Collaborative Learning for SEN: the Role of the SENCO

◆ Why CPD for SEN is important
◆ Key principles of effective CPD
◆ Exploring models of good practice
◆ Nasen’s new online offer for teachers: Assess, Plan, Do, Review
Good teaching does not happen by accident... and we know that high-quality teaching for pupils with special educational needs and disabilities (SEND) provides high-quality teaching for all.

How can we ensure that every child or young person with SEN receives the teaching support that they need? How can we ensure that every teacher is a teacher of every child?

We know that the learning needs of our pupils and students across the 0–25-year age range of educational and training provision are increasing in complexity and the resulting impact on our teaching workforce is significant. However, with effective, innovative, strategic support and leadership from the SENCOs in our schools and settings across England, the quality of provision for SEN improves.

The continuing challenge of enabling our teaching workforce to keep pace with a strengthened sense of accountability for SEN remains a priority at this time of change.

Nasen’s Collaborative Learning for SEN: the Role of the SENCO guidance highlights the refocused requirement for teachers to be implementing the graduated approach to SEN support and details the significance of the SENCO in enabling teachers to do this through the provision of effective SEN continuing professional development (CPD).

All teachers require access to training and professional development opportunities that address the key requirements of high-quality teaching as the first response in identifying and meeting the needs of pupils. Nasen is delighted to be producing a new online universal training offer for SEN for teachers, which will be free to access: Assess, Plan, Do, Review.

Our online training for you
Assess, Plan, Do, Review is designed to provide the foundation for teachers to develop a reflective approach to teaching and support for SEN within the context of the SEND Code of Practice. The SEND Gateway is the main point of access for teachers to become better informed about SEND reform implementation. The extension of the Gateway and application of the wide range of resources it promotes underpin the quality of this new and exciting training opportunity for all.

Nasen’s online training consists of a free universal offer of SEN CPD for teachers from the early years to post-16. This will be informed by effective partnerships with key specialist organisations representative of areas of need, as well as voluntary and community sector publishers that contribute to the SEND Gateway.

The training will be available as an e-learning resource. It will enable every teacher to access a package of online learning which takes an enquiry-based approach to effectively identifying and meeting the needs of children and young people with SEN.

Nasen will also provide regional face-to-face training for SENCOs focusing on the role of the SENCO in supporting and embedding a collaborative learning approach to SEN for teachers in their settings, schools or colleges. For more details of this see our website.

The SEN specialist
This Collaborative Learning for SEN: the Role of the SENCO guidance explains the key requirement of developing an effective response in every classroom and setting where teachers identify pupils who may be struggling in their learning or who need a more targeted or personalised level of support.

For teachers to have confidence and develop competence in SEN support arrangements, the SENCO must be seen as the in-school/setting driver for change. This guidance promotes the profile of the SENCO as the in-school SEN specialist, enabling and empowering teachers to actively develop their own understanding of the impact that a special educational need or disability can have on a pupil’s learning.

Nasen invites you to join us at this exciting time as we develop and extend further support to SENCOs and teachers, enabling every teacher to be a teacher of every child.

Jane Friswell, nasen Chief Executive
OVERALL AIM OF THE GUIDANCE

This guidance aims to support early years providers, schools and further education colleges to continue improving their approaches to professional learning in order to maximise the benefit to staff, the children and young people with special educational needs and disabilities they teach, and the wider learning community.

Principles

Early years settings, schools and further education colleges will need to have a clear policy for providing SEN continuous professional development to staff. While many providers are likely to have an overarching policy for CPD, nasen suggests considering the following underlying principles when planning specifically for SEN CPD:

- All children and young people with SEN have an entitlement to be supported by staff who are appropriately qualified and trained to meet their needs.
- All staff are entitled to high-quality initial training, induction, CPD and appraisal, so that they can effectively provide for all children and young people with SEN.
- SEN CPD opportunities should be based on the priorities of the individual and reflect the whole setting, school or college strategic development planning process.
- Individual staff should take responsibility for ensuring that they have the appropriate knowledge, skills and attitudes to meet the needs of all children and young people with SEN and understand they are accountable for demonstrating the impact of this.
- Opportunities should exist for acknowledging and sharing good practice in relation to SEN through a wide range of CPD approaches.
- Settings, schools and colleges should be able to demonstrate clear evidence for the CPD approaches chosen, based on recent and relevant research, supporting effective pedagogy.
- Professionals should reflect on the learning from SEN CPD opportunities and take action to change their practice as a result of their reflections.
- Settings, schools and colleges should seek to provide the highest quality professional development opportunities for staff.
- The overall purpose of SEN CPD is to improve the outcomes for children and young people. Providers need processes in place to monitor and evaluate the impact of CPD on the outcomes of their learners with SEN.
- Arrangements for CPD should reflect value-for-money principles, based on approaches that are sustainable for the future of the individual and the provision.

Purpose of the guidance

To ensure that every teacher makes effective provision for pupils with SEN, the school SENCO, or their equivalent within an early years setting or further education (FE) college, has a key role to play in facilitating effective professional development opportunities for their colleagues. SENCOs are pivotal in shaping and steering support that will equip all staff with the skills, knowledge and confidence to enable pupils with SEN to make great progress.

The following guidance aims to exemplify the role of the SENCO as provider or facilitator of CPD for SEN. It also offers advice on how nasen can support the CPD process, with an emphasis on collaborative learning. The guidance is suitable for early years providers, schools and FE colleges, therefore where the term ‘SENCO’ is used, this refers not only to a school SENCO but also to the person within an early years setting or FE college taking on an equivalent role. This person will usually be responsible for leading the strategic development of SEN across the provision (the setting, school or college).

More specifically, the guidance aims to answer the following questions:

1. What is effective CPD?
2. Why should CPD for SEN be a priority?
3. What are the responsibilities of the SENCO around SEN CPD?
4. How can priorities for SEN CPD be identified?
5. What models of CPD are available to SENCOs?
6. How can nasen support early years settings, schools and colleges to provide high-quality SEN CPD?
7. How can the impact of SEN CPD be evidenced?

Nasen’s range of high-quality professional development opportunities for its members now includes the online CPD offer – Assess, Plan, Do, Review – an exciting new development that will support early years settings, schools and colleges to achieve high-quality teaching, thereby meeting the needs of pupils with SEN through promoting a culture of evidence-based practice. The following guidance aims to support SENCOs to consider how they could use the online CPD offer and other resources to continue building the capacity of the workforce to meet the needs of children and young people with SEN effectively.
Feature not notable for pupils from disadvantaged backgrounds, who gain an extra year of learning when they have very effective teachers rather than poorly performing teachers.

However, in England, the quality and nature of CPD is variable. The Teacher Development Trust notes that schools spend significantly less of their budgets and time on CPD than many of the world’s best school systems. In addition, it suggests that only around 1% of CPD is improving classroom practice significantly in English schools. So, the key here is to consider what are the factors that make CPD high quality, to the extent that it does have an impact on pupil learning?

