



# Specialist assessment and intervention in Wandsworth

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**Wandsworth Literacy and  
Numeracy Support Service**



# My Role

## State funded schools

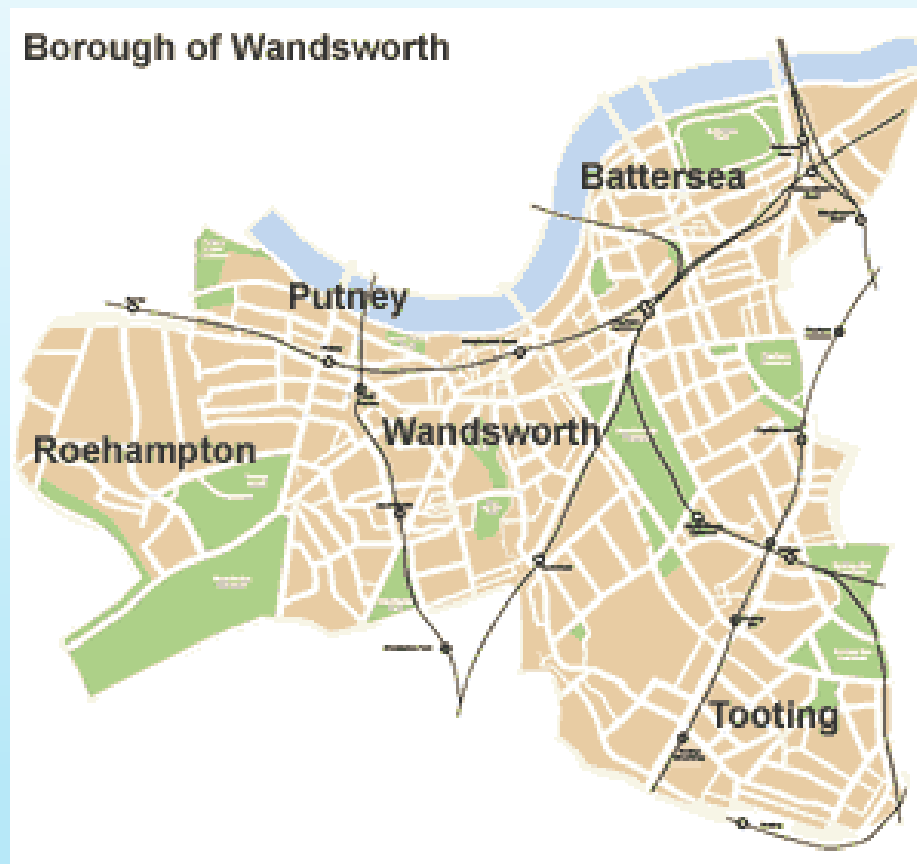
62 primary schools  
11 secondary schools  
10 special schools  
2 FE

## SEND

5.3% pupils have EHCPs  
12.7% at SEN support

## SpLD as primary need

11.5% (of total SEND)



# Main Roles of Service

## Central Service (funded)

Providing support and information for the Borough:  
Advising re: support for SEN and EHCP pupils  
Training  
Collaborative projects  
Dyslexia-friendly programme  
Parent support

## Traded Service

Regular weekly teaching support  
Consultancy  
Assessments  
Training  
LSA/TA support



## The L&NSS team

Team members all have:

- ❑ Substantial classroom teaching experience (QTS)
- ❑ In addition all have SEN literacy and/or numeracy experience (eg Sencos, Reading Recovery, Literacy/Numeracy subject leaders)
- ❑ All have SpLD Diploma (Level 7) or full Masters

# Regular Weekly Teaching

- ▶ Fixed weekly day or half day
- ▶ Mostly one to one teaching
- ▶ Limited small group
- ▶ Assessments and screening
- ▶ Supporting staff
- ▶ School-based INSET
- ▶ Parent workshops
- ▶ Other flexible ways of working







