


SEN and Inclusion and the Role of the SENCO





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Where is Northampton?












Stormont



Welsh Assembly




The United Kingdom

Scotland


Northern Ireland

England


Wales



Scottish Parliament



Palaces of Westminster






The English Educational Context

- Maintained schools
 (under Local Authority guidance)
 
- Non-maintained schools
 (Academies, Free Schools,
 Alternative Provision)
 
- Independent schools
 






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Legislative Framework : Key Milestones

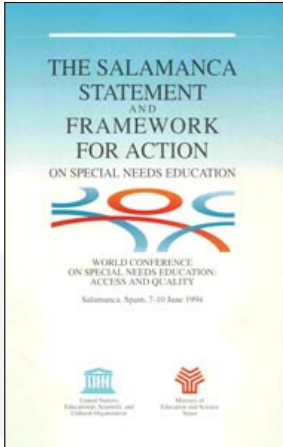

- 1870 Education Act - The Forster Act
- 1944 Education Act
- 1970 Education Act
- 1978 The Warnock Report
- 1981 Education Act
- 1994 Code of Practice
- 1994 Salamanca Statement
- 1997 The Green Paper "Excellence for All Children"
- 2000 Curriculum 2000
- 2001 Code of Practice
- 2002 SENDA Special Educational Needs and Disability Act
- 2003 Removing Barriers to Achievement
- 2004 Every Child Matters
- 2010 Equality Act
- 2012 Support and Aspire
- 2014 Children and Families Act
- 2015 SEN/D Code of Practice









Salamanca Framework

Why is the **Salamanca Framework** important?

- Devarakonda (2013, p. 5) notes that at a global level **the right to inclusive education** was recommended in the Salamanca Statement and Framework for Action (UNESCO, 1994).
- Inclusion ...internationally considered as **the norm** rather than the exception (Hodkinson and Vickerman, 2009, p.98).

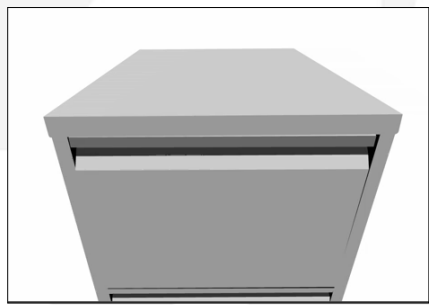






Equality Act 2010


"Reasonable adjustments"






An education provider has a duty to make 'reasonable adjustments' to make sure disabled students are not discriminated against. These changes could include:

- Changes to physical features - for example, creating a ramp so that students can enter a classroom
- Providing extra support and aids (such as specialist teachers or equipment)




https://www.youtube.com/watch?v=Uuldq_ftQY8










Reasonable adjustments in practice



Mara is one of quadruplets. She attends College Gardens Nursery with her brothers and sister.

<https://www.youtube.com/watch?v=raTRtstUc2Y>







Children and Families Act 2014

As you watch the video clip listen for **4** key aspects:


- Provision for children and young people with SEND is now from birth – age 25
- The Local Offer
- Education, Health and Care Plans
- Personal Budgets

'Making it work together'
www.leeds.gov.uk/localoffer






<https://www.youtube.com/watch?v=D5EO6PSDkt4>



Special Educational Needs and Disability Code of Practice 0-25 (2015)



