Welcome to this Whole School SEND webinar!

The session will begin shortly.

- Feel free to introduce yourself in the ‘Chat’
- Put any questions for our speakers in the ‘Q&A’
- Slides and a recording will be available tomorrow
- Attendees are automatically muted and have their cameras off
- Please be respectful towards speakers and other attendees
- Message one of the team if you are having any technical issues

Please complete our opening poll while you wait for the session to begin.

Funded by
Department for Education

WholeSchool SEND

nasen
Helping Everyone Achieve

Getting to grips with great SEND Governance:

Session 3: Best Practice Guidance, Solutions and Next Steps

Angela Holdsworth, Nicole Dempsey & Helen Howe

Lancashire and West Yorkshire

Funded by

Department for Education

WholeSchool SEND

nasen

Helping Everyone Achieve

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

Setting the scene for the session



Our Presenters

Gill Robinson OBE is the former Vice Chair of the Teaching School Council and CEO of ICAT specialist Trust. She is currently an Educational Advisor to the National Network of Specialist Provision (NNSP) and is a Trustee with the Co-op MAT supporting SEND across the Trust.

Angela Holdsworth is the Regional SEND Leader for Lancashire and West Yorkshire. She is also an NLE and CEO of the Sea View Trust, a Trust with nurseries, primary schools, all through special schools and a specialist college.

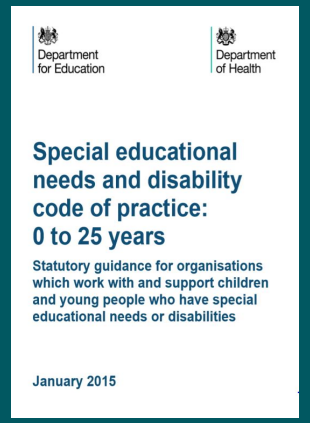
Nicole Dempsey is a Deputy Regional Leader for Lancashire and West Yorkshire. She is an experienced mainstream secondary SENCO and currently works as SEND Lead for the Dixons academy trust.

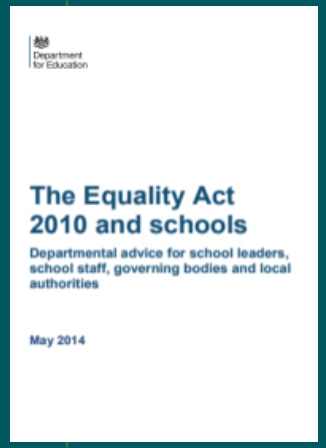
Helen Howe is a Deputy Regional Leader for Lancashire and West Yorkshire. She is an experienced mainstream secondary SENCO currently working in Sefton.

Session 1& 2 Recap

In our first two sessions:

- We explored **SEND national data** across the 0-25 age range, recognising that by FE 17% of all learners have identified special educational needs or disabilities (requiring SEND Support or an EHCP). Learners with SEND are therefore a **significant minority.**
- We considered **governance models and where legal responsibility for SEND sits** in various different structures.
- We picked up on **key concepts from the Code of Practice.**
- We shared some helpful **documents to support the SEND Review process** at school and governance level.
- We heard one SEND Governor speak about his experiences of SEND Review
- **Participants shared reflections** from their own settings and there was **lively debate** in the chat!









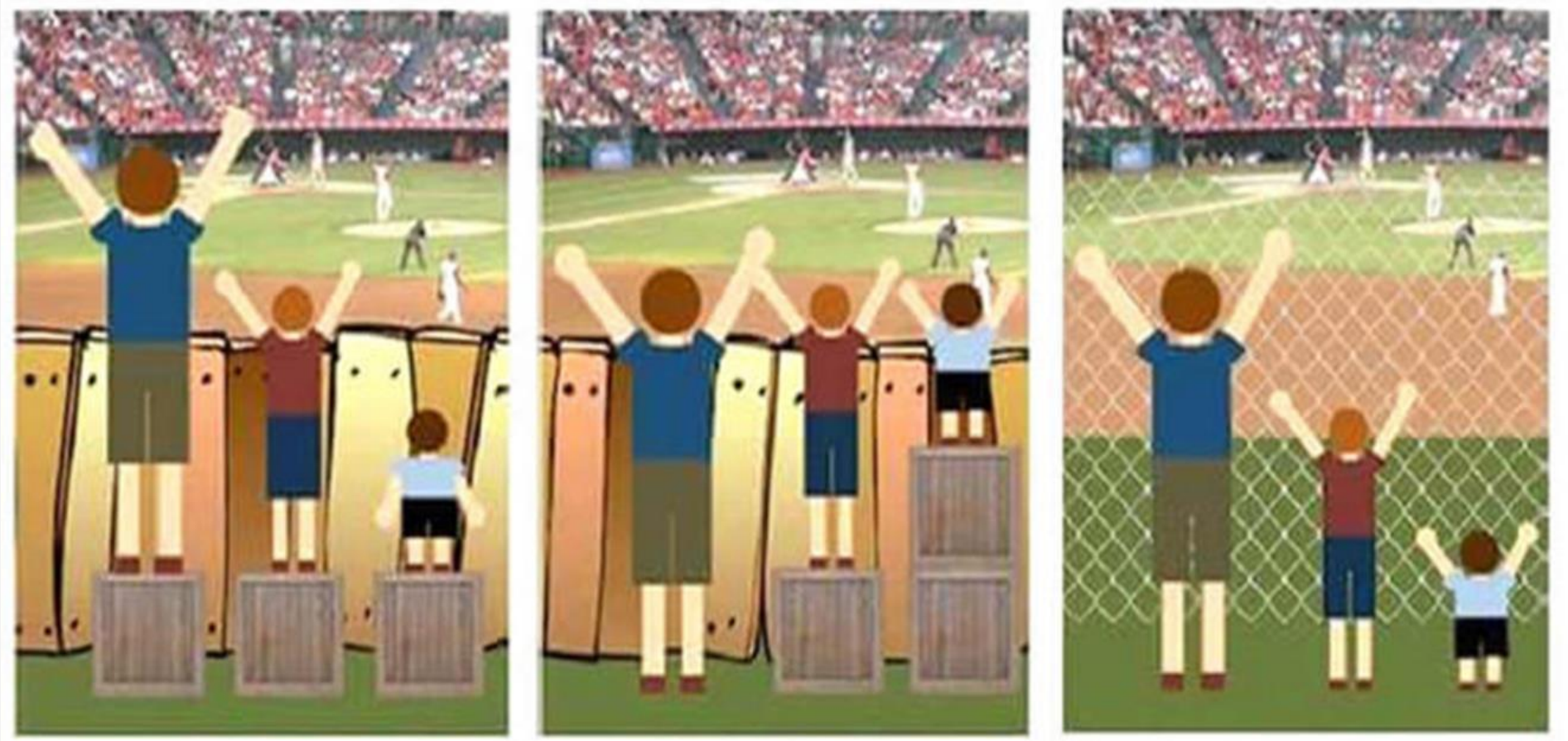
Session Objectives:

What do we hope this session will achieve?

