



Establishing SEND provision across a MAT

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Bohunt Education Trust



2011



2014



2015



2016



2017



2018



2019



The highest expectations, an ethos of 'enjoy, respect, achieve', unparalleled opportunity and highly effective teaching combine to develop students who are 'game changers'. This ethos underpins our vision to give all pupils an outstanding education and develop skills in the classroom and beyond. These core values help our students flourish throughout their school career, and on into later life.

My Journey

- Joined Bohunt in 2007
- SENCo Accreditation course 2010
- SENCo in September 2013
- SENCo across 2 trust schools September 2015
- Director of SEND July 2017
- Whole School SEND MAT leadership programme 2017/18
- Part of Whole School SEND MAT review team 2018/19
- MAT reviewer through Whole School SEND 2019/20

My role as Director of SEND

- Embed BET culture of ‘Enjoy Respect Achieve’
- Creating ‘Game Changers’
- Lead on the vision
- Development & monitoring of provision
- Sharing expertise
- Targeted and effective CPD
- Group purchasing
- Trust INSET sessions
- Line management of SENCOs
- Projects with outside organisations



Systems & structures

What have I implemented?

- BET wide provision map
- Trust dashboard
- One page profiles
- Learning plans
- Baseline assessments
- Classcharts
- SENCO calendar
- External agencies
- Department overviews



Development of provision

- Evidence based – Where are the strengths and areas for improvement?
- School SEND department review completed at start of academic year by SENDCOs
- Focused around 4 broad areas of need – What are your focus areas?
- Sharing best practice across your school/trust
- Use of baseline data to determine intervention groups and at which wave
- Information through transition process

Providing an evidence base

Data available to me/SENDCOs:

- Costs of intervention / spend per student
- Outcomes (use of baseline data to support)
- Time
- Full provisions report for each BET school
- Evidence of progress + impact

Most importantly.....

It provides the platform to ask the question

Provision Outcomes

-2.00 Significantly less than expected	Red bar	
1.00 More than expected		Teal bar
2.00 Significantly more than expected		Teal bar
0.00 As expected		
-2.00 Significantly less than expected	Red bar	
0.00 As expected		
1.00 More than expected		Teal bar
-2.00 Significantly less than expected	Red bar	
1.00 More than expected		Teal bar
2.00 Significantly more than expected		Teal bar
2.00 Significantly more than expected		Teal bar
2.00 Significantly more than expected		Teal bar



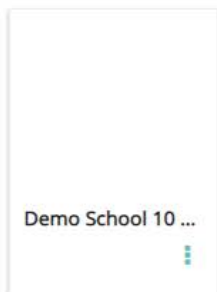

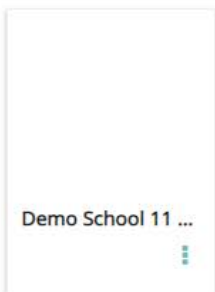

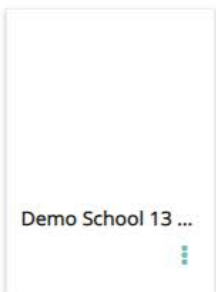

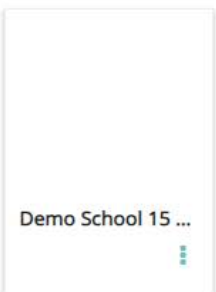

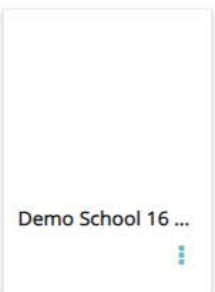

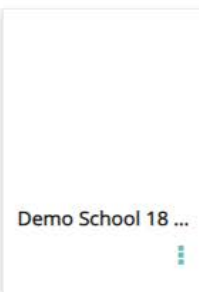








1.00 More than expected		Teal bar
0.38 As expected		Teal bar
0.64 More than expected		Teal bar
2.00 Significantly more than expected		Teal bar
0.08 As expected		Teal bar
0.60 More than expected	Pink bar	Teal bar and Yellow bar

PM Score	PM Outcome Descriptor	Criteria
-2	Significantly less than expected	Progress less than 3 months / reduction
-1	Less than expected	Equivalent 3 months progress (in line with increased chronological age) – 6 months
0	As expected	Equivalent to 6 months – 1 year progress
1	More than expected	1 year – 18 months progress
2	Significantly more than expected	18 months + progress

Home



Find school by name...