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

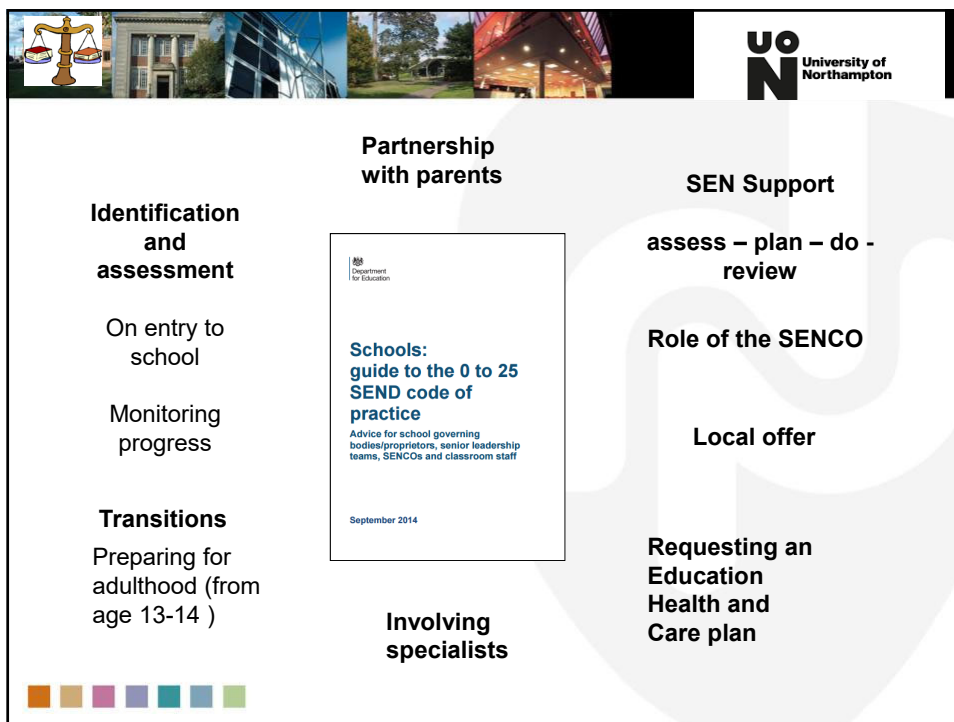
Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities

January 2015

4 broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs





SEN – a definition (DfE, 2015, p.15)

Special educational needs (SEN)

xiii. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.


xiv. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

xv. For children aged two or more, special educational provision is educational or training provision that is **additional to or different from** that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

xvi. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv. above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).


NB “Difficulties related solely to learning English as an additional language are not SEN.”
 (DfE, 2015)




Co-occurrence of difficulties

- 'School-age children rarely have isolated difficulties with their speech or language skills. More typically, their spoken language difficulties are associated with difficulties in other domains. Their difficulties may impede access to the curriculum, in particular by causing difficulties in reading, spelling and often maths'

