



Shropshire SENCO Network March 2022



Comings...

- Karen Levell – *SEN and Inclusion Service Manager*
- Sharon Graham – *Designated Social Care Officer (DSCO)*
- Sally Johnston – *Interim Designated Clinical Officer (DCO)*

...and goings!

- Sam Edwards – *SEN Team Manager*
- Emma Eyles – *SEN Officer / LAC*
- Donna Barber – *SEN Officer*
- Fay Rayward – *Case co-ordinator*

Other updates

- Kim Jefferies – *Interim Principal Education Psychologist*

‘Long overdue...’

‘Handling of the SEND Review ‘appalling’.

...will deliver a “huge overhaul” of the system.

Findings to be published within 1st quarter of 2022 (March 23rd ?) alongside a ‘Green Paper’ (discussion proposals – 3 months consultation)

Recent Government spending review announced £2.6 billion for SEND places.

Mr Quince (Children’s Minister)

“If we are going to transform the SEND system we have to really look at mainstream.”

SEN Support
Funding (Notional)



- There is a specific chapter in the Code of Practice for pre-school children: Chapter 5.
- This outlines key differences in terms of provision, assessment and diagnostic/assessment pathways.
- There is specific paperwork when requesting support for pre-school children:
<https://shropshire.gov.uk/the-send-local-offer/early-years/funding-for-early-years-send/funding-information-for-settings/>
- There is specific training for new EYs SENCo's which can be booked through CPD@UCS. It is run each term, over 3 sessions. The final session looks at Shropshire process and pathways (It is possible to just attend the third session)
- EYs SENCo network meetings are held each term for updates/networking. This is also booked through CPD@UCS.

For a child who is identified at SEN Support there should be regular (at least termly) meetings with parents/carers. This is an opportunity to consider whether the child's Special Educational Needs have increased and whether to consider a request for an EHCNA.

We would expect the majority of EHCNA requests to be submitted by the school.

When we do receive a parental request we will request advice from the school or setting to help inform the panel decision. In order to meet our statutory timeframes it is important that schools respond to the request for advice within 7 days.

Please also consider when requests are submitted. We get lots on the last days of term! Also late on in Year 6. As soon as we receive them the clock starts ticking...



High Court calls time on council delays for children with special needs and disabilities

- Posted 8 Mar 2022

1. In a landmark judgment issued today (8 March 2022) the **High Court** has made it clear that every local council must keep to fixed legal time limits when reviewing the needs of children and young people with **special educational needs**.

9. “This judgment is a wake-up call to local authorities across the country, that have been using what was seen as a loophole in the regulations to delay updating the EHCP plans and provision for children with SEND. Amending a young person’s EHCP must be done within 12 weeks of the annual review,” said Keith. “This will also affect parents exercising their right of appeal to the First-tier Tribunal to get suitable school placements in good time.”

Autism Acceptance (Awareness) Week

This is a great opportunity to raise peer awareness about 'difference and diversity'. Many autistic children and young people feel bullied and isolated.

Promoting autism as a 'difference and not a deficit,' and encouraging greater understanding amongst our school community, will help promote a sense of belonging within our neuro-diverse community.

Download your AET Autism Acceptance Week Pack today:

[Let's Learn About Autism](#)

Use our fully resourced autism Packs to support all-staff understanding and raise peer awareness of autism in your assemblies and lesson planning.

Join us and celebrate

Autism Acceptance Week 28th March – 3rd April 2022.

Published 21st July 2021

[National strategy for autistic children, young people and adults: 2021 to 2026 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/national-autism-strategy-2021-to-2026)

There are 6 themes:

- improving understanding and acceptance of autism within society
- improving autistic children and young people's access to education, and supporting positive transitions into adulthood
- supporting more autistic people into employment
- tackling health and care inequalities for autistic people
- building the right support in the community and supporting people in inpatient care
- improving support within the criminal and youth justice systems

- Improving autistic children and young people's access to education, and supporting positive transitions into adulthood

we want the Special Educational Needs and Disability (SEND) system to enable autistic children and young people to access the right support, within and outside of school. **We want schools to provide better support to autistic children and young people, so they are able to reach their potential, and to show that fewer autistic children are permanently excluded or suspended from school due to their behaviour.** We will make improvements to the support autistic people get in their transitions into adulthood, so that more autistic people can live well in their own communities, find work or higher education or other opportunities. This is important in preventing more young people from avoidably reaching crisis point or being admitted into inpatient mental health services

We want education settings to provide better and more inclusive support to autistic children and young people so that autistic people are better able to achieve their potential.

