

Developing a Shared Ownership of SEND

Angela Holdsworth and Nicole Dempsey
Lancashire and West Yorkshire (LWY)
13th July 2021, 4-5.30pm

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Whole School SEND Contract Aims

Equip the school workforce to prioritise and understand their responsibilities in relation to SEND and to share and embed good practice at individual and setting-level within their CPD and school improvement plans, particularly in relation to SEN Support, early intervention and effective preparation for adulthood

Equip schools to meet their training needs in relation to SEND to improve provision through the delivery of targeted training packages within specific Local Authorities

Build capability within the school workforce to ensure all professionals can contribute to excellent SEND provision at every point in their career by providing clear CPD pathways to support their development, including in relation to specialist provision

Session Objectives:

- 1) To identify 'golden threads' that run through all inclusive practice
- 2) To consider barriers and solutions to collaborative inclusive practice
- 3) To highlight steps that can be taken towards more inclusive practice

What do we hope this session will achieve?

For all education practitioners, including classroom teachers and support staff as well as SENCOs, school leaders and governors, to understand the role they can play in developing a shared ownership of SEND and to feel empowered to work more collaboratively and inclusively.

Agenda

- 16:00 – 16:15 Housekeeping / Introduction
- 16:15 – 17:15 Developing a shared ownership of SEND
- Who is responsible?
 - Golden Threads
 - Areas for development
 - Examples (Dixons Trinity Academy)
- 17:15 – 17:30 Summary / Q and A

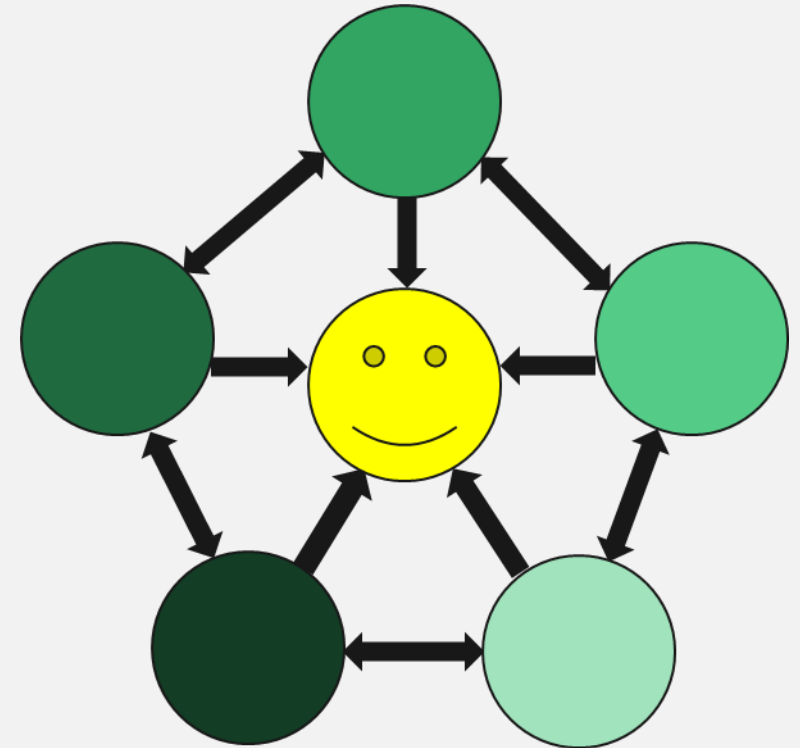


Presenters

- Angela Holdsworth:
 - WSS LWY Regional Lead
 - CEO of Seaview Trust, inclusive Multi-Academy Trust
 - Teaching School Council National SEND Lead
- Nicole Dempsey:
 - WSS LWY Deputy Regional Lead
 - Assistant Principal (SEND & Safeguarding) at Dixons Trinity Academy, Bradford
 - SEND Lead for Dixons Multi-Academy Trust

Developing a Shared Ownership of SEND

- Who is this for?
 - Governors / Trustees / MAT leads
 - Head teachers and SLT
 - SENCOs and SEND / Inclusion leads
 - Classroom teachers and support staff
- Why is it needed?
 - Each child needs a team of people around them
 - Inclusive practice can't be the responsibility of one person or one department



What does the Code say?