– Snowling and Stackhouse, 2006, p.15

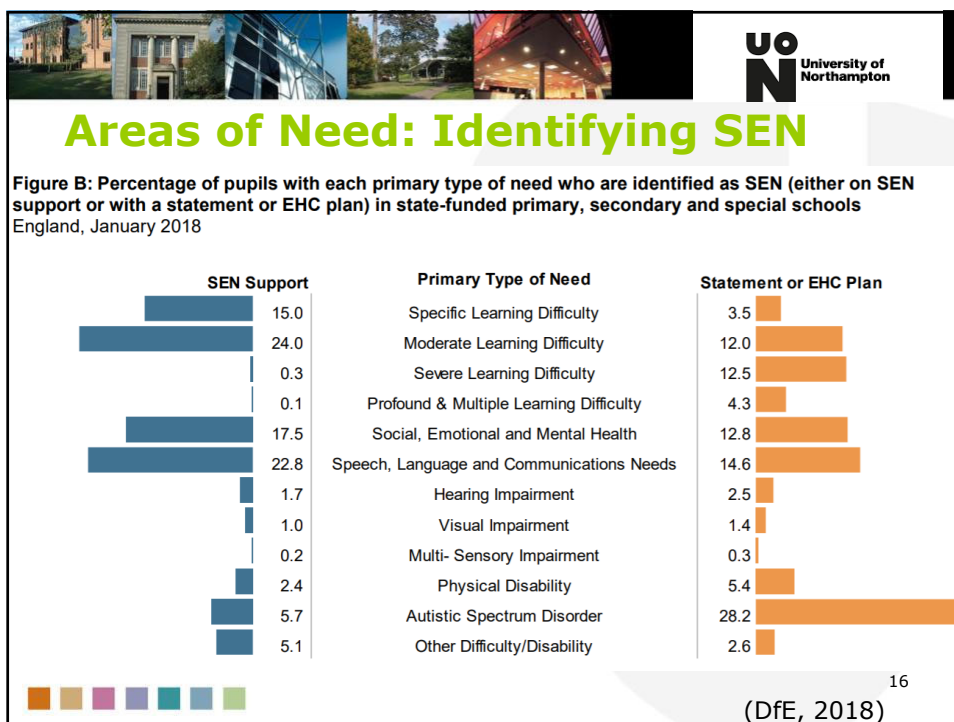
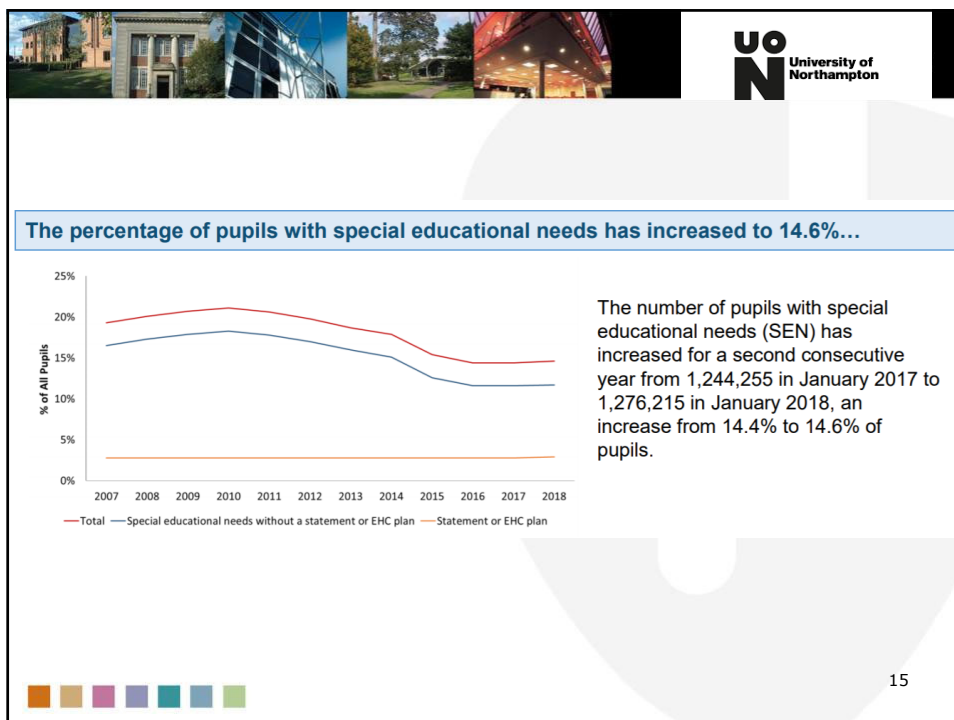


