- WSS holds the DfE's SEND School's Workforce Contract

- Our aim is to promote and support SEND in schools in England

- We provide free resources and tools and give free training and support

https://www.sendgateway.org.uk/resources

The following suite of videos cover **ADHD, Acquired Brain Injury, Autism, Down's Syndrome, Dyscalculia, Dyslexia, Dyspraxia, Hearing Impairment, Physical Disability, Social, Emotional and Mental Health, Speech, Language and Communication Needs and Visual Impairment**.

⊞ Acquired Brain Injury

⊞ ADHD

⊞ Autism

⊞ Down's Syndrome

⊞ Dyscalculia

⊞ Dyslexia

⊞ Dyspraxia

⊟ Social Emotional and Mental Health

⊞ Hearing Impairment

⊞ Speech Language and Communication

⊞ Physical Disability

⊞ Vision Impairment

Every Leader a Leader of SEND

malcolm@wholeschoolsend.com

@Malcolm_Reeve

SEND Code of Practice 6.37
'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN'
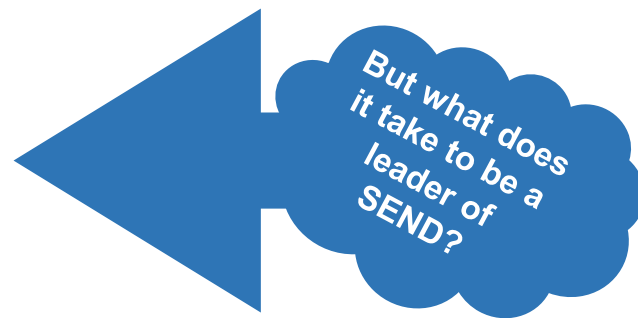
so……. 'Every teacher a teacher of SEND'

The issue:

Can we expect every teacher to be a high quality teacher of SEND until every leader is a high quality leader of SEND?

Every leader a leader of SEND

(Every governor a governor of SEND)

But what does it take to be a leader of SEND?

https://schoolsweek.co.uk/where-are-we-now-with-special-needs/

https://www.specialneedsjungle.com/school-leadership-and-send-ignorance/

Opinion

Where are we now with special needs?

MALCOLM REEVE
Executive Director,
Send and Inclusion at
Academies Enterprise Trust

Tue 5th Jul 2016, 5.00

Schools in England are half way through the implementation of the biggest special educational needs and disability (SEND) reforms in a generation.

The start of the process saw every school implement three immediate reforms to the way SEND is addressed: SEN information reports, SEN support, and education, health and care plans (EHCPs). *Malcolm Reeve looks at progress so far*

Reform: SEN information report on school website

Result: These are generally not particularly user-friendly with few having been co-constructed with parents/carers of children with SEND or with the students themselves. The rush to complete these reports was largely a compliance issue. In many schools there is work to be done on ensuring every member of staff is aware of the content of the report and their role in its implementation.

Recommendation: All SEN information reports should be embedded in school practice and understood by all staff and reviewed by parents and carers.

Reform: School Action and School Action Plus replaced by SEN Support

Result: A significant fall in the numbers of children identified with SEN in schools. The overall percentage in schools in England fell from 17.9 per cent in 2014 to 15.4 per cent in 2015, with the biggest drops in the mainstream sector, especially in secondary schools. How did this happen? Large numbers of children identified as having a special need sat incorrectly on school SEN registers before 2014. The reforms forced every school to reassess its "list" and make it more accurate. Having said
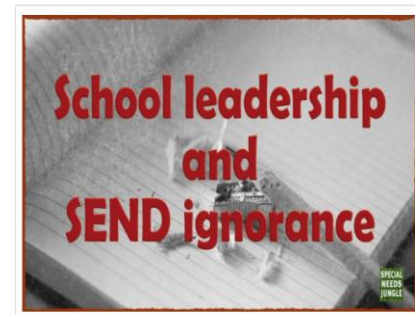
📁 SEN Reforms, SENCo, special needs, Teacher Training

School leadership and SEND ignorance

By Malcolm Reeve

🕔 September 28, 2017

School leadership and SEND ignorance

In an earlier SNJ blog in 2015 I wrote about the critical role of the SENCO in schools. The SEN Reforms had called on a more strategic role for SENCOs operating as leaders in schools and my key questions on leadership of SEND focused on that developing role.

Two years later, having spoken to numerous SENCOs and visited many schools across England, my thinking around leadership has moved on. In a previous article[1] for Schools Week in July 2016 I wrote '*We talk about every teacher being a teacher of SEN but this won't happen until every leader is a leader of SEN*'. That sentiment reflected a growing experience that across the country SENCOs are doing their level best to support the reforms and improve the experiences and outcomes for children with SEN but all too often they are coming up against barriers from within their own schools.

There are many examples of this. I know of an exclusion (there are still far too many exclusions of children with SEND in this country) in a mainstream secondary school of a child in an autism provision who was excluded for lack of personal organisation and for overacting to situations that he regarded as unfair; i.e. because of his autism! I know examples where SEN funding is not being appropriately ring-fenced and used and where the SENCO is having little or no say in how the SEN funding is deployed.

The 6 Pillars of SEND Leadership

But what does it take to be a leader of SEND?

1. Know Chapter 6 of the SEND Code of Practice

2. Strategic Overview of SEND

3. SEND Review - SEF

4. SEND in a Nutshell

5. SEND Development or Transformation Plan

6. Ofsted and SEND

Know Chapter 6 of the SEND Code of Practice

1

A leader of SEND……

will have a working knowledge of the SEND Code of Practice Chapter 6 (and Chapter 5 for EY settings)

and

give this knowledge high status in the school.

KCSIE

Know Chapter 6 of the SEND Code of Practice

1
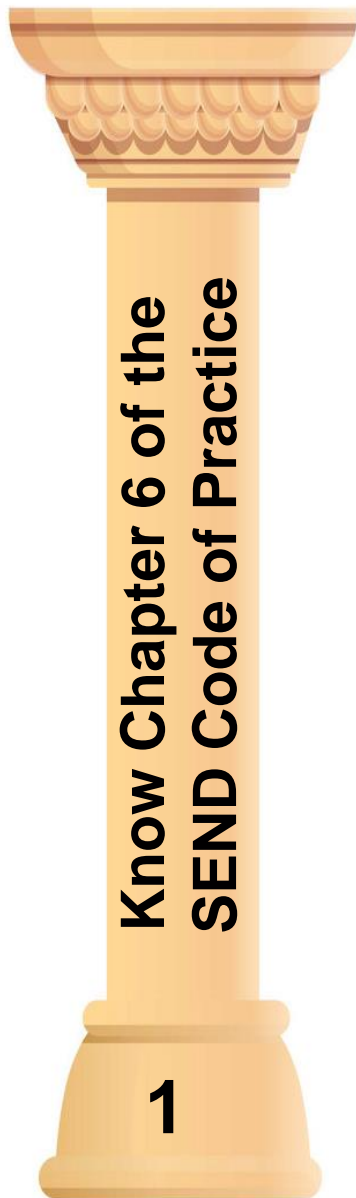
How many pages?

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

https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

The school leaders one page guide to the SEND Code of Practice chapter 6 - Schools

How many pages?

- 6.2 Use your 'best endeavours'
- 6.3 SEND Governor or sub-committee
- 6.4 Quality of T&L for SEND – part of PMR
- 6.4 Analyse patterns of identification and compare with national
- 6.9 Make reasonable adjustments
- 6.15 'Different from' or 'additional to'
- 6.21 Behaviour and SEND
- 6.25 The four broad areas of need
- 6.37 High quality teaching
- 6.44 The Graduated Approach
- 6.65 Meet the parents 3x yearly
- 6.79 SEN Information Report
- 6.84 The role of the SENCO
- 6.95 SEN funding

A leader of SEND supports the SENCO to be effective in their role:

The role of the SENCO in schools

6.84 Governing bodies of maintained mainstream schools and the proprietors of mainstream academy schools (including free schools) **must** ensure that there is a qualified teacher designated as SENCO for the school.

6.85 The SENCO **must** be a qualified teacher working at the school. A newly appointed SENCO **must** be a qualified teacher and, where they have not previously been the SENCO at that or any other relevant school for a total period of more than twelve months, they **must** achieve a National Award in Special Educational Needs Co-ordination within three years of appointment.

