

Shropshire SENCO Network Meeting November 2021



SEND Review

Still waiting!!

Published 21st July 2021

[National strategy for autistic children, young people and adults: 2021 to 2026 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/national-autism-strategy-2021-to-2026)

There are 6 themes:

- improving understanding and acceptance of autism within society
- improving autistic children and young people's access to education, and supporting positive transitions into adulthood
- supporting more autistic people into employment
- tackling health and care inequalities for autistic people
- building the right support in the community and supporting people in inpatient care
- improving support within the criminal and youth justice systems

- Improving autistic children and young people's access to education, and supporting positive transitions into adulthood

we want the Special Educational Needs and Disability (SEND) system to enable autistic children and young people to access the right support, within and outside of school. **We want schools to provide better support to autistic children and young people, so they are able to reach their potential, and to show that fewer autistic children are permanently excluded or suspended from school due to their behaviour.** We will make improvements to the support autistic people get in their transitions into adulthood, so that more autistic people can live well in their own communities, find work or higher education or other opportunities. This is important in preventing more young people from avoidably reaching crisis point or being admitted into inpatient mental health services

We want education settings to provide better and more inclusive support to autistic children and young people so that autistic people are better able to achieve their potential.

We want more teachers and educational staff to understand the specific needs of their autistic pupils, ensuring that more school placements can be sustained.

We also want to demonstrate that more autistic children have had their needs identified early on and that they are having positive experiences in education settings.

How we will work towards this in 2021/2022

Improving educational professionals' understanding of autism and inclusive cultures within schools

We are taking a number of steps to improve understanding of autism amongst educational professionals, including **providing £600,000 of funding for staff autism training** and professional development in schools and colleges. We will work with our training partners to develop materials and resources and will consider the issue of **identification and support for autistic girls** within this. In addition, we will embed **autism as a priority for educational leadership as this is important in developing autism-inclusive cultures** and we will share good autism practice within education settings, focusing on mainstream schools. This will encourage the provision of early support for autistic children and young people, setting out the benefits of this in preventing escalation of needs, sustaining school placements and ensuring more autistic children and young people can achieve their potential.

Our commitments in the first year

Our key commitments will be to:

- improve understanding of autism amongst educational professionals by continuing to provide funding for autism training and professional development in schools and colleges in 2021 to 2022
- publish and consult on the SEND review as soon as possible
- carry out a new anti-bullying programme in schools, to improve the wellbeing of children and young people in schools, including those who are autistic
- provide a further £8.6 million funding in 2021 to strengthen the participation of parents and young people – including those who are autistic in the design of SEND policies and services and ensure that they are able to access high quality information, advice and support
- take action to strengthen and promote pathways to employment, such as Supported Internships, Traineeships and apprenticeships, and work to support all local areas to develop Supported Employment Forums

- **Shropshire Autism Strategy**
- **ND Pathway**
 - **Update – WSOA**
- **Autism Education Trust Training**
 - **Relaunched October**
 - **Face-to-face training**
 - **Whole school training – contact Garry**
 - **Good Autism Practice - *January 14th 2022 (See UCS CPD Portal)***

SEND Service Manager

North

SEN Officer
Kay Ruby-Wilson
Claire Cass
Liz Devismes

South

SEN Officer
Gaynor Styles
Emma Eyles
Donna Barber

- Latest/most current paperwork – especially AR, CPM
- Annual Review paperwork within statutory timeframe
- GSP – Non-statutory, therefore allow processing time
- Paperwork sent into the SEN Requests box; if successful acknowledgement will be received
- Consultation returns – 15 days (Only exception is Summer holidays)

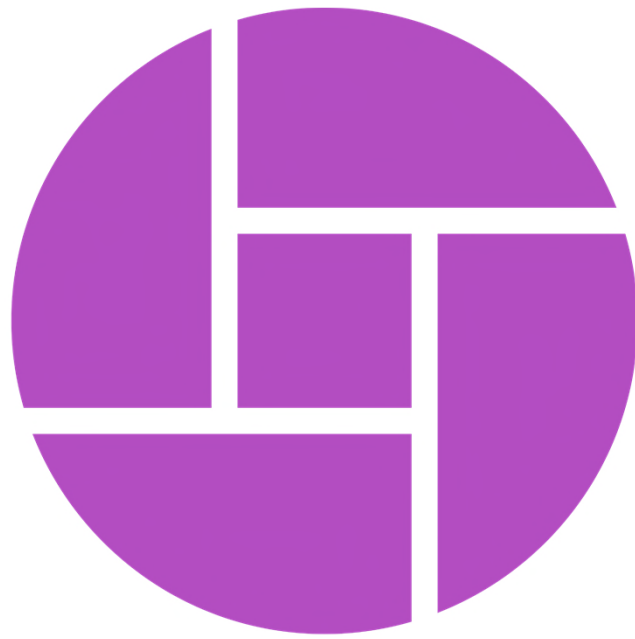
Advocation Services Ltd

Inclusion Experts and Specialists in Educational Needs and Disabilities.

