

SEND Bytes

Special Educational Needs & Disability E-Newsletter



Contents

1 Welcome

What does the indicative draft Code of Practice mean for SENCOs?

2 South East 7 – The Local Offer

4 Interview with: Maria Dawes, Head of School Effectiveness

5 Advanced Training Materials: Leading SEND in schools

Book Review

Dates for diary

6 Top Tips for supporting Young People with autism

- The Local Offer
- Interview with: Maria Dawes, Head of School Effectiveness
- Advanced Training Materials: Leading SEND in schools
- Book Review: MAXIMISING THE IMPACT OF TEACHING ASSISTANTS – Guidance for School Leaders and Teachers
- Dates for Diary
- Top Tips for supporting Young People with autism

We hope you enjoy reading the articles in this edition.

What does the Indicative draft Code of Practice mean for SENCOs?

Whilst we are still in the draft stages of the final development of the new Code of Practice before its implementation in September 2014, there are key differences in the emphasis and focus for Local Authorities and schools, which will have implications for SENCOs in the future.

There is a much stronger emphasis on person-centred planning, a focus on outcomes and the evidence base on which decisions are made. It makes clear that the approach should start 'with the individual (not with services), and take account of their wishes and aspirations, and the support they need to be included and involved in their community'.

The draft Code makes it clear that the SENCO role is pivotal and confirms that the SENCO must be a qualified teacher working at the school and that *'the SENCO is responsible for ensuring that the school can track and record support plans and decisions for all the children with SEN in the school'*.

It also states that the SENCO can be *'particularly effective when part of the leadership team'* and, where they have not previously been the SENCO at that or any other relevant school for a total period of more than 12 months, they must achieve the National Award in Special Educational Needs Coordination within three years of appointment. The implication of the training requirement is that the national training programme for SENCOs will continue, although there is no confirmation of how this will be funded in the future.

The indicative draft Code is clear *'that schools should create a sharper focus on helping teachers to differentiate between pupils who need support to catch up with their peers and those who need a more tailored approach to address a specific SEN'*, that is impacting on their ability to learn. These will be the pupils who require support and/or interventions that are additional to or different from those normally provided as part of the differentiated curriculum and teaching strategies, and it is this group who will need Additional SEN Support.

The Code indicates that these pupils should be provided with such support following discussion with parents about the identified needs, the support to be provided, and how improved outcomes can be achieved. SENCOs will want to consider with colleagues how effectively their school carries out the detailed assessments expected by the new Code in order to make accurate judgments of needs, provide appropriate interventions and ensure regular review. Provision Management will be central to this evaluation process and linked to the Local Offer.

Welcome to this first edition of SEND Bytes. This is an exciting new venture between the Surrey SEND Teaching School Partnership (formerly West Hill Teaching School) and Babcock 4S SEN Consultants. We hope this will become part of your regular reading to keep yourself up-to-date with developments in SEN and Disability in this fast changing educational landscape as outlined in the article on the new Indicative Code of Practice and the Local Offer which will inform your on-going practice. We want this publication to reflect the wide range of voices in this field, represented by classroom practitioners and specialist professionals. For future editions we would value contributions from SENCOs, Heads of Inclusion and Headteachers. Please send your ideas, comments, and examples of best practice to:

teachingschool@west-hill.surrey.sch.uk or susan.skinner@babcockinternational.com

In this edition we have:

- What does the Indicative draft Code of Practice mean for SENCOs?

The Local Offer for educational provision will include mainstream and specialist educational settings and will include:

- special educational provision (such as SEN support or learning support services, sensory support services or specialist teachers)
- arrangements for collaboration, for example shared services between schools
- arrangements for additional funding for children and young people with high needs in mainstream and specialist settings.

The proposed regulations also require information from SEN providers about:

- their approach to teaching
- how they adapt the curriculum and additional learning support available
- how progress towards identified outcomes will be assessed and reviewed
- how effectiveness of special educational provision will be assessed and evaluated
- how facilities that are available can be accessed
- what activities are available for in addition to the curriculum
- what support is available

The section that focuses on the identification of needs under the four primary areas (to be further developed) includes an outline of a 'simple' approach to planning, monitoring and reviewing the needs of pupils, together with an indication that this will replace current guidance on the use of IEPs.

