

**SEN – Resources & Assessments for interventions November 2013**

Category of need	Barrier to learning	Assessment	Commentary	Intervention Resources	Commentary
Cognition & Learning	Non-verbal reasoning	NFER			
	Verbal reasoning	NFER CATs		<p>'feedback' &amp; 'metacognition' – and also developed these ideas through my new Training Pack (others are available) – see <a href="http://www.gdmorewood.com/page-ebook-%26-film-3.html">http://www.gdmorewood.com/page-ebook-%26-film-3.html</a></p> <p>PAR toolkit is a really useful free app for Apple and Android. It converts between standard Scores, T-scores, percentiles and Z-scores; calculates chronological ages and has an easy to use stop watch for testing.</p> <p><a href="http://www.pearsonclinical.co.uk/Psychology/ChildCognitionNeuropsychologyandLanguage/ChildPerceptionandVisuomotorAbilities/Beery-BuktenicaDevelopmental%28BeeryVMI%29/Beery-BuktenicaDevelopmentalTestofVisual-MotorIntegrationSixthEdition%28BeeryVMI%29.aspx">http://www.pearsonclinical.co.uk/Psychology/ChildCognitionNeuropsychologyandLanguage/ChildPerceptionandVisuomotorAbilities/Beery-BuktenicaDevelopmental%28BeeryVMI%29/Beery-BuktenicaDevelopmentalTestofVisual-MotorIntegrationSixthEdition%28BeeryVMI%29.aspx</a></p>	Pearsons for perceptual reasoning

