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SEND in a Nutshell

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@Malcolm_Reeve



For Parents



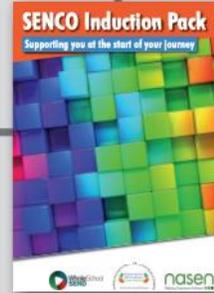
For Headteachers,
Executive Headteachers
and Trustees



For Governors in
all schools

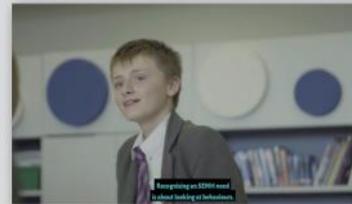


For Headteachers

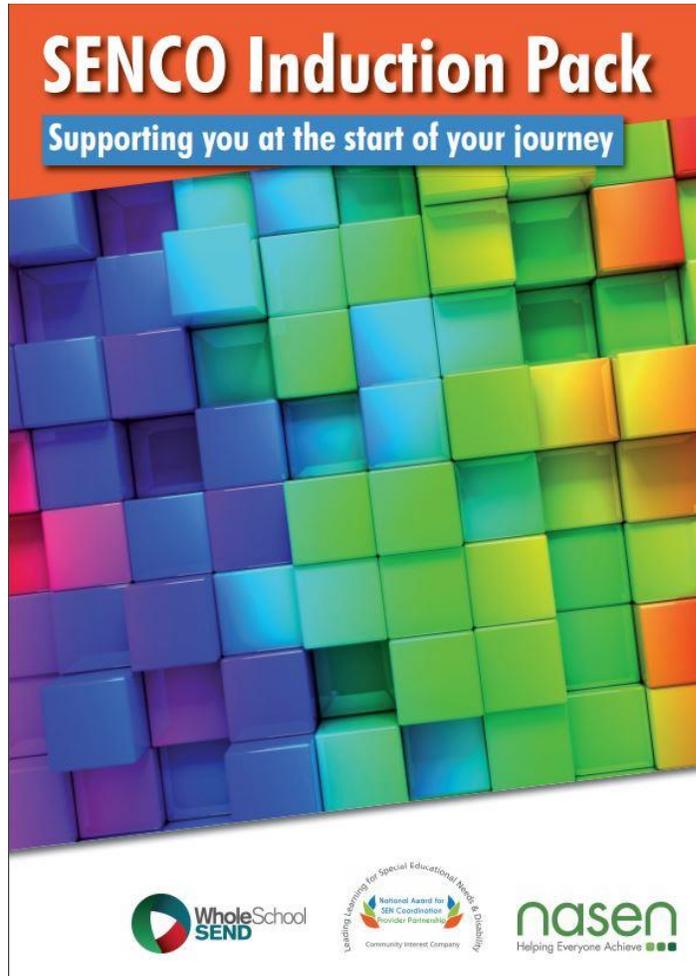


For SENCOs and
other Senior Leaders

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

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'

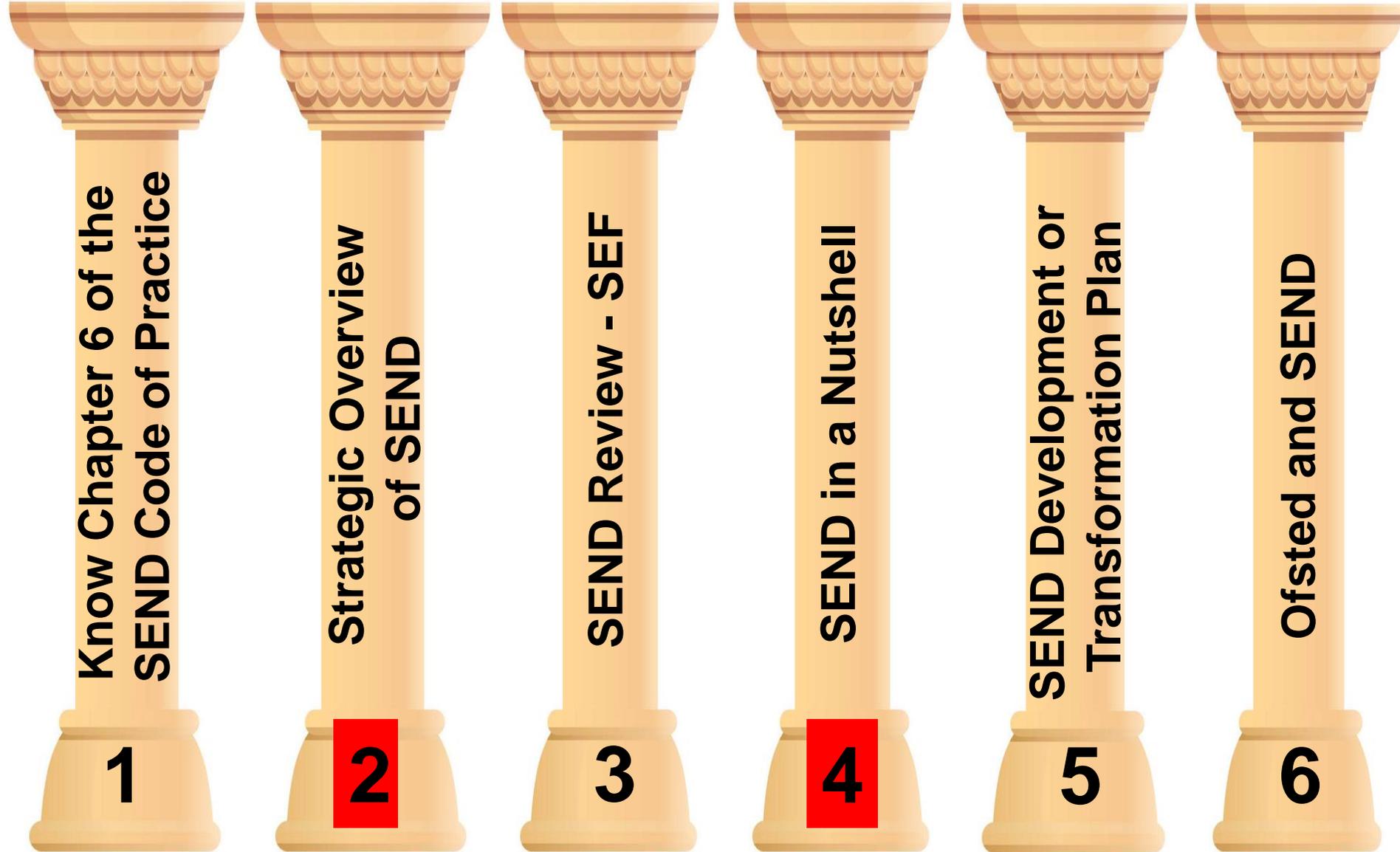
The issue:

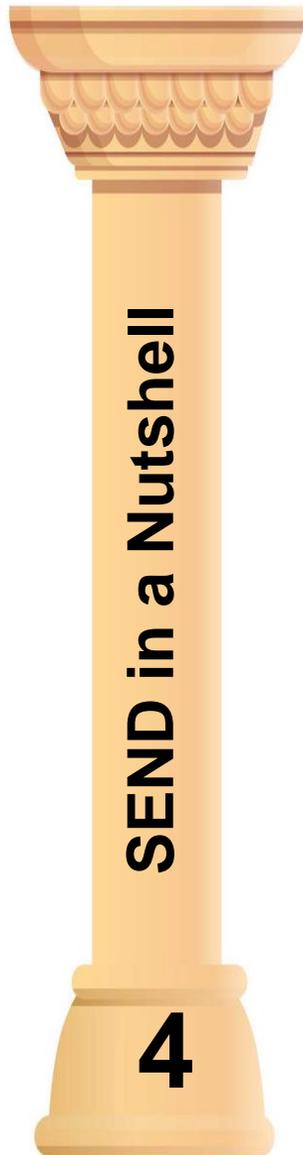
Can we expect every teacher to be a high quality teacher of SEND until every leader is a high quality leader of SEND?

Every leader a leader of SEND

(Every governor a governor of SEND)

The 6 Pillars of SEND Leadership





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**

The nutshell as a **Leadership** tool

- It presents a potentially complex set of information in a clear and concise format
- It therefore has the potential to engage all leaders
- It's the starting point for an informed discussion; starting with why?
- It can be used as an information tool for all school staff

The nutshell as a **Governance** tool

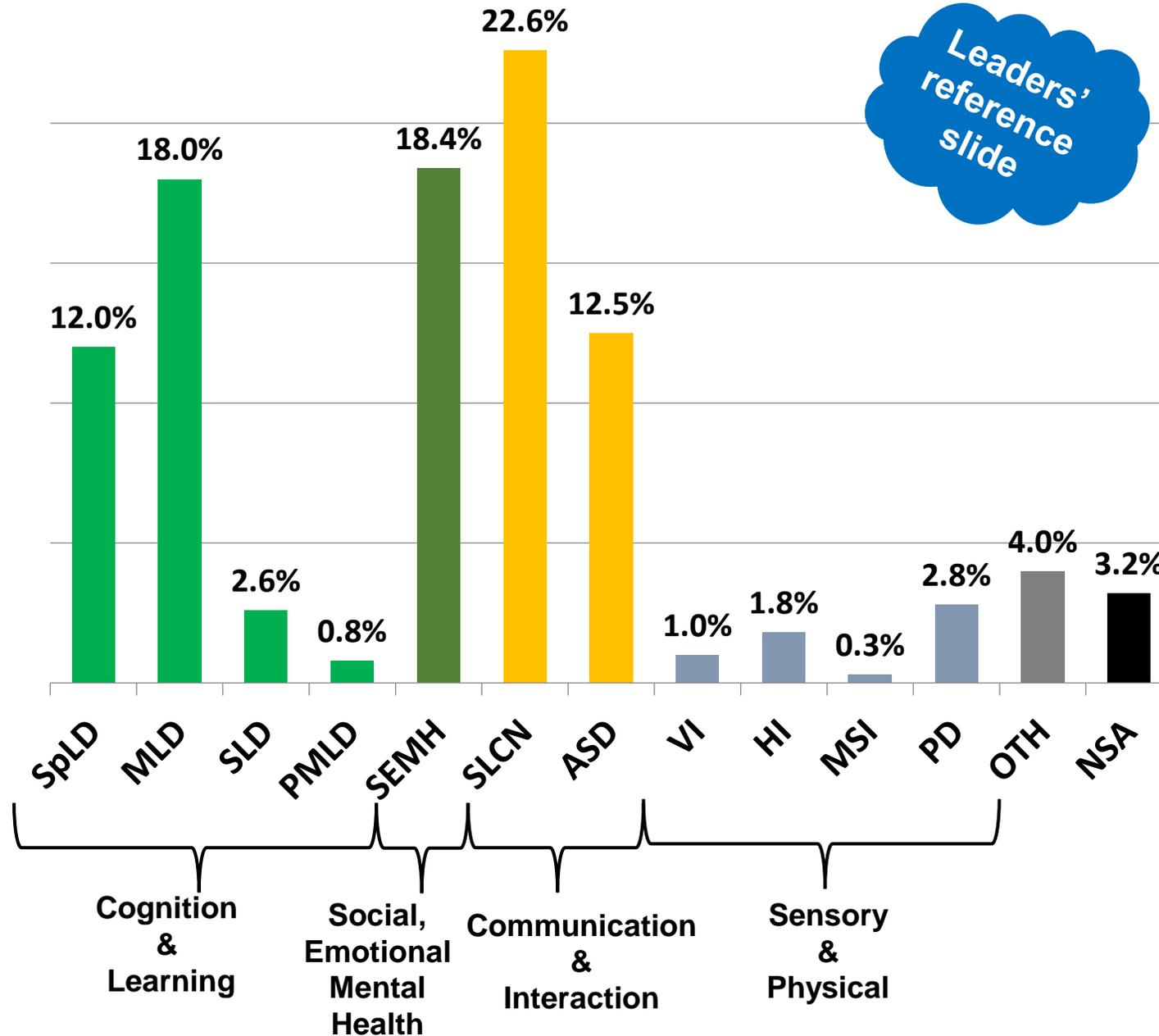
- It presents a one-page overview of SEND in a school for governors
- It is effectively the SEND report for the SEND Governor and all governors
- It's the starting point for an informed governance discussion; starting with Why?
- It can be easily updated for each termly governors' meeting