SENCos will need to make clear the provision that has been in place and the impact it has had on outcomes when applying for an Education, Health and Care Plan (EHCP) through the use of provision maps.

The draft Code makes clear that it is expected that the views and wishes of the child, young person and parent must be taken into account in the preparation and agreement of the plan, and that parents, children and young people should also be fully involved in the conducting of the annual review and in any reviews which take place at points of transition in the system.

The draft Code also makes clear that decisions about the content of plans should be transparent and involve parents and

young people; that the plans should be readable and accessible to parents and young people; and that they should be evidence-based and focused on outcomes.

Brian Lamb sees the changes as marking *'a shift from seeing family involvement as a good principle to a fundamental prerequisite of what defines a good system and service. They also represent a major opportunity for SENCOs – where their role is strategic and facilitated with sufficient time – to work closely with parents, not only to improve confidence and outcomes, but also to shift the focus in schools more squarely onto SEN as 'part of what we do' and the aspiration of the Code to ensure that "all teachers are teachers of children with special educational needs".'*

Helen Johns, Senior Consultant for Inclusion and SEN, Babcock 4S



The Local Offer

Context

At the start of 2013 the government published its proposed legislation relating to SEN, which is found in Part 3 of the Children and Families Bill.

You can read in full the SEN details set out in the **Indicative Draft: The (0-25) Special Educational Needs Code of Practice** which was published in March 2013. Whilst it is work in progress and there will be a formal consultation in the autumn, we already know the government's expectations. Surrey is a member of the SE7 Pathfinder and as a result has been able to influence the DfE as it rolls out its plans.

What is the Local Offer?

The Local offer is a key part of the proposed new Code of Practice which can be found in chapter 4.

From September 2014 Local Authorities **must** publish in one place information about the provision they expect to be able to be in their area for children and young people between 0 and 25 years who have SEN and disabilities.

What is its purpose?

The Local Offer has two clear purposes:

- To provide clear, comprehensive and accessible information about the

support and opportunities that are available; and

- To make provision more responsive to local needs and aspirations by directly involving children and young people with SEN, parents and carers, and service providers in its development and review

What must be included in the Local Offer?

The local offer must include information about:

- Education, health and care provision for children and young people with SEN (which should include information about its quality and the destinations/outcomes achieved by those who use it);
- Arrangements for identifying and assessing children and young people's SEN, including arrangements for requesting an EHC needs assessment;
- Other education provision (educational provision outside of schools or colleges such as sports or arts provision);
- Training, including apprenticeships;
- Arrangements for travel to and from schools, post-16 institutions and early years providers;
- Support to help children and young people in moving between phases of education (for example from early years to school, from primary to secondary) and to prepare for adulthood; Sources of information, advice and support in the local authority's area relating to SEN, including information provided under clause 32 of the Children and Families Bill, forums for parents and carers, support groups, childcare and leisure activities, and
- Arrangements for making complaints, for the resolution of disagreements, mediation, and parents' and young people's right to appeal a decision of the local authority to the Tribunal.

How is the Local Offer to be produced?

- It must be engaging and co-produced by parents and children and young people.
- It needs to be accessible and in an easy to understand jargon-free format.
- It should be transparent and comprehensive so that parents and young people can easily find the content of the Local Offer.
- It must publish comments on the Local Offer and the LA's response

How does this fit with the schools' offer?

All schools will be expected to outline the offer they make for pupils with SEN and disabilities. The SE7 has provided a list of questions which will help schools prepare their response and comply with the area minimum standards. This will allow parents to be able to understand the provision available for their child.

Please see the following questions schools need to be able to answer:

Individual early years settings /schools / colleges

Each early years setting, school and college should publish responses to the following questions. The responses should follow the SE7 Local Offer Principles especially in relation to parent carer/young people participation, clarity of language and information about where to go to get further advice or guidance through the information. The responses will make clear what the area-wide minimum standards mean in practice in the early years setting /school /college.