1) To make best use of the resources available
2) To share case studies from a range of different types of schools and to relate these to the content of sessions 1 and 2 and publication of the SEND Information Report
3) To introduce the LWY SEND Governance Network

Improved understanding = Improved compliance

Inclusion by Design



SEND Governance – Areas for consideration

We shared this slide at the last session to support your reflection and self-review.

STRATEGIC LEADERSHIP	ACCOUNTABILITY	COMPLIANCE	STRUCTURES AND PROCESSES	PEOPLE MANAGEMENT	EVALUATION
Setting direction	School/college improvement	Statutory and contractual	Systems	Building an effective team	Self-review and development
Culture, values and ethos	Data analysis		Safeguarding		Board effectiveness
Decision making	Finance		Roles and responsibilities		
Engaging with parents, carers and the wider community	Staffing				
Risk management	External				

Sharing Regional Good Practice



Early Years: Case Study 1

Good Practice in recruiting skilled SEND Governors

Problem

Maintained nursery school struggling to recruit skills based governors to the Local Governing Body.

Solution

Headteacher reached out to local specialist school to ask for support to identify a suitable SEND Governor.

Assistant Head recruited as SEND Governor. She is now the Chair of Trustees.



Early Years: Case Study 1

Positive outcomes for all

Through the governor link partnership the schools are working closely together and sharing staff expertise and skills.

Nursery School:

- Provides EY inclusion places for pupils on roll in special school.
- Provides forest school experiences for primary-aged pupils

Specialist School:

- Provides specialist teacher support
- Provides leadership support sharing current updates



Early Years: Case Study 2

Good Practice in securing school readiness

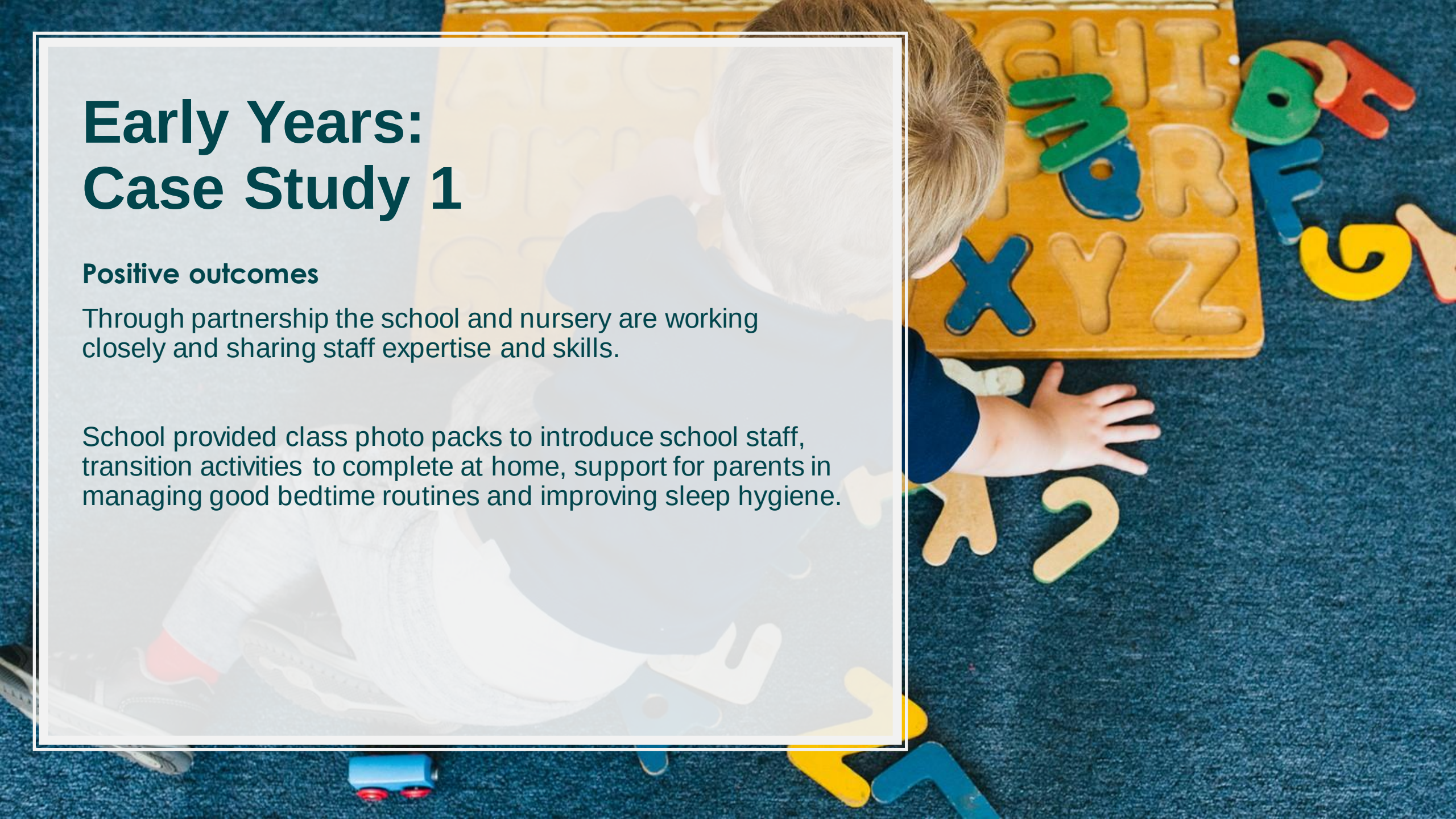
Problem

PVI nursery had no relationship with local primary schools and wanted to support improved transitions for children with SEND.

Solution

Nursery Manager approached local primary school and worked with Early Years teacher, SENDCO and SEND Governor (parent of child with ASD) to devise a nursery to school transition programme to support learners with SEND.

Early Years: Case Study 1



Positive outcomes

Through partnership the school and nursery are working closely and sharing staff expertise and skills.

School provided class photo packs to introduce school staff, transition activities to complete at home, support for parents in managing good bedtime routines and improving sleep hygiene.

