

INCLUSION SUPPORT

**SEN AUDIT
2002

REPORT**

**MARY ARKLESS
SEN Audit Co-ordinator**

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Introduction

The SEN Audit was completed more successfully this year than in the previous year. This was due to the excellent work of SENCOs and school staff, the support of PSSS, the CRISP team and Audit Office as well as to the increased technical support to schools, through EDIT, in installing the software. While there were still some difficulties related to the export process, the operation as a whole much improved with 95% of schools able to download their returns electronically.

Training and Support

- Training was delivered initially to all Pupil and School Support Service staff within their teams.
- A further 5 training sessions were delivered to SENCOs across the City during the Autumn term 2002. Members of the SEN Audit Core Group carried out all training. Feedback indicated that this training was well regarded and found to be useful.
- A session on the SEN Audit was also included in the course for new SENCOs organised by BASS in collaboration with the PSS Service.
- A number of schools received training from PSSS staff throughout the Autumn term. Some training took the form of staff meetings where many staff were shown how to interpret Audit criteria consistently.
- As well as the above, technicians were appointed to install the software in all schools. This was managed by EDIT and the CRISP team.
- EDIT also provided a number of hands on training sessions to SENCOs related to the CRISP v 4 software.
- Training was given by EDIT to ICT co-ordinators / SIMS managers related to the installation of the software.
- In addition to the above and as part of the PSSS programme of training, the SEN Audit core team delivered 4 training days on how to use the SEN Audit to support teaching and learning. Sessions were considerably successful and the ideas for good practice that were shared on these days are being incorporated into the Additional Help files of CRISP v 5.
- Presentations on the SEN Audit have been made by the SEN Audit Co-ordinator to the Operational Management Group of Inclusion Support as well as to the Teacher Associations.

Collection of SEN Audit Returns

- As for SEN Audit 2001, the mechanism for collecting returns was through the CRISP v 4 software.
- While the installation process went much more smoothly than previously, there were some difficulties in exporting and downloading returns to the centre. Many of these problems were overcome by a combination of support from EDIT staff, the CRISP team and the SEN Audit Office staff.
- As a result 95% of schools succeeded in sending in their returns electronically.
- However due to the problems experienced with this part of the process the data from the SEN Audit was sent in very late to Finance but fortunately was in time to be included in the school budget statements for 2003/04.

Moderation of the SEN Audit

The Moderation Process

Selection of Schools

- This year it was decided to moderate a smaller sample of schools (25% sample). However it was also decided to increase the rigour of the criteria for providing satisfactory evidence.
- 100 schools co-operated with the exercise. 99 schools sent in pupil evidence. In one case the SENCO made a reasonable attempt to comply and came in to discuss his school's situation with the SEN Audit co-ordinator.

Selection of Pupil Evidence

- This year schools were asked for 3, 6 or 9 samples of evidence selected by the SEN Audit Core group. The number requested depended on the size of the school's Audit return.
- In previous years a filtering process was used so that, provided a school had provided satisfactory evidence for at least a third of the samples sent in, no further moderation was carried out. This year it was decided to require 2/3 of samples to support the school's return.
- Samples were selected randomly within a formula to ensure a spread of pupils at different year groups and bands.

Evidence Requested

- Print out of SEN Audit profile.
- The IEP in use at the time of Audit completion.
- The IEP and review preceding the IEP in use at the time of Audit completion.
- A piece of unaided writing produced at the time of the Audit, with a transcription where necessary and a note of the time taken.
(If you are not able to obtain a piece of writing, which is unaided, please provide details of the degree of support given for the sample provided).
- At KS1 appropriate samples of evidence to support the highlighted writing criteria with details of the amount of support given.
- Record of all previous English SATs results.

Moderation of the Pupil Evidence

- This was carried out mainly over a period of 3½ days including a training day for the moderators.
- A letter had been sent to all SENCOs inviting any one interested in joining the moderating team to reply. These replies were sorted according to Phase and Area and then 3 SENCOs from Primary and 3 from Secondary in each Area were selected at random from the list. In the event insufficient SENCOs from Secondary had replied so the numbers were made up from Primary schools.
- The moderating team, therefore, consisted of 12 SENCOs, 12 PSSS staff (4 from each Area) as well as the Audit Core Group and 3 EPs.
- Training was carried out on Tuesday March 4th and the moderation continued until Thursday March 6th with the full team. PSSS staff continued on Friday a.m. and the Core Group finished moderating late submissions during their usual Thursday morning meetings.
- This year a summary of concerns arising from each of these schools was produced in the form of a feedback sheet to provide information to the schools themselves and to forward to the Moderation Panel.
- Those schools that were unable to provide satisfactory evidence to support the attainment criteria for their SEN Audit return were further scrutinised in the light of their SATs results. This was done by tracking the year group that had completed their SATs in the previous year and determining the number of pupils that met SEN Audit Bands 2 and 3. A comparison was made between the number of children identified on the SEN Audit and the number of children that were at the levels appropriate to the SEN Audit on SATs.

