

Every Leader a Leader of SEND

malcolm@wholeschoolsend.com

 @Malcolm_Reeve

- 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



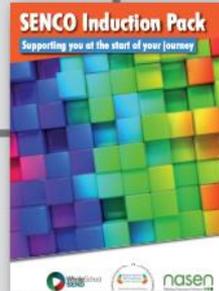
For Headteachers,
Executive Headteachers
and Trustees



For Governors in
all schools

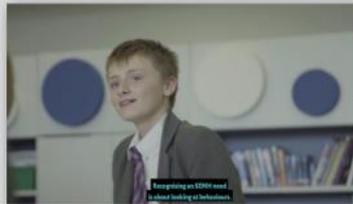


For Headteachers



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.**

Acquired Brain Injury

ADHD

Autism

Down's Syndrome

Dyscalculia

Dyslexia

Dyspraxia

Social Emotional and Mental Health



Hearing Impairment

Speech Language and Communication

Physical Disability

Vision Impairment

SENCO Induction Pack

Supporting you at the start of your journey

WholeSchool SEND

Leading Learning for Special Educational Needs & Disability
National Award for SEN Coordination
Provider Partnership
Community Interest Company

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 18th October 4:00-5:00pm

Session 2: Every Leader a Leader of SEND - Tuesday 2nd November 4:00-5:30pm

Session 3: SEND in a Nutshell - Tuesday 9th November 4:00-5:30pm

Session 4: WSS SEND Review Framework - Tuesday 16th November 4:00-5:30pm

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

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

Session 7: Review and Evaluation - Monday 6th 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'

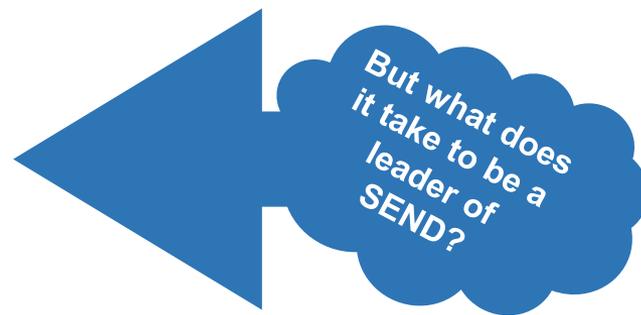
SO..... 'Every teacher a teacher of SEND'

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)



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/>

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SCHOOLS WEEK

Search schools

Opinion

Where are we now with special needs?



MALCOLM REEVE
Executive Director,
Send and Inclusion at
Academies Enterprise Trust

Tue 5th Jul 2016, 5:00



Schools in England are half way through the implementation of the biggest **special educational needs and disability (SEND) reforms** in a generation.

The start of the process saw every school implement three immediate reforms to the way SEND is addressed: SEN information reports, SEN support, and education, health and care plans (EHCPs). *Malcolm Reeve looks at progress so far*

Reform: SEN information report on school website

Result: These are generally not particularly user-friendly with few having been co-constructed with parents/carers of children with SEND or with the students themselves. The rush to complete these reports was largely a compliance issue. In many schools there is work to be done on ensuring every member of staff is aware of the content of the report and their role in its implementation.

Recommendation: All SEN information reports should be embedded in school practice and understood by all staff and reviewed by parents and carers.

Reform: School Action and School Action Plus replaced by SEN Support

Result: A significant fall in the numbers of children identified with SEN in schools. The overall percentage in schools in England fell from 17.9 per cent in 2014 to 15.4 per cent in 2015, with the biggest drops in the mainstream sector, especially in secondary schools. How did this happen? Large numbers of children identified as having a special need sat incorrectly on school SEN registers before 2014. The reforms forced every school to reassess its "list" and make it more accurate. Having said

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inspiration trust

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who look beyond the numbers

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SPECIAL NEEDS JUNGLE

Parent-led information, resources and informed opinion about children and young people 0-25

SEND > SEN Reforms > School leadership and SEND ignorance

KEEP UP TO DATE WITH SEND: SIGN UP TO NEW POST ALERTS!

Email Address

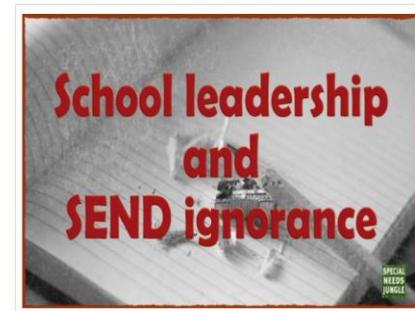
Subscribe

SEN Reforms, SENCo, special needs, Teacher Training

School leadership and SEND ignorance

By Malcolm Reeve

September 28, 2017



In an earlier SNJ blog in 2015 I wrote about the **critical role of the SENCO in schools**. The SEN Reforms had called on a more strategic role for SENCOs operating as leaders in schools and my key questions on leadership of SEND focused on that developing role.

Two years later, having spoken to numerous SENCOs and visited many schools across England, my thinking around leadership has moved on. In a previous article¹ for Schools Week in July 2016 I wrote 'We talk about every teacher being a teacher of SEN but this won't happen until every leader is a leader of SEN. That sentiment reflected a growing experience that across the country SENCOs are doing their level best to support the reforms and improve the experiences and outcomes for children with SEN but all too often they are coming up against barriers from within their own schools.

There are many examples of this. I know of an **exclusion** (there are still far too many exclusions of children with SEND in this country) in a mainstream secondary school of a child in an autism provision who was excluded for lack of personal organisation and for overacting to situations that he regarded as unfair; i.e. because of his autism! I know examples where SEN funding is not being appropriately ring-fenced and used where the SENCO is having little or no say in how the SEN funding is deployed.

BEAN SNJ SQUAD PATRON!

LATEST CORONAVIRUS INFORMATION RELEVANT FOR SEND FAMILIES

HOME EDUCATION RESOURCES FOR LEARNERS WITH SEND

WINNER VOLUNTEER OF THE YEAR 2020

SNJ Conversation

SEARCH SNJ

Search

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Easily reach a large audience of people interested in your special educational needs or disability related product, school or service

GET STARTED SEND CHECKLIST

SEND SYSTEM FLOW CHARTS

READ SEND & MEDICAL RESEARCH

The 6 Pillars of SEND Leadership

1
Know Chapter 6 of the
SEND Code of Practice

2
Strategic Overview
of SEND

3
SEND Review - SEF

4
SEND in a Nutshell

5
SEND Development or
Transformation Plan

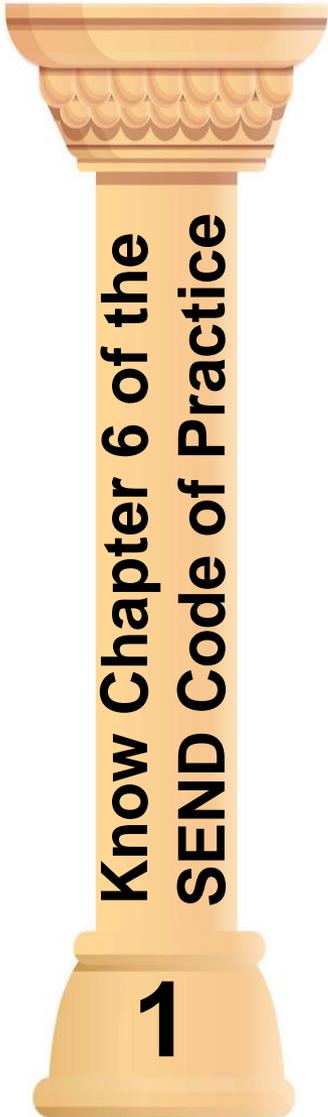
6
Ofsted and SEND

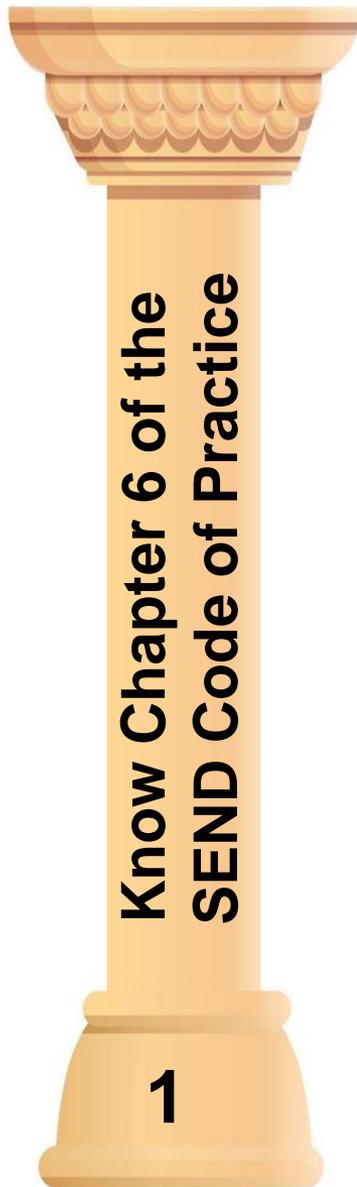
A leader of SEND.....

