





# Knowing me, knowing you ...

## understanding the daily lived experience of the SEND learners in your setting – what happens and how do you know?

We don't do things "for <sup>\*\*\*</sup>Ofsted", we do things because they are in the best interests of the child; however, sometimes our understanding of the current inspection process, as shared by practising colleagues, helps us to understand how best to demonstrate the wealth of work that is going on in our settings on any one day.

We know that inspectors like to ask about the daily lived experience of the students – what do they experience in school, what do they experience in lessons, how do they start the day, how are they supported (be that by targeted support, or by quality first teaching strategies). What is it like for a child with additional needs in your school?

It appears that inspectors are taking one of two approaches in the main –

1. Meet with the SENCo first and then wander the school (with or without the SENCo) in order to identify whether that which is articulated is the 'real experience', meet with heads of department or subject leaders (in both primary and secondary settings) to identify how learners with additional needs are supported and what they will see ... identify whether this matches that which was articulated by the SENCo
2. Complete the same process the other way round, ie visit classrooms, meet students, meet staff to immerse themselves in the 'learner experience' and then meet with the SENCo to see if what they have seen on their journey matches that which is articulated by the SENCo.

You may want, therefore, to consider requesting the following from subject leaders information about:

- The core skills covered in their subject area
- How children and young people with SEND are supported in this subject area
- Interventions run at subject level
- Any additional SEN resources that are in place

Summaries from a range of inspections identify the following as common questions asked of subject leaders:

- How does your curriculum meet the needs of learners with SEND?
- What would you expect an inspector to see if they were to complete a learning walk in your subject area across all age ranges in your setting?
- What adjustments are in place for individuals? (these should be informed by the information shared by the SEN team on individuals' passports, one page profiles or other similarly named tool)
- Inspectors may check books of learners with and without SEND in order to identify differences in quality and quantity of work, as well as to explore the feedback. What is the quality of work like in the books of learners with SEND?
- Pupil voice of learners with SEND in your subject area and evidence of this
- Are learners with SEND suitably challenged? Is there evidence of scaffolding up rather than always differentiating down?
- What CPD have staff accessed to support them to deliver their subject to learners with SEND?
- How are extra-curricular activities in your subject area made accessible and inclusive for all?
- How do TAs support young people in your subject area?
- Are all teachers aware of the needs of the children in their class?
- What differing approaches are used that take into account the '4 broad areas of need'?

## Teacher Handbook: SEND – Embedding inclusive practice

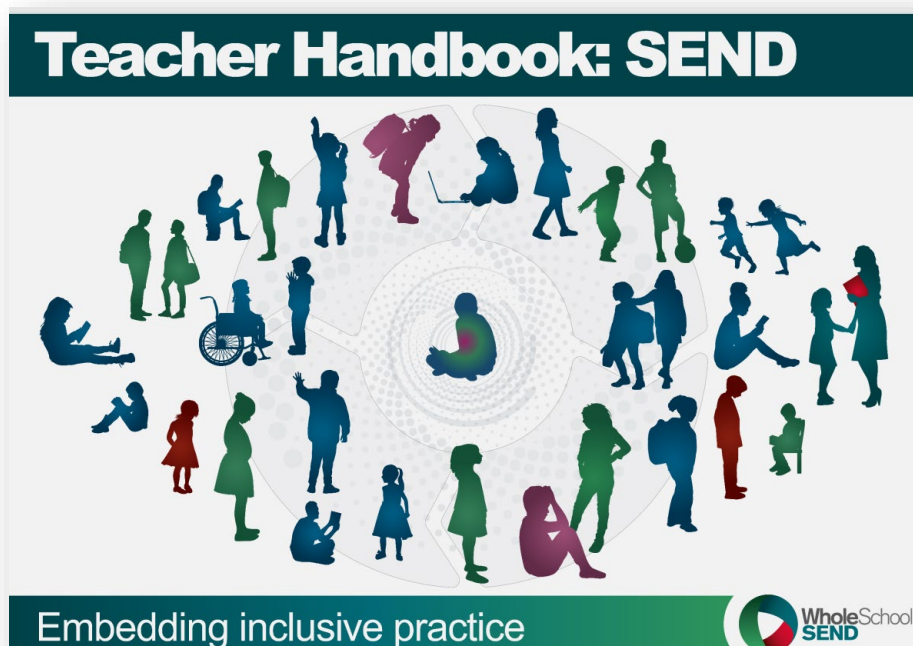
Whole School SEND (WSS), part of *nasen*, have recently launched a weighty resource for teachers and school staff, their *Teacher Handbook: SEND – Embedding Inclusive Practice*. It is freely downloadable from their website - <https://tinyurl.com/WSSteacherhandbook> - and the idea is that it can be shared with colleagues across your setting. It is weighty; however, as a tool to supplement the CPD that you already offer to colleagues, it has a wide range of useful materials for colleagues in a variety of roles.

