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# *Understanding good practice in the move to the new arrangements for SEN: what every school should know in providing a student centred approach*

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5<sup>th</sup> November 2013, Blackpool





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# What is going to happen?

- Consider the differences between the 'old' and 'new' Code
- How will the new arrangements impact on your setting?
- What can you do to prepare – developing your 'Local Offer'
- Evidence-based examples and practical solutions
- Consider how to measure impact and report on progress
- Have access to materials to use/adapt straight away



## The 'new' Code ...

- Now covers 0-25 age range
- More explicit focus on young people having a role in decision-making
- Increased cooperation between Health, Social Care & Education
- Education, Health and Care Plans in; Statements and Learning Difficulty Assessments out
- Increased (or re-focused?) responsibility on ALL teachers
- The need for a truly Whole School Approach



## In more detail...(1)

- IEPs are no longer mentioned (😄)
- There is no reference to stages e.g. SA, SA+, just one school based stage and then an Education, Care and Health Plan
- Focus on the provision of evidence based programmes
- Focus on ensuring students are being provided with high quality differentiated teaching
- Behaviour has been removed from the categories and mental health added

## In more detail...(2)

- Moderate Learning Difficulties has been removed from the categories
- Schools should meet parents of students receiving SEN support at least termly
- The time scale for an EHC plan assessment has been reduced to 20 weeks
- Health must provide support identified in the EHC Plan



## In more detail...(3)

- There is a big emphasis on the identification and support for students with SEN being decided and implemented by class and subject teachers (it is specified that support must be provided on a daily basis by class/subject teachers...) SENCo has a supporting role only
- This CoP only relates to those with SEN – disability is specifically exempted
- The discrepancy theory relating to SpLD is included...





# The new arrangements and you...

- This will have different impact on different settings ...
- Think about how you work now ...
- Do you rely on a process-driven model; having to evidence failure after a period of time to access appropriate support?
- Do you have more control and fluidity in provision?
- The emphasis of the new Code is about greater control; more immediate, pro-active provision and less reaction to a prescribed period of failure



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# Consider your challenges ...

- How can you 'audit' current provision?
- Where are the areas for development?
- How can you meet the 'modern need'?
- Time to start planning – set aside some time to look at things from your perspective
- From today consider the key themes and differences to existing provision
- I will be offering solutions and ideas throughout the year







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# A Whole School Approach – key?

- Our success has been built upon a truly whole-school approach
- Training ALL staff is an essential part of improving provision and outcomes
- A corporate responsibility essential in improving provision for all students
- Don't forget the **FREE** training materials ....

**A Whole School Approach to Improving Access, Participation and Achievement - [www.nasentraining.org.uk](http://www.nasentraining.org.uk)**





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***'The education of the peer group is an essential part of moving towards a truly inclusive community'***

Gareth D Morewood (2011)

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# Challenges for the 21<sup>st</sup> Century...

- The young people in our schools are very different now, than 15 years ago ...
- Neo-natal survival rates mean more children are surviving with complex needs and are now in our classes ...
- Learning & Teaching is different now; it has to be ... so we have to evolve too ...
- Resources and materials - [www.gdmorewood.com](http://www.gdmorewood.com)



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# Consider Pupil Premium research

- EEF Toolkit
- High Impact strategies
- As part of a Whole School Approach these strategies help narrow gaps
- Quality First learning and teaching needs to be central to the new way of working
- See our Illustrated Guide for 'ready to use' support –  
<http://www.gdmorewood.com/page-resources-8.html>



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# Consider the 'Bananarama' Principle

- It ain't what you do it's the way that you do it...
- So how do you spend £900 per student to 'get results'?
- Or, what does the evidence say is a good investment or a poor investment for learning?
- It ain't what you spend but the way that you spend it... what works for one, may not for others!







# Developing your 'Local Offer'

- A key part of ensuring you can effectively work within the new arrangements is the development of your 'Local Offer'
- Think about existing provision in your setting...
- What can change or evolve to support a more fluid continuum of provision?
- How can systems change and adapt?
- How can technology support student independence in their preparation for adulthood?