**will have a working knowledge of
the SEND Code of Practice Chapter 6
(and Chapter 5 for EY settings)**

and

**give this knowledge high status in
the school.**





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>

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



How many pages?

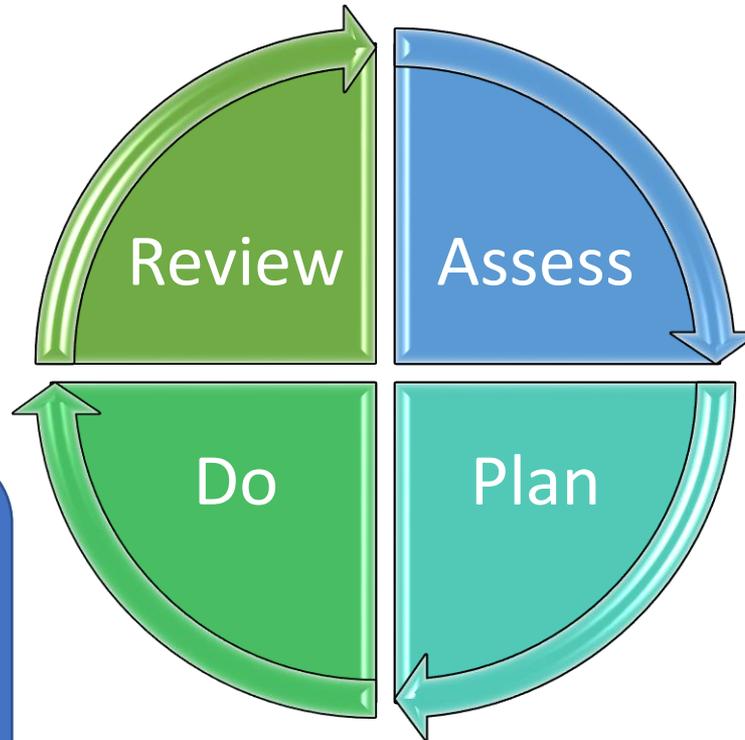
- 6.2 Use your 'best endeavours'
- 6.3 SEND Governor or sub-committee
- 6.4 Quality of T&L for SEND – part of PMR
- 6.4 Analyse patterns of identification and compare with national
- 6.9 Make reasonable adjustments
- 6.15 'Different from' or 'additional to'
- 6.21 Behaviour and SEND
- 6.25 The four broad 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

6.44 The Graduated Approach

The Graduated Approach – Assess, Plan, Do, Review

6.54 The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents.

6.52 The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil.



6.45 In identifying a child as needing SEN support the class or subject teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs.

6.49 All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system.

6.15 'Different from' or 'additional to'

	Your response?	Evidence of Impact?
How is the curriculum adapted to meet the needs of children with SEND?		
What additional support or provision is in place?		
How is teaching adapted to meet their needs?		
What does the graduated approach look like in practice in your subject, phase or other area of responsibility?		

6.15 'Different from' or 'additional to'

For middle leaders.....

For the children with SEND you are responsible for in your subject, phase or other aspect of leadership are you clear about what they are receiving which is 'different from' or 'additional to' other children?

(you will also need to know the breakdown of the four broad areas of SEN need and key interventions but we'll come to that shortly).

6.37 High quality teaching

Two key points:

Are you clear about what high quality teaching strategies for children with SEND are in place across your area of responsibility?

What are you personally doing to monitoring and quality assure that teaching?

(your strategy will be effective when you are monitoring the implementation of the graduated approach by all teachers of children with SEND across your area of responsibility)

4 things to check/ask teachers on your 'learning for SEND' walks:

1. Who are the children with SEND?
2. Who has an EHCP and who is on SEND support?
3. What is the main area of SEN need?
4. What are you doing about it?

or

What are you doing which is 'different from' or 'additional to' for each of these children?

or

How are you delivering the child's graduated response?

6.21 Behaviour and SEND

For the children with SEND you are responsible for in your subject, phase or other aspect of leadership are you clear about:

- How the behaviour/disciplinary considerations of the school work alongside the consideration of children with SEND and the implications of the equality act.
- How the behaviour policy of the school is adapted to meet the needs of pupils with SEND.
- The levels of fixed term and permanent exclusions for pupils with EHCPs and for those on SEN Support?
- Levels of attendance for pupils with EHCPs and for those on SEN Support?

A leader of SEND supports the SENCO to be effective in their role:

The role of the SENCO in schools

- 6.84 Governing bodies of maintained mainstream schools and the proprietors of mainstream academy schools (including free schools) **must** ensure that there is a qualified teacher designated as SENCO for the school.
- 6.85 **The SENCO must be a qualified teacher working at the school. A newly appointed SENCO must be a qualified teacher and, where they have not previously been the SENCO at that or any other relevant school for a total period of more than twelve months, they must achieve a National Award in Special Educational Needs Co-ordination within three years of appointment.**
- 6.86 A National Award **must** be a postgraduate course accredited by a recognised higher education provider. The National College for Teaching and Leadership has worked with providers to develop a set of learning outcomes (see the References section under Chapter 6 for a link). When appointing staff or arranging for them to study for a National Award schools should satisfy themselves that the chosen course will meet these outcomes and equip the SENCO to fulfil the duties outlined in this Code. Any selected course should be at least equivalent to 60 credits at postgraduate study.
- 6.87 **The SENCO has an important role to play with the headteacher and governing body, in determining the strategic development of SEN policy and provision in the school. They will be most effective in that role if they are part of the school leadership team.**
- 6.88 **The SENCO has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.**
- 6.89 **The SENCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies.** The SENCO should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching.
- 6.90 The key responsibilities of the SENCO may include:
- overseeing the day-to-day operation of the school's SEN policy
 - co-ordinating provision for children with SEN
 - liaising with the relevant Designated Teacher where a looked after pupil has SEN
 - advising on the graduated approach to providing SEN support
 - advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
 - liaising with parents of pupils with SEN
 - liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
 - being a key point of contact with external agencies, especially the local authority and its support services
 - liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
 - working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
 - ensuring that the school keeps the records of all pupils with SEN up to date
- 6.91 **The school should ensure that the SENCO has sufficient time and resources to carry out these functions. This should include providing the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within a school.**
- 6.92 It may be appropriate for a number of smaller primary schools to share a SENCO employed to work across the individual schools, where they meet the other requirements set out in this chapter of the Code. Schools can consider this arrangement where it secures sufficient time away from teaching and sufficient administrative support to enable the SENCO to fulfil the role effectively for the total registered pupil population across all of the schools involved.
- 6.93 Where such a shared approach is taken the SENCO should not normally have a significant class teaching commitment. Such a shared SENCO role should not be carried out by a headteacher at one of the schools.
- 6.94 Schools should review the effectiveness of such a shared SENCO role regularly and should not persist with it where there is evidence of a negative impact on the quality of SEN provision, or the progress of pupils with SEN.

A leader of SEND.....

**will know the four broad areas of need from
the SEND Code of Practice
&
the patterns of SEND identification in the
school compared to national patterns
&
will ensure that the identification of SEN is
built into the overall approach
to monitoring the progress and development
of all pupils.**

**Strategic Overview
of SEND**

2

Identification

The SEND Code of Practice



Not just
the
SENCO?

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.*

SEN in England 2021

<https://www.gov.uk/government/statistics/special-educational-needs-in-england-january-2021>

National Statistics

Special educational needs in England: January 2021

Information from the school census on pupils with special educational needs (SEN) and SEN provision in schools.

