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Description automatically generatedApril 2025 to March 2026

Outreach Services

The team: 2025 to 2026

Cathy Cotgrave, Head of Outreach Teams

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**SENAAT TEAM**

The Senaat Team are experienced teachers and hold a range of specialist qualifications in SEN including Postgraduate Certificates with AMBDA and APC in Dyslexia and Dyscalculia.

The team can assess pupils for access arrangements and attend yearly training to update skills and knowledge.

The team

* attend SEND cluster meetings and network with other professionals involved with SEND.
* undertake a wide range of diagnostic tests to support schools in the identification of children with special educational needs (SEND) and can assist consequent decisions about their support and provision (including staff training).
* We advise Schools on legislation relating to SEND including Education, Health and Care Plans (EHCP) and Additional Support Plans. We carry out 1:1 assessments or whole class/group screening.
* We also do classroom observations and will liaise with parents/carers and other agencies, as considered appropriate by the school.
* The team can undertake access arrangements for external examinations.
* We host an annual meeting to facilitate transfer of SEND information for pupils transferring from primary to secondary schools.
* Support Wirral SEND with assessment of pupils for Educational Health Care Plans.
* SENAAT work in over 100 schools across Wirral and Cheshire.

**Service Level Agreement – SENAAT Service April 2025 – March 2026**

The daily cost of the SENAAT service is £530 per day.

**Should you wish to make any amendments to your SENAAT SLA, notice needs to be given in writing before the February Half Term break each year.**

Schools new to the service or those returning to it need to complete a new Service Level Agreement. A new Service Level Agreement can be requested from the Orrets Meadow School Office.

If you have any queries re increasing the number of days, type of support required etc, please contact Cathy Cotgrave or the school office at Orrets Meadow.

Please ensure that you inform us of any changes you would like to make to your SLA by

**Friday 13th February 2026 for academic year 2026 to 2027**

**SENAAT Charges**

**April 2025-March 2026**

**Cost per day of service** £530

**Additional days** to the SLA £530

**Teaching Charges**

2 hours direct teaching time (0.1) option £2500 per term

1 hour direct teaching time ( 0.05) option, which

can be taken as 2 hours on alternate weeks £1250 per term

**INSET Charges**

**Staff Meeting** (1 hour approx) £250

**Twilight** (4 – 5.30 p.m. (1 ½ hours approx) £330

**½ Day Inset** (9 – 10 /break/ 10.45 – 11.45 approx.) £450

We strongly recommend that you provisionally book in your days for the full year as soon as possible.

**Terms and Conditions**

Your SENAAT teacher will be use part of the day to administer the assessments at school and will then use the remaining time to score/analyse and write up the report. The SENAAT teacher may return to Orrets to complete report writing.

The number of assessments carried out in one day session will depend on the administration time of the assessment and the report writing time required.

We aim to return the reports to school within two weeks.

For example:

A full diagnostic Dyslexia report will require one day of Senaat time.

 This will ensure that you are given a quality service and well-being of the SENAAT teachers are protected in terms of workload.

**Complaints procedure**

If you do have any concerns relating to our service or a report written by a member of SENAAT we will work with you to remedy the issue to your satisfaction as quickly as possible.

Please speak to your SENAAT teacher first as this is likely to be the quickest way to sort out a problem/misunderstanding. If you are still concerned please contact Cathy Cotgrave at Orrets Meadow School (678 8070) / 07733223390.

**Orrets Meadow Dyslexia Friendly School Award**

The SENAAT team can support schools who wish to apply for the Orrets Meadow Dyslexia Friendly School status.

To achieve this award, schools must provide good/outstanding provision and outcomes for children with dyslexia.

The SENAAT team will guide schools with their applications and provide INSET when necessary to meet the set criteria.

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Schools will need to look for evidence in the following three areas:

* Leadership and Management
* Teaching and Learning
* Stakeholders and Partnerships

If schools consider they meet the criteria, a validation visit can be arranged to confirm a school’s judgement. The validation visit will consider the following three statements when assessing evidence:

1. School leaders have a clear view of current provision and a plan to move school forward in this area.
2. Children with Dyslexia make good progress
3. Teachers and staff have the necessary knowledge, skills and understanding to make appropriate adaptions and provide suitable interventions for children with dyslexia

Further information on the Orrets Meadow Dyslexia Friendly School Award can be obtained from the SENAAT team or by contacting the School Office at Orrets Meadow School.

