





A coalition of schools, school practitioners, charitable organisations, parents and young people committed to improving outcomes for learners with SEND, by networking, collaborating and sharing what works.

Whole School SEND is part funded by the Department for Education to deliver the School's Workforce contract for 2015/6 and 2016/7





The London Leadership Strategy is a not-for-profit organisation run and led by serving Headteachers to transform schools and improve outcomes for children in London and beyond

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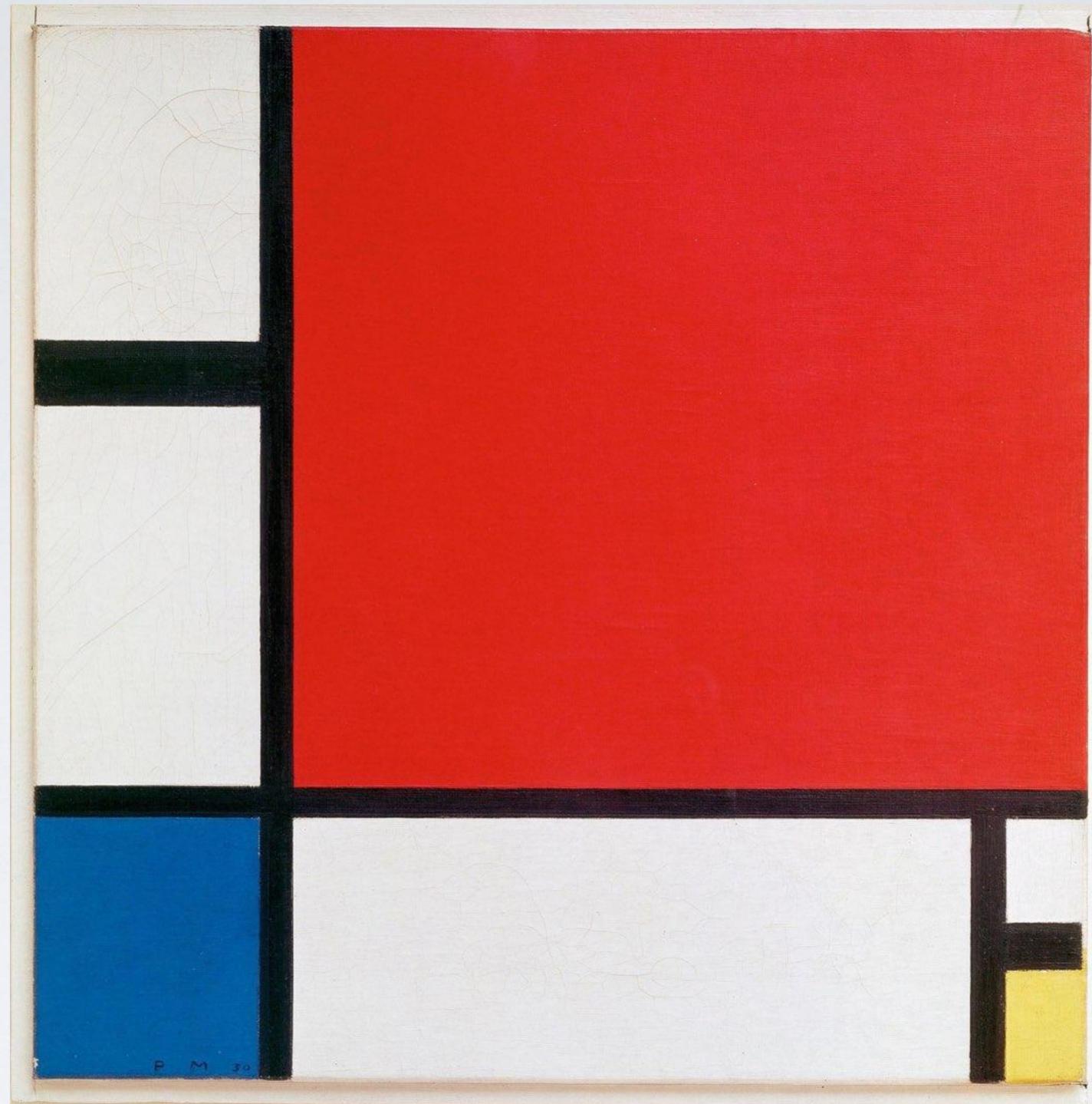
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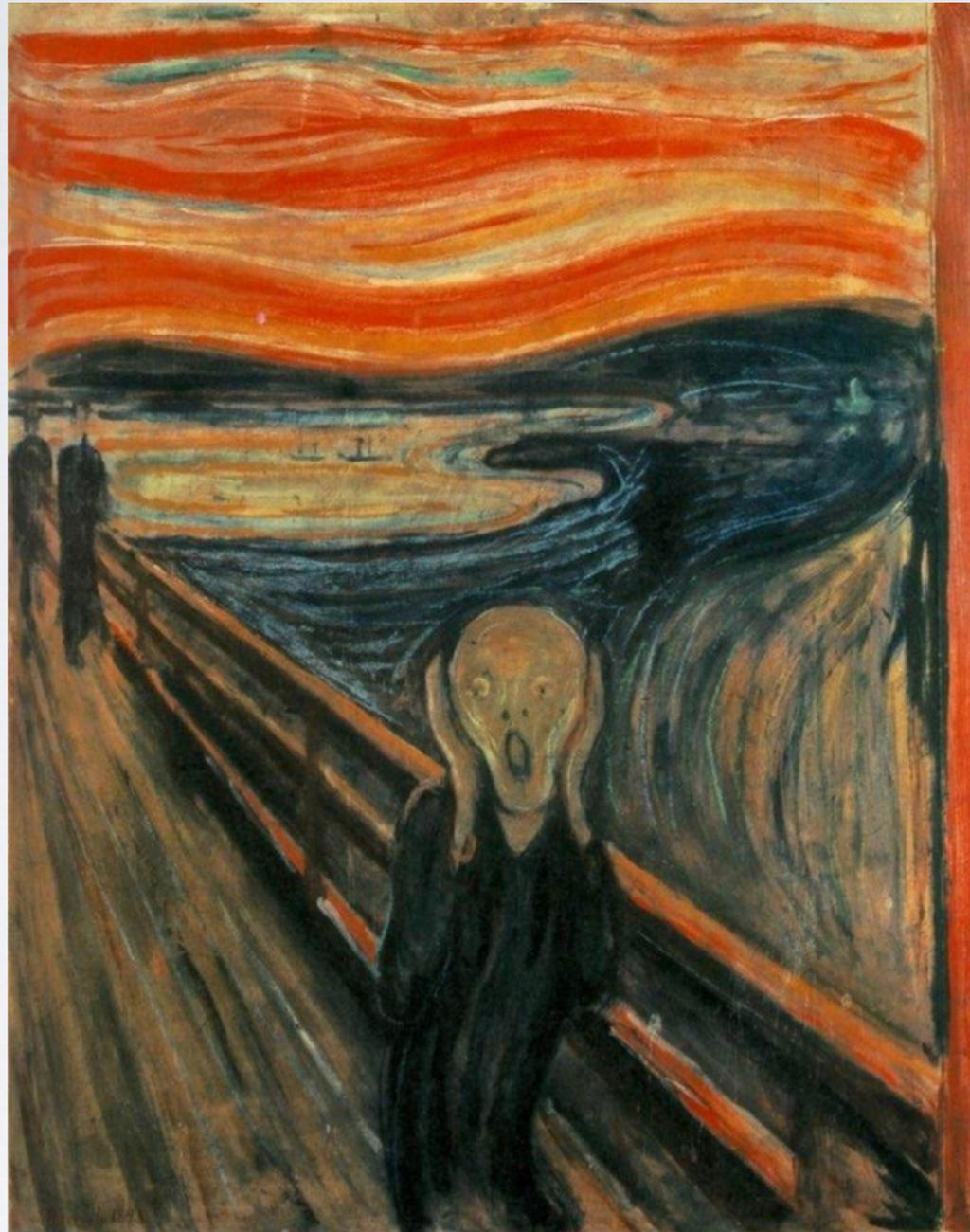
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Piet Mondrian, Composition 11 in Red, Blue and Yellow, 1930

