

Perfecting Preparation for Adulthood:

Session 1: The Universal PfA Offer

Guest Speaker: Barry Jones ntdi

Angela Holdsworth MBE, Nicole Dempsey, Helen Howe

Lancashire and West Yorkshire

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

Our Presenters

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

Nicole Dempsey is a Deputy Regional Leader for Lancashire and West Yorkshire. She is an experienced mainstream SENCO now working for Dixons Academies Trust, supporting SEND and safeguarding across all phases in the North of England.

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

Barry Jones is an independent consultant with over 18 years of leadership and operational experience in the public sector in children's and adults services including SEND, Care Leavers, Children Looked After, Connexions, programme management, strategy and commissioning.

Session Objectives:

What do we hope this session will achieve?

- 1) Introduction to PfA at a universal level
- 2) Sector examples
- 3) Audit tool

Universal Offer – making PfA provision for everyone

Starter Activity

Barry Jones

ntdi





Preparing for Adulthood

Barry Jones NE & NW regional PfA Facilitator

What Matters?

The background of the image is a deep space scene featuring a complex, multi-colored nebula. The central region is dominated by bright blue and cyan hues, transitioning into vibrant red and purple towards the edges. The entire scene is filled with numerous small, distant stars, creating a rich, textured appearance. The overall composition is centered and balanced, with the text 'What Matters?' overlaid in a clean, white, sans-serif font.

Cast your mind back to when you
were a teenager.....

What really mattered to you,
when thinking about growing up
and becoming an adult?

slido



What really mattered to you, when thinking about growing up and becoming an adult?

one word and hit submit. You can submit multiple responses.

ⓘ Start presenting to display the poll results on this slide.

So, what is
Preparing for Adulthood
(PfA)?

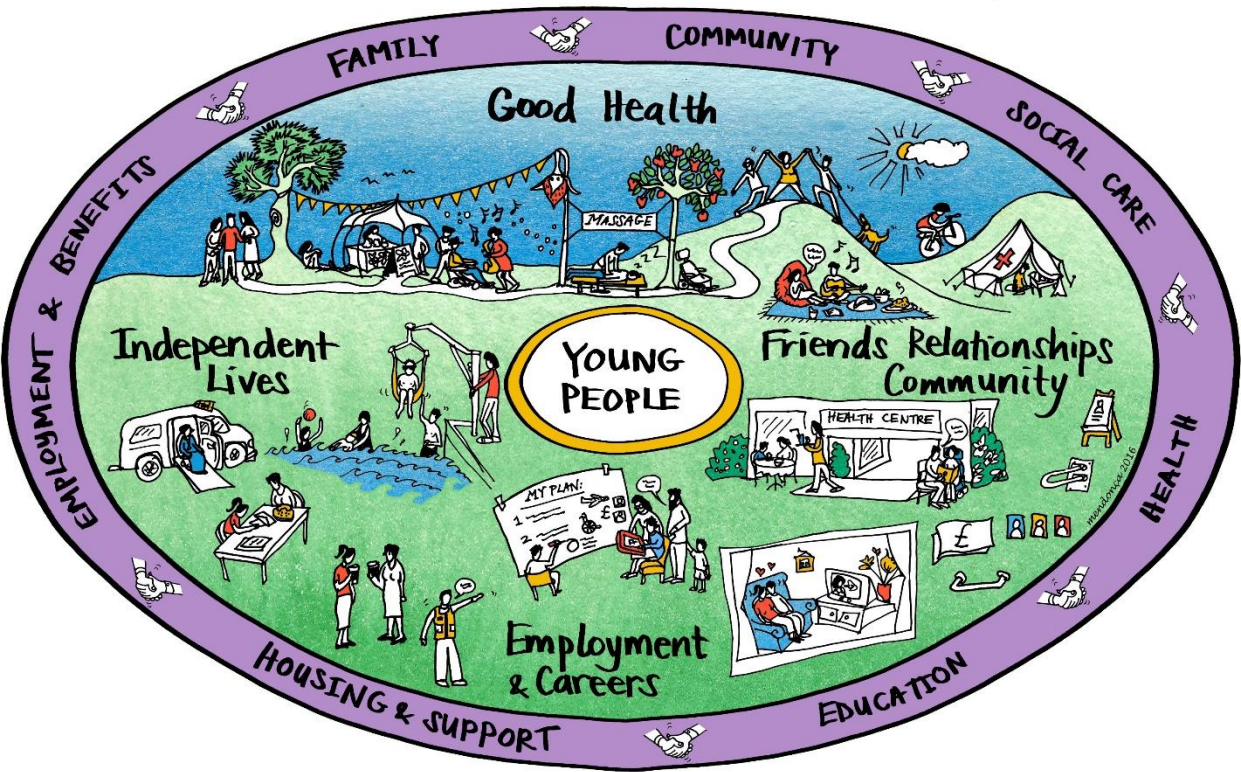
Young disabled people have made it clear that they want the same as all young people. For them, the most important things are to have friends to have a good time with, to have a career and to be seen as independent adults. It is also obvious that if planning for good health does not happen, none of the other things are possible.

(Getting a life – 400 yp 2008-2011)

A reminder of the vision for Preparing for Adulthood



PARTNERSHIP WORKING FOR PFA



Preparing for Adulthood  Planning for Life

- Personalise your approach
- Develop a shared vision
- Improve post-16 options and support
- Raise aspirations
- Plan services together

Preparing for Adulthood



Employment

Independent living

Community Inclusion

Health

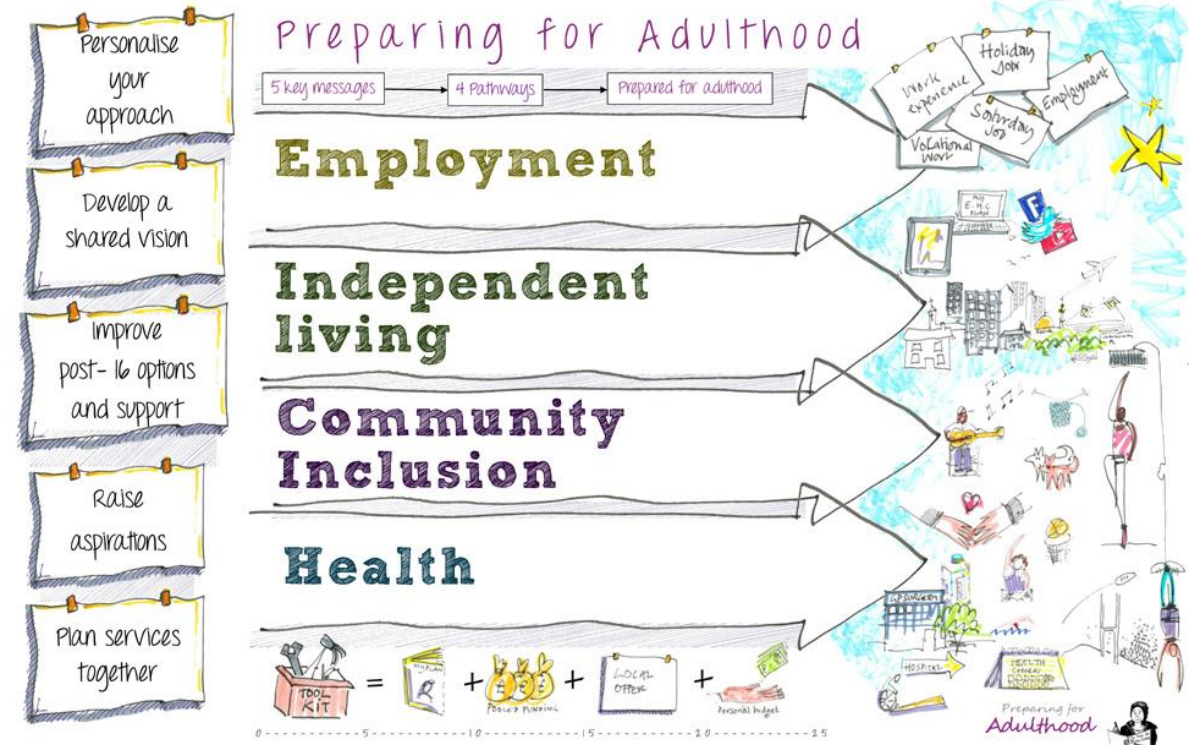


Why are
Preparing for
Adulthood
Outcomes SO
important?



