

Welcome to this Whole School SEND CPD!

The session will begin shortly.

- Feel free to introduce yourself in the 'Chat'
- **Put any questions for our speakers in the 'Q&A'**
- Slides and documents will be sent to you after the session
- Please be respectful towards speakers and other attendees
- Message one of the team if you are having any technical issues

Leadership of SEND: Building a Culture of Collective Responsibility

Deputy Regional SEND Lead : Sarah Watson

North @WSSNorth

02.12.21

Funded by



Department
for Education



nasen
Helping Everyone Achieve 

Whole School SEND Contract Aims

Equip the school workforce to prioritise and understand their responsibilities in relation to SEND and to share and embed good practice at individual and setting-level within their CPD and school improvement plans, particularly in relation to SEN Support, early intervention and effective preparation for adulthood

Equip schools to meet their training needs in relation to SEND to improve provision through the delivery of targeted training packages within specific Local Authorities

Build capability within the school workforce to ensure all professionals can contribute to excellent SEND provision at every point in their career by providing clear CPD pathways to support their development, including in relation to specialist provision

A series of 3 webinars:

Part 1: Tuesday 16th November 2021, 14:00-15:30

Malcolm Reeve, National SEND Leader, will present on the key pillars of SEND Leadership; SEND Code of Practice and the effective use of SEND data by middle/phase leaders. [Webinar: Leadership of SEND: Building a Culture of Collective Responsibility | SendGateway](#)

• Part 2: Thursday 2nd December 2021, 14:00-15:30

During this session we will present case studies from SENDCO colleagues who have had recent Ofsted inspections (Autumn Term) and will reflect on key questions around collective responsibility for SEND.

• Part 3: Tuesday 11th January 2022, 14:00-15:30

Focus on phase / curriculum leaders. Case study: early reading and reading for pleasure
Review of all Autumn inspection reports – arising themes. Document to be shared in the session.

**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>		

Session Objectives:

Sharing of practical strategies for implementing collective responsibility for SEND

Reflect on key questions / themes from recent inspections

How using the EIF can help to drive improvements in SEND provision

Case Study 1

Rachael Danson

SENDSCO at Framwellgate School, Durham

Sharing of practical strategies for implementing collective responsibility for SEND

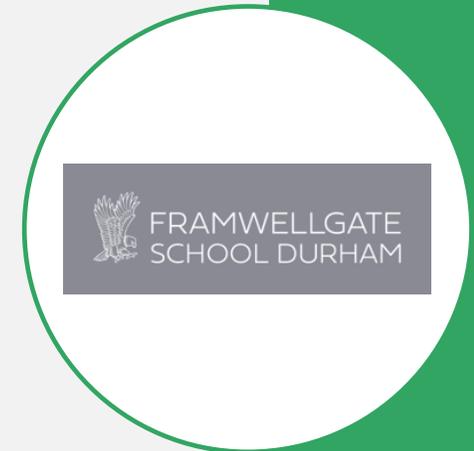
Learning walks and book scrutiny

Five-step Guides to Instructional Coaching

Implement a coaching model

Reflecting on how this has impacted teacher responsibility for SEND

Staff recommended reading / library and time back

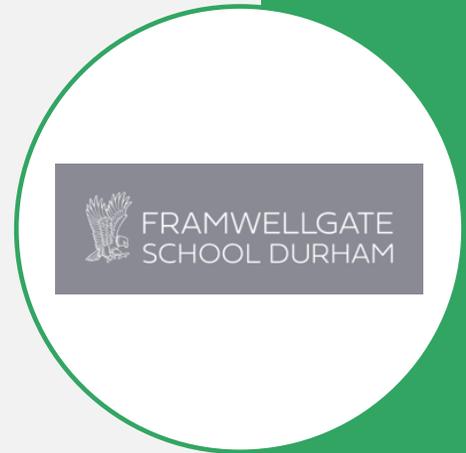


Key Questions / Themes arising:

Questions asked by Inspectors “What are you doing, personally?”

Next steps after inspection

- Reading Focus
- How are all staff encourage to participate?



How using the EIF can help to drive improvements in SEND provision

Next steps...

Focus on reading!

Whole School Reading Initiative

- Inference reading intervention model



Case Study 2:

Cheryl Tindale

SENDSCO at Trinity Academy, Doncaster

School Background

- Trinity Academy in Thorne, Doncaster.
- Thorne is an ex-mining community, where the Income Deprivation Affecting Children Index indicator of social deprivation is significantly greater than the national average. Trinity Academy is an 11-18 co-educational secondary school.
- Inspection History:
 - December 2013 – Inadequate
 - September 2015 – Requires Improvement
 - September 2017 – Requires Improvement
 - October 2021 - Pending



How have we made improvements to SEND provision?

