SEND
Mary Abeyasekera.

NeneGate

Ofsted

IVEL VALLEY

THE HARBOUR SCHOOL
STRONGER TOGETHER

Northstowe
Martin Bacon Academy

Session 1 – Framework reminder

Mary Abeyasekera.

Graduated Approach

1 APDR cycle = 6 weeks

Using teacher assessment, data, cycles of APDR, parent/ child involvement. Refer to SENCO

SENCO discussion with parent when more specialist involvement is required.

SENCO makes a request for EHCP if applicable

Wave 1
Quality First Teaching/Learning (1)

Wave 2
Short term intervention (2)
SEN Caseworker

Wave 3
SEND register (K)
Long term intervention
Involvement of SENCO

Wave 4
EHCP (E)

Student's can move up and down based on the provision they are receiving

- What every child receives
- All staff responsible for ensuring Wave 1 provision is delivered
- Teacher standards
- Class teacher has implemented QFT classroom strategies (pupil profile) and followed 2 cycles of. Assess/Plan/Do/Review.
- Student recorded as (1) on SIMS

- Not making expected progress despite reasonable adjustment at wave 1.
- QFT and Short Term specific intervention required. (specialist, class or curriculum)
- Baseline assessments to be completed with recommendations.
- Student recorded as (2) on SIMS

- In-depth assessment to establish area of need.
- Ongoing, specific support to address child's SEND. Evidenced based intervention monitored by SENCO.
- Young person will have individual learning plan, measurable targets, provision outlined.
- Specialist support from outside agency.
- SENCO involved in coordinating provision, assessment, measuring impact and liaising with outside agency.
- Student recorded as SEND support (K) on SIMS

- Support over and above, additional and different.
- Highly personalised and closely monitored specialist provision.
- Specialist support form external services.
- Student recorded as EHCP (E) on SIMS

Activity 1

What documents do you have in place?

The One Conversation – a tool to develop professional dialogue between school leaders (and on occasion LA reviewers) about the effectiveness of SEND provision in school – for self-assessment, peer review and to develop school led improvement conversations leading to better outcomes for children and young people with SEND.

USP: **What Makes you Unique?**	• What are you? • What makes you unique? How will this be seen? • How does this impact typically day to day? • Feedback – what does it look like? Link to /can be used in schools • What other systems are in place to monitor Inclusion?
EXPERIENCE: **Is the experience of C&YP with SEND positive and do they feel included?**	• How do children experience the school? • Do young people enjoy learning and value education? • Are the opinions of young people heard and acted upon?
ENGAGE: **Do families have a clear voice in the planning for their child?**	• Family Involvement and coproduction • Sharing Information – General • Sharing Information - Individual
Effective: **Is the provision appropriate and effective?** **Is teaching high quality and are interventions precise?**	• Assessment – identification of need • Creating appropriate Provision • Increasing staff capacity • Quality First Teaching, does it meet need?
Expectations: **Are outcomes for pupils with SEND positive and going to have a positive impact on preparation for adulthood?**	• Assessment • Progress • Beyond the data
Embedded: **Is leadership of SEND effective at all levels? Is it resulting in embedded good practice?**	• Self - Review • Culture • Accountability • Strategy

Experience

How does it feel?

What might we see?

So what?

	EXPERIENCE: To what extent Is the experience of pupils with SEND positive and do they feel included?		Potential sources of evidence
Pupil perspective:	How do pupils experience the school?	• Outcomes – do they meet pupils' aspirations? Do you measure what pupils value? • Environment – does it broaden horizons and inspire? • Preparing for adulthood: What evidence is there? • Communication skills: systems evident and match needs?	• Person centred plans • Outcomes measures • Pupil interviews and conversations • Well displays • IAG/ work experience
	Do young people enjoy learning and value education?	• Do pupils enjoy learning and interaction? • Do staff involve them to develop and deliver provision? • Are parents/carers are engaged to support learning? • Are pupils able to talk about the clubs, trips and visits and other extra-curricular activities they take part in alongside their peers?	• Lesson obs/ learning walks • Meetings/conversations with pupils • Meetings /conversations with parents/ carers • Web-site •
	Are the opinions of young people heard and acted upon?	• How are C&YP involved in giving their opinions about the provision? Do pupils with SEND speak highly of their educational experiences? • What evidence is there that C&YP are listened to and their views acted upon? • Is one planning child- centred? • Are C&YP included in all activities and are reasonable adjustments made to make sure that this is possible?	• Conversations with pupils • Pupil centred plans • Meetings notes • Logs of attendance at clubs and activities • Photographic evidence • Wall displays • Pupil surveys

Engage

Co production is a key element of the Code of Practice.

How do find out?

So what?

ENGAGE: To what extent do families have a clear voice in the planning for their child?		Potential Sources of Evidence
Family Involvement & Engagement: How does the school ensure Family involvement and coproduction	• How do you engage families? • What evidence is there that school leaders welcome and engage parents and carers? • What questions do you ask parents when you work with them? • When do you engage families? • Who is family? • How does the involvement continue? • What would families say? • How do you know?	• Meeting notes • Web site • Parent/carer questionnaires • Parent/carer views documents • Meetings with parents/carers • Meeting with key staff who work with parents/carers
How effective is Information given and shared - General	• Is the SEND Information Report published on the web-site? Is it written in a way that is accessible to all parent/carers • Does the SEND information report and SEND policy provide a comprehensive summary of provision at the school? Is it reviewed annually? Does it reflect the views of parents and pupils as well as those of the school? • Are parents/carers made aware of impartial advice and support such as SENDIASS?	• Web- site • Conversations with parent/carers
How effective is individual Information shared and acted upon - Individual	• Is individualised planning in an accessible format and regularly produced? • Do reports and plans build on previous ones? • How do parents share home information with school? • Is this a partnership approach?	• One- plans /pupil centred plans- series for one pupil • Mechanisms for sharing information – policy documents • Examples of shared information

Effective

What Does effective teaching and learning look like?

What do you expect?

