

Appendices

Appendix 1 Categories of Disability Used by LEAs (1959)

These were listed as:

- (a) blind pupils – pupils whose sight is so defective they require education by methods not using sight.
- (b) partially sighted pupils – educated by special methods involving use of sight.
- (c) deaf pupils.
- (d) partially hearing pupils.
- (e) educationally subnormal pupils.
- (f) epileptic pupils – pupils who by reason of epilepsy cannot be educated under a normal regime.
- (g) maladjusted pupils – emotional instability or disturbance.
- (h) physically handicapped pupils.
- (i) pupils suffering from speech defect.
- (j) delicate pupils – pupils not falling under any other category who need a change of environment and who cannot without risk to health or educational development be educated under a normal regime of an ordinary school. (Handicapped Pupils and Special Schools Regulation 1959.)

The largest category of children requiring special education was those described as educationally subnormal (ESN). These were children who were backward in basic subjects as well as those who were seen as 'dull'. Pupils with severe learning difficulties were not educated in schools at this time.

Appendix 2a Governors' Responsibilities

The governing body must:

- do their best to ensure that the necessary provision is made for any pupil who has special educational needs
- ensure that, where the 'responsible person' – the head teacher or the appropriate governor – has been informed by the LEA that a pupil has SEN, those needs are known to all who are likely to teach them
- secure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have SEN
- consult the LEA; and the governing bodies of other schools, when it seems to them necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- report annually to parents on the school's policy for pupils with SEN
- ensure that the pupil joins in the activities of the school together with pupils who do not have SEN, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources
- have regard to the Code of Practice when carrying out their duties towards pupils with SEN.

(Education Act 1996 Sections 313, 317)

Appendix 2b
Schedule 1:
Regulation 2(1)

Basic information about the school's special educational provision

1. The objectives of the governing body in making provision for pupils with special educational needs, and a description of how the governing body's special educational needs policy will contribute towards meeting those objectives.
2. The name of the person who is responsible for co-ordinating the day-to-day provision of education for pupils with special educational needs at the school (whether or not the person is known as the SEN Co-ordinator).
3. The arrangements which have been made for co-ordinating the provision of education for pupils with special educational needs at the school.
4. The admission arrangements for pupils with special educational needs who do not have a statement in so far as they differ from the arrangements for other pupils.
5. The kinds of provision for special educational needs in which the school specialises and any special units.
6. Facilities for pupils with special educational needs at the school including facilities which increase or assist access to the school by pupils who are disabled.

Information about the school's policies for the identification and assessment of, and provision for, all pupils with special educational needs.

7. How resources are allocated to and among pupils with special educational needs.
8. How pupils with special educational needs are identified and their needs determined and reviewed.
9. Arrangements for providing access by pupils with special educational needs to a balanced and broadly based curriculum (including the National Curriculum).
10. How pupils with special educational needs engage in the activities of the school together with pupils who do not have special educational needs.
11. How the governing body evaluates the success of the education which is provided at the school to pupils with special educational needs.
12. Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

Information about the school's staffing policies and partnership with bodies beyond the school

13. Any arrangements made by the governing body relating to in-service training for staff in relation to special educational needs.
14. The use made of teachers and facilities from outside the school, including links with support services for special educational needs.
15. The role played by the parents of pupils with special educational needs.
16. Any links with other schools, including special schools, and the provision made for the transition of pupils with special educational needs between schools or between the school and the next stage of life or education.
17. Links with child health services, social services and educational welfare services, and any voluntary organisations which work on behalf of children with special educational needs.

Appendix 3a
Guidance Notes on
Code of Practice
Forms and IEP Forms

Record of Concern

This form has proved popular with teachers for collating information about the pupil at early stages of concern. Information gathered should include:

- Health records
- Parents' views
- Previous school records
- Professional assessments and letters
- Observations
- Child's viewpoint

The needs of the pupil at this stage will be met by differentiation of normal classroom work. This will be informed by information summarised on the Record of Concern. Action taken, other information to be sought and special arrangements made can be noted.