# Brace yourself for a few ideas!

- Positive texts, letters, e-mails, 'phone calls ...
- Empower the under-dog – arm parents/carers with positives
- A real re-focus on positive engagements supports several elements of the new Code:
  - Preparation for adulthood
  - Engagement with parents/carers
  - Supporting young people in their decision-making & understanding
  - Provides clear evidence of areas of success



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## Keep positive...

- It is easy to allow yourself to be part of a negative spiral ...
- Pressures exist from all sectors and stakeholders ...
- A key part of being a good modern SENCo is keeping positive ...



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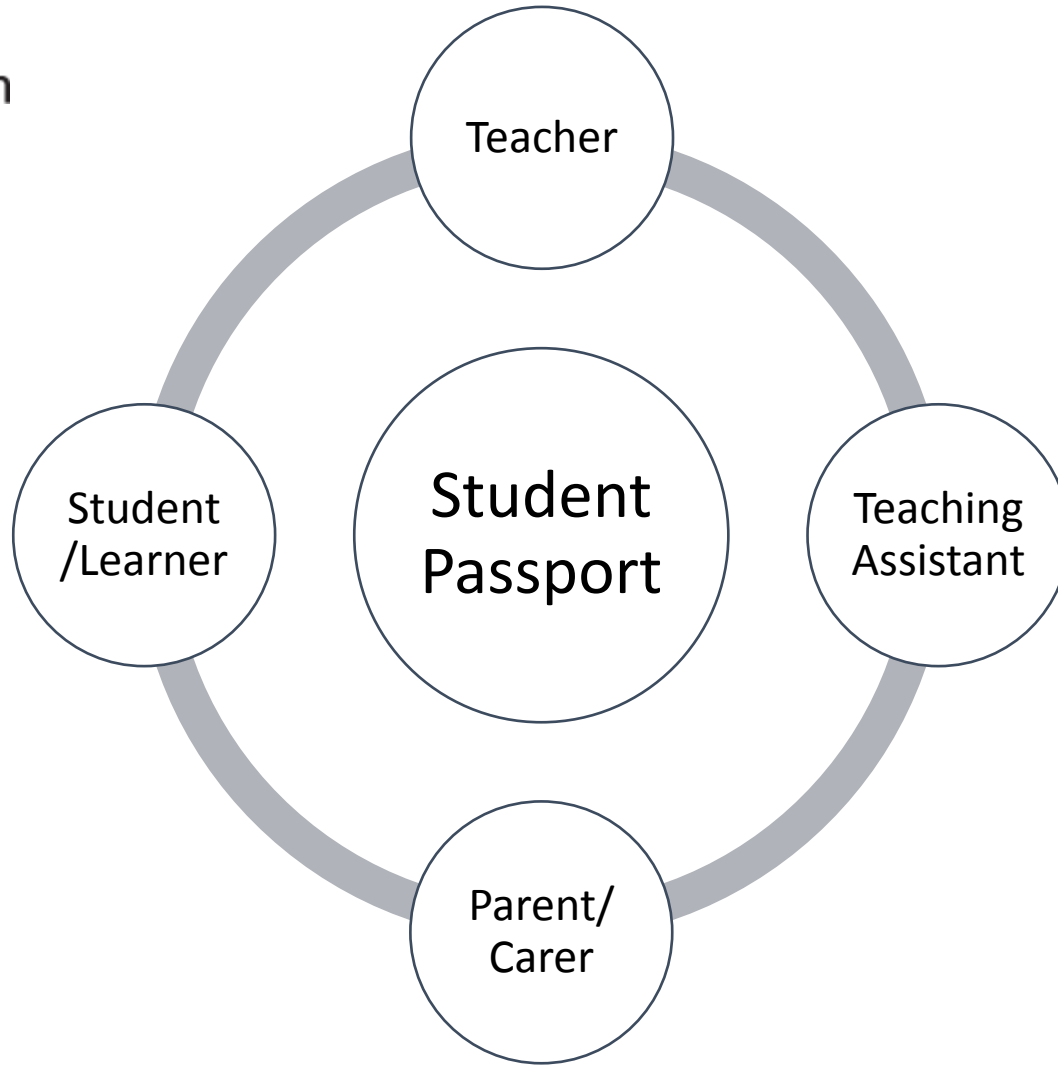
# Use Student Passports...

