Funded by Department for Education

WholeSchool SEND

nasen Helping Everyone Achieve

The Leadership of SEND and Ofsted

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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

For a school to be successful now and in the future……

A whole school approach to SEND is required.

Where the leadership of SEND is fully distributed.

It starts at the top of the organisation and with every leader and governor understanding what they can do to support effective SEND provision – not just the SENCO or SEND governor.

But the simple fact is that leaders and governors do not always receive effective (or indeed any) training in SEND!

Actually – teachers often don’t either.

SEND in schools has never been higher on the agenda over the last 40 years than now

True or False?

The Challenging Slide (with apologies)

[NAO Support for pupils with SEND in England (Sept. 2019)]

people at the heart of the system. However, as we set out in this report, that ambition remains to be realised. Let down by failures of implementation, the 2014 reforms have resulted in confusion and at times unlawful practice, bureaucratic nightmares, buck-passing and a lack of accountability, strained resources and adversarial experiences, and ultimately dashed the hopes of many.

The reforms were the right ones. But their implementation has been badly hampered by poor administration and a challenging funding environment in which local authorities and schools have lacked the ability to make transformative change. The Government has recently taken initial steps to rectify the latter of these two challenges, but there is much left to be done.

We are seeing serious gaps in therapy provision. We need to see professionals trained and supported so that they are able to support all pupils; these huge gaps in therapy provision across the country are letting down all pupils, but particularly those on SEN Support. We need to know where the gaps are, because children are falling through

of the Department's remit, not just an add-on. The Department for Education has an approach which is piecemeal, creating reactive, sticking-plaster policies, when what is needed is serious effort to ensure that issues are fully grappled with, and the 2014 Act works properly, as was intended.

Ofsted

Insufficient funding

Not enough specialist places

Recruitment

Pandemic

Increasing proportion of pupils with SEND in schools

Increasingly complex needs

Teachers not trained in SEND

Mainstream schools not (usually) equipped for the complexity of needs

Leaders not trained in SEND

The SEND and AP Plan

SEND change programme formally announced in September.

A group of LAs have been approached as lead LAs with others clustered around them and partnership consultants are currently being recruited

How will the Change Programme work?

The programme will run across England, split into the DfE's nine regions, and carried out through a group of local authority **Change Programme Partnerships** (CPPs). These partnerships were originally going to be called Regional Expert Partnerships; we don't know what's prompted the name change, but you can insert your own gag about expertise at this point.

Each CPP is headed by at least one LA, with one or more other LAs usually along for the ride. These are the named LAs for each region:

- North East: Hartlepool (lead); Durham; Gateshead; Stockton-on-Tees
- North West: Manchester (lead); Oldham; Rochdale; Trafford
- Yorkshire & Humber: Wakefield (lead); Bradford; Calderdale; Leeds
- East Midlands: Leicester, Leicestershire, Rutland (possibly joint leads)
- West Midlands: Telford & Wrekin (lead); Herefordshire; Shropshire
- East of England: Bedford (lead), Central Bedfordshire, Luton
- London: Barnet (lead), Camden, Enfield, Islington
- South East: Portsmouth (lead), Brighton, East Sussex, West Sussex
- South West: Gloucestershire, Swindon (joint leads)

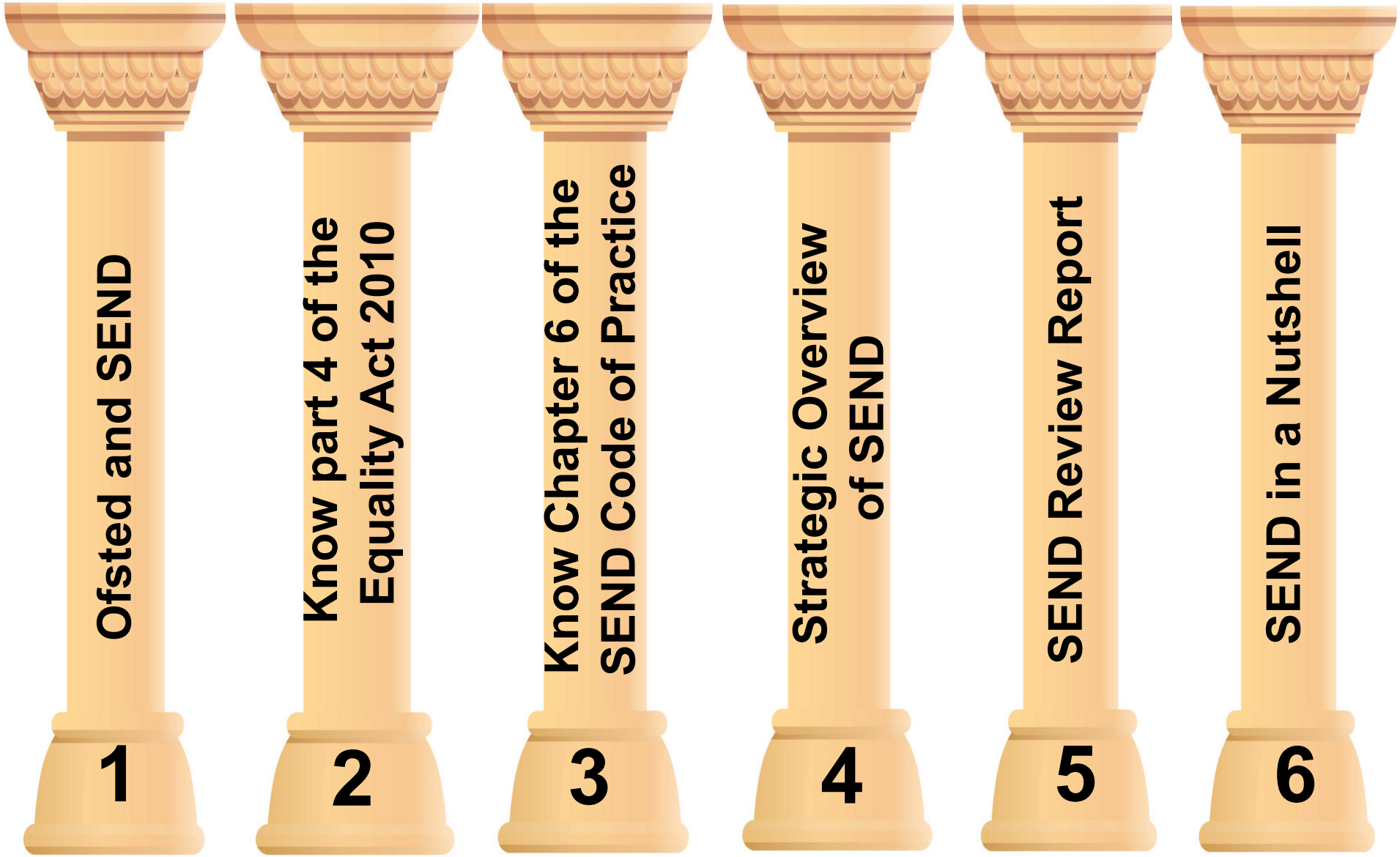
What will the CPPs be road-testing?

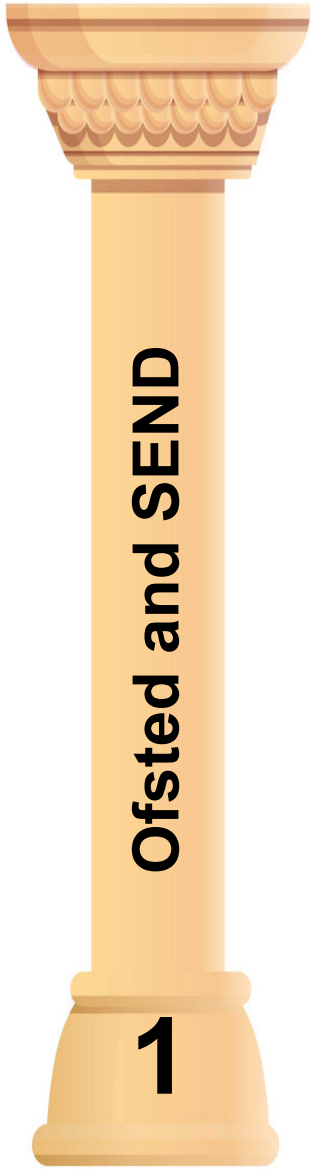
According to the March 2023 Improvement Plan, they'll be testing out the following over the next two years:

- Development of 'national standards' – a key part of the improvement plan that is (at least in part) aimed at reducing postcode lotteries and making the SEND system less varied and more predictable;
- Development of 'local inclusion partnerships' and 'local inclusion plans,' aimed at getting everyone in different organisations (and those outside organisations) working better together, in more accountable ways;
- Starting to explore design of a national system of funding bands and tariffs;
- A controversial 'tailored list' of SEND placements, drawn up by a local body (almost certainly the LA) that parents would choose from when expressing a preference for placement;
- Changes to mediation;
- Changes to Alternative Provision funding and commissioning;
- Inclusion dashboards, to help SEND system leaders understand their local areas better, and make better decisions; and
- Working with NHS Integrated Care Boards, new ways of working to better identify and support children with speech, language and communication needs in early years and primary schools, through a pilot programme called Early Language and Support For Every Child.

https://www.specialneedsjungle.com/whats-new-governments-send-change-programme/

The 6 Pillars of SEND Leadership





Ofsted September 2019 (updated August 2023) ‘a gamechanger’

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

By setting out clearly how the EIF will apply to SEND provision, we intend to be a force for improving the education available for all learners with SEND, while ensuring that no provider will be placed at a disadvantage in terms of inspection judgements simply because they have a high proportion of learners with SEND. – ***Equality, Diversity and Inclusion Statement***

How will Ofsted inspect Quality of Education?

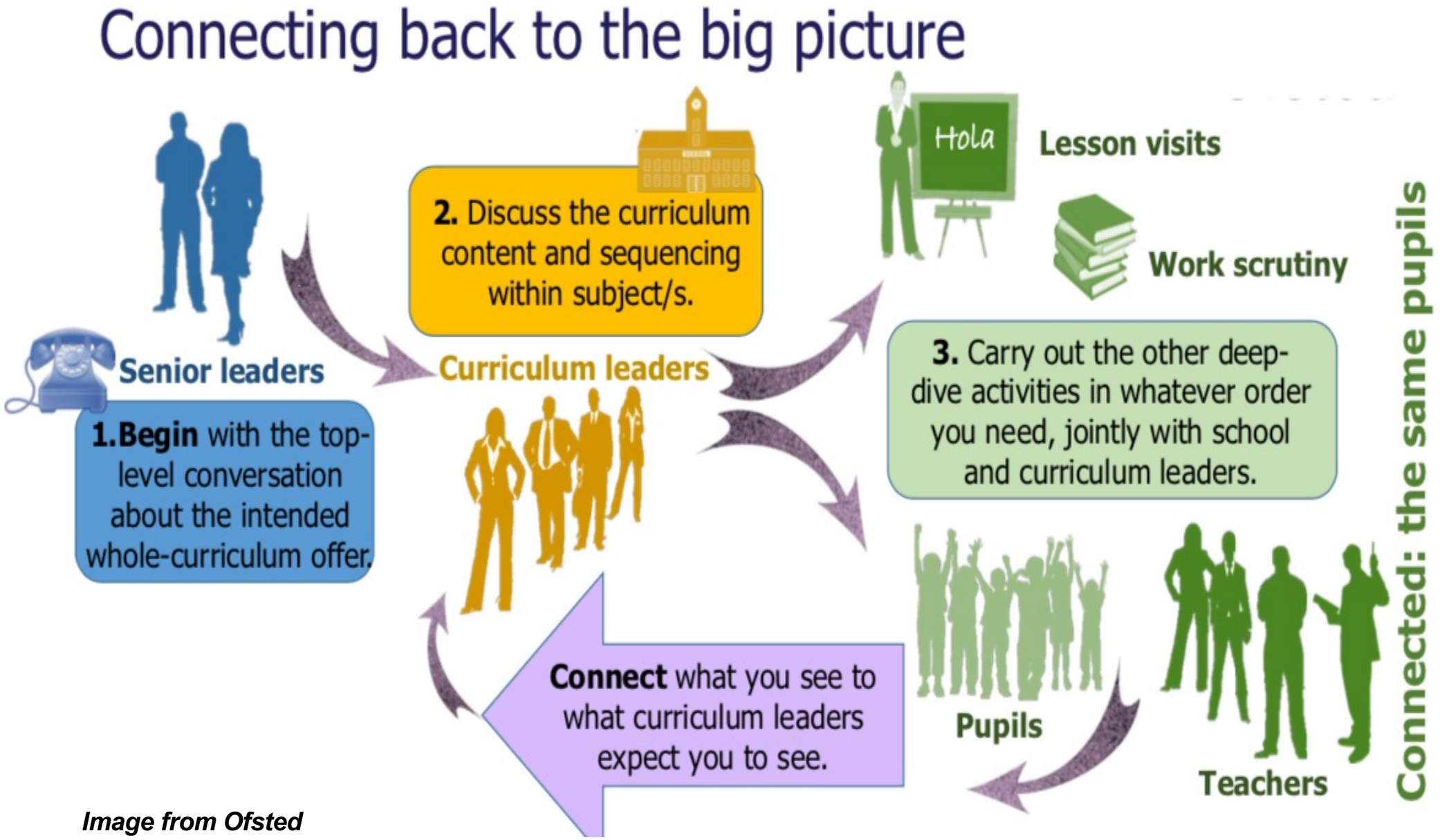


Image from Ofsted

Pupils with SEND in both mainstream and specialist settings

266. (School Inspection Handbook) Inspectors will gather and evaluate evidence about:

We're not doing this for Ofsted – we're doing it for the children

but use this to support school improvement

- whether leaders are suitably ambitious for all pupils with SEND
- how well the school identifies, assesses and meet the needs of pupils with SEND, including when pupils with SEND are receiving remote education
- how well leaders ensure that the curriculum is coherently sequenced to meet all pupils' needs, starting points and aspirations for the future
- how successfully leaders involve parents, carers and, as necessary, other professionals/specialist services in deciding how best to support pupils with SEND, including agreeing the approach to remote education
- how well leaders include pupils with SEND in all aspects of school life
- How well leaders ensure that pupils' outcomes are improving as a result of the different or additional provision being made for them, including any reasonable adjustments in remote education provision. This covers outcomes in:
  - communication and interaction
  - cognition and learning
  - physical health and development
  - social, emotional and mental health
- how well pupils with SEND are prepared for their next steps in education, employment and training, and their adult lives

Highlights in blue = ambition

Highlights in yellow = curriculum

Highlights in green = identification and assessment

Highlights in grey = language directly from the SEND CoP

Leaders' ambition for these pupils' achievement is the same as for all other pupils.

All pupils, including those with special educational needs and/or disabilities (SEND), are included in every lesson.

Leaders have designed a curriculum which is broad and appropriately ambitious for all pupils, including those pupils with special educational needs and/or disabilities (SEND).

Leaders ensure that pupils with special educational needs and/or disabilities (SEND) are identified accurately.

Pupils with special educational needs and/or disabilities (SEND) have their needs identified early.

Leaders have suitable approaches to identify the needs of pupils with special educational needs and/or disabilities (SEND).

Leaders identify pupils' needs accurately, and produce well-considered plans for pupils with SEND. However, teachers have not been trained to best help pupils with SEND.

The planned curriculum has been adapted in all subjects to ensure that pupils with special educational needs and/or disabilities (SEND) learn the knowledge and skills they need.

Teachers adapt the curriculum to meet the needs of pupils with special educational needs and/or disabilities (SEND) and

The information teachers receive about pupils' needs and the teaching approaches they should use is clear and well-thought through. Many teachers have begun to use this

Teachers are given first-rate guidance based on detailed analysis of different pupils' needs.

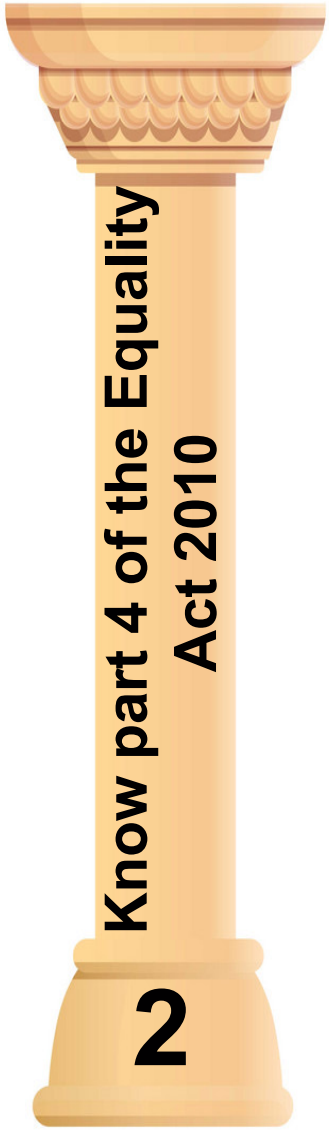
Leaders are effective in identifying the needs of pupils with SEND. Teachers and other adults make effective use of the information that they gain about these pupils. This helps pupils with SEND to access the same ambitious curriculum as their peers.