Key features of effective CPD

In their 2012 meta-analyses of earlier research into effective CPD, the Centre for the Use of Research and Evidence in Education (CUREE) and Pearson highlighted some of the commonly occurring features. In their publication, Understanding What Enables High Quality Professional Learning: A report on the research evidence, it is suggested that CPD for teachers is more likely to benefit pupils if it is:

- collaborative – involving staff working together, identifying starting points, sharing evidence about practice and trying out new approaches
- supported by specialist expertise – usually drawn from beyond the organisation
- focused on aspirations for pupils – providing the moral imperative and shared focus.
- built on evidence-based practice – ensuring that there are strong foundations for the focus of CPD and giving professionals opportunities to try things out in order to connect practice to theory and transfer new approaches
- actively sustained over time – according to the Teacher Development Trust, professionals need to be taking at least 30–50 hours for CPD to make a sustained difference.

According to much of the research, the impact of collaborative learning cannot be underestimated. Collaborative CPD includes a number of activities ranging from working together with colleagues in informal, unplanned ways to structured, more formalised learning communities.

What all types of collaborative CPD have in common is the value placed on the quality of education through raising the expectations, skills and knowledge of the professionals who support them.

Over the last few years, there has been much research around the impact of CPD on teaching and learning. Perhaps unsurprisingly, this research shows that effective CPD leads to improved quality of teaching, which ultimately leads to raised achievement. In education researcher John Hattie’s synthesis of over 800 pieces of international research, CPD is shown to have a large effect on pupil achievement. Research has also shown that having a ‘very effective’ rather than an ‘average’ teacher raises each pupil’s attainment by a third of a GCSE grade. The benefits of high-quality teaching are especially notable for pupils from disadvantaged backgrounds, who gain an extra year of learning when they have very effective teachers rather than poorly performing teachers.

1 WHAT IS EFFECTIVE CPD?

Continuing professional development is an ongoing process encompassing a range of formal and informal learning experiences that enable professionals to reflect on what they do and improve their ways of working. Within the world of education, CPD assures a high level of expertise and enables teachers and other education professionals to keep their pedagogical knowledge and skills up to date. All children and young people have the right to be supported by staff who are appropriately qualified and trained and the overall purpose of CPD is to enhance the quality of education through raising the expectations, skills and knowledge of the professionals who support them.

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the learning stimulated by working with others. In their report into *What makes great pedagogy and great professional development*, the National College for Teaching and Leadership notes that providing sufficient time for high-quality talk between teachers is beneficial for professional relationships and leads to deep learning. It also adds that working, planning, sharing and collaborating with colleagues is stimulating and enables teachers to engage in critical thinking about lessons and learning.

"CPD ASSURES A HIGH LEVEL OF EXPERTISE"

Collaborative learning allows teachers not only to develop a shared goal and discuss ideas with colleagues but also to reflect on and build their own knowledge about teaching and learning. In his research, John Hattie also highlights the significance of reflection, noting that ‘expert’ teachers are those who can reflect on their own practice, evaluate its impact and take action to improve it. The idea of a collaborative approach to CPD is one that underpins nasen’s new online CPD offer.

**Professional learning and standards**

Through its professional learning framework, Education Scotland promotes the idea of ‘career-long professional learning’. This is based on the concept of teachers as enquiring practitioners who engage in deep, rigorous, high-impact professional learning that is ongoing throughout their professional lives. For further information on Education Scotland’s guidance on professional learning visit [www.educationscotland.gov.uk/professionallearning/](http://www.educationscotland.gov.uk/professionallearning/).

Much of the research into effective CPD also points to the role of professional standards as a tool for strengthening the focus on professional development and learning within schools and other education settings. All early years, school and FE colleagues have a responsibility to continue with professional learning throughout their career and to further develop their knowledge and practice in order to meet the expectations placed on them through their professional standards. These standards include:

- **Early Years Professional Status Standards (2012), Teaching Agency**
- **Teachers’ Standards for England (2012), Department for Education**
- **The Code of Professional Conduct for Teachers (2012), The Teaching Council, Northern Ireland**
- **The GTC Scotland Professional Standards (2012), General Teaching Council for Scotland**
- **Revised Professional Standards for Education Practitioners in Wales (2011), Welsh Government**

Demonstrating a link to some of the expectations within the SEND Code of Practice, the Teachers’ Standards, for example, make it clear that it is every teacher’s responsibility to adapt teaching to respond to the strengths and needs of all pupils. To meet standard number five, teachers must:

- know when and how to differentiate appropriately
- have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children and know how to adapt teaching to support pupils’ education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs and those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

The standards also make direct reference to professionals’ responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues. SENCOs and other leaders have a responsibility to ensure that all teachers are able to continue developing the skills and knowledge to meet these standards and to ensure this is an integral part of the performance management process.

**Questions for SENCOs**

1. To what extent does your current SEN CPD reflect a collaborative approach?
2. How do you ensure that professional standards are used as a tool for strengthening the focus on SEN CPD?
A key message within the Code is that every teacher is responsible and accountable for the progress and development of all the pupils in their class, including those with additional needs. Indeed, the four-part cycle of SEN support is a model for all teachers and SENCOs to ensure that everyone understands their role in meeting this expectation, for example:

- delivering high-quality teaching in every lesson, including assessment, tracking and monitoring of pupils’ progress
- identifying potential SEN by carrying out a clear analysis of pupils’ needs
- planning and implementing additional support and intervention
- reviewing the effectiveness of additional support and intervention
- deploying teaching assistants and other adults to support pupils’ learning
- contributing to annual reviews for pupils with education, health and care plans through a person-centred approach
- engaging in co-production with parents and pupils to identify SEN, plan and review progress
- working with a range of other professionals to support the needs of pupils in the most effective way.

However, for some staff this may be a challenge. Ofsted’s review of special educational needs and disabilities in 2010 found there were inconsistencies in

The SEND Code of Practice makes it clear that early years settings, schools and colleges are required to use their best endeavours to make sure that a child or young person with SEN gets the support they need. This means doing everything they can to meet individuals’ additional needs, starting with securing high-quality, differentiated and personalised teaching at whole-school level: high-quality teaching is the first step in responding to pupils who have or may have SEN and is the starting point for the graduated approach.

"HIGH-QUALITY TEACHING IS THE FIRST STEP IN RESPONDING TO PUPILS WHO HAVE OR MAY HAVE SEN"
promoting positive outcomes in the wider areas of personal and social development

ensuring the approaches used are based on the best possible evidence and are having an impact on progress. Children and young people with the most complex needs require support from staff with the highest level of skills, knowledge and confidence. However, in practice, this is not always the case. Research from the Institute of Education shows that, too often, pupils with SEN spend a disproportionate amount of time being taught by support staff rather than by a qualified teacher. The Education Endowment Foundation (EEF) Teaching and Learning Toolkit summary suggests that in many schools where ability setting is used, the most effective teacher rarely works with the ‘lower set’. Arguably, school leaders will have valid reasons for this type of practice, often linked to external accountability. However, the role of the SENCO is to challenge these ways of working if they are having a negative impact on outcomes for pupils with SEN. Increasing capacity across the workforce may be one way of addressing this.