6.36: Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

6.37: High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

6.52: The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil.

What does the Code say?

1.24: **High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people.** Some children and young people need educational provision that is additional to or different from this.

1.26: As part of its commitments under articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities, the UK Government is committed to inclusive education of disabled children and young people **and the progressive removal of barriers to learning and participation in mainstream education.**

Golden Threads

Inclusive education for learners with SEND should be:

- **Built in** – part of the universal offer wherever possible
- **High profile** – part of everyone's day to day job
- **Collaborative** – each child needs a team around them in order to thrive
- **Accountable** – evidence based, monitored and challenged
- **Pre-emptive** – planned in advance and as part of the universal offer

Leadership for Inclusion

- The importance of ownership:
 - Strategic decision making – the school is the children (all of them)
 - SEND is a significant group within every school
 - Social model approach
 - Leadership at all levels
 - Setting an example / importance of lines
- Specialist knowledge from the SENCO (Workload Survey)
- Use of outside agency specialists

**built in
high profile
collaborative
accountable
pre-emptive**

Evidence-based Practice

- Evidence-based decision making for SEND provision
 - Learning and progress:
 - Identification from attainment and progress data
 - Where is our best evidence base for facilitating progress in maths? English?
 - EHCP outcomes and professional recommendations:
 - Ensuring any withdrawal is of equitable quality / value
 - Managing withdrawal alongside access to curriculum etc.
- Responsive, inclusion / SEND specific responses to need vs. pre-emptive, whole school responses to need

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Use of Stakeholder Voice

- The term 'SEND' covers a vast and diverse range of needs
- The only thing we need to be an expert on is our own students:
 - The importance of relationships
 - Family voice
 - Student voice ('voice' doesn't have to be literal!)
- Use of stakeholder voice as CPD:
 - CPD on specific need types or strategies has a place
 - Be explicit in your questions to stakeholders
 - Deliver CPD on specific children / groups you have in school

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Preparing for Adulthood (PFA)

- Cover the four areas of Preparing For Adulthood:
 - Employment
 - Friends, relationships and community
 - Independent living
 - Good health
- These things are just as important for children without SEND as those with – importance of these strands featuring in the universal offer
- Three part training offer on PFA in the new academic year, including universal, targeted and specialist offer

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Deployment of Specialists

- Typically, specialists are deployed at an individual pupil level (threshold for specialist input)
- One of the main findings of the research was that schools that engage with specialists early, specifically SaLT and EP, and use it to change their universal offer are more inclusive – for example:
 - EP to work alongside department heads
 - SaLT supporting to set up ‘total engagement’ classrooms
 - ASC specialist providing training to all staff, including admin, lunch time etc.

