

SEND Code of Practice 6.37

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN

Can we expect every teacher to be a high quality teacher of SEND until every leader is a high quality leader of SEND?

Every teacher a teacher of SEND

Every leader a leader of SEND

Every governor a governor of SEND

But what does it take to be a leader of SEND?

Background reading....two articles from 2016 and 2017

<https://schoolsweek.co.uk/where-are-we-now-with-special-needs/>

<https://www.specialneedsjungle.com/school-leadership-and-send-ignorance/>

The 6 Pillars of SEND Leadership

**Know Chapter 6 of the
SEND Code of Practice**

1

**Strategic Overview
of SEND**

2

SEND Review Report

3

SEND in a Nutshell

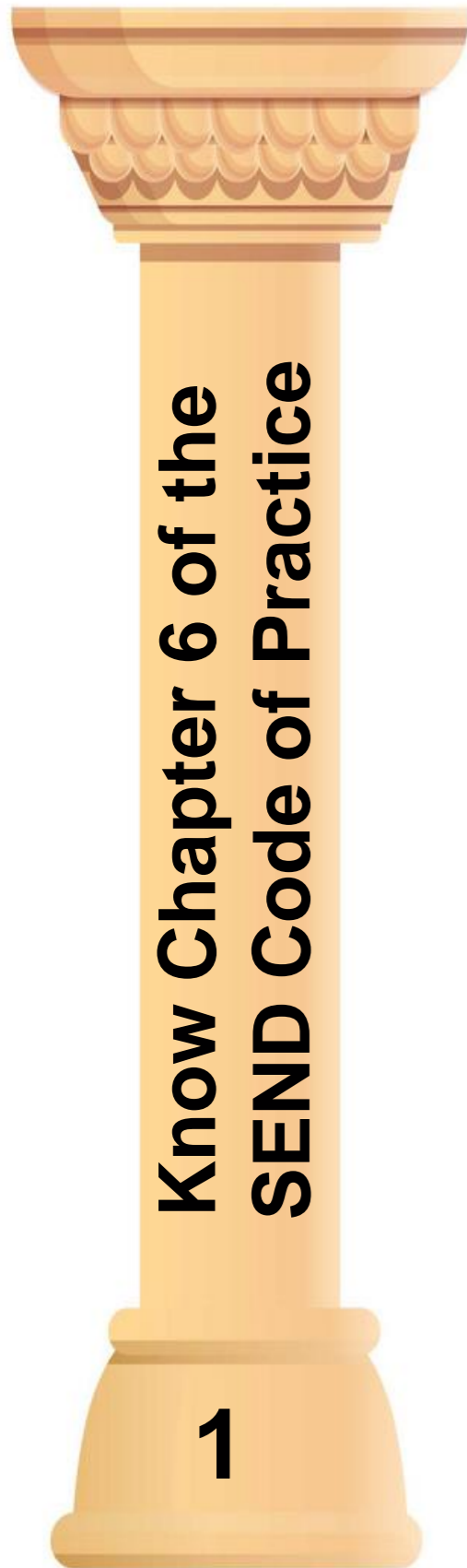
4

**SEND Development or
Transformation Plan**

5

Ofsted and SEND

6



How
many
pages?



Department
for Education



Department
of Health

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

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

January 2015

[https://www.gov.uk/government
publications/send-code-of-
practice-0-to-25](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

The school leaders one page guide to the SEND Code of Practice chapter 6 - Schools

- 6.2 Use your 'best endeavours'
- 6.3 SEND Governor or sub-committee
- 6.4 Quality of T&L for SEND – part of PMR
- 6.4 Analyse patterns of identification and compare with national
- 6.9 Make reasonable adjustments
- 6.15 'Different from' or 'additional to'
- 6.21 Behaviour and SEND
- 6.25 The four broad areas of need
- 6.37 High quality teaching
- 6.44 The Graduated Approach
- 6.65 Meet the parents 3x yearly
- 6.79 SEN Information Report
- 6.84 The role of the SENCO
- 6.95 SEN funding



How many pages?

Identification – The SEND Code of Practice



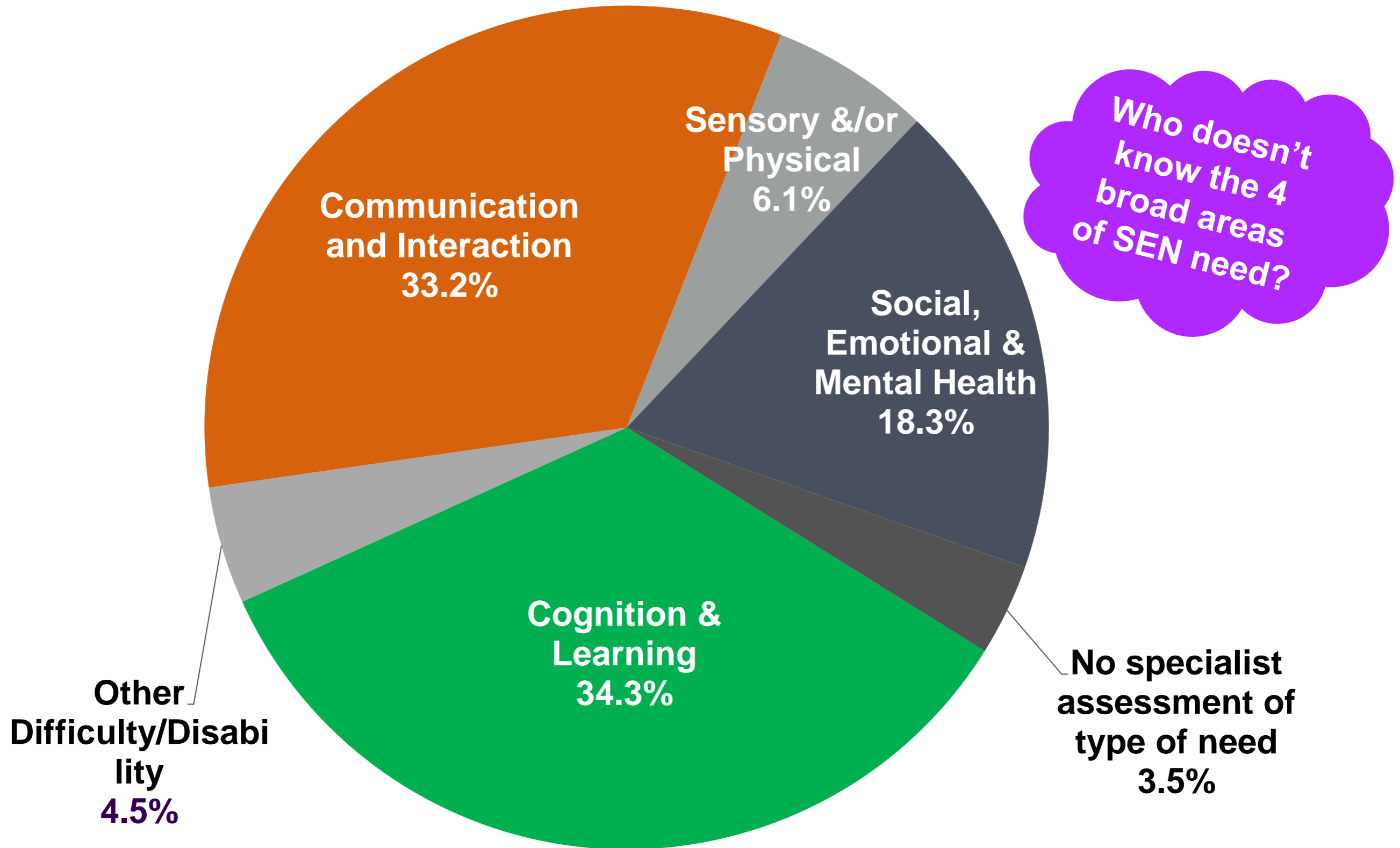
Strategic Overview
of SEND

2

6.4 School leaders and teaching staff, including the SENCO, should identify any patterns in the identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

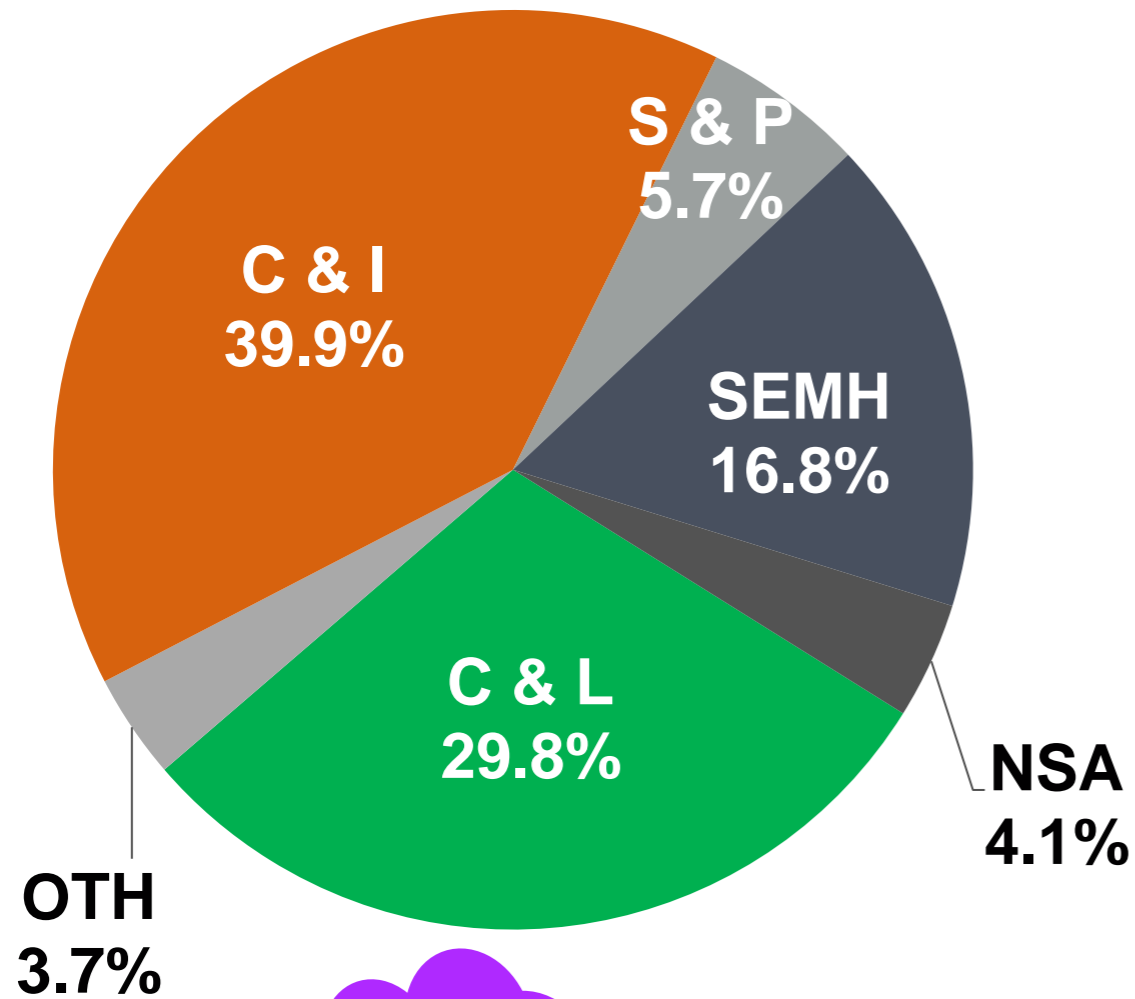
6.5 The identification of SEN should be built into the overall approach to monitoring the progress and development of all pupils.