	<p>Short term memory</p>	<p>AWMA (Automated Working Memory Assessment)</p> <p>Digit Memory Test, WRAML – 2 (Wide Range Assessment of Memory and Learning), AWMA (Automated Working Memory Assessment)</p> <p>Many thanks for your query regarding the appropriate use of TOMAL-2 for the purpose of examination access arrangements.</p> <p>You are absolutely correct: the composite is termed the Attention/Concentration Index, but the subtests measure both short term auditory memory and working memory, just as the Turner and Ridsdale test did, with the added advantage that as they are separate tests for digits forward and backward [or letters], the weaknesses can be more precisely measured, and a particular weakness will show itself more</p>	<p>The Automated Working Memory Assessment (AWMA), also published by Pearson, is computer-based and includes subtests designed to assess the verbal and visuospatial components of working memory. As it is fully automated – the computer presents the tests, calculates the scores and presents the results – it can be administered to large numbers of pupils with minimum effort. There are also three levels at which testing can be carried out: screening, short form and long form, involving two, four and 12 subtests respectively. A complete kit allows you to install it on two computers but only includes a one-year licence, which you then have to renew annually.</p>	<p>One of the earliest of these is Mastering Memory from the Communication and Learning Skills Centre (CALSC). There are two versions of this program, one for children aged 2-11 and a complete version that is also suitable for secondary age students and adults. It works by presenting a sequence of images of animals, food, transport, sport and other items, which the child has to remember. The teacher can decide the mode of presentation: visual, auditory or visual and auditory combined. The sequence, speed and the number of pictures can also be adjusted. The children’s version includes three modules: Pictures, Written words (describing the pictures), and Colours, shapes, numbers and letters. Each module has 16 alternative sets of pictures with six pictures in each set. Mastering Memory was originally designed to improve short-term memory but can be adapted for working memory tasks.</p> <p>A more recent addition is Memory Booster from Lucid Research. The</p>	<p>Packiam Alloway, T (2010) Improving Working Memory: Supporting students’ learning, Sage.</p> <p>Kingberg, T (2009) The Overflowing Brain: Information overload and the limits of working memory, OUP USA.</p> <p>Gathercole, SE and Packiam Alloway, T (2008) Working Memory and Learning: A practical guide for teachers, Paul Chapman.</p> <p>Gathercole, SE and Packiam</p>
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		<p>readily.</p> <p>Moreover, for examination access arrangement purposes, it would be possible to select either the pair of Digits Forward and Backward, or the Letters Forward and Backward, and convert the Scale Scores to Standard Scores - a psychometric conversion table such as the one attached will enable you to do this easily.</p> <p>If you wish to obtain a composite score for Attention/Concentration, either a fifth subtest (Manual Imitation) can be administered, or the mean of the other four subtests can be added to the subtest scores. This process is described in the manual, p58-59: 'prorating'.</p> <p>You will find that the amount of testing required is not as daunting as it seems at first, and that in fact the tools are improved in terms of evidence gained</p> <p>the Attention/Concentration</p>	<p>On the Cognitive Fun website you can try a version of the n-back test, which can be used to assess working memory. The user is presented with images of a series of objects – a fish, a car, a cheese, a cat etc – and has to click on an image if it is the same as one seen previously a certain number of steps (n) back in the series. The Cognitive Fun version starts with n = 2 but this can be increased in steps to n = 9. Similar versions of this test use letters, words or sounds, as the choice of content could influence the results.</p> <p>I did a webinar with Dyslexia Action the other night all about TOMAL-2 and how to use it. Was ok but I was unsure how actually to score the digits/letter - forwards/backwards and</p>	<p>format of Memory Booster is an adventure game set in the castle of Pooter the Master Computer, who has lost his memory and needs help from the child using the program to recover it. Needless to say this involves the child in a series of memory games through which they learn and rehearse strategies to improve their memory.</p> <p>Cogmed is another Pearson product. Developed in Sweden, where it is used in several hundred schools, it has expanded into the USA, and earlier this year was launched in the UK. It consists of 25 computerised training sessions accessed daily over a five-week period. Each session is designed to target different aspects of working memory. There are three age-specific versions of the program: JM, which is for children aged four to six; RM, which is for children aged seven and upwards; and QM, for adults and adolescents. The differences between the versions are the interface and the duration of the sessions; JM is understandably shorter –15 minutes – whereas for older students and adults each session lasts approximately 30 minutes. It differs from other</p>	<p>Alloway, T (eds) (2006) Working Memory and Neurodevelopmental Disorders, Psychology Press.</p> <p>Dehn, MJ (2008) Working Memory and Academic Learning: Assessment and intervention, John Wiley &amp; Sons)</p> <p>Henry, L (In press) The Development of Working Memory in Children, Sage.</p>
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		<p>Index, but the subtests measure both short term auditory memory and working memory, just as the Turner and Ridsdale test did, with the added advantage that as they are separate tests for digits forward and backward [or letters], the weaknesses can be more precisely measured, and a particular weakness will show itself more readily.</p> <p>TOMAL-2 for examination access arrangement purposes, it would be possible to select either the pair of Digits Forward and Backward, or the Letters Forward and Backward, and convert the Scale Scores to Standard Scores.</p> <p>If you wish to obtain a composite score for Attention/Concentration, either a fifth subtest (Manual Imitation) can be administered, or the mean</p>	<p>thought one had to do the manual imitation sub-test as well. Anyway, I bought the book that they recommended - it is called : Essentials of WRAML2 and TOMAL-2 Assessment' by Wayne Adams and Cecil R Reynolds - got it from Amazon actually. It is SO useful I would recommend it to anyone using the TOMAL-2</p>	<p>programs in that a Cogmed schools package includes training by a Cogmed Qualified Coach for five members of staff. As with Memory Booster, Cogmed automatically adjusts itself to reflect the child's performance level. If you are interested in learning more, there are video demonstrations on the Cogmed website and you can also register for a 45-minute online seminar.</p> <p>Another overseas product that has attracted some attention is Jungle Memory, an online training program for ages six to 16 that requires a subscription. Subscribers get access to the program for eight weeks and the recommendation is that learners use it four times a week. Although it is aimed at individual subscribers, school discounts are available. The program is based on three games – 'Quicksand', 'Code Breaker' and 'River Crossing' – which take about 30 minutes to play. They are designed to strengthen aspects of working memory such as mental processing, and link these to reading and mathematics.</p>	
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		of the other four subtests can be added to the subtest scores. This process is described in the manual, p58-59: 'prorating'.		<a href="http://www.york.ac.uk/res/wml/Early%20Years.pdf">http://www.york.ac.uk/res/wml/Early%20Years.pdf</a>  <a href="http://www.amazon.co.uk/Improving-Working-Memory-Supporting-Students/dp/1849207488">http://www.amazon.co.uk/Improving-Working-Memory-Supporting-Students/dp/1849207488</a>  <a href="http://www.timetimer.com/">http://www.timetimer.com/</a>  <a href="http://www.motiv-aider.com/">http://www.motiv-aider.com/</a>  <a href="http://bedwettingstore.com/vibralite-3-vibrating-watch.html">http://bedwettingstore.com/vibralite-3-vibrating-watch.html</a>  <a href="http://www.amazon.co.uk/Improving-Working-Memory-Supporting-Students/dp/1849207488">http://www.amazon.co.uk/Improving-Working-Memory-Supporting-Students/dp/1849207488</a>	
	Digit span	<a href="http://www.dyslexia-international.org/content/informal%20tests/Digitspan.pdf">http://www.dyslexia-international.org/content/informal%20tests/Digitspan.pdf</a>  Digit Memory Test, WRAML – 2 (Wide Range Assessment of Memory and Learning)	Test and score card sheet	<a href="http://www.exploratorium.edu/listen/activities/memory_game/deploy/activity_memorygame.php">http://www.exploratorium.edu/listen/activities/memory_game/deploy/activity_memorygame.php</a>  <a href="http://www.apa.org/pubs/journals/releases/dev-49-2-270.pdf">http://www.apa.org/pubs/journals/releases/dev-49-2-270.pdf</a>  Author weblink: <a href="http://www.uv.uio.no/isp/english/pe">http://www.uv.uio.no/isp/english/pe</a>	Auditory memory games – very attractive