# Direct teaching

- ❑ Assessment, recommendations, targets set
- ❑ Meetings with parents and key staff
- ❑ Personalised programme of teaching with follow-up work for home and school
- ❑ Monitoring progress - mid-term and final reviews
- ❑ Advice, resources, training for key adults involved with child

# Monitoring performance

Regular meetings with schools to review progress

Mid-term and final reviews assess children's progress using standardised tests alongside qualitative data

## Targets

- ❑ At least 90% of students make commensurate progress
- ❑ At least 70% of students make double the amount of expected progress



# Assessments

- ❑ Focus on identifying strengths and needs, particularly next steps to inform teaching
- ❑ Diagnostic report for parents and teachers to inform individualised teaching for the student
- ❑ Some specific Dyslexia/Dyscalculia diagnostic assessments

# Other packages

Lighter touch consultancy (e.g. one to six days over the year):

- Supporting an individual pupil, e.g. with an EHCP
- Setting up and monitoring an intervention
- A series of training sessions
- Access arrangements/screening
- Collaborative projects

# Referral process

- ❑ Usually through schools
- ❑ Increasing numbers commissioned through Special Needs Assessment Service for Education and Healthcare plans
- ❑ Occasionally via initial parental referral

# Strengths of regular support in schools

- ❑ Get to know the children very well
- ❑ Can embed inclusion-friendly strategies
- ❑ Available for all staff for advice
- ❑ Continuity
- ❑ Schools have access to additional resources
- ❑ Can help to ensure that those with most need get support
- ❑ Support goes beyond the pupil
- ❑ Can develop projects according to need in one school that can be extended to others

# Strengths of working in the team

- ❑ Shared expertise
- ❑ Collaborative work to develop interests/focus on areas of needs
- ❑ Professional Development – 20 – 30 hours in-house; 5-10 external (e.g. SASC approved)
- ❑ Regular surgeries to discuss tricky profiles
- ❑ Pooled resources
- ❑ Liaison with other services

# Challenges of being a traded service

Finances!

Workload for team, due to report writing

Balancing staffing to available work

Ensuring the support is given to those needing it most

# Central work

Focus on early support within the classroom

- ▶ Central training for teachers and support staff on literacy and numeracy
- ▶ Parents' group
- ▶ Affordable Dyslexia Friendly accreditation for schools including audit, training and validation visit
- ▶ Developing and promoting the use of assistive technology
- ▶ Collaborating with other agencies, organisations
- ▶ Research and Development projects



