

Know the key signs to look out for and how
to distinguish between SEND and
underachievement to support early
identification

Emma Dibden

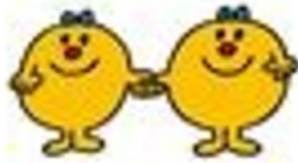
Jumeirah English Speaking School



LITTLE MISS TROUBLE



LITTLE MISS TWINS



LITTLE MISS WHOOPS



LITTLE MISS WISE



LITTLE MISS STUBBORN



LITTLE MISS BUSY



LITTLE MISS CHATTERBOX



MR. CLEVER



LITTLE MISS TIDY



MR. COOL



MR. GOOD



LITTLE MISS HELPFUL



MR. PERFECT



MR. GRUMPY



MR. HAPPY



MR. MISCHIEF



MR. MUDDLE



LITTLE MISS BOSSY



MR. NOISY



MR. NONSENSE



The destination should be the same for most of us, but our journey may be different!

Some of us will...

- be on the fast track for all/most of the journey
- progress steadily and without obstructions
- take the 'scenic' route
- stop to take in the scenery
- feel like the view never changes, even though we are always moving
- be nervous drivers and may even refuse to get behind the wheel



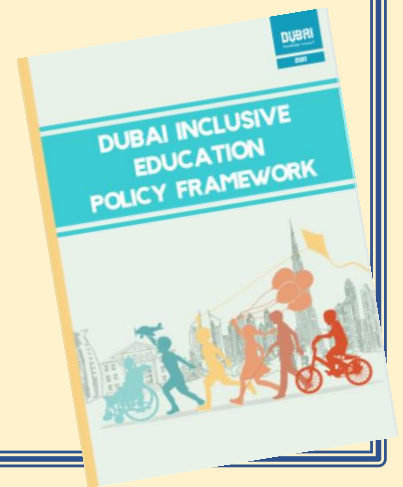
So what are the signs to look out for?



Dubai Inclusive Education Policy Framework

Standard 1: Identification & Early Intervention

‘Identification and early intervention refers to the **accurate and urgent process** through which education providers, and other professionals, **utilise formal and informal methods of assessment** to accurately identify the type of SEND experienced by a student. This information is then used to **inform the use of targeted, evidence-based interventions** which accelerate learning, progress and development.’



- Teacher (current and previous) assessment/observations
- Data
- Parent and pupil views
- External agencies
- Work samples

Assess

- Adjustments to teaching; differentiated QFT
- Generate targets (with pupil)
- Parent meeting
- Additional provision is tailored to specific needs

Plan



Review

Do

- Has pupil met targets? (evidence)
- Response to targeted intervention
- Parent and pupil views
- Teacher views
- Change to learner profile

- Teachers implement agreed strategies and adaptations
- Learning is monitored (AfL, obs, marking, feedback)
- Learning walks and planning scrutiny

Data – one piece of the puzzle

Diagnostic

- Establish the strengths and challenges for each student.
- Administered before teaching begins (as a benchmark) or to investigate/identify potential barriers (CATs/PASS/screeners).
- Can inform differentiation support or indicate specific learning difficulties.

Formative

- Informs teaching decisions during instruction (AfL).
- Enables teacher to make choices for immediate adaptation (more challenge vs reteach).

Summative

- A measure of attainment at the end of a period of learning (GL PTs).
- Can be used to track progress and identify trends overtime.

