# 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

# 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

# New to the SENCo role: Part 3

## *Policy into Practice*

**Amelie Thompson: rsl.seslon@wholeschoolsend.com**

**Tina Harvey: drsl.seslon@wholeschoolsend.com**

**Kerry Greene: drsl2.seslon@wholeschoolsend.com**

**Clare Belli: drsl3.seslon@wholeschoolsend.com**

South East and South London Region

Funded by

Department for Education

WholeSchool SEND

nasen

Helping Everyone Achieve

# A series of 3 webinars

**Session 1: 30th September 2021, 2-3.30pm**

*Strategic leadership of SEND*

This session will focus on distributed leadership of SEND, roles and responsibilities

**Session 2: 20th January 2022, 2-3.30pm**

*The role of the SENCo in practice*

This session will focus on working in partnership with other stakeholders, managing the statutory assessment process and annual reviews.

**Session 3: 10th February 2022, 2-3.30pm**

*Matching policy to practice*

This session will focus on the SEND Information Report and effective use of data.

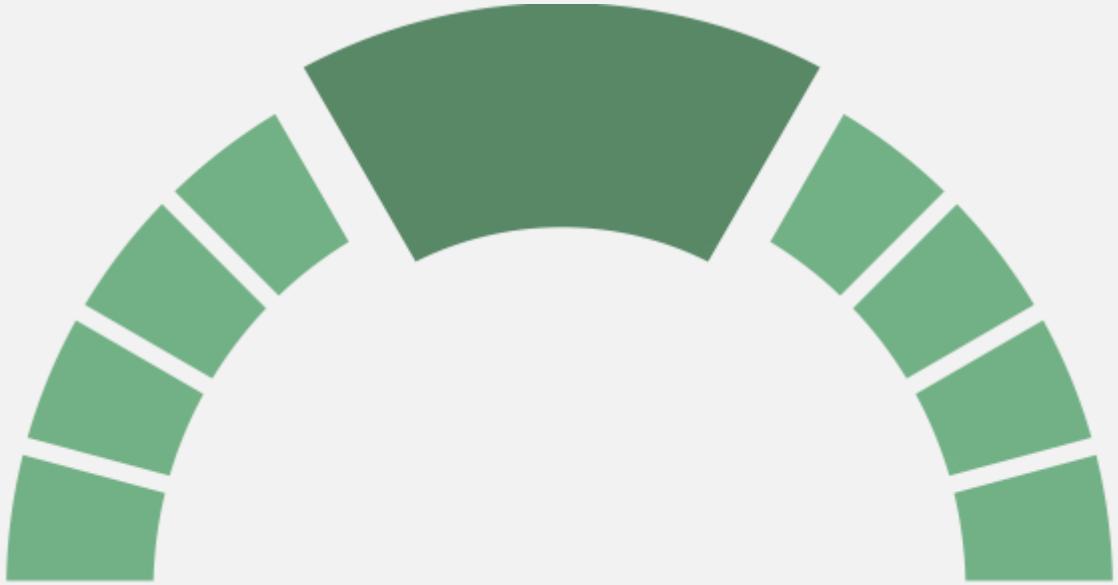
# Session 3
# This session aims to support new SENCos in:

- Becoming familiar with requirements for a SEND Policy and SEND Information Report
- Becoming familiar with legislation relating to Education, Health and Care Plans and Annual Reviews
- Knowing the importance of data in relation to decision making and action planning
- Understanding the role of action planning in reviewing impact against identified priorities
- Pulling together learning across all three sessions and considering next steps

By the end of the session you will feel more confident to:

- Work with stakeholders to review systems, policies and practices
- Interrogate the right sort of data and use this to inform resource deployment
- Plan strategically to improve provision for SEND
- Identify priorities for the year ahead

# Distributed leadership for SEND



*“When we all play our part, we share responsibility and create something strong and long lasting.”*

# In our second session we looked at working in partnership with other stakeholders...

How well established are the relationships with external professionals? What are the barriers and enablers?

Who is in the team around the school? How is this coordinated and managed to support the best outcomes for pupils?

How does the work with external professionals impact whole-school and whole-class provision as well as direct work with individuals?

What are the ingredients to effective multi-agency working?

# Session 3
# This session aims to support new SENCos in:

- Becoming familiar with requirements for a SEND Policy and SEND Information Report
- Becoming familiar with legislation relating to Education, Health and Care Plans and Annual Reviews
- Knowing the importance of data in relation to decision making and action planning
- Understanding the role of action planning in reviewing impact against identified priorities
- Pulling together learning across all three sessions and considering next steps

By the end of the session you will feel more confident to:

- Work with stakeholders to review systems, policies and practices
- Interrogate the right sort of data and use this to inform resource deployment
- Plan strategically to improve provision for SEND
- Identify priorities for the year ahead

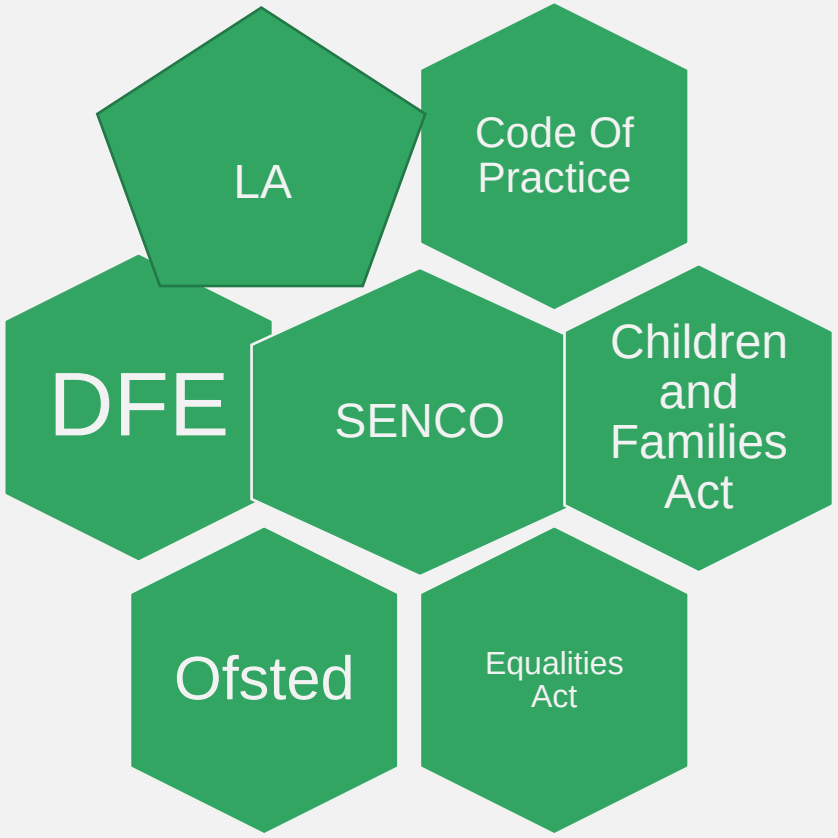
# SENCO role – The DFE says …

SENCOs play a very important role in leading the co-ordination of provision for children and young people with special educational needs and disabilities (SEND) in schools.
The importance of SENCOs in schools has been reiterated in the **SEND code of practice** and the **Children's and Families Bill**.

**Legislation** prescribes the qualifications and experience a teacher should have to be designated a SENCO and the governing bodies' functions relating to the key responsibilities of the SENCO.

In for new **SEND code of practice: 0 to 25 years** every new SENCO in a mainstream school MUST gain the Master's-level National Award for Special Educational Needs Co-Ordinator.

# SENCO Role- Policy into Practice



# A day in the life of a SENCO



# SEND Code of Practice

The SEND Code of Practice: 0 to 25 years explains the duties of local authorities, schools and colleges to provide for those with special educational needs under part 3 of the Children and Families Act 2014.

The SEND Code of Practice outlines the role of SENCOs in schools. It explains that governing bodies of maintained mainstream schools and the proprietors of mainstream academy schools (including free schools) must ensure that there is a qualified teacher designated as SENCO for the school.

# A SENCO’s Duties will Include;



1.Overseeing the day-to-day operation of the school’s SEN policy

2.Coordinating provision for children with SEN

3.Liaising with the relevant Designated Teacher where a looked after pupil has SEN

4.Advising on the graduated approach to providing SEN support

•Advising on the deployment of the school’s delegated budget and other resources to meet pupils’ needs effectively

•Advising on the deployment of the school’s delegated budget and other resources to meet pupils’ needs effectively

•Liaising with parents of pupils with SEN

•Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies

# A SENCO’s Duties will include;



- Being a key point of contact with external agencies, especially the local authority and its support services (*ensuring advice is implemented*)
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEN up to date and meets with parents 3x a year to discuss progress.

# Who can be a SENCO?

- The Code of Conduct states that SENCOs must be a qualified teacher working at the school. A newly appointed SENCO must be a qualified teacher and they must achieve a National Award in Special Educational Needs Coordination.



# Governing Body- SENCO responsibilities

- **Governing body's functions relating to the key responsibilities of the SENCO**

The governing body of a relevant school must determine the key responsibilities of the SENCO and monitor the effectiveness of the SENCO in undertaking those responsibilities.

***The key responsibilities may include the carrying out, or arranging for the carrying out, of the following tasks—***

- informing a parent of the pupil that their child is identified on the SEND register
- co-ordinating the making of special educational provision for the pupil which meets those needs,
- monitoring the effectiveness of any special educational provision made for the pupil,
- securing relevant services for the pupil where necessary,

# A connecting role- DFE

Is the Local offer accessible and can you signpost it?

- The Code of Practice envisages that the SENCO will provide leadership and professional guidance to colleagues and will work closely with staff, parents and carers, and other agencies. It challenges SENCOs to promote person-centred, inclusive, practice in which the interests and needs of pupils with SEN and/or disabilities are at the heart of everything that they do.

- The SENCO should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to the family to ensure that children with SEN receive appropriate support and high quality teaching, make at least good progress and achieve good outcomes.

Does your school have an SEND Priority?

Do you have time to support staff-staff meetings/ lesson observations etc?

Do you share your school provision with Families?

# OFSTED SEND support May 21

- Schools often took a pupil-centred approach when identifying needs and planning provision, but staff did not always know the pupils well
- Pupils with SEND regularly spent time out of class working with teaching assistants (TAs), but there were some concerns about social exclusion and over-reliance on a single adult.
- Occasionally, schools were teaching a curriculum to pupils that was not properly sequenced or well matched to their needs.
- Collaboration between practitioners and families supported schools in meeting pupils' needs more effectively.

# OFSTED SEND support May 21

- Mechanisms for co-production with parents and carers were often in place but implementation was not always meaningful. This is likely to impact how far schools can tailor provision to children's needs.

- School SENCos were essential for mediating provision but experienced a range of challenges in carrying out their role.

- Schools employed a range of tailored strategies to meet pupils' needs, sometimes supported by multi-agency services.

- Local authorities had strong ambitions for multi-agency collaboration, but this did not always translate into improved practice and positive experiences for schools and families.

- Some pupils received support from external services, but not always to the extent they need.

# Ofsted


Ofsted
Curriculum – special educational needs and disabilities

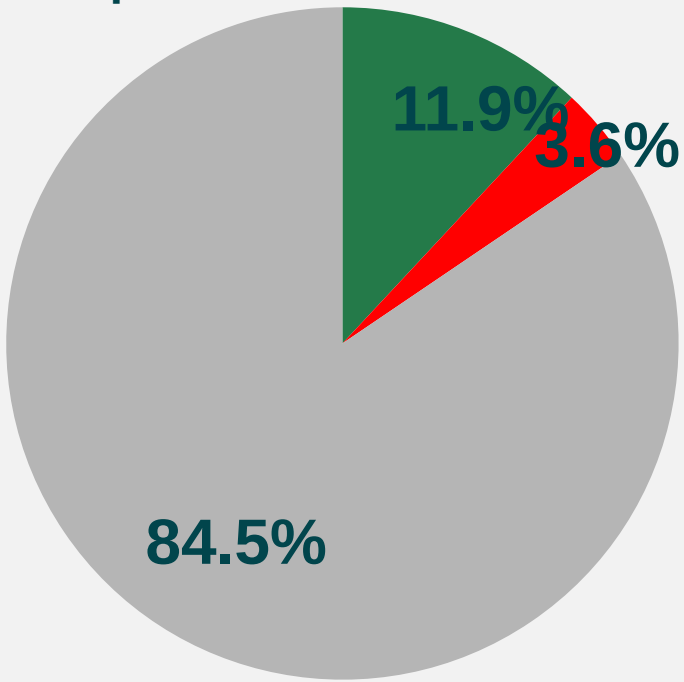
# Identification of need: data as a springboard for reflection

Special Educational Needs in England: January census (DfE July 2021)

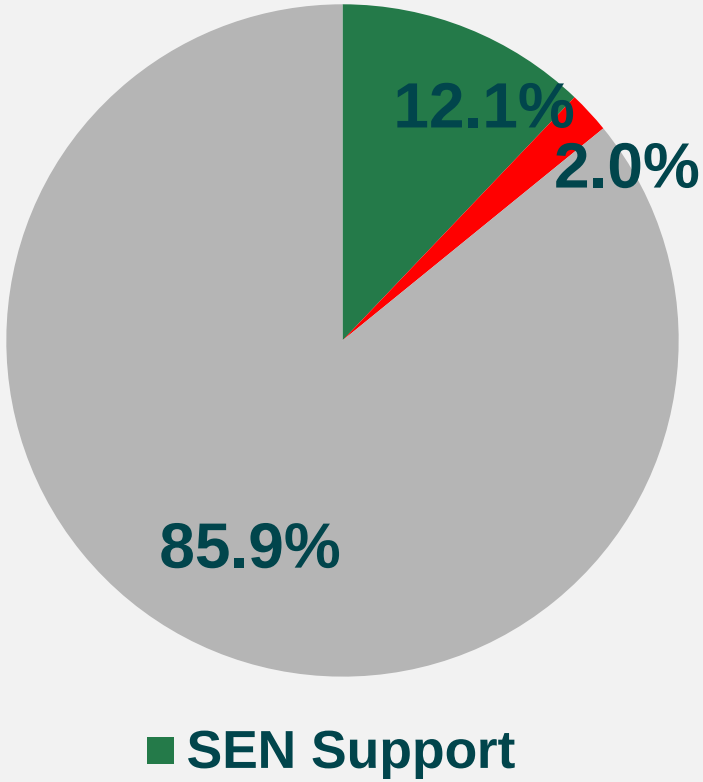
Why is it helpful to compare identification against national trends?