Results of Moderation

- Of the 100 schools involved, 83% were able to provide satisfactory pupil evidence to support the attainment criteria of their Audit Return.

	1997	1998	1999	2000	2001	2002
% of Schools providing satisfactory evidence to support the attainment criteria.	90% of 100% of schools	94% of 25% of schools	91% of 100% of schools	96% of 100% of schools	98% of 50% of schools	83% of 25% of schools (much stricter criteria for moderation)

- A total of 80% of schools were able to provide sufficient evidence to support the provision criteria.
- There were concerns about 13 schools who were unable to provide satisfactory evidence to support their SEN Audit returns in either attainment or provision. Of these 10 provided explanations.
- 7 schools that were unable to provide sufficient evidence in attainment, provision or both had had continuing difficulties since the previous year.
- The SENCO of 1 school discussed with the SEN Audit co-ordinator the difficulties in providing pupil evidence this year. He was able to demonstrate that there was a satisfactory procedure for making Audit returns though it was agreed that the school would work through an action plan and be moderated next year.
- If the previous moderation criteria had been applied the percentage of schools able to supply satisfactory evidence would have been the same as for last year.

Unsatisfactory evidence for :	Infant	Junior	Junior / Infant	Secondary	Total
Attainment and Provision	1		7	5	13
Attainment		1	2	1	4
Provision			4	3	7
TOTAL	1	1	13	9	24

- Specific Issues causing concerns re: moderation of attainment
 - Non submission of required IEPs/Reviews
 - Over and under identification on writing samples.
 - Insufficient evidence from IEPs and Reviews due to lack of specificity.

- Specific issues causing concerns re: moderation of provision
 - Non submission of required IEPs/Reviews
 - All areas considered by means of the 6 provision questions asked in particular:
 - Insufficient evidence of time allocation
 - Insufficient evidence of pupil contribution to the IEP/Review

Outcomes of Moderation

Letters were sent to the above schools regarding the concerns about their moderation evidence. In addition copies were also given to the PSSS teacher in the school concerned as well as to the members of the SEN Audit steering group, the SEN Audit core group, the Acting Head of BASS and the Acting Head of Inclusion Support.

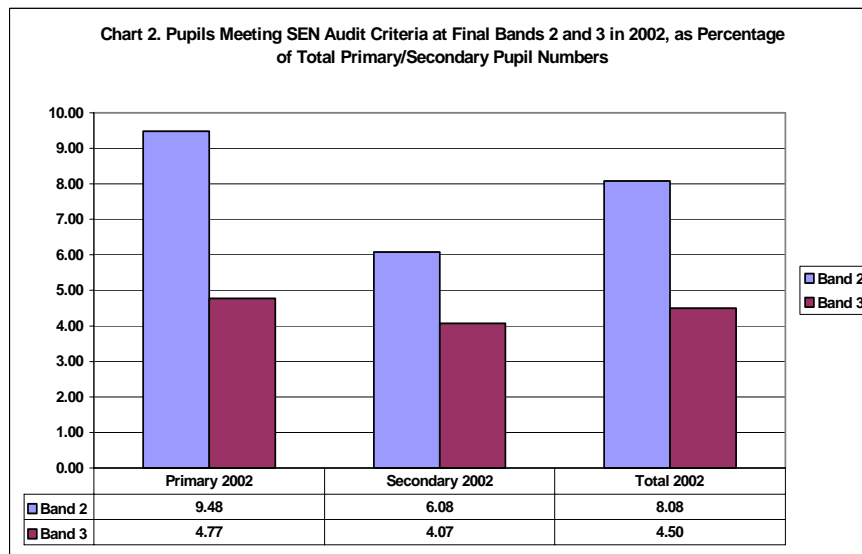
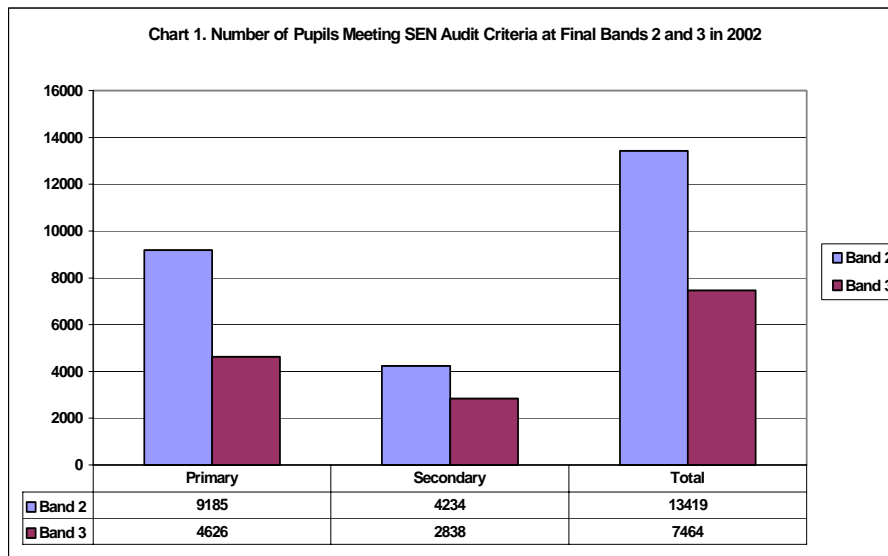
As well as the letters, the above schools were sent a feedback sheet with more detail about the issues causing concern. It was suggested that they use this information to help when working on resolving the situation for next year's SEN Audit. In some cases it was requested that the schools concerned develop and implement action plans.