A reminder of the vision for Preparing for Adulthood

- They enable us to remember that children and young people with SEND have the same aspirations, needs and rights as all young people
- They help us to remember what a good life is for all young people
- They help us to find out what the child or young person's aspirations are and what is important to them now and in the future
- They help us to support children and young people and their families to plan for life outcomes

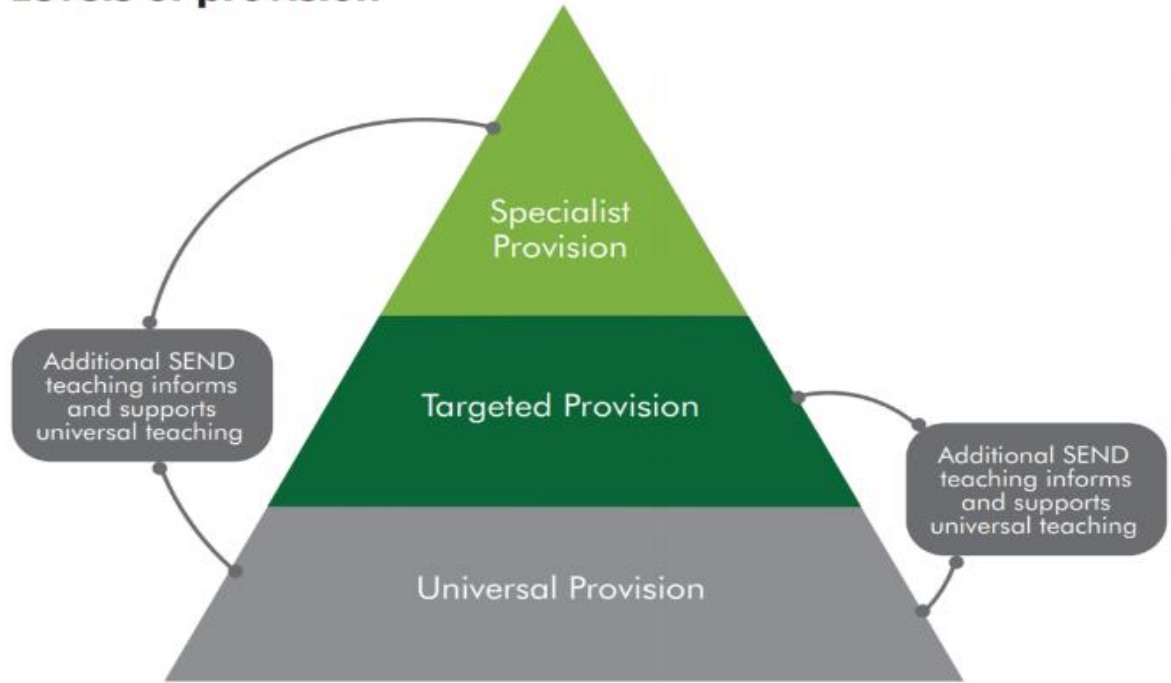




Levels of Provision



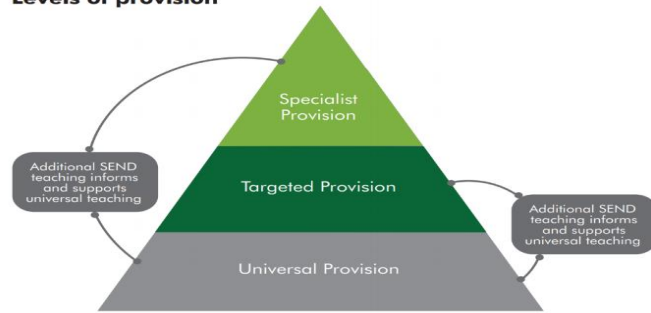
Levels of provision



Levels of Support ...

Universal
Targeted
Specialist
Offer

Levels of provision



Levels of Support ...

Universal
Targeted
Specialist
Offer

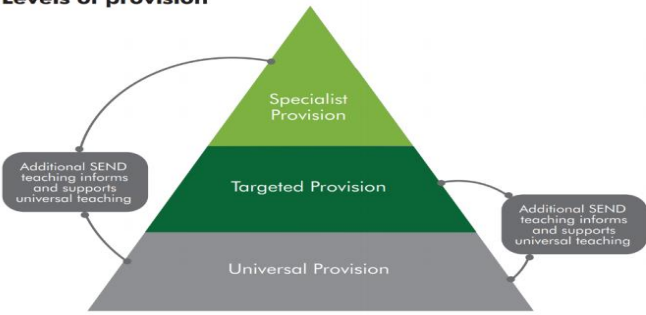
Universal Provision- A whole school ethos, culture and values underpinned by High Quality teaching and learning that is differentiated and tailored to meet the individual needs of the majority of children and young people, including those with and without SEND.

Targeted Provision- Educational provision that is additional to and different from the Universal provision. Typically, this provision is provided for those learners with SEN support needs. *12.2% of all pupils in England who require SEN support, source National Office of Statistics, 2020/21.*

In accordance with the Children and Family Act, 2014, Schools and college must use their best endeavours to ensure such provision is made for those who require it. (CoP 1.25 pg 25)