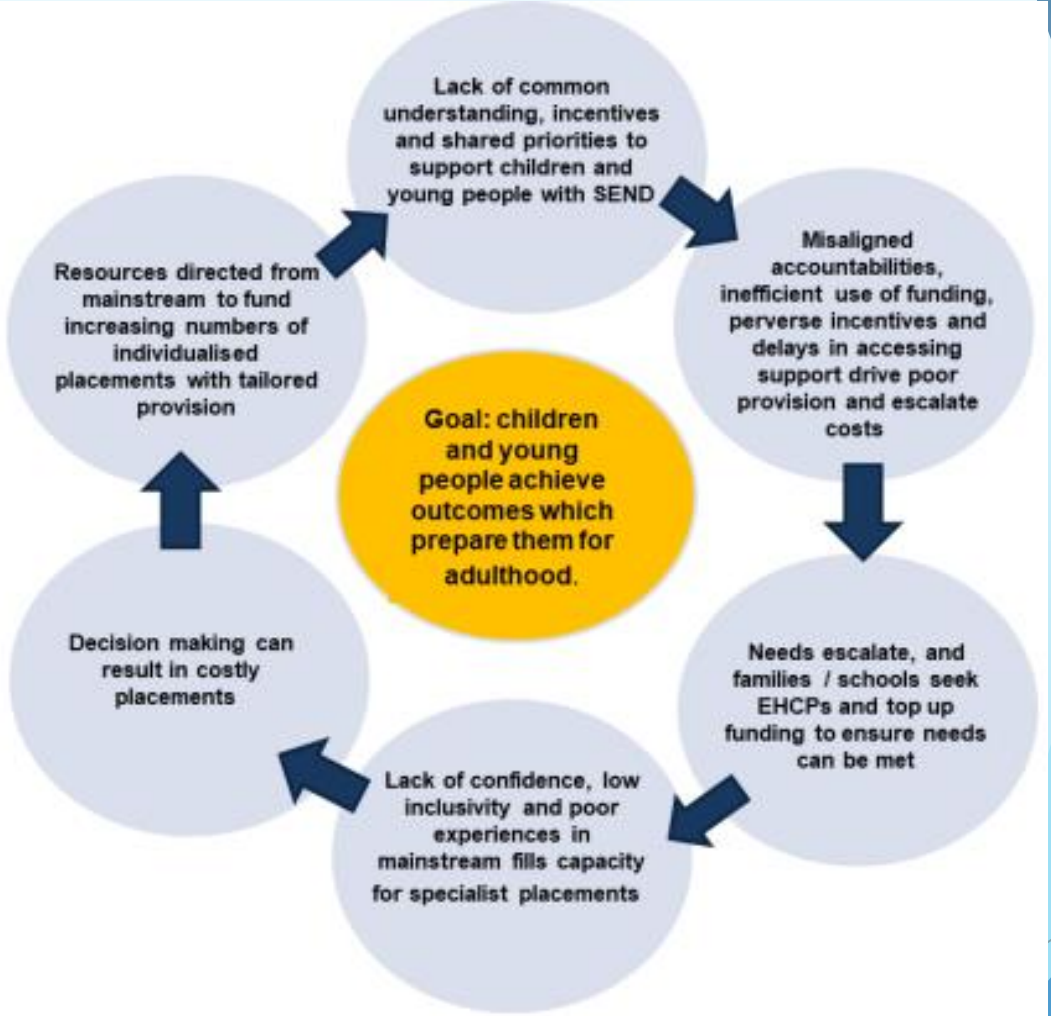




# Ordinarily Available Provision

## SEND Review - three main challenges

- ▶ Outcomes for children and young people with SEN/in alternative provision are poor
- ▶ Navigating the SEND system and alternative provision is not a positive experience for CYP and their families
- ▶ The system is not delivering value for money (40% increase in high needs funding between 2019-2020 and 2022-2023 spending is outstripping funding and the system is financially unsustainable).

