Governors
and
SENd Provision
Getting it Right!

SCHOOL EFFECTIVENESS

Ealing
www.ealing.gov.uk

Aims of the session

To refresh governors understanding of your statutory duties in relation to SENd Provision

To support governors in developing an understanding of what constitutes effective SENd provision

To develop governors questioning and monitoring strategies which add value to SENd provision

Ealing
www.ealing.gov.uk

Agenda

| Session 1 | SENd Governors: Statutory Duties Refresher |
| Session 2 | Effective SENd provision: What does it look like, how will you know? |

Ealing
www.ealing.gov.uk

Session 1 : Statutory Duties

SPECIAL EDUCATION SPECIAL EDUCATION

cognitive behavior aids visual parents classroom therapy student program achievement individualized disabled

Ealing
www.ealing.gov.uk

The performance agenda has never been stronger. Schools are subject to sharper accountability for pupil outcomes. And, as a result, governors have a much greater role to ensure that a strategic direction is set by the headteacher to deliver good results...

HMCI Sr Michael Wilshaw, speech at The Policy Exchange 27th February 2013

Ealing
www.ealing.gov.uk

SENd Governors: need to know

Equalities Act
SENd CoP

Ofsted FW
&
DFE Updates

STATUTORY DUTIES — NATIONAL DEVELOPMENTS

LOCAL DEVELOPMENTS — SCHOOL BASED SEN INFORMATION

Ealing
www.ealing.gov.uk

Effective use of SEN Funding

- Quality First Teaching
- Whole school provision map of interventions
- High Quality Professional Development
- Equality Duty
- LA support and guidance
- Commissioning external support
- Thinking outside the box!

Ealing
www.ealing.gov.uk

Conditions for high quality teaching: SEN Code of Practice

Image source: Rob Webster

- Special educational provision is underpinned by high quality teaching and is compromised by anything less (p25)
- Teachers are responsible and accountable for the progress and development of the pupils in their class, *including* where pupils access support from teaching assistants or specialist staff (p99)

Ealing
www.ealing.gov.uk

Quality First 'Inclusive' Teaching

- Structured and managed according to the needs of the pupils and the learning objective
- A very strong focus on learning rather than on engagement and being busy
- Challenging and motivating activities – making effective use of knowledge about pupils' attainments and interests at which pupils are working and the level of challenge then offered by staff
- Development of communication, literacy and mathematics
- Systematic and effective on-going assessment and evaluation that informs teaching and improves learning
- Knowledge of the pupils and the implications of their special needs
- Aimed at increasing pupils inclusion in the learning or peer group

Ealing
www.ealing.gov.uk

A quick Discussion!

How well aware are you of:

- The barriers to learning for pupils in your school?
- The strategies that are used that support these pupils?
- What successful interventions have been used?

Barriers to learning

- Curriculum approach and content —real learning experiences
- Teaching styles
- Inaccessible teaching materials
- Inappropriate accommodation
- Inappropriate peer grouping
- Staff attitudes
- Staff knowledge, skills and understanding
- Deployment of support staff

Ofsted: Best Practice

- 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

Warm Up Discussion!

Consider the previous slide:

> Briefly discuss in your group your current understanding of your statutory duties and National Developments.

Ealing
www.ealing.gov.uk

Statutory Duties: SENd

School must:

- Meet their Equality Act duties for pupils with disabilities
- Use their 'best endeavours' to meet pupils SEN
- Admit a young person where the school is named on the EHC plan
- Appoint a suitably qualified or experienced member of staff as SENCO (they must achieve the NASENCO qualification within three years of appointment)
- Take account of the new 0-25 CoP
- Co-operate with the LA in developing the local offer produce and publish online a School SEN information report;
- Make arrangements to support pupils with medical conditions-schools must have regard to statutory guidance supporting pupils at school with medical conditions

Ealing
www.ealing.gov.uk

Statutory Duties: SENd

- Parents must be formally notified once decision to provide SEN Support is made
- Local authorities must review an EHC plan at least annually and schools must co-operate in the review process (LA can require schools to manage review meetings on their behalf)
- School's must produce an annual report for parents on their child's progress
- Governing Bodies (or equivalent) must produce a SEN Information report

Ealing
www.ealing.gov.uk

Statutory Duties: SENd

School Website (SENd)

➢ SEN Information Report (see annex),

➢ A strategy for the use of Pupil premium

You must include:

- The school's PP grant amount
- A summary of the main barriers to educational achievement faced by eligible pupils in the school
- How you will spend the PP to address those barriers and the reasons for that approach
- How you will measure the impact of the PP
- The date of the next review of the PP strategy

