

Course Title: How SENCOs can support learners with Dyslexia

Overview:

Five days of interleaved learning: presentations, workshop activities, introduction to the importance of multi-sensory learning, practical adjustments that can be made, discussion, feedback from tasks set between sessions.

Learning Outcomes

participants will:

- ⇒ Be able to plan lessons for individuals with specific learning difficulties at different stages of education in one-to-one and/or group settings, based on previous background information and assessment data
- ⇒ Be able to communicate planned programmes and their implications to others involved in the education of individuals
- ⇒ Be able to deliver Special Educational Needs learning programmes

Who is it for

The course is designed to enable Special Education Needs coordinators (SENCOs) to use data, self-evaluation techniques and provision mapping to be able to plan provision for all students with specific learning needs throughout the school as they have a broader role which involves providing advice to others with regard to appropriate teaching programmes for people with SpLD.

Course Outline

- ⇒ The professional context for an effective Senco role
- ⇒ Assessment – best practice
- ⇒ Visual stress – how to undertake a basic screening
- ⇒ Strategies for teachers to utilise in their teaching
- ⇒ Case studies – finding solutions

Details

Duration	5 full days
Mode of Delivery	Face-to-face training session
Date	
Venue	Kratu Premises/Client place
Fee	Rs. 25,000 per participant

CONTACT

The model of delivery would focus on the role and responsibilities of the SENco

1. The Senco as a strategic leader

- ⇒ Setting the vision for the department
- ⇒ Translating the strategy into action
- ⇒ Developing effective team work within the setting
- ⇒ Reporting on SEN - policy development

2. The challenges and solutions

- ⇒ Effective time management
- ⇒ Maximising the impact of a Teaching Assistant team
- ⇒ Developing effective relationships with parents
- ⇒ Provision mapping
- ⇒ Why multisensory teaching makes a difference and is fun!

3. Neurodiversity and implications for teaching

- ⇒ Overview of the current research into neurodiversity (with an emphasis on dyslexia, dyscalculia, dyspraxia, SLI, ADHD and ASD)
- ⇒ Screening and assessment
- ⇒ Understanding different patterns and presentations of SpLDs – consideration of

4. Writing effective support plans

- ⇒ Reasonable adjustments in the classroom
- ⇒ Effective interventions and the impact of small group and / or 1:1 support for reading accuracy, reading comprehension, writing, spelling, numeracy and study skills

5. Assessment and tracking

- ⇒ Assessment of learning: Using criterion reference and standardised assessment to measure progress in literacy and numeracy
- ⇒ Utilising a Graduated Approach
- ⇒ Assessment for learning: seeking and interpreting evidence for use by pupils and teachers

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