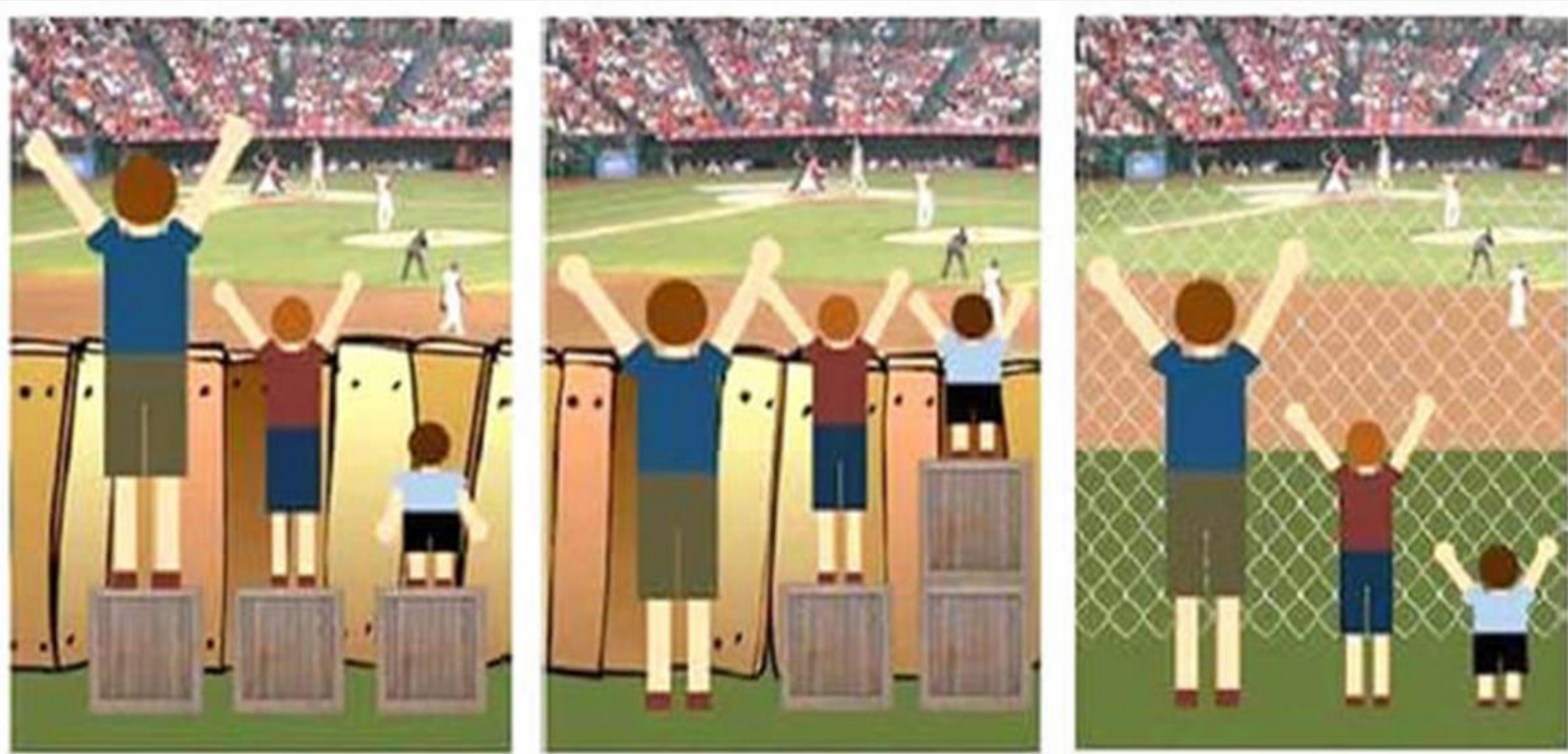
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Shared Vision