From: [Department for Education](#)

Published 24 June 2021



Applies to: England

Documents



[Special educational needs in England: January 2021](#)

<https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england>

Details

This publication analyses the characteristics of pupils by their:

- special educational needs provision
- type of need

It's based on data collected through the:

- school census
- general hospital school census
- school-level annual school census (SLASC)

School census statistics team

Email sen_statistics@education.gov.uk

Telephone: Sean Gibson 01325 340 987

Published 24 June 2021

Special educational needs in England

THIS IS THE LATEST DATA



Published 24 June 2021

Next update June 2022

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Academic Year **2020/21**

[See other releases \(1\)](#)

Related pages

[Education, Health and Care plans \(SEN2 data\)](#)

[Schools, pupils and their characteristics](#)

[SEND code of practice](#)

[Special educational needs: analysis and summary of data sources](#)

This publication combines information from the school census, school level annual school census, general hospital school census and alternative provision census on pupils with special educational needs (SEN).

The publication includes breakdowns by type of SEN provision (either SEN support or EHC plan), type of SEN, age, national curriculum year group, gender, ethnicity, English as a first language and free school meal eligibility.

While schools were only open for vulnerable children and the children of key workers on census day, schools were asked to record pupils on roll as if in normal circumstances.

Search this page



Headline facts and figures - 2020/21

Summary

EHC plans/Statements of SEN (percent)

3.7

Up from 3.3% in 2020

[What is this?](#)

SEN support (percent)

12.2

Up from 12.1% in 2020

[What is this?](#)

- The percentage of pupils with an Education, Health and Care (EHC) plan has increased to 3.7%, continuing a trend of increases since 2017.
- The percentage of pupils with SEN but no EHC plan (SEN support) has increased slightly, from 12.1% to 12.2%, continuing an increasing trend.
- The most common type of need for those with an EHC plan is Autistic Spectrum Disorders and for those with SEN support, Speech, Language and Communication needs.

[Download data and files](#)

Open all

[Pupils with special educational needs in schools](#)

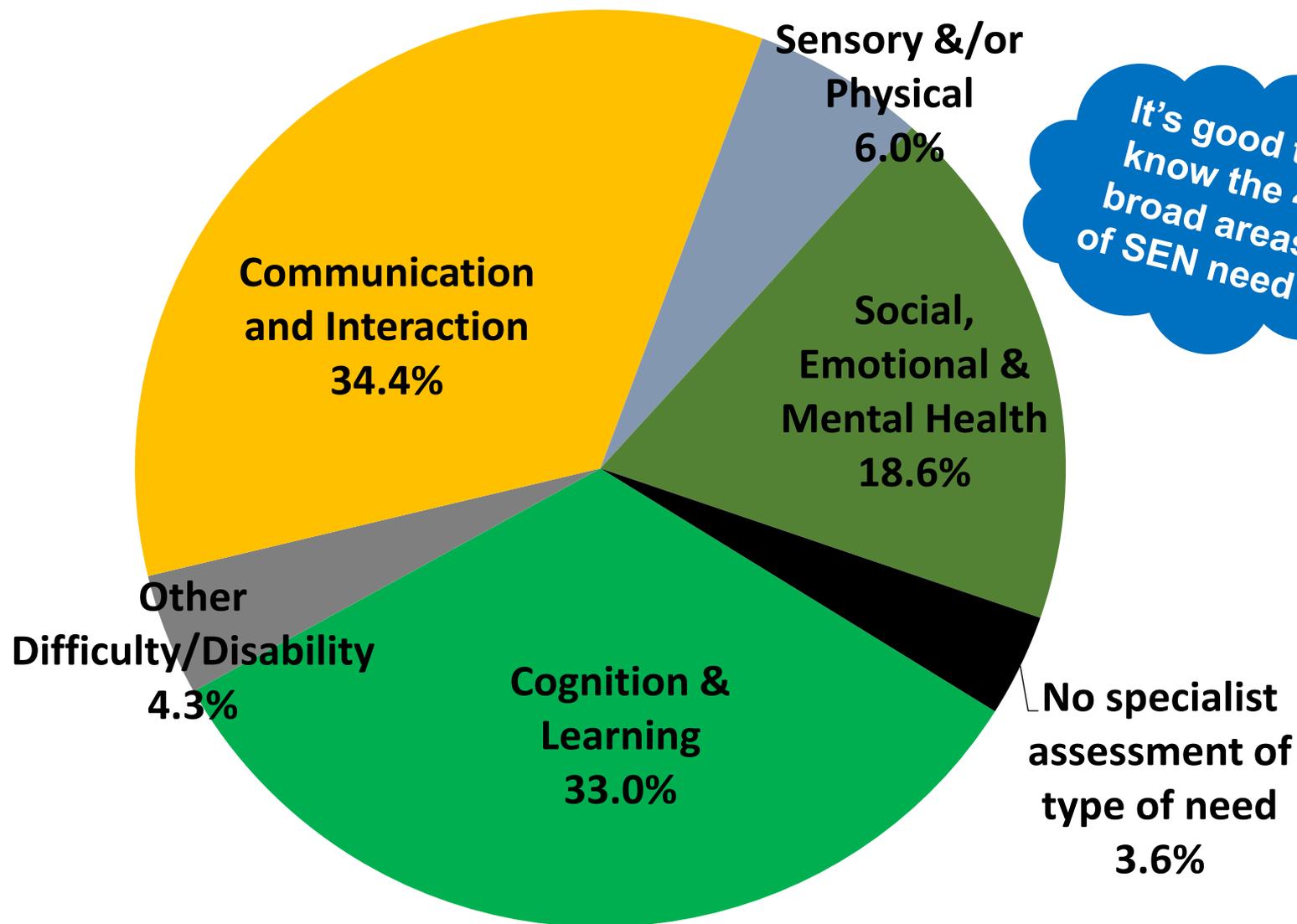
[Primary type of need](#)

[Pupil characteristics](#)

[SEN units and resourced provisions](#)

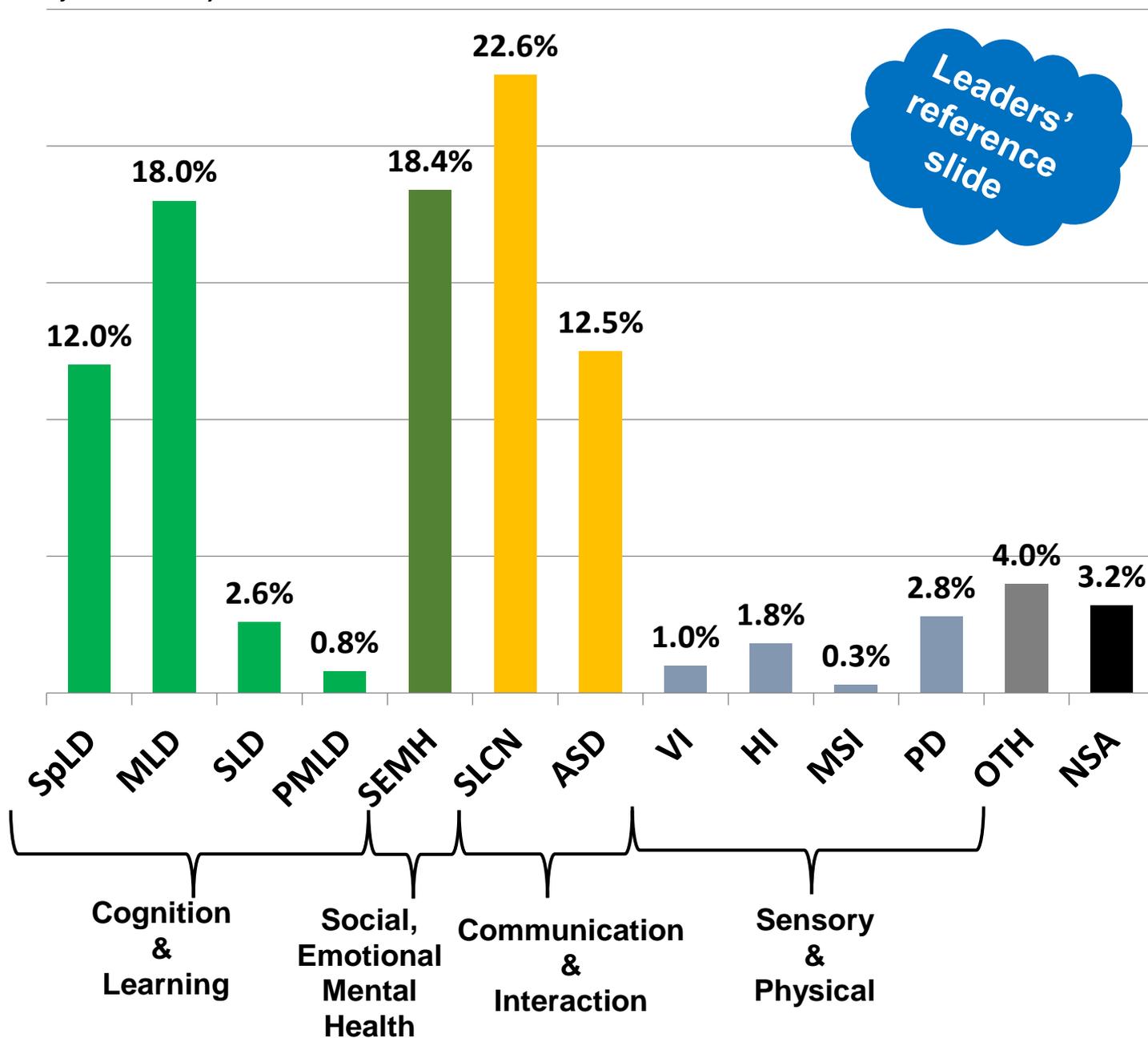
[Approved provisions in special schools](#)

