

Welcome to this Whole School SEND CPD!

The session will begin shortly.

- Feel free to introduce yourself in the 'Chat'
- Put any questions for our speakers in the 'Q&A'
- Slides will be sent to you after the session
- Please be respectful towards speakers and other attendees
- Message one of the team if you are having any technical issues

Leadership of SEND: Building a Culture of Collective Responsibility

Deputy Regional SEND Lead: Sarah Watson
North Team @WSSNorth
02.12.21

Funded by



Department
for Education



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

A series of 3 webinars: Leadership of SEND

Part 1: Tuesday 16th November 2021, 14:00-15:00

Malcolm Reeve, National SEND Leader, will present on the key pillars of SEND Leadership; SEND Code of Practice and the effective use of SEND data by middle/phase leaders.

Part 2: Thursday 2nd December 2021, 14:00-15:30

During this session we will present case studies from SENDCO colleagues who have had recent Ofsted inspections (Autumn Term) and will reflect on key questions around collective responsibility for SEND.

Part 3: Tuesday 11th January 2022, 14:00-15:30

A range of case studies from curriculum /phase leaders on effective SEND Leadership and the impact on provision.

Session Objectives:

An understanding of how SEND leadership can be promoted with all leaders (middle/phase)

How SEND data can be used effectively by all leaders

Using self evaluation and reflection tools to inform planning for SEND development and improvement

Leadership of SEND

Building a Culture of Collective Responsibility

Every Middle Leader a Leader of SEND

malcolm@wholeschoolsend.com

 @Malcolm_Reeve

SEND Code of Practice 6.37

'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN'

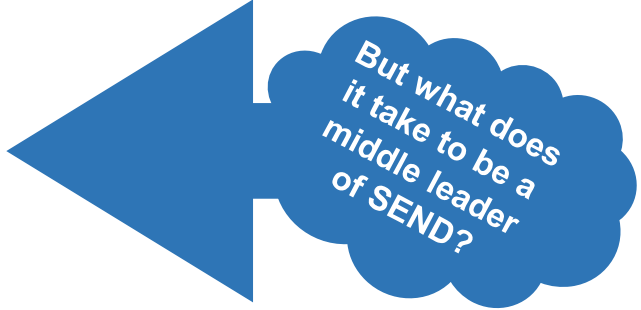
SO..... 'Every teacher a teacher of SEND'

The issue:

Can we expect every teacher to be a high quality teacher of SEND until every leader is a high quality leader of SEND?

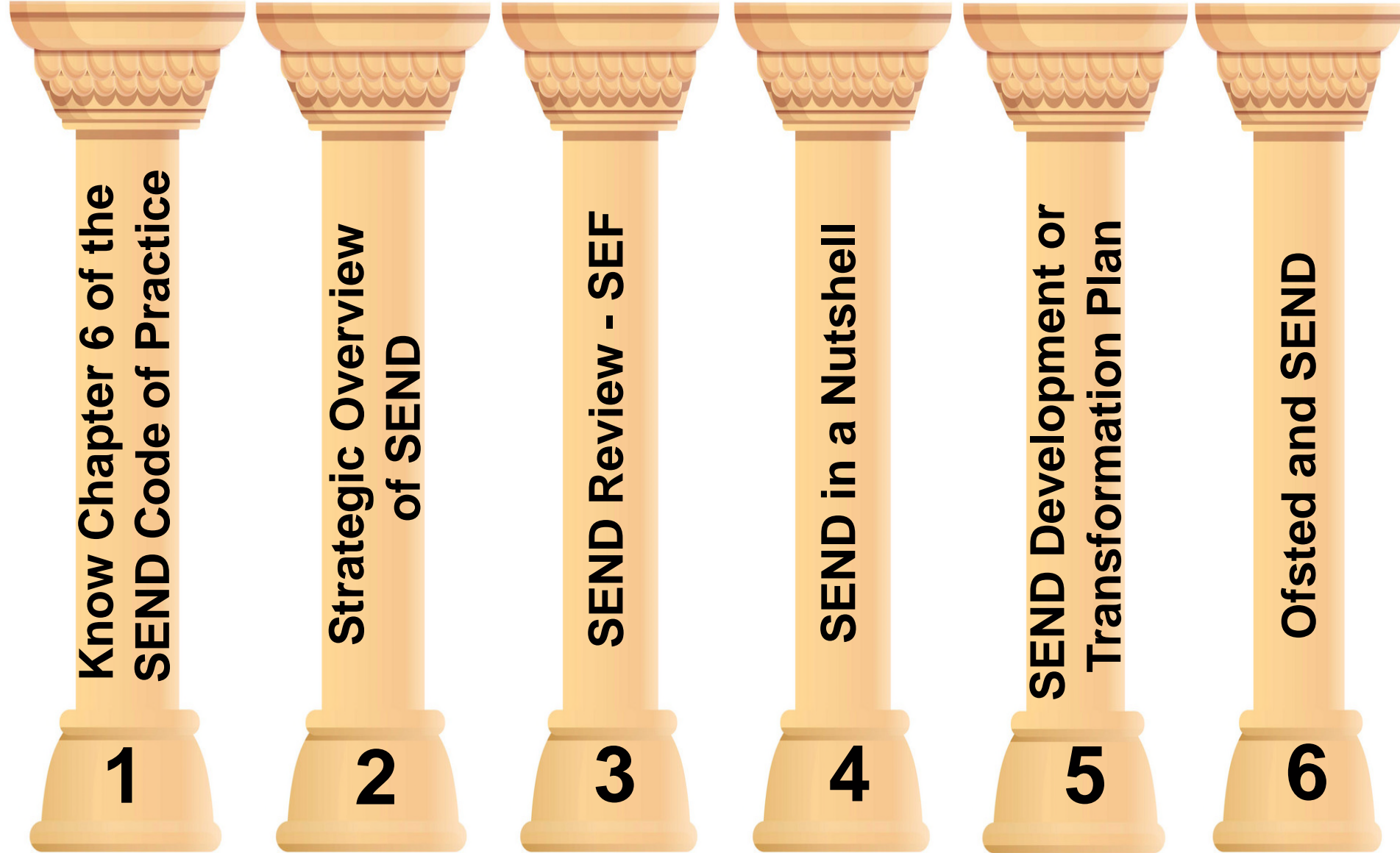
Every middle leader a leader of SEND

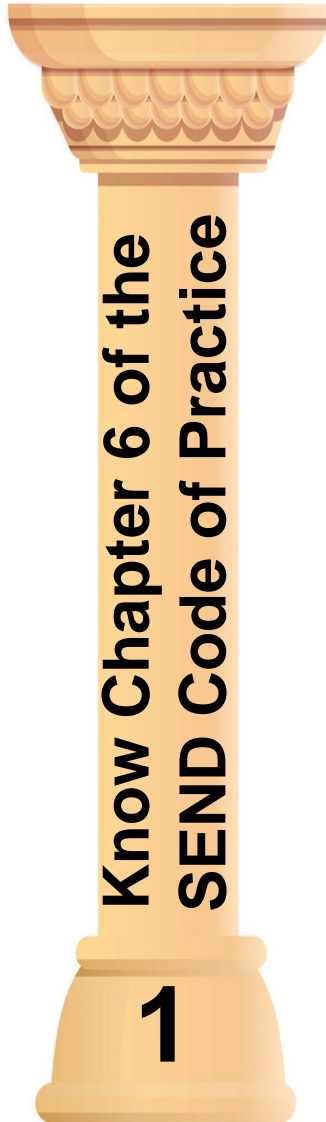
(Every governor a governor of SEND)



But what does it take to be a middle leader of SEND?

The 6 Pillars of SEND Leadership





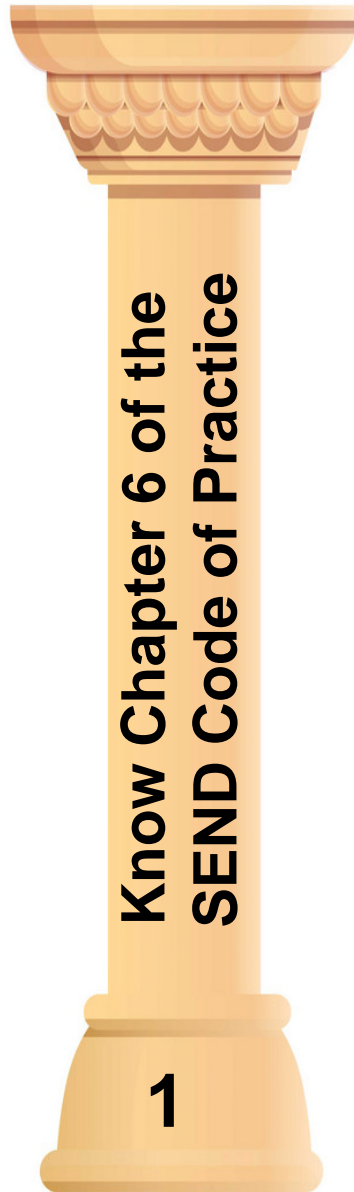
A middle leader of SEND.....

**will have a working knowledge of
the SEND Code of Practice Chapter 6
(and Chapter 5 for EY settings)**

and

**give this knowledge high status in
the school.**

KCSIE



How many pages?

Special educational needs and disability code of practice: 0 to 25 years

Statutory guidance for organisations
which work with and support children
and young people who have special
educational needs or disabilities

January 2015

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The middle leaders one page guide to the SEND Code of Practice chapter 6 - Schools



How many pages?

- 6.2 Use your 'best endeavours'
- 6.3 SEND Governor or sub-committee
- 6.4 Quality of T&L for SEND – part of PMR
- 6.4 Analyse patterns of identification and compare with national
- 6.9 Make reasonable adjustments
- 6.15 'Different from' or 'additional to'
- 6.21 Behaviour and SEND
- 6.25 The four broad areas of need
- 6.37 High quality teaching
- 6.44 The Graduated Approach
- 6.65 Meet the parents 3x yearly
- 6.79 SEN Information Report
- 6.84 The role of the SENCO
- 6.95 SEN funding

6.15 'Different from' or 'additional to'

For middle leaders.....

For the children with SEND you are responsible for in your subject, phase or other aspect of leadership are you clear about what they are receiving which is 'different from' or 'additional to' other children?

(you will also need to know the breakdown of the four broad areas of SEN need and key interventions but we'll come to that shortly).

6.15 'Different from' or 'additional to'

	Your response?	Evidence of Impact?
How is the curriculum adapted to meet the needs of children with SEND?		
What additional support or provision is in place?		
How is teaching adapted to meet their needs?		
What does the graduated approach look like in practice in your subject, phase or other area of responsibility?		