Working with:

**Local Authorities; mainstream and specialist schools;
maintained, academy trust, federated and independent education providers;
private clinical practice; voluntary sector;
parents and young people.**

Consultancy | Assessment | Interventions | Training | Mentorship



Enabling Square Pegs in Round Holes

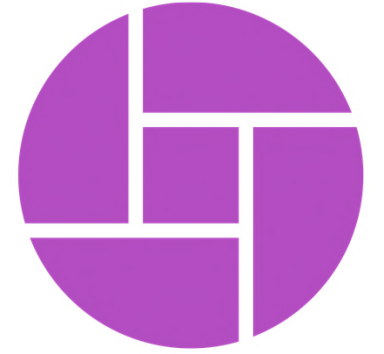
Strategic partnership working across public, private and voluntary sectors to build better outcomes, for example:

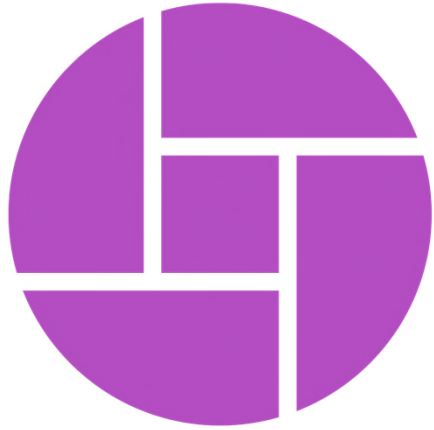
Supporting vulnerable young people to access education through direct intervention

Supporting referrals to health services and requests for additional funding and statutory assessment



We listen...we are
not just all ears!





How are we different?

Our service is built around listening to you

Autism | ADHD | Social, Emotional and Mental Health | Dyslexia | Inclusion

What are the underlying needs of this young person?

What aspects of behaviours are down to this child's diagnosis/diagnoses...and which are 'just being a child'?

Parents are really concerned about the behaviours they have at home, but we are not seeing these at school.

I can't afford to purchase packages?

I don't know how many pupils I need assessment and/or support for

I struggle with having the time to collect information for referrals and organise meetings.

Reports are the same and recommendations not practical in my setting

It can be difficult for parents (and sometimes me too!) to understand professional reports

How are we unique?

Edvocation Services: a strategic partnership way of working where:

Autism | ADHD | Social, Emotional and Mental Health | Dyslexia | Inclusion

You save time on selecting a 'best fit' option through one point of referral

You get greater value for your money – the cost of one standard assessment is £400.

You have access to robust, clinically indexed evidence to inform your planning, costed-provision, referrals and requests for funding and/or statutory assessment

Your post-report feedback to parent/s can be supported or led by an Edvocation Consultant

We check the recommendations we make are practical to implement for both home and school setting where applicable

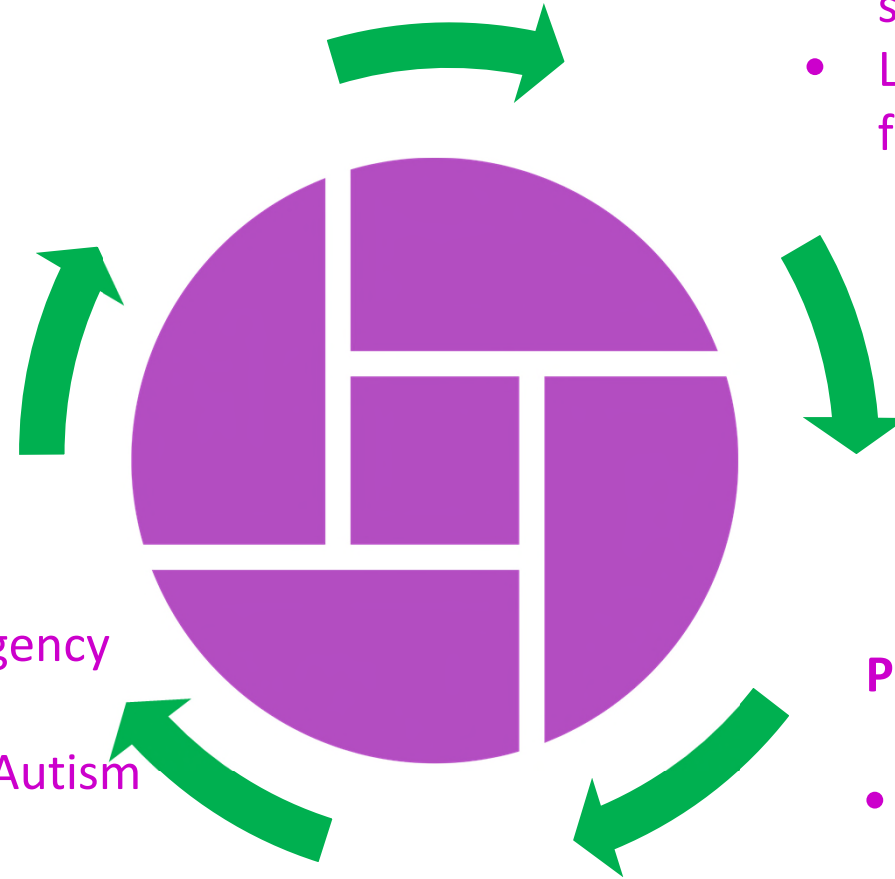
How do we get wheels turning?