 Demo School 1 2... 	 Demo School 10 ... 	 Demo School 11 ... 	 Demo School 13 ... 	 Demo School 15 ... 	 Demo School 16 ... 	 Demo School 18 ... 
						

Establishing Consistency

- Student passports / plans
- January SEND review
- June SEND review
- KS2 data V baseline data
- How, when and the platform to deliver the key messages
- Investment in staff
- Involve everyone in the journey

A BOSS SAYS: "GO!"



**A LEADER SAYS:
"LET'S GO!"**

Facilitating change

- How to best utilise Learning Support Assistants
- How Learning Support Assistants are seen (breaking the stereotype)
- Providing staff with key information
- Student centered approach
- Opportunities to promote
- Developing independence
- Creating a safe environment

*“Progress is impossible without
change, and those who cannot
change their minds cannot change
anything.”*

George Bernard Shaw

How are BET becoming
GAME CHANGERS
within SEND?

Coordinators for Broad area of Need

Ensuring that BET have experts in

- Cognition & Learning
- Communication & Interaction
- Social, Emotional & Mental Health
- Physical & Sensory

Each coordinator has a key project with a specific organisation / charity

Cognition and Learning Difficulties

- Specific Learning Difficulties (SPLD)
- *E.G. Dyslexia, Discalculia,*
- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulty (PMLD)

Social, Emotional and/or Mental Needs

- Depression
- Attention Deficit Hyperactivity Disorder (ADHD)
- Eating Disorders
- Anxiety Disorders
- Mental Health Issues
- Social Disorders

Communication and Interaction Needs

- Speech, Language and Communication Needs (SLCN)
- Autistic Spectrum Disorder (ASD)

Sensory and/or Physical Needs

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)

Key Responsibilities for Coordinators

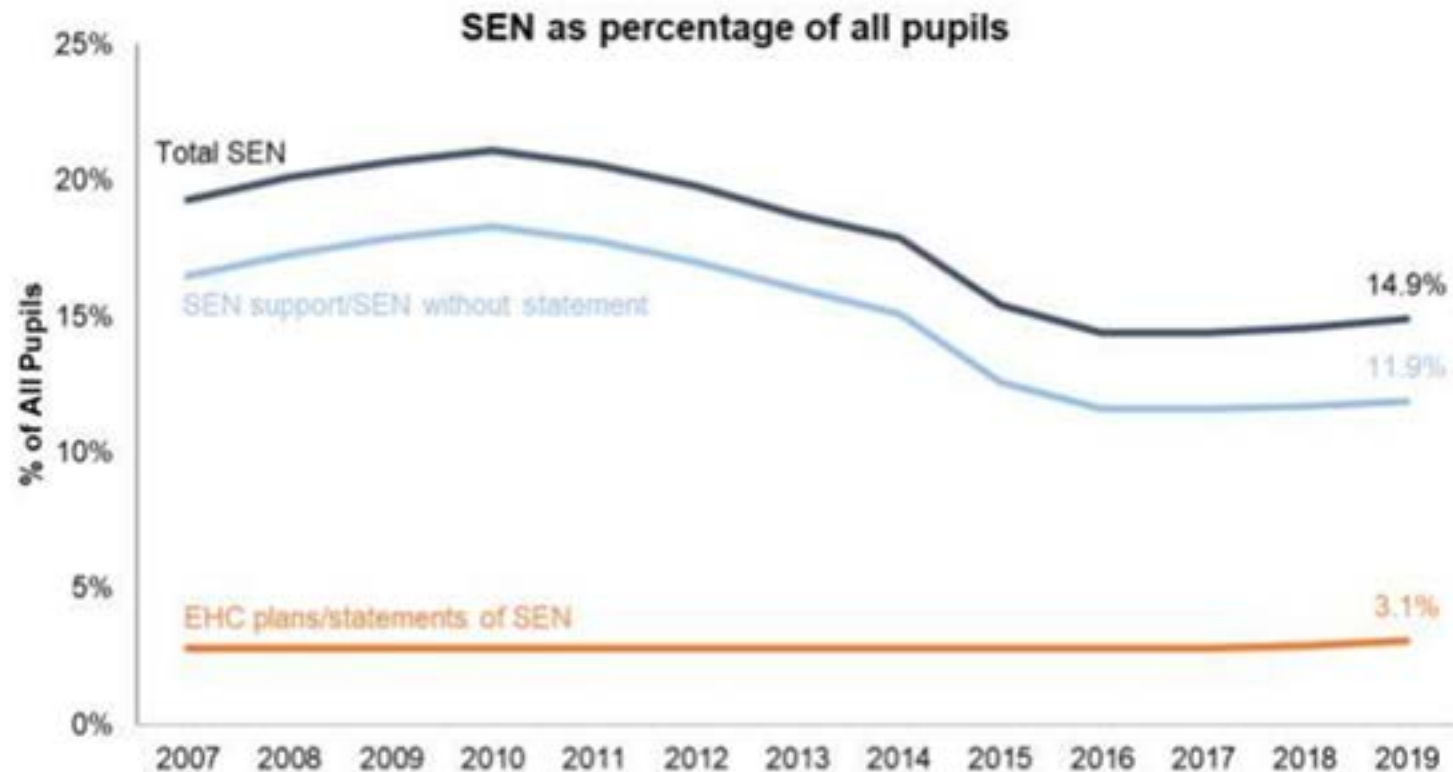
- Knowing the BET landscape
- Clear identification
- Experts in their area of need
- Advise on key cases
- Lead on CPD within own faculty
- Lead on CPD cross trust
- Be aware of new research that can improve existing practice
- Utilise local/national links