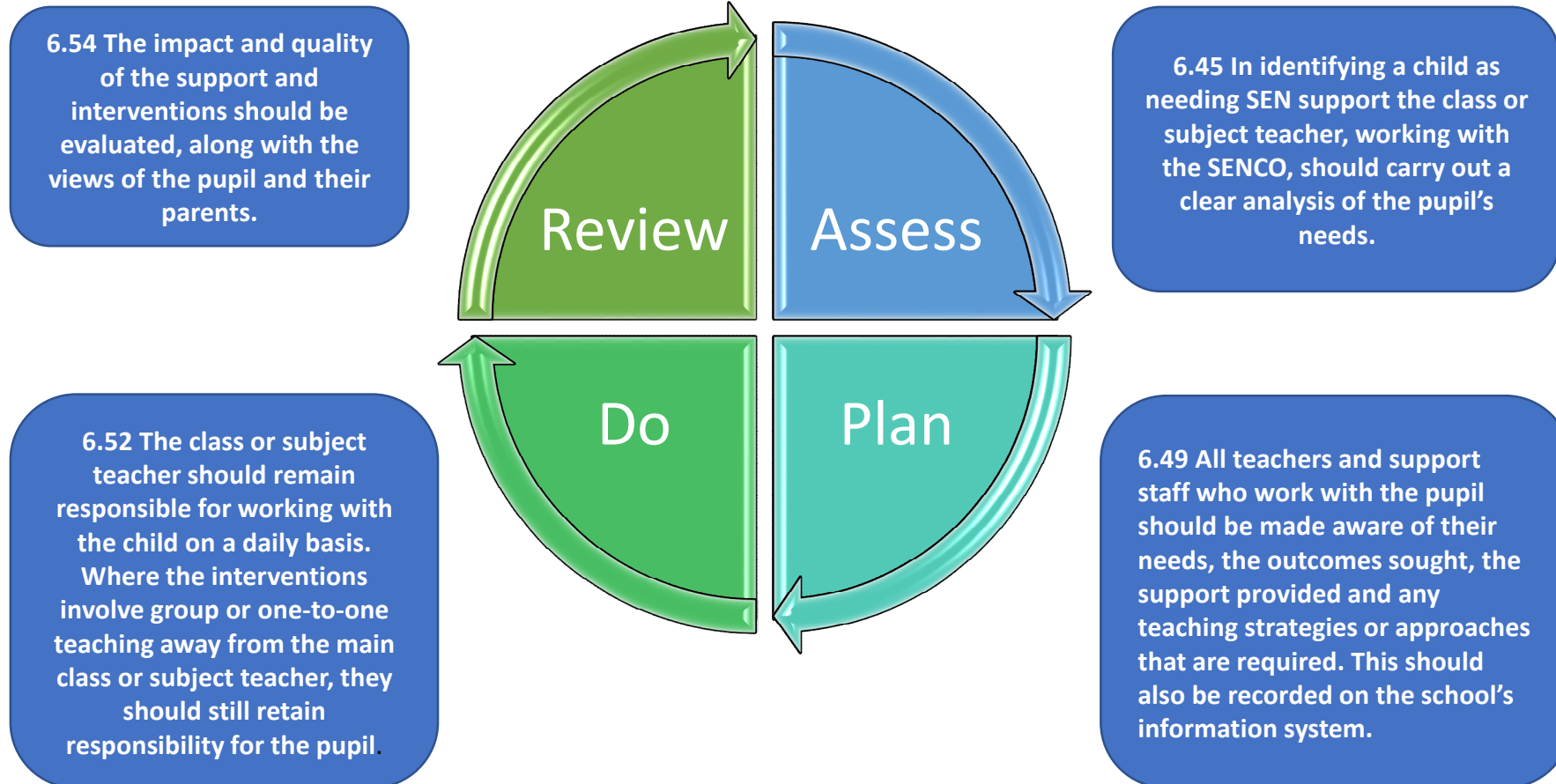
6.21 Behaviour and SEND

For the children with SEND you are responsible for in your subject, phase or other aspect of leadership are you clear about:

- How the behaviour/disciplinary considerations of the school work alongside the consideration of children with SEND and the implications of the equality act.
- How the behaviour policy of the school is adapted to meet the needs of pupils with SEND.
- The levels of fixed term and permanent exclusions for pupils with EHCPs and for those on SEN Support?
- Levels of attendance for pupils with EHCPs and for those on SEN Support?

6.44 The Graduated Approach

The Graduated Approach – Assess, Plan, Do, Review



6.37 High quality teaching

Two key points:

1. Are you clear about what high quality teaching strategies for children with SEND are in place across your area of responsibility?

2. What are you personally doing to monitoring and quality assure that teaching?

(your strategy will be effective when you are monitoring the implementation of the graduated approach by all teachers of children with SEND across your area of responsibility)

4 things to check/ask teachers on your 'learning for SEND' walks:

1. Who are the children with SEND?
2. Who has an EHCP and who is on SEND support?
3. What is the main area of SEN need?
4. How are you supporting the learning?

or

What are you doing which is 'different from' or 'additional to' for each of these children?

or

How are you delivering the child's graduated response?

A middle leader of SEND.....



**will know the four broad areas of need from
the SEND Code of Practice
&
the patterns of SEND identification in the
school compared to national patterns
&
will ensure that the identification of SEN is
built into the overall approach
to monitoring the progress and development
of all pupils.**

Identification

The SEND Code of Practice



6.4 *School leaders and teaching staff, including the SENCO, should identify any patterns in the identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.*

6.5 *The identification of SEN should be built into the overall approach to monitoring the progress and development of all pupils.*

SEN in England 2021

<https://www.gov.uk/government/statistics/special-educational-needs-in-england-january-2021>

National Statistics

Special educational needs in England: January 2021

Information from the school census on pupils with special educational needs (SEN) and SEN provision in schools.

From: [Department for Education](#)

Published 24 June 2021



Applies to: England

Documents



[Special educational needs in England: January 2021](#)

<https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england>

Details

This publication analyses the characteristics of pupils by their:

- special educational needs provision
- type of need

It's based on data collected through the:

- school census
- general hospital school census
- school-level annual school census (SLASC)

School census statistics team

Email sen_statistics@education.gov.uk

Telephone: Sean Gibson 01325 340 987

Published 24 June 2021

Special educational needs in England

THIS IS THE LATEST DATA



Published 24 June 2021

Next update June 2022

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Academic Year **2020/21**

[See other releases \(1\)](#)

Related pages

[Education, Health and Care plans \(SEN2 data\)](#)

[Schools, pupils and their characteristics](#)

[SEN2 code of practice](#)

[Special educational needs: analysis and summary of data sources](#)

This publication combines information from the school census, school level annual school census, general hospital school census and alternative provision census on pupils with special educational needs (SEN).

The publication includes breakdowns by type of SEN provision (either SEN support or EHC plan), type of SEN, age, national curriculum year group, gender, ethnicity, English as a first language and free school meal eligibility.

While schools were only open for vulnerable children and the children of key workers on census day, schools were asked to record pupils on roll as if in normal circumstances.

Search this page



Headline facts and figures - 2020/21

Summary

EHC plans/Statements of SEN

(percent)

3.7

Up from 3.3% in 2020

[What is this?](#)

SEN support (percent)

12.2

Up from 12.1% in 2020

[What is this?](#)

- The percentage of pupils with an Education, Health and Care (EHC) plan has increased to 3.7%, continuing a trend of increases since 2017.
- The percentage of pupils with SEN but no EHC plan (SEN support) has increased slightly, from 12.1% to 12.2%, continuing an increasing trend.
- The most common type of need for those with an EHC plan is Autistic Spectrum Disorders and for those with SEN support, Speech, Language and Communication needs.

[Download data and files](#)



[Open all](#)

[Pupils with special educational needs in schools](#)



[Primary type of need](#)



[Pupil characteristics](#)



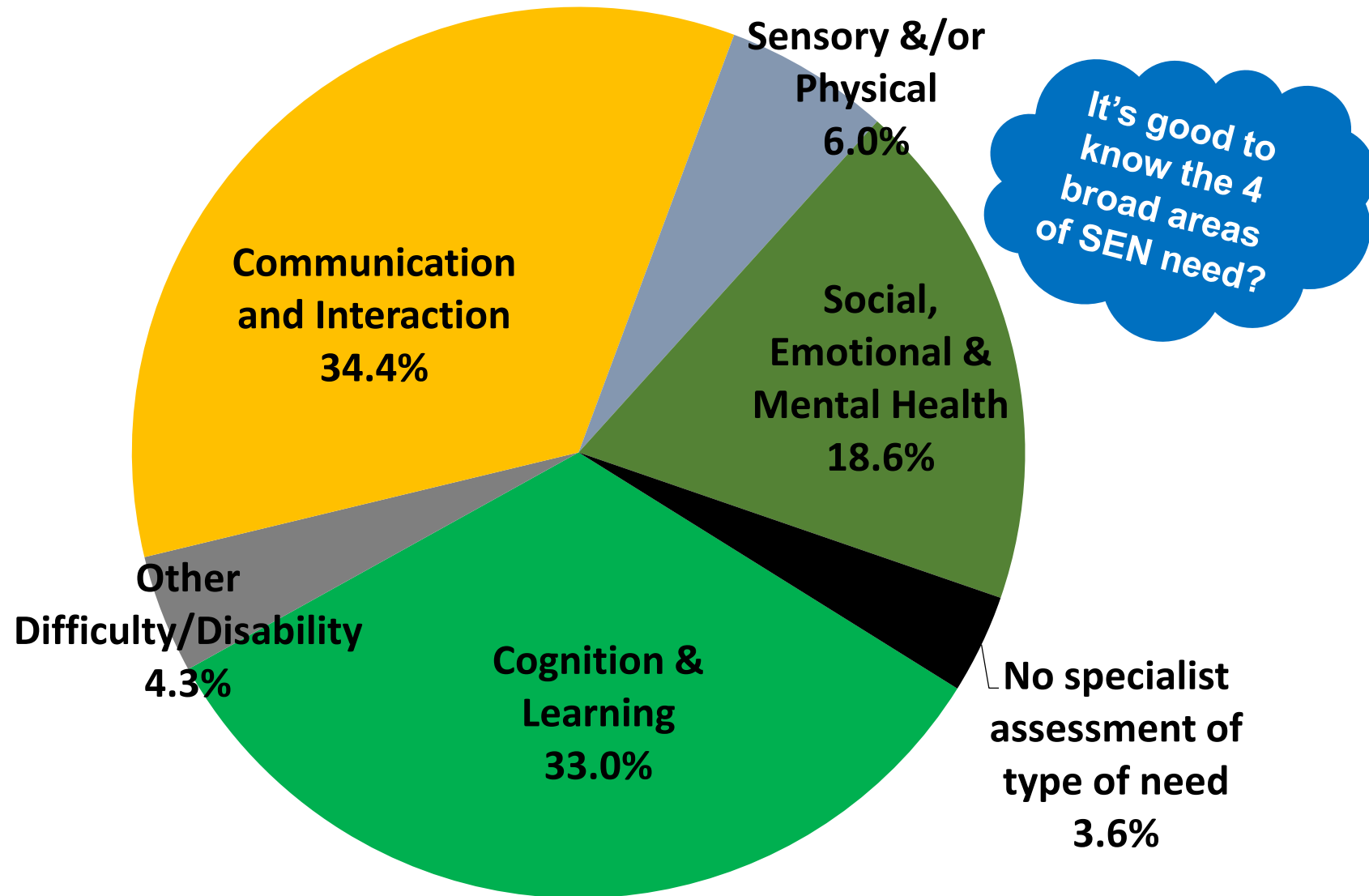
[SEN units and resourced provisions](#)