				<a href="http://www.oxfordjournals.org/doi/abs/10.1093/acprof:oso/9780195306835.003.0001">http://www.oxfordjournals.org/doi/abs/10.1093/acprof:oso/9780195306835.003.0001</a>	
	Reading Accuracy	<p>Neales Analysis</p> <p>Wiatt-11-T gives all the SS needed for everything for exam concessions apart from handwriting speed - especially good for reading speed.</p> <p>TOWRE is a test of reading efficiency. The two sub-tests are timed at 45 seconds per test, (a) and (b) with the student reading individual words from a word list for sub-test (a), sight word efficiency and from a list of nonsense words for test (b), (decoding efficiency). As such TOWRE assesses rapid pronunciation and therefore familiarisation with regular words (sub-test a) and the ability to recognise and pronounce phonemes for sub-test (b).</p>	<p>The YARC is more recently standardised. It can get you reading rate, accuracy and comprehension like the NARA could, and in addition, for younger readers, it gives you some grapheme-phoneme correspondences, single word recognition and phonemic awareness scores. Well worth having, I wouldn't be without it.</p>	<p>Lexia          SRA          Literacy Toolbox          Sounds Write          Write from the Start          Read, Write Inc          Accelerated reader</p> <p><a href="http://www.interventionsforliteracy.org.uk/widgets/GregBrooks/What_works_for_children_fourth_ed.pdf">http://www.interventionsforliteracy.org.uk/widgets/GregBrooks/What_works_for_children_fourth_ed.pdf</a></p> <p><a href="http://www.readsuccessfully.com/">http://www.readsuccessfully.com/</a></p> <p><a href="http://www.gdmorewood.com/page-resources-8.html">http://www.gdmorewood.com/page-resources-8.html</a></p> <p><a href="http://www.gdmorewood.com/page-ebook-%26-film-3.html">http://www.gdmorewood.com/page-ebook-%26-film-3.html</a></p> <p>SMOG tests for testing reading age of texts</p> <p>What does reading age mean?  <a href="http://www.patoss-dyslexia.org/SupportAdvice/InformationSheets/2012-02-02/What-does-">http://www.patoss-dyslexia.org/SupportAdvice/InformationSheets/2012-02-02/What-does-</a></p>	<p>Lexia for secondary schools          Literacy Toolbox. This is a Perceptual Learning resource which uses the same techniques to boost literacy skills</p>

		<p>The WIAT-11-T reading sub-test contains short extracts of information text (5 short passages for 14+) which are timed and from which a reading speed can be worked out. The student can read these to him/herself and does not have to read them out loud, which is more akin to the experience they are likely to have in examination conditions.</p> <p>Adult Reading Test</p> <p>The York Assessment of Reading for Comprehension (YARC) does reading accuracy, rate and comprehension rather like NARA, but is based on synthetic phonics teaching methods and is more recently standardised. The Early Reading part also has some phonemic awareness sub-tests.</p> <p>Graded Single word reading</p>		<p>ReadingSpelling-Age-Tell-Us/        Literacy Intervention Toolkit' (LIT), a pioneering programme, run by the Learning Trust</p> <p>ReadWrite Inc Freshstart  <a href="http://www.literacytrust.org.uk/search/45?qr=Paired+reading&amp;tags=">http://www.literacytrust.org.uk/search/45?qr=Paired+reading&amp;tags=</a>        (Paired Reading)</p> <p><a href="http://www.springboard.org.uk/pages/en/reader-leaders-in-schools.html">http://www.springboard.org.uk/pages/en/reader-leaders-in-schools.html</a>        (Paired Reading)</p> <p>- <a href="http://www.readsuccessfully.com/">http://www.readsuccessfully.com/</a></p> <p><a href="http://pocketslp.com/#pocketartic">http://pocketslp.com/#pocketartic</a>        (phonics)        CALSC still produces what I think are the best programmes in this are – Mastering Memory and Time to Revise.</p>	
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		test		
	Reading Comprehension	<p>Reading, writing and or processing. CTOPP, WRAT 4 single word</p> <p>WRAT4 reading comprehension</p> <p>Salford Reading Test- now tests comprehension as well as sentence reading</p> <p>Suffolk Reading Test</p>		<p><a href="http://www.visualthesaurus.com/">http://www.visualthesaurus.com/</a></p> <p>Language for Thinking  <a href="http://www.speechmark.net/shop/language-thinking">http://www.speechmark.net/shop/language-thinking</a></p>
	Reading Speed	<p>Word/Letter Chains is also standardised for reading speed.</p> <p>NARA for good look at comprehension &amp; reading speed and accuracy</p> <p>Single word: e.g. TOWRE/2 (separate scores), Wordchains, Hodder Oral Reading Tests (HORT)</p> <p>Continuous text: e.g. ART, DRA (Diagnostic Reading Analysis), GORT 4, WIAT-II-T, YARC (York Assessment of Reading for</p>		<p>Mind over monsters - literacy</p> <p>Maths with springbird</p> <p>Inquizator - times tables APPs for 5 – 6 year olds</p>



		Comprehension) – secondary.			
	Spelling	Vernon  PHAB- for phonological problems		<a href="http://www.spellwise.co.uk/">http://www.spellwise.co.uk/</a>  <a href="http://www.ego4u.com/">http://www.ego4u.com/</a>  worksheets/activities to supplement <a href="http://www.superteacherworksheets.com">www.superteacherworksheets.com</a>  <a href="http://www.sparklebox.co.uk">www.sparklebox.co.uk</a> (visuals, too)...I 'know 'it's controversial! <a href="http://bogglesworldesl.com/phonics.htm">http://bogglesworldesl.com/phonics.htm</a>  <a href="http://www.starfall.com/">http://www.starfall.com/</a> (early years)  <a href="http://www.letters-and-sounds.com/">http://www.letters-and-sounds.com/</a>  <a href="http://www.spellanywhere.co.uk/spellings.php?view=1&amp;id=77">http://www.spellanywhere.co.uk/spellings.php?view=1&amp;id=77</a> (suggestions for spelling lists)  Martin Miles and Vivienne Clifford's Accelerated Accelewrite	For KS1 SEND pupils
	Writing speed	DASH/DASH 17+ (use separate scores, inc. graphic speed score)  Penny Allcock speed of	If you need a handwriting speed SS, DASH is really easy to administer. It can be done as a group as well as 1:1.	CUP publishes Penpals which is a whole school handwriting programme. It has CDs, teacher's book and practice books. We use the F1 CD throughout EYFS/ KS1 because	

