Welcome to this Whole School SEND webinar!

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 a recording will be available <u>tomorrow</u>
- Attendees are automatically muted and have their cameras off
- Please be respectful towards speakers and other attendees
- Message one of the team if you are having any technical issues

Please complete our opening poll while you wait for the session to begin.

Leading Governance for SEND: Using the Whole School SEND Governance Review Guide

Malcolm Reeve

South West

29th June 2021

Funded by

Department for Education

WholeSchool SEND

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

WholeSchool
SEND

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Helping Everyone Achieve

Using the Whole School SEND Governance Review Guide

Malcolm Reeve

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- 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

Useful resources

https://www.sendgateway.org.uk/resources

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

https://www.sendgateway.org.uk/resources

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Helping Everyone Achieve SPOTLIGHT

THE GOVERNANCE HANDBOOK FOR SEND AND INCLUSION

Schools that Work for All Learners

A David Fulton Book   Foreword by Fiona Millar   **ADAM BODDISON**

SEND GOVERNANCE
Review Guide
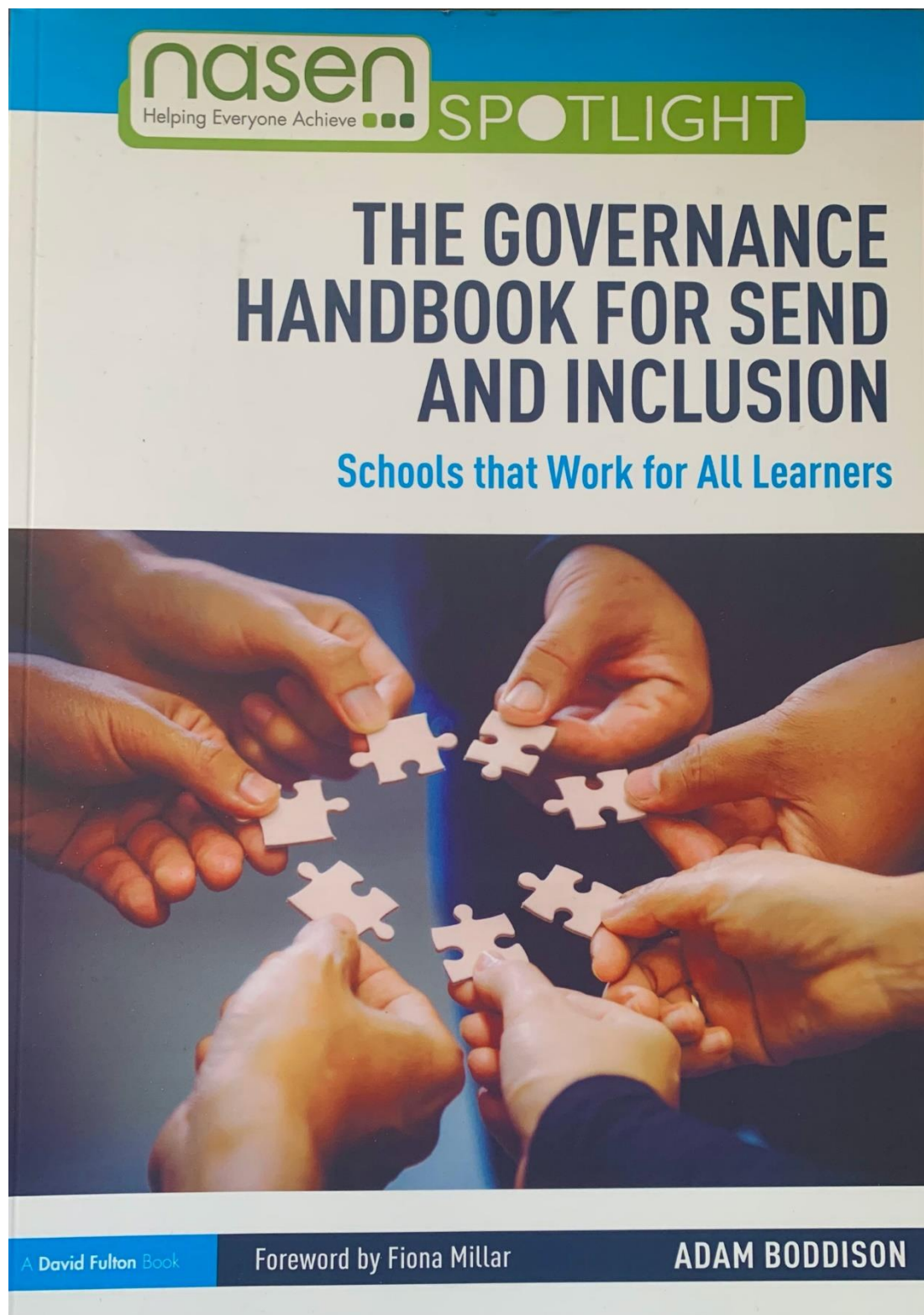
The 5 Pillars of SEND Governance

