The Implications of SEN Reform for Schools

The new world for SEND conference
Barnet
Monday 13th October
Current Statistics

• 17.9% of pupils in schools in England have SEN
• 2.8% of pupils across all schools have a statement
• 15.1% of pupils identified as having SEN (School Action and School Action Plus) with no statement (decreased from 21.1% in 2010)
• 31.6% of primary pupils identified with SLCN
• 26.7% of secondary pupils with BESD
• Nearly 30% of pupils with SEN eligible for FSM
• 67.8 % of children looked after have SEN

SEND – Whole school issue

Every school is required to meet the SEN of the children or young people that they support. Mainstream schools must:

- Use their best endeavours to make sure that a child with SEN gets the support they need
- Ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN
- Designate a teacher to be responsible for co-ordinating SEN provision
- Inform parents when they are making special educational provision for a child
- Prepare a report on the implementation of their SEN policy
SEND Leadership

- Leadership Team
- Governing Body or equivalent
- SENCO
- Teaching Staff
- Support Staff
Leadership team

• Should take overall responsibility for implementing the SEND reforms
• Ensure that the SENCO is able to influence strategic decisions about SEND
• Ensure the wider school community understands the implications of the reforms for whole school improvement
• Put in place arrangements to ensure parents are regularly engaged in discussions about the progress of their child (at least three times a year)
• Ensure a process is in place for involving parents and young people in reviewing provision and planning for those currently on school action/plus and any newly identified pupils with SEND
• Develop relationship with transition providers and explore how you will support pupils with SEN at key transition points.
Leadership team

ENABLE:
• Strong teaching and learning
• Accurate assessment and identification
• Well-designed curriculum
• Close tracking and rigorous monitoring of progress with intervention quickly put in place
• A thorough evaluation of the impact of additional provision (including alternative provision)
• Clear routes to gain specialist support
• AMBITION
Governing Body  (or equivalent)

• There should be a member of the governing body or sub-committee with specific oversight of the school arrangements for SEN and disability
• Must ensure that there is a qualified teacher designated as SENCO for the school.
• Understand how the school identifies children with SEN and what happens once a pupil has been identified.
• Understand how SEN funding is allocated and spent including who is responsible for the spending
• Must publish information on their websites about the implementation of their policy for pupils with SEN- updated annually or when information changes
• Develop good relationships in the school especially with the head and the SEN coordinator (SENCO).
SENCO

• The SENCO has an important role to play with the head teacher and governing body, in determining the strategic development of SEN policy and provision in the school
• The SENCO has day-to-day responsibility for the operation of SEN Policy and co-ordination of specific provision made to support individual pupils with SEN
• The SENCO provides professional guidance to colleagues
• The SENCO, Head Teacher and governing body should establish a clear picture of the resources that are available to the school
• The school should ensure the SENCO has sufficient time and resources to carry out their functions
SENCO – the new role

• Strategic development across school
• Supportive of all colleagues
• Co-ordinator of provision
• Professional guidance for colleagues, governors and parents
• Advising on school provision – SEN Support, Graduated approach
• Liaising with parents, specialist support, external agencies and other stakeholders
• Advising on how the school’s delegated budget and other resources are used to support pupils
• Line Management and effective deployment of additional support staff
• Liaising with next providers of education
• Ensuring robust record keeping and evidence of impact and progress
Key message.....