NATIONAL BROAD AREA OF NEED (PRIMARY & SECONDARY SCHOOLS IN ENGLAND IN 2020)



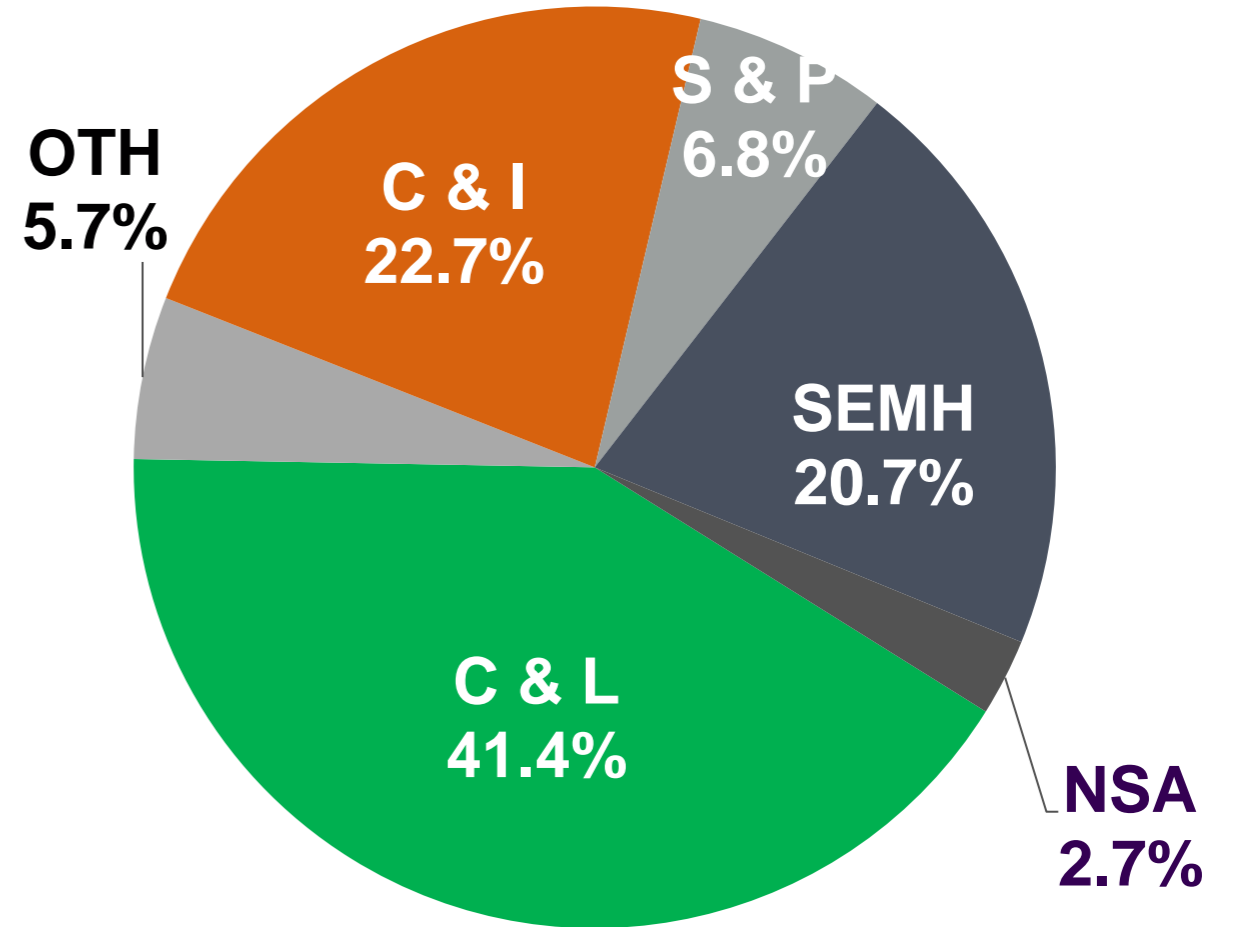
BROAD AREA OF NEED (By Phase)

PRIMARY PHASE



What's the pattern in your school?

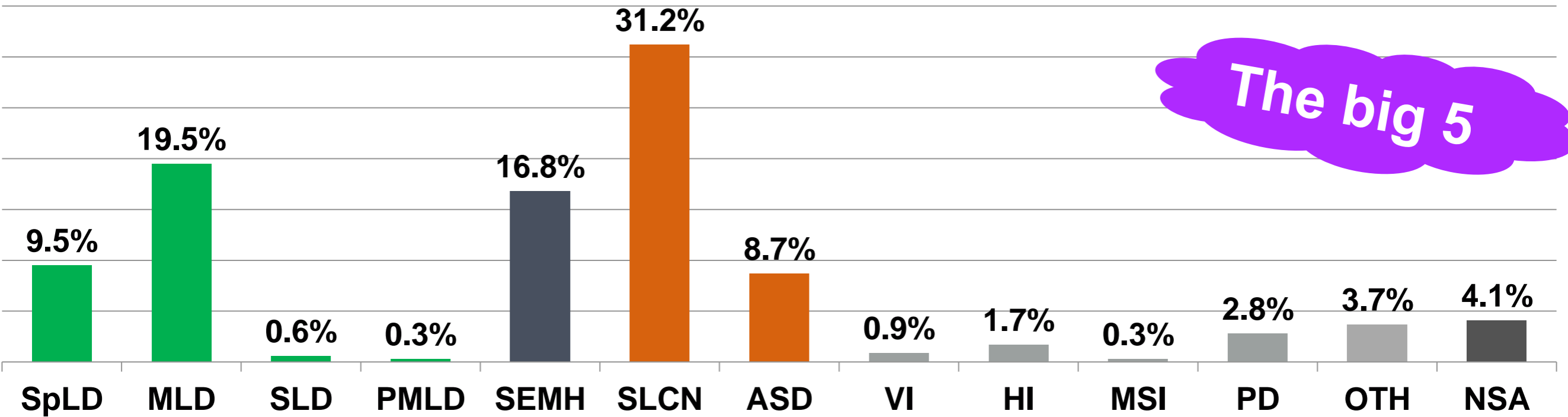
SECONDARY PHASE



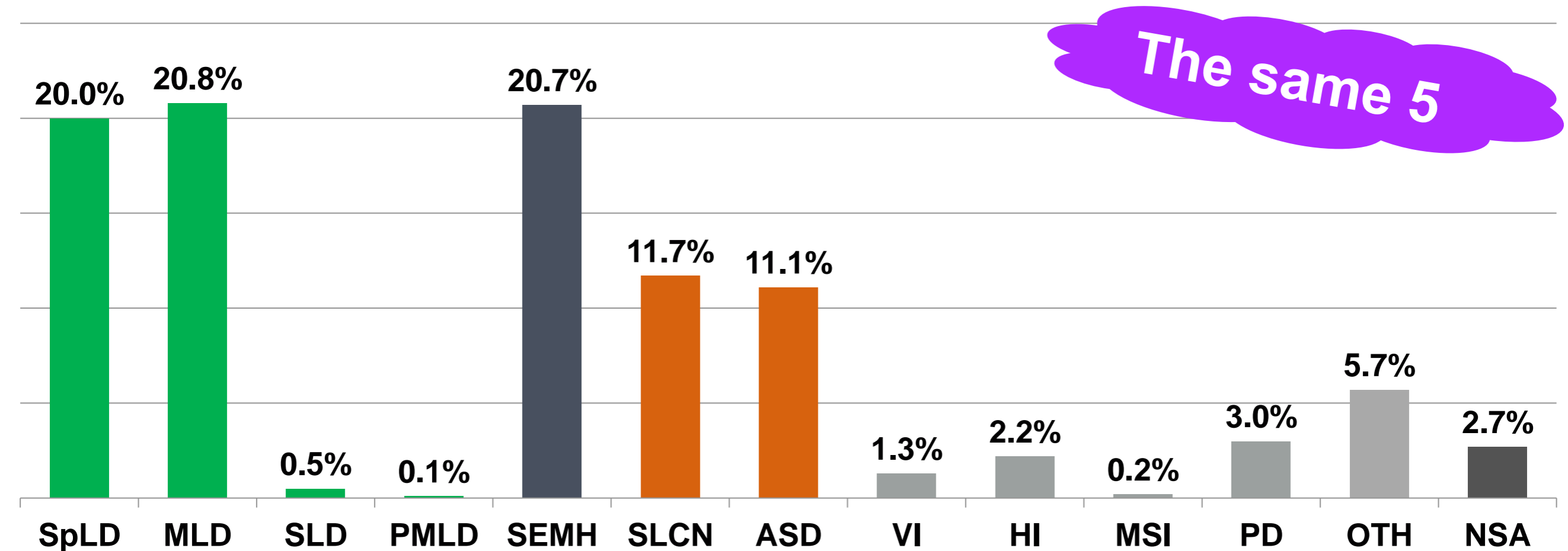
What is your service?