Effective: TO what extent Is provision appropriate and effective? - is teaching high quality and are interventions precise?		Potential Sources of Evidence
How well are individual needs identified and assessment	• Is identification of additional need timely? • Is identification of need responsive to changing needs?	• Assessment tools used and evidence of their appropriateness • Data and information sets • Pupil files
How effective are the school at creating appropriate provision for pupils?	• How do leaders adjust provision to meet pupil need and innovate? • Is the curriculum appropriate to meet the needs of pupils who have SEN and/or D? • Are interventions linked and reflected in wider learning? Is learning from interventions capitalized on in whole class and small group teaching? • Honesty of effectiveness of the 7 areas of learning? (If appropriate) • Building provision over time – how does that happen? • How are class teachers supported to differentiate and develop approaches which meet individual need and which lead to access to the curriculum for all?	• Curriculum maps- for school and individuals • Provision maps • Individual plans and links to curriculum – case studies • Intervention menus and communication with staff • Teacher planning – though conversations • Evidence in books • Meeting with HeadTeacher / curriculum lead/s • Lesson observation tools and outcomes • CPD records • Meeting with staff • Pupil meetings/ conversations • Pupil centred planning reflected in planning and

priateness of Provision:

Expectations

How effectively is the school showing, measuring and evidencing progress beyond the data?	- How are wider outcomes around specific needs communicated to all staff and how are they measured? - How are wider outcomes used to "tell the story" of pupils with SEND progress across the school? What is the overall picture of progress made by pupils with SEND? - Does pupils' work indicate progress and evidence of learning? - How are rates and reasons for fixed term and permanent exclusions monitored? What is the data? What is the action being taken? - How does the school monitor rates, types and patterns of bullying for pupils with SEND? How do they respond to any concerns? - Are the interventions that are used effective? How do you know? What do you do if they are not? - Are pupils on "part- time timetables"- how many? Is there a clear plan for these to be short- term with a plan for full inclusion? What risk assessments are in place? What are the safeguarding arrangements around these pupils?	- Pupil centred plans - Wider outcomes framework - Pupil books and other evidence of work /progress - Exclusion data and analysis - Attendance data and analysis - Bullying records - Conversations with pupils - Interventions impact report - Discussions with "pastoral staff" re approaches to exclusion - Case studies and plans for pupils on part- time timetables - Risk assessments - Safeguarding plans for pupils who are on part time timetables and who are vulnerable because if their special educational need

Does provision match need and to what end?

What do we call progress?

Embedded

Embedded- To what extent Is leadership of SEND effective at all levels? Is it resulting in embedded good practice?		Potential sources of evidence
Self - Review	- Do leaders know what is going well and what needs further development? - Is this shared beyond leadership? - How are governors involved in the development of SEND strategy and how are they monitoring the work in the school? - What information is being used to develop provision and practice further? - Is the school outward facing and sharing best practice- where can we see this? - Is the work of the school sustainable?	- School SEF - Individual department/ subject SEFs - Teaching staff meeting - Support staff meeting - Governors meeting - Examples of partnership working
Culture	- Has the school got a culture of high aspiration for all pupils? How is it demonstrated through the school? - How successfully does the school engage in School led- SEND? What evidence is there of collaboration with other schools?	- Meetings with key staff - Ethos walks - Conversations and meetings with pupils - Partnership working evidence

(Left vertical label: Impact of Leadership:)

What is they key question?

How will we know?

Activity 2

Areas which need work?

The One Conversation

Areas of Focus	
The One Conversation – a tool to develop professional dialogue between school leaders (and on occasion LA reviewers) about the effectiveness of SEND provision in school – for self-assessment, peer review and to develop school led improvement conversations leading to better outcomes for children and young people with SEND.	
Area	
USP: **What Makes you Unique?**	
EXPERIENCE: Is the experience of C&YP with SEND positive and do they feel included?	
ENGAGE: Do families have a clear voice in the planning for their child?	
Effective: Is the provision appropriate and effective? Is teaching high quality and are interventions precise?	
Expectations: Are outcomes for pupils with SEND positive and going to have a positive impact on preparation for adulthood?	
Embedded: Is leadership of SEND effective at all levels? Is it resulting in embedded good practice?	

Session 2 – Writing a Priority Improvement Plan (PIP)

Mary Abeyasekera.

Priority Improvement Plan:

Link to triennial strategic plan/ annual development plan/ trust priorities	Link to Ofsted priorities (if appropriate)
Area 1: Experience **Area 2: Engage** **Area 3: Effective** **Area 4: Expectation** **Area 5: Embed**	Areas 4, 1, 2 to be linked to Dev Plan overview 2021 - 2022

Success Criteria/Outcomes/Impact Milestones (these should be quantitative wherever possible and focused on key areas that need improvement)

- Staffing roles and responsibilities across school clearly communicated (A4)
- SEN Register accurate in SIMs (A1)
- EHCP Annual Reviews scheduled, prepared and coordinated (A1 and A4)
- APDRs in place for all EHCP and K coded students (A1 and A4)
- RRPs in place where required (A4)
- CMAT SEN Passport in place for EHCP and K coded students (A4 and A1)
- Named interventions delivered for literacy and numeracy impacting on outcomes. (A1, A2, A4)
- The graduated approach in place across the pastoral and academic system. (A4 and A1)
- Online referral system in place, reducing behavioral incidents and improving attainment. (A4, A1 and A2)
- Website compliant (A4)

Aim	Specific Actions			Resources and coordination including who will Quality Assure and evaluate impact of any support provided.			Review and evaluation Evidence of impact on pupil progress inc current KPIs Future actions and follow up *(RAG comments and future actions)*
	Action *(RAG actions as they are completed to show the status)*	**Acad Lead**	**Date**	**Resource or Support required including who is coordinating**	**QA Lead**	**Date**	
Area 1.1: Experience	SEN Register accurate in SIMs (A1) SIMs: March 2022 onwards any docs scanned to the SIMs SEND area and ensure each students folder is accurate. Place the EHCP cycle into SIMs Review reminders, check all stakeholders.		End of April Feb Half term 2022	**ABC** DEF GHI			Register accurate for census and staff- register needed complete overhaul- CALS now involved to inform Wave of support required for students whose data indicates numeracy and/or literacy needs- deadline for Years 7&8 01.02.22. Same process needs to happen for years 9,10, 11, 12 & 13- ABC to lead on this- asking for end of w/b 25.04.22

Activity 3

Have a go?

Session 3 – Ofsted

Mary Abeyasekera.

