



Whole School SEND 2018/2019 Report



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Helping Everyone Achieve



Department
for Education



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Welcome from the Chair and National Director



We are pleased to share our End of Year One Report with partners from the Whole School SEND Consortium. This report gives us all the opportunity to reflect on our collaborative achievements in year one of the Strategic Support to the Workforce in Mainstream and Special Schools Contract 2018-2020 and to look ahead at the opportunities to make a difference in year two. We know that a significant amount of effort has been put in to ensure that this year has been successful. Our regional approach to building capacity in the workforce has been well received and the community of practice continues to grow. The feedback we receive from families, from the workforce and from the SEND community more broadly is that the Whole School SEND offer is gaining real traction and there is demand for us to do even more.

We acknowledge that the current educational landscape is both complex and fluid and so maintaining quality provision that meets individual needs can be a challenge. Despite this, the Whole School SEND Consortium continues to champion and support sustainability to maximise the impact of its work and to ensure excellent value for money. We thank you for making a difference to the educational experiences of learners with SEND through your continued partnership and engagement with the Whole School SEND Consortium.



Dr Adam Boddison,
Whole School SEND Consortium Chair



Anne Heavey,
Whole School SEND National Director

Acknowledgements

We would like to thank:

Our contract partners, our Strategic Partner, our regional and national SEND leadership team, the members of the Programme Board, the Whole School SEND Consortium and Community of Practice, the nasen and Whole School SEND team, our contract manager and wider SEND team at the DfE.



Whole School SEND Consortium 2018/2019 in numbers

42

Contract project
strands

47

Schools directly contributed
to contract activity

6

MAT
SEND Reviews

16

Regional SEND Leads

6650

Members of our Whole School
SEND Community of Practice

219

SEND Reviewers
Trained

26

Contract
Partners

15

Local Authorities
with WSOA offered bespoke support

28

National and Regional CPD
events and conferences

The Strategic Support to the Workforce in Mainstream and Special Schools Contract 2018-2020

The Whole School SEND Consortium, hosted by nasen, brings together schools, organisations and individuals who are committed to ensuring that every child and young person with SEND can achieve their potential at school.

The Whole School SEND Consortium is delivering the Department for Education Strategic Support to the Workforce in Mainstream and Special Schools Contract 2018-2020.

To support every school to deliver an inclusive education for all children and young people the Whole School SEND Consortium is delivering work to meet the following four contractual aims:

- Aim 1:** Drive education institutions to prioritise SEND within their CPD and school improvement plans including facilitating greater links between mainstream and special schools.
- Aim 2:** Equip schools to identify and meet their training needs in relation to SEND.
- Aim 3:** Build the skills of teachers working in mainstream and special schools and of SENCos and teachers of classes of children and young people with sensory impairments by promoting best practice.
- Aim 4:** Identify and respond to any gaps in the training and resources available to schools.

To deliver this contract we worked with a wide range of contract partners, including:

- Specialist organisations and charities
- Academic institutions
- Schools and school-based professionals
- Education membership organisations
- Parents and parental organisations, carers and families
- Think tanks

Consortium Partners 2018/2019



Whole
Education



NaSS



Governance and oversight arrangements

Whole School SEND Programme Board

The role of the Programme Board is to ensure the effective and efficient delivery of the Key Performance Indicators as set out within the contract. The Programme Board meets four times per year: one meeting toward the end of each of the four reporting quarters (June, September, December, March). The Programme Board enables representation from within the Consortium, including contract partners, parents and school-based professionals, to ensure that the wider community of practice is directly involved in the governance and monitoring of contract delivery. A Chair with contemporary school experience is elected each year.

nasen Trustees

The overall performance of the contract is monitored by the nasen trustees, through their annual reporting cycle. The National Director also reports on risk management to the nasen trustees.

Senior Leadership Team

Progress on the delivery of the contract is monitored at an operational level by the project senior leadership team. This team meeting regularly and is comprised of the Whole School SEND Chair, the Strategic Partner, the National Director, the Whole School SEND Director of Operations and two National SEND Leaders.

Quarterly Reporting Cycle

Each quarter every subcontractor submits a quarterly report to Whole School SEND, these form the basis of the quarterly submission to DfE. This submission contains information about the progress against KPIs and evidence of all the work undertaken in that reporting period pertaining to the contract.

Evaluation

Progress on the contract is evaluated by UCL Centre for Inclusive Education. As the lead evaluator is a significant delivery partner on the contract an additional audit process is in place, overseen by Driver Youth Trust.



