



Teaching  
Agency

# **The SEN Support Scholarship**

**Round 1 handbook**

**April 2012**

# Contents

<b>1. Introduction</b>	<b>3</b>
<b>2. Round 1 – deadlines</b>	<b>4</b>
<b>3. Application guidance – how to complete the form</b>	<b>5</b>
<b>4. Eligibility – and what can you apply for</b>	<b>10</b>
<b>5. Payment – how much and how it is paid</b>	<b>11</b>
<b>6. Appendix 1: Qualifications and levels</b>	<b>12</b>
<b>7. Appendix 2: List of eligible non-accredited courses</b>	<b>14</b>

# 1. Introduction

A central premise of the Green Paper, Support and aspiration, was to raise the quality of special educational needs (SEN) provision in schools. Amongst the proposals was a commitment to develop a national scholarship for support staff working with pupils with SEN and disability (SEN/D).

## What is the SEN Support Scholarship?

The aims of the scholarship are to:

- a) foster high expectations of those working to support disabled pupils and pupils with SEN<sup>1</sup> in the classroom.
- b) strengthen knowledge and understanding of SEN and disability, both in support staff and across the school.
- c) open up career opportunities for SEN support staff and enable them to have more control of their careers.
- d) share learning, knowledge and expertise across the school system.
- e) bring about a culture change to create expectations within the sector about the importance of scholarship throughout a support staff's career.

---

<sup>1</sup> For these purposes, 'pupils with SEN' refers to those at School Action, School Action Plus and those with a statement of special education needs.

## 2. Round 1 – deadlines

**Applications for the first round will open on the 30<sup>th</sup> April.** All applications must be online<sup>2</sup>. Online application will be available from the **30<sup>th</sup> April 2012**.

**DO NOT ATTEMPT TO COMPLETE THE FORM BEFORE READING THE APPLICANT HANDBOOK.**

The first round will focus on staff who already have attained a full level 3 qualification, (see Appendix 1: Qualifications and Levels) or hold Higher Level Teaching Assistant (HLTA) status.

All applications must be online<sup>2</sup>. Online application will be available from the **30<sup>th</sup> April 2012**.

The deadline for all completed applications is **midnight on 17<sup>th</sup> May 2012**.

---

<sup>2</sup> Applicants who are unable to apply online due to a special need or disability should submit a request via the DfE **Contact Us Form** at <http://www.education.gov.uk/help/contactus>.

### 3. Application guidance – how to complete the form

Please read this guidance carefully before completing and submitting your application form.

#### **Important notes:**

1. Applicants **must** apply online<sup>2</sup>. Forms submitted via any other route or in any other format will not be accepted.
2. The deadline for all completed applications is **midnight on 17<sup>th</sup> May 2012**. Any applications received after this deadline will **not** be accepted even if delay is due to technical difficulties.
3. Incomplete applications will not be accepted and will not be returned.
4. Applicants must ensure that they are eligible to apply and that their proposed activity meets the scholarship criteria. (See the 'Check your eligibility' page on the website)
5. Applicants should ensure that spelling, punctuation and grammar are checked and of an appropriately high standard.
6. Applications must adhere to the word count.
7. Any application which includes plagiarised text will not be accepted: this includes text copied from course information (other than course titles) and text copied from other applicants. In particular, every section of the scholarship proposal must be completed in the applicant's own words and with respect to the applicant's individual situation.
8. Successful applicants will be notified by the 24<sup>th</sup> August 2012. Please note that notification will be by email and will not be possible if you have supplied an incorrect email address.
9. We are not able to provide feedback to unsuccessful applicants.

#### **Completing the form**

**Gather all your information before starting to fill in the form.**

**It is essential that you have all the information to hand because the application form cannot be saved and will need to be completed 'in one sitting'. It is recommended that you prepare your answers in a Word document ready to cut and paste into the form.**

You will also need to contact your head teacher to ensure that you have their support. They will need to provide you with written text to insert into Part 4 of the form. It is recommended that you have their response in a Word document ready to cut and paste into the form.