Primary:
Case Study 1

Good Practice in enhancing professional development opportunities

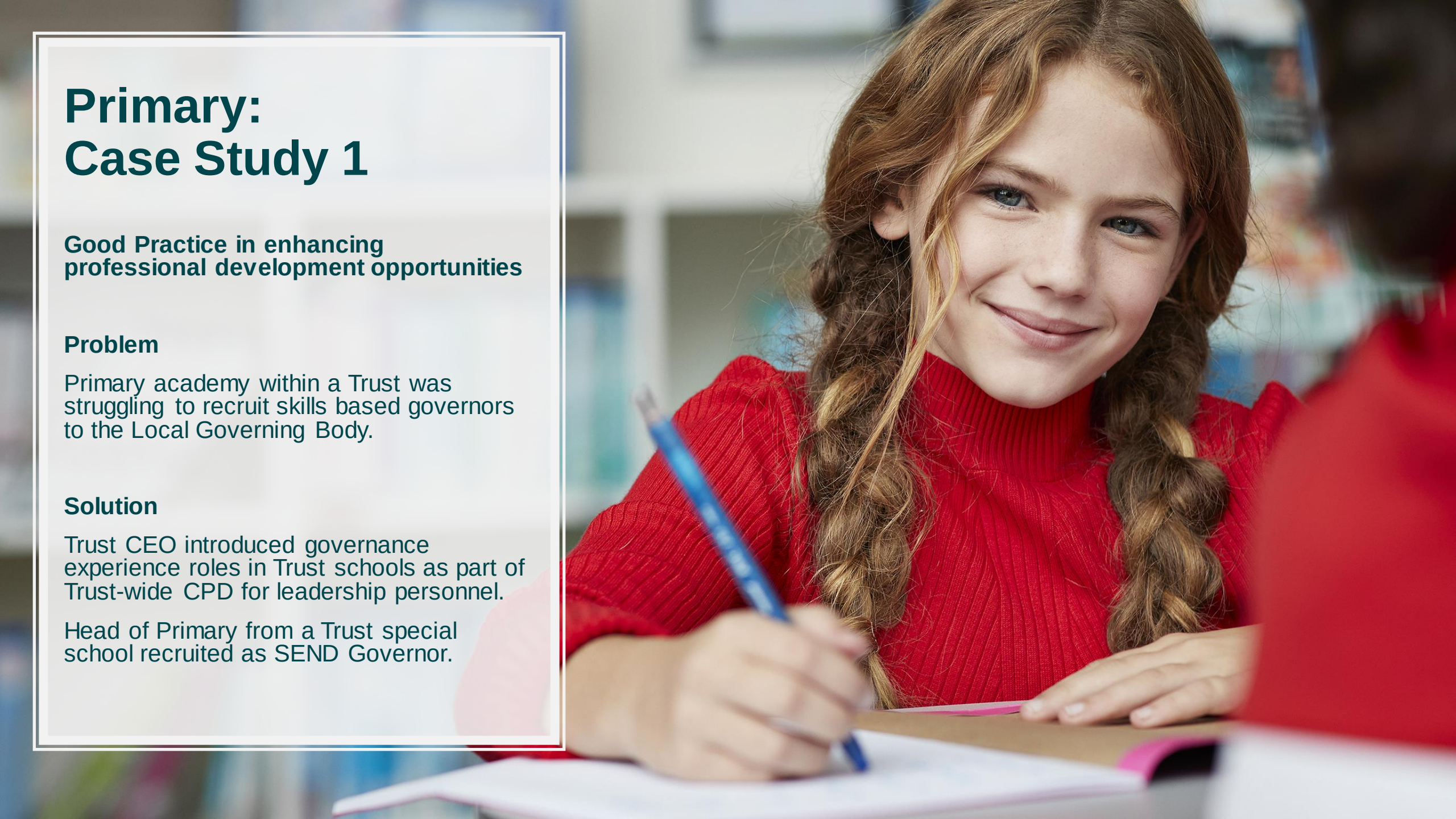
Problem

Primary academy within a Trust was struggling to recruit skills based governors to the Local Governing Body.

Solution

Trust CEO introduced governance experience roles in Trust schools as part of Trust-wide CPD for leadership personnel.

Head of Primary from a Trust special school recruited as SEND Governor.



Primary:
Case Study 1

Positive outcomes

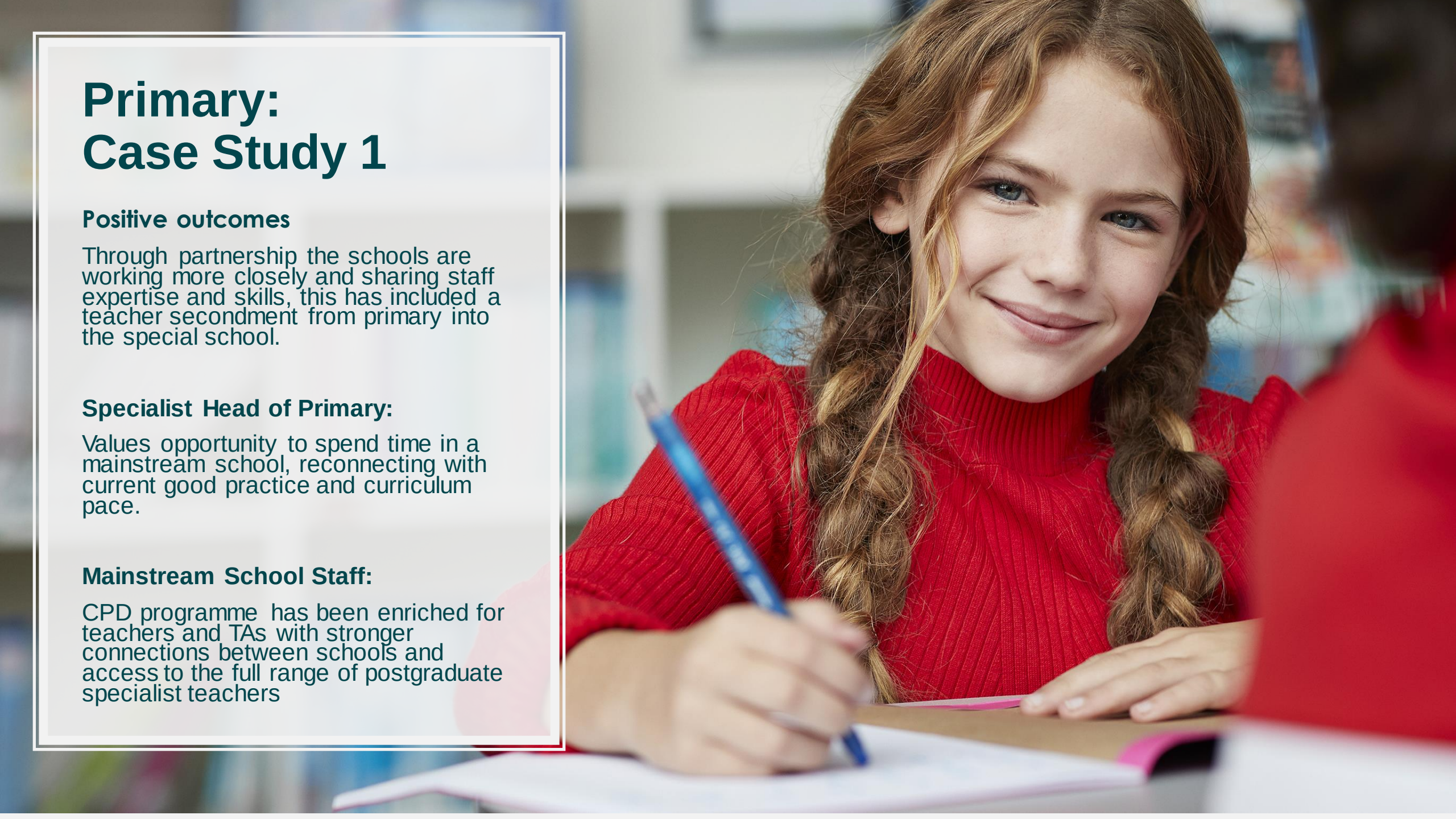
Through partnership the schools are working more closely and sharing staff expertise and skills, this has included a teacher secondment from primary into the special school.