The nutshell as an **External Review** tool

- It summarises SEND in a school for an external evaluator
- It is useful on a telephone call
- It is useful as a starting point for discussions during an external evaluation
- It demonstrates a strategic understanding of SEND and will support a consistent narrative and joined-up approach

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

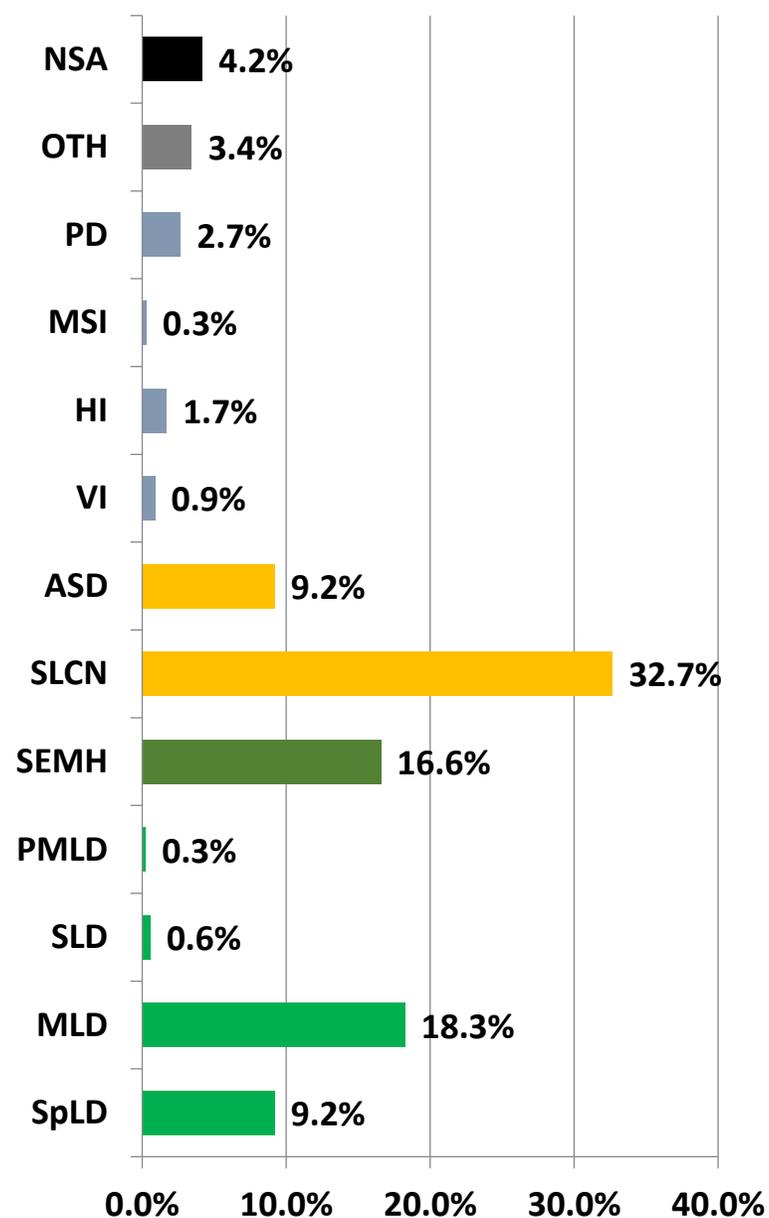
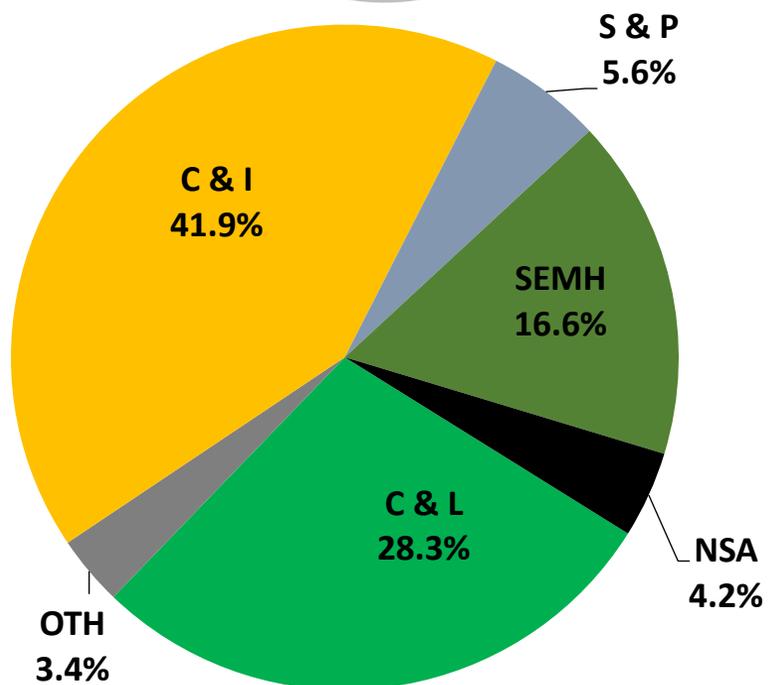
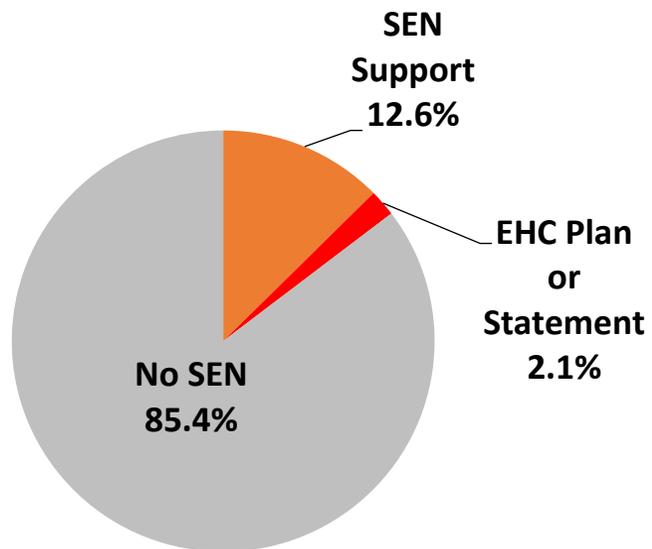
source: DfE census January 2021



