

- WSS holds the DfE's SEND School's Workforce Contract
- Our aim is to promote and support SEND in schools in England
- We provide free resources and tools and give free training and support



For Parents



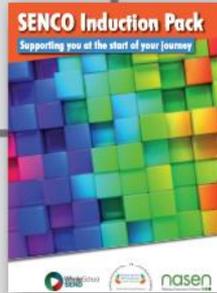
For Headteachers,  
Executive Headteachers  
and Trustees



For Governors in  
all schools

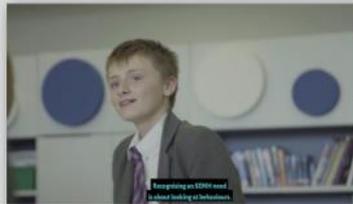


For Headteachers



For SENCOs and  
other Senior Leaders

Condition-Specific  
Introductory Videos  
for NQTs



For Individual or  
whole staff in schools

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.**

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Acquired Brain Injury

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ADHD

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Autism

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Down's Syndrome

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Dyscalculia

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Dyslexia

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Dyspraxia

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Social Emotional and Mental Health



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Hearing Impairment

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Speech Language and Communication

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Physical Disability

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Vision Impairment

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**SENCO Induction Pack**  
Supporting you at the start of your journey

WholeSchool SEND  
National Award for SEN Coordination Provider Partnership  
nasen Helping Everyone Achieve

## Background

- Support LA's identified by the DfE
- Discussions with LA colleagues and the DfE SEND Adviser for Cumbria
- DfE approved programme of sessions Sept.- December 2021



**Session 1:** Briefing/Introduction to Headteachers - Monday 18<sup>th</sup> October 4:00-5:00pm

**Session 2:** Every Leader a Leader of SEND - Tuesday 2<sup>nd</sup> November 4:00-5:30pm

**Session 3:** SEND in a Nutshell - Tuesday 9<sup>th</sup> November 4:00-5:30pm

**Session 4:** WSS SEND Review Framework - Tuesday 16<sup>th</sup> November 4:00-5:30pm

**Session 5:** Quality First Teaching strategies(primary schools) - Tuesday 23<sup>rd</sup> November 4:00-5:30pm

**Session 6:** Quality First Teaching (secondary schools) - Wednesday 24<sup>th</sup> November 4:00-5:30pm

**Session 7:** Review and Evaluation - Monday 6<sup>th</sup> December 11:30am-12:30pm

## How the impact will be evidenced:

- Increase in the appropriateness of requests for statutory assessment and commensurate reduction in rejections.
- Every school will construct a 'SEND in a Nutshell'
- Pupils with SEN will make increased progress towards their outcomes as a result of the improved knowledge of leaders and teachers participating in the project.
- Data in the Autumn term 2022 will demonstrate that there has been a reduction in exclusions from the schools in the project using the 2018-19 data as a baseline.
- Reduction in the number of pupils admitted to AP following exclusion either at SEN support or not previously identified who then have unmet SEND identified by AP.

## **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'*

**SO..... 'Every teacher a teacher of SEND'**

**The issue:**

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

**Every leader a leader of SEND**

**(Every governor a governor of SEND)**

# 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**

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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Absence, Exclusions, Outcomes (2018-19 Performance Summary)

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		5.4		7.0	

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
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		29		5		82		48		20	

2018-19	% 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	
Nat. All	75	69	76	65	73	78	79	0.03	0.03	0.03	
Sch. All											
Nat. SEN Supp.	33	25	36	25	41	39	46	-1.0	-1.7	-1.0	
Sch. SEN Supp.											
Nat. EHCP	13	9	14	9	16	14	17	-3.6	-4.3	-4.0	
Sch. EHCP											

Insert school logo

Strengths and Areas for Development

3 ways we are supporting pupils with SEND and their families post pandemic:

