Collaboration and Working Together

Whole School SEND

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Southeast South London Regional Leads

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Universal SEND Services programme:
Aims

To improve outcomes for children and young people with SEND, particularly in mainstream settings.

To provide SEND-specific CPD and support for the school and FE workforce to:
* identify and meet a broad range of needs, including autism, earlier and more effectively,
* successfully prepare for transitions into adulthood, including employment.

Fully funded by the DfE

https://www.wholeschoolsend.org.uk/page/universal-send-services

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Universal SEND Services Programme

Click each logo for more info.

Open access for all
Participation through recruitment
Participation by invitation

Online SEND CPD units

30 mins online learning to support workforce confidence in meeting range of barriers to learning. Certificate system for completion of units. 19 units currently available.

Responsive webinars

Webinars, responsive to the needs of the sector. Recent titles include: *Positively responding to increasing complexity in mainstream schools, Navigating school to career transitions*

Specialist Spotlight

Online discussion sessions to contextualise and extend understanding linked to online SEND CPD unit titles. Each session is attended by a specialist, including Educational Psychologists, Speech Therapists

PD Groups

Sector-led school / college improvement activities. 24 groups, to include bespoke regional groups (working with established groups of schools e.g. MATs) and open national groups. 5 group sessions + 1:1 conversations.

PfAEY

Support for settings and individuals to review Preparation for Adulthood practice. Identifying and exemplifying good practice.

Peer Mentoring

Support for school leaders in mainstream schools following an RI Ofsted judgement where SEND is an area for improvement.

Community Join-Up

National and regional network meetings to, with a focus on PfA including into employment: sharing best practice and identifying gaps in provision.

Regional networking

Regionalised model of delivery and development, responsive to local context through regional team of experienced, school-based SEND leaders in each region of England.

Overview

Impact

Online SEND CPD units	Responsive webinars	Specialist Spotlight	PD Groups	PfAEY	Peer Mentoring	Community Join-Up	Regional networking
Inclusive practice in m/s	Inclusive practice in m/s	Inclusive practice in m/s	Inclusive practice in m/s	Inclusive practice in m/s	Inclusive practice in m/s	Cross sector, phase, organisational relationships	Inclusive practice in m/s
Workforce confidence	Workforce confidence	Workforce confidence	Workforce confidence	Workforce confidence	Workforce confidence	Identify and share good practice	Cross sector, phase, organisational relationships
Early and accurate identification of need	Early and accurate identification of need	Early and accurate identification of need	Leadership of SEND	Leadership of SEND	Leadership of SEND	Preparation for Adulthood	Identify and share good practice
Preparation for Adulthood	Preparation for Adulthood	Preparation for Adulthood	Preparation for Adulthood	Preparation for Adulthood	Preparation for Adulthood		

Visit Universal SEND Services | Whole School SEND for full details and to access CPD

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In today's workshops:

- Reflect on our national context, the importance and impact of collaborative working and frameworks to enable this
- Share example Professional Development Groups – effective collaboration across different settings
- Understand the use of EEF Implementation Guidance as a vehicle to support an evidence-informed approach to school improvement and for professional development groups
- Share case studies of effective collaboration and working together

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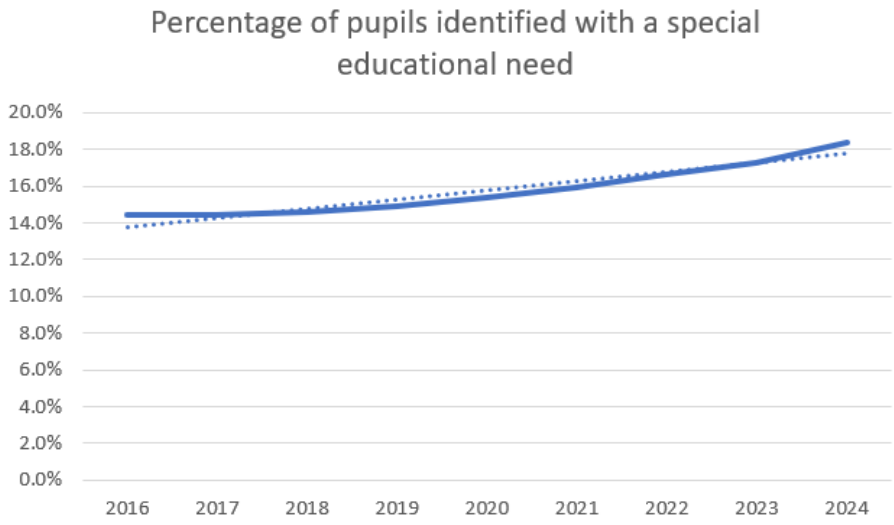
The National Context

	Total number of pupils with SEND	Overall % pupils with SEND	% pupils with Education Health Care Plans
2022	1, 485, 409	16.6%	4%
2023	1, 572, 555	17.3%	4.3%
2024	1,673,205	18.4%	4.8%



Special Educational Needs in England

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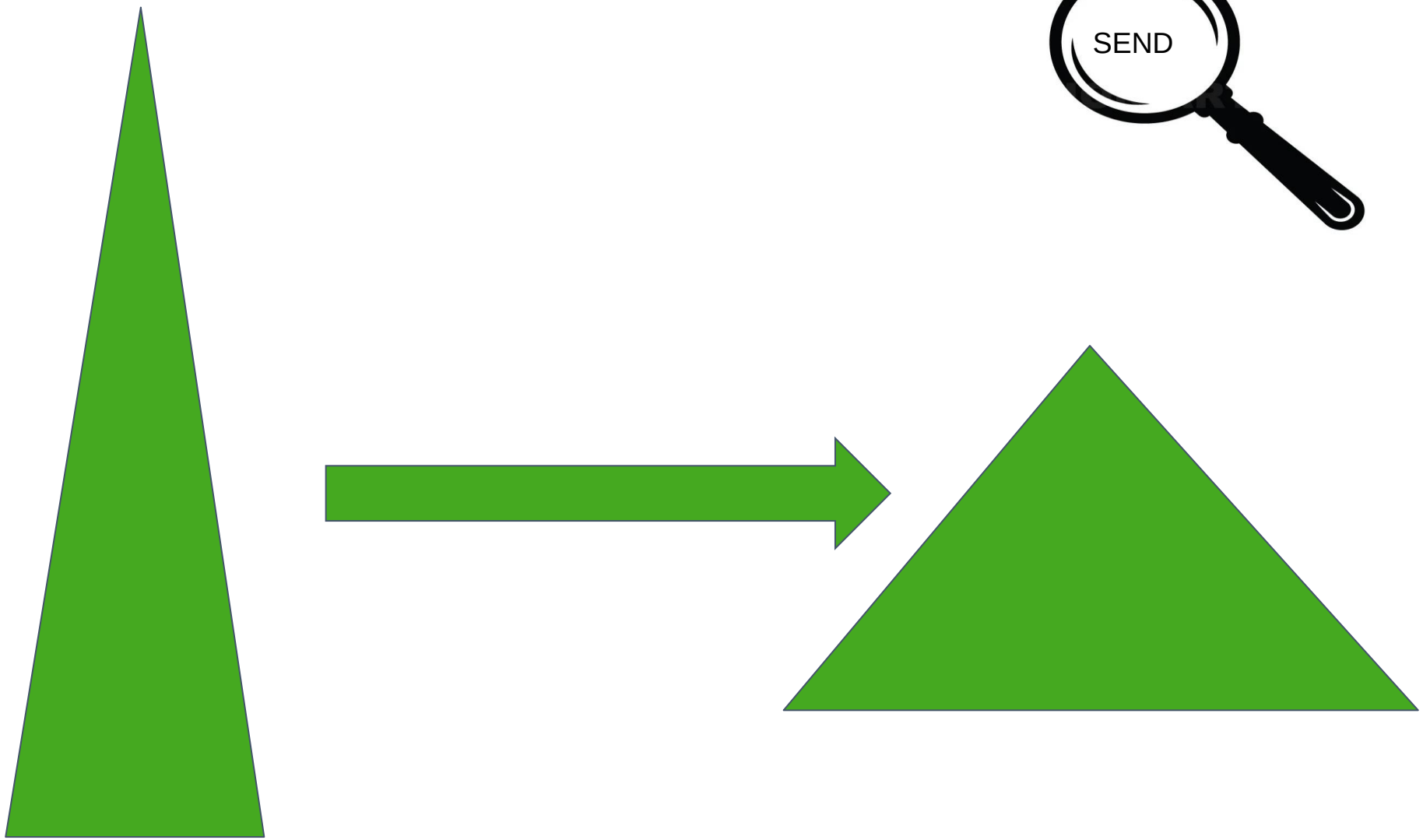