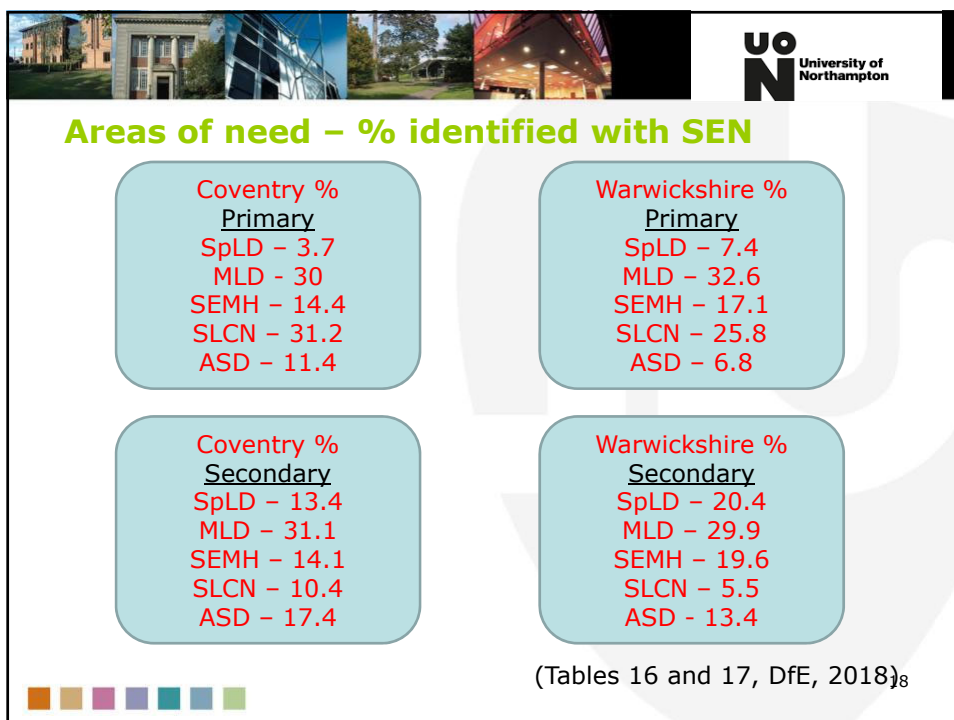
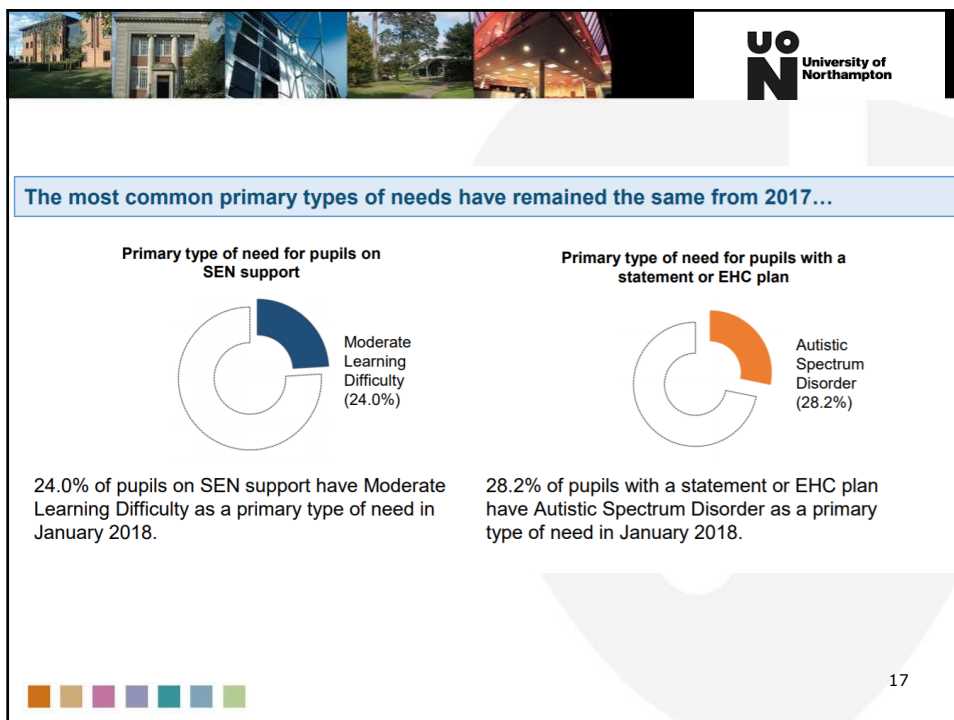
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What are the four Areas of Need in the Code of Practice?

