

# Whole School SEND

## Universal SEND Services Programme 2022 - 2025

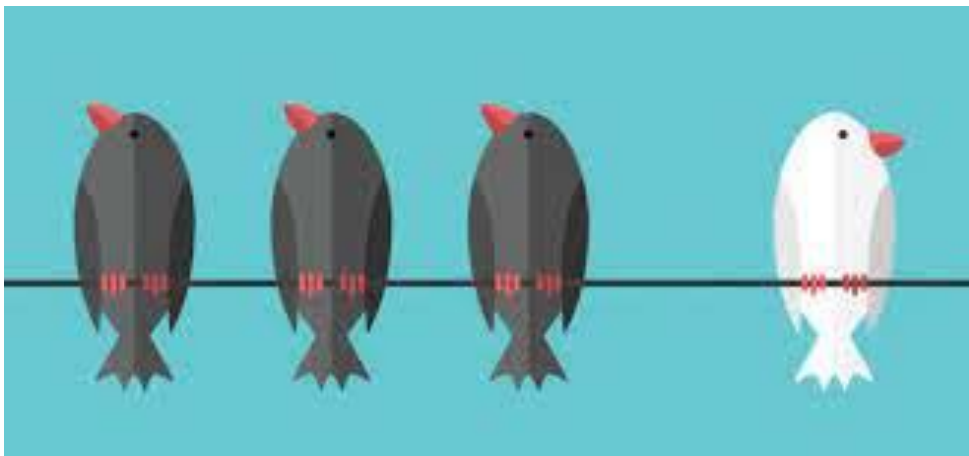
Regional SEND Lead - Dawn Cranshaw [RSL.WM@wholeschoolsend.com](mailto:RSL.WM@wholeschoolsend.com)

Deputy Regional SEND Lead – Alison Parr – [DRSL.WM@wholeschoolsend.com](mailto:DRSL.WM@wholeschoolsend.com)

Deputy Regional SEND Lead – Conrad Bourne – [DRSL2.WM@wholeschoolsend.com](mailto:DRSL2.WM@wholeschoolsend.com)

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“Its 2024 why are we still having the debate about inclusive teaching?”

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# What does Inclusion mean to you ?



Share 3 words that would be used to describe an Inclusive classroom in your school

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# Whole School SEND?



- We are consortium of organisations committed to sharing knowledge and building capacity across the school system for SEND
- We believe that good practice exists within the system and we should seek and create opportunities to share
- We have created a suite of SEND review guides to support school to school support and self-reflection
- In partnership with the Education and Training Foundation and the Autism Education Trust, we are delivering the DfE Universal SEND Services programme
- We are also delivering an EEF funded trial of the Whole School SEND Review

