bradford Under Fives SENCOs). EYIP will start to consider referrals from September 2006.

Bradford Secondary Pupil Referral Unit (College Provision) - Annual Presentation

THE SECONDARY PRU - COLLEGE PROVISION HELD ITS ninth annual presentation in the Main Hall of the Old Building at Bradford College on Friday 9 June 2006.

Over one hundred and fifth guests attended this event - this included Parents, Guardians, Students, College staff and colleagues from Social Services, Careers, Education Bradford, Council members and others who have been involved with the provision this academic year.

The presentation marked the tenth anniversary of the provision at Bradford College and students were presented with certificates and trophies for course accreditation, also trophies for special achievement in attendance, progress and 'Student of the Year'.

The principal of Bradford College, Michele Sutton presented the awards to the students. The College Tutors who had taught our students were awarded with Certificates in recognition of the guidance, support and teaching of the students.

John Linney, Head of the Provision spoke about how the provision had developed and improved over the past ten years and had provided education for over six hundred students during that time. This year 58% of leavers in year 11 will be returning to further education in college and/or training in September. Two students were leaving to take up full-time employment, after accessing work experience placements. John Linney also mentioned how the provision was only supposed to be at Bradford College for one year in 1996, but after excellent success during that year the provision continued and expanded.

All students who access the College, permanently excluded pupils ten and eleven also SEN pupils achieved both National and College based accreditation. The majority then hopefully continue their subject areas at College full-time after leaving in year eleven.

Recent Ofsted inspectors were very positive about the provision especially the retention rate into further education and the range of both vocational and academic subject areas available to students at college.

The annual presentation is always a very enjoyable and rewarding end to the College year enjoyed by all.



New appointments in the Learning Support Service

TWO NEW PERIPATETIC INCLUSION MENTORS JOINED EB ON 12 JUNE 2006:

- Malgorzata Koska who brings Polish language skills and knowledge of the Polish Education system (she is a qualified teacher in Poland) and of the Polish Community in Bradford. She also has a Masters degree – part of which included learning difficulties.
- Perveen Moghul who brings Urdu Punjabi skills and who has just completed a teacher education course at Bradford College.

(These appointments will double the number of Peripatetic Inclusion Mentors)

In addition three new specialist teachers (equivalent to 2 fte) will be starting in September 2006:

- Sarah Bowe, currently SENCO at Blakehill Primary School (fte post). Sarah has a particular interest and skills in liaison with parents. She is just about to complete a course at Leeds University on Developmental Disorders before beginning a Masters course.
- Catherine Pass, currently SENCO at Peel Park Primary School. Catherine has studied communication difficulties and is interested in language development. She also has experience of working in a school coming out of Special Measures and into Fresh Start.
- Caroline Howarth, currently SENCO at Priestthorpe Primary School and working for LD on supply (0.5 fte post). Caroline is Reading Recovery trained and is

particularly interested in early reading and writing development.

This is a slight reconfiguration of the posts initially advertised. LSS were not able to recruit a specialist teacher with Urdu Punjabi skills. As a result LSS will be re-advertising this post to start in January 2007.

All of these are strong appointments and the LD team is excited about the expansion in the range of provision it is able to offer.

Furthermore, the ASD Team has continued to receive referrals at an increasing rate since the request for further funding. The monies received from the FSG has enabled the service to expand in order to meet the complex long term needs of children with an ASD.

A Specialist Teacher has been appointed with the aim to appoint 2 Inclusion Mentors in the near future. These posts will commence September 2006.

This capacity within the team will enable the exciting developments within the team to continue. These include delivering joint school training with Health, developing Social Communication groups for pupils in schools, delivering parent training courses and contributing to new developments such as Pre 5 provision for children with ASD and alternative DSP provision.

