

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 tomorrow
- 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.

The Role of SENCO in Practice Session 2

Clare Belli and Kerry Greene
South East South London
20th January 2022

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;

- **Session 1: 30th September 2021, 2-3.30pm**

Strategic leadership of SEND

This session will focus on distributed leadership of SEND, roles and responsibilities

- **Session 2: 20th January 2022, 2-3.30pm**

The role of the SENCo in practice

This session will focus on working in partnership with other stakeholders, and managing the statutory assessment process.

- **Session 3: 10th February 2022, 2-3.30pm**

Matching policy to practice

This session will focus on the SEND Information Report and effective use of assessment data.

In our first session we looked at the strategic role and responsibilities of the SENCo...

...and we gave you some key questions to take back to school

How can I make sure that self evaluation informs strategic planning for SEND?

Do I have what I need to carry out the strategic role and responsibilities of the SENCo?

Is SEND identified within whole school improvement priorities?

What does distributed leadership for SEND look like in my school?

Gap Task

With your leadership team, we asked you to consider what roles and responsibilities for SEND look like at every level within your school....

You may have also completed the distributed leadership for SEND grid.....

And may have some new insights or next steps that came out of that.



New SENCO toolkit- advice to all new SENCOs

- Create a timeline/Planner- with Statutory Responsibilities first
- Ensure ALL school staff have a shared ownership of SEND- (Staff meetings/ SLT meetings/ Development plan/ Lesson observations and learning walks)

- Ensure you have your contact list!



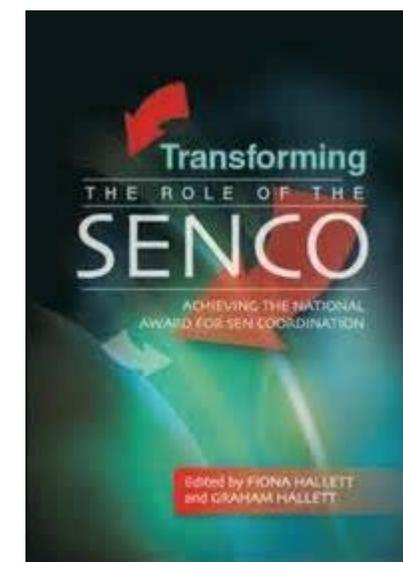
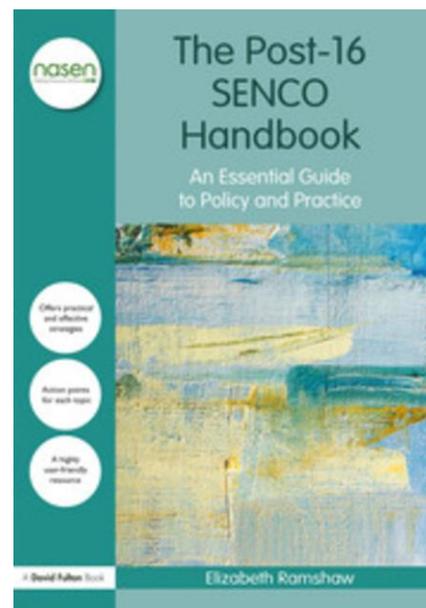
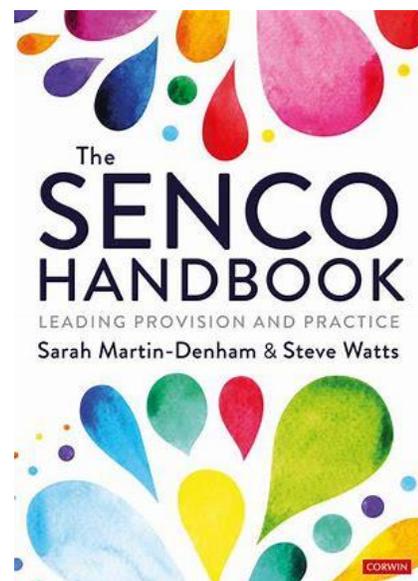
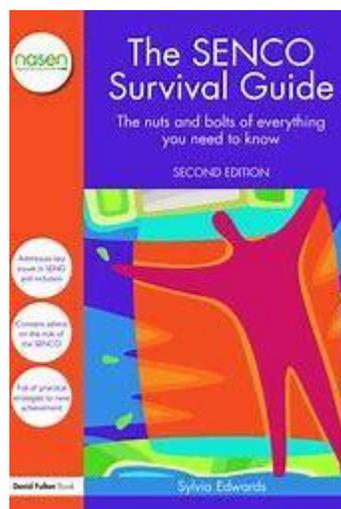
- Get to know your parents- Partnership





New SENCO toolkit- advice to all new SENCOs

- Invest in the SENCO acronym dictionary- and DON'T BE AFRAID TO ASK!



Don't forget your vision- and why this is the most fantastic job- because you help the most vulnerable to thrive! (And look after yourself!)



Introducing our Guest Speakers....

