



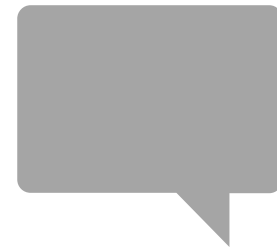
Joint SEN Governors
and SENCo Network
Summer 2024

- Online– Wednesday 11th June 2024
- SEN Governors and SENCOs
- Therese McNulty and Sam Campbell-Jones

Introductions



Name



School/Role

Agenda

1. Questions for Governors to ask their SENCO
2. ARPs and SRPs
3. ELSA
4. Transition
 - Y6-Y7
 - new starters in reception
 - requesting changes of placement
5. Professional Language

Questions for SEN Governors to ask SENCOs



❖ Ideas from Kate Moyes, HT at Coston Primary School

❖ SEND

❖ How does the school manage SEND?

❖ You should expect to hear that:

- The school complies with the [SEND code of practice](#) at all times - be clear on your duties with SEND as a governor [here](#)
- The school's SEND provision is set out in the [SEND information report](#) - a statutory document which must be published on the school's website (this report may form the basis of your discussion, as many of the answers to these questions will be set out in it)

What you might expect to hear:

- The school's first response to supporting pupils with SEND is high-quality differentiated teaching – (different terminology may be used)
- Every teacher is expected to meet the needs of pupils with SEND through their teaching, additional strategies and in-class interventions
- If a teacher is concerned about a pupil who has, or may have SEND, they will raise this with the SENCO, along with evidence of what they've already done to support the pupil
- The SENCO will proceed with the education health care ([EHC](#)) needs assessment process *if and when* required.

Questions for sen governors

- ❖ Once the pupil is placed on the SEN register, the SENCO will:
 - Discuss with the teacher, parents and pupil what additional or different provision the school can offer
 - Complete the necessary paperwork - which might be an individual education plan or similar
 - Agree targets and a review date
 - Follow a graduated approach when making special educational provision which includes 4 stages of action: 'assess, plan, do, review' (see pages 100 to 102 of the [SEND code of practice](#) for more information)
 - Meet with parents and the pupil each term to review progress and set new targets.
- The SENCO will monitor the provision to make sure it's having an impact on a pupil's progress - if it's not then they'll find out why and see what else could be offered
- The SENCO will monitor support staff and make sure they're appropriately trained if they deliver interventions
- If pupils aren't making progress, the SENCO will work with external specialists to review the needs of the pupil. This might include an educational psychologist or a speech and language therapist.

How many children are on the SEN register?

- ❖ The SENCO should know the number of pupils who either:
 - Have an [EHC](#) plan
 - Are on SEN support and receive additional provision
- ❖ [National statistics](#) show that overall, 4.3% of pupils have an EHC plan, and 13.0 % are on SEN support.

- ❖ What is the progress and attainment for children with SEND compared to children without?
- ❖ The SENCO should be able to show you the data, and comment on:
 - Where the attainment gaps are
 - If the gaps are in any specific subjects, and for any particular groups of pupils (e.g. boys with autism)

What is being done to improve their progress?



❖ How do you know it's working?

- ❖ You should expect to hear about:
 - The interventions and support being provided
 - How effective these interventions are proving to be
 - What evidence they're based on
 - If there's been a particularly successful intervention, why was it so successful and how the school can replicate this success in the future.

Finding out about interventions



❖ Key questions for governors to ask about interventions.

- How often does the intervention take place? Who is responsible for making sure it happens?
- What evidence do we have that the intervention is having a positive impact?
- What do you do if the intervention isn't working?
- How robust is the tracking/assessment system?
- Do staff receive good-quality training in delivering the intervention?
- What is the expected outcome of the intervention? (For example, how much progress in reading are pupils expected to make?) Are clear goals/targets set?

How are parents involved?

- All parents of pupils on the SEN register are informed about what this means for their child, and how this will work, e.g. through a letter, email, or a face-to-face meeting
- Teachers meet with parents of pupils with SEND 3 times per year, how and when these meetings take place, and what format they take
- Pupils with an EHC plan have an annual review which involves the parents, and how this is managed in the school
- There is regular communication between meetings, which includes sharing positive moments as well as difficult ones
- Any additional offers to support parents e.g. workshops/ coffee mornings/ open forums

How are teachers supported?



- ❖ You should expect to hear:
 - What training staff have had
 - The in-class support teachers receive (for example, specialist teaching assistants or resources)
 - How SEND support staff are deployed throughout the school and what impact this has
- ❖ Are there any resources you don't have which you need to carry out your role effectively?

Other questions about SENCO needs:



❖ You could ask:

- What impact do you think this has on your work?
- What evidence do you have that this is a need?
- How do you decide what the priority for external support is?
- ❖ The reality may be that you don't have the budget available to help the SENCO, but you should at least make it clear that their concerns are noted and that as governors, you'll do what you can.