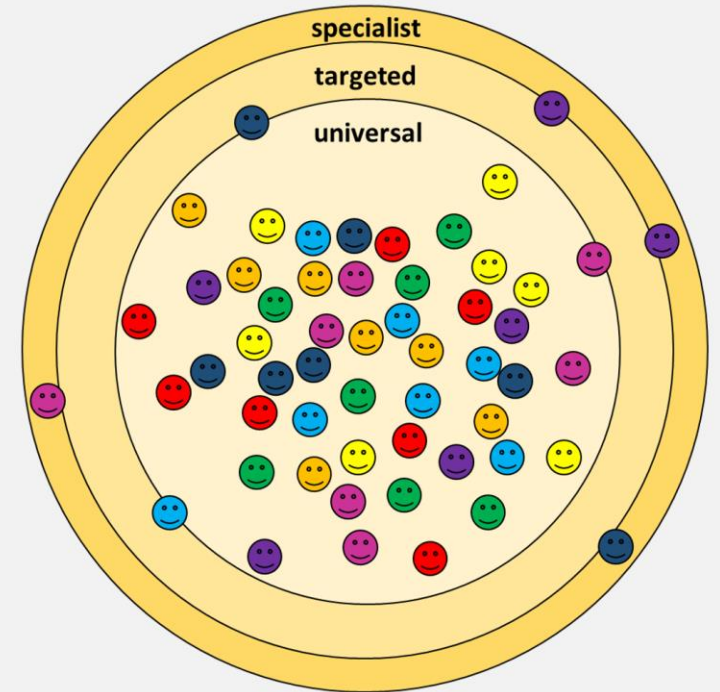
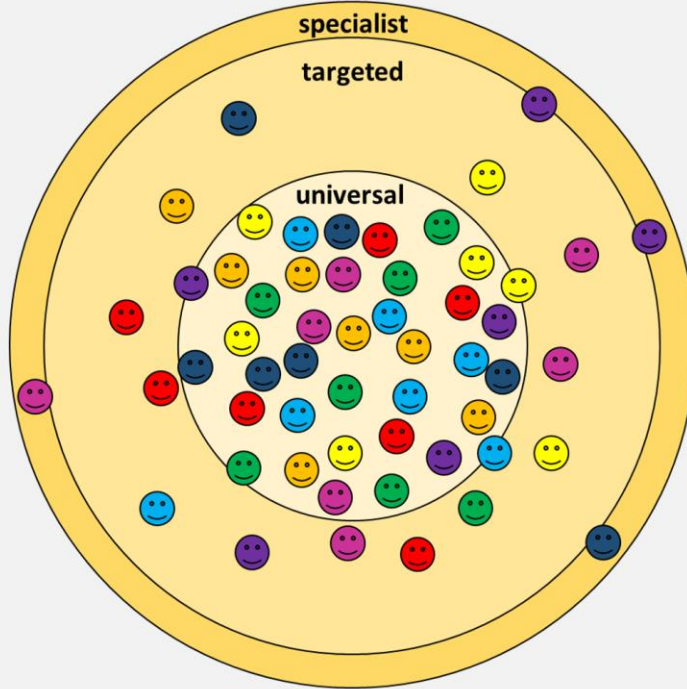
Specialist Provision- Educational provision that is designed specifically to meet highly personalised need, typically this is provision that would be identified through an Education, Health Care Plan (EHCP) *3.7% of all pupils in England have an EHCP, source National Office of Statistics, 2020/21*

Levels of provision



Levels of Support ...

Universal
Targeted
Specialist
Offer





Data Context

– Why is PfA important?



PfA Universal Offer

4 Themes of PfA



Employment

Economic inactivity 16 - 64 year-olds (Oct 2020 - Sep 2020)

Economic inactivity (Oct 2020-Sep 2021)

	North West (Level)	North West (%)	United Kingdom (Level)	United Kingdom (%)
All People				
Total	1,032,300	23.1	8,956,700	21.7
Student	261,600	25.3	2,545,400	28.4
Looking After Family/Home	202,500	19.6	1,724,100	19.2
Temporary Sick	26,600	2.6	184,600	2.1
Long-Term Sick	272,700	26.4	2,184,000	24.4
Discouraged	6,600	0.6	62,400	0.7
Retired	150,700	14.6	1,211,200	13.5
Other	111,600	10.8	1,045,000	11.7
<u>Wants A Job</u>	190,900	<u>18.5</u>	1,770,700	<u>19.8</u>
Does Not Want A Job	841,400	81.5	7,186,000	80.2

Source: ONS annual population survey

Notes: numbers are for those aged 16-64.

% is a proportion of those economically inactive, except total, which is a proportion of those aged 16-64

Source: [Labour Market Profile - Nomis - Official Labour Market Statistics \(nomisweb.co.uk\)](https://www.nomisweb.co.uk)

Employment Qualifications NW Region UK

Qualifications held by 16 - 64 year-olds NW and UK (Jan-Dec 2020)

Qualifications (Jan 2020-Dec 2020)

	North West (Level)	North West (%)	United Kingdom (Level)	United Kingdom (%)
Individual Levels				
NVQ4 And Above	1,730,900	38.6	17,732,200	43.0
NVQ3	789,800	17.6	6,927,400	16.8
Trade Apprenticeships	149,900	3.3	1,157,900	2.8
NVQ2	759,100	16.9	6,373,000	15.4
NVQ1	478,800	10.7	3,968,300	9.6
Other Qualifications	230,400	5.1	2,389,700	5.8
<u>No Qualifications</u>	340,800	<u>7.6</u>	2,721,300	6.6
Composite Levels				
NVQ4 And Above	1,730,900	38.6	17,732,200	43.0
NVQ3 And Above	2,595,600	57.9	25,238,500	61.2
NVQ2 And Above	3,429,700	76.6	32,190,500	78.0
NVQ1 And Above	3,908,400	87.2	36,158,800	87.6

Source: ONS annual population survey

Notes: For an explanation of the qualification levels see the definitions section.
level and % are for those aged 16-64

% is a proportion of resident population of area aged 16-64

Source: [Labour Market Profile - Nomis - Official Labour Market Statistics \(nomisweb.co.uk\)](https://www.nomisweb.co.uk/)

Health

One in eight 5 to 19-year olds experience at least one clinically diagnosable mental health problem (Mental Health of Children and Young People in England, NHS Digital, 2017)

Half of all lifetime cases of psychiatric disorders start by age 14 and three quarters by age 24 (Key Data on Adolescence 2013, Association from Young People's Health, 2013)

There continues to be a post-code lottery of early help provision. For example, analysis by the Children's Commissioner for England has found that local areas allocated a total of £226 million for low-level mental health services in 2018/19, just over £14 per child. (Early access to mental health support, Children's Commissioner, April 2019)

Research shows that children and young people go an average of ten years between first showing signs of mental health problems and getting any help. Every day opportunities are being missed to help these children. (Missed Opportunities, Centre for Mental Health, June 2016)

Independence

Source: Joseph Rowntree
Foundation

<https://www.jrf.org.uk/report/young-peoples-changing-routes-independence>

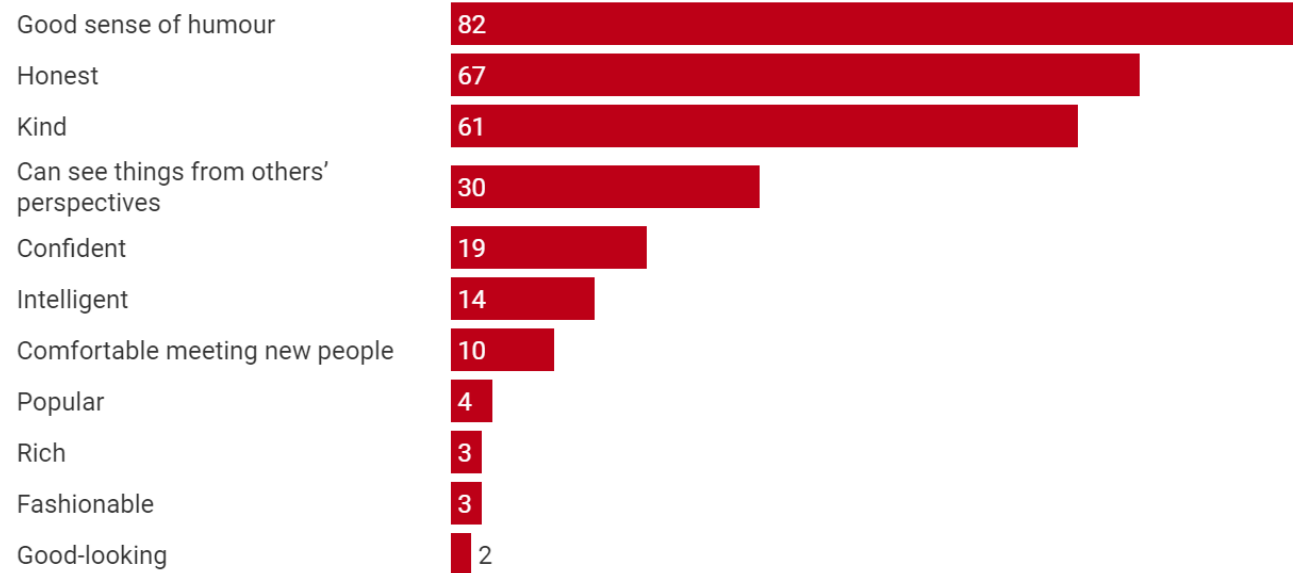
Young people's changing routes to independence