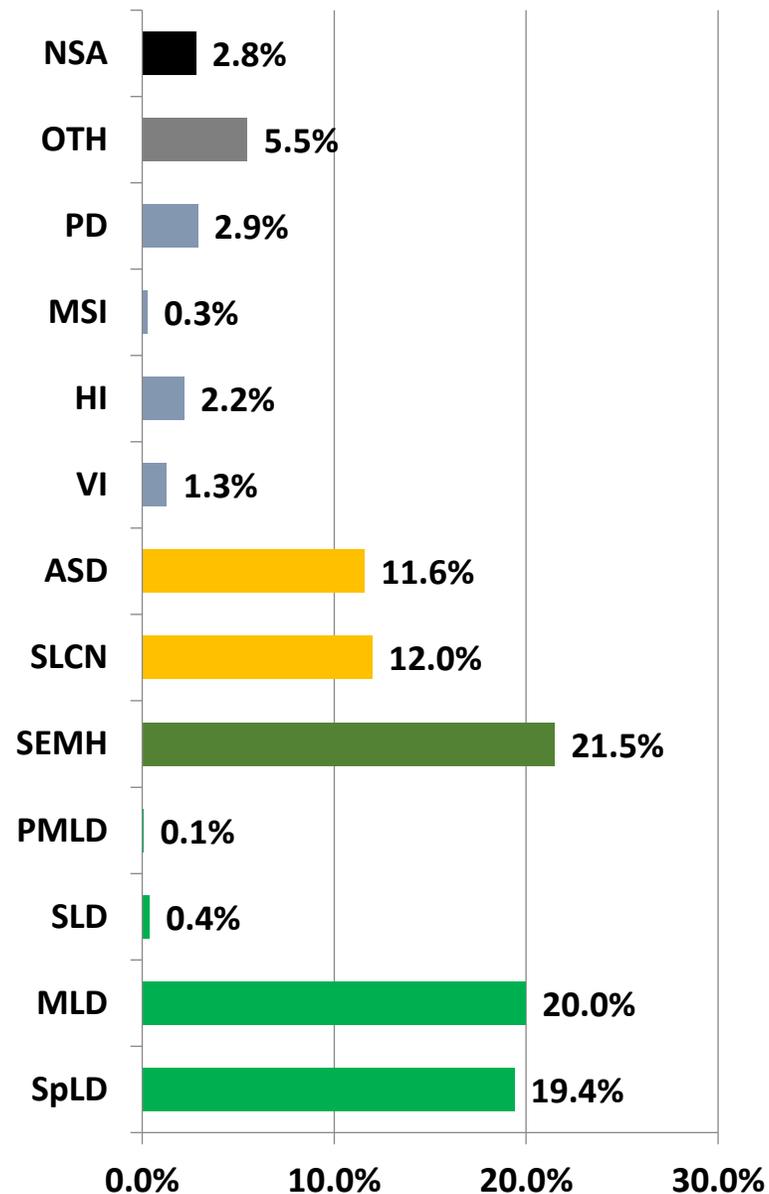
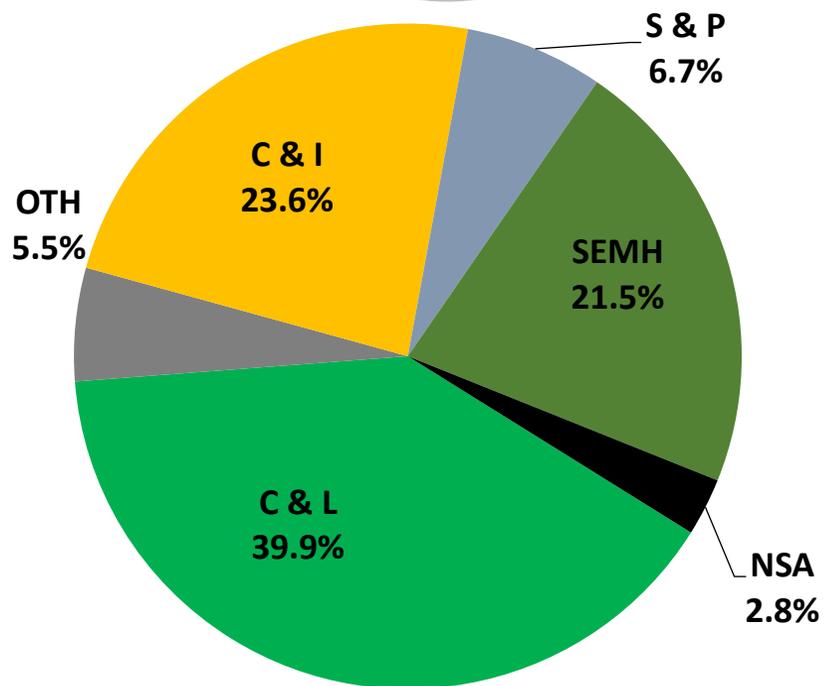
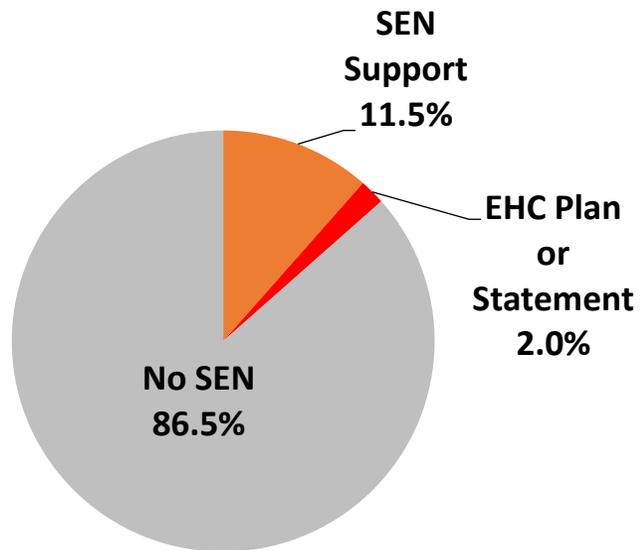
Primary Categories of Need

- 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

Identification of SEND in primary Schools in England in 2021



Identification of SEN in secondary schools in England in 2021



So let's look at one in detail....