1. **How does the setting/school/college know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?**
How do you identify children/young people with special educational needs? How will I be able to raise any concerns I may have?
2. **How will early years setting/ school/college staff support my child/young person?**
Who will oversee and plan the education programme and who will be working with my child/young person and how often? What will be their roles? Who will explain this to me? How are the setting/school/college governors or trustees involved and what are their responsibilities?
3. **How will the curriculum be matched to my child's/ young person's needs?**
What are the setting's / school's / college's approaches to differentiation? How will that help my child/young person?
4. **How will I know how my child/young person is doing and how will you help me to support my child's/young person's learning?**
In addition to the normal reporting arrangements what opportunities will there be for me to discuss his or her progress with the staff? How does the setting/school/college know how well my child/young person is doing? How will I know what progress my child/ young person should be making? What opportunities will there be for regular contact about things that have happened at early years setting/ school/college e.g. a home school book? How will you explain to me how his or her learning is planned and how I can help support this outside of the setting/school/college? How and when will I be involved in planning my child's/young person's education? Do you offer and parent training or learning events?
5. **What support will there be for my child's/young person's overall well-being?**
What is the pastoral, medical and social support available in the setting / school / college for children with SEND? How does the setting / school / college manage the administration of medicines and providing personal care? What support is there for behaviour, avoiding exclusions and increasing attendance? How will my child/young person be able to contribute his or her views? How will the setting/school/college support my child/young person to do this?
6. **What specialist services and expertise are available at or accessed by the setting / school / college?**
Are there specialist staff working at the setting/school/college and what are their qualifications? What other services does the setting/school/ college access including health, therapy and social care services?
7. **What training are the staff supporting children and young people with SEND had or are having?**
This should include recent and future planned training and disability awareness.
8. **How will my child/young person be included in activities outside the classroom including school trips?**
Will he or she be able to access all of the activities of the setting/school/college and how will you assist him or her to do so? How do you involve parent carers in planning activities and trips?
9. **How accessible is the setting/school/college environment?**
Is the building fully wheelchair accessible? Have there been improvements in the auditory and visual environment? Are there disabled changing and toilet facilities?
How does the setting/school/college communicate with parent carers whose first language is not English?
10. **How will the setting / school/ college prepare and support my child/young person to join the setting / school / college, transfer to a new setting/school/ college or the next stage of education and life?**
What preparation will there be for both the setting/school/college and my child/young person before he or she joins the setting/school/college. How will he or she be prepared to move onto the next stage? What information will be provided to his or her new setting/school/college? How will you support a new setting/school/college to prepare for my child/young person?
11. **How are the setting's/ school's/college's resources allocated and matched to children's/ young people's special educational needs?**
How is the setting's / school's / college's special educational needs budget allocated?
12. **How is the decision made about what type and how much support my child/ young person will receive?**
Describe the decision making process. Who will make the decision

and on what basis? Who else will be involved? How will I be involved? How does the setting/school/college judge whether the support has had an impact?

13. Who can I contact for further information?

Who would be my first point of contact if I want to discuss something about my child/young person? Who else has a role in my child's/young person education? Who can I talk to if I am worried? Who should I contact if I am considering whether child/young person should join the setting/school/college?

14. How are parents involved in the setting / school / college? How can I be involved?

Who would be my first point of contact if I want to discuss something about my child/young person? Who else has a role in my child's/young person education? Who can I talk to if I am worried? Who should I contact if I am considering whether child/young person should join the setting/school/college?

What should we be doing now to prepare?

It is important that both the LA and schools are preparing for September 2014.

The Local Authority has a Local Offer workstream made up of parents, service representatives from education, healthcare, as well as early years' settings, schools and colleges. It is meeting on a regular basis to collect information and design a new web-based system which will become the Local Offer. It has made a good start but there is much still to do.