		<p>handwriting(downloadable form the PATOSS web site) and the DRA 2.</p> <p>Penny Allcock – wpm, Years 9-11; extrapolated Years 12 &amp; 13.</p> <p><a href="http://www.patoss-dyslexia.org/SupportAdvice/InformationSheets/2012-09-02/Handwriting-Assessment/">http://www.patoss-dyslexia.org/SupportAdvice/InformationSheets/2012-09-02/Handwriting-Assessment/</a></p>	<p>Use DASH as the Alcock test is a little old.</p>	<p>it has lots of interactive whiteboard activities to practice the shapes and strokes needed for good letter formation eg following a plane as it loops across the board, drawing stalks on flowers, copying patterns on t-shirts etc</p> <p>I like Write from the start too, but the children need a certain degree of fine motor skills to begin it.</p>	
	Extending Writing skills			<p>The literacy shed, lots of brilliant video clips to get even the most reluctant writers started</p> <p>Alphasmart Neo 2 is the current version – excellent as a very robust notebook for poor writers/spellers – separate buttons for 8 files – you can print direct or zap text into a pc or mac to change fonts, add images etc</p>	
	Visual processing	<p><a href="http://www.occtherapy4kids.co.nz/download/OT_Screen_Test_Instructions.pdf">http://www.occtherapy4kids.co.nz/download/OT_Screen_Test_Instructions.pdf</a></p>	Visual discrimination test		

		<p><a href="http://www.visuallearningforlife.com/visual-perception-worksheets.php">http://www.visuallearningforlife.com/visual-perception-worksheets.php</a></p> <p>Visual: SDMT, Letterchains, Beery-Buktenica VMI (6th ed)</p>			
	Specific Learning Difficulties	<p>Aston Index Dyslexia Portfolio-</p> <p>MALS..myself as a learner scale</p>	<p>Dyslexia Portfolio-does memory, writing speed, reading speed, single word reading all standardised which is useful for extra time SATS applications though you do need either a BVPS score or other verbal/non-verbal assessment to be able to score.</p>	<p>Livescribe is wonderful</p> <p>Davis method - <a href="http://www.dyslexia.com/library/spellread.htm">http://www.dyslexia.com/library/spellread.htm</a>,</p> <p>Spellwise <a href="http://www.spellwise.co.uk">www.spellwise.co.uk</a></p> <p><a href="http://community.tes.co.uk/perceptual_learning_in_action/b/weblog/archive/2013/05/11/perceptual-learning.aspx">http://community.tes.co.uk/perceptual_learning_in_action/b/weblog/archive/2013/05/11/perceptual-learning.aspx</a></p> <p>Perceptual learning as an approach for working with dyslexic pupils</p> <p>Like Apple's iPad, Android devices such as smart phones and tablets, can access free voice recognition apps</p>	<p>For dyslexic pupils who see whole words rather than phonics</p> <p>For dyslexia, dyspraxic, those with poor auditory visual phonological skills and sequential memory difficulties.</p>

				<p>such as Google to use with free word and excel software such as Kingsoft app. By the way, 'A is for App' in contemporary early years settings!</p> <p>Dragon for 2 of our primary age pupils (parents are buying it) they are asking for advice as to whether this is the best programme for speech to text. Also has anyone had the training – at £195 + vat it seems a lot to for the parents to pay but if it is worth it then I will suggest they go ahead.</p> <p>Dragon NaturallySpeaking is the program of choice for dyslexic users in my opinion. The free speech recognition software on Windows really assumes you can correct errors of recognition for yourself. I have trained primary aged users successfully but you should expect that they will need more support in becoming independent users. Training is essential</p> <p><a href="http://www.nhs.uk/news/2013/03March/Pages/Video-games-tested-as-treatment-for-dyslexia.aspx">http://www.nhs.uk/news/2013/03March/Pages/Video-games-tested-as-treatment-for-dyslexia.aspx</a></p>	
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				<p>Voice recognition software and Dragon software  <a href="http://www.nuance.co.uk/for-individuals/by-product/dragon-for.../index.htm">www.nuance.co.uk/for-individuals/by-product/dragon-for.../index.htm</a></p> <p>voice-recognition-software-review.toptenreviews.com</p> <p>Text to speech:  <a href="http://www.naturalreaders.com">www.naturalreaders.com</a>  <a href="http://www.nch.com.au/verbose/">www.nch.com.au/verbose/</a></p> <p>we have just ordered some from wizcom called 'readingpen2' oxford.  <a href="http://www.wizcomtech.com/eng/company/press/03/default.asp?ContentID...">www.wizcomtech.com/eng/company/press/03/default.asp?ContentID...</a></p> <p><a href="http://bdatech.org/?s=Reading+pen">http://bdatech.org/?s=Reading+pen</a></p> <p>We are just playing with them now (as we have only just got them in) and they are good, although sound quality isn't perfect.</p> <p>These ones are JCQ recommended.      About £150 per pen.</p> <p>– <a href="http://www.ncld.org/types-">http://www.ncld.org/types-</a></p>	
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				<a href="http://learning-disabilities/dyslexia/what-is-it-like-to-be-dyslexic-videos">learning-disabilities/dyslexia/what-is-it-like-to-be-dyslexic-videos</a>	
	Dyscalculia	<p>Diagnostic Interviews in Number Sense</p> <p>Jane Emerson and Patricia Babbie's Dyscalculia assessment – available from Amazon books</p> <p>Hodder MaLT quite useful - it gives standardised scores tailored to each year group up to Year 9.</p> <p>Dyscalculia screener - (online version) from GL assessment</p> <p><a href="http://www.senmagazine.co.uk/articles/474-does-testing-for-dyscalculia-help">http://www.senmagazine.co.uk/articles/474-does-testing-for-dyscalculia-help</a></p>		<p><a href="http://www.dyscalculia-maths-difficulties.org.uk/knowledge-centre">http://www.dyscalculia-maths-difficulties.org.uk/knowledge-centre</a></p> <p>Dynamo Maths  <a href="http://www.dynamomaths.co.uk">www.dynamomaths.co.uk</a>          For dyscalculia  <a href="http://www.ronitbird.com/">http://www.ronitbird.com/</a></p>	
	Dyspraxia	<p>Madeline Portwood check lists for dyspraxia indicators</p>		<p>Speed Up (LDA)</p> <p><a href="http://www.pearsonclinical.co.uk/Psychology/ChildCognitionNeuropsychologyandLanguage/ChildPerceptionandVi">http://www.pearsonclinical.co.uk/Psychology/ChildCognitionNeuropsychologyandLanguage/ChildPerceptionandVi</a></p>	<p>For children 8 – 12 years call Speed Up from LDA. It is aimed at</p>