[Approved provisions in special schools](#)

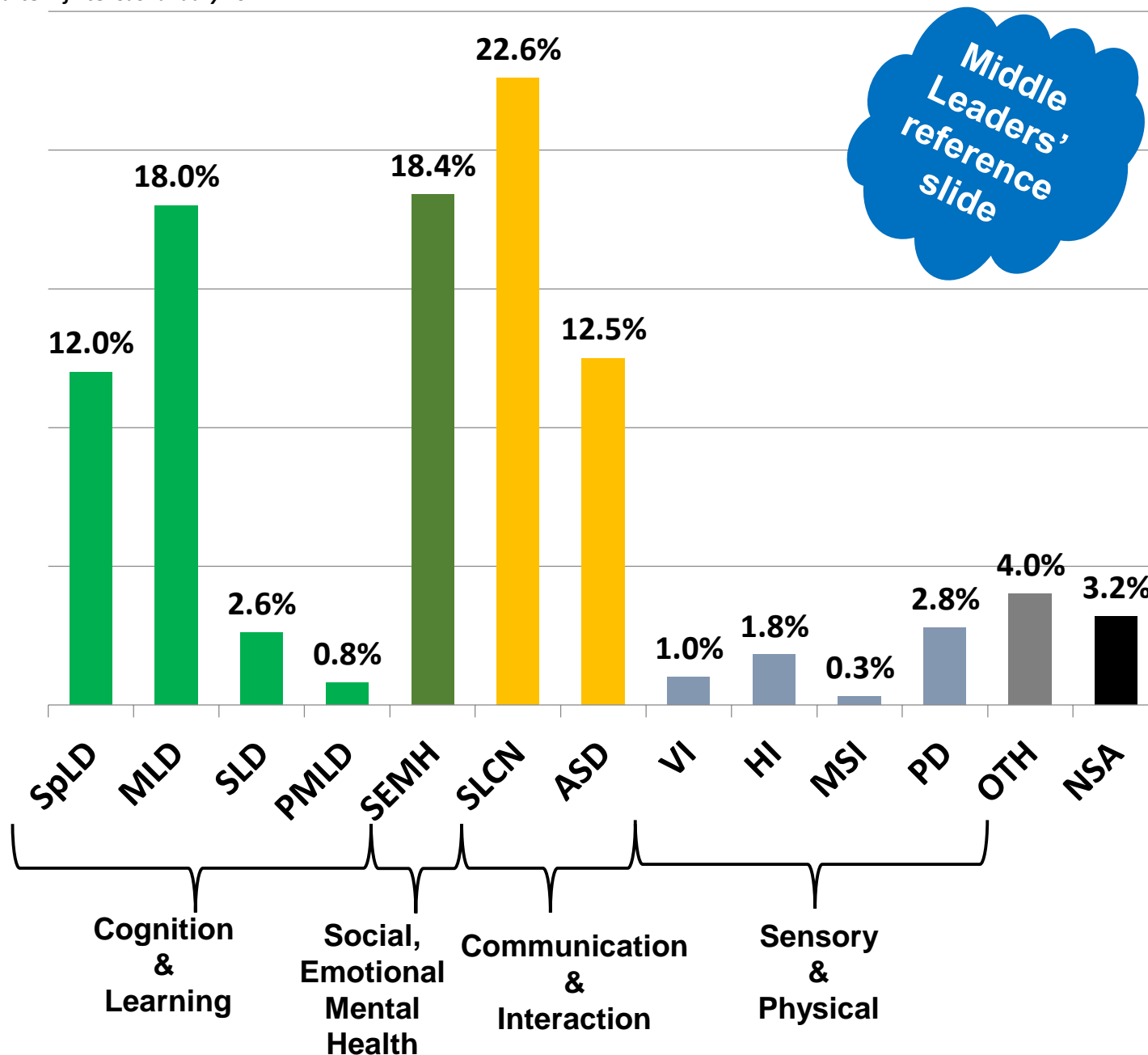


The 4 Broad Areas of SEN Need in 2021 in Primary & Secondary Schools



Broad Areas & Primary Categories of SEN in England in 2021 (All Phases)

source: DfE census January 2021

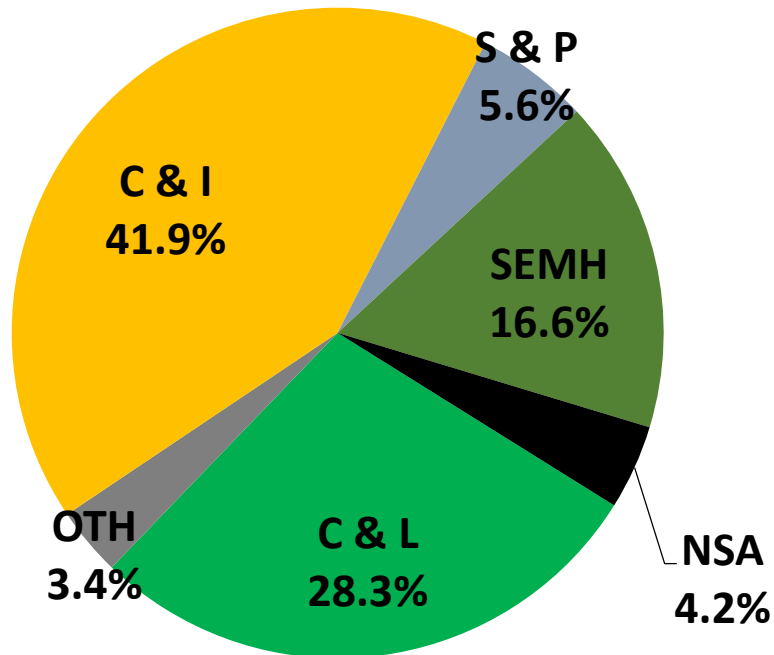


Primary Categories of Need

- SpLD – Specific Learning Difficulty
- MLD – Moderate Learning Difficulty
- SLD – Severe Learning Difficulty
- PMLD - Profound and Multiple Learning Difficulty
- SEMH
- SLCN – Speech and Language or Communication Needs
- ASD – Autistic Spectrum Disorder
- VI – Visual Impairment
- HI – Hearing Impairment
- MSI – Multi-sensory Impairment
- PD – Physical Difficulty
- OTH – Other
- NSA – No Specialist Assessment

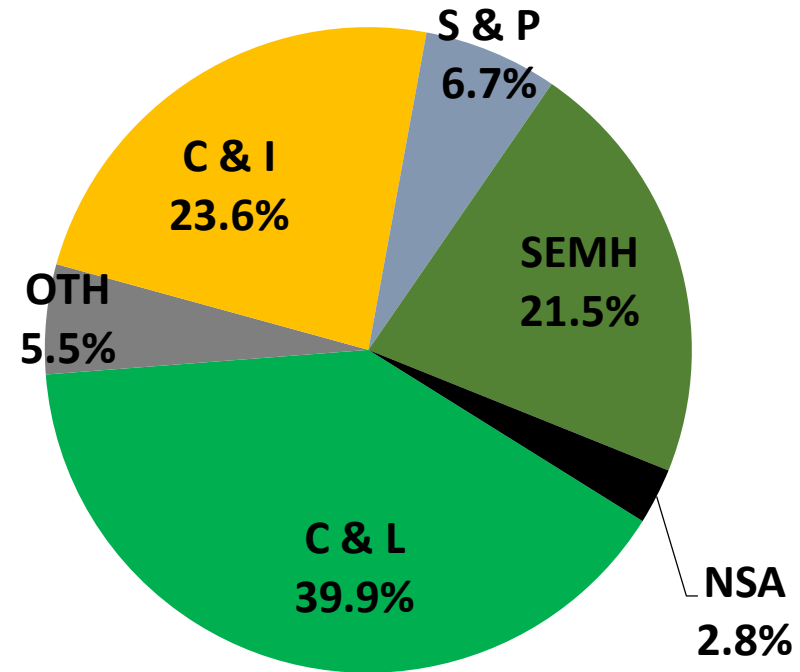
The Broad Areas of SEN in Primary and Secondary schools in England in 2021

PRIMARY PHASE



What's the pattern in your school?

SECONDARY PHASE

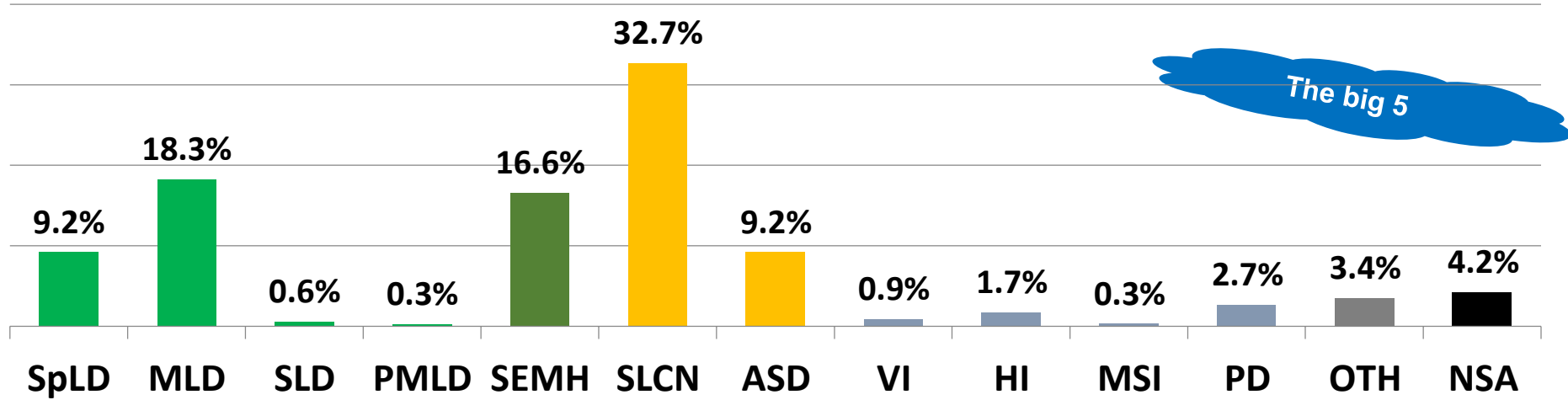


What is your service?