**The Assessment Service**

**It is vital that parental permission is gained before assessments take place.**

**Assessment Information**

SENAAT has a range of assessments to measure the skills and abilities of children. Here is an overview giving some details of each test, with the rationale, age-range etc. We constantly review and update the tests that we use to reflect current practice and standardisation. In the table below are some of the more frequently used assessments.

**Overview of Assessments**

| **Assessment** | **Age** | **Rationale** | **Administration**  **Time** | **Results given** |
| --- | --- | --- | --- | --- |
| **British Picture**  **Vocabulary Scale 3**  **(BPVS 3)** | 3 –16 years | Assesses language development | 10 mins | Standardised score Language age |
| **Beery-Buktenica Developmental Test of Visual-Motor Integration | Sixth Edition.**  **BEERY** | 2:0-99:11 | Assesses basic gross motor, fine motor, visual, and visual-fine motor skills. | 10-15 mins | Standardised score |
| **Comprehensive Test of**  **Phonological**  **Processing 2**  **(CTOPP 2)** | 5 – 24 years | Assesses phonological awareness, phonological memory, rapid naming | 40 mins | Identify deficits in phonological abilities; identify strengths/weaknesses in phonological processes.  Access arrangements |
| **Detailed Assessment of Speed of Handwriting DASH- 2**  **9-25 yrs standardised.** | 9-16.11 years  17-25 yrs standardised. | Identify handwriting difficulties | 20 mins  Suitable for group testing. | Fine motor/precision skills, speed of handwriting, ability to alter speed, free writing, competency  Access Arrangements  Diagnostic Assessment |
| **Diagnostic Reading Assessment**  **(DRA)** | 7-16 years | Assesses accuracy, comprehension, processing speed, fluency/rate | 20- 30 mins | Standardised scores, age equivalent scores, reading age, assesses patterns/ discrepancies. |
| **Dynamo Dyscalculia Screener** | 7-9+ years | Identifies dyscalculic tendencies in pupils' | 20 mins and requires internet access. | Skills profile |
| **Dyslexia Portfolio** | 5-15.11 years | Identifies children at risk of reading failure | 40 mins | Skills profile, ‘at risk’ quotient for dyslexia |
| **Feifer Assessment of Mathematics**  **FAM** | 4 to 21 years | Examines the underlying neurodevelopmental processes that support proficient math skills | 35 minutes for 3-4yrs;  50 minutes for 5-7yrs ;  60 minutes for  8yrs+;  15 minutes for Screening Form | Standardised scores, age /grade equivalent scores, assesses patterns/ discrepancies  Diagnostic Assessment Dyscalculia |
| **Early Literacy Test** | 4.6-7.6 years | Assesses development of early literacy skills |  | Literacy age, standardised scores |
| **Helen Arkell Spelling Test (HAST-2)** | 5yrs to adult | Assesses single word spelling. | 20 mins  Suitable for group testing. | Standardised scores, confidence intervals, percentile ranks and age equivalents are provided. |
| **Phonological Abilities Test (PAT)** | 4-7 years | Assesses early phonological weaknesses | 40 mins | Profile of skills, percentile for each skill |
| **Phonological Assessment Battery** | 6-14.11 years | Assesses phonological processing | 40 mins | Standardised score, profile of phonological skills  Access arrangements |
| **RAN/RAS**  **Automatized Naming and Rapid Alternating Stimulus Test** | 5 to 18.11 yrs | Assess ability to recognise visual symbols in ages  Identifies pupils at risk of reading failure | 5 to 10 mins | Converts raw scores to standard scores, percentiles, and age and grade equivalents. |
| **Symbol Digit Modalities Test *(SDMT),*** | Age range 8 – 78:11 | Clerical and visual processing speed | 5 mins | Qualitative information from March 2023 |
| **Single Word Reading Test (SWRT)** | 5-16 years | Measure of word reading accuracy | 5 mins | Standard age score, Reading score  Access arrangements |
| **TAPS-4**  **Test of Auditory Processing** | 5-21.11 years | A Language Processing Skills Assessment | 20 -90 mins depending on number of subtests | Standard scores, highlights strengths and weaknesses  Phonological Processing, Auditory Memory, Listening comprehension  Access arrangements |
| **Test Of Memory And Learning (TOMAL)** | 5yrs to 59.11 years | Assesses verbal and nonverbal memory abilities | 30 – 60 mins depending on number of Subtests. | Standard scores, highlights strengths and weaknesses  Access arrangements |
| **TOC-2, Test of Orthographic Competence–Second Edition** | 8 yrs to 24.11 yrs | Assesses aspects of the English writing system that are integral to proficient reading and writing. These aspects include letters, spelling, punctuation, abbreviations, and special symbols. | 30 - 40 mins depending on number of subtests. | Online Scoring and Report System  The TOC-2 Online Scoring and Report System yields four types of normative scores: age and grade equivalents, percentile ranks, subtest scaled scores, and composite index scores. |
| **Test of Word Reading Efficiency 2 (TOWRE 2)** | Age range 6 to 24.11 | Speed of reading common sight words and non-words | 5- 10 mins | Standard scores, highlights strengths and weaknesses  Access arrangements |
| **Wechsler Individual Achievement Test for Teachers (WIAT III T)** | 4 - 25 | Reading accuracy, reading speed, spelling and comprehension  Age range - Reading speed | 30-40 mins | Provides diagnostic information for reading abilities  Standardised score  percentile ranks |
| **Wide Range Achievement Test 5 (WRAT5 )** | 5-85 +years | Word Reading, Spelling, Comprehension  Maths Skills | 15-25 minutes for ages 5–7 and 35–45 minutes for ages 8 and up | Age scores, standard scores, percentile ranks  Access arrangements |
| **Wide Range Intelligence Test** | 4-85 years | Assesses visual and verbal intelligence, can be used to provide a general IQ level | 30 mins | Age scores, standard scores, percentile ranks |
| **York Assessment of Reading for Comprehension-**  **(YARC)** | 4-7 years Early  5-11 years Primary  11-16 years Secondary | Phonological skills, alphabetic knowledge and word reading  Accuracy, rate and comprehension of oral reading skills.  Accuracy, fluency and comprehension | 20-30mins | Provides diagnostic information for reading abilities  Inform timely and appropriate intervention strategies  Ideal for assessing reading and comprehension skills in students with English as an Additional Language (EAL)  Access arrangements |