10 + 1 Questions	School Response	Evidence
1. To what extent are all leaders, including governors, **ambitious** for all pupils with SEND (including ensuring an ambitious curriculum)?		
2. How well do leaders **identify**, assess and meet the needs of pupils with SEND?		
3. How well do leaders develop and **adapt the curriculum** so it is coherently sequenced to all pupils' needs, starting points and aspirations?		
4. How well do **teaching assistants and other adults support learning** to meet the needs of children with SEND in mainstream classes?		
5. How successfully do leaders involve **parents, carers** and, as necessary, other **professionals** in deciding how best to support pupils with SEND?		

A shared narrative around SEND by all stakeholders

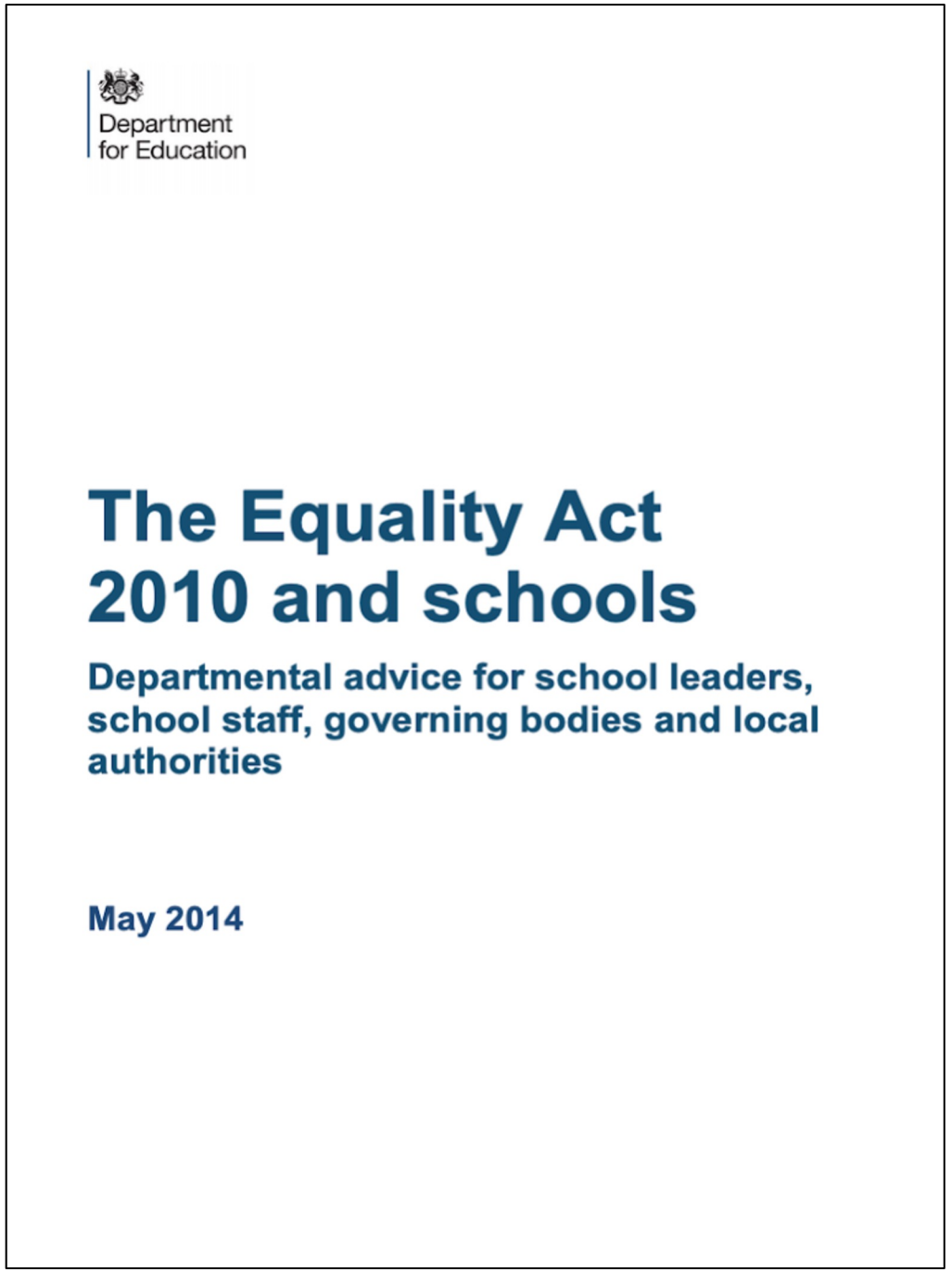
6. How well do leaders include pupils with **SEND in all aspects of school life**?		
7. How well do teachers **adapt their teaching** to meet the needs of pupils with SEND?		
8. How effectively do leaders **support all staff to ensure they are meeting the needs** of pupils with SEND?		
9. How well are pupils' outcomes improving as a result of the **'different from' or 'additional to'** provision being made for them?		
10. How well are pupils with SEND **prepared for their next steps** in education, employment and training, and their adult lives?		

A shared narrative around SEND by all stakeholders



…….a working knowledge of part 4 of the Equality Act 2010

Read part 4



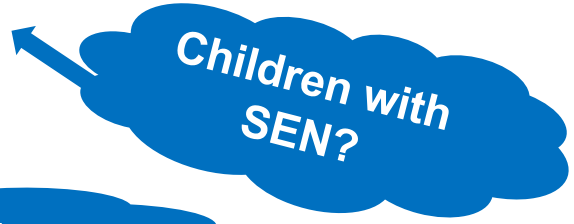
https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools

One page guide to the Equality Act 2010 part 4 - Disability

4.2 provisions relating to disability discrimination are different

4.4 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

4.7 Direct discrimination



4.9 Indirect discrimination

4.10 Discrimination arising from disability

4.11 Harassment

4.13 Schools duty to make Reasonable adjustments

4.16 Auxiliary aids and services

4.20 Accessibility planning

4.2 the provisions relating to disability discrimination are different…..

- The overriding principle of equality legislation is generally one of equal treatment

i.e. that you must treat a black person no less well than a white person, or a man as favourably as a woman.

- However, the provisions relating to disability discrimination are different in that you may, and often must, treat a disabled person more favourably than a person who is not disabled and may have to make changes to your practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what you offer to the same extent that a person without that disability can.

Not ‘equally’ but ‘differently’

For children and staff

4.4 ‘physical or mental impairment which has a substantial and long term adverse effect on that person’s ability to carry out normal day to day activities.’

- Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.
- The Act sets out details of matters that may be relevant when determining whether a person meets the definition of disability. Long term is defined as lasting, or likely to last, for at least 12 months.

Is autism a disability?

Is dyslexia a disability?

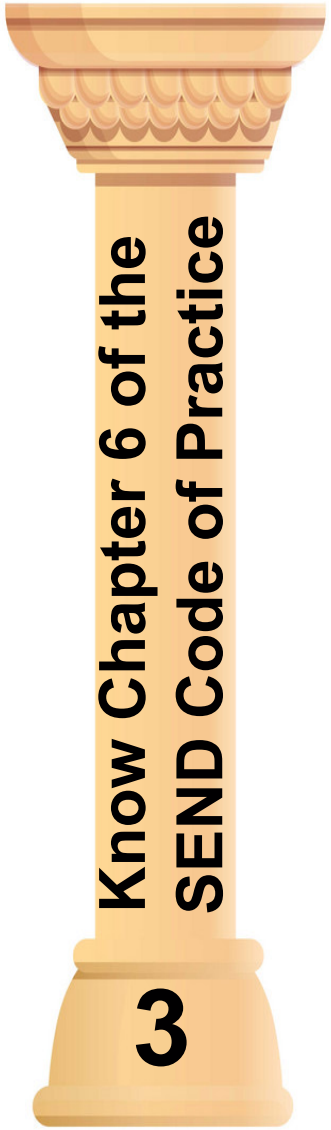
Is a learning difficulty a disability?

4.9 Indirect discrimination

- A school must not do something which applies to all pupils but which is more likely to have an adverse effect on disabled pupils only – for example having a rule that all pupils must demonstrate physical fitness levels before being admitted to the school – unless they can show that it is done for a legitimate reason, and is a proportionate way of achieving that legitimate aim.

Indirect discrimination occurs when a "provision, criterion or practice" is applied generally but has the effect of putting people with a particular characteristic at a disadvantage when compared to people without that characteristic.

Behaviour policy & practice?



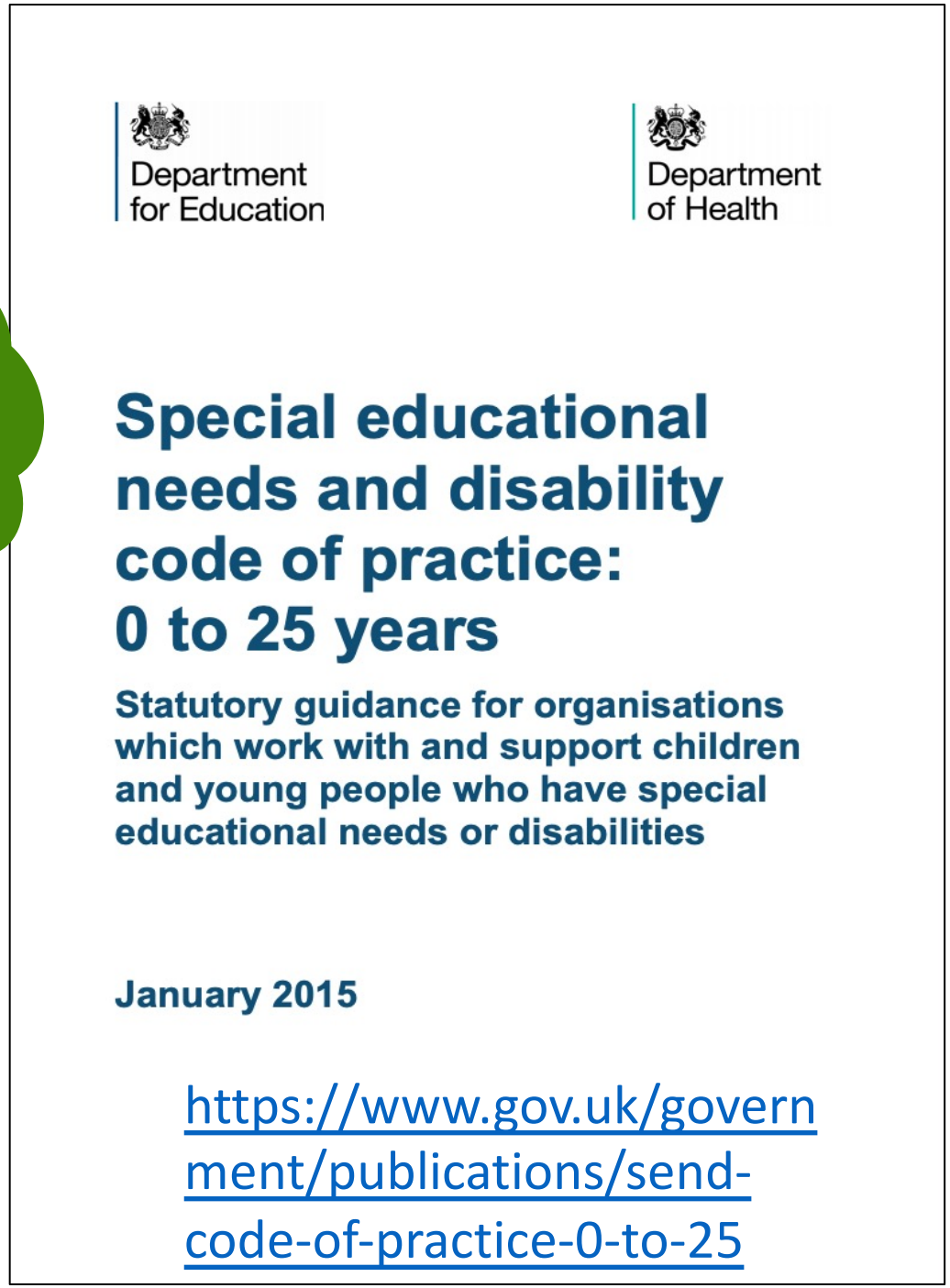
……a working knowledge of the SEND Code of Practice Chapter 6 (and Chapter 5 in Early Years)

and

give this knowledge high status in the school.

KCSIE

How many pages?



Leaders one page guide to the SEND Code of Practice chapter 6 - Schools

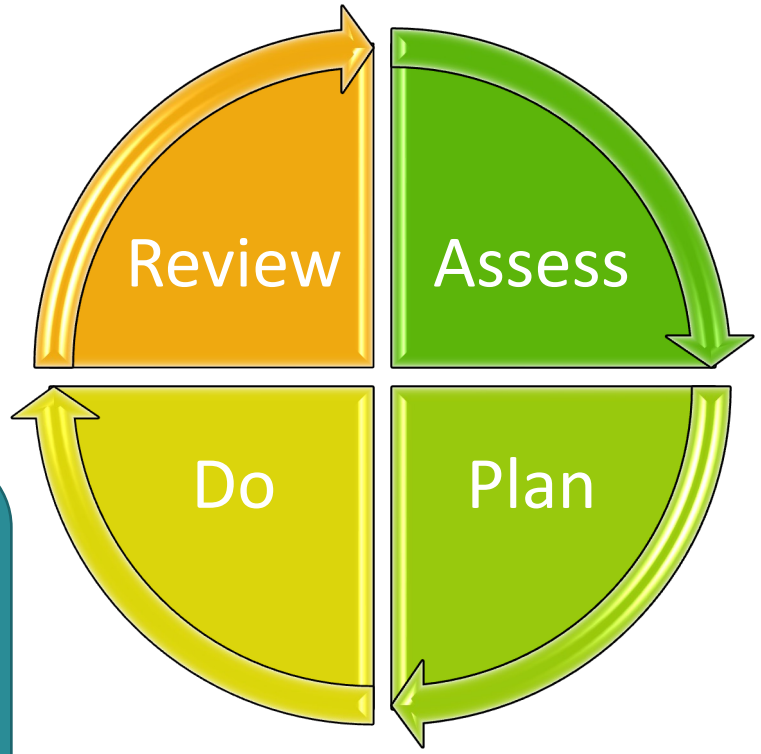
- 6.2 Use your ‘best endeavours’
- 6.3 SEND Governor or sub-committee
- 6.4 Quality of T&L for SEND – part of PMR
- 6.4 Analyse patterns of identification and compare with national
- 6.9 Make reasonable adjustments
- 6.15 ‘Different from’ or ‘additional to’
- 6.21 Behaviour and SEND
- 6.25 The four broad 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

6.44 The Graduated Approach

The Graduated Approach – Assess, Plan, Do, Review

Is this in place for every child in your school?
Do you have 3 review meetings each year?

6.54 The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents.



6.45 In identifying a child as needing SEN support the class or subject teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs.

6.52 The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil.

6.49 All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system.

Key things about the Graduated Approach

- What information is supplied by leaders to teachers about an individual learner's SEND needs?
- Is the information concise and precise?
- Does it set out both Reasonable Adjustments (if applicable) and targets/strategies?
- Do teachers use the information?
- Do leaders regularly monitor teacher use of the information?
- Are pupils and parents fully involved in the the plan?

3 key elements are at the heart of strong SEND provision:

1. **Pupils with SEND are identified accurately**

    - national patterns/patterns in your phase

    - SEND specific assessments

    - a robust referral system is in place

2. **The Graduated Approach is fully in place**

    - an individual plan for each pupil

    - implemented in the class by teachers

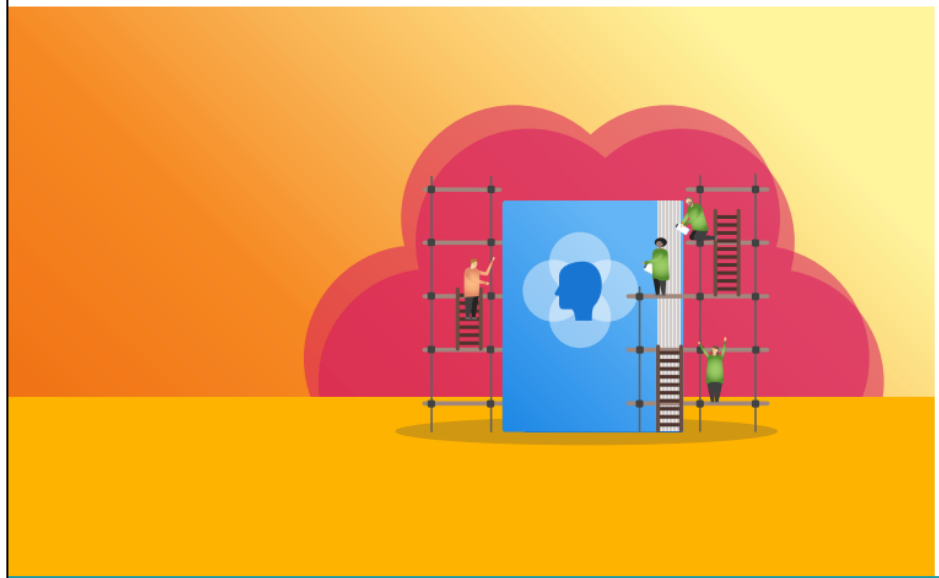
    - using a combination of high quality adaptive teaching strategies and pupil specific strategies

3. **SEND is everyone's responsibility**

    - all leaders monitor both the implementation of high quality adaptive teaching strategies and the graduated approach

SPECIAL EDUCATIONAL NEEDS IN MAINSTREAM SCHOOLS

Guidance Report



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SPECIAL EDUCATIONAL NEEDS IN MAINSTREAM SCHOOLS

Summary of recommendations

1

Create a positive and supportive environment for all pupils, without exception

- An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Schools should:
- promote positive relationships, active engagement, and wellbeing for all pupils;
- ensure all pupils can access the best possible teaching; and
- adopt a positive and proactive approach to behaviour, as described in the EEF's Improving Behaviour in Schools guidance report.