Comparison of the experiences of 2 groups of young adults born in 1958 and 1970 found:

- Routes to adult life are changing. Opportunities for 16-year-old school-leavers are reducing. A gap appears to be growing between those who gain good educational qualifications and those who do not.
- Marriage has become unfashionable and parenthood appears to have been postponed - except for a minority of young people, usually poorly qualified, who contribute to the highest rate of teenage pregnancy in Western Europe.
- Family background remains a critical factor lying behind the routes to stable employment and independent living, but the moderating role played by high-level qualifications appears to be growing in importance.
- While high-level qualifications do still contribute to improved earnings, the improvement does not now appear to be quite as large as it used to be.
- Psychological health of young adults, especially young women, appears to have declined relative to the psychological health of young adults twelve years earlier. Spells of unemployment and poor qualifications are associated with propensity to depression.
- Poverty in childhood is linked with lower educational attainment, higher unemployment and low earnings in adulthood. There is evidence to suggest that this 'poverty penalty' has increased over time.

Friends Relationships and Community

What are the most important qualities in an ideal friend?



Responses measured as a percentage of the whole group

Wales Institute of Social and Economic Research and Data (2018)

Why is PfA
important?

-What do young
people say?



Youth Voice Census 2021

Only 9.9% of young people feel confident that they will be able to access quality work where they live.

For employers there are three key issues to tackle: the first is that young people do not know what skills you want of them; second, they don't know what skills they already have and finally they do not believe you have good quality opportunities for them.

Employment

Source: [youth-voice-census-report-2021.pdf](#)
([youthemployment.org.uk](#))

Friends Relationships and Community

Understand the importance of friendships: Friendships are important for our well-being and have a significant impact on young people's lives.

Share from your own experiences: Young people want to see adults reflect on their own friendships and give realistic advice from their own experiences – it can help to open up a dialogue by sharing.

Enable new friendship opportunities: Help young people to make new friends. Key advice from young people in the peer to peer guide was that having friends outside of school, for example in youth clubs and online, can take the pressure off having to rely on one friendship group. Young people thought that a way adults could help when there are friendship problems would be to create.

Signpost: Young people made some reference to the role of adults in helping young people to find additional support when experiencing friendship problems.

Friends Relationships and Community

British Youth Council: Big listen survey (2011)

A survey of one thousand young people across the UK found that 82% of young people believe it's important for them to speak up about their local area, and 75% want to have a greater influence in decisions made in local areas, on topics such as how the local community is run, and what happens to local services. However, 60% told BYC that they feel their views are taken less seriously in local decision-making because of their age.

British Youth Council (2022)

We want our Parliament to: Recognise that our minds matter, and improve the access to and quality of our mental health services.

Our Vision: We believe that the Government needs to do more to address mental health challenges faced by young people. We believe that the stigma surrounding mental health prevents many young people from seeking support, and that help and advice is often scarce. Greater investment needs to be made to ensure that support and care is; age-appropriate, youth-friendly and accessible both locally and nationally for 16-25 year olds. We also believe that the Government must ensure measures are developed to raise the availability and quality of youth mental health provisions across the UK. This will help tackle the postcode lottery of provision.

When asked to share how different activities affected their mental health, respondents reported that face-to-face calls with friends (72%), watching TV/films (72%), exercise (60%) and learning new skills (59%) were helpful for their mental health during this time. (YoungMinds, 2021)

Health

Source: [British Youth Council | Mental Health \(byc.org.uk\)](https://www.byc.org.uk)

Statistics

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Health

Overview

The 'hidden' curriculum:

- As well as the knowledge and skills we are intentionally teaching our students, they are also learning from our choices and behaviour on a day to day basis
- This includes our attitudes towards disability and diversity, not just how we talk about it or how we talk to people with differences or needs, but how we manage educating a diverse range of needs in our classrooms and the wider school experience
- Another aspect of this is 'access to experiences' and what our children can learn from those experiences

What are our children – non-SEND and SEND – learning about themselves and diversity by learning and accessing experiences alongside one another or, crucially, not alongside one another?

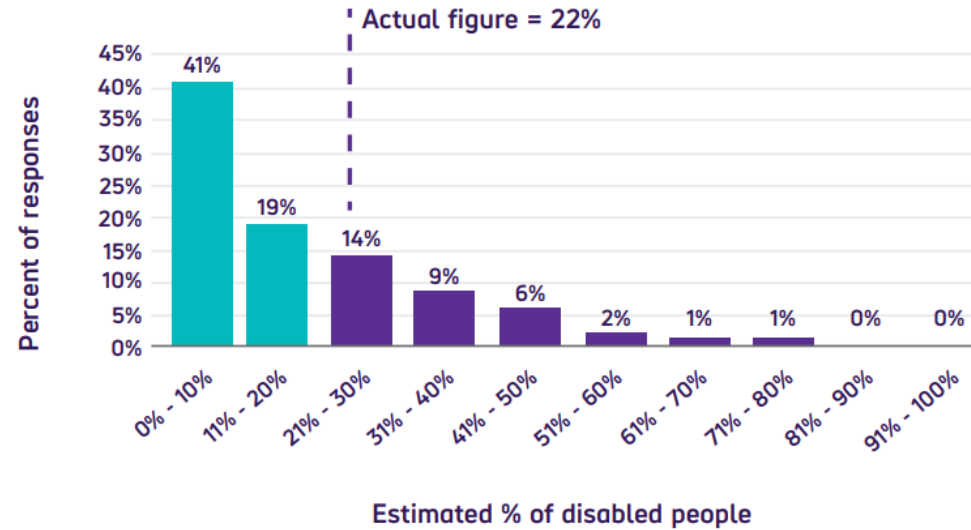
The disability perception gap

Source:

<http://www.scope.org.uk/campaigns/disability-perception-gap/>

Statistics

Figure 2: Estimated proportion of the population with a disability.



60% of people underestimate the number of disabled people in Britain



The disability perception gap

Source:

<http://www.scope.org.uk/campaigns/disability-perception-gap/>

How might the choices we make around inclusion and ability diversity in schools begin to affect our children's perception of disability and diversity in society?
Why might so many adults underestimate the number of people with disabilities in society?

Statistics

Views of disabled people	Percentage of the population
Some or most of the time, think of disabled people in general as needing to be cared for	75%
Some or most of the time, think of disabled people in general as not as productive as non-disabled people	32%
Hardly ever or never think of disabled people as the same as everyone else	13%

Disabled people are now more likely to be viewed as less productive than others than they have been in the past.



"[People have] got these preconceived ideas and then they've never met anyone who's disabled to prove that idea wrong."

Michelle, Liverpool

The most commonly held attitudes are those that could broadly be described as patronising. These are attitudes that the holder may not believe are prejudicial, instead seeing them as benevolent. For example, three in four (75%) respondents said they think disabled people need to be cared for some or most of the time.

How might the choices we make around inclusion and ability diversity in schools begin to affect our children's perception of disability and diversity in society?

Why might our children develop a perception that people with disabilities need looking after, are less productive, and different to everyone else?

