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

Understanding the role of the SENCo within a context of distributed leadership

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

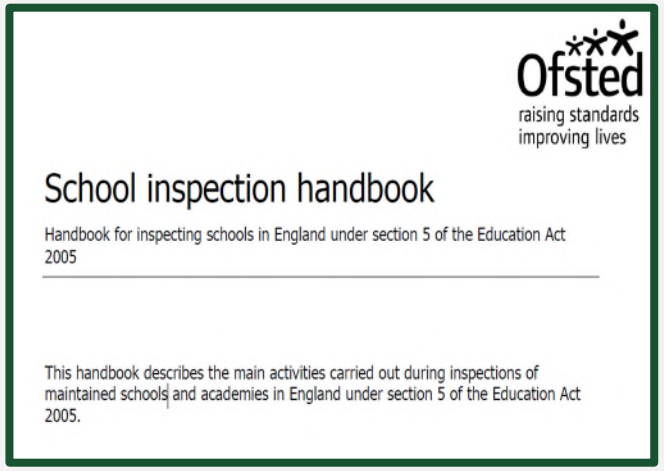
This session will focus on the SEND Information Report and effective use of assessment data.

Structure of the programme

Each session will build on learning from the previous session and include gap tasks for delegates to take away and work on before the next session.

Documents we will refer to during the series











Session 1
This session aims to support new SENCos in:

- Developing a shared understanding of distributed leadership for SEND where everyone is a leader of SEND.
- Understanding the strategic role and responsibilities of the SENCo
- Ensuring SEND is identified within whole school improvement priorities
- Using self evaluation to inform strategic planning for SEND

What does the Code of Practice say about the role of the SENCo?

Important role to play with the headteacher and governing body, in determining the strategic development of SEND policy and provision
6.87

Day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND
6.88

Be aware of the provision in the Local Offer and work with other professionals to ensure pupils with SEND receive appropriate support and high quality teaching.
6.89


Department for Education
Department of Health

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

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

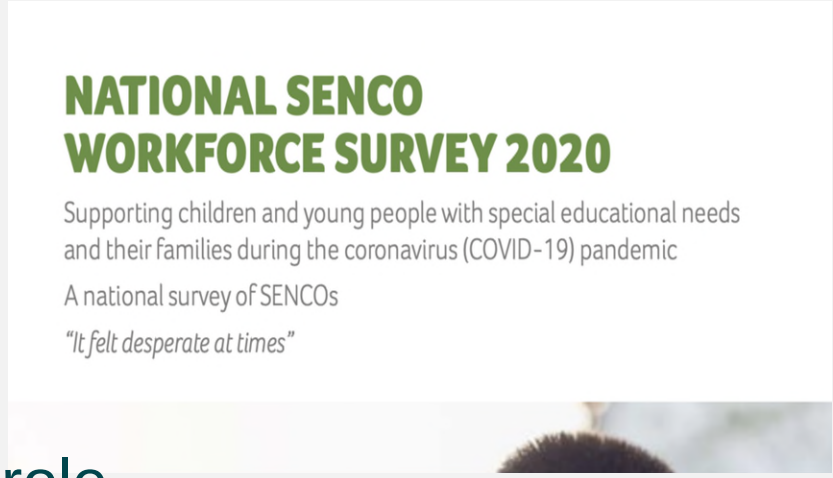
Provide professional guidance to colleagues and work closely with staff, parents and other agencies.
6.89

Key responsibilities include:

How does it feel?

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs
- liaising with parents of pupils with SEND
- liaising with schools and other providers
- being a key point of contact with external agencies and the local authority
- liaising with potential next providers of education to ensure smooth transition
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010)
- ensuring that the school keeps the records of all pupils with SEND up to date

Challenges for SENCos



Supporting SEND (DfE, May 21)

- experienced a range of challenges in carrying out their role.
- not enough time to work with external agencies/families
- not able to access the training to keep up to date.
- carrying out role on top of full time teaching commitment
- prevented from doing their role as well as they wanted to

