



This is Maresa, now at University Studying English.

Maresa's original diagnosis said – "Non – verbal and quadriplegic, with a mental age of 2"

" I was in a special school until I was eleven and then in a special unit for 2 years. Nobody learnt to communicate with me.

When I went to a comprehensive it was just ordinary teachers who decided to have a go.

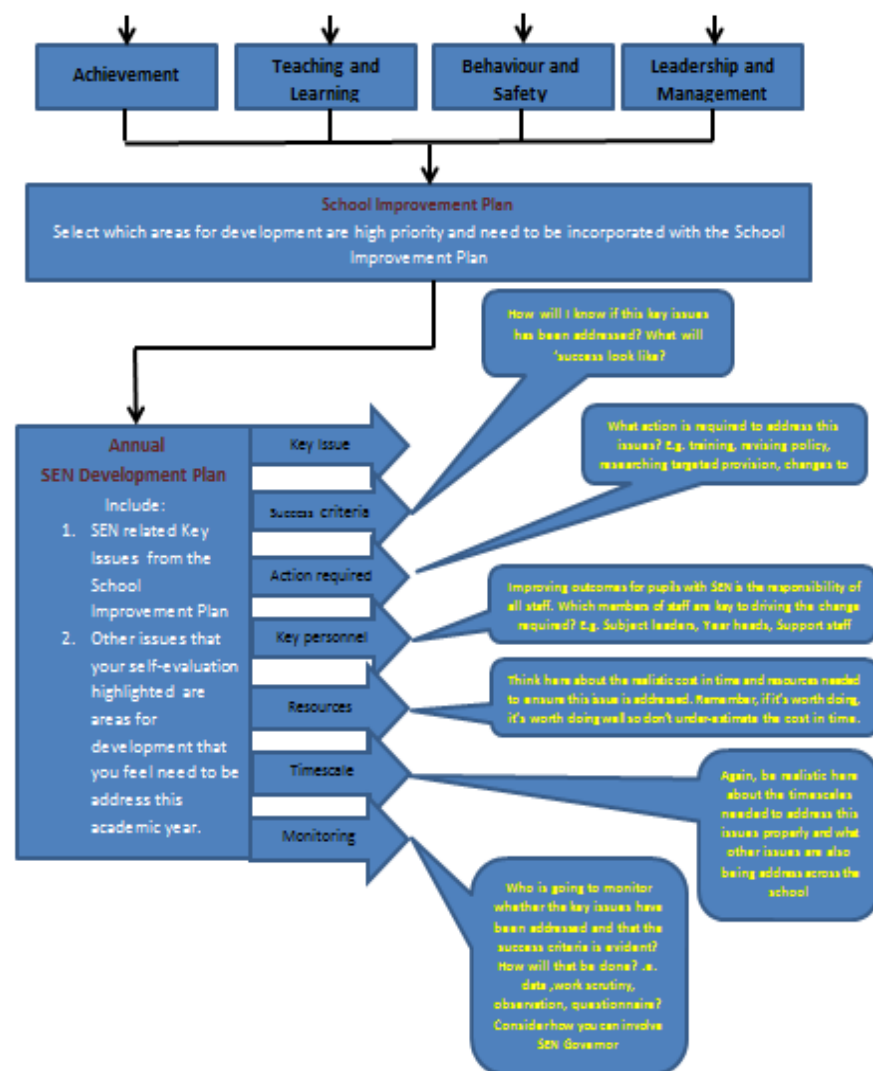
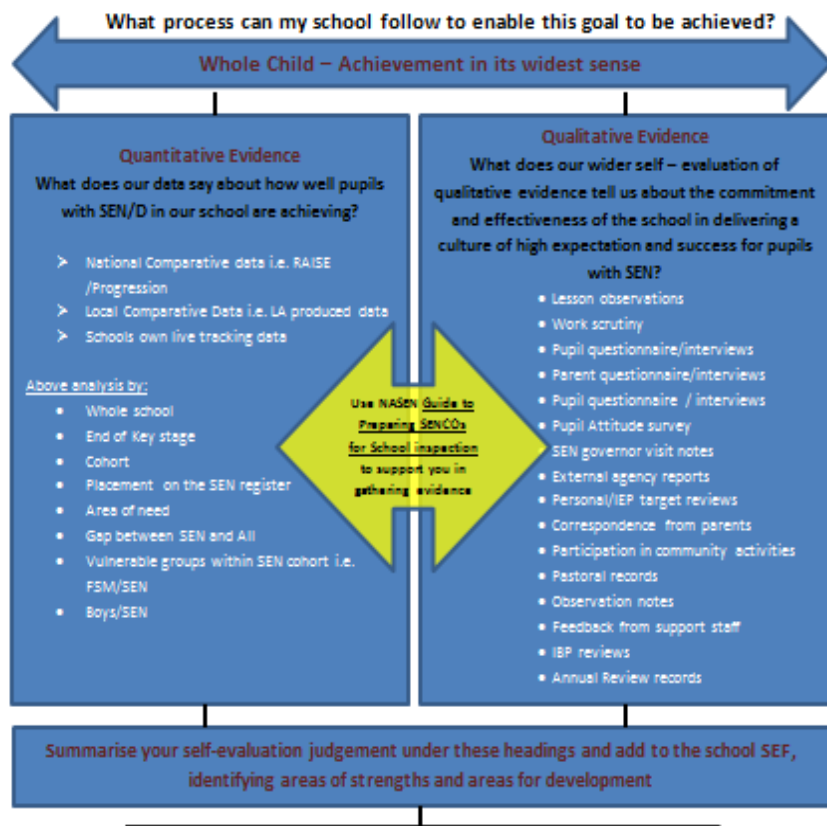
So I got my GCSE's . At college they believed in me.