We are pleased to report that no schools had such problems with moderation as to warrant their funding being withdrawn.

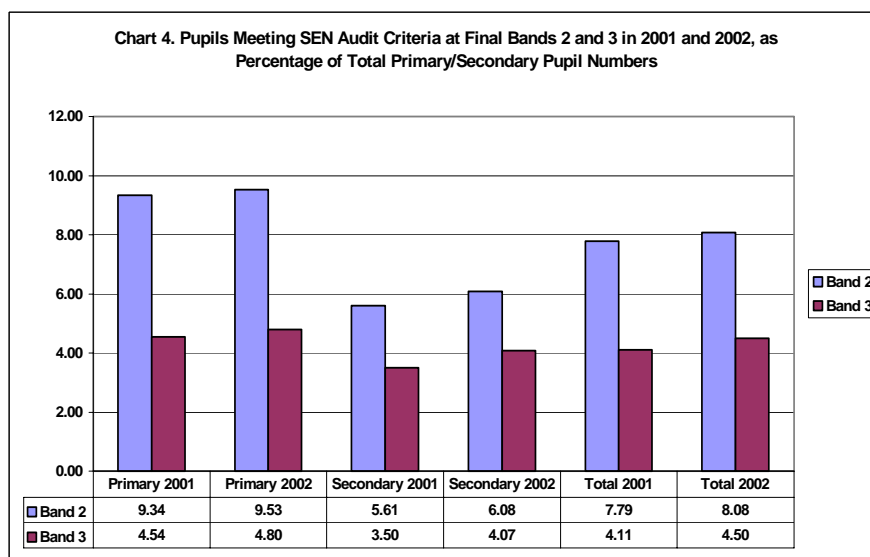
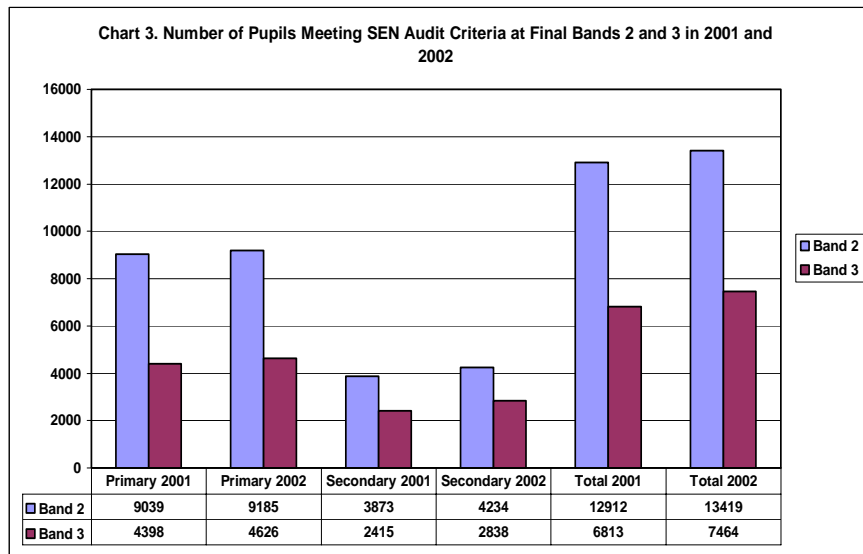
Analysis of SEN Audit Data

Results

Charts 1 and 2 below demonstrate that a total of 20,883 pupils were identified as meeting SEN Audit criteria at Bands 2 and 3 which represents 12.58% of the total mainstream school population.

