Southampton Inclusion Partnership in collaboration with Whole School SEND

Fifth Annual Conference
Wednesday 23rd June, 2021

Every leader a leader of SEND

Introduction and Welcome

Morning session

9:00 Session 1	**How leadership and management approaches to SEND provision inform and drive high-quality education for all**	**Chris Pollitt, OFSTED**
10:15 Session 2	Developing distributed leadership for SEND – the active ingredients.	Clare Belli, WSS
10:45	Coffee	
11:00 Session 3	Securing a whole school approach to SEND: governors, leaders and SENCos working together	Malcolm Reeve, WSS
12:15 Session 4	Adapting provision to meet the needs of all learners: when leaders think out of the box	Alison Maybury and Holly Colbert, Bevois Town Primary
12:45	Lunch	

Afternoon Session

| 1:15 Session 5	How to help primary and secondary schools make the best use of teaching assistants	Rob Webster, UCL
2:30	Coffee	
2:45 Session 6	Southampton briefing for SENCos	Tammy Marks, SCC
3:15	Local updates and close	

Developing distributed leadership within a graduated approach

Clare Belli

Head of Southampton Inclusion Partnership and Outreach

Deputy Regional SEND Lead, Whole School SEND
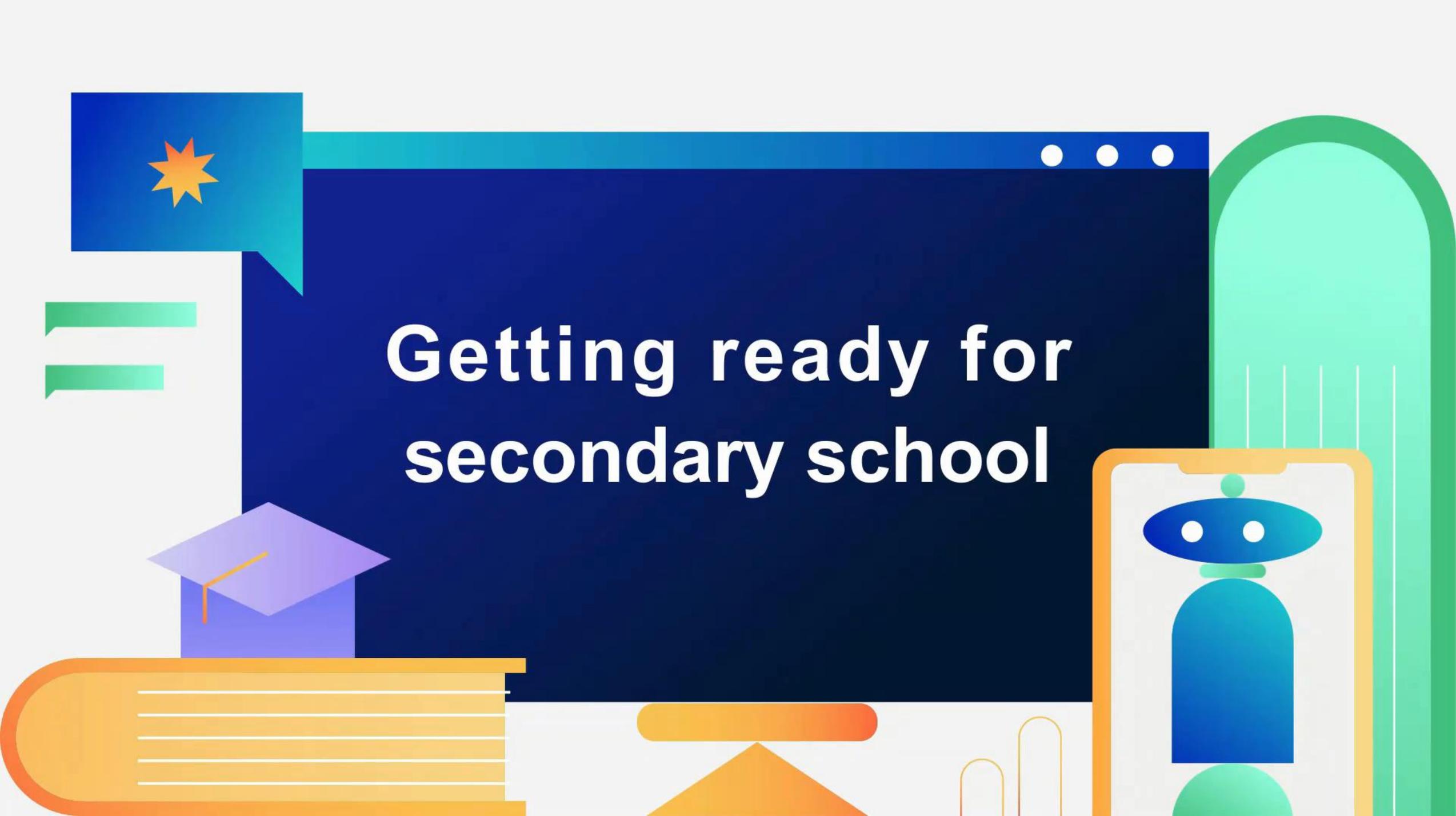
Getting ready for secondary school

