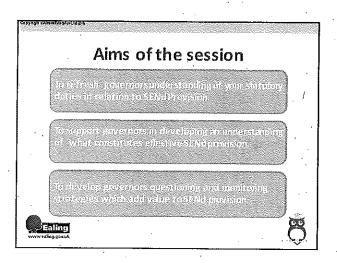
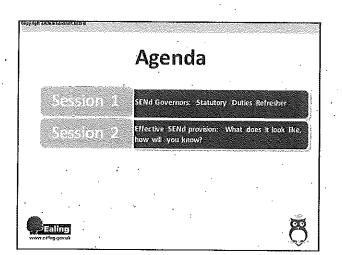
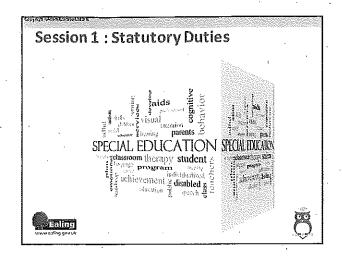
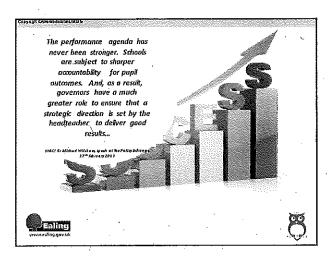
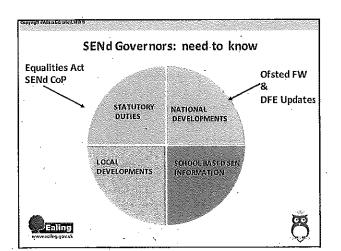
Governors and SENd Provision Getting it Right! SCHOOL EFFECTIVENESS











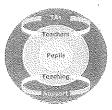
Effective use of SEN Funding

- 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!





Conditions for high quality teaching: SEN Code of Practice



ten en muser Rob Weble



- 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)



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





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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. Statutory Duties: SENd 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 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; ' $\frac{1}{2} \left(\frac{1}{2} \right) = \frac{1}{2} \left(\frac{1}{2} \right) \left(\frac{1$ Make arrangements to support pupils with medical conditions-schools must have regard to statutory guidance supporting pupils at school with medical conditions Ealing 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

Governing Bodies (or equivalent) must produce a

on their child's progress

SEN Information report

Ealing

Statutory Duties: SENd

School Website (SENd)

- > SEN Information Report (see annex).
- ${f >}~{\sf A}$ 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





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





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





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;
- Improve the availability of accessible information to disabled pupils



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





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improve signage & external access for risually impaired seople	Yellow strip step edges	Ongoing	Site managez	VI Apeople feel safe in school grounds
instre all disabled outlis cambe safely evacuated	Put in place PEEPs for all pupils with difficulties Develop a system to ensure all staff are	As required Each Sept	SERC ₀	All disabled pupils and staff working alongside are safe in the event of fire
	aware of their responsibilities		5EN Co	
Ensure accessibility to 17 equipment	Alternative equipment in place to ensure access to all hardware	On going as required Software may be	ıcı	Handware and software available to meet the needs of children as
	Including hall Lizise with WH on Information with	golog no: Estupai		a ppropria te

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





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



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





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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.





Common Inspection Frame

Code of Practice

High expectations for SEN pupils.
Assess, Plan, Do.
Greater focus on successful preparation for adulthood.

CiF Outcomes

The progress that lower-attaining pupils are making and the impact of provision for them on raking their attainments othat 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?





Code of Practice

Early identification of need

Providers must use best endeavours to ensure

Duty to assess and make suitable provision

necessary provision is made.

CiF Outcomes

The identification of special educational needs leads to additional or different arrangements being made and a consequent Improvement in progress

The Impact of funded support for them on closing any gaps in progress and attainment

Where pupils have been identified as having learning difficulties does the curriculum meet their needs?





Questions Governors Need to Consider

Benchmark SEN pupik different starting points vs key year standards?

Nonitor and evaluate the quality of teaching, learning

How does your school:





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





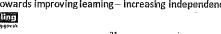
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Quality First 'Inclusive' Teaching

- 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





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





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





Effective use of SEN Funding: Impact of Additional Adults SENd Provision: TAs — The Current Landscape More TAs than teachers in 362,400 TAs in English schools Trebled since 2000 More Than £5bn housing

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

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





Common Challenges						
Composition Included of management and violences	Empression minimation and minimation min	Teleton, everyone confest disvising contentation with contentation				
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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 comments teacher decides whether to put them into books after the [esson].
- •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





TA Deployment for High Quality Learning South and the for the deployment of the Learning South and the for the deployment of the Learning South and the form the Learning South and the form the Learning South and the Learning South and the Learning For the Learning

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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)





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





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.





Effective use of SEN Funding: Provision Mapping

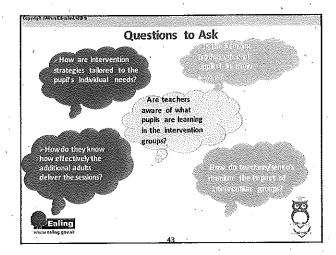
Best Practice: A Working Document

Monitoring Value for money

- Each Intervention is listed with additional information e.g. staff-pupil ration, staff delivering, frequency, duration.
- ' Teaching strategies used in dassroom 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







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



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





Copyright colleges blocked to be to

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 lessors 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





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 SENdif 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?





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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 SENAP
- 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
- Evaluate the impact of interventions and adjust provision accordingly
- 8. Work with pupils and parents
- 9. Ensure strong teaching and learning

2 Prioritise leadership of SEN



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