Mr Kristian Lasslett- SENCO
Royal Harbour Academy Kent

& Multi agency support Services



Session Objectives: Mr Kristian Lasslett

- 1) Introduction and Context
- 2) Whole school approaches
- 3) Working with Speech and Language professionals
- 4) Working with Occupational Therapists
- 5) Working with the Local Offer
- 6) Working with SEND officers to support statutory process

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

SPECIAL EDUCATIONAL NEEDS IN MAINSTREAM SCHOOLS Guidance Report



THE INTERNATIONAL JOURNAL OF NURTURE IN EDUCATION

Volume 7 | Summer 2021



IN THIS ISSUE:

What pupils say about their time in nurture group provision
Primary teachers' experiences of the effectiveness of nurture groups on children's social and emotional skills, academic attainment and behaviour.
Supporting quiet, shy and anxious children in the primary school using a targeted nurturing intervention programme called Special Me Time
Nurture in Secondary Schools – what recognition in OFSTED reports?
Nurture Groups and their Staff's Resilience. Experiences of Support and Implications for Practice
An evidence based guide to opening a successful secondary school nurture group
Renfrewshire's nurturing relationships approach: utilising nurturing approaches to support school staff and pupils during Covid-19

ISSN 2059-0466

Context

- 13 years in Education working across schools with similar context.
- Currently Head of Lower Site, Head of Year 7, SENCO
- Teacher of Science and Mathematics
- School is based in Thanet, Kent which has a selective Grammar School System.
- Mainly serves one large council estate – cyclical unemployment
- Merger of 3 local secondary's, one of which was considered worst performing in the country.
- 59% PPG



The Royal Harbour
Academy

Context

National trend of increasing levels of need.

2016 - 14.4%

2020 - 15.5%



	Year 7		Year 8		Year 9		Year 10	
	On Roll: 196		On Roll: 195		On Roll: 150		On Roll: 155	
	No.	%	No.	%	No.	%	No.	%
Non-SEN	13		14		11		11	
	9	69.4%	4	73.8%	1	74.70%	8	77.70%
SEN	57	30.6%	51	26.2%	39	25.30%	37	22.30%
E	13	6.6%	11	5.6%	8	5.3%	3	1.9%
K	47	24.0%	50	25.6%	24	16.0%	16	10.3%
PP	11		10					
	2	57.1%	8	55.4%	85	56.7%	80	51.6%

Whole school approaches

The role of the SENCO in schools

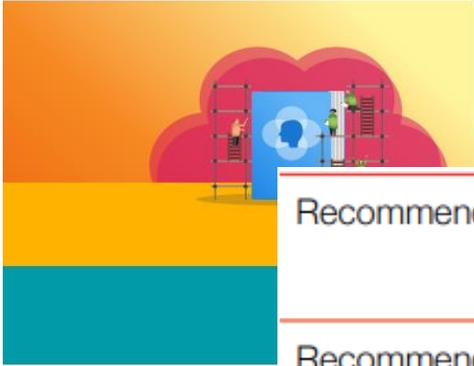
- 6.84 Governing bodies of maintained mainstream schools and the proprietors of mainstream academy schools (including free schools) **must** ensure that there is a qualified teacher designated as SENCO for the school.
- 6.85 The SENCO **must** be a qualified teacher working at the school. A newly appointed 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 **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
- 6.89

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.

Whole school approaches

SPECIAL EDUCATIONAL NEEDS
IN MAINSTREAM SCHOOLS
Guidance Report



Recommendation 1	Create a positive and supportive environment for all pupils, without exception
Recommendation 2	Build an ongoing, holistic understanding of your pupils and their needs
Recommendation 3	Ensure all pupils have access to high quality teaching
Recommendation 4	Complement high quality teaching with carefully selected small-group and one-to-one interventions
Recommendation 5	Work effectively with teaching assistants

1

Create a positive and supportive environment for all pupils, without exception



- An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Schools should:
 - promote positive relationships, active engagement, and wellbeing for all pupils;
 - ensure all pupils can access the best possible teaching; and
 - adopt a positive and proactive approach to behaviour, as described in the EEF's Improving Behaviour in Schools guidance report.

Whole school approaches

Curriculum input/design



What measures do you use to make sure that your curriculum is designed to meet the needs of all learners?

	Monday	Tuesday	Wednesday	Thursday	Friday
Tutor 8:40-9:05	Assembly	Reading	BYBS	Numeracy	Quiz
1 9:05-10:05	Maths	English	Technology	English	Maths
2 10:05-11:05	Science	Guided Reading	Drama/Music	Guided Reading	Science
Break 11:05-11:30					
3 11:30-12:30	English	Maths	English	Maths	English
4 12:30-13:30	History	Science	EP	Science	History
Lunch 13:30-14:05					
5 14:05-15:15	PE	Geography	PE	Geography	Celebration Assembly/PSHE
End of School 15:15					

Whole school approaches

National Nurture Schools Programme



How does the school ensure consistent management of behaviour?