Know part 4 of the Equality Act 2010

Know Chapter 6 of the SEND Code of Practice

Governance Review Report

SEND in a Nutshell

Ofsted and SEND

1

2

3

4

5

Governance Review Report

3
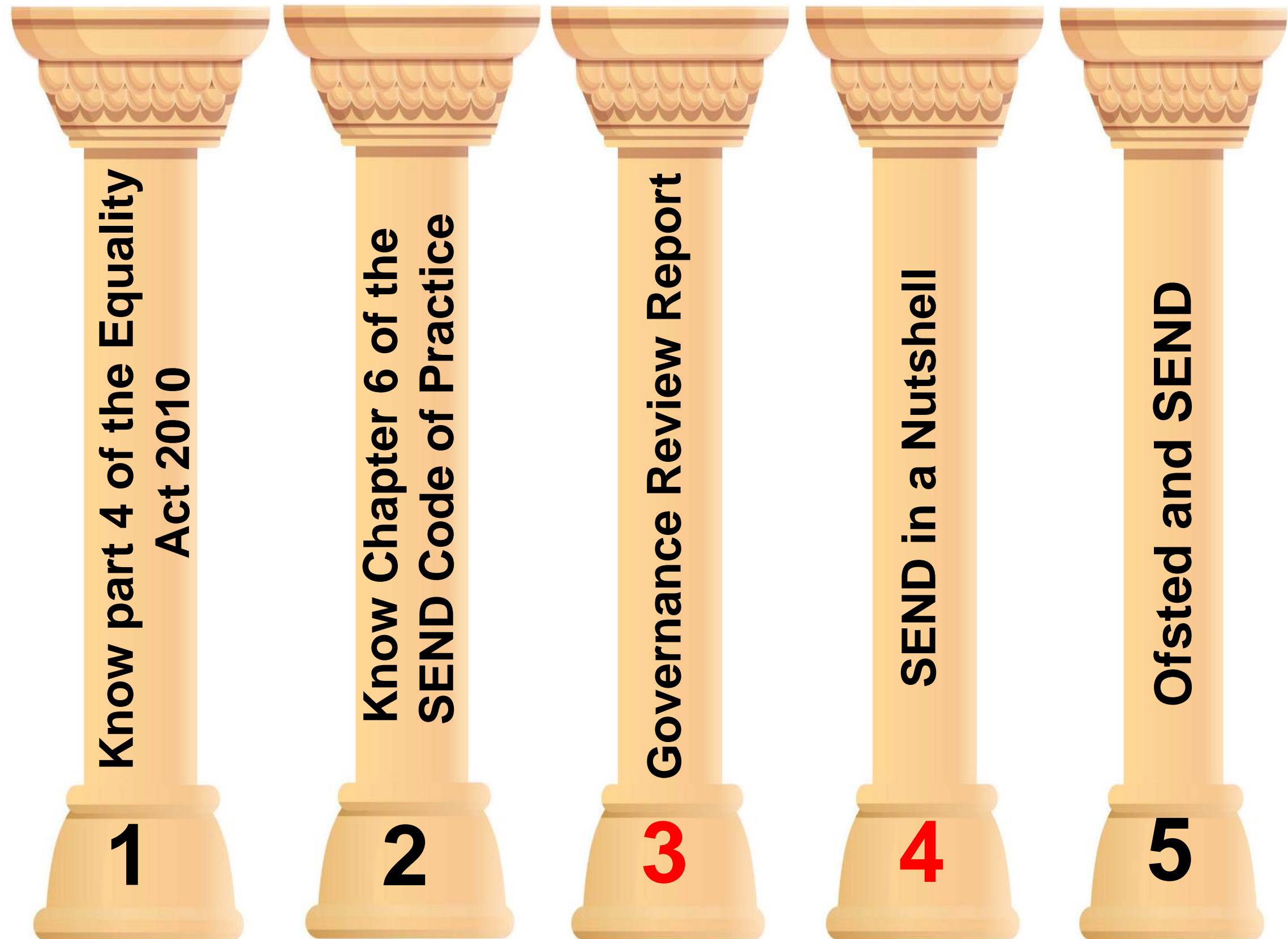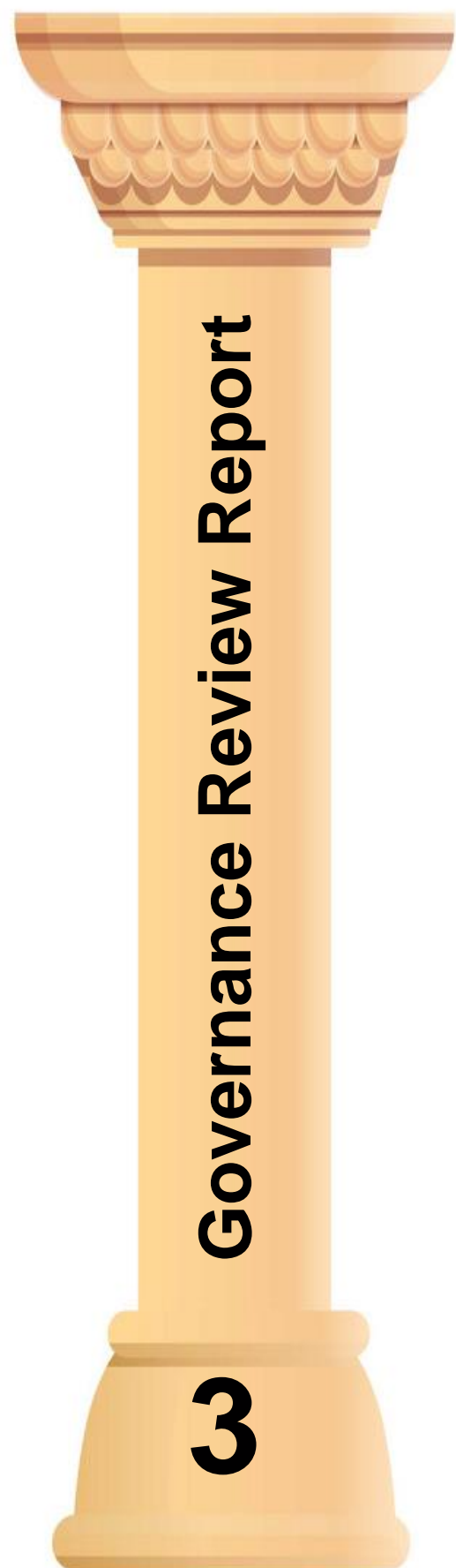
A governor of SEND……