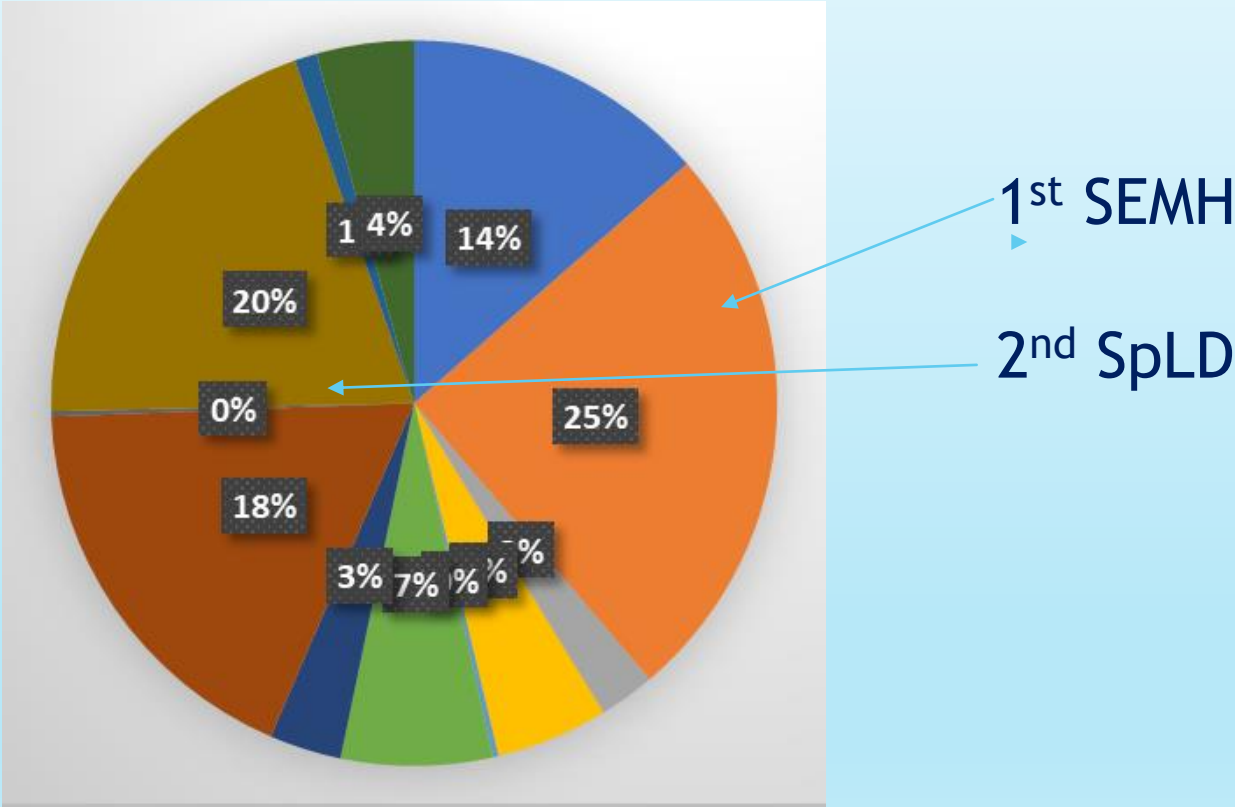


National Vicious cycle - late intervention, low confidence and inefficient resource allocation

# Identified issues in Green Paper

- ▶ Significant inconsistency in how children and young people's needs are met.
- ▶ CYP may be incorrectly identified as having SEN, but may not have accessed quality first teaching
- ▶ CYP's needs are identified late, then escalate and become entrenched.
- ▶ Late intervention, low confidence from parents, carers and providers, and inefficient allocation of support is driving the spiralling costs in the system.
- ▶ Access to assessment and support varies from school to school. Some students are not receiving support until they have fallen behind.

# Primary need of Secondary students at SEN support



# Independent placements - national picture

- The average cost of a placement in an independent special school costs more than double that of a placement in a maintained or academy special school.
- More CYP are attending independent specialist provision, because there are no other state specialist settings nearby.

# EHCPs regarded as the only way to get support

- ▶ Parents, carers, and providers feel they have no choice but to seek EHCPs and, in some cases, specialist provision, as a means of legally guaranteeing the right and appropriate support for CYP
- ▶ Not all identifications of SpLD, particularly Dyslexia, meet current guidelines/criteria for diagnosis. Some CYP are receiving support on the basis of questionable private assessments, placing further pressure on the system.
- ▶ Too many students do not have access to assessment



# Creating a virtuous circle - earlier support



# Increasing awareness


- ▶ Training for schools
- ▶ Development of Dyslexia Awareness/debunking myths about SpLD
- ▶ Termly parent training sessions take place on relevant/topical issues
- ▶ Half-termly surgery sessions established for different stakeholders to focus on support available
- ▶ Extend availability of central resources for schools through the development of a resource centre

# Enabling independence through Assistive Technology

Re-establishment of a central role

- ▶ Continue to explore cutting edge technology
- ▶ Embed the use of free or low cost, effective AT in schools
- ▶ Products/apps demonstrated centrally and within schools
- ▶ Provide guidance remotely and through school visits to support early AT implementation
- ▶ AT embedded into all LNSS training.
- ▶ Specific training on different aspects of AT


# Focus on Assessment

- 
- Current assessment in schools
  - Sharing what is working effectively in schools

- Using existing and developing assessment tools for schools to administer themselves
- Pilot project in schools
- Assessment to identify specific areas of difficulty to inform intervention

- Developing a system of lighter touch assessment

# Focus on Intervention

- 
- As an addend to classroom strategies
  - Current light touch intervention in schools
  - Sharing what is working effectively in schools