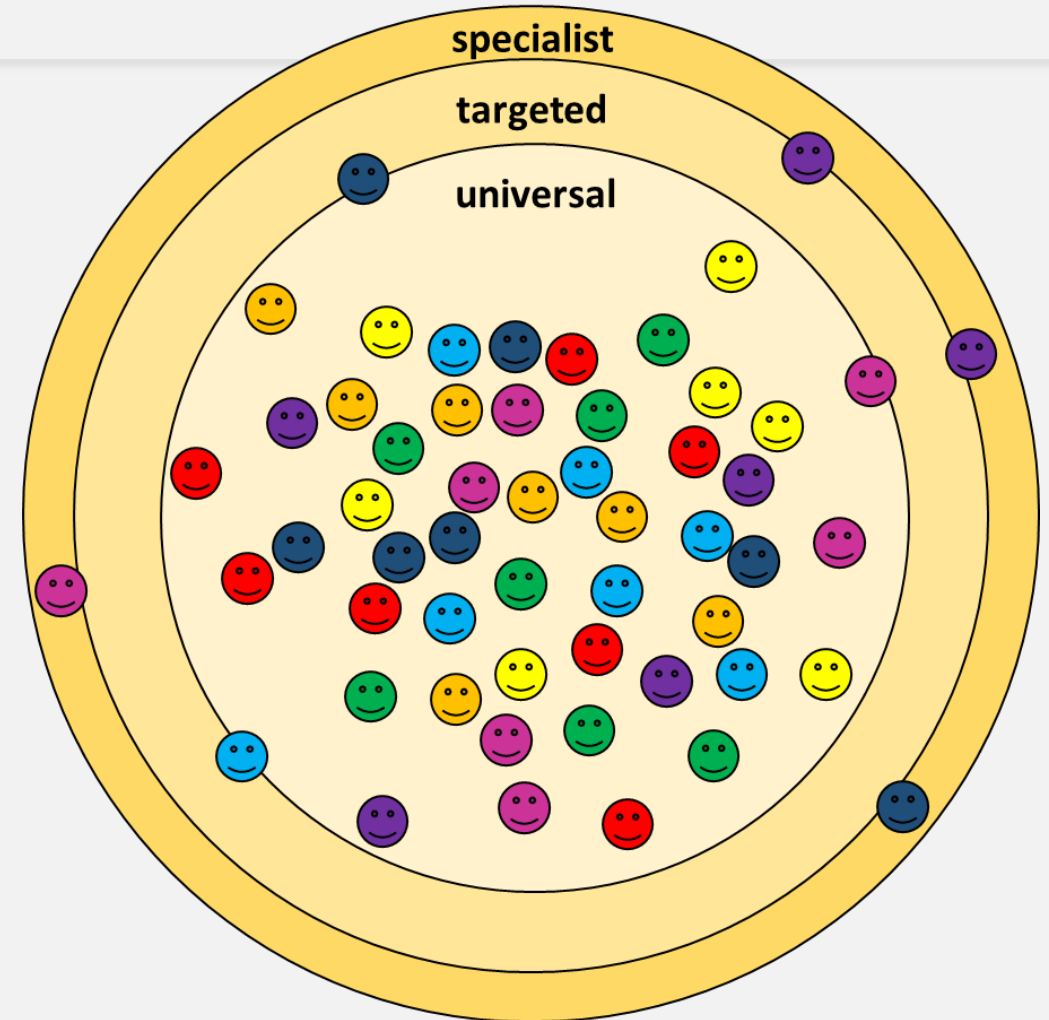
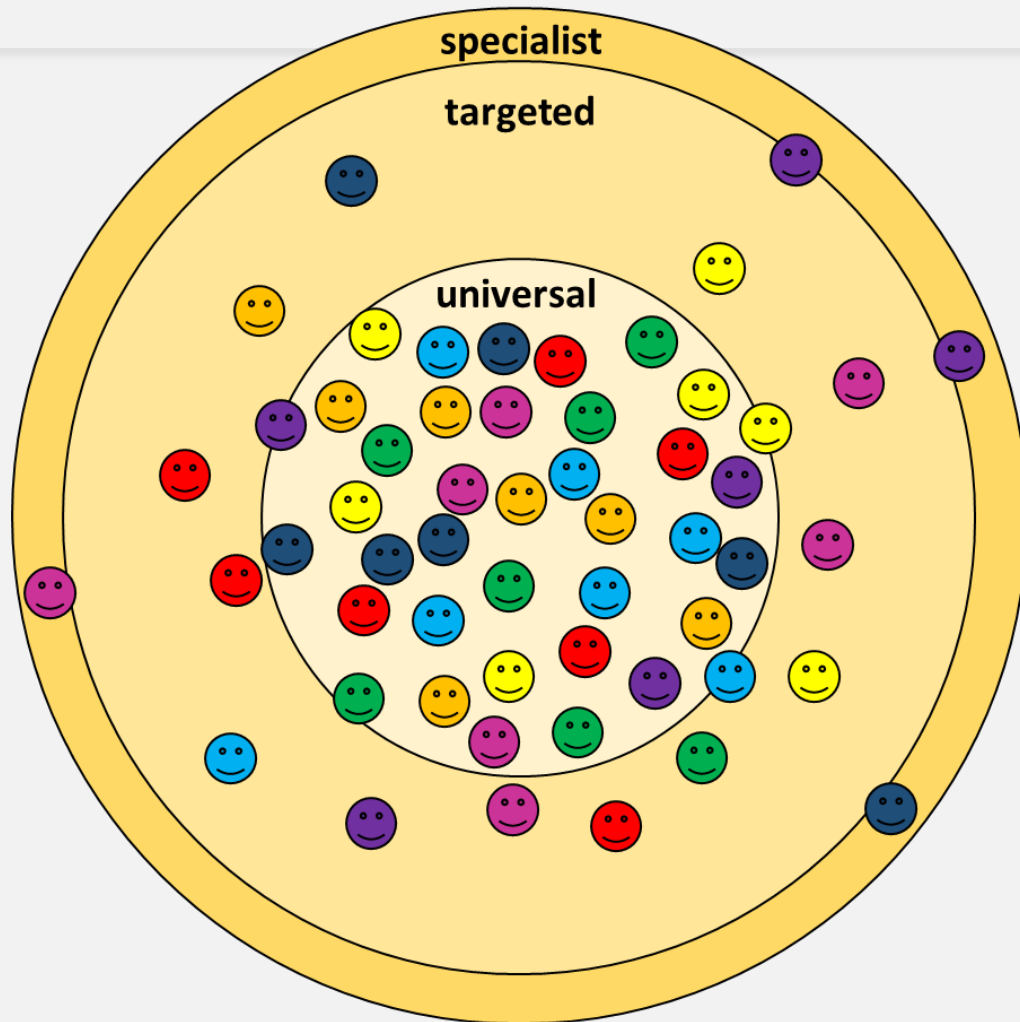
- A clear vision for inclusion:
 - What is it that we want for our learners with SEND? Is it different from what we want for all students? Why?
 - What would the most inclusive school look like? What are the steps to get there?
- Sharing the vision:
 - Regular CPD / briefings on students, strategies and needs
 - Regular updates on the vision for inclusion as well as the reasons why, challenges and support available etc.
 - Share data, evidence, successes and stories

