

# Otherways Education

## Otherways makes its mark

As we approach the early Spring break in another busy and exciting term, **Otherways Education** would like to thank all those candidates who have attended courses up and down the country. The overwhelming and enthusiastic response to the courses has been fantastic. Delegates have commented upon the friendly format, the informative trainers and the great resources and knowledge available on the day. Comments have also been favourable for the follow-up and support via e-mail that continues long after

the course is over and the resources have been printed off back at home or school.

And it is this approach that has helped

### **Otherways Education**

to launch itself into the, often bewildering, world of training.

As a provider of quality training that is both practical and inspirational, Trevor and Dawn are keen to see this as only the first step in the process.

"Our aims are to ensure that whatever area we are developing support and training in, our delegates (we think of them as col-

leagues) can go back into school feeling empowered and revved up to make changes at whatever level in their setting and for the benefit of the youngsters that they are working with." Not too much to ask of our training, we are sure you will agree!

*(To see further comments and other information about courses, log onto [www.otherwayseducation.com](http://www.otherwayseducation.com))*

### **Trainer profiles**

Trevor Howe and Dawn Bradshaw first met eight years ago when both worked in Lincolnshire.. Trevor developed the special needs profile by supporting schools and individuals and putting in place for all Lincolnshire school staff training and development opportunities across the spectrum of special needs. Dawn and Trevor started to work together through the Team-Teach Training brought into Lincolnshire schools by Trevor.

For further information about Trevor and Dawn and their varied careers in education, log onto [www.otherwayseducation.com](http://www.otherwayseducation.com).



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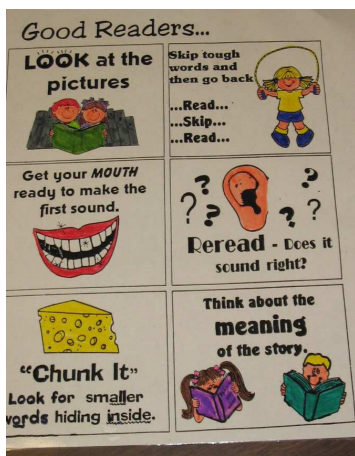
### **Special points of interest:**

- *Dyslexia and the inclusion Development programme*
- *Up and coming courses*
- *Other DCSF events*
- *Useful links*
- *Have your say*

→ **Practical advice, support and training**



*“Weak basic skills are not a barrier to ability appropriate achievement in a Dyslexia Aware school”*  
Neil MacKay 2004.



## The Inclusion Development Programme

The workshops and information events have been rolling out up and down the country, fronted by Neil MacKay, a dyslexia specialist and commonsense practitioner.

The first strand of this important resource focuses on Dyslexia and Speech, Language and Communication Needs, to be followed by Autistic Spectrum Disorders, and further rounds on Behavioural, Emotional and Social Difficulties and Cognition/Learning Difficulties.

As a programme to develop

understanding of dyslexia and appropriate strategies to support children and young people with dyslexia and communication needs, this is welcome and long overdue.

The units follow a clear path through the identification, understanding and teaching, giving a range of resources and study details that can be linked to whole school priorities in terms of training and development of high quality teaching and learning opportunities for all students. A further important aspect of rolling out the programme is

to personalize to your own school or setting rather than plough through the CD Rom. A great selling point for getting this on the agenda of busy schools is to link directly to the SEF, OfSTED and SIP identified priorities. For Neil MacKay the mantra is: “Ignore, Adapt, Pick and Mix.” The entire resource should be in your school but can be downloaded from: <http://www.standards.dcsf.gov.uk/primary/features/inclusion/sen/idp>

## Reading in school

Imagine for one moment what it must feel like to be 12 years old and be unable to read the school notice board or the canteen dinner menu.

Early success in reading has benefits, and not just the obvious ones. Reading achievement at age 7 is predictive of later ‘self-concept’ and attitude to school. And it does not stop there. Adolescents with low reading ability often show aggression and frustration. We also know that 52% of inmates in

England and Wales could only read at the level of a year-9 or below.

For a child, learning to read is the second biggest thing they do after learning to walk. As a milestone its importance cannot be underestimated. We talk instinctively but reading is an amazing feat for a brain not designed for reading. We must remember that when we are working with reluctant readers or children who are struggling. And we must remember the anxiety and stress that

these children feel everyday and all the time.

If you want to find out more about the reading brain, read *Proust and the Squid* by *Maryanne Wolf*. It is the best book for explaining our brain’s development and making it an enjoyable experience that I have ever read. I count myself lucky that I can have access to these books and get such enjoyment. Pass on that enjoyment to our reluctant readers.