Providing high-quality professional development for all staff and evaluating its impact on pupil outcomes will support senior leaders to feel confident that they are using their best endeavours to

The Ofsted inspection framework and effective CPD

How Ofsted inspects SEN provision in schools and settings and what it expects to see clearly relate to the quality of that provision on offer. While there is no separate judgement for SEN provision under the Ofsted inspection framework, examining its effectiveness and quality forms part of whole-school inspection.

The judgement on the quality of provision for pupils with SEN takes into consideration the impact of additional provision for pupils receiving SEN support, along with how effectively high-quality teaching in the classroom meets the needs of all pupils, including those with SEN. Paragraph 8 of the inspection framework explains that, when reporting, inspectors must consider:

- the spiritual, moral, social and cultural development of pupils at the school
- the extent to which the education provided by the school meets the needs of the range of pupils at the school, and in particular the needs of disabled pupils and those who have SEN.

Ofsted’s school inspection handbook says that it may be relevant for inspectors to pay particular attention to the achievement of disabled pupils and those who have SEN. Observing how a school supports pupils with SEN to make good progress and improve on outcomes will validate not only the school’s response to identifying and meeting individual needs with appropriate SEN support arrangements but also the effectiveness of whole-school approaches to CPD for SEN for teachers and the wider workforce where this is sufficiently well evidenced.

The ‘outstanding’ grade descriptors include the statement: The school’s practice consistently reflects the highest expectations of staff and the highest aspirations for pupils, including the most able, disabled pupils and those with SEN.

Developing a culture of high expectations for pupils with SEN requires a strong and committed leadership team who are able to share their vision and beliefs around ambition with their staff. CPD is part of the process for enabling this to happen. Inspectors will make judgements around four key areas (shown on the next page) and, when making these judgements, will consider pupils with SEN as a particular group.

“LEADERS NEED TO BE REGULARLY REVIEWING HOW RESOURCES CAN BE USED”

Leaders need to be regularly reviewing how resources can be used to build the quality of provision, including auditing current levels of expertise among staff, identifying areas for development through appraisal processes and providing a range of professional development opportunities to support improvement.

www.nasen.org.uk
Achievement of pupils
Inspectors are advised to evaluate how schools identify pupils with SEN and to check that these pupils have not had their progress hampered by weak teaching. They must take account of the learning and progress across year groups of different groups of pupils, including those with SEN. Through analysis of data, observation of lessons, scrutiny of work and case studies, and discussions with pupils, parents and staff, inspectors will make a judgement around the attainment and progress of pupils with SEN over the last three years. This includes any difference in achievement between those with SEN and those without. Inspectors must assure themselves that a school’s own methods of evaluating progress are robust, including evaluation of progress for pupils working below age-related expectations.

Quality of teaching
Inspectors will use lesson observations and subsequent discussions with senior staff and teachers to gather evidence of how well pupils with SEN are learning and progressing. Inspectors must consider whether:
◆ teaching engages and includes all pupils, with work that is challenging enough and that meets their individual needs
◆ pupils’ responses demonstrate sufficient gains in their knowledge, skills and understanding, including literacy and mathematics
◆ teachers monitor pupils’ progress in lessons and use the information well to adapt their teaching
◆ teachers use questioning and discussion to assess the effectiveness of their teaching and promote pupils’ learning
◆ assessment is frequent and accurate
◆ pupils understand well how to improve their work
◆ all pupils are taught well so they are properly prepared for the next stage of their learning.
High-quality teaching should lead to good or outstanding pupil progress for all pupils, including those with SEN. Many settings, schools or colleges are choosing to prioritise the further development of high-quality teaching through their CPD to ensure that every teacher is confident in demonstrating this.

Behaviour and safety of pupils
When making judgements about behaviour and safety, inspectors may look at a sample of case studies in order to evaluate the experience of individuals and groups, such as disabled children and those with SEN. They will also gather views of pupils, parents, staff, governors and others in order to make an overall judgement.
Inspectors should consider types, rates and patterns of bullying and the effectiveness of the school’s actions to prevent and tackle all forms of bullying and harassment, including, for example, bullying related to SEN. They must also take account of the behaviour and safety of pupils attending off-site provision.

Leadership and management
As part of their judgement on leadership and management, inspectors will consider how effectively leaders develop staff through performance management and CPD. They will consider the impact of any CPD on raising the quality of teaching and learning. For SENCOs, this means having a wide range of evidence to show how any SEN CPD has led to improved outcomes for pupils with SEN. (More information on how SENCOs can demonstrate this is provided later in this guidance.)
In addition, inspectors will consider:
◆ how well senior and middle leaders, managers and governors pursue excellence, modelling professional standards in all their work
◆ the effectiveness of monitoring and evaluation and the extent to which it is shared with governors
◆ how well leaders and managers ensure that the curriculum meets the needs of all pupils, including those with SEN
◆ how well leaders and managers demonstrate the capacity to bring about further improvement
◆ the effectiveness of governance
◆ how effectively the school promotes the confidence and engagement of parents
◆ the effectiveness of safeguarding arrangements to ensure that there is safe recruitment and that all pupils are safe.
Inspectors will make judgements around the quality of education provided in the 
early years, taking into account how well children, including those with SEN, 
achieve so that they are ‘ready for the 
next stage of their education’. Inspectors 
must also report on the effectiveness of 
sixth-form provision and will talk to 
students with SEN to identify how well 
individual study programmes meet their 
effects, needs and future plans. 
In summary, the Ofsted evaluation 
schedule for inspection expects:
◆ accurate information about pupils’ 
attainment and the progress that they 
make
◆ the identification of pupils who are 
making less than expected progress 
and/or are unlikely on current 
performance to reach expected or 
higher attainment
◆ arrangements to be in place for these 
pupils to increase their progress and 
rise their attainment
◆ regular and accurate monitoring of the 
progress that these pupils make 
◆ rigorous moderation of the assessment 
of pupils’ attainment levels and target 
setting
◆ effective support arrangements to show 
that the rate of progress has increased 
and the ‘gap’ is narrowing
◆ regular review of the quality of support 
arrangements with respect to pupils’ 
outcomes, and changes made where 
they are not effective
◆ a curriculum that is broad, balanced 
and meets the needs and interests 
of pupils, and promotes high levels of 
achievement, good behaviour and 
successful progression to the 
next stage of education, training or 
employment.
For further details on the school inspection 
framework and how it links to SEN, 
see The Nasen Guide for Primary & 
Secondary SENCOs Preparing for School 
Inspection. Details at www.nasen.org.uk/

Nasen’s Every Teacher campaign
The key message within the Code of 
Practice that the teacher has direct 
responsibility for meeting the needs of all 
pupils is clearly reflected within nasen’s 
Every Teacher campaign. In order for staff 
to take responsibility, be accountable for 
progress and understand the needs of all 
their pupils, nasen believe that:
◆ every teacher is responsible for every 
pupil in their class
◆ every teacher is accountable for every 
pupil’s progress
◆ every teacher is entitled to high-quality 
professional development
◆ every teacher should understand the 
individual needs of all their pupils
◆ every teacher should have the support of a qualified and experienced 
SENCO.
To support these messages within the Every Teacher campaign, nasen urges 
eye years settings, schools and FE

colleges to commit to providing an appropriate level of SEN CPD for staff. 
This requires senior leaders to adopt a whole-school approach: establishing 
key principles for the provision of CPD, considering the key factors of effective 
CPD and securing the involvement of the SENCO in its strategic planning and 
operational delivery.