The disability perception gap

Source:

<http://www.scope.org.uk/campaigns/disability-perception-gap/>

Statistics

<http://www.cipd.co.uk>

- April to June 2020, employment rate for disabled people = 53.6% (non-disabled = 81.7%)

<http://www.citizensadvice.co.uk>

- 27% of disabled people in employment are facing redundancy (overall population = 17%)

<http://www.disability.co.uk>

- Only 8% of employers report recruiting a disabled person in the past 12 months

- Disabled people in Britain are likely to be paid less per hour than their non-disabled peers

<http://www.scope.org.uk>

- Disabled people are around twice as likely to be unemployed as non-disabled people

- Life costs you on average around £580 per month more if you're disabled

The disability employment gap

Why might our children with disabilities go on to find it so much harder to find employment than their non-disabled peers?

Why might our students who grow up to be managers, business owners etc. not feel able to employ people with disabilities in their team or organisation?

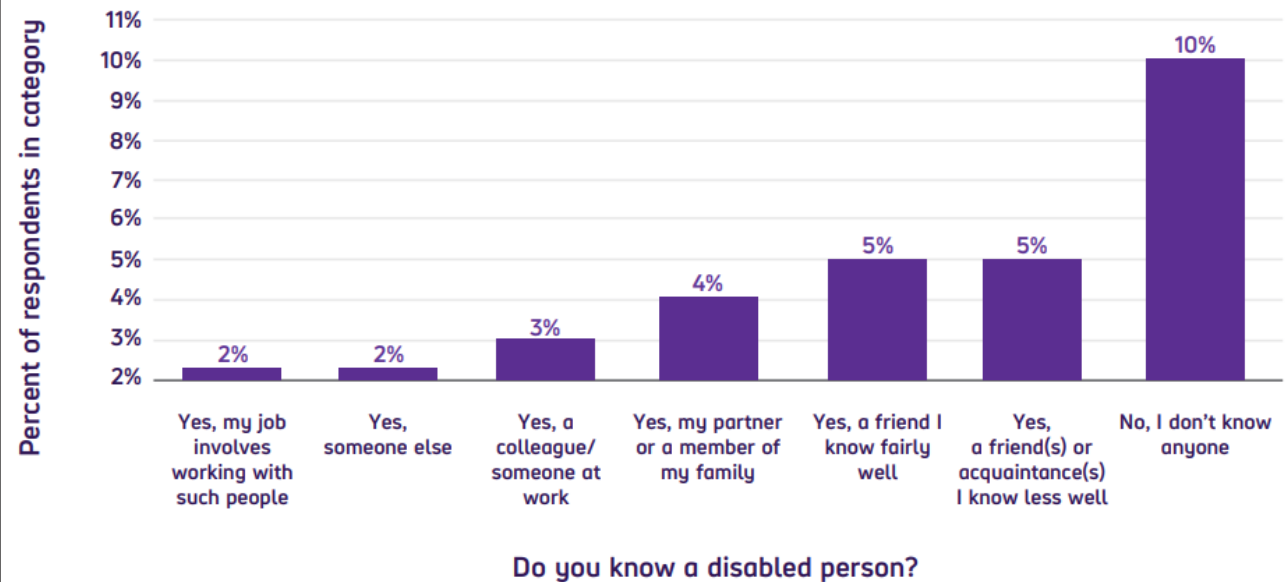
Statistics

The disability perception gap

Source:

<http://www.scope.org.uk/campaigns/disability-perception-gap/>

Figure 4: People who think of disabled people as getting in the way some or most of the time, by their relationship to a disabled person.



The perception of disabled people as 'getting in the way' increases by 5x between people who work with disabled people and those who do not know anyone with a disability.

What might we be doing in school to exacerbate this? What can we do in school to address it?

Summary

The more we can provide for our students as part of the universal offer, with a diverse ability range learning and succeeding alongside one another, the more skills we are teaching them to go on and live in a fair and diverse society.

Consider what our children – all of our children – learn passively by our approaches to meeting need. This doesn't mean not providing additional and different, but it does mean prioritising opportunities for the school to learn to meet a wider range of needs as the norm, and considering the 'hidden' learning implications of the choices we make.

We have more in common than that which divides us!

No one doesn't benefit from a fairer, more flexible and responsive, diverse school community.

The disability perception gap

Source:

<http://www.scope.org.uk/campaigns/disability-perception-gap/>



– PfA in the
Curriculum



Early Years Foundation Stage

Preparing for Adulthood from the Earliest Years

Chapter 8 of the SEND Code of Practice is entitled “Preparing for Adulthood from the Earliest Years”

‘When a child is very young, or SEN is first identified, families need to know that the great majority of children and young people with SEN or disabilities, with the right support, can find work, be supported to live independently, and participate in their community.

Health workers, social workers, early years providers and schools should encourage these ambitions right from the start. They should seek to understand the interests, strengths and motivations of children and young people and use this as a basis for planning support around them.’

Early Years Foundation Stage

Preparing for Adulthood from the Earliest Years

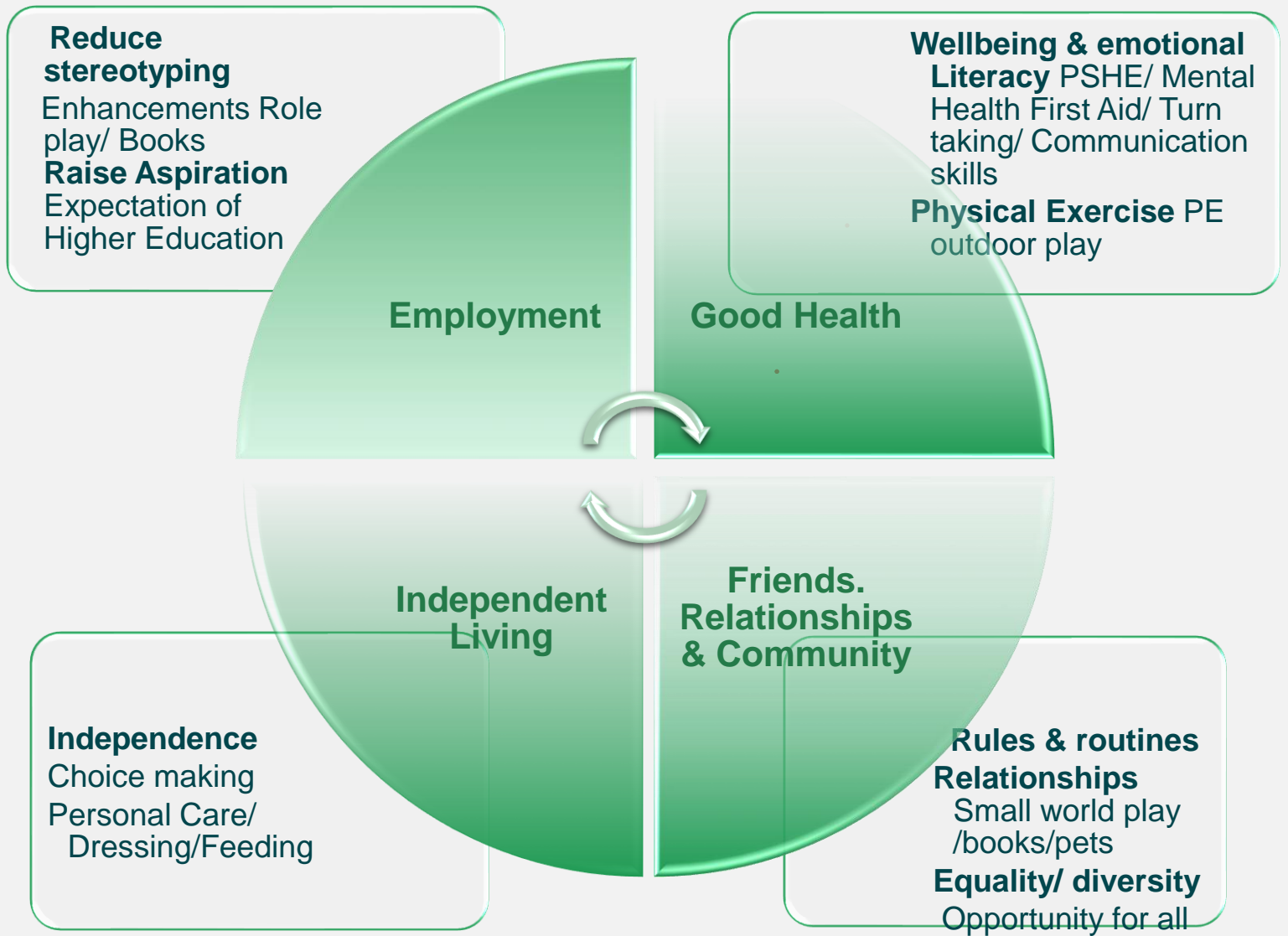
8.6 Early years providers and schools should support children and young people so that they are included in social groups and develop friendships. This is particularly important when children and young people are transferring from one phase of education to another (for example, from nursery to primary school).