Where is your expertise?

PRIMARY TYPE OF NEED (PRIMARY PHASE)



PRIMARY TYPE OF NEED (SECONDARY PHASE)

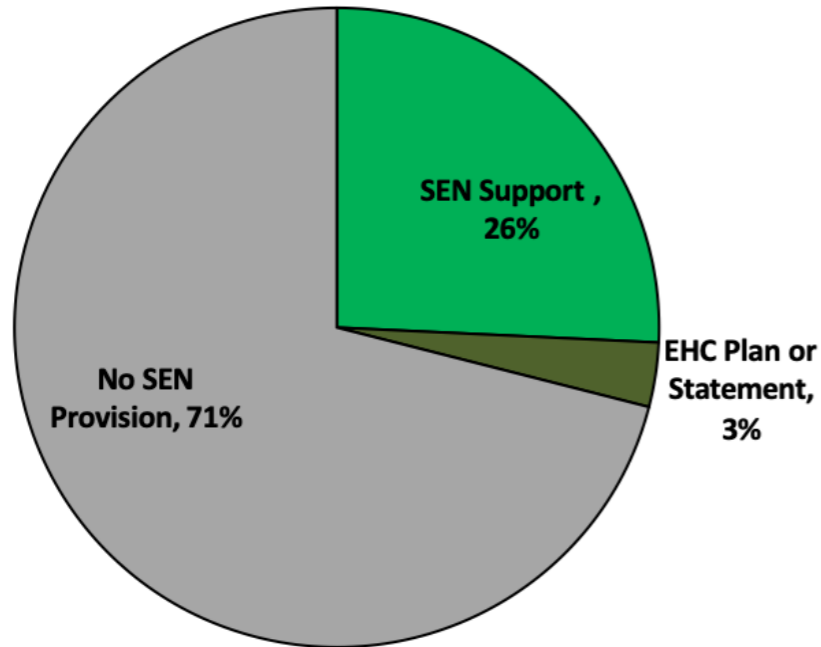


A strategic overview of SEND for a school

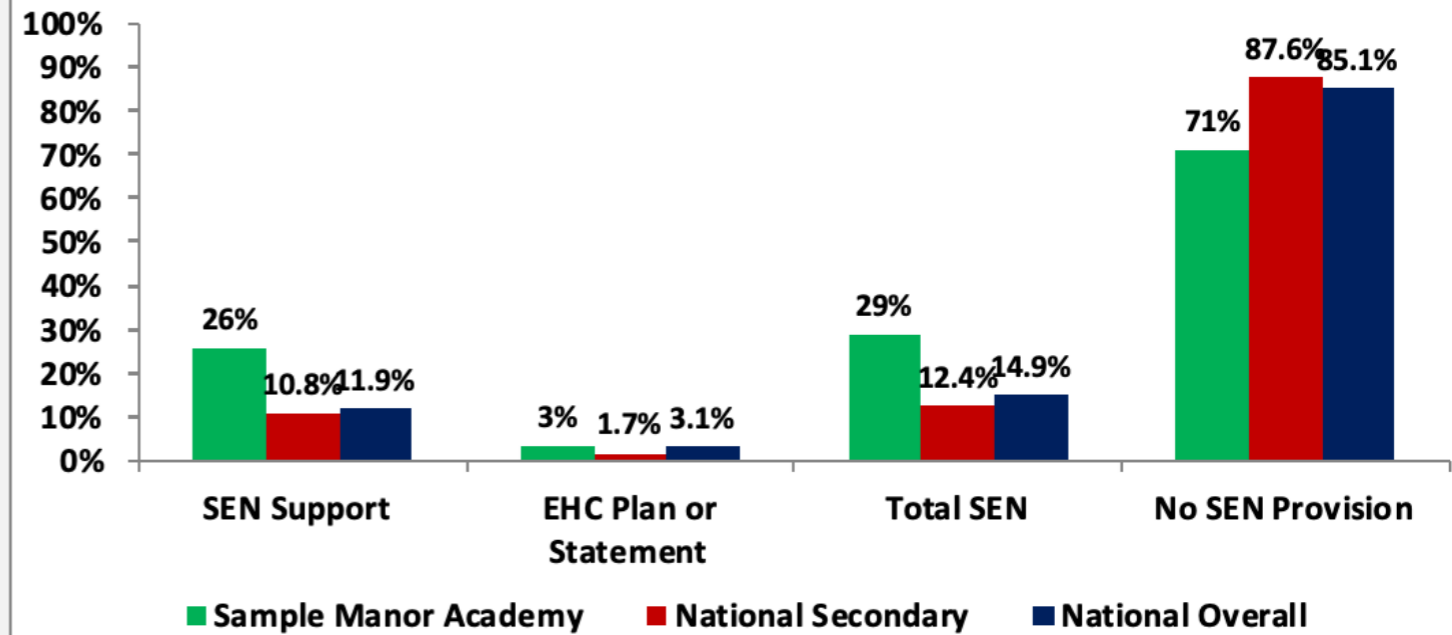
National figures from the DfE January 2019 spring census.