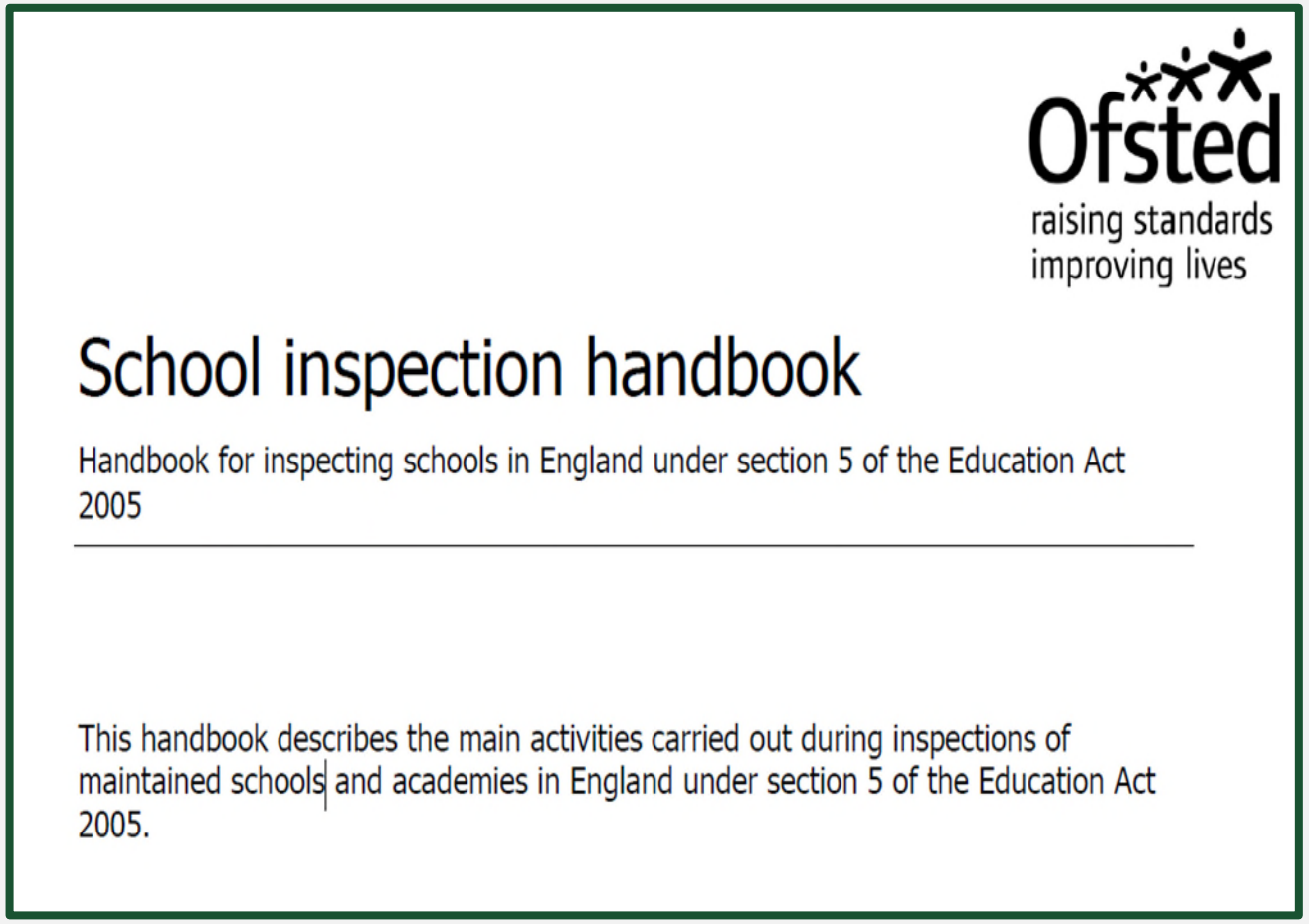
National SENCo Workforce Survey 2020

- 74% not enough time to ensure pupils on SEN Support are able to access the provision they need
- 23% felt they could not adequately monitor the provision of children with EHCPs
- 95% felt their time should be protected

If every SENCo
in every school
was given the time they needed
to carry out their role effectively…
would this make a big enough difference?