Regional Quality Standards for Inclusion (Regional Inclusion Chartermark): Progress Report June 2006

Background

The Yorkshire and Humberside Regional Partnership has developed and implemented a regional standard for inclusion enabling schools to evaluate and implement best practice. The project is led by North Yorkshire and supported by the University of Leeds. It has been in place for a few years and is in fact being updated to reflect the ECM agenda. Nine of the fifteen Authorities are either implementing or developing their own versions of it.

Education Bradford agreed to participate in this initiative as it fits in well with its overall Inclusion Strategy (July 2005) and it builds on the foundations made by the self-evaluation tool for SEN which was developed and sent to schools in 2005.

Progress to date:

- Representatives from EB and from one secondary school attended the regional Chartermark conference in April 2006.
- Invitations were sent to schools in the School News asking for expressions of interest in taking part in a pilot. The response was 23 primary schools and 5 secondary schools.
- Colleagues from North Yorkshire



and Leeds University will meet EB in June to explore the mechanics of putting a pilot together.

- A presentation to interested schools is planned for 11 July.
- Schools which have registered an interest have received a letter informing them that the presentation is designed to help them understand what a pilot might involve. They are asked to feed this back to their schools. They are also asked to complete a feedback sheet to be returned by September to confirm their interest in being considered as a pilot school. The number of schools has yet to be decided.
- The pilot schools will play a key role with EB in developing the framework, ensuring it meets the required standard and being assessed against it.

Communication Success at Lister Lane

APRIL 2006 SAW THE END OF THE government's 4 year Communication Aid Project (CAP) a £20m project, to provide equipment and training to support children in England and Wales who require alternative communication systems or assistive technology to support speech and or recording.

In 2002, Lister Lane was approached by ACE Centre North (the regional centre for alternative communication – AAC and assistive technology) to form a local contact and assessment team for the project. And so the CAP Project in Bradford was born.

The project team at Lister Lane is a multidisciplinary team, consisting of Specialist Teachers in Communication, ICT and Visual Impairment, Specialist Speech and Language Therapist, Physiotherapist, Occupational Therapist, and wheelchair services members. By the end of the project the team had assessed 31 children across the Bradford District and received in excess of £164,400 of equipment and training. In addition ACE Centre North have worked alongside the team to conduct joint assessments to improve expertise and provide access to an extensive loan bank.

The CAP project filled an urgent gap in provision across England and Wales and the amazing success of the project has highlighted the need to provide equipment and high quality support for these children.

As a result of the project, children at Lister Lane School (and indeed across the district) have received much needed equipment.

As well as the children CAP has helped, the professionals working within the field of Alternative Communication and the Education Authority have undoubtedly benefited from the project. CAP has enabled the development of a strong team in Bradford who are committed to meeting the needs of this group of children.

The following provides testament to the success of the project and highlights the benefits to an individual pupil.

Dominic's Story

Dominic is 12 years old and has attended Lister Lane School since he was 2. He has Quadriplegic Cerebral Palsy, which affects the control of all four of his limbs. Dominic is cognitively able with a strong will and fantastic sense of humour.



Since Dominic's early days at Lister Lane, it has been apparent that he would benefit from a high tech communication aid and also that he had the ability to learn how to access one. Unfortunately Dom's physical condition meant he could not access a device directly with his hands and would need to develop an access method first.

For many years we have worked towards establishing an effective switch and scan method of access for him. For many years Dom has worked towards not establishing an effective switch and scan method of access. Dom wanted to be like other children, he wanted to use his hands like other children, he wanted to talk like other children - all very reasonable aspirations for a bright young man!

We needed to find the motivator that would give Dom the determination to persevere and to succeed. This was never going to be easy, either for us, or Dom!

Dom practised his skills daily in class and came to a weekly switching communication group with myself, Yvonne Staley NNEB and Alison Lawrance SALT. We plodded along the rocky road to achieving the skills we needed with varying degrees of success and frustration.