- Spot trends in our own identification
- Understand where there are variances and reflect on why this might be, how it impacts our practice and informs strategic planning
- Critically engage with the evidence behind e.g. high levels of identification in a certain area
- Moderate our systems for identification

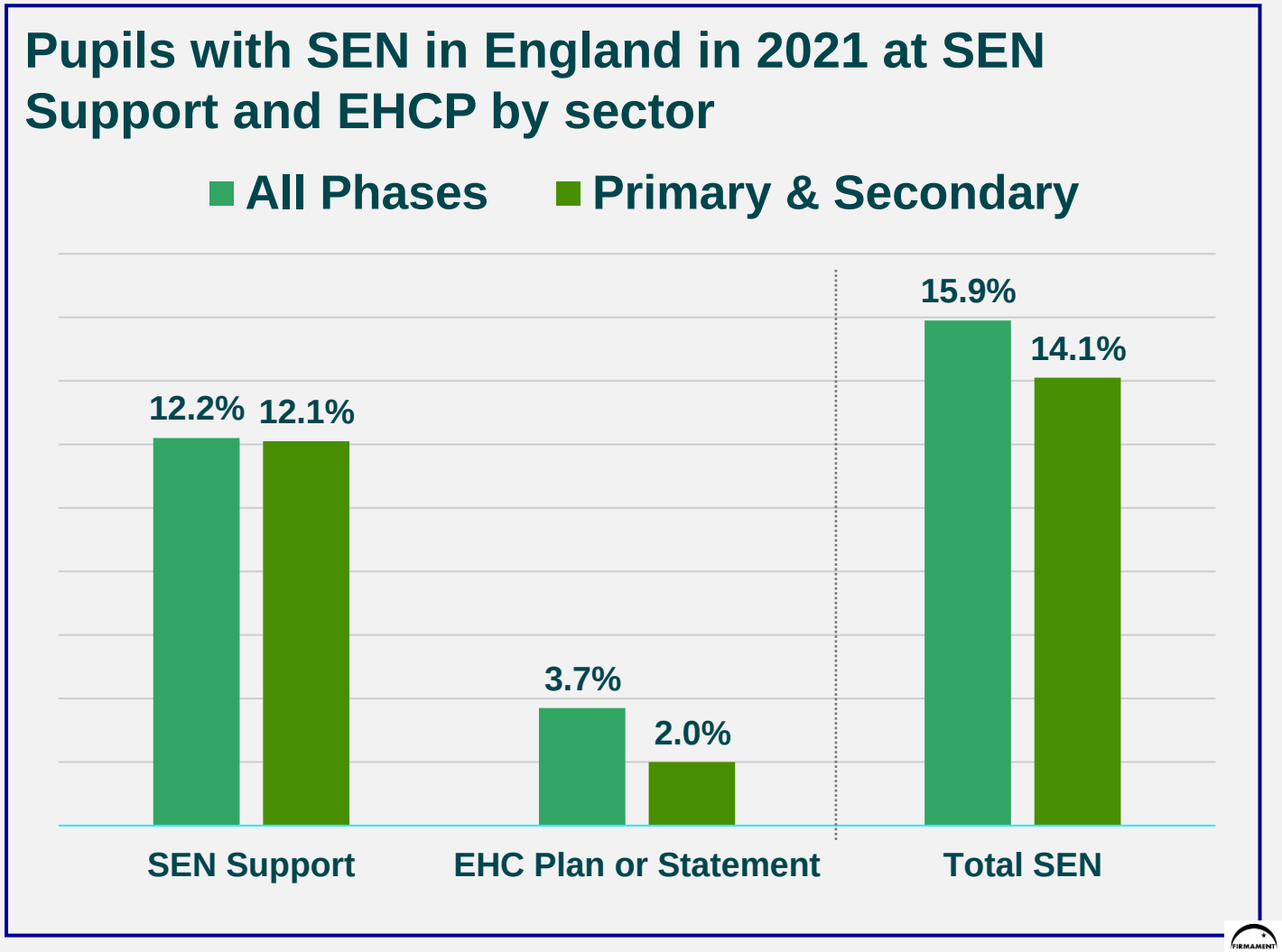
There are 8,287,947 pupils on roll nationally in primary, secondary and state-funded specials combined. A total of 1,286,362 pupils
have a special educational needs: 15.5%



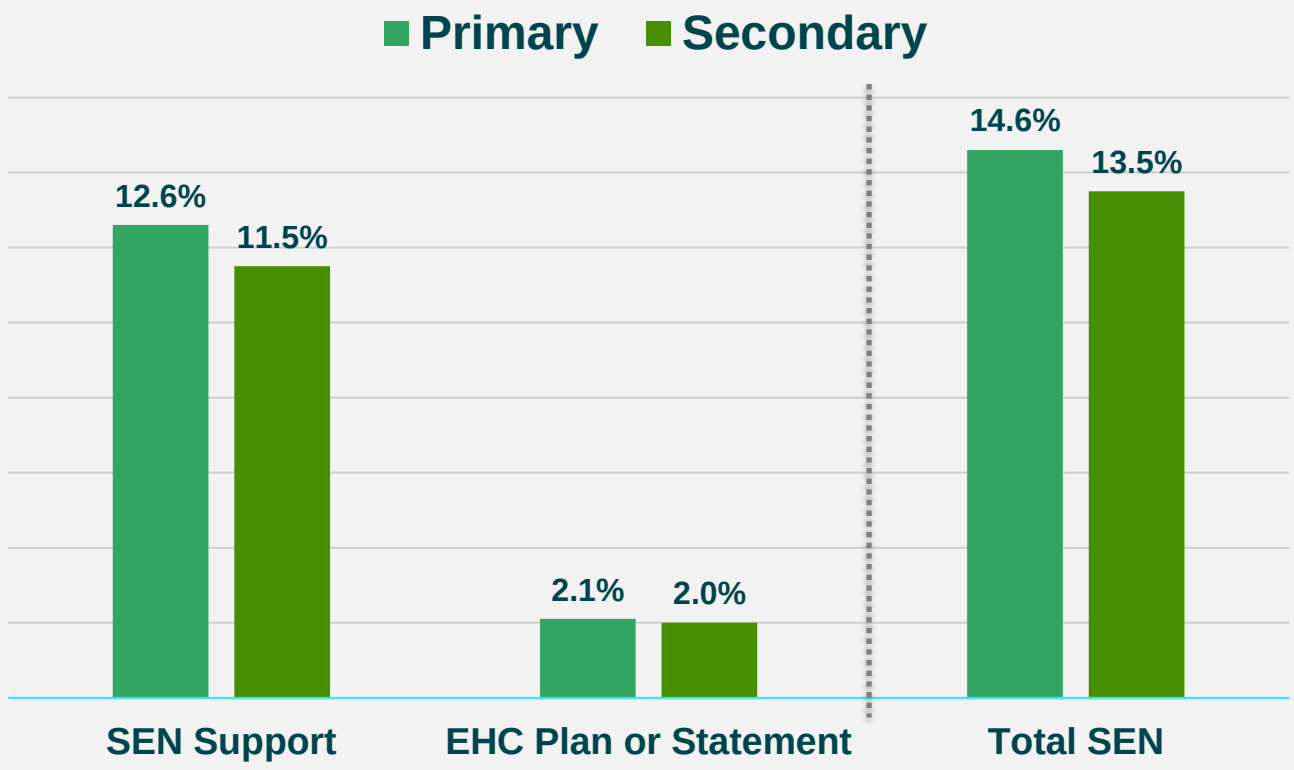
There are 8,153,771 pupils on roll nationally at primary and secondary phase combined.  A total of 1,152,460 pupils have special educational needs: 14.1%



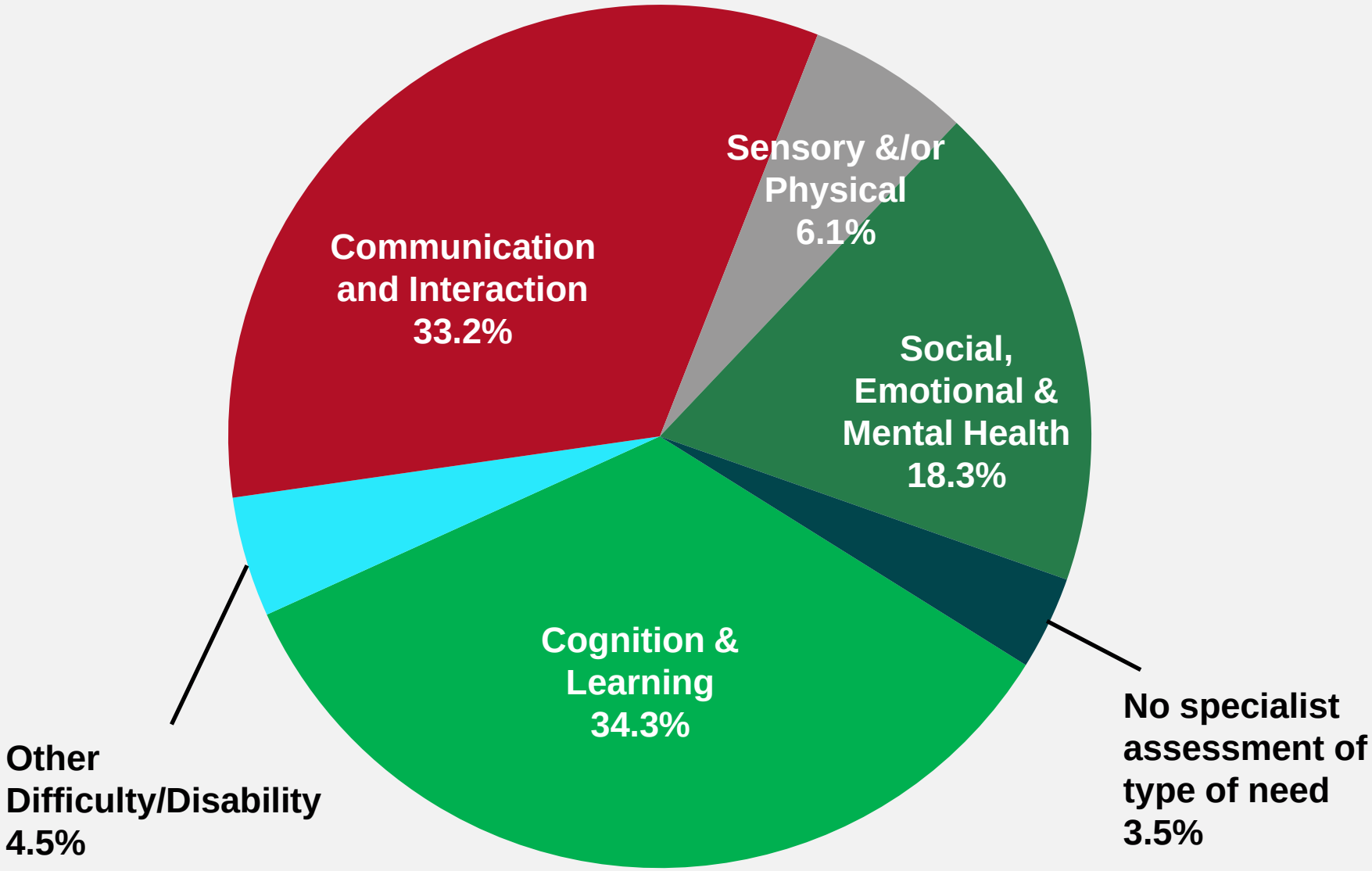
# Pupils with SEN in England in 2021 at SEN Support and EHCP by sector



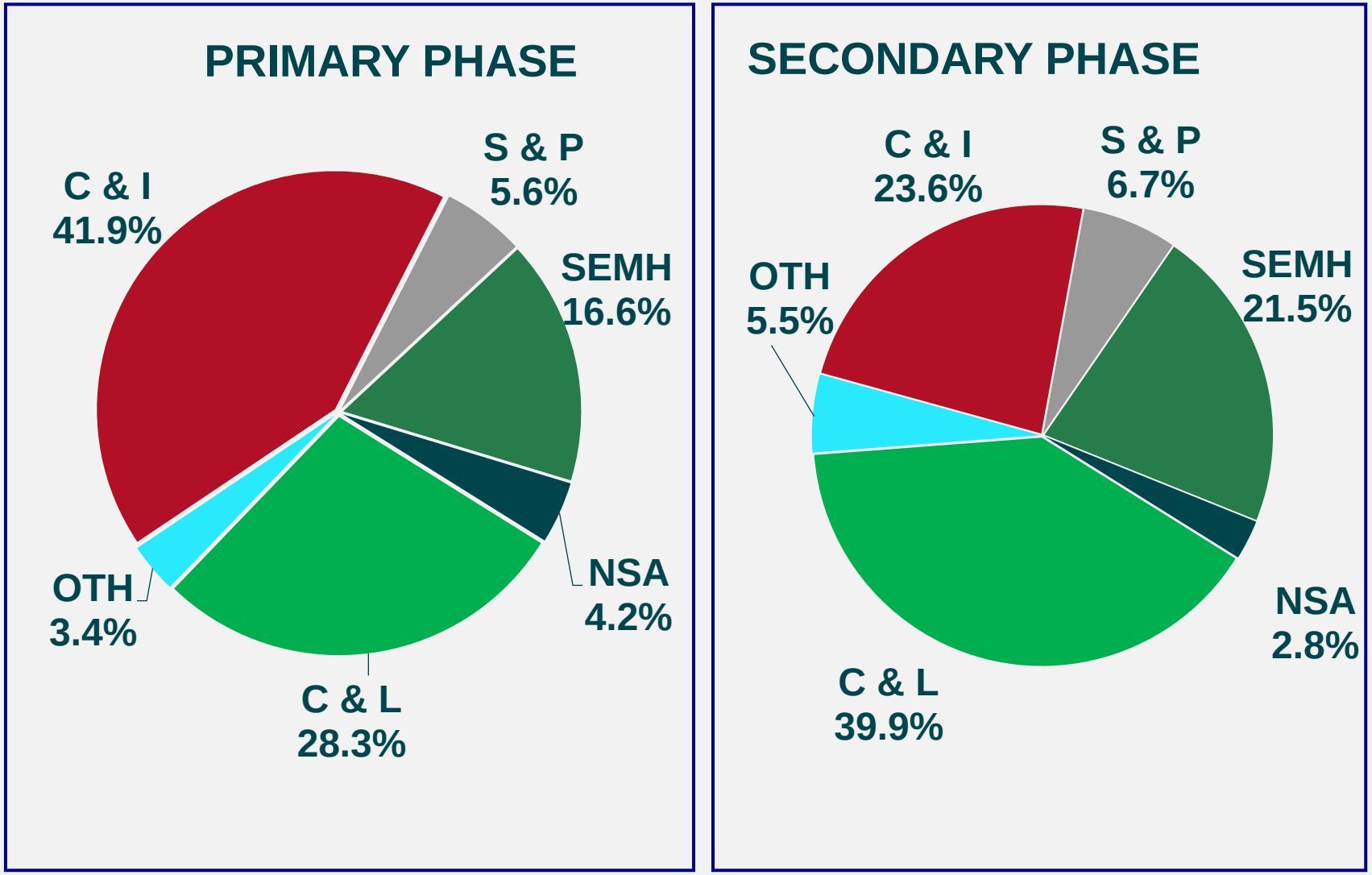
# Pupils with SEN in Primary and Secondary schools in 2021