6.86 A National Award **must** be a postgraduate course accredited by a recognised higher education provider. The National College for Teaching and Leadership has worked with providers to develop a set of learning outcomes (see the References section under Chapter 6 for a link). When appointing staff or arranging for them to study for a National Award schools should satisfy themselves that the chosen course will meet these outcomes and equip the SENCO to fulfil the duties outlined in this Code. Any selected course should be at least equivalent to 60 credits at postgraduate study.

6.87 The SENCO has an important role to play with the headteacher and governing body, in determining the strategic development of SEN policy and provision in the school. They will be most effective in that role if they are part of the school leadership team.

6.88 The SENCO has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.

6.89 The SENCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENCO should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching.

6.90 The key responsibilities of the SENCO may include:

- overseeing the day-to-day operation of the school's SEN policy

- co-ordinating provision for children with SEN

- liaising with the relevant Designated Teacher where a looked after pupil has SEN

- advising on the graduated approach to providing SEN support

- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

- liaising with parents of pupils with SEN

- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies

- being a key point of contact with external agencies, especially the local authority and its support services

- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned

- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

- ensuring that the school keeps the records of all pupils with SEN up to date

6.91 The school should ensure that the SENCO has sufficient time and resources to carry out these functions. This should include providing the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within a school.

6.92 It may be appropriate for a number of smaller primary schools to share a SENCO employed to work across the individual schools, where they meet the other requirements set out in this chapter of the Code. Schools can consider this arrangement where it secures sufficient time away from teaching and sufficient administrative support to enable the SENCO to fulfil the role effectively for the total registered pupil population across all of the schools involved.

6.93 Where such a shared approach is taken the SENCO should not normally have a significant class teaching commitment. Such a shared SENCO role should not be carried out by a headteacher at one of the schools.

6.94 Schools should review the effectiveness of such a shared SENCO role regularly and should not persist with it where there is evidence of a negative impact on the quality of SEN provision, or the progress of pupils with SEN.

Strategic Overview of SEND

2

A leader of SEND……

will know the four broad areas of need from the SEND Code of Practice

and

the patterns of SEND identification in the school compared to national patterns
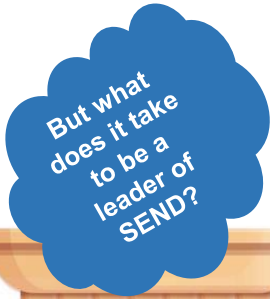
Identification
The SEND Code of Practice

Not just the SENCO?

6.4 *School leaders and teaching staff, including theSENCO, should identify any patterns in the identification of SEN,*

both within the school and in comparison with national data,

and use these to reflect on and reinforce the quality of teaching.

Strategic Overview of SEND

2

A leader of SEND……

will ensure that the identification of SEN is built into the
overall approach
to monitoring the progress and development of all pupils.

6.5 *The identification of SEN should be built into the overall approach to monitoring the progress and development of all pupils.*

SEN in EngLand 2020

https://www.gov.uk/government/statistics/special-educational-needs-in-england-january-2020

Left browser window

🔒 www.gov.uk/government/statistics/special-educational-needs-in-england-january-2020

National Statistics

Special educational needs in England: January 2020

Information from the school census on pupils with special educational needs (SEN) and SEN provision in schools.

Published 2 July 2020
From: **Department for Education**

Applies to: **England**

Brexit

Check how the new Brexit rules affect you

Documents

Special educational needs in England: January 2020

https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england

Related content

Statistics: special educational needs (SEN)

Special educational needs: analysis and summary of data sources

Special educational needs in England: January 2019

SEN absences and exclusions: additional

Details

Right browser window

🔒 explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england

Academic Year 2019/20

Special educational needs in England

THIS IS THE LATEST DATA

Published: **2 July 2020**
Sign up for email alerts

Print this page

This statistics publication provides data from the January 2020 school censuses on pupils with special educational needs (SEN). It also provides information about special schools in England. The publication includes breakdowns by type of SEN provision, type of SEN, age, national curriculum year group, gender, ethnicity, English as a first language and free school meal eligibility.

▶ Download associated files

Search this page

About these statistics

For Academic Year: **2019/20**

Related guidance

Special educational needs in England: methodology

Headline facts and figures - 2019/20

Summary | Table

EHC plans/Statements of SEN (percent)	SEN support (percent)
3.3	**12.1**
▶ What is this?	▶ What is this?

- 3.3% of all pupils in schools in England have an Education, health and care (EHC) plan, a rise from 3.1% in 2019
- A further 12.1% of all pupils have SEN support, without an EHC plan, up from 11.9% in 2019.
- The most common type of need for pupils with an EHC plan is autistic spectrum disorders and for pupils with SEN support is speech, communication and language needs
- SEN is more prevalent in boys than girls, with boys representing 73.1% of all pupils with an EHC plan and 64.6% of pupils with SEN support

Open all

Pupils with special educational needs in schools +

Primary type of need +

Pupil characteristics +

SEN units and resourced provisions +

Approved provisions in special schools +

National Broad Area of Need
(Primary & Secondary Schools in England in 2020)

Communication and Interaction 33.2%

Sensory &/or Physical 6.1%

Social, Emotional & Mental Health 18.3%

Cognition & Learning 34.3%

No specialist assessment of type of need 3.5%

Other Difficulty/Disability 4.5%

Who doesn't know the 4 broad areas of SEN need?
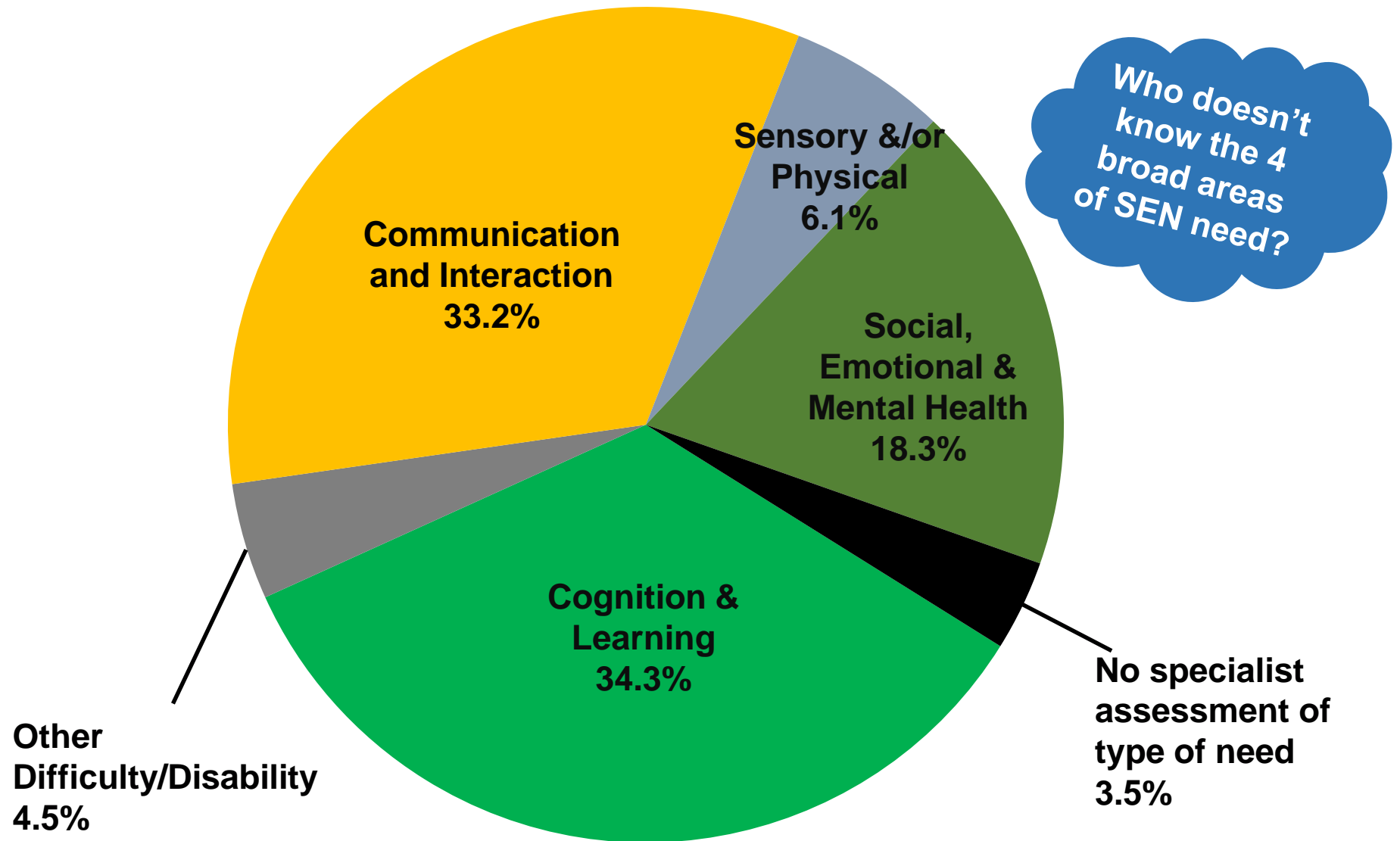
Broad Areas and Primary Categories of SEN need