Maintained nurseries and schools must ensure that, subject to certain conditions, pupils with SEN engage in the activities of the nursery or school together with those who do not have SEN, and are encouraged to participate fully in the life of the nursery or school and in any wider community activity'

The support young children with SEND receive in the early years has a life-long impact on them and their family

Universal PfA Offer EYFS

EYFS PfA: Towards a Universal Offer



Primary

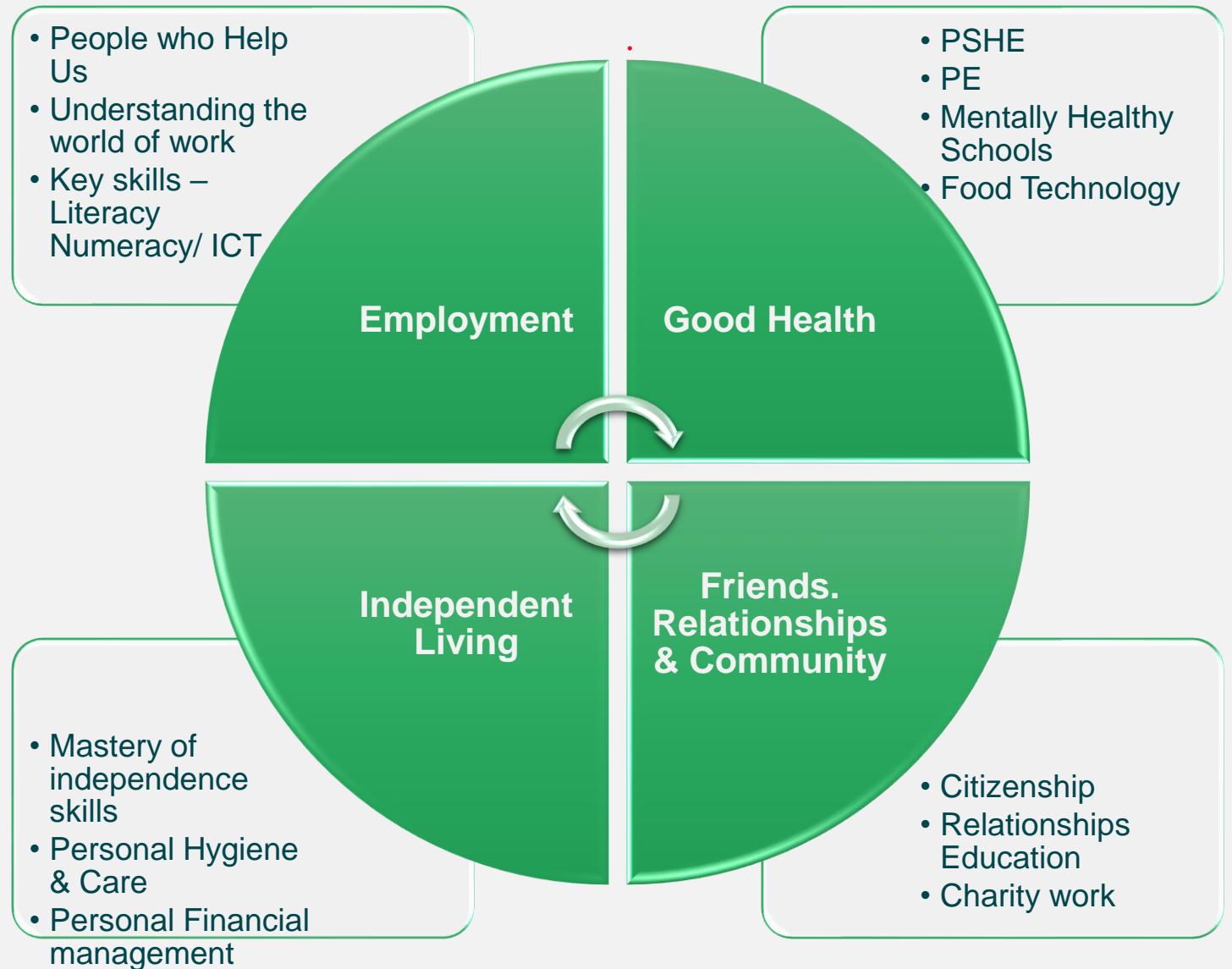
Research shows that children make decisions about what they can and cannot do at an early age:

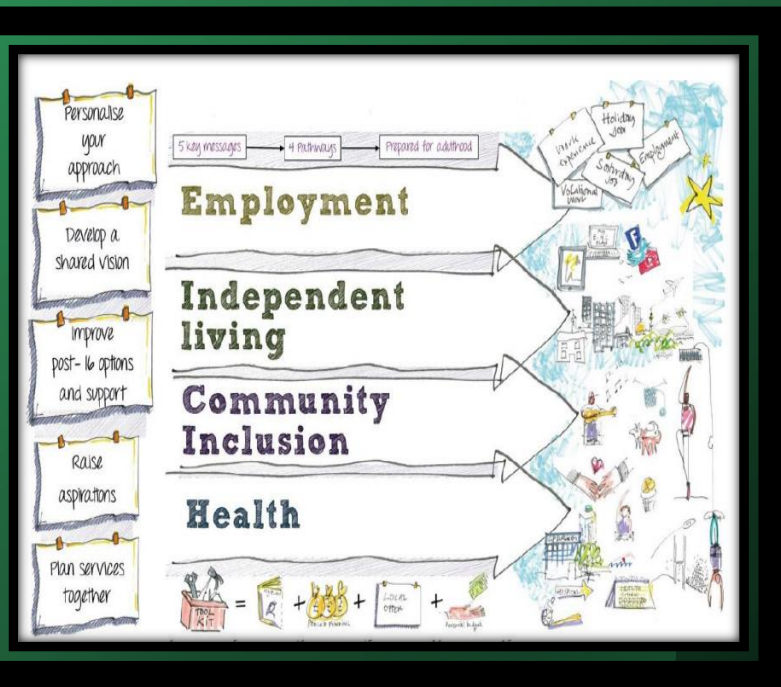
6 years old - The age at which children start to adopt stereotypes based on gender, ethnicity, and social background. Such stereotypes can go on to influence career and subject choices.

9 years old - The age at which children start to abandon fantasy careers and start to become more aware of potential constraints on their futures.

EYFS PfA: Towards a Universal Offer

Universal PfA Offer EYFS





Secondary

Question: What should PFA look like in a Secondary setting?

