The background features a pair of hands holding a globe. Overlaid on the globe are several colorful human figures in various colors (green, orange, yellow, purple, pink) holding hands, symbolizing global unity and community. A white circular graphic with a double-line border is centered on the image, containing the main text.

**Strategic
Role of
SENCO within
a Whole School
Approach**

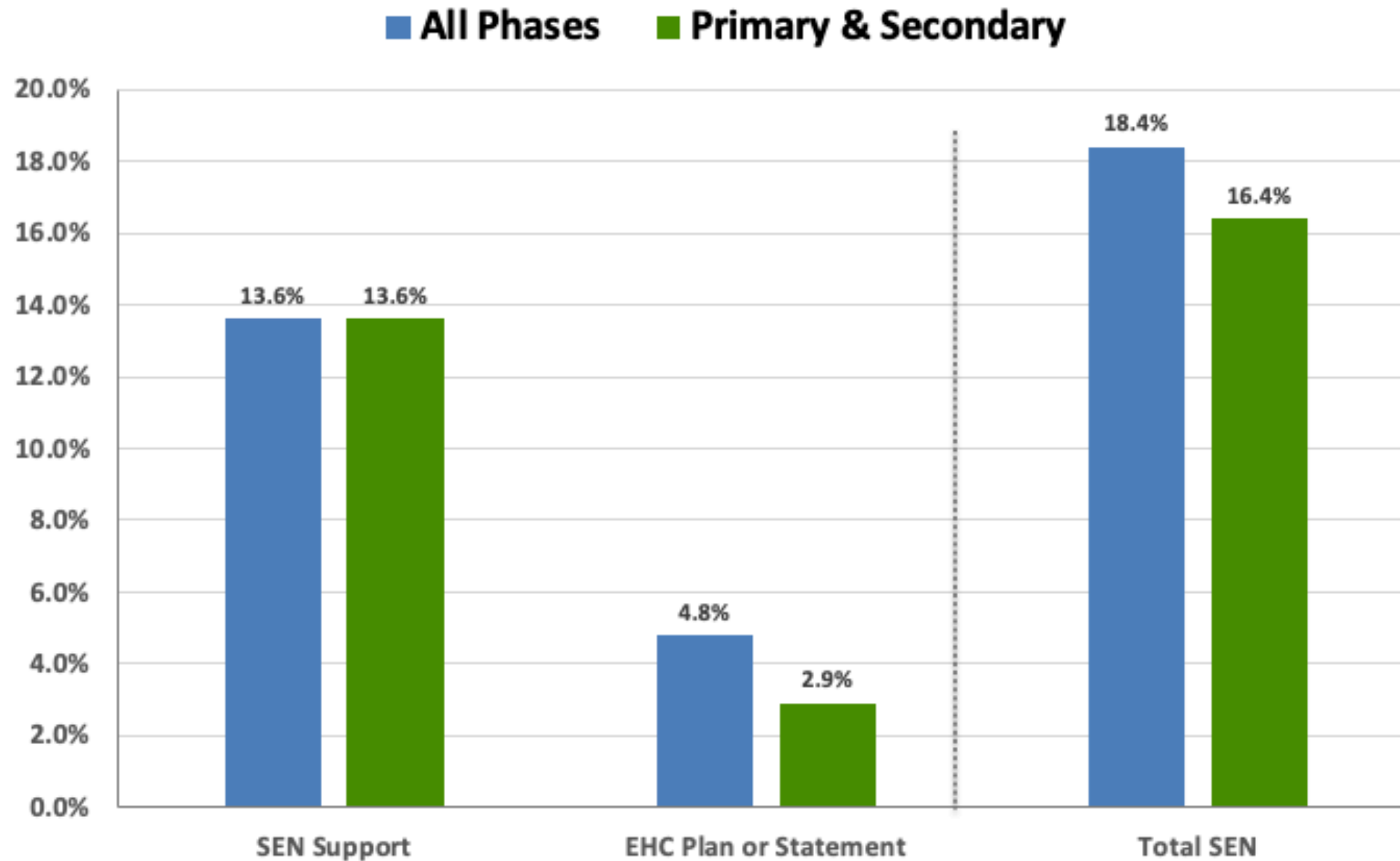
@NataliePacker



True or False?