Specialist Head of Primary:

Values opportunity to spend time in a mainstream school, reconnecting with current good practice and curriculum pace.

Mainstream School Staff:

CPD programme has been enriched for teachers and TAs with stronger connections between schools and access to the full range of postgraduate specialist teachers



Primary: Case Study 2

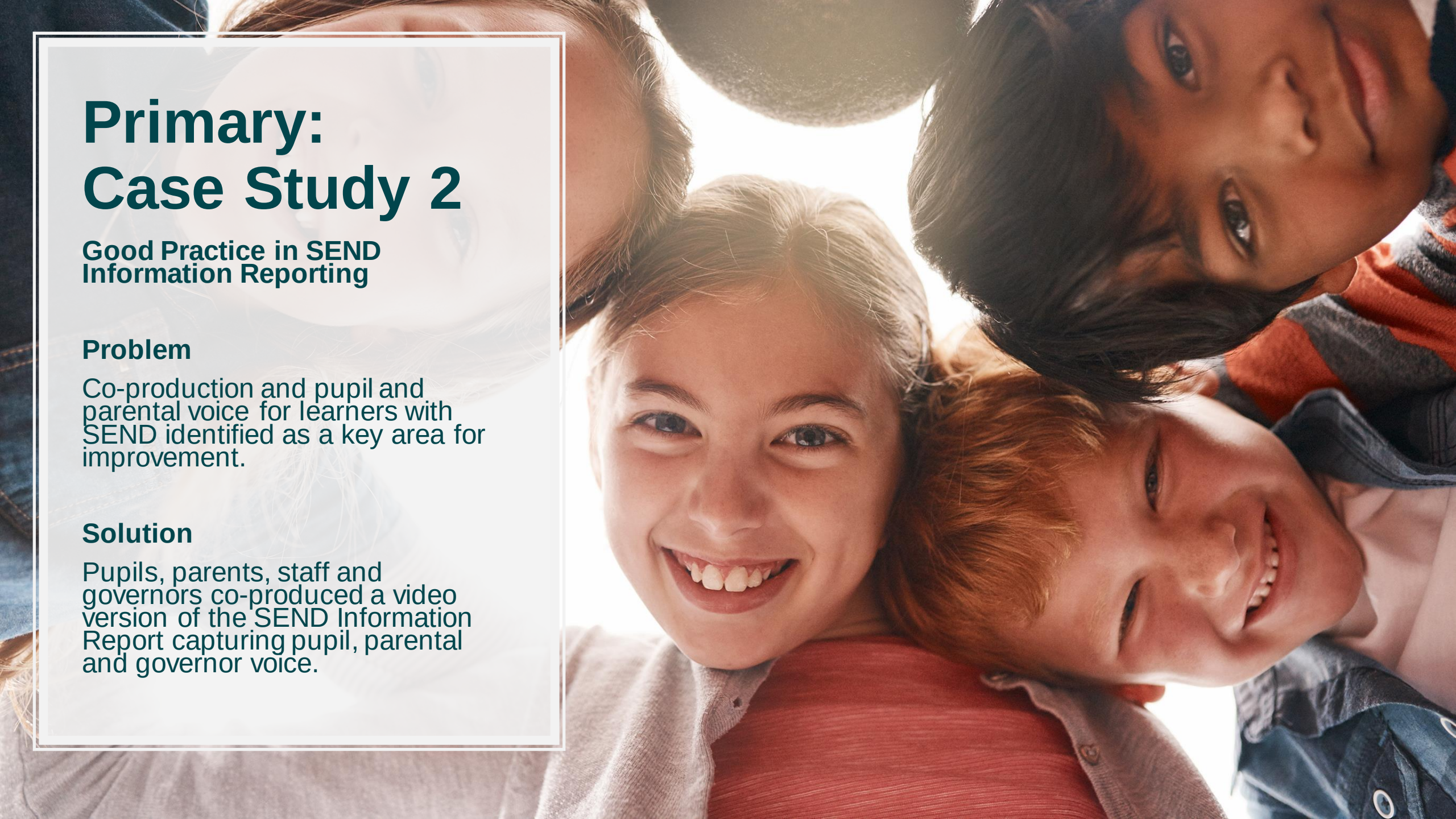
Good Practice in SEND Information Reporting

Problem

Co-production and pupil and parental voice for learners with SEND identified as a key area for improvement.

Solution

Pupils, parents, staff and governors co-produced a video version of the SEND Information Report capturing pupil, parental and governor voice.



Primary: Case Study 2

Positive outcomes

- Parents and pupils co-produced material to share with other parents and prospective pupils
- SEND Information Report made more accessible
- Opportunity to share and celebrate good practice
- Statutory compliance achieved