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# Regional SEND Leadership



# Regional SEND Leadership

## National SEND leaders

Malcolm Reeve  
Tim Coulson

## Head of WSS

Alex Grady

## Deputy head of WSS

Amanda Wright

## National Coordinators

Emily Walker  
Erica Wolstenholme

### South West

Alison Betts  
Emma Vyvyan  
Sam Battershall

### SE England & South London

Amelie Thompson  
Tina Harvey

Clare Belli

### East of England & NE London

Michelle Unstead  
Heba Al-Jayoosi  
Rebecca Gonyora

### South Central England & NW London

Katherine Walsh  
Matt McArthur  
Rebecca Jones



### West Midlands

Dawn Cranshaw  
Alison Parr  
Conrad Bourne

### East Midlands & the Humber

Emily Walker  
Jane Starbuck  
Alistair Crawford

### Lancashire & West Yorkshire

Dawn Cranshaw  
Hilary Cook  
Nicole Dempsey

### The North

Rachel Hargreaves  
Anna Metha  
Sarah Watson

# WSS Consortium

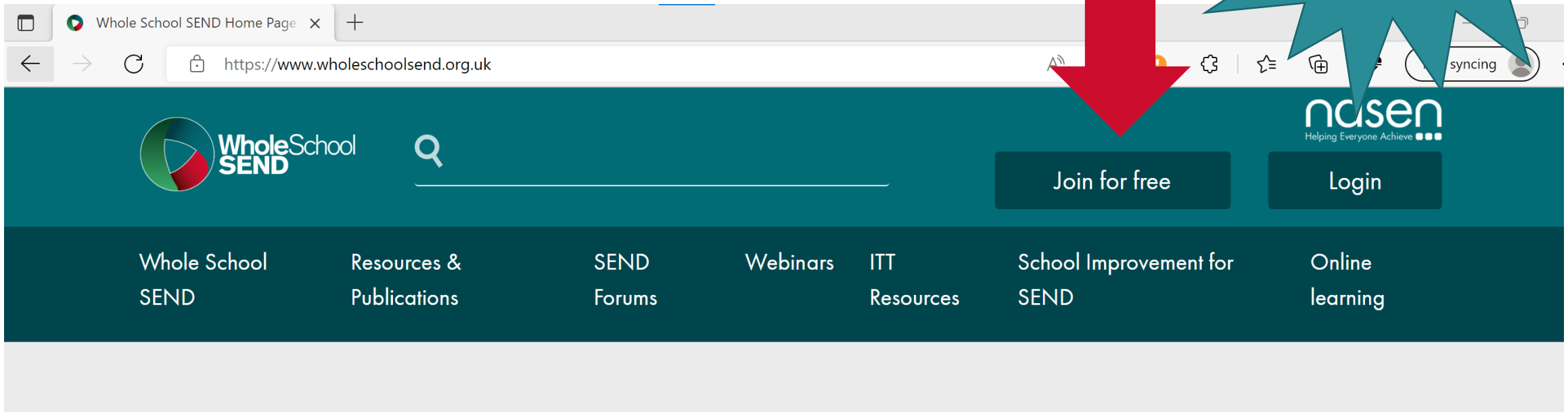
- 50+ partner organisations
- Range of organisations: - condition-specific organisations, research universities, local authorities, individual school trusts and alliances



# Joining the WSS Member Community



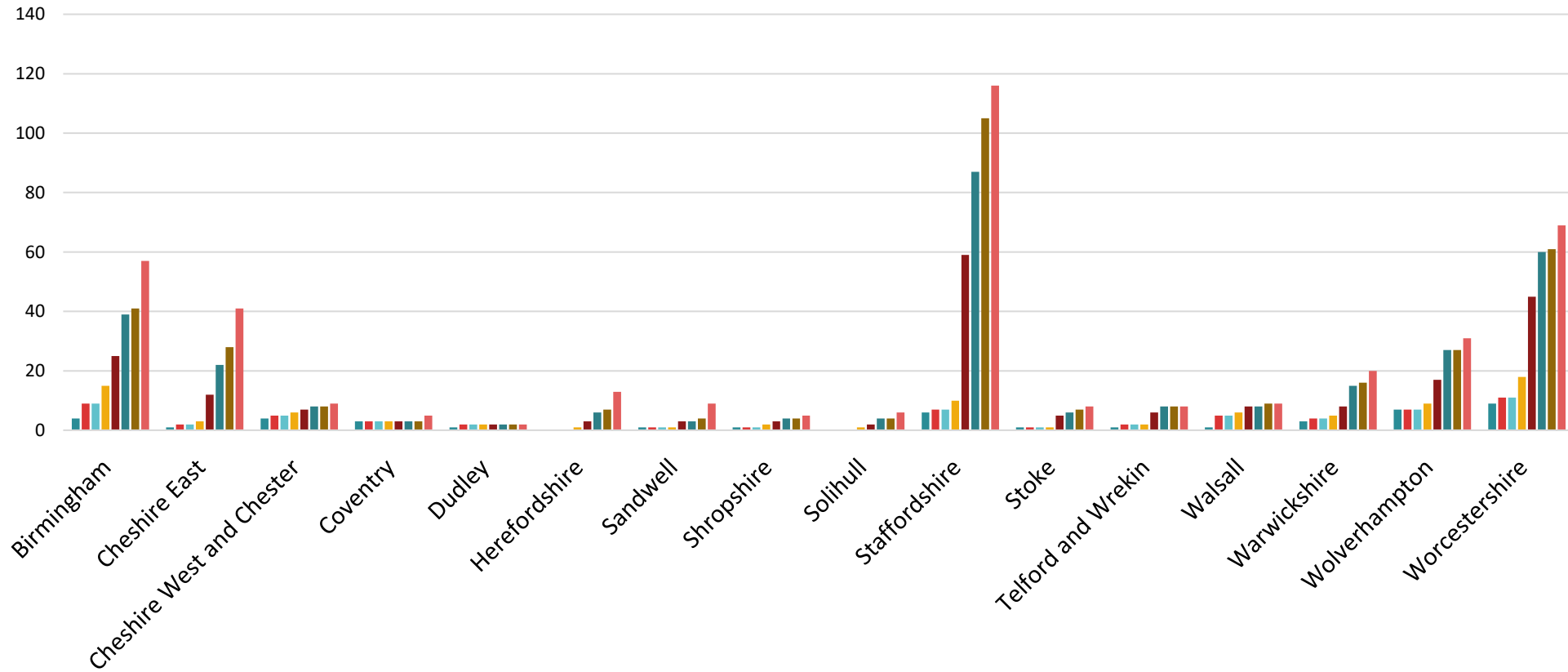
Go to [www.wholeschoolsend.org.uk](https://www.wholeschoolsend.org.uk)