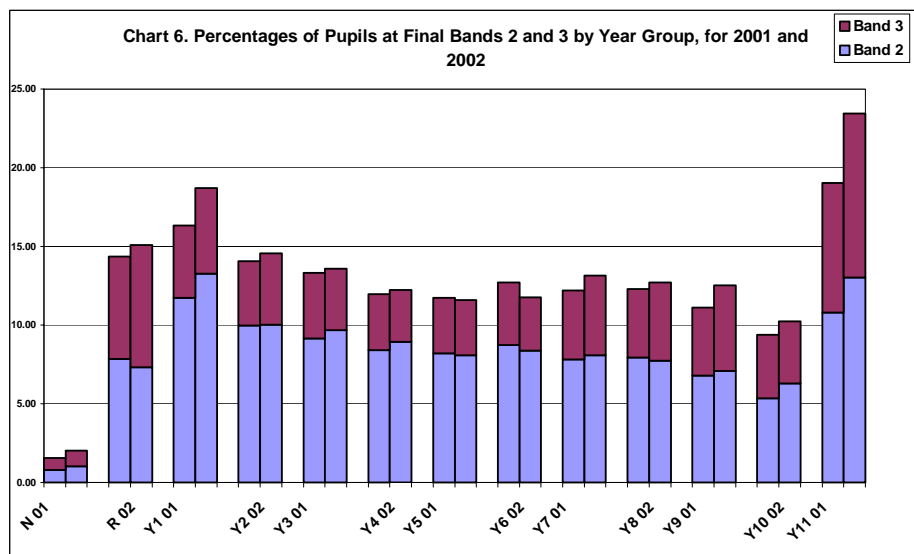
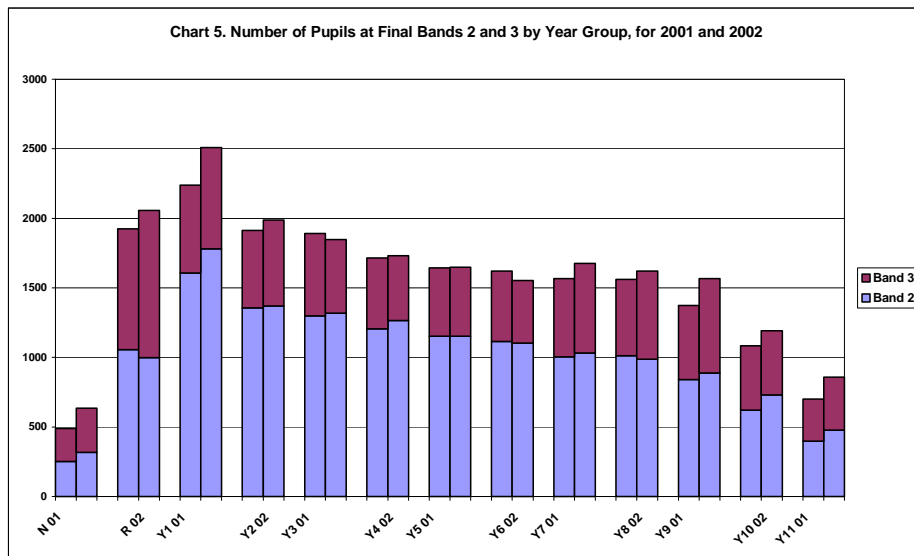


In Charts 3 and 4 the total number of pupils identified has increased from 18,725 to 20,883. The total percentage has increased by .7% from 11.9% to 12.6%. This may indicate that schools have established more effective systems for identification and assessment of pupils with such difficulties. Alternatively, it may indicate that there is an increase in the percentage of pupils who are experiencing such difficulties in spite of national initiatives to raise achievement in literacy in particular.