SEN Support - 116/400 students - 29%

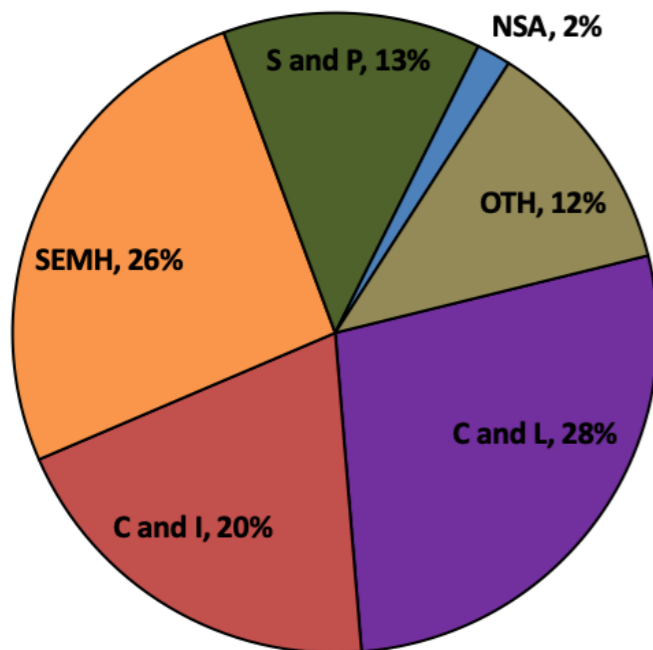
SEN Support Status



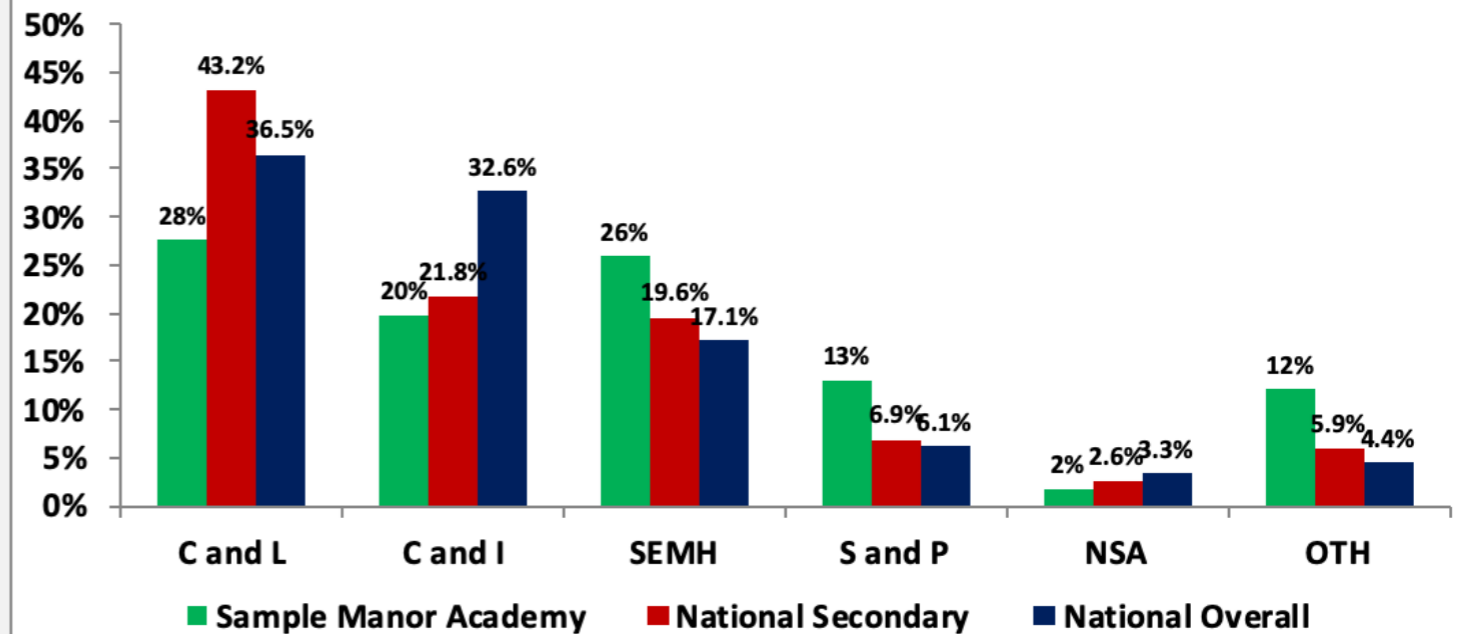
Comparison of SEN support with National



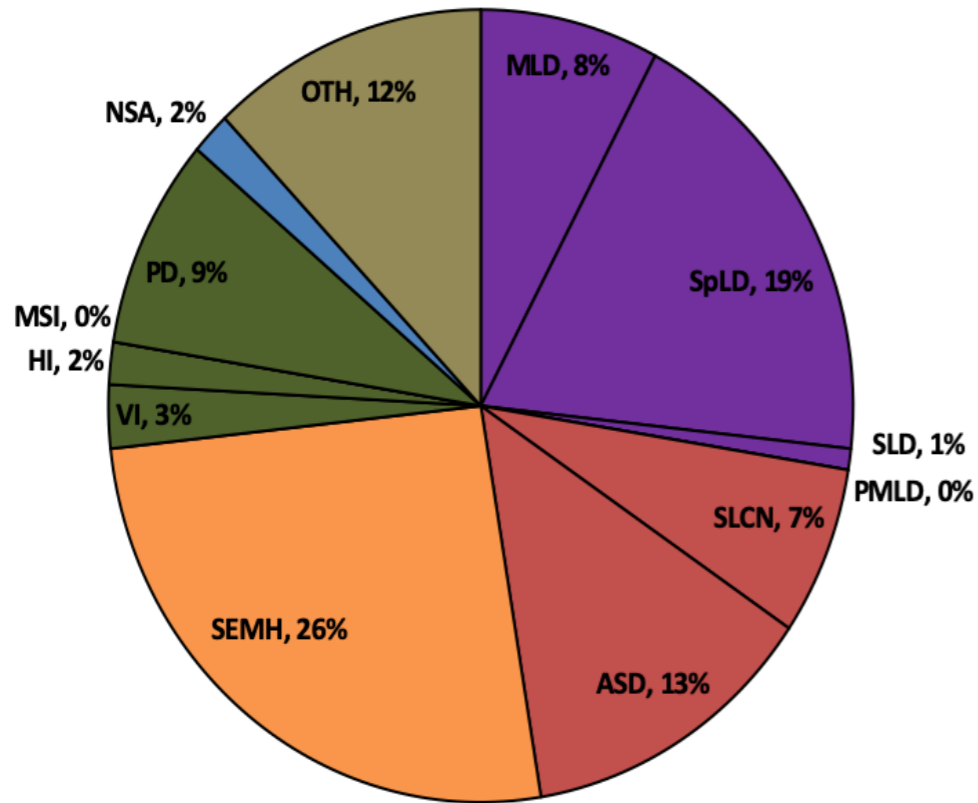
SEN Broad Area of Need



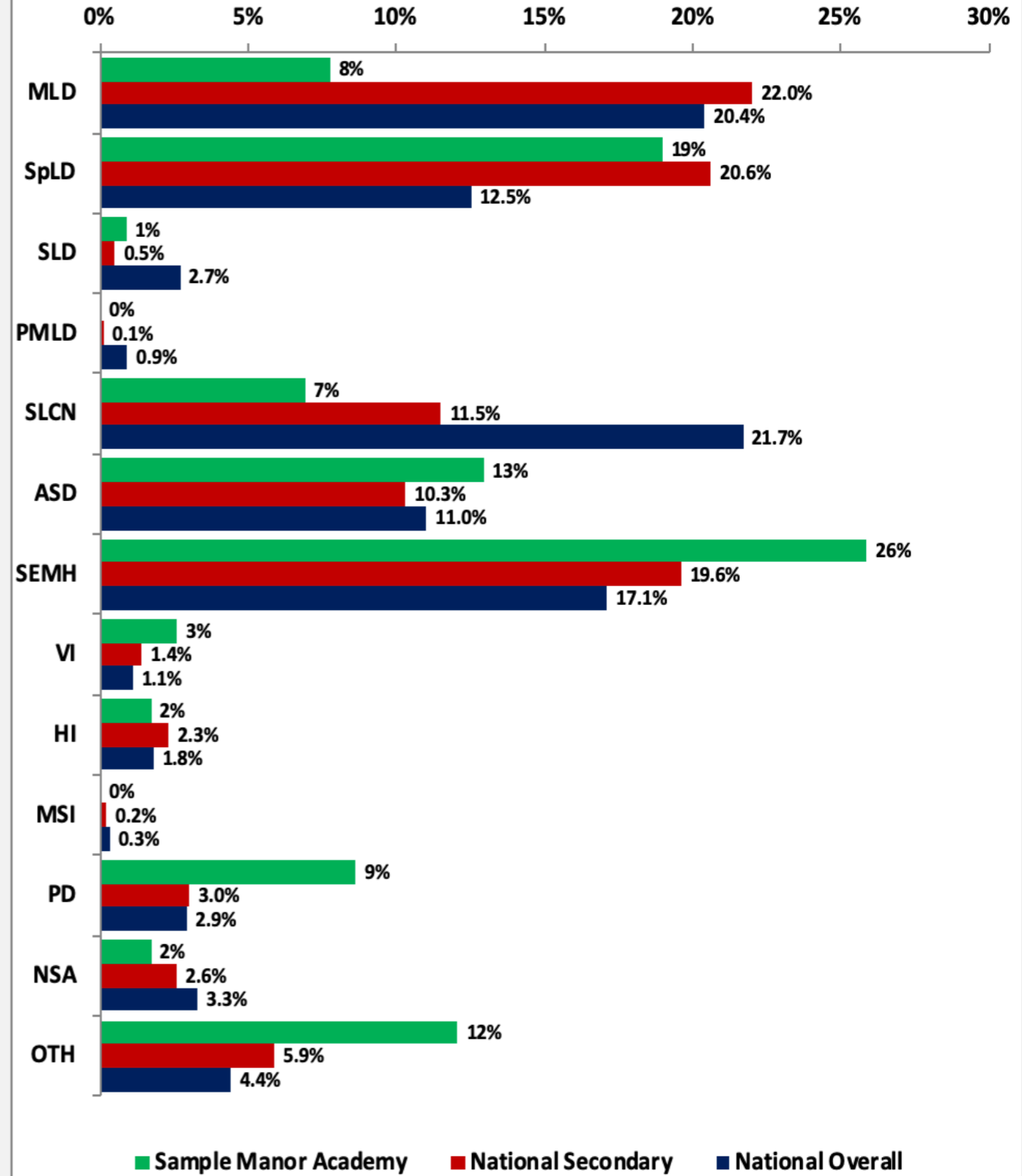
Comparison of SEN Broad Area of Need with National