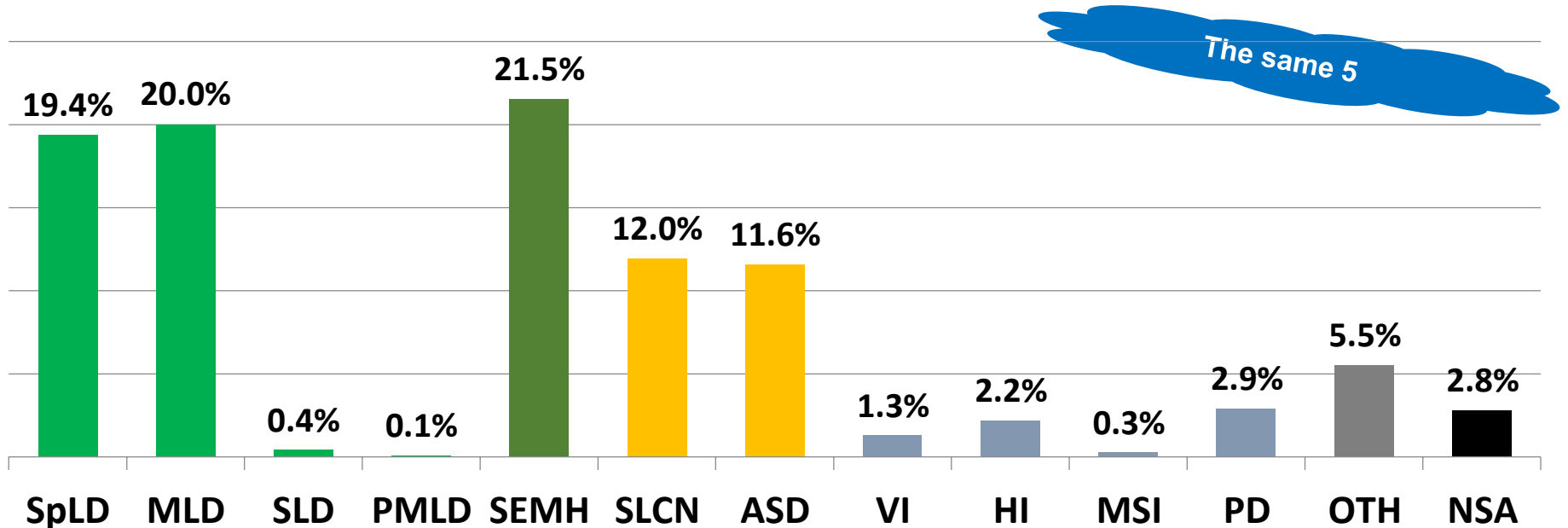
Where is your expertise?

Primary Category of Need 2021 (primary schools)

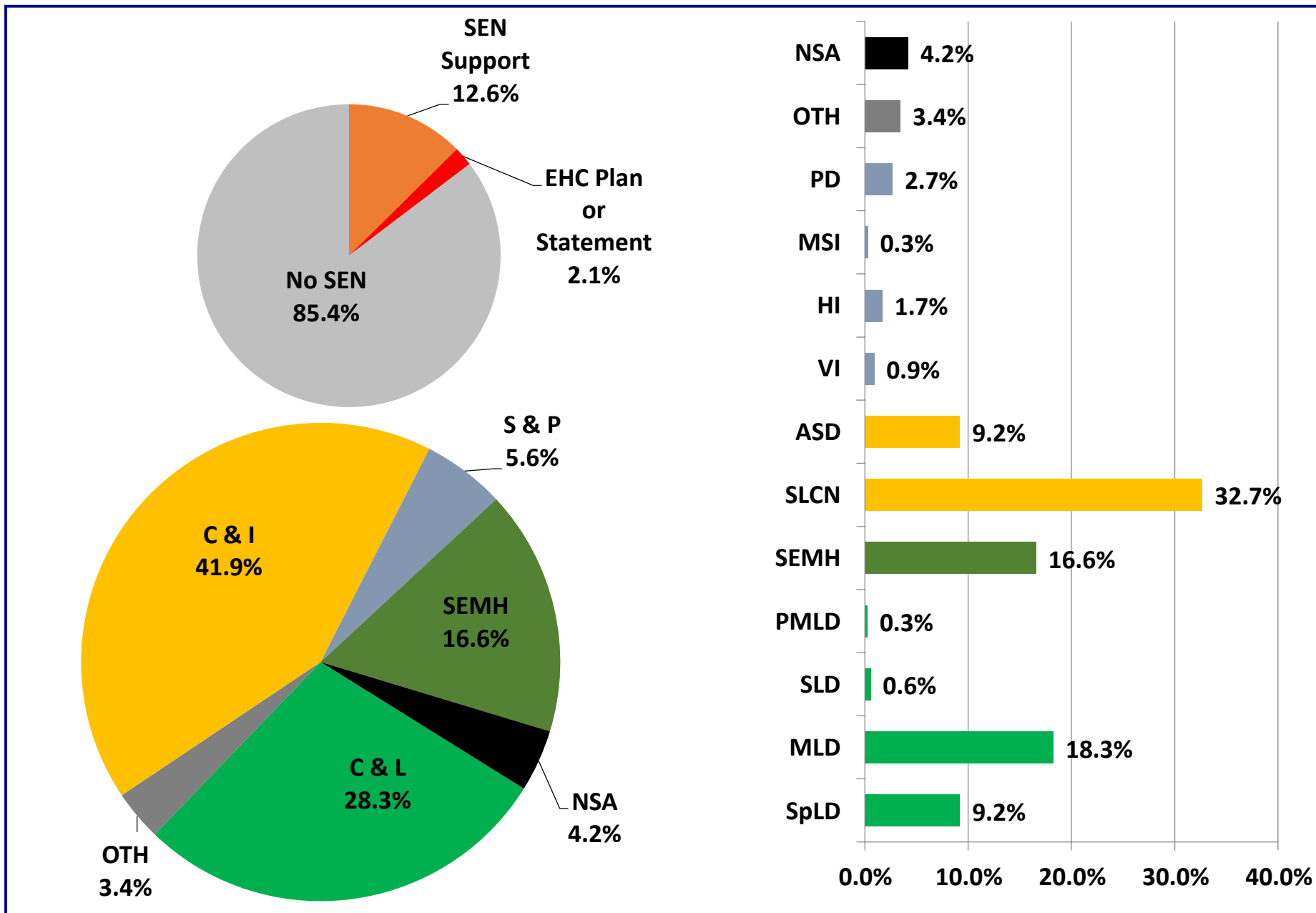
source: DfE census January 2021



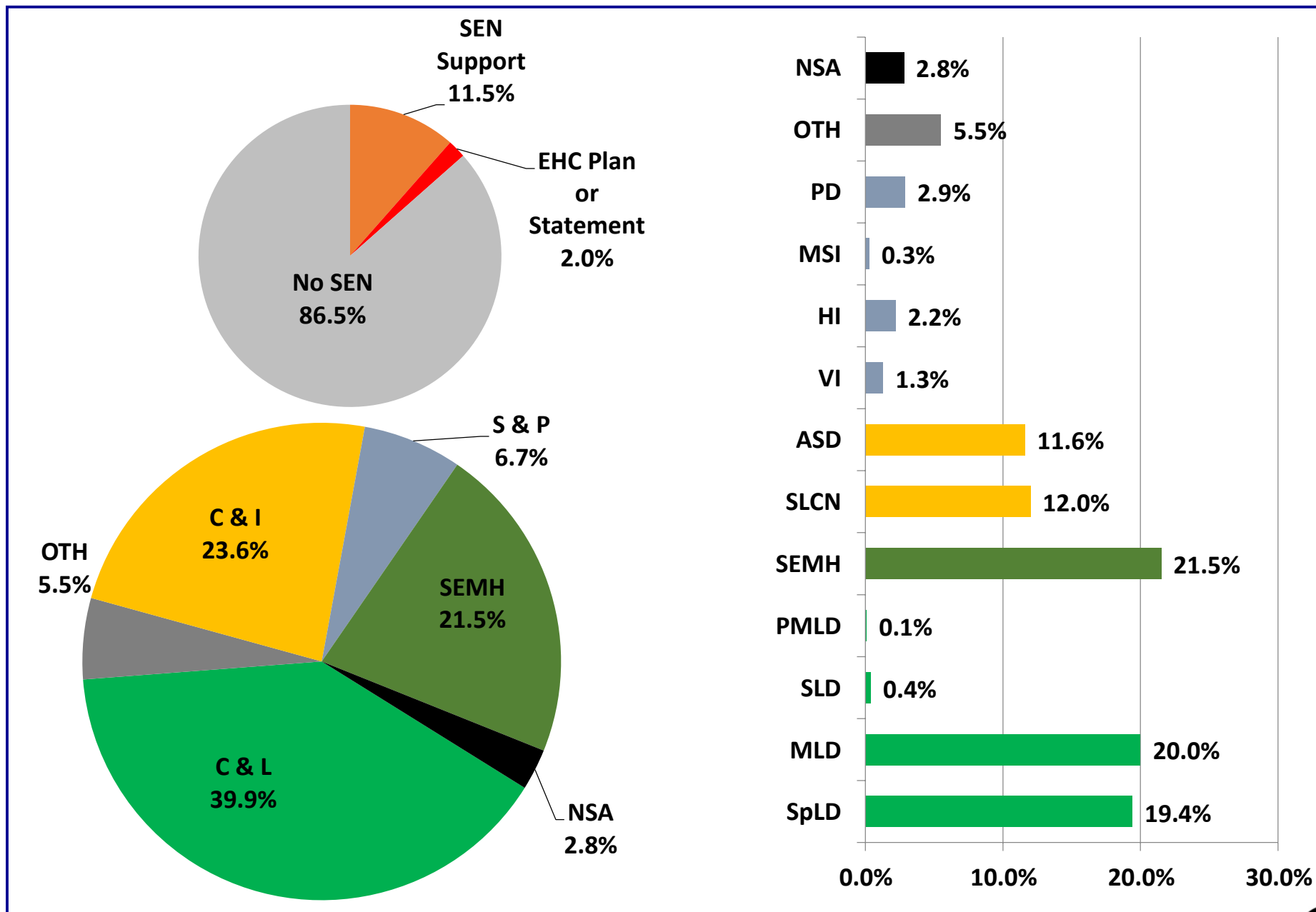
Primary Category of Need 2021 (secondary schools)