Welcome

- To think about the inspection process
- To Consider the expectation of staff and their knowledge.
- To think about the questions that staff might be asked

And…

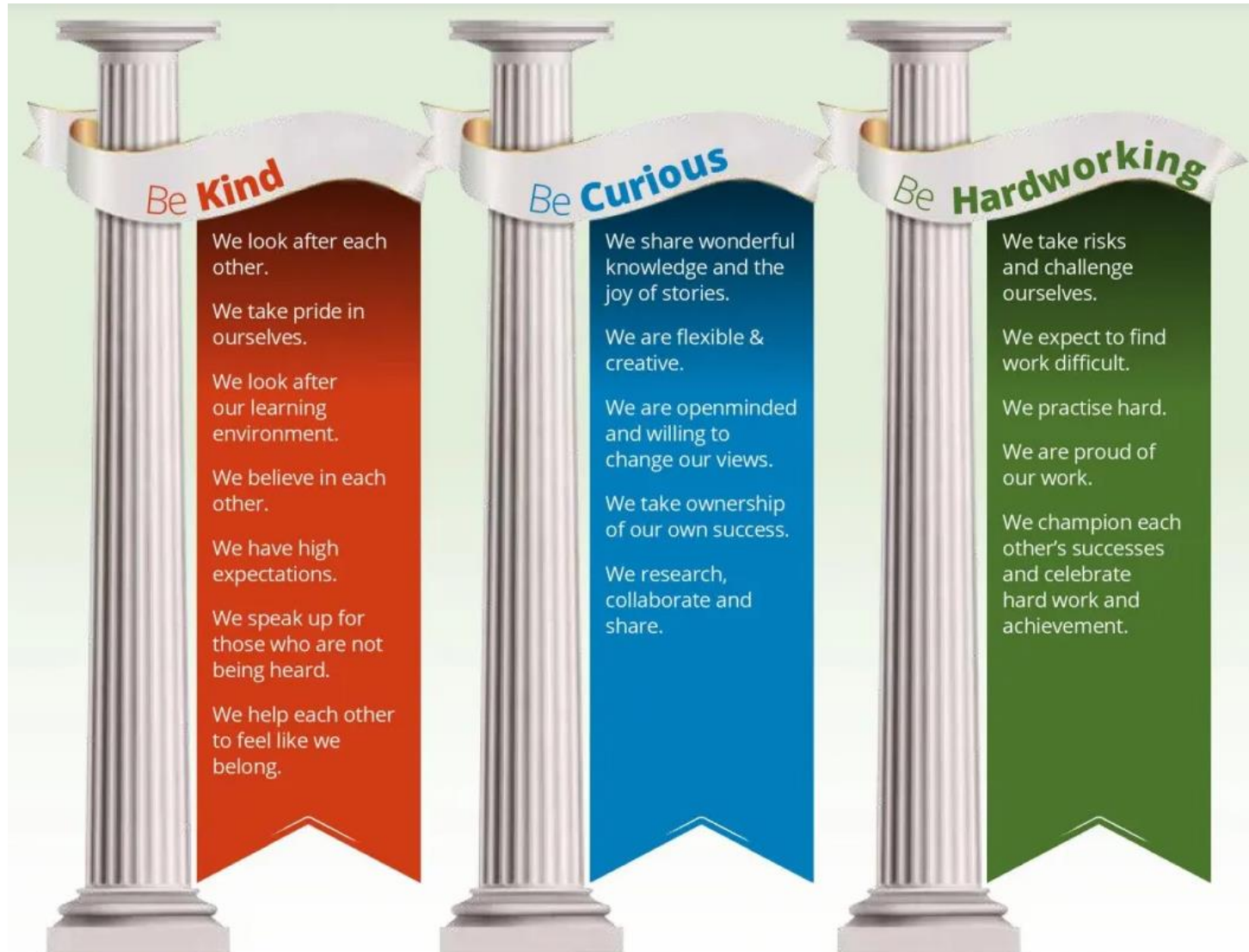- What do you already know?

So before we go any further…

…it is important to check staff are all at the same starting place.

Your school will have a vision, what is it?

At the Martin Bacon Academy, we are dedicated to creating positive, appropriate learning experiences and opportunities. Where all feel valued, are challenged to develop to their full potential and are included in a holistic environment that is supportive, nurturing, safe, stimulating and where aspirations for a successful pathway to a brighter future are key. Where we celebrate each individuals' qualities, keeping the child at the centre of all we do, planning from where the learner is. Our curriculum will be based on learning to know, learning to do, learning to live together and learning to be. We believe in and practice inclusive values for all children, we shall hold equally high aspirations and expectations for all our pupils.

You will have rules or similar, what are they?

Be Kind
- We look after each other.
- We take pride in ourselves.
- We look after our learning environment.
- We believe in each other.
- We have high expectations.
- We speak up for those who are not being heard.
- We help each other to feel like we belong.

Be Curious
- We share wonderful knowledge and the joy of stories.
- We are flexible & creative.
- We are openminded and willing to change our views.
- We take ownership of our own success.
- We research, collaborate and share.

Be Hardworking
- We take risks and challenge ourselves.
- We expect to find work difficult.
- We practise hard.
- We are proud of our work.
- We champion each other's successes and celebrate hard work and achievement.

Why do they matter?