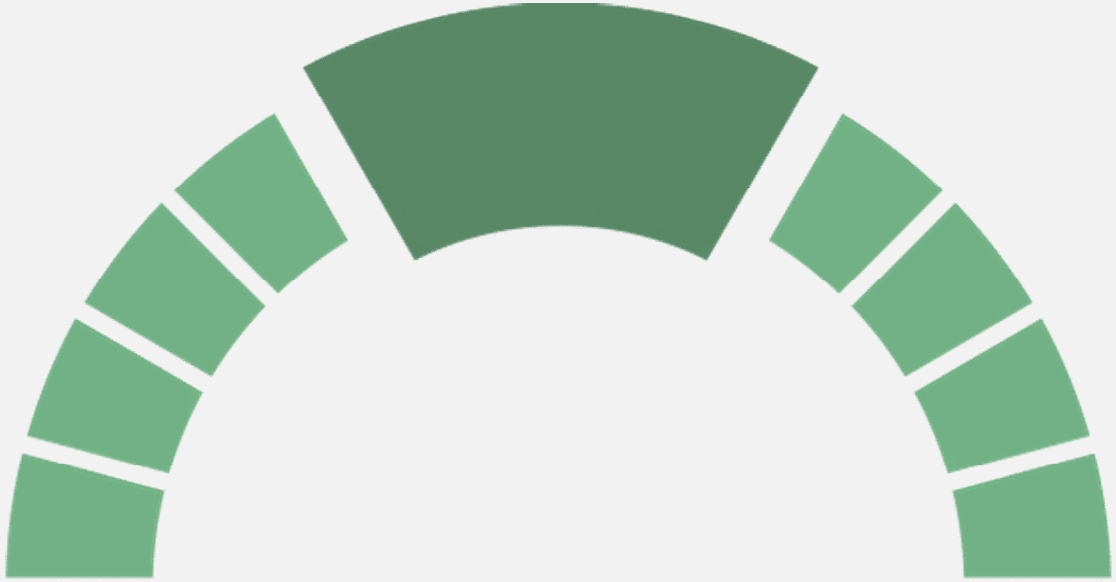






"The role of the SENCo involves ensuring **all practitioners** in the setting understand their responsibilities for children with SEN"