will ensure that governance of SEND is evaluated annually using a structured review process with external input and actions agreed

SEND GOVERNANCE
Review Guide

Governance Review Report

3

| STRATEGIC LEADERSHIP	R	A	G
THE SETTING DEMONSTRATES:			
A strategic approach that incorporates SEND as part of a broader aspiration for inclusion across all stakeholder groups. An embodied vision for the education of all learners with SEND that will deliver a culture of high aspiration for all learners.			
A culture, values and ethos which actively welcomes learners with SEND and successfully includes parents and carers to support high-quality outcomes.			
Its strategic SEND priorities and can explain how these inform short to medium-term goals in support of its broader vision.			
Collective ownership and responsibility of the implementation of the settings strategic plan with appropriate systems for monitoring.			
THE BOARD DEMONSTRATES:			
Up to date knowledge regarding SEND policy and practice and can hold the setting to account in line with their statutory obligations.			
That it models a culture of high aspiration for all learners.			
Active participation in building a culture, values and ethos which welcomes learners with SEND and includes their parents and carers.			
That they monitor and evaluate progress towards the effective implementation of strategic priorities and goals for SEND.			
Proportionate risk management policies and procedures are in place to support the setting's strategic SEND priorities.			

Strengths	Areas for development

ACCOUNTABILITY	R	A	G
THE SETTING DEMONSTRATES:			
SEND provision is evaluated effectively alongside other priorities in the school development plan.			
Data analysis specifically highlights the outcomes of learners with SEND as a cohort, across key phases and other defined characteristics, e.g. 4 broad areas of SEN need, gender, disadvantage (pupil premium), Looked After, etc.			
The budget is allocated and managed effectively and transparently to ensure outcomes for learners with SEND identified in short and medium-term plans are met.			
Staffing and leadership structures actively support the strategic priorities associated with SEND.			
THE BOARD DEMONSTRATES:			
Confidence that robust performance management processes underpin high-quality outcomes for learners with SEND.			
Changes to relevant legislation, policy and practices are reflected upon and, where necessary, organisational or procedural adaptations are made.			
Reporting and publication of key SEND information is made publicly available, such as relevant policies and a SEN information report.			

Strengths	Areas for development

STRUCTURES AND PROCESSES	R	A	G
THE SETTING DEMONSTRATES:			
That comprehensive assessment supports accurate identification of need and informs classroom practice.			
Systematic scrutiny of behaviour, exclusion and attendance data to ensure additional educational needs are neither missed nor disproportionately represented.			
That all SEND documentation is accurate and is maintained, reviewed and updated regularly. Safeguarding procedures are clear and accessible to all.			
Specific SEND roles and responsibilities are clearly understood by all staff and volunteers.			
THE BOARD DEMONSTRATES:			
That it robustly interrogates reports from the headteacher or others specifically focusing on requirements related to learners with SEND.			
Governor business is focused on priorities identified in the short and medium-term plans, including those related to SEND.			
That its committee structure ensures SEND is considered strategically and effective communication supports this.			
Terms of reference make clear that decision making by any sub-committee or working group must take in to account the needs of learners with SEND.			