We want more teachers and educational staff to understand the specific needs of their autistic pupils, ensuring that more school placements can be sustained.

We also want to demonstrate that more autistic children have had their needs identified early on and that they are having positive experiences in education settings.

How we will work towards this in 2021/2022

Improving educational professionals' understanding of autism and inclusive cultures within schools

We are taking a number of steps to improve understanding of autism amongst educational professionals, including **providing £600,000 of funding for staff autism training** and professional development in schools and colleges. We will work with our training partners to develop materials and resources and will consider the issue **of identification and support for autistic girls** within this. In addition, we will embed **autism as a priority for educational leadership as this is important in developing autism-inclusive cultures** and we will share good autism practice within education settings, focusing on mainstream schools. This will encourage the provision of early support for autistic children and young people, setting out the benefits of this in preventing escalation of needs, sustaining school placements and ensuring more autistic children and young people can achieve their potential.

Our commitments in the first year

Our key commitments will be to:

- improve understanding of autism amongst educational professionals by continuing to provide funding for autism training and professional development in schools and colleges in 2021 to 2022
- publish and consult on the SEND review as soon as possible
- carry out a new anti-bullying programme in schools, to improve the wellbeing of children and young people in schools, including those who are autistic
- provide a further £8.6 million funding in 2021 to strengthen the participation of parents and young people – including those who are autistic in the design of SEND policies and services and ensure that they are able to access high quality information, advice and support
- take action to strengthen and promote pathways to employment, such as Supported Internships, Traineeships and apprenticeships, and work to support all local areas to develop Supported Employment Forums

- **Shropshire (all age) Autism Strategy**
- **ND Pathway**
 - **Update – WSOA**
- **Autism Education Trust Training**
 - **Relaunched October**
 - **Face-to-face training**
 - **Whole school training – contact Garry**
 - **Good Autism Practice - *April 29th 2022***



Booking details

Date: Friday 29th April 2022

Venue: Shrewsbury Town Football Club

Cost:

- **CPD Subscribers - £100 or 2.5 credits**
- **Non-subscribers - £120 or 3 credits**

To book places (Limited to 12) contact:

cpd@chester.ac.uk or telephone 01743 297168



Comments / Questions?



January 2022

The Education Inspection Framework and SEND: 'A Special Golden Thread'



Guidance
School inspection handbook for September 2021

Updated 20 June 2021



Key Questions



- What does it 'look like' when SEND/Inclusion is effectively led in a school?
- What are the key components of a highly inclusive curriculum?
- Managing pupils with challenging behaviours – what will inspectors look for to inform their judgements?
- Safeguarding – with a particular focus on Ofsted's view of the use of part time timetables and alternative provision. What must schools be able to demonstrate in relation to monitoring and evaluating the effectiveness of these?
- In what ways do inspectors make judgements about the quality of SEND leadership, provision and outcomes?
- What evidence will inspectors draw upon and/or ask for?
- How will the SENCo be involved in an inspection? How will other leaders/staff/parents/pupils be involved to inform inspector's judgements re SEND/Inclusion?