Questions
for SENCOs

1 Does your whole-school 
CPD plan reflect SEN-
related development 
needs? Is there a 
commitment from senior 
leaders to prioritise SEN 
CPD?

2 How does your SEN CPD 
plan support your staff to 
meet the requirements of 
the SEND Code of Practice, 
particularly in relation to 
high-quality teaching for 
all?
**WHAT ARE THE RESPONSIBILITIES OF THE SENCO AROUND SEN CPD?**

With the increased emphasis and responsibility on teachers to plan and implement provision for pupils with SEN, the SENCO has taken on a more strategic role and can be seen as the school’s ‘expert’ in SEN. The Code of Practice states that SENCOs in schools should be providing professional guidance to colleagues as part of their overall contribution to the strategic development of SEN policy and provision. Where local authorities make use of area SENCOs to support early years settings, part of their role is also to support the development and delivery of training for individual settings on a wider basis. Within FE, there is an expectation that colleges identify a named person with oversight of SEN to carry out a similar role to that of the SENCO in schools.

The learning outcomes for the National Award for SEN Co-ordination describe the expertise and capabilities that SENCOs need to lead and co-ordinate provision effectively. A number of these directly or indirectly link to the strategic and operational development of CPD across the school, for example:

- Promote improvement in teaching and learning to identify, assess and meet the needs of children and young people with SEN and/or disabilities.
- Model effective practice, coach and mentor colleagues.
- Lead professional development so that all staff improve their practice and take responsibility for removing barriers to participation and learning.
- Draw on relevant research and inspection evidence about teaching and learning in relation to pupils with SEN and/or disabilities to improve practice.
- Undertake small-scale practitioner

**“THE SENCO HAS TAKEN ON A MORE STRATEGIC ROLE”**

For some SENCOs, taking the lead on professional development may be something they have prior experience of; for others it may be a relatively new aspect of their role. The individual’s level of experience needs to be considered when making decisions around the nature of CPD to be implemented. Successfully taking the lead on professional development also requires a number of personal skills, for example being an effective communicator, being a good listener and being non-judgemental. As leader of SEN CPD, the SENCO will need to be supportive, to be able to motivate colleagues and to lead by example.
In order to target professional development appropriately, SENCOs will need to identify exactly what the CPD needs of all staff are in relation to SEN. Senior leaders might want to start this process by considering the following questions:

◆ What is most relevant to staff at the moment?
◆ What are the particular needs of our pupils?
◆ What does our monitoring tell us the needs are?
◆ Has anything been raised by parents or other stakeholders?
◆ What do staff feel concerned about?

Adopting a more collaborative approach to professional learning will require the SENCO to demonstrate skills similar to those expected from a successful coach or mentor. These include the ability to:

◆ relate sensitively to colleagues undertaking professional learning
◆ model expertise
◆ relate guidance to evidence
◆ observe, analyse and reflect on professional practice
◆ practise active listening
◆ use open questions to raise awareness, explore beliefs, develop ideas and commit to solutions
◆ facilitate independence in professional learning.

Where the SENCO is not part of the SLT, it is crucial they are given the opportunity to make plans alongside another member of staff who is a senior leader. Along with the other senior leaders, the SENCO needs to take responsibility for:

◆ ensuring there is a framework for CPD across the school, setting or college, based on a clear set of principles
◆ identifying the SEN CPD needs of staff
◆ making decisions about the most effective way to meet the identified needs
◆ providing or facilitating the CPD model
◆ monitoring the impact of SEN CPD on pupil outcomes
◆ using the evidence to inform next steps, including disseminating good practice.

Further advice on how SENCOs can put these points into practice is provided throughout the rest of this guidance.

4 HOW CAN PRIORITIES FOR SEN CPD BE IDENTIFIED?

The SEND Code of Practice, in making reference to the requirements of the local offer, notes that local authorities must consider the arrangements providers have for securing expertise among teachers, lecturers and other professionals to support children and young people with SEN or disabilities. This should include professional development to secure expertise at three different levels:

◆ Awareness – basic knowledge and understanding for all staff
◆ Enhanced – adapting teaching and learning to meet individual special needs
◆ Specialist – in-depth training for enhanced-level skills.

For many practitioners within early years providers, schools and FE colleges, the priority is likely to be at the awareness level, ensuring a consistent application of the basic skills, knowledge and experience required to meet the needs of pupils with SEN within the classroom: high-quality, inclusive teaching. However, there will be some members of staff who are already demonstrating good, consistent practice in this area and require an enhanced or specialist level of professional development.

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◆ What do staff feel concerned about?

Prioritising effective teaching for SEN through the school improvement process

Teachers are one of the key elements in any school, and effective teaching for all pupils is one of the key propellers for school improvement. A review of research and evidence undertaken by the CfBT Education Trust in 2013 identified a number of characteristics of good schools, suggesting they:

◆ establish consistency in teaching and learning across the organisation
◆ engender a culture of professional debate and developmental lesson observation
◆ rigorously monitor and evaluate what they are doing
◆ prioritise the teaching of literacy, especially in a child’s early years
◆ focus on the needs, interests and concerns of each individual learner.

Questions for SENCOs

1. Are you currently in a position to be making strategic decisions about SEN CPD? If not, what can you do to address this?
2. What qualities and skills do you possess that will support you in your role as a leader of CPD? Are there any you would like to develop further?
Gathering feedback from staff will support SENCOs to prioritise areas of focus for CPD. The CPD audit tool (opposite) can be used for this purpose.

Professional development will need to include supporting trainee teachers, newly qualified teachers (NQTs) and staff who are new to the school in understanding the school’s SEN policies and procedures, as well as providing support on high-quality teaching and the graduated approach. Other priority areas for SEN CPD may include:

◆ Identification of SEN.
◆ Strategies for meeting high incidence areas of need, such as speech, language and communication.
◆ Effective deployment of teaching assistants.
◆ The education, health and care planning process.
◆ Contribution to the local offer.
◆ Working in partnership with parents and children and young people.
◆ Supporting transition to adulthood for young people with SEN.

Effective and good quality CPD and support for teachers are critical drivers for all schools seeking continually to improve. Therefore, the process of considering where the focus of CPD for staff should be directed should always begin with an evaluation of the school’s current effectiveness in achieving great outcomes for pupils with SEN. It is through a comprehensive, dynamic and collaborative self-evaluation process that clear areas for school improvement in the teaching and learning of pupils with SEN will emerge and can then be prioritised. Without this clarity, choices in the focus of professional development and the model of delivery are likely to be ill-defined and less effective in making a lasting difference to the outcomes for pupils where they are most needed.