CATs Rubix Cube Solution

CATs School Response

Class Teachers	Year Group Leaders	Learning Support	Core Subject Leaders	Senior Leaders
IDENTIFY INDIVIDUALS THAT MAY BE UNDER ACHIEVING	IDENTIFY YEAR GROUP TRENDS	IDENTIFY PUPILS THAT MAY BE AT RISK	IDENTIFY SUBJECT TRENDS	DOWNLOAD SENIOR LEADER REPORT
IDENTIFY INDIVIDUALS THAT MAY BE OVER ACHIEVING	IDENTIFY INDIVIDUAL PUPILS WITH SIGNIFICANTLY DIFFERENT SCORES	IDENTIFY PUPILS WITH UNEVEN PROFILES	COMPARE APTITUDE & ATTAINMENT	COMPARE SCORES WITH PREVIOUS CATs
CONSIDER CONTEXT	CONSIDER CONTEXT	CONSIDER CONTEXT	Specialist Teachers	REFLECT ON PUPIL PROGRESS FEEDBACK
CONSIDER ACTION	CONSIDER ACTION	CONSIDER ACTION	IDENTIFY PUPILS THAT MAY BE UNDER OR OVER ACHIEVING <small>IDENTIFY GIFTED & TALENTED PUPILS</small>	CONSIDER ACTION

@LukeReesEdu

www.jess.sch.ae

@EmmaDibden

CAT4 – Four domains

Used to assess student potential & learning preferences



- Focuses on the ability to reason with words representing either objects or concepts, rather than focusing on the physical properties of the words.

- Focuses on shapes and appearance.
- Uses shapes, other than words or numbers, to measure students' ability to reason and think with non-verbal material.

2 Verbal

Verbal Classification
Verbal Analogies

2 Quantitative

Number Analogies
Number Series

2 Non-verbal

Figure Classification
Figure Matrices

2 Spatial

Figure Analysis
Figure Recognition

- Measures reasoning with numbers which have a numerical value/concept.
- Aims to assess pupils' skill to find mathematical relations between numbers.

- Measures 3-dimensional perception.
- Assesses the pupils' ability to hold an image in their mind and manipulate it.

CATs
School
Response

Class
Teacher

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1

IDENTIFY PUPILS THAT MAY BE UNDER ACHIEVING

i.e CAT scores significantly higher than attainment.
Triangulate with teacher assessment, Progress Test and AFL.



2



IDENTIFY PUPILS THAT MAY BE OVER ACHIEVING

CAT scores significantly lower than attainment.
Triangulate with teacher assessment, Progress Test and AFL.

3

CONSIDER THE CONTEXT

Does this accurately represent what you know about the pupil?
Consider class observation / classwork / observed behaviour.
Triangulate with attainment and attitudinal data.
e.g TA, Progress Test, PASS



4

CONSIDER ACTION

1. Provide targeted support.
2. Have conversations with parents.
3. Have conversations with Learning Support, where required.
4. Adapt differentiation / challenge.
5. Look at specific report recommendations about preferred learning biases.
6. Inform middle leader through pupil progress.



1

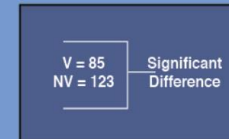
IDENTIFY INDIVIDUALS THAT MAY BE AT RISK

Look for students that may have
SAS less than or equal to 85

2

IDENTIFY INDIVIDUALS WITH UNEVEN PROFILES

Check for students with spikes or dips in their scores
To begin with, use SAS=20+



3

CONSIDER THE CONTEXT

Are there any surprises?

These pupils may be well know to you and provision in place.
AEN/SEN/EAL/Current Provision/Screenner Data
These scores can provide another piece of your jigsaw.
However, these scores may require further investigation.



4

CONSIDER ACTION

1. Undertake further assessment where required.
2. Plan intervention provision for pupils where needed.
3. Conversations instigated with class teacher, parents and SLT where needed.



Who would stand out for you? Why?