A Regional Approach

This year has seen the introduction of 16 new roles - the Regional SEND Leadership team.

The Whole School SEND Consortium regions mirror the eight Regional School Commissioner (RSC) areas. In each of these regions we have seconded two experienced school-based professionals for one day each week.

The Regional SEND Leadership team have spent this year undertaking the following activity:

- Identifying key networks and stakeholders within the region to drive the prioritisation of SEND in schools
- Contacting and building relationships with these key networks and stakeholders
- Meeting with representatives from the Teaching Schools Council, Regional School Commissioners, Ofsted, MAT Leaders, Opportunity Area Leaders, and Local Authority leaders – to identify priorities for improving SEND provision locally and disseminating good practice
- Encouraging schools to join the Community of Practice
- Raising awareness of the free Whole School SEND Consortium resources, such as the SEND Review Guide, to support school-based professionals to reflect on the strength and weaknesses of SEND provision within their settings
- Providing bespoke support to selected Local Authorities with Written Statements of Action following and an Ofsted/CQC Local Area SEND Inspection
- Raising awareness amongst regional networks of research and engagement opportunities across the wider contract – for example the trial of the SEND Review in school-based early years and sixth form settings
- Providing regional intelligence to research activity undertaken by UCL
- Commissioning CPD events to address regional SEND priorities
- Representing the Whole School SEND Consortium at national and regional stakeholder events and in the media



Aim 1

Drive education institutions to prioritise SEND within their CPD and school improvement plans including facilitating greater links between mainstream and special schools.

UCL Centre for Inclusive Education (CIE) scoped What Works materials, which have been uploaded on the SEND gateway and presented under the four broad areas of need.

University of Wolverhampton Research SEND have delivered three conferences, including sessions at the national ASCL conference.

nasen facilitated the publication of an open access journal focussed on the legacy of the Warnock Report.

UCL CIE constructed a SEND Index bringing together national and regional data around SEND Identification, Attainment and Progress, Exclusions, Attendance and Ofsted/CQC Local Area SEND Inspection. Publication is anticipated in the summer term.

UCL CIE conducted an audit of ITT SEND provision across university led and school-based providers, including 20 case studies highlighting effective practice. Publication is anticipated in the summer term.

UCL CIE undertook a Gap Analysis study, supported by Equals, NatSIP, pdnet, AET, BDA and TCT, to identify demands and drivers for SEND CPD and issue pertaining to the specialist workforce. Publication is anticipated in the summer term.

Regional SEND Leaders and Deputy Regional SEND Leaders provided bespoke support to 15 Local Authorities with Written Statements of Action selected by the DfE. Nominated professionals from within these Local Authorities received Whole School SEND Reviewer training.

The Regional SEND Leadership team have begun to build regional Whole School SEND networks – to facilitate the dissemination of good practice and encourage school to school support around SEND provision.

Whole Education and SSAT have provided support to the Regional SEND Leaders by providing CPD opportunities for Consortium members in their area.

NASS, Whole Education and SSAT have supported the growth of the Whole School SEND Community of Practice by raising awareness of the consortium's work through their existing networks.

Existing Whole School SEND reviewers have been put in contact with their Regional SEND Leadership team.

UCL CIE will deliver a Knowledge Exchange conference to facilitate the sharing of stories, expertise and ideas across special, AP and mainstream school-based professionals.

A new SEND Champions section has been created on the SEND Gateway, enabling Whole School SEND Consortium members to identify individuals who have been recognised for good practice in SEND.

Aim 2

Equip schools to identify and meet their training needs in relation to SEND.

Real Group provided consultancy support to the following organisations to support their sustainability and ongoing development:

- Autism Education Trust
- Equals
- pdnet
- Dyslexia - SpLD Trust
- The Communication Trust

A new Find Expertise section has been created on the SEND Gateway – bringing condition specific information, support and guidance into one place for Whole School SEND Consortium members.

The Driver Youth Trust have hosted the SEND Governance Review Guide and over 2000 schools have downloaded it in the last year.

The Driver Youth Trust have delivered SEND Governance Review Training to more than 40 school governors.

The MAT SEND Review Guide has been sent to every MAT in England.

Six MAT SEND Reviews have been undertaken in this contractual year.

Achievement for All (AFA) have led a trial of the SEND Review in school-based early years settings and school-based sixth form settings, to understand the appropriateness of the current guide for these areas of the sector.

All Whole School SEND Consortium Review resources are hosted on the SEND Gateway in both the original format and an editable version. These are free to download.