The University said I could submit essays for admission instead of exams which are exhausting.

Now I am in the last year of my English Degree and want to be a writer".

Whole School Approach to School Improvement planning for SEN

Goal: To be able to accurately judge the effectiveness of SEN provision and practice in my school and to use the outcome of this self-evaluation process to identify areas for whole school improvement in SEN



Initial concern

- Is the initial concern sufficiently documented for you to be able to make a judgement?
- And
- begin to identify the barriers
- Or do you need more information?

Early identification and early assessment

Identification

- How can we ensure that a child's special educational needs are identified in good time?

Responding

- What actions have already been taken prior to a cause for concern being raised?
- What can the school do immediately?

Who raises the cause for concern for SEND?

Initial concern is raised by:

- parent/carer
- Teacher
- School
- other

How do they learn?

1. Screening

- **Screening** tends to be for a whole population or group.
- Screening is a process of identifying apparently healthy people who may be at increased risk of a disease or condition.
- For example – in the UK, following the introduction of new born screening, most cases of hearing impairment will be identified before school entry



The aim of SEN interventions

All children

to access the curriculum

Learn - reach their potential

SEN interventions

Identify barriers to learning

Within the child (impairments)

And within the society/school
(disabling factors)

SEND – a comprehensive approach

Participation

- Curriculum
- Behaviour
- Social Competence
- Safety

Personal Care

- Hygiene
- Dietary Needs
- Health Care

Communication

- Expressive and Receptive Communication
- Communication Skills Development

Movement

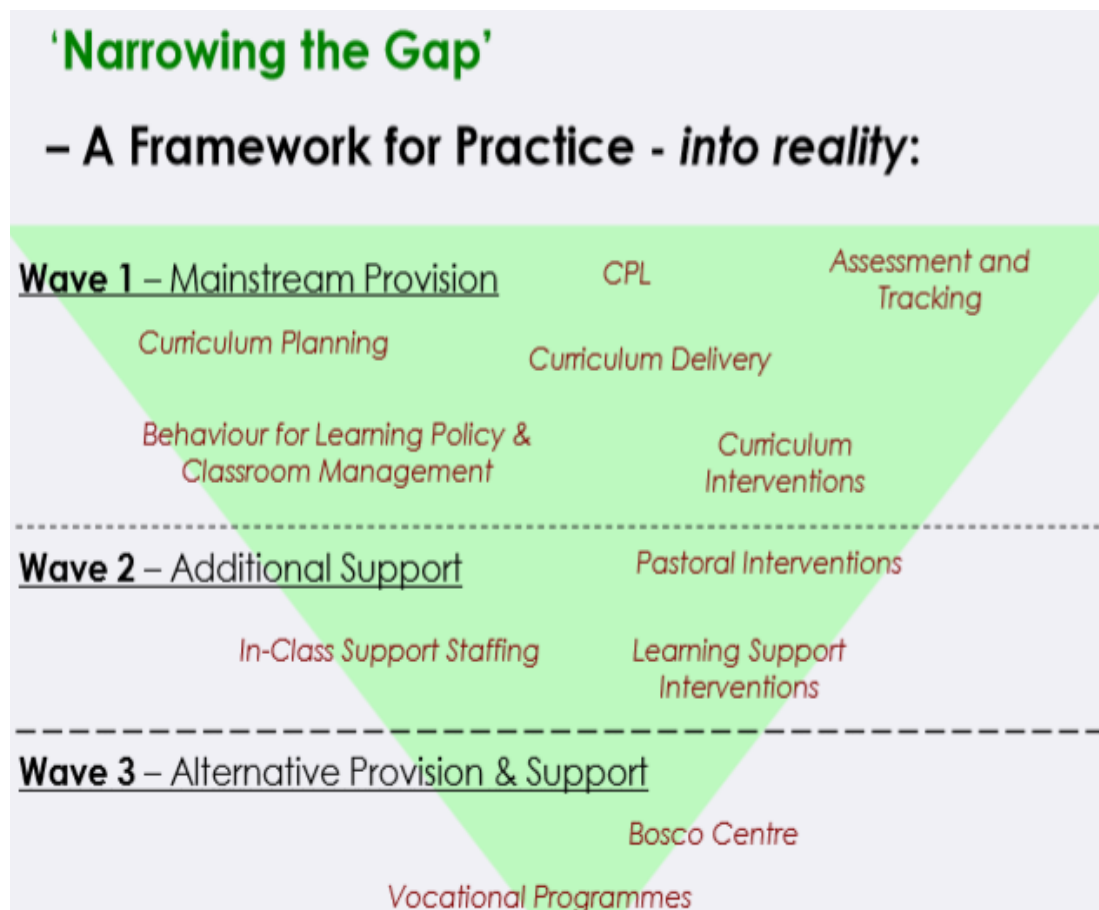
- Mobility
- Hand Motor

Models of Disability

- Medical Model
 - Disability defined by the underlying medical condition
- Social Model
 - Disability viewed as an artefact of the way society is organised
- Post-Social Model
 - We are all disabled – it is a matter of degree and how
- Functional Model
 - Not defining disability but how functionally interact with computer environment (or context in question)

SEND profile plus level of intervention

- Participation
- Communication
- Personal Care
- Movement



2. Requires an Assessment

So that interventions and level of support can be identified

And resources

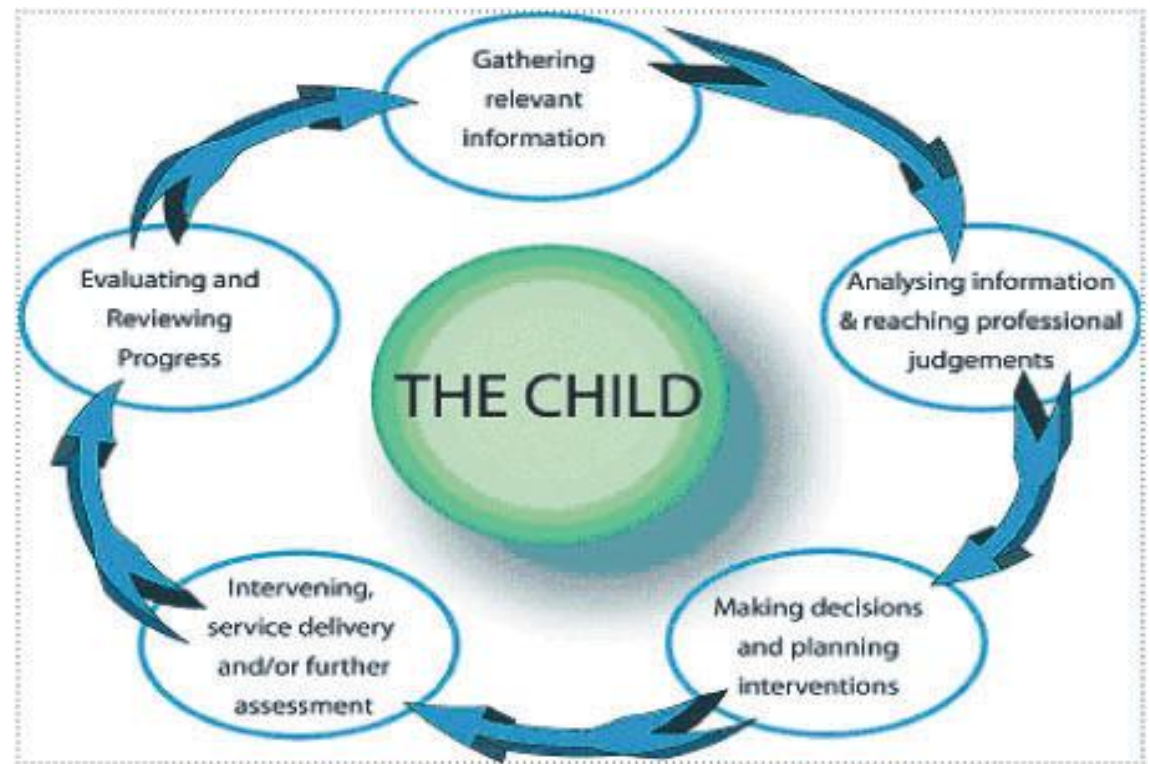
Deployed

Monitored

Evaluated

Impact

and progress assessed



Activity

We are now going to look at a range of factors to look at when making an Assessment