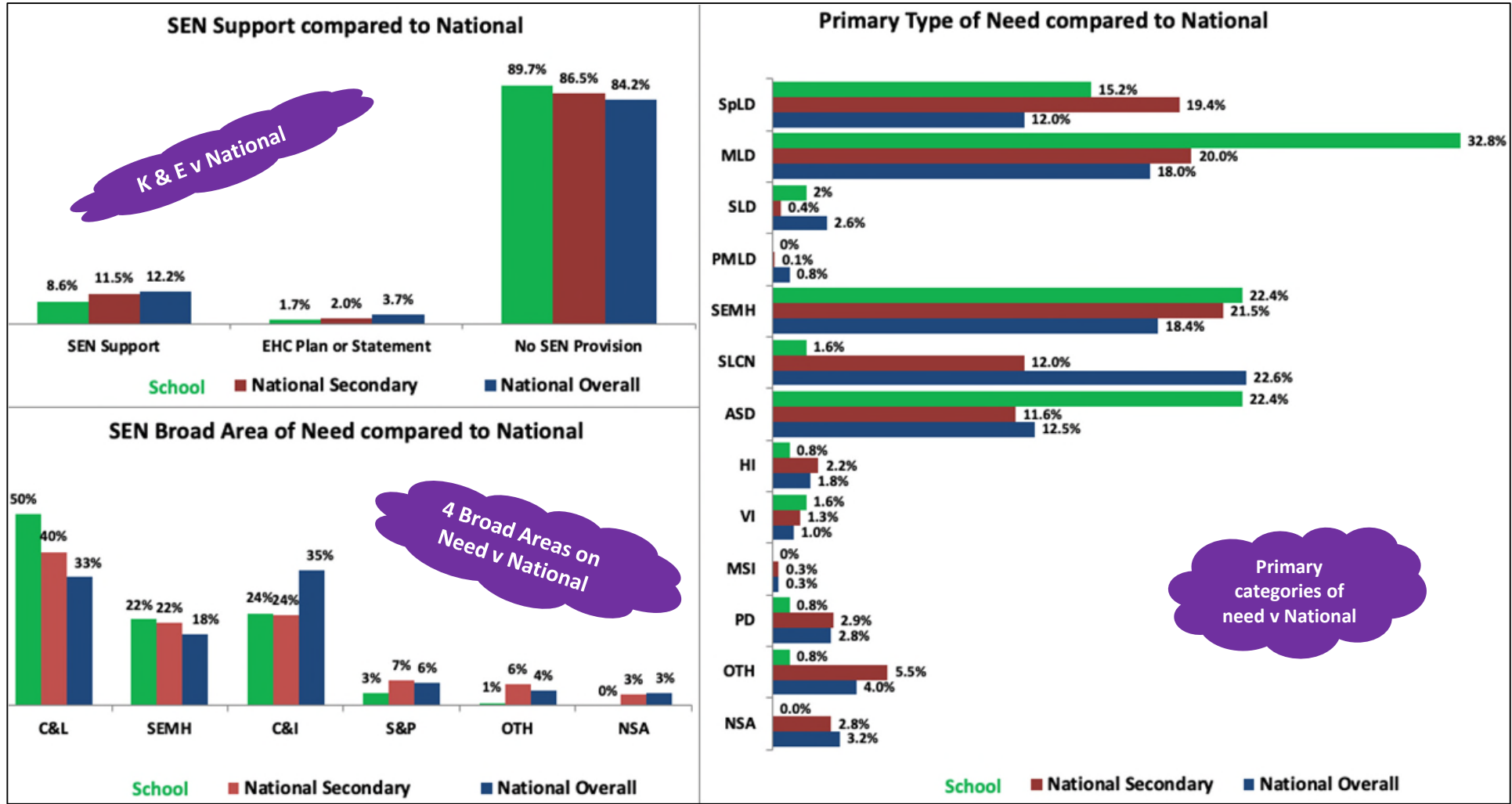
Identification of SEND in primary schools in England in 2021



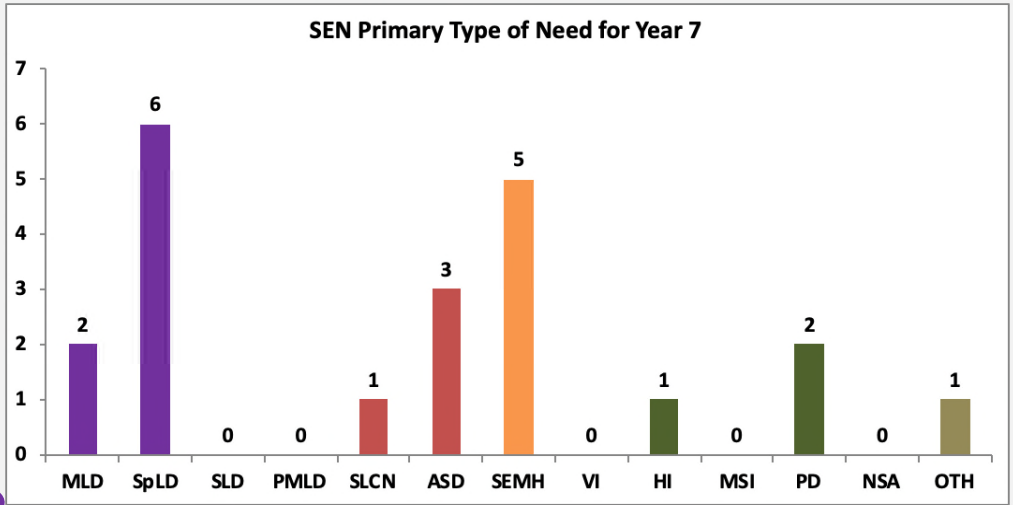
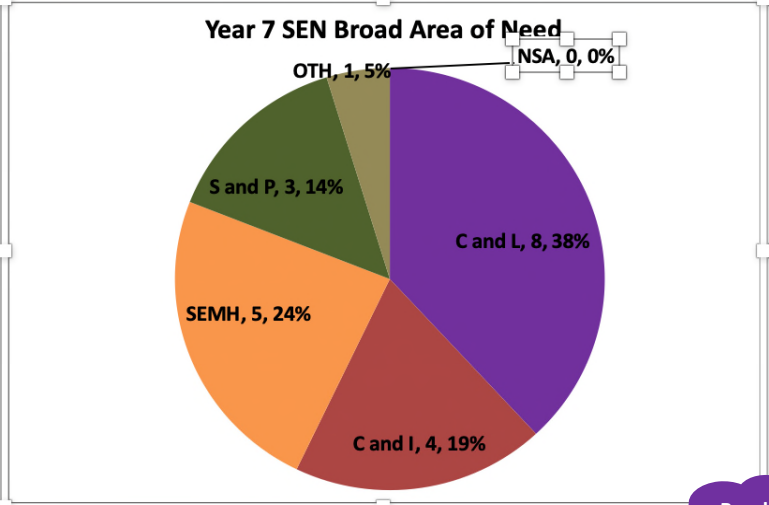
Overall picture of SEN in secondary schools in England in 2021



A strategic overview of SEND for a school compared to national data

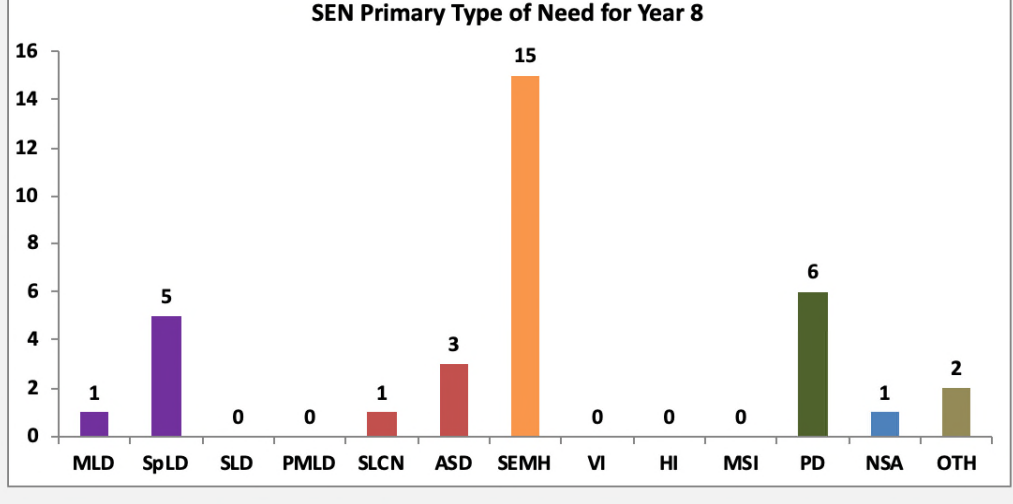
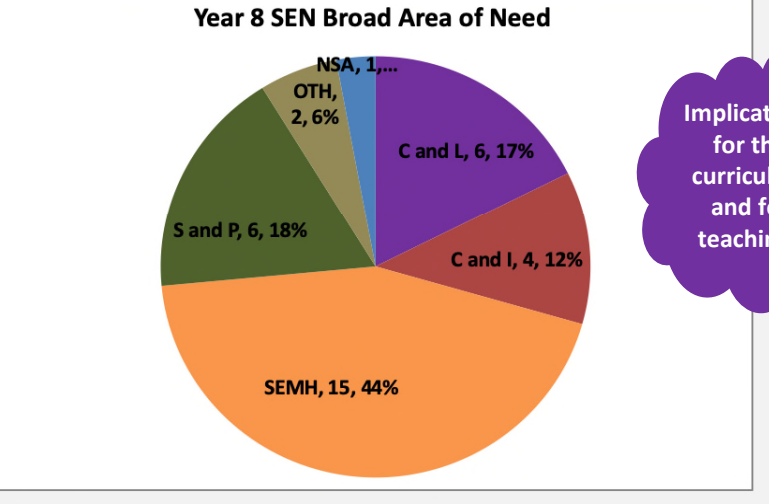


YEAR 7



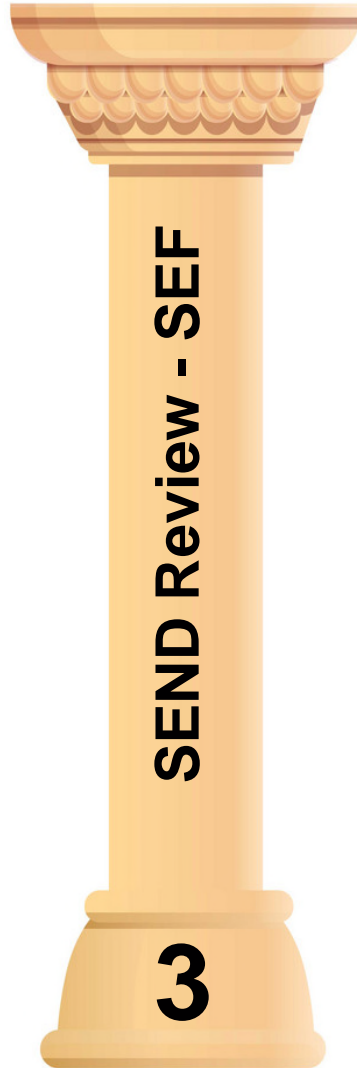
Breakdown by year group

YEAR 8



Implications for the curriculum and for teaching?

YEAR 9



A middle leader of SEND.....

will ensure that SEND is evaluated annually
using a
structured review process as part of the
school's systematic review processes
with
external input
and
thread the findings throughout the School
Development Plan

SEND REVIEW GUIDE

A school-led approach to
improving provision for all



The SEND Review: Areas of focus

Outcomes

- Academic achievements progress and attainment
- Wider outcomes such as attendance, exclusions, key skills and transition data.