Leaders' reference slide

Primary Categories of Need

SpLD – Specific Learning Difficulty
MLD – Moderate Learning Difficulty
SLD – Severe Learning Difficulty
PMLD - Profound and Multiple Learning Difficulty
SEMH
SLCN – Speech and Language or Communication Needs
ASD – Autistic Spectrum Disorder
VI – Visual Impairment
HI – Hearing Impairment
MSI – Multi-sensory Impairment
PD – Physical Difficulty
OTH – Other
NSA – No Specialist Assessment

SpLD 12.5%
MLD 20.4%
SLD 2.7%
PMLD 0.9%
SEMH 17.1%
SLCN 21.7%
ASD 11.0%
VI 1.1%
HI 1.8%
MSI 0.3%
PD 2.9%
OTH 4.4%
NSA 3.3%

Cognition & Learning

Social, Emotional Mental Health

Communication & Interaction

Sensory & Physical
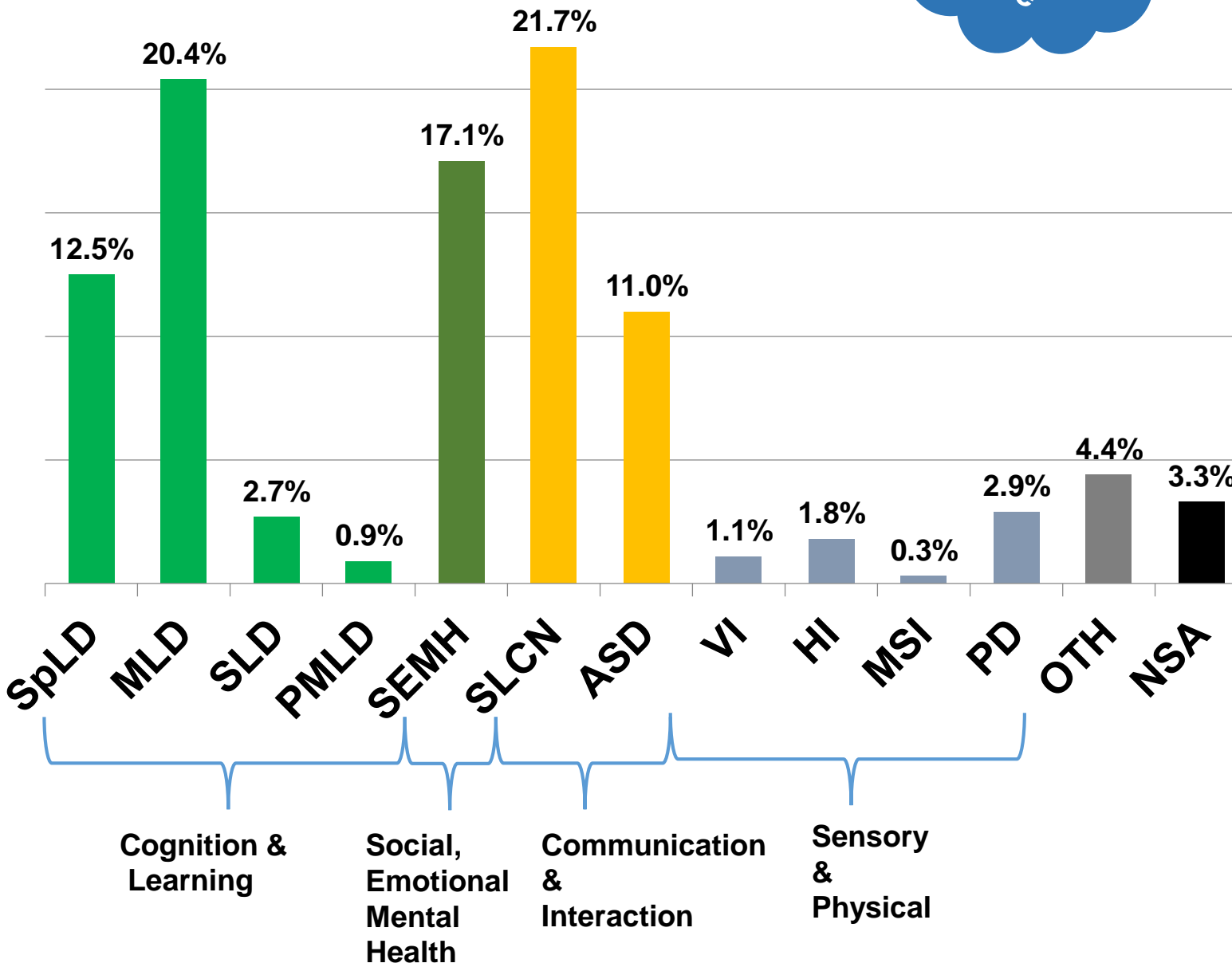
BROAD AREA OF NEED (By Phase)

PRIMARY PHASE

- C & I 39.9%
- S & P 5.7%
- SEMH 16.8%
- NSA 4.1%
- C & L 29.8%
- OTH 3.7%
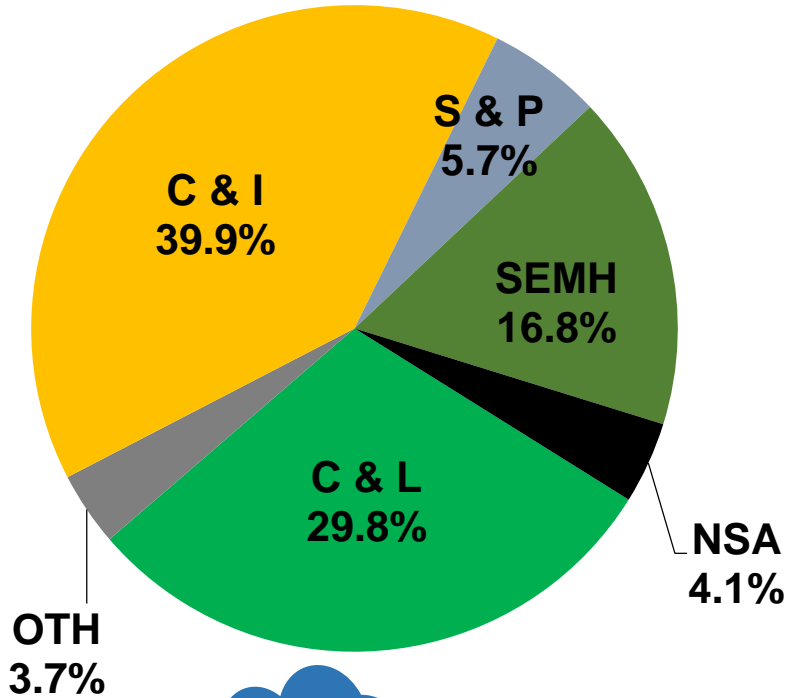
What's the pattern in your school?

SECONDARY PHASE

- OTH 5.7%
- C & I 22.7%
- S & P 6.8%
- SEMH 20.7%
- NSA 2.7%
- C & L 41.4%
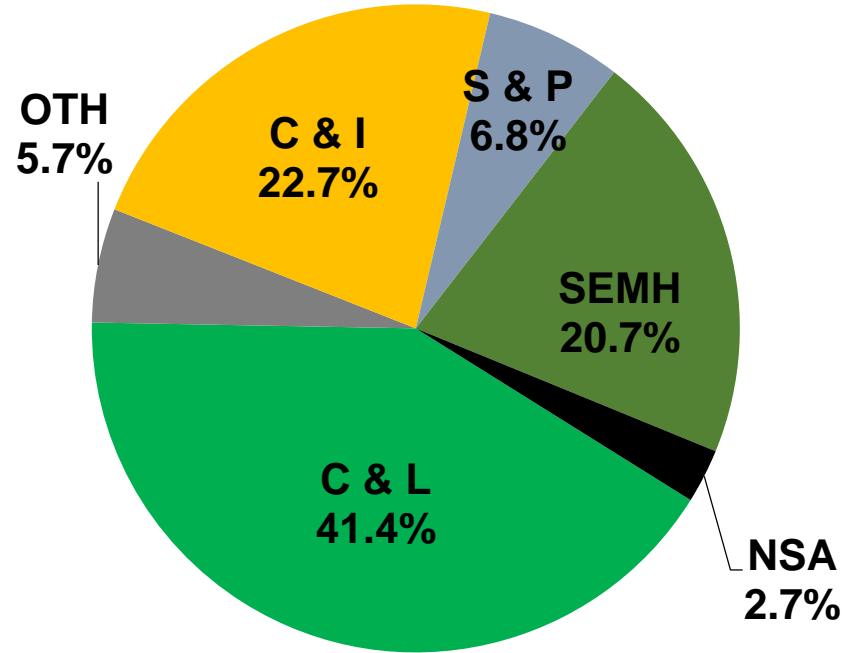
What is your service?