You will also have Values linked to the vision/ ethos, what are they?
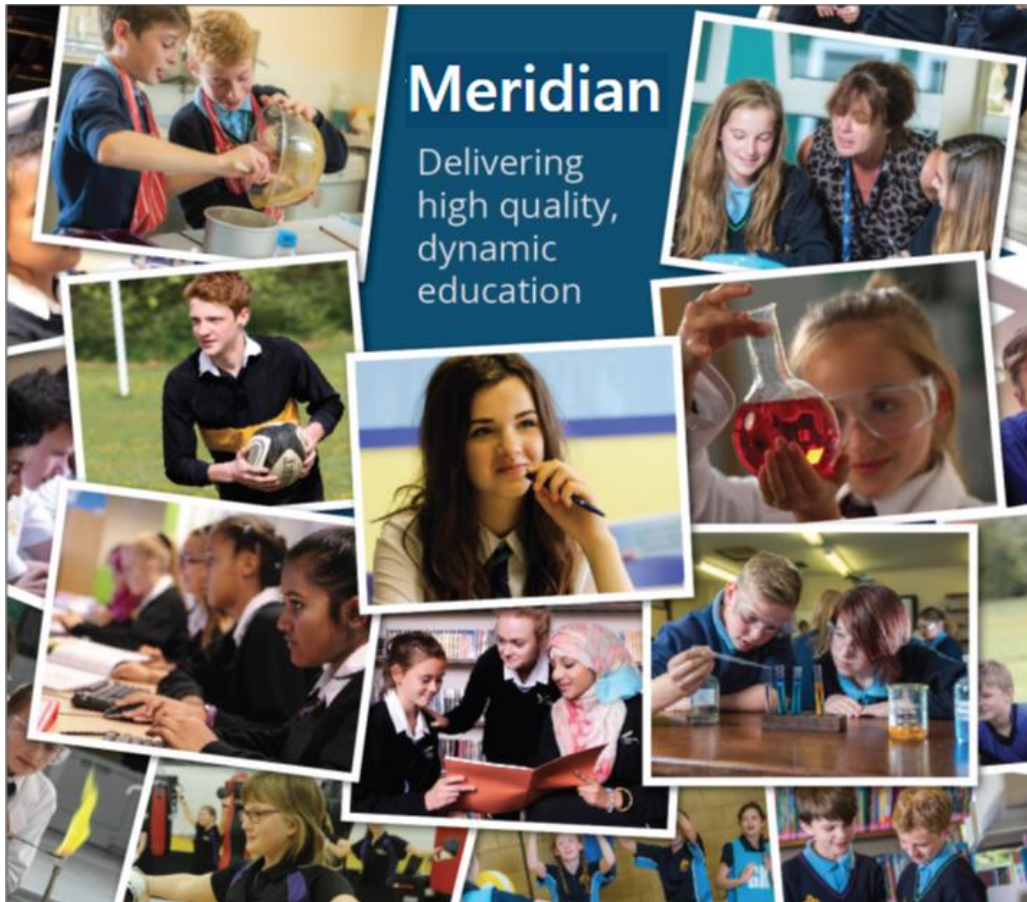
- The Pursuit of Excellence

- Valuing People

- Achievement for all

- High Quality Learning Environments

- Extends the Boundaries of Learning

Be Northstowe

Names are important - know them, use them

Open doors - make people feel welcome

Rooms and corridors - Keep them litter and graffiti free

Talk like a role model - use language & volume respectfully, especially in shared spaces

Hello - greet teachers, visitors and friends with a 'hello'

Say please and thank you - It matters

Tidy and smart - shirts tucked in and ties straight

Offer to help - when you see someone needs it

Work your hardest - be your best self

Encourage others - to be their best selves

So is there a SHARED EXPECTATION?

A Shared Vision -Why does it matter?

It is vital that everyone speaks to the same vision and mission statement, whatever it is.

Inspectors do not need to agree with your vision, simply accept that you have one and see that it is demonstrated through the lived experience of pupils within the school. What would the dinner lady say? Is it reflected in your development plan?

How do we make it easier?

What do we need to ask ourselves?

How can we remember it?

Questions…what are the colours of our corridors?

Intent

Implementation

Reaction

Impact
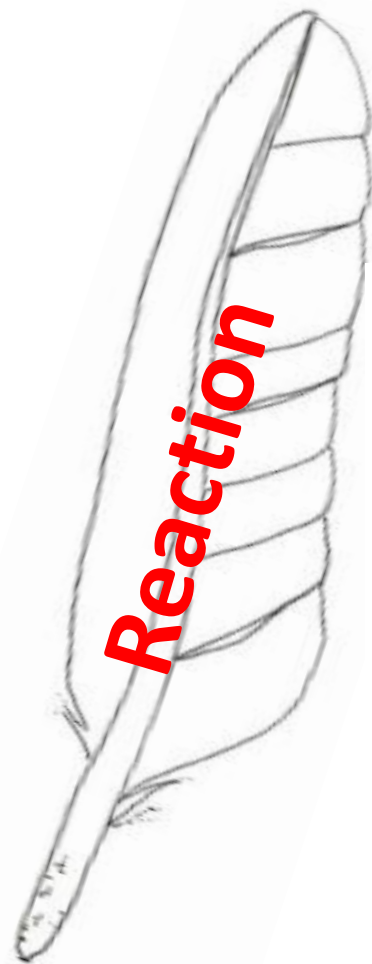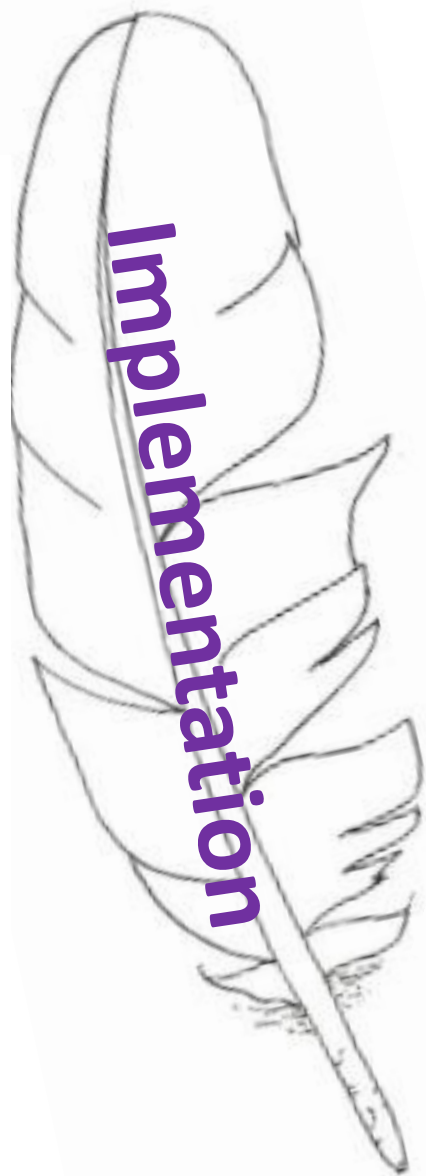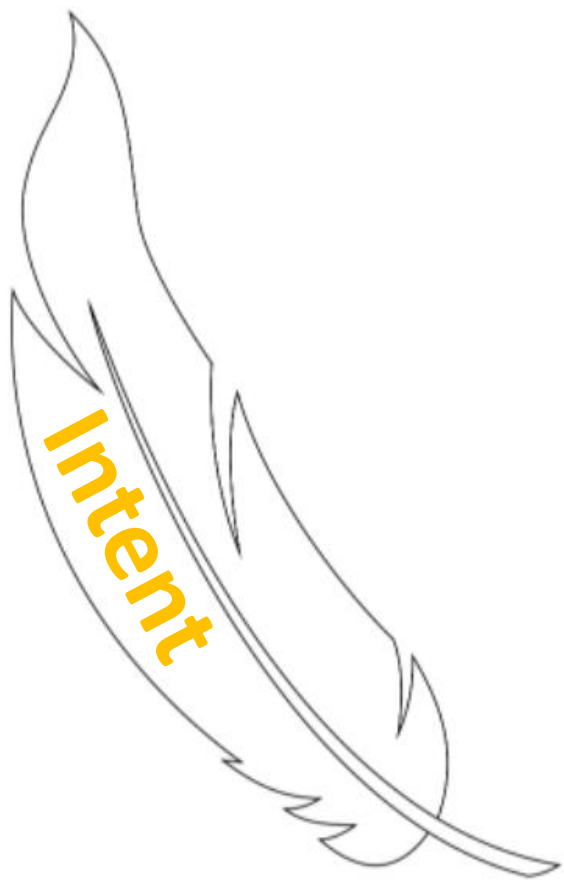
Questions…