Schools need to be familiar with the expectations on them as outlined in the legislation through the Indicative Draft Code of Practice. They should also start to prepare answers to the 14 questions as set out in the emerging SE7 Pathfinder guidance.

Surrey is providing training (Provision Management 2.0) to support schools with defining their Local Offer and building capacity to meet the needs of pupils with SEND. Through a whole-school approach linked to the school improvement cycle, schools are expected to produce a multi-layered map outlining the provision in place to support pupils with SEND at Wave 1

(whole-school level), Wave 2 (targeted groups) and Wave 3 (individualised support). Schools need to establish ways of mapping and evaluating the impact of the provision in place on outcomes for pupils. A proforma to support schools will be sent out shortly to help them in this process.

Information on the Surrey Website under 'Provision Management' will support schools with this process, alongside additional materials being produced in line with the training.

The training sessions in the South East were held on 11th/12th June and the next 4 half day sessions for the other areas are detailed below:

SW: 08/07/13 - Ramada, Guildford Road, East Horsley KT24 6BT

NE: 16/09/13 and 17/09/13 – Imber Court Sports Club, Ember Lane, East Molesey KT8 0BT

NW: 25/09/13 and 27/09/13 – Cobham Golf Club, Knaphill, Woking GU21 2TZ

am: 09:30 – 12:30 and pm: 13:30 – 16:30

There is a great deal to be done to get ready for September 2014 and exciting opportunities ahead. Please watch out for regular updates over the next year.

Gary Anderson, Principal Consultant for Inclusion and SEN, Babcock 4S

Interview with:



**Maria Dawes,
Head of School
Effectiveness
Babcock 4S**



What was your background in education?

I originally trained as a maths teacher and worked in a number of different schools in Sussex, Surrey and Hampshire before joining the Senior Leadership Team at a Secondary School in Hampshire. In 2001, I moved to the University of Portsmouth as Associate Head of the School of Education, where I remained for 5 years. I then decided to become an HMI, partly because I wanted to move back into working more directly with schools.

What influenced your decision to undertake Ofsted training/become an HMI?

During my years in education, I had experienced several Ofsted inspections which I felt helped to clarify what the setting needed to do to improve and had been very useful in securing better outcomes for the children and young people. Everything I do is underpinned by a desire to make a difference to children and young people.

Which 3 qualities do you feel are most essential for the role of HMI and why?

- Being analytical, needing to gather evidence and analyse it quickly.
- Excellent communication skills are essential - being able to listen but also being able to deliver difficult messages in a constructive way.
- The ability to develop relationships very quickly as you work with a different team every time and also with the staff in the schools being inspected.

What led you to take up your current role and which aspects have been most challenging?

I wanted to use my skills as an HMI both as an inspector but also my experience in developing the latest school inspection framework to make a difference at a local level and to have a sustained relationship with a group of schools. This has been a very intense but rewarding 6 months, working with a great team.

Have you any funny stories to share?

When I was an HMI, I was being taken through a Year 1 class and a little girl asked me if I was one of 'Her Majesty's Inspectors.' She then went on to ask if I had tea with the queen every week!

Which Government for Education minister do you feel has had the most positive impact?

Estelle Morris, as she was down to earth and sought very hard to understand teachers. She was an evidentially based politician. Most Education Ministers don't seem to last very long, although Michael Gove seems to be in for the long haul!

If you could change one thing that schools are required to do, what would it be?

There has been too much emphasis on testing, leading to teachers teaching to the test, due to the pressure of league tables. The best schools are those with a well-balanced and creative curriculum which provides opportunities to develop children's thinking skills as well as developing their

basic skills.

I was privileged to work with some excellent SEND colleagues in Ofsted which really developed my understanding of the diversity of children with a range of needs. I welcome the higher expectations for CYP with SEND. This is a real passion for me as I believe vulnerable groups should be able to fulfil their potential. Doing the best for the children is about having high expectations.

What future developments would you most like to see in education?

I agree with schools having autonomy – schools are the best places to decide what they need to do, though they need to accept accountability too.