Why we do what we do

*Leaders working together
to create best outcomes
for pupils with SEND*

Challenges for SENCos

NATIONAL SENCO WORKFORCE SURVEY 2020

Supporting children and young people with special educational needs and their families during the coronavirus (COVID-19) pandemic

A national survey of SENCOs

"It felt desperate at times"

Supporting SEND (DfE, May 21)

• experienced a range of challenges in carrying out their role.

• not enough time to work with external agencies/families

• not able to access the training to keep up to date.

• carrying out role on top of full time teaching commitment

• prevented from doing their role as well as they wanted to

National SENCo Workforce Survey 2020

• 74% not enough time to ensure pupils on SEN Support are able to access the provision they need

• 23% felt they could not adequately monitor the provision of children with EHCPs

• 95% felt their time should be protected

If every SENCo
in every school
was given the time they needed
to carry out their role effectively…
would this make a big enough difference?

Distributed leadership for SEND
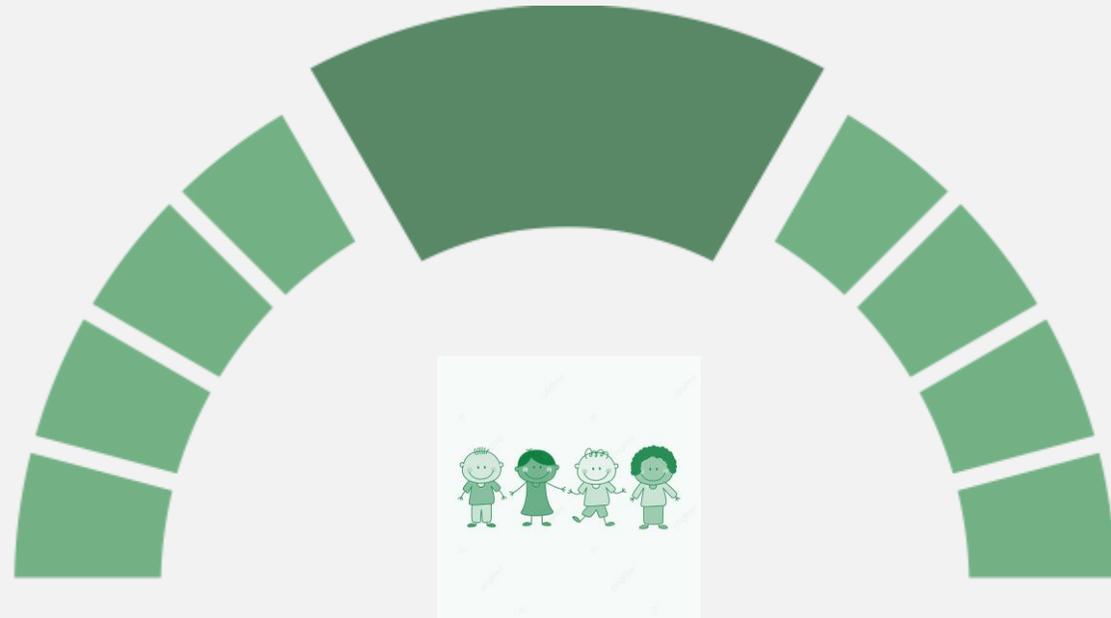
"When we all play our part, we share responsibility and create something strong and long lasting."