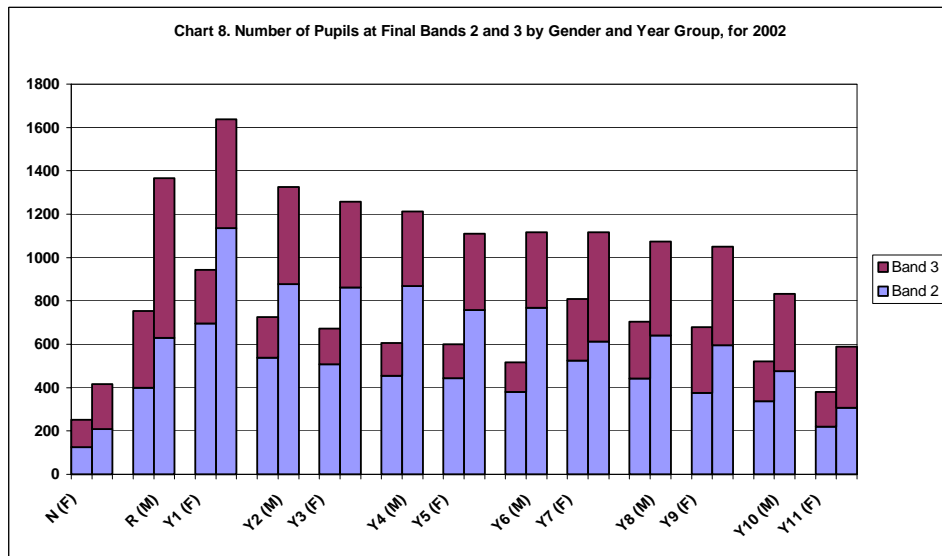
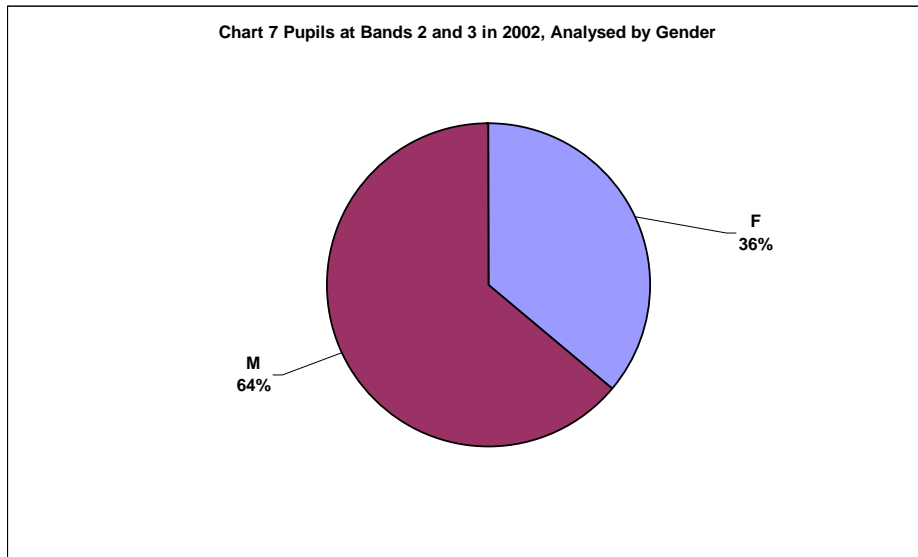
Analysis of SEN Audit Returns by Year Group

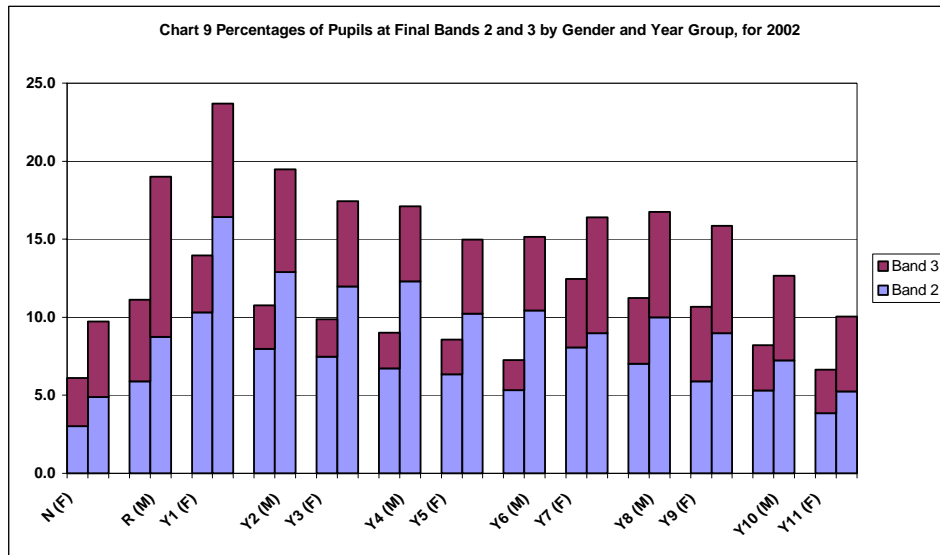
Chart 5 below compares the number of pupils identified for each year group from 2001 to 2002. In previous years there has been a steady decrease from Y4 to Y6 with a substantial increase in Y7 followed by a steady decrease again until Y11. In the SEN Audit 2002, there is evidence of only a slight increase from Y6 to Y7. It would also appear from Chart 6 that a very small % is identified at Nursery with the majority picked up in Reception and Y1. There are then decreasing percentages until Y11 when there appears to be an unusually high percentage in spite of the numbers for this year group actually reducing (see Chart 5). It may be that the high percentage of pupils in Y11 simply reflects the fact that out of a diminishing Y11 population there are more pupils with these difficulties staying on at school longer.