Strengths	Areas for development

PEOPLE MANAGEMENT	R	A	G
THE SETTING DEMONSTRATES:			
There are clearly defined opportunities for professional development for all staff and volunteers in relation to SEND across all phases and faculties.			
Gaps are identified in SEND knowledge, skills and understanding and appropriate professional development opportunities are put in place to close these.			
Roles and responsibilities for SEND provision are clear. As a result, all staff and volunteers understand and accept their responsibilities and accountabilities.			
The SENCO works collaboratively alongside the headteacher, senior leaders, parents and carers, and external agencies, including the voice of learners to develop a whole setting response to SEND.			
THE BOARD DEMONSTRATES:			
All governors understand their accountabilities towards learners with SEND.			
At least one member has demonstrably enhanced knowledge, skills and understanding of SEND.			
Skills audits identify levels of understanding of SEND and the board has developed an action plan to address any skills or development gaps.			
The Chair ensures that governor inductions include a comprehensive setting-specific introduction to SEND.			

Strengths	Areas for development

EVALUATION	R	A	G
THE SETTING DEMONSTRATES:			
There is a comprehensive understanding of strengths and areas of development for strategic planning of SEND informed by the SENCO and other professionals.			
That it seeks meaningful involvement from stakeholders, including learners with SEND and their families and carers, which is used to reflect critically on progress and outcomes.			
An openness to change policies and practices where necessary to foster inclusion and meet the needs of learners with SEND. Rigorous self-evaluation processes demonstrate a commitment to continuous improvement for SEND provision.			
There is a comprehensive understanding of strengths and areas of development for strategic planning of SEND informed by the SENCO and other professionals.			
THE BOARD DEMONSTRATES:			
The setting's vision, ethos and values including SEND are reviewed and updated as necessary.			
How their decision-making impacts on learners with SEND.			
That it compares internal data with external sources of information to challenge the improvement of the setting's SEND provision.			
A willingness to provide peer support and proactively identifies opportunities to share effective SEND governance with other settings and boards.			
An understanding of the views of learners with SEND to enable it to check information provided by the setting's leaders.			

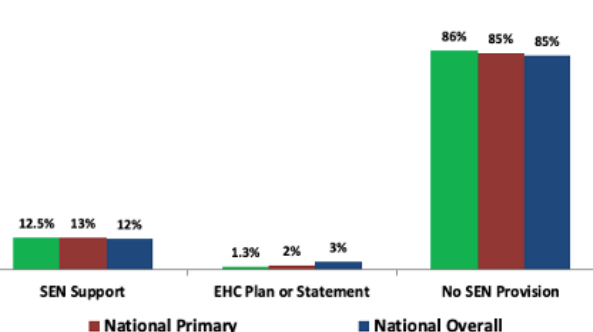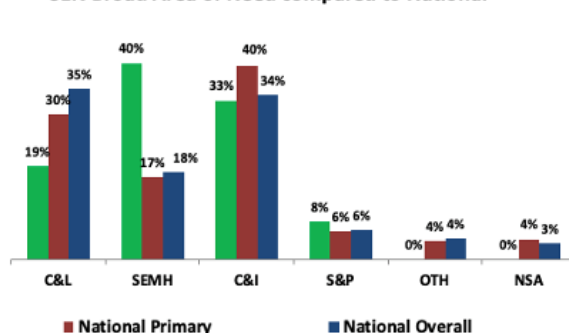| Strengths	Areas for development