The impact of distributed leadership

Collective efficacy

attainment

Reduced workload

sustainability

Shared responsibility

Wider impact

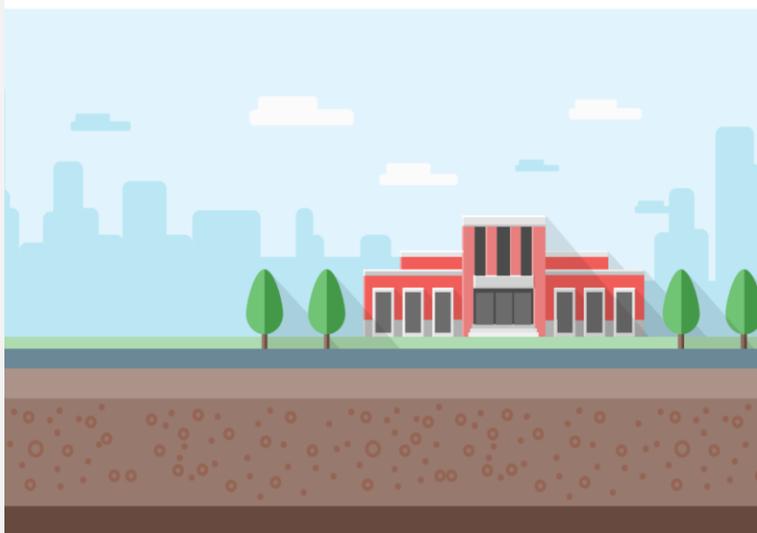Avoiding duplication

Wider accountability

What do different SEND roles look like in your school?

Governing Body (including SEND Governor)	Headteacher	SLT and SENCo	Middle leaders/Phase Leaders/Heads of Department	Class Teachers/ Subject Teachers	Support Staff
Strategic overview, support and challenge	Strategic responsibility of SEND	Coordination of SEND provision and deployment of staff	Monitoring of pupil progress	Delivery of high quality inclusive teaching	Delivery of interventions
	Overall responsibility for intent, implementation and impact	Monitoring of SEND provision and pupil progress	Monitoring of high quality inclusive teaching and provision for SEND	Target setting	Collation of data against targets/outcomes
		Data analysis and evaluation of impact	Integral focus on SEND in all lesson observations	Monitoring progress of individual pupils	
		Integral focus on SEND in all lesson observations		Monitoring of interventions	

What can we do to make distributed leadership happen?