# West Midlands Overview

WM WEBINAR ATTENDANCE



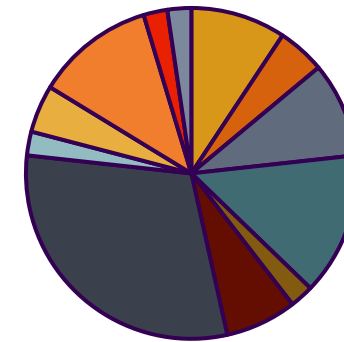
# West Midlands Overview

WM Attendance by role



- SENCO
- Teacher
- Consultant
- Deputy Head Teacher
- Teaching Assistant
- Tutor
- Governor
- Education psychologist
- Other
- Support staff
- Senior Leader
- Inclusion Manager/Leader

WM Webinar attendance



- A parent/carer
- Consultant
- Early Years Practitioner
- Governor
- Inclusion Manager/Leader
- Other
- Senior Leader
- Support staff
- Assistant Head Teacher
- Deputy Head Teacher
- Education psychologist
- Headteacher
- Newly Qualified Teacher
- SENCO
- Student
- Teacher

# Universal SEND Services programme

- Joining up schools with FE – Education And Training Foundation
- Focus on Preparation for Adulthood (employment) and Autism
- Focus on improving understanding of SEND and practice of teachers, tutors, teaching assistants, lecturers etc
- Community join-up – education, health and care, young people and families, schools and colleges
- Who else could you collaborate with?

# Universal SEND Services programme: aims

To improve the quality of teaching to children and young people with SEND, particularly in mainstream settings (both schools and further education).

To ensure needs are identified and met earlier and more effectively, and that preparation for adulthood is delivered from the earliest stages, to support effective transitions, including into employment.

# Universal SEND Services programme: overview of activity

## Online units

- 20 asynchronous units to support schools and FE workforce
- Target audience: teachers, tutors

## Live contextualising sessions

- Online units will be supported by live, online sessions to enable delegates to contextualise the learning
- Facilitated / led by RSLs / DRSLs, rolling programme across 3 years.

## Responsive webinars

- One per quarter
- To respond to needs / priorities in the sector

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## Online SEND CPD Units

This series of online Continuing Professional Development (CPD) units is designed to support those who work with children and young people in schools and further education settings to deliver an inclusive experience for every learner.

Funded by the Department for Education, and developed in partnership with Real Group, these free-to-access units build on learning from our Ambitious About Inclusion modules.

In all, 20 units will be released over the next two years. Units on Safety and Belonging were launched in October and have since been completed by over 1200 practitioners with consistently positive feedback. Over the next few days we will be launching further units on Language and Communication and Social, Emotional and Mental Health (SEMH) - check back regularly for the latest releases.

Each online unit takes 20 minutes to complete and is supported by a live online networking session, facilitated by a regional SEND leader. Places are limited, so early booking is advised - please see below.

Please note, you must be [logged into your free nasen or Whole School SEND account](#) to access these online units.

[Access online CPD](#)



### Identifying and supporting speech, language and communication needs (SLCN) - Primary

Online

27 Feb 2023

Universal SEND Services

Live Discussion

Online Units

FREE

This live online networking session explores how education professionals can identify and support learners with speech, language and communication needs to ensure that they are able to engage with learning and make good progress.