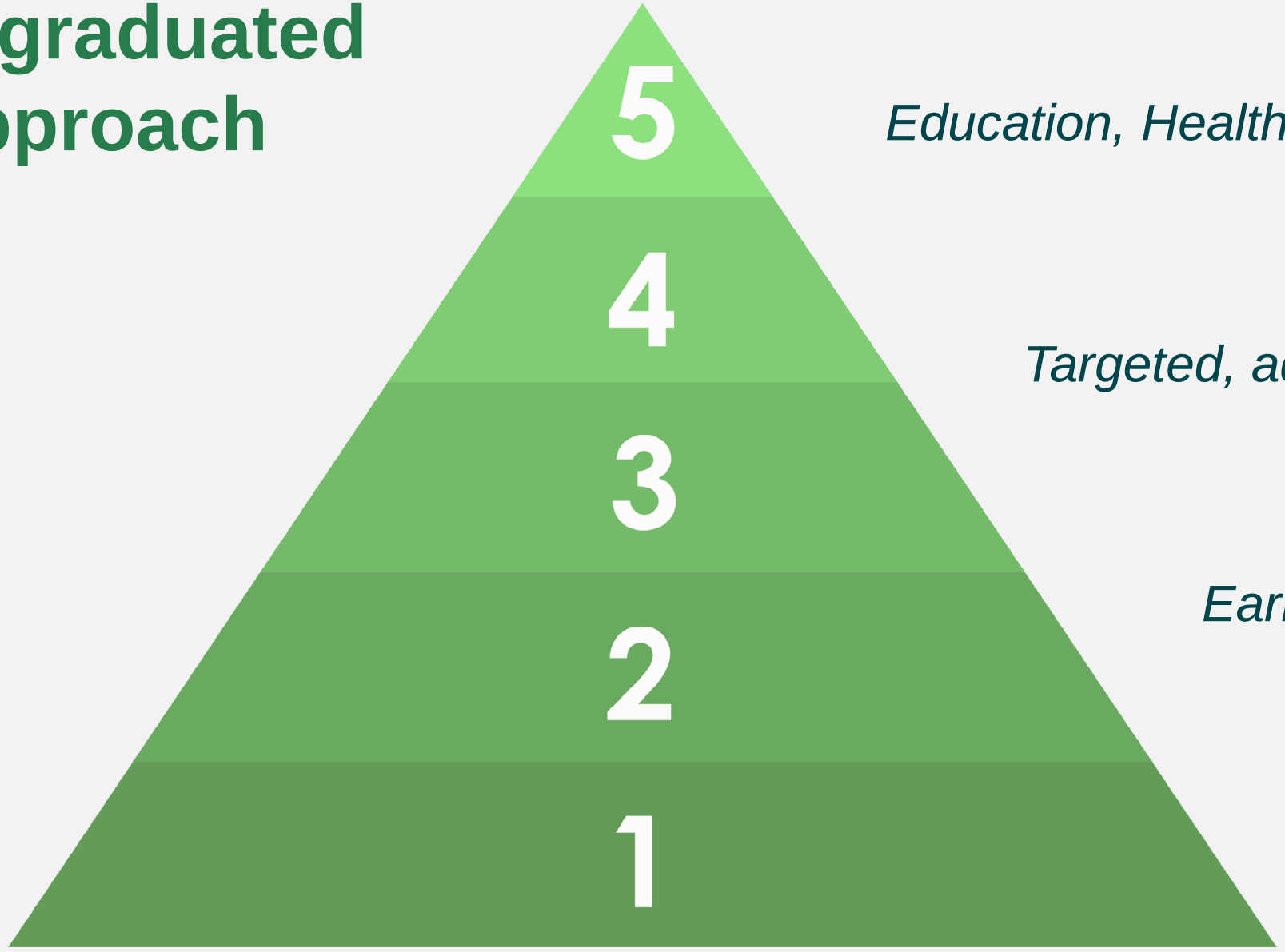
Distributed leadership for SEND



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


STAFF

A graduated approach



Education, Health and Care Plan

Targeted, additional support

Early intervention

Universal provision


STAFF

Tool A

What does your Graduated Response Tool look like?

Stage	Provision required	Support and provision	Assessment, recording and monitoring systems	Monitored by
5	**Provision over and above Stage 4**	In addition to Stages 1 – 4: • Education, Health and Care Plan (EHCP) reviewed annually • Multi-professional support • Individual Education Plan • Identified on school provision map	• EHCP • Annual Review Meeting and Report • Pupil Passport • Individual Education Plan • IEP Progress Forms • SENCo monitoring provision	Class Teacher Phase Leaders SLT **SENCo**
4	**Targeted, intensive additional support**	Consider request for EHC Plan. In addition to Stages 1 – 3: • Multi-professional support • Individual Education Plan • Identified on school provision map	• SEN Register • Pupil Passport/Profile • Individual Education Plan • IEP Progress Forms • SENCo monitoring provision	Class Teacher Phase Leaders SLT **SENCo**
3	**Targeted, additional support**	In addition to Stages 1 - 2: • Additional group or individual programmes • Evidence based interventions • Concern Sheet completed	• SENCo made aware • Reviewed at Pupil Progress meetings with SENCo • Intervention records • APDR Cycle	Class Teacher Phase Leaders SLT SENCo
2	**Early intervention support**	In addition to Stage 1: • Support within class through small groups and individual support (e.g. cut away, workshops)	• Reviewed at Pupil Progress and Phase Review meetings with Leadership Teams • Progress data	Class Teacher Phase Leaders SLT
1	**Universal provision**	• High quality inclusive teaching • Personalised learning targets • Carefully planned differentiation • Assessment for learning	• Reviewed at Pupil Progress and Phase Review meetings with Leadership Teams • Progress data	Class Teacher Phase Leaders SLT



How can a graduated response tool support the role of the SENCo?

Ensure appropriate provision and communicate expectations

Accuracy of SEND Register

Class teacher responsibility

Refine graduated approach

Clarify assessment and monitoring

Integral to pupil progress monitoring

Support early identification

Assess Plan Do Review

No pupil falls through the net

Evidence base for statutory assessment

Monitor lack of progress



Time to reflect

- What does the graduated approach look like in your school?
- Are systems and processes explicit and clear to all staff?
- How do you ensure pupils receive early intervention and provision meets need?
- How do you ensure the Assess Plan Do Review Cycle is repeated and sustained?