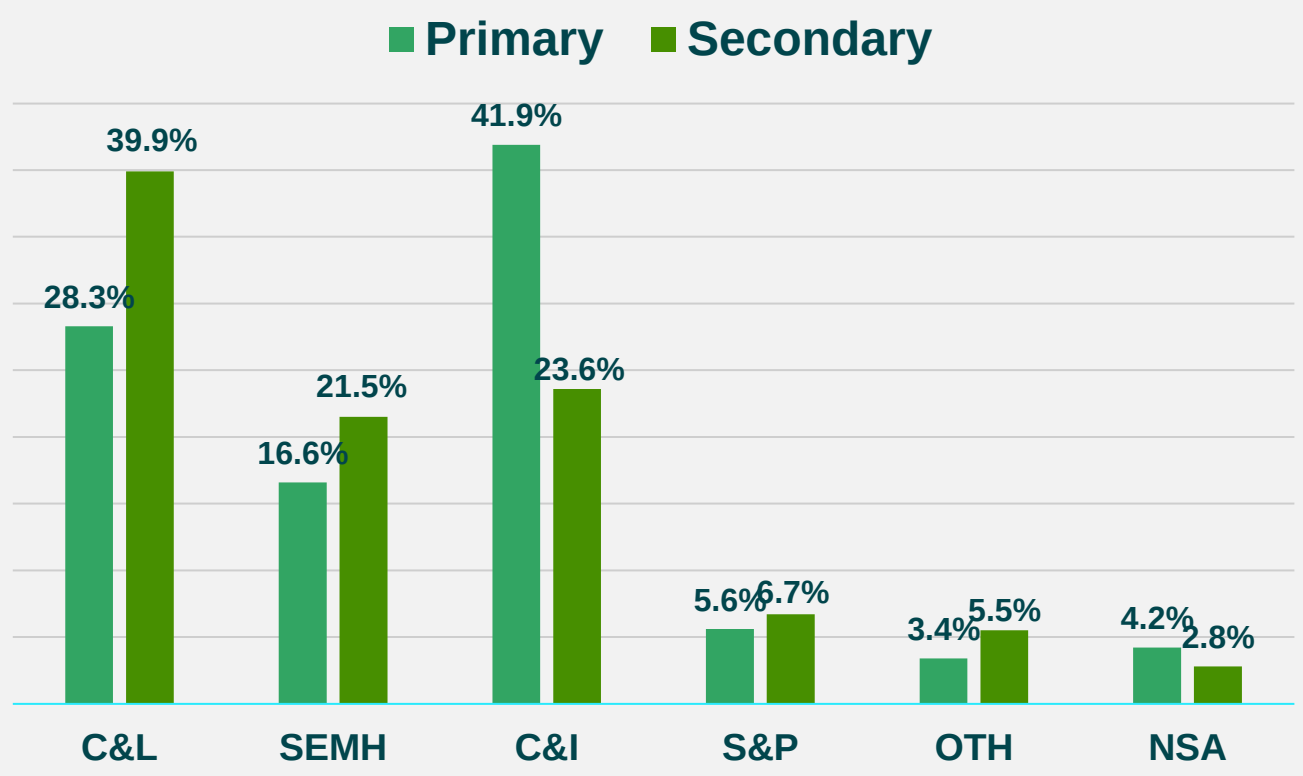
# National Broad Area of Need
# (Primary & Secondary Schools in England in 2020)



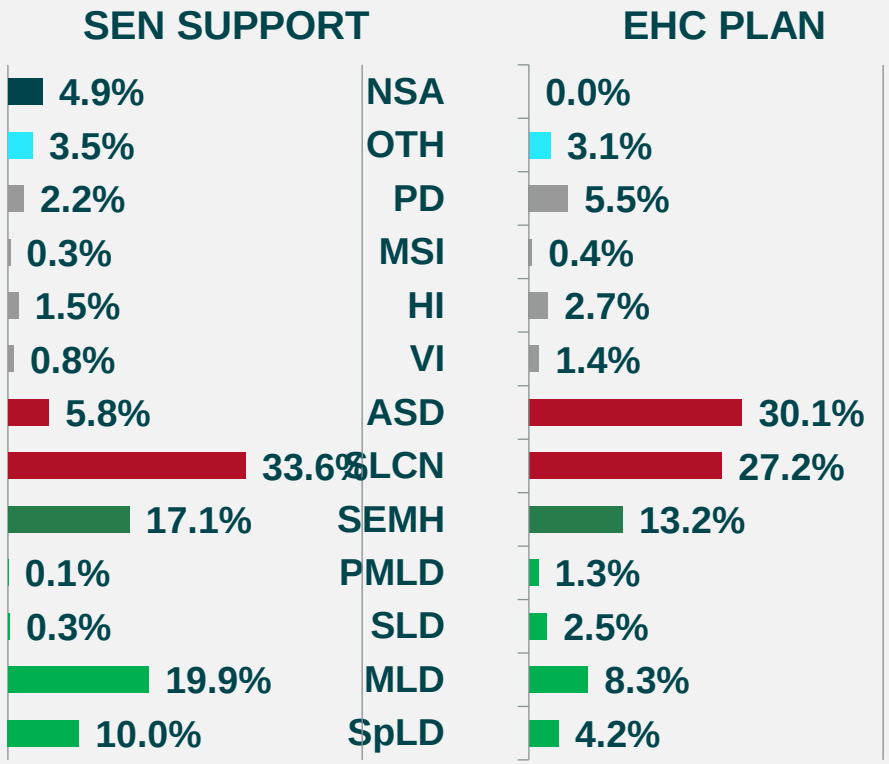
# The Broad Areas of SEN in Primary and Secondary schools in England in 2021



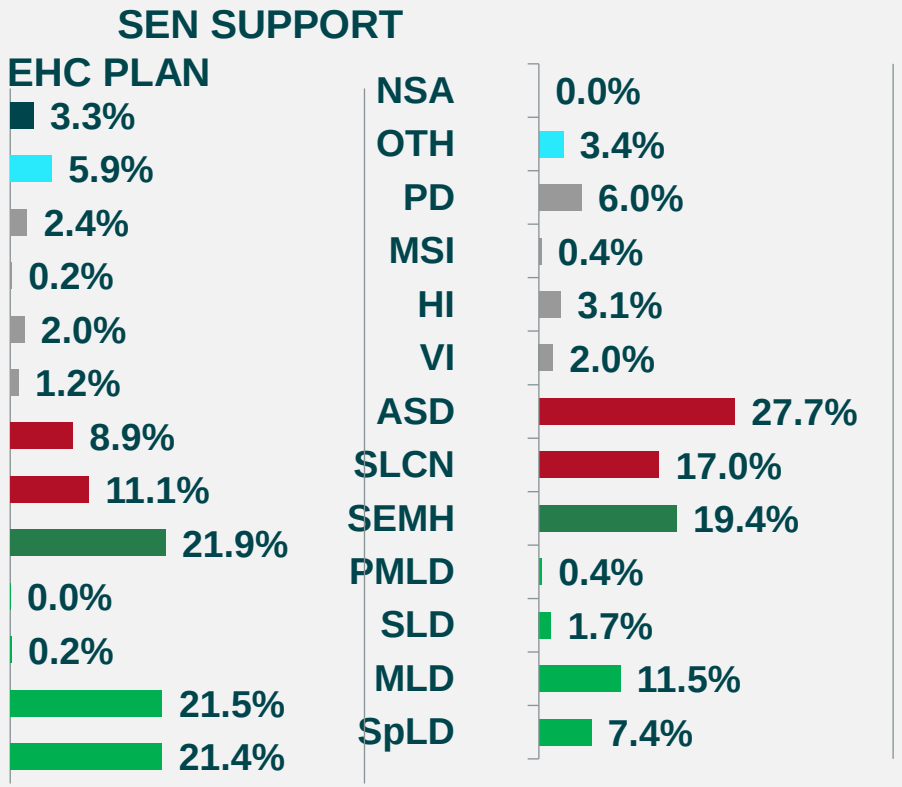
# NATIONAL PICTURE OF BROAD AREA OF NEED (Primary and Secondary)



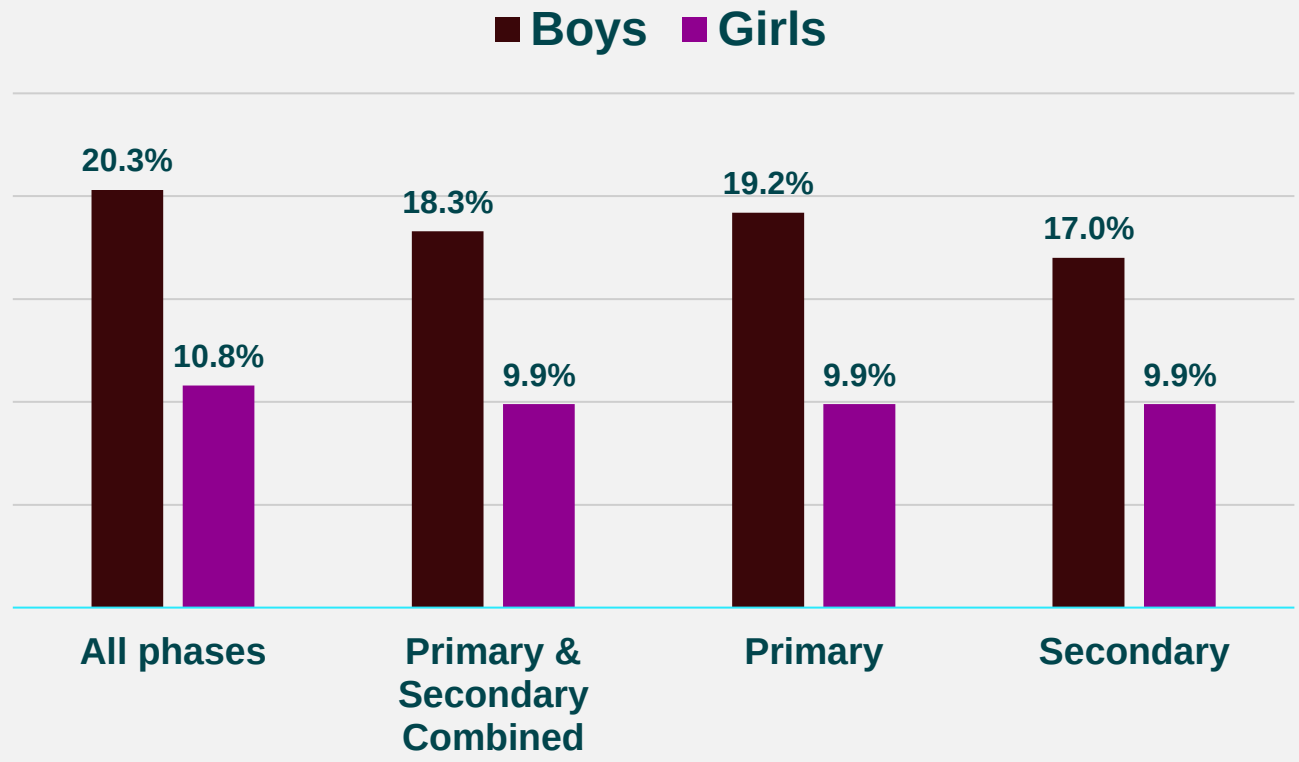
# Primary Categories of SEN Need in Primary Schools in England in 2021