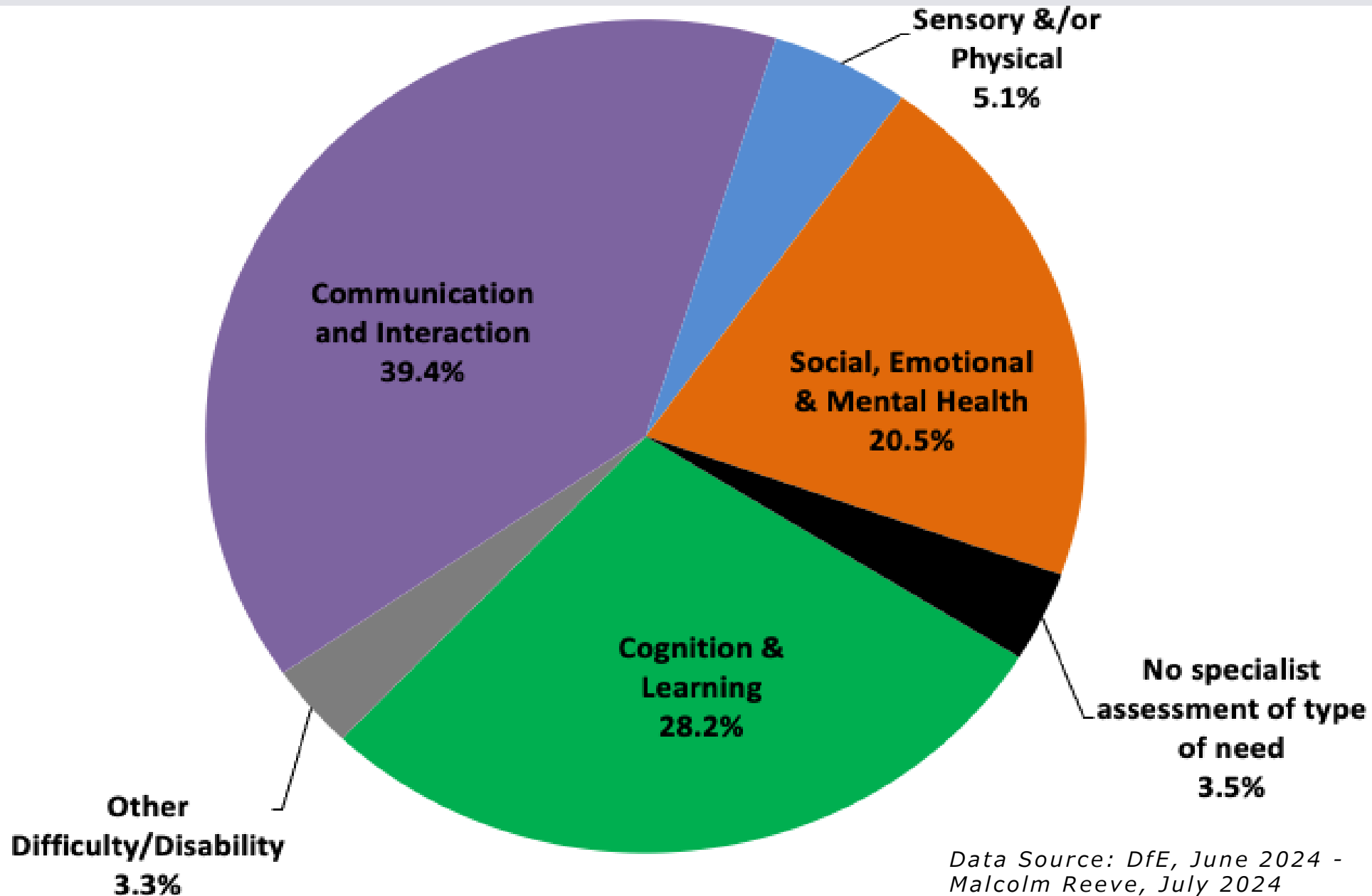
1. It is a statutory requirement for all mainstream schools in the UK to have a qualified SENCO.
2. The overall % of pupils with SEND in the UK in 2014 rose to over 18%.
3. The most common broad area of need in the UK is communication and interaction.
4. The number of primary-age pupils with EHCPs educated in mainstream schools (rather than special) has doubled since 2018.
5. According to a recent survey by the NEU, over 70% of secondary SENCOs felt their workload was 'unmanageable'.