2

Build an ongoing, holistic understanding of your pupils and their needs

- Schools should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach.
- Assessment should be regular and purposeful rather than a one-off event, and should seek input from parents and carers as well as the pupil themselves and specialist professionals.
- Teachers need to feel empowered and trusted to use the information they collect to make a decision about the next steps for teaching that child.

3

Ensure all pupils have access to high quality teaching

- To a great extent, good teaching for pupils with SEND is good teaching for all.
- Searching for a 'magic bullet' can distract teachers from the powerful strategies they often already possess.
- The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils.
  - flexible grouping;
  - cognitive and metacognitive strategies;
  - explicit instruction;
  - using technology to support pupils with SEND; and
  - scaffolding.

4

Complement high quality teaching with carefully selected small-group and one-to-one interventions

- Small-group and one-to-one interventions can be a powerful tool but must be used carefully. Ineffective use of interventions can create a barrier to the inclusion of pupils with SEND.
- High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress.
- The intensity of intervention (from universal to targeted to specialist) should increase with need.
- Interventions should be carefully targeted through identification and assessment of need.
- Interventions should be applied using the principles of effective implementation described in the EEF's guidance report *Putting Evidence to Work: A School's Guide to Implementation*.

5

Work effectively with teaching assistants

- Effective deployment of teaching assistants (TAs) is critical. School leaders should pay careful attention to the roles of TAs and ensure they have a positive impact on pupils with SEND.
- TAs should supplement, not replace, teaching from the classroom teacher.
- The EEF's guidance report *Making Best Use of Teaching Assistants* provides detailed recommendations.

De-mystifying High Quality Teaching for SEND

Teachers should develop a repertoire of these strategies they can use flexibly….

3

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Page 22

Flexible Grouping

Cognitive and Metacognitive Strategies

Explicit Instruction

Using technology to support SEND

Scaffolding

Teachers should know strategies across the four broad areas of SEN need…..

Cognition and Learning

Communication and Interaction

Social, Emotional and Mental Health

Sensory and Physical

Reasonable Adjustments and /or Strategies at individual pupil level….

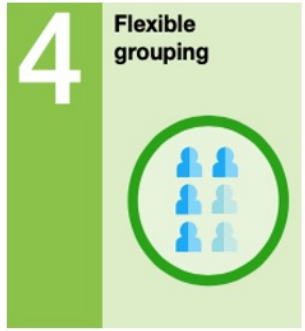
- X
- X
- X

All underpinned by subject knowledge – see WSS Teacher Handbook: SEND

Reflecting on your Practice: Every Teacher a Teacher of SEND

(Adapted from EEF Document 'SEND Five a day reflection document')

Adaptive Teaching Strategy	To what extent do I… (Teacher) To what extent do I support colleagues to… (SENCO)	Reflections on current practice: • Extent to which you use the strategy • Specific examples of the strategy you use effectively in your classroom
	…use clear and succinct language in my teaching, checking pupils' understanding frequently?	
	…help pupils to organise their thinking by 'chunking' the content and introducing new material in small steps?	
	…model how to complete a task before expecting pupils to work independently?	
	…explicitly teach pupils to organise, plan, monitor and evaluate their own learning independently?	
	…use graphic organisers to support pupils to organise knowledge, concepts and ideas?	
	…use strategies to reduce cognitive overload for pupils with cognition and learning needs?	
	…provide visual scaffolds that allow all pupils to access the learning?	
	…provide oral and verbal scaffolds to support learning e.g. using the scaffolding framework?	
	…use scaffolding in a way that reduces pupils' reliance on adult support? Do I reduce scaffolding for pupils over time?	

	…group pupils in a way that reduces stigma?	
	…use groupings flexibly, depending on learning need?	
	…promote peer support, placing my pupils in pairs / groups in which they learn collaboratively?	
	…utilise technology such as a visualiser when modelling work for pupils?	
	…provide opportunities for pupils to use instructional apps e.g. to provide instruction, to practice skills, for revision?	
	…provide opportunities for pupils to use technology as a tool for supporting communication e.g. for recording work, speech generation?	

What are my next steps?

Adaptive Teaching Strategy / strategies	What am I going to try? What are my actions?	Reflections: How did it go? What was the impact? Next steps?

Strategies across the four Broad Areas of Need to inform teaching approaches……

COGNITION AND LEARNING	SOCIAL, EMOTIONAL AND MENTAL HEALTH	PHYSICAL AND/OR SENSORY	COMMUNICATION AND INTERACTION
• Pre-learning vocabulary • Writing Frames • Support for presentation • Key terms • Spelling prompts • Structure Strips	• Images • Checklists • Specific feedback • Language of choice • Praise the effort as well as the result • Consistency	• Enlarged Resources • Enlarged Images • Adjusted seating • Seating Plan • Gap Fills	• Give time to respond (7 secs.) • Question prompts • Sentence Starters • Chunking of information • Writing Frames • Language of choice (you have two options)

Teacher Handbook: SEND

Embedding inclusive practice

WholeSchool SEND

Table of Contents

Understanding your role 2
Your role as the teacher 2
Relevant legislation 2
Ofsted 2
Wider professional responsibilities 2
Intersectionality 2
Safeguarding 2
The language we use with colleagues 2
Knowledge of the Learner 2
How we learn 2
We learn in relationship with others 2
We learn in interactions with our environment 2
We learn using cognitive and thinking skills - Schema 2
We learn using cognitive and thinking skills – Working memory 2
We learn using cognitive and thinking skills – Cognitive load theory 2
We learn using cognitive and thinking skills – Attention 2
We learn using cognitive and thinking skills – Processing and Mastery Learning 2
We learn to be learners 2
Pupil voice 2
The language we use with families 2
Working with families 2
Planning inclusive lessons 2
Quality Inclusive Pedagogy 2
Inclusive teaching and learning approaches 2
Unconscious and conscious barriers 2
The language we use with learners 2
Working with Teaching Assistants 2
Remote education 2
Creating an inclusive environment 2
Barriers to learning and reasonable adjustments 2
Supporting learners with sensory needs 2
The language learners use 2
Transition 2
Subject-specific Guidance 2
Primary Maths 2
Secondary Maths 2
Phonics 2
Primary Reading 2
Primary Writing 2
Secondary English 2
Primary Drama 2
Secondary Drama 2
Primary Science 2
Secondary Science 2
Primary Music 2
Secondary Music 2
Primary Art and Design 2
Secondary Art and Design 2
Physical Education 2
Computing 2
Secondary Modern Foreign Languages 2
Graduated Approach 2
The graduated approach 2
A teacher's role in identification 2
Gathering a holistic understanding of a learner 2
Working with the SENCO 2
Working with external agencies and specialist teachers 2
The engagement model 2
Strategies to scaffold learning 2
Cognition and learning 2
Specific learning difficulties 2
Communication and interaction 2
Speech, language and communication needs 2
Autism spectrum disorder 2
Sensory and/or physical needs 2
Hearing impairment 2
Vision impairment 2
Multi-sensory impairment 2
Physical disability 2
Social, emotional and mental health difficulties 2
Neurodiversity and co-occurrence of need 2
Attention Deficit Hyperactivity Disorder 2
Teacher wellbeing 2
References 2

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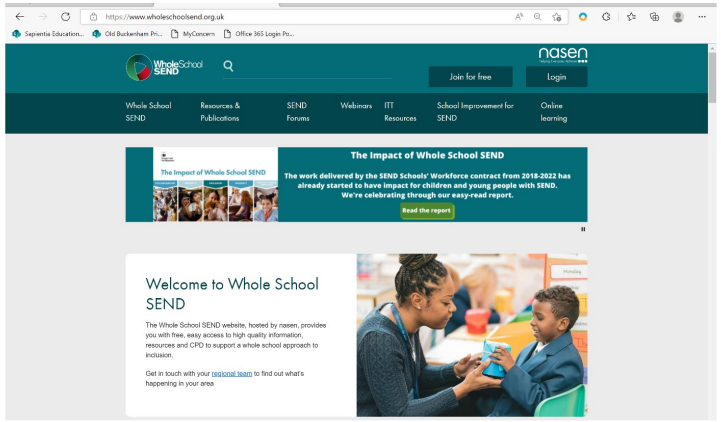
Sign Up to Whole School SEND via https://www.wholeschoolsend.org.uk/



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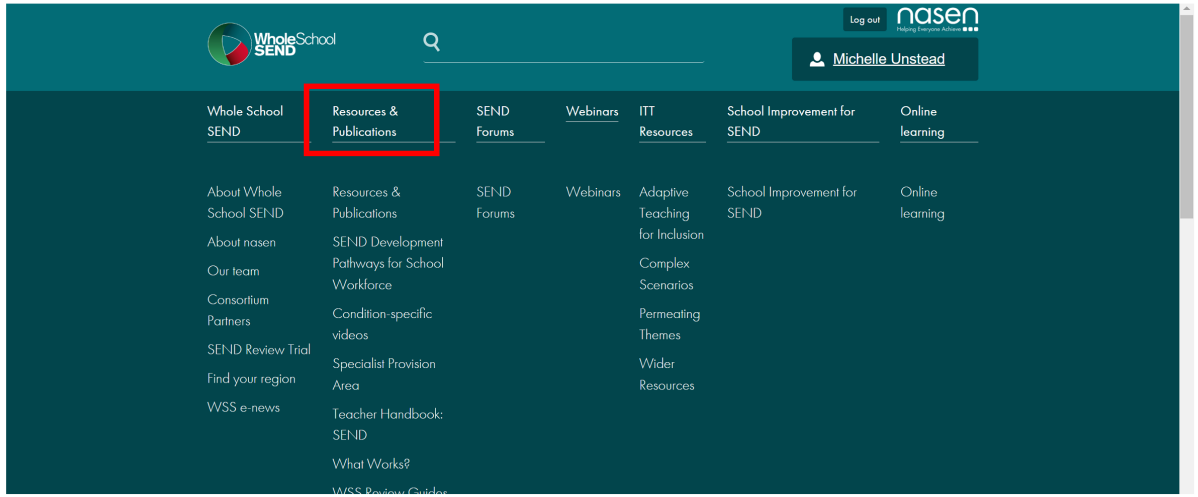
Download the Teacher Handbook



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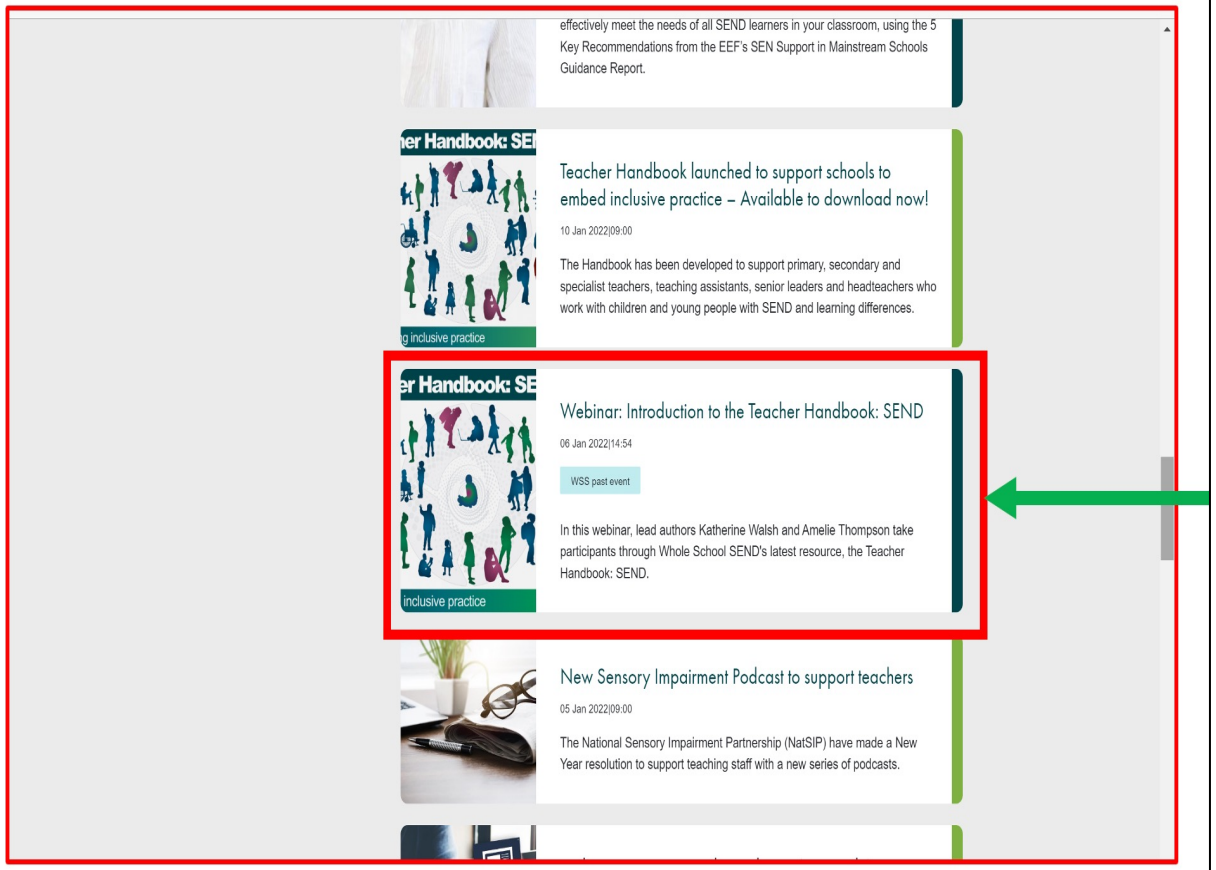
Watch the introduction webinar.....



Pupil passport

What's in a name?

Create an inclusive **culture**:

- Have high expectations and an ambitious curriculum
- Promote positive relationships
- Promote active engagement
- Promote positive behaviour for learning
- Make reasonable adjustments to the learning environment.

Individual Learning Plan for <first name> <SURNAME>

SEN Status: Support (K) / EHCP (E) / Main area of Need: C&L,C&I,SEMH,S&P

Year: **Gender:** **Class:**

Assessment Information
X
X
x

Reasonable Adjustments (if required)
X
X
x

What you need to know about me:

Plan (insert date)	Do	Review (insert date)
Targets – *(what is important at this time?)*	Strategies - *(how we will support)*	Rag progress against targets

Student views	Parent views

Next steps:

Signatures			
Pupil signature:	**Parent/Carer:**	**Support Staff:**	**Teacher:**

Individual Learning Plan for <first name> <SURNAME>

SEN Status: Support (K) / EHCP (E) / Main area of Need: C&L,C&I,SEMH,S&P

Year: **Gender:** **Class:**

Assessment Information
X
X
x

Reasonable Adjustments (if required)
X
X
x

What you need to know about me:

Plan (insert date)	Do	Review (insert date)
Targets – *(what is important at this time?)*	Strategies - *(how we will support)*	Rag progress against targets

Student views	Parent views

Next steps:

Signatures			
Pupil signature:	**Parent/Carer:**	**Support Staff:**	**Teacher:**

Monitoring the implementation of Individual Learning Plans

Name	Reasonable Adjustments	Strategies	wk 1	wk 2	wk 3	wk 4	wk 5	wk 6
Jacob	Purple overlays Large text	1.						
		2.						
		3.						
Lucy	Sits at front left	1.						
		2.						
		3.						
Amar	Squeeze ball	1.						
		2.						
		3.						
Alfie		1.						
		2.						
		3.						
Aditi	Ensure hearing aid working	1.						
		2.						
		3.						
Maisie	Glasses	1.						
		2.						
		3.						

6.15 ‘Different from’ or ‘additional to’

Leaders prompt sheet on SEND provision across a year/key stage/phase/subject		
	Your response?	**Evidence of Impact?**
How is the curriculum adapted to meet the needs of children with SEND?		
What additional support or provision is in place?		
How is teaching adapted to meet the needs of learners with SEND?		
What does the graduated approach look like in practice in your subject, phase or other area of responsibility?		