Tool B

What do different SEND roles look like in your school?

SEND Governor	Headteacher	SLT and SENCo	Middle leaders/Phase Leaders/Heads of Department	Class Teachers/ Subject Teachers	Support Staff
Strategic overview, support and challenge	Strategic responsibility of SEND	Coordination of SEND provision and deployment of staff	Monitoring of pupil progress	Delivery of high quality inclusive teaching	Delivery of interventions
	Overall responsibility for intent, implementation and impact	Monitoring of SEND provision and pupil progress	Monitoring of high quality inclusive teaching and provision for SEND	Target setting	Collation of data against targets/outcomes
		Data analysis and evaluation of impact	Integral focus on SEND in all lesson observations	Monitoring progress of individual pupils	
		Integral focus on SEND in all lesson observations		Monitoring of interventions	

Tool C

How does your school map out responsibilities that sit within each role?

Leader	Roles	Specific responsibilities
SEND Governor		e.g. Provide support and challenge for the SENCo, meeting on a half-termly basis and providing a written record of each visit.
Headteacher		e.g. Hold senior leaders and SENCo to account for the quality of SEND provision through routine review meetings.
SLT and SENCo		e.g. Provide support and challenge at pupil progress meetings and use analysis of data to inform future allocation of resources.
Middle Leaders, Phase Leaders, Heads of Department		e.g. Quality assure Pupil Passports and check they are completed within agreed timescales.
Class Teachers, Subject Teachers		e.g. Oversee delivery of interventions, supporting pupils to apply learning in different contexts.
Support Staff		e.g. Deliver interventions following guidance, recording and tracking their delivery.

Sharing responsibility for systems

EXAMPLE: PUPIL SUPPORT PLANS	Senior leaders	SENCo	Middle leaders/Phase Leaders/Heads of Department	Class Teachers/ Subject Teachers	Support Staff
	Monitor support plans during 'book looks' and lesson observations Check provision in Pupil Progress meetings Reinforce and model common language Ensure support plans and timescales are written into Annual Management Plan Follow up where timescales not met.	Provide training around what a quality support plan looks like Quality assure support plans Feedback to class teachers, follow up and follow through Collate and analyse data around targets	Check all support plans are completed and handed in on time Quality assure support plans as part of yr group meetings Coordinate interventions across the yr group	Write support plan and set outcomes and targets Review and consult with parents Oversee intervention and direct TA Ensure pupil's needs are reflected in differentiation of planning	Provide information to support writing of support plan Deliver intervention under supervision of teacher Feedback progress against targets to teacher Remind pupil of targets


STAFF

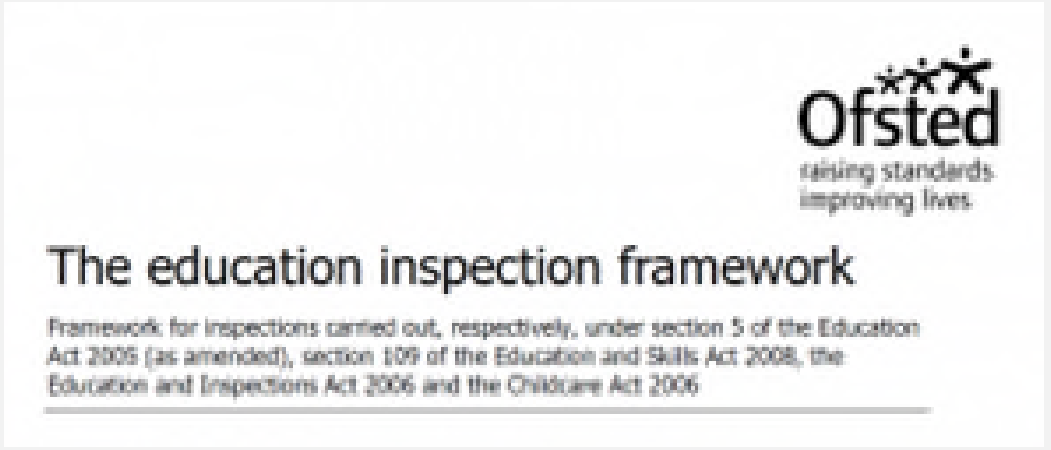
Some examples of distributed leadership for SEND at secondary level