Leading on Pedagogy

- Quality first teaching
- Effective differentiation / Scaffolding
- Drive for literacy
- Relationships
- Mood management
- A thirst for outdoor learning
- 1-2-1 schemes within the trust

Knowing the National Picture

14.9% of all pupils have special educational needs in January 2019, with 3.1% of all pupils having an Education, Health and Care plan.

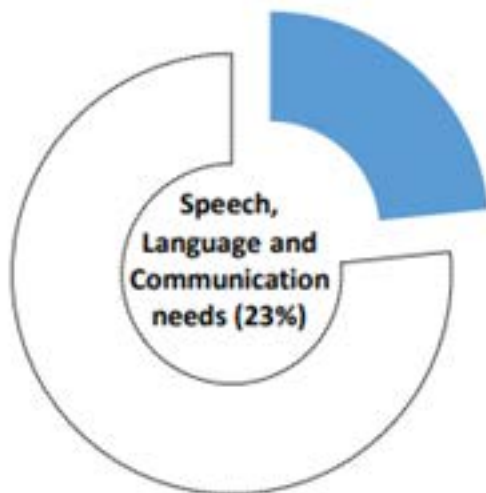


The number of pupils with special educational needs (SEN) has increased for a third consecutive year to 1,318,300 in January 2019, representing 14.9% of the total pupil population. This is driven by increases in both the number of pupils with an Education, Health and Care (EHC) plan and with SEN support.

271,200 pupils (3.1%) of the total pupil population, have an (EHC) plan and a further 1,047,200 pupils (11.9%) are on SEN support.

The most common primary types of needs in 2019 are...

