Learning Walls
Who has key responsibility?

SENCO

Teachers / other staff

Other members of SLT / governors
SEN support: research evidence on effective approaches and examples of current practice in good and outstanding schools and colleges

A resource for mainstream leaders, teaching and support staff working with pupils and students with special educational needs and learning difficulties and disabilities

Please contact DfE if you require this resource in a more accessible format.
Overview of value for money

Effect size (months gain)

Cost per pupil

- Feedback
- Meta-cognitive
- Peer tutoring
- Homework
- Phonics
- Learning styles
- Individualised learning
- Arts
- Ability grouping
- Summer schools
- Outdoor learning
- ICT
- Parental involvement
- After school
- Sports
- Performance pay
- Teaching assistants
- Pre-school
- 1-1 tutoring
- Smaller classes

£1000
Sutton Trust-EEF (2015)

SEND Futures
Education, Health and Social Care
What makes great teaching?
(Sutton Trust, 2014)

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>• Content knowledge (pedagogical)</td>
<td>• Using praise lavishly</td>
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<tr>
<td>• Quality of instruction</td>
<td>• Allowing learners to discover key ideas by themselves</td>
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<tr>
<td>• Classroom climate</td>
<td>• Grouping students by ability</td>
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<tr>
<td>• Classroom management</td>
<td>• Presenting information to students based on their “preferred learning style”</td>
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<tr>
<td>• Teacher beliefs</td>
<td>• Professional behaviours</td>
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HQT for SEN: What does it include?

From: The Teacher's Guide to SEN, Natalie Packer

SEND Futures
Education, Health and Social Care
High Quality Teaching for SEN

High quality, inclusive teaching ensures that planning and implementation meets the needs of all pupils, and builds in high expectations for all pupils, including those with SEN. It is about the day-to-day interactions that take place in the classroom and the different pedagogical approaches teachers use to engage, motivate and challenge learners to enable them to be successful.

Natalie Packer, The Perfect SENCO
High Quality Teaching: A Priority

**SEND CoP**
Teachers are responsible and accountable for the progress and development of the pupils in their class

**SEND CoP**
High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN

**Teachers' Standards**
Teachers must...
5. Adapt teaching to respond to the strengths and needs of all pupils

**Ofsted framework**
Inspectors judge extent to which the education provided meets the needs of all pupils, including pupils who have SEND
Inclusion is NOT...

... being the same as everyone else
... discriminatory

... being “done to”
... “Velcro” support

... lip service or tokenism
... feeling isolated

... saying “we can’t meet your needs” without really trying
... speaking for me, or making assumptions about my needs

... being withdrawn or excluded
... being denied a voice

... being singled out
... being denied a voice

... having to fight the system
... a lack of understanding or empathy

... the same provision/setting for everyone
... limiting opportunities

SEND Futures
Education, Health and Social Care
Inclusion is...

- valuing/celebrating differences
- for everyone. It’s a human right
- belonging to a family, community, society
- taking part
- gaining independence
- reasonable adjustments
- removing barriers
- equality of access/opportunity
- being empowered
- making successful transitions
- being the best we can be
- having my voice heard, being listened to
- being valued, respected, accepted
- recognising all achievement
Some questions you may ask yourselves

1. How are TAs deployed to ensure positive impact on student outcomes?
2. What is the performance management for TAs?
3. What training does school provide TAs to support those who deliver interventions?
4. Do your students have access to specialist, impartial careers advice?
5. What support do you provide to help your students prepare for adulthood?
SEND Schools’ Workforce Contract

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.
Whole School SEND Consortium

- A growing community of practice of more than 4500 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
Could you please shovel the ramp?

All these other kids are waiting to use the stairs. When I get through shoveling them off, then I will clear the ramp for you.

But if you shovel the ramp, we can all get in!

Clearing a path for people with special needs clears the path for everyone!
‘Every teacher is a teacher of SEND pupils’

SEND Code of Practice 2014
Effective SENCO Leadership

Leading SEND & Inclusion

SEND Knowledge & Expertise

Leadership Skills

Assess, Plan, Do, Review

Management Skills
Intervention

Wave 3
Highly personalised interventions

Wave 2
Additional interventions to enable pupils to work at age related expectations or above

Wave 1
Inclusive quality first teaching for all
SEND provision through effective inclusive teaching includes:

- Teaching for all
- Realistic Targets
- Visual prompts
- Effective use of ICT
- Clear guidelines
- Quiet areas
- Encourage independent working
- Classroom displays
- Tidy & safe environment
Questions for teachers

- How do I ensure the understanding of pupils with communication difficulties?
- How can I make sure pupils know what to do next?
- How can I ensure SEND pupils receive the correct support?
- How can I encourage collaborative learning?
- How can I encourage speaking and listening?
- How can I ask questions to increase communication?
SELF-EVALUATION

A school should take the opportunity to self-evaluate its SEND provision before the review takes place. This can provide useful information to the reviewer and also help the school to focus on what it does well and areas for development. Completing a self-evaluation is therefore a useful way for the school to make the most of their review. This should take into account the context of whole school improvement priorities.

It is recommended that the SENCO and a member of the senior leadership team complete this self-evaluation together and then forward to the reviewer before they arrive on-site.

The school visit/self-evaluation template (Annex 1) can be a useful starting point for schools to think about and reflect on the nature and quality of their current provision and decision-making and the impact that it has for children with SEND.

http://londonleadershipstrategy.com/content/send-review-guide
Self Reflection Framework

http://www.wholeschoolsend.com/send-reflection-framework