Aim 3

Build the skills of teachers working in mainstream and special schools and of SENCoS and teachers of classes of children and young people with sensory impairments by promoting best practice.

The Leading Learning for SEN Community Interest Company (CiC) has reviewed the learning outcomes of the National SENCo Award (NASENCo) and shared recommendations with the DfE on the basis of their findings.

NatSIP have reviewed the learning outcomes of mandatory qualifications for teachers of classes of children with sensory impairment and shared recommendations with the DfE on the basis of their findings.

The Leading Learning for SEN CiC has created an induction pack for SENCoS new in post. This resource will provide newly appointed SENCoS with essential information to undertake this role with confidence from day one and address key gaps in knowledge for those that have yet to undertake the NASENCo qualification. The Induction pack has been trialled with SENCoS and was developed with the input of parents. Publication is anticipated in the summer term.

The SENCo Forum can now be accessed through the SEND Gateway – creating a new space for SENCoS to engage in an online learning and sharing community. The SENCo forum enables professionals to exchange knowledge, share expertise and build support networks.



Aim 4

Identify and respond to any gaps in the training and resources available to schools.

As part of the Gap Analysis project UCL CIE have identified how and where education professional access SEND CPD and resources.

NatSIP have further developed the Sensory Learning Hub, which includes maintaining an online learning platform, online CPD resource and What Works database.

NatSIP have continued the development of an online training log, which is linked to NatSIP resources and training programmes.

NatSIP have developed and trailed a Getting Started for Sensory Impairment course aimed at SENCoS which has been trialled with more than 60 SENCoS.

NatSIP have continued the development of a Sensory advisor (find an advisor) database, enabling users to identify local expertise.

AET, BDA, TCT, Equals, pdnet and NatSIP provided specialist input and feedback on the UCL CIE led Gap Analysis.

In response to early findings from the Gap Analysis project the following new areas of work were started this year:

The development of a SEND Leadership Guide. This guide has two distinct sections: one aimed all senior leaders to ensure that they have a strong understanding of their setting's SEND provision, and one aimed at support high quality line management and deployment of the SENCo.

The trialling of exchange placements between newly appointed senior leaders across different areas of the sector. Each senior leader will spend two days a week for a half a term visiting their partner's setting and completing a reflective journal on their experience. This project is being led by AFA.



A suite of 12 videos aimed at new teachers, which provide an introduction of common SEND conditions. These videos will challenge stereotypes, signpost to high quality information and share evidence based practice. LKMco are leading this project with support from Tor View School, Dyspraxia Foundation, UKABIF, pdnet, and Hinderton Teaching School. The videos will be uploaded onto the SEND gateway by September.

The scoping of existing English, Mathematics and Relationships and Sex Education resources that can support high quality teaching. These resources will be published on the SEND Gateway. This project is being led by nasen.

The production of 14 case studies of good and promising practice regarding children and young people with SEND who have been excluded or are at risk of being excluded. The case studies will cover a wide range of settings, included primary, special, AP and secondary. Philip Garner from Talent 4 Transition is leading this research.



Key contacts for our work

Whole School SEND Consortium Chair Dr Adam Boddison	<i>Email:</i> adamb@nasen.org.uk	<i>Twitter:</i> @adamboddison
Whole School SEND National Director Anne Heavey	<i>Email:</i> anneh@nasen.org.uk	<i>Twitter:</i> @AnneHeavey321
Strategic Partner Gill Brackenbury	<i>Email:</i> g.brackenbury@ucl.ac.uk	<i>Twitter:</i> @senjit_ioe
Whole School SEND Director of Operations Charlotte Rains	<i>Email:</i> charlotter@nasen.org.uk	<i>Twitter:</i> @charlotterains

National SEND Leaders

Simon Knight	<i>Email:</i> simon@wholeschoolsend.com	<i>Twitter:</i> @SimonKnight100
Alison Wilcox	<i>Email:</i> alisonw@nasen.org.uk	
Malcolm Reeve	<i>Email:</i> malcolm@wholeschoolsend.com	<i>Twitter:</i> @Malcolm_Reeve