# Primary Categories of Need in Secondary Schools in England in 2021

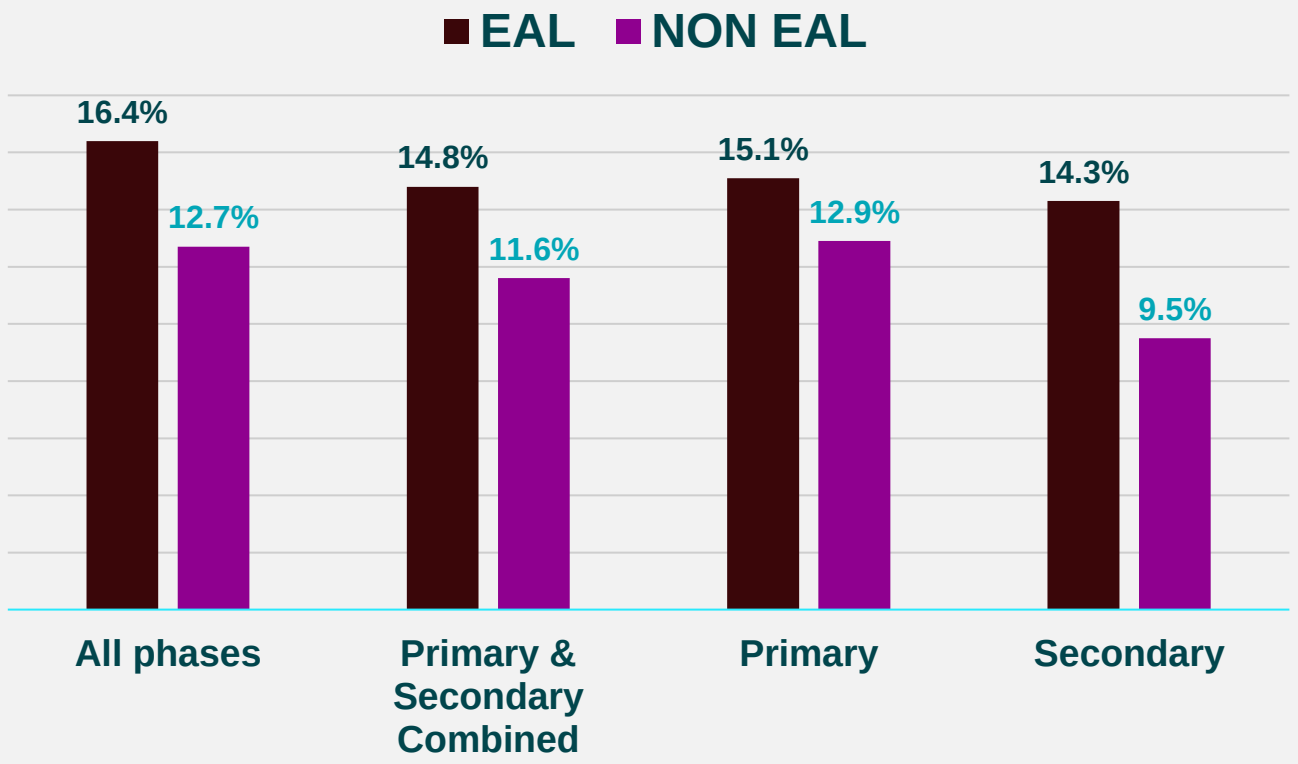


# NATIONAL PICTURE OF GENDER-Percentage of Cohort



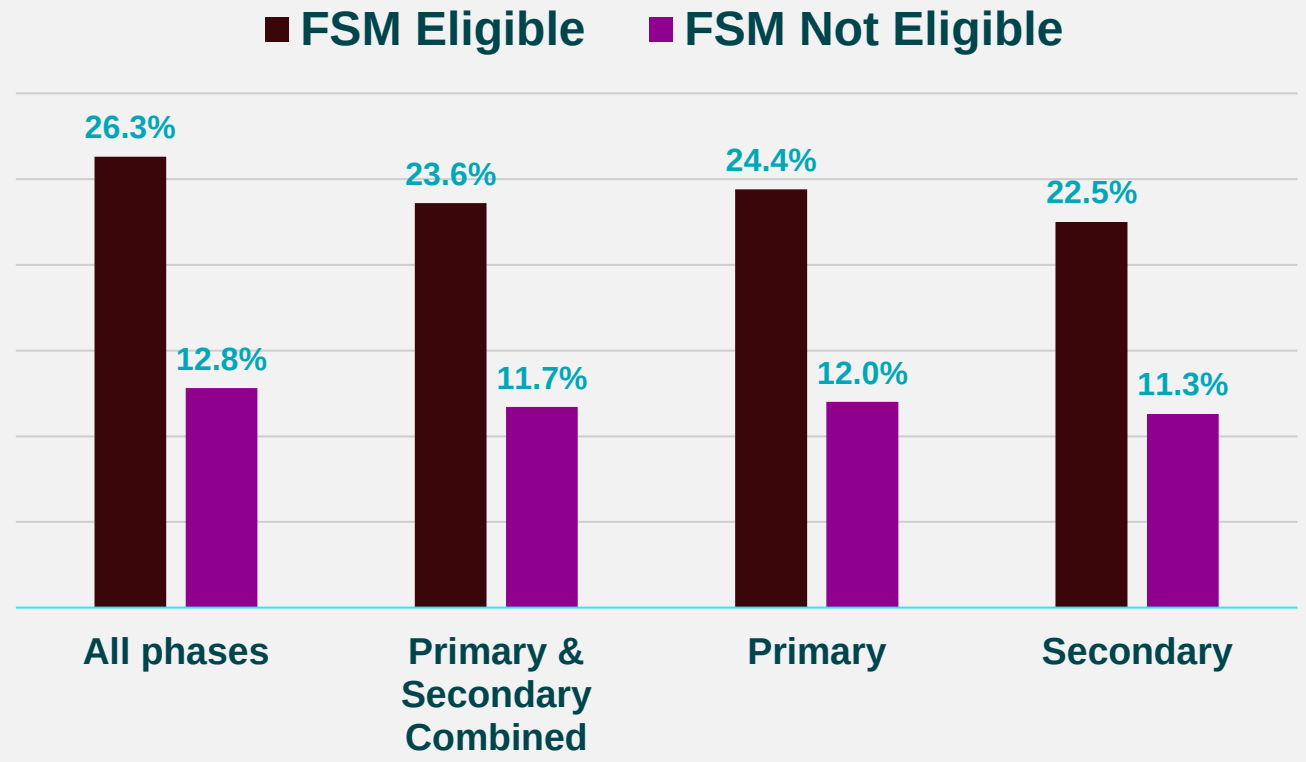

Special phase is 100% for boys and 99.9% girls.

# NATIONAL PICTURE OF LANGUAGE-Percentage of Cohort

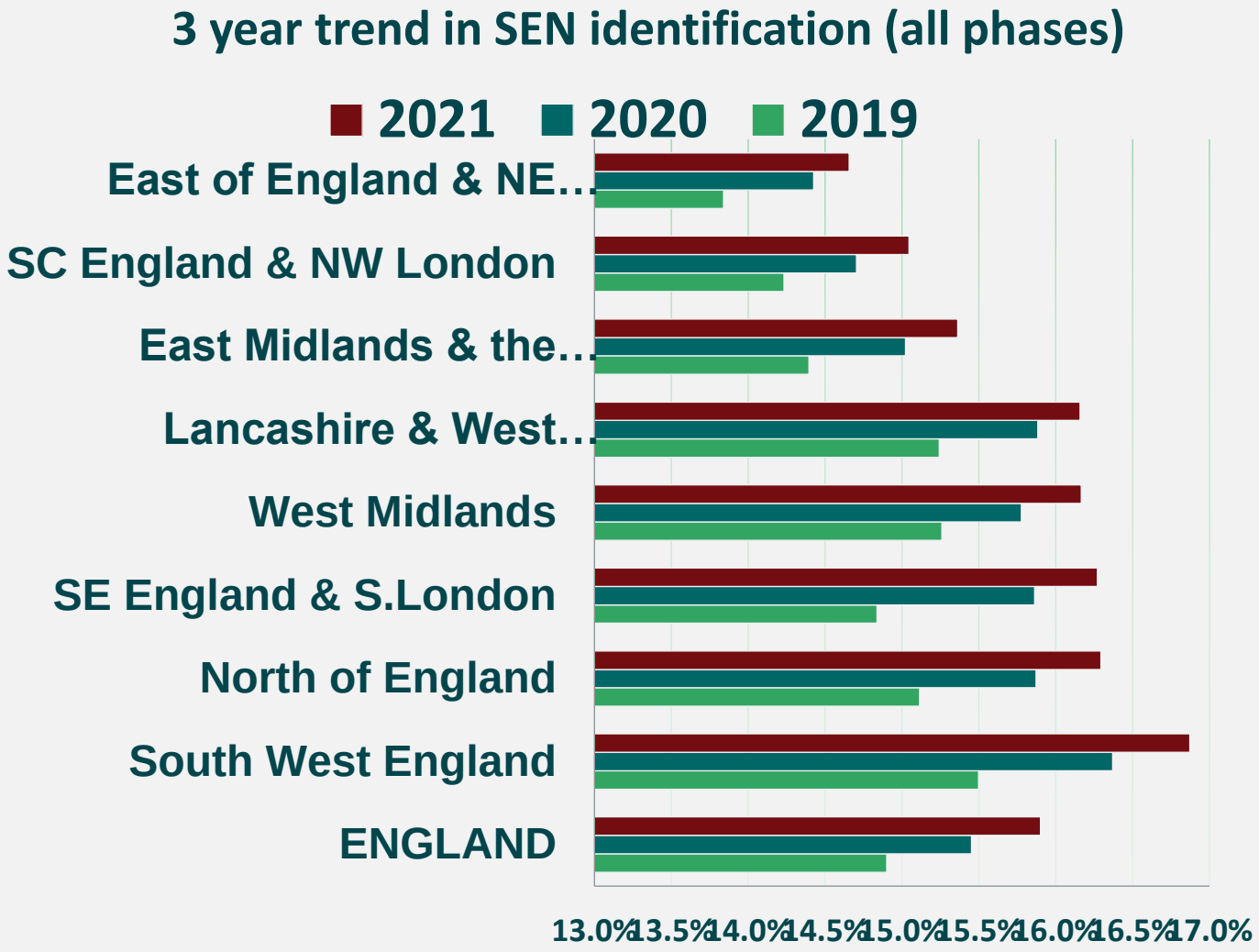



Special phase is 99.9% for EAL and 100% for NON EAL.

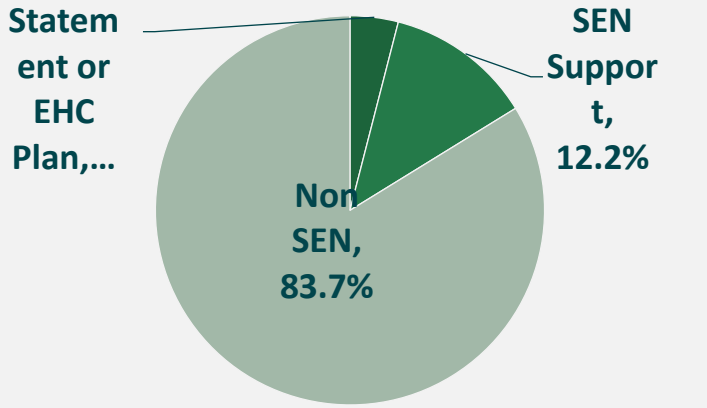
# NATIONAL PICTURE OF FSM-Percentage of Cohort

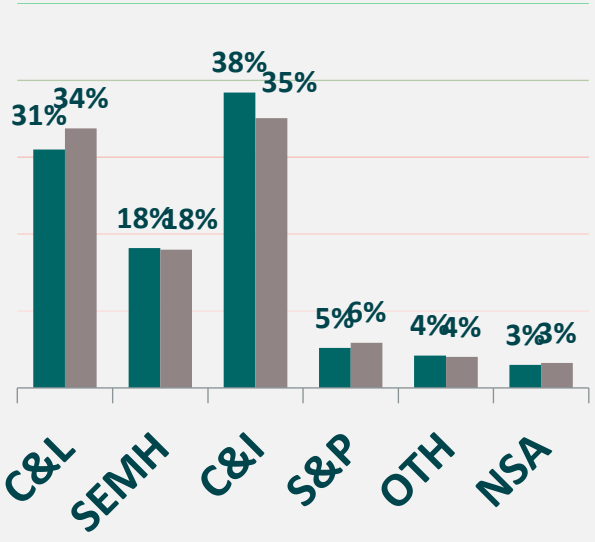


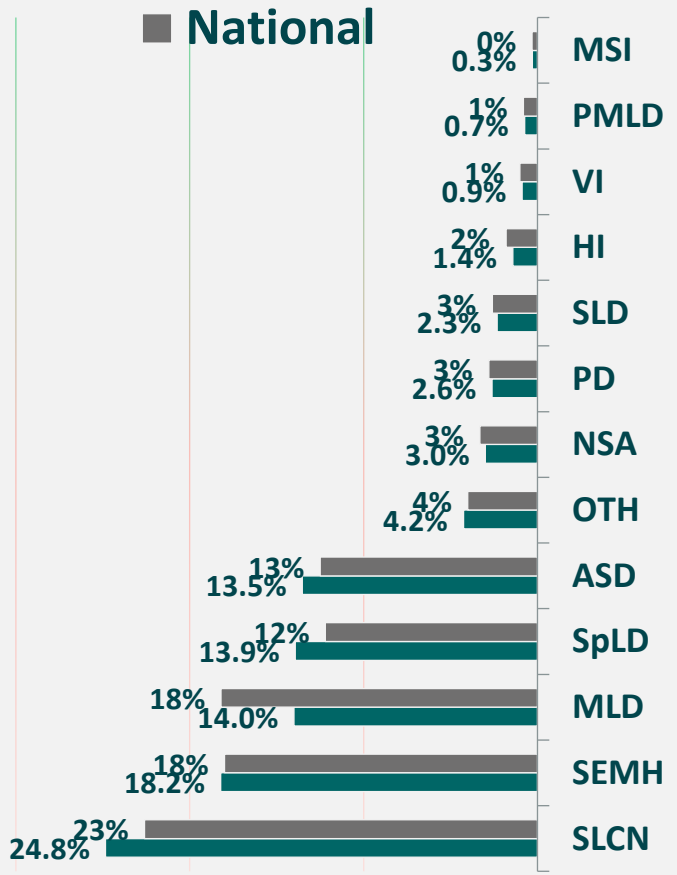

Special phase is 100% for FSM and 99.9% for NOT FSM.