SENDLine updates



- ❖ Sam Campbell-Jones sendline@ealing.gov.uk
- ❖ ARP descriptors being used. ARPs, SRPs and SEN support classrooms are all different; mainstream descriptors are on their way.

Could your school support an SRP?

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Additionally Resourced Provisions (ARPs)

ARPs provide placements for children and young people who **are able to access a mainstream curriculum and teaching and learning with their peers for large parts of the school day but will require specialist support / provision to do so.**

Children and young people who attend an ARP will be on the roll of the mainstream school and **based in a class with their mainstream peers but will access specialist provision and programmes either virtually or in an allocated space / base for parts of the day.**

This provision includes:

- The provision for children and young people with Developmental Language Disorder (DLD) at St John's Primary School, West Ealing and Elthorne Park High School, Hanwell.
- The provision for young people with Autism /Speech Language and Communication Needs (SLCN) at Greenford High School, Twyford C of E High School and William Perkin C of E High School.

Specialist Resourced Provisions (SRPs)

SRPs provide placements for children and young people who **require higher levels of specialist support and provision to meet their needs and to access learning and the mainstream curriculum**. Children and young people who attend an SRP will be on the roll of a mainstream school and will be **in a base class with specialist staff, and their access to activities and lessons in the rest of the school will be carefully planned to meet their individual needs and interests**. Some children and young people will spend more time in the base class than others, depending on their needs. This will be reviewed regularly with time in other classes and activities increasing when the child / young person is ready. As part of a transition plan, some children and young people will move to be based more in mainstream classes when they are ready but continue to access the specialist provision when needed.

This provision includes:

The provision for children and young people with Autism / Speech, Language and Communication needs at Beaconsfield Primary School, Coston Primary School, Drayton Green Primary School, Fielding Primary School, Havelock Primary School, Selborne Primary School, West Acton Primary School and Willow Tree Primary School.

The provision being developed at a number of new schools.

ELSA

❖ Information from Phillipa Le Roux, senior Educational Psychologist



OVERVIEW

Ealing EPS will be running this project in the 2024 Autumn term to train ELSAs to deliver emotional wellbeing interventions in their schools.

ELSAs are members of school staff who receive detailed training and ongoing supervision from educational psychologists to enable them to plan and deliver individual and small group SEMH support programmes in schools.

ELSAs help children & young people to recognise, understand and manage emotions to increase their learning success and participation in schools.

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What is the ELSA Project?

- ELSA stands for Emotional Literacy Support Assistants. They work in schools and are part of the existing staff (TA/LSA).
- They help children to recognise, understand and manage emotions to increase success and attainment.
- They plan and deliver individual (and small group) support programmes.
- They will receive training and ongoing supervision from our service as well as supervision from a line manager within their school.
- They help to address low level emotional wellbeing issues in order to support and promote learning.