- Encourage a collective responsibility for SEND provision
- Emphasis on QFT
- Clear intervention program with data collection
- Accessible SEND Support Plans for teaching staff and parents
- Increased parental communication
- Developing links and trusting relationships with the Local Authority SEND team
- Increased LSA training and responsibility
- Clear provision to reduce repeated fixed term exclusions and increase attendance



How to encourage collective responsibility

- Describe the process of inspection in CPD
- Get involved in learning walks and deep dives
- Lesson drop in
- Book scrutiny with HODs



All staff CPD – Questions to ask yourself:

Is the student able to reach the same outcome as their peers?
If not, what can you put in place to help them get there?

- Scaffolding work will look different in different student books.
- Some will require more support than others.
- This is not strictly limited to SEND students, but you will find that they are most likely to need it.
- Over longer periods of time scaffolding to carry out a particular task may reduce – this shows that the student is making progress.
- Not all SEND students need scaffolding that is visible in books all of the time (consider student need).



All staff CPD - Example

Categories of Need – How might they look different in your lesson?

COGNITION AND LEARNING	SOCIAL, EMOTIONAL AND MENTAL HEALTH	PHYSICAL AND/OR SENSORY	COMMUNICATION AND INTERACTION
<ul style="list-style-type: none">• Writing Frames• Support for presentation• Key terms• Spelling prompts• Structure Strips	<ul style="list-style-type: none">• Images• Checklists• Specific feedback• Language of choice• Praise the effort as well as the result• Consistency	<ul style="list-style-type: none">• Enlarged Resources• Enlarged Images• Seating Plan• Gap Fills	<ul style="list-style-type: none">• Question prompts• Sentence Starters• Chunking of information• Writing Frames for perspectives/times• Language of choice (you have two options)



Department Specific CPD – Example

Scientists used the genetically engineers zebrafish to test the new drug. Describe the processes that then need to happen to test the new drug before it can be used to treat all the children with Dravet Syndrome (6 marks)

The drug has to go through animal trials to see how the animals react with the drug. If the scientists get the right results, the drug goes through a simulation to see how the drug may react with humans. The drug then carries over to human trials, people who are healthy and to see if the drug has any side effects they also may introduce a placebo. Once the drug is finished in this sector, the drug then goes to human patients who have Down Syndrome to see if the patients may react differently. If the drug comes this far then it is then produced and is sold to people who would to take the drug that need it.



Scientists used the genetically engineers zebrafish to test the new drug.
 Describe the processes that then need to happen to test the new drug before it can be used to treat all the children with Dravet Syndrome (6 marks)

Process	
Stage One <i>Firstly... To begin with...</i> 	The drug has to go through animal trials to see how the animals react with the drug.
Stage Two <i>Secondly... If the results are successful...</i> 	If the scientists get the right results, the drug goes through a simulation to see how the drug may react with humans.
Stage Three <i>Thirdly... Next...</i> 	The drug then carries over to human trials , people who are healthy and to see if the drug has any side effects they also may introduce a placebo.
Stage Four <i>If the results are successful...</i> 	Once the drug is finished in this sector, the drug then goes to human patients who have Down Syndrome to see if the patients may react differently.
Final Stage <i>Finally... At the end of this process...</i> 	If the drug comes this far then it is then produced and is sold to people who would to take the drug that need it.



Individual Staff Support - Example

Tropical Rainforest Report

Help Flash the Sloth finish his report..

The largest area of Tropical Rainforest in the world is in South America and is called the Amazon Rainforest.

The forest has 4 distinct layers which are the Emergent, Canopy, Under-Canopy and the Forest Floor and each layer has its own special conditions.

In the Emergent Layer some trees grow ...

tally, thin, straight, and they receive the most sunlight.

In the Canopy Layer there are most of the animals that live in the rainforest.

Finally, down on the forest floor is where many plants and animals live.

The Under canopy is where many plants and animals live.

A lovely report Aaron - some good examples of the plants that grow but why is it so dark on the forest floor?



Tropical Rainforest Report

Bobby wrote

Help David Attenborough finish his report..

The largest area of Tropical Rainforest in the world is in South America and is called the Amazon Rainforest.

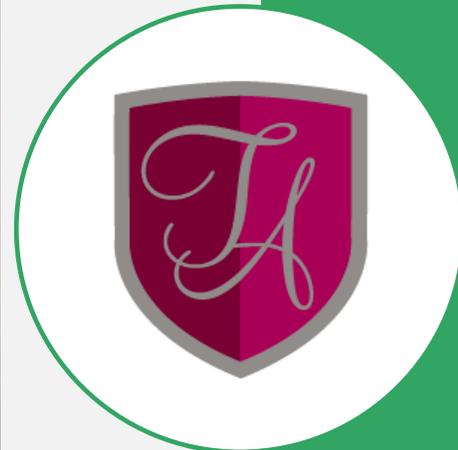
The forest has 4 distinct layers which are the Emergent, Canopy, Under-Canopy and the Forest Floor and each layer has its own special conditions.