#### **The Form**

The form is divided into 4 sections:

1. Personal details
2. The activity
3. The proposal
4. Support from the school/college

All sections must be completed in full. Incomplete applications will not be accepted.

## **Part 1: Personal details**

- In addition to standard contact details, we will also require:
- Your personal email address
- Your school email address

All mandatory fields must be completed accurately and in full. Incomplete applications will not be accepted.

## **Part 2: The activity**

- The formal, accurate title of the planned course or activity
- Name and address of the provider
- The course code (if applicable) (course number of non-accredited course\*)
- Start and end dates of the course/activity
- Reference number
- Course fees (estimated if necessary)

The scholarship fund is only available to applicants starting new courses or activities between September 2012 and August 2013.

This section requires factual information about the course or activity you wish to undertake. If the actual cost of the activity (particularly for 2013/14) is not yet available then you should provide the best estimate based on consultation with the provider. The award will be based on the figures (and timescales) provided in the form and cannot subsequently be changed.

\*Non-accredited courses: please provide the number of the course you have selected from the list at Appendix 2. No other non-accredited courses are eligible. Full contact details for each of these approved courses are available on the website.

Do not leave any part of this section blank. Incomplete applications will not be accepted.

Please note that the maximum award is 50% of the total cost up to a ceiling of £2000. Where the activity takes place over more than one academic year the award may be split, with separate payments in each financial year, but will not exceed £2000 over the duration of study. Current funding is only available until 31<sup>st</sup> March 2014. Applicants should also note that due to the highly competitive nature of the scholarship they should not undertake any commitments based solely on the possible success of their application.

### Part 3: The proposal

This is the key part of your application. Before you begin to compose answers, please read through all the sections carefully to ensure that there are no overlaps, repetition, or gaps. Only evidence included in each section will contribute to the score for that section

<p><b>1. What is the nature of the professional development activity you wish to undertake?</b></p> <p>Max 300 words</p>
<p><b>2. How will your school and pupils with SEN/D benefit from your proposed professional development activity?</b></p> <p>Max 200 words</p>
<p><b>3. How will you disseminate your learning beyond the school?</b></p> <p>Max 200 words</p>
<p><b>4. How will you evaluate the impact of implementing actions associated with the proposed activity?</b></p> <p>Max 200 words</p>
<p><b>5. How will completion of the proposed activity benefit your career and practice in SEN/D?</b></p> <p>Max 200 words</p>

#### Question 1: The activity

1. Will the proposed activity strengthen your **knowledge and understanding** of special educational needs and disability? Will it enhance your ability to **provide effective support** to teaching and learning of disabled pupils and pupils with special educational needs?
2. Is the proposed activity rigorous and academically challenging? How can you demonstrate this?

3. What is the purpose of the activity i.e. have you identified the intended outcomes? What difference will undertaking the proposed activity make: in the classroom, for your colleagues and on the wider school system beyond your own place of work?

This section is critical. Failure to provide sufficient evidence in this section will result in your application being rejected.

### **Question 2: Impact on disabled pupils and pupils with special educational needs**

Applicants are expected to consider how their pupils and the wider school will benefit from their having undertaken the proposed activity.

**NB** In addition to evidence supplied in this section, applicants will also need to provide a supporting statement from their head teacher. This should provide evidence that the applicant has the support of their school and will be able to both complete the proposed activity and demonstrate impact.

### **Question 3: Impact beyond the school**

A key aim of the scholarship fund is to share knowledge across the school system so that the impact of the activity extends beyond the applicant's school. Applicants must explain how this will be achieved.

### **Question 4: Measuring the impact**

Having identified intended outcomes in section 1, how will you measure that these have been achieved? Please ensure that the intended outcomes are evident in this section as it will be scored in isolation.

### **Question 5: Impact on your career**

In this section you should consider your career goals and plans. How will this activity help you progress your career and/or improve the quality of your practice in SEN/D?