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Special educational needs, definition

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision

Learning difficulty a significantly greater difficulty in learning than the majority of others of the same age

A disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age

Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age

Plus, for children below compulsory school age ...have SEN if they would be likely to have SEN at compulsory school age if no special educational provision were made for them

A twice relative definition:

- We compare one child with others: 'greater difficulty in learning than...'
- Special educational provision is compared with 'that made generally available'

Generally available provision:

As 'that made generally' provision improves, fewer children need additional or different

As 'that made generally' diminishes, more children need additional or different

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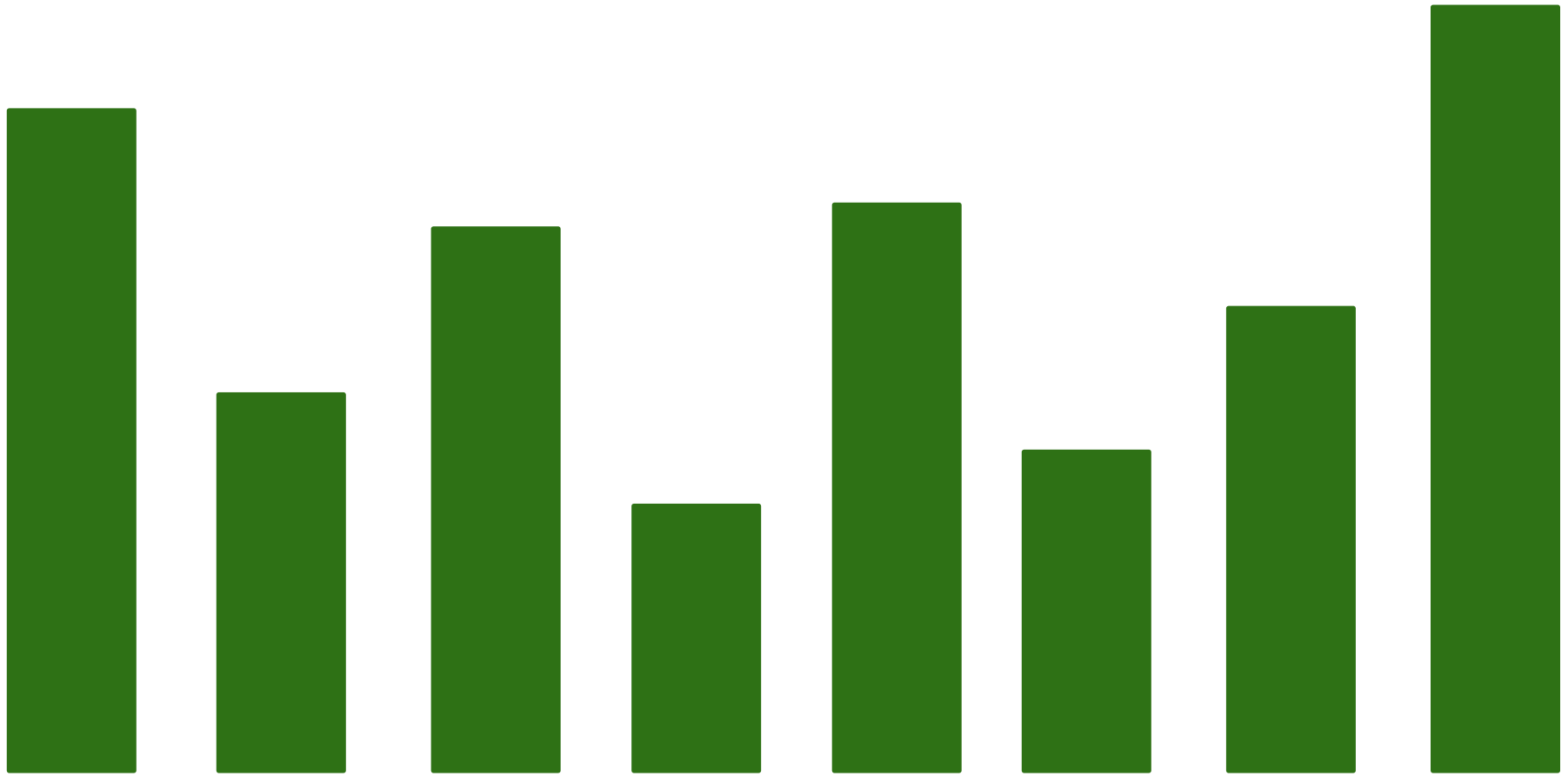