1

Leadership

- Profile and vision for SEND
- Whole school responsibilities
- Culture of high expectations and excellence for all
- Role of governors

2

Quality of teaching and learning

- High quality teaching for all
- Understanding of needs to plan and differentiate lessons
- Focused & data-led intervention
- Efficient use of TAs

3

Working with Pupils, Parents & Carers

- SEN Information Report
- Parental engagement
- Pupil voice

4

Assessment & Identification

- Securing alignment with the Code of Practice
- Accuracy of identification.

5

Monitoring, Tracking & Evaluation

- Data tracking
- Use of whole-school datasets e.g. IDSR, ASP
- Evaluation of intervention
- Monitoring of personalised plans

6

Efficient Use of Resources

- Value for money
- Resource effectiveness.
- CPD for staff
- Deployment of TAs

7

Developing expertise and provision

- Collaboration with external agencies
- Development of expertise
- Use of research and outward facing

8

Aspects of the SEND Review for Middle Leaders

Outcomes

Leadership

Teaching and Learning

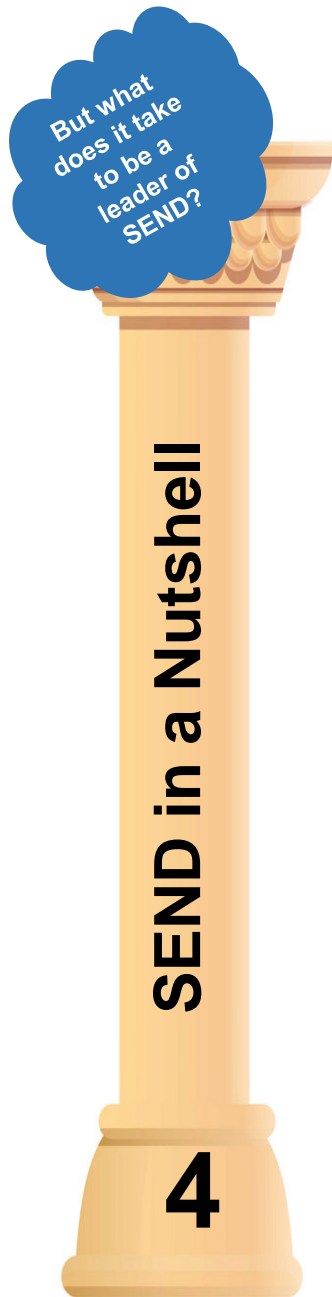
Monitoring and Evaluation

Middle Leaders Phase or Subject mini-WSS SEND Review

	R A G	STRENGTHS	AREAS FOR DEVELOPMENT
LEADERSHIP OF SEND			
The school has a clear vision for the education of all pupils with SEND at the school. The school has a culture of high aspiration for all children.			
The school development plan has clear aims and objectives in place related to SEND. As a result, key priorities are identified correctly.			
Roles and responsibilities for SEND provision are clear. As a result, all teachers understand and accept they are responsible for the progress of all pupils.			
THE QUALITY OF TEACHING AND LEARNING FOR PUPILS WITH SEND			
Senior and middle leaders with responsibility for SEND work closely alongside class teachers to support differentiation and curriculum development. They are involved in reviewing and helping teachers improve the quality of teaching for all pupils.			
Teachers have a clear understanding of pupil need and personalised strategies are informed by parent and carer partnership. These are consistently applied throughout the school.			
The individual needs of pupils are communicated effectively to all staff.			
Teachers use assessment information to plan and differentiate lessons effectively. This includes setting homework that is matched to pupils' individual needs.			
Evidence from observations shows the teaching of interventions is considered to be consistently good or better.			
Outcomes from interventions are integrated into classroom teaching and teachers capitalise on learning from interventions in whole class and small group teaching.			
MONITORING, TRACKING AND EVALUATION			
Pupils with SEND have personalised plans that are reviewed with parents and carers at least termly.			
Interventions follow a cycle of Assess, Plan, Do, Review.			
Interventions are rigorously evaluated. Adjustment to the provision is then made accordingly.			
The school has a good understanding of how pupils with SEND achieve with individual teachers and across subjects.			
OUTCOMES FOR PUPILS WITH SEND			
Progress for pupils with SEND, across year groups, in a wide range of subjects, is consistently strong and evidence in their work indicates that they achieve well.			
Pupils with SEND acquire and apply a wide range of knowledge and skills, in reading, writing, communication and mathematics effectively.			
The school uses a range of data to identify barriers to learning. This includes, for example, monitoring the types, rates and patterns of bullying and levels of attendance for pupils with SEND.			
Rates, patterns of and reasons for fixed-period and permanent exclusions of pupils with SEND are not disproportionate. There are no informal or unofficial exclusions.			

An ambitious curriculum and high quality teaching

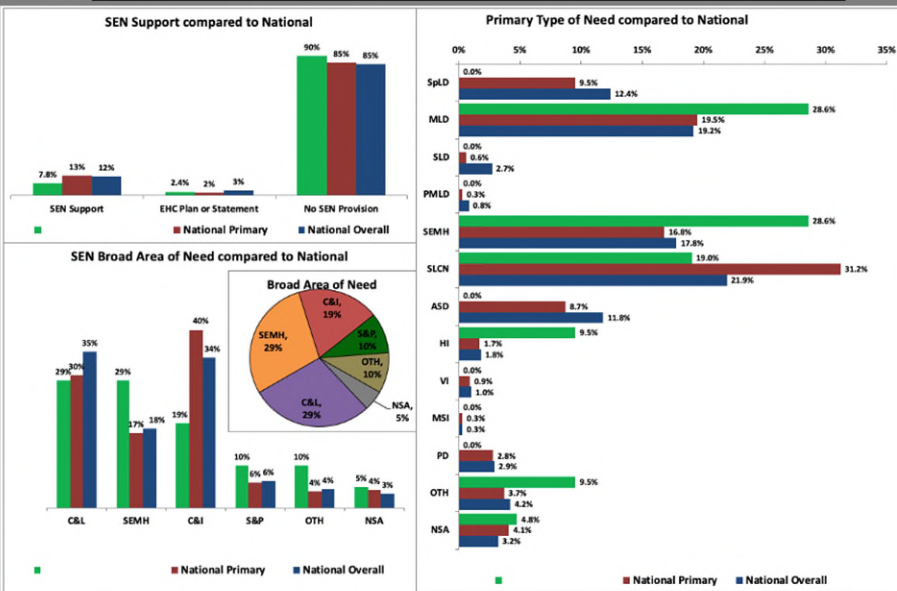
Statements		R	A	G
The curriculum offer is ambitious and includes a range of opportunities for pupils with SEND. All pupils <u>are able to access</u> the content and make progress.				
Alternative packages of support are available for pupils with SEN as part of a <u>personalised</u> curriculum. Where alternative provision is used, the school monitors the quality and impact on pupil progress				
Class teachers are confident in delivering high quality teaching to meet the needs of pupils with SEN. They use assessment information and reflection to plan, adapt and deliver lessons effectively.				
The SENCO and other senior leaders use evidence and research to identify, share and model good practice in relation to high quality teaching for pupils with SEND.				
The SENCO and other senior / middle leaders work alongside class teachers to support curriculum development and adaptive teaching.				
The SENCO and other senior / middle leaders regularly evaluate the quality of teaching and learning for pupils with SEND <u>e.g.</u> through learning walks, book looks, pupil discussions.				
There is a graduated approach to SEN in place and the 'assess, plan, do, review' cycle is embedded for all pupils with SEND.				
Pupils with SEND have individual support plans that are developed and reviewed at least termly with parents, the <u>pupil</u> and relevant professionals. The school is committed to a <u>person-centred</u> approach to SEN support.				
There is a range of evidence-based interventions in place to meet the needs of pupils. Interventions are coordinated <u>effectively</u> and systems are in place to support this process e.g. a provision map.				
Teaching assistants and other staff are deployed effectively to support high quality teaching in the classroom and deliver interventions or additional support for pupils with SEND.				
The impact of interventions is regularly monitored and evaluated and adjustments to provision are made in response. Evaluation demonstrates that the teaching and impact of interventions is at least good.				
Areas of strength for ambitious curriculum and <u>high quality</u> teaching:		Key recommendations for ambitious curriculum and <u>high quality</u> teaching:		



A leader of SEND.....

**will ensure there is a one-page overview of
SEND containing key information
and
used to raise the profile and understanding
of SEND amongst leaders, staff, governors
and other stakeholders**

Identification (Jan 2020 census data)



High Quality Teaching and Intervention

Examples of High Quality Teaching for All

Examples of our Training and Expertise in SEND

--	--	--

Ways in which we make reasonable adjustments for pupils with SEND

--	--	--

Ways in which we are inspiring engagement and co-production with families

--	--	--

Absence, Exclusions, Outcomes

Overall absence: % of sessions missed in primary schools

	National No SEN	School No SEN	National SEN Support	School SEN Support	National EHCP	School EHCP
2018-19	3.7	2.6	5.4	2.1	7.0	5.1

Rate of exclusions in primary schools

	% Permanent				% Fixed term							
	Nat. No SEN	Sch. No SEN	Nat. SEN Supp.	Sch. SEN Supp.	Nat. EHCP	Sch. EHCP	Nat. No SEN	Sch. No SEN	Nat. SEN Supp.	Sch. SEN Supp.	Nat. EHCP	Sch. EHCP
2017-18	0.01		0.15		0.18		0.39		7.07		13.44	
2018-19												

Outcomes in primary schools

	% EYFSP achieving GLD				% Y1 meeting expected standard in phonics							
	Nat. All	Sch. All	Nat. SEN Supp.	Sch. SEN Supp.	Nat. EHCP	Sch. EHCP	Nat. All	Sch. All	Nat. SEN Supp.	Sch. SEN Supp.	Nat. EHCP	Sch. EHCP
2018-19	72	80	29	0	5	0	82	93	48	N/A	20	0

	% Reaching exp. standard in KS1				% Reaching exp. standard at KS2			End of KS2 progress score		
	R	W	M	Comb.	R	W	M	R	W	M
2018-19										
Nat. All	75	69	76	65	73	78	79	0.03	0.03	0.03
Sch. All	89	89	82	87	90	93		1.04	1.08	2.99
Nat. SEN Supp.	33	25	36	25	41	39	46	-1.0	-1.7	-1.0
Sch. SEN Supp.	25	50	25	50	100	100		5.43	6.07	-0.14
Nat. EHCP	13	9	14	9	16	14	17	-3.6	-4.3	-4.0
Sch. EHCP	N/A	N/A	N/A	0	0	0		-19.40	-17.79	-18.46

Strengths and Areas for Development

3 ways we are supporting pupils with SEND and their families during the Covid-19 pandemic (both on-site and remotely):