				<a href="http://www.suomotorabilities.com/MABC-2/MovementAssessmentBatteryforChildren-SecondEdition(MovementABC-2).aspx">suomotorAbilities/MABC-2/MovementAssessmentBatteryforChildren-SecondEdition(MovementABC-2).aspx</a> (For assessment of movement skills – do pupils need OT?)	<p>children with dyspraxia around 8-12 years. It's an 8 week very kinaesthetic programme which is based on pupils embedding really strong writing patterns using a double sided blackboard</p>
	Dysgraphia				
	Fine & Gross Motor Skills			<p>'Motor Skills United' - <a href="http://www.tescoforschoolsandclubs.co.uk/catalogue/motor-skills-united">http://www.tescoforschoolsandclubs.co.uk/catalogue/motor-skills-united</a>            or  <a href="http://www.tts-group.co.uk/shops/tts/Products/PD1780271/Motor-Skills-United/">http://www.tts-group.co.uk/shops/tts/Products/PD1780271/Motor-Skills-United/</a></p>	
	Numeracy	<p>Rising Stars have Mathematics assessments for primary which go from P8 to Level 5/6 and some intervention materials for pupils working below Level 3.</p>		<p><a href="http://www.risingstars-uk.com/search/?search=advanced&amp;keyword=maths%20assessment&amp;offset=all">http://www.risingstars-uk.com/search/?search=advanced&amp;keyword=maths%20assessment&amp;offset=all</a>  <a href="http://www.risingstars-uk.com/all-series/shine/">http://www.risingstars-uk.com/all-series/shine/</a></p>	

		<p>Accelerated Maths:  <a href="http://www.renlearn.com/products/">http://www.renlearn.com/products/</a></p>		<p><a href="http://satpin.com/">http://satpin.com/</a></p> <p>Rapid Maths  <a href="http://www.pearsonschooolsandfecollages.co.uk/Primary/Mathematics/AllMathematicsresources/RapidMaths/Structure/Structure.aspx">http://www.pearsonschooolsandfecollages.co.uk/Primary/Mathematics/AllMathematicsresources/RapidMaths/Structure/Structure.aspx</a></p> <p><a href="http://www.nationalnumeracy.org.uk/resources/22/index.html%20">http://www.nationalnumeracy.org.uk/resources/22/index.html%20</a></p> <p>And Numbershark 4..I have used previous versions ..can be very effective</p> <p><a href="http://www.wordshark.co.uk/index.aspx">http://www.wordshark.co.uk/index.aspx</a></p> <p>Individual instruction from TA...Supported by Power of 2, again I have used and been v effective....</p> <p><a href="http://www.powerof2.co.uk/maths-support-book-power-of-2/">http://www.powerof2.co.uk/maths-support-book-power-of-2/</a></p> <p>MathsWatch <a href="http://www.mathswatch.co.uk">www.mathswatch.co.uk</a></p> <p>Nessy for dyslexics</p>	<p>School, home workbooks, software – for KS1/2 SEN pupils</p>
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				<p><a href="http://www.nessy.com/uk/">www.nessy.com/uk/</a></p> <p>Dynamo maths  <a href="http://www.dynamomaths.co.uk">www.dynamomaths.co.uk</a> for dyscalculia</p> <p>Plus 1 ( and the sequel, Power of 2) It can be delivered by anyone, including parents, since it contains the lesson script</p>	
	MFL for pupils with SEN			<p>I introduced myself to the list a few weeks ago asking about inclusion and language learning and had some positive responses about maybe wanting to hear a bit more about the work we're doing at the Association for Language Learning (ALL). We're working closely with Nottingham Trent University and colleagues in other European countries on a project which aims to change perceptions about the value of language learning for those with special educational needs or for the socially and educationally disadvantaged.</p> <p>Free places at Breaking Barriers in Language Learning conference in exchange for your feedback on our work</p>	