- x
- x
- x

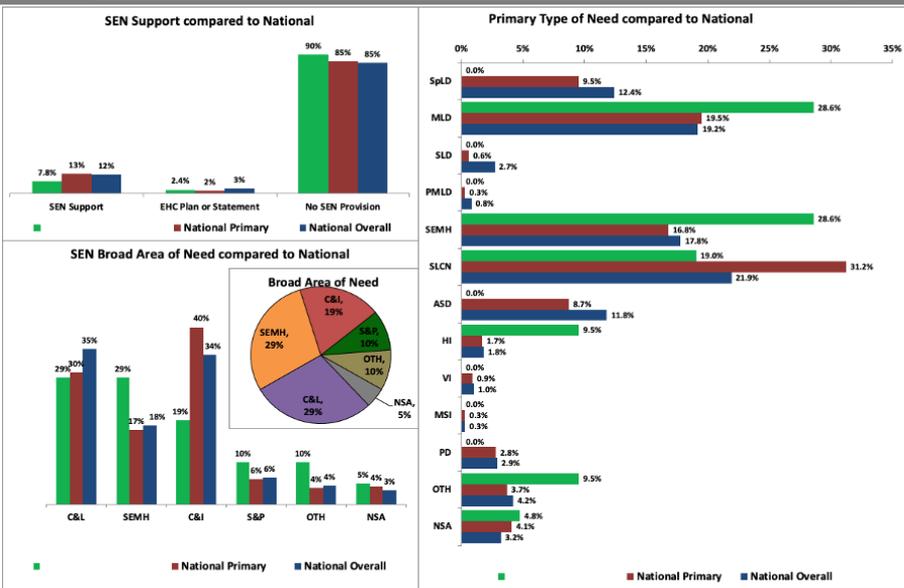
Our 3 key strengths in SEND:

- x
- x
- x

The 3 key areas for development for SEND:

- x
- x
- x

## Identification (Jan 2020 census data)



## High Quality Teaching and Intervention

### Examples of High Quality Teaching for All


### Examples of our Training and Expertise in SEND


### Ways in which we make reasonable adjustments for pupils with SEND


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


## 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	2.6	5.4	2.1	7.0	5.1

### 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		0.15		0.18		0.39		7.07		13.44	
2018-19												

### 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	80	29	0	5	0	82	93	48	N/A	20	0

	% 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	89	89	82	87	90	93		1.04	1.08	2.99
Nat. SEN Supp.	33	25	36	25	41	39	46	-1.0	-1.7	-1.0
Sch. SEN Supp.	25	50	25	50	100	100		5.43	6.07	-0.14
Nat. EHCP	13	9	14	9	16	14	17	-3.6	-4.3	-4.0
Sch. EHCP	N/A	N/A	N/A	0	0	0		-19.40	-17.79	-18.46

## Strengths and Areas for Development

3 ways we are supporting pupils with SEND and their families during the Covid-19 pandemic (both on-site and remotely):

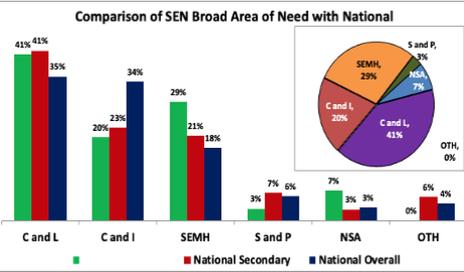
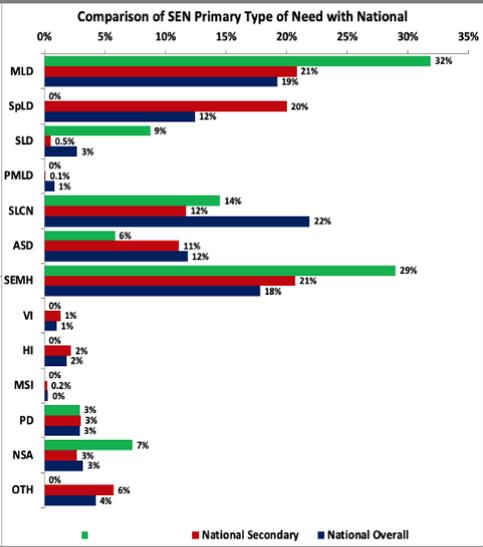
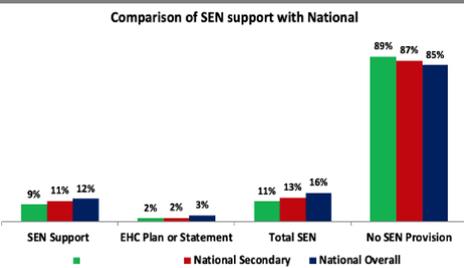
- x
- x
- x

Our 3 key strengths in SEND:

- x
- x
- x

The 3 key areas for development for SEND from the School Development Plan:

- x
- x
- x



Examples of High Quality Teaching for All

Examples of our Training and Expertise in SEND

Ways in which we make reasonable adjustments for pupils with SEND

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

Absence, Exclusions, Outcomes

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. 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. 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

Strengths and Areas for Development

3 ways we are supporting pupils with SEND and their families during the Covid-19 pandemic (both on-site and remotely):

Our 3 key strengths in SEND:

The 3 key areas for development for SEND from the School Development Plan

# SEND REVIEW GUIDE

A school-led approach to  
improving provision for all



# 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