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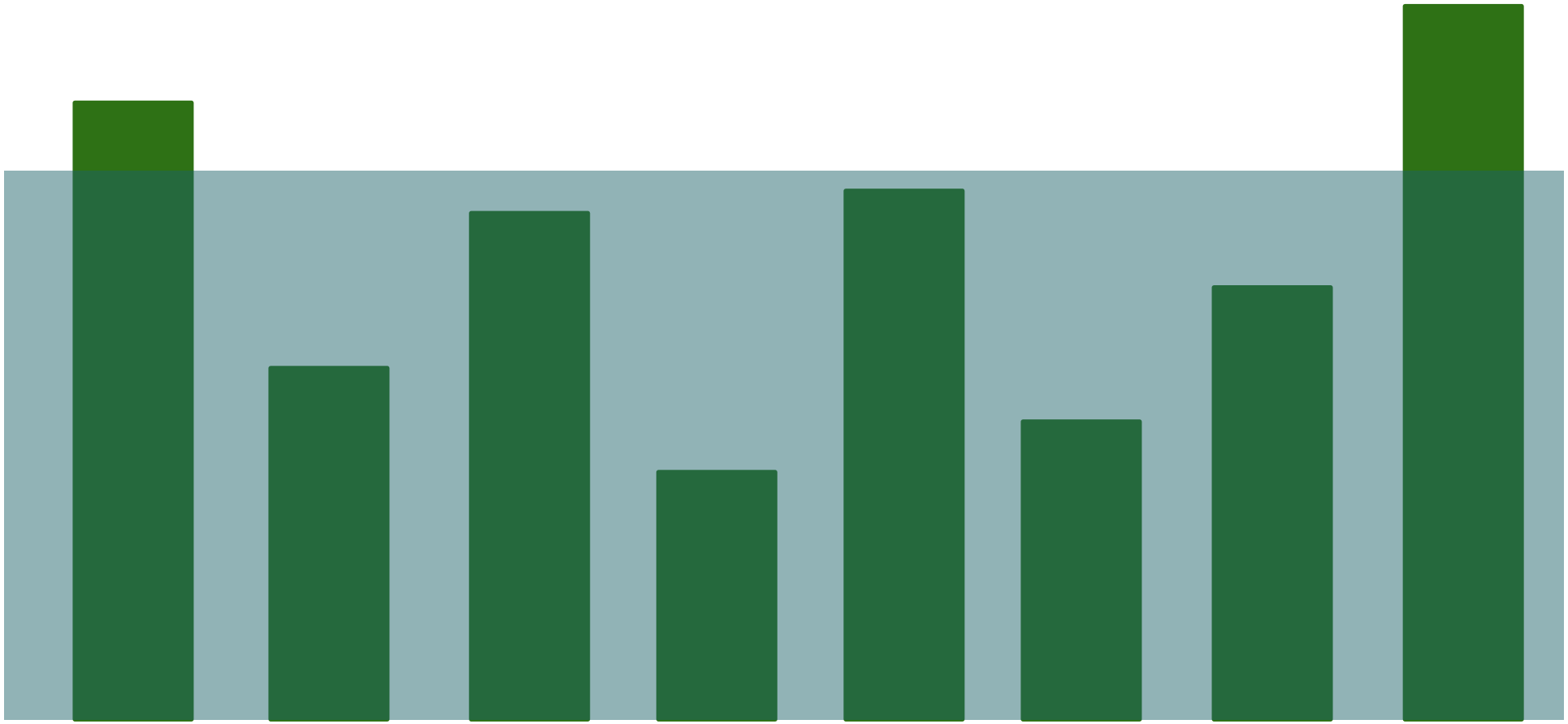

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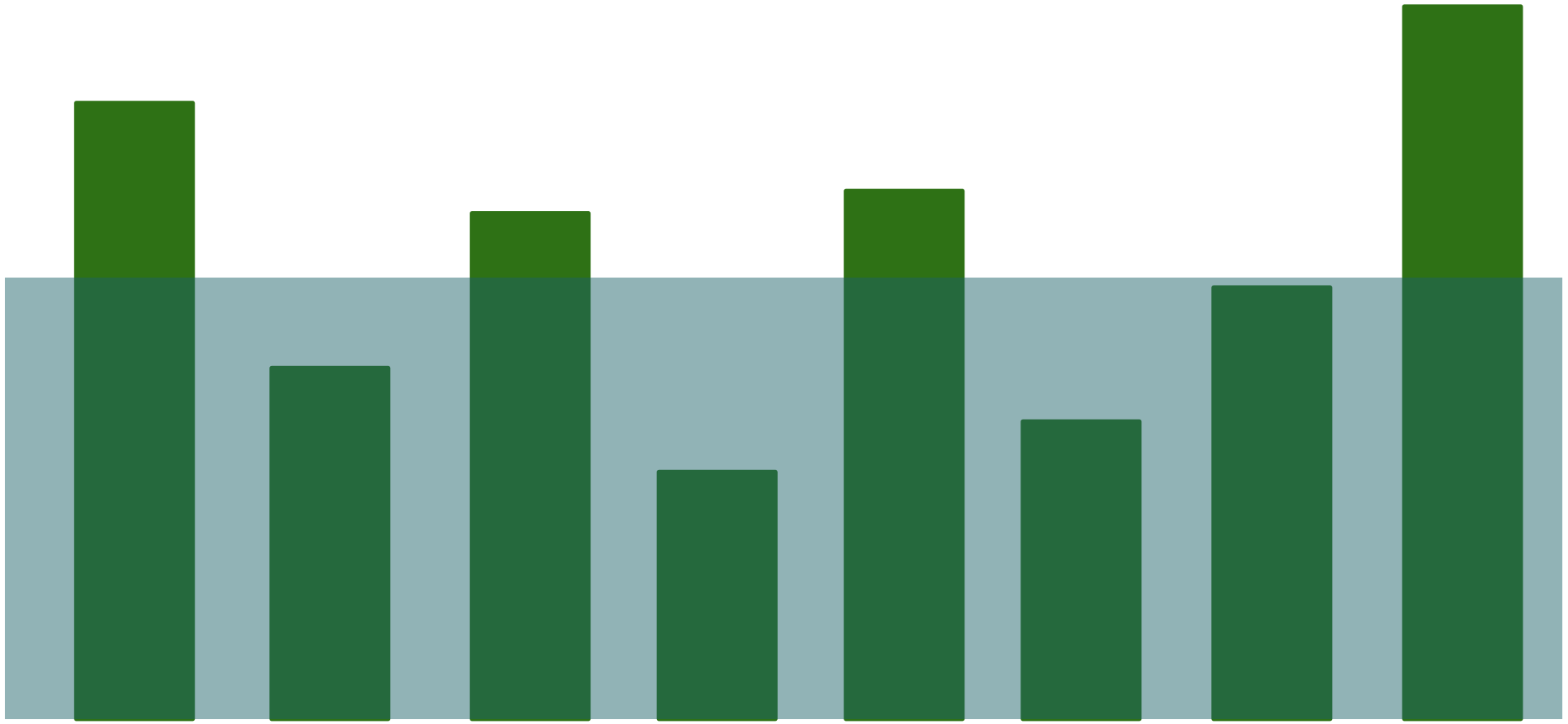