Regional SEND Leaders

Lancashire and West Yorkshire	Angela Holdsworth Lidia Cattrell	<i>Twitter:</i> @WSSLancsWY
North	Graham Easterlow Natalie Menagh	<i>Twitter:</i> @WSSNorth
East Midlands, South Yorkshire and the Humber	Judith Smith Jane Starbuck	<i>Twitter:</i> @WSSemshumber
West Midlands	Nicola Davis Amanda Wright	<i>Twitter:</i> @WSSWestMids
South Central England and North West London	Katherine Walsh Caroline Parker	<i>Twitter:</i> @WSSscnwlon
East of England and North East London	Esther Brooks Cormac O'Neill	<i>Twitter:</i> @WSSEastNELondon
South East England and South London	Amelie Thompson Geraldine O'Grady	<i>Twitter:</i> @WSSSESLondon
South West	Erica Wolstenholme Samantha Gilronan	<i>Twitter:</i> @WSSSouthWest

Contact us:

<i>Email:</i> info@wholeschoolsend.com	<i>Twitter:</i> @WholeSchoolSEND
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Looking ahead to 2019/2020 watch out for:

More regional events, including consortium networking opportunities and CPD on priority areas

Publication of the SEND Index

Publication of the SENCo Induction Pack

Publication of the Gap Analysis final report

Publication of the ITT SEND Audit

Publication of the good practice for children at risk of exclusion case studies

Publication of 12 videos on common SEND conditions aimed at new education professionals

Publication of the SEND Leadership Guide

#SENExchange twitter chats co-hosted with Whole School SEND Consortium

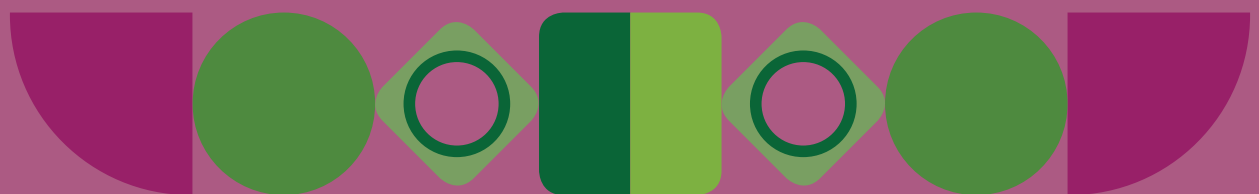
Further development of the SEND gateway

Expansion of the SEND Reviewer pool through regional training

Expansion of the MAT SEND reviews across the RSC regions

Further bespoke from the Regional SEND Leadership team to support selected Local Authorities with Written Statements of Action

Expansion of the Whole School SEND Consortium Community of Practice to 10,000 schools



The values that underpin our work at Whole School SEND are:

Inclusion

We believe that every child is entitled to an education and opportunities that enable them to enjoy, achieve and thrive at school and beyond into adulthood. As well as being enriching and enjoyable for its own sake, education must prepare all children for independent living, fulfilling employment and happy relationships. The children and young people who took part in our consultation exercise stressed that they want their teachers to place their views and wishes at the centre of decision making and to hold high aspirations for them.

Diversity

We believe that our best solutions are found from a diverse pool. We aim to bring education professionals together from across the broad continuum of provision. We value the contribution of those working in specialist and mainstream settings, be they support staff, teachers, SENCos, or leaders, we equally value and seek the views of parents, carers, and children and young people, as well as other stakeholders with something to contribute to the discussion.

Strength based approach

We know that there is much good practice in the education system, but we also accept that SEND provision is not yet good enough everywhere. We want to identify and disseminate good practice and empower education professionals to feel able to develop and refine their approach to SEND provision.

Research and evidence lie at the heart of the work that we do – so that we can be confident that resources are invested effectively, and we can measure the impact of our work. We respect that the experience of every learner is unique and that every education setting has a unique context – we do not believe that one size fits all.

If you want to improve your SEND provision, then our suite of free resources can help you identify your strengths and areas for growth as well as the next steps you can take.

Collaboration

We believe that human connections and relationships are important. We aim to support local networks of education professionals to drive sustainable improvement to SEND provision. Our Regional SEND Leaders are working with existing local networks and influencers to create opportunities to reflect honestly on SEND provision. We create opportunities to share knowledge, ideas and experiences. We believe that we achieve more when we work together, and that collaboration is essential to deliver effective bespoke support to every child.

Integrity

We believe in innovation and creative approaches to challenges; and in investing our resources wisely to achieve meaningful impact.

We are optimistic about the future of SEND provision, and realistic about the hard work that must be undertaken to achieve the improvements our children and young people deserve.



nasen (National Association of Special Needs Educational Needs) is a charity organisation who have been operating since 1992.

nasen is a membership organisation who support thousands of practitioners by providing relevant information, training and resources to enable staff to meet all pupils' needs. Working with dedicated education professionals, their aim is to ensure that practice for special and additional needs is both effective and current.