- Develop a new way of supporting students and teacher's understanding
- Lots of different ideas, but our Student Passports have been hugely successful
- Here is a short film explaining why...
- Based on 'high impact' research; engages students in 'learning to learn' metacognitive approaches ... and (most importantly?) ...





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- Keeps the young person central to provision
- Essential as part of a student centred approach
- A useful tool to engage parents/carers termly

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- Each school/setting is different, but one thing is for certain we are all accountable to balance resources against outcomes
- Evidence is important, as discussed, but also provision
- See Morewood (2011) Restructuring in light of budget restraints article & new revised versions for more ideas ([www.gdmorewood.com](http://www.gdmorewood.com))
- Whatever our setting we need to develop 21<sup>st</sup> Century models of support
- We MUST consider the 'modern child'; old fashioned systems do not meet current need
- Provision needs to be integral to a Whole School Approach





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# Using Technology...

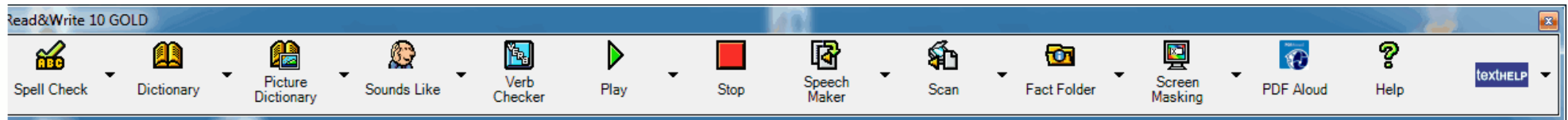
- To help support independence – preparation for adulthood
- To screen and identify specific needs – and therefore allow for more targeted provision
- To support key aims of engagement and participation
- To promote positive liaison with home
- To support assessments and post-16/18 continued learning