Special:
Case Study 1

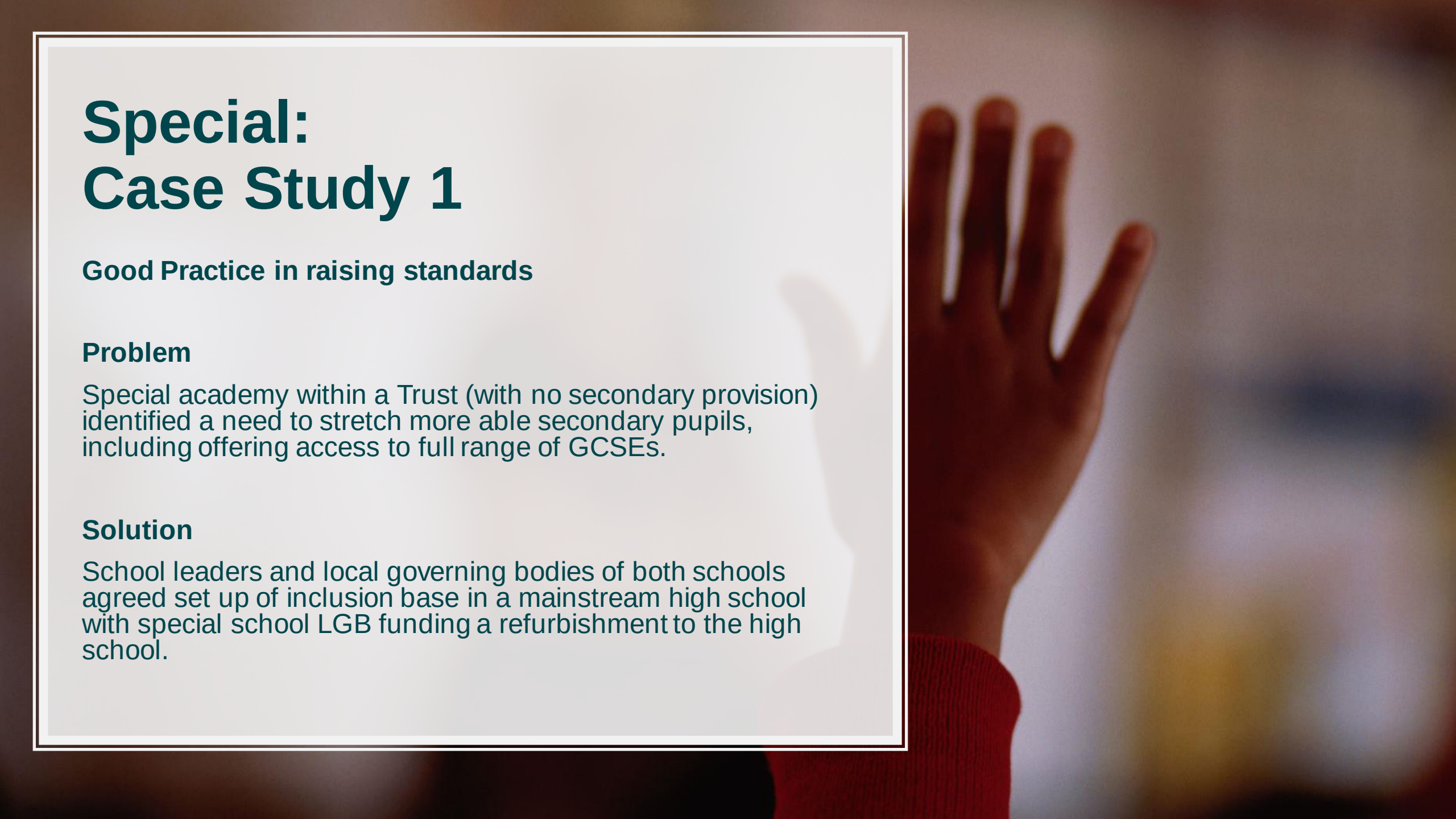
Good Practice in raising standards

Problem

Special academy within a Trust (with no secondary provision) identified a need to stretch more able secondary pupils, including offering access to full range of GCSEs.

Solution

School leaders and local governing bodies of both schools agreed set up of inclusion base in a mainstream high school with special school LGB funding a refurbishment to the high school.



Special:
Case Study 1

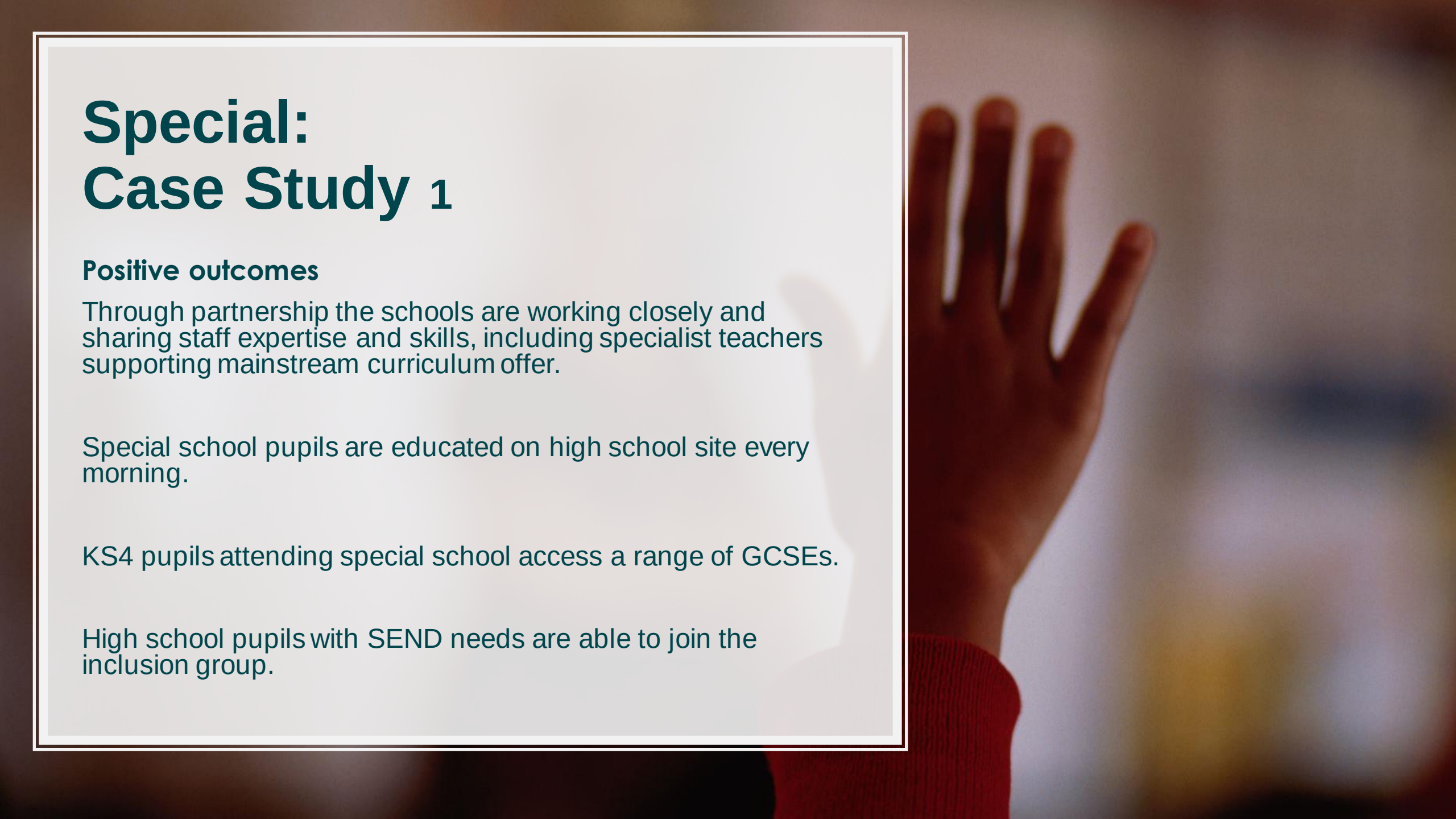
Positive outcomes

Through partnership the schools are working closely and sharing staff expertise and skills, including specialist teachers supporting mainstream curriculum offer.

Special school pupils are educated on high school site every morning.

KS4 pupils attending special school access a range of GCSEs.

High school pupils with SEND needs are able to join the inclusion group.