Pastoral Leaders

Pastoral/Year leaders prompt sheet on SEND provision across a year/key stage		
	Your response?	**Evidence of Impact?**
What is the pattern of SEND needs (identification) in your year?		
What reasonable adjustments do you make to implementation of the behaviour policy?		
What is the range of pastoral support available?		
What rewards and sanctions are in place and how do you ensure pupils with SEND are rewarded?		

4 things for <u>all</u> leaders to check/ask teachers as you quality assure the provision for pupils/students with SEND:

1. Who are the children with SEND?

2. Who has an EHCP and who is on SEND support?

3. What is the main area of SEN need?

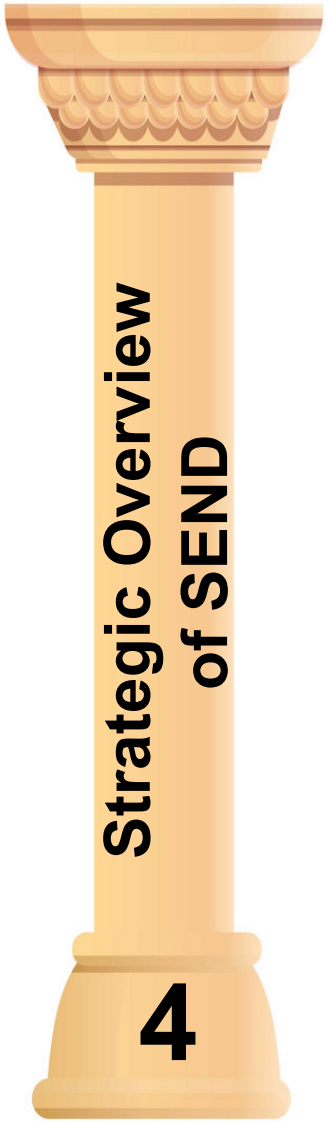
4. What are you doing about it?

or

What are you doing which is 'different from' or 'additional to' for each of these children?

or

How are you delivering the child's graduated approach?



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

and

use this information to inform the overall approach to the progress and development of all pupils

Identification
The SEND Code of Practice

6.4 *School leaders and teaching staff, including the SENCO, 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.

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

1. **Pupils with SEND are identified accurately**

- national patterns/patterns in your phase
- SEND specific assessments
- a robust referral system is in place

SEN in England 2023

https://www.gov.uk/government/statistics/special-educational-needs-in-england-january-2023

National statistics

Special educational needs in England: January 2023

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

From: Department for Education
Published 22 June 2023

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Applies to England

Documents

Special educational needs in England: January 2023

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

Related content

Collection

Statistics: special educational needs (SEN)

THIS IS THE LATEST DATA | NATIONAL STATISTICS

Published	22 June 2023
Next update	June 2024
Receive updates	Sign up for email alerts

This publication combines information from the school census (state-funded schools), school level annual school census (independent schools) and general hospital school census on pupils with special educational needs (SEN).

The publication includes breakdowns by type of SEN provision, type of need, age, national curriculum year group, gender, ethnicity, English as a first language and free school meal eligibility.

Local authority data on EHC plans is published in the Education, health and care plans publication. That data covers all children and young people up to age 25 with EHC plans, and includes those not captured in this publication in non-maintained early years provision, further education, home education or not in education, employment or training.

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Methodologies

Special educational needs in England

Headline facts and figures - 2022/23

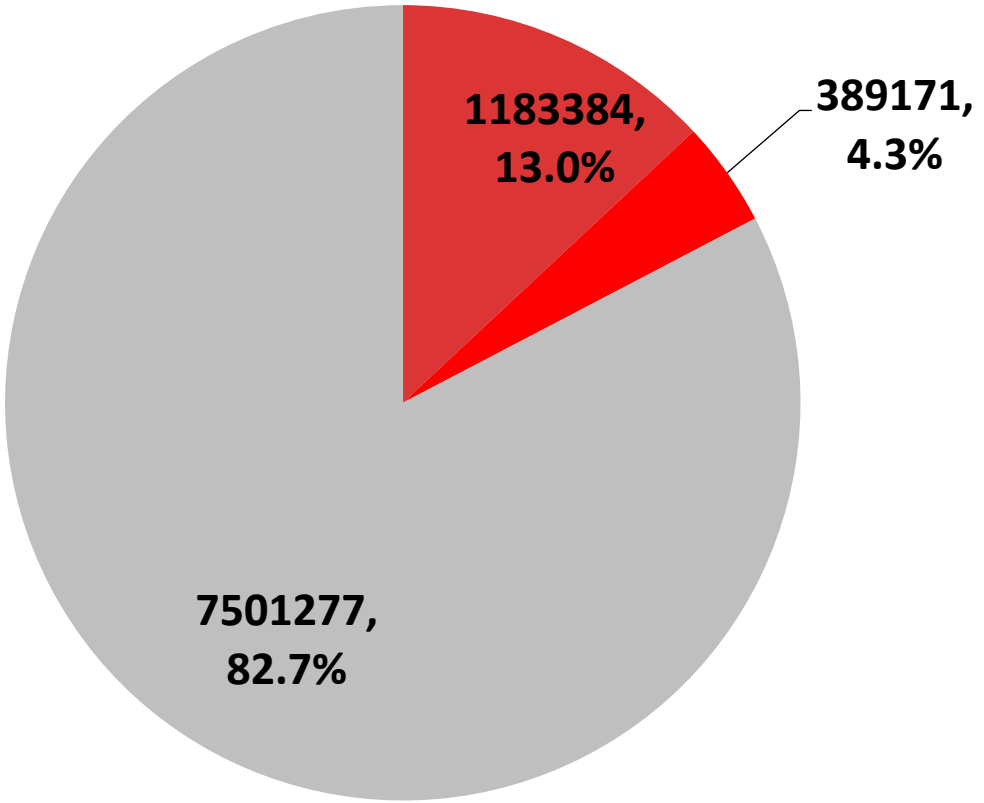
EHC plans
389,171
pupils in schools in England. Up by 9.5% from 2022
What is this?

EHC plans (percent)
4.3
percent of pupils with an EHC plan. Up from 4.0% in 2022
What is this?

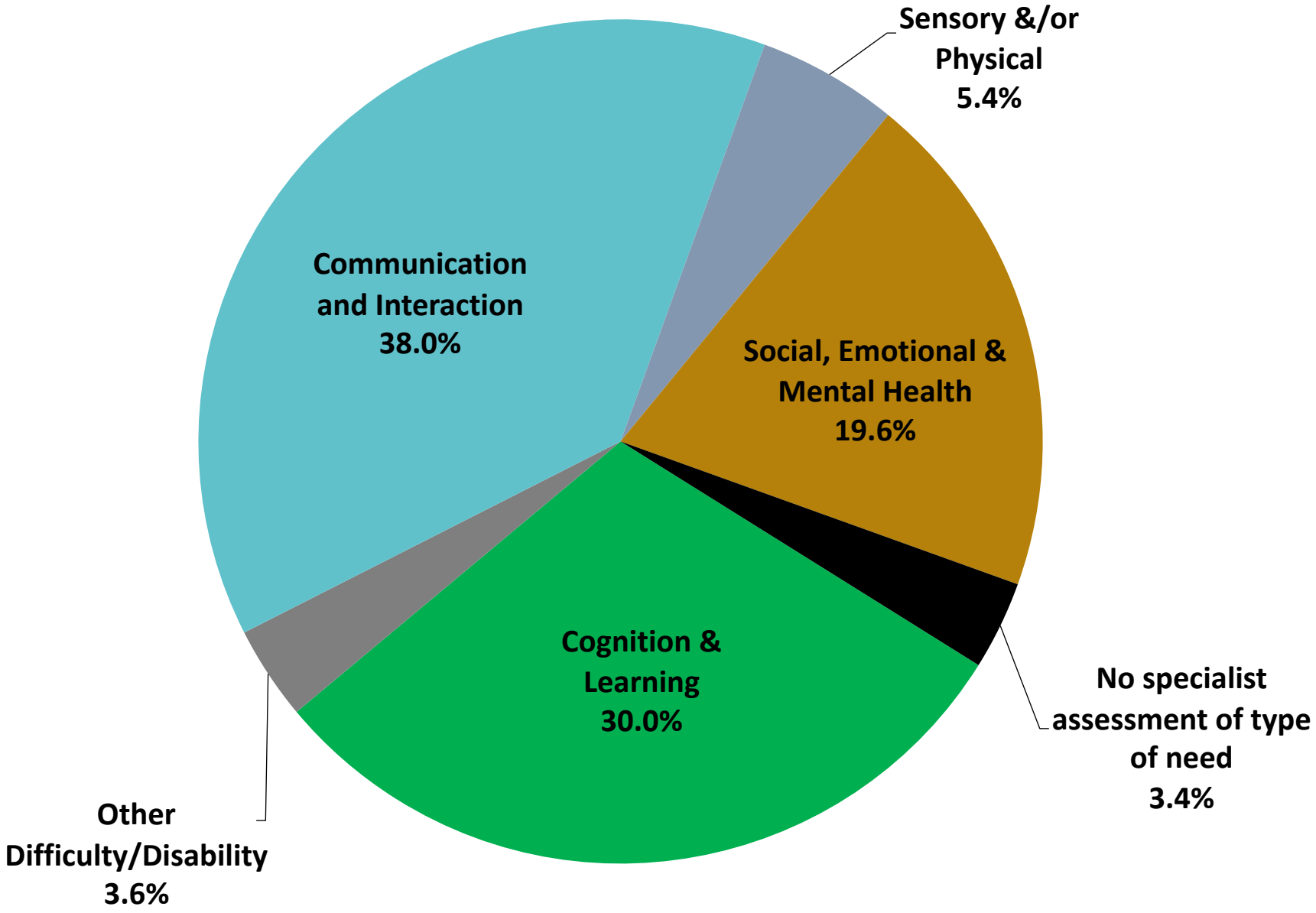
SEN support/SEN without an EHC plan
1,183,384
pupils in schools in England. Up by 4.7% from 2022
What is this?

SEN support/SEN without an EHC plan (percent)
13.0
percent of pupils with SEN support. Up from 12.6% in 2022
What is this?

There are 9073832 pupils on roll nationally in all phases. A total of 1572555 pupils have a special educational need, which equates to 17.3%.

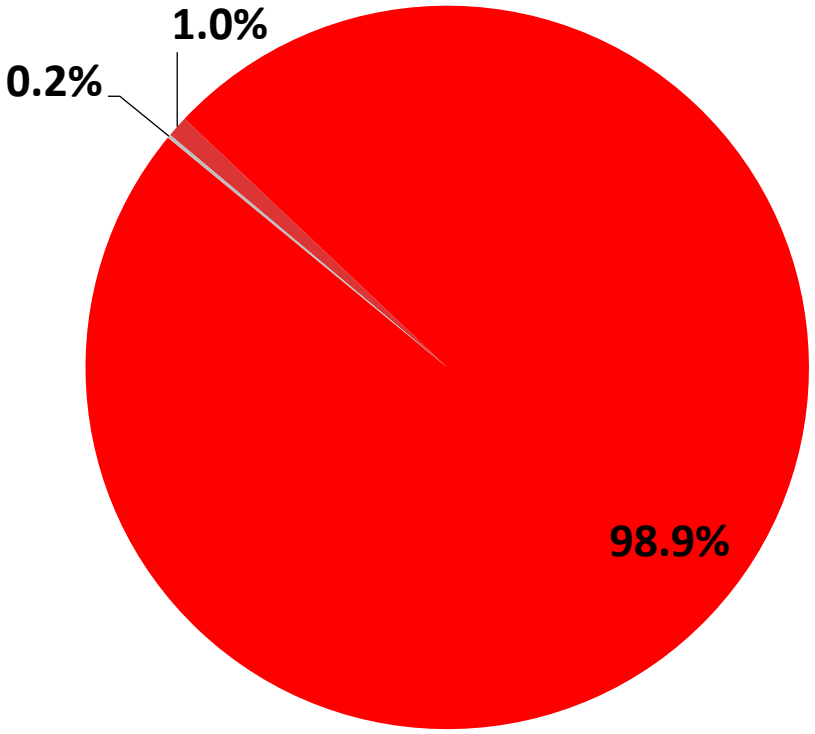


Broad Area of SEN Need 2023 (All phases)