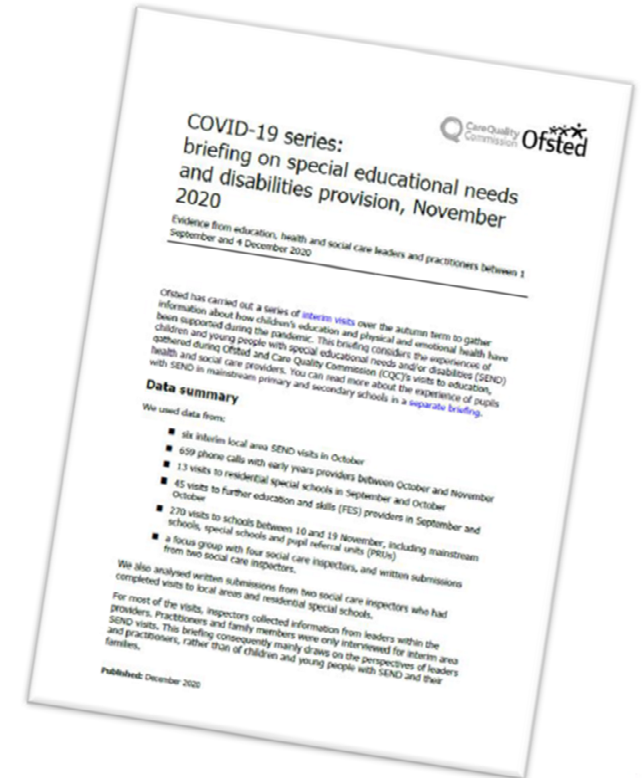




The Pandemic and Children and Young People with SEND



'The pressure on parents of children with SEND during this period has been particularly acute, made worse by the reduced availability of support services.'





It is essential that schools and settings:

- Provide a culture and environment for inclusion
- Identify, assess and review SEND or 'overcome barriers to learning'
- Provide a ambitious curriculum and curriculum implementation



Getting clarity about who we are talking about?

- How do you identify those pupils with special educational needs, those who need an 'something additional' provision to help them achieve?
- What is different about this provision to what other pupils are getting?
- How do you review it? Who is involved?





Environment for Inclusion



- Context for your school – cultural capital gaps and SEND
- Commitment to special educational needs – CPD, Systems, Processes
- Involvement in all aspects of school life – explicit in EIF, one of the 'musts' in the CoP



Environment for Inclusion: Behaviour

Positive environments where children can flourish

Guidance for inspectors about how to approach the use of physical intervention, restraint and restrictions of liberty in social care settings and schools.

We start from the premise that staff should work positively and confidently with children and find the least intrusive way possible to support, empower and keep children safe. The foundation of good practice in working with children should be:

- building relationships of trust and understanding
- understanding triggers and finding solutions
- if incidents do occur, defusing the situation and/or distracting the child wherever possible.



Guidance

Positive environments where children can flourish

Updated 6 October 2021



Guidance

School inspection handbook

Updated 1 October 2021



193. Before making the final judgement on overall effectiveness, inspectors will always consider the spiritual, moral, social and cultural development of pupils at the school, and evaluate the extent to which the school's education provision meets different pupils' needs, including pupils with SEND.

262. Important factors include whether continuing professional development for teachers and staff is aligned with the curriculum, and the extent to which this develops teachers' content knowledge and teaching content knowledge over time, so that they are able to deliver better teaching for pupils



**Special educational
needs and disability
code of practice:
0 to 25 years**

Statutory guidance for organisations
which work with and support children
and young people who have special
educational needs or disabilities

January 2015

6.2 Every school is required to identify and address the SEN of the pupils that they support. Mainstream schools, which in this chapter includes maintained schools and academies that are not special schools, maintained nursery schools, 16 to 19 academies, alternative provision academies and Pupil Referral Units (PRUs), **must:**

- ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN

The quality of teaching for pupils with SEN, and the progress made by pupils, should be a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff.



Environment for Inclusion

- Are all pupils with SEND included in all aspects of the education provision of the school?
- Do you build relationships of trust and understanding and do you understand triggers and find solutions?
- Does CPD develop understanding of individual needs and what teachers can do to promote learning in each subject, or is it generalised and non specific?
- Who assesses, plans, reviews and does? Is it the SENCo, inclusion manager or is SEND a responsibility for all?



