

Practical Update: steps so far for implementation of the Code in our school

Gareth D Morewood

Director of Curriculum Support & Specialist Leader of Education,
Priestnall School, Stockport

Honorary Research Fellow, University of Manchester

Tuesday 11th November 2014

www.gdmorewood.com



Key messages...

- FROM September!
- Work in partnership – proper co-production takes time – not overnight!
- Ensure that the young person is central to everything – proper engagement not ‘lip-service’!
- Ensure documentation and information is easy to understand and clear – no need for complex policies!

What we have done...(1)

- Ensured all staff contacts, pictures and details on website – easy to contact
- Planned Year 11 transition reviews – end of November – met all parents/carers and ensured they know the law
- Drafted *Information Report* with parents/carers – time for reflection – final meeting early December
- Ensured School Support labelled as ‘K’ (no more SA/SAP)

What we have done...(2)

- Ensured all staff aware of new arrangements – whole school training and regular updates
- Worked closely with the LA Officers
- Positively engaged with young people – no ‘woolly’ student voice/lip-service – real engagement and discussion
- Remained robust about the whole-school approach and a corporate responsibility

Identifying, assessing and reporting in the context of the SEN Support...(1)

- Keep it inclusive...
- Teachers are responsible for the progress and engagement in their areas/years/subjects
- Keep strong and don't allow for any abdication of professional responsibility
- Ensure high expectations – best teaching should be for the weakest students

Identifying, assessing and reporting in the context of the SEN Support...(2)

‘The classroom teacher plays a central role constantly reviewing and monitoring progress and setting targets for the child.’

(Code of Practice, section 6.45-6.56)

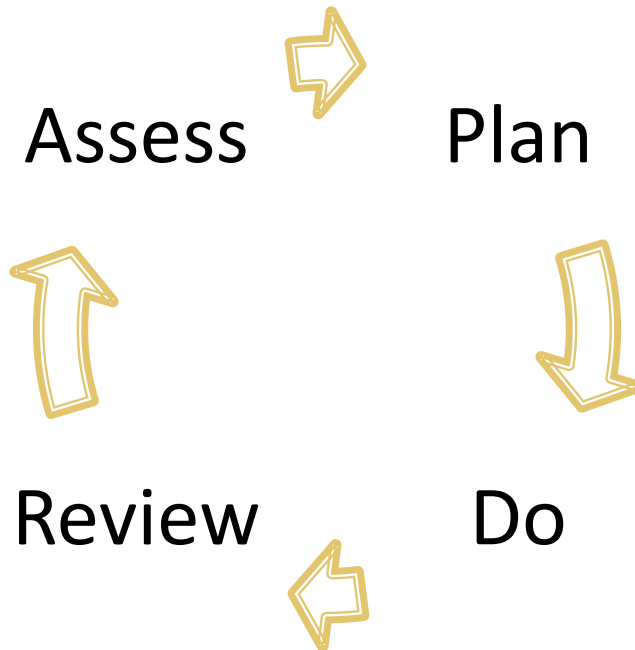
- So let the SENCo help and advise...
- If teacher/class/subject strategies, interventions and support don't demonstrate change look to further assessment/support

Which feeds directly into...

- Ensuring a continuum of provision – a graduated approach
- A model of action and intervention
- The approach recognises that there is a continuum of SEND and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing

What does the new graduated approach look like in our school?

Assess → Plan → Do → Review



www.optimus-education.com
www.gdmorewood.com



Assess

- Schools are required to carry out a clear analysis of the student's needs, drawing on assessment and experience of the student, their progress, attainment, where relevant, their behaviour in comparison to their peers and national data
- Alongside this, the views of parents/carers and the student's own views should influence the assessment
- Information from external services including health and care professionals should also be taken into account

Then plan, do & review...

- Plan: parents/carers, teachers and support staff who work with the child should be made aware of their needs, outcomes set, support provided and any teaching strategies and approaches, which should all be recorded and monitored regularly
- Do: the class or subject teacher remains responsible for the student and should work closely with other staff to ensure the support is provided and monitor its effectiveness
- Review: regular reviews should take place between all relevant staff and parents/carers and involved the student

Challenges faced so far, how we overcame them and next steps...

- One of the hardest half-terms ever as a SENCo...
- Even with plenty of time to 'ease into' new ways of working...(and knowing a fair bit about the changes!)
- Most definitely an opportunity to start shifting outdated ways of working (now time-frames and 'must' & 'should' clear)
- Although hard and significant change for some – always work to the law – that is the key message from today

Biggest challenges so far...(1)

- Addressing and challenging miss-information!
- Lots of inaccurate views 'out there' – whatever your situation, remember 'the law trumps all'!
- Lots of additional meetings with parents/carers – ensuring a real 'personal touch' regarding accurate information and transparent working – proper co-production!
- Planning for Year 11 EHCP Transition Reviews...

Biggest challenges so far...(2)

- Ensuring everyone aware of the additional work regarding re-assessments for EHCPs and demands on young people, parents/carers and specialist staff
- Working with different LAs and inaccurate policy/practice
- Keeping SEND a high priority within a raft of other educational change

My advice...

- Remember the law trumps all ...
- Ensure you know 'absolute' information:
 - Irwin Mitchell Factsheets & Template letters
 - IPSEA
 - Douglas Silas
 - Browne Jacobson
- Always be absolutely open and transparent – engage parents/carers positively and pro-actively
- Keep the young person central to everything
- Remain resolute and solution-focused
- Read **SENology** for an on-going account!

www.optimus-education.com
www.gdmorewood.com



Considering what it may have been...

- Could have been far, far worse...
- Remember good & outstanding provision will still be good and outstanding...
- And where SENCos need some 'ammunition' to change poor provision there is plenty in the new arrangements (from today and relevant websites)
- Ensuring truly positive engagement with parents/carers and young people and considering inspirational outcomes **MUST** be better for our students

Gareth D Morewood

Director of Curriculum Support & Specialist Leader
of Education, Priestnall School, Stockport
Honorary Research Fellow, University of
Manchester

www.gdmorewood.com

[@gdmorewood](https://twitter.com/gdmorewood)

www.optimus-education.com
www.gdmorewood.com