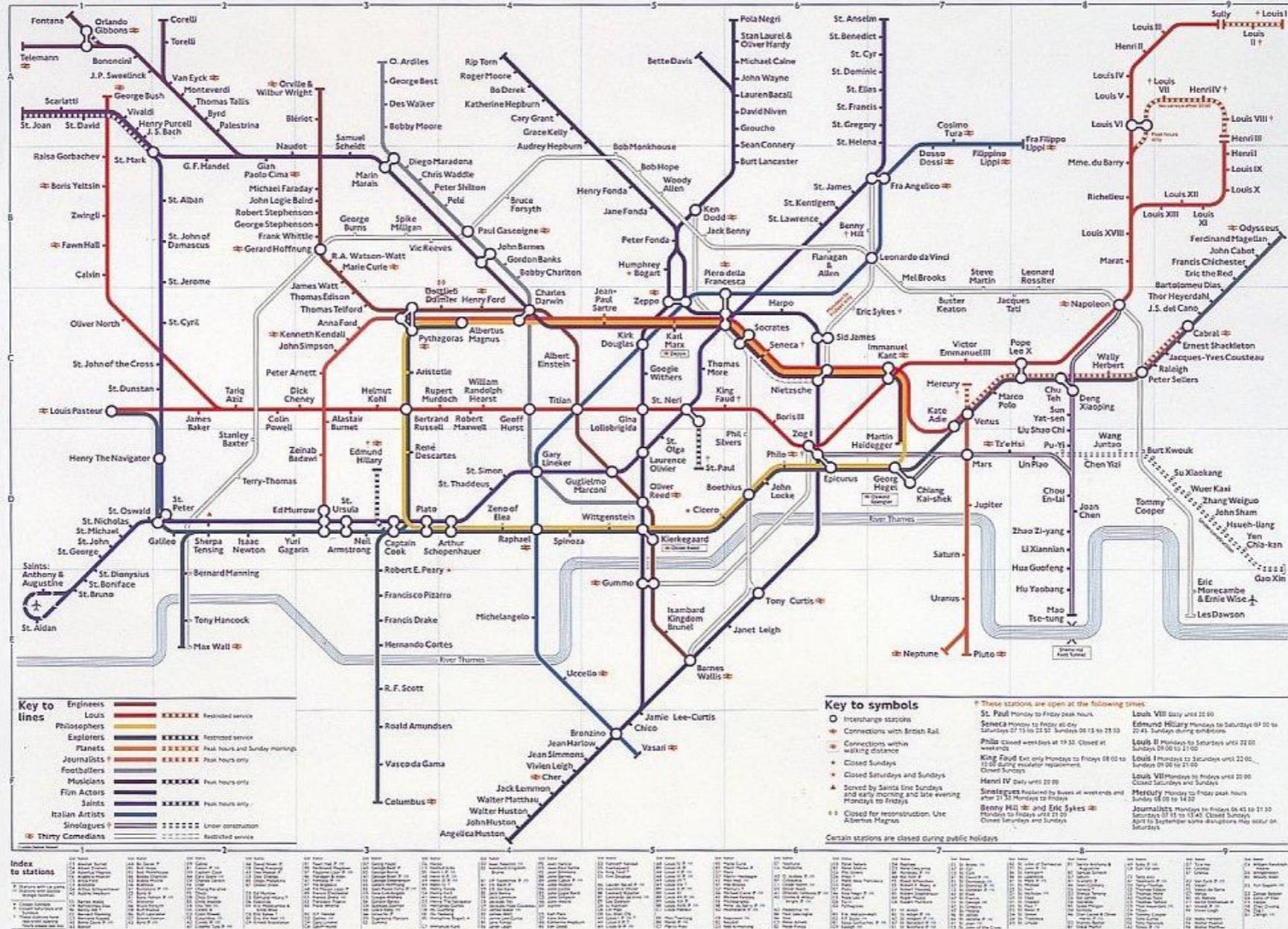


Jackson Pollock, Convergence, 1952



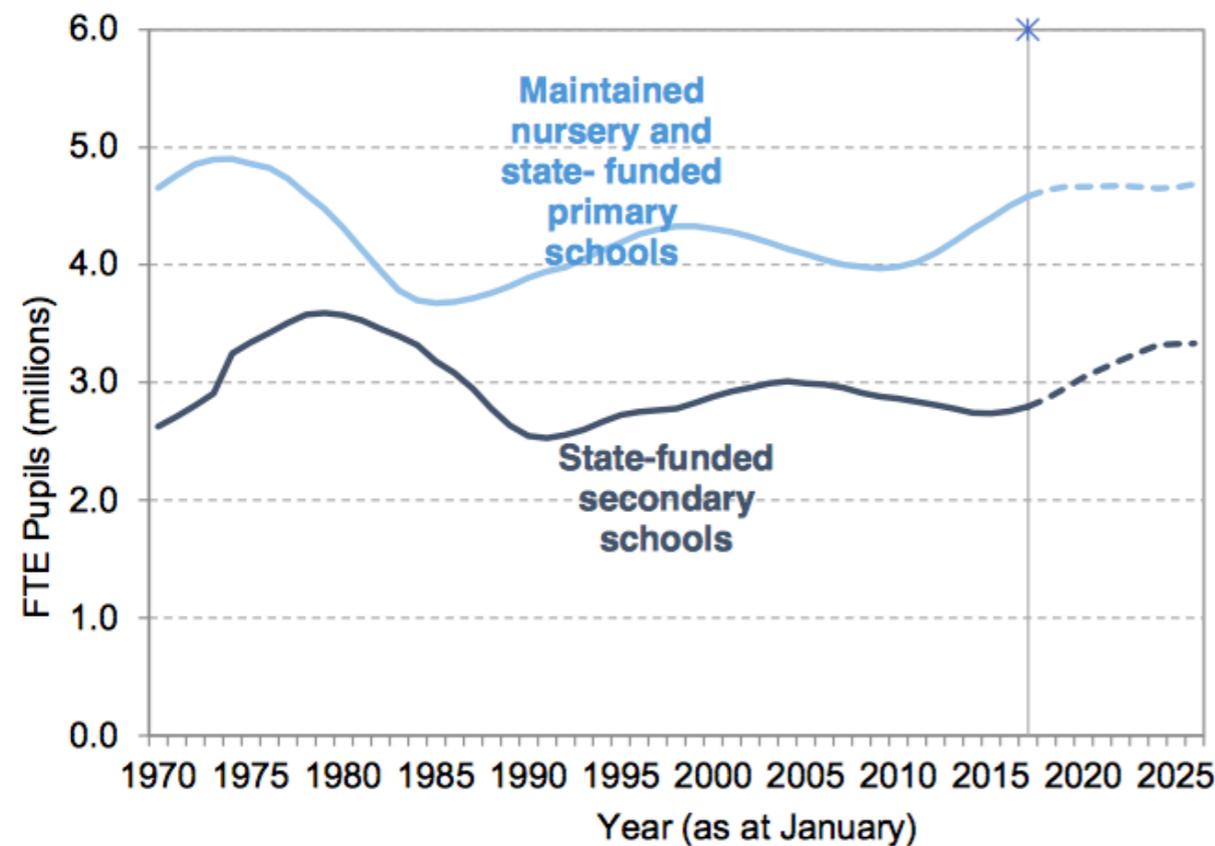
Edvard Munch, The Scream, 1893

# UNDERGROUND The Great Bear



Simon Patterson, The Great Bear, 1992

## Mainstream state-funded schools: full-time equivalent pupil numbers, actual and projected



The pupil projection model contains actual data from the school census up to 2017 and a projected population up to 2026.

The nursery & primary school population has been rising since 2009 and reached 4.58 million in 2017. However, the rate of increase is slowing, due to falling birth rates, and the population is projected to stabilise in 2019 at 4.66 million.