Where is your expertise?

Primary Type of Need (Primary Phase)

SpLD	MLD	SLD	PMLD	SEMH	SLCN	ASD	VI	HI	MSI	PD	OTH	NSA
9.5%	19.5%	0.6%	0.3%	16.8%	31.2%	8.7%	0.9%	1.7%	0.3%	2.8%	3.7%	4.1%

The big 5
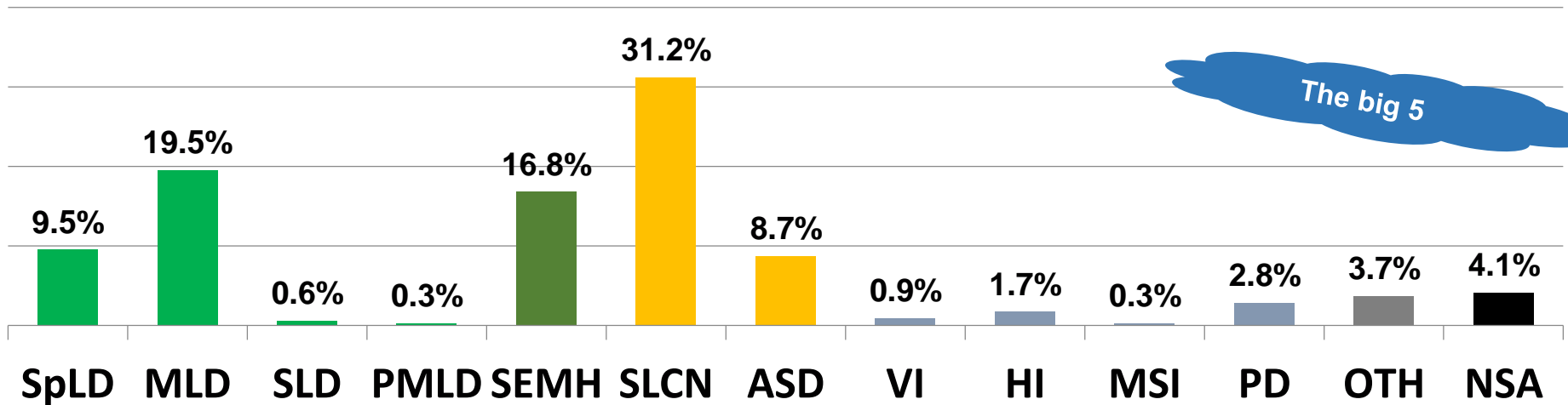
Primary Category of Need (Secondary Phase)

SpLD	MLD	SLD	PMLD	SEMH	SLCN	ASD	VI	HI	MSI	PD	OTH	NSA
20.0%	20.8%	0.5%	0.1%	20.7%	11.7%	11.1%	1.3%	2.2%	0.2%	3.0%	5.7%	2.7%

The same 5
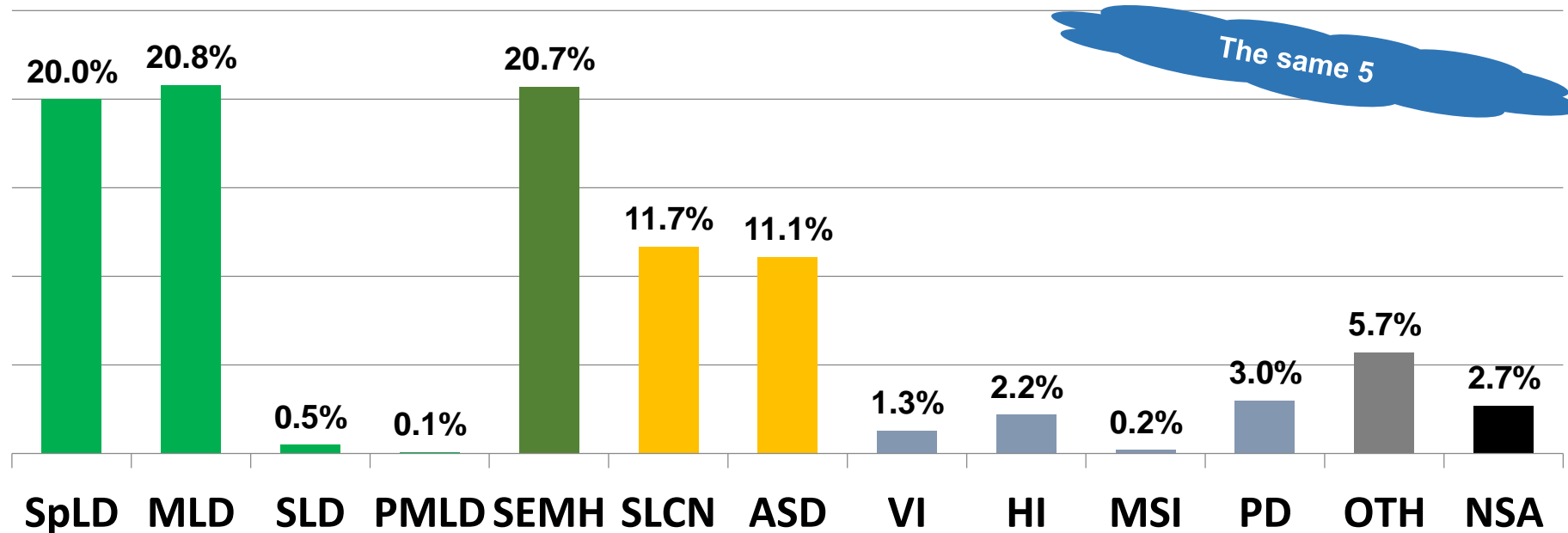
A strategic overview of SEND for a school

National figures from the DfE January 2019 spring census.

SEN Support - 116/400 students - 29%

SEN Support Status

- SEN Support, 26%
- EHC Plan or Statement, 3%
- No SEN Provision, 71%

Comparison of SEN support with National

	SEN Support	EHC Plan or Statement	Total SEN	No SEN Provision
Sample Manor Academy	26%	3%	29%	71%
National Secondary	10.8%	1.7%	12.4%	87.6%
National Overall	11.9%	3.1%	14.9%	85.1%

K & E v National

SEN Broad Area of Need

- NSA, 2%
- S and P, 13%
- OTH, 12%
- SEMH, 26%
- C and I, 20%
- C and L, 28%

Comparison of SEN Broad Area of Need with National

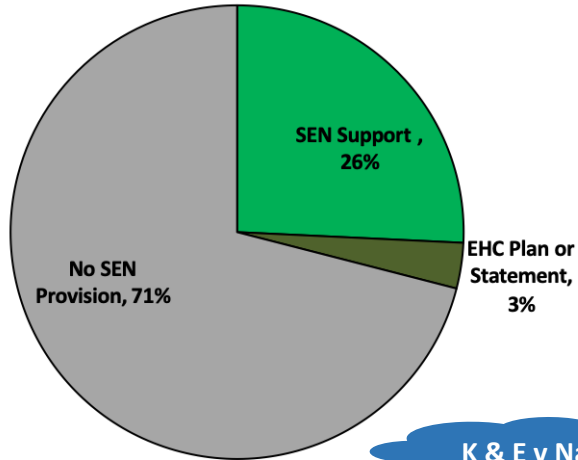|	C and L	C and I	SEMH	S and P	NSA	OTH
Sample Manor Academy	28%	20%	26%	13%	2%	12%
National Secondary	43.2%	21.8%	19.6%	6.9%	2.6%	5.9%
National Overall	36.5%	32.6%	17.1%	6.1%	3.3%	4.4%

4 Broad Areas on Need v National

Guidance | Jan 19 Census Charts | Academy Overview Data | Self Completion Data Entry | Rolling Stategic Overview | +