PUTTING EVIDENCE TO WORK:
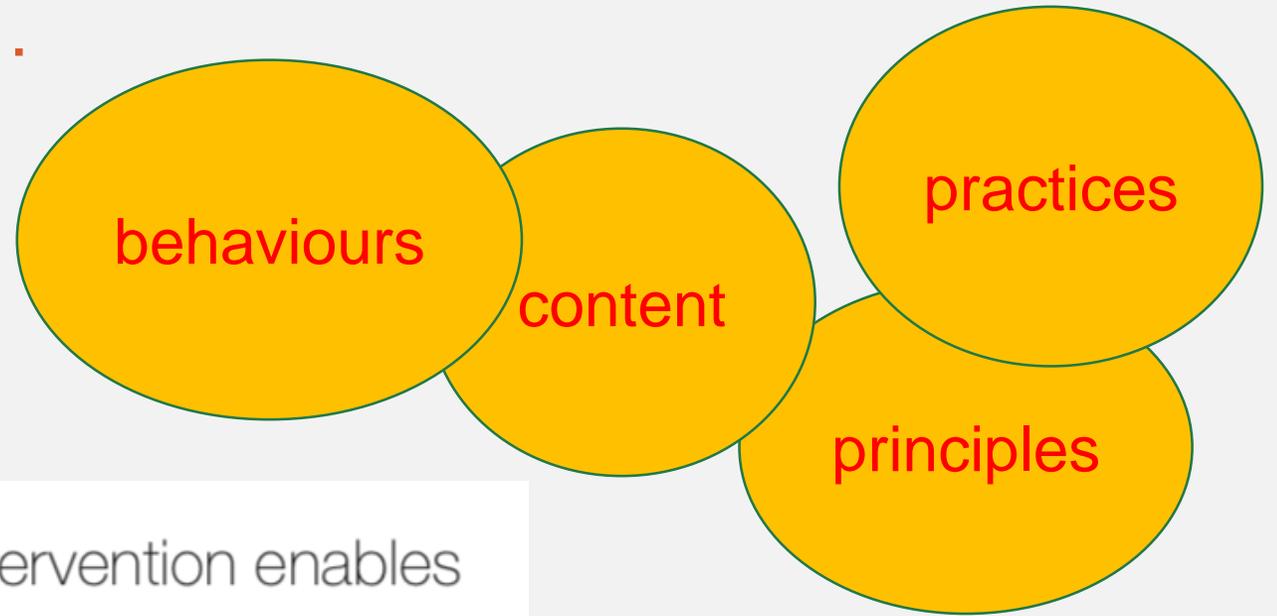A SCHOOL'S GUIDE TO IMPLEMENTATION
Guidance Report

https://educationendowment
foundation.org.uk/tools/guid
ance-reports/a-schools-
guide-to-implementation/

Education
Endowment
Foundation

HISP
RESEARCH
SCHOOL AT
THORNDEN

Specifying the active ingredients…

behaviours

content

practices

principles

Specifying the active ingredients of an intervention enables educators to identify which features need to be adopted closely (that is, with fidelity) to get the intended outcomes. The more clearly identified the active ingredients are, the more likely the programme or practice is to be implemented successfully.[14, 15]
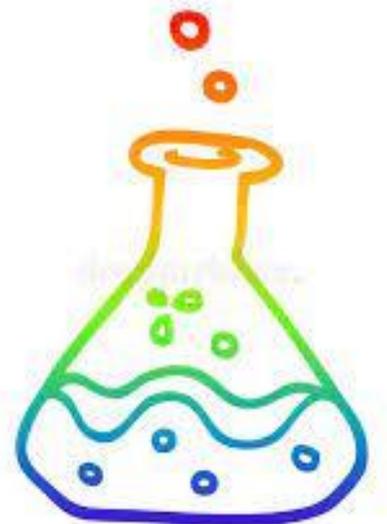
How does your school map out responsibilities that sit within each role?

SEND Governor	Headteacher	SLT and SENCo
• Meet with SENCo on a half-termly basis. • Provide written records for each visit. • Provide support and challenge to SLT in relation to SEND • Provide regular updates to whole Governing Body in relation to SEND • Triangulate sources of evidence in order to understand progress the school is making towards school improvement for SEND.	• Hold senior leaders and SENCo to account for the quality of SEND provision through routine review meetings. • Ensure the SEND Policy and Information Report are current and reflect provision. • Ensure effective communication with parents in order to keep them informed about inclusive practice within the school and in regard to the individual SEND provision and progress of their child. • Act as a role model for all staff in regard to inclusive behaviour and expectations	• Ensure all staff comply with systems for SEND. • Ensure accurate and ongoing identification of need to inform provision • Monitor the quality of SEND provision within lessons. • Quality assure planning for SEND learners and provide feedback to teachers. • Lead pupil progress meetings and support and challenge in relation to pupil progress. • Analyse data and use information to inform planning. • Lead self-evaluation of provision for SEND.

How does your school map out responsibilities that sit within each role?

