How can schools and academies meet the needs of all their children and young people?

Alex Grady, Education Development Officer at nasen and Whole School SEND project officer
The leading SEND membership organisation for education professionals

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The SEND landscape
SEND data: totals

Source: DfE SEND statistical release July 2018
SEND data: by category of SEN

Source: DfE SEND statistical release July 2018
Proportion of Children with statements or EHC plans attending maintained or non-maintend special schools

Source: DfE SEND statistical release July 2018
SEND data: primary needs

Source: DfE SEND statistical release July 2018
Exclusions data: from type of school

Source: Schools Week, July 2018
Exclusions data: fixed term, SEND

Source: DfE SEND exclusions data
Exclusions data: permanent, SEND

Source: DfE SEND exclusions data
Challenges: Funding

- High Needs block
- Schools Funding
- LA funding for support services

Some additional funding (£50 million)
Challenges: Ofsted

• ‘Quality of education’: less reliance on just data and more focus on curriculum and ‘good education’ more broadly: intent, implementation and impact
• ‘Behaviour and attitudes’
• ‘Personal development’
• ‘Leadership and management’
• More focus on ALL pupils, including those with SEND
• ‘Gaming or off-rolling’ explicitly not allowed
Challenges: Curriculum and assessment

- Rochford Review and Pre-key stage standards
- Primary curriculum; Y1 phonics check and KS2 SATs
- GCSEs; A levels; T levels
- Progress 8
What is effective practice for pupils with SEND?

• **Relationships and wellbeing** (‘Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils’, Standard 1)

• **Revision and repetition** (‘Regular purposeful practice of what has previously been taught’, Standard 2)

• **Cognitive load theory** (‘Avoid overloading working memory’, Standard 2)

• **Scaffolding** (‘Guides, scaffolds and worked examples can help pupil apply new ideas’, Standard 4)

• **Multi-sensory teaching** (‘Combining a verbal explanation with a relevant graphical representation of the same concept or process’, Standard 4)
What is effective practice for pupils with SEND?

Every leader a leader of SEND

Valuing every pupil, and every member of staff, as an individual

Effective deployment of staff
What is effective practice for pupils with SEND?

Every teacher a teacher of SEND

Teachers who understand individual needs

‘Responsive and adaptive’ teaching
What is effective practice for pupils with SEND?

Having support systems in place for when ‘high quality adaptive and responsive teaching’ is not enough.
A Whole School Approach to SEND: Why?

What works for your most vulnerable learners will work for everyone
A Whole School Approach to SEND: How?

- A growing community of practice of more than 5000 schools/settings and providers
- Hosted by nasen, with strategic partner UCL Centre for Inclusive Education
- Currently funded by DfE to deliver the SEND Schools’ Workforce contract
- Committed to improving outcomes for children and young people with SEND by networking, collaborating and unlocking the answers that exist within the system
A Whole School Approach to SEND: How?

Aim 1
• Drive education institutions to prioritise SEND within their CPD and school improvement plans including facilitating greater links between mainstream and special schools.

Aim 2
• Equip schools to identify and meet their training needs in relation to SEND.

Aim 3
• Build the skills of teachers working in mainstream and special schools and of SENCOs and teachers of classes of children and young people with sensory impairments by promoting best practice.

Aim 4
• Identify and respond to any gaps in the training and resources available to schools.
A Whole School Approach to SEND: How?
A Whole School Approach to SEND: How?

Join our Community of Practice

This values that underpin our work at Whole School SEND are:

Inclusion
We believe that every child is entitled to an education and opportunities that enable them to enjoy, achieve and thrive at school and beyond into adulthood. As well as being enriching and enjoyable for its own sake, education must prepare all children for independent living, enabled employment and fully realising their abilities. The children and young people who are part of our consultation exercise stressed that they want their teachers to place their views and wishes at the centre of decision making and to hold high aspirations for them.

Diversity
We believe that our best solutions are found from a diverse pool. We aim to bring education professionals together from across the breadth of provision. We value the contribution of those working in specialist and mainstream settings, be they support staff, teachers, SENDCOs, or others. We equally value and seek the views of parents, carers, and children and young people, as well as other stakeholders with something to contribute to the discussion.

Strength based approach
We know that there is much good practice in the education system, but we also accept that much provision is not yet good enough anywhere. We want to identify and disseminate good practice and empower education professionals to feel able to develop and refine their approach to SEND provision.

Research and evidence base at the heart of what we do – so that we can be confident that resources are invested effectively and we can measure the impact of our work. We support the view of every learner is unique and that every education setting has a unique context – we do not believe that one size fits all.

If you want to improve your SEND provision, then our suite of free resources can help you identify your strengths and areas for growth as well as the next steps you can take.

Collaboration
We believe that human connections and relationships are important. We are committed to support local networks of education professionals to drive sustainable improvement to SEND provision. Our Regional SEND Leaders are working with existing local networks and influencers to create opportunities to reflect meaningfully on SEND provision. We are looking to identify know how, ideas and good practices. We believe that we achieve more when we work together and that collaboration is essential to deliver effective and bespoke support to every child.

Integrity
We believe in innovation and creative approaches to challenge and to invest our resources carefully to achieve meaningful impact.
A Whole School Approach to SEND: How?

Share effective practice

Build local partnerships
A Whole School Approach to SEND: How?

- Knowledge-exchange conferences
- What Works
- SEND Index
Thank you very much

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