Once a clear and shared view of the school’s areas of strength and development is agreed, the SENCO, in collaboration with the SLT and SEN governor, can then set about identifying the key areas for improvement that are needed and any resulting CPD requirements. It is crucial that in establishing these the SENCO does not work in isolation but in collaboration with the leadership team to ensure that they are linked to wider school improvement plan priorities. Where professional development is seen as the ‘action’ required, schools will need to consider what model of CPD delivery will be most effective for achieving the improvements needed, what resources will be required, what the timescales are and how its impact will be evaluated. Further information on models of CPD and impact evaluation is provided later in this guidance.

Questions for SENCOs

1. Do you know what the current priorities are for SEN CPD in your provision? If not, what course of action could you take?
2. How could you use the CPD audit to gather feedback from staff?
<table>
<thead>
<tr>
<th>Question</th>
<th>Yes/No</th>
<th>Comments/evidence</th>
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</thead>
<tbody>
<tr>
<td>Are you familiar with the whole school aims/policy to meet the needs of pupils with SEN?</td>
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<tr>
<td>Do you understand the systems and processes used for SEN (including SEN support)?</td>
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<tr>
<td>Do you feel confident in identifying pupils who may have special educational needs?</td>
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<tr>
<td>Do you feel confident in your understanding of the range of pupil needs within your class?</td>
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<tr>
<td>Are you confident in monitoring and reviewing the progress of pupils with SEN?</td>
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<tr>
<td>Are you confident about how well pupils with SEN should be achieving?</td>
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<tr>
<td>Do you believe you provide reasonable adjustments to meet the needs of SEN pupils?</td>
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<tr>
<td>Do you use Assessment for Learning effectively to increase the participation and engagement of SEN pupils?</td>
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<tr>
<td>Do you think that teaching assistants are deployed effectively to ensure the support of pupils with SEN?</td>
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<tr>
<td>Does the support you provide for pupils with SEN improve their outcomes?</td>
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<tr>
<td>What do you feel are your strengths in relation to supporting pupils with SEN?</td>
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<tr>
<td>Is there anything that concerns you about supporting pupils with SEN?</td>
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<tr>
<td>Are there areas of SEN for which you would like further support or additional CPD?</td>
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<tr>
<td>Are there any other comments you would like to make about your SEN CPD needs?</td>
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<td>Name:</td>
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<td>Date:</td>
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</table>
WHAT MODELS OF CPD ARE AVAILABLE TO SENCOs?

Once the professional development requirements of staff have been identified SENCOs will need to consider the most suitable models of delivery. Based on the evidence of what works well, there has been a shift in the nature of educational CPD over recent years from a more external approach to one where schools are using in-house expertise and developing their own sustainable collaborative partnerships, for example through clusters of schools or teaching school alliances. Leaders are increasingly looking at ways of enabling staff to engage in a wider range of professional learning activities. The range of approaches includes:

- Collaborative inquiry, for example peer-supported, evidence-based learning activities such as Lesson Study.
- In-school training using the expertise available, for example training sessions, workshops, team teaching, peer modelling.
- Coaching or mentoring, for example mentoring NQTs.
- Networking, for example visits to another school to observe or participate in good practice, local SENCO cluster meetings.
- Regular, planned opportunities for structured group discussions, for example SEN strategy slots on the staff meeting agenda.
- Access to an external consultant, or specialist leader of education for SEN, for example to develop more specialist skills in one area, such as autism.
- Attendance at a training course or event such as a local or national SENCO conference.
- Opportunities to participate in award-bearing work from higher education or other providers, for example the National Award for SENCOs.
- Research opportunities, for example projects with local HE institutions.
- Distance learning, such as online learning, use of social media.

Many experienced SENCOs are likely to have been involved in the planning and delivery of more traditional models of CPD, such as whole-school or departmental training as part of an in-service training day or staff meeting. This is often a time-efficient way to deliver information to a large number of staff. However, as noted earlier in this guide, research shows that using collaborative approaches to professional development often has greater impact. Evidence from the CUREE report into collaboration through coaching and mentoring, for example, shows that when teachers worked together on a sustained basis, this form of CPD was linked to very positive effects, not only on pupils’ outcomes but also on teachers’ commitment, beliefs and confidence in making a difference. Teachers’ repertoires of strategies and their ability to match their teaching approaches to pupils’ different needs improved, as did their overall commitment to CPD.

“SENCOs MAY BE INVOLVED IN COACHING OR MENTORING INDIVIDUAL COLLEAGUES”

Where individual members of staff are supported by their peers in a more direct, practical and often targeted way, such as joint planning, co-teaching or peer modelling, changes in practice tend to become more embedded. Here are some practical examples of how the SENCO could develop collaborative approaches.

Joint planning
Spending time with teachers during their planning sessions provides a good opportunity for joint discussions around specific pupils and lessons.
Colleagues can share ideas for identifying learning objectives or providing opportunities for pupils to work on their individual targets. They can discuss strategies to enable the pupil to access the lesson or develop differentiated resources. In line with recommendations from the recent EEF’s Making Best Use of Teaching Assistants report, SENCOs can support colleagues to ensure that TAs are not used as an informal teaching resource for low-attaining pupils; they add value to what the teacher does, rather than replace them, and they help pupils to develop independent learning skills and manage their own learning.

“HAVE A REGULAR TEN-MINUTE SLOT AT STAFF MEETINGS TO SHARE GOOD PRACTICE IDEAS”

Co-teaching
Co-teaching is when two or more teachers deliver a lesson at the same time in the same physical space. Co-teaching not only enables two teachers to plan together but also to jointly deliver and evaluate a lesson. Although the idea of regular co-teaching is an unaffordable luxury in many schools, it may be possible for two teachers to teach alongside another colleague for a short series of lessons. Colleagues might share whole-class teaching elements of the lesson, carry out guided group work with one or two different groups or provide extra support and challenge for individual pupils with additional needs.

Peer modelling
Peer modelling involves a member of staff with a specific strength in an identified area of teaching and learning carrying out demonstration lessons, providing an opportunity for colleagues to observe practice and later discuss elements of the lesson together. The demonstration lesson might focus on differentiation within a mixed-ability class or the development of key learning skills for a small group of lower ability pupils. This approach can be useful for preparing teaching assistants to run intervention groups.

Mentoring or coaching
SENCOs may be involved in coaching or mentoring individual colleagues, either directly or by facilitating other members of staff to do so.

There are various forms of coaching and mentoring in settings, schools and colleges. Although NQTs will be provided with a mentor, it may be that the SENCO supports the part of this mentoring role with a specific SEN focus, where required. Coaching may involve informal conversations to promote reflection on teaching practice or to support the development of more specific areas of SEN. Coaching and mentoring require high levels of commitment, both from the coach and coachee. However, when done well, the impact on the quality of teaching and learning can be significant.

Collaborative inquiry
Collaborative inquiry is a process in which teachers come together to reflect on their own educational practice in a planned and structured way, carefully using techniques of research. One example of collaborative inquiry is the Lesson Study approach. Lesson Study is where a group of teachers collaboratively plan, deliver, observe and discuss lessons that have a specific pedagogic focus often related to the learning of particular groups of pupils. Teachers pass on the practical knowledge which they gain to others – for example, by coaching, leading a professional development meeting or providing a demonstration lesson. Where appropriate, the identified focus for Lesson Study could be high-quality teaching for pupils with SEN.