Overcoming barriers to Learning

- Understanding the barriers – importance of content selection/sequencing
- Graduated approach





Overcoming Barriers to Learning: Alternative Provisions



Guidance

School inspection handbook

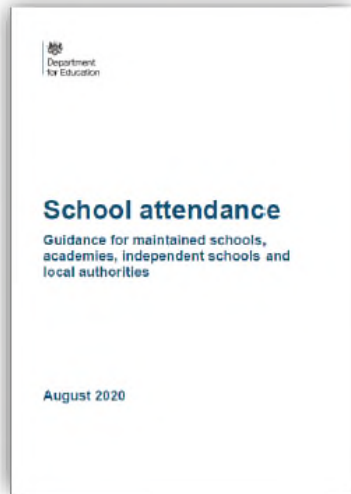
Updated 1 October 2021

284. Inspectors will consider:

- the reasons why leaders considered off-site provision to be the best option for the pupils concerned
- whether leaders have made the appropriate checks on the registration status of the provision
- what safeguarding checks leaders have made and continue to make to ensure that the provision is a safe place for their pupils to attend
- the extent to which leaders ensure that pupils benefit from a well-planned and sequenced, well-taught, broad and balanced curriculum
- the attendance and behaviour of the pupils who attend the provision
- how well the provision promotes the pupils' personal development



Overcoming Barriers to Learning: Part Time Timetables



Can a school place a pupil on a part-time timetable?

As a rule, no. All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances there may be a need for a temporary part-time timetable to meet a pupil's individual needs. For example where a medical condition prevents a pupil from attending full-time education and a part-time timetable is considered as part of a re-integration package. A part-time timetable must not be treated as a long-term solution. Any pastoral support programme or other agreement must have a time limit by which point the pupil is expected to attend full-time or be provided with alternative provision.

In agreeing to a part-time timetable a school has agreed to a pupil being absent from school for part of the week or day and therefore must record it as authorised absence.



Guidance

School inspection handbook

Updated 1 October 2021



The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.



6.2 Every school is required to identify and address the SEN of the pupils that they support. Mainstream schools, which in this chapter includes maintained schools and academies that are not special schools, maintained nursery schools, 16 to 19 academies, alternative provision academies and Pupil Referral Units (PRUs), **must:**

- use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people's SEN



Department
for Education



Department
of Health

**Special educational
needs and disability
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0 to 25 years**

Statutory guidance for organisations
which work with and support children
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January 2015



Guidance

School inspection handbook

Updated 1 October 2021



- 208:
- Teachers enable pupils to understand key concepts, presenting information clearly and encourage appropriate discussion.
- Teachers check pupils' understanding effectively, and identify and correct misunderstandings.
- Teachers ensure that pupils embed key concepts in their long-term memory and apply them fluently.
- Do curriculum leaders, SENCOs and teachers work together to develop curriculum?



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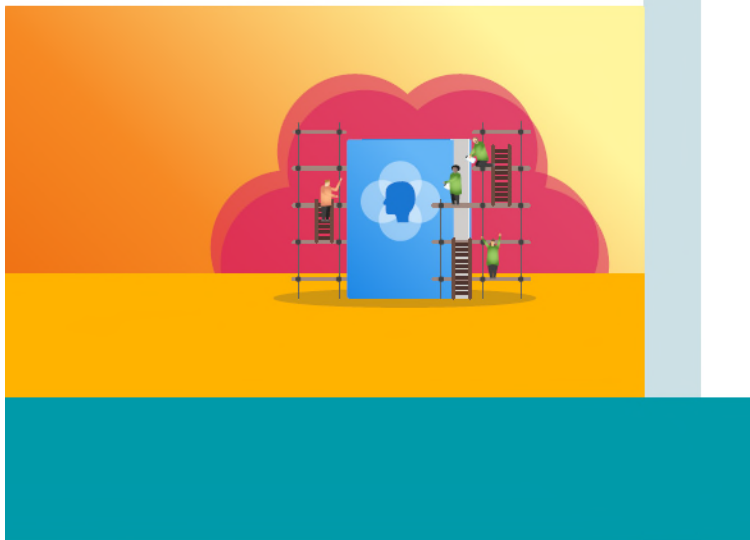
6.4 The quality of teaching for pupils with SEN, and the progress made by pupils, should be a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff. School leaders and teaching staff, including the SENCO, should identify any patterns in the identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.