What do we want?

How will we do it? (Implementation)

How does it look, How does it feel?

So What? (difference does this make for children?)

What do you know?

What do we want our SEF to say?

How will we make the change?
What are the key areas for school development?

What does the SEF (or similar) identify you as currently? What are the strengths of our school, how do we know they are strengths and what needs to improve? (how is SEND included)

So What? (difference does this make for children?)

Activity 4

What could you use?

The EIF (Education Inspection Framework)

The EIF and the inspection handbook set out the statutory basis for school inspections carried out under the Education Act 2005. The handbook applies to all schools in England that are to be inspected under section 5 of the Education Act 2005

As a good school you can expect a short inspection under section 8. This means that no grades can be changed.

Section 8 and section 5 inspections are both carried out over 2 days

Section 8

- schools previously judged to be good normally every 4 years (unless they've changed significantly or are flagged through the risk assessment process)
- special schools, pupil referral units and maintained nursery schools previously judged to be outstanding
- monitoring inspections for schools previously judged inadequate or require improvement
- schools where there is a particular cause for concern (for example, about behaviour and attitudes, safeguarding or leadership
- Some good schools will be subject to a full section 5 inspection instead of a section 8 inspection e.g. undergone significant change, such as in its age range, or if there are indications that the quality of provision may have deteriorated significantly. Selected through the risk assessment process.
- All schools, including a good school may still receive a 'no formal designation' inspection carried out under section 8 at any time in certain circumstances
- Usually only 1 or 2 inspectors
- Up to 3 'Deep Dives'
- Short letter to parents

Section 5

If the inspection is converted, it becomes a section 5.

- Section 5 inspections include:
  - A deeper look at all areas
  - May have more inspectors on site
  - Between 4 and 6 'Deep Dives'
  - A longer report (slightly)
  - The school will receive a new judgement
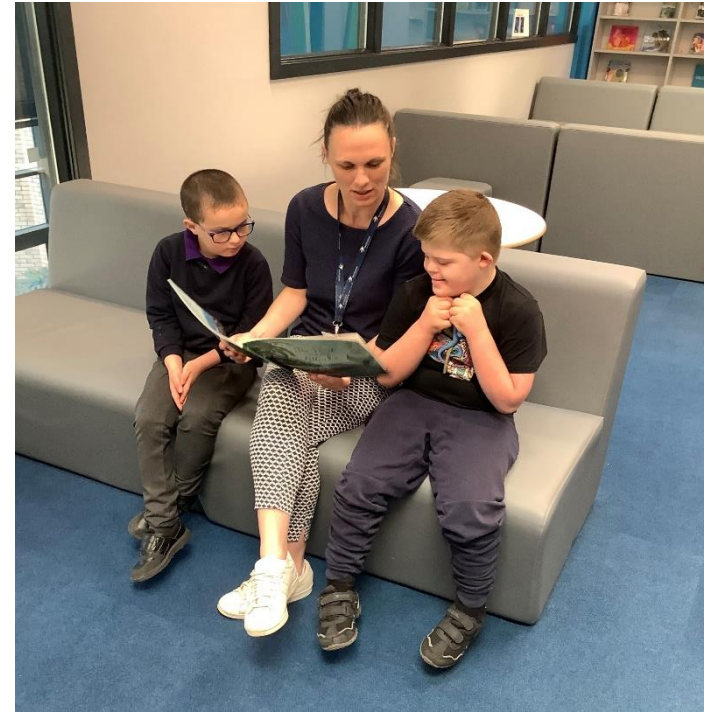
In a standard full section 5 or shorter section 8 inspection OFSTED will call the school the day before they arrive, although "no-notice" inspections can be made (with about 15 minutes' notice given in practice) if there are serious concerns about the school such as safeguarding or very poor leadership and governance. (NFD S8)

The Framework

- The quality of a school's curriculum, how well it is planned and implemented, and the impact it has, is to be front and centre during Ofsted inspections.
- There will be a focus on whether schools are keeping their curriculum as broad as possible for as long as possible, paying particular attention to whether schools are 'narrowing' the curriculum in KS2 and KS3.
- There will be less reliance on internal assessment data (although Ofsted have recently indicated that they will consider how effectively school leaders draw on such data in their decision-making)

Quality of education

Intent
- Curriculum design, coverage and appropriateness

Implementation
- Curriculum delivery
- Teaching (pedagogy)
- Assessment (formative and summative)

Impact
- Attainment and progress (national tests & assessments)
- Reading
- Destinations

Behaviour and attitudes
- Attitudes to learning
- Behaviour
- Exclusions
- Attendance
- Bullying

Personal development
- SMSC
- FBV
- Careers guidance
- Healthy living
- Citizenship
- Preparation for next stage

Leadership & management
- Vision & ethos
- Staff development
- Staff workload and wellbeing
- Equality & diversity
- Governance / oversight
- Safeguarding

The curriculum: front and centre…

Can we articulate our curriculum?
What is the curriculum & Why?
What do documents tell you about it?
(Intent) (SEND?)

