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Effective SEND Provision in Schools: Strategic SEND Leadership

- In reach
  - Visit, spend time, model strategies,
- Outreach
  - Advice re individuals within school, developing provision, advice on phone, email,
- Training
  - Support staff, teachers, parents, leaders
- Shared experiences and events

Trust

Community of Practice

High Expectations

Respect

Strategic SEND leadership

Whole school ethos-

Whole school Training (such as)

- Autism
- Sensory processing
- Emotion Coaching
- Low arousal approach
- PDA
- Communication strategies
- Meeting the needs of learners in class
- Supporting anxiety

Specialist Training

- Makaton

- PECS

- Aided language displays

- Manual handling

- Social stories

- Speech and language support (Elklan, SALt Training)

- MAPA

- Autism and anxiety

- Evidenced based interventions such as- Sandwell numeracy, Write away together, Sandwell early writing intervention, funfit, nurture provision, trusted adult, therapeutic mentoring, sensory diets, food therapy

Efficient and Effective Use of Funding

- Evidenced Based Interventions
  - Baseline- standardised assessment
  - Exit Data
  - Accelerated progress

- Acting on and Implementing Professional Advice

- Developing Independence

- Provision Mapping

- Efficient and purposeful use of time

- Intervention and support is implemented before requesting outside agency advice and/or while waiting for it.

Developing whole School provision

- Sensory specialist OT
- Enhanced speech and language therapy

- Physio
- OT
- NHS SALT
- Ed Psych
- Sat-L, SAT-SEMH
- CCAT

Whole school ethos

- High profile
- SLT
- Teachers- responsibility for every child in their class
- Plan for inclusion for every child and their individual needs
- Collaborative working between teachers and key workers
- Assessment

Trauma Informed Approaches:

- Emotion Coaching

- Trusted Adult

- Low Arousal

- Mentoring

- Whole Child

- Wellbeing Charter Mark

- Working closely with families

- Whole School Ethos:- Inclusion is always a priority

- Access in a way that works for them

Responsibilities

Everyone is responsible for ensuring children with SEND make good progress

Teachers are responsible for:

- The children with SEND in your class
- The inclusion of every child in each lesson
- Every child can access each lesson
- Individual needs are catered for
- The environment is adapted where needed
- Communication needs are met
- Maintain high expectations for all

They do not have to do this alone- collaboration with Key workers, SENCOs, Outside agencies, parents

Personalisation and Flexibility

The majority of children with SEND will be supported through the school's notional budget

Only children with more complex needs will be assessed for EHCPs

- All settings should adopt the Graduated Approach with 4 stages of action
- Assess/Plan/Do/Review
- APDR should be revisited, reviewed and amended regularly

Effective support should

- Be whole school
- Class teacher as key driver
- CPD where needed
- Involve SENCO
- Involve parents
- Involve the child

The Centre for Studies on Inclusive Education (csie.org.uk) summarises inclusion as:

- Reducing barriers to learning

- Reducing exclusion/discrimination

- All children having a right to high quality education in their local mainstream school

- Improving schools for staff, carers and parents as well as children

- Supporting everyone to feel that they belong

- Recognising that inclusion in education is one aspect of inclusion in society

- Inclusion is not a matter of place
- Quality of educational experiences
- Views of child and parents

- Inclusion is not squeezing a child into a pre-existing box

- It is adapting your provision to meet the child's needs

One size doesn't fit all.

How do we do this?

- Never 'Can't' Always 'How Can We?'
- Personalisation and flexibility- what does the child need? How do we make that happen?
- Training- whole school, groups, specific individuals, parents, pupils
  - You will never know everything about all possible types of SEND, when you don't- how are you going to find out?
- Act on professional advice- EPs, LA Inclusion support, Sensory specialist OT, SALT, Physio
- Preparing for adulthood/next phase/next step
  - Preparing For Adulthood from the Earliest Years Review Guide
  - Towards Independence Hierarchy
  - Focus on skills that do not fall in the academic curriculum