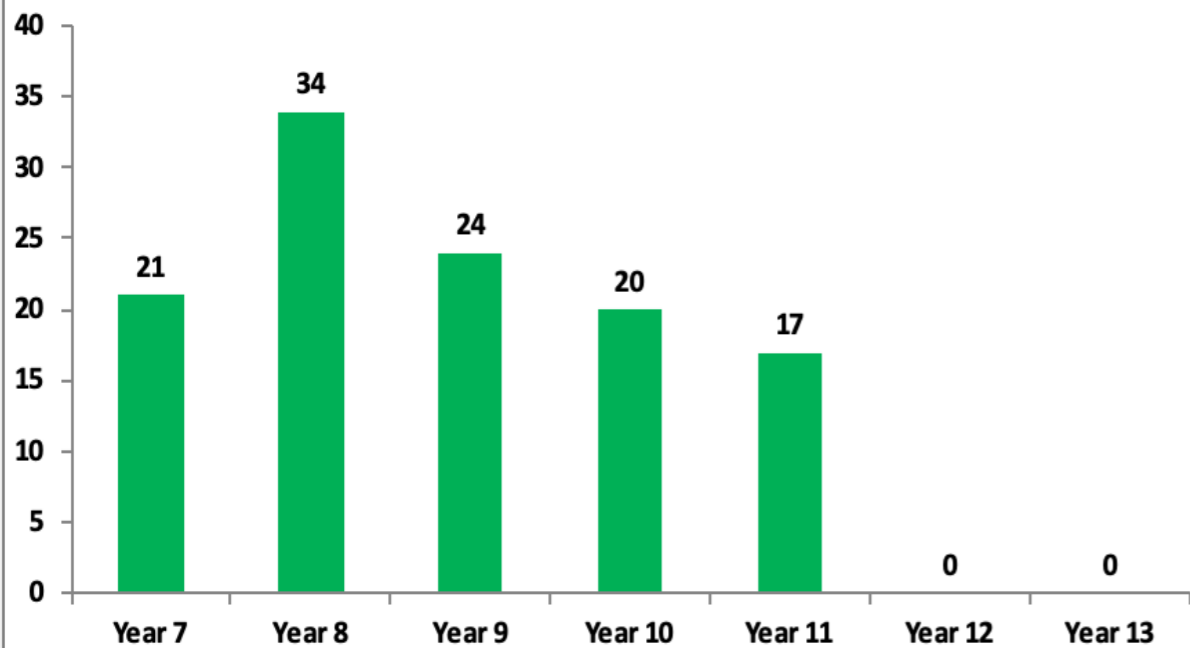
SEN Primary Type of Need



Comparison of SEN Primary Type of Need with National

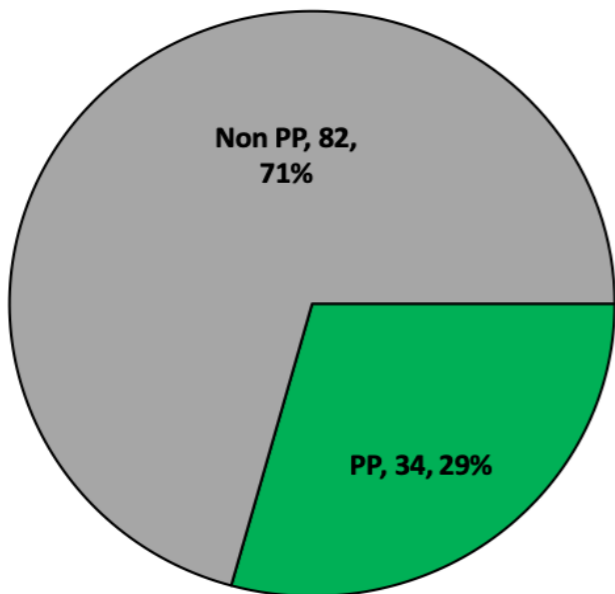


Students on SEN Support by Year Group

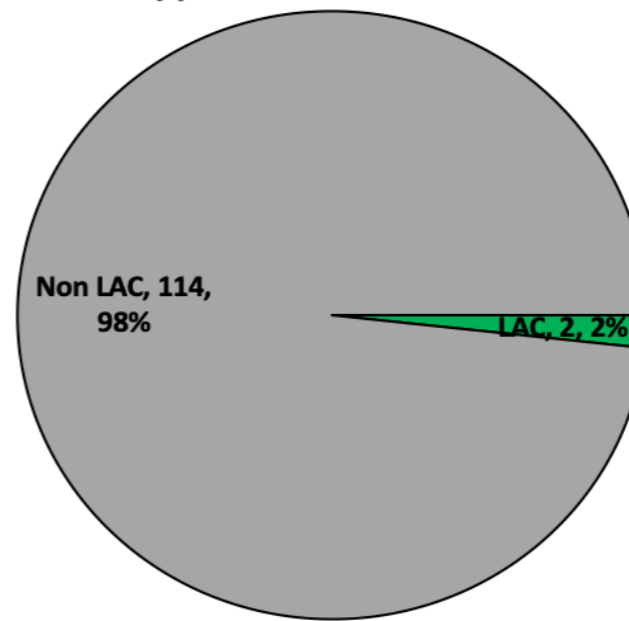


Total PP Funding Received - £31790

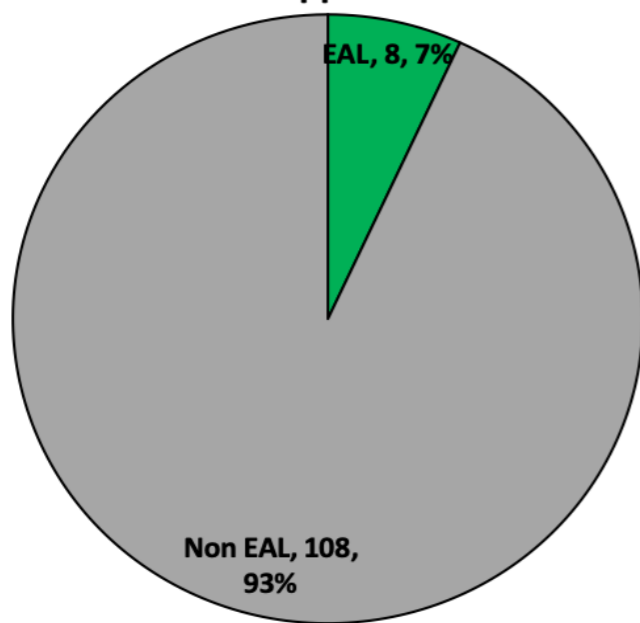
SEN Support with Pupil Premium



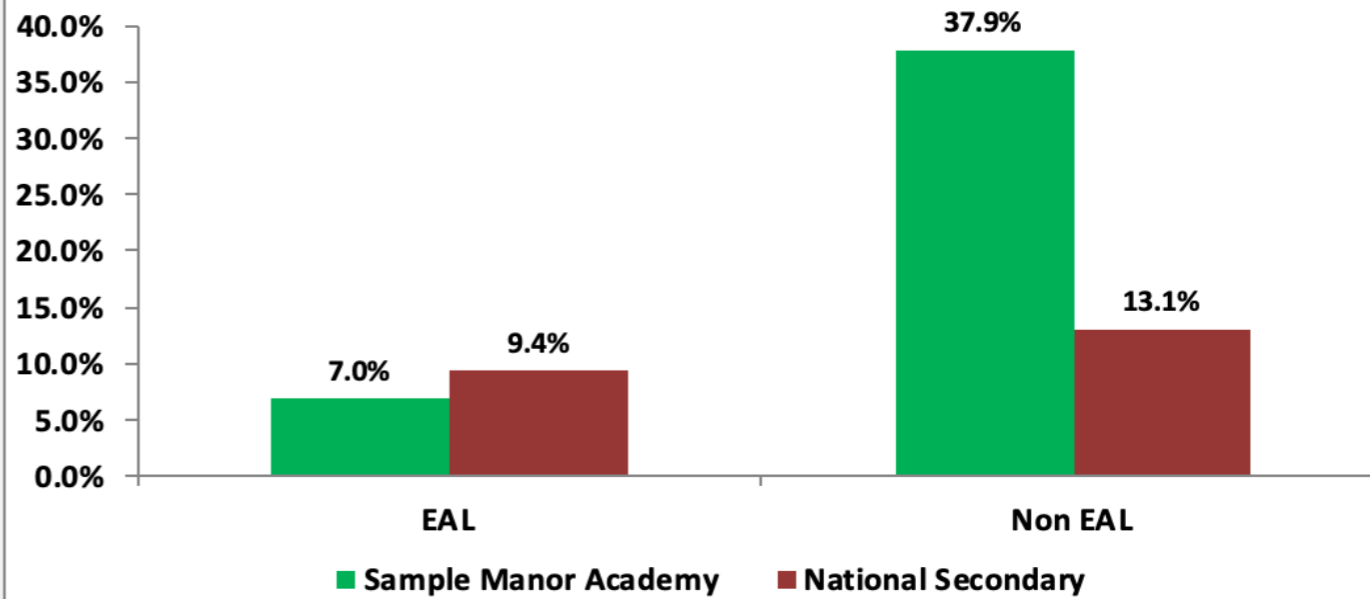
SEN Support for Looked After Children



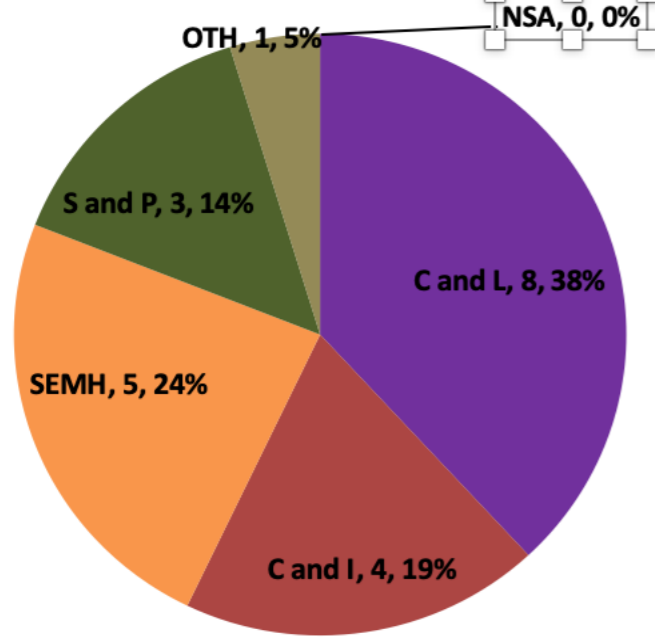
SEN Support for EAL



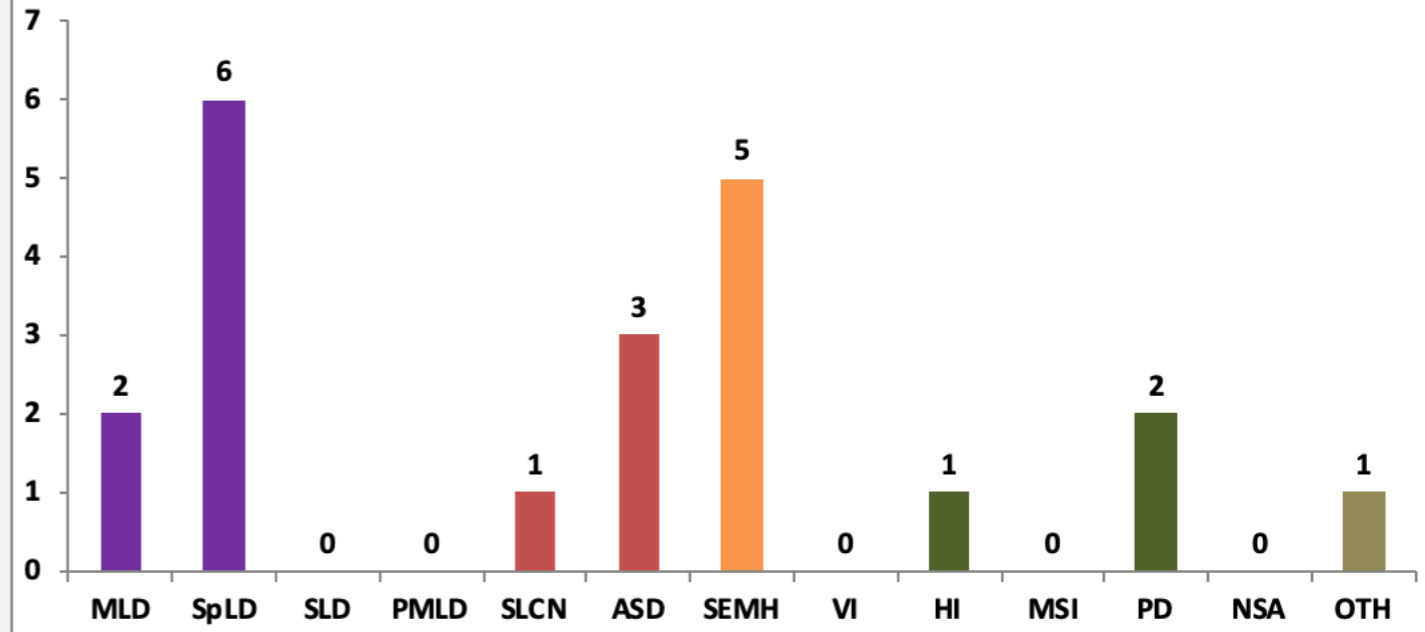
EAL Breakdown: Pupils with SEN compared to National