National % SEND 2024



Data Source: DfE, June 2024 - Malcolm Reeve, July 2024

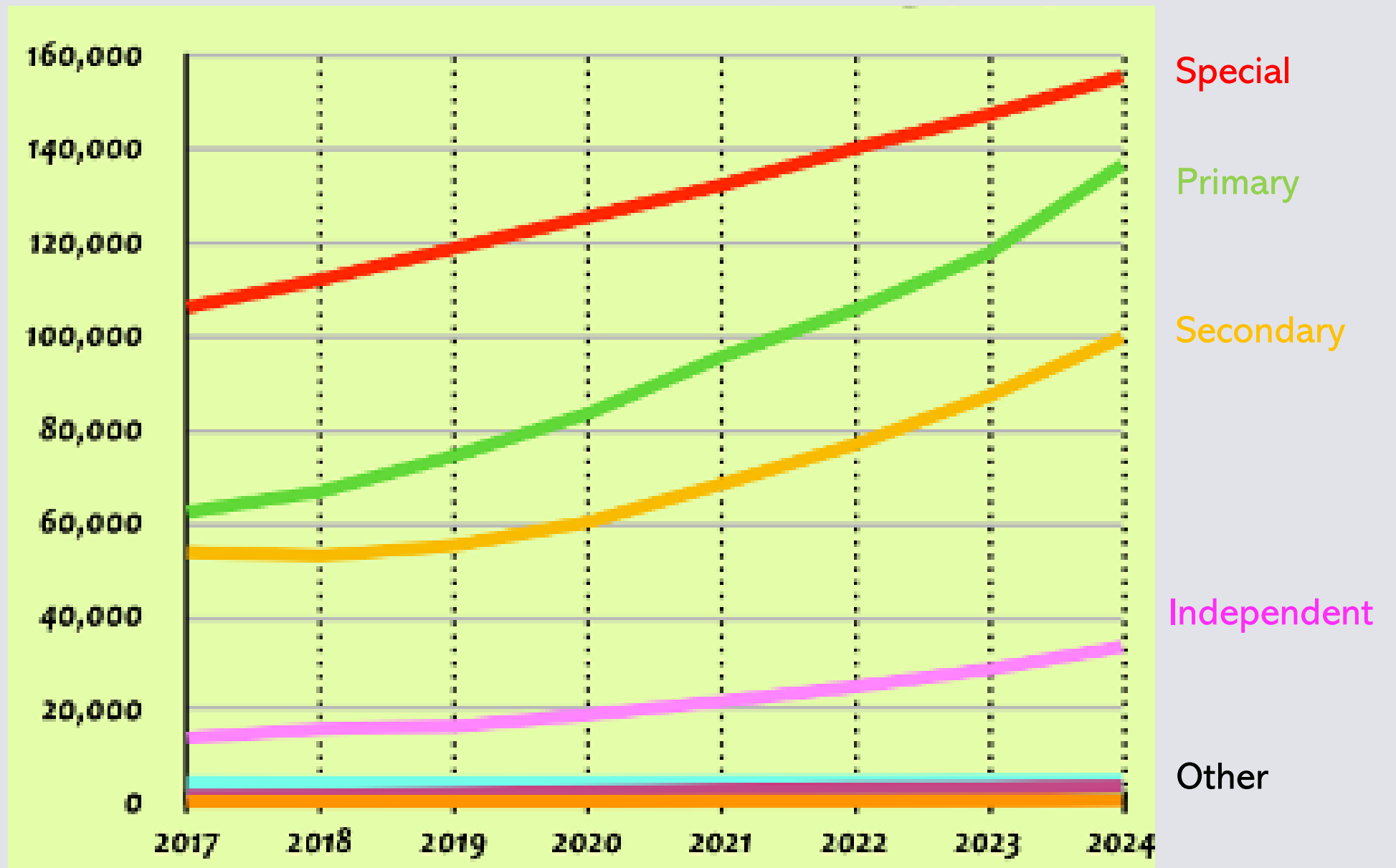
National Broad Areas of Need 2024 (All phases)



Where are CYP with EHCPs educated?

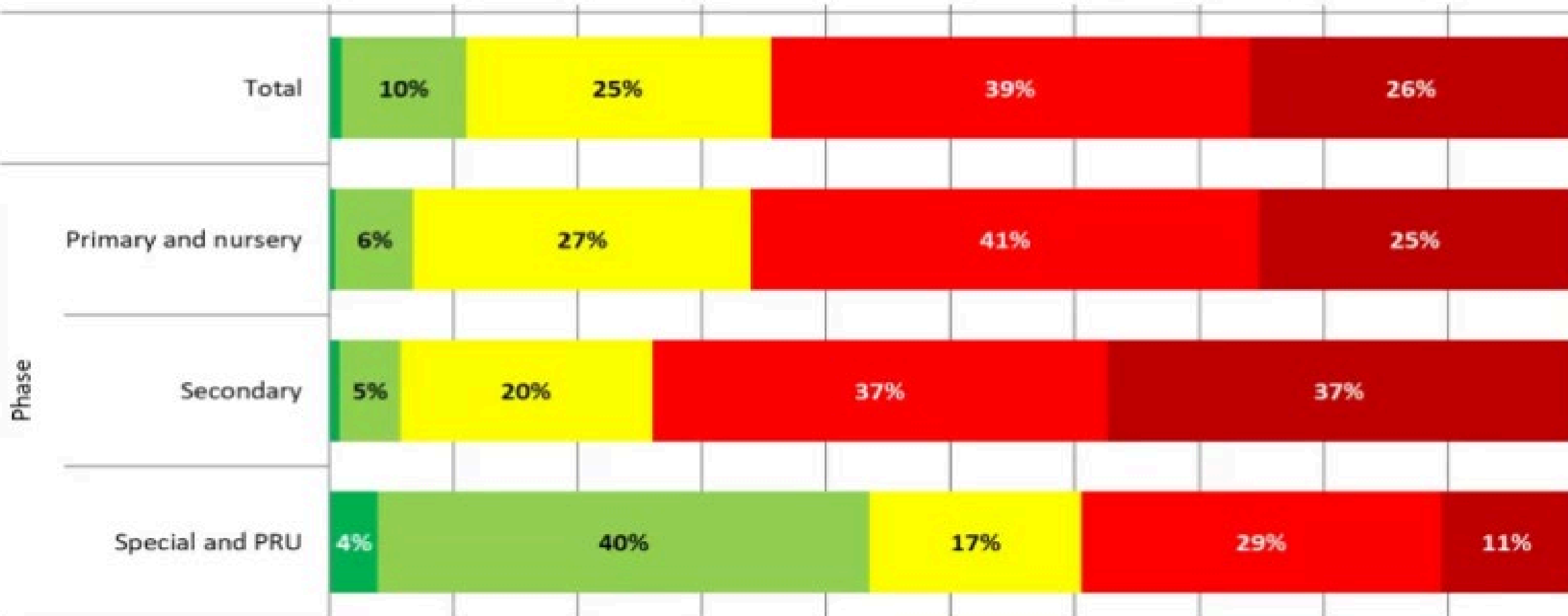


*Graph by
Special Needs
Jungle (SNJ)*



How would you rate your overall workload as a SENDCO? (SENDCOs in English state schools)

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%



■ Manageable all the time
 ■ Manageable most of the time
 ■ Only just manageable
■ Unmanageable most of the time
 ■ Unmanageable all of the time

DfE SEND Updates

Now is the time for bold reform. And let me be clear: the direction of that reform is inclusive mainstream.