There are three components to the nutshell:

1. Your identification data (from your Strategic Overview of SEND)
2. Your school's up to date data from your Analyse School Performance
3. Your local knowledge of practice in your school on:
 - Teaching Learning
 - Your strengths in terms of your SEND provision
 - Your areas of development for your SEND provision

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	

	% 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	75	69	76	65	73	78	79	0.03	0.03	0.03
Nat. All										
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)

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. No SEN	Sch. No SEN	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	

Insert school logo

Strengths and Areas for Development

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

- x
- x
- x

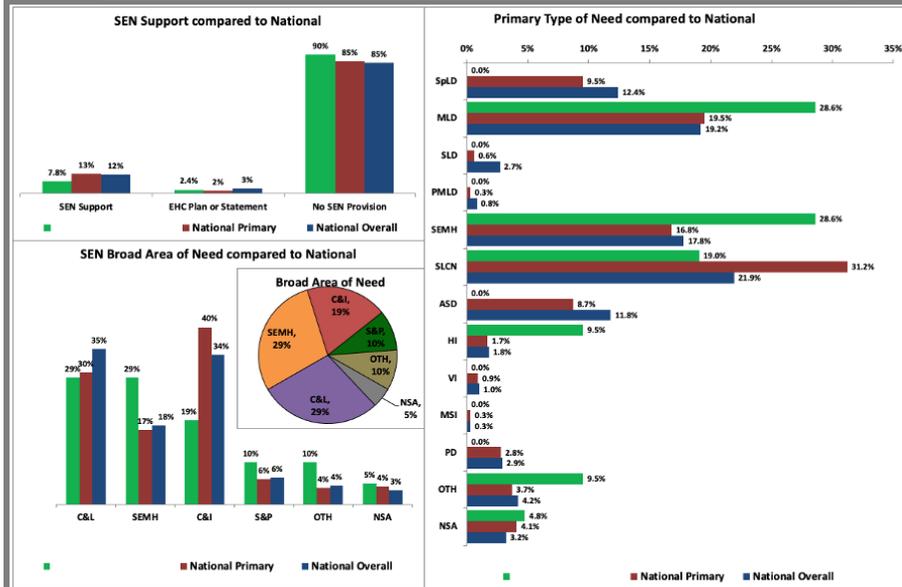
Our 3 key strengths in SEND:

- 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	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

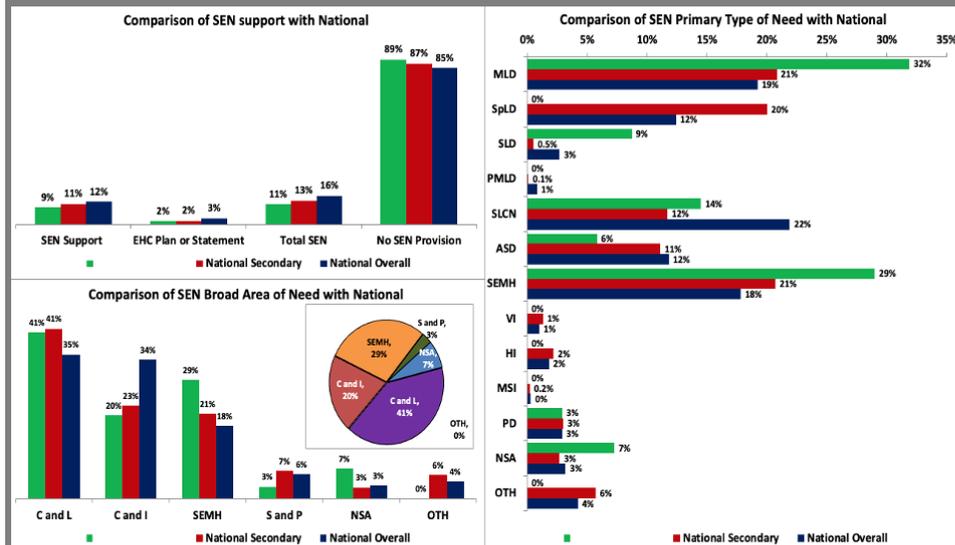
Our 3 key strengths in SEND:

- x
- x
- x

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

- x
- x
- x

Identification (Updated November 2020)



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 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