3 year trend in SEN identification (all phases)
2021
2020
2019
East of England & NE…
SC England & NW London
East Midlands & the…
Lancashire & West…
West Midlands
SE England & S.London
North of England
South West England
ENGLAND
13.0%
13.5%
14.0%
14.5%
15.0%
15.5%
16.0%
16.5%
17.0%

# SOUTH EAST ENGLAND & S.LONDON SUMMARY

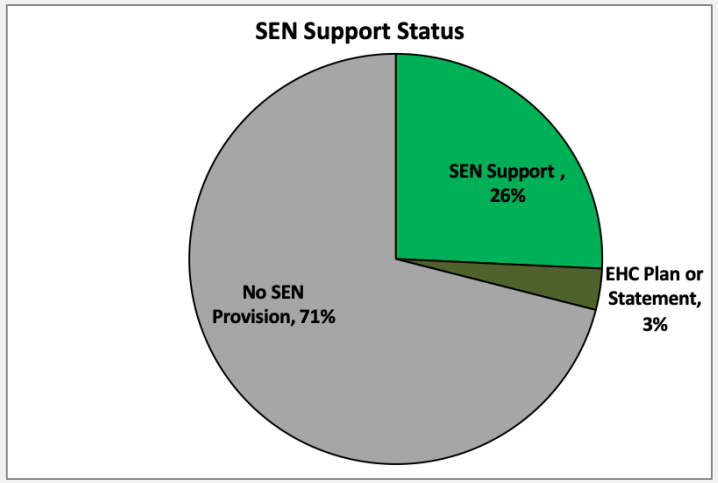


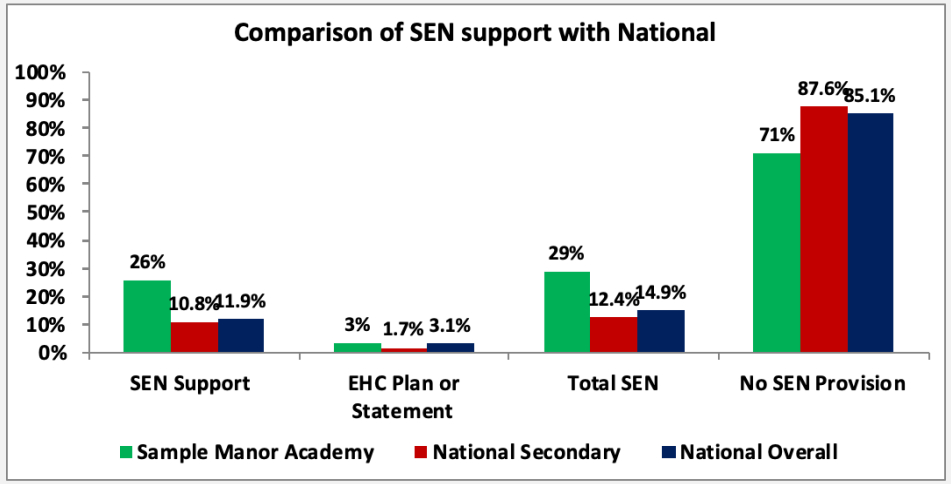



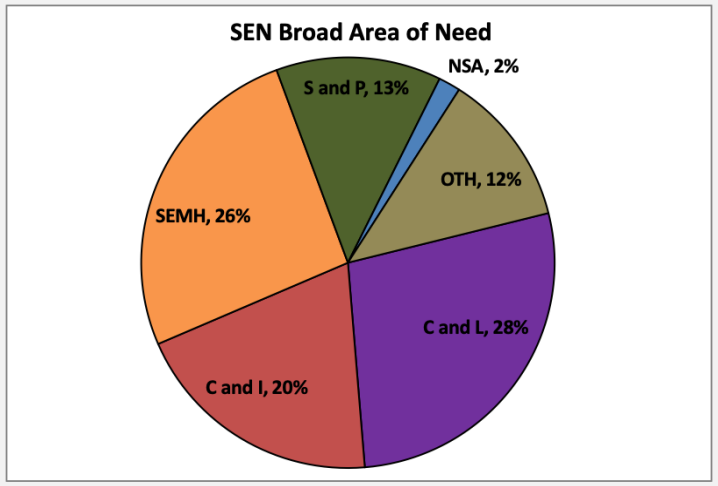



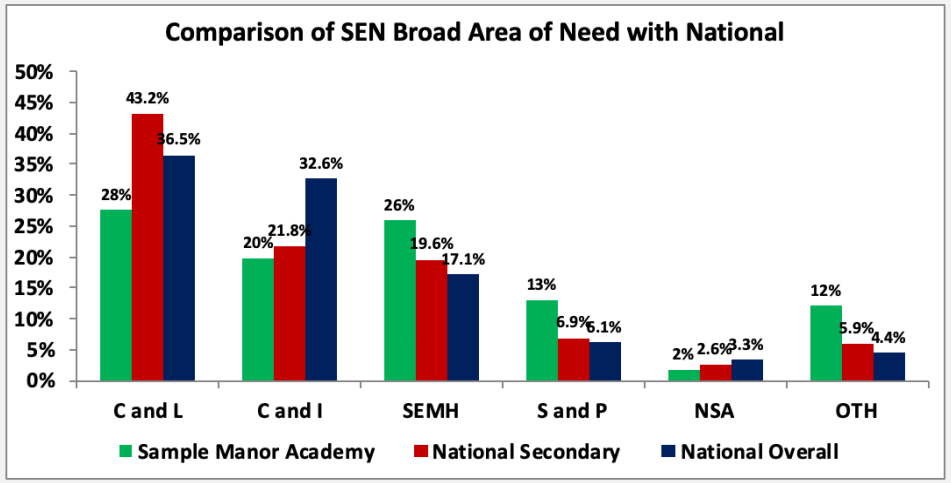
*National figures from the DfE January 2019 spring census.*

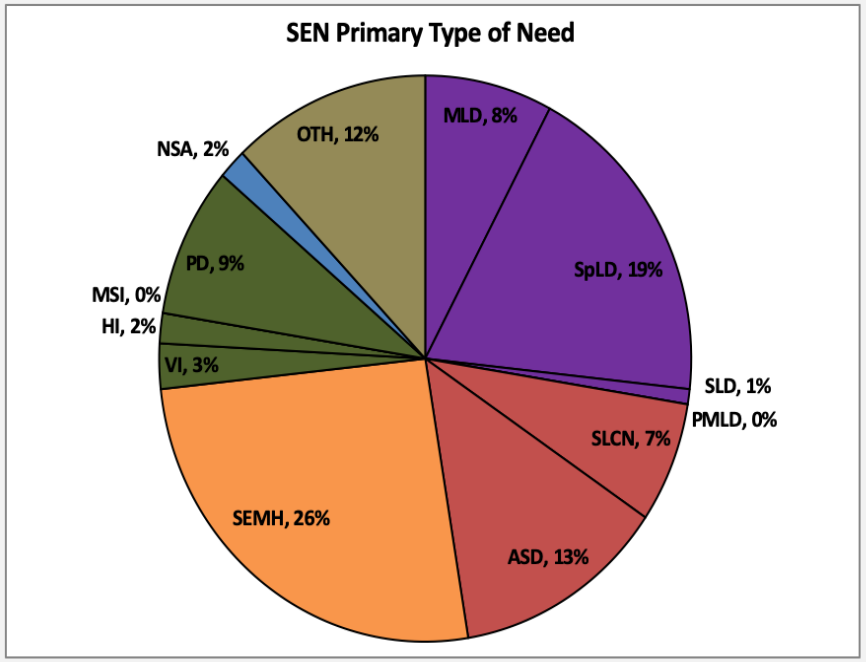
**SEN Support - 116/400 students - 29%**

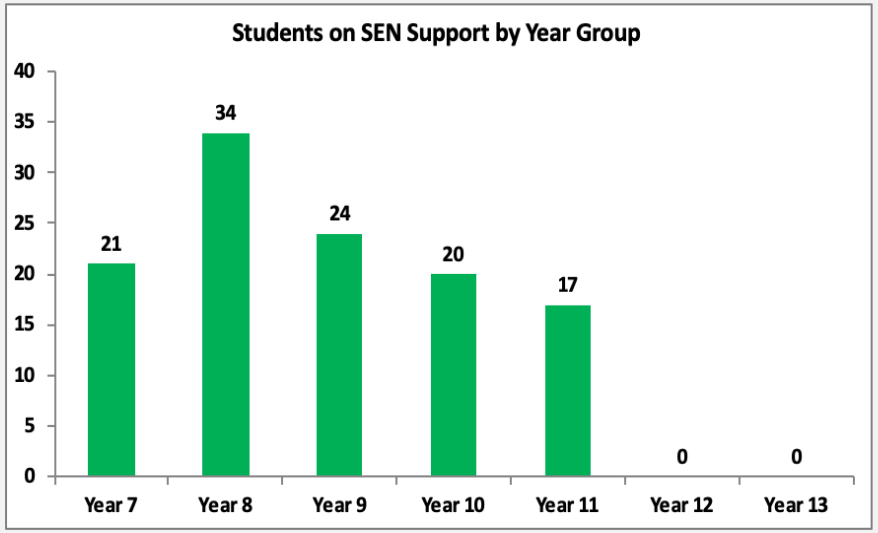


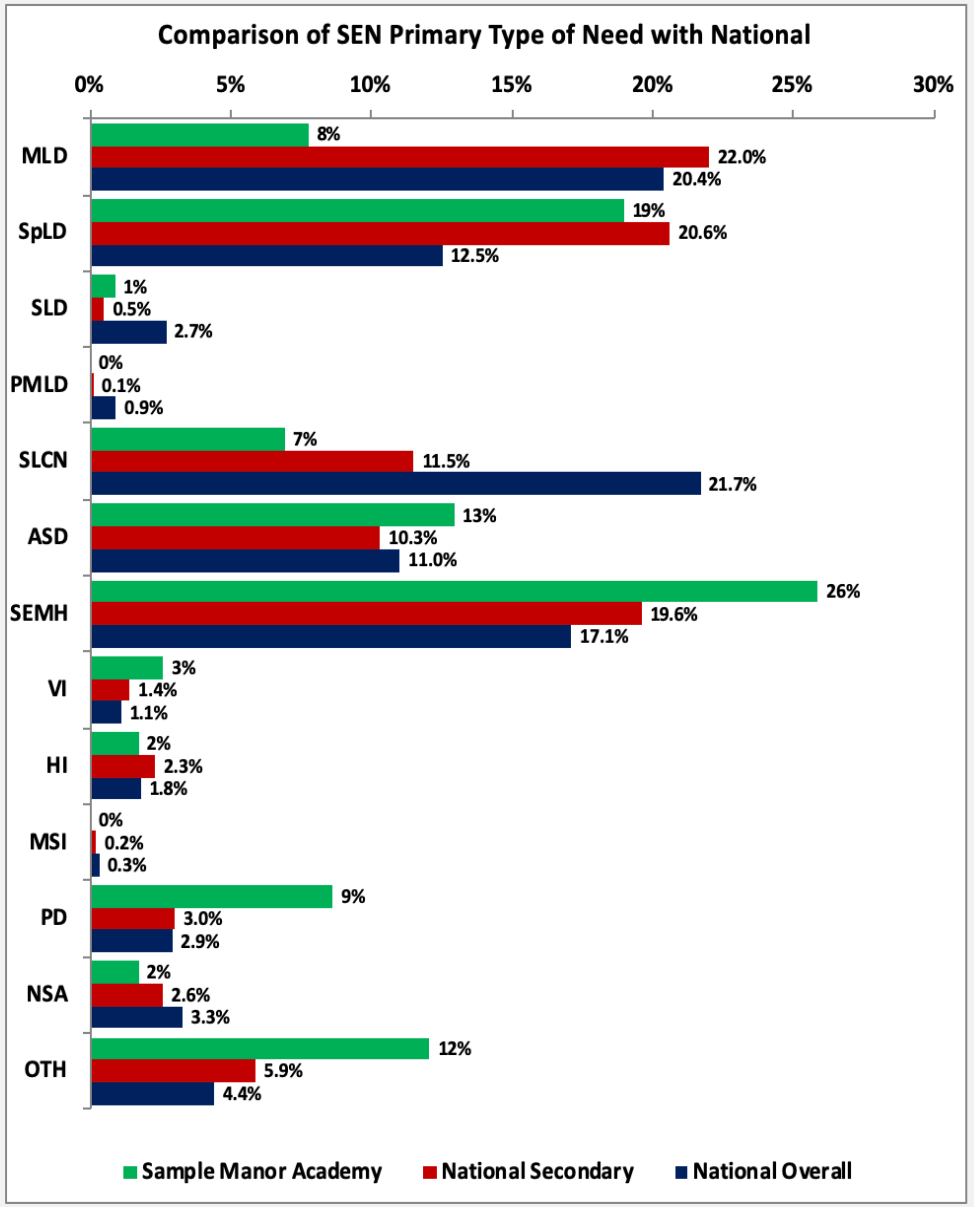



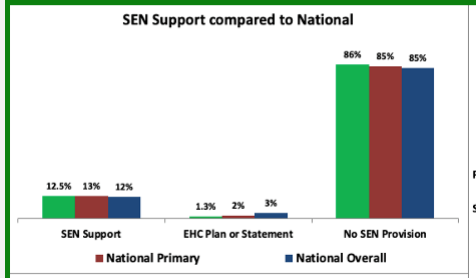



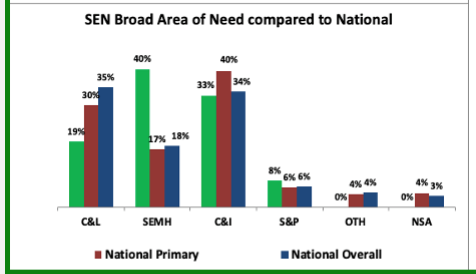

SEN Primary Type of Need
MLD, 8%
SpLD, 19%
SLD, 1%
PMLD, 0%
SLCN, 7%
ASD, 13%
SEMH, 26%
VI, 3%
HI, 2%
MSI, 0%
PD, 9%
NSA, 2%
OTH, 12%

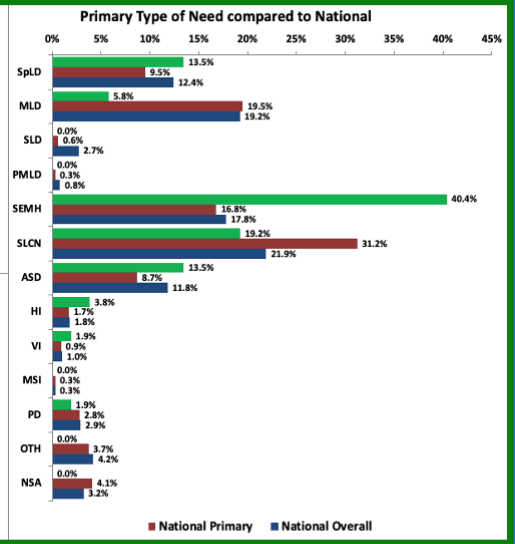

Students on SEN Support by Year Group
40
35
30
25
20
15
10
5
0
21
34
24
20
17
0
0
Year 7
Year 8
Year 9
Year 10
Year 11
Year 12
Year 13


Comparison of SEN Primary Type of Need with National
0%
5%
10%
15%
20%
25%
30%
MLD
8%
22.0%
20.4%
SpLD
19%
20.6%
12.5%
SLD
1%
0.5%
2.7%
PMLD
0%
0.1%
0.9%
SLCN
7%
11.5%
21.7%
ASD
13%
10.3%
11.0%
SEMH
26%
19.6%
17.1%
VI
3%
1.4%
1.1%
HI
2%
2.3%
1.8%
MSI
0%
0.2%
0.3%
PD
9%
3.0%
2.9%
NSA
2%
2.6%
3.3%
OTH
12%
5.9%
4.4%
Sample Manor Academy
National Secondary
National Overall

# Identification *(Jan 2020 census data)*




# High Quality Teaching and Intervention

| High Quality Teaching for All | |
|---|---|
| | |
| | |
| | |

| Cognition and Learning | | Communication & Interaction | |
|---|---|---|---|
| | | | |
| | | | |
| **Social, Emotional and Mental Health** | | **Sensory and/or Physical** | |
| | | | |
| | | | |

