

WHOLE SCHOOL SEND CONSORTIUM 2019/2020 REPORT



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Department
for Education



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WELCOME FROM THE CHAIR AND NATIONAL DIRECTOR

We are delighted to share this report at the end of our second year delivering the Strategic Support to the Workforce in Mainstream and Special Schools Contract 2018-2020. This report outlines key activities undertaken by the Whole School SEND Consortium in 2019/2020.

By working in partnership with a broad Consortium and delivering targeted regional interventions we have built a Community of Practice that exceeds our target of 10,000 schools.

In addition to delivering the workforce contract for the DfE this year we also initiated a randomised control trial of the Whole School SEND Review in mainstream secondary schools in England, funded by the Education Endowment Foundation and evaluated by Manchester Metropolitan University.

Despite the successes of the last year it remains clear that high-quality SEND provision is not yet guaranteed in every school or every local area. The Whole School SEND Consortium will continue to promote best practice, share evidence informed resources and approaches, and seek to secure the best possible provision for every child and young person who needs it to achieve their potential.



Prof. Adam Boddison
Chair, Whole School SEND



Anne Heavey
National Director, Whole School SEND

Acknowledgements

We would like to thank:

Our major funders the Department for Education and Education Endowment Foundation.
Our contract delivery partners, our strategic partners, our Regional and National SEND Leaders, the Whole School SEND Programme Board, the Whole School SEND Consortium and Community of Practice, the nasen and Whole School SEND staff team, and our contract and grant managers.

WHOLE SCHOOL SEND CONSORTIUM 2019/2020 IN NUMBERS



THE STRATEGIC SUPPORT TO THE WORKFORCE IN MAINSTREAM AND SPECIAL SCHOOLS CONTRACT 2018-2020

The Whole School SEND Consortium, which is 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's Strategic Support to the Workforce in Mainstream and Special Schools Contract 2018-2020.

To support every school to deliver high-quality SEND provision the Whole School SEND Consortium is delivering projects 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
- Think tanks



CONSORTIUM PARTNERS 2019/20



GOVERNANCE AND OVERSITE 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 (KPIs) 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 financial 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 meets regularly and is comprised of the Whole School SEND Chair and National Director, the Whole School SEND Senior Contract Manager, the Communications and Training Events Manager, 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 Driver Youth Trust (DYT).

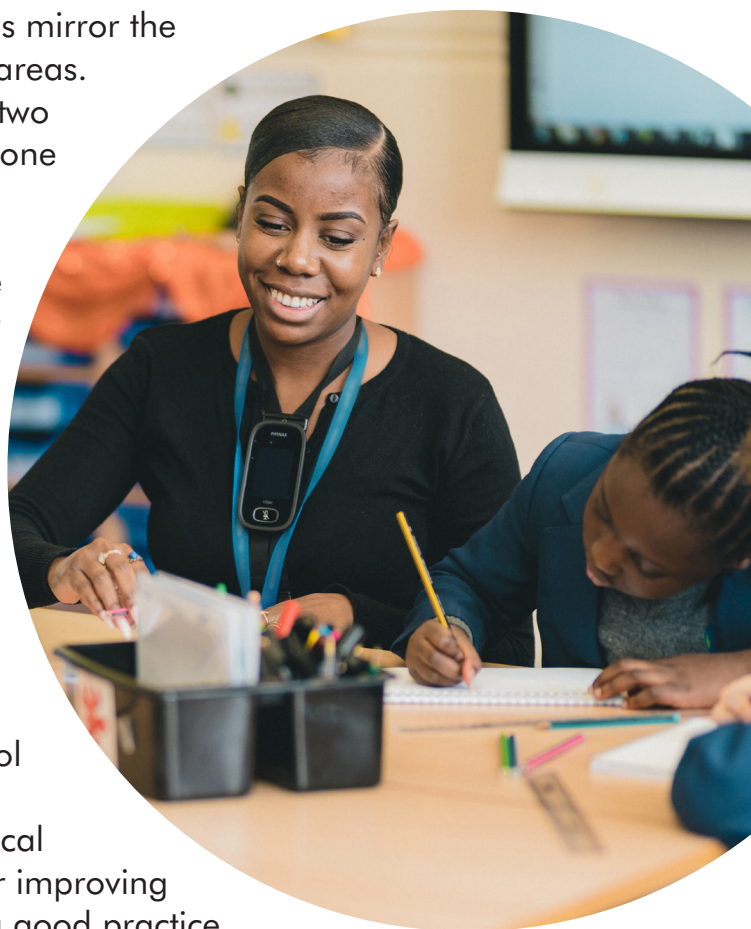


GROWING THE REGIONAL APPROACH

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.