Ealing
www.ealing.gov.uk

Equality Duty

The act makes it unlawful for the responsible body of a school to discriminate (directly or indirectly) against, harass or victimise a pupil or potential pupil:

- in relation to admissions,
- in the way it provides education for pupils,
- in the way it provides pupil access to any benefit, facility or service, or
- by excluding a pupil or subjecting them to any other detriment

Ealing
www.ealing.gov.uk

Reasonable Adjustment Duty

- Where something a school does places a disabled pupil at a disadvantage compared to other pupils then the school must take reasonable steps to try and avoid that disadvantage

- Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non disabled pupils

Ealing
www.ealing.gov.uk

Accessibility Plan

Schools must draw up and implement an 'accessibility plan' for disabled pupils that aims to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and service provided; and
- Improve the availability of accessible information to disabled pupils

Ealing
www.ealing.gov.uk

Accessibility Plan

Schools must also take into account the need to provide adequate resourcing for implementing plans and must regularly review them. An accessibility plan may be a freestanding document but may also be published as part of another document such as the school development plan

Ealing
www.ealing.gov.uk

Example :Accessibility Plan

Aim	Actions	Timescale	Responsibility	Success criteria
Improve signage & external access for visually impaired people	Yellow strip step edges	On going	Site manager	VI Apeople feel safe in school grounds
Ensure all disabled pupils can be safely evacuated	Put in place PEEPs for all pupils with difficulties	As required	SENCo	All disabled pupils and staff working alongside are safe in the event of fire
	Develop a system to ensure all staff are aware of their responsibilities	Each Sept	SENCo	
Ensure accessibility to IT equipment	Alternative equipment in place to ensure access to all hardware	On going as required	ICT	Hardware and software available to meet the needs of children as appropriate
	Including hall Liaise with W/H on information with regard to relevant software	Software may be required on going		

Ealing
www.ealing.gov.uk

Key Documents

- Ensure you read Chapter 6 of the SENd CoP
- Ealing policy and practice regarding EHCP's/availability of local SEN services/funding
- Children with Medical Conditions – Statutory guidance published April 2014
- The Equality Act
  - Guidance – Equality Act 2010 – advice for schools – June 2014
- The Mental Capacity Act 2005
- Department Advice on Mental Health and behaviour in schools – June 2014

Ealing
www.ealing.gov.uk

Session 2 Effective SENd Provision
What does it look like?
How will you know?

Ealing

17

Ofsted

The key to a school's success is that they can evidence high quality educational provision which is offered every day for every pupil

Ealing
www.ealing.gov.uk

A quick Task!

Talk to your colleagues

➢ How do you find out about the quality and impact of SENd provision in your school?

➢ What issues do you face?

Ofsted

➢ Governors hold senior leaders stringently to account for all aspects of the school's performance, including ---- SEN funding, ensuring that the *skilful deployment of staff and resources to deliver good or improving outcomes for pupils*.

20

Common Inspection frame

Code of Practice	CiF Outcomes
High expectations for SEN pupils. Assess, Plan, Do. Greater focus on successful preparation for adulthood.	The progress that lower-attaining pupils are making and the impact of provision for them on raising their attainment so that they reach standards expected for their age ➢ Does the teaching enable pupils to acquire new knowledge, and make progress according to their ability so that they increase their understanding and develop their skills in subjects taught?

21

Code of Practice	CiF Outcomes
Early identification of need	The identification of special educational needs leads to additional or different arrangements being made and a consequent improvement in progress
Providers must use best endeavours to ensure necessary provision is made.	The impact of funded support for them on closing any gaps in progress and attainment
Duty to assess and make suitable provision	Where pupils have been identified as having learning difficulties does the curriculum meet their needs?

Ealing
www.ealing.gov.uk

22

Questions Governors Need to Consider

Benchmark SEN pupils: different starting points vs key year standards?

Track and evaluate progress for different groups including SEN pupils

How does your school:

Monitor and evaluate the quality of teaching, learning and assessment, including specialised teaching?

Analyse the data to improve in class teaching and intervention to close the gaps and to meet individual pupil needs

Ealing
www.ealing.gov.uk

23

Red Alerts!

