

**Pupil and School Support work with schools and other educational settings to help children and young people with cognition and learning difficulties progress and achieve to the best of their abilities.**



### The SEN Toolkits

**The Language and Literacy toolkit consists of:**

- A continuum that focuses on developmental stages of learning in speaking and listening, reading and writing, and can be used for assessment and tracking of small step progress from pre-key stage standard One
- A set of teaching and learning ideas for teachers and additional staff to use to support pupils at the appropriate level. These include reference to appropriate evidence based interventions and ideas for sharing with parents.
- The toolkits are available as electronic hyperlinked documents for ease of use, but they can also be used as paper-based resource.
- An optional online progress tracker can be purchased at an additional cost.

**The Maths toolkit consists of:**

- A core assessment framework covering number and place value, addition, subtraction, multiplication and division
- A supplementary assessment framework covering fractions, measures, geometry and statistics
- A set of teaching and learning ideas for teachers and additional staff to use to support pupils at the appropriate level. These include reference to appropriate evidence based interventions and ideas for sharing with parents.
- Although these can be used as paper-based resources, they are also available as an electronic hyperlinked version

The toolkits can be used by schools and settings in a range of ways including using the toolkits for:

- A whole School audit of SEND pupils Literacy and/or Maths skills
- Assessing individual pupils needs to identify appropriate intervention
- Baselining pupils' needs and to inform target setting

### Using the Language and Literacy Toolkit to support the Graduated Approach

Schools report the Toolkits have the most impact when they are used to identify pupils' needs and support personalised planning within whole class teaching through the graduated approach. The assessment criteria is designed to be used in schools and settings with pupils in Year One or above who are working below the expected level for their age, and are not making progress towards closing the gap. They support settings in clearly identifying the profile of strengths and weaknesses a pupil has in the areas of literacy and maths. The implementation of the Toolkits should follow an 'Assess, Plan, Do, Review' cycle:

**ASSESS:** The continuums and frameworks are used to assess a pupil's current skills against the National Curriculum descriptors. By clearly identifying what a pupil can do, the profile created will highlight the next steps. Teaching staff can use this profile to set appropriately challenging success criteria to ensure that pupils can access the lesson at a relevant level for the pupil.

**PLAN:** The profile that the assessment framework builds can be used to support teachers to plan appropriate support and provision.

**DO:** Teaching staff are supported by the teaching and learning ideas should they require ideas appropriate to the level the pupil is working at.

**REVIEW:** Finally the marking of the pupil's work acts as an ongoing review and the profile updated as required to demonstrate progress and inform future planning.