Spider-Man Primary School

SEND in a Nutshell

# 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 | 3.6 | 5.4 | 6.3 | 7.0 | 7.8 |

**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 | 0.00 | 0.15 | 0.00 | 0.18 | 0.00 | 0.39 | 0.86 | 7.07 | 5.63 | 13.44 | 0.00 |
| 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 | 79 | 29 | 50 | 5 | N/A | 82 | 81 | 48 | 57 | 20 | 33 |

| | % Reaching exp. standard in KS1 | | | % Reaching exp. standard at KS2 | | | | End of KS2 progress score | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 2018-19 | R | W | M | Comb. | R | W | M | R | W | M |
| Nat. All | 75 | 69 | 76 | 65 | 73 | 78 | 79 | 0.03 | 0.03 | 0.03 |
| Sch. All | 66 | 66 | 77 | 78 | 81 | 83 | 83 | 1.61 | 0.87 | 1.90 |
| Nat. SEN Supp. | 33 | 25 | 36 | 25 | 41 | 39 | 46 | -1.0 | -1.7 | -1.0 |
| Sch. SEN Supp. | 67 | 67 | 67 | 50 | 100 | 50 | 50 | 3.01 | -2.71 | -0.88 |
| Nat. EHCP | 13 | 9 | 14 | 9 | 16 | 14 | 17 | -3.6 | -4.3 | -4.0 |
| Sch. EHCP | N/A | N/A | N/A | 100 | 100 | 100 | 100 | 5.69 | -0.06 | -1.09 |

# Strengths and Areas for Development

**3 ways we are supporting pupils with SEND and their families during the Covid-19 pandemic:**

- x
- x
- x

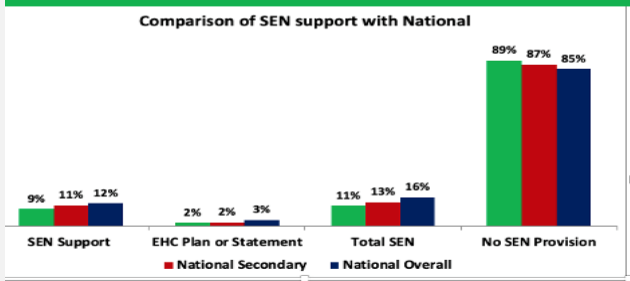
**Our 3 key strengths in SEND:**

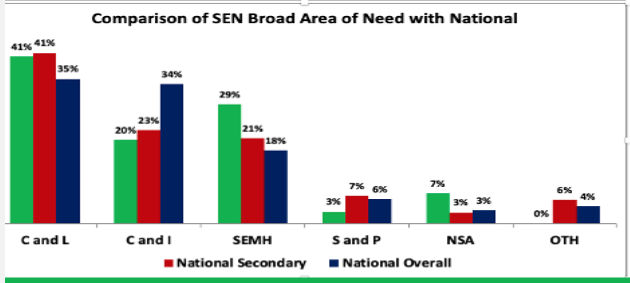
- x
- x
- x

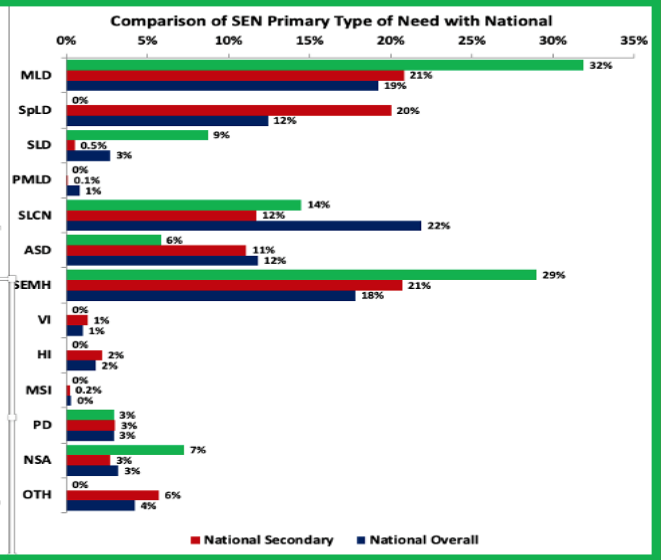
**Our 3 key areas for development for SEND:**

- x
- x
- x

# Identification *(Updated September 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

| | | |
|---|---|---|
| | | |

**The Batman School**

**SEND in a Nutshell**

# 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:**

- x
- x
- x

**Our 3 key strengths for SEND:**

- x
- x
- x

**Our 3 key areas of development for SEND:**

- x
- x
- x

Spider-Man Primary School

SEND in a Nutshell

# 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 | 3.6 | 5.4 | 6.3 | 7.0 | 7.8 |

## 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 | 0.00 | 0.15 | 0.00 | 0.18 | 0.00 | 0.39 | 0.86 | 7.07 | 5.63 | 13.44 | 0.00 |
| 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 | 79 | 29 | 50 | 5 | N/A | 82 | 81 | 48 | 57 | 20 | 33 |

| | % Reaching exp. standard in KS1 | | | % Reaching exp. standard at KS2 | | | | End of KS2 progress score | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 2018-19 | R | W | M | Comb. | R | W | M | R | W | M |
| Nat. All | 75 | 69 | 76 | 65 | 73 | 78 | 79 | 0.03 | 0.03 | 0.03 |
| Sch. All | 66 | 66 | 77 | 78 | 81 | 83 | 83 | 1.61 | 0.87 | 1.90 |
| Nat. SEN Supp. | 33 | 25 | 36 | 25 | 41 | 39 | 46 | -1.0 | -1.7 | -1.0 |
| Sch. SEN Supp. | 67 | 67 | 67 | 50 | 100 | 50 | 50 | 3.01 | -2.71 | -0.88 |
| Nat. EHCP | 13 | 9 | 14 | 9 | 16 | 14 | 17 | -3.6 | -4.3 | -4.0 |
| Sch. EHCP | N/A | N/A | N/A | 100 | 100 | 100 | 100 | 5.69 | -0.06 | -1.09 |

How can we reduce absence for SEN Support and EHCP?

Exclusions for SEND looking ok

Progress/outcomes for SEND looking good

What are we doing about writing for children on SEN Support?

# Reflections

What can the data tell us about identification within your school compared to the national picture?

What might be some of the reasons for this?

How does this impact your strategic planning, including school development planning?

How could this impact the development of SEND support within your school?

# Strategic planning

Knowing where you need to get to and how you will get there…



# Self Evaluation and Review

Action planning for SEND should be based on whole school self evaluation and review. e.g. Whole School SEND Review (London Leadership Strategy) materials.

Focus areas could include:

*-Outcomes for pupils with SEND*

*-Leadership of SEND*

*-Quality of teaching and learning for SEND*

*-Working with pupils and parents*

*-Assessment and identification*

*-Monitoring, tracking and evaluation*

*-Efficient use of resources*

*-Quality of SEND provision*

Could these aspects be identified in your Annual Management Plan?

Maintain an ongoing cycle of evaluation, focusing on different aspects at different times.

| Whole School Priorities | Key outcomes related to SEND (Intent): |
| --- | --- |
| **Priority 1:**<br>To ensure that the quality of education, across all subjects, is at least 'good' – enabling all pupils to make good or better progress. | *To ensure that the quality of provision and differentiation for SEND learners enables pupils to make good or better progress from their starting points.* |
| **Priority 2:**<br>To ensure that pupils where English is an additional language receive early intervention to secure language acquisition to progress through their age related curriculum. | *To ensure that assessment and identification systems for SEND enable pupils to receive early intervention that matches need and accelerates progress.* |
| **Priority 3:**<br>To ensure that underperforming teachers are tackled robustly to protect the quality of education for all learners. | *To ensure that systems for SEND are followed and teachers are held to account for the provision and progress of pupils with SEND.* |
| **Priority 4:**<br>To ensure that the lowest 20% of pupils across the school receive precisely targeted intervention to accelerate pupil progress. | *To ensure that there is a graduated approach to intervention which is reviewed through the assess, plan, do and review cycle.* |
| **Priority 5:**<br>To embed a leadership programme – ensuring that all leaders (middle and senior) can confidently articulate impact in the areas they hold responsibility for. | *To ensure that distributed leadership for SEND enables the SENCo to fulfil responsibilities and articulate the impact of whole school improvement for SEND.* |

# Example target from a SEND action plan

**Key outcomes (Intent):**

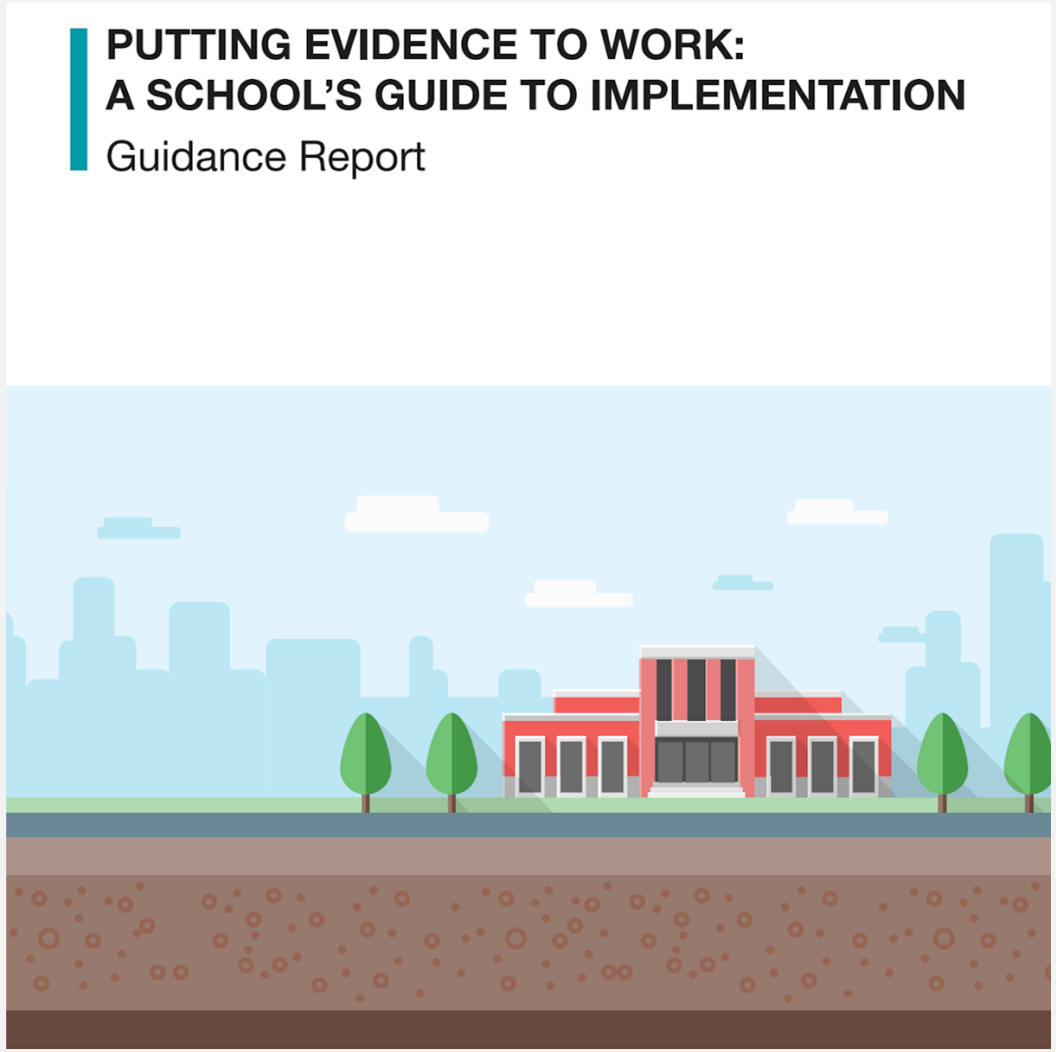
1. **To develop whole school systems in order to ensure provision is matched to individual children's needs.**
2. **To increase teacher's understanding of the individual pupil's needs in their class so that pupils with SEND are planned for appropriately and make good progress against their outcomes.**
3. **To develop an appropriate learning curriculum that meets the needs of SEND pupils and provides opportunities for revision, consolidation and acceleration.**

| **Target (Intent)** | Actions and strategies (Implementation) | Success Criteria and milestones (Intended Impact) | Evidence | Evaluation and next steps |
|---|---|---|---|---|
| **To improve the quality of Pupil Passports to ensure that staff are aware of pupils strengths and needs and use this information to plan provision.** | -Deliver PDM on how to write Pupil Passports.<br>-Support teachers during PPA sessions to write Pupil Passports.<br>-Set timescales for when Pupil Passports need to be completed using AMP.<br>-Quality Assure Pupil Passports and provide feedback to individual teachers. | End of term 1 –<br>-Most Pupil Passports demonstrate increased understanding of pupils' strengths and needs and how they can be supported.<br><br>End of term 2 –<br>-Most Pupil Passports are used to inform planning and provision for SEND pupils.<br><br>End of term 3 –<br>-Lesson planning and learning walks demonstrate that most teachers understand pupils' strengths and make provision that matches need. | Quality assurance of PP.<br><br>Differentiation within planning. | |

# Annual Management Plan

Manage your workload and others.

| Term | Date | Action | Who |
|---|---|---|---|
| Autumn 1 | | Create Annual Management Plan | |
| | | Review and check IEPs/Pupil Passports | |
| | | | |
| | | | |
| Autumn 2 | | | |
| | | | |
| | | Pupil progress meetings | |
| | | Update Provision Map | |
| | | Update SEND Register | |
| | | Review pupils on Graduated Approach table | |
| Spring 1 | | | |
| | | Formal update and monitoring of IEPs/Pupil Passports | |
| | | | |
| Spring 2 | | | |
| | | | |
| | | Pupil progress meetings | |
| | | Update Provision Map | |
| | | Update SEND Register | |
| | | Review pupils on Graduated Approach table | |
| Summer 1 | | | |
| | | Formal update and monitoring of IEPs/Pupil Passports | |
| | | | |
| Summer 2 | | | |
| | | Pupil progress meetings | |
| | | Update Provision Map | |
| | | Review pupils on Graduated Approach table<br>Update SEND Register | |
| | | Formal update and monitoring of IEPs ready for transition | |
| | | Update Pen Portraits/Pupil Passports ready for transition | |
| | | Update SEND Register | |