Middle leaders/Phase Leaders/Heads of Department	Class Teachers/ Subject Teachers/Leads	Support Staff
• Support teachers to complete Passports to Success and Class Provision Map. • Quality assure Passports to Success and Provision Map as part of year group meetings. • Check Passports to Success and Provision Map are completed within agreed timescales. • Review and oversee graduated approach class lists.	• Oversee delivery of interventions. • Make explicit links to interventions to support pupils in applying learning. • Identify pupils' strengths and barriers to learning and record within Passports to Success. • Set long term outcomes and SMART targets for pupils. • Contribute to annual review process in writing and through attendance at meeting. • Contribute to statutory assessment where applicable. • Liaise with external agencies, including completing any written documentation. • Provide differentiated work which meets the individual needs of learners. • Implement provision for pupils with SEND, including resources and equipment. • Provide planning for support staff to give them time to prepare for lessons. • Facilitate time for support staff to prepare specific resources. • Complete shared planning in good time for teachers to personalise for their class. • Identify pupils for concern and contribute to the assess, plan, do and review cycle.	• Deliver structured interventions following delivery protocols. • Record and track delivery of interventions. • Record progress towards intervention targets and communicate with class teacher. • Support year leader in collating documentation in preparation for SENCo. • Read and be familiar with planning in order to be prepared for delivery. • Scaffold pupils' learning and encourage independence.

Sharing responsibility for systems and processes

PUPIL SUPPORT PLANS	Senior leaders	SENCo	Middle leaders/Phase Leaders/Heads of Department	Class Teachers/ Subject Teachers	Support Staff
	Monitor support plans during 'book looks' and lesson observations Check provision in Pupil Progress meetings Reinforce and model common language Ensure support plans and timescales are written into Annual Management Plan Follow up where timescales not met.	Provide training around what a quality support plan looks like Quality assure support plans Feedback to class teachers, follow up and follow through Collate and analyse data around targets	Check all support plans are completed and handed in on time Quality assure support plans as part of yr group meetings Coordinate interventions across the yr group	Write support plan and set outcomes and targets Review and consult with parents Oversee intervention and direct TA Ensure pupil's needs are reflected in differentiation of planning	Provide information to support writing of support plan Deliver intervention under supervision of teacher Feedback progress against targets to teacher Remind pupil of targets

Some examples of distributed leadership for SEND at secondary level

Job Descriptions	Whole School Inclusion Group	Access to support and advice	Joint working	SEND Champions	Monitoring of inclusive provision	Student mentors
SEND identified in all senior leader job descriptions	Overseeing school inclusion strategy and monitoring inclusive practice	From a range of school leaders e.g. subject teachers, progress leads, Heads of Department	Between pastoral and SEND departments e.g. monthly inclusion panel	Represented in all departments	Provision for SEND monitored by all school leaders	Assigned to all students with SEND for student's school life

Check out Nasen Connect, March 2020

Questions for reflection

- What type of leadership do we need in our school to secure the best outcomes for young people with SEND?

- How do we change our structures to make this happen?

- What training, development and support is required for staff to make this happen?

- How will we embed systems to monitor and evidence impact and ensure sustainability?

- Join the Community of Practice: https://www.sendgateway.org.uk/whole-school-send/join-our-community-of-practice.html

- Get in touch: info@wholeschoolsend.com

- Sendgateway.org.uk

- Nasen.org.uk

- @wholeschoolSEND

- @nasen

Please contact Clare if you would like to share how you are developing distributed leadership for SEND within your school:
drsl3.seslon@wholeschoolsend.com

3:15 Local updates and close

- SENCo Newsletter has gone out.
Please get in touch if you would like a copy.
info@southamptoninclusion.net

- Developments at Whole School SEND
- Professional Development groups
- Sequenced webinars building on learning

- HISP Teaching School Hub

We hope you enjoyed the conference.

Please complete the evaluation survey.

Wishing you all the best for taking a lead role in improving provision and outcomes for pupils with special educational needs within your schools and across your region.

Please get in touch if you have something exciting to share!