How do we plan for it?
How does assessment change our plan? (Implementation)

What will I see? How will it feel?

So What? (difference does this make for children?) (Impact)

	Autumn		Spring		Summer	
	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
Year 8	History Tudors	Geography Cold Environments	RS Ritual and Celebration	Geography Population	RS Christianity and Humanitarianism	History Medieval Times/ Civil Rights
	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
Year 9	History WW1	RS Moral issues and Rights- life and death	Geography Tectonics	History WW2	RS Moral issues Human rights	Geography Tourism

Inspecting the curriculum (publishing.service.gov.uk)

Sections…

Behaviour and attitudes	• Attitudes to learning • Behaviour • Exclusions • Attendance • Bullying
Personal development	• SMSC • FBV • Careers guidance • Healthy living • Citizenship • Preparation for next stage
Leadership & management	• Vision & ethos • Staff development • Staff workload and wellbeing • Equality & diversity • Governance / oversight • Safeguarding

What do we want?

How will we do it? (Implementation)

How does it look, How does it feel?

So What? (difference does this make for children?)

Activity 5

Pick one aspect and apply it to send, how do you fair?

Session 4 – OAP

Mary Abeyasekera.

OAP in School?

Ministers want to change "the culture and practice in mainstream education to be more inclusive" as part of plans to improve provision for children with special educational needs and disabilities (SEND).

What? Why?

The term 'ordinarily available provision' comes from the SEN Code of Practice and refers to the support that mainstream schools or settings should be able to provide for a child or young person through their agreed funding and resource arrangements.

- The additional needs of most children and young people can be met by inclusive quality first teaching and reasonable adjustments from the funding and resources that are already or 'ordinarily' available in their mainstream school or setting. This is known as 'Ordinarily Available Provision'. The SEND Code of Practice, 2015 links high quality teaching with ordinarily available provision: "…higher quality teaching ordinarily available to the whole class is likely to mean that fewer pupils will require such support." (para 6.15)

Reasonable Adjustments by another Name?

Identified barriers and/or need:

> Difficulties saying what they want to and being understood

Provisions and /or strategies:

> Model language – reflect back correct speech rather than correcting.

> Repeat what the child or young person has said and add one word.

> Encourage children and young people to work in pairs and small groups.

> Organise small group or individual language sessions – adults have phonological awareness and understand the impact that processing difficulties may have on phonics acquisition, and differentiate phonics teaching accordingly.

Identified barriers and/or need:

> Difficulties understanding what is being said to them

Provisions and /or strategies:

> Consider how many information carrying words a child or young person can manage when giving instructions – adapt use of language and method, e.g. simple choices, reduce complexity and sentence length.

> Provide visual prompts if necessary, including key vocabulary, visual timetables, now and next, gestures and labelling equipment with pictures.

> Ensure the adult is physically at the child or and young person's level.

Ordinarily Available Provision: Meridian Trust

what is it & what do we do?

This Document has 2 parts;

Part 1 has five sections. These are directly linked to the five CMAT Values: Valuing People, High Quality Learning Environments, Pursuit of Excellence, Extending the Boundaries for Learning and Achievement for all. These five values identify what we believe to be necessary for positive and successful SENDV provision.

Part 2 has the four sections reflecting the main areas of need outlined in the SEND COP: Cognition and Learning, Communication and Interaction, Social Emotional and Mental Health and Sensory and/or Physical needs. It is however, recognised that needs rarely sit into one discrete category and several areas may need to be consulted for the same learner.

Each child and young person is a unique individual with their own patterns of strength (Super Powers) and areas for development. It is therefore, not expected that every child or young person will need every intervention and support strategy outlined in Part 2. Rather, the family, young person and educational setting will work together to identify those that are most helpful. These will be reviewed and changed as the child or young person makes their way through our schools & Academies.

The SEND COP states that all schools and Academies must set out in their SEN Information Report a description of the special educational provision available in the school. This report can be found on the websites of individual schools and Academies.

Need	How we support	So What?
Difficulties with learning. For example, despite appropriate differentiation CYP are making inadequateprogress over time across the curriculum and working below agerelated expectations.	- Assessment through observation or teaching to identify the areas ofneed in consultation with the learner. - Whole setting C&I awareness training. - Clear and simple instructions, breaking down longer instructions andgiving one at a time. - Personalised visual timetable. - Visual cues and prompts. - Social Stories. - Give time before response is needed. - Pre-teaching, for example, provision of an intervention to helpprepare the learner for the new topic. - Differentiated resources. For example, teach the curriculum appropriate to the needs of the CYP not to a chronological age, butrather working to close any gaps. - Use of finely grained standardised reading, spelling and numeracytests to understand learning needs and to measure progress. Thiscould also be the Differentiated Early Year's Outcomes framework (DEYO). A whole setting vocabulary approach and focus on the impact of speech and language on learning including whole staff knowledge and awareness of communication milestones.	