The secondary school population rose to 2.80 million in 2017 as the increased births from 2002 are now entering the secondary school population. The secondary school population is projected to continue increasing for most of the projection period, finally stabilising at 3.33 million in 2025.

		Projection								
2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
4,504	4,583	4,638	4,662	4,661	4,669	4,671	4,665	4,650	4,660	4,685
2,758	2,797	2,863	2,953	3,046	3,117	3,188	3,257	3,317	3,330	3,331
91	95	98	101	103	104	106	107	108	108	108
15	15	15	16	17	17	18	18	18	19	19
7,367	7,490	7,614	7,731	7,826	7,907	7,982	8,047	8,093	8,116	8,144

<https://www.gov.uk/government/statistics/national-pupil-projections-july-2016>

Whilst there is a significant increase in both primary (102,000 or c. 3%) and secondary (534,000 or c.16%), the data provided for special school placements is extraordinary. The projected numbers are an increase of 13,000 pupils or c.12%, but reflect an upward trend since 2007 of 29% compared to 17% for Primary and 11% for Secondary.

If you consider an average Special school, with just over a hundred pupils and a 2:1 staffing ratio on the basis of one teacher with three teaching assistants per class, you are looking at classroom space equivalent to 130 new schools and 6,500 staff, 1,600 of whom will need to be teachers. In eight years!

How much capacity do you have in the Specialist Sector and how well equipped is the Mainstream Sector to meet an increasing complexity of need and an increasing number of those pupils?

# **Standard for teachers' professional development**

## Direct Professional Development

Directly seeks to improve specific pupil outcomes (academic and wider)

### Indirect Professional Development

Links to pupil outcomes less clearly, and may contribute by helping to improve the running of a school or by developing teachers in other ways. Indirect professional development could include, for example:

- leadership development;
- training in operational or procedural tasks;
- attending education conferences to increase awareness of new ideas; or
- statutory training around particular approaches.



## Improved Practice



## Improved Pupil Outcomes

### Briefing and administrative information exchange

There is an important place for briefing, administrative information exchange and statutory updates; however, this is not the same as professional development and should not be seen as part of the time or resource allocated to it.

### Appraisal and monitoring of teaching

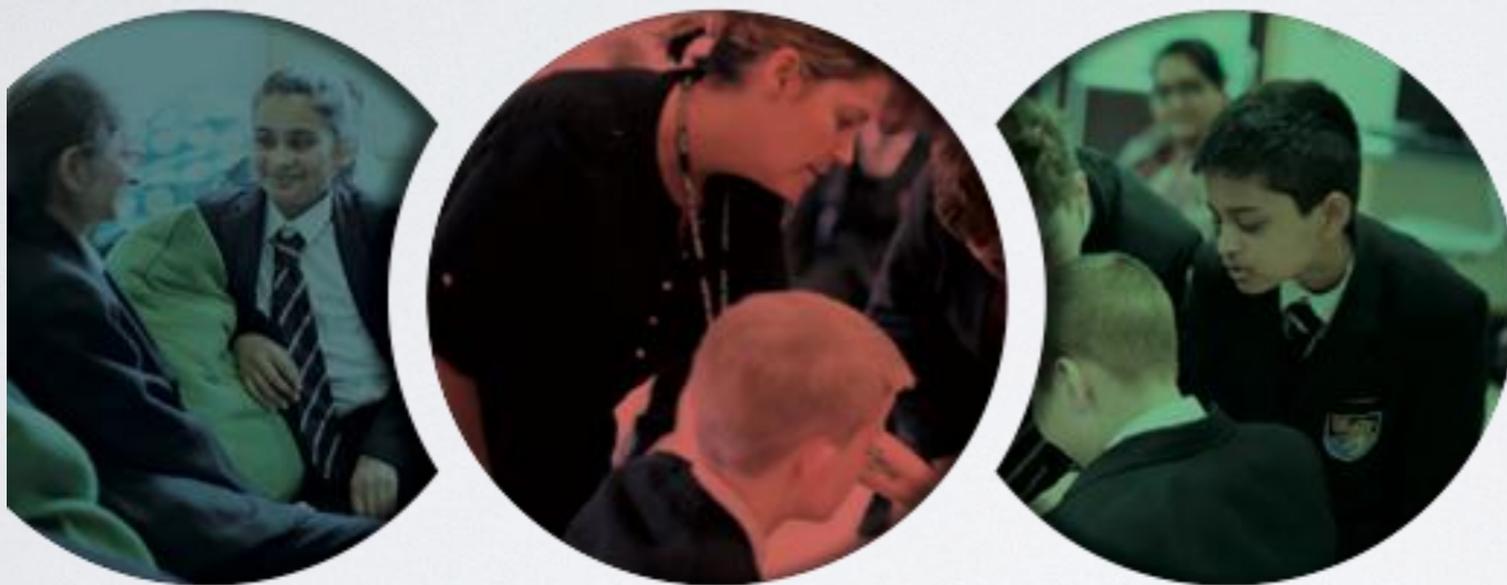
Systems for appraisal and monitoring of teaching are necessary, and can help to determine starting points for professional development. In themselves, however, they are not direct teacher development processes and should not be seen as part of the time and resource allocated to them.

Care should be taken so that these systems do not impede effective professional development by reducing motivation, undermining trust or generating excessive workload.