- Pupils with SEN make unsatisfactory progress in relation to their starting points and identified needs
- Only some pupils make satisfactory progress in acquiring a range of skills; communication, reading and writing and mathematics
- There is a significant gap between the attainment of pupils with SEN and other pupils nationally and in the school and this is not closing.
- There is a lack of robust analysis of pupil progress data and subsequently improvement strategies are either not evident or ineffective

Ealing
www.ealing.gov.uk

Quality First 'Inclusive' Teaching

➤ Common practice within the class when the teacher and additional adult frequently work with SEN groups of pupils as part of lesson design

➤ Role of additional adults planned - the teacher and the additional adult will at least have shared planning or discussed the lesson and their roles in advanced

➤ Pupils have opportunities to work with more able peers and other partners

➤ Discreet support so SEN pupils are not overwhelmed or embarrassed -- used at particular times and for specific purposes within the lesson, linked to learning

➤ The management and evaluation of additional support towards improving learning – increasing independence

Ealing
www.ealing.gov.uk

31

Quality First 'Inclusive' Teaching

➤ Focused on maximising pupils' independence through engaging pupils and building confidence

➤ Pupils provided with well thought out resources that match learning styles and support learning and confidence

➤ Pupil responses are valued

➤ Additional adults are able to contribute towards the assessment for learning for individual pupils through observation and feedback

➤ Effective feedback - development of advocacy, choice, decision making

Ealing
www.ealing.gov.uk

32

Red Alerts

• Teaching is not narrowing the attainment gaps for pupils or groups of pupils who have SEN, are disabled or who are eligible for pupil premium and leads to unsatisfactory levels of progress

• Teaching is not promoting pupils' abilities in communication, reading, writing or applying mathematics

• Particular groups of pupils disengage and become disinterested in their learning owing to insufficient teacher challenge and low expectations

• Planned learning does not reflect the needs of all learners

Ealing
www.ealing.gov.uk

Effective use of SEN Funding: Impact of Additional Adults

SENd Provision: TAs – The Current Landscape

362,400
TAs in English schools

Trebled since 2000

More TAs than teachers in primary

Largest Pupil Premium Investment

£5bn
to employ

More than roads, housing

Ealing
www.ealing.gov.uk

Quality First 'Inclusive' Teaching: Role of additional Adults

IOE survey found that :

➢ SEN and less able pupils spent 32% of lesson time with non qualified staff
➢ TAs spent 37% of their time listening to the teacher
➢ TAs were more concerned with getting the task done rather than learning and restricted independence
➢ Often lesson plans don't include the Learning Outcomes for groups TAs are working with
➢ Too often teachers don't monitor the learning of SEN pupils when working with a TA

Blatchford et al (2009): Deployment and Impact of Support Staff Project (DISS)

Ealing
www.ealing.gov.uk

35

Common Challenges

NONE OF THIS IS THE FAULT OF THE TAs

Ealing
www.ealing.gov.uk

Effective Deployment – what does it look like?

During teacher introductions at the start of the lesson, TAs could be asked to:

• Be seated strategically next to designated children [this can involve sitting on the carpet]

• Make notes on children's responses on labels [name of child, date and comment: teacher decides whether to put them into books after the lesson].

• Make a note of key vocabulary on mini whiteboard for application later in the lesson.

• Support children to aid understanding/ responses

• Carry out a different starter activity if the class has differentiated input.

• Help children to read from IWB

• Ensure children are on task, concentrating

• Discuss key questions [discretely] with key children to support understanding

Ealing
www.ealing.gov.uk

TA Deployment for High Quality Learning

Specific guidelines for TA deployment at different points in the lesson

High levels of engagement by and professional dialogue between all adults

Pupils are engaged and involved in dialogue about learning, assisted in development of independence and resilience

Enabling the teacher to teach high quality, well planned and inclusive lessons

Ealing
www.ealing.gov.uk

Role of TA Reading List

• Deployment and Impact of Support Staff Project (DISS)

• Effective Deployment of Teaching Assistants Project (EDTA)

• Maximising the Impact of Teaching Assistants: Guidance for School Leaders and Teachers - Webster, R, Russell, A. and Blatchford, P

• Education Endowment Foundation Guidance Report: Making Best Use of Teaching Assistants 2015

• Teaching Assistants: A Guide to Good Practice (Oxford University Press)

Ealing
www.ealing.gov.uk

Effective use of SEN Funding: Interventions

Some pupils, will require provision that is additional to or different from their peers.

➤ Schools have a responsibility to assess the effectiveness of interventions in terms of:

- Pupils' progress in relation to the targets set for them for each intervention

- The impact of the intervention more generally on their achievement.

Ealing
www.ealing.gov.uk

Effective use of SEN Funding: Provision Mapping

- Provision mapping is a way of evaluating the impact on pupil progress of provision that is different from the school's differentiated curriculum.

- Evaluated provision maps help schools manage provision to ensure that it is, and continues to be, effective in helping pupils to make progress.

- Provision mapping and evaluation cycle should run in parallel with schools tracking system and it should feed into pupil progress meetings.