The 4 Broad Areas of SEN Need in 2021 in Primary & Secondary Schools



Broad Areas & Primary Categories of SEN in England in 2021 (All Phases)

source: DfE census January 2021

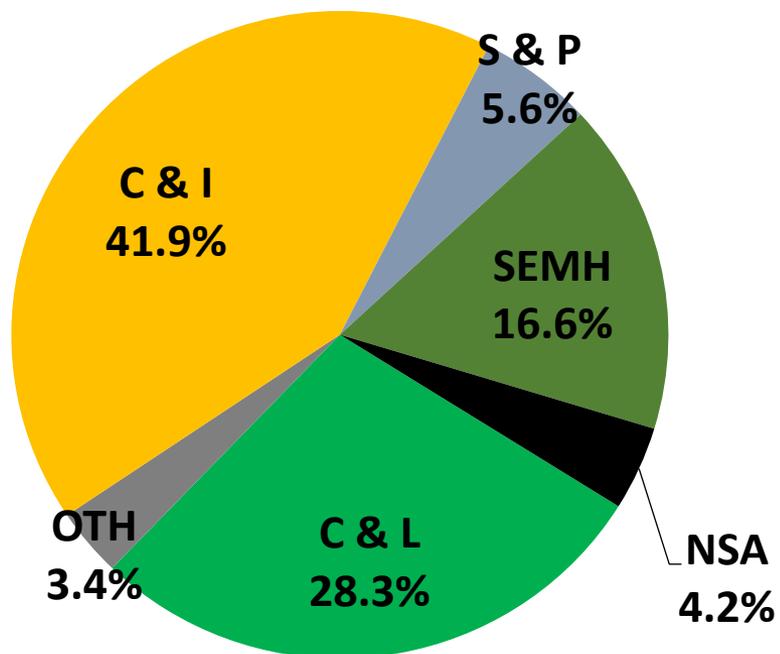


Primary Categories of Need

- SpLD – Specific Learning Difficulty
- MLD – Moderate Learning Difficulty
- SLD – Severe Learning Difficulty
- PMLD - Profound and Multiple Learning Difficulty
- SEMH
- SLCN – Speech and Language or Communication Needs
- ASD – Autistic Spectrum Disorder
- VI – Visual Impairment
- HI – Hearing Impairment
- MSI – Multi-sensory Impairment
- PD – Physical Difficulty
- OTH – Other
- NSA – No Specialist Assessment

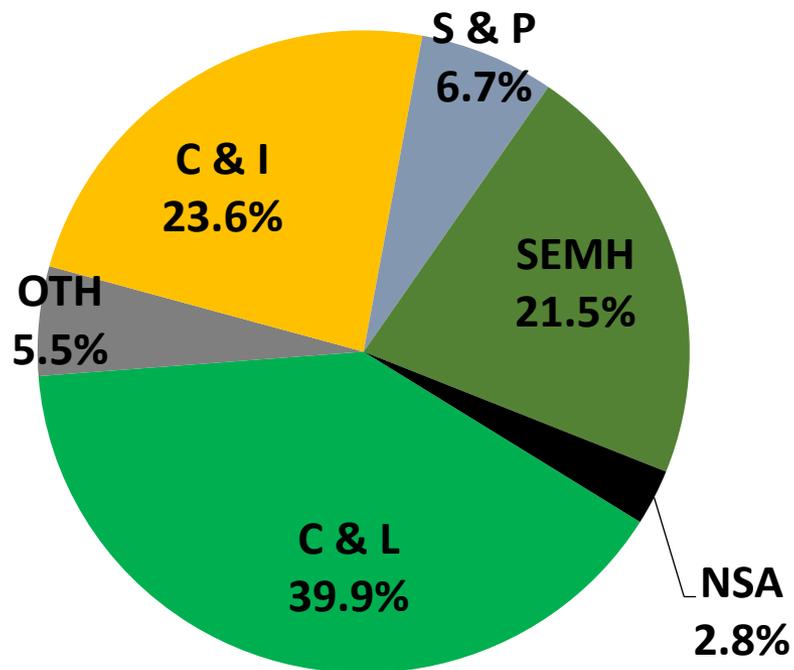
The Broad Areas of SEN in Primary and Secondary schools in England in 2021

PRIMARY PHASE



What's the pattern in your school?

SECONDARY PHASE

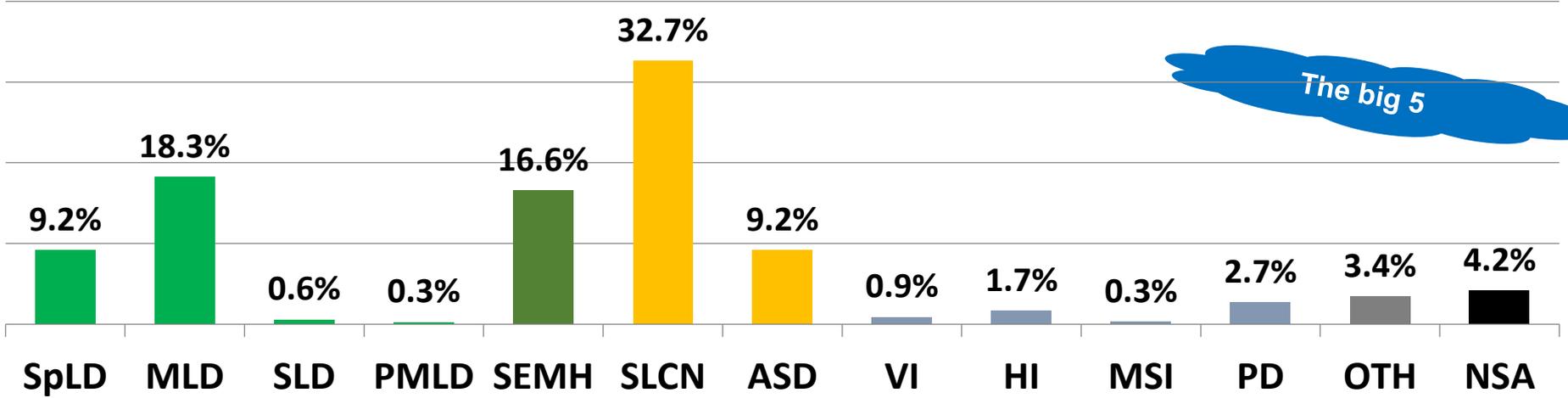


What is your service?