SEN Support



EHC Plans

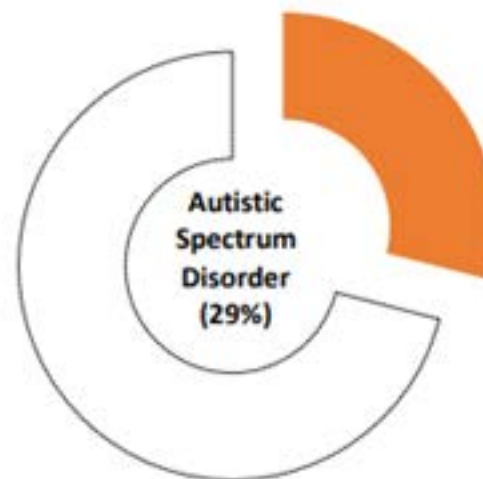
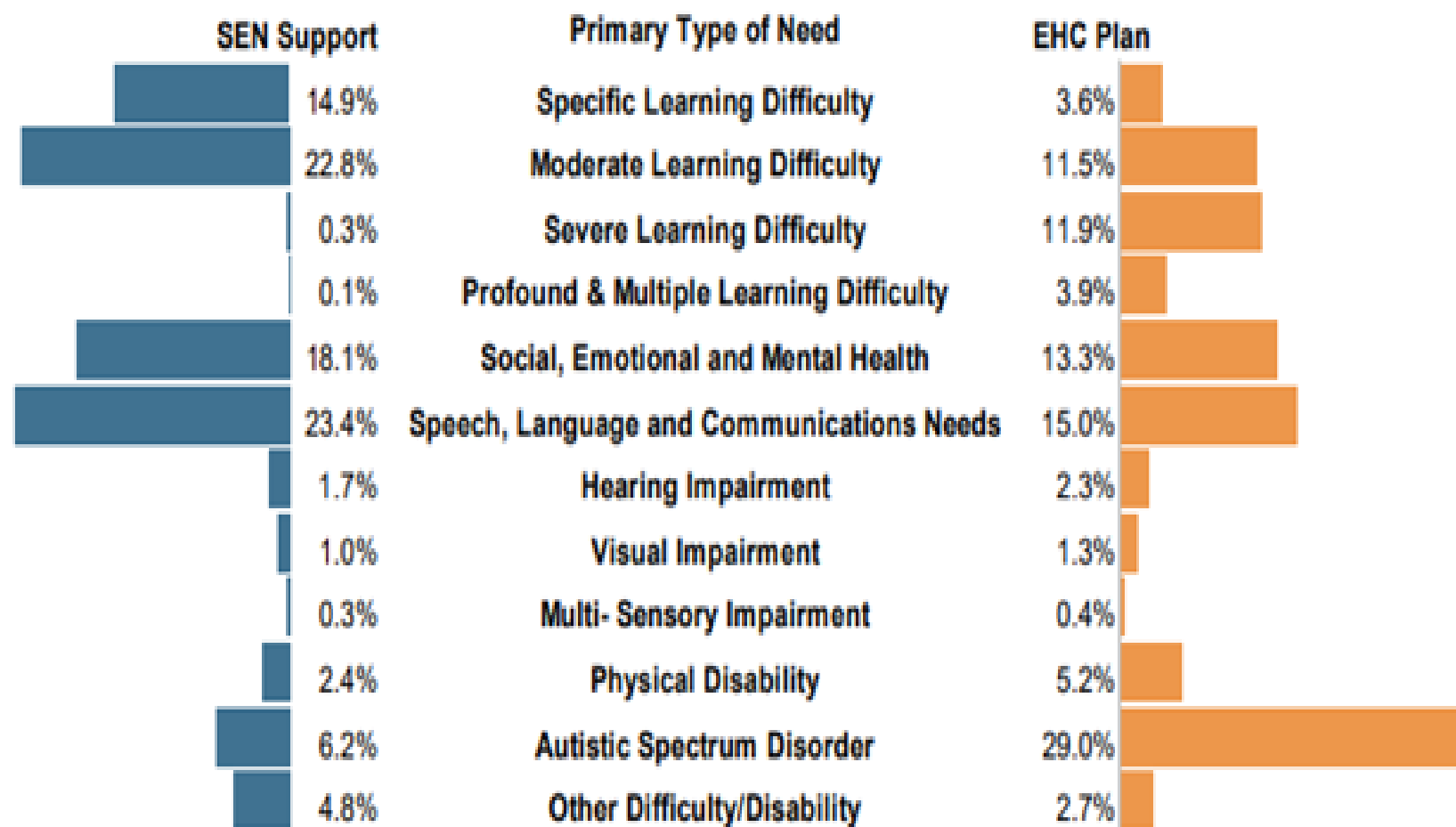


Figure C: The distribution of each primary type of need varies greatly between those who are identified as SEN Support, compared to those with an EHC plan