The Individual Education Plan form

Once information is collated from the Record of Concern and reviewed it may be clear that some pupils need a more detailed Individual Education Plan. Targets will be set which produce a working document which will inform the class teacher's planning. These will be:

- cross-curricula and related to the areas of concern
- expressed in precise terms which can be assessed and evaluated
- agreed with the pupil.

Step 1 – Collect information about the child from all previous records, interviews with parents, health checks, etc. Decide on the major areas of concerns and record these. Write down the child's strengths and present known levels of attainment. Discuss the learning difficulties or problem areas with the pupil as well as finding out what they feel they can do well. Note any special pastoral and medical arrangements.

Step 2 – Decide on targets for the present plan, these should be as cross-curricular as necessary but as precise as possible. They should be expressed as clear observable behaviours, if not it will be difficult to measure success in reaching the target. Avoid fuzzies like 'Sean needs to learn to write'. Express this as 'Sean will write three sentences unaided with no more than 3 errors'.

Step 3 – Decide teaching strategies to achieve the targets; include frequency and type of support to be given and any specialist resources needed, or particular contexts required.

Step 4 – Decide on success criteria for each target and how it will be assessed. Link to National Curriculum assessment where possible.

Step 5 – Important – Set review date and when it comes round, review the success or otherwise in reaching the targets. Parents' and pupils' views should be recorded.

Step 6 – Set new targets or repeat those already used. Modify support levels, change teaching strategies or success criteria as necessary. It will be better to set achievable targets.

Step 7 – Teach to new targets.

This process applies at all Stages of the Code of Practice and should include those with statements. *An IEP is a process over time.* Show as much precise information as possible about what the child can do and what support level is needed to achieve success. Parents should be asked to the review and their views recorded on the form or in other ways as the school policy dictates.

Record of Concern at Stage 1

Child's name

Class teacher

Date of Report

DoB:	Age:	NC Year:	Class:
Concerns (Check health records; ask parents' views)			
Present levels of attainment/development – pupil's strengths			
Action			
			Review date
Outcome of review			

Sheet number:

Individual Education Plan

Date of plan

Child's name

Plan number

Pupil views		Parent's views	
Pupil's strengths and attainments		Areas of concern	
Learning targets <i>state these precisely</i>	Teaching strategies; frequency of support	How progress will be assessed and monitored	
Review outcomes			

Teacher's name

Date of IEP Review or Annual Review (Stage 5)

Appendix 3b
The Relationship
Between Bilingual
Learners' Language
Stages and Code of
Practice Stages

Bilingual learners are often classified by E2L teachers by their stages of development in learning English. This should not be confused with the Code of Practice Stages.

Bilingual Stages

Stage 1 – new to English

Stage 2 – learning familiarity with English

Stage 3 – becoming confident in use of English

Stage 4 – on the way to fluent use of English in most social learning contexts.

Things to do

- Find out how long the pupil has been learning English.
- Talk to parents about the child in the home context and what language(s) are spoken at home.
- Check health records and previous educational history.

Read *Assessing the Needs of Bilingual Pupils* by Deryn Hall, published by David Fulton Publishers, 1995.

Pupils at bilingual Stage 1 should not be put on the SEN register unless they have clearly identified disabilities such as a hearing problem. Pupils at bilingual Stage 1 will often be supported by teachers from a bilingual service (E2L). It takes up to two years to develop basic interpersonal communication. E2L teachers can give advice on how to support and teach these pupils to acquire their new language while retaining the use of their own first language.

Appendix 4a
Instrumental
Enrichment: Cognitive
Functions as
Expressed by Students

1. INPUT – Gathering all the information we need

- Using senses to gather, clear and complete information
- Using a plan so we don't miss anything
- Giving all of this a name so we can talk about it
- Describing things in terms of where and when they occur
- Deciding on characteristics which stay the same
- Organising the information we gather by considering more than one thing at a time
- Being precise and accurate when it matters.

2. ELABORATION – Using the information we have gathered

- Defining a problem, what we must do and what we must figure out
- Using only that part of the information that is relevant
- Having a picture in our mind of what we are looking for and what we aim to do
- Making a plan which will involve steps needed to reach our goal
- Remembering various pieces of information we will need
- Looking for relationships
- Comparing objects or experiences
- Finding categories or sets
- Thinking about 'what if' questions
- Using logic to defend out opinions.