- Researching existing off the shelf programmes; piloting promising programmes and gathering evidence
- Pilot projects in schools
- Identifying gaps

- Developing own interventions where there are gaps

# Addressing low reading levels at entry to Secondary school

- ▶ Response to feedback from schools
- ▶ Y5-8 project using the successful Maths Hub model and applied to literacy Schools will be trained to deliver themselves:
  - Identifying and supporting pupils in Y5-6 with low reading ages
  - Identifying and supporting pupils in Y7/8 with reading ages <9y

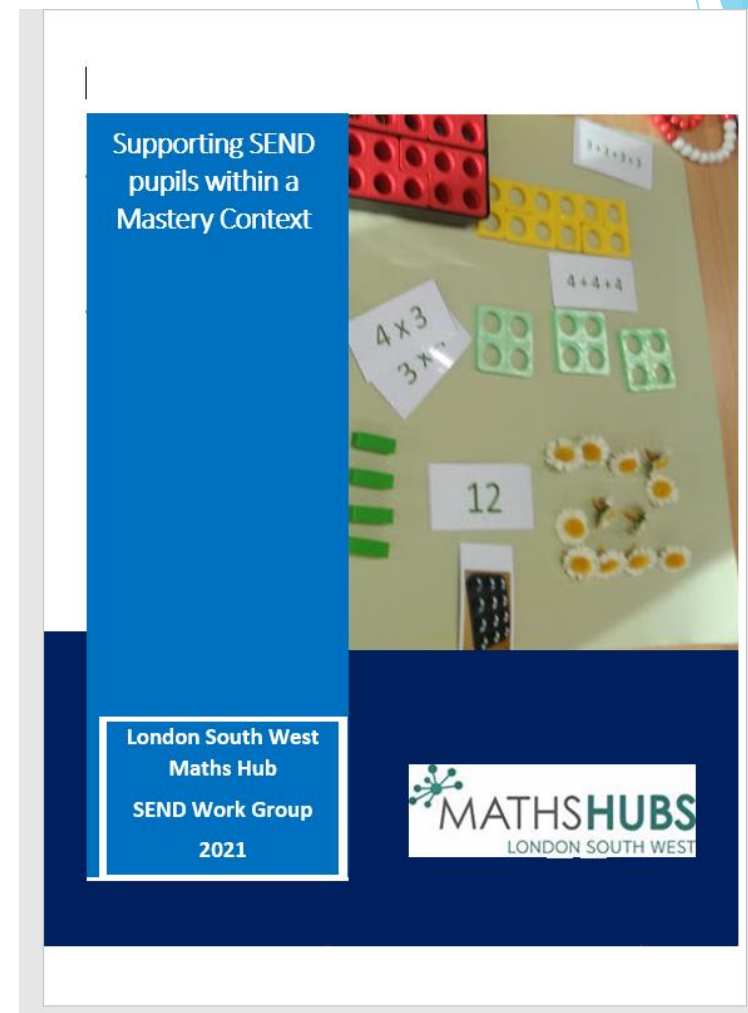
# Support for Special Needs Assessment Service

- Scrutiny of every EHCP assessment to identify literacy and numeracy needs
- Attendance at all moderation panels
- Assessments provided when needed by LNSS
- Advice provided to schools where necessary even if application unsuccessful
- Should result in clearer data on the needs for



# Development of Maths

- Intended as a guidance document
- Sections on areas of difficulty with suggested
- Broken down into specific areas:
- Issues with number sense, language, memory, anxiety (expanded) etc



# Final Thoughts

- ▶ As specialist teachers we are well-placed to support students with varying degrees of Literacy and Maths Difficulties
- ▶ The question of funding has to be appropriately addressed
- ▶ We welcome the proposal of a protocol for a shorter report format for assessors
- ▶ A label of Dyslexia/other SpLD should not be the golden ticket - all students are entitled to support according to their level of need
- ▶ We would welcome guidance on how to characterise profiles that do not meet the diagnostic criteria for dyslexia.

# Contact Details

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