



## **Pupil and School Support Trading Catalogue 2012/2013**



### **PSS Traded Activities**

Contained within this catalogue you will find details of the traded elements of Pupil and School Support. These activities can be accessed either through schools delegated budget or, where further support is required, purchased at an additional cost.

A school's delegated budget arises from the Fair Funding consultation process, and is a calculated average of the number of SEN Audit Band 2 pupils identified by a school over a 3 year period.

Prices for 2012/2013 for one trainer are as follows:

Hourly rate:	£100
Full day:	£650
Half day:	£330
Twilight:	£230

We are always happy to discuss bespoke training and/or support for your school/setting.  
For more information please contact:

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### Ofsted support

#### Could include:

- Review of SEN across your setting
- Support, preparation and provision of exemplar Case Studies
- Data interpretation, analysis and action planning
- Pre and post Ofsted planning – support with action plan

#### What might this look like?

- Sharing good practice and networking opportunities
- Development of provision mapping as a strategic tool
- Focused support for areas highlighted by Ofsted

#### Outcomes for school/setting

Relating to SEND:

- Increased staff confidence in preparation for Ofsted relating to SEN
- Meeting new Ofsted criteria for pupil achievement
- Focused action planning
- Provision related to SEN data

**In addition you can commission an SEN review in your school to identify areas for development – see below for details**

### SEN Review

#### What might this look like?

- Planning with Senior Leadership Team
- Interviews with Senior Leadership Team, curriculum coordinators, agreed number of class teacher, support staff, parents and pupils.
- Lesson observations with a focus on SEN pupils within the classroom, utilising new Ofsted framework January 2012
- Summary report and recommendations compiled to support school in identifying ways forward and planning next steps

#### Outcomes

- Recognition of strengths and identification of areas for development
- Focused action planning
- Increased staff confidence at removing barriers to learning
- Shared vision of aspirational vision for SEN across the school

#### **Time Required**

Pre planning and follow-up – 1 day; 1 full day review in school with 2 interviewers



### **SEN Policies and Procedures**

#### **Could include:**

- Support to review and update policies inline with current national legislation and local guidance
- Supporting school to include parent and pupil voice in policy making
- SEN represented throughout all school policies

#### **What might this look like?**

- Discussions with SMT/SENCo to establish strengths and areas of development
- Sharing and signposting of good practice
- Action planning

#### **Outcomes**

- School will have up to date policy reflecting individual ethos
- Policies will meet legal requirements
- Support in preparation of annual report to governing body
- Support for communication with parents of children with SEN

### **Support for new SENCos**

#### **Could include:**

- Theory into practice around SEN policy, systems and procedures, with a particular focus on Birmingham's arrangements
- Needs analysis and priority action planning, including interpretation of local and national agendas
- Access to advice and support as required eg email, phone, etc.

#### **What might this look like?**

- Ongoing coaching and mentoring
- Support with action planning and time management in the context of the SENCo year
- Support with making links in the area
- Facilitating sharing of good practice amongst peers

#### **Outcomes**

- SENCo to have increased knowledge of SEN
- Effective management of SEN
- Effective and reflective practice developed
- All statutory requirements are met

### Wave 1 Quality First Teaching

#### Could include:

- Differentiation for learning
- Circles of Inclusion
- Planning
- 1:1 mentoring and coaching

#### What might this look like?

- Informal lesson observations and feedback
- 1:1/small group support in evaluating medium term planning with reference to effective differentiation, across both the primary and secondary curriculum
- Class teachers able to be reflective about the effectiveness of their own practice in relation to SEN
- Ongoing support as a result of the above
- Support to curriculum leads with a focus on practical strategies, adaptations and resources
- Provision of success criteria measuring tools
- Support with aspirational target setting

#### Outcomes

- Increased staff confidence in delivering Quality First Teaching
- Meeting new Ofsted evaluation framework around quality of teaching and achievement of pupils in schools for pupils with cognition & learning difficulties
- Through evaluation of pupil's learning relative to their starting points (**Ofsted 2012**), this

**Bespoke training – whole school, departmental, Inclusion teams  
– can be provided based on our published costings**



### **Dyslexia Support**

#### **Could include support/advice re:**

- Birmingham dyslexia guidelines to support identification, assessment, interventions, strategies.
- Dyslexia IDP
- Development of 'dyslexia friendly practice'
- Gaining the BDA Quality mark (external sign of approval of a dyslexia friendly organisation)
- Training – raising awareness and practical strategies

#### **What might it look like?**

- Audit of current policy/practice and action planning
- Multi sensory teaching and learning opportunities and support strategies
- Support re appropriate, targeted and effective interventions
- Parent workshops

#### **Outcomes**

- School is able to identify and respond to difficulties that a pupil with dyslexia may encounter
- School policies reflect national priorities and guidance
- Increased staff confidence to support pupils with dyslexia
- Creating a climate for learning – implementation of access strategies and dyslexia friendly teaching strategies

