

nasen

Helping Everyone Achieve ■■■

SENCOs network

Tuesday 14th March 2023

Alex Grady, Head of Education and
Whole School SEND

Our session today:

- Getting to know you a little
- News and updates: the SEND&AP Improvement Plan
- Spotlight theme: Autism and understanding behaviours
- Group discussion
- Resources: information on and links to nasen and Whole School SEND resources
- What focus would you like for our next meeting?

The SEND & AP Improvement Plan: 2nd March 2023

The SENCO NPQ – what does this mean for you?

- This will be **mandatory** for all SENCOs who do NOT have the NASENCO *including* any SENCOs who have been a SENCO since before 2009. It will be offered by organisations which offer NPQs now, on the whole.
- The timeframe requirement will be ‘strengthened’ – no details on this yet.
- If you are in the middle of a NASENCO, finish it and you will not need to do the SENCO NPQ.

The SEND & AP Improvement Plan

The National Standards

- From 2025, these Standards will set out what support should be ordinarily available in mainstream settings, and for those receiving SEN Support and with EHCPs.
- **SENCOs will need to ensure that their settings meet these requirements – many of you will already do so, and the standardisation of these may make it easier for you to implement improvements to practice towards which you have long been working.**
- The National Standards will also clarify who is responsible for delivering provision and from which budgets. This should result in the financial responsibility for SEND being shared more fairly across education, health and social care.

The SEND & AP Improvement Plan

The National Standards

- The intention is that the National Standards will improve provision for those receiving SEN Support, resulting in **reduced need for Education Health and Care Plans** and/or access to specialist provision, so that those whose needs are greatest are able to access the education they need.
- The National Standards will be a basis for developing a **national approach to funding bands and tariffs**. This is likely to result in increased funding in some areas and possibly decreases in others but will lead to greater equity between local areas; national funding bands and tariffs will be included in the response to the consultation on schools' National Funding Formula in 2023. The intention of standardisation is not to remove individual decision making; need should still drive provision and a nationalised approach is only to inform funding.

The SEND & AP Improvement Plan

- The National Standards will be supported by SEND and AP '**practice guides**' for frontline professionals from the end of 2025, targeting the most prevalent needs (SLCN, autism, SEMH).
- The **notional SEND budget** is also being considered in the light of the National Funding Formula, with more detail to come later this year. It is notable that there is no mention of it becoming ring-fenced though.
- SEN Information Report content expectations will be reviewed to consider if transparency can be improved. There is no further detail on this currently.
- There will be an **amended Code of Practice** – this will not be implemented until it has been consulted on so is **unlikely to happen for some time**, and it is likely to reflect the changes detailed in the Improvement Plan rather than add more.

The SEND & AP Improvement Plan

- EHCPs are to be **standardised nationally** from 2025. Once standardised, the aim is that EHCPs will also become fully electronic.
- Early Language and Support for Every Child (ELSEC) pathfinders will be launched with NHS England to improve access to speech and language therapy. 'Pathfinders' means that this will be piloted in 9 Integrated Care Board areas.
- A longer-term approach to ensuring the impact of **teaching assistants** will be developed, starting with a research project to develop the evidence base. Effective TA deployment will also form part of the new 'practice guides'.

Discussion time

Spotlight theme: Autism



Mansoor



Emily

Characteristics of autism

The Autism Education Trust '4 key areas of difference':

Social understanding
Interests and information processing



Communication and language



Sensory processing



Characteristics of autism: it's different for girls

Why has autism been under-identified in girls?

- Diagnostic tools based on observations of boys/men – we have a stereotypical image of an 'autistic person' ('Rain man')
- Girls develop 'masking' behaviours so tend to 'fly under the radar'
- Girls often misdiagnosed with mental health issues (anxiety, depression), eating disorders etc – these may be a secondary consequence of autism, not the primary need

Masking

'They may copy behaviour from others around them, and can be exhausted by the constant effort to appear similar to other people, or might be unaware they are 'masking' in the first place.'

National Autistic Society



Behaviour as the communication of unmet need



Behaviour as the communication of unmet need

What might they be communicating?