Informal collaborative learning
Although a planned, structured and sustained approach to CPD is likely to have more impact and lead to real change, there can be many opportunities for informal collaborative learning between colleagues. SENCOs can lead by example by starting conversations in the staffroom about teaching and learning, discussing research findings or sharing good practice. Other ideas SENCOs might want to try include the following:

◆ Have a regular ten-minute slot at staff meetings to share good practice ideas.
◆ Invite parents or other stakeholders to contribute to professional development, for example to develop a blog or run a workshop session.
◆ Ask staff to contribute to an SEN ‘tip of the week’.
◆ Share a pupil case study during a staff meeting and discuss strategies for support.
◆ Set up a small action research project with a couple of interested and motivated colleagues.

Questions for SENCOs

1. How can you develop more collaborative models of SEN CPD for colleagues?
2. How can you achieve an appropriate balance between more formal, structured approaches to CPD and informal approaches?
HOW CAN NASEN SUPPORT EARLY YEARS SETTINGS, SCHOOLS AND COLLEGES TO PROVIDE HIGH-QUALITY SEN CPD?

Nasen offers an annual CPD calendar of professional development events and training opportunities, many of which are either free to members or offer a significant member discount. Through the membership offer, nasen also provides opportunities for consultancy and bespoke CPD arrangements where support is directly commissioned. For further details of the current events programme and membership visit the nasen website at www.nasen.org.uk/

Nasen currently provides a range of online SEN CPD resources free to all professionals via the SEND Gateway at www.sendgateway.org.uk/ The Gateway is a one-stop-shop where all schools and education settings can access high-quality information, resources and training to support SEN. The Gateway aims to:

- ensure that every teaching professional has relevant up-to-date information and examples of good practice to support them in their classrooms and enable them to meet the needs of every pupil, every day
- bring together the excellent SEN resources from both the voluntary, community and private sector on one portal for ease of access
- extend the range of resources available and fill gaps in knowledge based on all school staff needs
- offer high-quality professional development opportunities at local, regional and national levels
- support the Department for Education in the dissemination of information on the SEND Code of Practice: 0–25 years
- enable the education workforce to develop new skills and an understanding of SEN, especially in the context of the reforms.

Settings, schools and colleges can also access a range of nasen resources via SEND Gateway, as detailed below.

**Everybody Included: The SEND Code of Practice explained**

This online 56-page booklet provides guidance on key aspects of the SEND reforms, including:

- the graduated approach
- the legal framework
- assessment
- the local offer
- personal SEN budgets.

The guidance includes articles, case studies and a range of audit tools for SENCOs to use.

**Nasen’s series of quick guides**

The quick guide series consists of a handy A5-sized range of books designed to provide just enough information to readers on a range of SEN support themes.

- **The Pupil Premium** – This guide aims to help schools maximise the impact of additional funding for disadvantaged pupils. It sets out the purpose of the pupil premium and which pupils are eligible for the funding. It also aims to promote evidence-based practice by reviewing the outcomes of research and inspection data on the impact of interventions on attainment.

- **Transition** – This guide sets out the key principles underpinning successful transition from one educational setting to another and into training or employment for children and young people with SEND. It suggests some practical approaches to supporting a smooth transition at different stages in the education process and examines processes for transition planning and review in secondary schools.

- **Effective Adult Support** – This guide examines recent research into the impact of adult support on pupils’ engagement, participation and achievement and considers the role of the school senior leadership team in determining how teaching assistants are deployed. Consideration is given to how schools can support TAs to improve the effectiveness of their practice.

- **SEN Support and the Graduated Approach** – In this guide, school staff are introduced to the graduated approach to SEN support, with the child and family at its heart. The role of class/subject teachers as teachers of all pupils is emphasised, and the guide looks in detail at each aspect of the assess, plan, do, review cycle and how parents and carers can be involved throughout the support process.

- **Supporting Reading and Literacy in Secondary Schools** – This guide describes the responsibility of the SENCO in supporting whole-school approaches to struggling readers at secondary school. It provides practical strategies for use within schools.

- **Supporting Pupils with Specific Learning Difficulties (Dyslexia) in Secondary Schools** – This guide helps the SENCO in establishing a consistent whole-school approach to meeting the needs of pupils with dyslexia. It provides information on developing a dyslexia-friendly learning context.
environment using teaching and learning strategies that make the curriculum accessible to learners with dyslexia.

The SEND Code of Practice: 0–25 years – This guide summarises the content of the SEND Code of Practice and highlights key changes from earlier statutory guidance, enabling readers to explore the implications of the Code for schools and settings.

Working in Partnership with Parents and Carers – Promoting the benefits of partnership working between schools and parents and carers, this guide sets out what schools and settings can do to develop family-centred approaches to meeting SEND.

Tracking Progress and Managing Provision – This guide encourages schools to track pupils’ progress and review the quality of teaching for all pupils at risk of underachievement, and to adopt a collaborative approach to planning support for pupils who are not making adequate progress.

The quick guides are now free to access on nasen’s website (www.nasen.org.uk) in downloadable pdf format and for a limited period. Additional titles are to be published throughout the year, available to members only.

Inclusion Development Programme
These materials consist of modules focusing on autism, dyslexia, speech and language needs and behavioural, emotional and social difficulties (BESD) (prior to the inclusion of social, emotional and mental health needs). Materials are available for primary and secondary schools and early years providers. All materials can be downloaded from www.idponline.org.uk/

Advanced training materials
These training materials for autism; dyslexia; speech, language and communication; emotional, social and behavioural difficulties; moderate learning difficulties have recently been updated to reflect the new national SEN system. The materials consist of five learning modules, each of which focuses on one of the above areas of special educational needs and disability. They can be accessed from www.advanced-training.org.uk/

Training materials for teachers of learners with severe, profound and complex learning difficulties
These training materials cover the following areas:
- Severe learning difficulties
- Profound and multiple learning difficulties
- Complex learning difficulties and disabilities.
They are presented in 16 modules within four subject groups and focus on topics such as communication and interaction, insights from neuroscience, working with families, and the legislation around SEN. They can be downloaded from www.complexneeds.org.uk/

Nasen’s YouTube resources
These video clips provide a wide range of information, presentations and workshops. There are also a number of case studies from nasen’s Outstanding Schools project. Topics covered in the videos include:
- nasen events
- transition and preparing for adulthood
- working with children and young people and their families
- professionals working together.
The videos can be accessed directly from www.youtube.com/user/Nasenonline/

“NASEN ALSO PROVIDES OPPORTUNITIES FOR CONSULTANCY AND BESPOKE CPD ARRANGEMENTS”
In addition to the materials outlined earlier, nasen is producing a new and exciting online resource that aims to develop the confidence and practice of education professionals in providing high-quality teaching for children and young people with SEN. The materials will cover the 0–25 age range and will be suitable for all class and subject teachers, as well as early years practitioners and tutors from FE colleges.