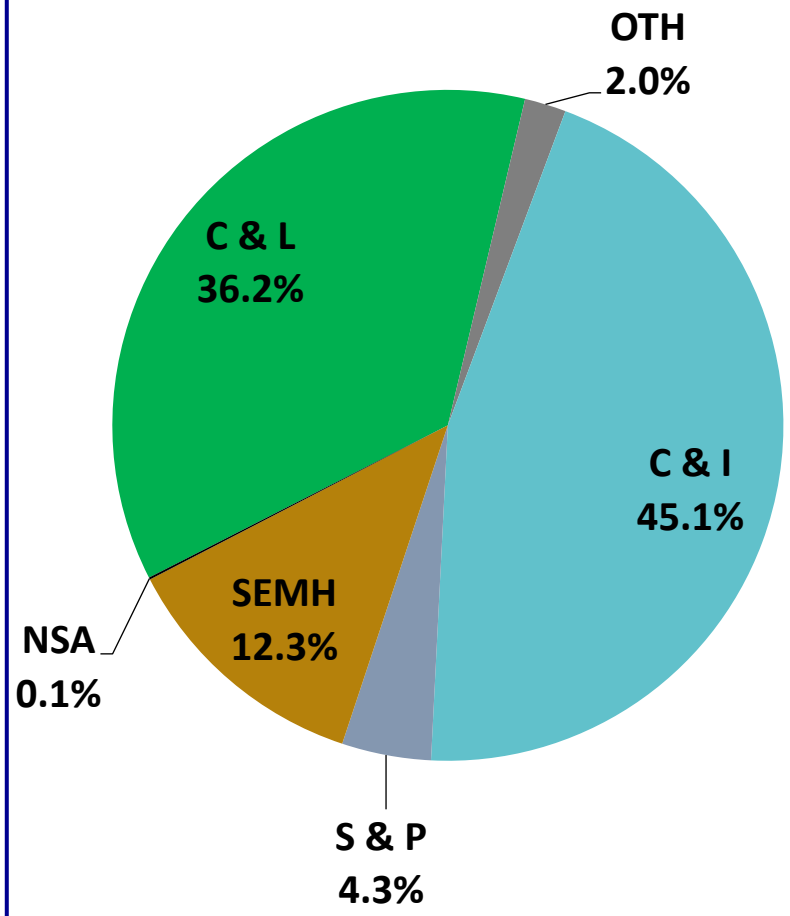
SPECIAL SCHOOLS 2023

SEN SUPPORT AND EHCPS

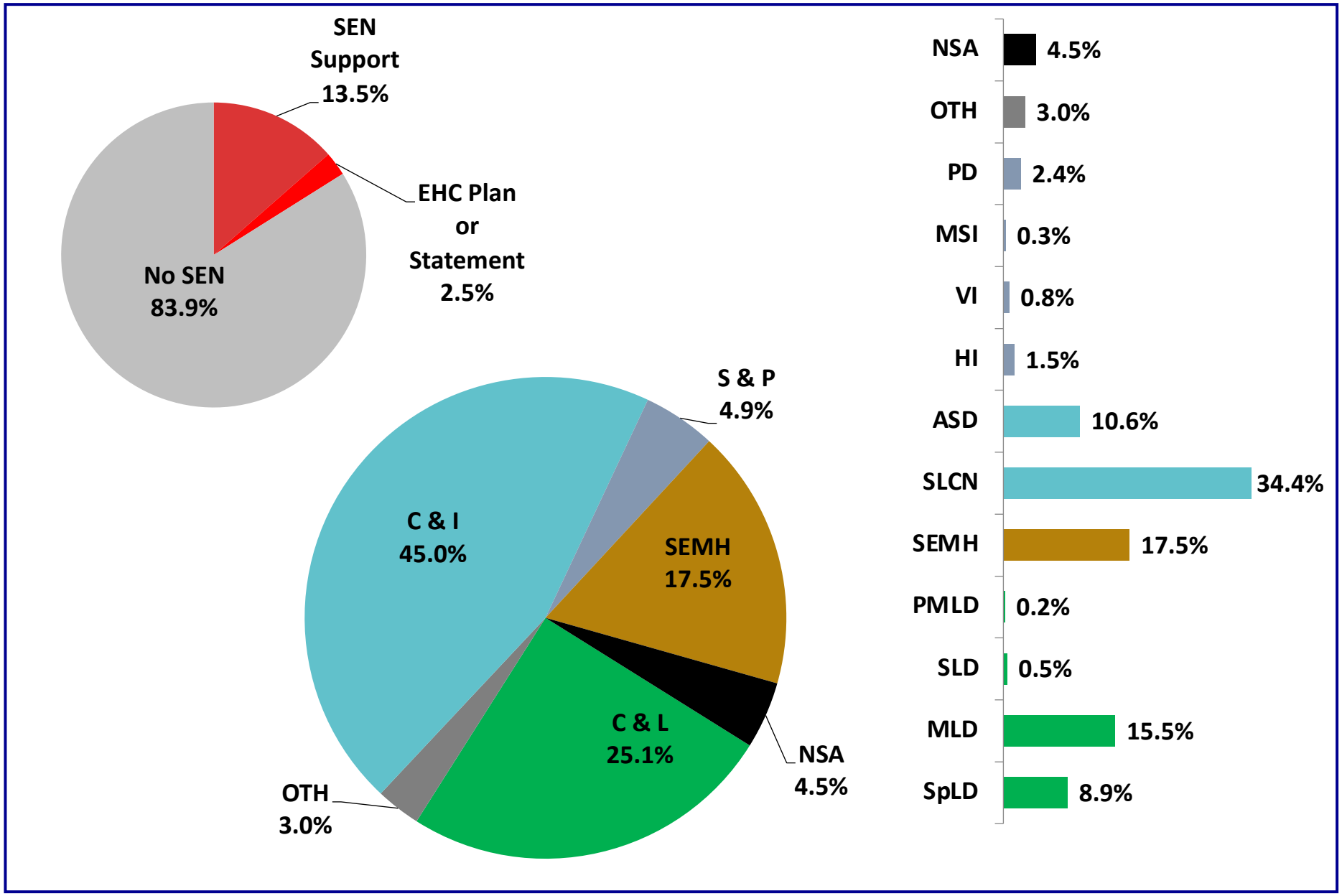


TOTAL PUPILS WITH SEN- 99.8%

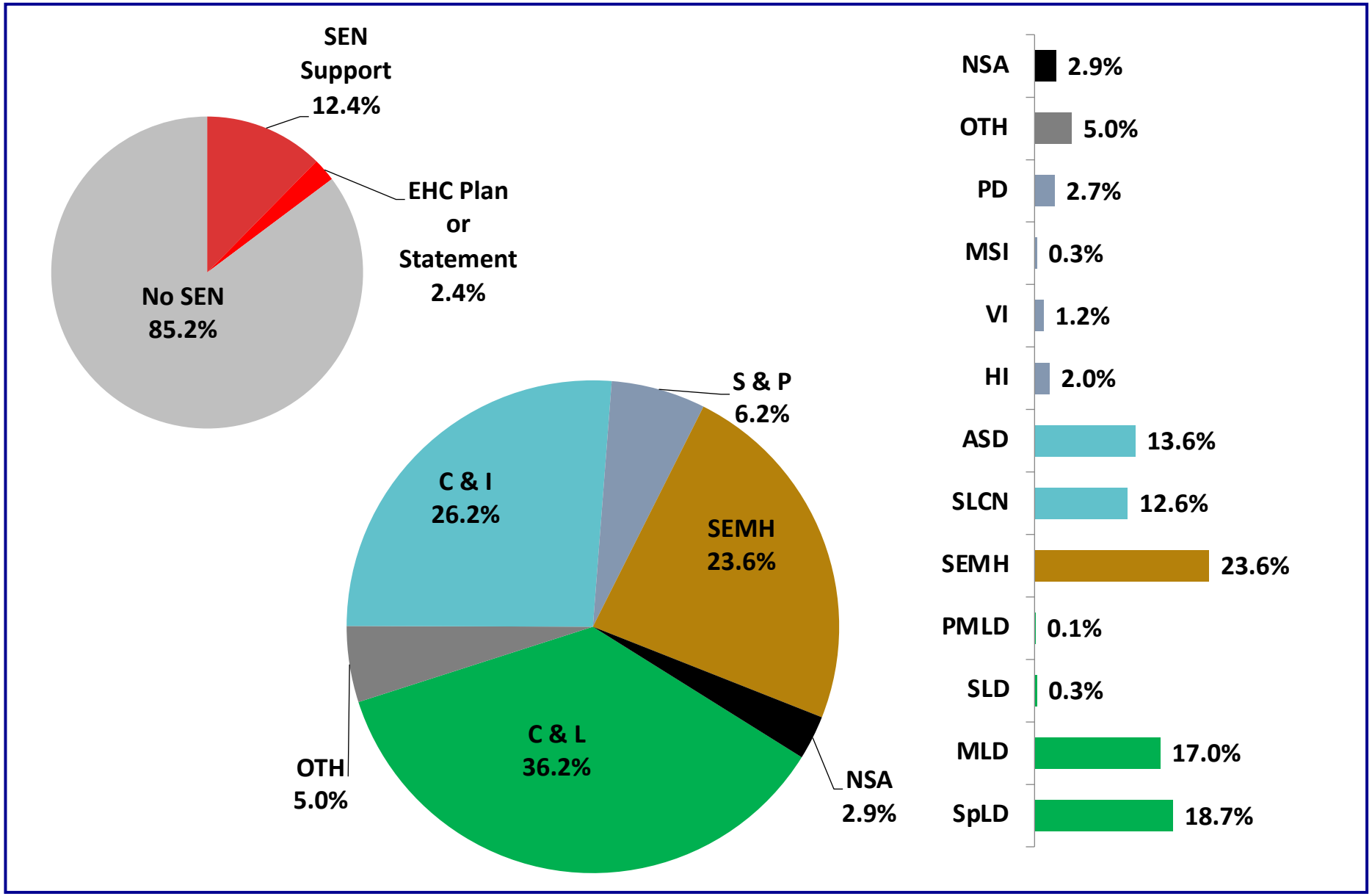
4 BROAD AREAS



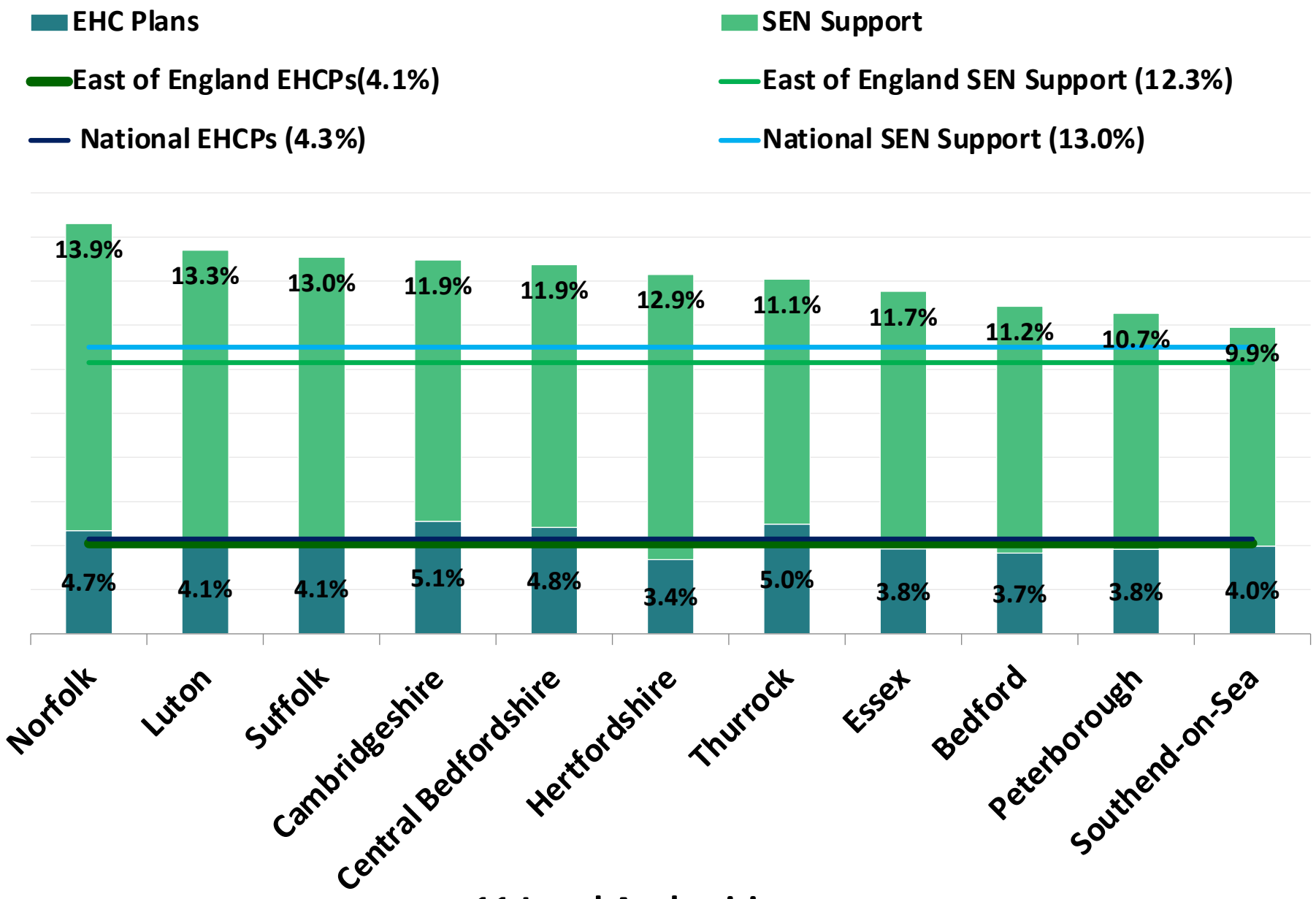
PRIMARY PHASE IDENTIFICATION of SEND 2023



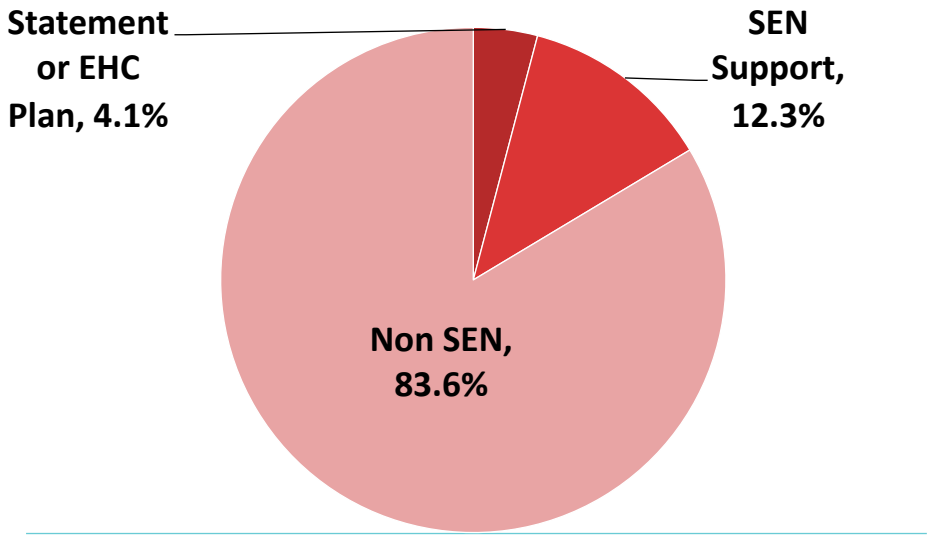
SECONDARY PHASE IDENTIFICATION of SEND 2023

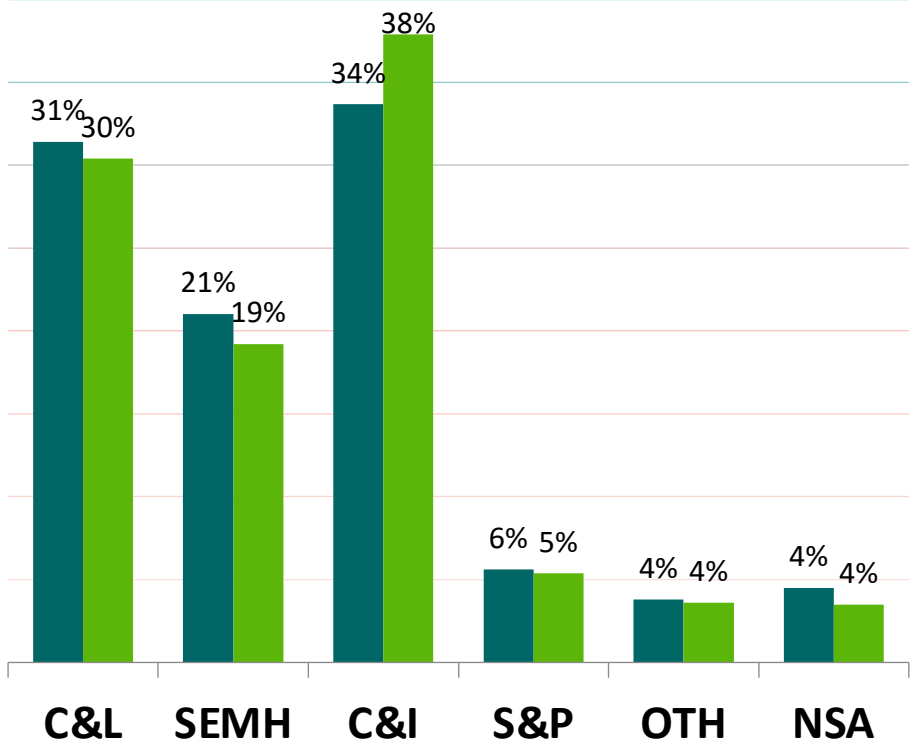


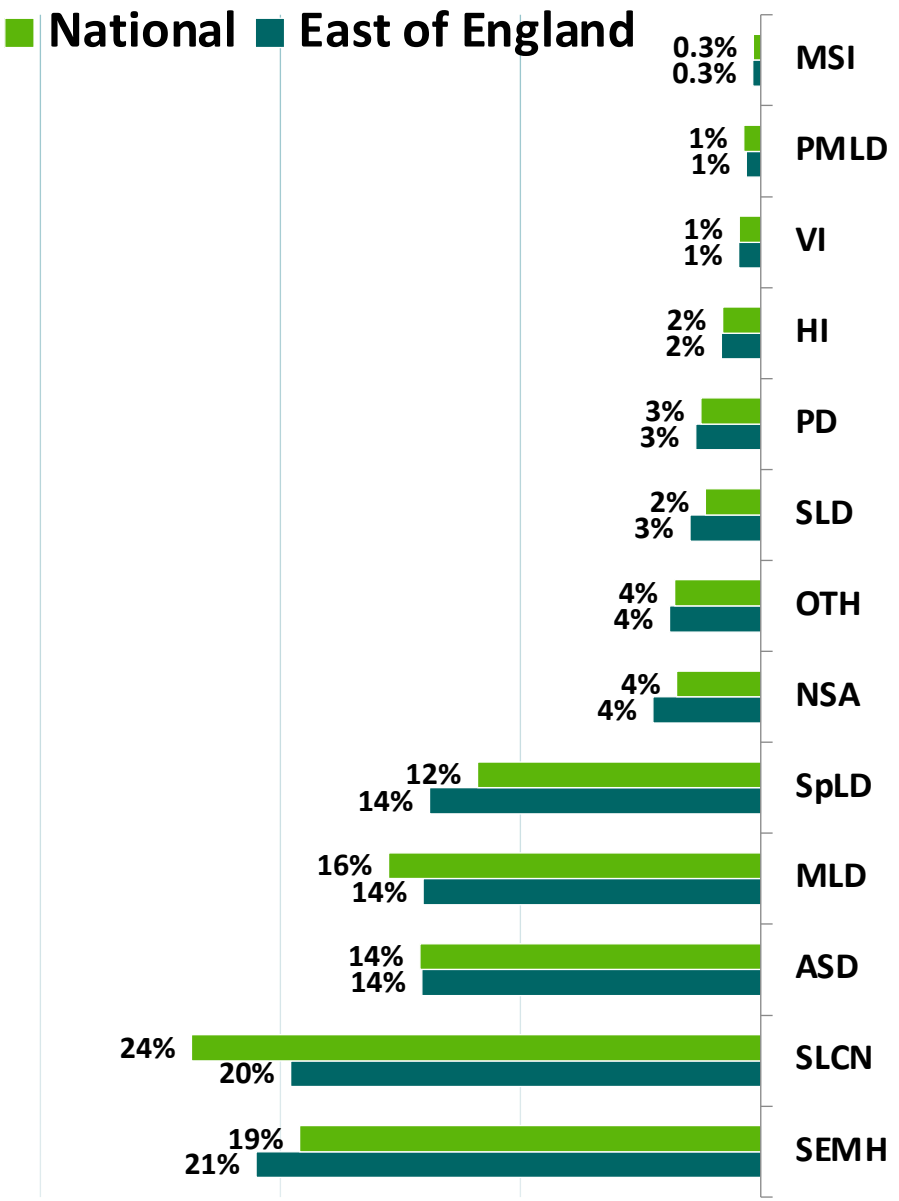
EAST OF ENGLAND - Local Authority Breakdown (all phases)