SEN Primary Type of Need

- MLD, 8%
- SpLD, 19%
- SLD, 1%
- PMLD, 0%
- SLCN, 7%
- ASD, 13%
- SEMH, 26%
- VI, 3%
- HI, 2%
- MSI, 0%
- PD, 9%
- NSA, 2%
- OTH, 12%

Comparison of SEN Primary Type of Need with National

Category	Sample Manor Academy	National Secondary	National Overall
MLD	8%	22.0%	20.4%
SpLD	19%	20.6%	12.5%
SLD	1%	0.5%	2.7%
PMLD	0%	0.1%	0.9%
SLCN	7%	11.5%	21.7%
ASD	13%	10.3%	11.0%
SEMH	26%	19.6%	17.1%
VI	3%	1.4%	1.1%
HI	2%	2.3%	1.8%
MSI	0%	0.2%	0.3%
PD	9%	3.0%	2.9%
NSA	2%	2.6%	3.3%
OTH	12%	5.9%	4.4%

Primary categories of need v National
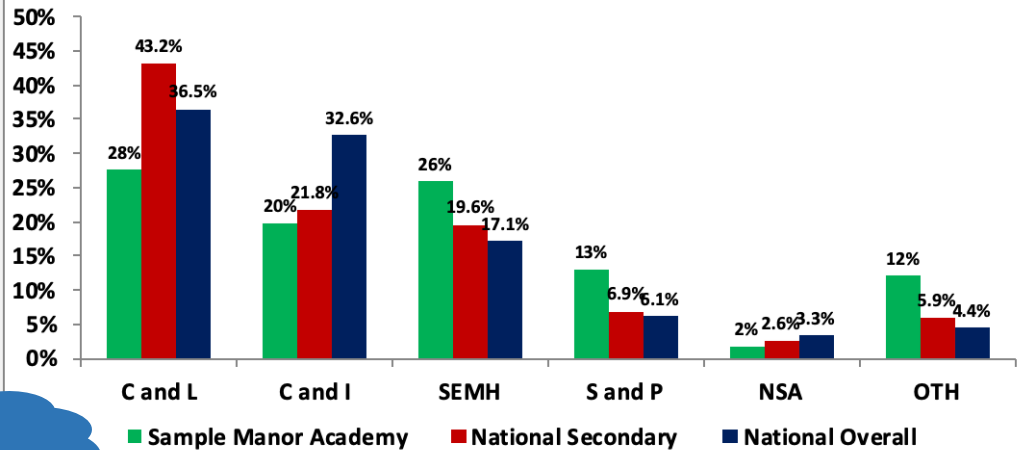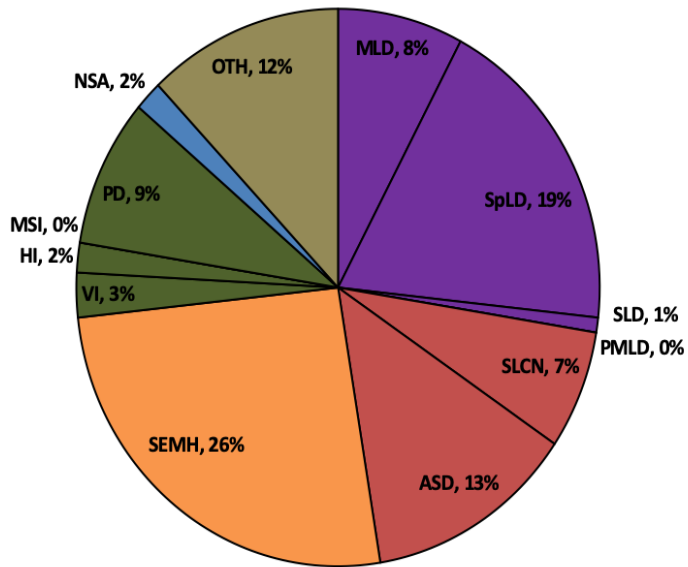
Students on SEN Support by Year Group

Year Group	Students
Year 7	21
Year 8	34
Year 9	24
Year 10	20
Year 11	17
Year 12	0
Year 13	0

Guidance | Jan 19 Census Charts | Academy Overview Data | Self Completion Data Entry | **Rolling Stategic Overview** | +
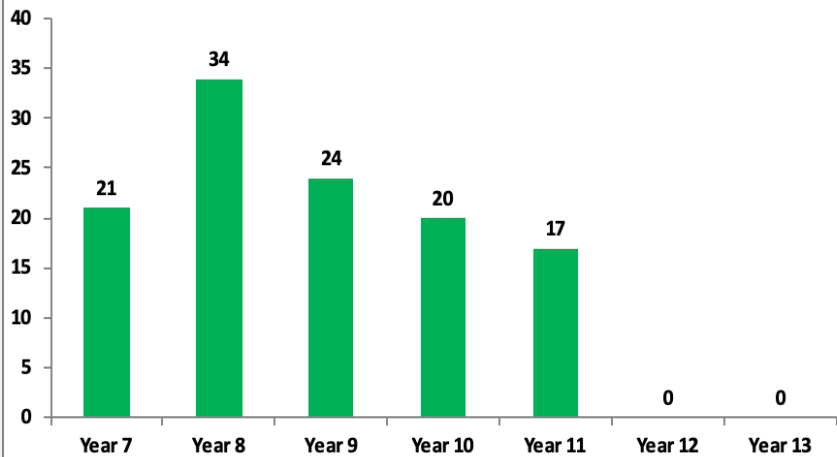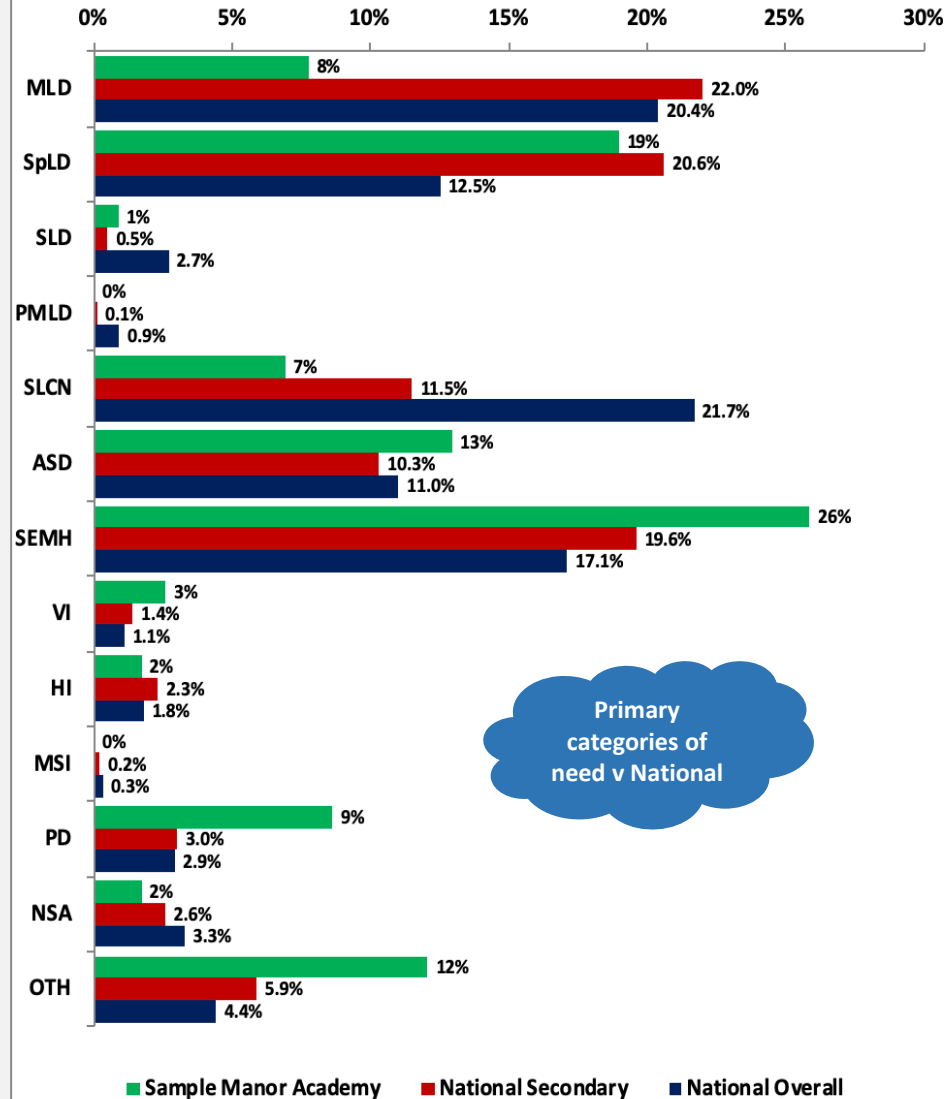
Total PP Funding Received - £31790