Inclusion Support
Expertise Experience Excellence

Towards Independence Hierarchy

Section 1 BECOMING AN INDEPENDENT LEARNER

Section 2 - SELF-OTHER AWARENESS & UNDERSTANDING

Section 3 - SOCIAL COMMUNICATION, INTERACTION & PLAY

Section 4: SELF-CARE

Section 5 KEEPING SAFE & COMMUNITY PARTICIPATION

Focus Skills
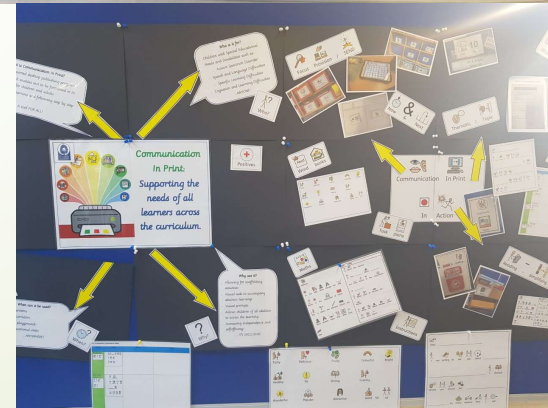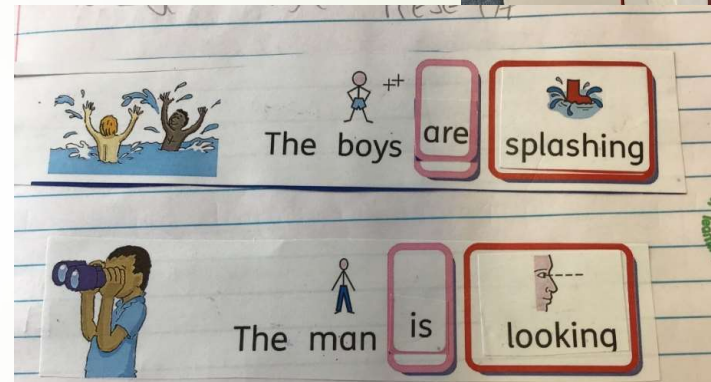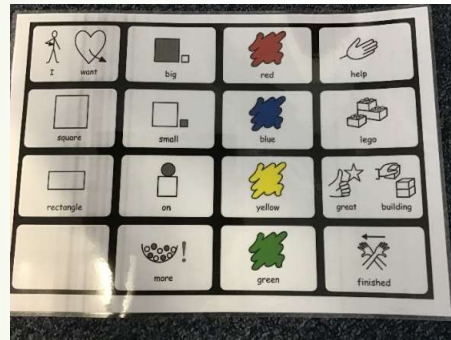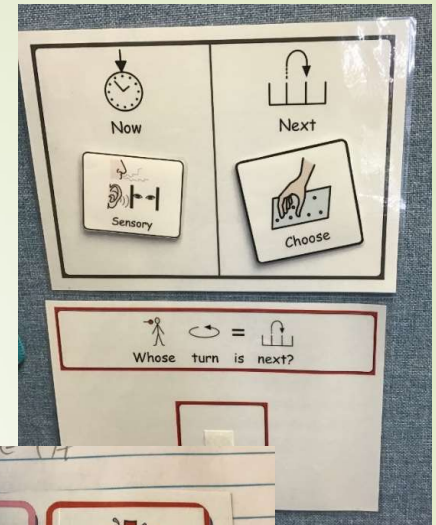
Inclusion Support
Expertise Experience Excellence

Section 1
Becoming an Independent Learner

School routines

Task Materials

Organising belongings

Timetables/planners

Awareness of time

Working independently

Accepting change

Transitions

Preparing for a new setting

Task focus & attention

Homework

Sitting

...ation to plan & predict

	NOT YET DEVELOPED: With direct physical prompts: 1	DEVELOPING: With modelling using a sample: 3	ESTABLISHING: With indirect verbal prompts. e.g. *What do you need to do next?*: 5	ENHANCING All by myself : 7	
Towards Independence Hierarchy - Section 3 - SOCIAL COMMUNICATION, INTERACTION & PLAY	With some direct physical prompts:2	With direct verbal prompts e.g. *You need to get* : 4	With gestural prompts :6	All by myself, in a variety of contexts: 8	
Pupil/Student Name					
Date of Birth					
Academic Year					
Devonshire Infant Academy					
	Date:				
Title: Social Communication, Interaction & Play	Name:				
Developmental Play					
My play is sensori-tactile					
My play is relational					
My play is constructional					
My play is cause and effect					

Sheet15 | Section 3 Social Communication | Section 4 sub menu | Section 4 Self-care | S ...

Ready

Differentiation is not…..

Grouping children by 'ability'
Putting an adult with the child
Having low expectations
Excluding the child from the lesson
Having 4 different levels of worksheets

Differentiation/adaptation can be...

- Scafolding
- By resources- technology, recording equipment, concrete resources, visuals, writing slopes, sensory equipment, peer support
- By outcome- how children can express what they know
- Presenting information in different ways- different modalities (multisensory)
- Use of language- vocab, questioning, instructions

- Chunking
- Breaks- sensory/movement/physical/relaxation
- Removing barriers to the desired learning e.g. science/literacy
- Motivation
- Environment
- Pre-teaching
- Modelling

- Accessibility

- This is not an exhaustive list- Differentiation/adaptation will be personal and individual

New child

- Observations
- Discussion with class teacher, mentor
- Interventions in place within 2 weeks
  - Visual timetable
  - Task plans
  - Social group linked to interests
  - Mentoring

Monitoring

- Popping in- giving advice and strategies
- Observing interventions
- Modelling interaction
- Providing training
- Monitoring implementation

- **Joint priority with SLT- every child in that class**

- **SEND provision cannot be 1 persons responsibility**

Supporting Parents

- Training
- Modelling of successful strategies
- Support to visit settings
- Support to access support outside of school
- Signposting/providing information
- Inviting organisations in to meet with parents
- Providing interpreters and ESOL on site
- Focusing on parents priorities

INCLUSION ISN'T A TOKEN GESTURE. NOR IS IT A SYMPATHY VOTE. REAL INCLUSION IS GENUINELY MAKING EVERYONE FEEL WELCOME AND INCLUDED. #FLIPTHENARRATIVE

@elly_chapple