Analysis of SEN Audit Returns by Gender

Charts 7, 8 and 9 demonstrate that the percentage of boys meeting SEN Audit criteria is still considerably higher than that of girls. This is evident across all year groups though the extent of difference appears to reduce from Y7 to Y11 with a significant increase in the number and percentage of girls identified from Y7.





Analysis of SEN Audit Returns by Ethnicity

Chart 10 shows that 61% of those meeting SEN Audit criteria are in non-white or other/unknown ethnic groupings.

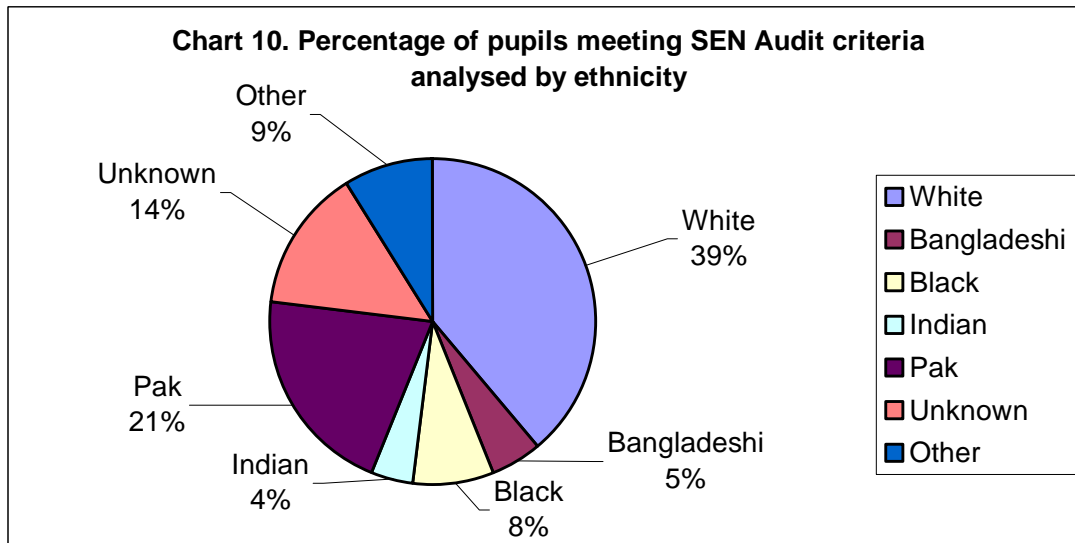
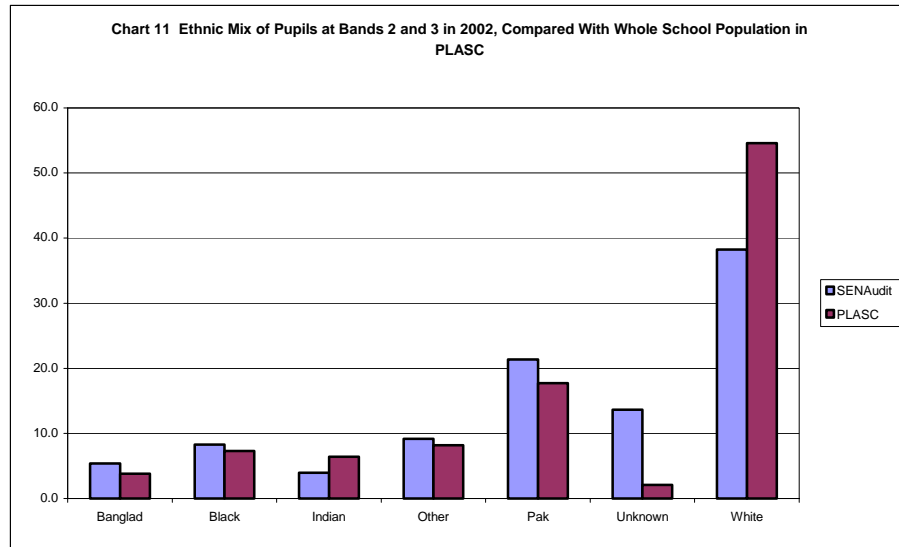


Chart 11 compares the percentage of pupils in each ethnic group meeting SEN Audit criteria with the percentage of pupils in each ethnic group as a proportion of the total school population.