Comments / Questions?

**SPECIAL EDUCATIONAL NEEDS
IN MAINSTREAM SCHOOLS**

Guidance Report



[Special Educational Needs in Mainstream Schools | EEF
\(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk)

5 Recommendations

Additional resources, posters and guidance available

Download additional tools

Resources are designed to help support effective implementation of the guidance recommendations



Reflecting on your SEND practice

Questions to reflect on how you consistently embed the 'Five-a-day' strategies into your current teaching practice.

Uploaded: 2 February, 2022 [890.6 KB pdf]

[Download](#) 



The 'Five-a-day' principle

Five well-evidenced approaches teachers can use as the starting point for classroom teaching for all pupils, including those with SEND.

Uploaded: 26 January, 2022 [881.4 KB pdf]

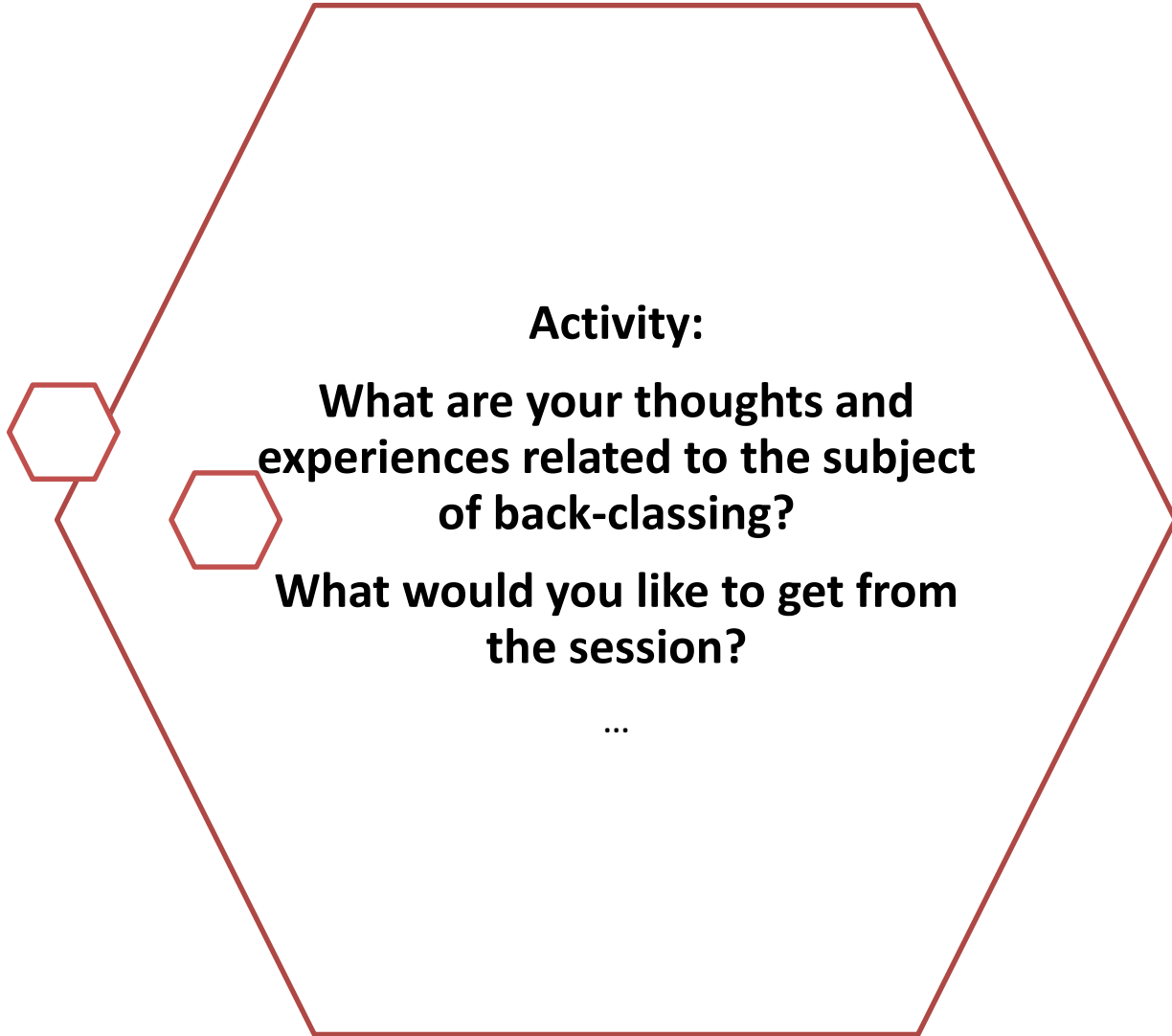
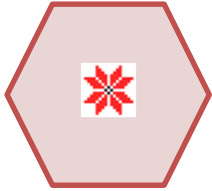
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BACK-CLASSING