				<p>ALL is a partner in CODA, a one-year project being implemented by a consortium of five European institutions and funded by the Lifelong Learning Programme. It builds on two previous initiatives led by Nottingham Trent University, (UK): ALLEGRO (2002-2005) and VIVACE (2006-2009). Starting from the assumption that all EU citizens, regardless of social status, disadvantage or disability, have a right to share in the vision of a united and multilingual Europe, these award-winning projects took language learning to excluded groups of all kinds.</p> <p>A key aim of CODA is the sharing of good practice on inclusive language learning for teachers of adults and for teachers in primary and secondary schools. As part of this we are developing training modules, illustrating key outcomes from ALLEGRO and VIVACE. They are intended to be a user-friendly and straightforward way to introduce providers – both those in education and those in social or health care – to ways of introducing language learning</p>	
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				<p>to hitherto excluded and disadvantaged groups.</p> <p>We're now asking colleagues for their expert help. Would you be interested in reading the modules and offering feedback?</p> <p>For this purpose, we are setting up a small focus group which will communicate virtually. If you would be interested in being part of the focus group, please email Clodagh Cooney or call + 44 (0) 115 848 4127. As a thank you, we can offer a free place (up to six available) at our conference Breaking Barriers in Language Learning, in Nottingham on 22 January 2014.</p>	
Communication & Interaction	Vocabulary scale	British Picture Vocabulary Test-receptive vocabulary			
	Expressive language				
	Pragmatic and semantic language skills	<p>TALC receptive language generally</p> <p>CTOPP – all/any of 4 rapid naming tests (report separately – use supplemental color/object</p>			

		for older pupils.  Elklan TALC 2 - particularly for students with needs on autistic spectrum and CELF-4UK as our main assessment (also useful >for when we go into primary schools etc as well.			
	Word-processing skills	WELLCOMM speech and language toolkit (published by GL Assessment)for the early years.			
				<p><b><u><a href="#">The Listening Program® by Advanced Brain Technologies</a></u></b></p> <p><i>advancedbrain.com/the-listening-program/the-listening-program.html</i>  <i>The Listening Program® (TLP) is a music listening therapy, that provides engaging brain stimulation to improve performance in school, work and life.</i></p> <p><b><u><a href="#">Learning Solutions - The Listening Program</a></u></b></p> <p><i>www.learning-solutions.co.uk/listeningprogram.php</i></p>	

				<p>Real help for children with developmental delay, autism, dyspraxia, APD &amp; sensory processing problems. INSET &amp; CPD for Education &amp; Health professionals.</p> <p><a href="http://www.devdelay.org/newsletter/articles/html/178-importance-of-reflexes.html">http://www.devdelay.org/newsletter/articles/html/178-importance-of-reflexes.html</a></p>	
ASD diagnosis		<p><a href="http://www.autism.org.uk/about-autism/all-about-diagnosis/changes-to-autism-and-as-diagnostic-criteria.aspx">http://www.autism.org.uk/about-autism/all-about-diagnosis/changes-to-autism-and-as-diagnostic-criteria.aspx</a></p>	<p>Changing terminology – no longer called ASD</p>	<p>MOREWOOD, G. D., HUMPHREY, N. &amp; SYMES, W. (2011) Mainstreaming autism: making it work. Good Autism Practice Journal 02.12.11, 62-68. (<a href="http://www.gdmorewood.com/userfiles/G%20Morewood%20-%20GAP%20Article.pdf">http://www.gdmorewood.com/userfiles/G%20Morewood%20-%20GAP%20Article.pdf</a>)</p> <p>Whole School Assemblies - <a href="http://www.gdmorewood.com/page-resources-8.html">http://www.gdmorewood.com/page-resources-8.html</a> (scroll down)</p> <p>Disabling Imagery by Richard Rieser - really useful for developing awareness etc – excellent publication - <a href="http://www.worldofinclusion.com/disabling_imagery.htm">http://www.worldofinclusion.com/disabling_imagery.htm</a></p>	

				Middletown Autism Research Bulletins - <a href="https://www.middletownautism.com/research/">https://www.middletownautism.com/research/</a>	
Emotional, Behavioural & Social	Well-being	<p>Me-as-Learner Scale by Robert Burden:  <a href="http://spi.sagepub.com/content/19/4/291">http://spi.sagepub.com/content/19/4/291</a>          Inexpensive and well-founded</p> <p>Boxall Profile for emotional/social issues</p> <p><a href="http://www.kidsskills.org/english/missionpossible.html">http://www.kidsskills.org/english/missionpossible.html</a></p> <p><a href="http://www.brief.org.uk/training-details.php?item_id=65&amp;CourseCode=21">http://www.brief.org.uk/training-details.php?item_id=65&amp;CourseCode=21</a></p> <p><a href="http://www.aseba.org/">http://www.aseba.org/</a></p> <p>(<a href="http://media.routledge.com/files/education/download/chalbehavmain">http://media.routledge.com/files/education/download/chalbehavmain</a>)</p>		<p><a href="http://webarchive.nationalarchives.gov.uk/20130401151715/https://www.education.gov.uk/publications/eOrderingDownload/RB90.pdf">http://webarchive.nationalarchives.gov.uk/20130401151715/https://www.education.gov.uk/publications/eOrderingDownload/RB90.pdf</a>          (approaches to supporting students with BESD)</p> <p><a href="http://cec.metapress.com/content/1148w42712524u44/">http://cec.metapress.com/content/1148w42712524u44/</a></p> <p><a href="http://link.springer.com/article/10.1007/s10864-005-6298-1">http://link.springer.com/article/10.1007/s10864-005-6298-1</a></p> <p><a href="https://secure.um.edu.mt/_data/assets/pdf_file/0004/183199/ENSECV111P3.pdf">https://secure.um.edu.mt/_data/assets/pdf_file/0004/183199/ENSECV111P3.pdf</a></p> <p><a href="http://www.gla-assessment.co.uk/products/emotional-literacy-assessment-and-intervention-0">http://www.gla-assessment.co.uk/products/emotional-literacy-assessment-and-intervention-0</a></p>	