I can't do this but don't know how to ask for help

I can't do this and my fragile self-esteem means I can't ask for help

I feel very anxious because

I don't understand what you need me to do

I am reacting to sensory stimulation

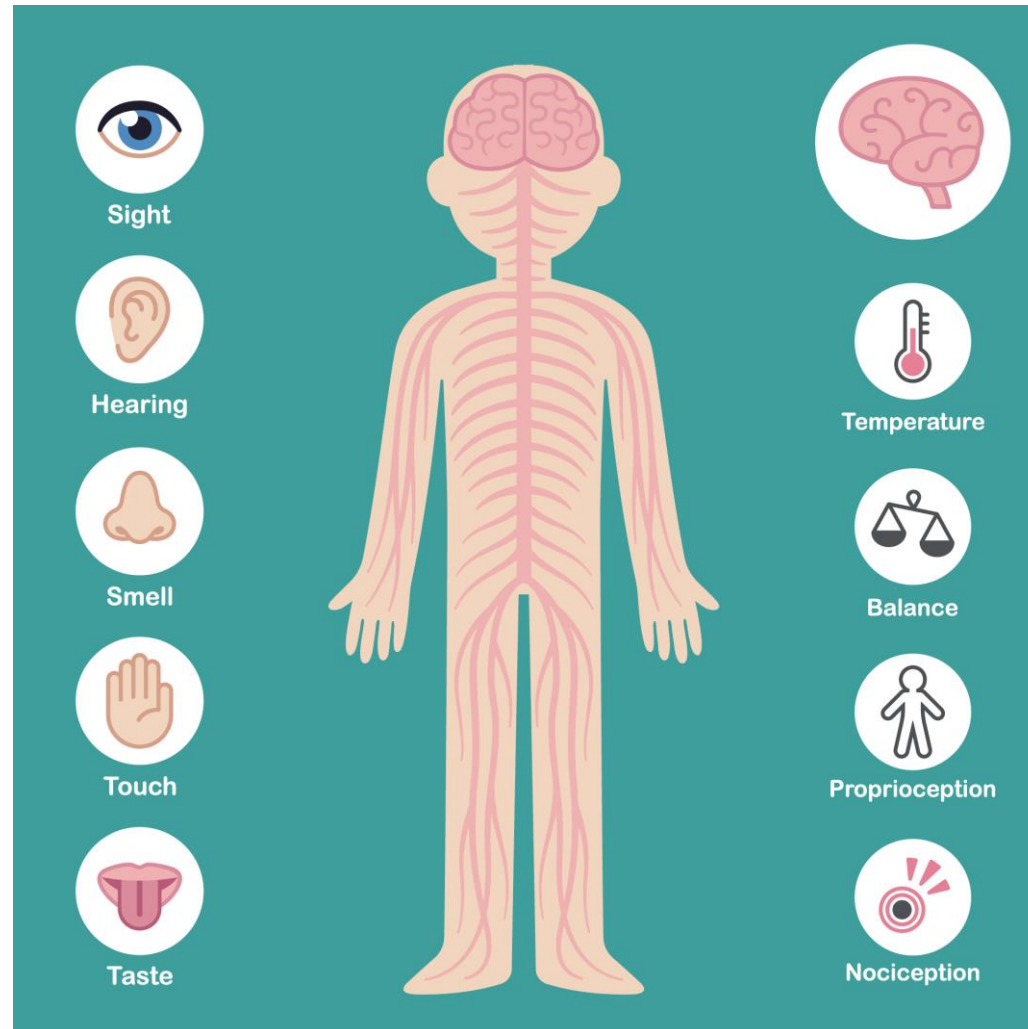
?

Many children with autism feel anxious or confused much of the time

The autism iceberg



Inclusive practice for autism: sensory processing



Hyper-sensitive
and
Hypo-sensitive

Discussion time

About nasen

FREE
membership

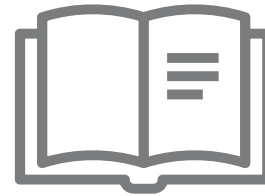
Find out more: www.nasen.org.uk

nasen is a not for profit organisation that supports ALL education practitioners to meet the needs of all pupils, including those with learning differences.



CPDL

Enhance your professional portfolio and development with our premium training courses and events



Informed

Providing the latest news and policy updates in the SEND sector as well as helping to inform decisions at government policy level



Networking

Online and face-to-face networking opportunities available so you can share and learn from other like-minded professionals

Support from nasen: SENCO Support Service

SENCO Support Service

Our SENCO Support Service is here for you when you have a question or an issue you would like to work through around special educational needs and/or disability (SEND) in education. The support we offer is based on our extensive experience, knowledge and skills across SEND and education.

Delivered by our team of in-house education specialists, our SENCO Support Service is an essential tool, enabling you to access our experience and understanding of SEND as and when you need it.

Cost: £200

Join now



Support from nasen: Access to all recorded CPD

Annual Webinar Pass

Our Annual Webinar Pass will provide you with great value for money - with access to existing knowledge hub of over 70 webcast recordings and live webinars covering all areas of policy, practice and research related to SEND! With 'Your choice', each term we invite pass holders to propose and then vote on what you would like to be covered in a webinar.

Pick and choose the online CPDL that interests or benefits you the most!

Join today for £350 per person (inclusive of VAT).