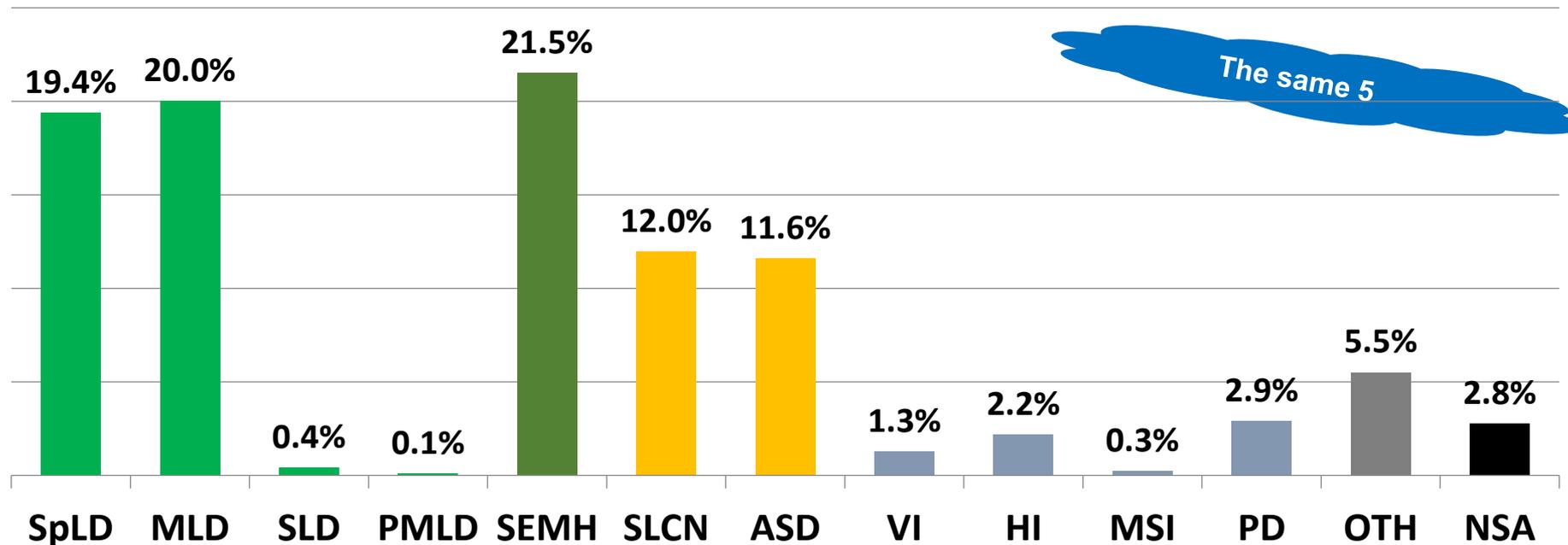
Where is your expertise?

Primary Category of Need 2021 (primary schools)

source: DfE census January 2021

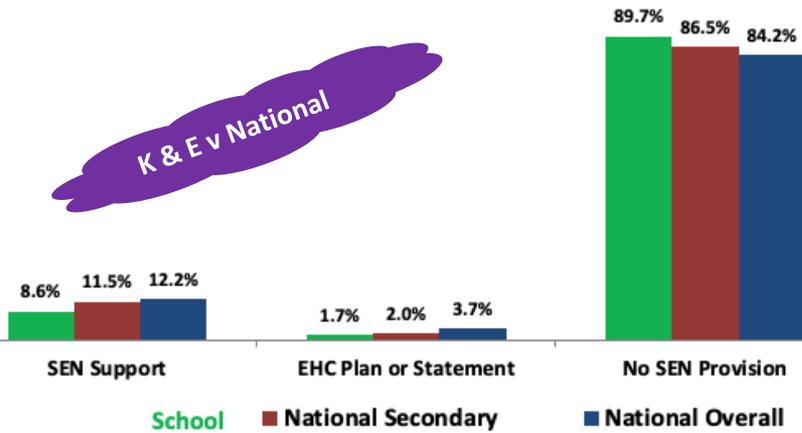


Primary Category of Need 2021 (secondary schools)