## **Part 4: Support from the school/college**

Please note that this section must be completed in full on behalf of the head teacher. Incomplete applications will not be accepted.

This should provide evidence that you have the support of your school and that they are satisfied that you will be able to both complete the proposed activity and demonstrate impact.

In preparing for this section, you will need to ask your head teacher to write a statement of support. They will also need to answer a number of questions in writing. You should retain these and use to complete this section of the form.

The statement of support should answer the following question in up to 200 words.

### **How will this development activity contribute to your school's ability to meet the needs of pupils with SEN/D?**

Additional questions for the head teacher:

1. Does the applicant have the full support of the school?
2. Does this member of staff play a significant role (i.e. at least 50% of their contracted time) in supporting teaching for pupils with SEN/D in the school?



3. Are you satisfied that impact evaluation measures are in place?
4. Will the applicant have:
  - a. Appropriate access to pupils with SEN/D to meet the requirements of the activity?
  - b. Access to internal and external networks to disseminate learning?
  - c. Access to school/college or external data to support the scholarship activity (provided that this complies with legislation and school/college policies)?

## 4. Eligibility - and what can you apply for

To be eligible to apply for the SEN Support Scholarship you must meet all the criteria below:

- i. Work in an **eligible school** in **England**.
- ii. Spend at least 50% of your contracted time supporting disabled pupils and pupils with SEN in learning based activities.
- iii. Have achieved qualifications equivalent to, at least, full level 3 (see Appendix 1: Qualifications and Levels<sup>3</sup>) **or** hold Higher Level Teaching Assistant (HLTA) status.

### Eligible schools/colleges

Maintained schools (including special schools)  
Non-maintained special schools  
City technology colleges  
Academies  
Free schools  
Pupil referral units (PRUs)

### Eligible activities

Support staff working with disabled pupils or pupils with special educational needs are free to choose the course or activity that is most suited to their needs. Similarly, they are free to choose a provider. There are some restrictions, however:

- The activity should deepen your knowledge of SEN/D and enhance your ability to provide effective support to the teaching and learning of pupils with SEN/D.
- The programme of study must be at Level 4 (see Appendix 1 Qualifications & Levels) or above, **or**
- An approved non-accredited specialist training course. (see Appendix 2: list of approved courses).

### Longer programmes

For longer courses the scholarship fund can provide financial support (up to a maximum total of £2,000) over two years i.e. until 31 March 2014.

Funding is not available to support staff who have already started their course or have completed some modules towards a full programme. The scholarship fund is only available to applicants starting new courses or activities between September 2012 and August 2013. This is because the government wishes to incentivise support staff who would not otherwise engage in such studies.

### Support of school/college

Applicants must provide a supporting statement from their head teacher. This should provide evidence that the applicant has the support of their school and will be able to both complete the proposed activity and demonstrate impact.

---

<sup>3</sup> Applicants holding a full level 3 qualification that does not appear on the list should submit a query via the DfE **Contact Form** on the DfE website.

## 5. Payment - how much and how it is paid

The value of the awards will vary according to the nature of the activity proposed. The maximum award is 50% of the total cost (i.e. course fees) of the proposed activity, up to a ceiling of £2000. Where the activity takes place over more than one academic year the award may be split, with separate payments in each financial year, but will not exceed £2000 over the duration of study. These arrangements will not extend beyond 2 years because the government's current funding commitment is only until 31<sup>st</sup> March 2014.

**Applicants should also note that due to the highly competitive nature of the scholarship they should not undertake any commitments based solely on the possible success of their application.**

The scholarship funding can only be used for the activity specified in the application form. Applicants must cover at least 50% of the course fees themselves (or from other sources), and will also be responsible for any additional costs such as travel and accommodation.

### Payment process

Applicants are required to provide factual information about the course or activity in the application form. If the actual cost of the activity (particularly for 2013/14) is not yet available then the applicant must provide the best estimate based on consultation with the provider.