3. OUTPUT – Expressing the solution to a problem

- Being clear and precise so you can be understood.
- Thinking things through before you answer and waiting before you say something you may regret.
- Not panicking if you cannot immediately answer a question, return to it later.
- Carrying a picture in your mind for comparison without losing or changing details.

(Adapted from Adey and Shayer 1994)

Feuerstein *et al.* (1980) lists the nature and focus of cognitive impairments related to his three phases of information processing: Input, Elaboration and Output. These include lack of planning, impulsive behaviour, impaired receptive verbal tools, impaired spatial orientation or temporal concepts, inability to define a problem or pursue logical evidence. It is his programme of instrumental enrichment which is designed to overcome these impaired processes and blocked learning.

Appendix 4b

Summary of Bloom's Taxonomy

Level 1: Acquiring knowledge

The learner is given information, specific terminology or symbols; the learner masters specific techniques or skills. Acquiring knowledge involves memory, repetition and description. Knowing where and how to find out information is one of the important requisites of knowledge acquisition. Very able pupils need far less time to absorb knowledge and less rehearsal to reach mastery level in skills. Pupils with learning difficulties will need more guidance in making connections, more rehearsal and practice.

Level 2: Comprehension

The learner is required to demonstrate that knowledge has been acquired by:

- *Translation* – explaining meanings and selecting information to answer questions.
- *Interpretation* – interpreting and reordering facts, contrasting or classifying these according to specific criteria.
- *Extrapolation* – determining consequences and implications.

The first of these ways, *translation*, is the most commonly used by teachers. Predicting outcomes and discussing implications may require working at a higher level of thinking.

Level 3: Application

The learner is required to:

- Use knowledge to solve problems
 - Translate methods and techniques to new solutions
- Bring general principles to bear in new questions.

Level 4: Analysis

The learner is involved in breaking down the whole to clarify the relationships between constituent parts. This involves:

- Differentiating fact from fiction
- Identifying hidden meanings
- Finding themes and patterns
- Understanding systems and organisations.

Level 5: Synthesis

The learner is required to create new relationships, combine elements to form a new whole. This involves:

- Organising sets of ideas to make new statements
- Developing plans to test a hypothesis
- Creating a new form of classifying data
- Discovering new relationships
- Inventing, changing and improving ideas
- Thinking creatively and risk making new connections.

Level 6: Evaluation

The learner goes through a process of appraising, assessing and criticising which involves:

- Judging on the basis of logical evidence
- Verifying the worth of evidence or proof
- Evaluation according to specified criteria

- Comparing contrasting theories or generalisations
- Arbitrating in controversial arguments

This requires personal decision-making based on reasoned and logical argument, supported by evidence.

(Adapted from Bloom 1965)

Appendix 9a
Statement of Special
Educational Needs:
Appendices

In the proposed changes to Regulations (2000) the Appendices are listed as follows:

Appendix A – parental advice

Appendix B is teacher advice, usually from the school, but specialist teachers' advice is added where applicable or where the child is not a school.

Appendix C – medical advice (doctors and therapists)

Appendix D – psychological advice

Appendix E – Social services advice: this is not completed if the child is not known to social services.

Appendix F – other advice obtained by the Authority (as needed).

The LEA must request advice within the tight time limits set by the Code of Practice (see Sections 4 and 5).

The original code used Appendices had A, B, C for different types of parental evidence. Until the revised Code comes into use, Appendices remain as:-

- A-C – Parents
- D – Educational
- E – Medical
- F – Psychological
- G – Social Services
- H – Other

Appendix 9b
The SEN
Management Form

This is for use by the SENCO for collating information onto one form for easy reference. Once opened it can be updated as necessary. Only one form is needed per pupil, this cuts down unnecessary copying of information onto the frequently changing classroom IEP form. The form should record:

- National Curriculum year group
- Schools attended
- Outside services and agencies involved with dates of reports or advice given
- IEP review dates (and only for a few pupils)
- Dates for a statutory assessment request
- Date of statutory assessment starting
- Date of draft statement
- Dates of annual reviews.

Information which will not change over time could be also be recorded on this form: for example, the mother tongue spoken by the child, how long English has been spoken and the position in the family. This will vary according to school policy.