- x
- x
- x

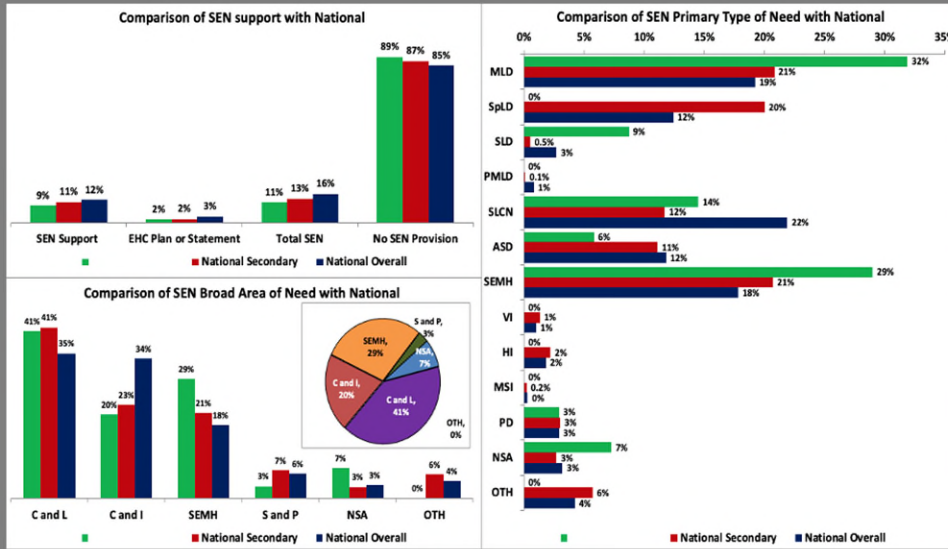
Our 3 key strengths in SEND:

- x
- x
- x

The 3 key areas for development for SEND from the School Development Plan:

- x
- x
- x

Identification (Updated November 2020)



High Quality Teaching and Intervention

Examples of High Quality Teaching for All

Examples of our Training and Expertise in SEND

Ways in which we make reasonable adjustments for pupils with SEND

Ways in which we are inspiring engagement and co-production with families

Absence, Exclusions, Outcomes

Overall absence: % of sessions missed in secondary schools

	National No SEN	School No SEN	National SEN Support	School SEN Support	National EHCP	School EHCP
2018-19	5.1	4.3	8.1	6.2	8.6	17.5

Rate of exclusions in secondary schools

	% Permanent						% Fixed term					
	Nat. No SEN	Sch. No SEN	Nat. SEN Supp.	Sch. SEN Supp.	Nat. EHCP	Sch. EHCP	Nat. No SEN	Sch. No SEN	Nat. SEN Supp.	Sch. SEN Supp.	Nat. EHCP	Sch. EHCP
2018-19	0.15	0.00	0.65	1.22	0.33	0.00	8.00	5.93	29.95	6.10	30.89	28.57

End of KS4 outcomes

	Attainment 8						Progress 8					
	Nat. All	Sch. All	Nat. SEN Supp.	Sch. SEN Supp.	Nat. EHCP	Sch. EHCP	Nat. All	Sch. All	Nat. SEN Supp.	Sch. SEN Supp.	Nat. EHCP	Sch. EHCP
2018-19	46.69	49.95	32.60	34.83	13.70	26.38	-0.03	0.04	-0.43	-0.56	-1.17	0.14

Strengths and Areas for Development

3 ways we are supporting pupils with SEND and their families during the Covid-19 pandemic (both on-site and remotely):

Our 3 key strengths in SEND:

The 3 key areas for development for SEND from the School Development Plan

Identification (Jan 2021 census data)

High Quality Teaching and Intervention

Examples of High Quality Teaching for All

Examples of our Training and Expertise in SEND

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Ways in which we make reasonable adjustments for pupils with SEND

--	--	--

Ways in which we are inspiring engagement and co-production with families

--	--	--

Absence, Exclusions, Outcomes (2018-19 Performance Summary)

Overall absence: % of sessions missed in primary schools

	National No SEN	School No SEN	National SEN Support	School SEN Support	National EHCP	School EHCP
2018-19	3.7		5.4		7.0	

Rate of exclusions in primary schools

	% Permanent						% Fixed term					
	Nat. No SEN	Sch. No SEN	Nat. SEN Supp.	Sch. SEN Supp.	Nat. EHCP	Sch. EHCP	Nat. No SEN	Sch. No SEN	Nat. SEN Supp.	Sch. SEN Supp.	Nat. EHCP	Sch. EHCP
2018-19	0.00		0.12		0.18		0.38		6.90		13.61	

Outcomes in primary schools

	% EYFSP achieving GLD						% Y1 meeting expected standard in phonics					
	Nat. All	Sch. All	Nat. SEN Supp.	Sch. SEN Supp.	Nat. EHCP	Sch. EHCP	Nat. All	Sch. All	Nat. SEN Supp.	Sch. SEN Supp.	Nat. EHCP	Sch. EHCP
2018-19	72		29		5		82		48		20	

	% Reaching exp. standard in KS1				% Reaching exp. standard at KS2				End of KS2 progress score			
	R	W	M	Comb.	R	W	M	R	W	M		
2018-19												
Nat. All	75	69	76	65	73	78	79	0.03	0.03	0.03		
Sch. All												
Nat. SEN Supp.	33	25	36	25	41	39	46	-1.0	-1.7	-1.0		
Sch. SEN Supp.												
Nat. EHCP	13	9	14	9	16	14	17	-3.6	-4.3	-4.0		
Sch. EHCP												

Insert school logo

Strengths and Areas for Development

3 ways we are supporting pupils with SEND and their families post pandemic:

- x
- x
- x

Our 3 key strengths in SEND:

- x
- x
- x

The 3 key areas for development for SEND:

- x
- x
- x

High Quality Teaching and Intervention

Examples of High Quality Teaching for All

Examples of our Training and Expertise in SEND

--	--	--

Ways in which we make reasonable adjustments for pupils with SEND

--	--	--

Ways in which we are inspiring engagement and co-production with families

--	--	--

Strengths and Areas for Development

3 ways we are supporting pupils with SEND and their families post pandemic:

- x
- x
- x

Our 3 key strengths in SEND:

- x
- x
- x

The 3 key areas for development for SEND:

- x
- x
- x

Identification (Jan 2021 census data)

High Quality Teaching and Intervention

Examples of High Quality Teaching for All

Examples of our Training and Expertise in SEND

--	--	--

Ways in which we make reasonable adjustments for pupils with SEND

--	--	--

Ways in which we are inspiring engagement and co-production with families

--	--	--

Absence, Exclusions, Outcomes (2018-19 Performance Summary)

Insert school logo

Strengths and Areas for Development

Overall absence: % of sessions missed in secondary schools

	National No SEN	School No SEN	National SEN Support	School SEN Support	National EHCP	School EHCP
2018-19	5.1		8.1		8.6	

Rate of exclusions in secondary schools

	% Permanent						% Fixed term					
	Nat. No SEN	Sch. No SEN	Nat. SEN Supp.	Sch. SEN Supp.	Nat. EHCP	Sch. EHCP	Nat. No SEN	Sch. No SEN	Nat. SEN Supp.	Sch. SEN Supp.	Nat. EHCP	Sch. EHCP
2018-19	0.15		0.65		0.33		8.00		29.95		30.89	

End of KS4 outcomes

	Attainment 8						Progress 8					
	Nat. All	Sch. All	Nat. SEN Supp.	Sch. SEN Supp.	Nat. EHCP	Sch. EHCP	Nat. All	Sch. All	Nat. SEN Supp.	Sch. SEN Supp.	Nat. EHCP	Sch. EHCP
2018-19	46.69		32.60		13.70		0.03		-0.43		-1.17	

3 ways we are supporting pupils with SEND and their families post pandemic:

- x
- x
- x

Our 3 key strengths in SEND:

- x
- x
- x

The 3 key areas for development for SEND:

- x
- x
- x

High Quality Teaching and Intervention

Examples of High Quality Teaching for All

Examples of our Training and Expertise in SEND

--	--	--

Ways in which we make reasonable adjustments for pupils with SEND

--	--	--

Ways in which we are inspiring engagement and co-production with families

--	--	--

Strengths and Areas for Development

3 ways we are supporting pupils with SEND and their families post pandemic:

- x
- x
- x

Our 3 key strengths in SEND:

- x
- x
- x

The 3 key areas for development for SEND:

- x
- x
- x



A leader of SEND.....

will ensure there is a development plan in place for SEND and (crucially) that it is threaded through the phase/subject development plan

How we're improving outcomes for our students with SEND.....