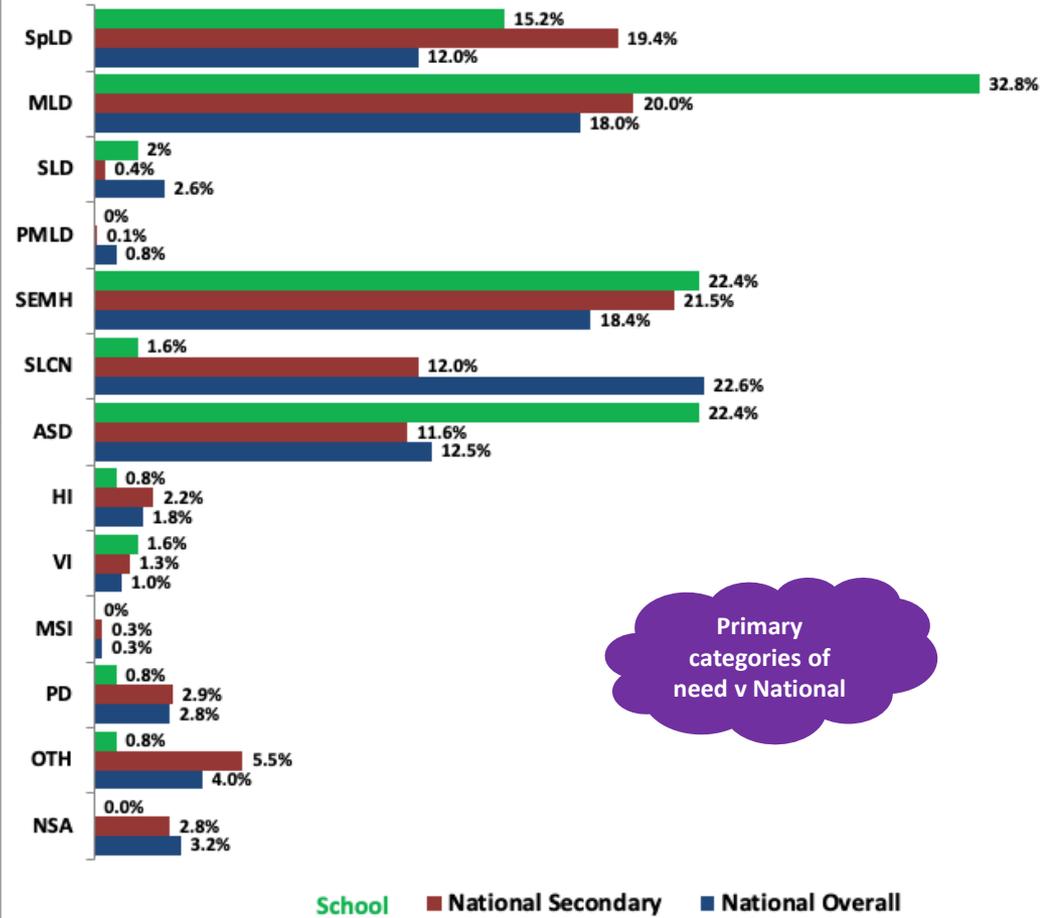


A strategic overview of SEND for a school compared to national data

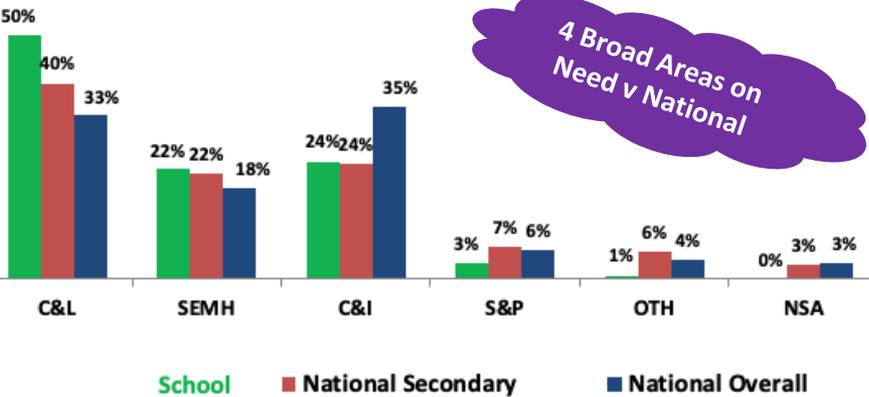
SEN Support compared to National



Primary Type of Need compared to National

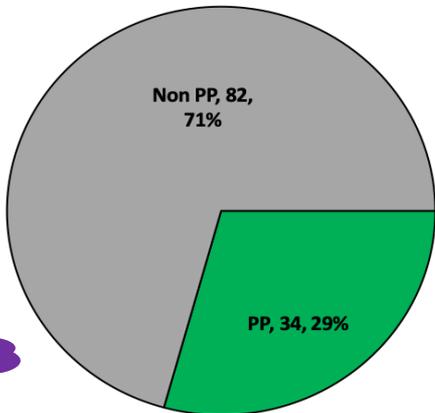


SEN Broad Area of Need compared to National



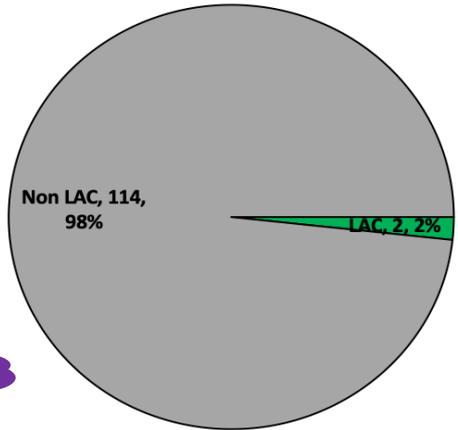
Total PP Funding Received - £31790

SEN Support with Pupil Premium



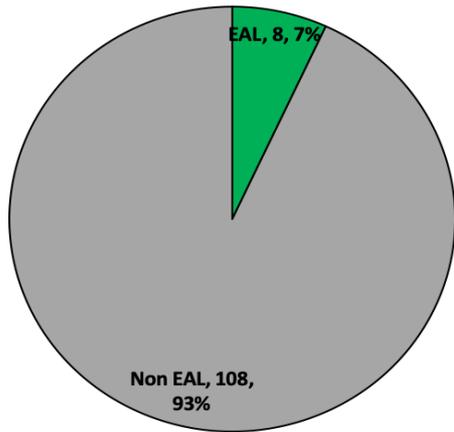
SEN + PP

SEN Support for Looked After Children



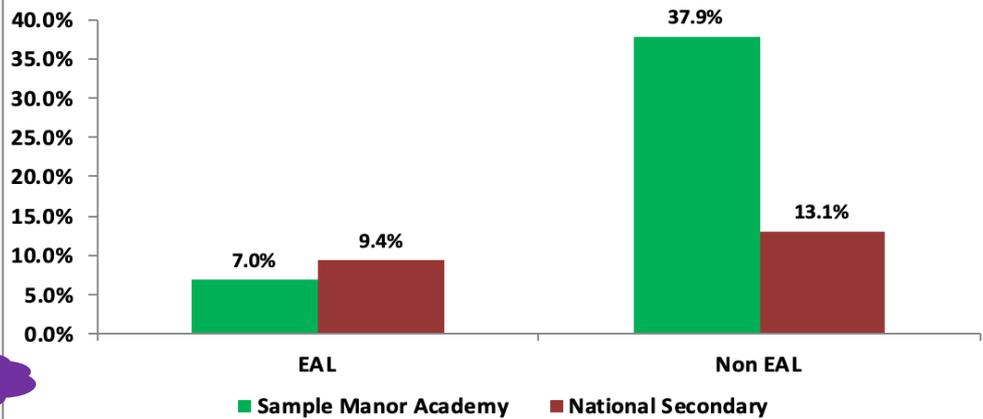
SEN + LAC

SEN Support for EAL



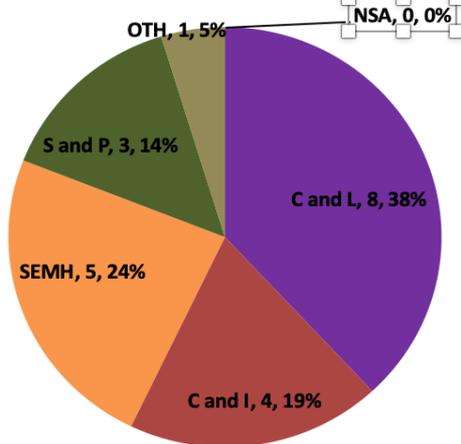
SEN + EAL

EAL Breakdown: Pupils with SEN compared to National

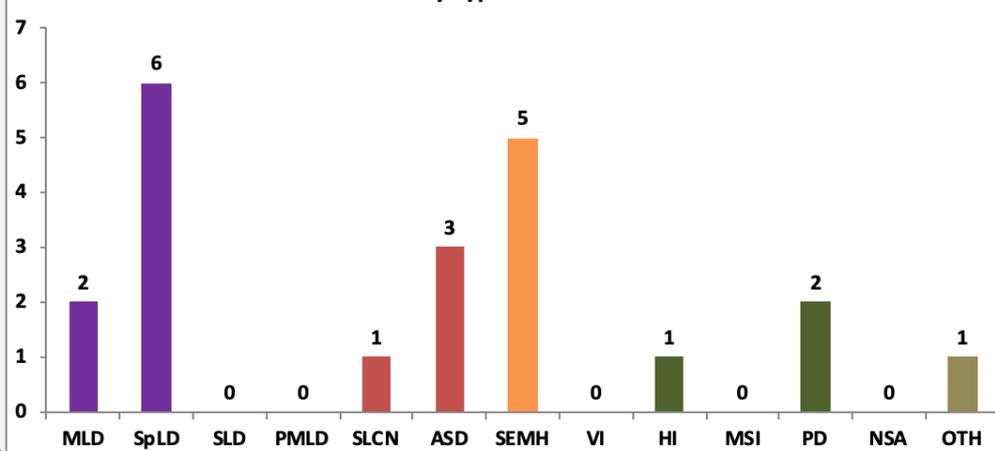


YEAR 7

Year 7 SEN Broad Area of Need



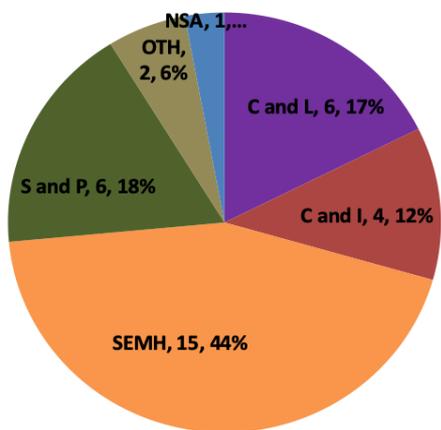
SEN Primary Type of Need for Year 7



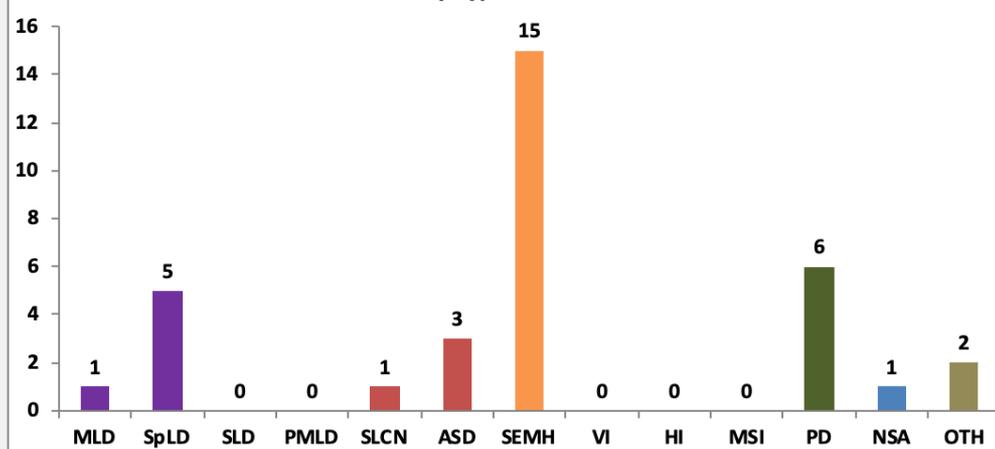
Breakdown by year group

YEAR 8

Year 8 SEN Broad Area of Need



SEN Primary Type of Need for Year 8



Implications for the curriculum and for teaching?