This demonstrates that for all ethnic groups except White and Indian, a higher percentage of children are identified as having language and literacy difficulties using SEN Audit criteria than for the total school population.



Analysis of Speaking and Listening, Reading and Writing

Chart 12 below shows that there is an increase in the number of pupils identified through the SEN Audit as having speaking and listening difficulties with 18,006 having such problems in 2002 compared to 15,038 in 2001. This has clear implications for those support services involved in supporting the development of oracy skills.

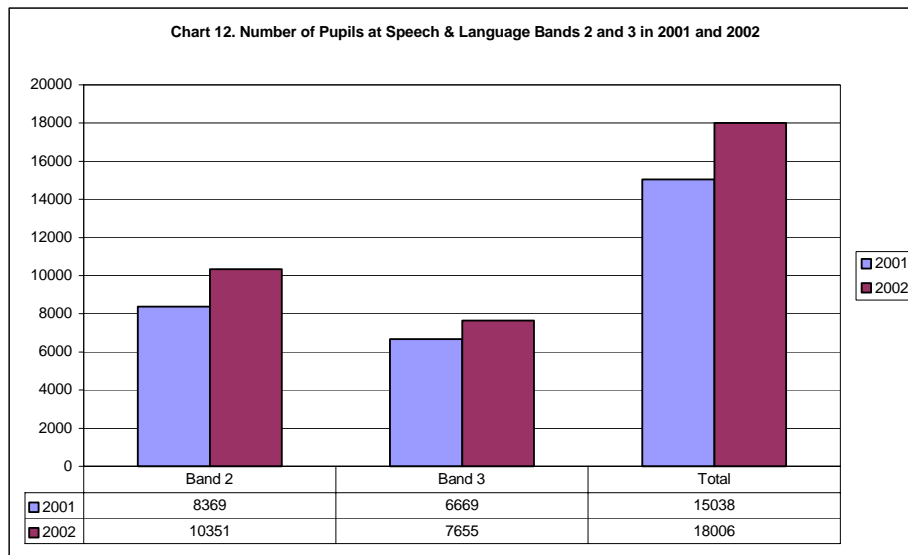


Chart 13 above also identifies an increase in the number of pupils with reading difficulties with a total of 20,853 children having such difficulties in 2002 compared to 17,657 in 2001.

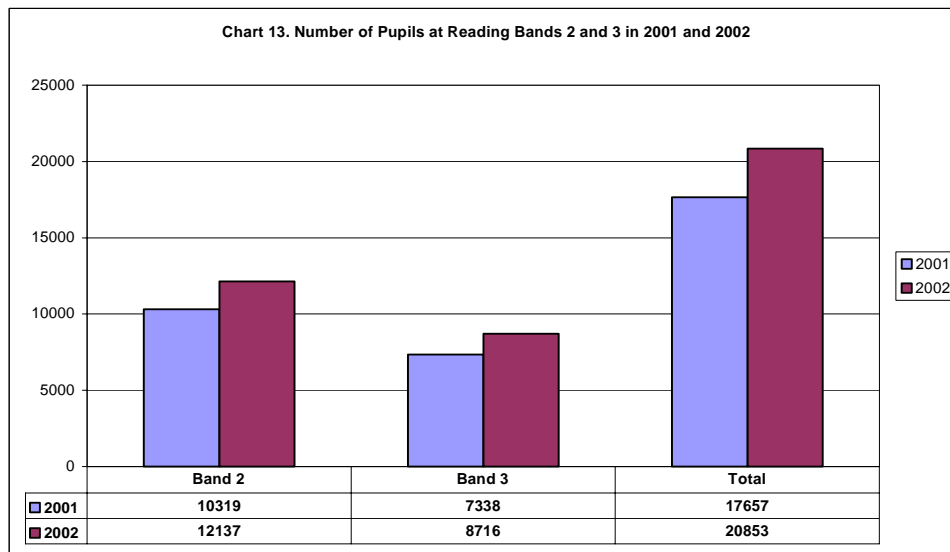
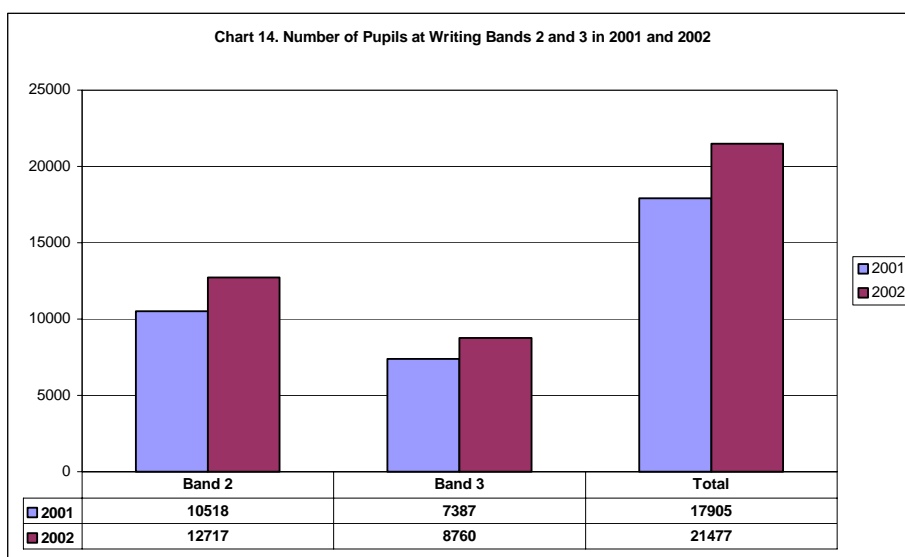


