Answers to Questions from Summer 2020 Senco Network

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| On the new Annual Review form, which seems really clear, in the attainment section it says not to use EYDJ levels beyond the Autumn Term of Year 1. So if I am setting new EHCP outcomes for the end of Key Stage 1 for the Communication and Interaction, SEMH and Sensory and Physical sections, what do I use to set the outcomes? | The Matrix of Need will give you some support with this. Narrative content from the P levels / EYFS can still be used to establish small steps targets for CYP, although it cannot be used officially. |
| For Cognition and Learning I am using the Pre-Key Stage Standards but these do not cover Communication and Interaction, SEMH and Physical needs. I presume I can no longer P Scales? Or shall I still use these even though by the time the pupil gets to the end of Key Stage 1 they will no longer being used? | The content of the P scales could be used informally to plan next steps for CYP in relation to Communication and Interaction, SEMH and Physical needs but it is no longer officially recognised.  The Revised Matrix of Need has some additional guidance and information in these areas. |
| Hi again, when will the new grid be available on BSO? It looks really helpful. Read more Show less | This is now live on BSOL. [SEND / Graduated Approach / Documentation](https://bso.bradford.gov.uk/content/send-documentation) |
| Is there a standardized assessment you would recommend for SENCO's to use? | The SCIL team are shortly to roll out a baseline assessment that will assist with this. Another standardised assessment that teachers can use are the [WIAT – III for teachers](https://www.pearsonclinical.co.uk/Education/Assessments/Achievement/wiat-iii-uk-t/wiat-iii-uk-for-teachers-wiat-iii-uk-t.aspx) or the [WRAT](https://www.pearsonclinical.co.uk/Psychology/ChildCognitionNeuropsychologyandLanguage/ChildAchievementMeasures/wrat4/wide-range-achievement-test-fourth-edition-wrat4.aspx) |
| How does this fit with the term Learning Disability? What is the definition of a LD? | The key difference between a learning disability and a learning difficulty is that while a learning difficulty mostly affects the learning of the child within the school premises, **learning disabilities go beyond this**. They often affect the entire life of the individual where he or she would need the assistance of another and cannot cope alone. |
| Ruth, when ascertaining the standard scores for learning difficulties - would this be using academic testing materials such as the WRAT or ones which look at general abilities e.g the WRIT or both? | Either are appropriate |
| Hi Ruth, at what point in Key Stage 2 would you measure against the new grid for learning difficulties? For example, would a pupil in Year 3 working below Year 2 ARE have a moderate learning difficulty? Or is that for a pupil higher up in Key Stage 2, Year 4 or 5? Thanks | The Matrix provides a summary at the end of Keystage. If you require a more precise description, the full progress grids can be found on BSOL.  [SEND / Graduated Approach / Documentation](https://bso.bradford.gov.uk/content/send-documentation) |
| Hi Niall, will your presentation by available on BSO? It doesn't seem to be included in main handout for the network meeting. Thanks Read more | It’s there now! |
| Hi, really like the idea of developing the Hubs virtually alongside the ones held in schools. It can difficult to get to the school based ones in terms of covering staff. Would definitely be interested in accessing these. Thanks Read more Show less | This is something we are absolutely planning on offering moving forward. Hub advice can be accessed virtually.  EP consultations are all virtual now. |
| Morning Charlie, from when does this paperwork need to be used? Is it on BSO or Skills4Bradford or both? Thanks. Read more Show less | The paperwork is all on Bradford Schools online: [SEND / Graduated Approach / Documentation](https://bso.bradford.gov.uk/content/send-documentation) |
| A good way to deliver key information which can be accessed at a time that fits with other commitments, that we are all faced with in schools on a daily basis. I think that this should be considered as a way of delivering such training/information in the future. Well done everyone, a great presentation. Read more Show less | Feedback has been positive all around. The EPT are offering all courses in a ‘bite sized’ recorded format and in a live (either online or in person) format for 2020 – 21. Other teams are also considering this. |
| I found being able to access the Senco network in this way is far better. It would in normal times save time travelling, being out of school etc. When we are back at school, it is often difficult to attend all meetings. I think you all did a wonderful job and I found the information very helpful. Thank you. Read more Show less | We will endeavour to continue with a recorded version as it has been well received. |
| Could the link for this be sent to all SENDCOs? There is so much information here that all SENDCOs need to be aware of which will be missed if people weren’t signed up for the actual meeting. Getting the information across this way is really useful and saves a great deal of time for us (not sure about whether that is the same for the presenters!) It could then be distributed much more effectively to all SENDCOs rather than those who can get out of school for the morning. Clarifying points / asking questions is more challenging this way but there are ways round that I imagine too! | The link and PowerPoint presentations are posted on Bradford Schools [online](https://bso.bradford.gov.uk/content/senco-networks) |