[Book now](#)

### Supporting the development of speech, language and communication skills - Primary

Online

06 Mar 2023

Online Units

Universal SEND Services

Live Discussion

FREE

This live online networking session explores how education professionals can ensure that the most effective support is in place for learners with speech, language and communication needs (SLCN).

[Book now](#)

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# Some of the online units...



0%  
Creating an emotionally safe environment (Unit 1)



0%  
Creating a socially safe environment (Unit 2)



0%  
Creating a physically safe environment (Unit 3)



0%  
An introduction to speech, language and communication needs (SLCN) (Unit 4)



0%  
Identifying and supporting speech, language and communication needs (SLCN) (Unit 5)



0%  
Supporting the development of speech, language and communication skills (Unit 6)



0%  
Creating a learning environment that supports speech, language and communication (Unit 7)



0%  
Understanding behaviour as communication (Unit 8)



0%  
Promoting mental wellbeing in your setting (Unit 9)



0%  
Understanding and promoting resilience (Unit 10)



0%  
Understanding anxiety and creating a supportive learning environment (Unit 11)



0%  
Supporting sensory differences in the learning environment (Unit 12)



0%  
An introduction to teaching learners with physical needs (Unit 13)

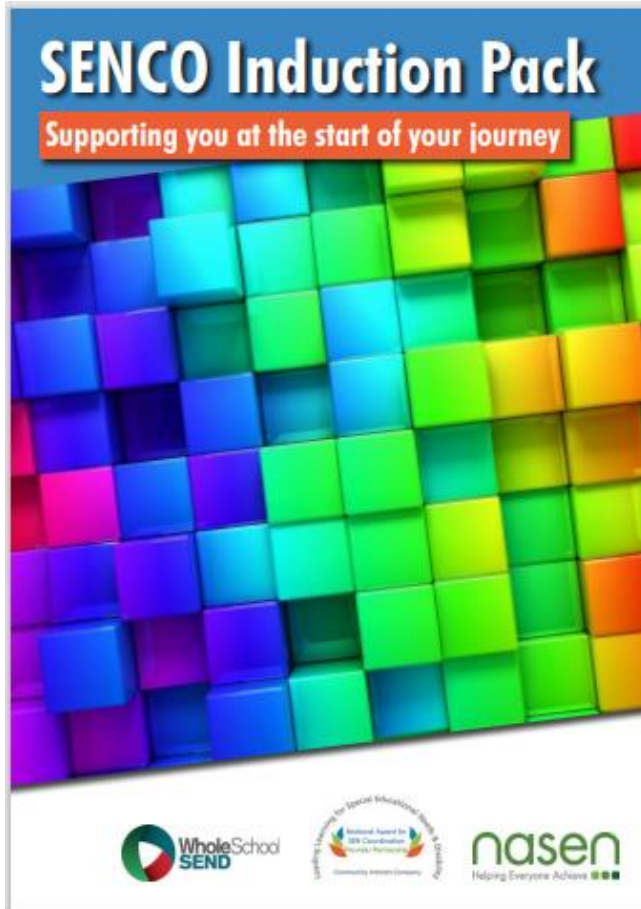


75%  
Understanding executive function (Unit 14)



0%  
Memory for learning (Unit 15)

# For new leaders of SEND



## What works?

On this page you will find information to help you develop your practice with children and young people in the four broad areas of need.

A number of organisations have What Works sites which hold information about interventions that have been peer reviewed and have gone through a panel process to be included. The aim is to help you to be confident that the resources referred to have a positive evidence base. Online links are provided to all sources relating to England and the UK, organised within the Graduated Response to Need Framework within each of the four categories of need.



Within each of the 4 EHCP areas of need, information is presented under the headings:-  
Universal  
targeted and  
Specialist  
enabling teachers and schools to develop a continuum of provision.


<https://www.wholeschoolsend.org.uk/resources/senco-induction-pack-revised-edition>



# For all school practitioners

A range of resources that can be used by individuals at point of need (new to school / class / new student) by small groups of staff as a refresher or provocation for discussion or as whole school training.

The resources promote inclusive practice leading to quality first teaching across the curriculum.