10.03.2022
SENDCo Network Meeting
Shropshire

Dr Amalia E Dîrnu
Educational Psychologist
Shropshire Educational Service







Aims of the session:

To consider some of the issues surrounding back-classing in the UK context

To reflect on relevant local guidance

To discuss research information regarding outcomes for children held back a year

To share research into Head Teachers' views on the local guidelines regarding back-classing

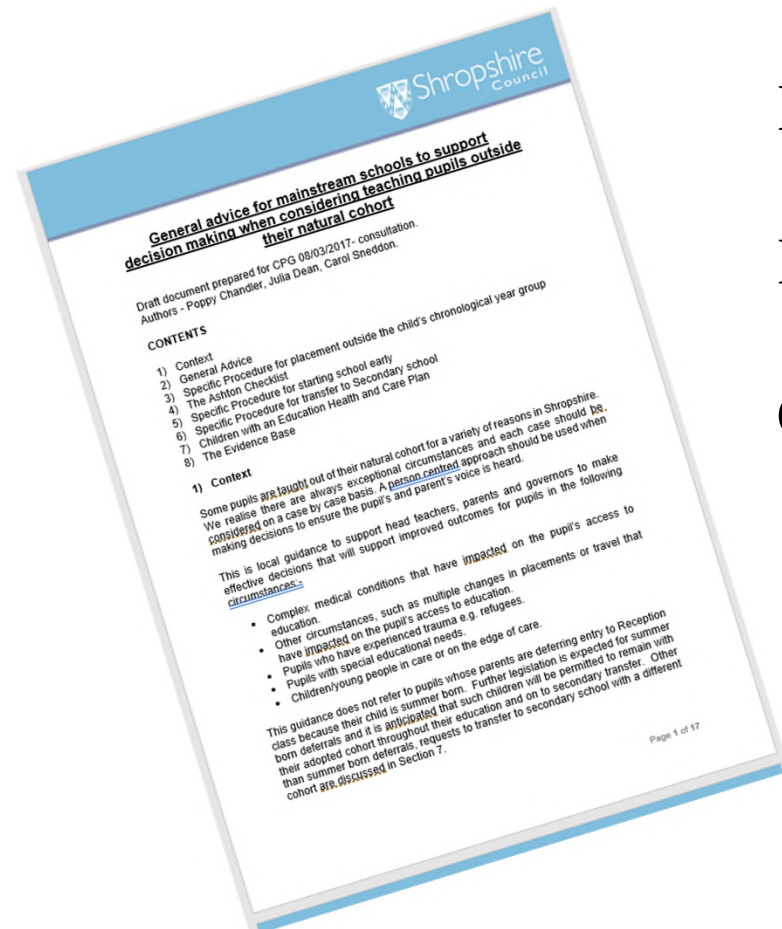
The national and local context

Current Shropshire guidance regarding back-classing

Back-classing in the UK

Relevant UK legislation

Current back-classing practice in UK



Ashton's Checklist

School, parents, child and involved professionals all feel that this placement would <u>substantially increase</u> the probability of the child's successful inclusion in mainstream school.	
This decision is not being made <u>in order to</u> delay other interventions, such as placement into a different school.	
This decision is not <u>being made</u> due to difficulties in making appropriately differentiated provision in the class to which the child should normally transfer.	
The placement would not breach infant class size regulations.	
Consideration has <u>been given</u> to the rights of other children who might otherwise take that place.	
Consideration has <u>been given</u> to the long-term emotional and social impact of this placement.	
Consideration has been given to the <u>likely future</u> placements for the child, e.g. returning to their own year group or <u>remaining</u> with the new year group.	
There has been a discussion with parents about <u>likely future</u> issues, e.g. leaving school without completing Key Stage 4.	
All involved feel that the child will be able to learn more from the children in the proposed year group than by being around children of their own age group.	
The child will have a peer group in their new class, which is likely to continue to be somewhere that the child can 'fit in' as the cohort matures.	



Systematic Review on back-classing exploring outcomes for back-classed children

Key findings: Attainments

*Meta-analysis involving 150 systematic reviews: 48% no differences in academic achievement; 47% favoured matched-promoted students; and 5% favoured academically pupils held back a year, although these gains were not maintained over time (irrespective of subject: English/ Maths skills). Moreover, promoted and not those held behind's all employment outcomes were comparable.