Special:
Case Study 2

Good Practice in Supporting Parents

Problem

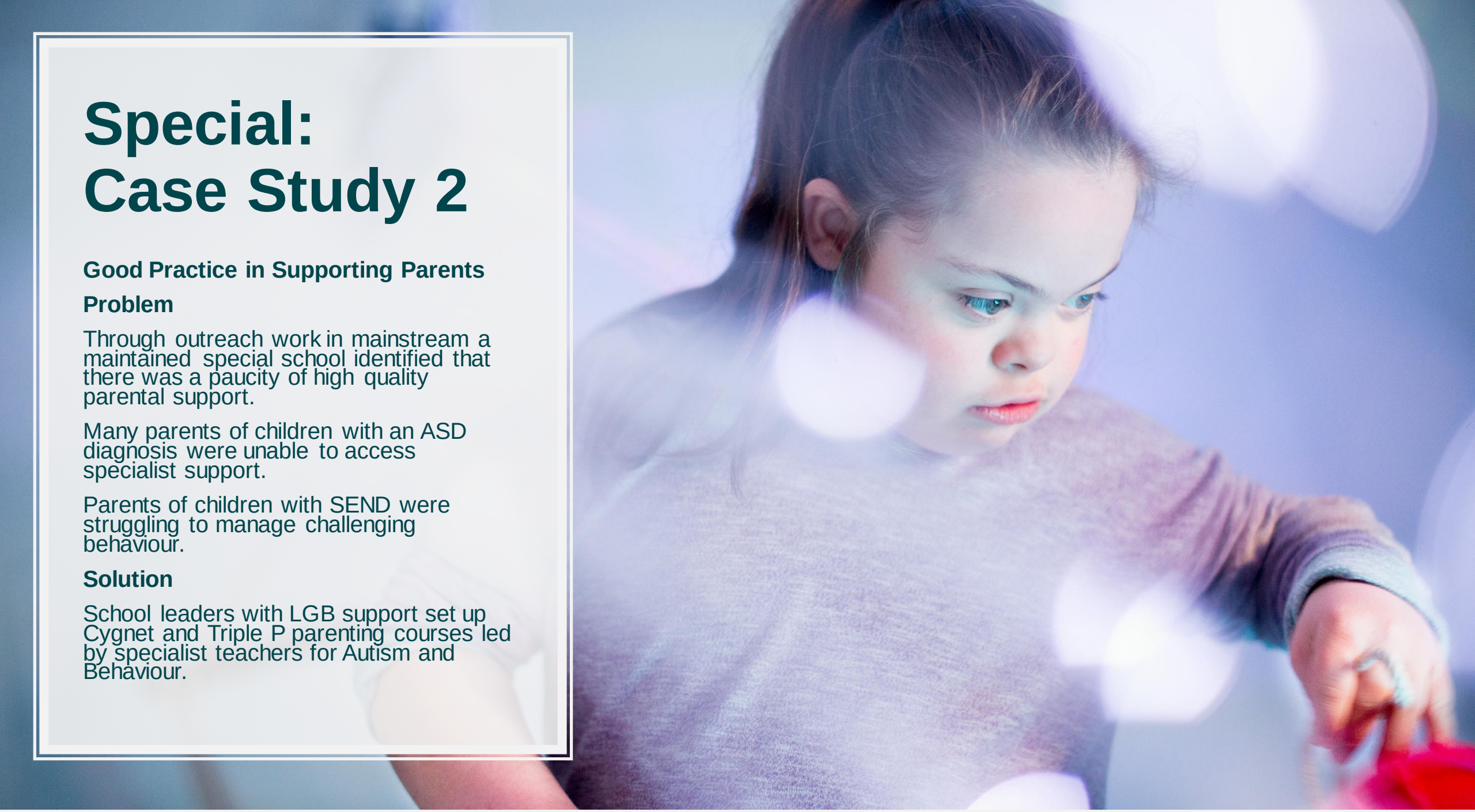
Through outreach work in mainstream a maintained special school identified that there was a paucity of high quality parental support.

Many parents of children with an ASD diagnosis were unable to access specialist support.

Parents of children with SEND were struggling to manage challenging behaviour.

Solution

School leaders with LGB support set up Cygnet and Triple P parenting courses led by specialist teachers for Autism and Behaviour.



Special:
Case Study 2



Positive outcomes

Waiting lists for support post diagnosis were significantly decreased.

Relationships between special and mainstream were strengthened.

Parental confidence in supporting their children was improved.

Secondary: Case Study 1

Good Practice in using SEND Review to drive school improvement

Problem

Maintained mainstream secondary school with a new SEND Governor trying to unpick good practice and areas for development.

Solution

Engaged with an Expert SEND Review using the recommendations to formulate a prioritised action plan.



Secondary: Case Study 1

Positive outcomes

- Clear understanding of schools' strengths and areas for development.
- Governance action plan & CPD to develop all Governors awareness of SEND – 30 minute drop-in approach
- Improved challenge to effectively hold Headteachers and SLT to account for SEND provision
- Content of the SEND Information Report improved



Secondary: Case Study 2

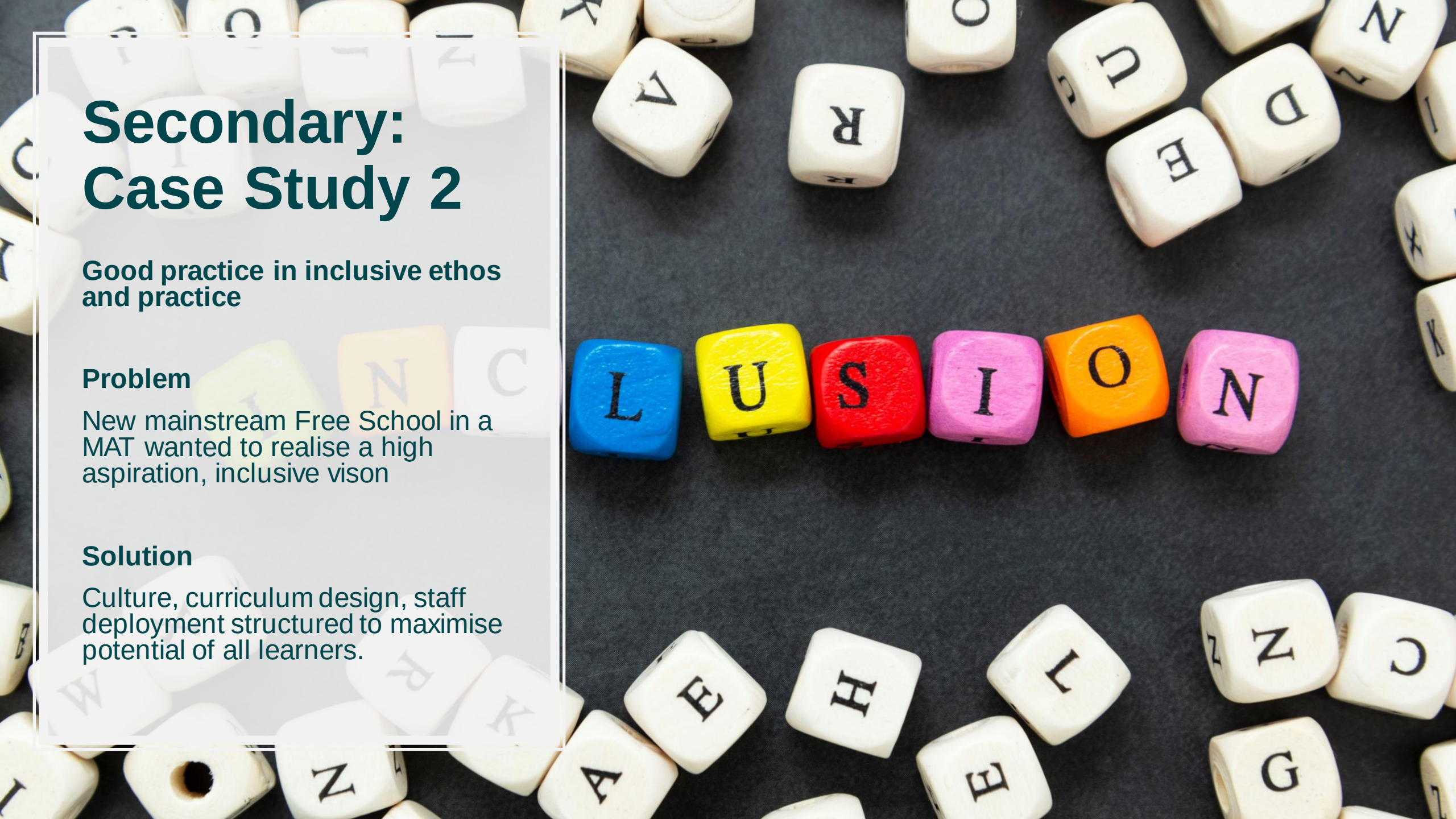
Good practice in inclusive ethos and practice