YEAR 9

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

SEND Review - SEF

3

A leader of SEND.....

will ensure that SEND is evaluated annually
using a
structured review process as part of the
school's systematic review processes
with
external input
and
thread the findings throughout 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

Statements for Whole School Leadership and Management of SEND		R	A	G
The SENCO, SLT and governors have a clear and ambitious vision for SEND curriculum provision and outcomes in the school based on a culture of high aspiration for all pupils. The vision is communicated to all stakeholders.				
There is a SEND development plan in place with clear aims and objectives that links to the whole school development plan. Self-evaluation of SEND provision and outcomes informs the development planning process.				
A lead SEND governor challenges leaders 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.				
The SEN Information Report is co-constructed with parents and pupils and reviewed annually. It meets the legal requirements, is accessible and is prominent on the school website.				
The SEN Information report is understood and implemented by all staff in the school.				
The school is effectively implementing the requirements of the SEND Code of Practice and the Equality Act (2010) including making reasonable adjustments for pupils with SEND.				
The SENCO is a member of the Senior Leadership Team and works alongside the Headteacher and other senior leaders to ensure SEND is seen as a whole school responsibility.				
The SENCO has received appropriate training. The SENCO and other school leaders are knowledgeable on the SEND Code of Practice and its implications for the school.				
The SENCO is involved in making decisions about staff recruitment, deployment and use of resources for SEND (including funding). Deployment decisions are reviewed and evaluated for impact.				
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.				
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				
Areas of strength for whole school leadership and management: <ul style="list-style-type: none"> • 	Key recommendations for whole school leadership and management: <ul style="list-style-type: none"> • 			

Aspects of the SEND Review for Middle Leaders

Outcomes

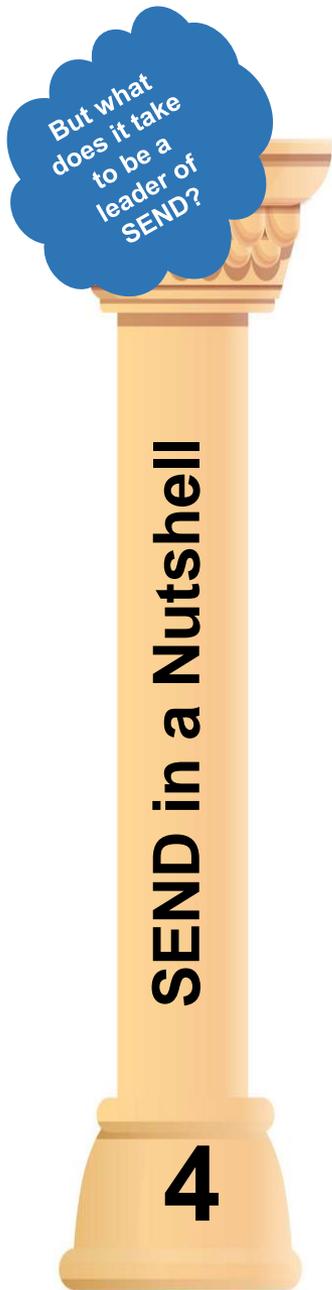
Leadership

Teaching and Learning

Monitoring and Evaluation

Middle Leaders Phase or Subject mini-SEND Review

	R A G	STRENGTHS	AREAS FOR DEVELOPMENT
LEADERSHIP OF SEND			
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.			
The school development plan has clear aims and objectives in place related to SEND. As a result, key priorities are identified correctly.			
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.			
THE QUALITY OF TEACHING AND LEARNING FOR PUPILS WITH SEND			
Senior and middle leaders with responsibility for SEND work closely alongside class teachers to support differentiation and curriculum development. They are involved in reviewing and helping teachers improve the quality of teaching for all pupils.			
Teachers have a clear understanding of pupil need and personalised strategies are informed by parent and carer partnership. These are consistently applied throughout the school.			
The individual needs of pupils are communicated effectively to all staff.			
Teachers use assessment information to plan and differentiate lessons effectively. This includes setting homework that is matched to pupils' individual needs.			
Evidence from observations shows the teaching of interventions is considered to be consistently good or better.			
Outcomes from interventions are integrated into classroom teaching and teachers capitalise on learning from interventions in whole class and small group teaching.			
MONITORING, TRACKING AND EVALUATION			
Pupils with SEND have personalised plans that are reviewed with parents and carers at least termly.			
Interventions follow a cycle of Assess, Plan, Do, Review.			
Interventions are rigorously evaluated. Adjustment to the provision is then made accordingly.			
The school has a good understanding of how pupils with SEND achieve with individual teachers and across subjects.			
OUTCOMES FOR PUPILS WITH SEND			
Progress for pupils with SEND, across year groups, in a wide range of subjects, is consistently strong and evidence in their work indicates that they achieve well.			
Pupils with SEND acquire and apply a wide range of knowledge and skills, in reading, writing, communication and mathematics effectively.			
The school uses a range of data to identify barriers to learning. This includes, for example, monitoring the types, rates and patterns of bullying and levels of attendance for pupils with SEND.			
Rates, patterns of and reasons for fixed-period and permanent exclusions of pupils with SEND are not disproportionate. There are no informal or unofficial exclusions.			



A leader of SEND.....

**will ensure there is a one-page overview of
SEND containing key information
and
used to raise the profile and understanding
of SEND amongst leaders, staff, governors
and other stakeholders**

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 (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

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 (2018-19 Performance Summary)

Insert school logo

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		8.1		8.6	

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. SEN Supp.	Sch. SEN Supp.	Nat. EHCP	Sch. EHCP	
2018-19	0.15		0.65		0.33		8.00		29.95		30.89

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		32.60		13.70		0.03		-0.43		-1.17	

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

- x
- x
- x

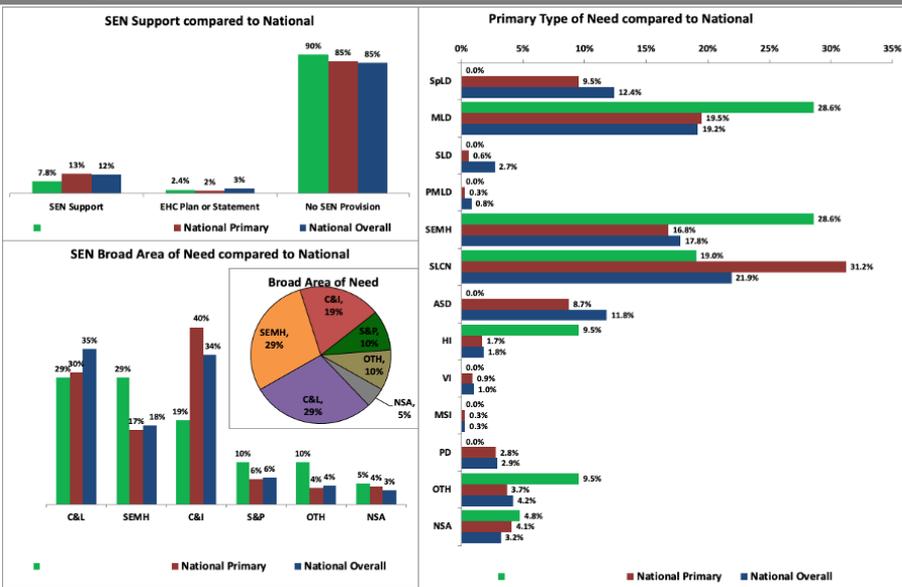
Our 3 key strengths in SEND:

- 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	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	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):

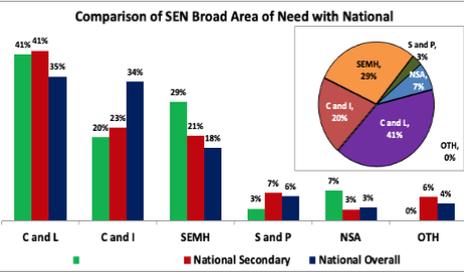
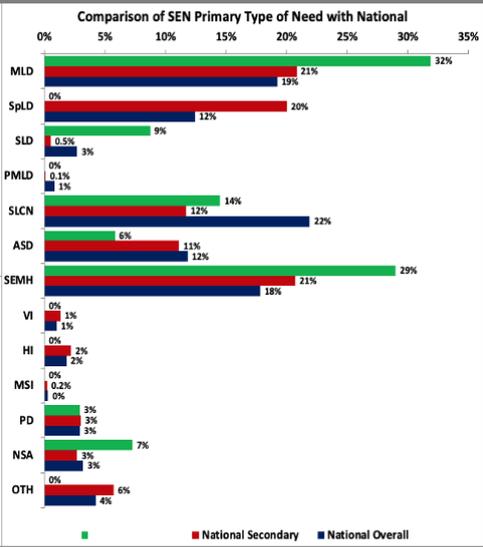
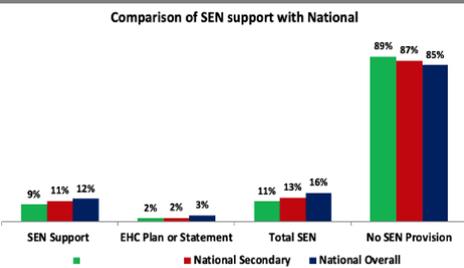
- x
- x
- x

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. EHCP	Sch. EHCP		
	Nat. No SEN	Sch. No SEN	Nat. SEN Supp.	Sch. SEN Supp.	Nat. No SEN	Sch. No SEN	Nat. SEN Supp.	Sch. SEN Supp.				
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. EHCP	Sch. EHCP		
	Nat. All	Sch. All	Nat. SEN Supp.	Sch. SEN Supp.	Nat. All	Sch. All	Nat. SEN Supp.	Sch. SEN Supp.				
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

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

SEND Development or
Transformation Plan

5

A leader of SEND.....

will ensure there is a development plan in place for SEND and (crucially) that it is threaded through the whole school development plan

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

Spring 2020

Summer 2020

Autumn 2020

Our vision is that
.....