SEN Support with Pupil Premium

Non PP, 82, 71%

PP, 34, 29%
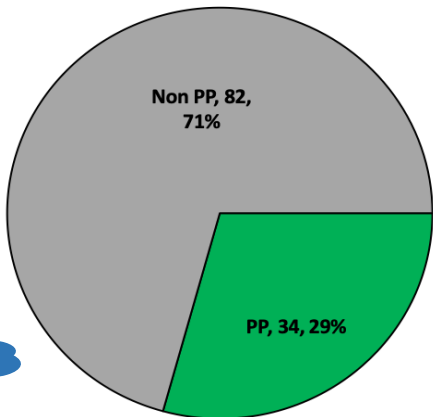
SEN + PP

SEN Support for Looked After Children

Non LAC, 114, 98%

LAC, 2, 2%
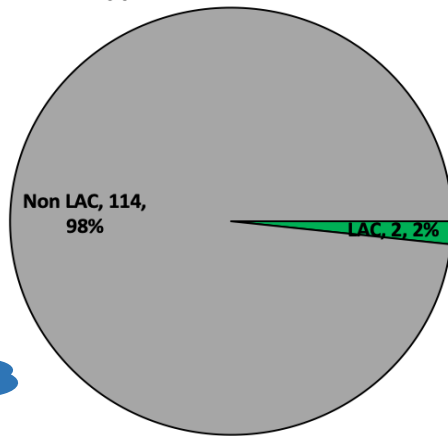
SEN + LAC

SEN Support for EAL

EAL, 8, 7%

Non EAL, 108, 93%
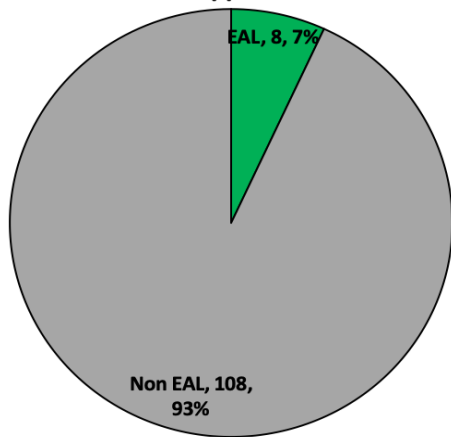
SEN + EAL

EAL Breakdown: Pupils with SEN compared to National

	EAL	Non EAL
Sample Manor Academy	7.0%	37.9%
National Secondary	9.4%	13.1%

40.0%
35.0%
30.0%
25.0%
20.0%
15.0%
10.0%
5.0%
0.0%

■ Sample Manor Academy ■ National Secondary
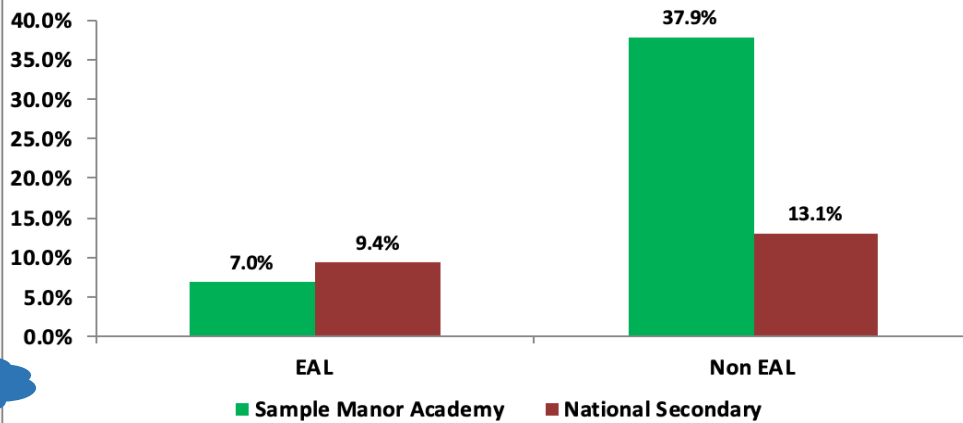
YEAR 7

Year 7 SEN Broad Area of Need

NSA, 0, 0%
OTH, 1, 5%
S and P, 3, 14%
C and L, 8, 38%
SEMH, 5, 24%
C and I, 4, 19%
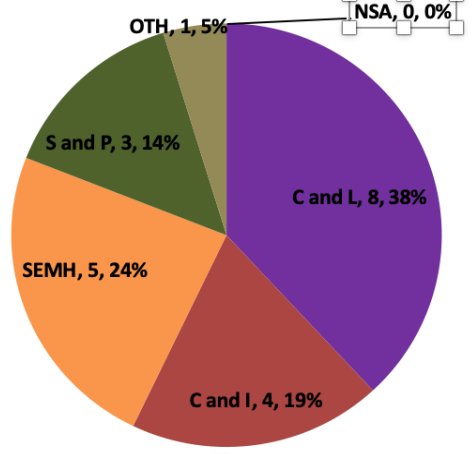
SEN Primary Type of Need for Year 7

MLD	SpLD	SLD	PMLD	SLCN	ASD	SEMH	VI	HI	MSI	PD	NSA	OTH
2	6	0	0	1	3	5	0	1	0	2	0	1

Breakdown by year group

Implications for the curriculum and for teaching?

YEAR 8

Year 8 SEN Broad Area of Need

NSA, 1,...
OTH, 2, 6%
S and P, 6, 18%
C and L, 6, 17%
C and I, 4, 12%
SEMH, 15, 44%

SEN Primary Type of Need for Year 8

MLD	SpLD	SLD	PMLD	SLCN	ASD	SEMH	VI	HI	MSI	PD	NSA	OTH
1	5	0	0	1	3	15	0	0	0	6	1	2

YEAR 9

Year 9 SEN NSA Area of Need

SEN Primary Type of Need for Year 9

SEND Review - SEF

3

A leader of SEND……

will ensure that SEND is evaluated annually using a
structured review process as part of the school's systematic review processes
with
external input
and
thread the findings throughout the School Development Plan

WholeSchool SEND

nasen
Helping Everyone Achieve

SEND REVIEW GUIDE
A school-led approach to improving provision for all

https://www.sendgateway.org.uk/resources

The SEND Review: Areas of focus

Outcomes

- Academic achievements progress and attainment
- Wider outcomes such as attendance, exclusions, key skills and transition data.

1

Leadership

- Profile and vision for SEND
- Whole school responsibilities
- Culture of high expectations and excellence for all
- Role of governors

2

Quality of teaching and learning

- High quality teaching for all
- Understanding of needs to plan and differentiate lessons
- Focused & data-led intervention
- Efficient use of TAs

3

Working with Pupils, Parents & Carers

- SEN Information Report
- Parental engagement
- Pupil voice

4

Assessment & Identification

- Securing alignment with the Code of Practice
- Accuracy of identification.

5

Monitoring, Tracking & Evaluation

- Data tracking
- Use of whole-school datasets e.g. IDSR, ASP
- Evaluation of intervention
- Monitoring of personalised plans

6

Efficient Use of Resources

- Value for money
- Resource effectiveness.
- CPD for staff
- Deployment of TAs

7

Developing expertise and provision

- Collaboration with external agencies
- Development of expertise
- Use of research and outward facing

8

WholeSchool SEND

nasen
Helping Everyone Achieve

Statements for Whole School Leadership and Management of SEND	R	A	G
The SENCO, SLT and governors have a clear and ambitious vision for SEND curriculum provision and outcomes in the school based on a culture of high aspiration for all pupils. The vision is communicated to all stakeholders.			
There is a SEND development plan in place with clear aims and objectives that links to the whole school development plan. Self-evaluation of SEND provision and outcomes informs the development planning process.			
A lead SEND governor challenges leaders about the learning and progress of pupils with SEN and the efficient use of resources. The lead governor has appropriate knowledge and understanding of SEND policy and practice.			
The SEN Information Report is co-constructed with parents and pupils and reviewed annually. It meets the legal requirements, is accessible and is prominent on the school website.			
The SEN Information report is understood and implemented by all staff in the school.			
The school is effectively implementing the requirements of the SEND Code of Practice and the Equality Act (2010) including making reasonable adjustments for pupils with SEND.			
The SENCO is a member of the Senior Leadership Team and works alongside the Headteacher and other senior leaders to ensure SEND is seen as a whole school responsibility.			
The SENCO has received appropriate training. The SENCO and other school leaders are knowledgeable on the SEND Code of Practice and its implications for the school.			
The SENCO is involved in making decisions about staff recruitment, deployment and use of resources for SEND (including funding). Deployment decisions are reviewed and evaluated for impact.			
All staff are given a range of opportunities to engage in high-quality continued professional development for SEND. The impact of SEN CPD on teaching and learning and pupil progress is monitored and evaluated.			
All staff understand their responsibilities towards pupils with SEND. The performance management system is used to improve outcomes for pupils with SEN and an appraisal process is in place for teaching assistants			