The cover image for the 'Teacher Handbook: SEND' features a central illustration of diverse people in various poses and colors, representing inclusivity. The title 'Teacher Handbook: SEND' is at the top, and 'Embedding inclusive practice' is at the bottom. A 'WholeSchool SEND' logo is in the bottom right corner.

## Teacher Handbook: SEND

General | 14 Dec 2021

[Teacher Handbook SEND](#)

The approach we have taken to writing this handbook reflects the approach that is needed to embed inclusive practice across schools - a shared vision and true collaboration, underpinned by professional challenge and respect for everyone's strengths and expertise.

This handbook has been developed as a resource for teachers to use over time as they embed inclusive practice in their classrooms. It is not intended that it is used once for all.

Full access to this resource is available for:

Free

You must be logged in to get access

[LOG IN](#)

# ITT / ECT resources



‘ITT Resources’

Find in their own section of the SEND gateway

- For all Trainee and Early Career Teachers
- Interactive and in-depth
- Use in conjunction with the Teacher Handbook: SEND
- Helps you to support staff development for SEND

<https://www.wholeschoolsend.org.uk/itt-resources>

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# Leadership-specific resources



Our suite of Review Guides

Use to support self-evaluation of SEND across a MAT or group of schools

Find all our Review Guides in the 'Resources and publications' area

<https://www.wholeschoolsend.org.uk/resources/mat-send-review-guide>

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# Universal SEND Services programme: overview of activity

## Professional development groups

- Building on success of activity 2021-22
- Regional groups of school-based practitioners, supported to engage in evidence-informed, SEND based, school improvement project

## Peer reviews and mentoring

- Peer to peer SEND review project, for colleges
- Peer mentoring – support for schools who are RI, where SEND has been identified as an area to improve in Ofsted report.

## Community networks

- Working together for co-produced solutions to local issues
- Linking up existing regional networks
- Also, national focus group

## Preparation from the Earliest Years

- Working to develop Preparation for Adulthood from the Earliest Years
- Developing audits to review provision of PfA
- National focus groups

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## CPD webinars

### Feedback

**95%** satisfied with session

**99%** likely to attend more WSS webinars

"This was my first event with you and I absolutely loved it – I feel so inspired which considering I'm a headteacher and it has been a very long year, is very impressive."

### Outcomes

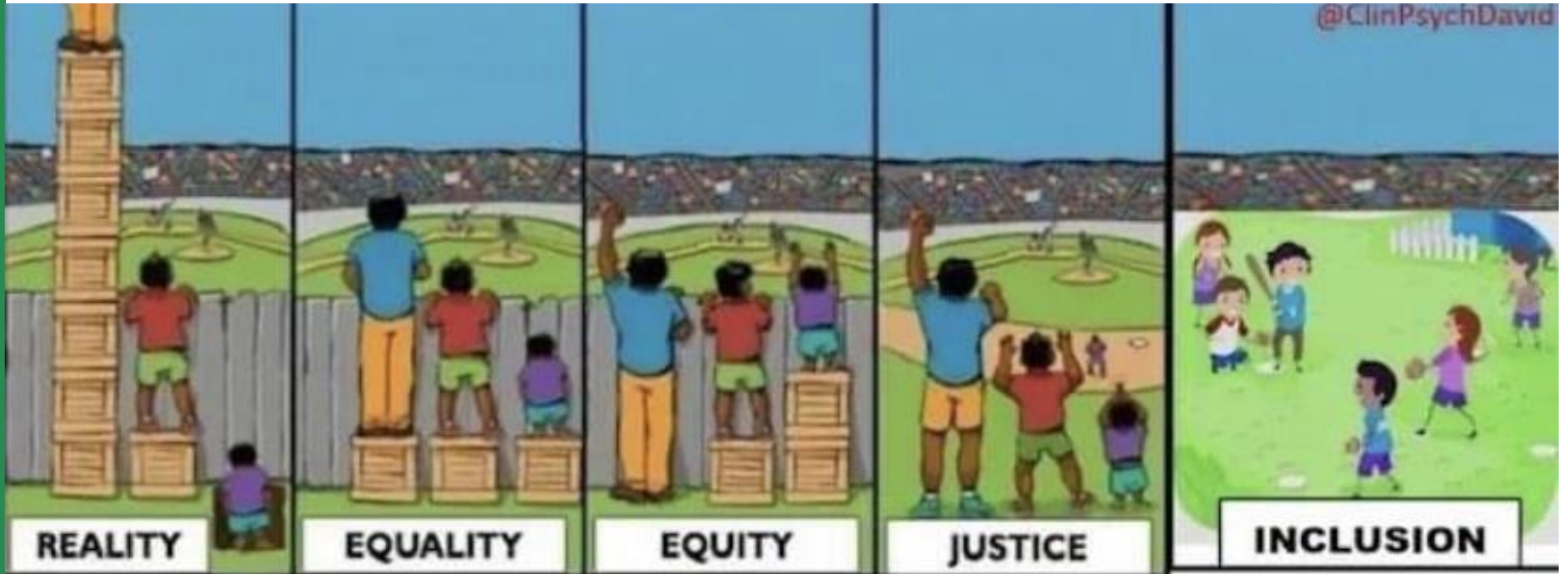
**94%** reported changes to practice following attending a WSS webinar