Whole school approaches

Graduated approach to nurture

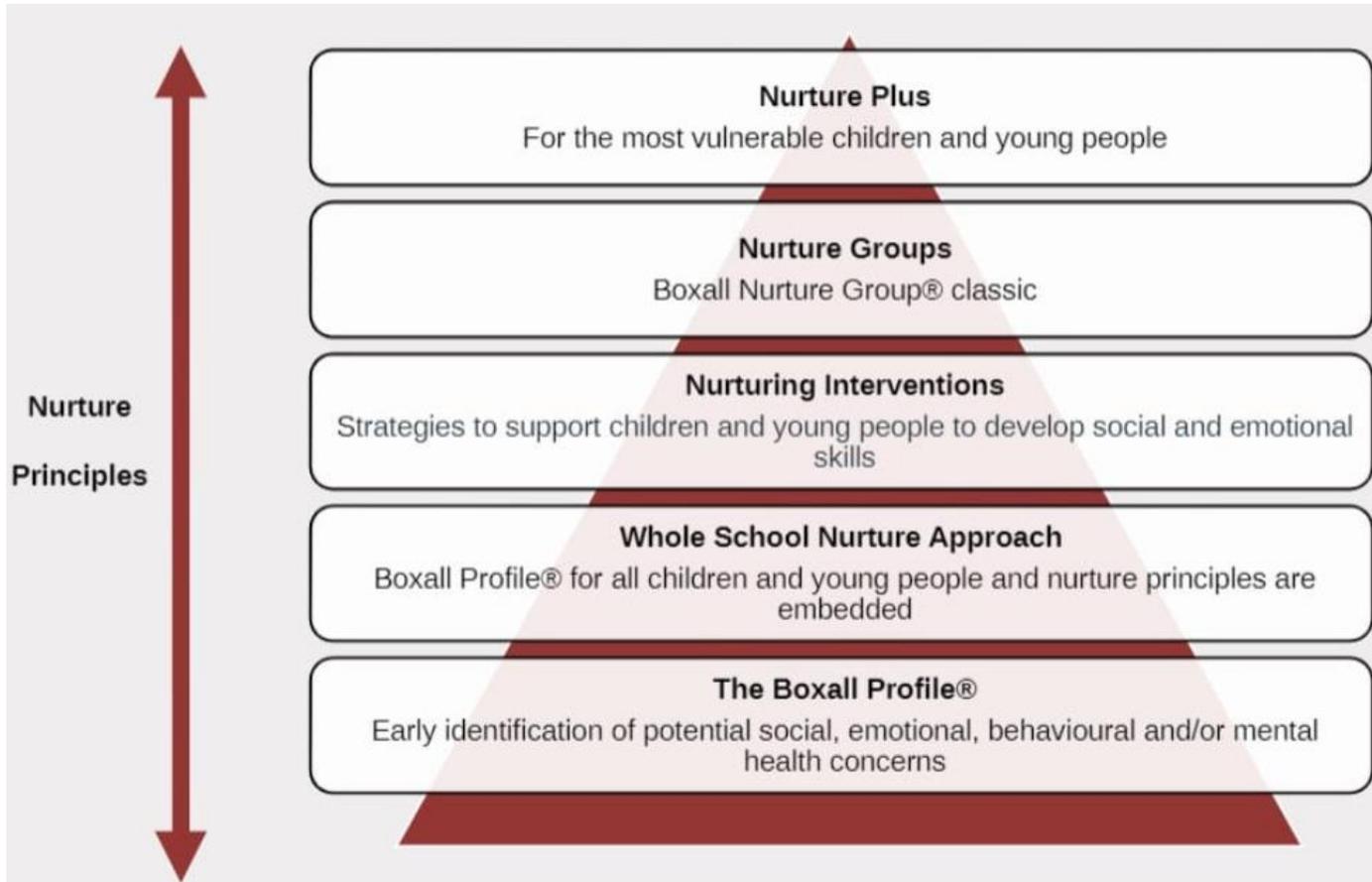


Figure 2: RNRA implementation model

Readiness

- Discussion
- Needs Analysis
- Awareness Raising Training on RNRA
- Audit current practice
- Collect Stakeholders Views

Training

- Whole school Nurturing Relationships Training
- 4 Day Leadership Training for Trainers
- Cascade information in school

Implementation

- Form Core Group including member of SLT
- Select Nurture Principle
- Whole school Nurture Principle Training
- Core group create and implement Action Plan
- On-going support from EPS and Nurture Attainment Coaches (NAC) using coach-consult model
- Effective practice shared and embedded across the school community, including with new staff.

Continuous Improvement

- Cycle of development, monitoring and evaluation of implementation. SLT & core group drive this.
- Core group identify good practice to be shared and embedded across the school.

Evaluation

- Applying Nurture as a Whole School Approach
- Evaluating Action Plan
- Documenting Progress (Journey Summary)
- School Improvement Plan
- Whole School Self-Evaluation
- Improvement Methodology (PDSA)

Whole school approaches

Mainstream core standards

What have you done to improve the quality of teaching and learning for pupils with SEN and/or disabilities in your school?



Section One: Expectations of all schools

This section outlines the **expectations on all schools**, according to the needs of the child/young person. **Broadly speaking much of this section will be an integral part of the school's provision for all children.**

It outlines some of the practices and adaptations that are **part and parcel of Quality First Teaching (QFT)**: the inclusion of all pupils in high-quality everyday personalised teaching. The provision and strategies outlined in this section may be required for children and young people with SEN and/or disabilities but will undoubtedly be of benefit to many of the learners in the school.

Teacher Handbook: SEND



A significant resource!