SEND in a Nutshell

4
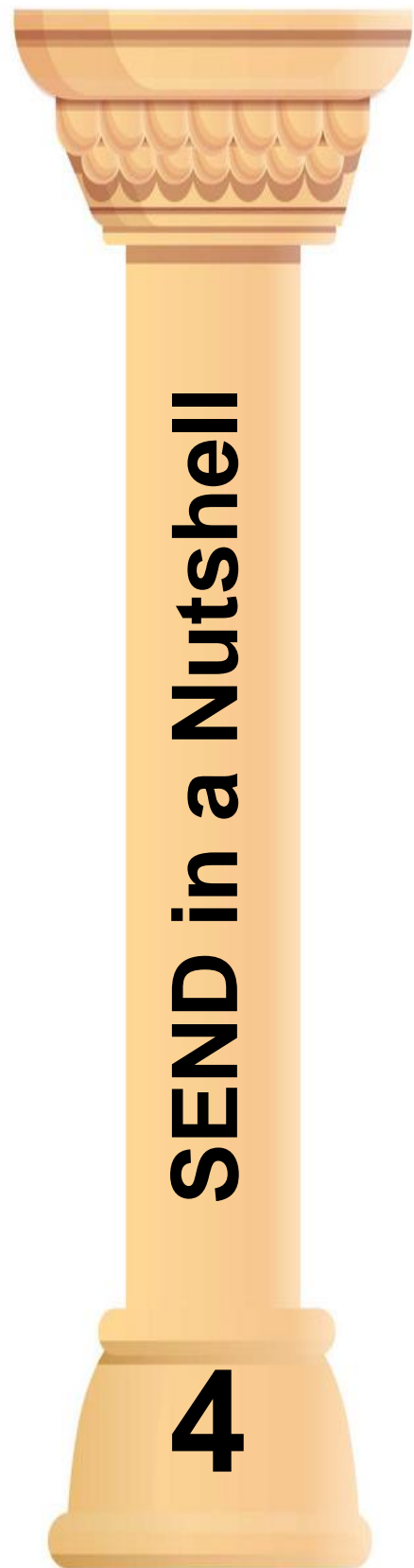
A governor of SEND……

will encourage a one-page overview of SEND containing key information and its use to raise the profile and understanding of SEND amongst leaders, staff, governors and other stakeholders
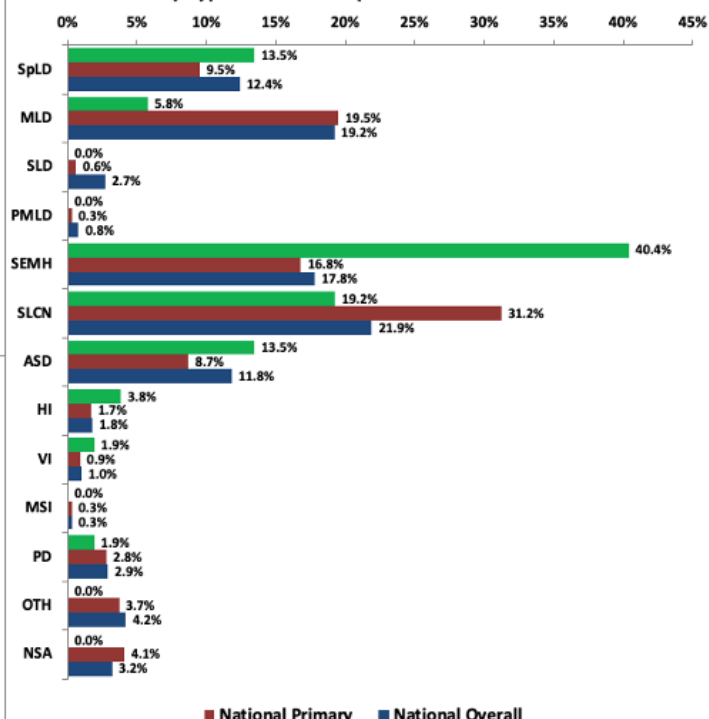
Identification *(Jan 2020 census data)*

SEN Support compared to National

SEN Support: 12.5%, 13%, 12%
EHC Plan or Statement: 1.3%, 2%, 3%
No SEN Provision: 86%, 85%, 85%

Legend: National Primary, National Overall

Primary Type of Need compared to National

0% 5% 10% 15% 20% 25% 30% 35% 40% 45%

Type	Values
SpLD	13.5% / 9.5% / 12.4%
MLD	5.8% / 19.5% / 19.2%
SLD	0.0% / 0.6% / 2.7%
PMLD	0.0% / 0.3% / 0.8%
SEMH	40.4% / 16.8% / 17.8%
SLCN	19.2% / 31.2% / 21.9%
ASD	13.5% / 8.7% / 11.8%
HI	3.8% / 1.7% / 1.8%
VI	1.9% / 0.9% / 1.0%
MSI	0.0% / 0.3% / 0.3%
PD	1.9% / 2.8% / 2.9%
OTH	0.0% / 3.7% / 4.2%
NSA	0.0% / 4.1% / 3.2%

Legend: National Primary, National Overall

SEN Broad Area of Need compared to National

Area	Values
C&L	19% / 30% / 35%
SEMH	40% / 17% / 18%
C&I	33% / 40% / 34%
S&P	8% / 6% / 6%
OTH	0% / 4% / 4%
NSA	0% / 4% / 3%

Legend: National Primary, National Overall

Spider-Man Primary School

SEND in a Nutshell

High Quality Teaching and Intervention

High Quality Teaching for All

Cognition and Learning

	Communication & Interaction	

Social, Emotional and Mental Health

	Sensory and/or Physical	

Absence, Exclusions, Outcomes

Overall absence: % of sessions missed in primary schools

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

Rate of exclusions in primary schools

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

Outcomes in primary schools

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

	% Reaching exp. standard in KS1				% Reaching exp. standard at KS2			End of KS2 progress score		
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	66	66	77	78	81	83	83	1.61	0.87	1.90
Nat. SEN Supp.	33	25	36	25	41	39	46	-1.0	-1.7	-1.0
Sch. SEN Supp.	67	67	67	50	100	50	50	3.01	-2.71	-0.88
Nat. EHCP	13	9	14	9	16	14	17	-3.6	-4.3	-4.0
Sch. EHCP	N/A	N/A	N/A	100	100	100	100	5.69	-0.06	-1.09