This is a one
page
development
plan

Identification

Use the SEND Strategic Overview to review and inform accurate identification

Embed the strategic overview as a leadership tool throughout x

Develop on-site expertise in SpLD

Update the overview with progress data so that it can be used to inform staff deployment and interventions

Disaggregate the 'x' students from the x list

Develop expertise in the use of the assessments to inform identification

Produce a summary practice guide on SEND assessment and intervention

Establish a consistent range of assessments across the four broad areas of need

Use the TA Review & the SEND Strategic Overview to inform a revised structure and deployment methodology

Assessment

Conduct a review using the WSS TA Deployment Guide to review TA deployment and practice

Develop a x 'Champion teachers of SEND' programme

Improve literacy interventions/expertise to improve outcomes for pupils with SEND (all pupils)

Produce regular overviews of SEND attendance, exclusions and incident data across the 4 broad areas of need

Clearly and incontrovertibly demonstrate the impact of any interventions in place

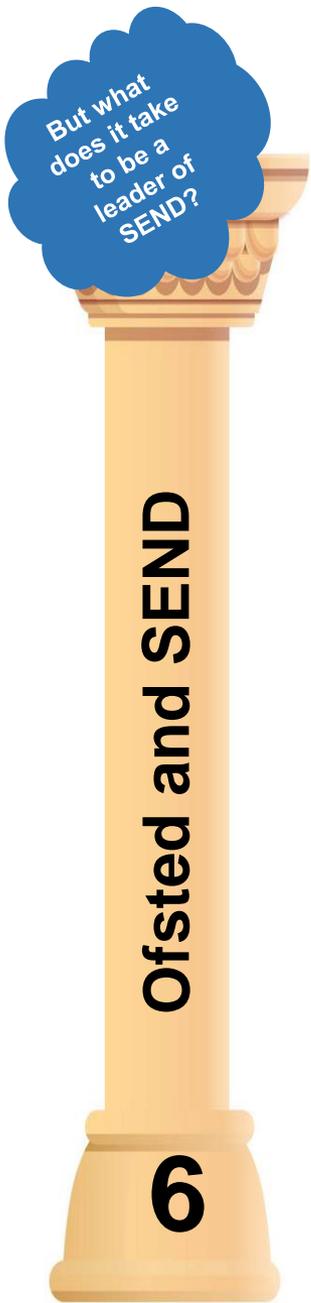
HQT & Learning Support

....from the SEND self-evaluation

SEND Development or Transformation Plan

5





A leader of SEND.....

will understand that a focus on SEND and inclusion is a key theme in the Ofsted framework for inspection and prepares the school/phase/subject accordingly

OfSTED September 2019 (updated April 2021)

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

*By setting out clearly how the EIF will apply to SEND provision, **we intend to be a force for improving the education available for all learners with SEND**, while ensuring that no provider will be placed at a disadvantage in terms of inspection judgements simply because they have a high proportion of learners with SEND. – Equality, diversity and inclusion statement*

leadership and management

352-356 Applying the EIF in special schools and in mainstream schools' provision for pupils with SEND

353. Inspectors will gather and evaluate evidence about:

- whether leaders are **ambitious** for all pupils with SEND
- how well leaders **identify, assess and meet the needs of pupils** with SEND, including when pupils with SEND are self-isolating and/or receiving remote education
- 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 **leaders involve parents, carers** and, as necessary, other professionals/specialist services in deciding how best to support pupils with SEND, including agreeing the approach to remote education

leadership and management

- how well leaders **include pupils** with SEND in all aspects of school life
- How well the school **assesses learning and development** of pupils with SEND, and whether pupils' **outcomes are improving as a result of the different or additional provision** being made for them, including any reasonable adjustments in remote education provision. This covers outcomes in:
 - communication and interaction
 - cognition and learning
 - physical health and development
 - social, emotional and mental health
- how well pupils with SEND are prepared for their **next steps in education, employment and training, and their adult lives**

overall effectiveness

194.

Before making the final judgement on overall effectiveness, inspectors will always consider the spiritual, moral, social and cultural development of pupils at the school, and evaluate the extent to which the school's education provision meets different pupils' needs, including pupils with SEND.

overall effectiveness

Vision



- What is your vision for SEND?
- Is it a shared vision?
- How is it communicated?
- Can you evidence that everyone knows and understands it?
- How is it translated into practice and how will you evidence inclusion in the school?

overall effectiveness

SEN Information Report

- Must be available on your school website and link to local offer
- Reviewed annually (co-constructed?)
- Accessible for parents
- An opportunity to celebrate good practice

Consider a video:

<https://sites.google.com/a/aetinet.org/shafton-primary-academy/inclusion/special-educational-needs-and-disabilities>

<https://www.pikemereschool.com/special-educational-needs/#senvideo>

What might reasonable adjustments look like?

- a) The learning environment provides access for pupils with limited mobility or physical / sensory impairments.
- b) The classroom / learning space is supportive of pupils for whom a well-structured and organised environment is important.
- c) Displays / signs are accessible for pupils with communication difficulties.
- d) Pupils with Literacy difficulties are supported to access reading materials e.g. texts, IWB, worksheets.
- e) There are a range of resources available to support pupils with SEND to be independent.
- f) Classroom management structures are supportive of pupils who require a flexible approach.
- g) The curriculum is adapted to suit the needs of all pupils

1 ----- 5 ----- 10

Where are you? What are your areas for improvement?

**SEND – Preparing for an OfSTED inspection:
10 + 1 Questions for leaders to consider**

10 + 1 Questions	School Response	Evidence
1. To what extent are all leaders, including governors, ambitious for all pupils with SEND (including ensuring an ambitious curriculum)?		
2. How well do leaders identify, assess and meet the needs of pupils with SEND?		
3. How well do leaders develop and adapt the curriculum so it is coherently sequenced to all pupils' needs, starting points and aspirations?		
4. How well do teaching assistants and other adults support learning to meet the needs of children with SEND in mainstream classes?		
5. How successfully do leaders involve parents, carers and, as necessary, other professionals in deciding how best to support pupils with SEND?		
6. How well do leaders include pupils with SEND in all aspects of school life ?		
7. How well does the school assess the learning and development of pupils with SEND?		
8. How effectively do leaders support all staff to ensure they are meeting the needs of pupils with SEND?		
9. How well are pupils' outcomes improving as a result of the 'different from' or 'additional to' provision being made for them?		
10. How well are pupils with SEND prepared for their next steps in education, employment and training, and their adult lives?		
<i>How have leaders responded to the COVID-19 Pandemic in order to secure the continued learning, progress, wellbeing and safety of pupils with SEND?</i>		

A leader of SEND.....

will have a working knowledge of the SEND Code of Practice Chapter 6 (and Chapter 5 for EY settings)

and

give this knowledge high status in the school. 

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

Know Chapter 6 of the SEND Code of Practice

1

A leader of SEND.....

will know the four broad areas of need from the SEND Code of Practice

and

the patterns of SEND identification in the school compared to national patterns

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

Strategic Overview of SEND

2

A leader of SEND.....

will ensure that SEND is evaluated annually using a structured review process as part of the school's systematic review processes with external input and thread the findings throughout the School Development Plan

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

SEND Review - SEF

3

A leader of SEND.....

will ensure there is a one-page overview of SEND containing key information and used to raise the profile and understanding of SEND amongst leaders, staff, governors and other stakeholders

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

SEND in a Nutshell

4

A leader of SEND.....

will ensure there is a development plan in place for SEND and (crucially) that it is threaded through the whole school development plan

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

SEND Development or Transformation Plan

5

A leader of SEND.....

will understand that a focus on SEND and inclusion is a key theme in the Ofsted framework for inspection and prepares the school/phase/subject accordingly

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

Ofsted and SEND

6

What are your actions to become a more effective leader of SEND?

malcolm@wholeschoolsend.com

 @Malcolm_Reeve