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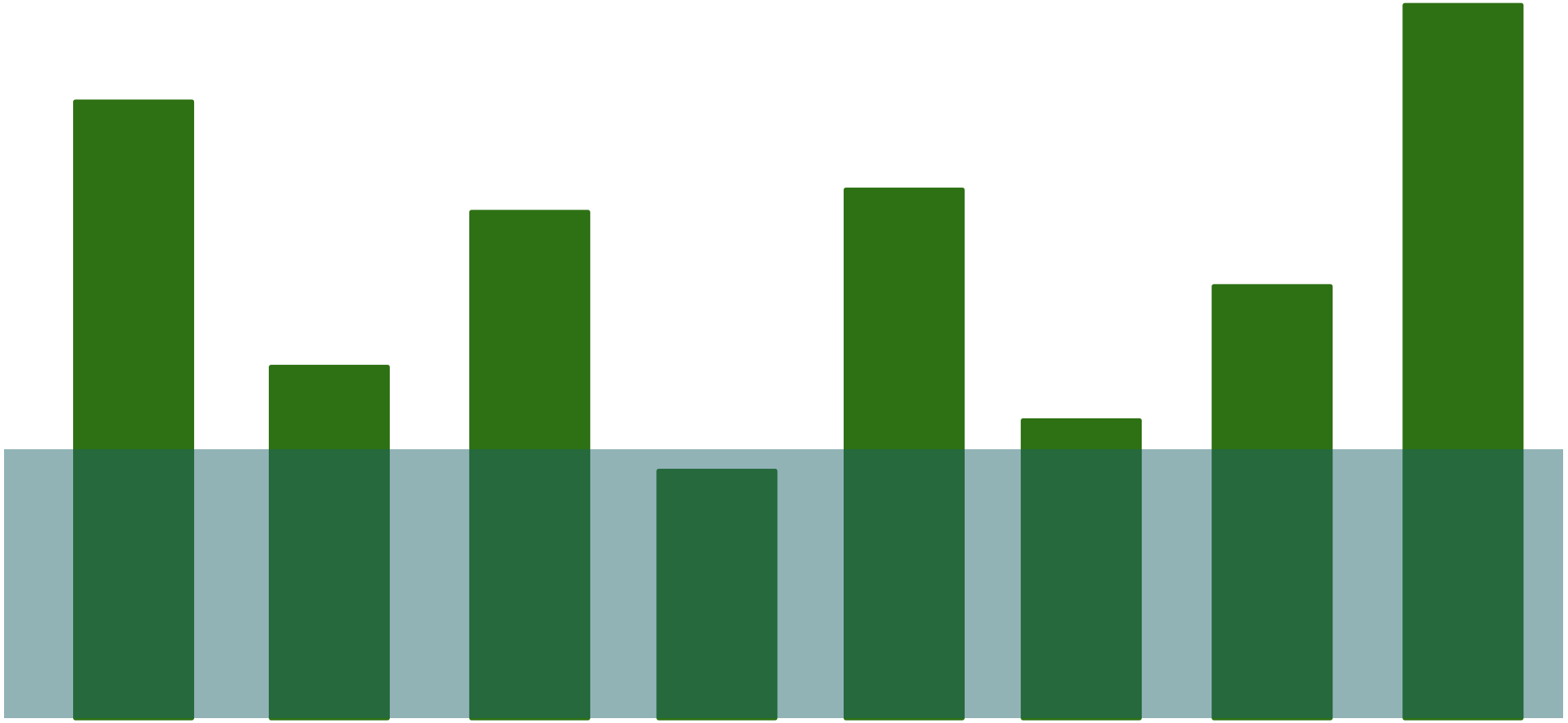

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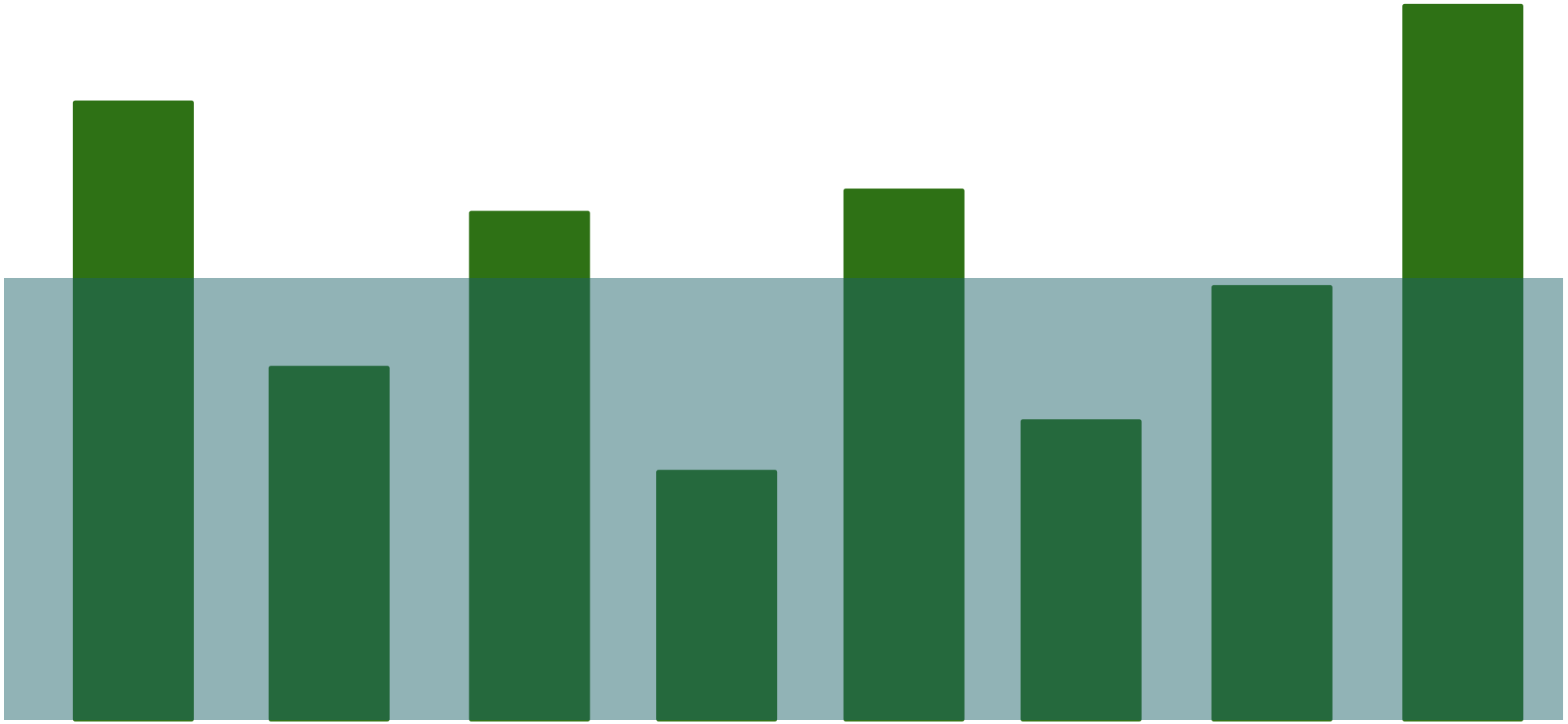