**Please note: The award will be based on the figure (and timescales) provided in the form.** These cannot subsequently be changed.

Successful applicants will be provided with a sponsorship letter for presentation on enrolment.

Payments will be made directly to the provider of the course/activity subject to a grant agreement.

### Terms and conditions

Successful applicants will be required to agree to the following conditions before receiving their award.

If, within three years, they voluntarily leave the schools' workforce, or fail to complete the funded activity, they must return all funding awarded to the Department for Education

They must agree to share the learning from the activity; including participating in follow-up activities such focus groups or INSET day.

### Further information

To help prepare for your application you may also wish to refer to the SEN Support Scholarship Frequently Asked Questions document which can be downloaded from the website.

# Appendix 1: Qualifications & levels

## Full Level 3 Qualifications

In order to be eligible for the SEN Support Scholarship applicants must hold a full level 3 qualification. Applicant who hold higher level qualifications such as Level 4 (see below), Degrees or post-graduate qualifications are also eligible to apply.

### What are 'levels'? What does full level 3 mean?

Different qualifications are grouped together into various 'levels'. This can help you (and employers) see how qualifications compare and how one type can lead on to another.

Different qualification 'levels' are contained in three qualification 'frameworks':

- National Qualifications Framework
- Qualifications and Credit Framework (the new framework for vocational, or work-related qualifications)
- Framework for Higher Education Qualifications

The frameworks group together qualifications that place similar demands on you as a learner. However, within any one level, qualifications can cover a wide mix of subjects, and take different amounts of time to complete.

The frameworks can also help you see how one type of qualification can lead on to other, higher levels of qualifications.

**National Qualifications Framework (NQF):** The NQF sets out the level at which a qualification can be recognised in England, Northern Ireland and Wales.

**Qualifications and Credit Framework (QCF):** contains vocational (or work-related) qualifications, available in England, Wales and Northern Ireland. These qualifications are made up of units that are worth credits. You can study units at your own pace and build these up to full qualifications of different sizes over time.

**Framework for higher education qualifications:** has been designed by the higher education sector, and describes all the main higher education qualifications. It applies to degrees, diplomas, certificates and other academic awards granted by a university or higher education college (apart from honorary degrees and higher doctorates).

For the purposes of the scholarship, applicants must have achieved a pass grade in one of the following qualifications<sup>4</sup>.

- Level 3 Diploma in specialist support for teaching and learning in schools
- Level 3 Certificate in supporting teaching and learning in schools
- NVQ 3 in supporting teaching and learning in schools
- NVQ 3 for Teaching Assistants
- Level 3 Certificate for Teaching Assistants
- NVQ 3 in Early Years Care and Education
- Level 3 Diploma for the Children and Young People's Workforce
- NVQ 3 Childcare and Education
- NVQ 3 in Children's Care, Learning and Development

#### **Or any of the following**

- 2 or more A levels (A2) (Grade E or above)
- 4 or more AS levels (Grade E or above)
- An NVQ 3
- A Level 3 Advanced Craft
- A National Certificate
- A National Diploma
- A GNVQ Advanced
- An AVCE Double Award
- An Access to Higher Education Course
- 4 Scottish Highers
- SVQ Level 3
- 4 Irish leaving certificates (Higher)
- Irish Level 5 Certificate
- NARIC certified non-UK equivalent qualification (to be verified by the Head Teacher)

#### **Level 4 Qualifications**

In order for an application to the SEN Support Scholarship to be accepted it must be for a programme of study at Level 4 or above, or an approved non-accredited specialist training course (please refer to list of approved courses).

Level 4 qualifications include Certificates of Higher Education such as BTEC, Professional Diplomas Certificates and Awards, HNCs, and NVQ 4.