Have a go -
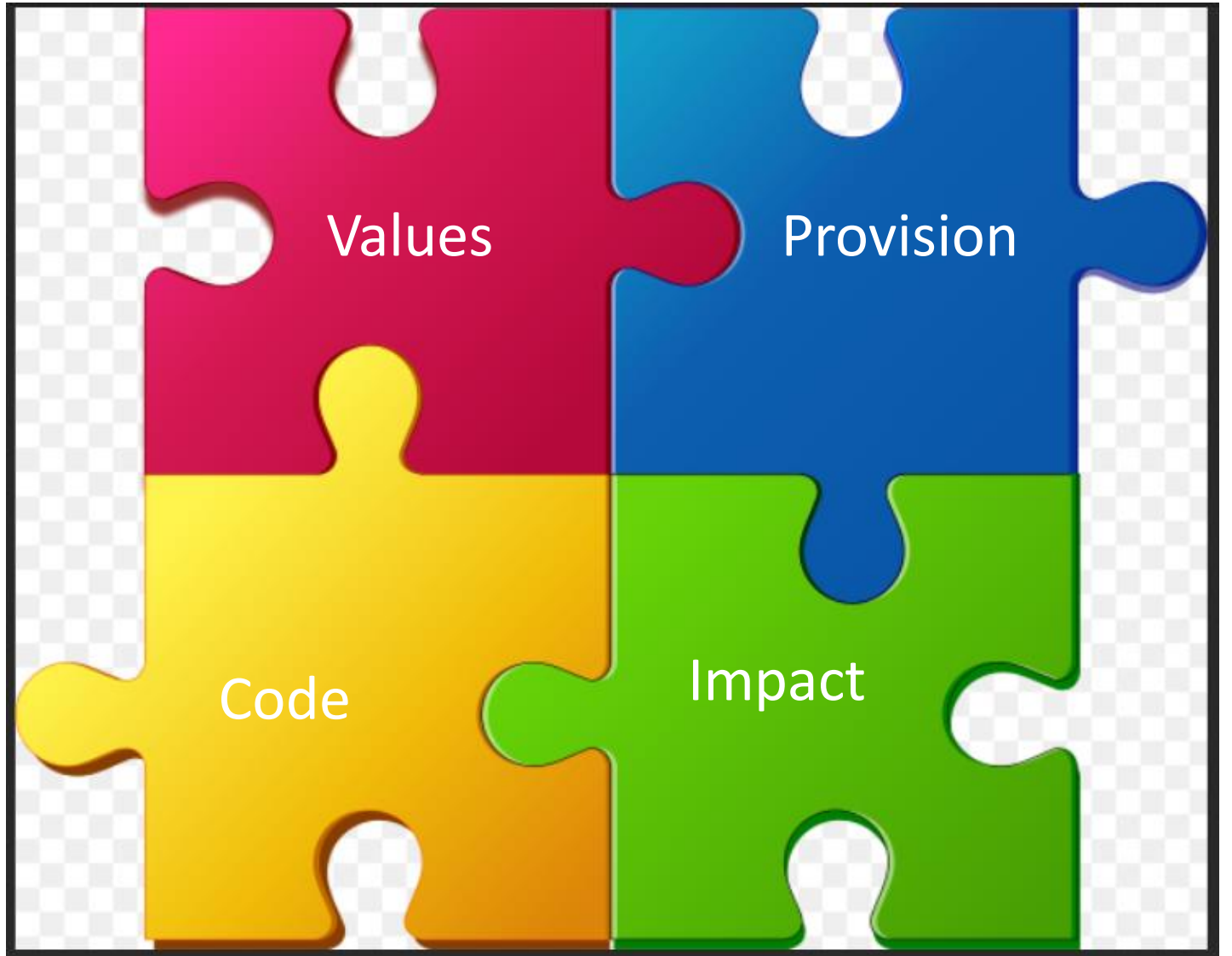
Activity 6

Where could you start?

Session 1 – The Green Paper

Mary Abeyasekera.

The Green Paper: Right Support, Right Place, Right Time.

- Last week the Department for Education (DfE) published its long-awaited SEND and Alternative Provision (AP) Review, a green paper that also marks the start of a 13-week consultation on the proposals in the paper.

- The Review starts by setting the scene on the flaws in the Special Educational Needs and Disabilities (SEND) system including poor outcomes, delays in getting support to pupils and the poor experience that families experience navigating the system in order to get the right support for their children. This is despite (the DfE sets out) significant investment over a number of years in the SEND system.

Local Discretion

• The Review focuses on local discretion with the background that the 2014 reforms in effect created 152 local SEND systems with different processes, support and experiences.

• The Review therefore proposes a national SEND system with a proposal to create much more consistency across the system.

DIS·CRE·TION

What is Discretion?

• Discretion is the power to make a choice among different actions or alternatives.
• Agency discretion is necessary because laws may not be detailed or specific enough to apply to an individual action.
• Agencies use discretion primarily for informal agency processes such as
  • Processing claims
  • Informal hearings
  • Negotiations

Vision for AP (what is AP?)

Out of sight... Out of mind

Local SEND Partnerships

Standardised EHCP

Naming Placement

- The local authority has overriding power to name a school in an EHCP regardless of the school's representations. In practice though, if a school indicates that it cannot cater for a child's needs, parents will need to evidence that this is not correct. It is important to bear in mind that the Children and Families Act applies to EHCPs only.
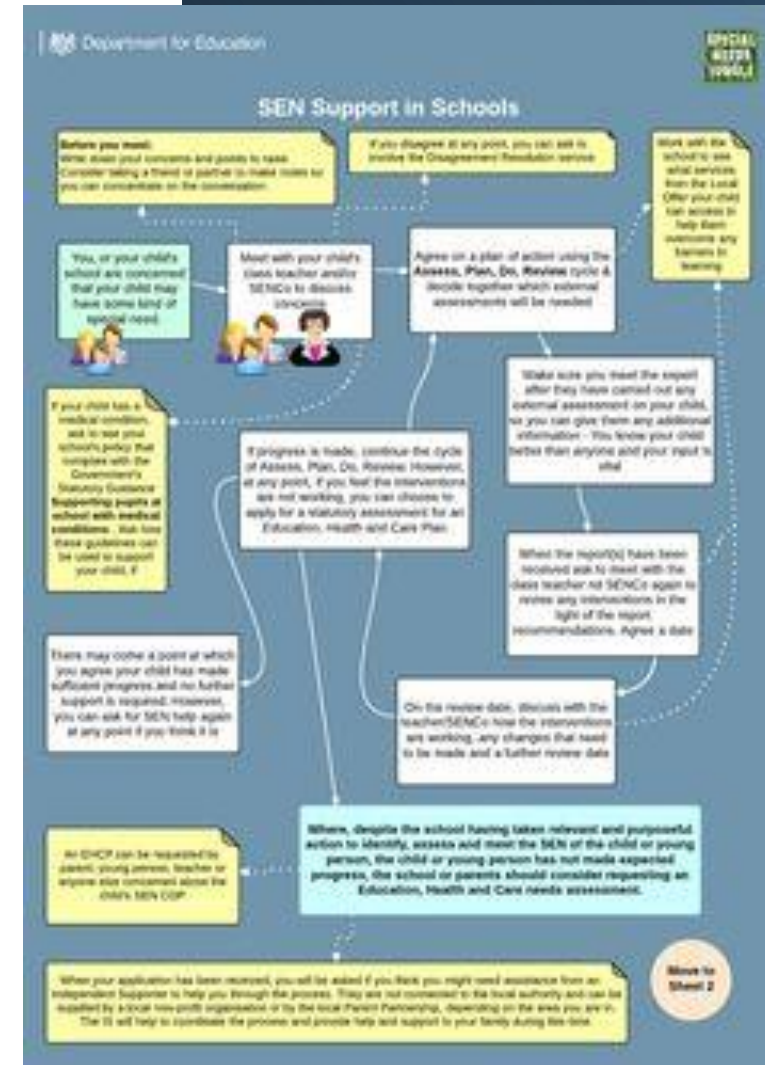
Funding Reform

SENCo Qualification

Consultation

Q1 What key factors should be considered when developing national standards to ensure they deliver improved outcomes and experiences for children and young people with SEND and their families? This includes how the standards apply across education, health and care in a 0-25 system.