Building on the successes of 2018/2019 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 leadership, Opportunity Area Leaders, Ofsted 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 Ofsted/CQC Local Area SEND Inspections,
- 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 support sub-contractor led projects, such as resource development or pilot training programmes,
- Commissioning CPD events to address regional SEND priorities,
- Representing the Whole School SEND Consortium at national and regional stakeholder events and in the media,
- Supporting national education policy development.



Aim 1 – Drive education institutions to prioritise SEND within their CPD and school improvement plans including facilitating greater links between mainstream and special schools.

nasen facilitated the publication of an open access journal focused on the development of SEND Policy, uploaded five research videos, published 12 research blogs provided by consortium partners and published a booklet of research posters completed by NASENCo candidates.

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.

UCL CIE led an examination of ITT SEND provision across university led and school-based providers, including 20 case studies highlighting effective practice.

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 issues pertaining to the specialist workforce.

Regional SEND Leaders and Deputy Regional SEND Leaders provided bespoke support to 15 Local Authorities with Written Statements of Action referred by the DfE. Nominated professionals from within 13 of these Local Authorities received Whole School SEND Reviewer training.

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

The Regional SEND Leaders have responded to regional CPD priorities through the delivery of at least 6 CPD events for Community of Practice members in their areas.

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

The new *SEND Champions* section has been maintained 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 developed and launched a new online training course for subject leaders in secondary schools on effective SEN Support provision.

Potential Plus delivered two training events on supporting pupils with Dual and Multiple Exceptionality (DME).

NatSIP developed and delivered training to school-based professionals on supporting pupils with sensory impairments.

pdnet delivered four projects for SENCOs, class teachers and other school staff to improve the skills of teachers supporting pupils with physical disabilities. This included training packages, guidance around accessibility plans and dissemination of resources.

The new *Find Expertise* section has been maintained on the *SEND gateway* – bringing condition-specific information, support and guidance into one place for Whole School SEND Consortium members.

48 professionals in schools received MAT SEND Review training.

20 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.

AfA developed a new annex for the SEND Review guide to support those undertaking reviews in schools with sixth forms.

Council for Disabled Children (CDC) undertook a trial of the Preparation for Adulthood from the Earliest Years Guide.

DYT initiated development of a knowledge and skills tool, mapping key content across the teaching profession for training providers and the workforce.

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 SEND 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 SEND CiC has updated the Induction pack for SENCOs new in post in line with the new Ofsted framework. 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.

The SEND Forum has been further developed, integrating new discussion areas on the *SEND gateway* – creating a new space for SENCOs and other specialist professionals to engage in an online learning and sharing community.



Aim 4 – Identify and respond to any gaps in the training and resources available to schools.

In response to early findings from the *Gap Analysis* project undertaken in 2018/2019 the following new areas of work were continued this year:

The development of two new guides. One aimed at senior leaders to ensure that they have a strong understanding of their setting's SEND provision and enactment of inclusion, and one aimed at securing high-quality line management and deployment of the SENCo and SEND team.

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 to common SEND conditions. These videos will challenge stereotypes, signpost to high-quality information and share evidence-based practice. CfEY led this project.

The scoping of existing English, Mathematics and Relationships and Sex Education resources that can support high-quality teaching. This project was 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, including primary, special, AP and secondary.



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RANDOMISED CONTROL TRIAL OF THE WHOLE SCHOOL SEND REVIEW

This year we launched a trial of the Whole School SEND Review in English mainstream secondary schools.

The Whole School SEND Review is a structured, peer-to-peer evaluation of SEND provision across a school. The aim of the programme is to improve provision for pupils with SEND in mainstream schools by helping schools to evaluate the effectiveness of their provision, and then implement a bespoke action plan to target areas of priority and drive improvement.

SENCOs from participating schools will receive a day of SEND reviewer training, then undertake a self-evaluation of SEND provision in their setting. Once the self-evaluation has been completed, Whole School SEND will pair-up the intervention schools, and a peer reviewer from the paired school will work with them to identify strengths and weakness in the school's existing SEND provision. Project Directors will quality assure the reviews and construct a bespoke training programme in response to regional strengths and weaknesses.