18 months ago Dom had an environmental controls unit fitted at home. This involved him using the same scanning technique we were using in school. It also meant he could turn on his own TV, CD player etc - wow! BINGO! Dom had a reason to succeed, he saw that learning these skills would enable him to take control of his life. It also meant he could have a voice.

Dom started to use a school Dynavox communication aid and in September 2005 we referred Dom to CAP. In February this year Dom received his very own Dynavox DV4 communication aid. In school Dom has gone from strength to strength. He now has excellent scanning skills, using a switch mounted to the head rest on his wheelchair that he

presses with his head. He selects the words and sentences he wants to say - and speaks. He even got to choose what his voice sounds like!

Dom can tell us what he wants and what he thinks (not always what we want to hear!) He can tell us jokes – Do you know the one about Cinderella?

Why doesn't Cinderella get into the football team?

Because she keeps running away from the ball of course!

Dom was a member of the joke group in our Christmas concert where he told jokes to an audience of more than 100 people. And yes, they did get even corner!

Recently we started a School Council at Lister Lane, Dom is the chairperson.

When asked on Friday what he thought about England's world cup match with Trinidad and Tobago, Dom went straight to the MP3 facility on his Dynavox and played "footballs coming home" for us. We got the message loud and clear! Dom is the Star of his weekly French lesson and often chooses to speak French in other lessons too. Quite an achievement for someone, who, only a short time ago, had no means of effective communication.

Dom's Mum commented recently, when his device had gone to be repaired "Dom has been lost without his Dynavox, I didn't realise how dependent on it we have become"

Next week Dom has the first fitting of his new electric wheelchair which he will drive using the same scanning system he now uses so effectively.

Dominic has gone from being a frustrated and often angry little boy to a successful young man who has every hope of achieving his full potential in the future.

Dom getting his Dynavox is not the end of the story. Staff parents and Dom all still have a long way to go and a lot of hard work to put in before his device becomes a fully functional communication solution for him. Nevertheless, it is stories like Dom's that make my job so worthwhile and give me the determination to continue to look for continued funding to meet the needs of other children like Dom. I know this is not going to be easy, but just like it was for Dom, it must be worth it.

Thank you Dom, We have enjoyed travelling this rocky road with you (most of the time!)

*Shelagh Crossley
Communication Manager,
Lister Lane School*

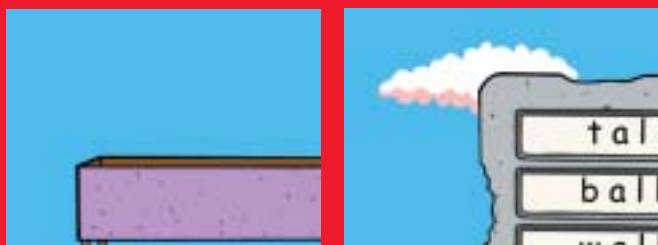
Literacy in the Inclusive Classroom

THE TRACK SERIES IS AN INNOVATIVE SERIES OF software designed to provide support and motivation to those pupils experiencing difficulties in acquiring confident, consistent and accurate literacy skills. Originally authored by Laura Cryer in book form, it then came to SEMERC to be developed as an electronic resource. The original concept, Spell Track, was published in 2004, with an update with additional accessibility options brought out in 2005. It quickly became obvious that to support these pupils effectively we needed a resource that started where literacy starts, with visual perception, as unresolved difficulties at this level would make effective literacy learning impossible at higher levels.

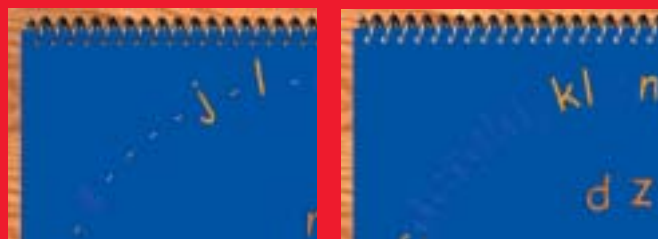
Thus the Track Series was devised, beginning with **Eye Track**, an original concept from a school for pupils with Dyslexia in London, which tackles the skills of ground figure recognition, shape, orientation and visual sequential memory in a stimulating and motivating way.