Advanced Training Materials:

Leading SEND in schools

These excellent materials have been produced to support schools in developing their inclusive practice.

Provision for pupils with SEND is every teacher's responsibility and the resources provide a wealth of information, which can be used for whole school training to improve understanding and skills in SEND.

The resources are available at:-
<http://www.education.gov.uk/lamb/>

Modules include:

- Autism spectrum disorders (ASD)
- Moderate learning difficulties (MLD)
- Behavioural, emotional and social difficulties (BESD)
- Dyslexia or specific learning difficulties (SpLD)
- Speech, language and communication needs (SLCN)

Each module is broken up into a number of units, featuring a blend of academic reading, data and statistics, audio and visual materials, and practical activities and tasks. Each of the units is split into the following areas:

- Leadership and inclusion
- Definitions and data regarding SEND
- Theories of learning
- Approaches to assessment and personalised learning
- Coaching and mentoring
- Working with parents
- Monitoring and managing progress
- Lesson study

There are PDFs attached to each unit

providing an overall guide to the training materials. There is an abundance of information and whilst there is guidance on how to progress, professional judgements need to be exercised.

Before adopting the whole training package it is worthwhile considering your school's development needs in terms of catering for students with the specific difficulty. We suggest looking through the materials to identify what is going to be most useful in addressing the training needs of your own school.

Also consider which area of difficulty is most prevalent within your school setting or which difficulty is least catered for. You may contemplate whether to focus on one difficulty forsaking others at that point in time, or whether a more flexible carousel staff training session is appropriate where each difficulty can be addressed, with teaching and learning strategies delivered to staff to support inclusive practices. Ultimately this is a decision each school needs to make. The more teaching and learning strategies school staff have at their disposal then the more they are able to adapt their approach to meet the various needs of the learners.

Overall, the resources are really useful but it is a matter for schools/SENCOs to consider which modules/units are most appropriate for their school setting.

Kenny Wheeler, Associate Consultant for SEN, Babcock 4S



Book Review

MAXIMISING THE IMPACT OF TEACHING ASSISTANTS – Guidance for School Leaders and Teachers. Anthony Russell, Rob Webster and Peter Blatchford (Routledge – ISBN 978-0-66128-7)

Given the increasing numbers and complexity of pupils with SEND, Teaching Assistants have become an integral and valuable part of our educational provision.

This book was written in response to the findings of the DISS project, which found

that Teaching Assistants are not always used effectively.

The authors argue that it is not individual Teaching Assistants who are at fault, but systemic school and classroom factors within which Teaching Assistants operate, that limit their effectiveness.

The authors start by arguing the case for change and go on to consider the benefits of auditing current provision and effective deployment of Teaching Assistants. Other topics covered include the induction process, required subject knowledge and skills, training and recruitment of support staff, followed by their day to day practice. The book concludes by discussing the likely impact for schools and, more importantly for pupils, of following the suggestions given

This well-timed book addresses some of the issues and highlights the central problems found in every day classrooms. It is highly relevant to school leadership teams, SENCOs and Inclusion Managers, providing guidance to help with the management and deployment of support staff. It is also accessible to classroom practitioners, with essential practical tools and strategies to improve on practice and further develop the potential of Teaching Assistants.



Dates for Diary

A one-day conference for secondary SENCOs

Friday 5th July 2013 - 9.30–16.00
The Manor House, Godalming
Event Code: 12T/06626

Network meeting for secondary SENCOs

Wednesday 17th July 2013 - 14.00-16.00
NASUWT Send
Event Code: 13T/07394

To book your place go to:
www.babcock-education.co.uk/4Scpd

COURSES:**Schools LEAP (School Leading Excellence in Autism Practice) Autism/Aspergers training**

A 7 day theory and practical course, spread across Spring and Summer terms, including a 3 day practical workshop during the Easter holiday. The course covers Strategies & Case Studies; implementing TEACCH (Treatment and Education of Autistic and Communication Handicapped Children) and training with a solution-based focus on embedding practice Opportunities for participants to work with primary or secondary age children with SLD to mainstream ability.