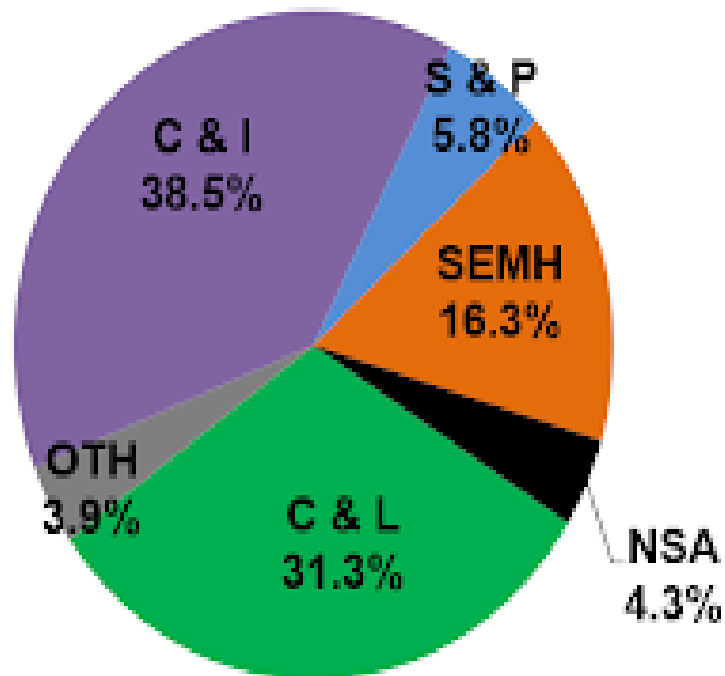
State-funded primary, secondary and special schools, England, January 2019



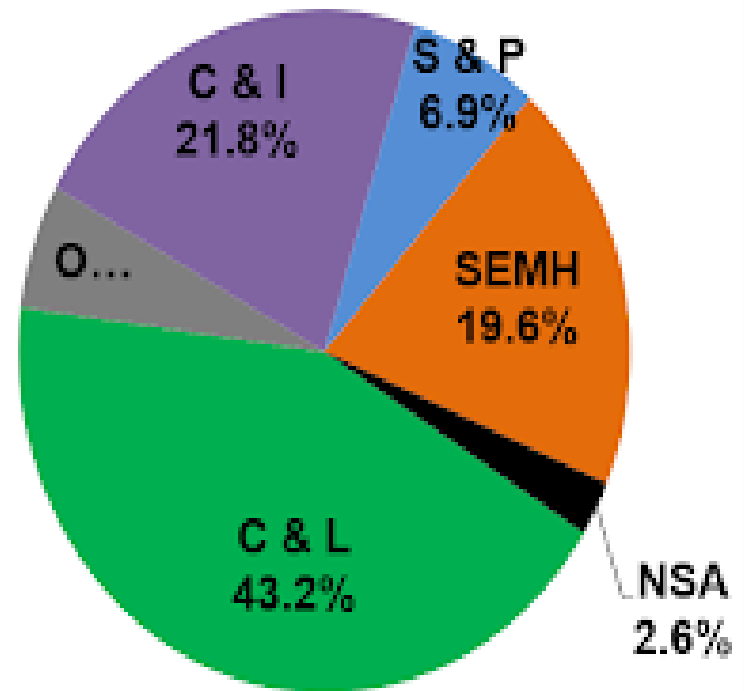
Source: School census, January 2019

BROAD AREA OF NEED (By Phase)