Chart 14 below shows the number of children with writing difficulties has increased to 21,477 in 2002 from 17,905 in 2001.

As noted earlier these increases may be the result of more effective methods of identification but they may be due to an actual increase in the number of pupils experiencing such problems in spite of the introduction of the National Literacy Hour.



Decreases and Increases in SEN Audit Returns from 2001 - 2002

In addition to the above analysis, SEN Audit returns have been scrutinised to identify those schools with an increase in children identified on the Audit from 2001 to 2002 and those schools with a decrease in children this year. 216 schools had an increased SEN Audit return. 147 schools succeeded in reducing the number of pupils identified as meeting SEN Audit criteria.

There may be a number of valid reasons why more children have been identified but schools where there are consistent decreases would appear to be operating very effective systems for tackling the difficulties in the areas of language and literacy.

Recommendations

- More detailed training needs to be delivered to those in schools responsible for the installation and exporting of CRISP v 5.
- A clear and comprehensive manual should be produced which will support the training.
- Technical hands on support should be available to those schools having substantial difficulties with the software.
- Training to SENCOs updating them on the new software, changes in criteria etc. should be carried out in collaboration with the CRISP team.
- Support for all aspects relating to assessment of children using the SEN Audit criteria should continue to be provided by PSSS though it is important that other services such as the Educational Psychology Service and the Visiting Teacher Service should also be involved.
- A final date should be given for receiving exported data with no returns accepted beyond this date. This is to ensure timely production of schools' budget information.
- The selection of schools for moderation may need to be more closely targeted e.g.

Schools where there are less children at SA or SA+ (and SP) than at Bands 2 or 3 respectively. This seems to indicate that not all the children identified are receiving the appropriate level of support.

Pupil evidence could also be requested from those schools identified at Stage 1 of the School Evaluation Framework Procedure i.e. those schools where their pupils on the Code of Practice do not appear to be making progress as measured by SATs. In this way the Audit moderation could make a useful contribution to Stage 2 of this framework.

- The pupil evidence, required for moderation, needs to be re-considered in the light of the Code of Practice guidance on IEPs taking into account use of group education plans and other target setting processes in schools.
- The above points need to be considered as part of the work of the group developing and piloting the School Evaluation Framework.
- Inclusion Support services should be asked if there is any further data analysis required that would be useful to inform their work in schools.

- Work should begin on revising the Speaking and Listening criteria.
- The Fair Funding group should be consulted about including Nursery Schools for allocation of funding via the SEN Audit and consultation with schools should include recommendations that this should be carried out in the financial year 2004/5.
- The issue of funding the administration and support for the SEN Audit needs to be addressed possibly in consultation with the Fair Funding Group.
- Half-day workshops should be provided for KS1 and KS2 relating to the ideas for teaching and learning included in CRISP v 5 software.
- A meeting should be held of secondary SENCOs who are successful in managing the SEN Audit. The aim should be to identify effective practice with a view to disseminating suggestions for good practice in Secondary schools, perhaps through BGFL.
- Further advice should be included on managing the assessment process in schools in relation to the SEN Audit.
- The SEN Audit report should be put onto BGFL and be available for schools to read.
- The additional help files relating to ideas for targets and teaching and learning should also be available on BGFL as well as being for sale as a booklet to be included in the PSSS Resource catalogue.

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Staff from PSS Service	