Join now



Support from nasen: free access to SEND news



What a society that works for autistic people really looks like – National Autistic Society Report

The National Autistic Society have published 'The Moonshot Vision' report, an ambitious vision for what society would look like if it were autism-friendly.



Survey results of Emotional Wellbeing of Deaf Young People published

In 2022, the National Deaf Children's Society conducted an online survey aimed at deaf young people over the age of 13 across the UK.



Beautiful, sensitive documentary should be seen by all education staff and students

'Inside our Autistic minds' is a documentary series of two episodes hosted by Chris Packham.



Free child development training for Early Years practitioners

The government has released the first four modules of the Early Years child development training. This is an online programme designed to help practitioners improve their knowledge and understanding of child development

Support from nasen: free nasen Connect magazine



nasen Connect magazine January 2023

Nasen Connect | 27 Jan 2023 | Free

nasen Connect

Our January 2023 edition features articles around supporting neurodivergent students at university, one school's approach to supporting children with Pathological Demand Avoidance and how to make the learning environment deaf friendly

[View resource](#)



nasen Connect magazine November 2022

Nasen Connect | 30 Nov 2022 | Free

nasen Connect

Our November edition includes articles on the importance of motivation for developing reading skills, why relationships and sex education needs to be prioritised for pupils with SEND and Zoe Mather takes a look at the latest SEND data from DfE.

[View resource](#)



nasen Connect magazine September 2022

Nasen Connect | 12 Oct 2022 | Free

nasen Connect

Our September edition includes articles on media literacy and how to support pupils with SEND to critically engage with news and media, how school libraries can help to boost wellbeing and how strategies to support young people with autism can benefit all.

[View resource](#)

Support from nasen: free resources



Supporting SEN - The Learning Environment

General | 07 Nov 2022

Free

This resource is suitable for all Teaching Staff and can be used to give ideas about ways the learning environment can be used to support all learners. By using this resource, a variety of ideas will be gained for awareness of the importance of considerin

[View resource](#)



Supporting SEN - Universal Provision

General | 07 Nov 2022

Free

This resource is an informative document suitable for all teaching staff which can be used to offer information and guidance to teaching staff. Benefits of using this resource to increase knowledge and understanding of the concept of Universal Provision i

[View resource](#)

DfE-funded support from WSS: resources



Teacher Handbook: SEND



Embedding inclusive practice



wholeschoolsend.org.uk



DfE-funded support from WSS: live webinars



Identifying and supporting speech, language and communication needs (SLCN) - Primary

Online

27 Feb 2023

FREE

Universal SEND Services

Live Discussion

Online Units

This session is now fully booked. Please click on the sold out button and complete the short registration of interest form. We will be in touch with alternative dates and sessions.

✕ Sold out



How to develop a curriculum which is ambitious and accessible for all at each age and stage

Online

02 Mar 2023

FREE

primary

secondary

post-16

Universal Services

This webinar explores why it is important for all children to have access to an ambitious curriculum and how schools and colleges can ensure that their curriculum is ambitious and accessible.

📅 Book now

DfE-funded support from WSS: recorded webinars



Webinar: Distributed Leadership of SEND

Webcasts | 31 Jan 2023

Free

Universal Services

SCNWLON

Webinar

In the second session in this series of three, we explore deeper the vital role that consistent sense-making and decision-making plays in setting children and young people up for life outside and beyond school.

[View resource](#)



Webinar: Teaching Children with Social, Emotional and Mental Health Needs

Webcasts | 31 Jan 2023

Free

Universal Services

SCNWLON

Webinar

In the fifth session in this series of six, we explore strategies that can be implemented in the classroom to support children who consistently present with disruptive or withdrawn behaviour.

[View resource](#)

DfE-funded support from WSS: PD opportunities



Professional Development Groups

100% of PD Group participants last year reported that SEND is now prioritised within school improvement planning. As a result, we're extending our work across further settings in the next three years, providing opportunities for teachers and school leaders to be part of a professional development group.

[Find out more](#)



Action Research & Lesson Study

Led by the University of Derby Inclusion and Special Educational Needs and Disabilities (ISEND) Research Cluster, the Action Research and Lesson Study project aims to support schools, colleges/FE staff to develop their own bespoke small-scale research projects that focus on inclusion and removing barriers to achievement for children and young people with SEND. Divided into two strands, over the next three years, it will support the development of 50 new Lesson Study projects, and 75 new Action Research projects.

[Find out more](#)

wholeschoolsend.org.uk/page/universal-send-services

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Stay in touch

www.nasen.org.uk

education@nasen.org.uk



[@nasen_org](https://twitter.com/nasen_org)



nasen.org

Thank you

Please complete the evaluation:

<https://www.hounsloweducationpartnership.co.uk/survey/primary-subject-network-evaluation-2-2/>