		<a href="http://www.sdqinfo.com">http://www.sdqinfo.com</a> . (on-line emotional intelligence questionnaire / scale)		<a href="http://www.kidsskills.org/english/index.htm">http://www.kidsskills.org/english/index.htm</a>	
	Attention / ADHD			<a href="http://adhdpartnershipsupportpack.co.uk">http://adhdpartnershipsupportpack.co.uk</a>  <a href="http://www.alertprogram.com/">http://www.alertprogram.com/</a>  Try ADDIS - <a href="http://www.addiss.co.uk/">http://www.addiss.co.uk/</a>  Good stuff here - <a href="http://www.russellbarkley.org/">http://www.russellbarkley.org/</a>	
	Autism			the 'Incredible 5 point Scale' and 'A 5 could make me lose control'  <a href="http://www.idponline.org.uk/">http://www.idponline.org.uk/</a>	
Sensory & Physical	Hearing			<a href="http://www.actiononhearingloss.org.uk/shop/headphones-for-hearing-aid-wearers-product-m416.aspx">http://www.actiononhearingloss.org.uk/shop/headphones-for-hearing-aid-wearers-product-m416.aspx</a>	
	Vision				
	Sensory awareness				
EAL	Access (Hodder & Stoughton)	Reading comprehension		'Racing to English' programme <a href="http://racingtoenglish.moonfruit.com">http://racingtoenglish.moonfruit.com</a>	

				Phonics International FreshStart	
EAL & SEN				<a href="http://www.educationworks.org.uk/what-we-do/speaking-and-listening/talking-partners.html">http://www.educationworks.org.uk/what-we-do/speaking-and-listening/talking-partners.html</a> Talk boost programme  OUP Fresh Start <a href="http://www.languagegarden.com">www.languagegarden.com</a>	
General				<a href="http://www.idponline.org.uk">www.idponline.org.uk</a>	
Access Arrangements	Lucid Exact for broad literacy attainment WIATT II T for the untimed reading section DASH for the handwriting section Word chains WRAT4 WRIT BPVS3 CTOPP-2 MALS TOWRE2 Lucid LADS for screening, then				



	Exact, then as appropriate ... Sixth Form				
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[www.provisionmap.co.uk](http://www.provisionmap.co.uk)

<https://www.edukey.co.uk/iep/>

<https://www.education.gov.uk/consultations/index.cfm?action=consultationDetails&consultationId=1920&external=no&menu=1>

<https://www.education.gov.uk/consultations/index.cfm?action=consultationDetails&consultationId=1920&external=no&menu=1>

[http://www.powershow.com/view1/b7842-ZDc1Z/The\\_Essential\\_Guide\\_to\\_Average\\_Points\\_Score\\_APS\\_powerpoint\\_ppt\\_presentation](http://www.powershow.com/view1/b7842-ZDc1Z/The_Essential_Guide_to_Average_Points_Score_APS_powerpoint_ppt_presentation)

**IPAD apps:** <http://www.cambugs.co.uk/>

**Exam Access arrangements:**

<http://www.jcq.org.uk/exams-office/access-arrangements-and-special-considera>

TOWRE. CTOPP and TOMAL5 for assessing for exams.

**Ofsted**

The Inspector came yesterday.

She wanted to see three lots of evidence for extra time. I took the first three from my Year 10 files.

She liked my use of Form 8 with all the information filled in for each child.

She didn't comment on which tests I had used but did check that the test papers were in the files.

I showed her a letter to parents saying that their child would not have access arrangements as they weren't being used. She liked that.

We had evidence from every exam or controlled assessment and from each subject saying that access arrangements are being used - or not in the the case of the boy sent the letter. We have some photocopies of work too but not exams. Giving every member of staff a piece of paper with a tick sheet for what was used plus me writing the child's name on it payed off. I have had 100% return on these after only a little nagging.

She suggested that using a different colour pen to show extra time used would be good and we told her that is planned.

Just bought one (have previously found SNAP very good) - Will use this week -

Alongside:

Brown ADD Scales

Connors Short Teacher Questionnaire

**Pupil Premium:**

The EEF Toolkit - <http://educationendowmentfoundation.org.uk/toolkit/>

- is a great starting point – especially using the calculator (if you don't know how much your school gets!!!).

Contribution towards Nurture Group and mentoring

Contribution towards literacy development work and packages of support
1:1 tutoring & Small group tutoring
In-school counselling & therapy contributions
SAM learning access
Exam breakfasts Years 10 and 11 & English Senior examiner exam skills
Additional TA support for development of effective feedback and metacognition
Half term and Easter school
Reduced class sizes for Maths
Maths Alma Lodge intervention
Employment of a Trainee Education Psychologist
Enhancement of gifted and talented programmes
Bespoke literacy packages & materials
Development of use of transition matrices
Supported learning Pathway

ICT independent study packages
Off-site workshops for groups of students
Additional careers guidance (SFYP)
Easter & half-term school (inc. travel)
GCSE Pod subscription
Bespoke off-site provision
Additional maths teacher 3 days per week

## **APPS**

[www.blindability.co.uk](http://www.blindability.co.uk)

Spingo (great for auditory memory, but with the visual prompt on screen you could turn the volume off)

Pirate phonics (two versions)

Sentence builder (also available in Spanish). Worth unlocking all levels.