Review:

- Progress check-ins
- SEND and Inclusion Audits
- Preparation for IRP's

Assessments:

- Relevant to young person and setting
- Linked to education and health frameworks



Do:

- Attendance at review and multi-agency meetings
- Therapy interventions for SEMH |Autism |ADHD |Dyslexia
- Clear entry, medial and exit points

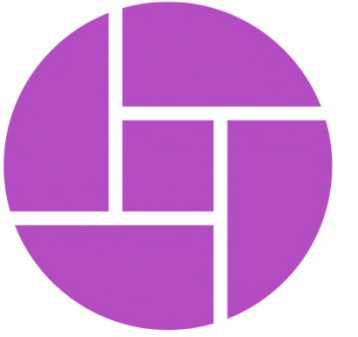
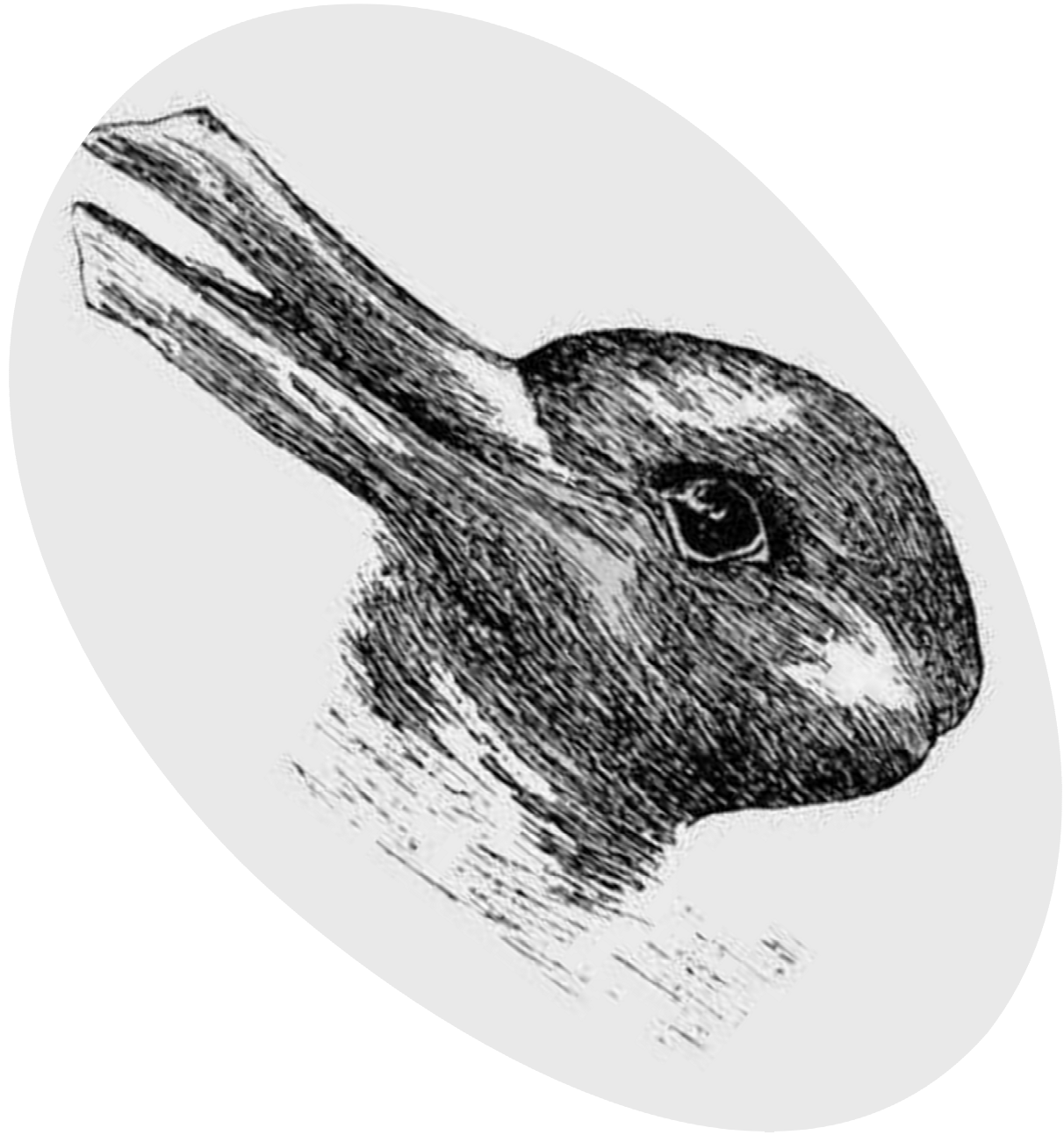
Plan:

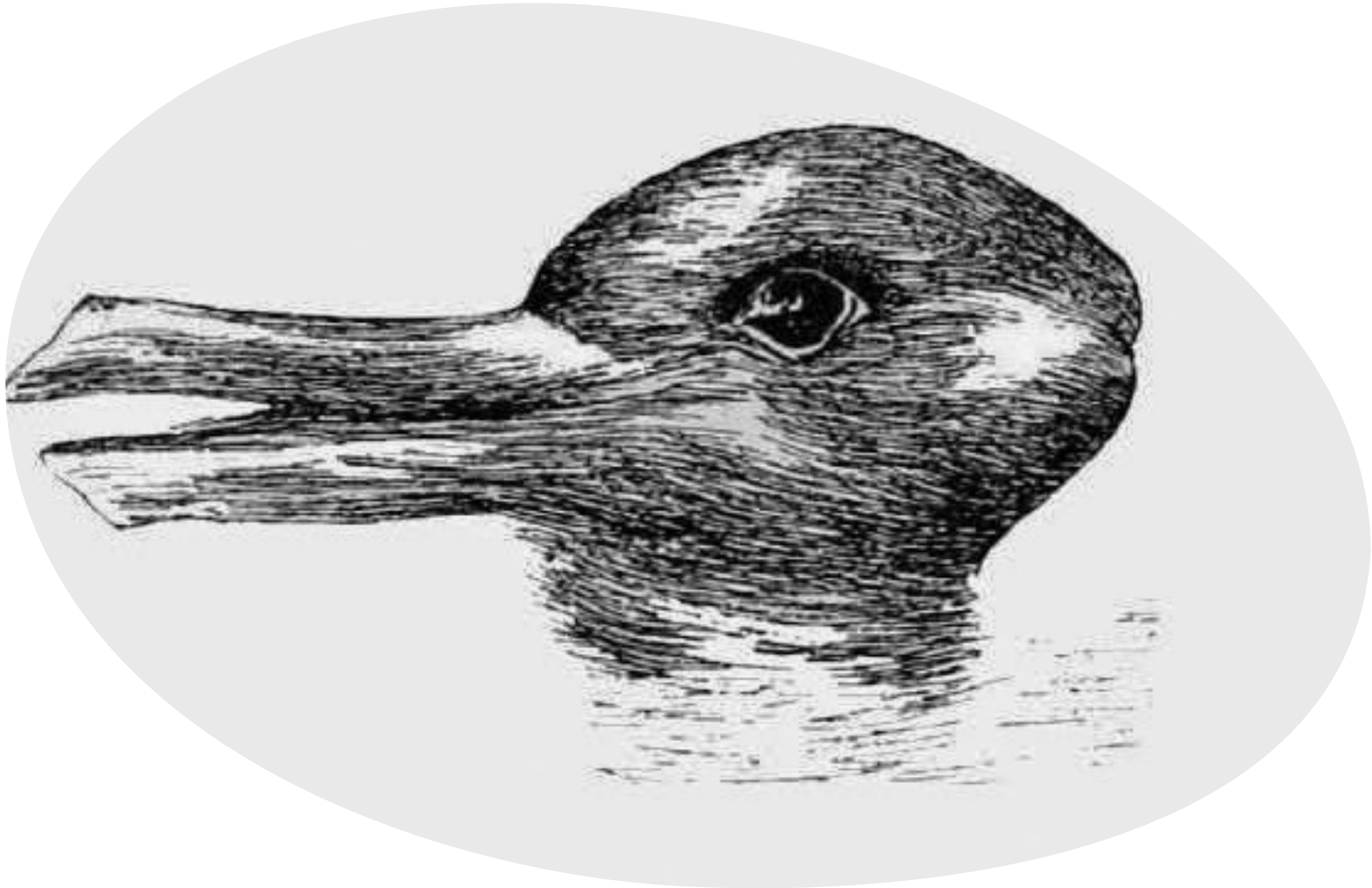
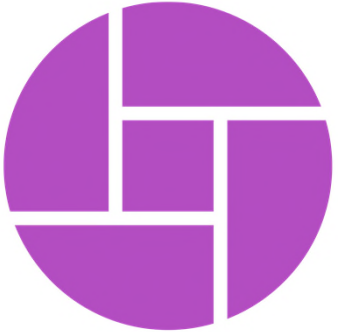
- Blended experiential and evidence informed interventions and approaches