**Screening for Visual Difficulties**

The term ‘visual stress’ is used by some optometrists to describe a sensitivity to visual patterns which can cause visual perceptual problems and may interfere with reading.

Due to updated guidance from the British Dyslexia Association:

“If children have visual difficulties, then it is essential that these are diagnosed and managed correctly by qualified, registered professionals.”

Our assessors will refer the pupil on to a suitably qualified Optometrist.

According to examination regulations, students are eligible to use coloured overlays in assessments.

**Advice Service**

**The Advice Service**

The team has a wide range of experience and expertise which will be used to advise schools in several ways.

**Advice for Schools**

* Interventions
* Advice for TAs on schemes of work
* Parental support/guidance/meetings
* Signposting for further outside agency support
* Attend multi agency meetings
* Annual Reviews, Formal Assessments, Pupil Funding Applications, TAF, Transition Reports

**Advice for SENCos**

* SEN Policy and updates to legislation – Local Offer and School SEND Information Report
* Provision Mapping
* Interventions—introduction/evaluation (Progression Guidance)
* Development of IEPs/Person Centred Plans, One Page Pupil Profiles
* Differentiation of classroom practice

**INSET**

**We can offer a broad range of topics including:-**

* Classroom strategies –differentiation/multisensory teaching methods
* Visual Difficulties
* Dyslexia Friendly Classroom
* Dyslexia Assessment
* Dyscalculia Assessment