- Professional development should have a focus on improving and evaluating pupil outcomes
- Professional development should be underpinned by robust evidence and expertise
- Professional development should include collaboration and expert challenge
- Professional development programmes should be sustained over time
- And all this is underpinned by, and requires that:

Professional development must be prioritised by school leadership

**SEND REVIEWS**



# **SEND** REVIEW GUIDE

A school-led approach to  
improving provision for all

## SIX STAGE PROCESS



### **IDENTIFICATION**

REQUEST FOR A REVIEW IS MADE



### **SELF-EVALUATION**

SCHOOL COMPLETES A SELF-EVALUATION OF CURRENT PROVISION



### **PREPARATION**

THE REVIEWER REQUESTS PREPARATORY INFORMATION, ANALYSES RELEVANT DATA AND CONFIRMS PROGRAMME



### **SCHOOL VISIT**

THE REVIEWER VISITS THE SCHOOLS, COLLECTS EVIDENCE AND DELIVERS VERBAL FEEDBACK



### **REPORTING**

THE REVIEWER SUBMITS A WRITTEN REPORT WITHIN A TIMESCALE AGREED WITH THE SCHOOL



### **FOLLOW-UP**

THE SCHOOL MAY AGREE FOLLOW-UP VISITS AND SUPPORT

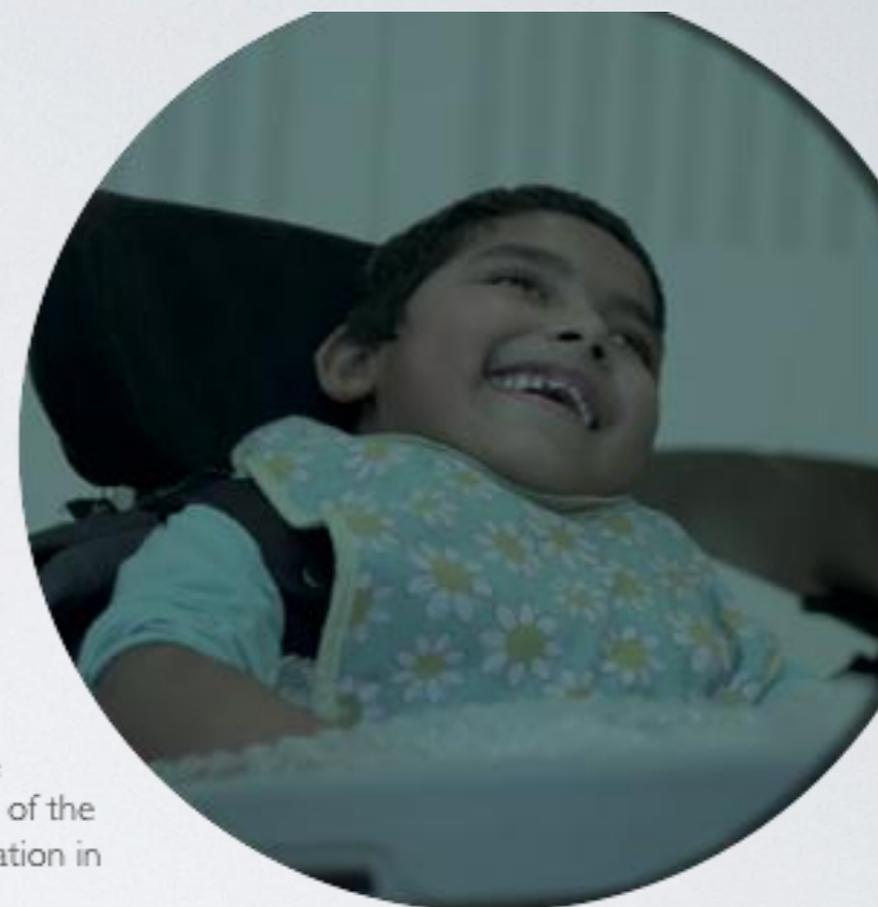


## IDENTIFYING SCHOOLS FOR A REVIEW

### When should schools commission a review?

Reviews can be commissioned for a variety of reasons including:

- Raising attainment and improving progress
- Improving the quality of provision for pupils with SEND
- To support effective implementation of the SEND reforms
- Reviewing the quality of inclusive practice at a school
- Increasing attendance and reducing exclusions for pupils with SEND
- Gaining a better understanding of the well-being of pupils with additional needs
- Identifying SEND as an area for development through self-evaluation
- Wanting a fresh perspective on provision from an experienced system leader
- Significant change in the demographic of the SEND population in the school
- A change in leadership and management at the school
- External validation of a school's evaluation of its SEND provision.



## SCHOOL VISIT

During the school visit, reviewers will follow a programme (agreed between the reviewer and the school) that may include gathering the views of a range of stakeholders including:

- Headteacher
- Senior lead for SEND
- Parents/carers
- Pupils
- SEND governor/Chair of governors
- Classroom teachers
- Teaching assistants
- Pastoral staff
- Specialist teachers, for example a speech and language therapist in a resource base for pupils with a specific need.

Reviewers may also find it helpful to gather evidence in a variety of ways including:

- Lesson observation
- Observation of intervention sessions for pupils with SEND
- Assessment systems of all pupils including those with SEND
- A tour of the school
- Paperwork scrutiny
- Learning walks
- Book looks
- Observation of unstructured activities such as break-time and lunchtime clubs
- Observation of alternative/off-site provision
- Review case studies on pupils.

The school visit/self-evaluation template can provide reviewers with a useful framework that can build on the school's self-evaluation.