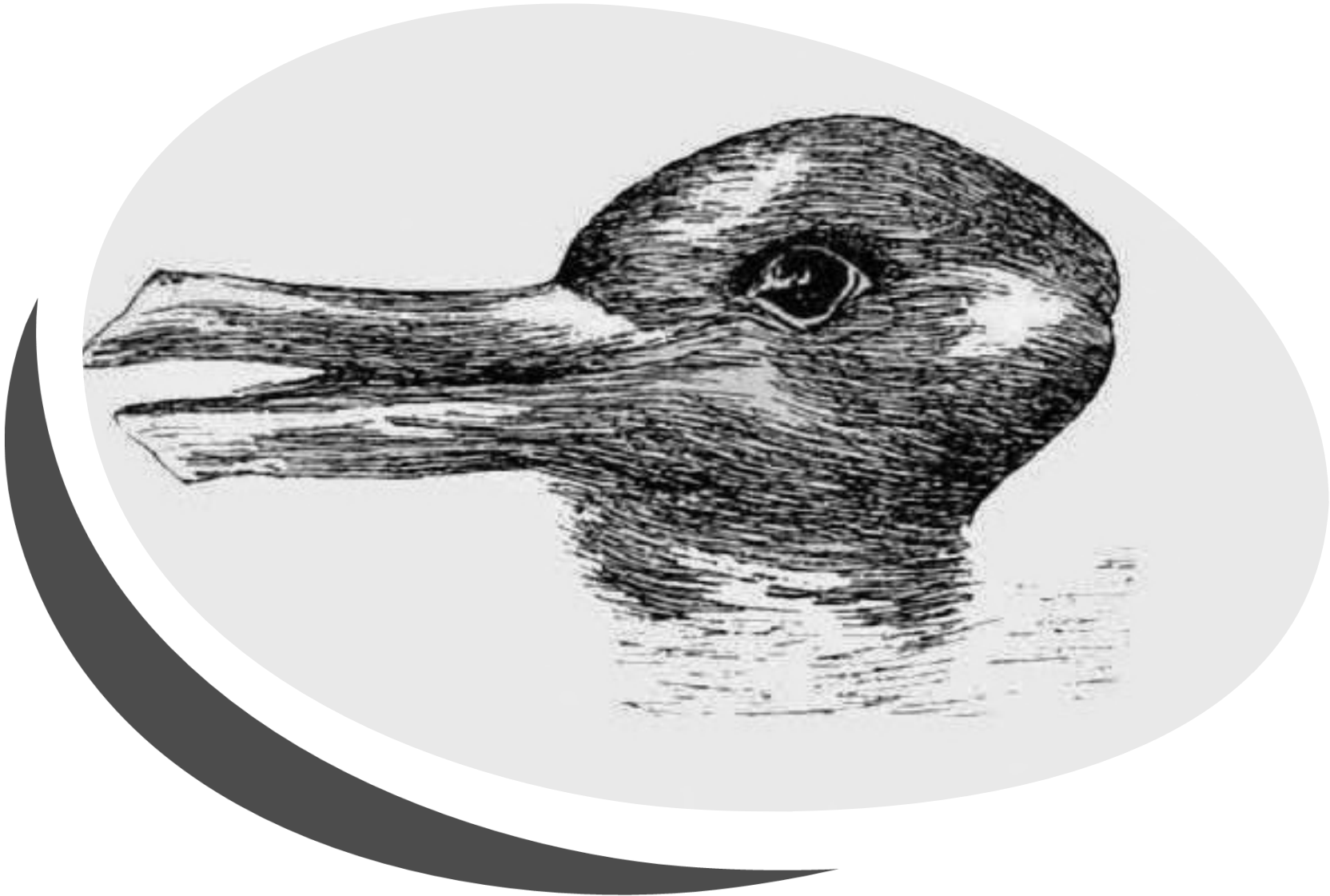
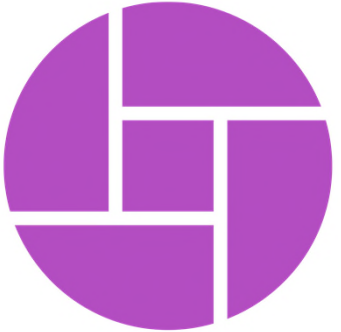
Professional, Personal and Academic Integrity



- We enjoy what we do and the relationships we build
- We embrace difference and diversity
- We work collaboratively to be able to open up professional debates and conversations on how what is being viewed, could be understood from other perspectives







Our principle of reflective thinking underpins our strategic partnership practice

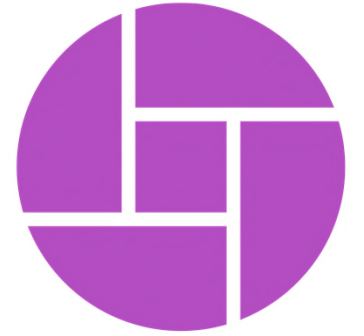
Collaboration is transactional and transformative. It supports understandings, is the locus of changes in attitudes, actions and practices, and provides the foundations for young people to thrive.



Collaboration is transactional and transformative. It supports understandings, is the locus of changes in attitudes, actions and practices, and provides the foundations for young people to thrive.



Making informed adjustments empowers individual success and community inclusion:



We apply our principles:



This Photo by Unknown Author is licensed under [CC BY-SA](#)



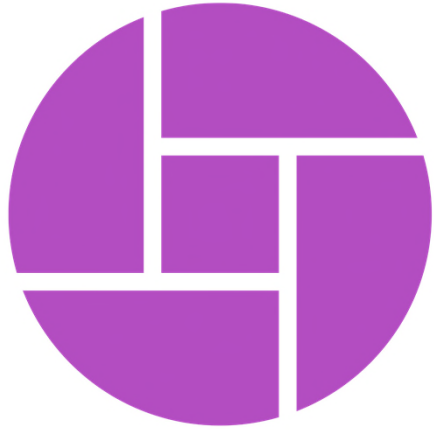
This Photo by Unknown Author is licensed under [CC BY-ND](#)



- In our academic integrity: using reflective processes to situate report findings and recommendations.
- In our professional network collaboration: working across public, private and voluntary sector.
- In our attitudes, aspirations, and relationships with professionals, parents, and young people that place the interests and profile of the young person at the heart of collaborative working to:

Enable Square Pegs in Round Holes

Autism | ADHD | Social, Emotional and Mental Health
| Dyslexia | Inclusion



Our service is built and evolves around listening to you

Collaboration is transactional and transformative

Relationships are the foundation of change

Consultancy | Assessment |
Interventions | Training | Mentorship

How do we benefit you?