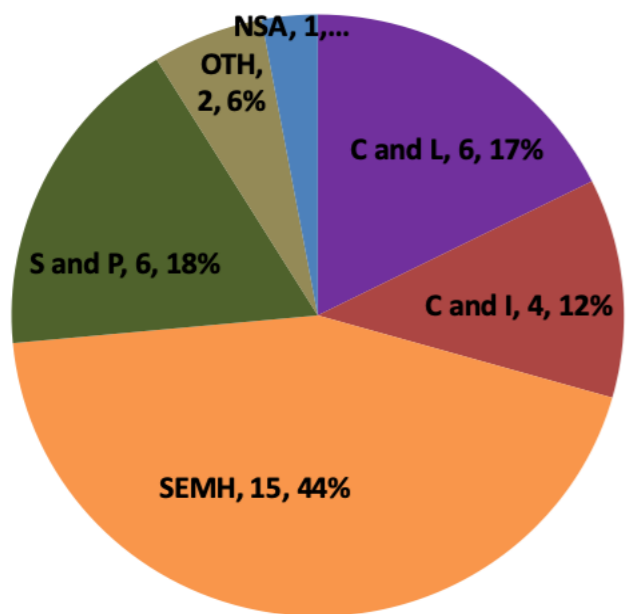
Year 7 SEN Broad Area of Need



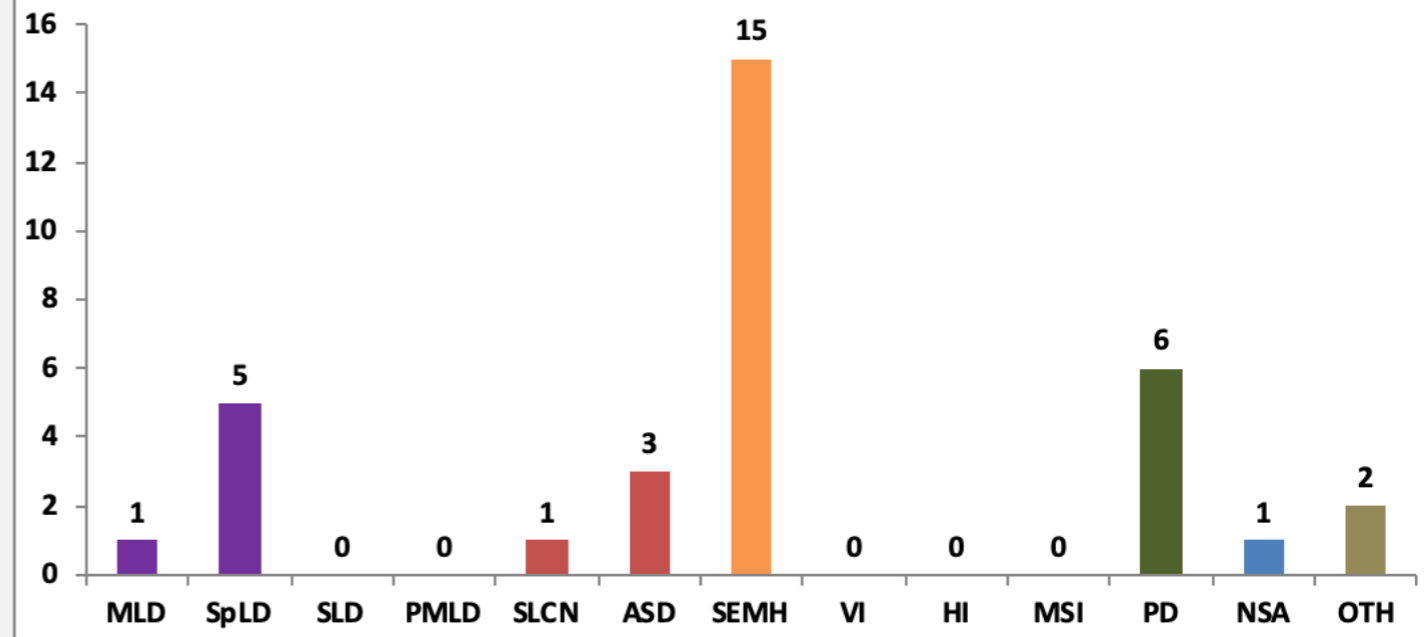
SEN Primary Type of Need for Year 7



Year 8 SEN Broad Area of Need



SEN Primary Type of Need for Year 8



SEND Review Report

3



<https://www.sendgateway.org.uk/whole-school-send/find-wss-resources.html>

The SEND Review: Areas of focus

Outcomes

- Academic achievements progress and attainment
- Wider outcomes such as attendance, exclusions, key skills and transition data.

1

Leadership

- Profile and vision for SEND
- Whole school responsibilities
- Culture of high expectations and excellence for all
- Role of governors

2

Quality of teaching and learning

- High quality teaching for all
- Understanding of needs to plan and differentiate lessons
- Focused & data-led intervention
- Efficient use of TAs

3

Working with Pupils, Parents & Carers

- SEN Information Report
- Parental engagement
- Pupil voice

4

Assessment & Identification

- Securing alignment with the Code of Practice
- Accuracy of identification.

5

Monitoring, Tracking & Evaluation

- Data tracking
- Use of whole-school datasets e.g. IDSR, ASP
- Evaluation of intervention
- Monitoring of personalised plans

6

Efficient Use of Resources

- Value for money
- Resource effectiveness.
- CPD for staff
- Deployment of TAs

7

Developing expertise and provision

- Collaboration with external agencies
- Development of expertise
- Use of research and outward facing

8

From the Review: Leadership

AREA OF FOCUS	SUGGESTED THEMES AND AREAS TO EXPLORE	STRENGTHS	AREAS FOR DEVELOPMENT
<p>Leadership of SEND</p>	<p>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.</p> <p>School leaders have created a culture and ethos that actively welcomes and engages parents and carers of pupils with SEND.</p> <p>School leaders are knowledgeable on SEND policy and practice. The school is implementing and embedding the SEND reforms and the Equality Act effectively.</p> <p>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.</p> <p>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.</p> <p>A SEND development plan with clear aims and objectives is in place. As a result, key priorities are identified correctly.</p> <p>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.</p> <p>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.</p>		

Statements	R	A	G
The SENCO, SLT and governors have a clear and shared vision for SEN provision and outcomes in the school based on a culture of high aspiration for all pupils. The vision is communicated to all stakeholders.	x		
The SENCO is a member of the Senior Leadership Team and works alongside the Principal and other senior leaders to ensure SEND is seen as a whole school responsibility.		x	
The SENCO has received appropriate training. The SENCO and other school leaders are knowledgeable on SEND policy and practice.			x
The SEN Information Report meets the legal requirements, is accessible and is published on the school website. The report was developed / reviewed with parents.	x		
The school is effectively implementing the requirements of the Children and Families Act Part 3 (2014) and the Equality Act (2010).			x
There is a SEND development plan in place with clear aims and objectives that links to the whole school development plan. Self-evaluation of SEN provision and outcomes informs the development planning process.	x		
The SENCO is involved in making decisions about staff recruitment, deployment and use of resources for SEN (including funding). Deployment decisions are reviewed and evaluated for impact.			x
A <u>lead SEN governor challenges leaders</u> about the learning and progress of pupils with SEN and the efficient use of resources. The lead governor has appropriate knowledge and understanding of SEND policy and practice.			x
All staff are given a range of opportunities to engage in high-quality continued professional development for SEND. The impact of SEN CPD on teaching and learning and pupil progress is monitored and evaluated.		x	
All staff understand their responsibilities towards pupils with SEND. The performance management system is used to improve outcomes for pupils with SEN and an appraisal process is in place for teaching assistants.		x	

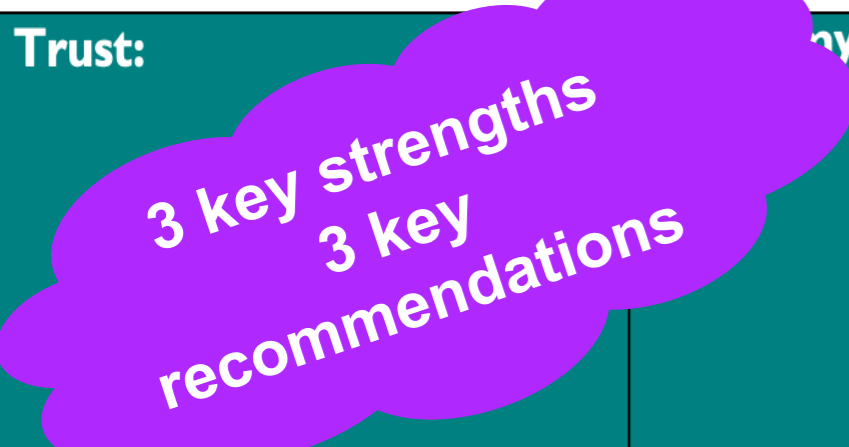
Areas of Strength for Leadership:

- At the time of the review the Principal was acting as school SENCO and plans are being made going forward. This ensures leadership of SEND starts at the top of the organisation.
- Other senior leaders have an improving understanding of SEND and are committed to further developing their skills.
- The school is fulfilling all its legal obligations (apart from the SEN Information Report) and governance of SEND is strong.

Key Recommendations for Leadership:

- A Development Plan for SEND based on the recommendations of this review, detailed analysis of the strategic overview and 'local knowledge' needs to be constructed as part of the whole school development plan.
- Senior leadership team members who are phase leaders should prioritise their knowledge and understanding of SEND in the next stage of their professional development.
- The SEN Information Report on the school website needs updating and revising. It was recommended that a 'SEND Committee' be established that would meet before and report to each governors' meeting. The first job of this committee would be to review the SEN Information Report.
- Following the creation of the development plan an enhanced CPD programme of CPD for staff needs to be implemented – priority areas are SEMH, SLCN and Cognition and Learning.