- Embed inclusive practice across schools
- For Teachers- by Teachers and SEND leaders and specialists
- Whole School/ Whole class approaches
- Subject and phase specific advice
- Supporting the graduated approach

Whole school approaches

Royal Harbour Academy New SEN Mainstream Core Standards



Copied and pasted the themes, the expectations and the strategies.

Highlighted anything we could be doing better or anything that we're not currently doing.

Expectations	Strategies
Working with children and young people, their families and carers	
The setting works in partnership with parents, carers children and young people in decision making.	<ul style="list-style-type: none"> The school's SEND information report is co-produced with parents and carers. Parents and carers are signposted to Kent's Local Offer. This is referenced on the school's website. Parents and carers are aware of the range of communication channels available for sharing information about their child. Parents are aware of any concerns about their child's progress or wellbeing at school and the steps that are being taken to explore if there are any barriers to learning across the curriculum. Parents are aware when their child has been identified as having an SEN or disability and know whether their needs can be met through QFT or if they require more support and individually tailored interventions. They are involved in setting and reviewing targets for their child. Where learners are receiving SEN Support, meetings with parents/ carers and when appropriate, the learner, are held a minimum of three times each academic year to review progress towards the identified outcomes and smaller step targets and to review the provision in place. Formal and informal events take place to seek views in relation to SEN provision in the school, e.g. pupils and parent surveys, coffee mornings. A home school diary / book bag / text /email are used to support communication directly with parents/carers in addition to communication given via learners.
An effective partnership with learners and parents is evident through their	<ul style="list-style-type: none"> Schools achieve or are working towards the Parental Engagement Award or similar accreditation. Learners and their parents/carers are able to share their long-term aspirations for their child's future. There is a shared understanding that preparation for adulthood is an integral part of the learner's journey through education.

RAG each expectation

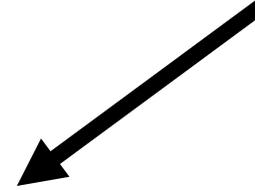
	Meeting the expectation
	Not all strategies being used
	Area of improvement

Whole school approaches

Create a list of actions and consider how they might fit into SEN Improvement Plan

Actions:

1. Plan for more informal SEN events for parents.
2. Explore the parent engagement award.
3. Universal Pupil Passport idea – parent and pupil aspirations.
4. Further development of student voice across SEN.
5. Kent School Award in Resilience and Emotional Wellbeing.
6. Student led assemblies raising awareness of the different areas of need.



Working with other professionals

Although recent reports by Ofsted and others [\[footnote 5\]](#) have highlighted some strengths in the special educational needs and/or disabilities (SEND) system, there are also significant weaknesses. These include:

- gaps in external provision and training
- lack of coordination between services
- lack of accountability
- weak co-production



Working with other professionals - SALT

- Accurate and effective diagnostic tools



Latest Results: Intervention Recommended		Secondary Language Link	
Standard Score from Total	82	Percentile Rank from Total	11
Assessment ID	13845	Assessment Started	2nd Nov 2021
Age on Assessment Date	11 years & 8 months	Assessment Completed	2nd Nov 2021

Individual Sections	Recommendations
Following Instructions ✘	This assessment shows Lexi-leigh has moderate Language and Communication Needs (LCN) impacting on her understanding of language.
Understanding Social Language ✔	Use high quality teaching strategies to support her understanding of classroom tasks.
Concepts ✔	Include Lexi-leigh in Language Link small group interventions.
Processing Information ✘	Assess again at the beginning of the next academic year, or once at least 9 months have passed since the last assessment was completed.
Complex Sentences ✔	If you are concerned about any other aspect of Lexi-leigh's speech, language or communication needs please discuss her with your local SaLT team.

Section Name	Standard Score	Percentile Rank
Following Instructions	66	1
Understanding Social Language	85	16
Concepts	103	57
Processing Information	73	3
Complex Sentences	88	22

Full Name	Reg Group	Total Score March 2022	Total Score November 2021	1 - Following Instructions	2 - Understanding Social Language	3 - Concepts	4 - Processing Informations	5 - Complex Sentences
Co		62	8	1	0	4	3	
		69	1	6	1	3	5	
		72	14	4	2	12	1	
		72	15	5	2	1	2	
		72	1	5	27	11	1	
		73	6	7	5	3	2	
		75	4	13	6	1	6	
		76	1	8	28	36	2	
		76	42	6	1	4	7	
		76	1	2	6	14	64	
		76	12	7	2	11	9	
		76	24	12	5	0	1	
		78	27	4	1	15	41	
		78	16	1	31	40	13	
		78	26	6	6	14	6	
		78	14	33	0	1	5	