## PREPARATION

Taking time to collect a range of evidence before the review can provide invaluable information for the reviewer. Reviewers often spend at least a half-day in preparation prior to visiting the school. This can help to identify a particular focus as well as areas of strength and weakness. It is helpful to agree a programme in advance so that the right people are available on the day the review takes place.

Useful information for reviewers might include:

- The SEND information report and school website
- The school's Ofsted report
- Externally validated data such as RAISEOnline
- Current progress data, including pre/post intervention data
- The school Self-Evaluation Form
- SEND development plan
- A provision map
- An outline of roles and responsibilities within the SEND team
- External reviews or reports
- Statutory policies relating to SEND
- Comparative data for SEND students on attendance, fixed-term exclusions, permanent exclusions and internal isolation against the school, local authority, regional and national benchmarks
- Use of alternative/off-site provision for SEND students and assessment of its effectiveness
- Policy and practice for deployment of teaching assistants – induction and training of same
- Exemplar pupil passports or similar
- CPD programme for staff relating to SEND.

# ANNEX I

## School Visit/Self-Evaluation Template

Context of the school including key SEND statistics, for example % of pupils with SEND, % of pupils with an EHCP

AREA OF FOCUS	SUGGESTED THEMES AND AREAS TO EXPLORE	STRENGTHS	AREAS FOR DEVELOPMENT
<b>Outcomes for pupils with SEND</b>	<p>From their different starting points, the proportions of pupils with SEND making expected progress and the proportions exceeding expected progress, in English and in mathematics, are close to or above national figures. Both internal and national data sets are used to evidence this.</p> <p>School systems promote parent and carer contributions to maximise outcomes for pupils with SEND.</p> <p>Progress for pupils with SEND, across year groups, in a wide range of subjects is consistently strong and evidence in their work indicates that they achieve well.</p> <p>Pupils with SEND develop and apply a wide range of skills, in reading, writing, communication and mathematics effectively.</p> <p>The school is engaging with a range of methodologies to prepare pupils with SEND for the next stage in their education, training or employment. This is evidenced by the tracked outcomes following transition and their destination data.</p> <p>The school uses a range of data to identify barriers to learning. This includes monitoring the types, rates and patterns of bullying and levels of attendance for pupils with SEND.</p> <p>Rates, patterns of and reasons for fixed-period and permanent exclusions of pupils with SEND are not disproportionate. There are no informal or unofficial exclusions.</p>		







# TEACHING ASSISTANTS DEPLOYMENT

REVIEW GUIDE



AREA OF FOCUS	SUGGESTED THEMES AND AREAS TO EXPLORE	STRENGTHS	AREAS FOR DEVELOPMENT
<b>Strategic use of TAs</b>	<p>TA deployment is supported and enabled by contingent decision-making elsewhere (e.g. where TAs have a lunchtime supervision role, it does not interfere with their capacity to be effective in their TA role).</p> <p>TAs are deployed to work with pupils across the attainment range, not restricted to working only with pupils with SEND and/or lower-attainers.</p> <p>TAs contribute to the lesson planning and feedback cycle. Their input is used to inform further planning and provision.</p> <p>TAs are part of the school's performance management and review cycle.</p> <p>Strategic and operational decision-making regarding the employment and deployment of TA is regularly reviewed against the latest evidence of impact.</p>		
<b>Classroom deployment</b>	<p>Teachers plan and organise TA support to expressly serve the objectives and expected outcomes for target groups and individuals.</p> <p>Teachers' TA deployment decisions fall within specific parameters set by the school, and are commensurate with individual TA's skills and aptitudes.</p> <p>Teachers and TAs display effective teamwork and 'real-time' information sharing during lessons. The needs of pupils drive teachers' moment-by-moment decision-making and TAs are deployed to create opportunities for teachers to provide targeted support.</p> <p>TAs assist pupils' access to general classroom teaching. Teachers routinely provide high-level, technical instruction wherever the need is greatest.</p>		
<b>Effective interactions</b>	<p>Effective support is characterised by careful observation of pupils working, allowing sufficient 'wait time', and intervening only when pupils are unable to overcome difficulty independently.</p> <p>TAs consistently give the least amount of help first. Questions are pitched to offer the appropriate level of challenge.</p> <p>TAs ensure pupils retain ownership over their learning and responsibility for the work produced. TAs address what pupils need to do to progress through the task, not complete it.</p> <p>TAs give pupils specific feedback on performance and encourage them to reflect meaningfully on their learning, successes and difficulties.</p> <p>Without adults present, pupils demonstrate the capacity and confidence to self-scaffold.</p>		

# ANNEX 2

## Staff survey

### QUESTIONS FOR TEACHERS

For the first few questions, you will need to think about the LAST lesson in which you received support from a TA.

- Thinking about what you did in that lesson, put the list of five activities into rank order from 1 to 5. Use 1 to indicate the activity you spent the MOST time doing in that lesson, and 5 to indicate the activity you spent the LEAST time doing.

	RANK
Working one-to-one with a pupil	
Working with a pair or group	
Walking around the classroom (monitoring pupils)	
Leading or teaching the class	
Other (marking)	

- Once again, thinking about what you did in that lesson, which two groups of pupils did you spend the MOST time supporting?

	HIGHER ATTAINING PUPILS	AVERAGE ATTAINING PUPILS	LOWER ATTAINING PUPILS	PUPILS WITH SEND	MIXED ATTAINING PUPILS
Most time with...					
Second most time with...					