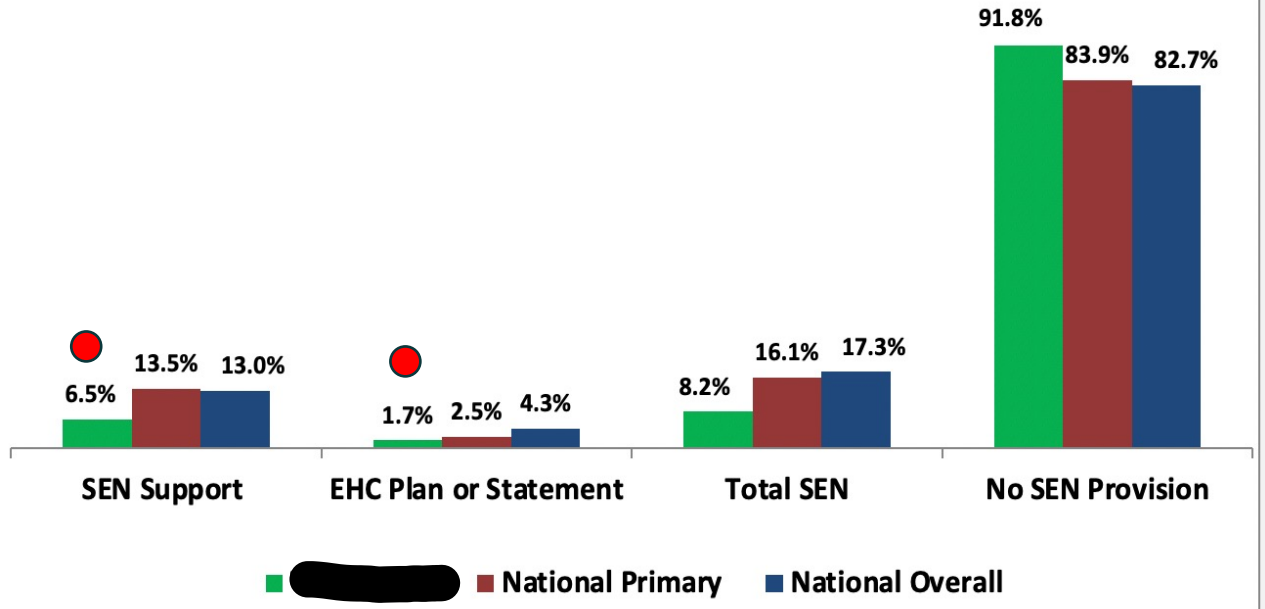
EAST OF ENGLAND SUMMARY



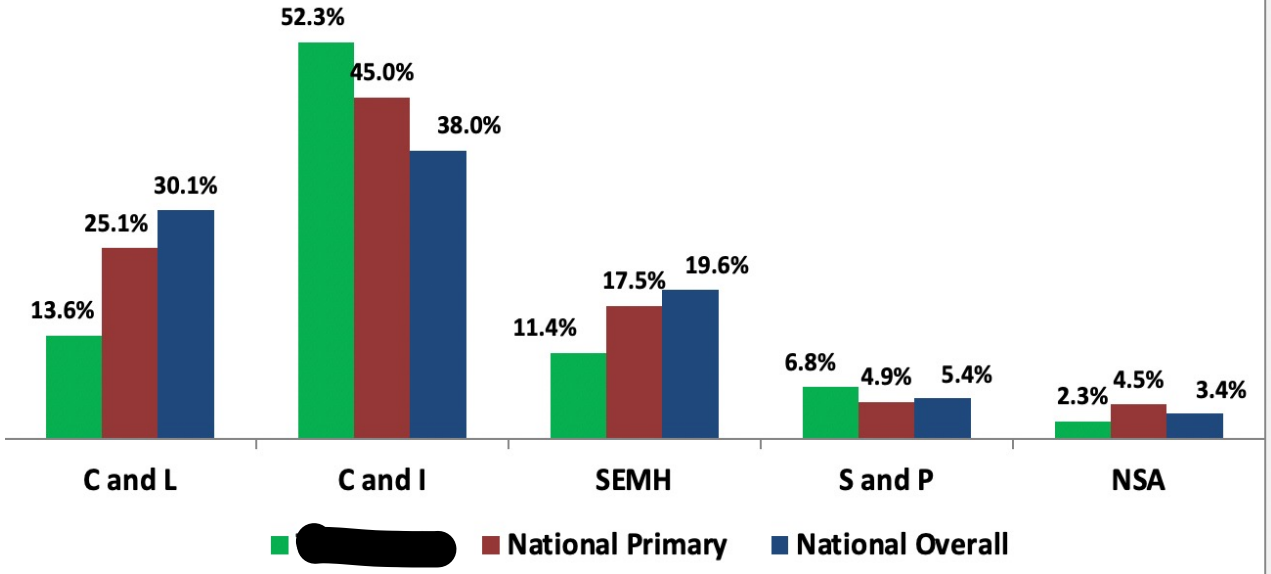




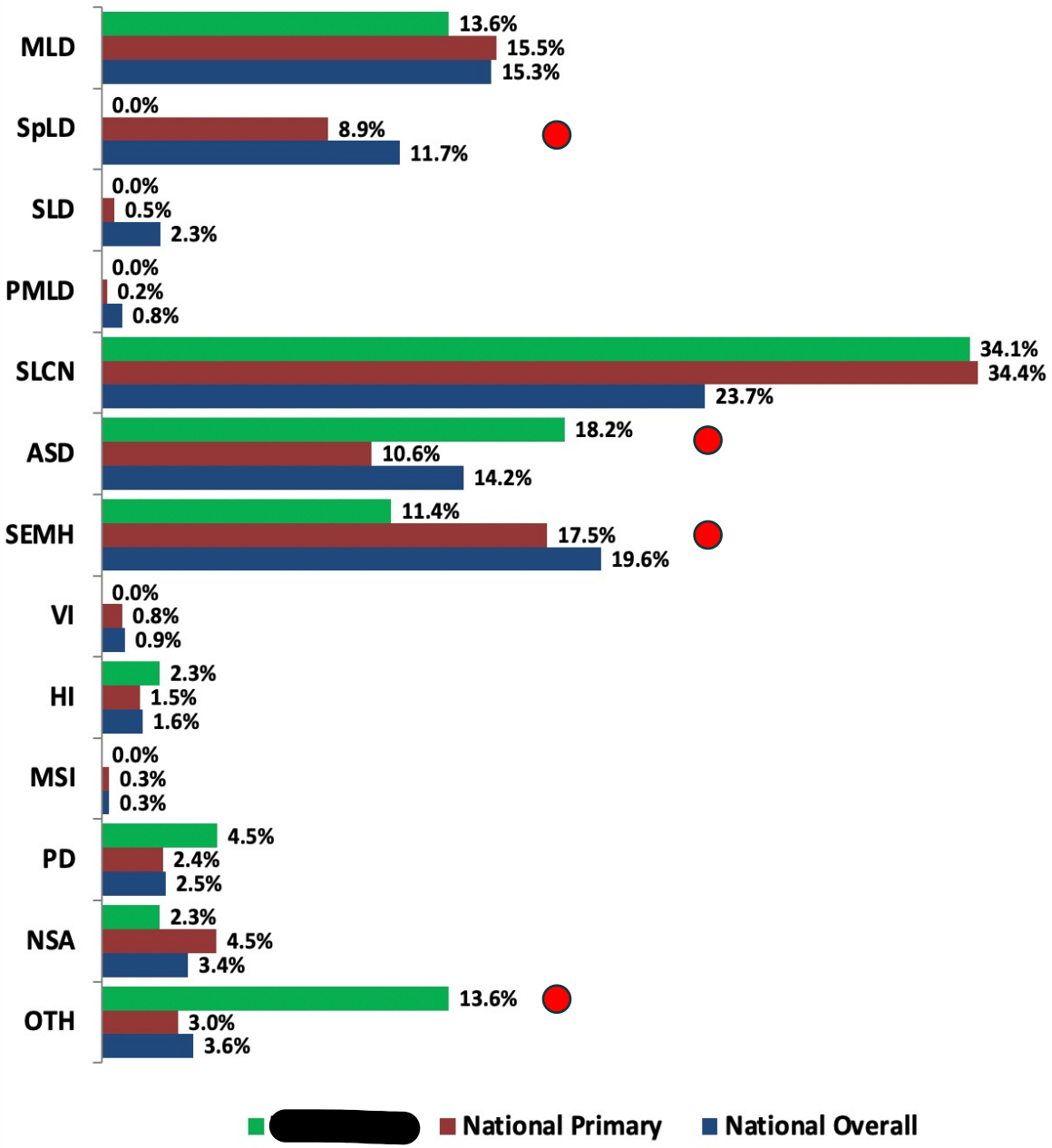
Comparison of SEN support with National



Comparison of SEN Broad Area of Need with National

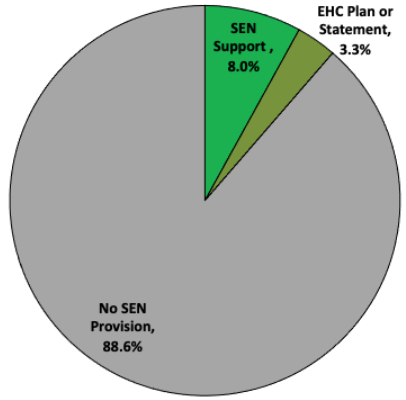


Comparison of SEN Primary Type of Need with National

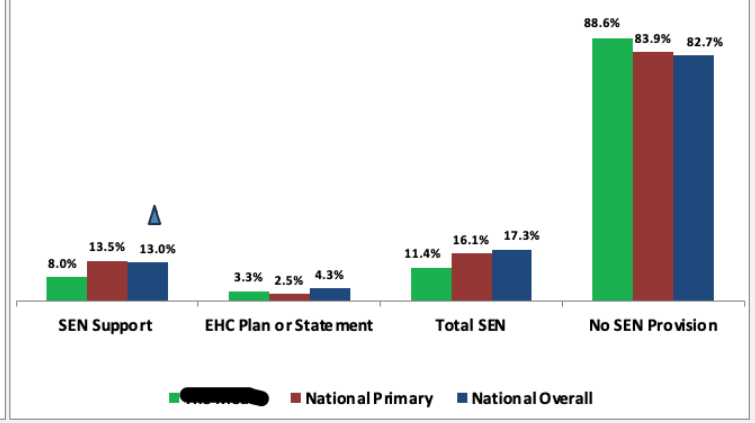


SEN Support - 51/449 pupils - 11%

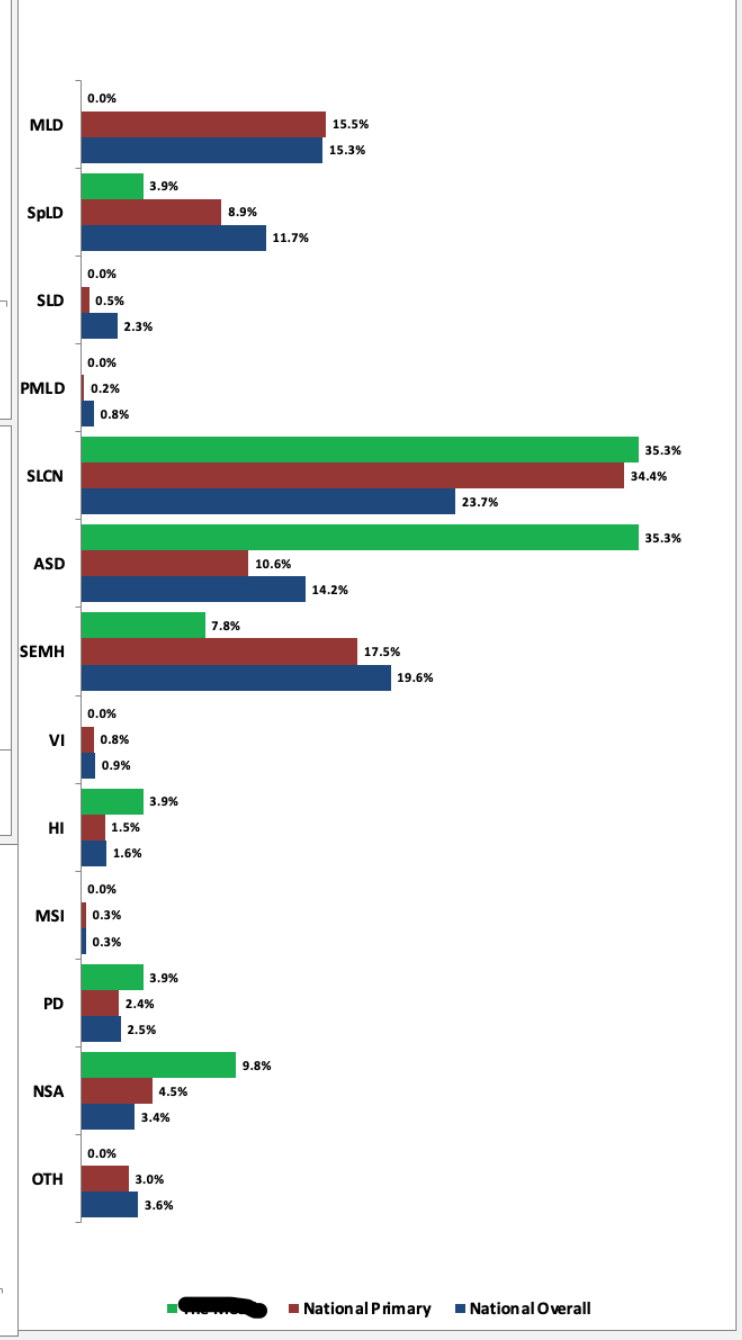
SEN Support Status



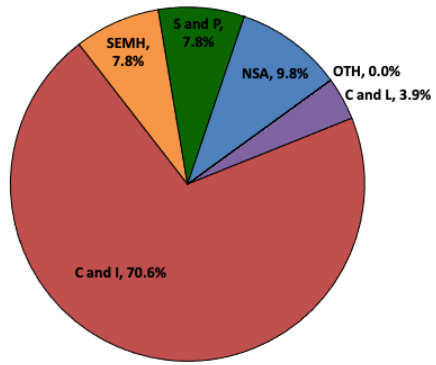
Comparison of SEN support with National



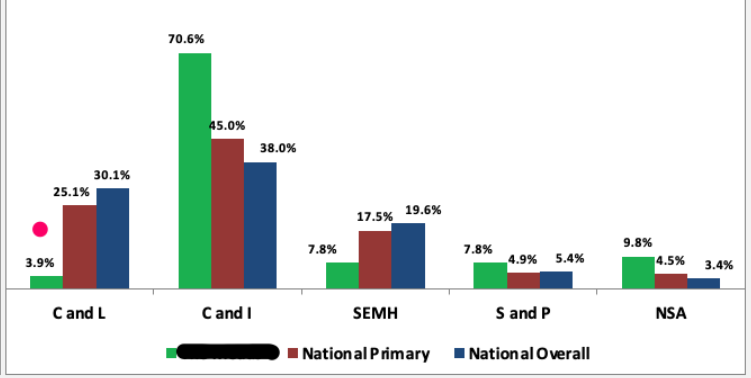
Comparison of SEN Primary Type of Need with National



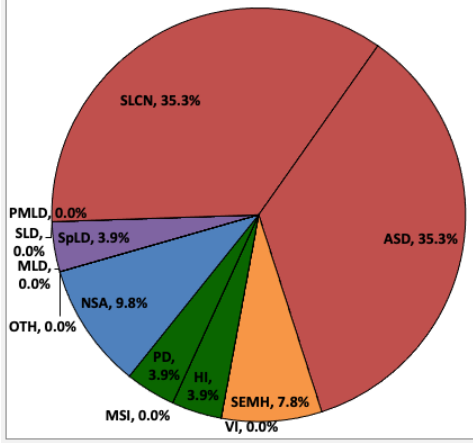
SEN Broad Area of Need



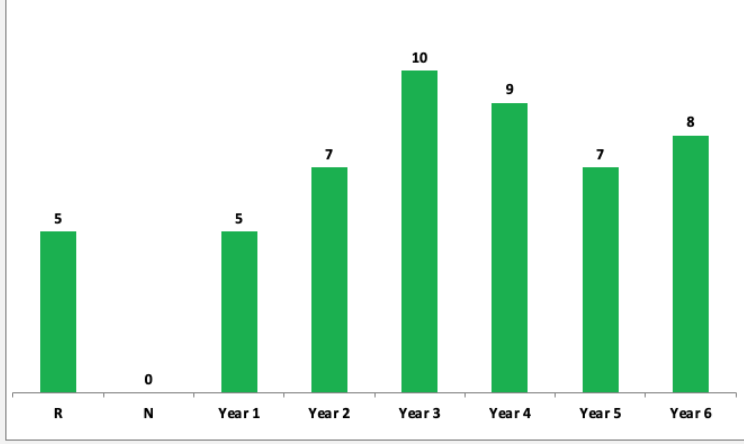
Comparison of SEN Broad Area of Need with National