The purpose of this online CPD offer will be to:
- Support early years settings, schools and colleges in achieving high-quality teaching which meets the needs of pupils with SEN
- Explore the range of differing needs, offering information and guidance, as well as providing CPD-certified learning for all teachers
- Promote a culture of evidence-based practice by encouraging teachers to contribute research and experience to a shared bank of effective practice.

The online offer will include practical guidance on teaching strategies, best practice materials and links to further resources. The materials have been designed to encourage a collaborative approach to professional development, building in opportunities for colleagues to reflect on their practice with others.

The best practice approach of finding out what works, reaching out to a learning community for ideas that work, and innovating within the parameters of effective action-research are the foundations of the online offer.

More specifically, the resource will support practitioners to implement the assess, plan, do, review cycle of SEN support. Taking each component of this reflective cycle and considering it in terms of response to pupil need, the materials will be structured to support and guide thinking aligned to the graduated approach. Practitioners will be encouraged at every point to consider the evidence on which they are basing their decision making, the impact of their actions and the cyclical nature of successive reflection.

Practical strategies for ensuring high-quality teaching will be included, for example the use of questioning, modelling or explaining and the use of a variety of engaging learning resources. The key principle within the SEND Code of Practice around working in partnership with parents, as well as with the child or young person themselves, is reflected throughout the online materials.

The online resource will provide a personalised and flexible approach to professional development. Teachers can choose to access the aspects of the materials that will be most suitable to meet their own identified learning needs. However, the online offer will be most effective where the SENCO takes a lead, directing and supporting use at a whole-school or individual level.

Free training events for members
To enable SENCOs to consider the most effective ways of using the online CPD offer in their setting, and to support the implementation of some of the ideas highlighted in this guidance, nasen is also providing a series of free training events for members. This training will explore the issues around helping teachers to meet the needs of children and young people with SEN and will support SENCOs to start planning for use of the online resource when it becomes available in the spring term 2016. More specifically, the training will cover:
- The national context
- The recalibration of the roles of teachers and SENCOs
- The need for high-quality CPD
- The nature of CPD
- The skills required to effectively lead SEN CPD
- Planning the use of nasen’s online CPD resource.

The training will take place in the autumn term 2015. For further information on these training events or nasen membership visit the website at www.nasen.org.uk/

Key questions
Some of the key questions that the offer will encourage practitioners to reflect on include:

Assess:
- What is the best tool for achieving the most accurate picture of need?
- How are we communicating important messages to and from parents, such as the initial concern about any lack of progress?

Plan:
- What are the needs of the child or young person to be targeted or developed?
- What strategies or interventions will be used?
- How will progress be monitored?

Do:
- What is the nature of high-quality teaching required to meet needs?
- What may the adjustments and/or adaptations look like?

Review:
- Was intervention effective?
- How can accelerated learning be evidenced and sustained?
- What are the next steps?

Questions for SENCOs
1. How could nasen’s online CPD offer potentially support your setting, school or college?
2. In what ways could you use some of the other nasen resources to support you and your staff in providing high-quality CPD?
Following opportunities for staff to engage in SEN CPD, leaders will need to evaluate the difference it has made to practice, and ultimately to the outcomes of pupils with SEN.

The impact of SEN CPD should be considered in terms of:
- how effectively the teacher uses new knowledge and skills
- how effectively the CPD meets setting, school or college priorities
- what impact the CPD has on the educational experience of the children and young people and the outcomes that they achieve.

There should be an agreed timeline for evaluating the outcomes, accepting that some outcomes, such as children and young people’s improved performance, may take longer to become evident than others. Evaluation over short, medium and long term can be useful.

There are a number of different methods SENCOs and other leaders can use in order to evaluate the impact of their SEN CPD. As a starting point, it may be useful to gather feedback directly from colleagues by asking the following questions:
- What aspects of your practice have changed as a result of the CPD?  
- What difference has this made to your teaching?
- Has this had an impact on your confidence as a practitioner?
- What difference has it made to pupil outcomes?
- Can this practice be shared with other staff and, if so, how?

Alternatively, feedback can be gathered from pupils or parents, determining how any changes in practice by the teacher or others have supported them with their learning.

“THERE SHOULD BE AN AGREED TIMELINE FOR EVALUATING THE OUTCOMES”

Where SENCOs or other leaders are in a position to undertake lesson observations or learning walks, evidence gathered will demonstrate an impact on practice in the classroom. This will enable SENCOs and other leaders to identify changes in practice around high-quality teaching for pupils with SEN.

The checklist on the next page provides examples of criteria SENCOs can look for when observing high-quality teaching in the classroom.
### Observation checklist: focus on high-quality teaching

<table>
<thead>
<tr>
<th>Key characteristics of high-quality, inclusive teaching and learning</th>
<th>Evidenced in the lesson? Comments</th>
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</thead>
<tbody>
<tr>
<td>High expectations are made explicit for all pupils</td>
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<tr>
<td>The classroom environment and resources provided support pupils to learn independently</td>
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<tr>
<td>Lessons are well planned with clear, focused and sometimes differentiated learning objectives and success criteria</td>
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<tr>
<td>Reasonable adjustments and special educational provision are planned effectively</td>
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<tr>
<td>A range of effective teaching strategies and approaches to engage and support individual needs is in place</td>
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<tr>
<td>The pitch and pace are appropriate to the learning needs of the pupils, ensuring effective challenge</td>
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<tr>
<td>The teacher and other adults use modelling well and explain effectively</td>
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<tr>
<td>The teacher and other adults use higher level questioning to support and challenge pupils</td>
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<tr>
<td>There are high levels of engagement and interaction for all pupils</td>
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<tr>
<td>Opportunities for learning through individual and group discussion are provided</td>
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<tr>
<td>Effective feedback is used to move pupils on in their learning</td>
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<tr>
<td>Encouragement and praise are used effectively to engage and motivate pupils</td>
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<tr>
<td>Pupils are able confidently and accurately to engage in self- and peer assessment to identify next steps for learning</td>
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<tr>
<td>Additional adults are deployed effectively to support pupil progress</td>
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<tr>
<td>Other:</td>
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<tr>
<td>Learning outcomes:</td>
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<tr>
<td>– levels of engagement, taking ownership and responsibility, motivate, rise to challenges, become increasingly independent</td>
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<tr>
<td>– pupils make good or outstanding progress, demonstrating new knowledge, skills/understanding</td>
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Ultimately, the true evidence of the impact of any CPD will be the difference it makes to pupil outcomes. This can be evaluated through an analysis of attainment and progress data, along with other qualitative data such as improvements in self-esteem, social skills or physical development.

Questions for SENCOs

1. In what ways do you already evidence the impact of SEN CPD? Is there anything else you could consider?

2. How do you currently report the impact of SEN CPD to governors? How does this support your CPD planning process?

Reporting the impact of SEN CPD to governors

As part of their overall strategic role, the SEN governor should be involved in monitoring the effectiveness of whole-school CPD for SEN. They should have a clear understanding of how SEN CPD is used to continually improve the quality of the school workforce and the impact CPD has on pupil outcomes. In addition, the governor needs to ensure that funds are allocated each year within the school budget specifically to cater for SEN pupils, and evaluate the use of these funds, considering cost effectiveness and best value for money in terms of increased progress for pupils with SEN. This includes funds for any professional learning opportunities.