Strengths and Areas for Development

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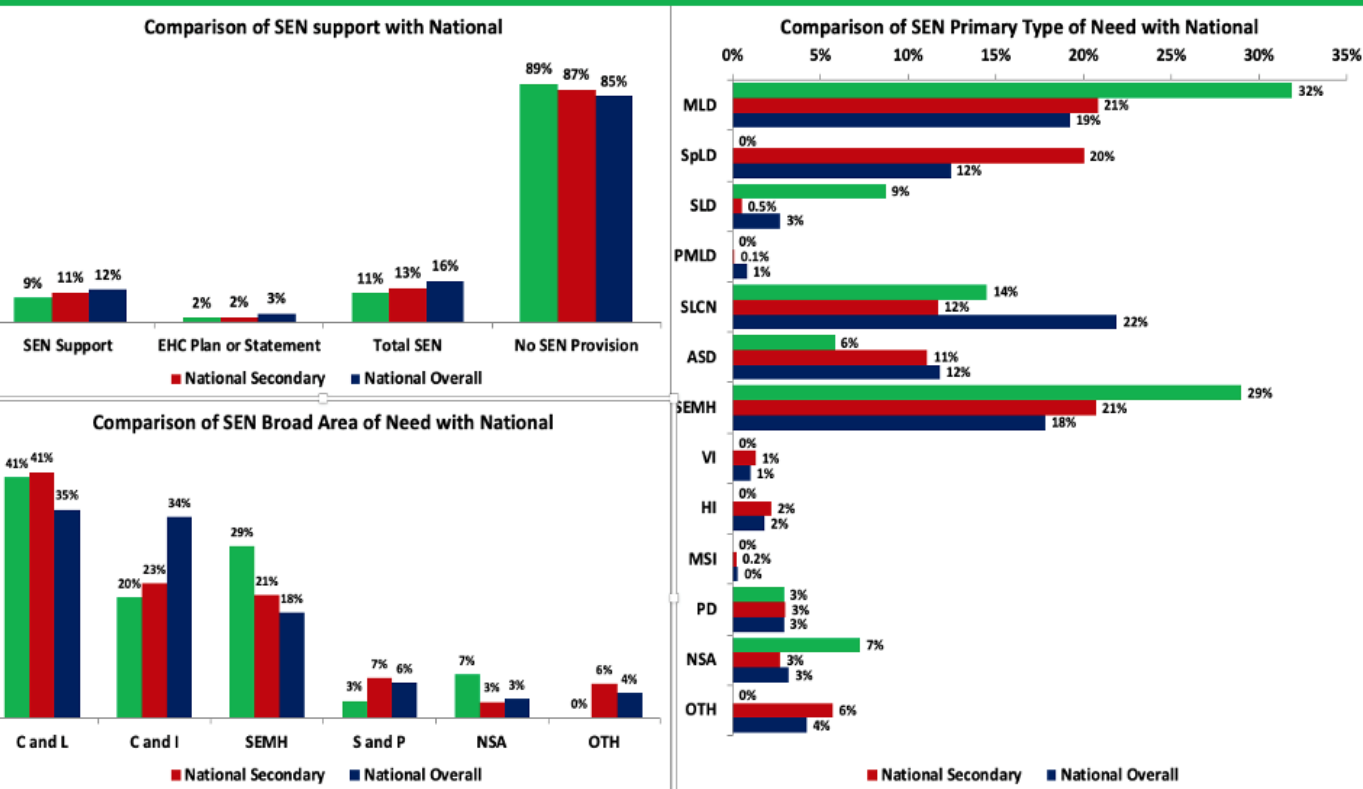
- x
- x
- x

Our 3 key strengths in SEND:

- x
- x
- x

Our 3 key areas for development for SEND:

- x
- x
- x

From:
- Local Knowledge
- Identification Data
- SEND self-evaluation

Identification (Updated September 2020)

Comparison of SEN support with National

Category	School	National Secondary	National Overall
SEN Support	9%	11%	12%
EHC Plan or Statement	2%	2%	3%
Total SEN	11%	13%	16%
No SEN Provision	89%	87%	85%

Comparison of SEN Primary Type of Need with National

Type	School	National Secondary	National Overall
MLD	32%	21%	19%
SpLD	0%	20%	12%
SLD	9% / 0.5%	3%	
PMLD	0%	0.1%	1%
SLCN	14%	12%	22%
ASD	6%	11%	12%
SEMH	29%	21%	18%
VI	0%	1%	1%
HI	0%	2%	2%
MSI	0%	0.2%	0%
PD	3%	3%	3%
NSA	7%	3%	3%
OTH	0%	6%	4%

Comparison of SEN Broad Area of Need with National

Area	School	National Secondary	National Overall
C and L	41%	41%	35%
C and I	20%	23%	34%
SEMH	29%	21%	18%
S and P	3%	7%	6%
NSA	7%	3%	3%
OTH	0%	6%	4%

The Batman School

SEND in a Nutshell

High Quality Teaching

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

This is a slightly different format

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:

- x
- x
- x

Our 3 key strengths for SEND:

- x
- x
- x

Our 3 key areas of development for SEND:

- x
- x

Absence, Exclusions, Outcomes

Overall absence: % of sessions missed in primary schools

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

Rate of exclusions in primary schools

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	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
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	% Reaching exp. standard in KS1			% Reaching exp. standard at KS2				End of KS2 progress score		
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Sch. EHCP	N/A	N/A	N/A	100	100	100	100	5.69	-0.06	-1.09

How can we reduce absence for SEN Support and EHCP?

Exclusions for SEND looking ok

Progress/outcomes for SEND looking good

What are we doing about writing for children on SEN Support?