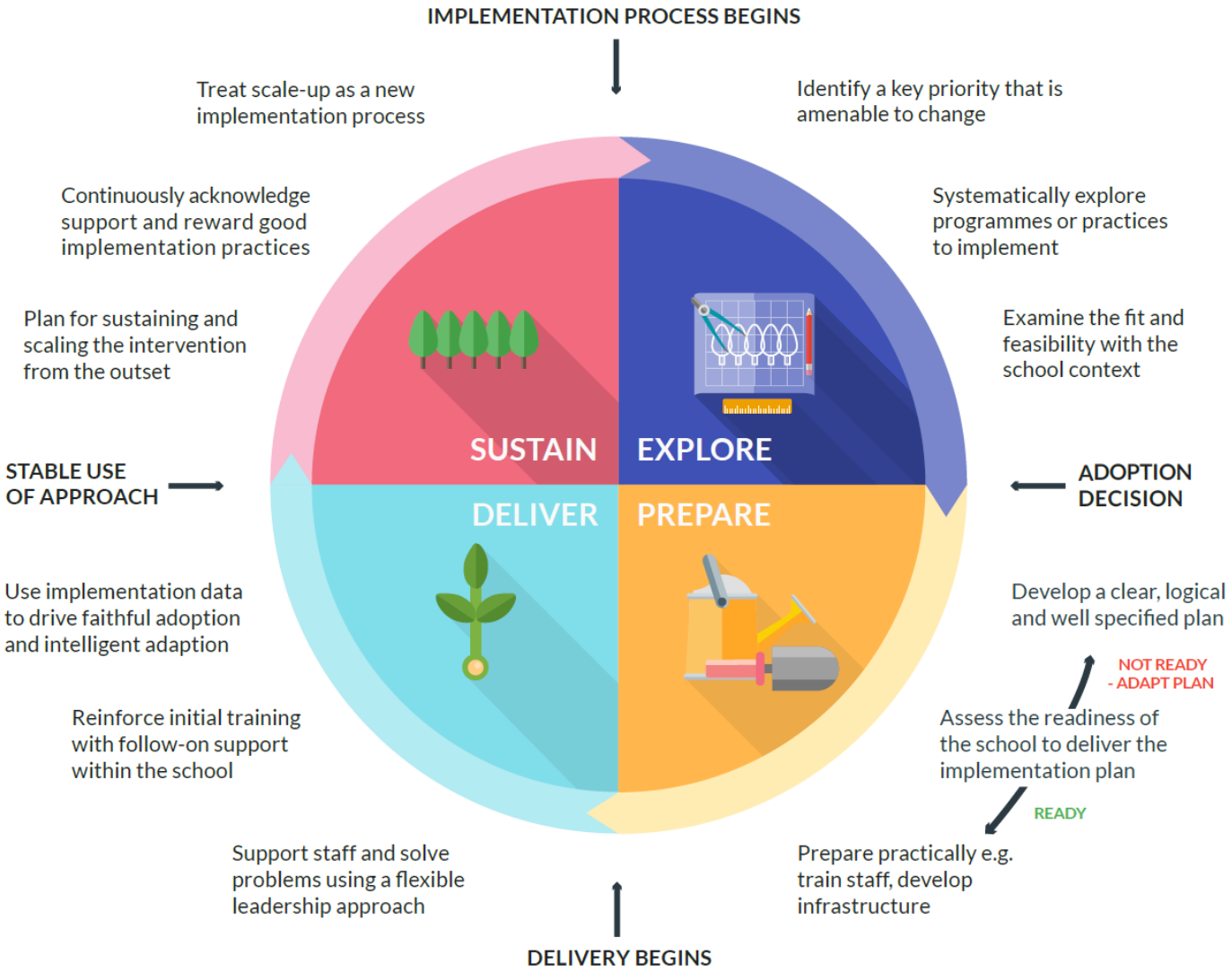



https://educationendowmentfoundation.org.uk/tools/guidance-reports/a-schools-guide-to-implementation/

# PUTTING EVIDENCE TO WORK: A SCHOOL'S GUIDE TO IMPLEMENTATION

## Implementation process diagram

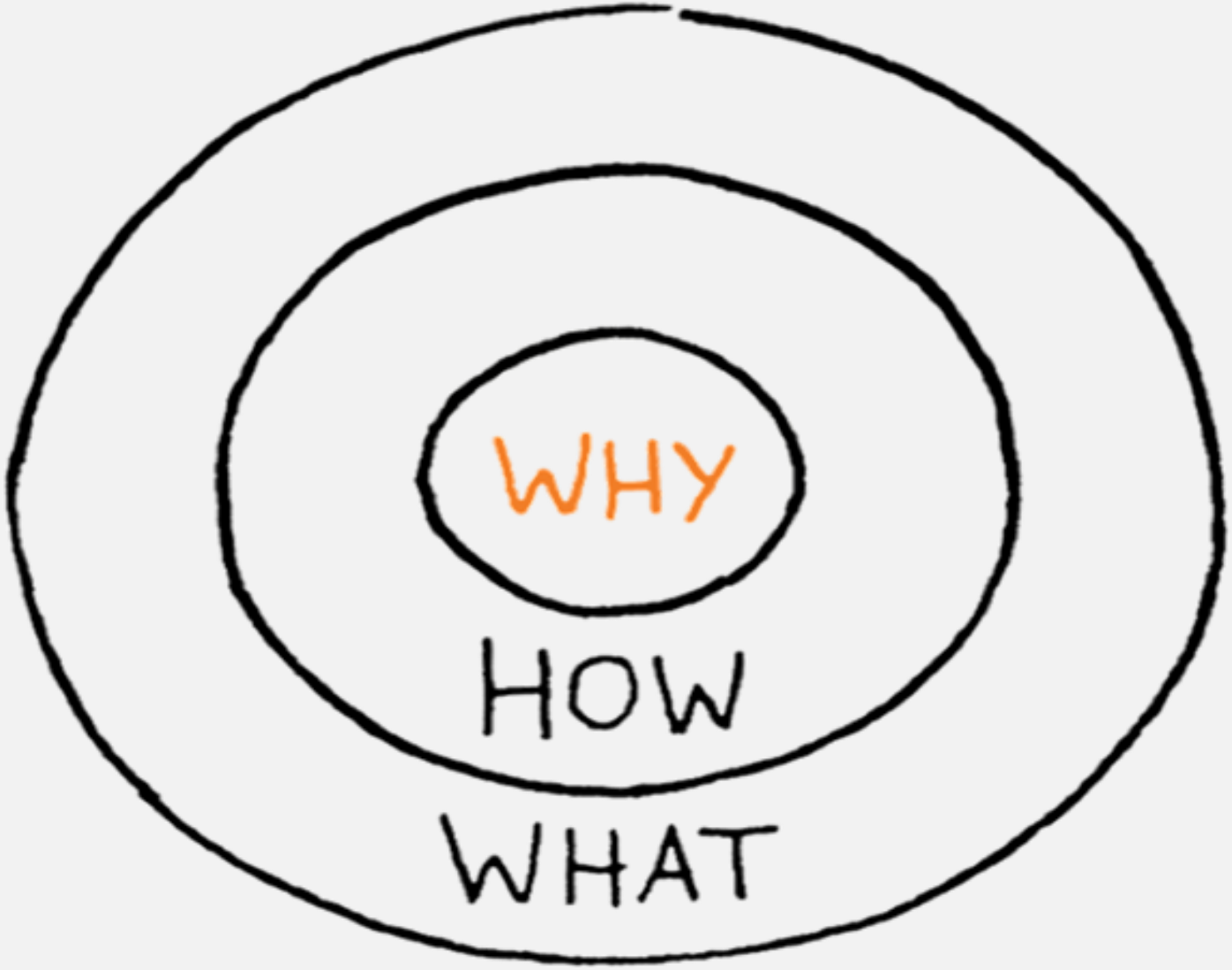
Education Endowment Foundation

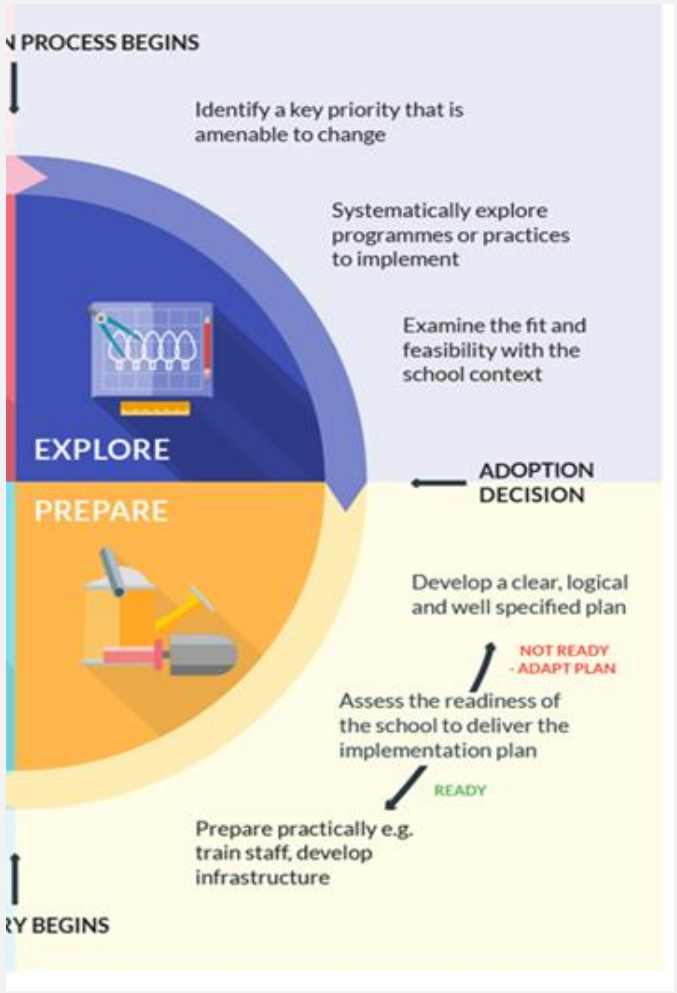


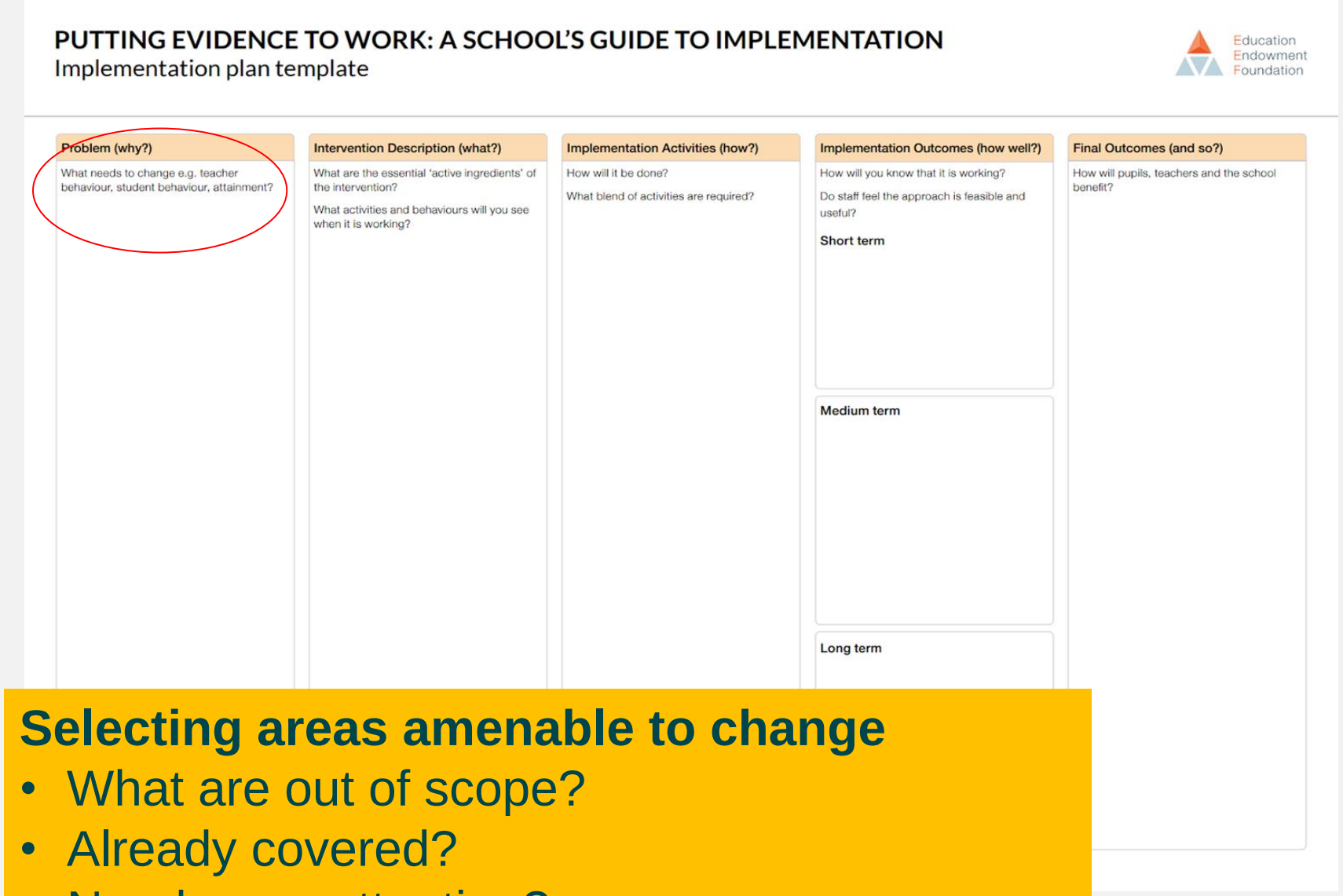

This resource supports the *Putting Evidence to Work: A School's Guide to Implementation* guidance report.

© 2019, Education Endowment Foundation, all rights reserved

Every element is important – avoid leaping to the WHAT!






## Selecting areas amenable to change

- What are out of scope?
- Already covered?
- Need more attention?

**Problem (why?)**

What needs to change e.g. teacher behaviour, student behaviour, attainment?