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Teachers' Standar

Guidance for school leaders, school staff and governing bodies

Department for Education

Guidance

Headteachers' standards 2020

Updated 13 October 2020

Department for Education

Department of Health

Special educational needs and disability code of practice: 0 to 25 years

Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities

January 2015

The Equality Act 2010

Ofsted

The United Nations Convention on the Rights of the Child

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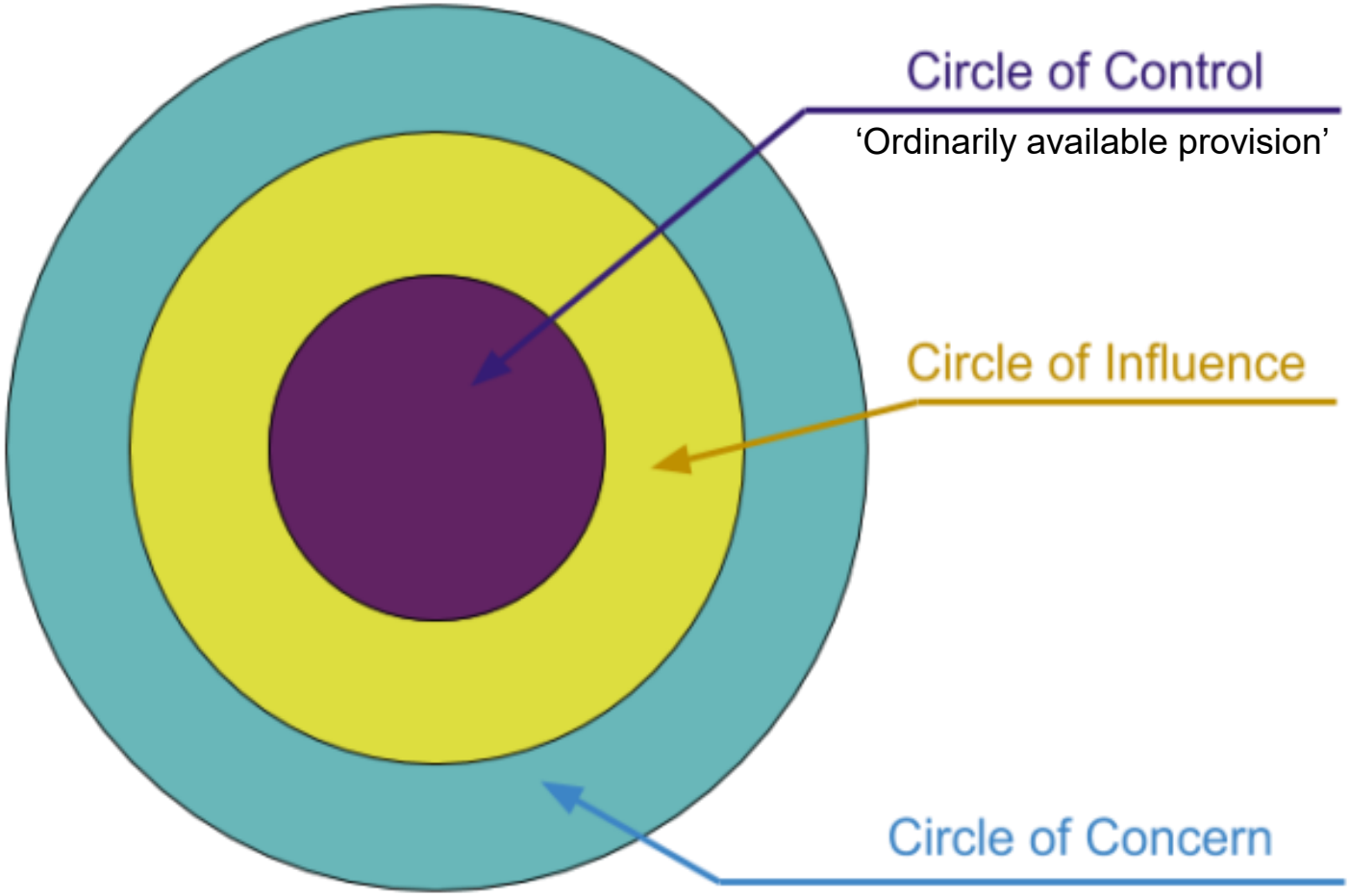

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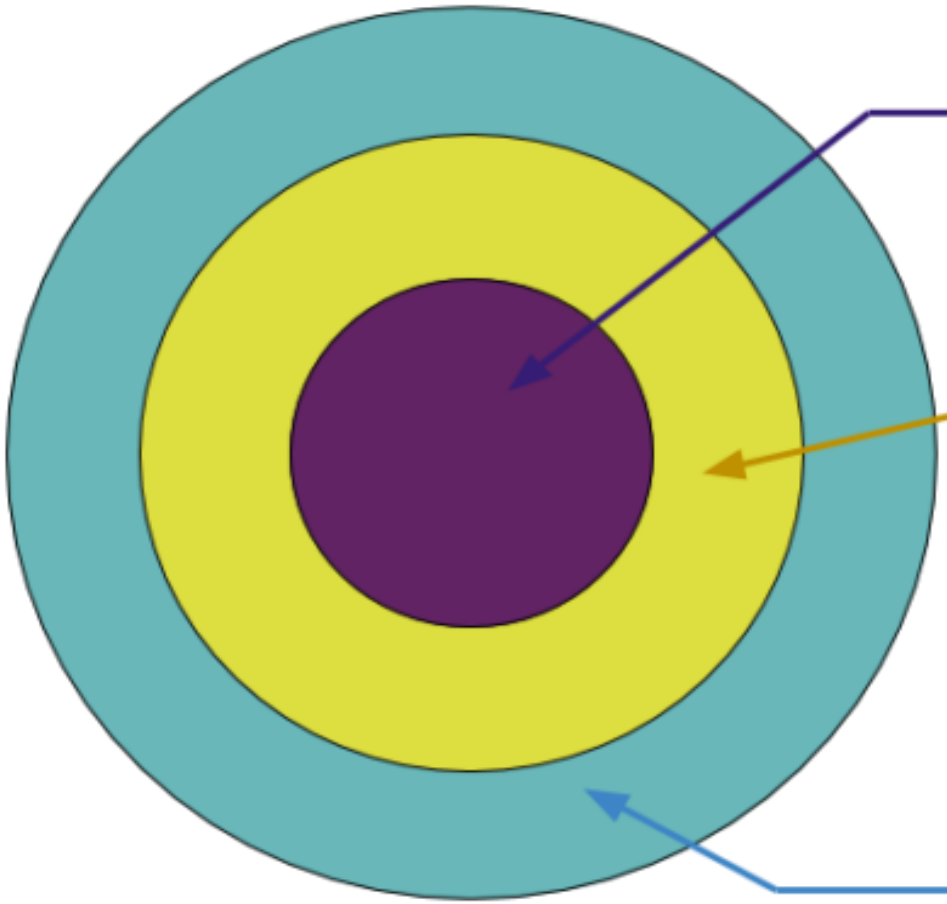