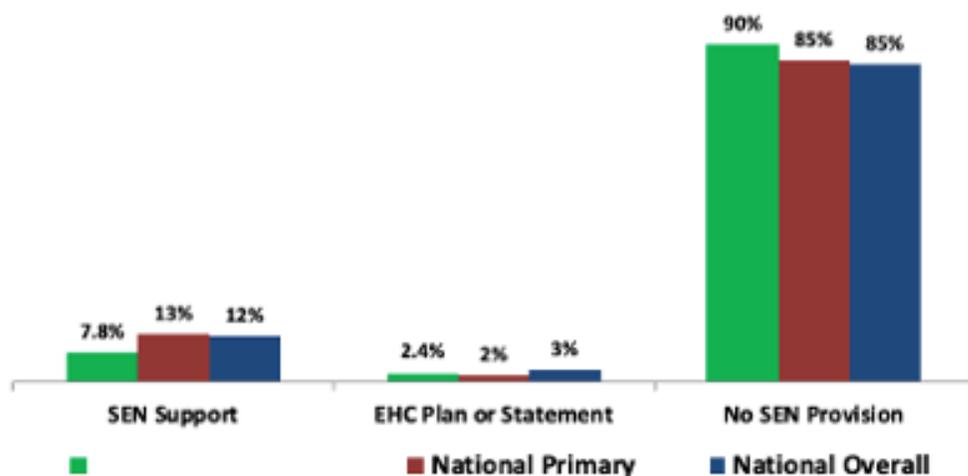
Strengths and Areas for Development

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

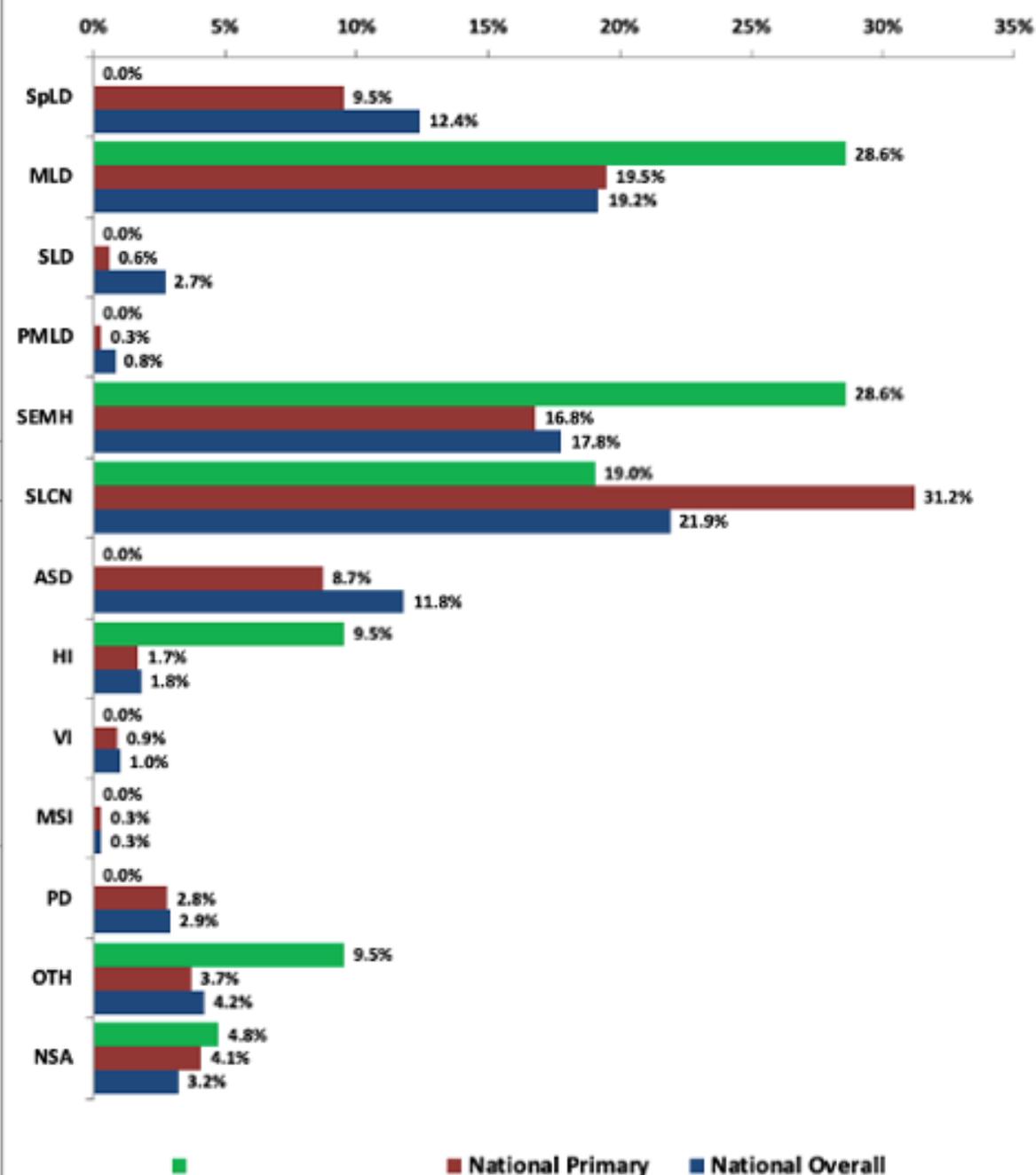
Our 3 key strengths in SEND:

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

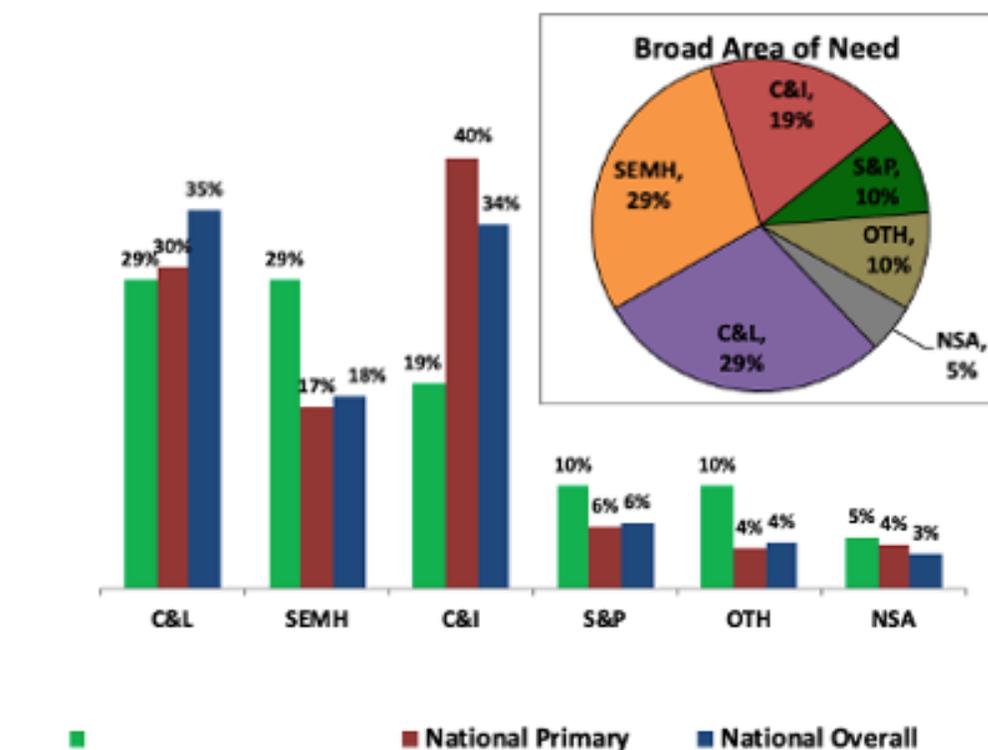
SEN Support compared to National



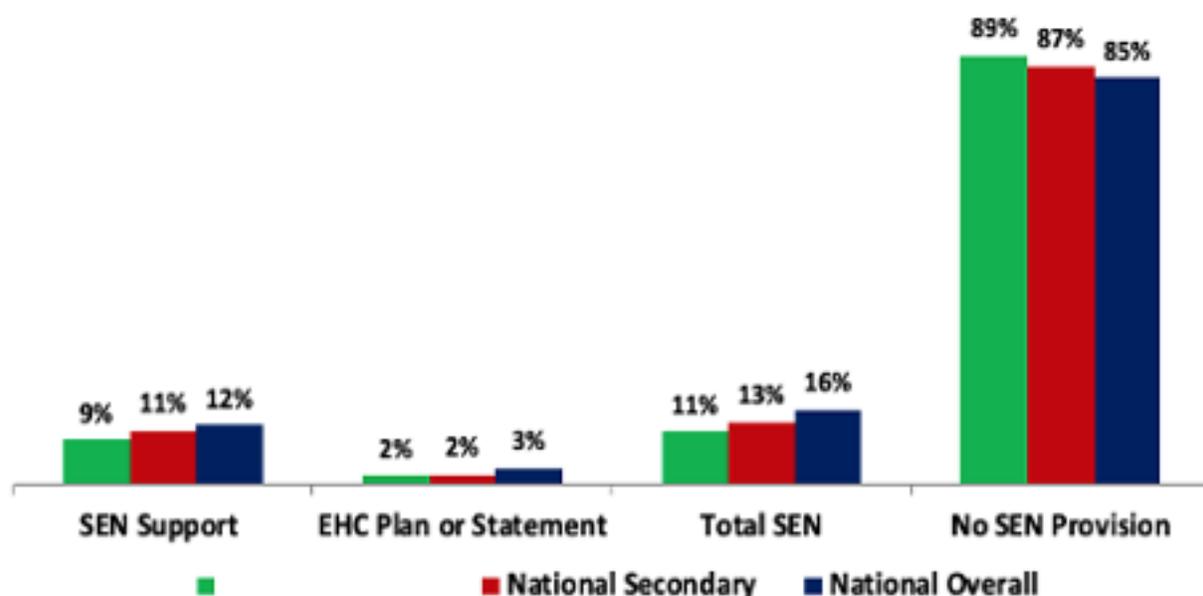
Primary Type of Need compared to National



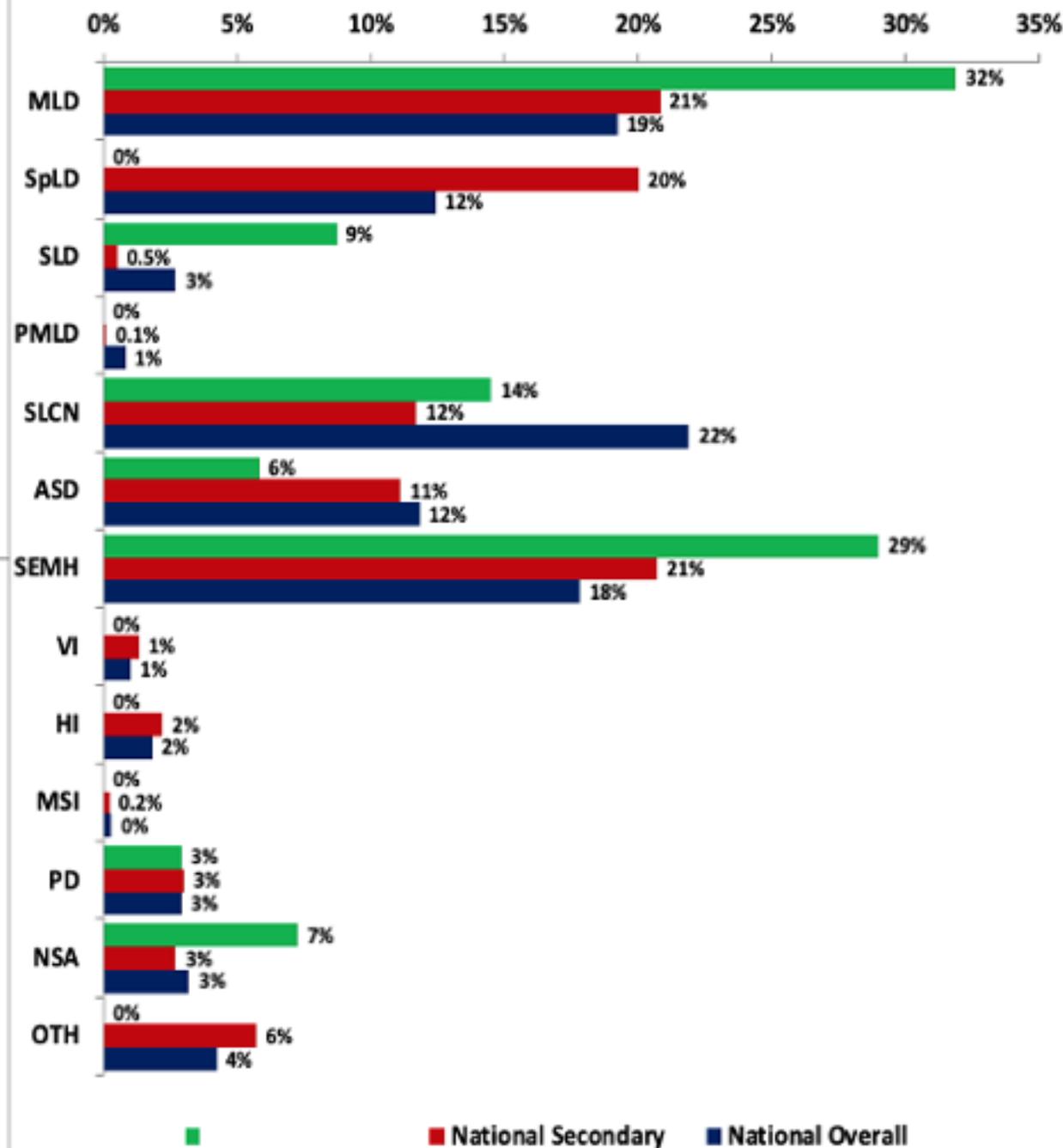
SEN Broad Area of Need compared to National