Problem

New mainstream Free School in a MAT wanted to realise a high aspiration, inclusive vison

Solution

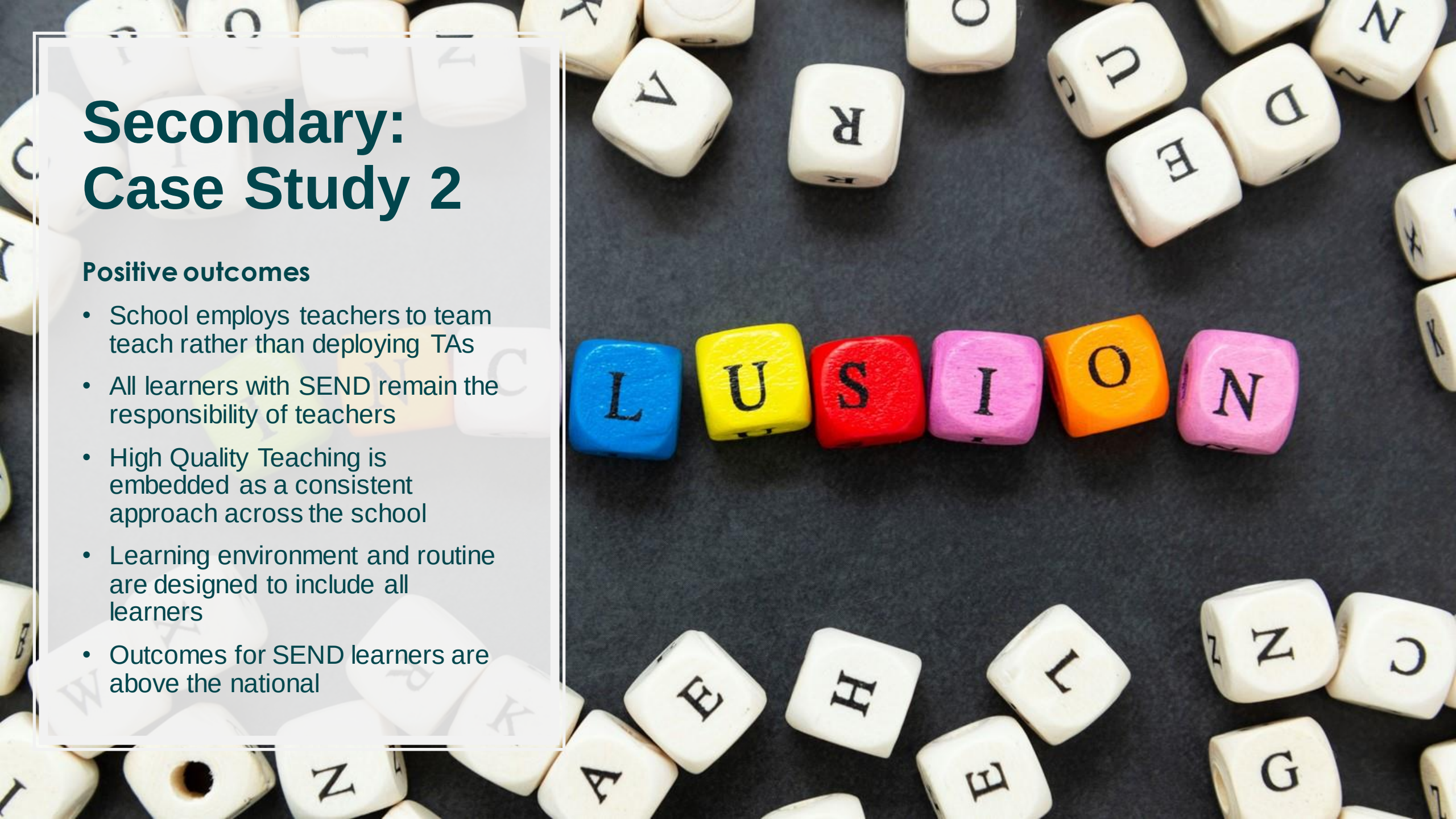
Culture, curriculum design, staff deployment structured to maximise potential of all learners.



Secondary: Case Study 2

Positive outcomes

- School employs teachers to team teach rather than deploying TAs
- All learners with SEND remain the responsibility of teachers
- High Quality Teaching is embedded as a consistent approach across the school
- Learning environment and routine are designed to include all learners
- Outcomes for SEND learners are above the national



Further Education: Case Study 1

Good Practice in Transition

Problem

Specialist sixth-form college identified high number of pupils NEET in the Autumn term following transition to mainstream college.

Solution

Set up inclusion group in local college. School leaders and local governing body of agreed set up of inclusion base with principal and college directors.



Further Education: Case Study 1

Positive outcomes

- Inclusive College culture developed
- Confidence of College staff in meeting SEND improved
- NEET significantly reduced and attendance sustained
- Learners able to transition to college roll at own pace – Y12 – Y14



Further Education: Case Study 2

Good Practice in securing employment

Problem

Mainstream FE College identified that destination data showed that in last 3 years no learners with SEND had transitioned into employment.

Solution

Link formed with Project Search supported by college directors.