Bridget Phillipson, Nov 2024

- Inclusion Group considering expectations for inclusive education
- Increase in resourced provisions / SEN units
- Extension of Partnership for Inclusion of Neurodiversity in Schools (PINS) and Early Language Support for Every Child (ELSEC)
- Curriculum and assessment review
- Ofsted focus - New 'Inclusion' criteria
- Potential removal of EHCPs
- Reform plan for SEND spending introduced by De
- Fully costed plan for SEND reform by next April



High

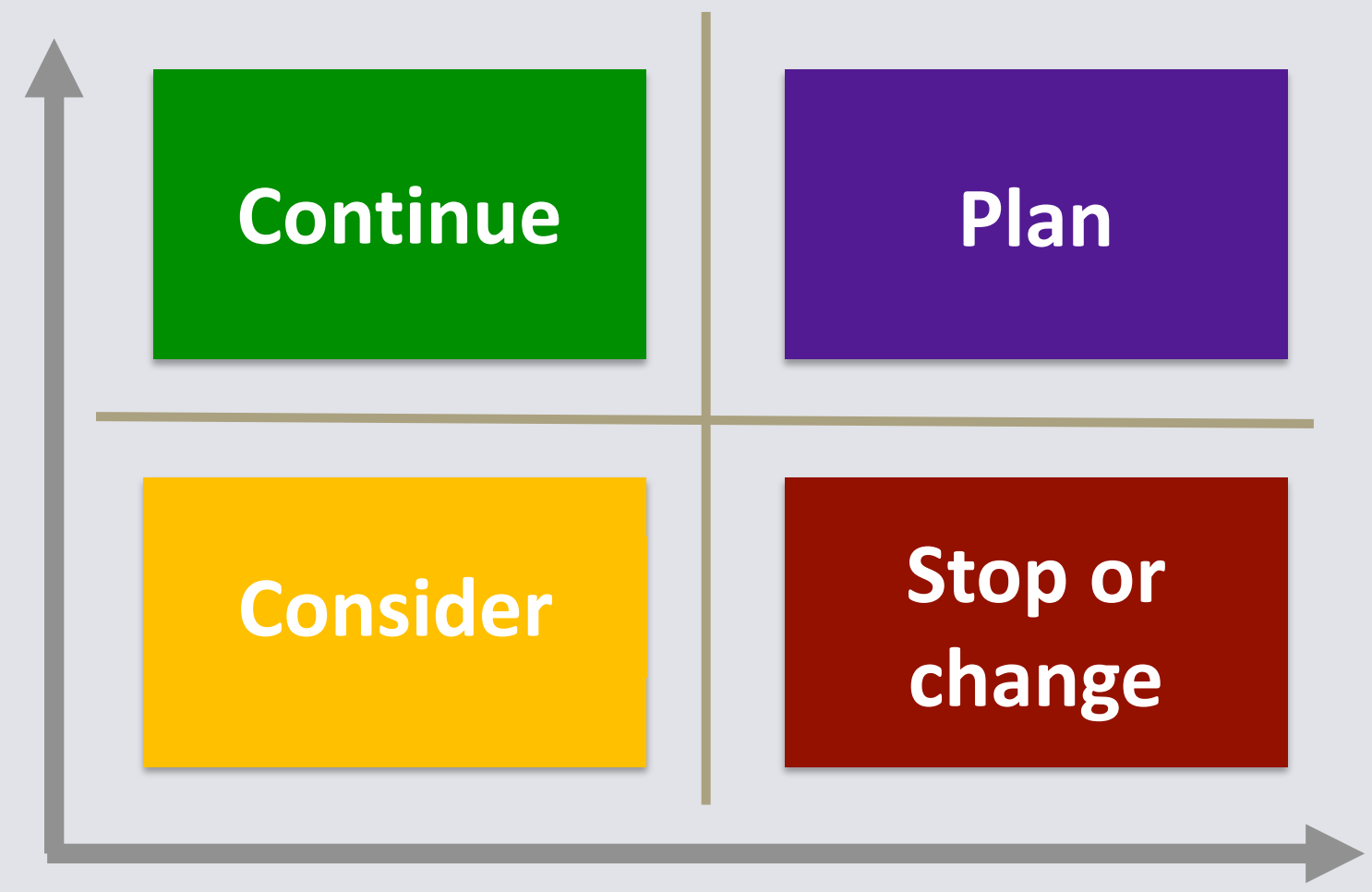
Amount of Impact

Low

Low

High

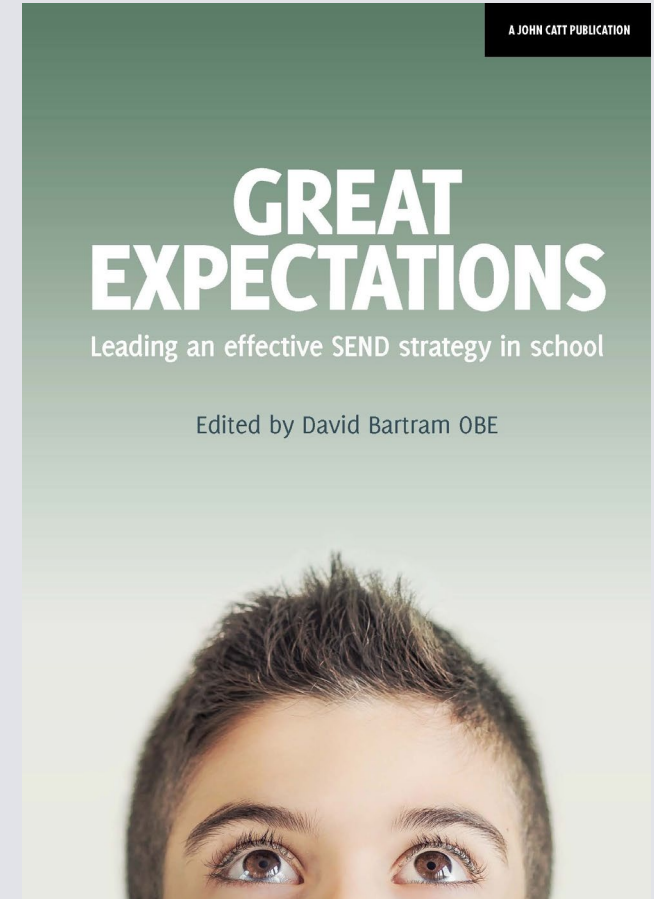
Amount of time / effort needed



The Whole School Approach: Every Teacher, Every Leader

Leaders are central to improvement in every aspect of effective schooling and widespread excellent practice will remain a distant hope unless we secure the involvement, support and commitment of all our school leaders. Only then will our learners with SEND receive the education they are entitled to.

David Bartram, OBE



The Strategic Role of the SENCO

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

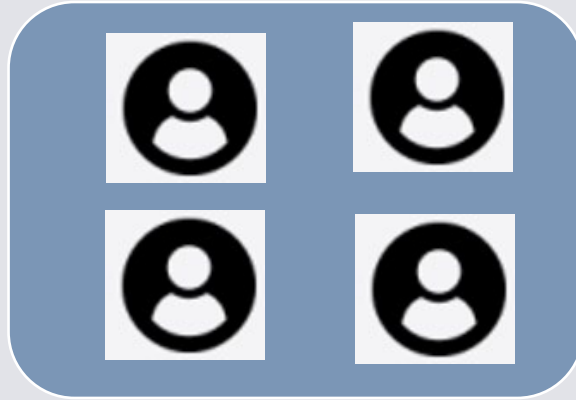
SEND code of practice, paragraph 6.87

Models of SEND Leadership

Adapted from Cassie Young, Inclusion Executive Officer for OCMAT
Taken from <http://moderncassie.blogspot.com>