**In addition, training packages are available to purchase for whole school or departmental teams on:**

**Raising Awareness of Dyslexia  
Practical Strategies to Support Dyslexia Friendly Practice.**



### Development around school-based assessments

#### Could include:

- Consultation regarding selection of appropriate assessments (including those approved by the JCQ for Exam Access Arrangements)
- Familiarisation with materials
- Knowledge and understanding of reliability and validity of standardised tests
- Advice on effective administration
- Support with analysing results and deciding next steps

#### What might this look like?

- Training for groups or individuals
- Modelling use of materials
- Ongoing coaching and mentoring support

#### Outcomes

- Confident delivery and interpretation of assessments in schools
- Accurate administration of standardised tests
- Effective use of assessments to inform planning and provision

**Schools can also separately purchase support for Exam Access Arrangements – if this is likely to be required aim to provide as much advance notice as possible.**

#### Could include:

- Support and advice around the gathering of evidence over time
- Advice to schools on planning a coherent approach to Exam Access Arrangements
- Delivery of correct assessments to meet JCQ requirements – could include tests for Extra Time (both up to and over 25%), Reader, Scribe,
- Support with analysis of assessments carried out by schools
- Support with completion of online paperwork

#### Outcomes

- School is following correct procedures around Exam Access Arrangements
- All evidence is in place to satisfy inspections

**Price will be dependent on numbers of candidates and assessments required**



### Use of Data

#### Could include:

- Interpretation and analysis
- Tracking of pupil progress and impact of interventions
- Needs analysis of individuals and vulnerable groups
- Identification of SEN training needs

#### What might this look like?

- Analysis of SEN Audit, CRISP and school attainment data, including Comparative Audit Database (CAD)
- Identifying need and assigning available resources
- Targeting of pupils that are not making progress
- Identifying strengths and areas for development of current deployment of support and interventions, linked to provision mapping
- Supporting staff to measure effectiveness of interventions eg entry and exit criteria
- Sharing of good practice
- Effective moderation practices within the school/setting

#### Outcomes

- Provision will be based on identified needs
- Interventions will be chosen according to proven effectiveness
- Targeted deployment of interventions and staff according to need
- Correlation between different sets across the whole setting
- Support around the moderation process

**Schools who do not currently have a Comparative Audit Database (CAD) site licence,  
contact PSS for further details**



### **Parental Engagement**

Support to facilitate partnership working between parents, schools, settings and other agencies to improve outcomes for SEN pupils.

#### **What might this look like?**

- Development of and participation in parent workshops covering a variety of themes e.g. reading, homework, dyslexia, including practical strategies.
- Supporting SENCo with parent drop-in sessions
- Support SENCos in developing parent policies

#### **Outcomes**

- Parents have a greater understanding of their children's learning needs and ways to support them in making progress.
- Improved home/school liaison
- Parents engaged with the target setting and review process
- Positive impact on attendance

### **Provision Mapping - A tool to record, monitor and evaluate the range of additional provision across your setting**

#### **What might this look like?**

- Support with measuring entry and exit data
- Sharing models of good practice
- Developing suitable provision mapping format to meet the needs of the setting
- Provision map used to inform future planning
- Support with developing a system to enable effective monitoring, evaluation and sharing of information with all relevant stakeholders

#### **Outcomes**

- Provision is mapped to pupil needs
- Pupil progress is tracked and appropriate targets are set
- Provision is monitored to assess cost effectiveness
- Provision map is embedded in school as a strategic tool for monitoring and evaluating pupil progress, as part of the progression agenda
- Through evaluation of pupil learning relative to their starting points (**Ofsted 2012**), provision mapping supports the progress agenda
- Develop provision mapping and identify gaps in provision



### Transition

#### **What might this look like?**

- Summary information regarding the SEN needs of prospective pupils
- Activities and resources to support individual pupils in transition
- Tools to support whole class approach to transition
- Support to develop 'One Page Profile' for individual pupils.
- Engaging staff from future settings and families in person-centred reviews

#### **Outcomes**

- Early alert of provision needed for Y7
- Planning based on data.
- Early access to information regarding pupils' strengths and needs.
- Reviews that lead to effective action plans
- Engagement of families and pupils in planning process

### Pupil Participation

Developing the ability of pupils with SEN/D to participate in decisions around their learning.

#### **What might this look like?**

- Training for school staff in strategies and resources e.g pupil centred planning tools to obtain pupil views and inform planning.
- Facilitating pupil centred reviews
- Developing one page profiles to support successful transition
- Facilitating pupil involvement in the IEP process to include target setting and reviewing

#### **Outcomes**

- Pupils engaged with their own learning and attainment.
- Supports successful transition
- Solution focused approach to problems