Band 6	Can read 10 of the Y1 common exception words	Can blend to read cvc words that include double final consonants i.e. ff, ss, ll, ck e.g. mass, will, tick. Can use phonic knowledge to read simple phonetically regular 2-syllable words e.g. mango, sunset.	Links events in stories to their own experiences.	Can order a sequence of 3 pictures independently from a familiar story they have recently heard.
Band 5 <small>National expectation at the end of Reception</small>	Can read some frequently encountered cvc fluently (without overt sounding and blending) Reads up to 30 common/familiar words by sight. Beginning to develop 1:1 correspondence when reading aloud.	Can recognise and say up to 5 standard vowel digraphs and use them to blend to read CVC e.g. rain, meet, farm. Can recognise sh, ch, th and use to read CVC e.g. ship, chop, thin. Can apply phonic knowledge to independent reading with minimal adult prompts.	Can read known words in simple sentences and texts. Demonstrates an enjoyment of an increasing range of books.	Is beginning to retell the main points of the text in sequence with the aid of visual and/or verbal prompts e.g. story boards, picture sequences.
Band 4	Reads up to 20 common/familiar words by sight.	Can recognise and say the sound for all letters of the alphabet. Can blend to read short vowel CVC e.g. pin, hot, box. Beginning to apply phonic knowledge to independent reading with adult prompts.	Can remember and say repeated phrase by the end of a simple book with visual cues e.g. I can see a dog. I can see a ... Can identify and point to known words in simple sentences	Can use a visual cue to talk about a character and/or event in a familiar story.
Band 3	Reads up to 10 common / familiar words by sight.	Can recognise and say the sound for most letters of the alphabet.	Follows print in books from left to right/top to bottom With adult prompting is beginning to link events in stories to their own experiences	Can identify the main events in a familiar story and uses in imaginative play. Uses story language e.g. once upon a time...when creating own stories to pictures in a book.
Band 2 <small>National expectation at the end of Nursery</small>	Recognises familiar words and signs such as their own name and advertising logos	Identifies most initial sounds in spoken words e.g. What is the first sound in moon? Is beginning to match up to 8 letters of the alphabet to a given sound. Can continue a rhyming string e.g. oat, mat .....	Joins in with and repeats words and phrases from nursery rhymes and action songs. Participates appropriately in shared stories read by an adult	When looking at books, looks at the pictures to see what happens next. Can suggest how a familiar story might end.
Band 1	Demonstrates through role play reading that s/he knows information can be relayed in print	Matches objects to pictures or symbols Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a ...	Handles books carefully Holds books the correct way up and turns pages. Demonstrates enjoyment of books by choosing to look at them independently. Shows interest in illustrations and print in books	Points to words as an adult reads to them. Has some favourite stories, rhymes, songs, poems or jingles and joins in with actions. Regularly anticipates events in familiar rhymes and stories
	READING FLUENCY	PHONIC SKILLS	ATTITUDE TOWARDS READING	UNDERSTANDING

An example of a highlighted criteria sheet used to demonstrate individual profile of needs.

**Quote from Ofsted:**

"Teachers ensure that disabled pupils and those who have special educational needs have full access to the curriculum. Disabled pupils and those who have special educational needs make good progress in lessons and over time because their needs are quickly identified and the correct support is given to them in lessons."

## Purchase options:

**Language and Literacy Toolkit = £500**

**Maths Toolkit = £500**

(Where both Literacy and Maths toolkits are purchased together a 10% discount is applied)

All toolkit resources are accessed by a website license to be used by the named school only; there are no restrictions for the number of users within a named school. There is an optional annual subscription fee if you wish to benefit from further updates (the 2018/9 subscription cost was £100 for one Toolkit or £150 for both Toolkits).

## Online Toolkit Progress Tracker

This is an optional additional element that can be purchased once school have begun to use the toolkits for assessment and planning. There is an initial cost of £400 for the first 12 months with an annual subscription fee (the 2018/19 price for this was £250).

## Training options:

A number of training options are available to support the use of the Toolkits. Please note settings purchasing any of the training options will need to have already purchased the Toolkits via the site license (see details above).

### Option 1: Online training

This is a training package for members of staff who are using the toolkits directly with children. The cost is a one off £100 registration fee per setting plus £35 per license, purchasable in multiples of 5. The above includes 12 months access to the training module and 1 hour PSS online support if required.

### Option 2: Bespoke school training

This could be whole school, distance or leader training based on school needs, price on application.

### Option 3: Train the Trainer

This is suitable for a person who is interested in delivering toolkit training to a number of settings. The cost of this training is £1000 per person; a 10% discount will be applied for training 10 people or more, reducing the cost to £900 per person.

The train the trainer package includes:

- 2 days of training covering:
  - Details about the toolkits contents and the history of the toolkit development
  - How the toolkits are used by schools and settings
  - What the training to schools and settings consists of
  - Common errors and misconceptions
- One quality assurance review of training delivery
- Licence to train other settings for 12 months
- Phone/email support for 12 months.

Settings trained via the licenced trainer would still need to purchase the individual site licenses for the toolkits (See above).

To maintain the licence to train after 12 months there would be an additional ½ day training session and a maintenance fee.

## Optional ongoing support

Technical support is available via telephone or email as required.

For further information please contact: [Lisa.mcintyre@birmingham.gov.uk](mailto:Lisa.mcintyre@birmingham.gov.uk)



# Pupil and School Support

## SEN Toolkits

Language and Literacy and Maths