Unpicking your key priority / problem and your final outcomes.
(NOT A LIST OF WHAT YOU COULD DO!!):

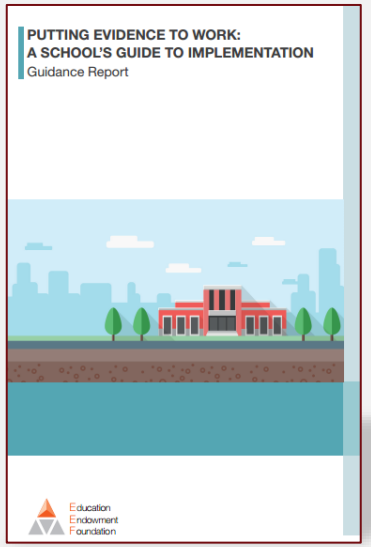
**Final Outcomes (and so?)**

How will pupils, teachers and the school benefit?

| What is the problem you are trying to address, from the perspective of: | | | |
|---|---|---|---|
| Teachers/Staff | Students/Pupils | Attainment | Parents |

# Specifying the active ingredients…

Specifying the active ingredients of an intervention enables educators to identify which features need to be adopted closely (that is, with fidelity) to get the intended outcomes. The more clearly identified the active ingredients are, the more likely the programme or practice is to be implemented successfully.[14, 15]



# Active ingredients

**Active ingredients ARE/ ARE NOT:**

| Active ingredients ARE | Active ingredients ARE NOT |
|---|---|
| A list of ONLY the principles, practices and behaviours that are absolutely essential to and indicative of success | A list of all the things that are desirable that will happen ideally<br><br>A list of activities that you will do as part of an intervention |
| The absolutely key features of the intervention | All the features of an intervention |
| Non-negotiable | Subject to change/ adaptable |
| Precise and focussed | Too vague or generic |
| Points to return to time after time when monitoring the success of implementation | Open-ended |

**Questions to ask yourself when writing active ingredients for an intervention/innovation:**

If it is working well, what are the key consistent practices and behaviours I will see?

What are the core principles and strategies that will reflect its use in every instance and across the board?

Are my active ingredients centered in "what" (strategies, principles and behaviours) as opposed to "how" (e.g. activities)?

Are my active ingredients precise enough, focussed enough and easy to communicate clearly to everyone involved?

Are there any exceptions to the active ingredients I have listed? If so, are they really active ingredients?

# Evaluating your Action Plan for SEND

Is your Action Plan…

- informed by whole school priorities?
- informed by evidence e.g. data?
- driven by a process of *intent, implementation and impact?*

Does your Action Plan…

- have clear targets and measures of success?
- have clear timescales for measuring progress?

# Final Questions and Reflections



This Photo by Unknown Author is licensed under CC BY-NC

# Questions to take away and follow up back in school

Quick wins and long-term goals

- Which quick wins can I achieve within my context?
- How can I develop/evolve distributed leadership for SEND within my context in the next year and beyond?
- How can I develop/evolve the SENCO role within my context in the next year and beyond?

# Any further questions?

Department for Education

Department of Health

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

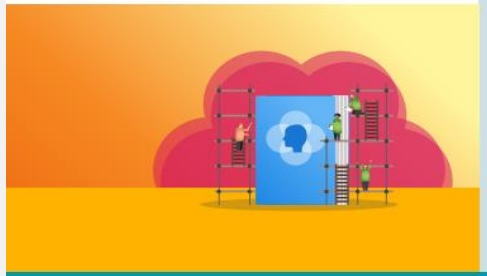
**Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities**

**January 2015**

---

**SPECIAL EDUCATIONAL NEEDS IN MAINSTREAM SCHOOLS**

Guidance Report



Education Endowment Foundation

---

**THE INTERNATIONAL JOURNAL OF NURTURE IN EDUCATION**

**Volume 7 | Summer 2021**



**IN THIS ISSUE:**


- What pupils say about their time in nurture group provision
- Primary teachers' experiences of the effectiveness of nurture groups on children's social and emotional skills, academic attainment and behaviour.
- Supporting quiet, shy and anxious children in the primary school using a targeted nurturing intervention programme called Special Me Time
- Nurture in Secondary Schools – what recognition in OFSTED reports?
- Nurture Groups and their Staff's Resilience. Experiences of Support and Implications for Practice
- An evidence based guide to opening a successful secondary school nurture group
- Renfrewshire's nurturing relationships approach: utilising nurturing approaches to support school staff and pupils during Covid-19


nurtureuk

ISSN 2059-0466

---

Ofsted
raising standards
improving lives

Research and analysis

# Supporting SEND

Updated 13 May 2021

---

Ofsted
raising standards
improving lives

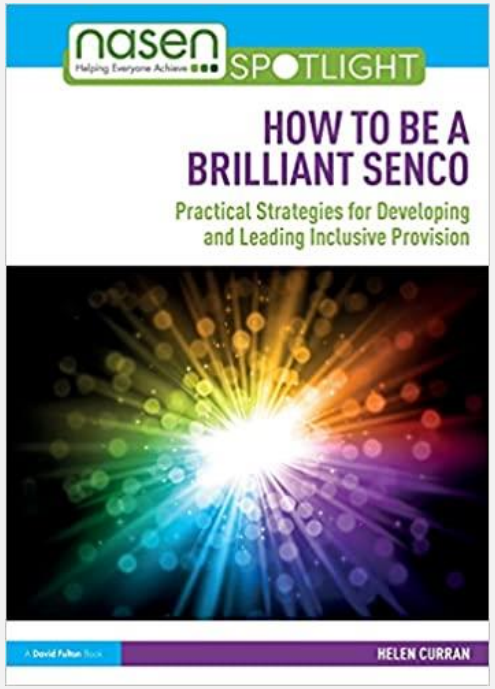
Guidance

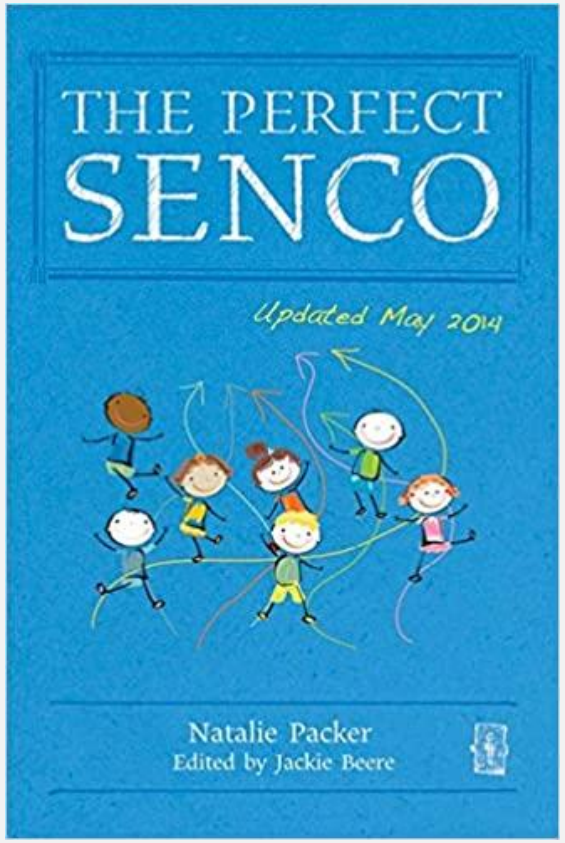
# Education inspection framework

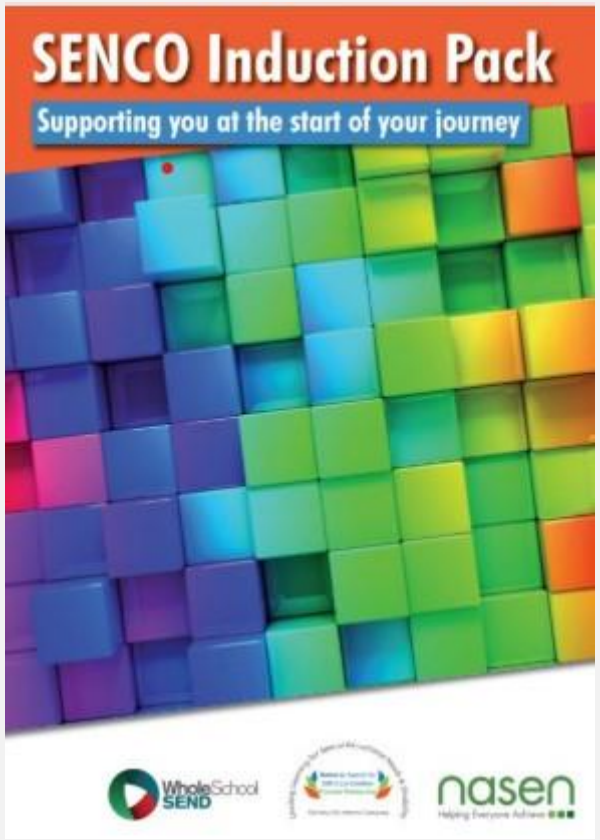
Updated 23 July 2021

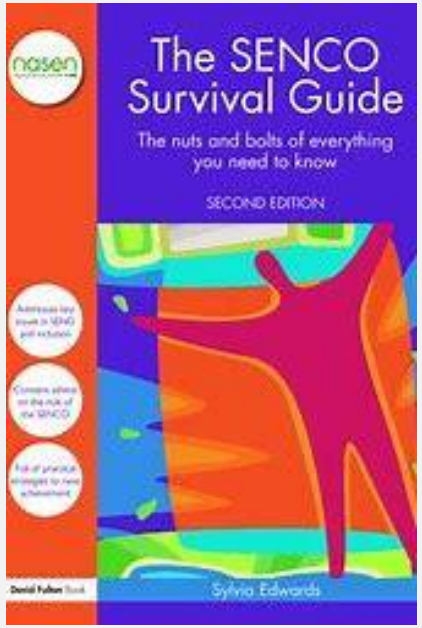
# Additional links and  resources

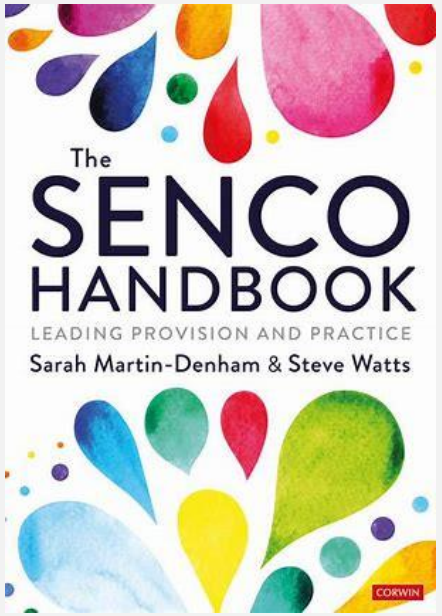


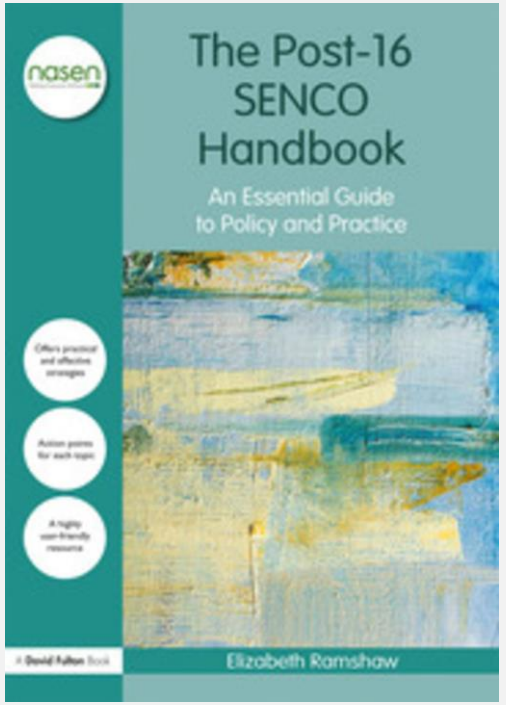



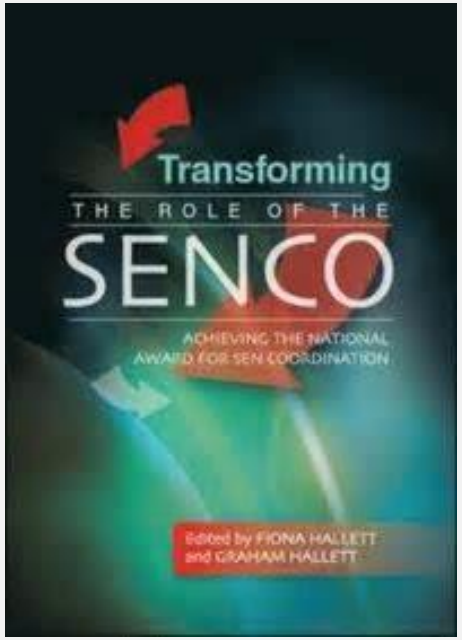




nasen
The SENCO Survival Guide
The nuts and bolts of everything you need to know
SECOND EDITION
Sylvia Edwards


The
SENCO
HANDBOOK
LEADING PROVISION AND PRACTICE
Sarah Martin-Denham & Steve Watts
CORWIN


nasen
The Post-16 SENCO Handbook
An Essential Guide to Policy and Practice
Elizabeth Ramshaw


Transforming
THE ROLE OF THE
SENCO
ACHIEVING THE NATIONAL AWARD FOR SEN COORDINATION
Edited by FIONA HALLETT and GRAHAM HALLETT

# 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

Funded by Department for Education

# Regional Contact Information

- Amelie Thompson – rsl.seslon@wholeschoolsend.com
- Tina Harvey - drsl.seslon@wholeschoolsend.com
- Kerry Greene – drsl2.seslon@wholeschoolsend.com
- Clare Belli – drsl3.seslon@wholeschoolsend.com
- Contact us on Twitter: [Regional Twitter Handle]

# New WSS Resources and Events:

- **Classroom Teacher Handbook for SEND –** Providing guidance for Early Career Teachers on removing barriers to learning for pupils with SEND
- **ITT Resource Pack –** Exploring the Four Broad Areas of Need, as well as Neurodiversity and the co-occurrence of need
- **Guide to Developmental Language Disorder** - Produced by our Consortium Partner ICAN and accompanying a series of 8 free webinars

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?

All responses and submissions will be kept confidential.

# 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



Whole School SEND

SEND Gateway

Please get in touch if you need help in locating any of our resources.

info@wholeschoolsend.com



# WholeSchool SEND