The material in the document covers materials to support staff to understand the needs of some individuals – discussion about how we learn, with particular focus on the following areas:

- Relationships with others
- Interactions with our environment
- Schema
- Working memory
- Cognitive load
- Attention
- Processing and mastery
- How to be a learner

Naturally, there is focus on supporting colleagues to plan at primary and secondary level for the vast majority of subject areas and a real focus on raising the profile of teacher standard 5 with a whole section dedicated to the graduated approach and pages afforded to supporting “a teacher’s role in identification” as well as “working with the SENCO).

In excess of 40 pages are dedicated to strategies to scaffold learning split a range of different needs that children and young people in your setting are likely to have, as well as a whole section dedicated to teacher wellbeing focussing, not on cake and treats, but on strategy, supervision and resources to support professionals to carry out their role.



Whilst this resource is not a ‘quick read’, it is clear that it has much to support teachers in the classroom to be able to support and to better understand the needs of the children and young people in front of them on a daily basis. It may be that elements could be shared as ‘lite bites’ ...



# Putting the spotlight on our Christian Distinctiveness

## Section 48 (SIAMS) inspections ... how do you enable your school family to flourish?

Last month, I wrote the following introduction to the Section 48 inspection feature:

The overarching question that Section 48 (SIAMS) inspectors are asking is: **“How effective is the school’s distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?”**

As inspectors consider the evidence presented by the setting, they explore 7 key strands:

Strand 1: Vision and Leadership

Strand 2: Wisdom, Knowledge and Skills

Strand 3: Character Development: Hope, Aspiration and Courageous Advocacy

Strand 4: Community and Living Well Together

Strand 5: Dignity and Respect

Strand 6: The impact of collective worship

Strand 7: The effectiveness of religious education

For inclusion teams, there is much to consider when sharing about effective practice and the contribution to the distinctively Christian vision that is established and promoted by leadership at all levels in our individual settings, and which, in turn, enables the school community as a whole to flourish. Let’s focus on one key area here.

This month, let’s focus on one of the two elements within strand 2. A key area that your setting must evaluate in the consideration of your Christian distinctiveness is: **“How effective is the school at meeting the learning needs of all pupils through the curriculum? How effective is the school in identifying and supporting those who are more vulnerable and who may have additional learning and personal needs?”**.

For a setting to be graded as ‘good’, the descriptor is clear that:

*School leaders and teachers explain how the Christian vision underpins curriculum decisions and ways in which learning is fostered, and they illustrate the positive impact that these decisions have on children and young people’s learning and development. This includes pupils with special educational needs and disability (SEND) and the most able. As a priority, the school is enabling its vulnerable pupils, including those with learning difficulties, and those who experience barriers when accessing remote learning, to flourish and make progress in their learning.*

The identification of, and support for, the setting’s most vulnerable learners is a thread common to the Ofsted and the SIAMS schedule, however, here the focus is clear – can leaders, teachers, support staff and governors explain how the Christian vision underpins decisions made?

How well-represented are vulnerable learners in extra-curricular activities, on the school council, on educational visits – do you know? What is your vision and how are you enabling this?

## KCSIE 2022 consultation

The DfE has launched the proposed revisions to Keeping Children Safe in Education, with the intention of publishing the documentation for implementation from September 2022. The consultation period is open now and closes at 11:59pm on 8<sup>th</sup> March 2022. A summary of the questions regarding the proposed content of KCSIE 2022 is below to support colleagues in responding to the consultation. You can give your feedback (and save so you can return later) by following this link: <https://tinyurl.com/KCSIEconsultation> - appropriate for all levels of leadership.

### Part 1

- Should it be included that all staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited or neglected?