Every teacher is responsible and accountable for all pupils in their class wherever or with whoever the pupils are working.
Teaching Staff

• Set high expectations which inspire, motivate and challenge pupils
• Promote good progress and outcomes by pupils
• Demonstrate good subject and curriculum knowledge
• Plan and teach well structured lessons
• Adapt teaching to respond to the strengths and needs of all pupils
• Make accurate and productive use of assessment
• Manage behaviour effectively to ensure a good and safe learning environment
• Fulfil wider professional responsibilities
  • Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
  • Deploy support staff effectively
Ofsted - Teaching

- Teaching engages and includes all pupils with work that is challenging enough and meets the needs of all pupils
- Teachers command the respect of the class, set out clear expectations for pupils’ behaviour, start and finish lessons on time and manage teaching resources effectively
- Pupils’ responses demonstrate sufficient gains in knowledge, skills and understanding
- Teachers monitor pupils’ responses in lessons and adapt their approach accordingly. They also monitor progress and use this to adapt their planning
- Teachers seek to assess the effectiveness of their own teaching
- Teachers give the necessary attention to the most able and disadvantaged, as they do to low attaining pupils
Ofsted - Teaching

- Teachers set homework in line with the school’s policy
- Assessment is frequent and accurate
- Pupils understand how to improve their work – not just about targets
- Teaching helps develop the culture and ethos of the school
- Teachers have high expectations of all pupils
- Teaching across the school prepares pupils for the next stage of education
Support Staff

• Historically teaching assistants/learning support assistants have been used to support pupils with SEN
• Established a dependency culture
• Need to focus on supporting pupils’ learning
• Trained and skilled to be able to deliver one-to-one or small group interventions
• Teachers have a deeper understanding of how they can work effectively together
• Teachers understand that they are responsible and accountable for every child’s progress
SEN Information Report

- Schools have additional duties under the SEND Regulations 2014. Schools must publish more detailed information about their arrangements for identifying, assessing and making provision for pupils with SEN.
- The governing bodies (or equivalent) must publish information on their websites about the implementation of their policy for pupils with SEN.
- Information updated annually and any changes updated as soon as possible.
- Schools will also need to review and revise SEND Policy in light of the reforms.
Transfer of statements to plans

• Local authority duty
• LA transitional arrangements
• Schools will need to work with parents and keep them informed
• Dual system up to April 2018
• No child or young person should “miss out”
• Personal budgets
• Young people post 16
• Independent Supporters
SEN or Underachievement

SEN or Underachievement

SEND Code of Practice 2014

“Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as SEN”

Barriers to Learning

What are the barriers to learning for children in your school?
Broad areas of need

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

- The areas of need are to give an overview of the range of needs that should be planned for and to support schools in deciding what action to take.
- They are not about fitting a pupil into a category.

- Children and young people with medical needs
SEN Support

- Single category bringing together school action and school action plus
- Needs to be finalised by January census 2015
- What will SEN Support look like in your school?
- Quality First Teaching
- Differentiation and personalisation
- Involve children and young people and their parents
- Assess, Plan, Do and Review – graduated approach
- Evidenced interventions
- Record keeping – register? IEPs?
The Graduated Approach

- Assess
  - Growing Understanding of Pupil's Needs

- Plan
  - Growing Understanding of what teaching approaches work

- Do
  - Growing Understanding of effective support

- Review
  - More frequent reviews
  - More detailed & specialist approaches

- Revise
  - REVISE

- Refine
  - REFINE
How do we engage parents, carers and families

- Outline of main changes
- Statements converting to EHC plans – timescale
- Move from school action and school action plus to SEN Support
- Local Offer – where to find information
- Change in support that may be given
- New SEND Policy – consultation
- Roles and responsibilities (school, local authority etc)
- Parents/carers should be informed as soon as a school identifies that a pupil may have a SEN
- Involvement in SEN Information Report and review of SEND Policy
- Some parents/carers will have needs themselves and require support
- Development of outreach Key Workers to support in the home
- Extension of school day – breakfast/after school sessions
- Take into account the timings of meetings
- Increased regular communication between home and school
- Plain language – no jargon or official language
Professional Development

- Whole School Training – Sharing good practice and expertise
  - Audit of skills internally
  - Audit of need
  - Planned CPD opportunities
  - Learning walks
  - Surgeries
  - Reflecting on practice
- Department/Phase/Key Stage
- Individual
- Wider School Workforce
- Governing Body
- Parents
- External Support
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