Areas of strength for whole school leadership and management:	Key recommendations for whole school leadership and management:
•	•
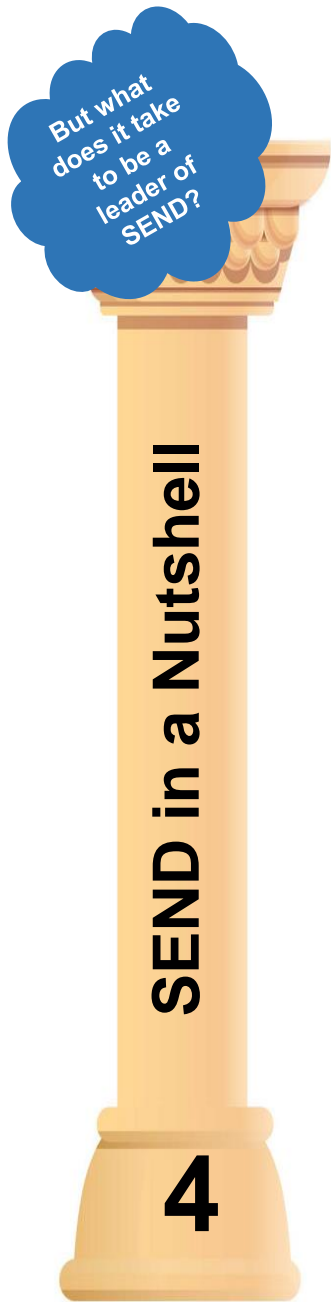
SEND in a Nutshell

4
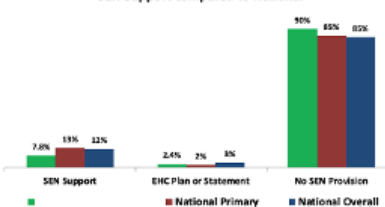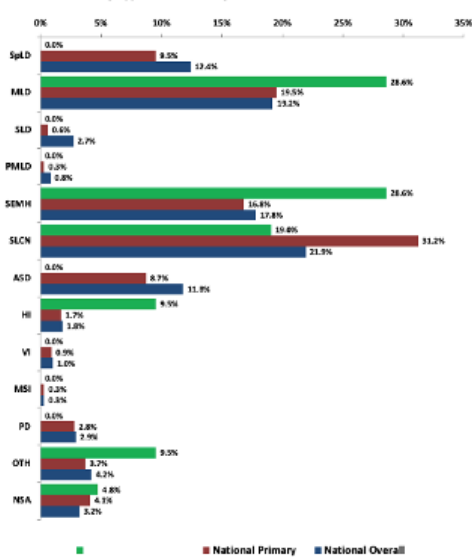
A leader of SEND……

**will ensure there is a one-page overview of SEND containing key information
and
used to raise the profile and understanding of SEND amongst leaders, staff, governors and other stakeholders**
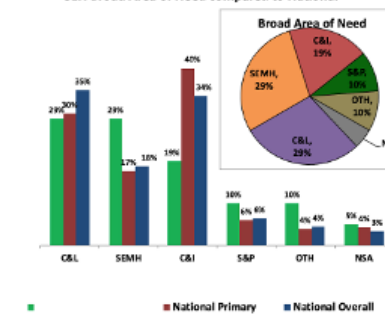
Identification *(Jan 2020 census data)*

SEN Support compared to National / Primary Type of Need compared to National / SEN Broad Area of Need compared to National / Broad Area of Need

High Quality Teaching and Intervention

Examples of High Quality Teaching for All

Examples of our Training and Expertise in SEND

Ways in which we make reasonable adjustments for pupils with SEND

Ways in which we are inspiring engagement and co-production with families

Absence, Exclusions, Outcomes

Overall absence: % of sessions missed in primary schools

	National No SEN	School No SEN	National SEN Support	School SEN Support	National EHCP	School EHCP
2018-19	3.7	2.6	5.4	2.1	7.0	5.1

Rate of exclusions in primary schools

	% Permament						% Fixed term					
	Nat. No SEN	Sch. No SEN	Nat. SEN Supp.	Sch. SEN Supp.	Nat. EHCP	Sch. EHCP	Nat. No SEN	Sch. No SEN	Nat. SEN Supp.	Sch. SEN Supp.	Nat. EHCP	Sch. EHCP
2018-19	0.00	0.00	0.12	0.00	0.18	0.00	0.38	0.49	6.90	28.26	13.61	0.00

Outcomes in primary schools

	% EYFSP achieving GLD						% Y1 meeting expected standard in phonics					
	Nat. All	Sch. All	Nat. SEN Supp.	Sch. SEN Supp.	Nat. EHCP	Sch. EHCP	Nat. All	Sch. All	Nat. SEN Supp.	Sch. SEN Supp.	Nat. EHCP	Sch. EHCP
2018-19	72	80	29	0	5	0	82	93	48	N/A	20	0

	% Reaching exp. standard in KS1			% Reaching exp. standard at KS2				End of KS2 progress score		
2018-19	R	W	M	Comb.	R	W	M	R	W	M
Nat. All	75	69	76	65	73	78	79	0.03	0.03	0.03
Sch. All	89	89	82	87	90	93		1.04	1.08	2.99
Nat. SEN Supp.	33	25	36	25	41	39	46	-1.0	-1.7	-1.0
Sch. SEN Supp.	25	50	25	50	100	100		5.43	6.07	-0.14
Nat. EHCP	13	9	14	9	16	14	17	-3.6	-4.3	-4.0
Sch. EHCP	N/A	N/A	N/A	0	0	0		-19.40	-17.79	-18.46

Strengths and Areas for Development

3 ways we are supporting pupils with SEND and their families during the Covid-19 pandemic (both on-site and remotely):
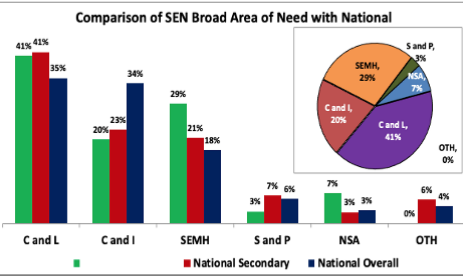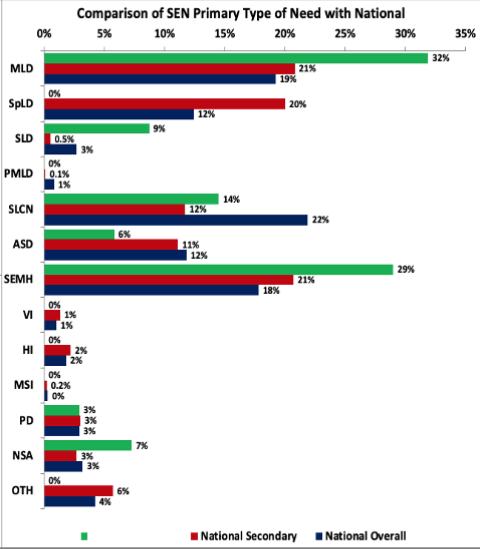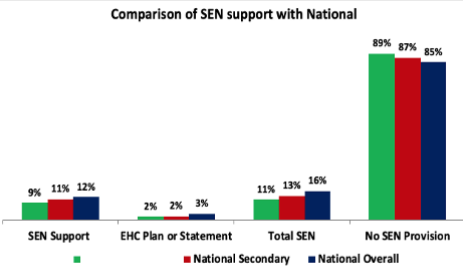
- x
- x
- x

Our 3 key strengths in SEND:

- x
- x
- x

The 3 key areas for development for SEND from the School Development Plan:

- x
- x
- x

Identification *(Updated November 2020)*

Comparison of SEN support with National

Comparison of SEN Primary Type of Need with National

Comparison of SEN Broad Area of Need with National

High Quality Teaching and Intervention

Examples of High Quality Teaching for All

Examples of our Training and Expertise in SEND

Ways in which we make reasonable adjustments for pupils with SEND

Ways in which we are inspiring engagement and co-production with families

Absence, Exclusions, Outcomes

Overall absence: % of sessions missed in secondary schools

	National No SEN	School No SEN	National SEN Support	School SEN Support	National EHCP	School EHCP
2018-19	5.1	4.3	8.1	6.2	8.6	17.5

Rate of exclusions in secondary schools

	% Permanent						% Fixed term					
	Nat. No SEN	Sch. No SEN	Nat. SEN Supp.	Sch. SEN Supp.	Nat. EHCP	Sch. EHCP	Nat. No SEN	Sch. No SEN	Nat. SEN Supp.	Sch. SEN Supp.	Nat. EHCP	Sch. EHCP
2018-19	0.15	0.00	0.65	1.22	0.33	0.00	8.00	5.93	29.95	6.10	30.89	28.57

End of KS4 outcomes

	Attainment 8						Progress 8					
	Nat. All	Sch. All	Nat. SEN Supp.	Sch. SEN Supp.	Nat. EHCP	Sch. EHCP	Nat. All	Sch. All	Nat. SEN Supp.	Sch. SEN Supp.	Nat. EHCP	Sch. EHCP
2018-19	46.69	49.95	32.60	34.83	13.70	26.38	-0.03	0.04	-0.43	-0.56	-1.17	0.14

Strengths and Areas for Development

3 ways we are supporting pupils with SEND and their families during the Covid-19 pandemic (both on-site and remotely):

Our 3 key strengths in SEND:

The 3 key areas for development for SEND from the School Development Plan

SEND Development or Transformation Plan

5

A leader of SEND……

will ensure there is a development plan in place for SEND and (crucially) that it is threaded through the whole school development plan

How we're improving outcomes for our students with SEND.......

SEND Development or Transformation Plan

5

Spring 2020

Summer 2020

Autumn 2020

Our vision is that ....

Identification

Use the SEND Strategic Overview to review and inform accurate identification

Embed the strategic overview as a leadership tool throughout x

Develop on-site expertise in SpLD

Update the overview with progress data so that it can be used to inform staff deployment and interventions

This is a one page development plan

Disaggregate the 'x' students from the x list

Produce a summary practice guide on SEND assessment and intervention

Develop expertise in the use of the assessments to inform identification

Establish a consistent range of assessments across the four broad areas of need

Use the TA Review & the SEND Strategic Overview to inform a revised structure and deployment methodology

Assessment

Conduct a review using the WSS TA Deployment Guide to review TA deployment and practice

Develop a x 'Champion teachers of SEND' programme

Improve literacy interventions/ expertise to improve outcomes for pupils with SEND (all pupils)

Produce regular overviews of SEND attendance, exclusions and incident data across the 4 broad areas of need

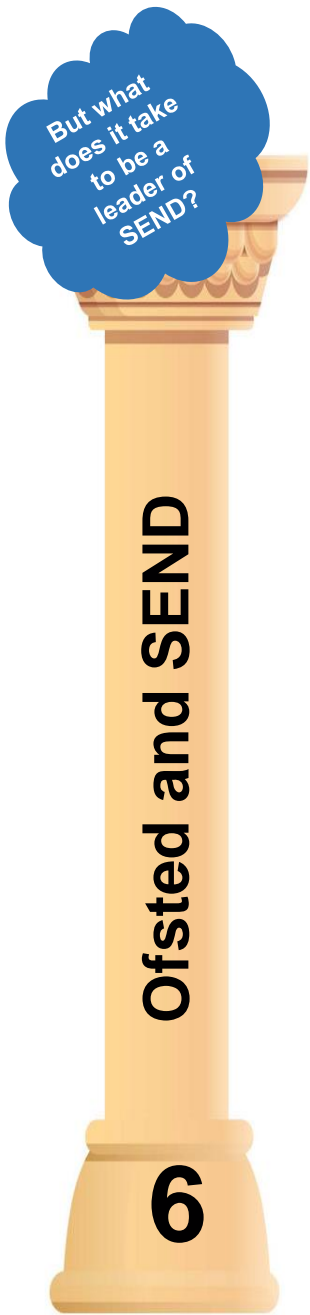Clearly and incontrovertibly demonstrate the impact of any interventions in place

HQT & Learning Support

....from the SEND self-evaluation

Ofsted and SEND

6

A leader of SEND……

**will understand that a focus on SEND and inclusion is a key theme in the Ofsted framework for inspection
and
prepares the school/phase/subject accordingly**

OfSTED September 2019

'We want inspection to contribute to an inclusive education system that can accommodate, and cater for, the needs of all learners of all ages.'

'Ofsted intends to be a force for improving the education available for all learners with SEND'.

Is Ofsted a force for good for learners with SEND?

https://www.specialneedsjungle.com/is-ofsted-a-force-for-good-in-send/

WholeSchool SEND

nasen
Helping Everyone Achieve

p.153 Before making the final judgement on overall effectiveness, inspectors must consider the spiritual, moral, social and cultural development of pupils at the school, and evaluate the extent to which the school's education provision meets different pupils' needs, including pupils with SEND.

p.77 Inspectors will evaluate evidence of the impact of the curriculum, including on the most disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND).

Grade Descriptor – Leadership and Management
p.278 leaders have a clear and ambitious vision for providing high-quality, inclusive education and training to all. This is realised through strong, shared values, policies and practice

Grade Descriptor – Quality of Education:
The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.

314. Inspectors will gather and evaluate evidence about:

1. Whether leaders are **ambitious** for all pupils with SEND.

2. How well leaders **identify**, assess and meet the needs of pupils with SEND.

3. How well leaders develop and **adapt the curriculum** so that it is coherently sequenced to all pupils' needs, starting points and aspirations for the future.

4. How successfully leaders involve **parents, carers** and, as necessary, other **professionals/specialist services** in deciding how best to support pupils with SEND.

5. How well leaders include pupils with **SEND in all aspects of school life**.

6. How well the school assesses learning and development of pupils with SEND, and **whether pupils' outcomes are improving** as a result of the different or additional provision being made for them.

7. How well pupils with SEND are **prepared for their next steps** in education, employment and training, and their adult lives, including: further/higher education and employment, independent living, participating in society and being as healthy as possible in adult life.

SEND – Preparing for an OfSTED inspection – 8 Questions to answer		
8 Questions	**School Response**	**Evidence**
How are all leaders **ambitious** for all pupils with SEND?		
How well do leaders **identify**, assess and meet the needs of pupils with SEND?		
How well leaders develop and **adapt the curriculum** so that it is coherently sequenced to all pupils' needs, starting points and aspirations for the future.		
How successfully do leaders involve **parents, carers** and, as necessary, other **professionals/specialist services** in deciding how best to support pupils with SEND?		
How well do leaders include pupils with **SEND in all aspects of school life.**		
How well the school assess the learning and development of pupils with SEND, and **are pupils' outcomes improving** as a result of the **'different from' or 'additional to'** provision being made for them.		
How well are pupils with SEND **prepared for their next steps** in education, employment and training, and their adult lives, including: further/higher education and employment, independent living, participating in society and being as healthy as possible in adult life.		
Teaching assistants and other adults support learning which is planned by teachers to be of interest to and meet the needs of children with SEND in mainstream classes.		

But what does it take to be a leader of SEND?

A leader of SEND......

will have a working knowledge of the SEND Code of Practice Chapter 6 (and Chapter 5 for EY settings)

and

give this knowledge high status in the school. KCSIE

Know Chapter 6 of the SEND Code of Practice

1

A leader of SEND......

will know the four broad areas of need from the SEND Code of Practice

and

the patterns of SEND identification in the school compared to national patterns

Strategic Overview of SEND

2

A leader of SEND......

will ensure that SEND is evaluated annually using a structured review process as part of the school's systematic review processes with external input and thread the findings throughout the School Development Plan

SEND Review - SEF

3

A leader of SEND......

will ensure there is a one-page overview of SEND containing key information and used to raise the profile and understanding of SEND amongst leaders, staff, governors and other stakeholders

SEND in a Nutshell

4

A leader of SEND......

will ensure there is a development plan in place for SEND and (crucially) that it is threaded through the whole school development plan

SEND Development or Transformation Plan

5

A leader of SEND......

will understand that a focus on SEND and inclusion is a key theme in the Ofsted framework for inspection and prepares the school/phase/subject accordingly

Ofsted and SEND

6

What are your actions to become a more effective leader of SEND?

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