YEAR 3	Verbal	Quantitative	Non verbal	Spatial	Overall	PTE	PTM		
Pupil A	96	94	99	89	95	87	104	SEN	
Pupil B	100	118	107	108	108	103	123	SEN	
Pupil C	115	111	111	129	117	119	115	AEN	
Pupil D	80	100	93	102	94	112	107	EAL	
Pupil E	101	106	96	106	102	112	89		
Pupil F	78	90	91	100	90	90	94	SEN	
Pupil G	133	141	127	129	133	141	141	G&T	
Pupil H	91	97	77	90	89	92	95	SEN	
Pupil I	97	123	119	124	116	124	138		
Pupil J	103	108	116	115	111	117	119	AEN	
YEAR 5	Verbal	Quantitative	Non verbal	Spatial	Overall	PTE	PTM	PTS	
Pupil A	94	73	78	74	80	106	89	92	SEN
Pupil B	139	118	117	111	121	141	115	127	G&T
Pupil C	87	106	77	95	91	103	97	99	SEN
Pupil D	131	130	137	141	135	129	135	141	G&T + SEN
Pupil E	97	109	114	120	110	108	91	95	AEN
Pupil F	98	98	90	80	92	105	104	103	
Pupil G	85	82	76	89	83	101	96	112	SEN
Pupil H	109	91	95	84	95	101	87	98	AEN
Pupil I	112	105	94	92	103	109	115	109	
Pupil J	113	109	105	125	113	107	108	115	SEN

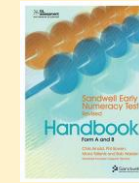
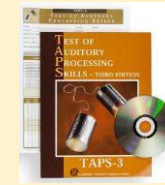
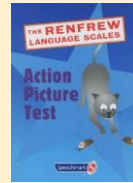
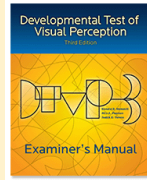
How would you respond to this data?

Don't jump to conclusions!

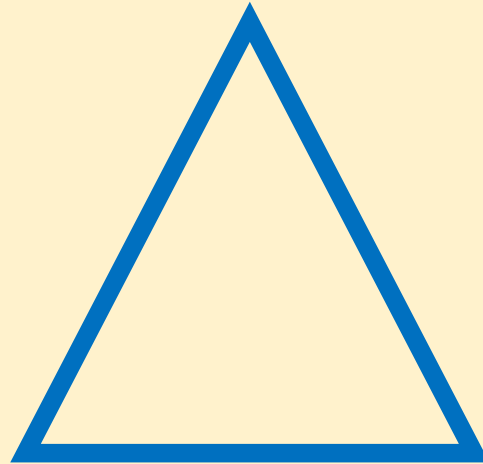
Dig a little deeper!

- What do you (and others) know about the child?
- Is there a pattern of gaps for the child (or the class)?
- Did they complete/attempt all questions?
- Have personal/environmental circumstances affected results?

Triangulate - What evidence do you have to support judgements?



Aptitude/Ability



Attitude

Attainment/Achievement



Who stands out?

Name	PTE	PTM	Verba I	Non Verb	Quan	Spat
A	87	85	85	101	84	105
B	95	98	102	104	100	99
C	99	103	100	101	106	100
D	105	107	103	106	104	101
E	103	107	100	105	109	104
F	87	102	98	101	100	104
G	89	99	101	97	101	98
H	104	107	98	108	107	104
I	106	97	103	104	103	109
J	112	106	117	110	105	108
K	108	111	104	109	108	110
L	111	109	109	106	106	107
M	92	100	111	108	106	120

What questions would you ask about Anna?

Name	PTE	PTM	Verbal	Non Verb	Quan	Spat
A	87	85	85	101	84	105

Is Anna's speech clear and age appropriate?

Has she had a hearing test?

Does her language compare favourably with her peers?

Had she had her vision tested in the last 12 months?

Are there any discrepancy between specific aspects of testing (number vs. shape and pattern)?

Parent meeting – language milestones met?

- physical milestones?

- Is she different at home?

Any history of difficulties in the school/previous school?

Could Anna have missed any significant experiences through moving/illness?

Any siblings receiving or have received support?

Does she tell parents about her day? What she likes/doesn't like?

Did her previous teacher notice any challenges?

Does she play appropriately with other children in these scenarios? Joins groups/parallel play or solitary play? Has play dates?