Working with other professionals - SALT

Sarah Courtney

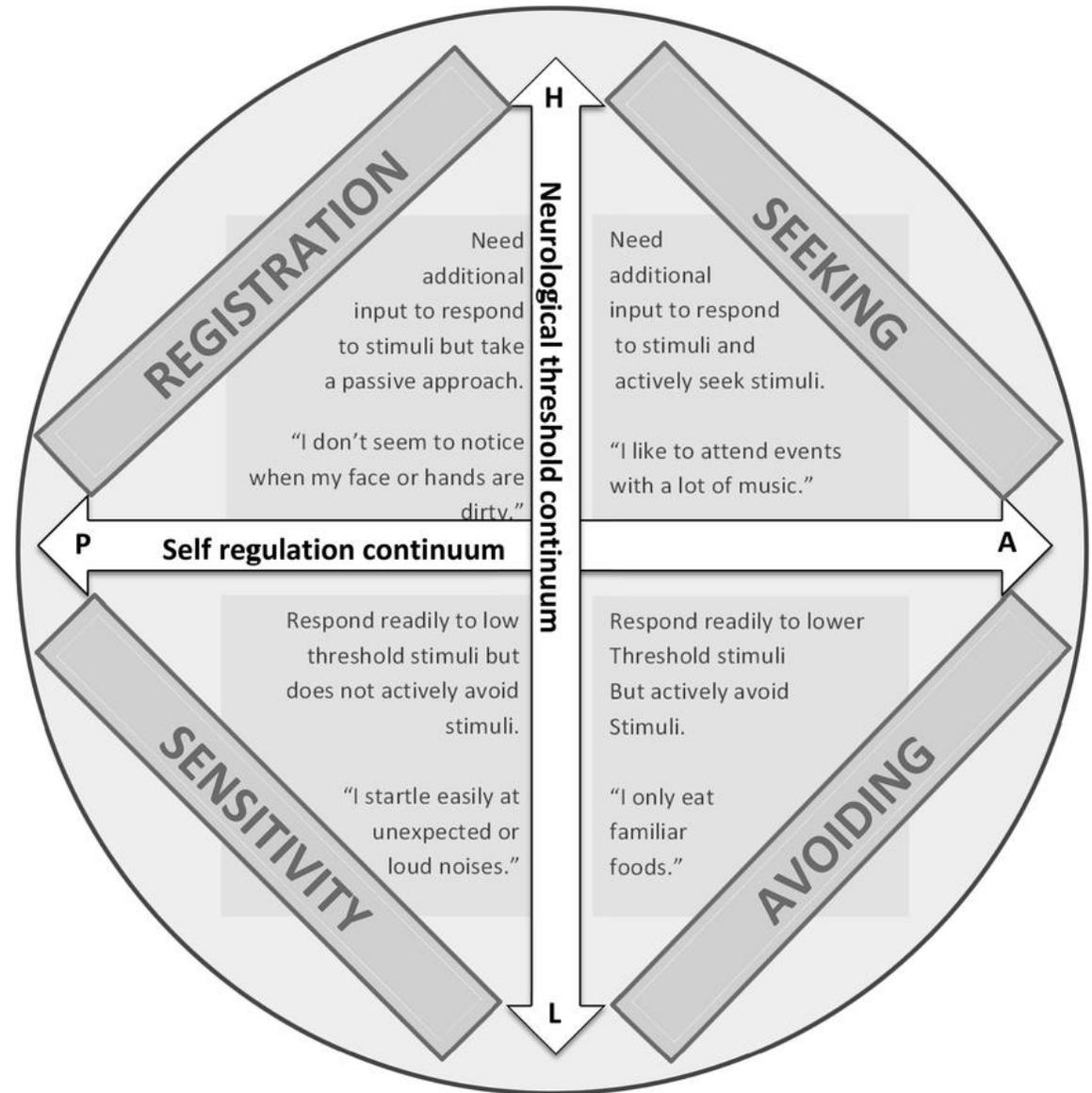
Clinical Lead Speech and Language Therapist for Stammering and School Aged Language

- Effective whole school provisions
- Effective intervention grounded in research that is right for your students