Dates: Monday 3rd, 17th & 31st March, Tuesday, Wednesday, Thursday, 8th, 9th & 10th April, Monday 2nd June, 2014.

Venue: The Ridgeway Community School, Farnham, Surrey, GU9 8HB.

Cost: Due to funding from The Surrey Educational Trust, i2i Teaching School and SEND Teaching School, the course will run at a hugely subsidised first year rate of £450.00 for Surrey Schools & Academies, and £1050.00 for non-Surrey Schools.

Contact: info@ridgeway.surrey.sch.uk

Coming Soon**SCERTS course at Linden Bridge**

SCERTS is a comprehensive Multidisciplinary educational approach that directly addresses the core challenges faced by children and persons with ASD and related disabilities, and their families.

Dates: TBA

Contact: teachingschool@west-hill.surrey.sch.uk

Accredited Social Stories training at Freemantles

Freemantles School will be running Accredited Social Stories and Comic Strip Conversation Training at regular intervals during the next academic year.

Dates: TBA

Contact: teachingschool@west-hill.surrey.sch.uk

Babcock 4S will be offering a package of support to enable schools to use support staff more effectively in 2013-2014

**Top Tips for supporting Young People with autism**

Difficulties with social interaction, communication, flexible thinking and behaviour can lead to young people with autism facing significant challenges at school. Consideration should be given to the areas below as a foundation to providing a strong, inclusive support programme.

- **Provide Training** – It is essential that all staff have a basic understanding of autism along with specific information about the individual. If possible, promote inclusion by educating peers through assemblies and as part of the PSHE programme.
- **Work closely with Parents and Carers** - Remember that they spend most time with their child and know their child best. They may also experience difficulties at home. Liaise closely and plan together, particularly in advance of changes to usual routines, when a visual schedule may be helpful.
- **Provide Visual Support** – This tried and tested method aids all pupils' understanding of events as most children find it easier to learn things visually. Visual timetables, images of events, lessons and activities are all useful. This may include calendars, lists, and photos of common objects or events.
- **Communication** – Remember that good conversational skills may disguise poor understanding of language and other forms of communication. Humour, irony and sarcasm may be misinterpreted and need to be explained. New language and concepts may need to be supported visually, with regular opportunities to practice strategies and skills.
- **Environment** – Pupils with autism may find it difficult to fit into existing classrooms and structures and may benefit from a screened area and/or clearly defined organisational routines at times. Inability to filter out sensory information such as buzzing of projectors or flickering lights may affect the pupil's ability to learn.

- **Timetable** – Few pupils with autism can manage the prescribed timetable of a school week. Supportive time-slots may help ease the build-up of pressure each day. This may include 'down time' or additional time for pre-teaching of concepts or explanation of topics covered.
- **Rewards** – Whole class systems may not be motivating to pupils with autism. Rewards may need to be more immediate and linked to the individual's interests. Clear, easily understood, visual systems work best.
- **Transition** – Even small transitions from one activity to another may be difficult. Offer advance, visual notice and support for changes. Provide explicit information and routines, stating the obvious. Allow secondary students to leave lessons early to avoid busy corridors.
- **Remember the positives!** – People on the autistic spectrum are usually loyal and dependable, may have an exceptional memory for topics of interest, adhere meticulously to routines and order. Exploit these qualities to promote positive messages about autism across the school.

Further information:

The **Inclusion Development Programme (IDP)** materials provide more detailed information and a range of helpful resources and checklists.

The **National Autistic Society (NAS)** has easily accessible information about a range of issues related to autism. Additional support and advice is available from the SEND Team at Babcock 4S and Autism Outreach Services.

Primary:

NW & SW Area:
kwebb@freemantles.sch.uk
01483 545680

NE & SE Area:
outreach@linden-bridge.surrey.sch.uk
0208 330 3009

Secondary:

SE & NE Area:
lwaters@west-hill.surrey.sch.uk
01372 14715

SW & NW Area:
outreach@abbey.surrey.sch.uk
01252 725059