Preparation for adulthood at KS3/KS4 should have the following principles at its heart:

- Person Centred Planning- Giving the young person control and choice over their future
- Involvement of Carers and parents-Young people and their families should be recognised as partners in the process and be actively involved in helping prepare for their future.
- Working towards positive outcomes-Planning should focus on life outcomes, independence and leading meaningful and enjoyable adult lives.
- Early assessment and transition planning- Helping young people transition to the next phase in a timely manner

Curriculum

Subjects within the secondary curriculum naturally lend themselves to coverage of PFA e.g.

- **PSE**
- **Food Technology**
- **PE**
- **RE**
- **Maths**
- **Drama**
- **IT**

However, with our SEND learners we must take a person centred approach and our curriculum should have the flexibility to do this

Health: Learn to manage their well-being • To enjoy being active and taking part in activities • To move around safely • To have a healthy and nutritious diet • To eat and drink safely • To look after personal care needs • To keep themselves and others safe from harm • To manage personal and sexual health

Independent Living: To learn the skills needed to live independently • To live in a house and feel safe • To be able to travel to chosen places • To complete routine household tasks • To complete forms and other documents • To be able to manage money and understand budgeting.

Employment: • jobs children might like to do in the future and further education or training options to help achieve their job goals • where they might want to live in the future, and how they could live independently • things they want to do in the community (interests and hobbies)

Friendships and Community: To be safe and enjoy the company of others • To go out a lot, enjoy being active and taking part in activities • To look forward to new people and new places • To know about good and bad relationships • To be able to access social media safely (e-safety) • To have a circle of friends and support

In addition to the curriculum:

Other areas where PFA can be built into school life:

- The Duke of Edinburgh award
- Residential trips
- School trips
- Team building exercises
- Inclusive PE groups



Employment

From year 7 onwards pupils should gradually be made to think about what they would like to do in the future, be it in the form of a job, training or further education.

Every school should have:

- A named careers advisor whose details are available on the school website
- Have a Careers programme and policy detailing how students will access careers guidance.
- Give students the opportunity to meet with a range of training providers and employers.
- Use the Gatsby Bench mark to improve provision.

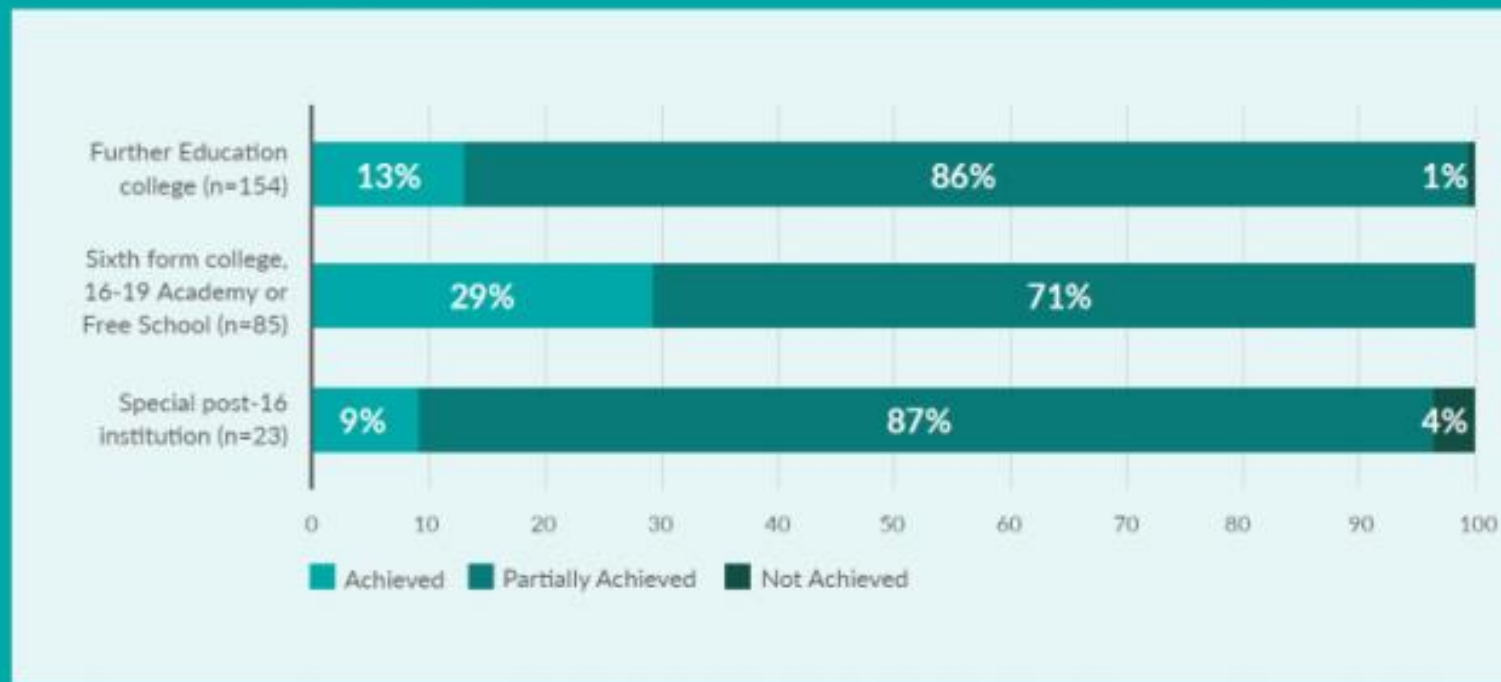


- A stable Careers programme
- Learning from Career and Labour Market Information
- Addressing the Needs of each pupil
- Encounters with Employers
- Linking the curriculum to careers
- Experience of work places
- Encounters with Further and Higher Education
- Personal guidance

A Stable Careers Programme ...

Further Education

Chart 3: Achievement of Benchmark 1 in 2018/19 by post-16 providers (n=262)



Ensuring the range of options is broad.



PfA Audit



Gap Task

3 things to do now...

Source: <https://nasen-prod-asset.s3.eu-west-2.amazonaws.com/s3fs-public/SEND%20review%20guide%20PFA%20WEB%20%281%29.pdf>



Articulate your UNIVERSAL PfA offer

Download a copy of the PfA audit tool

The self-evaluation template is a useful starting point for thinking about and reflecting on the nature and quality of current arrangements for preparing pupils for adulthood.

The template has been designed for use in a range of schools and settings, mainstream and special. It can be found in Annex 1.

Take a look at the PfA website

You will need to sign up the SEND Gateway but it is FREE!

Employment



From the PFA website.