SEND Code of Practice
Holding ourselves (‘the system’) collectively accountable

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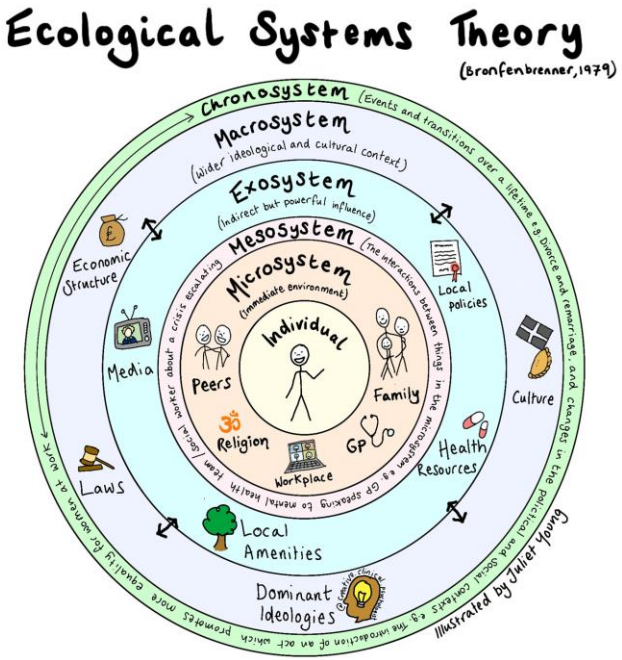
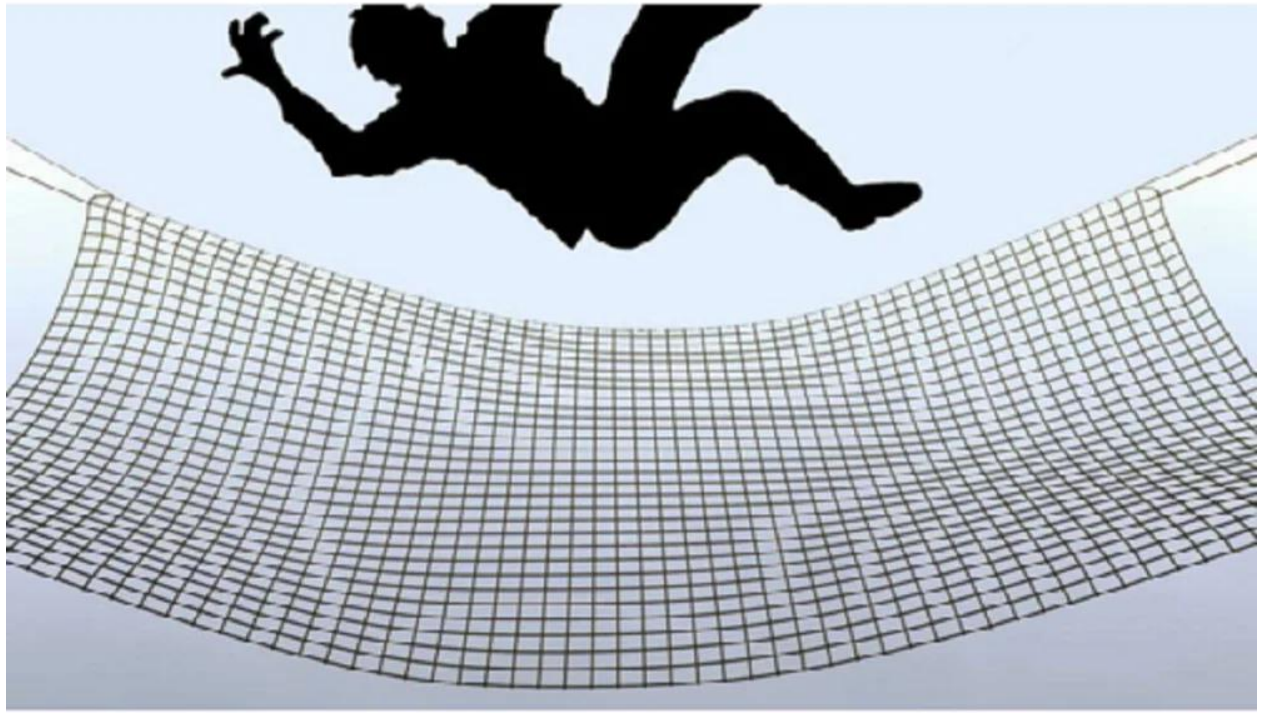
Advocating within the system





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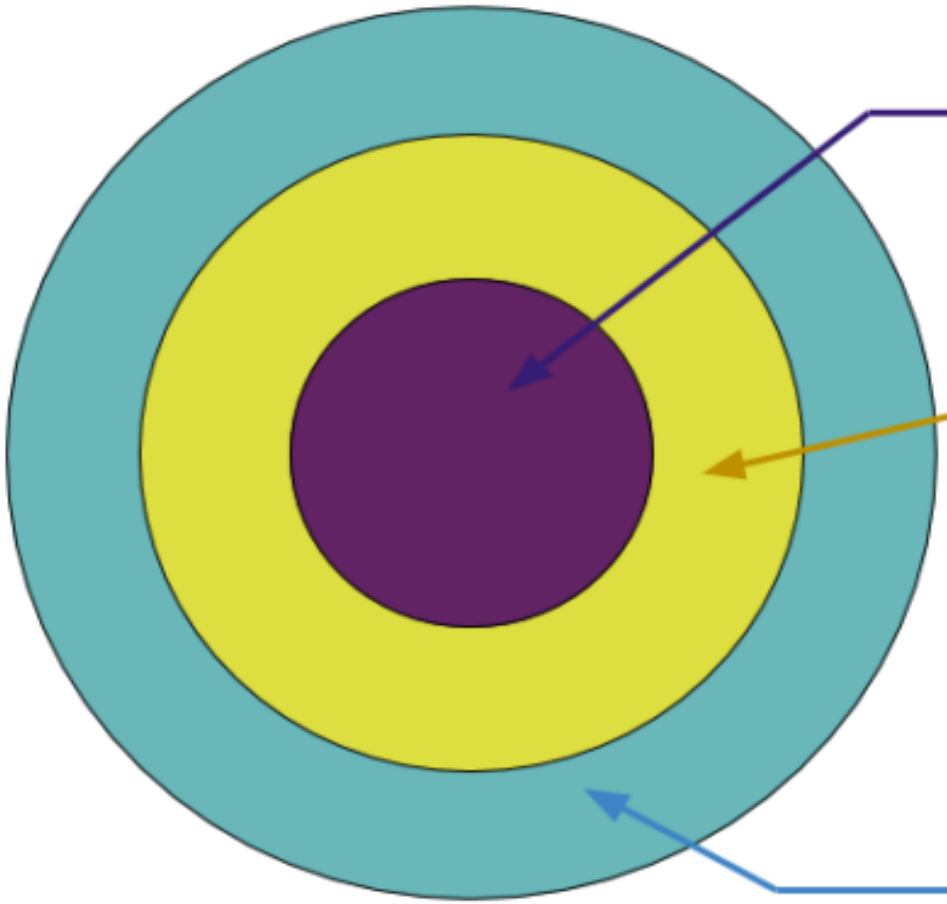