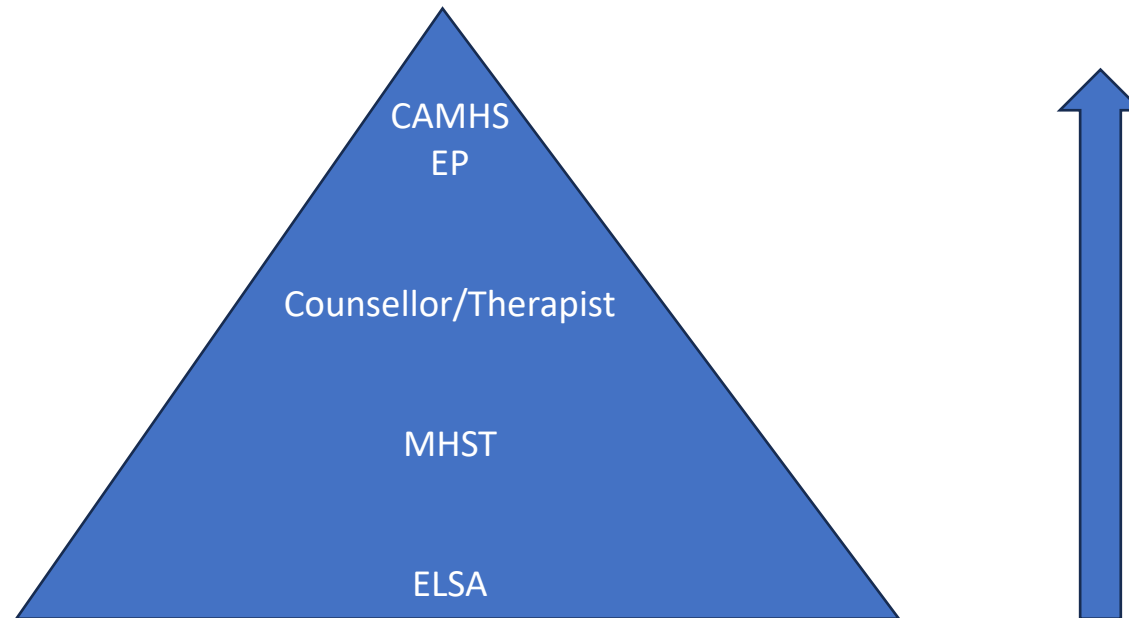
Current Context

- The UK ranks below average for self-reported health for children. Recently, the UK performed relatively poorly on a mental wellbeing index, ranking 20th of 27 EU countries (Dept of Health)
- Previously, at least 10% of children and young people have a clinically diagnosable mental health problem. In 2022, 15.2% of 7- to 10-year-olds and 20.4% of 11- to 16-year-olds were estimated as having a probable mental disorder (State of Nation 2022: Children's Wellbeing)
- Anxiousness in both primary and secondary pupils is higher now than 2020/21 despite Covid 'pandemic' being over. Rates of probable mental disorder remained elevated in 2021 compared to pre-pandemic.
- Based on parent/carer reports, children's behavioural and attentional difficulties had, on average, remained relatively stable since between July 2021 and March 2022, while children's emotional difficulties had increased since during this time period (State of Nation 2022: of schools. Children's Wellbeing)
- EBSA: All time numbers of reported absence and sustained absence from school. In Autumn 2021 1 in 4 children were persistently absent up from 1 in 9 in 2018.
- Higher levels of 'less school-ready' children presenting as socially & emotional immature and not coping with demands.

Persistent absence
22/23: 21.2%
23/24 to date:
19.8%

Graduated Response to SEMH

- Might look something like this:



What is covered in Ealing ELSA

Measuring impact

Recognising and managing feelings

Understanding and managing anger

Understanding behaviour

Self-esteem

Friendship skills

Resilience

Security

Social skills

Session planning

Affiliation and Belonging

Loss and Bereavement

Setting SMART targets

Friendship skills

Training days

Day 1	An introduction to ELSA, Emotional Literacy & Raising Emotional Awareness
Day 2	Security and Affiliation
Day 3	Competence, Mission and Selfhood
Day 4	Managing emotion, social and friendship skills
Day 5	Using Therapeutic and social stories, Loss and bereavement
Day 6	Active Listening and reflective conversations Summary

What Does the Project Look Like in Ealing?

- **Year 1:** Working towards accreditation includes 6 days of training in the Autumn term while starting to plan & deliver work in schools. Attend 2 group supervision sessions in the Spring and Summer terms (4 sessions in total). Become Accredited!
- **Year 2 and going forward:** Plan and Deliver work in schools. Continue to attend 2 group supervision sessions per term (6 over the academic year) to ensure quality of practice and provide ongoing support and skill development. Attendance of supervision is required to maintain accreditation.

Supervision

- **Accreditation requirement**
- **Half termly in group with EP**
- **Clinical supervision (not managerial)**
- **Case discussions**
- **Problem solving approaches modelled**
- **Peer group support- sharing ideas/resources**
- **CPD**

Allocation of Time for ELSA Work

- Time needs to be ringfenced for successful intervention.
- Approx ½-1 day per week time equivalent should be timetabled specifically for ELSA work. Needs to be viewed like a 'curriculum' subject for best success.
- This time will include assessment (which may include observations and teacher meetings), planning and delivery of interventions.
- Regularity of delivery needs to be planned and protected as much as possible.



Work Space

- **Consistency**
- **Degree of Privacy**
- **Freedom from interruption**
- **Storage and display space**

Costs

- First Year: Currently £800 per ELSA (£1500 for two) to cover:
 - Line Managers' briefing
 - Six days of training
 - Training materials
 - Two ELSA publications
 - Four group supervision sessions
- Thereafter: £210 per ELSA per annum to cover:
 - Six group supervision sessions annually



**JOHN LYON'S
CHARITY**

Supporting Successful SEND Transitions

A John Lyon's Charity funded project

What is the project?



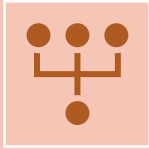
This is a 3 ½ year funded project (April 2023 to August 2026). The aim of the project is to improve the transition experience for children with additional needs (including pupils with an ECHP and SEN Support).



The project is a partnership between two high schools, three primary schools and Ealing Council and it will seek to identify, trial and develop ways to improve the transition experience for pupils, parents and staff, focusing Year 5 to the end of Year 7.