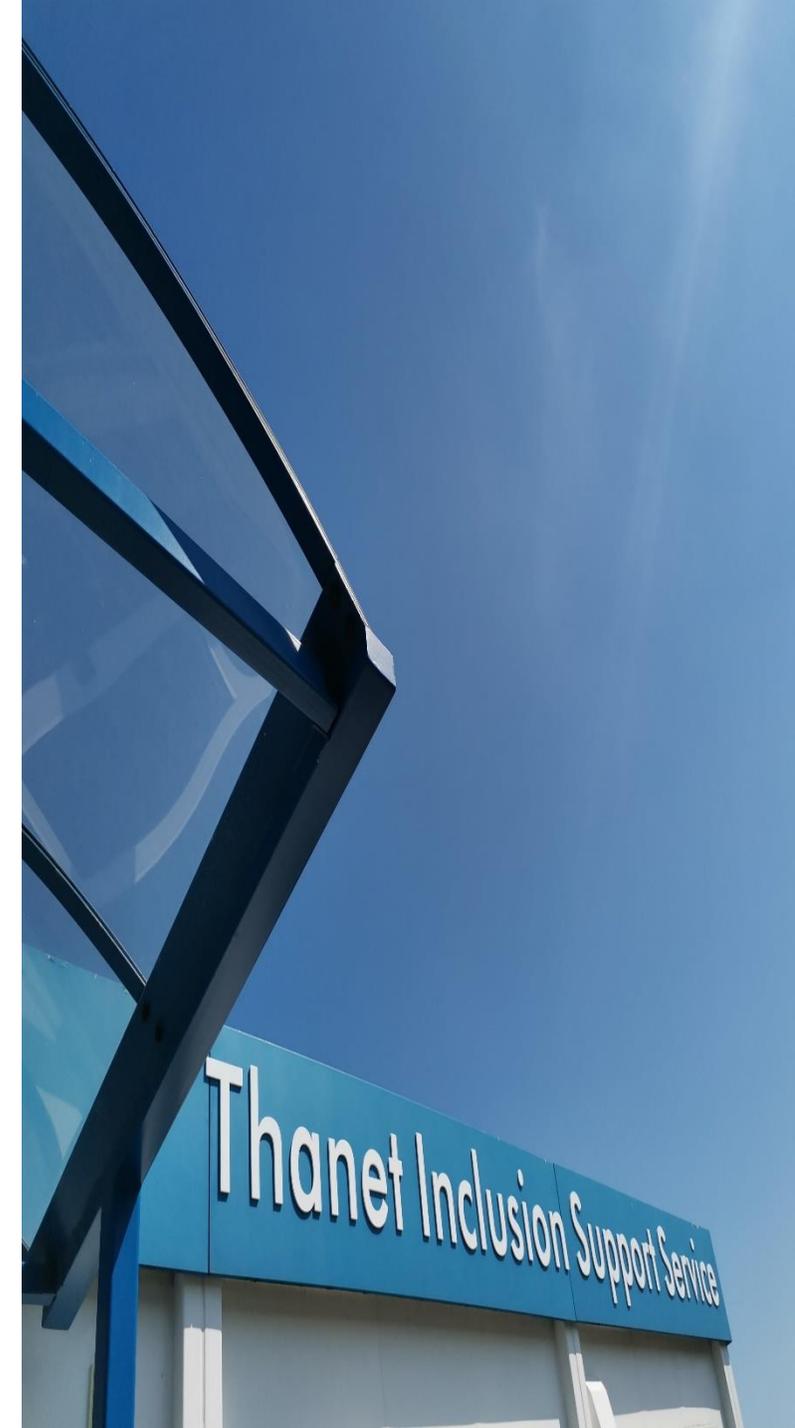
Working with other professionals - Occupational Therapist

- [Calming Sensory Strategies – YouTube](#)



Introductions and Context

- **Ruth Jones- Assistant Headteacher Laleham Gap School**
- **Children 4-17 with Communication & Interaction needs**
 - 217 children and young people on role
- **Proving outreach support in the Thanet District**
 - 42 Schools and 50 Early Years Settings
 - Thanet is an area of high deprivation
- **TISS is commissioned by Kent County Council**
 - Equivalent service in all 12 districts in Kent



Thanet Inclusion Support Service

The Thanet Inclusion Support Service (TISS) include Specialist Teachers and Outreach from Special Schools.

TISS provides advice and training to support settings and schools in improving the outcomes for children and young people with special educational needs and disabilities.

TISS is responsive and flexible to local needs through the opportunities for discussion and the decision making at the Local Inclusion Forum Team meetings (LIFT).

What we do...

How do you ensure that training that staff in your school is fully embedded into practice?



Team of 15 including: Administrators, Specialist Teachers/Outreach Teachers and Wellbeing & Engagement Practitioners.



Working with Other Agencies.

The Local Offer.

How do you use the local offer to support children and families in your school?



- In Kent we call our Local Offer, the SEND information hub.
- Our local offer includes services and events for children and young people with special educational needs or disabilities (send) and their families.
- It includes advice about health, education and social care for:
 - Children and young people from birth to 25 years old with send
 - Parents and carers of children with send
 - Professionals working in health, care and education
 - Providers of services for children and young people