SEND Review Report – Primary School

Trust: 	Company:	Reviewer Malcolm Reeve	Date of Review: 7/8 January 2019
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Format of the review:

The review took place over a two day period involving meetings with the Principal, a presentation to the senior team on the Strategic Overview of SEND at X Primary and a feedback meeting with the senior team and Executive Principal. During the review there were meetings with pupils, senior leaders, class teachers, teaching assistants and the Home School Liaison Officer. Learning walks took place with both phase leaders and the reviewer attended a whole school assembly. School documentation was reviewed both before and during the review.

Overview:

The Principal has improved the school considerably over her time in post and established a senior leadership team that is ready to take on greater responsibility. The school presents as a calm and focused educational environment where behaviour for learning is strong. Exclusions are reducing and there has been a drive on improved attendance which has resulted in much improved attendance throughout the school. The conduct and organisation of the whole school assembly observed was exemplary. The school is right to turn its attention towards a deeper focus on its service to children with SEND. At the time of the review 70/172 pupils (41% of pupils) were identified SEN Support with 1.7% (3 pupils) having an EHCP. The numbers of children on SEN support is far higher than the national average and the visit has given the school the opportunity to conduct a strategic review of it's identification of SEND. (The Strategic Overview of SEND is attached to this report). In many ways the development of a high quality provision for children with SEND is a 'work in progress' as can be seen from the number of areas graded 'amber' in the review. There is a lot to be positive about and it is hoped that this review, accompanying documentation and the development plan arising from it will support the academy on the next stage.

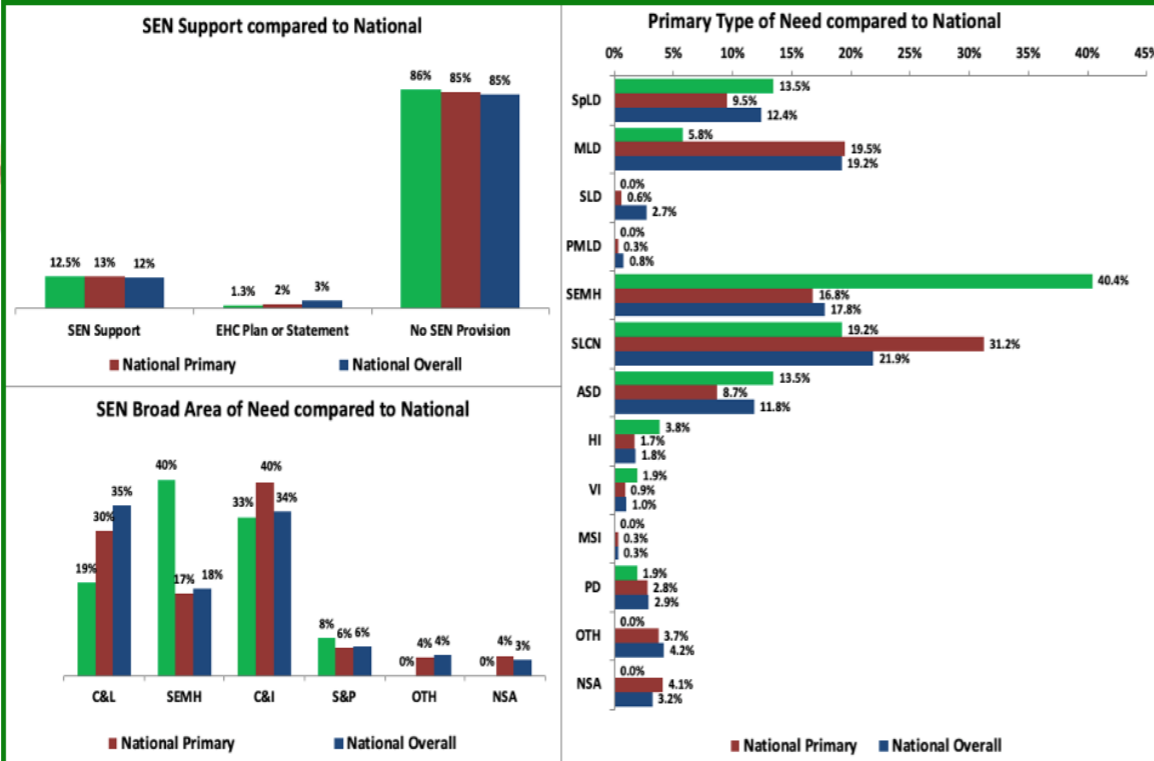
3 Key strengths identified (these are 3 clear strengths worthy of recognition from the strengths below):

- Levels of attendance are strong and improving and importantly there is no over-representation of pupils with SEND in terms of attendance, bullying or exclusions.
- The school is fulfilling all its legal obligations (apart from the SEN Information Report) and governance of SEND is strong.
- The commitment and desire of the school to build upon the progress in development thus far and to hone the service for pupils with SEND is to be commended.

3 Key recommendations (these are the 3 immediate priorities from the recommendations below):

- A Development Plan for SEND based on the recommendations of this review, detailed analysis of the strategic overview and 'local knowledge' needs to be constructed as part of the whole school development plan.
- Although Individual Support Plans for pupils with SEN are in place they are not embedded in practise or consistently implemented by all staff – this is priority next step.
- The school should embed practice whereby it monitors progress and outcomes across the four broad areas of SEN need.

Identification (Jan 2020 census data)



High Quality Teaching and Intervention

High Quality Teaching for All

Cognition and Learning

Communication & Interaction

Social, Emotional and Mental Health

Sensory and/or Physical

Spider-Man Primary School

SEND in a Nutshell

Strengths and Areas for Development

Absence, Exclusions, Outcomes

Overall absence: % of sessions missed in primary schools

	National No SEN	School No SEN	National SEN Support	School SEN Support	National EHCP	School EHCP
2018-19	3.7	3.6	5.4	6.3	7.0	7.8

Rate of exclusions in primary schools

	% Permanent						% Fixed term					
	Nat. No SEN	Sch. No SEN	Nat. SEN Supp.	Sch. SEN Supp.	Nat. EHCP	Sch. EHCP	Nat. No SEN	Sch. No SEN	Nat. SEN Supp.	Sch. SEN Supp.	Nat. EHCP	Sch. EHCP
2017-18	0.01	0.00	0.15	0.00	0.18	0.00	0.39	0.86	7.07	5.63	13.44	0.00
2018-19	0.00		0.12		0.18		0.38		6.90		13.61	

Outcomes in primary schools

	% EYFSP achieving GLD						% Y1 meeting expected standard in phonics					
	Nat. All	Sch. All	Nat. SEN Supp.	Sch. SEN Supp.	Nat. EHCP	Sch. EHCP	Nat. All	Sch. All	Nat. SEN Supp.	Sch. SEN Supp.	Nat. EHCP	Sch. EHCP
2018-19	72	79	29	50	5	N/A	82	81	48	57	20	33

	% Reaching exp. standard in KS1				% Reaching exp. standard at KS2				End of KS2 progress score			
	R	W	M	Comb.	R	W	M	R	W	M		
2018-19												
Nat. All	75	69	76	65	73	78	79	0.03	0.03	0.03		
Sch. All	66	66	77	78	81	83	83	1.61	0.87	1.90		
Nat. SEN Supp.	33	25	36	25	41	39	46	-1.0	-1.7	-1.0		
Sch. SEN Supp.	67	67	67	50	100	50	50	3.01	-2.71	-0.88		
Nat. EHCP	13	9	14	9	16	14	17	-3.6	-4.3	-4.0		
Sch. EHCP	N/A	N/A	N/A	100	100	100	100	5.69	-0.06	-1.09		

3 ways we are supporting pupils with SEND and their families during the Covid-19 pandemic:

- x
- x
- x

Our 3 key strengths in SEND:

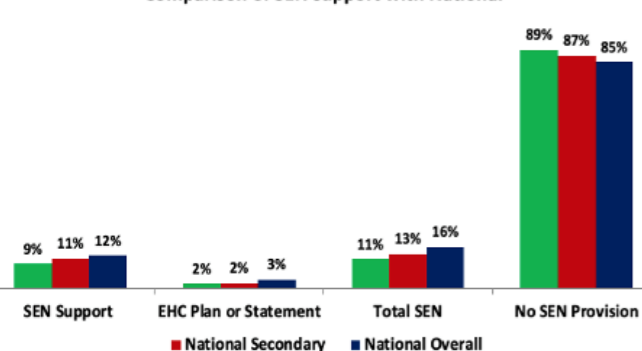
- x
- x
- x

Our 3 key areas for development for SEND:

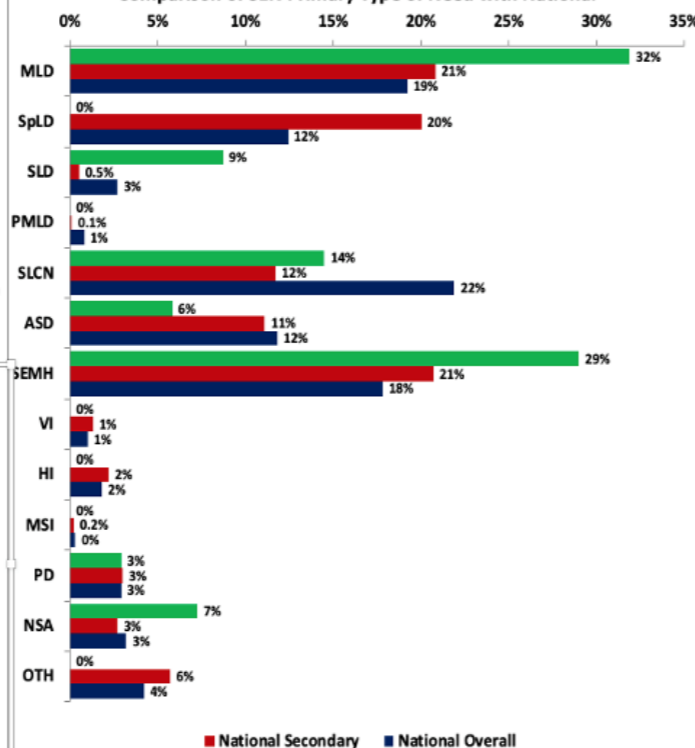
- x
- x
- x

Identification (Updated September 2020)