**Frequently Asked Questions**

* **Do I need to get parental permission for SENAAT to assess a pupil?**

*Yes, parental permission is vital.*

* **What information is needed prior to an assessment?**

*The child’s class teacher should complete the Pre-assessment form before we assess the child.*

* **Can you work with children in the Foundation Stage?**

*Yes.*

* **Do you do observations?**

*Yes, we are happy to observe children in class and in the playground and provide a report on these observations.*

* **What report will I get?**

*You will receive a report with recommendations for action that can be incorporated into a pupil’s learning.*

* **Will you talk to parents?**

*We normally rely on schools to provide feedback for parents, but we will speak to parents when requested.*

* **Can you do maths assessments?**

*Yes. As well as basic numeracy assessments we can screen and assess for dyscalculia.*

* ***Can you provide Full Dyslexia Diagnostic and Dyscalculia Diagnostic Reports?***

*Yes, but due to additional work required this will equate to* ***two days*** *of your allocation.*

* **What happens if I need to cancel my SENAAT session?**

*We will try our best to rearrange a visit. If this is not possible, time will be deducted from the school’s allocation.*

* **Can I increase the number of days I buy from SENAAT during the year?**

*Yes, if there is capacity within the team.*

* **Will I get the chance to feedback my opinions on the SENAAT service?**

*Yes, we welcome your views.*

S**pecial Educational Needs Assessment and Advice Team**

**Pre – Assessment Form**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **School:** | | | | | | | | |
| **Completed by: Date:** | | | | | | | | |
| **Name of pupil** | | | | **D.O.B** | | **Class teacher**  **Year group** | | |
| **Tier 1**  Quality First Teaching | **Tier 2** **Tier 3** **Tier 4**  Interventions Emergency Funding EHCP  2 Terms | | | | | | | |
| **Barriers to learning?** | | | | | | | | |
| **Support/Intervention pupil has already had? Impact? (With dates)** | | | | | | | | |
| Levels/results | | Reading | | | Writing | | Maths | |
| Any other test scores | | | NVR | | |  | |  |
| **Any other agencies involved?** Impact? | | | | | | | | |
| **Prior to the Assessment**, please check with parents if the pupil has  ❒ had a recent eye test ❒ had a recent hearing test ❒ is on any medication | | | | | | | | |
| Any other relevant information? E.g. attendance, punctuality | | | | | | | | |
| **Which areas of need to be assessed by SENAAT?** | | | | | | | | |
| Reports:  It will be helpful for the report to focus on recommendations and strategies for:  ❒ the class teacher ❒ support at home ❒ interventions *or*  ❒ to contribute to SEND paperwork for request for funding and further assessment | | | | | | | | |
| **Parental permission given**? Date:  Phone: Parents’ evening: Other: | | | | | | | | |

**Teaching Teams : Literacy and Numeracy support**

We offer 1-1 or small group (ideally 1:3) for supporting pupils with low literacy levels. Pupils may have but do not need to have a diagnosis of an SpLD e.g. dyslexia or dyscalculia.

Mentoring model : Typically working with each pupil for 3 terms\*

The specialist teacher works in the school for one session a week and sees up to 4 pupils Liaison with Senco or class teachers is built into the time in school.

1-1. Planning and resources are left for each pupil for follow up sessions.

The specialist teacher works closely with a mentored TA, who then delivers the follow up sessions on subsequent days.

Specialist teacher only model:

The specialist teacher works with the pupils 1-1 each week. Liaison with Senco or class teachers is built into the time in school.

In both models the specialist teacher carries out base line testing using a mixture of bespoke and standardised testing. An personalised learning plan is written for the pupil and shared with school staff. Entry and exit data is created and an end of year report is compiled to evidence progress and impact.

**EOTIS and Home education provision.**

Our specialist teachers are able to provide support to pupils who are unable to attend their educational settings. We can be commissioned through schools or the local authority to provide support to Wirral LEA pupils.

For further information please contact

[Cathy Cotgrave](mailto:cotgravec@orretsmeadow.wirral.sch.uk) at Orrets Meadow School Office

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