What does the research tell us?*

*Education Endowment Foundation



Continuity of Curriculum & Support



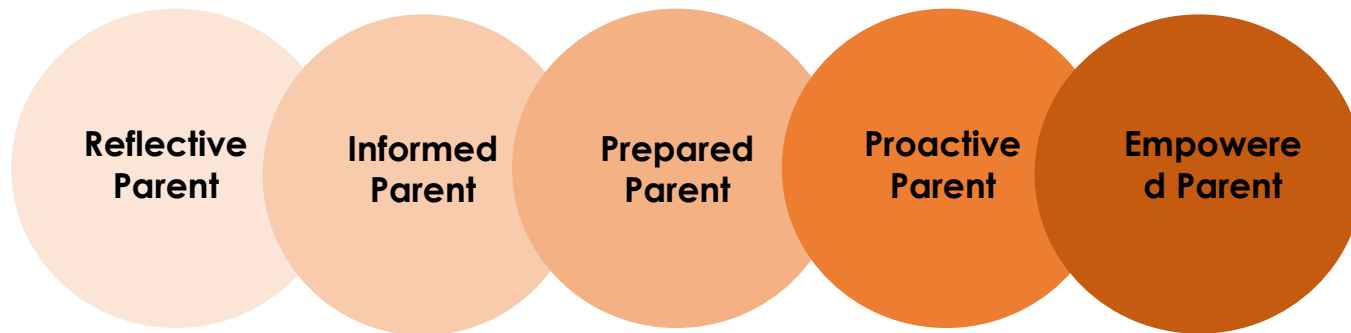
School Routines and Expectations




Healthy Peer Networks

Building Confidence to Empower Parents

Preparing for High School



Building Confidence to Empower Parents – Preparing for High School

- 4 / 5 week programme
 - Targeted at Year 5 parents and carers of children with SEND however Year 4 and Year 6 parents and carers may also benefit.
 - Will also benefit those not on SEN register but that have other factors that may impact on successful transition
 - Preliminary feedback is extremely positive
 - Opportunity to deliver online and circulate invite to parents and carers in feeder schools not part of the project
 - Questions?
- 

EYFS transitions

- In an ideal world!
- Wide range of nurseries in Ealing: Private nurseries or (PVIs); specialist nurseries in children's centres, nurseries attached to schools. Some children may have a lot of nursery setting experience.
- If you are a nursery setting, invite the Senco of the school where any children with a high level of need are going, to visit them in your setting.
- If you are a primary, meet the parents!
- Consider arranging additional chances to visit the school for children/families who have concerns.
- Make booklets/social stories for a child to look at, at home, with pictures of the setting, or have a video on your school website
- Supporting children who have not yet attended any setting – signpost to Early start, SaLT parent groups, children's centres stay and play sessions
- What is the 'grace period' – how long is settling in?
- Different models of starting – what is yours?
- Free 2 part training sessions for class teachers to prepare for September



Practical steps and paperwork -Transition planning for new pupils whatever age

Who is arriving with SEND needs already identified?

Are they known to Health – SaLT/OT/CAMHS/CDT?

Have they had SENIF or support at nursery or home already?

- will you be able to continue, in some form, with existing targets?
- work with your school therapists to schedule meeting the pupils
- are there any referrals in process?
- keep parents informed
- Ask parents if they have info to share

Contact previous settings and ensure records are transferred (GDPR).

Preparing for change



❖ How does your school prepare its staff and pupils for change?

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Professional Language in the context of SEN

❖ What does your language say about your approach to SEN?

2023	Previous terminology
Under represented service users Under serviced People experiencing barriers to engagement	'Hard to reach' families
Autistic or person with autism – ask the person what they prefer, or listen t how they describe themselves	
Learning differences	Learning needs
Autistic spectrum condition - ASC	Autistic spectrum disorder (ASD)

Challenging behaviour	having trouble coping; distressed feelings; different thinking method; difficult thoughts.
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restrained	Physical help to stay safe
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Professional Language in the context of SEN



❖ What does your language say about your approach to SEN?

'Shows no remorse'

Hit a friend for
no reason

'Cannot follow
instructions'

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Professional Language in the context of SEN



THE DOUBLE EMPATHY PROBLEM

AUTISTIC PERSON

- Struggle to communicate with neurotypical people
- Have successful social interactions with other autistic people
- Feel pressure to mask or pass as neurotypical
- Feel socially isolated in neurotypical settings

NEUROTYPICAL PERSON

- Frequently misinterpret communication of autistic people
- Have successful social interactions with other neurotypical people
- Assume that autistic people lack social skills
- Benefit from a society that rewards neurotypical social skills

Social interactions are bidirectional.
Understanding another neurotypes' social interactions is NOT just the responsibility of autistic people.

Any questions?



❖ Suggestions for next time:

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JOINT SENCO AND SEND GOVERNOR ELP NETWORK- GOVERNOR TRAINING 11.6.24



**Scan the QR code to
complete the
evaluation.**

Or use this link

<https://forms.office.com/e/YgebtL2HP2>

**Your responses will
help us to review and
improve our networks.**

Thank you



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Thank-You!

Thank
YOU

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