Ealing
www.ealing.gov.uk

Effective use of SEN Funding: Provision Mapping

Best Practice: A Working Document

Monitoring Value for money

- Each intervention is listed with additional information e.g. staff-pupil ration, staff delivering, frequency, duration.
- *Teaching strategies used in classroom could be included*
- Cost of intervention included
- Easily understood by stakeholders
- Starting point data recorded
- SMART targets set with associated success criteria (qualitative or quantitative) consideration of how impact will be measured
- Provide a foundation for, half termly, pupil progress meetings

Ealing
www.ealing.gov.uk

Questions to Ask

How are intervention strategies tailored to the pupil's individual needs?

Is the pupils progress at and appropriate to their lessons?

Are teachers aware of what pupils are learning in the intervention groups?

How do they know how effectively the additional adults deliver the sessions?

How do teachers/senco monitor the impact of intervention groups?

43

Effective : Intervention Sessions

> Selective - used at particular times and for specific purposes: Evidenced based
> Tailored - carefully matched to pupils learning difficulties, or gaps in KUS
> Informed - by an analysis of learners needs and difficulties
> Resourced - sessions are supported by carefully chosen resources that enhance learning and confidence
> Skilled - delivered by well trained additional adults who understand the pupils individual needs, know pupils' targets, the learning objectives and learning outcomes expected and how to help the pupils to achieve them

44

Monitoring the Quality of Teaching and learning

The SENCO :

• should ensure that there is a very clear message that all teachers are responsible and accountable for all pupils in their class wherever or with whoever the pupils are working

• will work with teachers to support their use of assessment information to set high yet realistic expectations and targets and develop a review process that enables teachers to regularly consider the progress of individual pupils

• will need to evaluate how support staff are deployed in school, how they are briefed and how effectively the teacher monitors pupils' learning and provides further direction and support

Social, Emotional and Behavioural Issues

Learning and Behaviour.

➢ Strong evidence to suggest a link between boredom in the classroom and low achievement

➢ Pupils behave much better if the teaching is good, they are engaged in what they are doing and it's appropriate to them

➢ Low-level disruption often where children are bored and not motivated, so they start to use their abilities for other ends. That then can lead to other children being distracted in lessons and so on

---

Personal Development Behaviour and Welfare

Questions to ask:

• How is the progress of pupils with social, emotional or mental health difficulties tracked?

• Are strategies for attendance, exclusions and internal sanctions thoroughly evaluated and reviewed?

• Is there convincing improvement in behaviour, attendance and attitudes to learning?

• Are attitudes to learning positive across all subjects and teachers?

• How are SENd pupils helped to keep themselves and others safe?

Plenary

SENCo and SEN Governor
A Dynamic Duo

Support and Challenge: Termly Focus

How effectively the SENd Policy is being implemented

- Latest progress and attainment of pupils on SEN record-are the attainment gaps closing, if not why not?
- Outcomes of SENd focused monitoring and evaluation
- How is the SENd notional budget and Element 3 (top up) school is receiving being used? Is it leading to better outcomes?
- The range of provision in place for pupils on the SEN record (usually outlined on the provision map) and whether it is leading to good outcomes and is value for money

---

Support and Challenge: Termly Focus

How effectively the SENd Policy is being implemented

- The training staff, including support staff have had on SENd and impact on improving practice
- How the school is progressing towards any SEN focused areas of the SDP and/or SEN development plan
- Monitor data on bullying, attendance, exclusions and safeguarding with particular focus on children with SENd-if there is an issue in any of these areas, what is the school doing about it?
- Understanding the SENCo role, any issues such as time?

Support and Challenge: Periodic Focus examples

- Ensure the schools SEN information report is reviewed and updated annually(with parent group)
- Review Equality Objectives where they relate to disability
- How well the school involves parents in support for their child-what are parent views?
- How well the school develops self advocacy skills of pupils with SEN-what are children and young peoples views?
- Review SENd Policy (with parent group) and Accessibility plan

Support and Challenge: Periodic Focus examples

- Ensure that pupils with SENd are fully involved in all aspects of school life including extra curricular clubs
- Is the school's use of the external agencies supporting the schools drive to even better outcomes for pupils with SENd?
- How the school supports the transition of pupils with SENd in/out and between year groups
- Conduct focused monitoring visits to support the monitoring of the implementation of the SENd policy and any SENd focused areas of the SDP or SEN Development plan

---

Ten Effective Steps for SEN Provision

1. Coordinate provision and use a clear referral system
2. Use effective evidence based interventions
3. Develop on-site expertise
4. Use resources efficiently
5. Use rigorous assessment to precisely identify SEN and match interventions to individual needs
6. Track and monitor pupil progress across different subject
7. Evaluate the impact of interventions and adjust provision accordingly
8. Work with pupils and parents
9. Ensure strong teaching and learning
10. Prioritise leadership of SEN

53