Montessori words

Star fall reading

If you can afford it "clicker" is quite good.

Used in cooperation with book creator (students take screen shots and journal their activities) I had some brilliant successes

Back in May 2013 I did post a message on SENCO Forum about my ten information leaflets on SEN conditions:

<http://lists.education.gov.uk/pipermail/senco-forum/2013-May/007012.html>

The links I gave won't work now that I've transferred my files to Google Docs, but you can still access them through my website at

<http://www.specialeducationalneeds.com/home/inclusion>

then selecting "Condition Miniguides" under "Meeting additional needs / Educational Inclusion", or directly at

[https://docs.google.com/folderview?id=0Bw7z\\_4bLjOOEejVCNEExSk5XbFE](https://docs.google.com/folderview?id=0Bw7z_4bLjOOEejVCNEExSk5XbFE)

<http://www.specialeducationalneeds.com/> masses of SEN curriculum resources. Very good site.

The files are also on the TES website at

<http://www.tes.co.uk/teaching-resource/Inclusion-Briefing-BESD-6265186/>

<http://www.tes.co.uk/teaching-resource/Inclusion-Briefing-Visual-Impairment-6265189/>

<http://www.tes.co.uk/teaching-resource/Inclusion-Briefing-SLCN-6265188/>

<http://www.tes.co.uk/teaching-resource/Inclusion-Briefing-Autistic-Spectrum-Disorders-6265187/>

<http://www.tes.co.uk/teaching-resource/Inclusion-Briefing-Hearing-Impairment-6042988/>

<http://www.tes.co.uk/teaching-resource/Inclusion-Briefing-ADHD-6042987/>

<http://www.tes.co.uk/teaching-resource/Inclusion-Briefing-Dyspraxia-6042986/>

<http://www.tes.co.uk/teaching-resource/Inclusion-Briefing-Specific-Learning-Difficulties-6042990/>

<http://www.tes.co.uk/teaching-resource/Inclusion-briefing-Moderate-Learning-Difficulties-6042989/>

### **Student Engagement**

John Hattie Visible Learning for Teachers.

<http://complexneeds.org.uk/modules/Module-3.2-Engaging-in-learning---key-approaches/start.html>

SEN and the law

[www.SpecialEducationalNeeds.co.uk/September-2013](http://www.SpecialEducationalNeeds.co.uk/September-2013)

<http://stivodifferentiation.wordpress.com/differentiation-tips/>

<http://www.edutopia.org/blog/differentiated-instruction-strategies-pbl-andrew-miller>

### **Differentiation** - Teachers Underground

teachersunderground.co.uk/Class%20managment/differentiation.pdf

<http://www.specialeducationalneeds.com/home/inclusion> Am amazing site with subject specific guidance for SEN pupils written by teachers themselves

<http://teachertools.londongt.org/?page=differentiationClassRoom>

<http://stivodifferentiation.wordpress.com/differentiation-tips/>

### **SENCO software**

use iep writer and provision mapping from edukey – and SIMs

[www.provisionmap.co.uk](http://www.provisionmap.co.uk)

<http://www.nasentraining.org.uk/training-pack/>

<http://www.learning-works.org.uk/product-focus/the-condensed-guide-to-managi>

<http://www.schoolswebdirectory.co.uk/localauthorities.php>

<http://www.gdmorewood.com/page-resources-8.html>

### **Inclusion Development Programme materials**

<http://webarchive.nationalarchives.gov.uk/20110202093118/http://nationalstrategies.standards.dcsf.gov.uk/search/inclusion/results/nav:46335>

[Comparing progress](#)



<http://data.gov.uk/apps/findthebest-secondary-schools>

<http://data.gov.uk>

<http://data.gov.uk/apps/findthebest-primary-schools>

### **New SEN Code of practice**

[http://www.snip-newsletter.co.uk/pdfs/downloads/Draft\\_CoP\\_SEN\\_Consultation.pdf](http://www.snip-newsletter.co.uk/pdfs/downloads/Draft_CoP_SEN_Consultation.pdf)

School local offer

[http://www.sendpathfinder.co.uk/files/page/503452/SE7\\_Local\\_Offer\\_Guidance\\_v12\\_1\\_.pdf](http://www.sendpathfinder.co.uk/files/page/503452/SE7_Local_Offer_Guidance_v12_1_.pdf)

[http://www.sendpathfinder.co.uk/files/page/503452/3\\_SEND\\_Pathfinder\\_Information\\_Pack\\_Version\\_1\\_Local\\_Offer.pdf](http://www.sendpathfinder.co.uk/files/page/503452/3_SEND_Pathfinder_Information_Pack_Version_1_Local_Offer.pdf)

<http://www.councilfordisabledchildren.org.uk/media/246954/local%20offer.pdf>

<http://www.sendpathfinder.co.uk/pftestingareas/localoffer/>

Miscellaneous

<http://www.adoptionuk.org/pupil-premium-plus> (pupil premium & adopted students)

SENCO Forum dropbox:

Username – sencoresources@gmail.com

Password – senco4me

IEPS

<http://www.optimus-education.com/our-effective-alternative-ieps>