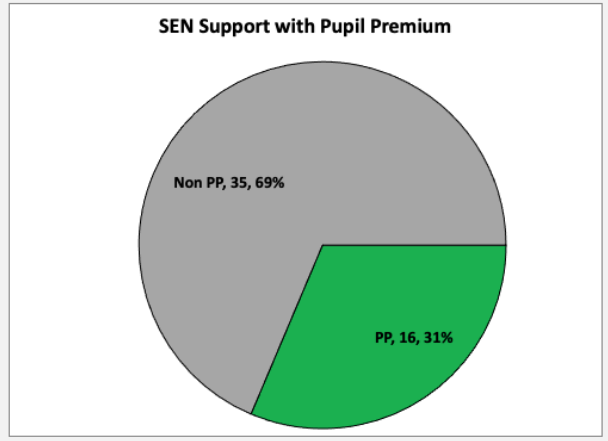
SEN Primary Type of Need

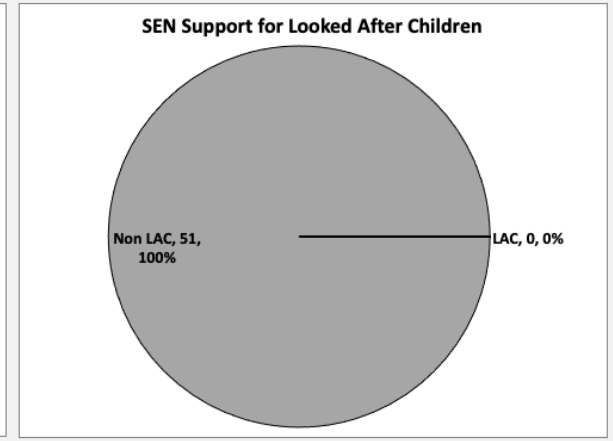


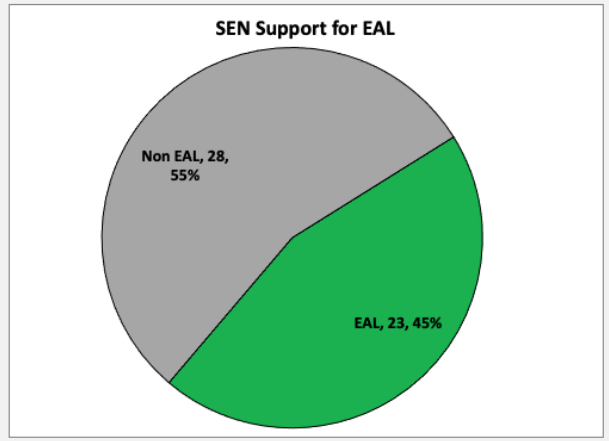
Pupils on SEN Support by Year Group

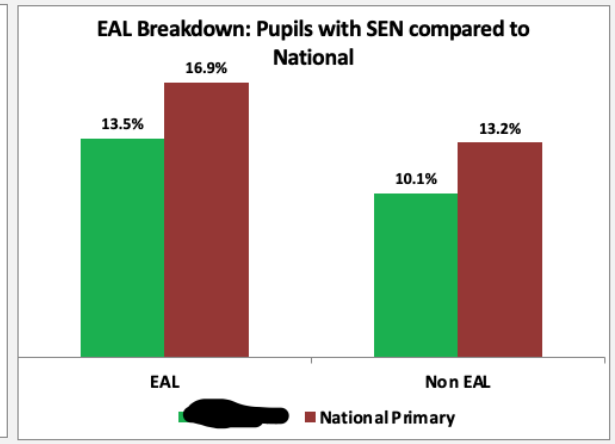


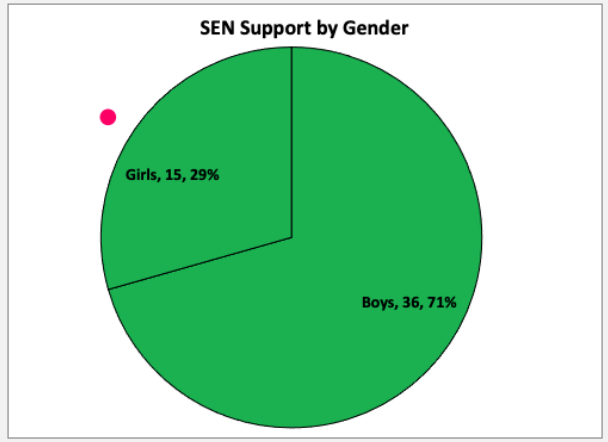
Total PP Funding Received - £22160

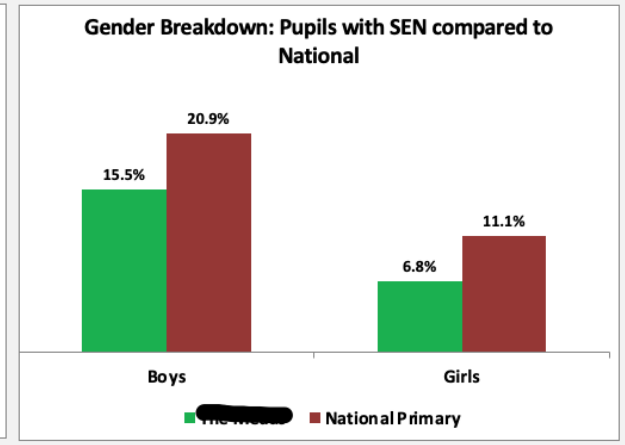




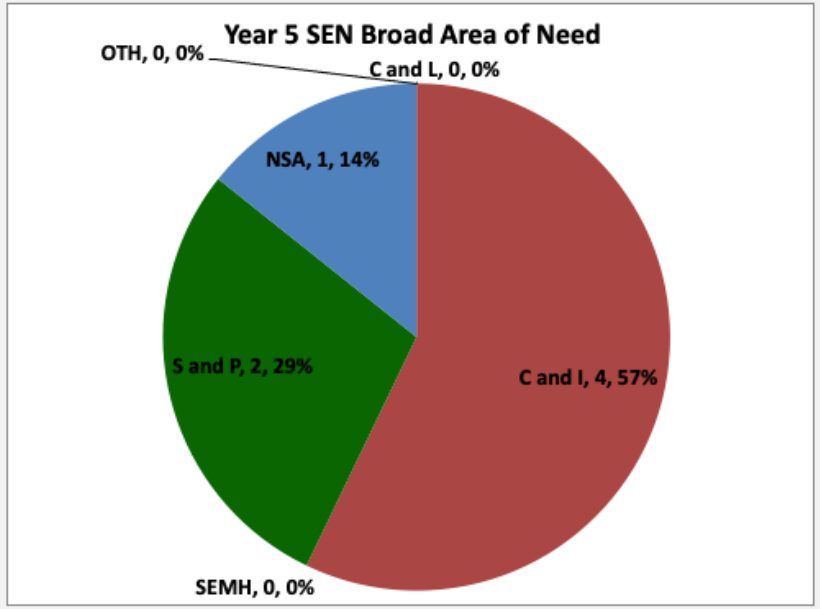


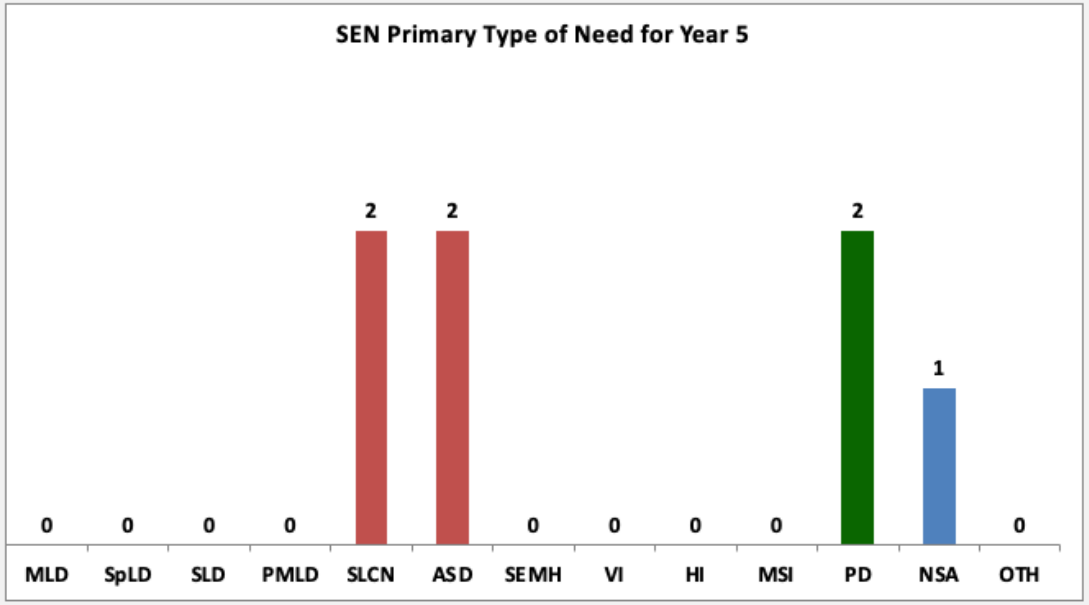




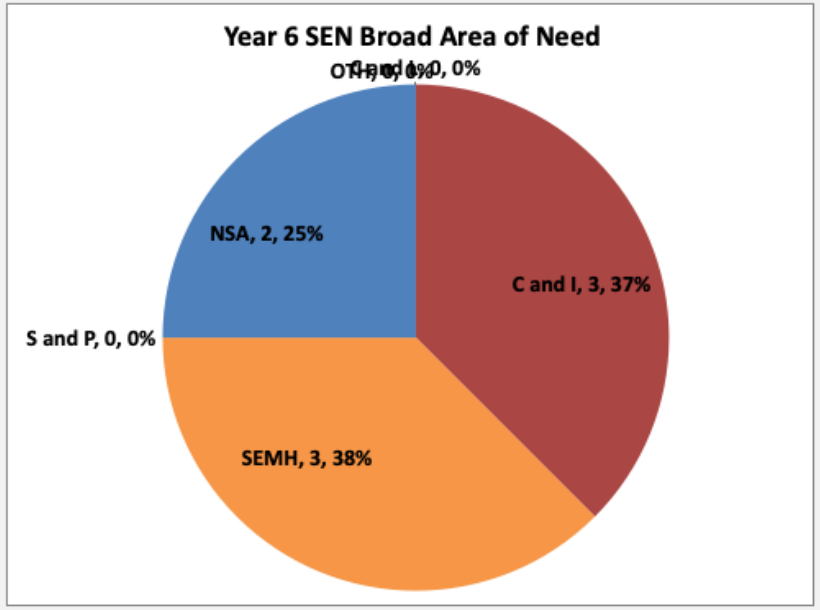


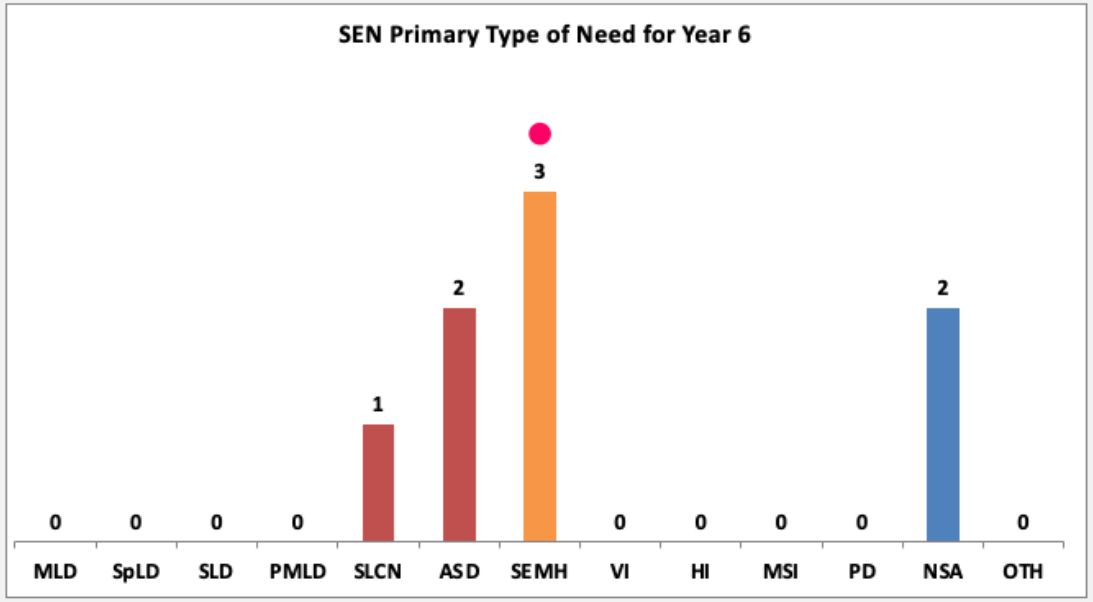
YEAR 5


Year 5 SEN Broad Area of Need
OTH, 0, 0%
C and L, 0, 0%
NSA, 1, 14%
S and P, 2, 29%
C and I, 4, 57%
SEMH, 0, 0%


SEN Primary Type of Need for Year 5
0 0 0 0 2 2 0 0 0 0 2 1 0
MLD SpLD SLD PMLD SLCN ASD SEMH VI HI MSI PD NSA OTH

YEAR 6


Year 6 SEN Broad Area of Need
NSA, 2, 25%
C and I, 3, 37%
S and P, 0, 0%
SEMH, 3, 38%

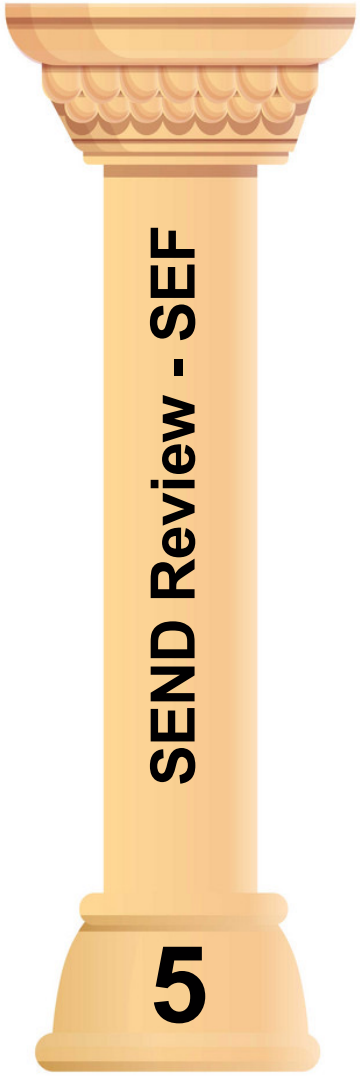

SEN Primary Type of Need for Year 6
0 0 0 0 1 2 3 0 0 0 0 2 0
MLD SpLD SLD PMLD SLCN ASD SEMH VI HI MSI PD NSA OTH

Key Assessment Tools for the Four Broad Areas of Special Educational Need

Both phases **Primary** **Secondary**

Cognition and Learning	Communication and Interaction
York Assessment of Reading for Comprehension (YARC) - a one-to-one, diagnostic reading assessment of fluency and comprehension skills. Primary and secondary editions. **Single Word Spelling Test (SWST)** – A group test designed to assess spelling attainment for 6 – 16 year olds. **New Group Reading Test (NGRT) and New Group Spelling Test (NGST)** – Group assessments of reading and spelling. Reports can be developed that combine and compare results from both tests. **PhAB and PhAB2** - A battery of tests that help assess phonological awareness and processing of sounds in 5 -11 year olds (PhAB) and 6-14 year olds (PhAB2). **Wide Range Achievement Test (WRAT-4)** – An assessment of reading fluency, reading comprehension, spelling and number skills in one comprehensive battery. **Sandwell Early Numeracy Test (SENT)** – Assesses ability of basic numeracy skills. 2 editions for pupils aged 4-8 (SENT-R) and pupils aged 8 to 14 years (SENT KS2–KS3). **Cognitive Abilities Test (CAT4)** - Standardised measure of cognitive reasoning ability across 4 areas: verbal, non-verbal, mathematical and spatial. **Lucid Rapid** –Standardised Group screening for dyslexia in pupils aged 4 to 15. **Lucid LASS** - Assessment to highlight differences between actual and expected literacy levels. Available in 2 versions: ages 8-11, and 11-15.	**WellComm Toolkit** - Speech and Language Toolkit for Screening and Intervention in the Early Years. Offers a range of customised intervention activities to help support language development. **British Picture Vocabulary Scale (BPVS3)** – A one-to-one test that assesses vocabulary. It can be used to assess language development in non-readers and pupils with expressive language impairments. **The Progression Tools** - A series of 8 non-standardised tools aimed at different ages to support identification of speech, language and communication needs. Can also be used to track progression of these skills over time. Available from: www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/progression-tools-primary/ **Renfrew Language Scales** – Assesses the age level of consecutive speech used from information content, sentence length and grammatical usage in retelling a story. Includes the Action Picture Test, the Bus Story Test and the Word Finding Vocabulary Test. Ages 3 to 9 years. Available from: www.winslowresources.com **Infant and Junior language link** – Group screening assessment to identify receptive language need. Includes intervention resources. Available for EY/KS1 and KS2. Available from: https://www.speechandlanguage.info/primary **Autism Progression Framework** – a free interactive assessment tool to support identification of pupils' social, emotional, independence and learning needs. Available from: http://www.aettraininghubs.org.uk/schools/pf/