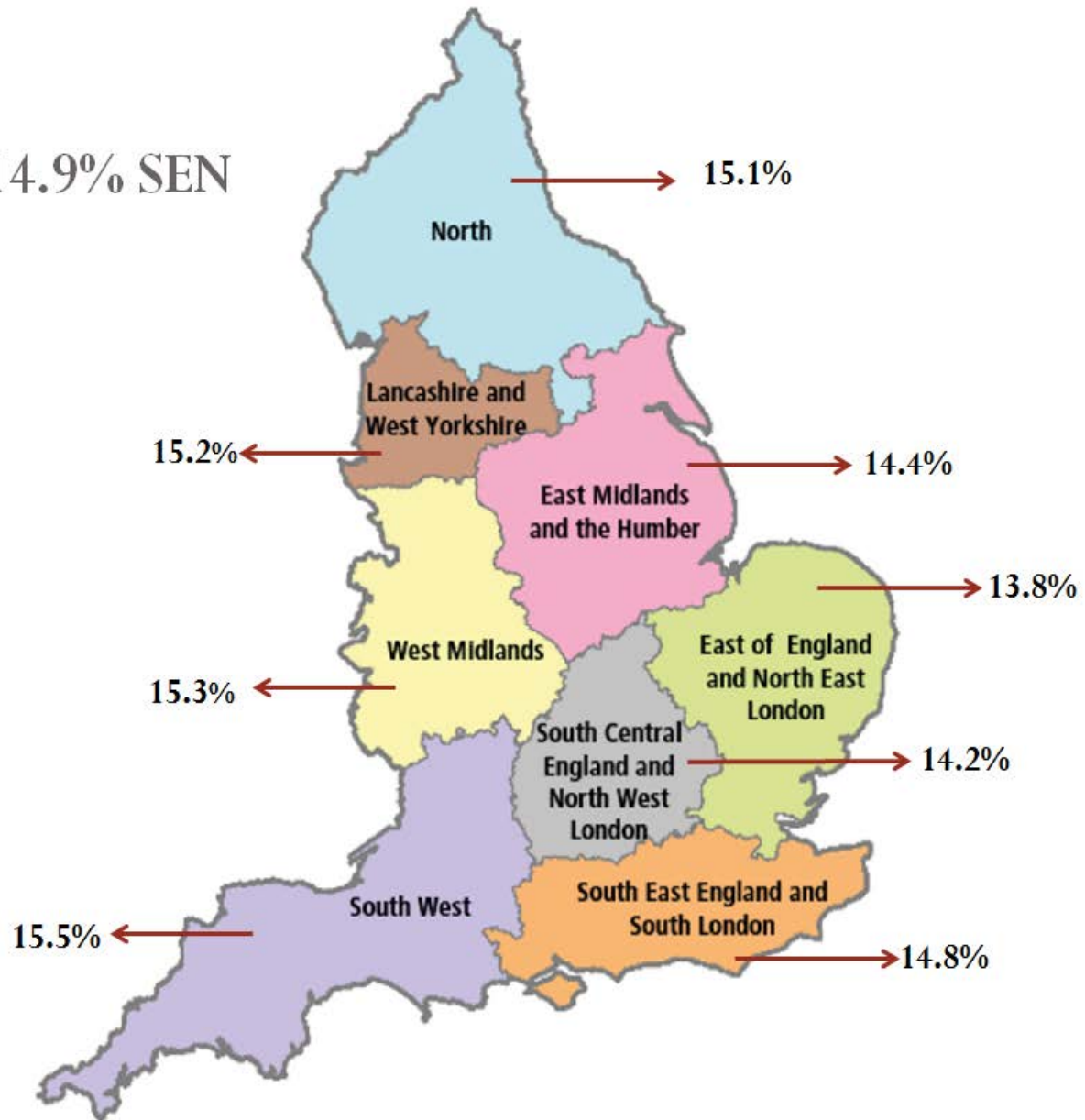
PRIMARY PHASE



SECONDARY PHASE



England-14.9% SEN



Knowing your own landscape

Total

Sensory & Physical...

8.8%

Communication & Int...