1. Working in isolation



2. Working in silos



3. Collaboration without vision



4. Leading as a team

Effective Leadership

Future

Set the strategic
direction

Plan and
organise

Create
alignment

Lead

Deliver results
and get things
done

Create
teams

Build and
sustain
relationships

Deliver

Engage

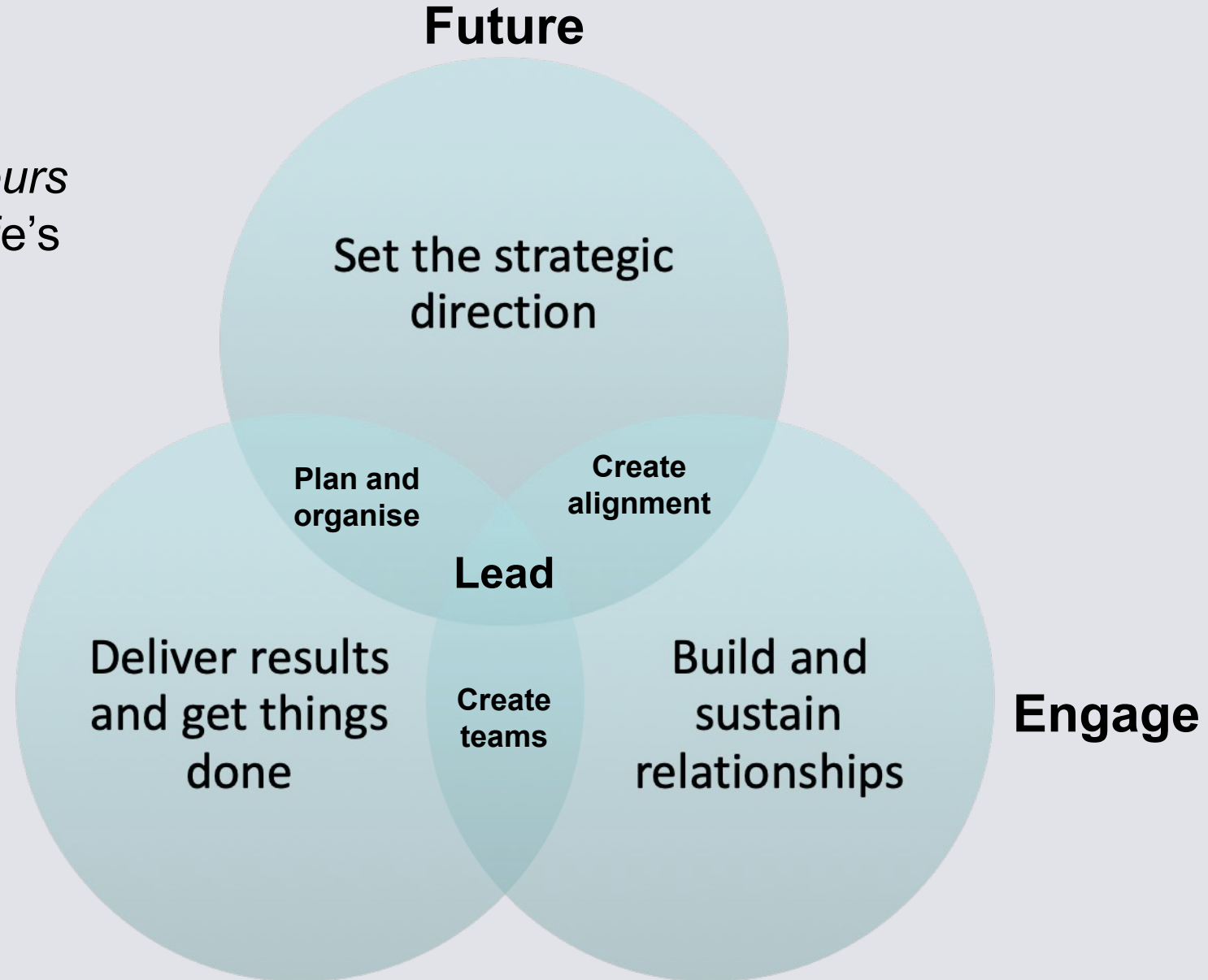
Model by Andy Buck.