- **Professional, personal and academic integrity and qualifications**
- **Assessment ranges and approaches**
- **Accountability**
- **Adaptability**
- **Affordability**

Autism | ADHD | Social, Emotional and Mental Health | Dyslexia | Inclusion

Edvocation Services Ltd:

Enabling Square Pegs In Round Holes

To arrange an **obligation free conversation contact:**

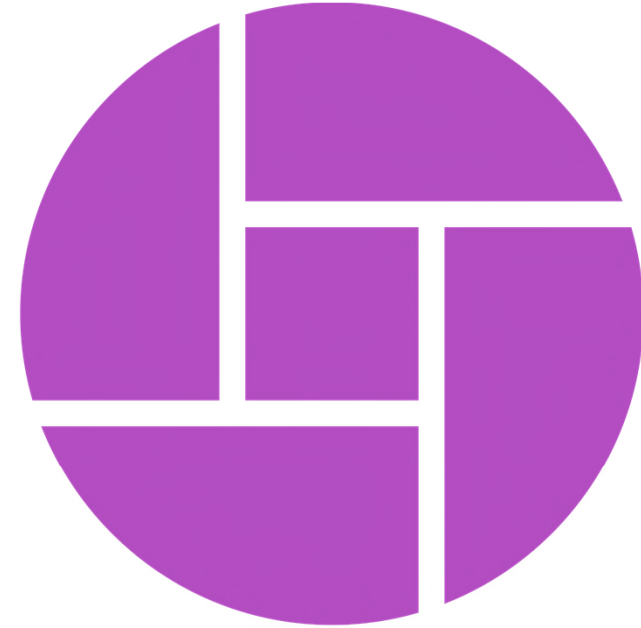
Dr Angela Willis

Email:
angela.willis.consultant@outlook.com

Telephone: 07307 181192

For more information on how we work see:
www.edvocationservices.com

Autism | ADHD | Social, Emotional and Mental Health |
Dyslexia | Inclusion



Edvocation Services

Specialists in Educational Inclusion

Referral to Orthoptic Clinic – Specific Literacy Difficulties

Date:

Name:

Address:

DoB:

School:

SENCo:

GP:

Symptoms experienced (please tick):

- Movement of print
- Blurring of print
- Letters changing shape or size
- Letters fading or becoming darker
- Patterns appearing, sometimes describes as “worms” or “rivers” running through print
- Illusions of colour – blobs of colour on the page or colours surrounding letters or words
- Rapid tiring when reading
- Headache or eyestrain
- Glare
- Jerky eye movements
- Other

If Other, please explain symptoms/difficulties

Does the patient have any General Health concerns? Yes/No (If yes please give details)

Has the patient been to an Opticians recently? Yes/No
If so have they had any treatment? Yes/No (If yes please give details)

Has the patient had an overlay assessment at school? Yes/No
If so please state which colour/how long they have used it for

Please give this form to the parent/guardian to take to the GP, who can then refer to the Orthoptic Specific Literacy Difficulty clinic. If there are any queries, please ring the Orthoptic department on 01743 261000 ext 3324 or 01952 641222 ext 4167
Version 2, updated 07/07/2021

Visual processing difficulties

Charlotte Deakin BSc (Hons) MMedSci

Lead of Visual Processing Difficulties & SEN

Orthoptic department



Proud To **Care**
Make It **Happen**
We Value **Respect**
Together We **Achieve**

What is an Orthoptist?

- Part of the eye care team which includes ophthalmologists, optometrists, orthoptists, specialist nurses
- Usually based in the hospital
- Diagnose and manage disorders of binocular vision
- Extended roles include
 - Visual field assessment
 - Low vision clinics
 - Paediatric contact lens clinic
 - Stroke clinic
 - Glaucoma monitoring
 - School vision screening
 - Visual Processing difficulties

VPD clinic

- 7 years and above
- Full Orthoptic assessment
- Tracking
 - Smooth pursuits
 - Saccades
- Visual stress
 - Overlays
 - Tinted lenses
- Visual perception

Tracking

- Patients may miss words or skip lines
- Smooth pursuit eye movements
- Saccades
- DEM test
- Exercise booklets – Rainbow Readers
- Eyecanlearn.com
- Word searches, dot to dot, maze puzzles

What is visual stress?

- Meares-Irlen syndrome
- Scotopic sensitivity syndrome
- “Visual Stress refers to reading difficulties, light sensitivity and headaches from exposure to disturbing visual patterns. It can be responsible for print distortion and rapid fatigue when reading. The severity of these symptoms can vary from person to person.” (Cerium Optical)

What are the symptoms of visual stress?

- Movement of print
- Blurring of print
- Letters changing shape or size
- Letters fading or becoming darker
- Patterns appearing, sometimes describes as “worms” or “rivers” running through print
- Illusions of colour – blobs of colour on the page or colours surrounding letters or words
- Headache or eyestrain
- Glare
- Jerky eye movements

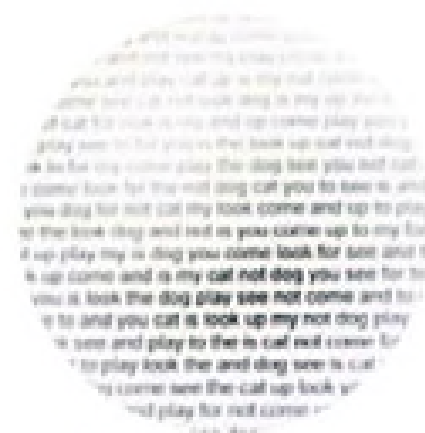
- Sample distortions | Opticalm Canada



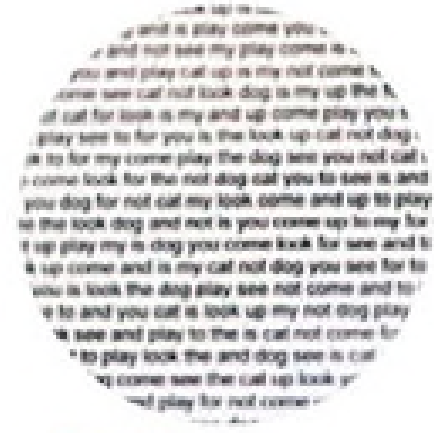
Colours



Double



Glare



Movement

Why do people get visual stress?