Absence, Exclusions, Outcomes

The Batman School

SEND in a Nutshell

Overall absence: % of sessions missed in secondary schools

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

Rate of exclusions in secondary schools

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

End of KS4 outcomes

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

3 actions.....

How can we reduce absence for EHCP students?

Why are we permanently excluding children on SEN Support?

What are we doing to improve Progress 8 for SEN Support?
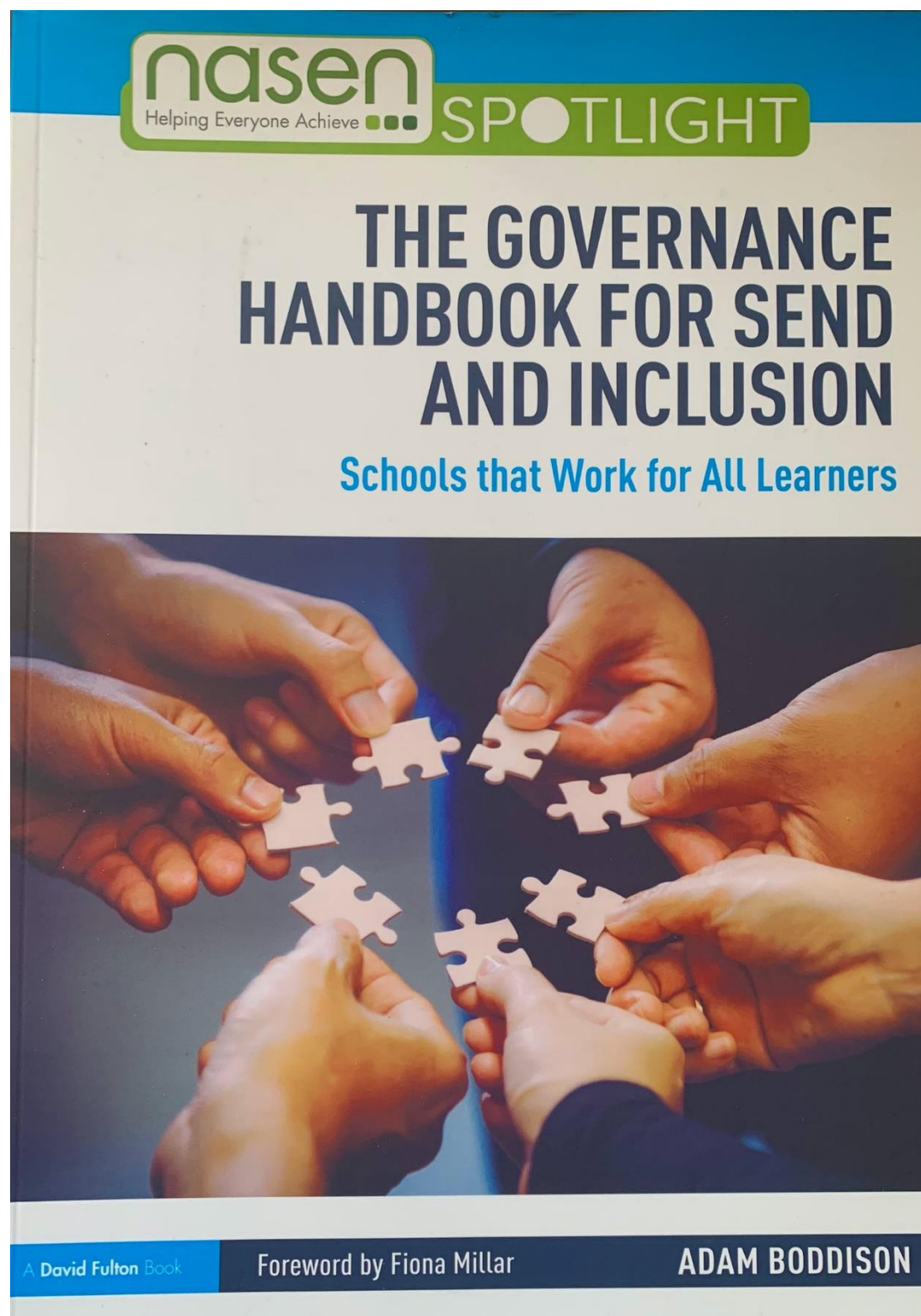
Chapter 3
'Reviewing SEND governance and SEND provision'

......sets out some questions which governors may want to ask in board meetings

Governor Questions	Follow-up Questions
What is our school's profile of needs?	• What proportion of pupils have an EHC plan? • What proportion of pupils are at the level of SEN support? • What is the balance of pupils' primary needs in relation to the four broad areas of need? • How do these proportions compare with regional and national averages? • How has the school's profile of need changed over time? • Does the school's profile of need and trend data suggest that we are becoming more inclusive over time? • Is the school's approach to the identification of SEND accurate and consistent? How do we know?
Is coproduction effective?	• Are families equal and meaningful partners in determining SEND provision? • How does the school ensure that meetings, resources and information are accessible to families to support the overall aim of coproduction? • How often do parents/carers routinely discuss SEND provision with class teachers? • For pupils with EHC plans, what do families think about the effectiveness of the annual review process? • What changes has the school implemented over the past three years to improve coproduction?
What is the school's approach to SEND provision?	• To what extent is school's approach child-centred? • How are support staff deployed? For example, what is the balance between 1:1 support in classes, small group support, classroom support and interventions? • Do all teachers demonstrate that pupils with SEND in their classes are their responsibility? Or is SEND seen as a more specialist area that is primarily the responsibility of support staff or the SENCO? • How does quality-first teaching support pupils at the level of SEN support? • How does the school's approach to SEND provision differ from other local schools?