Job Descriptions	Whole School Inclusion Group	Access to support and advice	Joint working	SEND Champions	Monitoring of inclusive provision	Student mentors
SEND identified in all senior leader job descriptions	Overseeing school inclusion strategy and monitoring inclusive practice	From a range of school leaders e.g. subject teachers, progress leads, Heads of Department	Between pastoral and SEND departments e.g. monthly inclusion panel	Represented in all departments	Provision for SEND monitored by all school leaders	Assigned to all students with SEND for student's school life

Time to reflect

- What does distributed leadership look like in your school?
- How are roles and responsibilities for SEND communicated?
- How do different roles work together to avoid duplication and unnecessary workload?
- What systems are used to monitor responsibilities?

Ofsted, 2019



Grade Descriptor – Leadership and Management

“Leaders have a clear and ambitious vision for providing high-quality, inclusive education and training to all. This is realised through strong, shared values, policies and practice.”
p.278

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.
- 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.
- 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.

Time to reflect

- What type of leadership do you need in your school to secure the best outcomes for young people with SEND?
- What training, development and support is required for staff to make this happen?
- How will you embed systems to monitor and evidence impact and ensure sustainability?

The SEND Review Guide



AREA OF FOCUS	SUGGESTED THEMES AND AREAS TO EXPLORE
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. School leaders have created a culture and ethos that actively welcomes and engages parents and carers of pupils with SEND. School leaders are knowledgeable on SEND Policy and practice. The school is implementing and embedding the SEND reforms and the Equality Act effectively. The SEND governor holds the school to account in order to have a positive impact on the outcomes of all pupils. The SEND governor has attended appropriate training in order to do this effectively. The SENCo works closely alongside the headteacher and other senior leaders to develop a whole school response to SEND. The school ensures that all teachers are aware of their responsibilities to pupils with additional needs. A SEND development plan with clear aims and objectives is in place. 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 school has a successful track record of supporting the transition of pupils with SEND from specialist settings. For example, the school successfully integrates pupils with SEND from alternative provision.

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
1. **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. -Support teachers during PPA sessions to write Pupil Passports. -Set timescales for when Pupil Passports need to be completed using AMP. -Quality Assure Pupil Passports and provide feedback to individual teachers.	End of term 1 – -Most Pupil Passports demonstrate increased understanding of pupils' strengths and needs and how they can be supported. End of term 2 – -Most Pupil Passports are used to inform planning and provision for SEND pupils. End of term 3 – -Lesson planning demonstrates that most teachers understand pupils' strengths and needs.	Quality assurance of PP. Differentiation within planning.	

Action Plans for SEND

- Consider how your Action Plan reflects *intent, implementation and impact*
- How will you know actions have been achieved?
- What would you expect to see at different points? (milestones)

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 this be identified in your Annual Management Plan?

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

Annual Management Plan

Manage your workload and others.

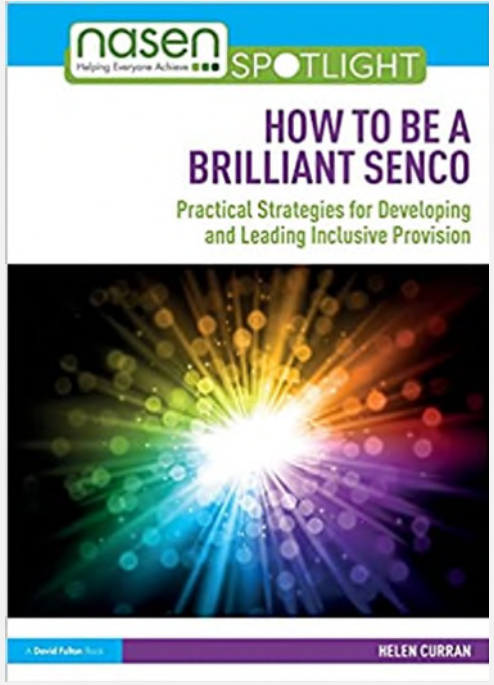
Term	Date	Action	Who
Autumn 1		Create Annual Management Plan	
		Review and check IEPs/Pupil Passports	
Autumn 2			
		Pupil progress meetings	
		Update Provision Map	
		Update SEND Register	
		Review pupils on Graduated Approach table	
Spring 1			
		Formal update and monitoring of IEPs/Pupil Passports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