SEN Management Form

Child's name _____

Date of birth _____

NC Year _____

Names of those with parental responsibility _____

Schools attended	LEA

Outside agency and support service involvement

Agency / Support Service involvement	Date of report

Dates	IEP Reviews	Other information and notes
	Notes	

Appendix 10a **Different Ways of** **Observing Children**

Observation is a way of finding out more, but first it is necessary to ask *Why observe?* Answers could be:

- As a means of generating hypotheses.
- As a means of answering specific questions. How often does a child do that?
- As a way to better understand children and their viewpoints and behaviours.

This last point is the most relevant to those wishing to learn about pupil perspectives.

Next ask *What should we observe?*

This could be a matter of choosing the scale of the focus, either:

- Large units of activity, e.g. playground behaviour, or
- Specific activities, e.g. reading strategies, or
- Facial expressions, gestures, eye movements within specific contexts.

Next ask *How should the observations be done?*

They could be in the form of:

- Diaries; biographies over time, e.g. day, week.
- Single episode recording.
- Time sampling, e.g. one minute every 15 minutes.
- Event sampling; record specific type of event wherever it happens.
- Tracking; observing child in different contexts or with different adults over a fixed period.

What form will recording take?

- Narrative descriptions.
- Prepared checklists to tick or mark with symbols.
- Audio or video tape analysis.

All have advantages and some suit certain techniques best. Narrative is necessary for diaries, tracking and events sampling. Checklists are best for time sampling. A mixture of methods may produce the best all-round picture.

Cautions

- All observations take time – analysis can be even more time consuming.
- Focus as much as possible; be selective but be aware of bias from this selection.
- Note what you see; not your inferences, draw no conclusions without evidence.
- Be aware of observer bias – two observers may produce a clearer picture of reality.
- Try to see things from the pupil's perspective, not yours.
- Prepare carefully to avoid missing things because you cannot record quickly or accurately enough.
- Warn colleagues of your activities and do not underestimate pupils. They might ask 'What are you doing?' if your behaviour is too peculiar!
- What part will spoken language play? Will this be recorded with the observation and if so, how?
- How valid are your observations? Can you check these with the child?

Examples***Time sampling***

- Useful when behaviours to be observed are frequent.
- Or, when behaviours are distinct and early recognised.

Advantages

- It takes less time if prepared well.
- Provides quantifiable data.
- Useful for baseline information.

Disadvantages

- Doesn't tell much about pupil perspectives.
- Omits context and interaction between behaviours.
- Can distort reality because cause and effect may not be noted.

Event sampling

- Useful to learn more about a selective type of behaviour in detail.
- Or when a whole event can be recorded and analysed.
- Where context – antecedents and consequences can be noted – good for the ABC analysis of behaviour.
- Can be used for infrequent events.
- Pupil views can be included.

Disadvantages

- More difficult to prepare for thoroughly.
- Needs more analysis after the observation.

Tracking

- Useful for finding out the effect of different teachers and different experiences on a child to find out reasons for a problem.