Age	Secondary Y7-Y11 Key Stages 3 & 4 11-16 year olds	Post-16 In schools and post-16 providers 16-19 year olds	Post-19 19-25 year olds
Steps Towards Outcomes	<ul style="list-style-type: none"> • Subject option choices - thinking about university and college, picking the right subjects for future career goals • Exploring different careers • Understanding requirements for HE • Structured careers advisory sessions • Planning for employment: what qualifications do you need, what study programme should you be on, what work experience would be most helpful • Work experience, starting with tasters and building up to increasing time in the workplace - with support where needed • GCSEs / NVQs / Entry level qualifications • Vocational options • Continue to build personal / vocational profile - use in careers sessions • After school / Saturday jobs / part-time employment • understanding supported employment options e.g. access to work • Transition to new settings • Starting micro-enterprises 	<ul style="list-style-type: none"> • Build on strengths and interests highlighted in personal / vocational profile • Apprenticeships • Supported internships • Traineeships • Further work on academic and vocational qualifications • A-levels and planning for university including sharing EHC plan with disabled students • allowance study needs assessor • CV writing • Skills in applying for jobs or higher education • Interviewing • Understanding support from the LA, e.g. do they have a supported employment service? 	<ul style="list-style-type: none"> • Consolidate or finish learning • Taking part in adult education / community learning • Completing outcomes in EHC plan • Voluntary work • Knowing how to access support from Job Centre post-education • Paid work or higher education • Understanding benefits
Resources	<ul style="list-style-type: none"> • Vocational Profile Workbook • National Careers Service • Preparing for Adulthood Employment Resources • Downs Syndrome Association Employment • PfA review toolkit 	<ul style="list-style-type: none"> • Supported Internships • Apprenticeships/Traineeships • Study Programmes • Disability Rights UK Factsheets and Guides & Higher Education Guide 	<ul style="list-style-type: none"> • Care Act and C&F Act Fact Sheet • Mental Capacity Act • Transition Quick Guidance • Care Act Transition Guidance



Useful Resources



SCHOOL SEND RESOURCES



For Parents



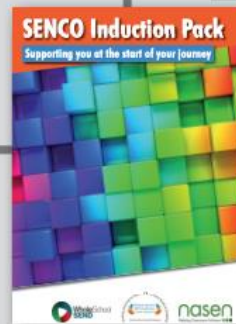
For Headteachers,
Executive Headteachers
and Trustees



For Governors in
all schools



For Headteachers

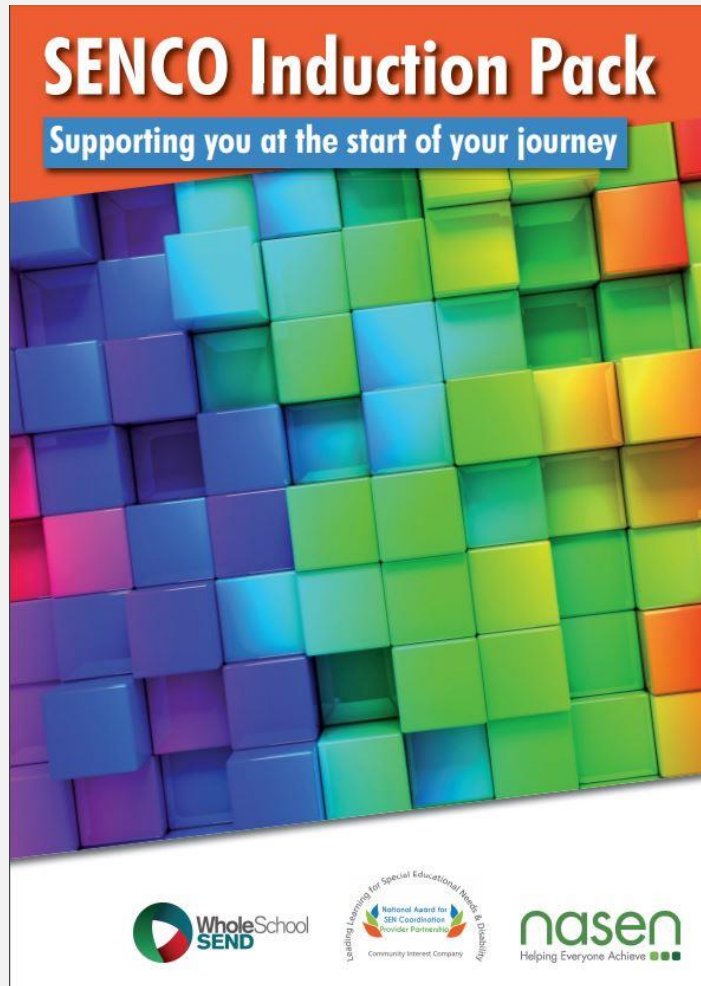


For SENCOs and
other Senior Leaders

Condition-Specific
Introductory Videos
for NQTs



For Individual or
whole staff in sch



The following suite of videos cover ADHD, Acquired Brain Injury, Autism, Down's Syndrome, Dyscalculia, Dyslexia, Dyspraxia, Hearing Impairment, Physical Disability, Social, Emotional and Mental Health, Speech, Language and Communication Needs and Visual Impairment.

Acquired Brain Injury

ADHD

Autism

Down's Syndrome

Dyscalculia

Dyslexia

Dyspraxia

Social Emotional and Mental Health



Hearing Impairment

Speech Language and Communication

Physical Disability

Vision Impairment

nasen

Helping Everyone Achieve 

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

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- Contact us on Twitter: [@WSSLancsWY](https://twitter.com/WSSLancsWY)

Additional Links and Useful Info:

- Children and Families Act 2014. [Online] Accessible from:
<https://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>
- Council for Disabled Children (2015) Disabled Children and the Equality Act 2010: what teachers need to know and what schools need to do, including responsibilities to disabled children and young people under the Children and Families Act 2014. [Online] Accessible from:
https://councilfordisabledchildren.org.uk/sites/default/files/field/attachemnt/equality-act-schools_online.pdf
- College Governance: A Guide [Online] Accessible
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/344615/BIS-14-1012-college-governance-a-guide.pdf

Upcoming Events

- [SEND in Mainstream for Early Career Teachers](#)
- [Leading CPD for Inclusive SEND Provision](#)
- [Using the Engagement Model in Mainstream](#)
- [Beyond the School Gates: Exploring Opportunity and Aspiration into FE and Beyond](#)
- [Supporting Learners with Low-Incidence SEND](#)
- [Sharing Good Practice Between Specialist and Mainstream Settings](#)

EVENTS CALENDAR Discover the latest fully-funded CPD events delivered by Whole School SEND. We offer CPD on a wide range of topics, hosted by our expert regional SEND teams and featuring a range of guest speakers. [VIEW EVENTS ONLINE: https://www.sendgateway.org.uk/events](https://www.sendgateway.org.uk/events)

2022

SPRING

Date	Time	Event Title	Book Now
Wed 5 th Jan	15:45-16:45	INTRODUCTION TO THE TEACHER HANDBOOK: SEND	Book now
Tues 11 th Jan	14:00-15:30	LEADERSHIP OF SEND	Book now
Wed 12 th Jan	16:00-17:00	WORKING WITH PARENTS, CARERS AND FAMILIES	Book now
Thurs 13 th Jan	16:00-17:30	SEND IN MAINSTREAM FOR EARLY CAREER TEACHERS AND BEYOND	Book now
Wed 19 th Jan	15:45-17:00	EXPLORING OPPORTUNITY AND ASPIRATION INTO FE AND BEYOND	Book now
Thurs 20 th Jan	14:00-15:30	NEW TO THE SENCO ROLE	Book now
Thurs 27 th Jan	16:00-18:00	SEND IN MAINSTREAM FOR EARLY CAREER TEACHERS AND BEYOND	Book now
Wed 2 nd Feb	15:45-17:00	EXPLORING OPPORTUNITY AND ASPIRATION INTO FE AND BEYOND	Book now
Thurs 3 rd Feb	15:45-17:30	LEADING CPD FOR INCLUSIVE SEND PROVISION	Book now
Thurs 10 th Feb	14:00-15:30	NEW TO THE SENCO ROLE	Book now
Thurs 10 th Feb	16:00-17:30	PERFECTING PREPARATION FOR ADULTHOOD	Book now

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KEY Sessions are suitable for:
SENCOs, Governors, Headteachers, SENDCo/SENCO, Teachers, Senior Leaders

Missed part of a series? You can catch up on all our past webinars on the [SEND Gateway](#)

All our events are fully funded by the Department for Education – making them **FREE** to attend for UK individuals.

Click on the image to download our interactive calendar!

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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