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The progressive removal of barriers to participation...



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About Dixons Trinity Academy

We are a small secondary school in central Bradford.

Pupil Premium – 45%

SEN Register – 15%

EHCP – 3.6%

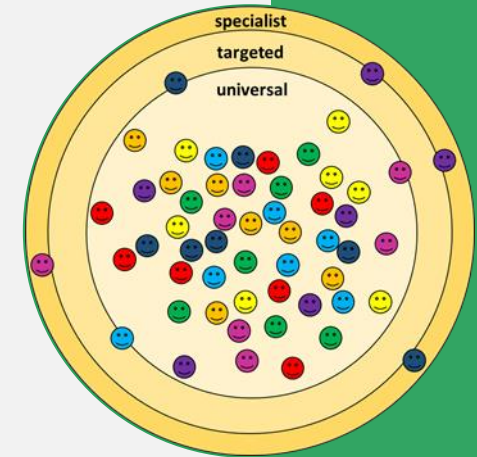
2019 P8 – 1.21

SEN P8 – 0.91



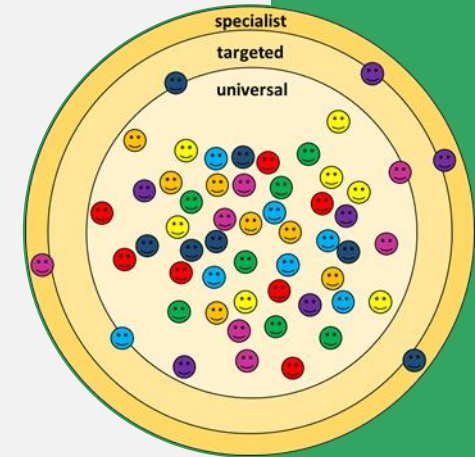
Whole Class Strategies

- Reliable routines
 - Familiar lesson formats
 - First few minutes are particularly important
- Low arousal approaches
 - Minimalist environment
 - Reduce the number of resources etc.
 - Calm tone, conscious of body language
- Name first, non-negated language
 - No one doesn't benefit from clarity!



Whole School Strategies

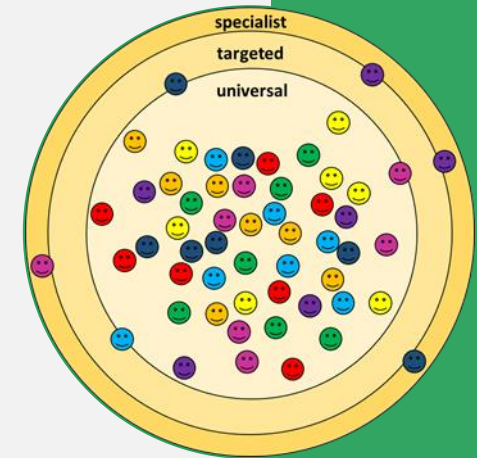
- Family Dining
 - All staff and students eat together
 - Set meal and each person has a job
- Calm corridors
 - Quiet as the norm, walk on the left
 - Teachers on doors
- Holistic pastoral – ‘Mountain Rescue’
- Double Staffing



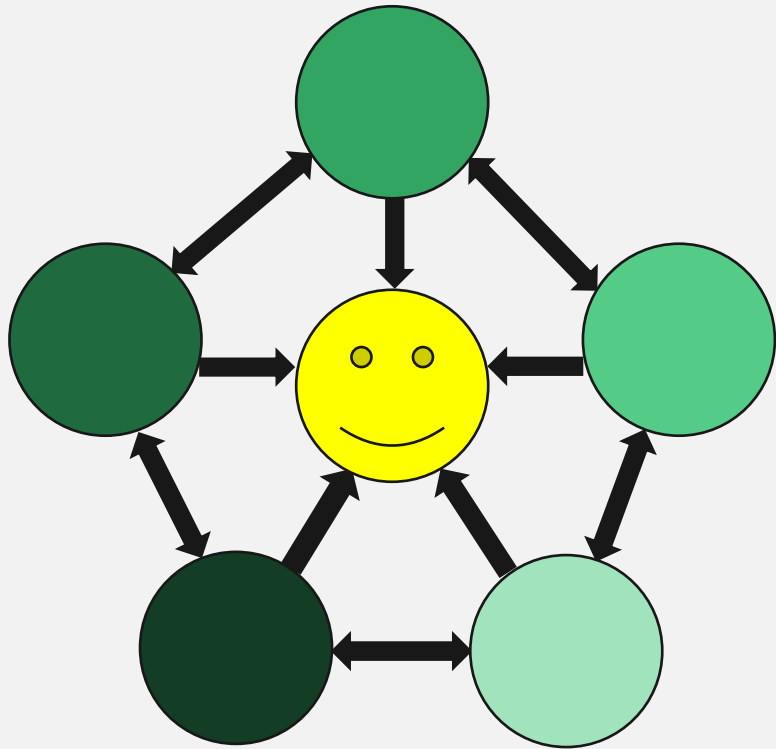
'Hidden Curriculum' Strategies

Hidden curriculum refers to the unwritten, unofficial, and often unintended lessons, values, and perspectives that students learn in school – it is what the children learn from observing our behaviour as adults.