For more information about qualifications and levels please visit:

[http://www.direct.gov.uk/en/EducationAndLearning/QualificationsExplained/DG\\_10039017](http://www.direct.gov.uk/en/EducationAndLearning/QualificationsExplained/DG_10039017)

---

<sup>4</sup> Applicants holding a full level 3 qualification that does not appear on the list should submit a query via the DfE **Contact Us Form** at <http://www.education.gov.uk/help/contactus>.

## Appendix 2: List of eligible non-accredited courses

(Please see website for contact details)

<b>Course Number</b>	<b>Name/title of course:</b>	<b>Name of training provider/sponsor:</b>
1.	Supporting the learning needs of young people LAC and SEN with Attachment deficits	National Centre for English Residential Child Care
2.	Intervener training (for working with deafblind children)	SENSE
3.	Basic training in ABA/VB	Beyondautism
4.	The Inclusion Assistant	Alliance for Inclusive education
5.	Communication, Language and Reading for children with Down's syndrome aged 2-11 years	The Down's Syndrome Association
6.	Supporting social development and behaviour for children and young people with Down's syndrome	The Down's Syndrome Association
7.	Support and Practice in Early Years Education for Children with Down's Syndrome	The Down's Syndrome Association
8.	Support and Practice in Primary Education for Children with Down's Syndrome	The Down's Syndrome Association
9.	Support and Practice in secondary education for children and young people with Down's syndrome	The Down's Syndrome Association
10.	Access and Success - practical workshop for teachers working with pupils with Down's syndrome	The Down's Syndrome Association
11.	Using Numicon to Support Understanding and Use of Number for Children with Down's Syndrome	The Down's Syndrome Association

<b>Course Number</b>	<b>Name/title of course:</b>	<b>Name of training provider/sponsor:</b>
12.	Face to Face 2 days MSI	Sense specialist and a local NATSIP local authority partner
13.	RCE: 7 Day Course: A Practical approach to supporting access to learning for children and young people with deafblindness/MSI	Sense/NatSIP
14.	Intervenor MSI 5 days non-accredited	Sense
15.	Working with deaf children from diverse families	The Ear Foundation
16.	Deaf Teenagers: Social & Emotional Issues	The Ear Foundation
17.	Developing listening & language through classroom routines	The Ear Foundation
18.	Assessing functional listening	The Ear Foundation
19.	Behaviour Management: Deaf children under 11	The Ear Foundation
20.	Complex needs and Deafness: for staff in Special education settings	The Ear Foundation
21.	Deaf children in the Early Years: for Teaching assistants	The Ear Foundation
22.	Deaf children at Primary School: for Teaching assistants	The Ear Foundation
23.	Deaf children at Secondary School: for Teaching assistants	The Ear Foundation
24.	Understanding visual impairment in children and young people	RNIB
25.	Pathways to Literacy	Ewing Foundation

<b>Course Number</b>	<b>Name/title of course:</b>	<b>Name of training provider/sponsor:</b>
26.	Cerebral palsy in the classroom: An introduction to the causes and effects of cerebral palsy on the child and adolescent, common learning difficulties and strategies to support classroom learning	Scope
27.	Neurologically based behaviours: An introduction to the way that behaviours are compelled within the brain and strategies to support behaviour managements based on environmental changes	Scope
28.	Working with families of disabled children: An introduction to the journey families undertake with their disabled child and ways to support them and work together	Scope
29.	Multi-sensory learning: Ideas for working with children operating within P Scales 1-3	Scope
30.	AAC (Augmentative and Alternative Communication) in the classroom: Practical ideas to teach and include children who use alternative methods of communication.	Scope
31.	Speech Language and Communication Framework (follow link to individual courses)	ICAN and The Communication Trust





© Crown copyright 2012

You may re-use this information (excluding logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit <http://www.nationalarchives.gov.uk/doc/open-government-licence/> or e-mail: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

Any enquiries regarding this publication should be sent to us at <http://www.education.gov.uk/help/contactus>.

This document is also available from our website at <http://www.education.gov.uk/>.

Reference: TA-00038-2012