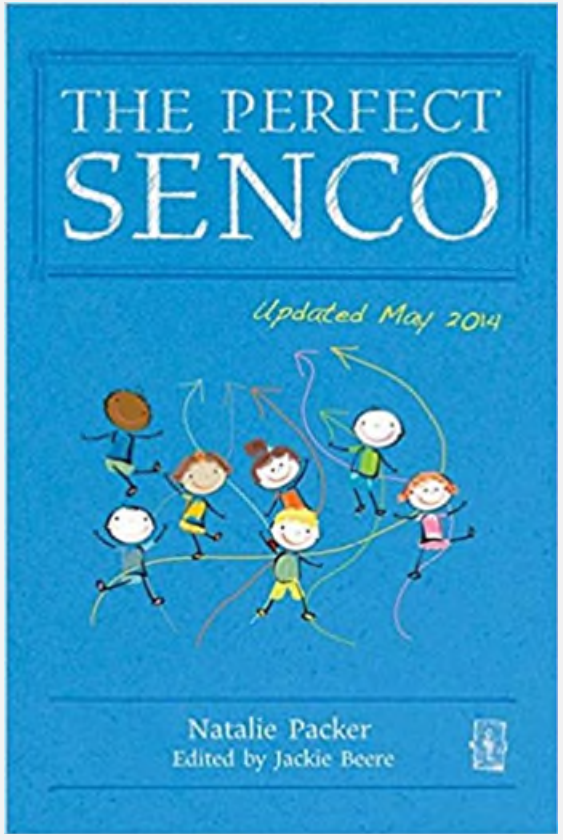
Questions to take away

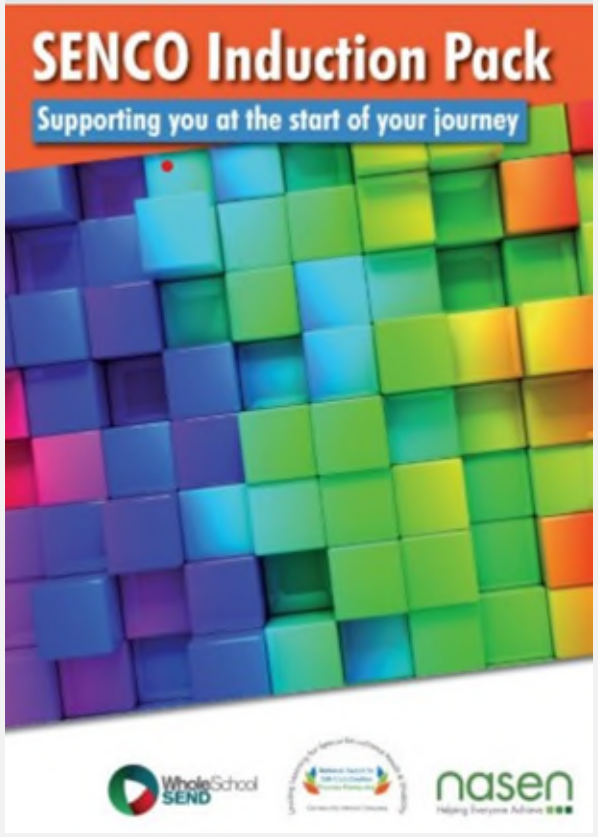
- What does distributed leadership for SEND look like in my school? Is this something I need to discuss with school leaders?
- Do I have what I need to carry out the strategic role and responsibilities of the SENCo?
- Is SEND identified within whole school improvement priorities?
- How can I make sure that self evaluation informs strategic planning for SEND?

Additional links and resources









Gap Task:

In discussion with senior leaders in your school, complete the distributed leadership for SEND grid.

What do roles and responsibilities for SEND look like at every level?

Next session:
20th January 2022, 2-3.30pm

Any further questions?

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 Green – 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