**Best Practice Guidance
for the Early Years**

Every child deserves
the best start in life

Making Kent a county that works for all children



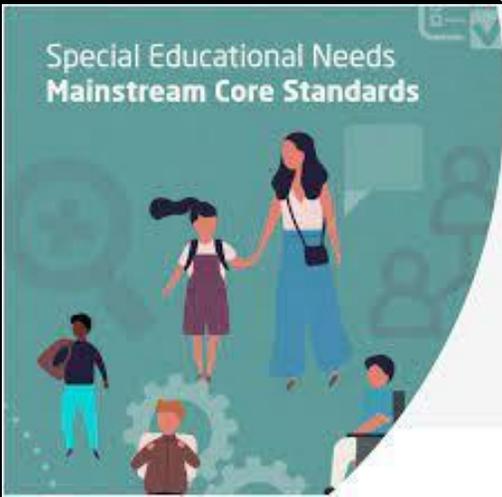
Multi-Agency Support

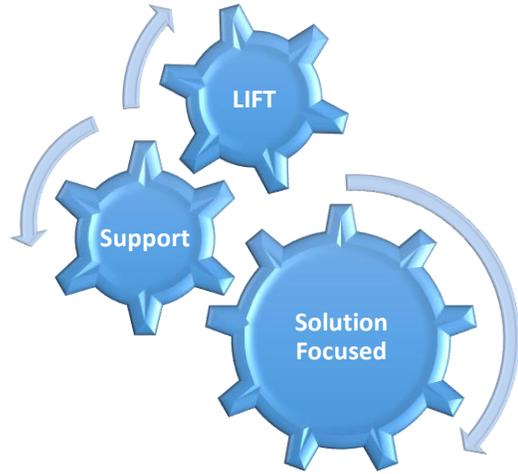
Universal / Quality First Teaching

**Mainstream Core Standards
Guide for parents**



**Special Educational Needs
Mainstream Core Standards**





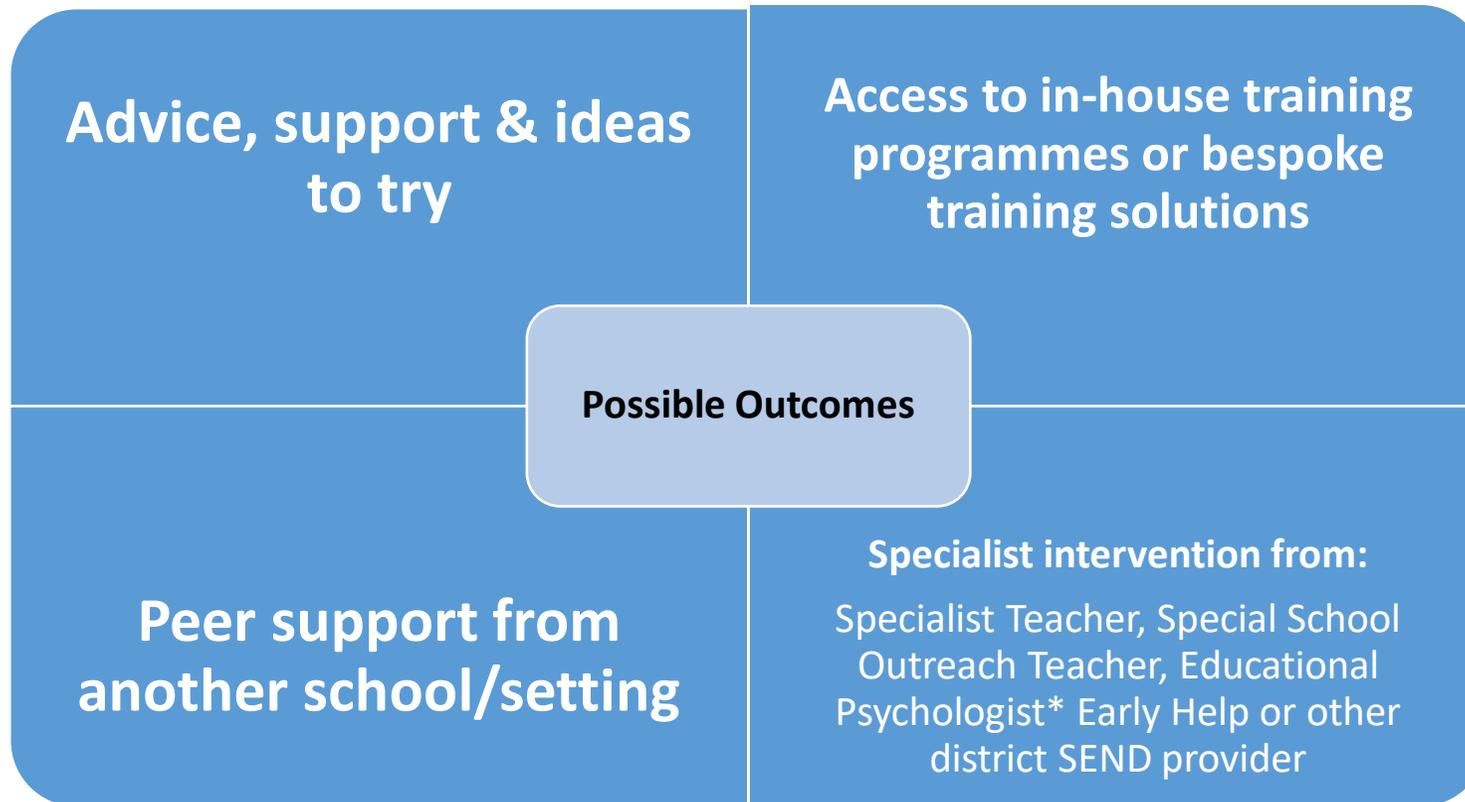
Local Inclusion Forum Team (LIFT)

- At the LIFT, schools have the opportunity to:
 - Discuss an inclusion issue or individual case in more detail
 - Find solutions to problems
 - Draw on knowledge, experience & expertise of LIFT members
 - Gain advice on best use of existing resources to improve provision
- Attended by a multi-agency partners, including: Early Help, Speech & Language Therapists, Educational Psychologists and SENCOs
- Supportive, solution focussed approach
- Local Specialist Knowledge - important to know the context of the school/ setting
- Underpinned by strong working relationships

Multi-Agency Support

Local Inclusion Forum (LIFT)

How do you engage with professionals and ensure their advice is carried out?



**through the core discretionary offer or commissioning*

Effective Multi-Agency Working

Best Practice



What do Ofsted Say?