The children are watching and learning from us all the time, so it is important that all staff demonstrate inclusivity in our own behaviour, classroom management, words and all actions if we want them to go on to be able to thrive in and promote diverse communities.




Developing a Shared Ownership of SEND



- Strategic leadership
- Evidence based provision
- Stakeholder voice
- Preparing for adulthood
- Use of specialists
- Shared vision

- Q and A

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Thank you for attending!

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<https://www.sendgateway.org.uk/register>
- Get in touch: info@wholeschoolsend.com
- Sendgateway.org.uk
- Nasen.org.uk
- @wholeschoolSEND
- @nasen_org

Regional Contact Information (LWY)

- Angela Holdsworth – RSL.LWY@wholeschoolsend.com
- Lidia Gardner – DRSL.LWY@wholeschoolsend.com
- Nicole Dempsey – DRSL2.LWY@wholeschoolsend.com
- Contact us on Twitter: [@WSSLancsWY](https://twitter.com/WSSLancsWY)

References and Additional Links:

- [SEND Code of Practice \(2014\)](#)
- [SENCO Workload Survey](#)
- [Recorded webinar – SLCN and DLD](#)
- [Recorded webinar – Whole Class Reading](#)
- [Recorded webinar – Inclusive Maths](#)
- [Deploying Specialists in Mainstream Resource Pack](#)
- [Recorded webinar – Deploying Specialists in Mainstream](#)
- [Recorded webinar – Being a research-engaged SENCO \(Primary\)](#)
- [Recorded webinar – Being a research-engaged SENCO \(Secondary\)](#)
- [Recorded webinar – Being an evidence-informed teacher](#)
- [Recorded webinar – Leading Governance for SEND](#)
- [Recorded webinar – High-Quality Teaching](#)
- [Preparation for Adulthood Review Guide](#)
- [Recorded webinar – PfA Review Guide](#)
- [Recorded webinar – RSHE for learners with SEND](#)

New WSS Resources and Upcoming Events:

- **Consortium Partner Resources** – Collections of resources from the WSS Consortium, including Anti-Bullying Alliance, Special Needs Jungle and Real Group: <https://www.sendgateway.org.uk/page/consortium-partner-resources>
- **Upcoming webinar series – Preparation for Adulthood: High Aspirations through All Stages of Education:** <https://www.sendgateway.org.uk/events/preparation-adulthood-high-aspirations-through-all-stages-education>
- **Upcoming webinar series - Beyond the School Gates: Exploring Opportunity and Aspiration into FE and Beyond:** <https://www.sendgateway.org.uk/events/beyond-school-gates-exploring-opportunity-and-aspiration-fe-and-beyond>

You can find all our resources on the SEND gateway and see all upcoming webinars on the [Events](#) section:

<https://www.sendgateway.org.uk/resources>

Let us know how this session has informed your practice!

Whole School SEND is always looking to improve our CPD offer by evaluating how attendees have changed their practice or embedded new strategies. We welcome any feedback on the session, either through our **post-events survey** or directly via **email** to info@wholeschoolsend.com.

If you would like to, we are also very happy for attendees to submit copies of any post-event activities so we can see how these have been used in practice

Let us know:

- What worked? What didn't? What were the challenges in putting ideas from this session into practice? What do you need more support with? Do you feel more confident after attending this session?

Find your region

- The WSS Regions are based on the boundaries used by the Regional Schools Commissioner areas.
- You can find out which region your local authority comes under here:

<https://www.sendgateway.org.uk/whole-school-send-regional-send-leads>

Recordings

- You can find recordings of our past webinars with the accompanying materials on the SEND gateway:

<https://www.sendgateway.org.uk/page/wss-past-events>

- You can also subscribe to our YouTube channel to keep updated:

www.youtube.com/c/WholeSchoolSEND



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