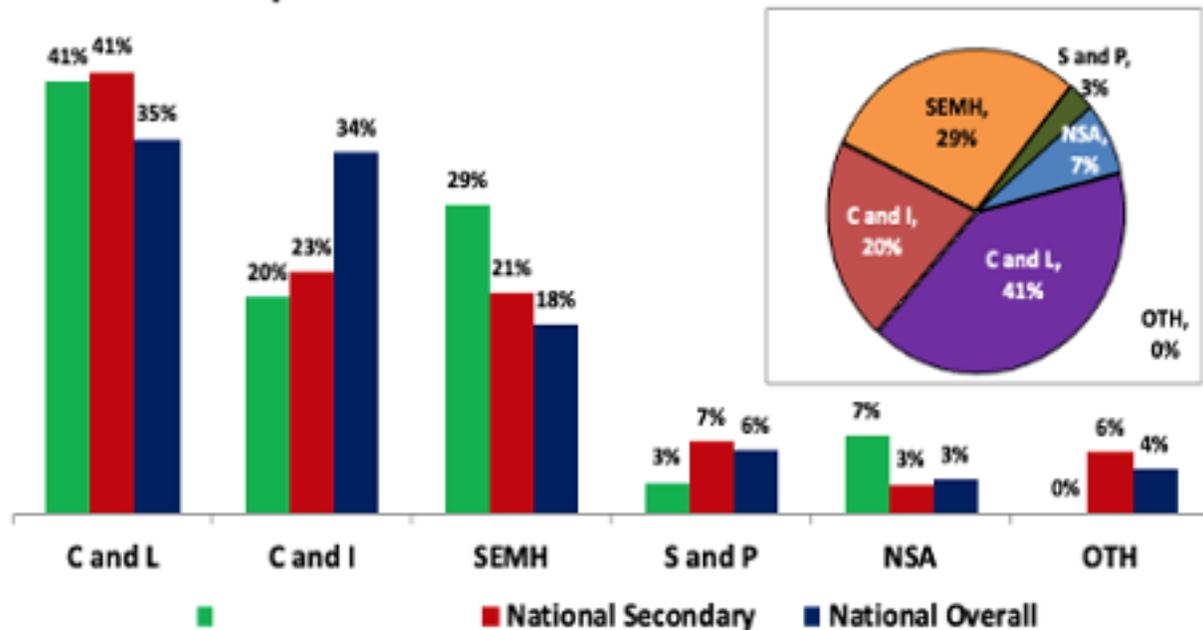
Comparison of SEN support with National



Comparison of SEN Primary Type of Need with National



Comparison of SEN Broad Area of Need with National



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. 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

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				
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		

**Let's look at the
SEND Overview**

Analyse School Performance (ASP)

- Replaced Raise online
- Use together with the school's **Inspection Data Summary Report (IDSR)**
- **Analyse School Performance** has more SEND information
- The Headteacher has a log-in code or can give you a pdf
- Updates are issued through the year – the last update is in the summer - Exclusions and Absence
- No personal data

Let's look at the Analyse School Performance 2018-19

It provides (amongst other things) the following data....

- Performance Data**
- Absence Data**
- Exclusions Data**

The Government has announced (<https://www.parliament.uk/business/publications/written-questions-answers-statements/written-statement/Commons/2020-03-23/HCSWS176/>) that it will not publish any school or college level educational performance data based on tests, assessments or exams for 2020. This update published here (<https://www.gov.uk/government/publications/coronavirus-covid-19-school-and-college-performance-measures>) clarifies what this means for the way school and college accountability will operate for 2019/20.

Spiderman School (URN: 123456)

School performance summary 2018/2019

A glossary explaining terms used in this report is at the end of the printed version.

Key stage 2 headline measures

This is revised data for 2018/19.

Progress in reading, writing and maths

Reading

Number of pupils = 37

Pupils with adjusted scores = 0

Well above average 4.30

Confidence interval
2.3 to 6.3

Writing

Number of pupils = 37

Pupils with adjusted scores = 0

Well above average 2.62

Confidence interval
0.8 to 4.5

Maths

Number of pupils = 37

Pupils with adjusted scores = 0

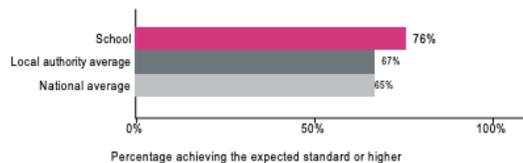
Above average 2.81

Confidence interval
1.1 to 4.5

Reading, writing and maths combined

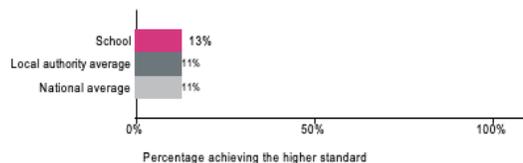
Percentage of pupils achieving the expected standard or higher

Number of pupils = 38



Percentage of pupils achieving the higher standard

Number of pupils = 38



The Government has announced (<https://www.parliament.uk/business/publications/written-questions-answers-statements/written-statement/Commons/2020-03-23/HCSWS176/>) that it will not publish any school or college level educational performance data based on tests, assessments or exams for 2020. This update published here (<https://www.gov.uk/government/publications/coronavirus-covid-19-school-and-college-performance-measures>) clarifies what this means for the way school and college accountability will operate for 2019/20.

Batman School (URN: 654321)

School performance summary 2018/2019

A glossary explaining terms used in this report is at the end of the printed version.

Key stage 4 headline measures

This is revised data for 2018/2019.

Progress 8

School

Pupils in Progress 8 cohort = 157

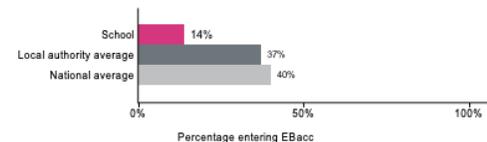
Pupils with adjusted scores = 1

Average 0.14

Confidence interval
-0.06 to 0.34

Percentage entering English Baccalaureate

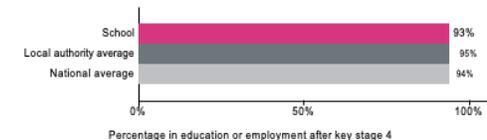
Number of pupils = 170



Percentage staying in education or entering employment after key stage 4

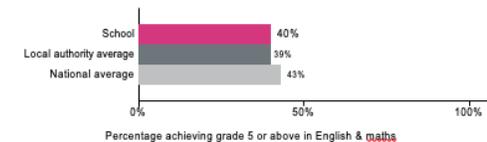
This is revised data for 2017/18 (2016/17 leavers)

Number of pupils = 139



Percentage achieving grade 5 or above in English and maths

Number of pupils = 170



Next steps.....

5 things to do:

1. Enter your SEND register in the overview (and keep it updated ongoingly)
2. Copy the graphs into your nutshell to give an updated 'live' version
3. Complete the absence, exclusions and outcomes section using your 2018-19 Performance Summary
4. Complete the HQ T&L section
5. Complete the Strengths and Areas for Development section
6. *Use your nutshell to maximum effect as a leadership tool*

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