- Pattern glare
- Hyperexcitability of the visual cortex
- Migraine
- Epilepsy
- Neurological conditions
- Flicker from fluorescent lighting

Visual stress and dyslexia

- Visual stress and dyslexia are separate conditions, but can co-exist
- Dyslexia: phonological skills, verbal memory and verbal processing speed
- Difficulty with words, language, reading, writing, spelling, expressing thoughts on paper
- "A disorder manifested by difficulty learning to read, despite conventional instruction, adequate intelligence and sociocultural opportunity. It is dependent upon fundamental cognitive disabilities which are frequently of constitutional origin." (World Health Organisation)

How is visual stress diagnosed?

- Experiencing symptoms
- Refraction, fundus and media check by an Optometrist
- Binocular vision assessment by an Orthoptist
- Assessment of ocular movements/tracking
- Assessment of visual stress

Overlay assessment

- Standard piece of text shown
- Range of coloured overlays presented in turn
- Best overlay chosen
- Combine with neighbouring colours
- Can assess rate of reading with WRRT
- Overlays given as trial

Colorimetry assessment

- If a sustained benefit from the overlays is shown, with a significant increase of the WRRT
- Usually over 9 years old
- Designed to find the optimum tint for each individual
- Colour can be adjusted for wavelength, depth of colour and brightness

Long term use

- Can continue with overlays long term
- New prescription glasses can be tinted to the same colour
- Sometimes the colour will change – repeat colorimetry
- Some people will “grow out of it”

Overlay sets/colour systems

- Read EZ system
- Free app for android
- Wilkins Intuitive Overlays
- Crossbow education

Visual Perception

Visual discrimination

The ability to determine exact characteristics and distinctive features among similar objects. In reading, this skill helps children distinguish between similarly spelled words, such as *was/saw* or *then/when*. Children with poor visual discrimination will often confuse words.

Skip words and lines when reading

Mistake similar words

Struggle to match and sort objects

Spot the difference

Word searches

Visual Perception

Visual memory

The ability to remember for immediate recall the characteristics of a given object or form. Children with poor visual memory may struggle with comprehension. They often subvocalize as they read because they must rely on auditory input to help them compensate. They may have difficulty remembering what a word looks like or fail to recognize the same word on a different page. They may also take longer copying assignments because they can't retain information long enough to transfer it from the board to their page.

Whisper to themselves when reading

Struggle with sight words

Struggle copying

Struggle remembering what they have read

Turn over the card matching games

What's missing games



Visual Perception

- **Visual sequential memory**

The ability to remember forms or characters in correct order. This skill is particularly important in spelling. Letter omissions, additions, or transpositions within words are common for children who struggle with this skill. They often subvocalize as they write. Recognizing and remembering patterns may also be a problem.

Ability to remember forms or characters in correct order.

Important in spelling. Letter omissions, additions, or transpositions within words are common Often subvocalize as they write. Recognizing and remembering patterns may also be a problem.

“I went to the coop shop”, Remember lists of pictures

Visual Perception

- **Visual closure**

The ability to visualize a complete whole when given incomplete information or a partial picture. This skill helps children read and comprehend quickly; their eyes don't have to individually process every letter in every word for them to quickly recognize the word by sight. They may also confuse similar objects or words, especially words with close beginning or endings. This skill can also help children recognize inferences and predict outcomes.

Struggle with spelling

Poor reading fluency

Poor puzzle solving

Slow reading speed

Poor word recognition

Step by step instructions , clear photocopies, jigsaws, maze games

Visual Perception

- **Visual spatial relations**

The ability to perceive the position of objects in space, both in relation of object to each other and to one's own self. Two important considerations in spatial relationships are laterality, understanding left and right on one's own body, and directionality, understanding left and right on other objects. Children with poor spatial development can have difficulty with spatial concepts such as left and right or up and down. They may struggle with following a line of print left to right during reading and evidence frequent letter reversals and poor spacing during writing. If they don't have a good understanding of their body's position within space, they may struggle with gross motor function, often misjudging distances, bumping into things, having poor ball skills, and exhibiting a general awkwardness in their movements.

Reverse letters/words

Lose place when reading

Struggles with orders of letters/numbers

Struggle with size/ distance/ volume/ order/ time

Easily lost

Used raised lines or graph paper, "feel" the letters, visual clues (colours/arrows), jigsaws, tetris

Visual Perception

- **Visual ground figure**

The ability to perceive and locate an object within a busy field without getting confused by the background or surrounding images. This skill keeps children from getting lost in details. Children with poor figure-ground become easily confused with too much print on the page, affecting their concentration and attention. They may also have difficulty scanning text to locate specific information.

Easily confused with too much print on the page, affecting their concentration and attention. They may also have difficulty scanning text to locate specific information.