Does she have an adult in class she trusts and communicates needs to? Can make needs known?

Does she have any signs of physical difficulty; slouching in chair/weak fine motor/ tired/grips pencil tightly and gets tired hand?

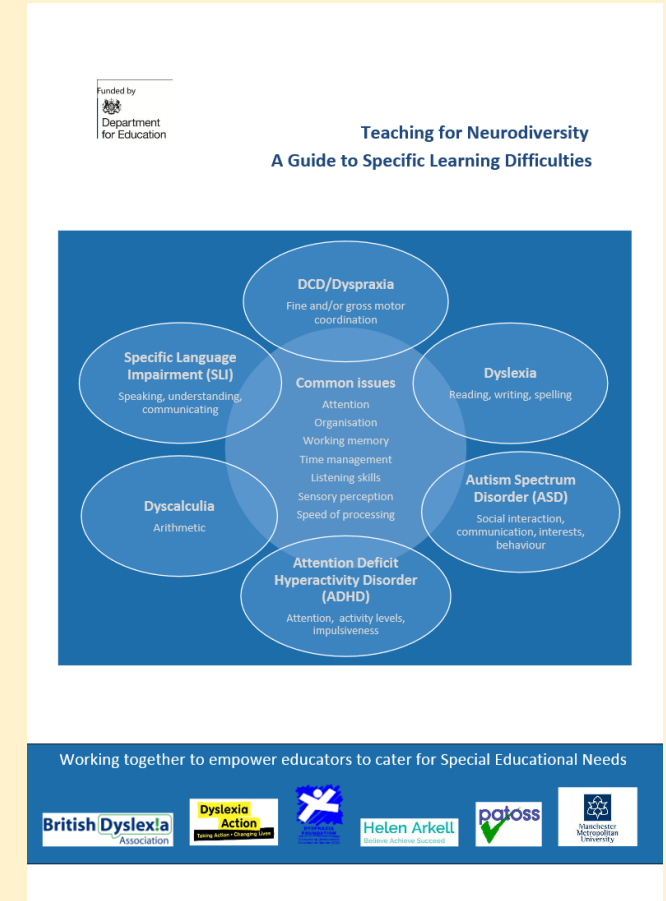
What questions would you ask about Matthew?

Name	PTE	PTM	Verbal	Non Verb	Quan	Spat
M	92	100	111	108	106	120

- Did he answer all the questions? If not, why?
- Are there any significant discrepancy in specific aspects of the tests (spelling vs comprehension etc)?
- His profile suggests that academic learning should be falling within the average range, so why is his PTE score lower average?
- Any circumstances that were different on the day of the PTE? Hungry, ill, late, anxious, never completed a PC-based assessment?
- What is his language like? Is there a discrepancy between his written work and his oral language?
- Do we have any data on reading comp? Reading accuracy? Rate? Is he a stronger reader than he is a speller?
- Does he attempt to use good vocabulary but is hindered by his weak spelling?
- How has spelling been taught previously?
- Which area(s) of the curriculum are his strengths?
- What opportunities could Matthew be given to ensure he is meeting/showing his potential in STEM subjects.
- Parent meeting – language milestones met?
 - physical milestones met?
- Any history of difficulties in the school/previous school?
- Could Matthew have missed any significant learning experiences through moving/illness?
- Any siblings receiving or have received support?
- Is mismatch in performance impacting on Matthew socially/emotionally?
- What does Matthew think about himself as a learner?

If you suspect a potential SEND profile...

- Avoid 'labelling' – only those qualified to do so should formally identify a particular needs profile.
- Consider adaptations/interventions that could be utilized in order to 'close the gap'.
- Make parents aware – and encourage their active involvement.
- Consider specific screeners to establish a more detailed profile of strengths and challenges.
- Be patient – adaptation may take time to be impactful.
- Checklists – can help to reflect on learner profile.