History

Birth

Family

School



Physical

Health

Vision

Hearing



Skills

Speech

Language

Co-ordination



Behaviours

Attention

Behaviour

Communication

Relationships



Child specific

Self esteem

Intelligence

Medications

Learning styles



3. Diagnosis

Prognosis is knowing what will happen – and a clear idea of what now needs to be done

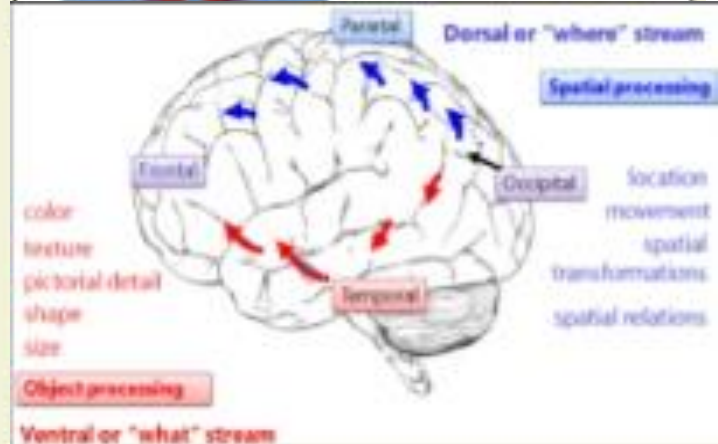
Sometimes, a diagnosis is required in order to makes things clear

Effective prognosis is not possible without effective diagnosis

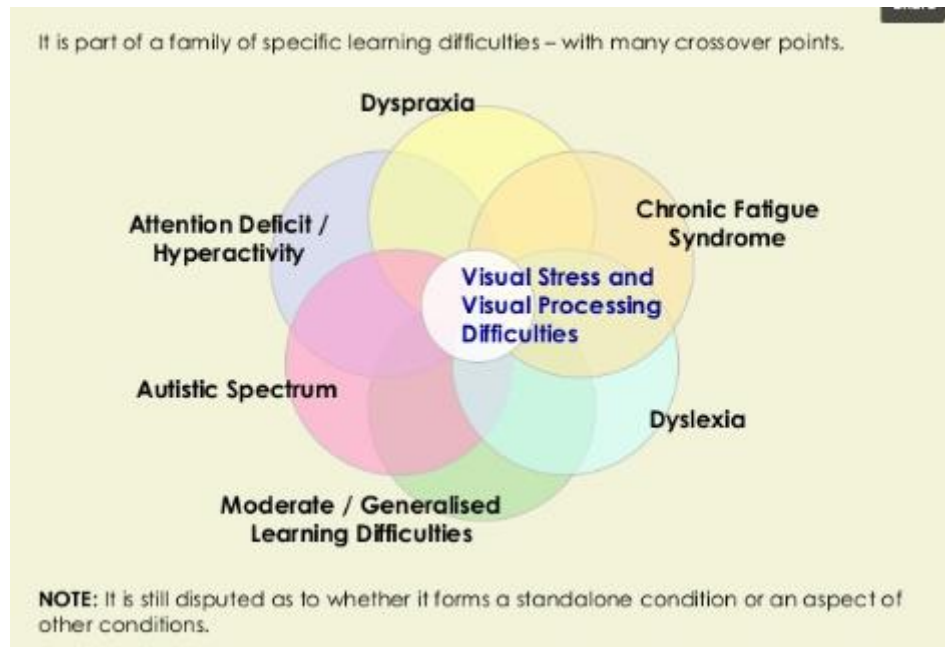
With Vision – an impairment of the eye or a difference in how the brain processes?

The Eye-Brain Connection

- From the electro-signals received transmitted by our eyes, the brain is able to construct a high resolution 3D colour representation of 'the world out there'.
- Furthermore, without conscious effort on our own part our brains are constantly processing and reprocessing all the visual information received so far to create stored representations of people within our community, of food and drink, of our environment and so on.



A syndrome and often overlaps other syndromes



Syndrome - a condition characterised by a set of associated symptoms