## Every Child Matters – 5 years on

BILD, SEDBA, Autism East Midlands and nasen have arranged a conference on 20th March this year to evaluate the successes of the Every Child Matters agenda in schools and local authorities. Its main aim will be to highlight the work that has been done to support the most vulnerable in our com-

munities. As well as highlighting best practice, the conference hopes to ensure that multi-agency professionals can and are working together to enable an holistic intervention and support package that ensures that no young person is left vulnerable. This important conference is taking place at West

Bromwich and details can be found on the BILD website on [www.bild.org.uk](http://www.bild.org.uk).

I will report back on their findings in the next newsletter and am hopeful that this conference will show the commitment of school staff to supporting our youngsters through each of the outcomes of the ECM agenda.



## Reflection and Renewal—the future of SEN?

NASUWT held their Spring Conference in Birmingham last month with the future of SEN as its rather large agenda.

The DCSF representative, Philippa Stobbs discussed the Lamb Enquiry into parental confidence in SEN provision and highlighted the importance of parent voice and parent needs in making adequate SEN provision. The debate has finally shifted from outcomes to provision. The key areas that are still linked to outcomes focuses on : attainment, wider out-

comes linked to ECM, and parental involvement. The ongoing enquiry (due to be published in July 2011) will ask just how schools disseminate information to parents and include them in decisions pertinent to their children. Interestingly the point was made about the statutory requirements in the SEN policy-how many schools have these 17 requirements in place? (see the back of the Code of Practice for guidance).

Simon Ellis and Janet Tod have identified barriers and

issues with an inclusive agenda and asked the challenging questions: How do we evaluate inclusion? and How do you know you have done it? For the SEN children that we work with, inclusion is an experience that they go through every day. For those of us who have been in SEN too long, questions of what relevance is SEN in an inclusive culture or Should we have a National Framework come as no surprise. The surprise is that it has taken this long to get here.

## DCSF update

**The Special Educational Needs: a guide for parents and carers.** This [guide](#) has been updated and the revised version replaces that published in 2001 and 2008. The parents' guide sets out the main points of the Code of Practice, explaining procedures and informing parents of their rights. This version incorporates the changes to the

Tribunal, now the First-tier Tribunal (Special Educational Needs and Disability). Hard copies are available from our Publications Centre on 0845 602 2260 (quote reference number DCSF-00639-2008BKT-EN.)

**Getting to Grips with APP.** This guidance is designed to help school leaders and teachers implement

Assessing Pupils' Progress. It gives advice and tips on how to use the materials, and signposts the resources available. DCSF-00129-2009.

**The Children's Plan-one year on.** Report on progress. DCSF-01050-2008.

Check the teachernet website on [publications.teachernet.gov.uk](http://publications.teachernet.gov.uk)

## Useful resources

Have you got yourselves onto the free 'P' Scales updates that are taking place up and down the country? They are being organized through nasen and you can get details from [www.nasen.org.uk](http://www.nasen.org.uk). Places are limited so apply as soon as possible.

The PATOSS Conference and AGM is taking place on 25th April at Imperial College London and has a range of useful workshops, including 'No to failure and beyond', Assistive Technology, Multi-sensory maths remediation and Building teacher confidence in working with dyslexic learners in the class.

Into the summer term and time for Access Arrangements updates. Be sure to watch out for updates to regulations, particularly if you find yourselves with responsibility for this important area of support for SEN for the first time. Check the web for courses that outline in detail.



*“Inclusive teaching may mean the child does not have a greater difficulty in learning because what they are required to learn is planned so that it is appropriate and accessible for them.”*



*“Every teacher is a teacher of children with special educational needs”*



Practical advice,  
support and  
training

## Otherways Education

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### Have your say

Do you have something you want to say?

Do you need somewhere to air your concerns?

Do you want to share good practice with like-minded colleagues?

Let us know and we will put your comments here so that we can share ideas and strategies, help one another, and show that team-work is truly the way forward.

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# [www.otherwayseducation.com](http://www.otherwayseducation.com)

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### Future courses:

Places still available on the following courses:

Managing Behaviours in the Classroom

Thursday 26 February 2009

Derby/Nottingham Holiday Inn

Staff as Role Models

Tuesday 17 March 2009

Derby/Nottingham Holiday Inn

Dyslexia De-mystified

Thursday 26 March 2009

Derby/Nottingham Holiday Inn