Adapted from David

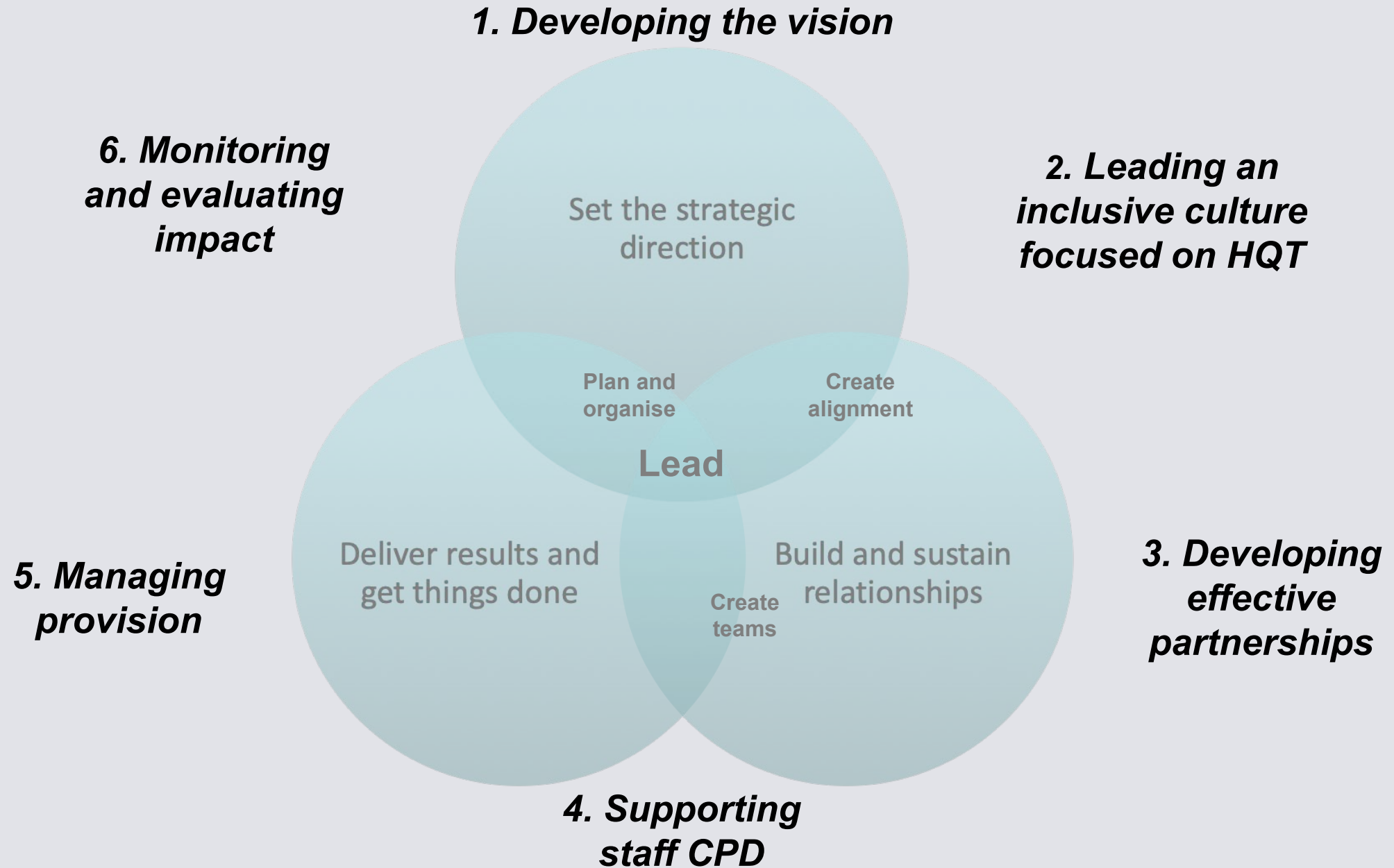
Pendleton's *Primary Colours*

model and Steve Radcliffe's

FED model



Effective Leadership of SEND





Leading as a Team

1. Give the SENCO a strategic voice
2. Share information to inform key decision-making
3. Develop shared language
4. Development plan together (intentionally!)
5. Chart the pressure points over the term / year

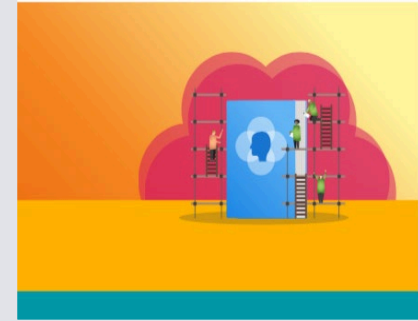
Do senior and middle leaders know about ..

- Children and Families Act (Part 3)
- Equality Act (Reasonable Adjustments duty)
- SEND Regulations (SENCO / SEN information report)
- Code of Practice (Ch. 6)
- Broad areas of need and school SEND profile
- The Graduated Approach
- SEN Funding
- SEND in the Ofsted framework
- Planned national changes to the SEND system

Leading as a Team

6. Take an evidence-informed approach
7. Collaborate to develop curriculum and teaching & learning
8. Prioritise HQT
9. Empower teachers to take responsibility
10. Review and reflect together

EEF Report: Special educational needs in mainstream schools



1
Create a positive and supportive environment for all pupils without exception



2

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



3

Ensure all pupils have access to high quality teaching



4

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



5

Work effectively with teaching assistants



Resources

www.wholeschoolsend.org.uk

The 'Five-a-day' principle: High quality teaching benefits pupils with SEND



<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send>



Webinar: Distributed Leadership of SEND

Webcasts | 31 Jan 2023

Free

Universal Services

SCNWLON

Webinar

NPQ

Teacher Handbook: SEND



Embedding inclusive practice





Effective SENCO Deployment Guide

www.wholeschoolsend.org.uk