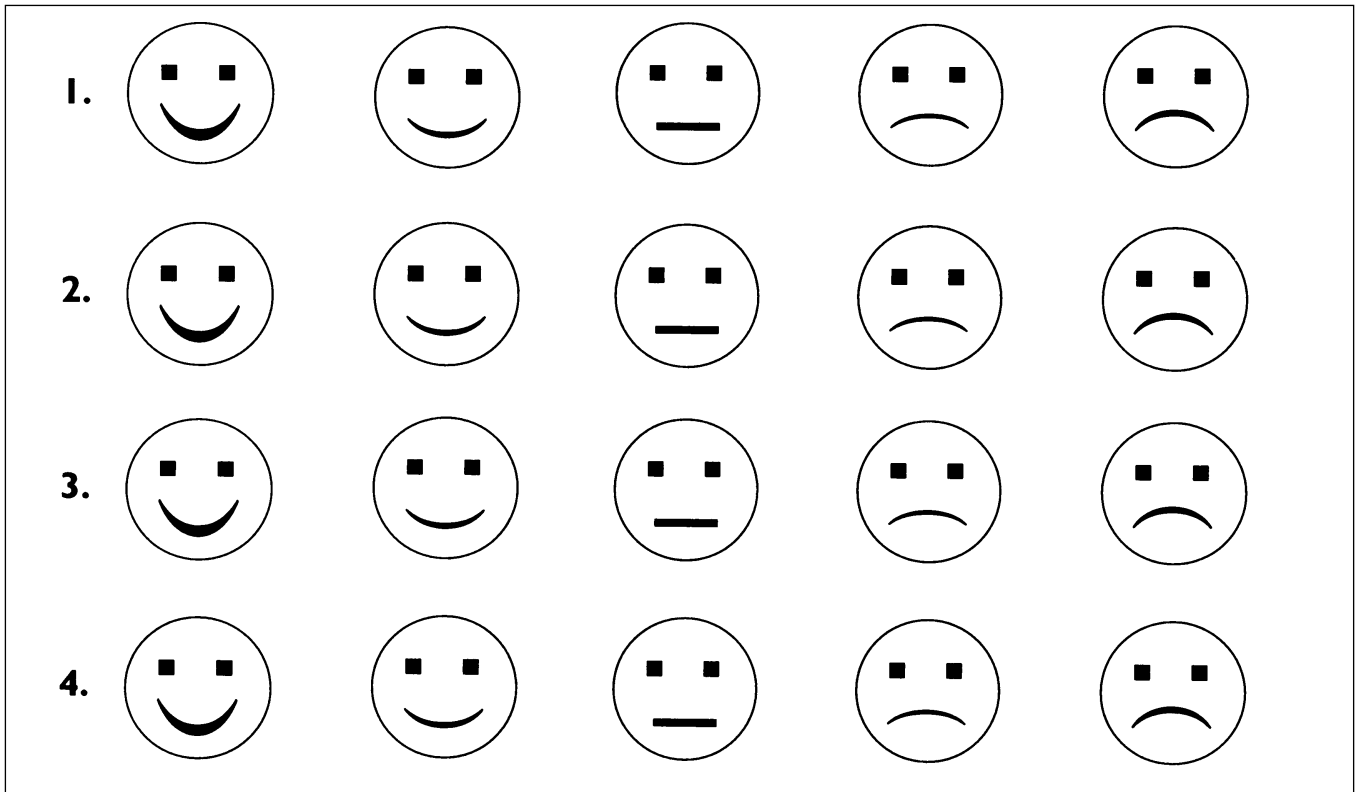
Disadvantages

- Taking the time to do this may be difficult.
- Colleagues need to agree and understand purposes.
- Being inconspicuous may be difficult. The observer may make pupil behaviours different.
- Focus on one pupil might be difficult to disguise and could cause embarrassment. Observer's activity must be plausible to the peer group.

The best way may be to use a mixture of techniques and data and to balance one with another. *Remember* observation material is confidential and must be used to provide information to solve a problem or gain useful information *to help the child or children*. Once used it should not be kept in any way that could identify the pupil. Pupils and parents have rights. Ask permission of parents, if at all possible. Observation will provide data, set up hypotheses and is one source of information, but pupils' views will need to be collected as well as the views of parents and other professionals to check out its validity.

Appendix 10b
Example of
Questionnaire for
Primary Pupils

Use the faces to find out how children feel about your area of enquiry. Ask your questions orally and use the first two to get the group used to the idea of colouring in or ticking the face that is most like 'how they feel when . . .' for example, watching your favourite TV programme. Then ask about how they feel when . . .' asking the research questions. (Used by the ILEA Research for eight-year-olds looking into pupils' views about learning to read and write from ILEA Research and Statistics 1988).



Appendix 10c
Definition of a Parent
from Glossary of Code
and the Children Act
1989

A parent includes any person:

- Who is not a natural parent of the child but who has parental responsibility for him or her, or
- Who has care of the child.

Parental responsibility under section 2 of the Children Act falls upon:

- All mothers and fathers who were married to each other at the time of the child's birth.
- Mothers who were not married to the father at the time of the child's birth.
- Fathers who were not married to the mother at the time of the child's birth, but who have parental responsibility either by agreement with the child's mother or through a court order.