Social, Emotional and Mental Health	Sensory and/or Physical
Boxall Profile – A checklist framework for assessment of social, emotional and behavioural difficulties. Online version available online at: https://boxallprofile.org **Strengths and Difficulties Questionnaire (SDQ)** – A brief behavioural screening questionnaire for 3-16 year olds. Versions of the questionnaire are available for pupils, parents and teachers to complete. Available for free from: http://www.sdqinfo.com **Emotional Literacy** – A series of checklists designed to discover where pupils' strengths and weaknesses are in the area of emotional literacy e.g. self-awareness, motivation, empathy, social skills. **Measures of Children's Mental Health & Psychological Wellbeing** – A series of simple, questionnaire based assessments that can be used to assess a range of children's social and emotional skills, individually or in groups. Includes resilience, social behaviour and belonging. Suitable for 2 to 20 years. **Pupil Attitude to Self & School (PASS) -** An all-age attitudinal survey that provides a measurement of a pupil's attitudes towards themselves as learners and their attitudes towards school. **Revised Children's Anxiety and Depression Scale (R-CADS) –** A series of questionnaires that measure the reported frequency of symptoms of anxiety and low mood, including separation anxiety, social phobia, panic, obsessive compulsion and low mood. Available from: https://www.corc.uk.net/outcome-experience-measures/revised-childrens-anxiety-and-depression-scale-and-subscales/	**VMI-6 - Beery-Buktenica Developmental Test of Visual-Motor Integration –** An all-age screener for visual-motor deficits that can lead to learning, neuropsychological and behaviour problems. Available from: https://www.pearsonclinical.co.uk/Psychology/Psychology.aspx **Visual/Hearing Impairment assessments -** Assessments that would be carried out in collaboration with specialist teachers and healthcare professionals. **Physical and other sensory needs assessments- used** to assess sensory processing difficulties. To be carried out with occupational therapist or paediatrician. **Biel and Peske Sensory Checklist** – Observational checklist that can be used to assess sensory needs including touch, proprioception, vestibular and auditory. Available from: http://www.senplus.ltd.uk/sensory-andor-physical-needs/



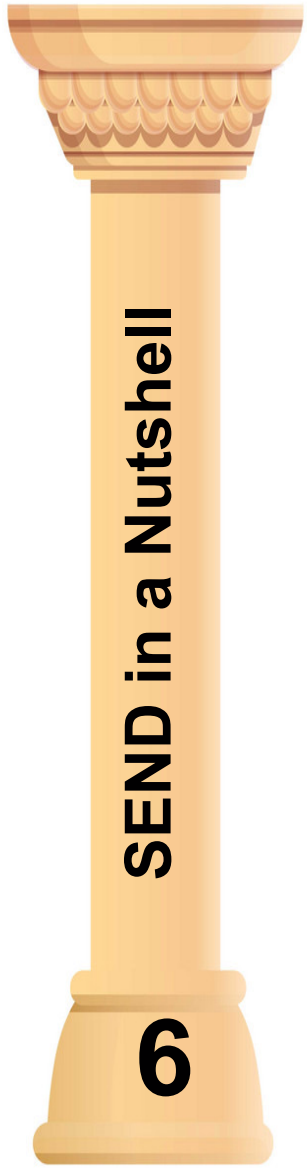
A leader of SEND……

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

Leadership and management

Statements	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.			
There is sufficient strategic capacity to effectively implement the SEND Development Plan and support improvements across the school			
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. It is understood by all staff.			
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 (or another member of SLT acts as the SEND Champion) 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 / SLT SEND Lead 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			

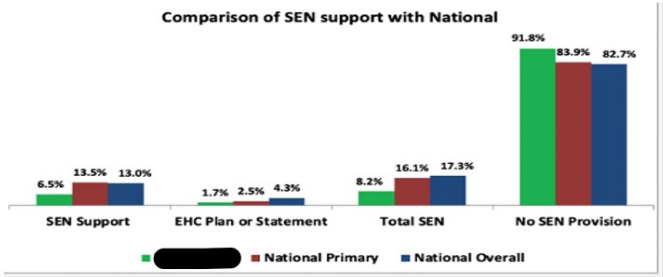
Areas of strength for whole school leadership and management:	**Key recommendations for whole school leadership and management:**

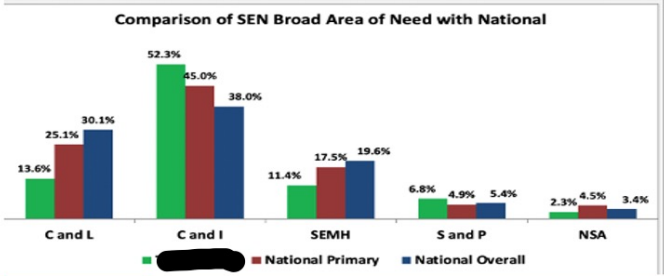


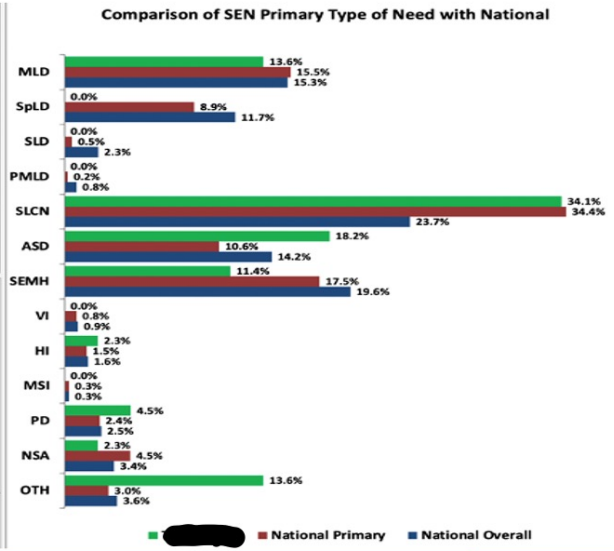
A leader of SEND……

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 2023 census data)*







High Quality Teaching and Learning

Ways in which the curriculum is adapted for pupils with SEND

x	x	x

Ways in which teachers adapt their teaching for pupils with SEND

x	x
x	x

Ways in which the graduated approach is being improved

x	x	x

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

x	x	x

Ways in which expertise in SEND is being strengthened

x	x	x

Ways in which whole school leadership of SEND is being strengthened

x	x	x

Attendance, Exclusions, Outcomes *(2021-22 Performance Summary)*

% Overall attendance in primary schools (Sept.22-July23)

	National No SEN	School No SEN	National SEN Support	School SEN Support	National EHCP	School EHCP
2021-22	94.5	92.8	92.2	89.5	89.5	88.2

Rate of exclusions and suspensions in primary schools

	% Exclusion						% Suspension					
	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
2021-22	0.05		0.25		0.13		4.69		18.59		17.63	

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
2021-22	65.2		22.9		3.6		75	80	38	40	19	33

	% Reaching exp. standard in KS1			% Reaching exp. standard at KS2				End of KS2 progress score		
	R	W	M	Comb.	R	W	M	R	W	M
2021-22 Nat. All	67	58	68	59	75	69	71	0.04	0.05	0.04
2021-22 Sch. All	68	65	66	69	77	75	78	0.06	0.93	0.39
2021-22 Nat. SEN Supp.	30	7	33	21	44	30	40	-1.17	-1.55	-0.91
2021-22 Sch. SEN Supp.	60	60	40	29	29	29	43	-2.02	-0.01	-1.54
2021-22 Nat. EHCP	12	20	14	7	16	11	15	-4.49	-4.11	-3.88
2021-22 Sch. EHCP	0	0	0	0	0	0	0	-7.09	-8.23	-3.69

Strengths and Areas for Development

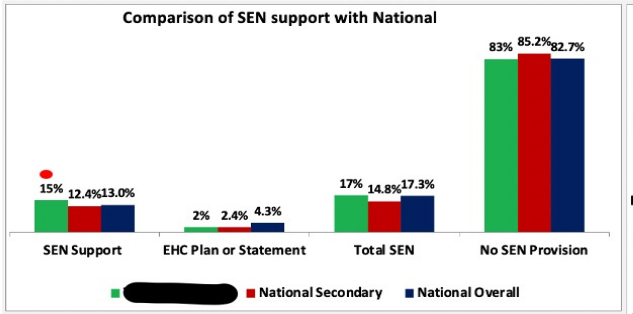
Our 3 key strengths in SEND:

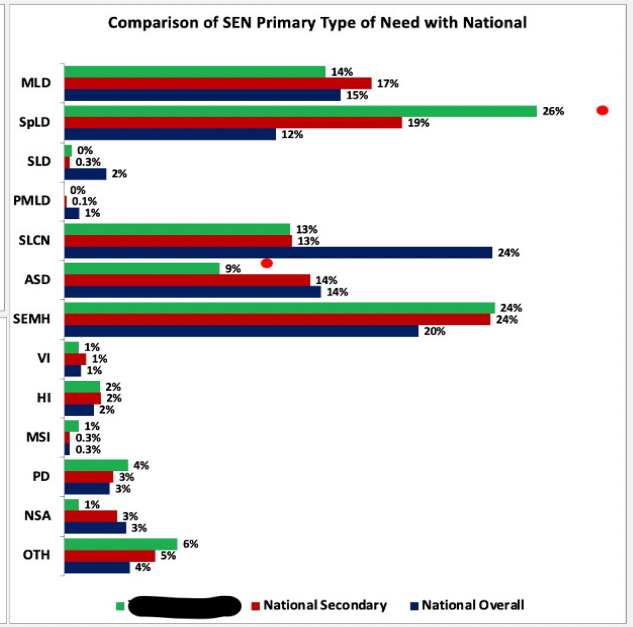
- x
- x
- x

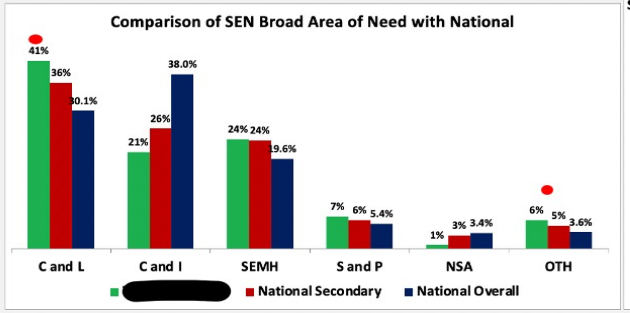
Our 3 key areas for development in SEND:

- x
- x
- x

Identification *(Jan 2023 census data)*







Attendance, Exclusions, Outcomes *(2021-22 Performance Summary)*

% Overall absence in secondary schools

	National No SEN	School No SEN	National SEN Support	School SEN Support	National EHCP	School EHCP
2021-22	8.3	10.4	12.7	14.4	13.7	11.4
2022-23						

Rate of exclusions and suspensions in secondary schools

	% Exclusion						% Suspension					
	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
2021-22	0.11	0.08	0.50	0.00	0.27	0.00	10.28	5.53	36.19	19.39	38.03	17.24
2022-23												

Outcomes in secondary Schools

	Attainment 8						Progress 8					
	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
2021-22	52.39	56.08	34.9	42.54	26.0	42.33	0.09	0.20	-0.47	0.30	-0.72	-0.15
2022-23												

High Quality Teaching and Learning

Ways in which the curriculum is adapted for pupils with SEND		
x	x	x

Ways in which teachers adapt their teaching for pupils with SEND	
The implementation of research-proven strategies	Implementation of the WSS teacher handbook at subject level
EEF 5 a day for SEND	Strategies across the four broad areas of SEN need

Ways in which the graduated approach is being improved		
Clear termly targets agreed with parents/students and known by all teachers		x

Ways in which we are strengthening engagement and co-production with families		
A more precise implementation to the graduated approach	Individual reviews for all students on SEN Support	Establishment of parent SEND advisory group

Ways in which expertise in SEND is being strengthened		
Focus on the four broad areas of need	Further develop SEND specific assessments	

Ways in which whole school leadership of SEND is being strengthened		
x		'Year on a page' for pastoral leaders

Strengths and Areas for Development

Our 3 key strengths in SEND:

- The school's ambition and expectations for students with SEND are the same as for all students
- A focus on high quality teaching and learning means that students with SEND make good progress
- The ethos and culture of the school and its inclusive philosophy

Our 3 key areas for development in SEND:

- The information supplied to teachers and the monitoring of its implementation by leaders
- The implementation of the tools of effective SEND leadership by all leaders
- A focus on the four broad areas of SEN need and how they impact upon teaching & learning.

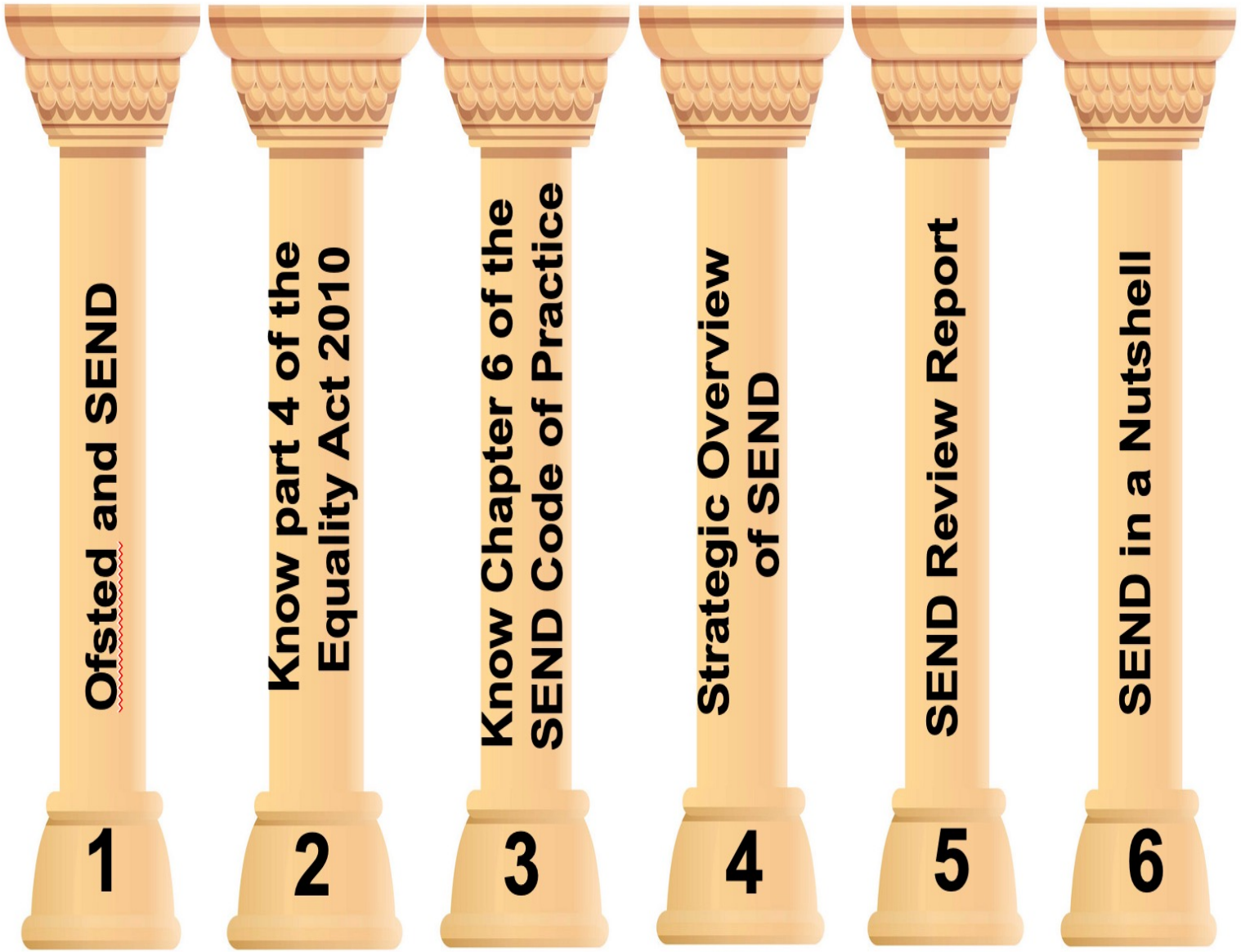
The nutshell as a Leadership tool

The nutshell as a Governance tool

The nutshell as an External Review tool

It demonstrates a strategic understanding of SEND and will support a consistent narrative and joined-up approach

The 6 Pillars of SEND Leadership



1. Use the Ofsted inspection Handbook (esp. para.266) to improve provision and drive a shared narrative on SEND in your school.

2. Understand the implications of the Equalites Act in relation to learners with SEND.

3. Make sure everyone knows Chapter 6 of the SEND Code of Practice and the implications of this statutory guidance.

4. Know the patterns of identification in your school and use these to inform teaching and learning

5. Make sure the school has an annual SEND Review with external input to support school improvement

6. Use a one page overview of SEND to drive up an understanding of SEND amongst leaders and governors.

Funded by Department for Education

WholeSchool SEND

nasen Helping Everyone Achieve

The Leadership of SEND and Ofsted

Suffolk – 12.10.23

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