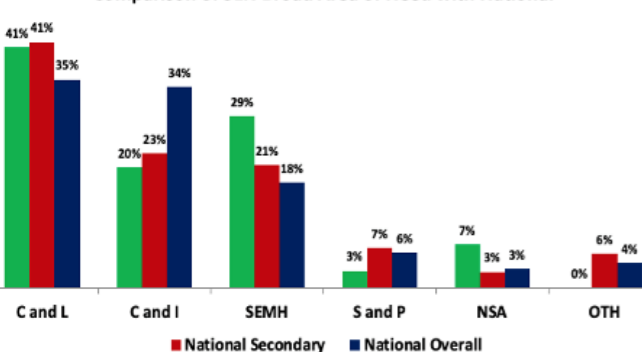
Comparison of SEN support with National



Comparison of SEN Primary Type of Need with National



Comparison of SEN Broad Area of Need with National



High Quality Teaching and Intervention

Examples of High Quality Teaching for All

Examples of our Training and Expertise in SEND

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Ways in which we make reasonable adjustments for pupils with SEND

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Ways in which we are inspiring engagement and co-production with families

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This is a slightly different format

Absence, Exclusions, Outcomes

The Batman School
SEND in a Nutshell

Strengths and Areas for Development

Overall absence: % of sessions missed in secondary schools

	National No SEN	School No SEN	National SEN Support	School SEN Support	National EHCP	School EHCP
2018-19	5.1	4.3	8.1	6.2	8.6	17.5

Rate of exclusions in secondary schools

	% Permanent						% Fixed term					
	Nat. No SEN	Sch. No SEN	Nat. SEN Supp.	Sch. SEN Supp.	Nat. EHCP	Sch. EHCP	Nat. No SEN	Sch. No SEN	Nat. SEN Supp.	Sch. SEN Supp.	Nat. EHCP	Sch. EHCP
2018-19	0.15	0.00	0.65	1.22	0.33	0.00	8.00	5.93	29.95	6.10	30.89	28.57

End of KS4 outcomes

	Attainment 8						Progress 8					
	Nat. All	Sch. All	Nat. SEN Supp.	Sch. SEN Supp.	Nat. EHCP	Sch. EHCP	Nat. All	Sch. All	Nat. SEN Supp.	Sch. SEN Supp.	Nat. EHCP	Sch. EHCP
2018-19	46.69	49.95	32.60	34.83	13.70	26.38	-0.03	0.04	-0.43	-0.56	-1.17	0.14

3 ways we are supporting pupils with SEND and their families during the Covid-19 pandemic:

• x

• x

• x

Our 3 key strengths for SEND:

• x

• x

• x

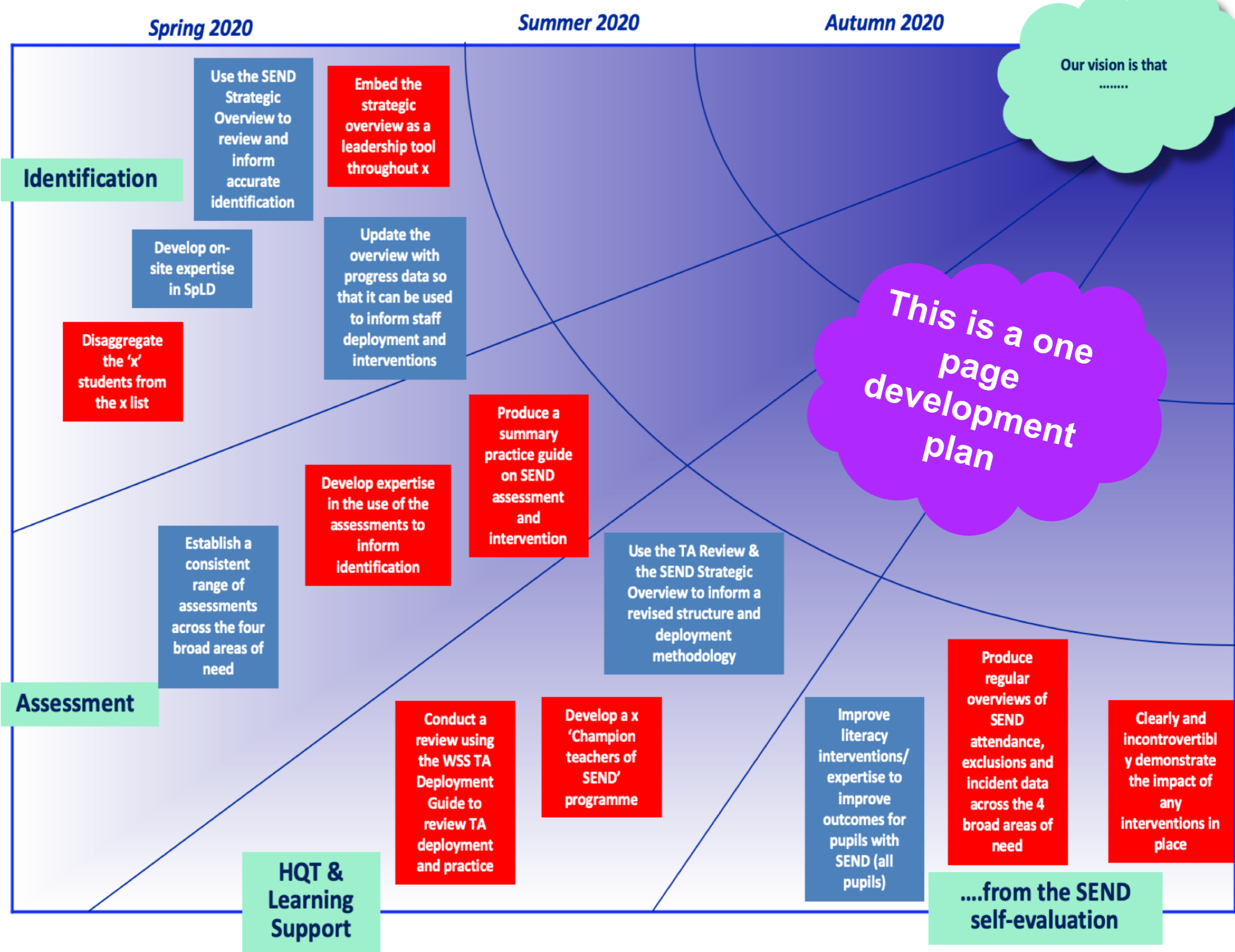
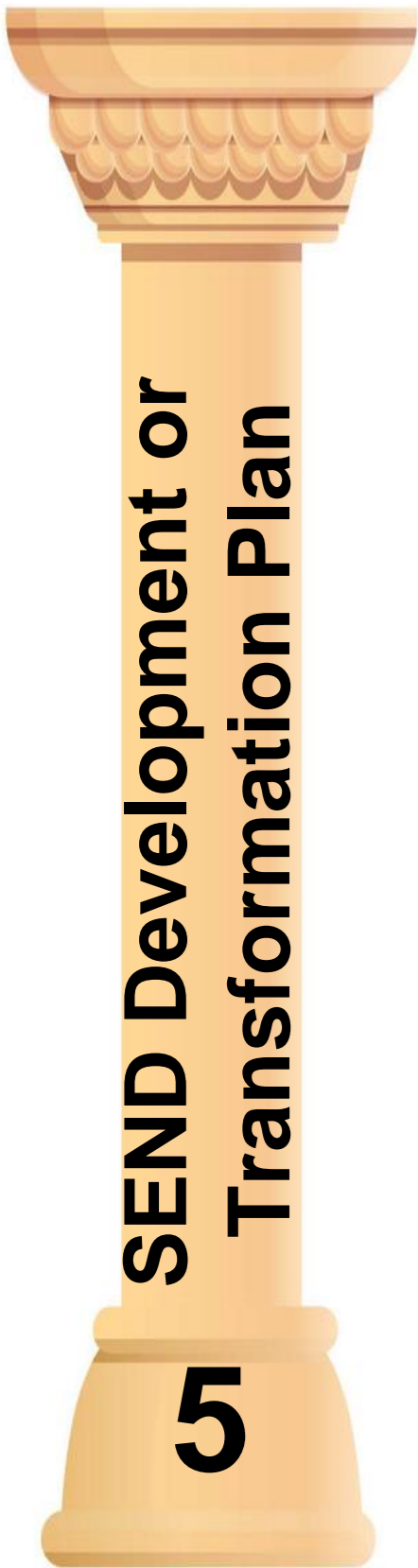
Our 3 key areas of development for SEND:

• x

• x

• x

How we're improving outcomes for our students with SEND.....



OfSTED September 2019

Ofsted and SEND

6

'We want inspection to contribute to an inclusive education system that can accommodate, and cater for, the needs of all learners of all ages.'

'Ofsted intends to be a force for improving the education available for all learners with SEND'.

<https://www.specialneedsjungle.com/is-ofsted-a-force-for-good-in-send/>

Is Ofsted a force for good for learners with SEND?

SEND – Preparing for an OfSTED inspection – 8 Questions to answer

8 Questions	School Response	Evidence
How are all leaders ambitious for all pupils with SEND?		
How well do 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 do leaders involve parents, carers and, as necessary, other professionals/specialist services in deciding how best to support pupils with SEND?		
How well do leaders include pupils with SEND in all aspects of school life.		
How well the school assess the learning and development of pupils with <u>SEND</u> , and are pupils' outcomes improving as a result of the ' different from ' or ' additional to ' provision being made for them.		
How well are pupils with SEND prepared for their next steps in education, employment and training, and their adult lives, including: further/higher education and employment, independent living, participating in society and being as healthy as possible in adult life.		
Teaching assistants and other adults support learning which is planned by teachers to be of interest to and meet the needs of children with SEND in mainstream classes.		

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THANK YOU

LOOK OUT FOR FURTHER INFORMATION ON OUR SEND LEADERSHIP CONFERENCE NEXT YEAR!

<https://www.emat.uk>

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