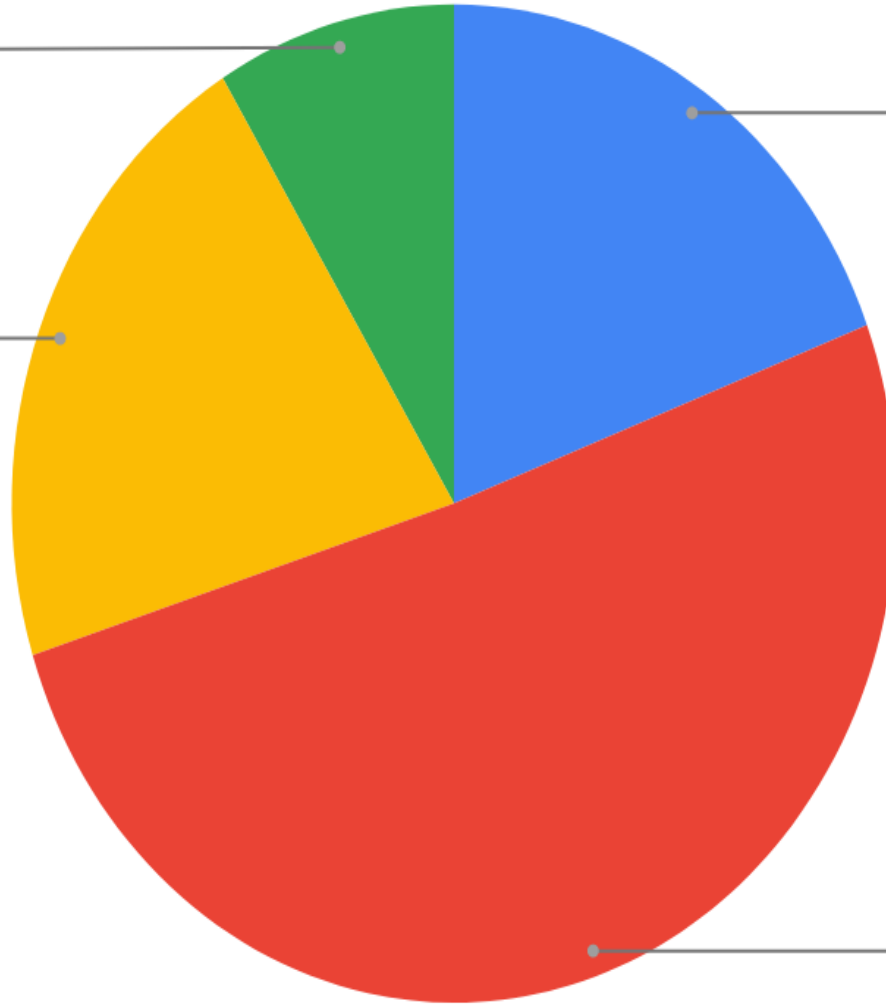
19.2%

SEMH

21.2%

Cognition & Learning

50.9%



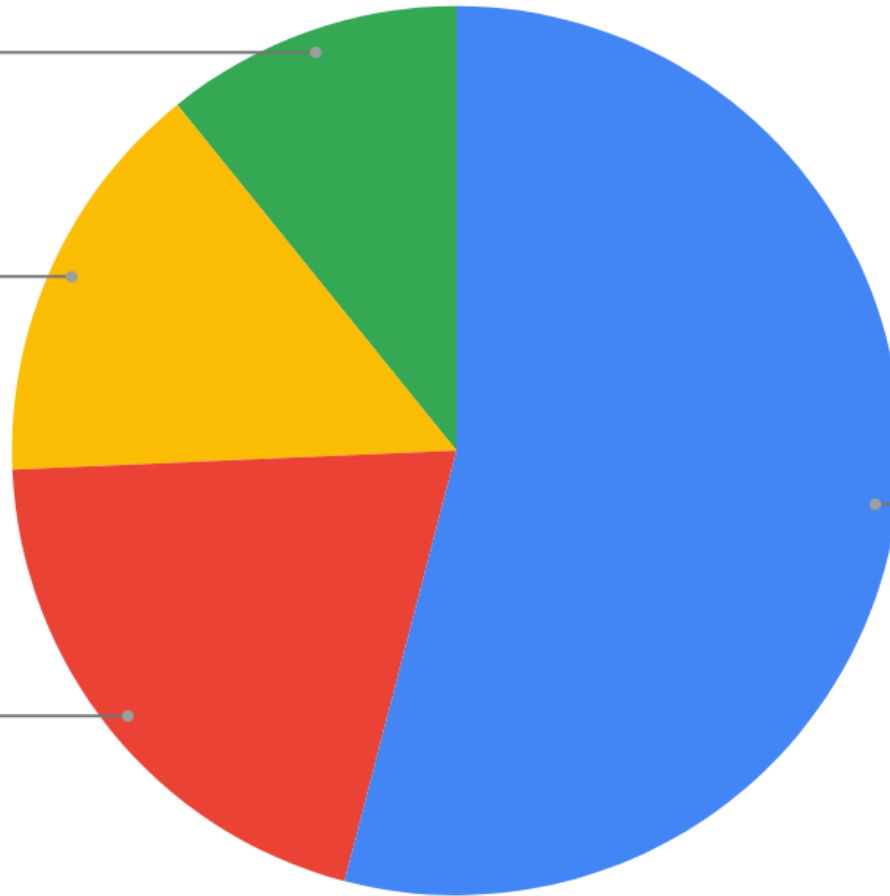
Total

Sensory & Physical...
10.8%

SEMH
14.9%

Cognition & Learning
20.3%

Communication & Int...
54.1%



Questions

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