EG: Development of improved 'early identification forms' – more individualised support and earlier intervention.

### Impact

**90%** reported positive impacts in school due to attending a WSS webinar

EG: Reduction in number of uses of restraint following changes to school's behaviour policy and provision.



**REALITY**

One gets more than is needed, while the other gets less than is needed. Thus, a huge disparity is created.

**EQUALITY**

The assumption is that everyone benefits from the same supports. This is considered to be equal treatment.

**EQUITY**

Everyone gets the support they need, which produces equity.







**JUSTICE**

All 3 can see the game without supports or accommodations because the cause(s) of the inequity was addressed. The systemic barrier has been removed.

**INCLUSION**

Everyone is **INCLUDED** in the game. **No one** is left on the outside; we didn't only remove the barriers keeping people out, we made sure

## UNDERSTANDING INCLUSION

	<b>EQUALITY</b> is that everyone gets the same book.
	<b>DIVERSITY</b> is that everyone gets different types of books.
	<b>EQUITY</b> is that everyone gets the book that is right for them.
	<b>ACCEPTANCE</b> is understanding that everyone reads different types of books.
	<b>BELONGING</b> is reading any book you want without fear of being judged.
	<b>JUSTICE</b> is fighting to make sure everyone has access to books.



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# Thinking about your setting



- Who owns inclusion in your setting? – Which stakeholders?
- What are the key components to successful inclusive provision?
- What are the barriers to inclusive provision?
- How do you know it is happening everywhere?



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

**1** Explicit instruction



**2** Cognitive and metacognitive strategies



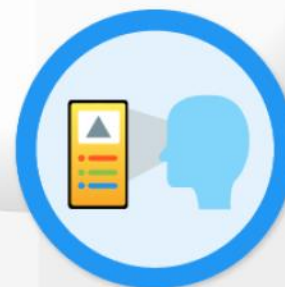
**3** Scaffolding



**4** Flexible grouping



**5** Using technology



# Reasonable Adjustments

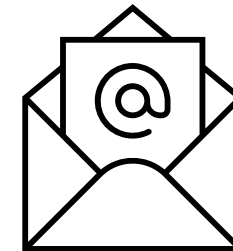
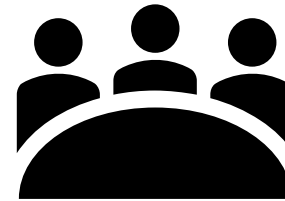
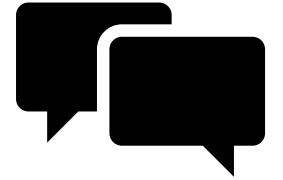
## Ordinarily Available Inclusive Provision

- What are your reasonable adjustments –  
Vanish Advert / Coloured Paper/ Clothes / breaks / Technology
- What are your top 10 OAIP strategies?  
Chunking, flexible seating, scaffolding etc
- Assess/Plan/Do/Review  
What are your baselines?

# Contacts

We would like to ensure our communication links are up to date – please could you provide:

- SENCO emails
- CEO/MAT SEND Leads





## Stay in touch

[info@wholeschoolsend.co.uk](mailto:info@wholeschoolsend.co.uk)



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# Find out more and join our member community



[www.wholeschoolsend.org.uk](http://www.wholeschoolsend.org.uk)

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