# Some examples (others are available!!!)

- Read&Write GOLD – for use in class, exams and at home

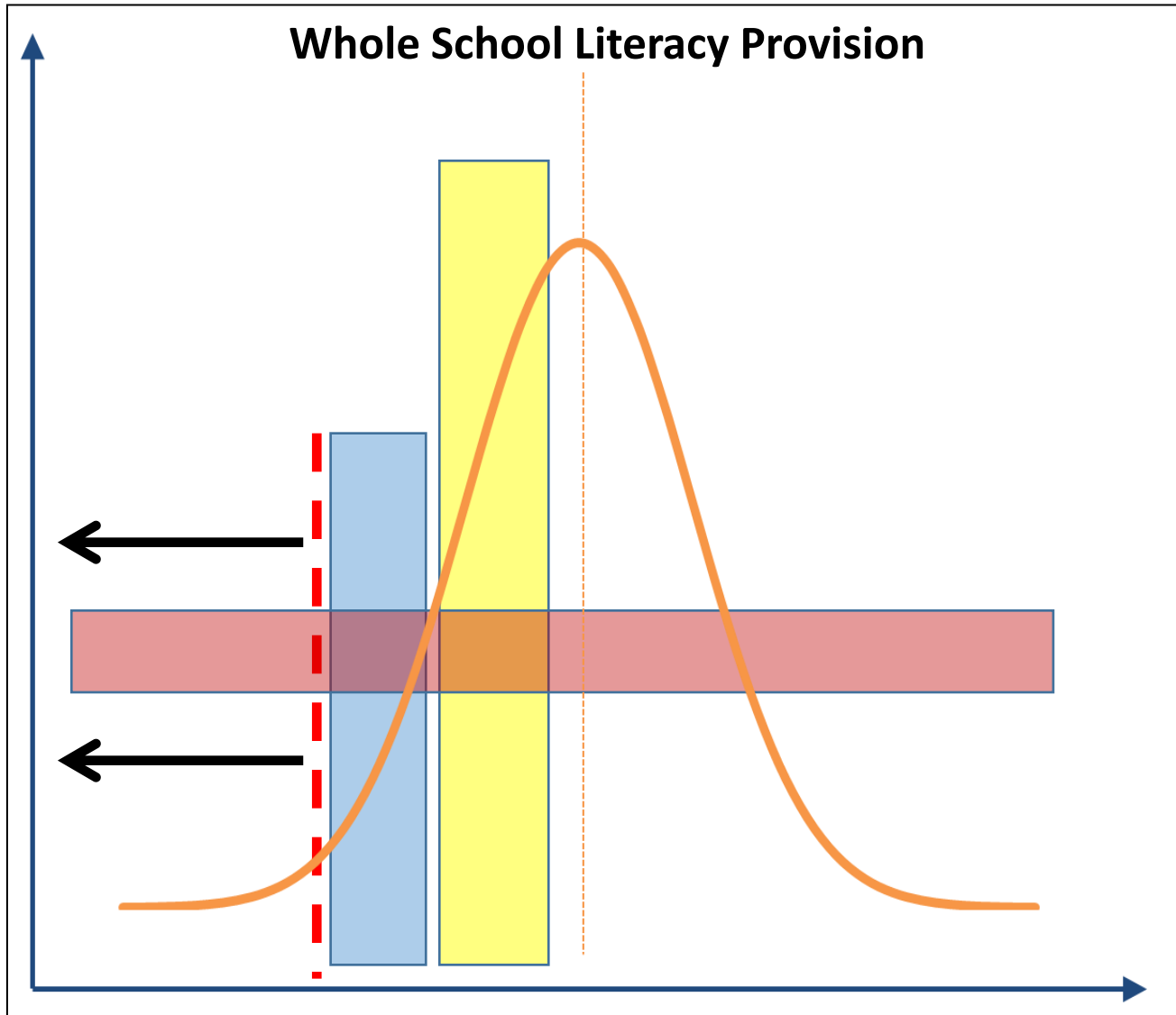


- Lucid Research's LASS software – for analysis and provision
- On-line support packages and assessment tools



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## Whole School Literacy Provision



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1 – 1 sessions

Group sessions

Interventions

Whole-School

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- Why do you do certain interventions?
- How do you know they are effective?
- What is the impact?
- Do they dovetail with whole-school provision?
- How to you track progress?

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# Recent Inspection Evidence

*'In liaison with special educational needs and library staff, the curriculum has been extended to better meet the range of literacy and learning needs.'*

*Her Majesty's Inspector, January 2013*

- Consider an 'inclusive curriculum offer' ...
- Less 'withdrawal' more timetabled, appropriate routes as part of your Local Offer



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# Three things ...

- Before you leave the Learning Event today ...
- Write down three things you are going to do or explore further ...  
(Student Passport/use of technology/development of Whole School Approach/use of positive engagement strategies...)
- Try to do something tomorrow ... then another next week ...
- How will you measure impact and report back to colleagues?



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# Develop effective classroom partnerships

- Differentiate the learning, objectives and outcomes
- Brief the Teaching Assistant on what students are to learn, as well as the task they have to complete
- Modify/adjust aspects of the lesson to promote independence rather than using support from the Teaching Assistant
- Find opportunities for students to work with other adults or peers (high impact)
- Ask the Teaching Assistant to model a task, answer students' questions, then move away to allow them to work independently
- Model ways of encouraging students to be more independent



# New ways of working – the Local Offer

*‘Insanity: doing the same thing over and over again and expecting different results.’*

Albert Einstein

- Trainee Educational Psychologists
- Speech and Language Therapist
- Postgraduate student placements



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# Key things to remember...

- Every Child *STILL* Matters
- For everything; consider impact and how to measure & report
- Can you do things differently?
- Remember to build in time for training & reflection during early 2014
- Look at resources already freely available; audit and plan provision without starting from scratch
- Remember – Big Impact, Small Effort – consider how this looks for you





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# Reconsidering the aims ...

- Consider the differences between the 'old' and 'new' Code
- How will the new ways of working impact on your setting?
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# Learning isn't always the same...

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- Don't forget that you can still keep the child central to provision
- In doing so a student centred approach retains the focus on individuals
- And ensures students are not 'missed' ...

(Missing Children, Ofsted, 2013)

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Thanks for listening...

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