Ofsted – Supporting SEND 2021

SENCOs fulfilled a crucial intermediary role between external agencies, schools and families. Strong and trusting relationships between SENCOs, parents and carers facilitated this

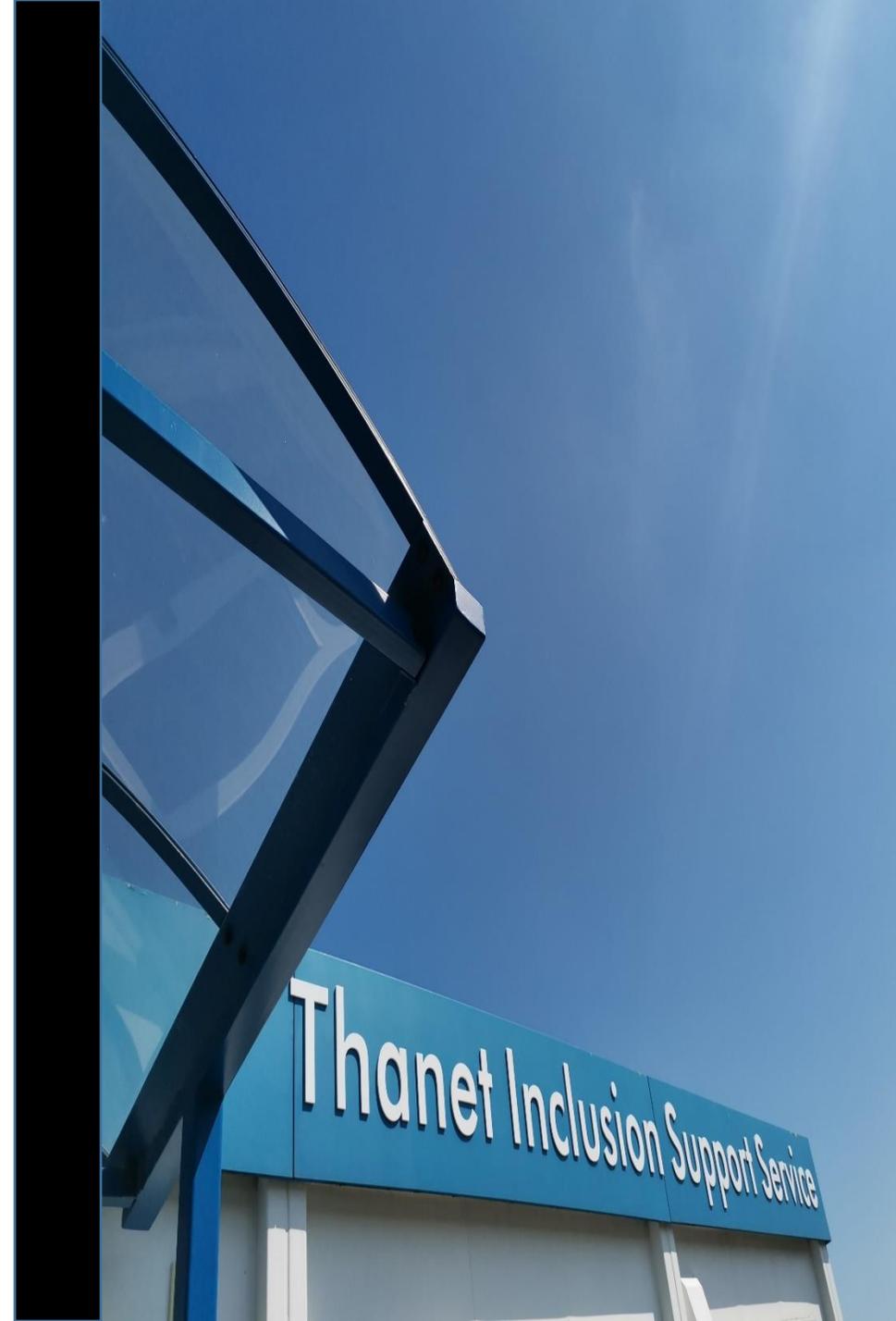
School SENCOs played a crucial role in securing input from external professionals which was critical for securing joined-up provision

The Children and Families Act states that the task of planning and evaluating provision for children and young people with SEND should be, as far as possible, a partnership between schools, local authorities, health, care and any commissioned service providers. When schools work in isolation, some types of support are less likely to be available to a pupil or young person with SEND

a 'team effort' approach to providing services and recognised the importance of this in enabling schools to meet pupils' needs

Thank you

Ruth Jones
Assistant Head, Laleham Gap





SEND services and Statutory Assessment

Thank you for attending!

- Join our member community:
<https://www.sendgateway.org.uk/register>
- Get in touch:
info@wholeschoolsend.com
- [Sendgateway.org.uk](https://www.sendgateway.org.uk)
- [Nasen.org.uk](https://www.nasen.org.uk)
- [@wholeschoolSEND](https://twitter.com/wholeschoolSEND)
- [@nasen_org](https://twitter.com/nasen_org)

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Department
for Education



WholeSchool
SEND

Regional Contact Information

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- Clare Belli – DRSL3.SESLON@wholeschoolsend.com
- Contact us on Twitter: [Regional Twitter Handle]

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

New WSS Resources and Events:

- **Classroom Teacher Handbook for SEND** – Providing guidance for Early Career Teachers on removing barriers to learning for pupils with SEND
- **ITT Resource Pack** – Exploring the Four Broad Areas of Need, as well as Neurodiversity and the co-occurrence of need
- **Guide to Developmental Language Disorder** - Produced by our Consortium Partner ICAN and accompanying a series of 8 free webinars

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?

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**

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

info@wholeschoolsend.com



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