Assessing and Addressing Individual Needs

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Why we work with children and young people with Special Education Needs.

- Special Educational Needs and Disability Act 2001; The act requires that educational organisations make reasonable provisions to ensure people with disabilities or special needs have the same opportunities as those who are not disabled.

- Every Child Matters 2003; covers children and young people up to the age of 24 with disabilities.

- The Equality Act 2010; bans unfair treatment and helps achieve equal opportunities in the workplace and in wider society.
Background

- RiskWatch started 2003
- Benefits of the structure of RiskWatch
- Coming into contact with lots more SEN students in mainstream schools.
- Recognising the need for supporting resources to be developed to make it more accessible to all.
Background

• Started in 2008 in response to limitations in the Home to School transport policy
• Investment in the service has resulted in considerable growth within the team.
• Reduces the need for bespoke transport.
• Increases access to education, social interests & employment opportunities.
• Assistance to SEN students up to age 25.
Identifying needs.

- LASER membership and the links made allowed us to follow set procedures and improve our events.
- Working with Portland College
- Need to improve our annual safety day at Portland.
- Sharing our knowledge with local delivery agencies who are involved in the event..
Identifying needs.

- How we identify the children/young people we work with
- Work with schools/colleges to identify the students
- Assess their basic levels- develops a travel plan
- Classroom-based sessions
Developing Resources

• To enhance what we already have and not replace.
• Give crews more confidence to deliver safety message to students with learning difficulties.
• Consult with relevant people to gain correct information needed.
• Source the resources needed.
Developing Resources

- Travel Training Pack designed for schools and colleges to use.
- A series of lesson plans designed to help students develop core travel skills and confidence.
- Once students reach a point of competence, they can begin practising their practical journey with the support of a Travel Buddy.
Training

• Crews all trained in how to deliver messages using the new resources.
• Crews trained in the expected process to follow when going into a special school.
Training

- Training involves working with schools & colleges to provide the classroom-based training to groups of students.
- Materials adapted after consultation with schools, so as to meet the student’s needs.
- Practical training is also provided on the journey the student will make, prior to them being assigned a travel buddy.
The Process

- Contact made with school either to them or from them.
- Arrange to meet the preferred teacher.
- Show the activities catalogue (picture of catalogue)
- Allow them to choose the activities to suit their students needs from ILP
- Gain information from teacher about students in class.
- Arrange to visit the group to assess knowledge.
The Process

• Following a referral, school or college & parents are contacted, to gather information to gain an accurate picture of the student’s specific transport needs.
• Assessment undertaken with the student
• Travel plan written devised, risk assessment completed, consent gathered.
• Instigation of travel training plan.
Teachers select the activities which are most suitable for their students needs from the activities listed.
Teachers are asked to write additional information which will explain the level of ability, mobility and understanding of the students and how much participation we can expect from the students.
Groups 1, 2, 3, 4 and 7 are of similar ability. Many of the pupils in these groups have autism and are working about year 7 school age. (1st year secondary)

Group 6, These pupils may have ADHD. Many are unable to read fluently but they are a chatty group who may spend much time on the streets of Mansfield. Group 5 are mixed in with 6

Quite a lot of participation. Groups 1, 2 and 3 are quite chatty. Groups 4 and 7 will participate but there are some children in these groups who find it difficult to communicate. None of our children have major physical disabilities.
Example of relevant paperwork

- Referral form
- Scheme of work overview
- Assessment form
- Risk assessment
Recommended Action Plan

Planning the visit
Visit and consult with teaching staff
Allow plenty of lead in time for preparation
Gain student information from teachers to ensure choices of activities suit students

Planning the delivery
Allow plenty of time for activities
Ensure all resources are prepared well in advance
Ensure all crew members are aware of students learning difficulties

Evaluating
Evaluation and feedback from teachers.
Evaluation from students if appropriate for them to participate.
Conclusion

- Planning is essential.
- Preparation.
- Relevant information.
- Allow plenty of time.
- Keep people informed.
Thank You.
How does it work?

School teachers booking a RiskWatch visit where learners have special needs are provided with the RiskWatch Teacher Guide.