Further Education: Case Study 1

Positive outcomes

- Project Search support college leavers with SEND into employment
- Benefits for students include: Competitive, transferable and marketable job skills; Increased independence, confidence, and self-esteem: Work based individual coaching, instruction and feedback



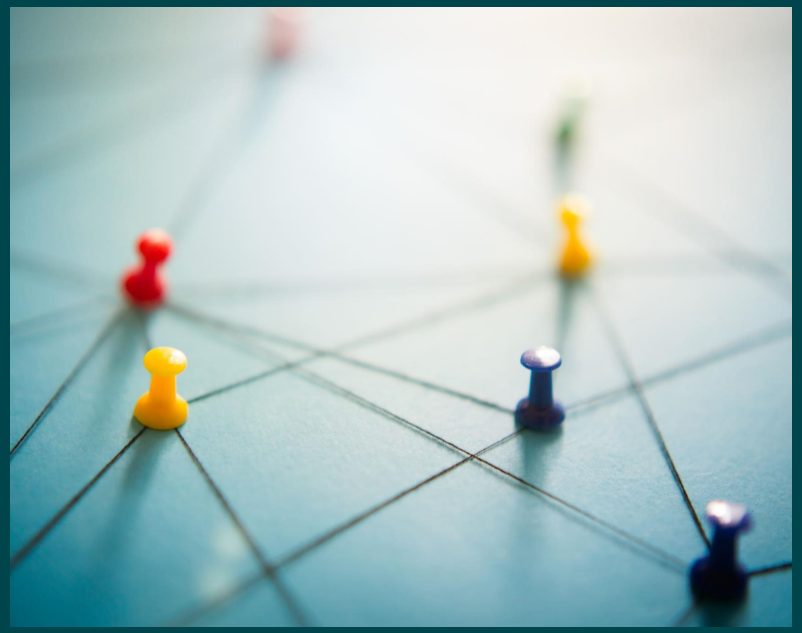
SEND
Case Studies

Do you have a good practice case study you would like to share?

The SEND Link Trustee

Gill Robinson OBE

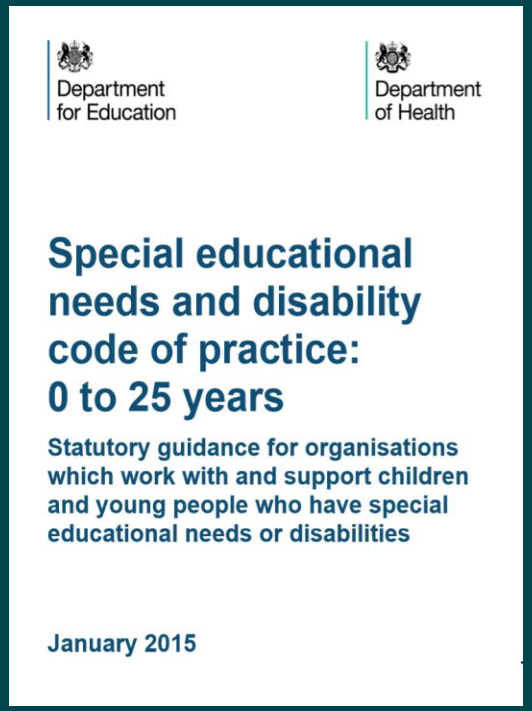




The role of the SEND Link Trustee

All Boards overseeing schools are expected, under the SEN Code of Practice 2015 to appoint board members with specific oversight of arrangements for special educational needs and disabilities (SEND) (paragraph 6.3,page 92).

Most academies have a link governor on their Local Governing Body who oversees SEND but many don't have a Trustee or Director with this responsibility.



The role of the SEND Link Trustee

1. To offer support to the Standards Committee in leading the Board's monitoring of the Trust's SEND arrangements
2. To act as the Board's specialist on SEND and Inclusion and champion the needs of pupils with SEND at Board level
3. To support the Standards Committee in effectively holding the Trust Executive team to account for SEND

The Trustee should understand:

- The Trust's responsibility under the SEND Code of Practice
- The local and national policy context

This role is however, a strategic one as Link Trustees do not get involved in the day-to-day operations of the Trust or the schools.

Responsibilities



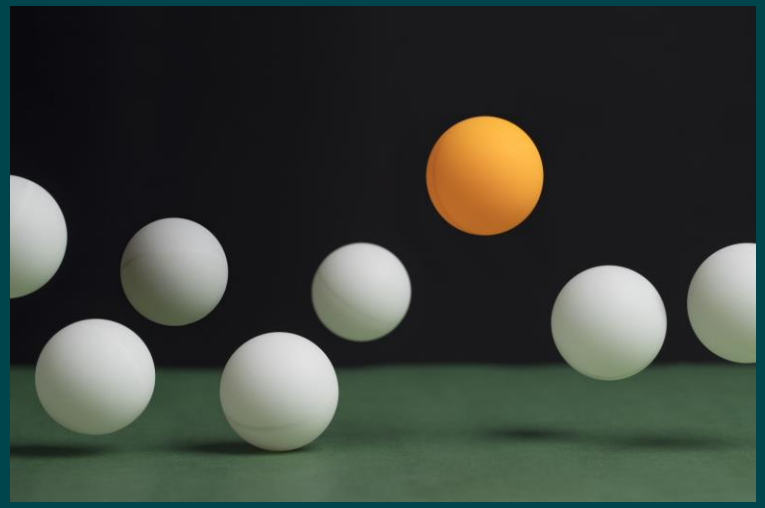
- Liaising with the Trust's Lead for SEND and any other member of the Trust's team who has a responsibility in this area
- Being familiar with the Trust's SEND policy and contributing to its content if appropriate and practice across the Trust
- Ensuring that the Trust policies are in line with and up to date with guidance and statutory requirements
- Ensuring that arrangements are in place to enable children and young people with SEND to have access to the curriculum and that it meets their needs

Responsibilities



- Gaining an understanding of the Trust's strengths and areas for improvement in SEND and that these are reported to the Standards Committee
- Ensuring that each school's Special Educational Needs Coordinator (SENCO) receives appropriate training in order to fulfil their role effectively
- Ensuring that all staff are enabled to understand their role in supporting children and young people with SEND
- Monitoring findings from Academy SEND Reviews and ensuring the identified actions are followed up and acted upon

Potential Activities



- Meeting with the Trust's SEND lead at least once each month
- Visits to other academies where necessary
- Meeting staff in the special school academies
- Presenting a termly report to the Trust's Standard's Committee

Q and A

Do you have any questions for Gill Robinson OBE?

nasen
Helping Everyone Achieve

Funded by
Department for Education

WholeSchool SEND

Thank you for attending!

- Join our member community: https://www.sendgateway.org.uk/register
- Get in touch: info@wholeschoolsend.com
- Sendgateway.org.uk
- Nasen.org.uk
- @wholeschoolSEND
- @nasen_org

Regional Contact Information

- Angela Holdsworth – rsl.lwy@wholeschoolsend.com
- Nicole Dempsey – drsl2.lwy@wholeschoolsend.com
- Helen Howe – drsl.lwy@wholeschoolsend.com

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?

All responses and submissions will be kept confidential.

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



Whole School SEND

SEND Gateway



WholeSchool SEND