The SEN governor and SENCO should aim to meet termly to keep up to date with SEN developments within the school and to review the implementation of the SEN policy on an ongoing basis. As part of this process, information should be shared about SEN CPD. This includes:

- How SEN CPD needs have been identified and are linked to whole-school improvement planning.
- How SEN CPD will be/has been resourced.
- What impact the CPD has had on raising the quality of teaching and on improving pupil outcomes, and the evidence for this.
- CPD requirements for the SENCO.
- Whether SEN CPD is providing good value for money, based on the amount of resources required and pupil outcomes demonstrated.
- Next steps based on an evaluation of the impact and value for money.

In addition to these ongoing, termly discussions they should be having with their SEN governor, SENCOs will need to write an annual SEN report to governors, and this will include information on the impact of CPD. The following two pages provide an example of a model framework that SENCOs can use for this purpose.
## Model framework for an annual SEN report to governors

<table>
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<th>Name of school</th>
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<tbody>
<tr>
<td>SENCO</td>
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<tr>
<td>Date of report</td>
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<tr>
<td>SEN governor</td>
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**Overall statement based on Ofsted descriptors regarding the quality of the SEN provision in school for the last 12 months**

Take into account:
- outcomes of pupils with SEN
- quality of teaching and learning for pupils with SEN
- standard of behaviour and attendance of pupils with SEN
- quality of leadership and management of SEN provision.

Use your SEN self-evaluation outcomes to write a brief statement here. There is no need for a lot of detail as the sections below will substantiate your statement.

### SEN profile (SEN register etc) for last 12 months

Provide statistical information:
- Total number of pupils on SEN register (SEN support, education, health and care plans and any existing statements of SEN). Any significant changes over time?
- Percentage of SEN pupils in relation to the whole school population.
- Proportion of boys/girls on the SEN register.
- Percentage of pupils with SEN who are also within other vulnerable groups, for example pupils on free school meals.
- Indication of significant groups of need, for example specific learning difficulties, autism spectrum disorder, speech, language and communication needs.
- Number of pupils coming off/on the SEN record over the year.

**NB. Where you have small cohorts/groups, include numbers of pupils as well as percentages.**

### Achievement of SEN pupils in last 12 months

**Attainment**
- End of Key Stage outcomes for SEN pupils (primary: KS1 to KS2, secondary: KS2 to KS4).
- APS (average points score) attainment of pupils with SEN (KS1/KS2) in comparison with other groups across school and nationally.
- Percentage achieving national expectations (at KS2 or KS4).
- Percentages reaching SEN progression targets (levels of progress).
- Commentary.

**Progress**
- Include end of KS outcomes for pupils with SEN and for each year group over last 12 months:
  - Progress of SEN in comparison with other groups across school and nationally.
  - Extent to which pupils with SEN made expected progress or better and how this compares with national figures.
  - Progress in reading, writing and maths of SEN pupils (percentages and APS) for each year group (include over the Key Stage). How does this compare with ‘all pupils’?
  - Pupils on track to meet their end of year/KS targets in reading, writing and maths.
  - Evidence of the impact of targeted intervention for pupils with SEN (quantitative and qualitative).
  - Progress in any other whole-school measure, for example behaviour for learning.
  - Commentary.

**Wider outcomes**
- Attendance of all SEN pupils.
- Percentage of absence/persistent absence for pupils with SEN compared with schools nationally.
- Percentage of temporary/permanent exclusions for pupils with SEN compared with schools nationally.
### Arrangements for early identification and assessment of SEN pupils
Brief description of how SEN pupils are identified at the start of the year, and arrangements for any additional admissions mid-year, and what the assessment arrangements are (has this changed/developed from the previous year?)

### Update on accessibility arrangements
Have there been any changes to the school’s accessibility arrangements in the last 12 months? Is the school’s accessibility policy and plan up to date? (This should now be part of the school’s Disability Equality Plan — updated requirements since 2010.)

### Outcome of school priorities for SEN (as outlined in the SEN action plan or the SEN-related elements of a school improvement plan)

### Update on SEN provision arrangements (curriculum and interventions)
During the last 12 months, have there been any developments to the curriculum and approaches to teaching and learning to improve the access, participation and achievement of pupils with SEN? What SEN targeted provision has been on offer during the last 12 months?

### SEN budget allocation for last 12 months
If SEN budget figures are available, report them here. Any changes from last year? What has been the impact of the deployment of the budget?

### SEN staffing resources
Brief description of staffing arrangements for SEN provision. Any changes from last year? What has been the impact of the deployment of staff on the achievement of pupils with SEN?

### Complaints relating to SEN in last 12 months
If there have been any complaints relating to SEN in the last 12 months you should record them briefly here, and what the outcomes were. A general statement will do. Otherwise simply record that there have been no complaints.

### SEN school CPD arrangements in last 12 months
Highlight the key CPD opportunities for all staff relating to SEN and any measures of impact on quality of teaching and learning leading to improved outcomes for pupils.

### SEN parent partnership activities in last 12 months
Highlight any significant SEN parent partnership activities held by the SEN team or school. What was the impact? Include any analysis of parent questionnaires here.

### Impact of partnerships with external agencies and other schools to improve quality of SEN provision in last 12 months
Have there been any changes in support from external agencies or external partnerships which have had an impact on the quality of the SEN provision and practice in school?

### Other initiatives in last 12 months to improve quality of SEN provision leading to improved outcomes
This is a chance to showcase any projects or new initiatives the SEN team or school has launched during the year to improve the quality of the SEN provision. What have been the most effective and least effective initiatives?

### SEN information report
Show how the reporting of this information impacts on the review mechanism for SEN information statutory reporting requirements.

### SEN policy
Show how the reporting of this information will inform the review cycle of SEN policy and other related policy areas, for example attendance, pastoral, partnership with parents.
Summary
This guidance has aimed to provide support for SENCOs in early years settings, schools and colleges to help them develop collaborative learning and improve their approaches to CPD. It identifies that, in order to develop an effective and sustainable approach, SENCOs and other senior leaders need to consider:
◆ the key factors of effective CDP
◆ why CPD for SEN is important
◆ the responsibilities of the SENCO around CPD
◆ how to identify the SEN CPD priorities of staff
◆ the most effective models of delivery for SEN CPD, and the role of collaborative learning
◆ how to measure and evidence the impact of SEN CPD.

The guidance acknowledges that for some SENCOs, providing or facilitating CPD may be a relatively new challenge. However, as highlighted here, nasen has a range of resources to support this process, and the new online CPD resource Assess, Plan, Do, Review will provide particular advice on the development of collaborative learning around high-quality teaching for SEN.

A key message throughout this guidance has been that effective CPD leads to improved quality of teaching and support, which ultimately leads to raised achievement. The focus on developing high-quality teaching to ensure that all teachers can skillfully and confidently meet the needs of all pupils, including those with SEN, must be a priority if outcomes for this potentially vulnerable group of pupils are to be improved.