Key findings: School behaviour and drop out rates

An increase in school disengagement and absenteeism

Lower levels of academic motivation, academic self-concept and homework completion

A 50% higher chance of dropout by age 19

However, teacher-rated behaviour engagement and the feeling of school belonging rise in the short term, and back-classing has a positive effect on children's perceived academic competence in Year 4, if retained in Year 1





Systematic Review on back-classing exploring outcomes for back-classed children

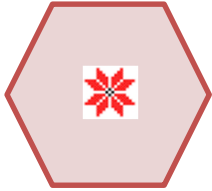
Key findings: Social and emotional wellbeing

Particularly mixed picture:

- decline of the self-esteem, emotional functioning and peer relationships
- an increase in aggression and oppositional behaviour
- there is no association between back-classing and socio-emotional health is increasing
- Some evidence which suggests that children who were retained before age 6 do not experience psychosocial adjustment problems, before the age of 9
- no link between self-esteem or peer relationship and back-classing
- some evidence for positive effects, more specifically that retention can lead to lower level peer-rated sad/ withdrawal behaviours and that back-classing leads to a decrease in externalising behaviours

But, an analysis pointed out that effects were measured in the short-term – there are indicators that children were affected emotionally in adolescence.





Children's views

Young children view retention as punishment; they experience feelings of fear, anger and sadness when not promoted; and that in their view the teacher and the school do not consider them to be 'capable'.

Being asked to rate a number of stressful life events children placed retention on the third place, with losing a parent and going blind being worse

(Byrnes and Yamamoto, 1986).

Replicating the study, it was found that pupils rated being held back a year as the most stressful life event.

(Anderson, Jimerson and Whipple, 2005)



Study into Head Teachers' views on the local guidelines regarding back-classing informed by a Trainee Educational Psychologist

Key study characteristics:

- ❖ Head teachers representing three primary schools in Shrewsbury
- ❖ Qualitative research using thematic analysis
- ❖ Research questions:
 1. What are HTs views and experiences of back-classing?
 2. What are HTs views about the LA guidelines regarding back-classing?