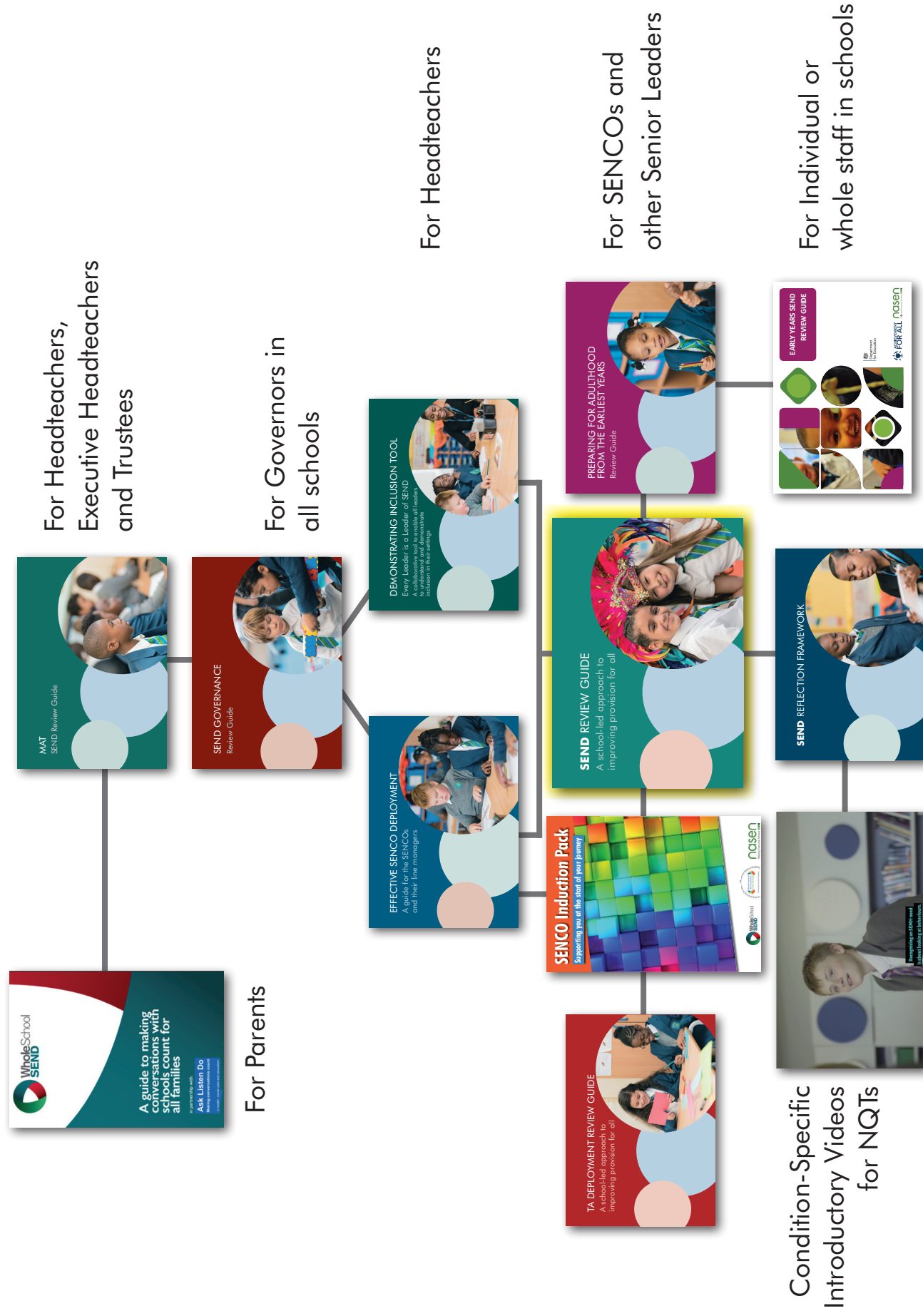
The two SENCOs will then work together to devise and implement an action plan with other school staff and stakeholders to address weaknesses, consolidate strengths and ultimately improve SEND provision. Participating SENCOs will also receive coaching from the Project Directors.

Whole School SEND is currently recruiting 160 mainstream secondary schools to take part in the trial and the programme will start in the summer of 2020.

The trial is funded by the Education Endowment Foundation and is being evaluated by a team at Manchester Metropolitan University.

WHOLE SCHOOL SEND RESOURCES

The following documents are hosted on the SEND gateway and free to download



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.

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