



The Six Pillars of SEND Leadership in Schools

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National Context 2020

- Total % SEN = 15.5%
 - Increase in % of pupils on SEN support (12.1%) and
 - EHCPs (3.3%)
- Increase in numbers of placements in special schools and independent specialist providers
- Pupils with SEND = 5 x more likely to be excluded than non-SEND peers
- Impact of COVID e.g. on attendance, SEMH, support, provision.

National Lockdown 2

Guidance

Guidance for full opening: schools

Updated 5 November 2020

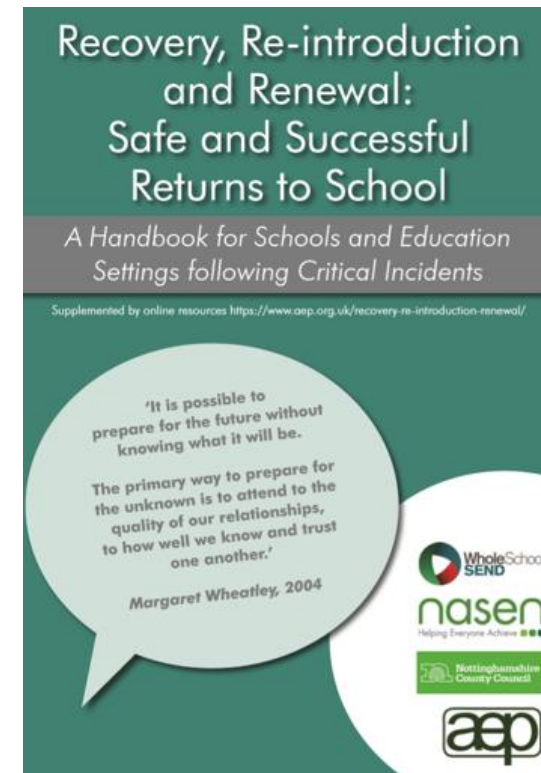
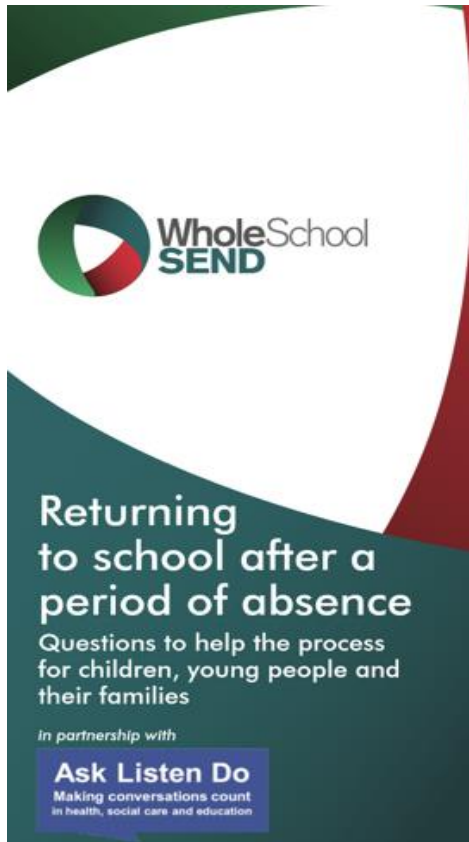
Guidance

Guidance for full opening: special schools and other specialist settings

Updated 5 November 2020

- For schools with Y7+ face coverings should be worn by adults and pupils when moving around the premises. Some individuals are exempt from wearing face coverings.
- Children who are still CEV are advised not to attend education whilst the national restrictions are in place.
- Schools should continue to take steps to ensure vulnerable children who aren't able to attend school are able to access remote education. Contact should be maintained to ensure they are doing so.
- Risk assessments may continue to prove useful in the event that C&YP have to self-isolate or there is a local outbreak of coronavirus.

Useful 'Return to School' Resources



www.sendgateway.org.uk/whole-school-send/find-wss-resources/

National Audit Office Report (Sept 19)

Select Committee SEND Report (Nov 19)

Local area SEND inspections

Government's response to Select Committee SEND Report (July 20)

Education Inspection Framework (Sept 19)

What's informing the current situation?

National SENCO Survey (Nov 2018, Jan 2020)

SEND Futures: VfM Feasibility Study (Nov 20)

DfE SEND Review (Reporting early 2021?)

High Needs Funding +£780m (2020/21)



Select Committee Report into SEND

Conclusions:

- The reforms were the right ones.
- However, implementation has been badly hampered by poor administration and a challenging funding environment in which LAs and schools have lacked the ability to make transformative change.
- Unless there is a systematic culture change, within schools, LAs and Government, any additional money will be wasted and make little difference to outcomes and experiences of C&YP with SEND.
- The Select Committee expect the Department's SEND review to fundamentally address the relationship between need and available provision.

The DfE SEND Review

How can we ensure that the SEND system is efficient and effective in providing the right support for children and young people with SEND so that they thrive and are prepared for adulthood?

Outcomes

Ensuring high quality outcomes for all children and young people with SEND, so they are set up to thrive and prepare for adulthood.

Parental confidence

Ensuring that parents have confidence and trust that the SEND system will support their children to thrive.

Needs met at the right time

Understanding how need for SEND services is changing and how these needs can be met through an efficient, effective and sustainable system.

Building capacity

Ensuring that those involved in the SEND system have the necessary knowledge, skills and resources to be able to provide for children and young people with SEND.

Local performance

Understanding variation between local SEND systems and supporting all local areas to deliver a high quality SEND system.



What might we see?

- Continued focus on children, young people and families at the heart?
- Identification clarification (MLD? SEMH?)
- Maximising the impact of the SENCO?
- Making SEND everybody's responsibility?
 - Every teacher a teacher of SEND
 - Every leader a leader of SEND