Study into Head Teachers' views on the local guidelines regarding back-classing informed by a Trainee Educational Psychologist

Key themes:

- ❖ HT's own views
- ❖ Experiences of back-classing in UK primary schools
- ❖ Inclusion
- ❖ Ethical considerations
- ❖ Professionals' contribution





Shropshire HTs ideas regarding possible provisions to avoid back-classing:

- Appropriate provision, e.g. flexible and broad curriculum, differentiated teaching, organising mixed ability class, up-skilling teachers
- The school taking responsibility for provision and support in order for the child to be happy in school
- Looking at children's needs holistically
- School being committed to make things work for the children
- Using child's happiness as the criteria as opposed to focusing on academic performance exclusively
- Finding creative solutions for circumstances outside of schools' control (e.g. as it is in the case of refugees where perhaps a child's date of birth is perhaps inaccurate or unknown)
- Ensuring availability of support for parents, including making research information and advice available
- When needed, ensuring access to specialist support for the child

Factors in tune with the LA guidelines

Child related	Parent Related	School Related	External factors
<p>Very strong impact</p> <p>Focus on the child</p> <p>The cost to the child (self-esteem)</p> <p>The benefits of being part of own cohort</p> <p>The negative consequences of the label</p>	<p>Very strong impact</p> <p>Good relationship between parents and school</p>	<p>Very strong – some impact</p> <p>Head teachers' Views</p>	<p>Very strong impact</p> <p>Decision made by a panel</p> <p>Existing Research</p>
	<p>Strong impact</p> <p>Parents' Voice being heard</p>	<p>Very strong – strong impact</p> <p>SENDCo</p>	<p>Very strong – strong impact</p> <p>The clear pathway found in the policy</p>
		<p>Strong impact</p> <p>Being a highly inclusive school</p> <p>Good specialist provision</p>	<p>Strong impact</p> <p>Advice and guidance available</p> <p>EP advice</p>

Factors acting against the LA guidelines

Child related	Parent related	External factors
<p>Very strong – strong impact Uncertainty about the future</p>	<p>Very strong impact Parents not being in support Parents' misuse of research</p>	<p>Very strong impact Disagreement between LAs policies</p>
<p>Some impact Unusual (exceptional) circumstances</p>	<p>Very strong – strong impact Parents anxiety Parents using professionals' advice which matches their views to put pressure on school</p>	<p>Strong impact Being an academy School circumstances</p>
	<p>Strong impact Parents' limited knowledge of the impact of back classing Back-classing seen as the solution</p>	<p>Weak impact Professionals' limited access to knowledge about the child</p>
	<p>Less strong impact Child not known to school - no rel. with parents</p>	



Alternatives to black-classing

Preschool programs

Multi-age classrooms

Comprehensive school-wide program

Teacher consistency



And many more...

Parent involvement

Effective instructional strategies and assessment

Early reading programs

School based mental health programs

Behaviour/cognitive interventions

And many more...



- Summer school;
- Multi-age grouping or multi-grade level mixing;
- Stays in the year but receives additional support/ child moves to another class for specific lessons;
- Intensifying learning as opposed to making assignments easier;
- Rigorous and clearly defined standards;
- Meaningful and authentic instruction with active student involvement;
- Expanded learning options to meet their needs;
- Flexible grouping;
- Cooperative learning;
- Small class size;
- Linking 'at risk' pupil with peer and adult mentor;
- Developing resilience;
- Developing academic skills such as study habits, organisation, time management;
- Intervention with the child;
- Engaging teacher and school to take responsibilities and get involved;
- Developing a policy to accept children when ready to read and write;
- Repeating a week or a semester;

And many more...



- Encouraging parents to take responsibility and to find alternatives to retention (although in relation to this it would be important for school, and professionals to take into account parents' work commitments);
- Focus on individual improvement, achieving personal bests, and mastery of new skills rather than doing better than classmates or being the best student in their class;
- Encourage students to pursue their own goals of particular interest to them, reducing social comparison;
- Avoid highly competitive environments that encourage social comparison processes underlying ...;
- Providing individual feedback in relation to criterion reference standards and personal improvement over time rather than comparisons based on the performances of other students;
- Assessment to inform instruction (this reminds me of Precision Teaching);
- Prevention work;
- Interventions tailored to the child...;
- Achievement motivation;
- Preschool for low-income and high-risk children;
- Looping – same teacher for several years.

Questions and Answers



Thank you