### Part 2

- Explicit reference to the legal duties under Human Rights Act 1998, the Equality Act 2010 and the Public Sector Equality Duty.
- Clarity that all governors and trustees should receive safeguarding and child protection training.
- The importance of a whole school approach to safeguarding – including reference to the fact that leaders must recognise that just because abuse isn't being reported does not necessarily mean it is not happening.
- There is a query about how KCSIE could better support schools to embed online safety into the whole school approach to safeguarding
- Queries about how KCSIE could support schools to better understand how to keep children safe online when at school and when learning remotely
- The importance of the status and authority of the DSL role – is this detailed enough in the proposal?
- How do colleagues suggest that the DfE can better emphasise the authority and status that should be attached to the DSL role?
- Do schools need the detail about children who are at greater risk from harm to be included in the document now that the proposal is to merge the standalone sexual violence and sexual harassment into KCSIE?

### Part 3

- Has part 3 helped to define the safer recruitment processes for schools? Any further changes needed?
- Suggestion that schools should complete online searches as part of the shortlisting process (this is in the Trust policy)

### Part 4

- Queries about the detail included about low level concerns – is it adequate, is it helpful?
- Would you include substantiated 'low level' concerns on an employment reference?

### Part 5

- Withdrawal of the standalone advice and consideration about how this has been incorporated into KCSIE and whether this is detailed to the right level in the new draft proposals

### Additional areas

- Question about your confidence in handling reports of sharing nudes and semi nudes and whether or not it is your responsibility
- Query about your ability to decide about which filtering and monitoring systems to use



[www.papyrus-uk.org](http://www.papyrus-uk.org)

It is clear from data in our academies that there continues to be significant concern around the emotional health and wellbeing of students. In many cases, academies own ELSAs and emotion coaches, and good signposting to tier 2 providers is appropriate in order to support the children and young people. However, there is an increasing number of concerns around suicidal ideation.

Papyrus offer **SP-ARK** (Suicide Prevention – Awareness, Resource, Knowledge: An introduction to PAPYRIS and Suicide Prevention) training (face to face and online) with the key objectives of increasing awareness of suicide and suicide prevention, providing information about their services, developing Hope and encouraging action for a suicide safer community and understanding the importance of self-care). The training lasts 30 minutes and is cost-free.

For staff who spend more time working with very vulnerable young people, there is a £25 tutorial training to look at language and how to challenge young people who are talking openly about suicide, amongst other elements. Of course, there are other, more expensive trainings to explore as well.

The Papyrus 'online shop' has a number of excellent downloadable digital copies of leaflets that are available at no cost.

Papyrus also have a range of resources with helpline numbers which you may want to have on display in certain locations in the building.



[www.annafreud.org](http://www.annafreud.org)

As we return to our 'new normal' and begin to better understand the challenges faced by the children and young people in our care, so the research will continue to emerge. Many colleagues will be aware of, and will use, the materials from the Anna Freud National Centre for Children and Families already.

Wednesday 26<sup>th</sup> January sees a new seminar entitled *The Tortoise and the Hare: Learning from both rapid response and ongoing research about the impact of the pandemic on young people's mental health* – the first in the new series of "So What?" seminars that they are launching about youth mental health research evidence and exploring its implications for policy and practice.

Booking link:

<https://www.annafreud.org/training/training-and-conferences-overview/online-conferences-webinars-and-events/the-tortoise-and-the-hare-learning-from-both-rapid-response-and-ongoing-research-about-the-impact-of-the-pandemic-on-young-people-s-mental-health/>

# Continuing Professional Development: Spring Term

## Governor and SLT training sessions about KCSIE 2021

### Who is the event for?

All SLT and Governors of academies

### What is the focus?

Training about the strategic responsibility that lies with senior leaders and governors of academies in order to understand the implications of Keeping Children Safe in Education. This is a 90 minute training event.

### How to book?

Contact Sarah Milne directly – dates can be arranged to meet your needs

## Governor training sessions about Exclusions

### Who is the event for?

Principals and Governors of academies

### What is the focus?

The training for Governors focuses on what Governors need to consider when they are asked to participate in a Governors Committee following an expulsion (permanent exclusion). Clarity about the law and the documentation that you would expect to receive from the principal, what you could receive from the family, and the next steps following your decision making process.

### How to book?

Contact Sarah Milne directly – dates can be arranged to meet your needs

## Senior and middle leader training sessions about Exclusions

### Who is the event for?

Principals and Governors of academies

### What is the focus?

The training for leaders in schools focuses colleagues on the legislative process of an exclusion. This is an interactive training session where the main focus is on the graduated approach – the evidence that is required for an exclusion and the need for all staff to be actively involved in the support for an individual child.

### How to book?

Contact Sarah Milne directly – dates can be arranged to meet your needs