Consider who in your school does / should / could have responsibility for each of the following aspects (SLT, SENCO, curriculum leads, teachers, other):

- Line manages teaching assistants
- Designs, timetables, selects appropriate pupils, monitors, reviews and evaluates the effectiveness of interventions
- Monitors progress of SEN pupils across the school, using a range of data
- Leads delivery of well-planned staff CPD to improve inclusive classroom practice.
- Works to engage and monitors participation levels of pupils with SEND in extra-curricular activities.

Review and Reflect

- What review processes do you have in place to ensure regular, collaborative monitoring, evaluation and reflection of the quality of SEND provision in your school?
- How do you articulate / share what's working well and areas for development?
- How do you use this information to inform development planning (SEND / whole school) and put plans into action?

Identification

	St. Mary's %	PDET %	National %
Overall SEN	17%	15.6%	16%
SEN Support	13%	13.9%	13.5%
EHCP	4%	1.7%	2.5%

Plus 2 RSAs submitted Autumn 2023

Attendance

	St. Mary's %	National %
SEN Support	93%	93%
EHCP	90%	93%
Whole School	95%	95%

Our inclusive curriculum

Intent: For all learners to reach their full potential academically, spiritually and physically, as individuals.

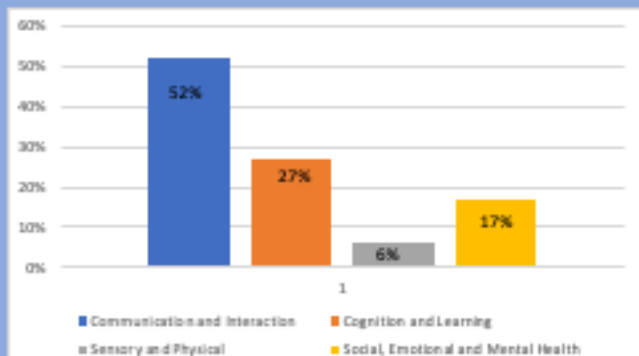
Implementation - We do this by:

- Adapting the curriculum and environment as appropriate to ensure that children with SEND have the same opportunities as their peers.
- Early identification of needs and a timely response
- Working as a team – including all school staff and families to achieve the best outcomes
- Effective allocation of resources

Impact

Our learners with SEND will have secured key skills in order to access the curriculum and developed greater independence.

