

**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 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.

<b>Band 6</b>	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.
<b>Band 5</b> <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. ra, in, 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.
<b>Band 4</b>	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.
<b>Band 3</b>	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.
<b>Band 2</b> <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 6 letters of the alphabet to a given sound. Can continue a rhyming string e.g. cat, 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.
<b>Band 1</b>	Demonstrates through role play reading that she 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.	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.

**Quotes 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:

<https://www.localofferbirmingham.co.uk/product-category/pss/>

**Site License for Toolkit Resources (£605 per toolkit.** Where both Literacy and Maths toolkits are purchased together a 10% discount is applied, reducing the **total cost to £1,089**)

To be used by the named school only, no restrictions re number of users within named school.

## 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. Schools **must** purchase the Birmingham SEN Toolkits in order to access the online Toolkit Progress Tracker (£423.50 plus the cost of the Toolkits).

## Training options: Prices available on application

Please note settings purchasing any of the training options will also need to purchase the site license (see details above)

### Option 1: Identified leader training day

This training day is aimed at one or two key workers from the setting who will lead the use of the toolkits within a setting. This is usually the SENCO but may also be other members of SLT or Core Subject Co-ordinators.

### Option 2: Bespoke school training

1x 2 hour briefing session with identified lead (usually SENCO/member of SLT) with a focus on the practical application of the SEND Toolkits in the individual setting.

Whole day training session (whole staff):

- Roles and responsibilities within the new SEND COP (2015)
- Identification of SEN – applying the Attainment Criteria and moderating outcomes, including use of Matrices to identify level of provision
- Using the SEN toolkit and the Individual target plans as a tool to support the graduated approach of assess, plan, do, review as outlined in the SEND COP (2015)

### Option 3: Train the Trainer

This is suitable for a person who is interested in delivering toolkit training to a number of settings.

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 observation of delivery of training in own setting

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

To include support through phone/email conversations as required and 2 hours of face to face support during early stages of implementation process (optional)

## Language, Learning and Strategic Support Team

# Birmingham SEN Toolkits

## Language and Literacy and Maths