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Professional Development Meeting Overview

Meeting 1: Explore - Exploration of projects and designing the plan

Meeting 2: Prepare – Reflect on relevant resources, content etc. to support delivery

Meeting 3: Deliver – reflecting and reviewing the delivery; building in adaptations

Meeting 4: Review and sustain – sustaining impact and the iterative cycle of implementation

Meeting 5: Impact and reflection

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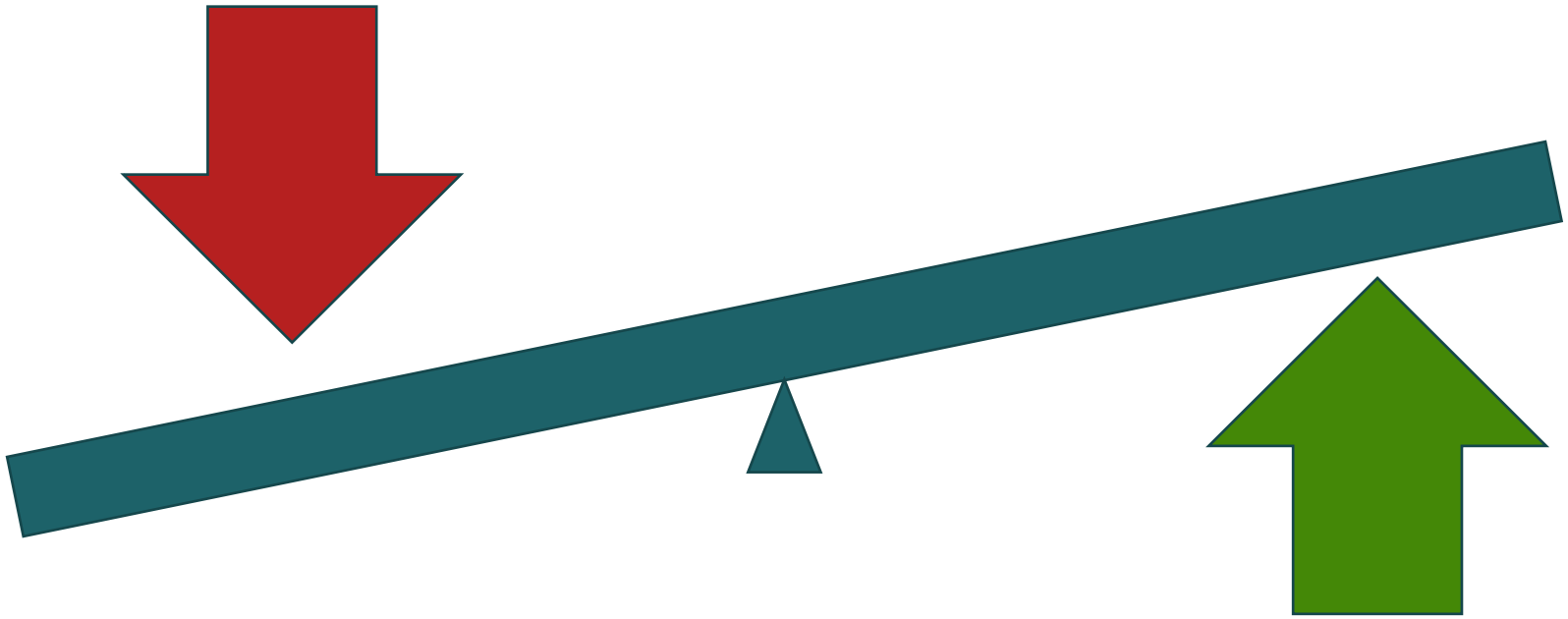
Enablers and Barriers

Professional Development Groups



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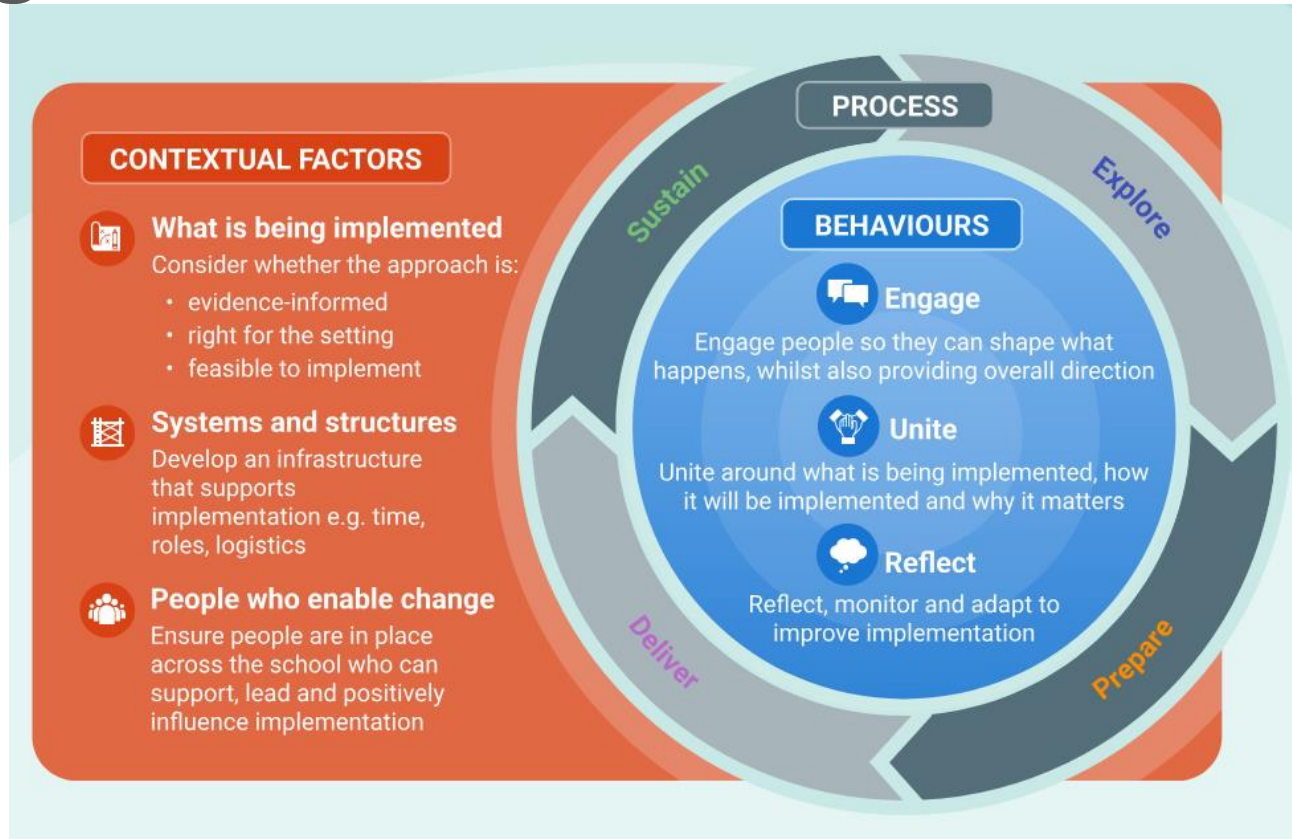
EEF Implementation Guidance: A vehicle to support an evidence-informed approach to school improvement and professional development groups