- To what extent are the answers you provided in Q1 typical of what you do in other lessons?

Very typical	<input type="checkbox"/>
Fairly typical	<input type="checkbox"/>
Not very typical	<input type="checkbox"/>
Not at all typical	<input type="checkbox"/>

- To what extent are the answers you provided in Q3 typical of what you do in other lessons?

Very typical	<input type="checkbox"/>
Fairly typical	<input type="checkbox"/>
Not very typical	<input type="checkbox"/>
Not at all typical	<input type="checkbox"/>

# ANNEX 2

## Staff survey

### QUESTIONS FOR TEACHING ASSISTANTS

For the first few questions, you will need to think about the LAST lesson in which you supported a teacher:

- Thinking about what you did in that lesson, put the list of five activities into rank order from 1 to 5. Use 1 to indicate the activity you spent the MOST time doing in that lesson, and 5 to indicate the activity you spent the LEAST time doing.

	RANK
Working one-to-one with a pupil	
Working with a pair or group	
Walking around the classroom (monitoring pupils)	
Leading or teaching the class	
Listening to the teacher teach	
Other (marking)	

- Once again, thinking about what you did in that lesson, which two groups of pupils did you spend the MOST time supporting?

	HIGHER ATTAINING PUPILS	AVERAGE ATTAINING PUPILS	LOWER ATTAINING PUPILS	PUPILS WITH SEND	MIXED ATTAINING PUPILS
Most time with...					
Second most time with...					

- To what extent are the answers you provided in Q1 typical of what you do in other lessons?

Very typical	<input type="checkbox"/>
Fairly typical	<input type="checkbox"/>
Not very typical	<input type="checkbox"/>
Not at all typical	<input type="checkbox"/>

- To what extent are the answers you provided in Q3 typical of what you do in other lessons?

Very typical	<input type="checkbox"/>
Fairly typical	<input type="checkbox"/>
Not very typical	<input type="checkbox"/>
Not at all typical	<input type="checkbox"/>



**SEND**  
REFLECTION  
FRAMEWORK

# ANNEX I

STATEMENTS	CURRENT EXAMPLES OF STRENGTHS AND AREAS FOR IMPROVEMENT
<p>I demonstrate an understanding that all learners are unique and maintain high expectations about their potential.</p> <p>I refrain from using language and/or teaching approaches that perpetuate generalisations and stereotypes.</p> <p>I actively seek out key information that can impact on learners in my classroom from a range of formal and informal sources, including the learner themselves. This information relates to prior learning, developmental, social and emotional wellbeing and medical requirements.</p> <p>I make effective use of information about the learner, to ensure that my teaching is appropriately challenging and leads to positive outcomes.</p> <p>I make use of a wide range of assessment strategies and tools, to ensure that I have a thorough understanding of the learner. This is informed by a range of evidence relating to both learning and behaviours.</p> <p>I describe the requirements of all learners in my classroom, particularly those with SEND, in accordance with the SEND Code of Practice broad areas of need. I demonstrate a range of adaptations to my practice that enable me to address their requirements effectively.</p> <p>I evaluate critically the potential impact of the interventions which are provided by the setting I work in. I explore alternatives to establish whether better outcomes for the learner can be achieved with different approaches.</p> <p>I understand the importance of evaluating the impact of any additional provision and reviewing this with home and school.</p>	

# ANNEX I

STATEMENTS	CURRENT EXAMPLES OF STRENGTHS AND AREAS FOR IMPROVEMENT
<p>I reflect critically upon the impact of my teaching on all learners and actively seek professional development opportunities to support the improvement of my practice.</p> <p>I work with those with a defined responsibility for SEND to improve the quality of teaching and learning for those within my classroom.</p> <p>I integrate strategies from interventions into my teaching so that learners can sustain progress.</p> <p>I ensure that outcomes successfully achieved within interventions are transferred and embedded in wider classroom practice.</p> <p>I communicate the impact of interventions and their effectiveness to those with defined responsibility for SEND, parents and carers and the learner.</p> <p>My planning and teaching reflects my knowledge of the agreed outcomes for individual learners.</p> <p>I proactively deploy additional adults in the classroom and their impact on the learner is monitored carefully, to ensure that progress is supported effectively.</p> <p>I contribute actively to the ongoing development of the school's curricula, schemes of work and other teaching materials, to ensure that they are well matched to learners.</p> <p>I make use of both quantitative and qualitative data to review accurately and report on pupil progress in relation to the learner's agreed outcomes.</p>	

# ANNEX I

TRANSITION FROM ONE EDUCATION SETTING TO ANOTHER	TRANSITION BETWEEN DIFFERENT ELEMENTS OF EDUCATION
<ul style="list-style-type: none"> <li>• Moving from being at home to attending nursery or pre-school</li> <li>• Transferring from a nursery or pre-school to school</li> <li>• Transferring from one school to another school, either permanently or for specific activities or lessons</li> <li>• Transferring from school to college</li> <li>• Transferring from college to further education</li> <li>• Transferring from home or overseas education to the setting</li> <li>• Transferring out of the setting through either fixed term or permanent exclusions or managed moves</li> </ul>	<ul style="list-style-type: none"> <li>• Moving from one year group to the next</li> <li>• Moving between different key stages</li> <li>• Moving from lesson to lesson both within a single classroom or across multiple classrooms</li> <li>• Changing from periods of non-structured activities to structured activities</li> <li>• Moving from break time to lesson times</li> </ul>