How does the school ensure that staff are well prepared to meet the needs of pupils with SEND?	• Has the SENCO completed the National Award for SEN Coordination qualification? (NB – this is a Masters level qualification, which must be completed within three years of becoming a SENCO) • How often do staff receive training on SEND? What has been covered in recent training and what is coming up? • How is the SEN notional budget spent? What is its impact? • What external support does the school access (for example from the Local Authority or from specialist support services)? • Is the SENCO a member of nasen? Are classroom teachers and other staff members of nasen? Are the resources routinely accessed and used effectively (e.g. as recommended by EEF, 2020)? • Do staff feel confident about meeting the needs of pupils with SEND? What plans are in place to address any concerns? • Does the SENCO have sufficient time to carry out their role effectively?
How do the rates of progress, attainment, attendance and exclusions for pupils with SEND compare to those without SEND?	• Do pupils with SEND attend school as regularly as pupils without SEND? Are there any differences in attendance rates when data is analysed against the four broad areas of need? • To what extent have medical needs or social care needs impacted on attendance data? • What is the typical role of families in improving attendance or preventing exclusions? • Are pupils with SEND more likely to be excluded than pupils without SEND in this school? How does the school ensure that such exclusions are not a direct consequence of the school failing to meet pupils' needs? • Have any pupils been off-rolled? • For pupils with SEND that is not related to cognition and learning, how do rates of progress and attainment compare with pupils without SEND and with national averages?
What are the school's key priorities for improving SEND and inclusion?	• Is there a SEND action plan? Is this reflected in the main school improvement priorities? • Is there a common understanding of how to improve SEND and inclusion? • What action can governors take at a strategic level to support the school's implementation of improvements in SEND provision? • How are the key priorities embedded within the roles of all staff to ensure that responsibility extends beyond the SENCO? • What is the role of the SEND Governor in monitoring the school's progress in relation to the identified priorities? • Are families aware of the school's priorities for SEND and inclusion? Do they agree with them? What role did they have in shaping them?

Using the Whole School SEND Governance Review Guide

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Thank you for attending!

- Join our member community: https://www.sendgateway.org.uk/register

- Get in touch: info@wholeschoolsend.com

- Sendgateway.org.uk

- Nasen.org.uk

- @wholeschoolSEND

- @nasen_org

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- Contact us on Twitter: @WSSSouthWest

Additional Links and Useful Info:

- WSS SEND Governance Review Guide: https://www.sendgateway.org.uk/resources/send-governance-review-guide

- Governance Handbook for SEND and Inclusion: https://nasen.org.uk/news/governance-handbook-send-and-inclusion-schools-work-all-learners

- Governance Review Editable Template: https://www.sendgateway.org.uk/media/2209

- Equality Act, Advice for Schools (2010): https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools

- SEND Code of Practice (2014): https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

- SEND in a Nutshell (recorded webinar and downloadable templates): https://www.sendgateway.org.uk/resources/webinar-send-nutshell

- SENCO Induction Pack: https://www.sendgateway.org.uk/resources/senco-induction-pack-revised-edition

- Recorded webinar series - Inclusive Curriculum through the Ofsted Lens: https://www.sendgateway.org.uk/resources/webinar-inclusive-curriculum-through-ofsted-lens

- SEND in England Data: https://www.gov.uk/government/publications/sen-analysis-and-summary-of-data-sources

New WSS Resources and Events:

- **Deployment of Specialists in Mainstream Resource Pack –** Research-based resources providing an in-depth understanding of the effective deployment of specialists: https://www.sendgateway.org.uk/resources/deploying-specialists-mainstream-settings-improve-outcomes-learners-send

- **Autism Resource Suite –** The latest guidelines, resources and practical strategies for education professionals supporting autistic learners: https://www.sendgateway.org.uk/resources/autism-resource-suite

- **Upcoming webinar series – Improving Outcomes for Disadvantaged Young People at SEN Support:** https://www.sendgateway.org.uk/events/improving-outcomes-disadvantaged-young-people-sen-support

You can find all our resources on the SEND gateway and see all upcoming webinars on the Events section:

https://www.sendgateway.org.uk/resources

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?

All responses and submissions will be kept confidential.

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

Whole School SEND

SEND Gateway

Please get in touch if you are struggling to locate any of our resources.

info@wholeschoolsend.com

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