In the Emergent Layer some trees grow tall, these are the tallest of trees and they receive the most sunlight. Animals like toucans, parrots, and monkeys live up here.

In the Canopy Layer the trees act as a roof and block most of the sunlight. There are lots of leaves, fresh seeds and flowers and it is hard to reach as the monkeys.

The Under canopy is where there is little light and shrubs, bushes and young trees, climbing plants and it is very important many animals rely on the damp and humid weather to survive.

Finally, down on the forest floor is where there are very little light there are only mosses, as a light and there are not many plants and it is hard to reach animals decompose like worms, bacteria and fungi that help release nutrients back into the soil.

‘How does the EHCP inform the structure of the curriculum?’

- Access to the curriculum is a collective responsibility.
- Developing the tone for a collective responsibility is key to ensuring that training and practise are evident across the school.
- Ensuring that each student is able to access the curriculum is the responsibility of the teacher through QFT.
- The student with an EHCP does not inform the curriculum, rather the teacher, HOD and SENCo ensure that through appropriate training and scaffolding, each student has the potential to access the curriculum itself.



Case Study 3:

Hayley Mannion

Assistant Head /SENDCO at St Therese of Lisieux, Stockton

St Therese of Lisieux Catholic Primary School

- 1 form entry school in Stockton on Tees.
- Number of children on roll: 213
- SEND pupils – 10
- Started the SENDCO role in September 2021 with our OFSTED inspection at the beginning of October.



Collective Responsibility

- All staff responsible
- What are the barriers to learning? – child case study
- Quality first teaching
- Pre teaching & same day interventions
- Teacher led
- Proactive not reactive
- Bottom 20% - challenge, rising aspirations



Personal Development

- Extra Curricular activities - % attending clubs
- Educational visits, residentials etc
- Pupil voice representation
- Further developments; SEN built in to all CPD.



Case Study 4:

Meg Holmes

SENDCO at Archbishop Holgate's School, York

Meg Holmes

Archbishop Holgate's School, York

'Archbishop Holgate's School is an exceptional place for pupils to learn'

The support provided for pupils with special educational needs and/or disabilities (SEND) is exceptionally strong. Teachers receive high-quality guidance on how to support these pupils and this is consistently followed. Well trained and knowledgeable teaching assistants play an active role in supporting pupils with SEND. Leaders are fully committed to eradicating any barriers to learning for these pupils. As a result, all pupils achieve highly



Full Report:

<https://archbishopholgates.academy/wp-content/uploads/2021/11/10199350-Archbishop-Holgates-School-A-Church-of-England-Academy-136-FINAL.pdf>

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Any Questions?

Next Session:

- **Part 3: Tuesday 11th January 2022, 14:00-15:30**

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Thank you for attending!

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- Get in touch: info@wholeschoolsend.com
- Sendgateway.org.uk
- Nasen.org.uk
- @wholeschoolSEND
- @nasen_org

Additional Links

- [Recorded webinar: Whole-Class Reading: Access for All](#)
- [Teaching WalkThrus](#)
- [Recorded webinar series: Developing an Inclusive, Accessible and Ambitious Curriculum](#)
- [SENCO Deployment Guide](#)

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Sign up to receive our monthly e-newsletter!

Monthly updates on all our events, new resources and other useful information:

<https://www.sendgateway.org.uk/user> → Communication Preferences

Upcoming WSS Events:

- Working with Parents, Carers and Families
- New to the SENCO Role
- SEND in Mainstream for Early Career Teachers and Beyond
- Perfecting Preparation for Adulthood
- Beyond the School Gates: Exploring Opportunity and Aspiration into FE and Beyond

You can see all [upcoming webinars](#) from WSS and find all our [free resources](#) on our website: <https://www.sendgateway.org.uk>

Let us know how this session has informed your practice!

Whole School SEND is always looking to improve our CPD offer by evaluating how attendees have changed their practice or embedded new strategies. We welcome any feedback on the session, either through our **post-events survey** or directly via **email** to info@wholeschoolsend.com.

If you would like to, we are also very happy for attendees to submit copies of any post-event activities so we can see how these have been used in practice

Let us know:

- What worked? What didn't? What were the challenges in putting ideas from this session into practice? What do you need more support with? Do you feel more confident after attending this session?

Find your region

- The WSS Regions are based on the boundaries used by the Regional Schools Commissioner areas.
- You can find out which region your local authority comes under here:

<https://www.sendgateway.org.uk/whole-school-send-regional-send-leads>

Recordings

- You can find recordings of our past webinars with the accompanying materials on the SEND gateway:

<https://www.sendgateway.org.uk/page/wss-past-events>

- You can also subscribe to our YouTube channel to keep updated:

www.youtube.com/c/WholeSchoolSEND



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