DAILY AND TERMLY CYCLES	MANAGING LIFE EVENTS	CHANGES TO CLASS/DAY STRUCTURE
<ul style="list-style-type: none"> <li>• Moving around the setting</li> <li>• Entering and leaving the building</li> <li>• Preparing for the start of holidays and the return to term time</li> <li>• Preparing for the start of the weekend and the return to the school day</li> </ul>	<ul style="list-style-type: none"> <li>• Significant life events such as the birth of a sibling</li> <li>• Changes to parenting arrangements such as over the weekend or for defined periods of time</li> </ul>	<ul style="list-style-type: none"> <li>• Sitting in different locations or with different people</li> <li>• Changes to the order of the day</li> <li>• Introduction of different staff or resources</li> <li>• Special events, educational visits or visitors to the setting</li> <li>• When people leave the setting</li> <li>• Moving between the classroom and an intervention group</li> </ul>

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

**The SEND Review**  
The SEND Review from LLS is a school-to-school support structure to enable schools to review their SEND provision and write an action plan. Click the banner to see the SEND Review website.

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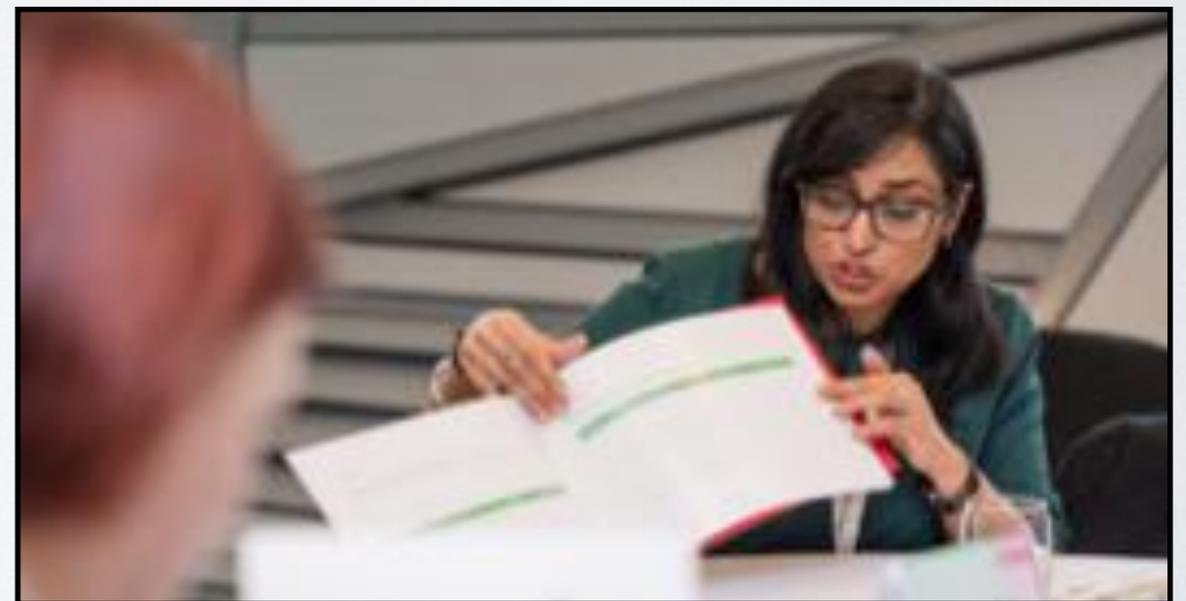
**ACCIS Education**  
Leaders in SEND Recruitment



<http://www.sendgateway.org.uk/index.cfm>

# SEND Reviewer Training

- 14<sup>th</sup> September – London
- 6<sup>th</sup> Oct – London
- 14<sup>th</sup> Dec – London
- 15<sup>th</sup> March – London
- 13<sup>th</sup> July – Rochdale
- 5<sup>th</sup> October – Bradford
- 19<sup>th</sup> October – Wolverhampton
- 9<sup>th</sup> November – Norwich
- 17<sup>th</sup> January – Hastings
- 21<sup>st</sup> February – Bradford





## **Summit: MATs, clusters and groups of schools**

**September 20th**

**Church House, Westminster**



Following the success of the first Whole School SEND Summit in February, this Summit will focus on approaches to including and supporting learners with SEND across MATs, clusters and groups of schools.

This event is for teachers, senior leaders, SENDCos, Inclusion Leads, parents, trustees and governors. While there will be a focus on MATs it will be of interest to anyone looking at supporting SEND learners across a group of schools.

The event will also mark the start of our new personal development programme for MAT Directors/Leads for Inclusion/SEND for which recruitment starts shortly.

[www.eventbrite.co.uk/e/whole-school-send-summit-mats-clusters-groups-and-local-authorities-tickets-353](https://www.eventbrite.co.uk/e/whole-school-send-summit-mats-clusters-groups-and-local-authorities-tickets-353)

## Developing Regional SEND Advocates

A free, year long personal development programme for practitioners and parents with a passion for SEND advocacy, part-funded by the DfE.

Training will include:

- models of school led school improvement
- writing policy papers and informing policy debate
- speaking at conferences
- working with civil servants
- programme design, particularly in local areas
- leading teams of SEND reviewers
- working with the media/social media



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