Possible signs of Dyslexia...

In general:

- ❑ Difficulty with learning to read &/or write despite intervention;
- ❑ Slow speed of processing spoken &/or written language;
- ❑ Poor word retrieval;
- ❑ Poor concentration/ easily distracted;
- ❑ Difficulty learning/sequencing days & months;
- ❑ Difficulty telling the time and with aspects of time, such as yesterday and tomorrow;
- ❑ Poor time keeping;
- ❑ Poor personal organisation;
- ❑ Left/right confusion;
- ❑ Employing avoidance tactics, such as sharpening a pencil or looking for books;
- ❑ Acts as the class clown.

Written Work:

- ❑ A poor standard compared with oral ability;
- ❑ Poor pencil grip;
- ❑ Poor handwriting, with reversals and badly formed letters;
- ❑ Poor presentation and disregard of the margin;
- ❑ Messy appearance with many crossings out and spellings attempted several times;
- ❑ Persistent reversal confusion, e.g. b/d, p/g, p/q, n/u, m/w;
- ❑ Transposed letters, e.g. tired for tried;
- ❑ Produces phonetic and bizarre spellings which may not be age appropriate;
- ❑ Unusual letter sequencing.



Possible signs of Dyslexia...

Reading:

- ❑ Slow reading progress;
- ❑ Difficulty with blending letters together;
- ❑ Difficulty with syllable division and identifying beginning, middle and end sounds;
- ❑ Difficulty with pronouncing unfamiliar words;
- ❑ Difficulty with expression;
- ❑ Lack of automaticity, especially when reading aloud;
- ❑ Unable to recognise familiar words;
- ❑ Omits words, or adds or substitutes words;
- ❑ Loses the point in stories;
- ❑ Difficulty identifying the main points;
- ❑ Difficulty with comprehension.

Possible Strengths:

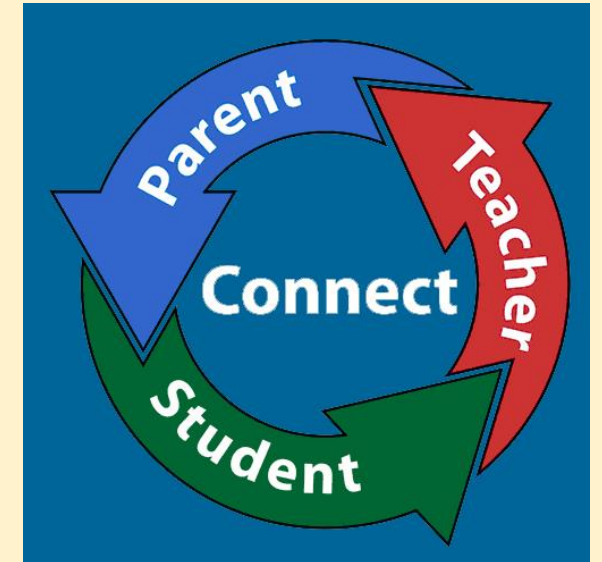
- ❑ Creativity;
- ❑ The ability to visualise things;
- ❑ Practical and problem solving skills;
- ❑ Lateral thinking skills;
- ❑ Being able to see the big picture (global thinkers) in terms of strategies and problem solving;
- ❑ Good visual-spatial awareness;
- ❑ Good verbal communication skills;
- ❑ High levels of motivation and persistence.



Parent & Pupil involvement in identification

How does your school involve parents?

- Reports (class, screener & external agency)
- Sharing assessment data (PTs/CATs/PASS)
- Parent/Teacher meetings – reflect on learner profile
- Pupil & Parent voice (Family context/history will add valuable insight).



‘Bringing together information from multiple sources covering multiple contexts is the key to building an accurate view of a child’s strengths and weaknesses.’

*Poppy Ionides (Independent Educational Psychologist), 2017, GL Assessment
‘Hooked of Labels’ Report*