Clean board, sit near front, keep desk free from clutter, one work item per page,
Where's wally

Visual Perception

- **Visual form consistency**

The ability to mentally manipulate forms and visualize the resulting outcomes. This skill also helps children recognize an object in different contexts regardless of changes in size, shape, and orientation. Children with poor form-constancy may struggle to recognize objects when turned a different direction or viewed from a different vantage point. They can fail to recognize words they know that are presented in a different manner, i.e., written on paper, in a book, or on the board.

Difficulty recognising errors in punctuation

Reversing letters

Understanding mass and quantity

Building things from instructions

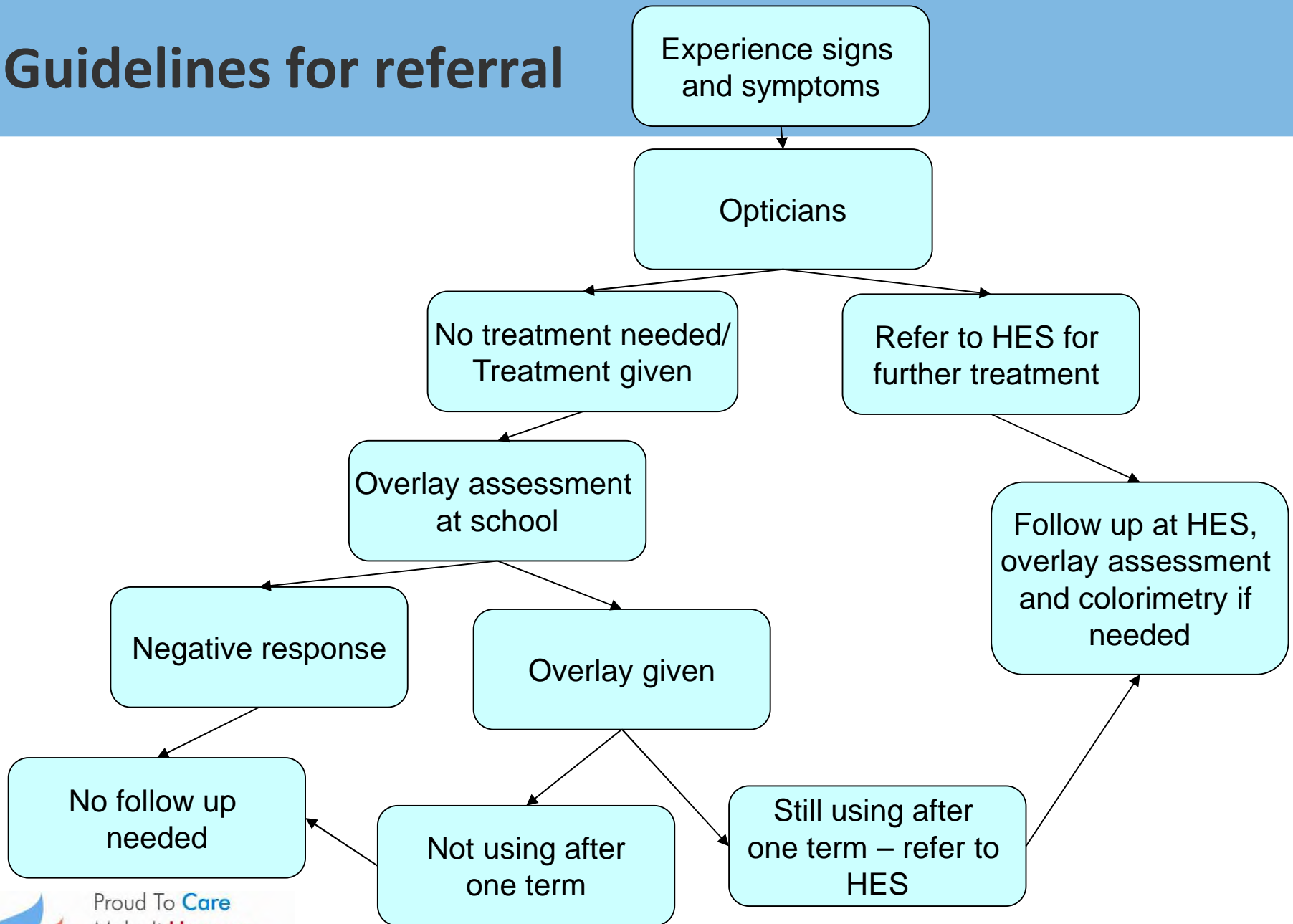
Difficulty transferring from cursive fonts

Own copy of work, same font size and print, make 3D models

Guidelines for referral

- Patient experiences signs/symptoms
- Opticians (may be given glasses/other treatment/referred to HES)
- If no ongoing treatment, overlay assessment at school (or refer to HES for overlay assessment)
- If using overlay for at least one term & a significant benefit in class is demonstrated, refer to HES

Guidelines for referral



Summary

- Visual stress and dyslexia are separate conditions
- Optometric factors need to be ruled out
- Visual stress causes symptoms which can be relieved with a coloured overlay/tinted lenses
- Visual perception can impact day to day tasks
- Guidelines for referral into HES

Contact details

- Royal Shrewsbury Hospital
Mytton Oak Road
Shrewsbury
Shropshire
SY3 8XQ
01743 261000 ext 3324
- Princess Royal Hospital
Apley Castle
Telford
TF1 6TF
01952 641222 ext 4167

Email: charlotte.deakin1@nhs.net