Q2 How should we develop the proposal for new local SEND partnerships to oversee the effective development of local inclusion plans whilst avoiding placing unnecessary burdens or duplicating current partnerships?

Q3 What factors would enable local authorities to successfully commission provision for low-incidence high cost need, and further education, across local authority boundaries?

Q4 What components of the EHCP should we consider reviewing or amending as we move to a standardised and digitised version?

Consultation

Q5 How can parents and local authorities most effectively work together to produce a tailored list of placements that is appropriate for their child, and gives parents' confidence in the EHCP process?

Q6 To what extent do you agree or disagree with our overall approach to strengthen redress, including through national standards and mandatory mediation?

Q7 Do you consider the current remedies available to the SEND Tribunal for disabled children who have been discriminated against by schools effective in putting children and young people's education back on track?

Q8 What steps should be taken to strengthen early years practice with regard to conducting the two-year-old progress check and integration with the Healthy Child Programme review?

Q9 To what extent do you agree or disagree that we should introduce a new mandatory SENCo NPQ to replace the NASENCo?

Consultation

Q10 To what extent do you agree or disagree that we should strengthen the mandatory SENCo training requirement by requiring that headteachers must be satisfied that the SENCo is in the process of obtaining the relevant qualification when taking on the role?

Q11 To what extent do you agree or disagree that both specialist and mixed MATs should coexist in the fully trust-led future? This would allow current local authority maintained special schools and alternative provision settings to join either type of MAT.

Q12 What more can be done by employers, providers and government to ensure that those young people with SEND can access, participate in and be supported to achieve an apprenticeship, including though access routes like Traineeships?

Q13 To what extent do you agree or disagree that this new vision for alternative provision will result in improved outcomes for children and young people?

Q14 What needs to be in place in order to distribute existing funding more effectively to alternative provision schools to ensure they have the financial stability required to deliver our vision for more early intervention and reintegration?

Consultation

[SEND Review: Right support, right place, right time - Department for Education - Citizen Space](#)

Q15 To what extent do you agree or disagree that introducing a bespoke alternative provision performance framework, based on these five outcomes, will improve the quality of alternative provision?

Q16 To what extent do you agree or disagree that a statutory framework for pupil movements will improve oversight and transparency of placements into and out of alternative provision?

Q17 What are the key metrics we should capture and use to measure local and national performance? Please explain why you have selected these.

Q18 How can we best develop a national framework for funding bands and tariffs to achieve our objectives and mitigate unintended consequences and risks?

Q19 How can the National SEND Delivery Board work most effectively with local partnerships to ensure the proposals are implemented successfully?

Consultation

Q20 What will make the biggest difference to successful implementation of these proposals? What do you see as the barriers to and enablers of success?

Q21 What support do local systems and delivery partners need to successfully transition and deliver the new national system?

Q22 Is there anything else you would like to say about the proposals in the green paper?

Session 5 – Valuing Success

Mary Abeyasekera.

So What?

- What difference does what we do make to pupils?

- How do we know?

- What tools do we have to measure progress?

- What do we Miss?

Steps Approach to Behaviour Support

Context: The Harbour School is a special school for boys with social emotional and mental health difficulties. The boys join at different points during their education, having experienced disrupted provision in their previous schools. An ofsted inspection in March 2019 highlighted the inadequacies of leadership and found safeguarding to be ineffective. As a result, the school was placed in Special Measures. Part of the inspectors concern was linked to the restriction of liberty of pupils. Historically Steps was in place but it lacked the commitment to the ethos and underpinning principles. There was a misconception about what Steps said.

What

STEPS: Steps is a therapeutic approach to positive behaviour management and is already well established in many of our education settings and services. The Steps approach is based on the following principles:

- Shared focus on inclusion of all pupils within the academy
- A shared set of values and beliefs
- Open and shared communication
- A shared commitment to diversion and de escalation
- Shared risk management and risk reduction
- Shared reparation, reflection and restoration

How

- One of the Interim head teachers trained as a Step on Tutor.
- All staff were retrained including all members of SLT and office staff.
- Change to schools rules.
- A flow diagram was used to support staff in the procedural aspects of the steps approach.
- A simple set of paperwork was produced to ensure all aspects of the approach had been considered.
- Pupils with behaviours that concerned were highlighted and these papers and plans were completed first.
- Risk reduction plans were implemented and shared with staff, young people and their families.

So What

- All staff are clearer about the reasons behind behaviour. And, as result, are able to describe what the young person is trying to communicate.
- Pupils feel safer as staff keep them safe
- Doors are not locked and liberty is not restricted.
- Pupils are beginning to take ownership of the risk assessments which are put in place (a couple of boys have written their own)
- There is now a clear link between pupils taking part in activities when and in places where they can keep themselves safe – and staff taking decisions to keep them safe.

Next Steps

- To continue with the development of staff through regular CPD, briefings and debriefings.
- To develop the governance of Steps alongside the LA.
- To improve the recording of incidents so that leaders can better use the information gathered to inform changes in provision.
- To adjust LeAP (learning, aspiration & Progress) documentation and meetings to better include a steps philosophy.

Pupils: staff keep me safe and stop others doing something which might hurt me .

Ofsted monitoring visit: effective action has been taken. Safeguarding is effective and pupils say they feel safe.

Staff: It has been helpful to think about steps in terms of pupils needs and therefore address this through provision including curriculum as well as having a more consistent approach.

Activity 7

What could you use?

Wow! Class: Date:

Context:

What	How	So What	Next Steps