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Summary of recommendations

1 Adopt the behaviours that drive effective implementation	**Engage** people so they can shape what happens while also providing overall direction.
	Unite people around what is being implemented, how it will be implemented and why it matters.
	Reflect, monitor and adapt to improve implementation.
2 Attend to the contextual factors that influence implementation	Consider whether **what is being implemented** is evidence-informed, right for the setting and feasible to implement.
	Develop **systems and structures** that support implementation, for example, time allocation on data systems.
	Ensure **people who enable change** can support, lead and positive influence implementation.
3 Use a structured but flexible implementation process	Use a **structured process** to apply the behaviours and contextual factors to your day to day work.
	Adapt a practical and tailored set of implementation strategies organised into **manageable phases:** Explore, Prepare, Deliver, Sustain.
	Treat implementation as a process of **ongoing learning and improvement.**

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CASE STUDY 1

Reflecting:

- The importance of exploring and identifying the evidence base

- Using data to inform i) the evidence base ii) the impact measures iii) the outcomes

1	2	3	4	5	6
Correcting	Modelling	Cueing	Prompting	Self-Scaffolding	Independence

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Shared with permission from Stuart Bonney
Strategic Lead (SEND and Behaviour), Hamwic Trust

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Aim: *To develop TAs' use of scaffolds to increase the independence skills of pupils with an EHCP*

Evidence Base

- TA programme (MITA) delivered.

Evaluation feedback identified:

- TAs requesting more time to feedback progress to teachers
- Need for Marking Policy to provide greater clarity in relation to *with support/independent*
- Desire to demonstrate small steps of progress towards independence (pupils with EHCPs)
- Baseline Survey used to evidence staff knowledge of progression towards self-scaffolding (small steps)

TAs asked:
How confident are you in taking steps to support a pupil's increasing independence?

Not at all	A little	Fairly	Very
	20%	60%	20%

Delivery

- *Pupil Support Scale* developed to show progress through:

Correcting □ modelling □ clueing □ prompting □ self-scaffolding.

- Examples created for each point on the scale
- Prompt cards for TAs
- Training on scaffolds for TAS and teachers
- Coded Pupil Tracking Sheets in place
- Training for teachers on 'planned' and 'live' adaptation
- Coaching support and surgeries for TA
- Monitoring of planning

Outcomes and Impact

- Assessment of pupils' progress more precise…
- Leading to more responsive adaptation next lesson
- Small steps of progress evidenced through independence scores
- Increased integration of pupils with mainstream peers
- Increase in pupils' confidence to work independently and therefore self-esteem

TAs asked:
How confident are you in taking steps to support a pupil's increasing independence?

Not at all	A little	Fairly	Very
		40%	60%

Meeting 1 Objectives

To identify a strong school improvement priority.

To ensure that we have used all the available evidence in identifying the problem.

To specify what we are trying to achieve by adopting this new programme or practice.

To systematically identify the right approach to achieve these goals.

To work collaboratively to support and challenge each other to achieve the above

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Refine the theme and the direction of travel.

In this session we will focus on:

Why have you identified …… as a key priority for your school?

What evidence have you used to inform your decision?

How it will be implemented?

Who will be affected by these changes?

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Case Study

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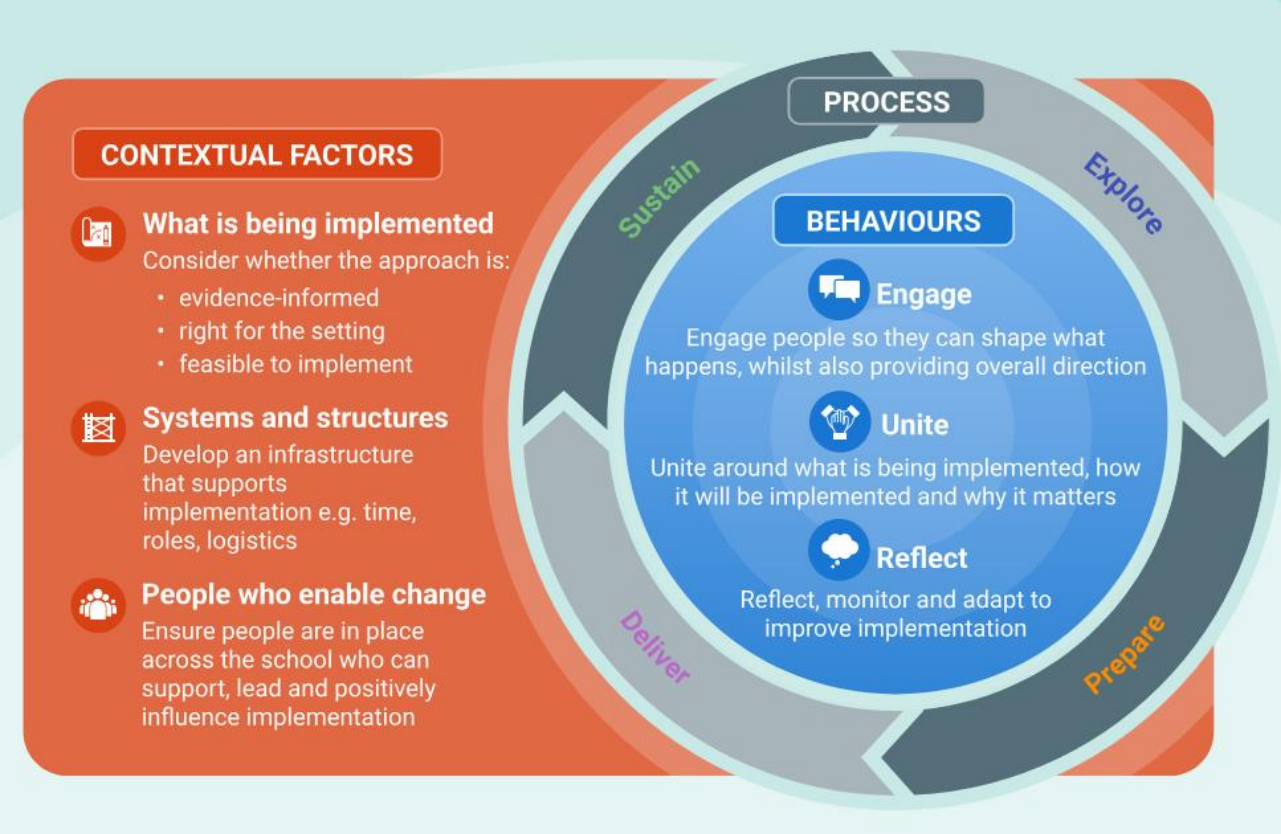
Reflections and Questions



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