Phoneme Track then follows with activities that help the individual to identify, segment, blend and manipulate phonemes.



Alphabet Track enables users to learn the names and order of the letters in the alphabet whilst reinforcing the familiar alphabetic arc format used by many structured, multi-sensory programmes.



Spell Track uses the familiar look, cover, check methodology to correct spelling of words and as a result will improve reading and accuracy. The words are seen, heard, tracked, typed and then put into a sentence to reinforce the meaning of the word, vital for homonyms such as to, too and two. The sentences can be edited to reflect a student's individual experience.



Word Track consists of 180 sentences of increasing phonic complexity to help pupils increase their ability to memorise and learn. It also supports the correct use of punctuation and grammatical awareness.



Each title has accessibility options to allow switch use, changes in font colour and background colour and full audio support. In addition there are extension activities, clip art and worksheets (where appropriate). The level of difficulty can be differentiated in all the software and encompasses natural progression. The software keeps detailed records of each pupil's use and progress that can be printed.

The software, whilst designed to support pupils with specific learning difficulties, will support the literacy learning of all users in the inclusive classroom, whilst having the ability to be differentiated sufficiently for those with additional needs.

Other titles in the series include: **Idiom Track**, **Two Wise Owls** (software for teaching mnemonics) and **Letter Olympics** (software for those struggling to differentiate between b and d).

For details of any of the software or to be sent evaluation copies, please contact customer services on 0161 827 2927.



Managing pupils who suffer Allergic reactions (Anaphylaxis)

THE HEALTH AND SAFETY GUIDANCE FOR MANAGERS in Education on managing pupils who suffer severe allergic reactions (anaphylaxis) is currently under review. At present it states that "When school staff have agreed to administer medication to a child in an emergency it is imperative that training sessions must be conducted for them by the child's consultant, GP or the Community Paediatrician." The full document can be accessed on the Occupational Safety Unit website (see below).

In reality, those School Nurses who have been specifically trained by the Anaphylaxis Society have been carrying out the training and the guidance is to be amended to reflect this.

If you have any concerns or issues regarding pupils/anaphylaxis please contact Wendy Spivey, Senior School Nurse, Shipley Health Centre, Airedale & North Bradford PCT Partnership. Telephone 01274 595611, Email wendy.spivey@bradford.nhs.uk.



New appointments in SEN Team

DONNA MURRELL JOINED THE SEN Assessment Team in June this year and in September 2006 two additional Senior SEN Officers will join the team. John Finnerty, currently SENCO at

Holy Family Catholic School, Keighley has been recruited on a 2-year secondment and will be joined by Lynn Majakas, currently acting deputy head and SENCO at Oxenhope Primary School, Keighley.

Both will bring substantial experience of working with pupils with special educational needs to the SEN Team and we wish all three every happiness and success in their posts.

SENCO Network Meetings: Autumn Term 2006



Bradford North/Shipley	08.11.06 13.15 to 16.00 at Future House
Keighley/Ilkley/Bingley	07.11.07 13.15 to 16.00 at Keighley Cougars
Bradford West	10.11.06 13.15 to 16.00 at Future House
Bradford South	06.11.06 13.15 to 16.00 at Future House

Share good practice in the next SEN Update

REMEMBER THESE NEWSLETTERS ARE A VALUABLE OPPORTUNITY TO SHARE GOOD PRACTICE, LOCALLY, REGIONALLY AND NATIONALLY. SHOULD YOU WISH TO INCLUDE ANY MATERIAL PLEASE SEND IT TO:

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Future House, Bolling Road, Bradford BD4 7EB

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