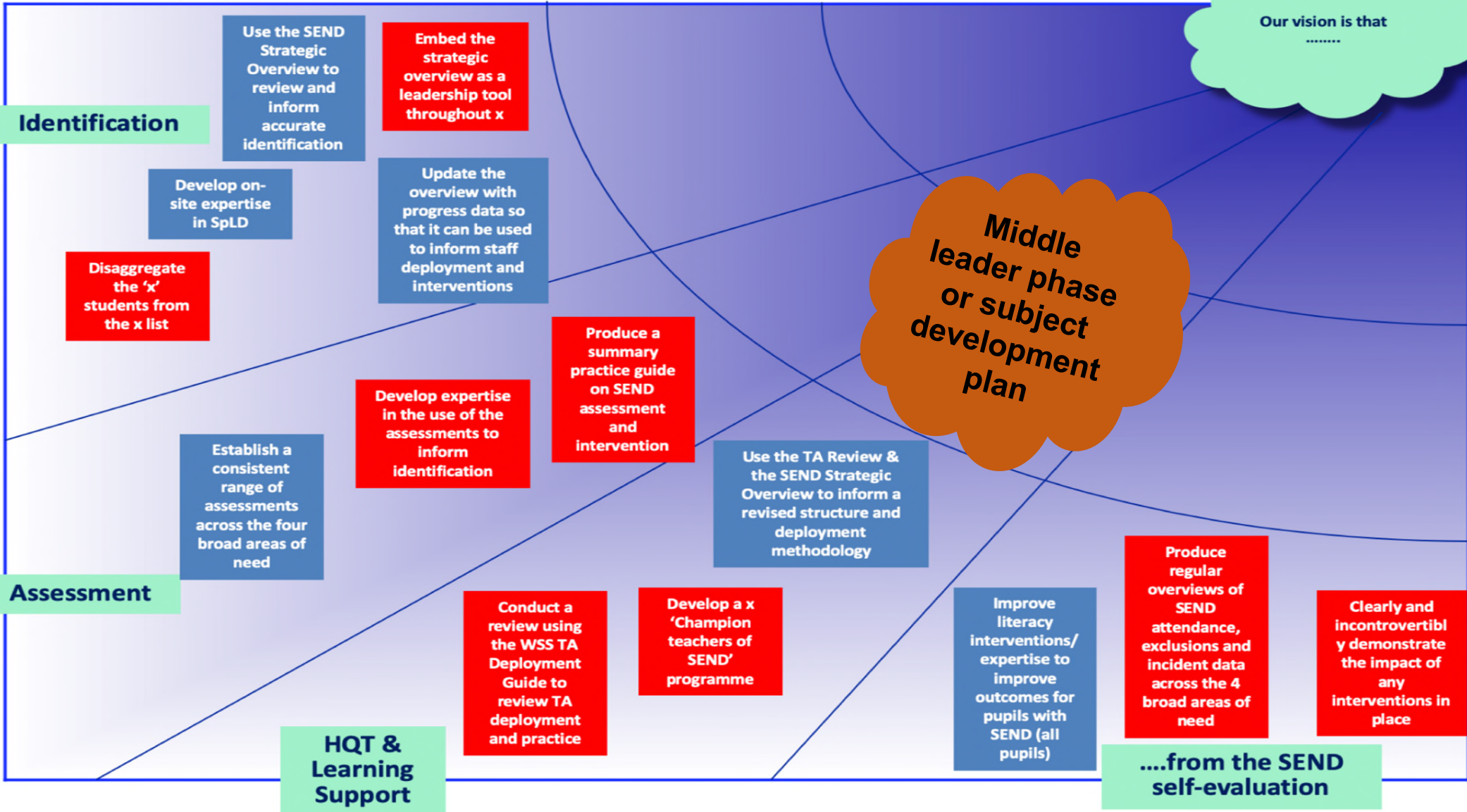
Spring 2020

Summer 2020

Autumn 2020

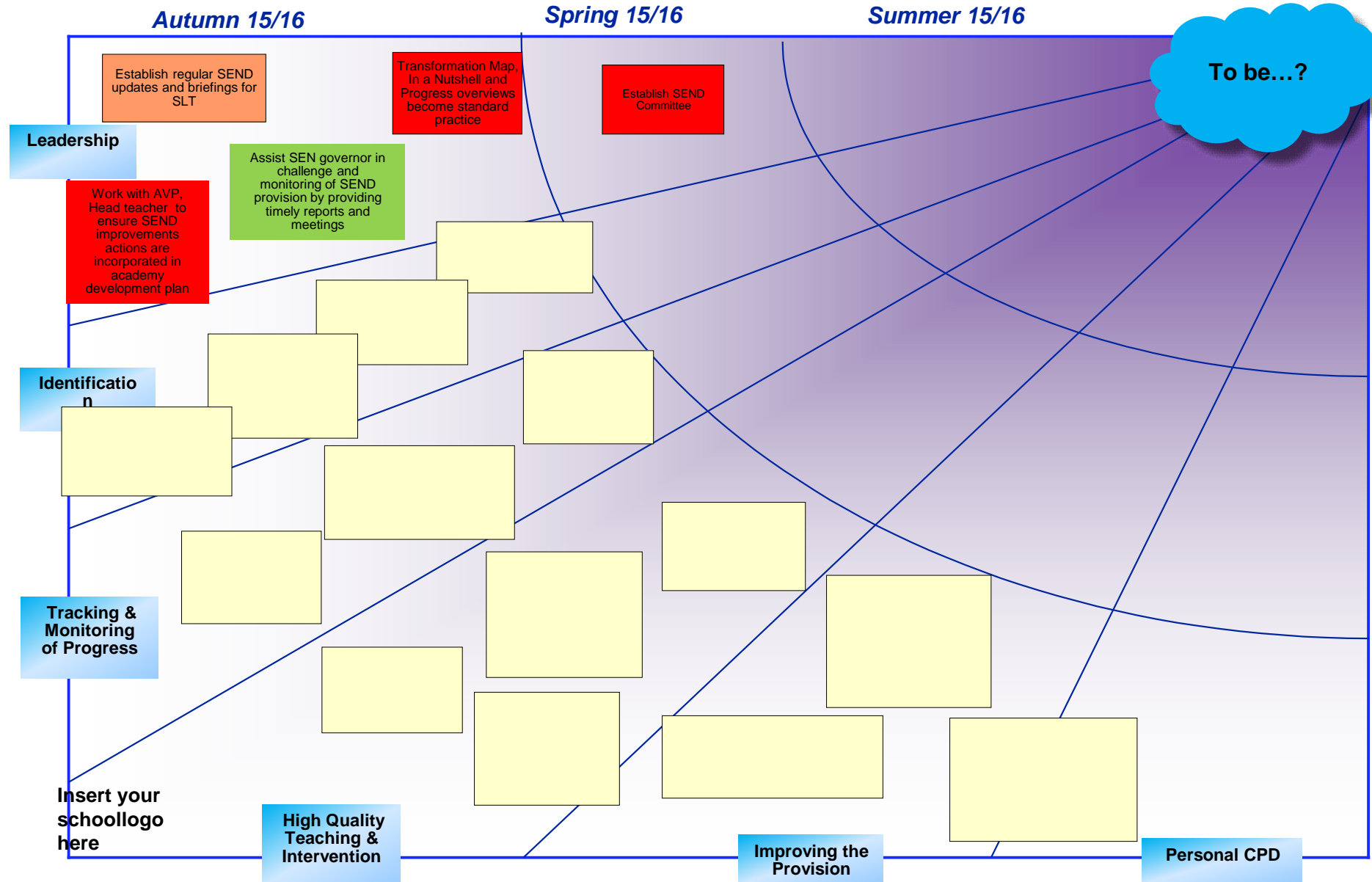
Our vision is that

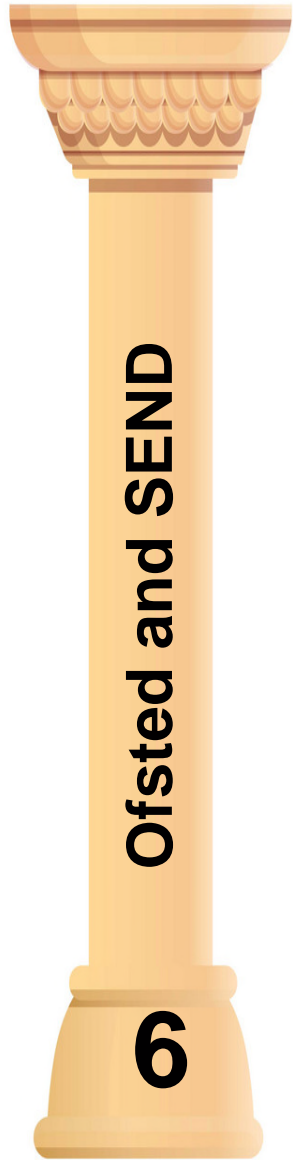
Middle leader phase or subject development plan



Insert your mission statement here

(this is an example template)





A leader of SEND.....

will understand that a focus on SEND and inclusion is a key theme in the Ofsted framework for inspection and prepares the school/phase/subject accordingly

leadership and management

352-356 Applying the EIF in special schools and in mainstream schools' provision for pupils with SEND

353. Inspectors will gather and evaluate evidence about:

- whether leaders are **ambitious** for all pupils with SEND
- how well leaders **identify, assess and meet the needs of pupils** with SEND, including when pupils with SEND are self-isolating and/or receiving remote education
- how well leaders **develop and adapt the curriculum** so that it is coherently sequenced to all pupils' needs, starting points and aspirations for the future
- how successfully **leaders involve parents, carers** and, as necessary, other professionals/specialist services in deciding how best to support pupils with SEND, including agreeing the approach to remote education

leadership and management

- how well leaders **include pupils** with SEND in all aspects of school life
- How well the school **assesses learning and development** of pupils with SEND, and whether pupils' **outcomes are improving as a result of the different or additional provision** being made for them, including any reasonable adjustments in remote education provision. This covers outcomes in:
 - communication and interaction
 - cognition and learning
 - physical health and development
 - social, emotional and mental health
- how well pupils with SEND are prepared for their **next steps in education, employment and training, and their adult lives**

overall effectiveness

194.

Before making the final judgement on overall effectiveness, inspectors will always consider the spiritual, moral, social and cultural development of pupils at the school, and evaluate the extent to which the school's education provision meets different pupils' needs, including pupils with SEND.

**SEND – Preparing for an OfSTED inspection:
10 + 1 Questions for leaders to consider**

10 + 1 Questions	School Response	Evidence
1. To what extent are all leaders, including governors, ambitious for all pupils with SEND (including ensuring an ambitious curriculum)?		
2. How well do leaders identify, assess and meet the needs of pupils with SEND?		
3. How well do leaders develop and adapt the curriculum so it is coherently sequenced to all pupils' needs, starting points and aspirations?		
4. How well do teaching assistants and other adults support learning to meet the needs of children with SEND in mainstream classes?		
5. How successfully do leaders involve parents, carers and, as necessary, other professionals in deciding how best to support pupils with SEND?		
6. How well do leaders include pupils with SEND in all aspects of school life ?		
7. How well does the school assess the learning and development of pupils with SEND?		
8. How effectively do leaders support all staff to ensure they are meeting the needs of pupils with SEND?		
9. How well are pupils' outcomes improving as a result of the 'different from' or 'additional to' provision being made for them?		
10. How well are pupils with SEND prepared for their next steps in education, employment and training, and their adult lives?		
<i>How have leaders responded to the COVID-19 Pandemic in order to secure the continued learning, progress, wellbeing and safety of pupils with SEND?</i>		

What are your actions to become a more effective leader of SEND?

malcolm@wholeschoolsend.com

 @Malcolm_Reeve

The next webinar:

Before the next session: Complete or reflect on “Questions for leaders” to consider (this will be in the slide pack)

Part 2: Thursday 2nd December 2021, 14:00-15:30

During this session we will present case studies from SENDCO colleagues who have had recent Ofsted inspections (Autumn Term) and will reflect on key questions around collective responsibility for SEND.

nasen
Helping Everyone Achieve 

Thank you for attending!

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- 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

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Sign up to receive our monthly e-newsletter!

Monthly updates on all our events, new resources and other useful information:

<https://www.sendgateway.org.uk/user> → Communication Preferences

Upcoming WSS Events:

- **Preparation for Adulthood: High Aspirations through All Stages of Education**
- **Practical Strategies to Support SLCN**
- **Developing an Inclusive, Accessible and Ambitious Curriculum**
- **Working with Parents, Carers and Families**
- **The Inclusive Classroom – Primary and Secondary**
- **Getting to Grips with Great SEND Governance**

You can see all [upcoming webinars](#) from WSS and find all our [free resources](#) on our website: <https://www.sendgateway.org.uk>

Additional Links and Useful Info:

- [SEND Code of Practice](#)
- [WSS Autumn Events Calendar](#)
- [Recorded webinar: SEND in a Nutshell](#)
- [Recorded webinar: Making Data Work](#)
- [Recorded webinar – Part 1: Session with Ofsted](#)
- [Recorded webinars: High-Quality Teaching](#)
- [WSS SEND Review Guides](#)

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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Please get in touch if you are struggling
to locate any of our resources.

info@wholeschoolsend.com



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