Broad Areas of Need



SEND in a Nutshell

Spring 2024

Support

- Classroom strategies - toolkits, concrete resources, adult support, differentiating work to correct level.
- **Communication and Interaction Support** – Chatterway, Speak About, Colourful Semantics, Social Stories, Comic Strip Conversations, Blanks Levels of Language, Intensive Interaction
- **Cognition and Learning Support** – Read Write Inc, Fresh Start, SNIP Spellings, Shine: Maths and Reading, Precision Teaching, Pre-Teaching, Whole Word Reading
- **Sensory and Physical Support** – Physiotherapy, Fine Motor Skills, Speed Up Handwriting, Sensory Circuits
- **Social, Emotional and Mental Health Support** – Growth Mind-set, Emotional Resilience, ELSA Mind-set, Social Skills, Drawing and Talking.

Strengths

- Our inclusive vision encourages all children to dream and achieve – “Everything is possible for one who believes.”
- Inclusive environment – breakout spaces, pastoral room, complex needs room – Rainbow Room and Sunshine Room
- Open door policy and strongly believe in the need to work in positive partnerships with parents.
- Learning walks and observations with a focus on children with SEND.
- We make use of the support of external agencies for training, observations and support.

Attainment

Average learning plan outcome taken from EduKey from Autumn Term 2023 (0 – no progress, +1 – expected progress, +2 exceeded progress)

EYFS	1	2	3	4	5	6
-	+0.94	+0.78	+0.89	+0.87	+0.59	+0.79

Progress made from Summer 2023

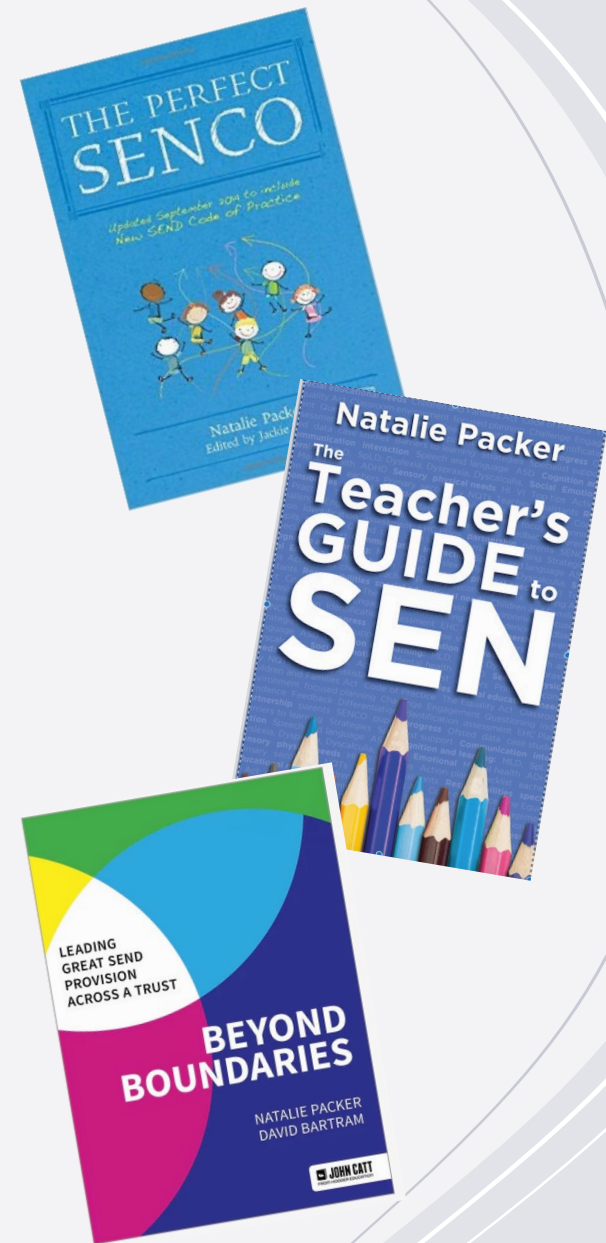
Some progress made from Summer 2023

Our Key Priorities

- Ensure teaching staff and teaching assistants are effectively using QFT in the classroom, including adaptations, scaffolding and pitch.
- Develop a consistent strategy for assessment in the Sunshine Room.
- Make effective use of high quality outside agency support and ensure that it is utilised effectively, with a focus on Social, Emotional and Mental Health needs.

Leading as a Team

1. Give the SENCO a strategic voice
2. Share information to inform key decision-making
3. Develop shared language
4. Development plan together (intentionally!)
5. Chart the pressure points over the term / year
6. Take an evidence-informed approach
7. Collaborate to develop curriculum and teaching & learning
8. Prioritise HQT
9. Empower teachers to take responsibility
10. Review and reflect together



Thank you!

Please contact me for
further information:

n.packer174@btinternet.com