Communication and Interaction e.g.	SLCN (expressive, receptive) ASD
Cognition and Learning e.g.	MLD SLD, PMLD SpLD
Social, Emotional and Mental Health Difficulties e.g.	Disruptive or disturbing behaviour, isolation ADHD, ADD, Attachment Disorder Self-harming, depression, substance misuse, anxiety
Sensory and Physical needs e.g.	VI, HI, MSI Physical disabilities










Statistics on Exclusion in England

SEN=50%

50%=Year 9+

Black
Caribbean
and
Gypsy, Roma
Traveller

Boys – 3X

4 out of 5

3X

Department for Education: National Statistics (2017) *Permanent and Fixed Period Exclusions in England: 2015 to 2016*. London: Crown.

https://www.youtube.com/watch?v=ycy_zp6PxQU

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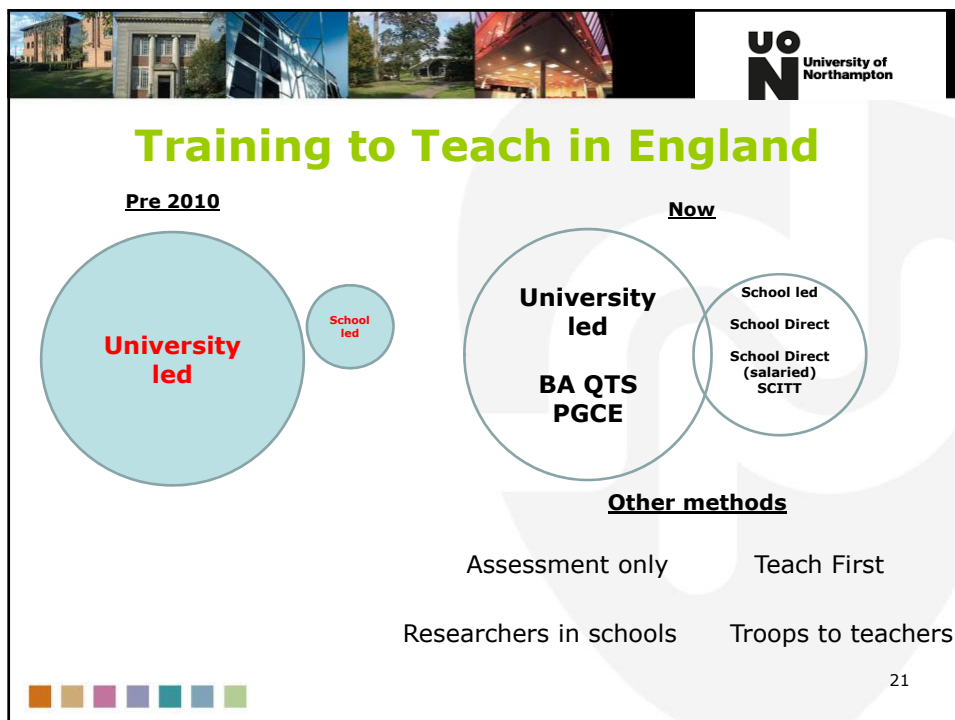

Professional Roles and SEN


There has been an increase in professionals whose specific competencies require they support those children and young people with SEND as well as families and colleagues (NCTL, 2014).

The UK has been a regular contributor towards the international policies on inclusion for numerous decades. Some would argue that this has resulted in a **rise of an 'SEN industry'** (Tomlinson, 2012).

Is she right?


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Why is teacher training important?


- **The Special Educational Needs Co-ordinator (SENCO)** must have **qualified teacher status**
- This is a **Statutory requirement** (Special Educational Needs and Disability (SEND) Code of Practice for 2015)
- Many roles now do not need qualified teacher status!




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What is a SENCo?




Role identified in law 1994




Focused on whole-school impact (Should belong to the Senior Management Team)



Coordinating provision for **all** pupils



Modelling practice for other colleagues and **advising** them




Building **partnerships** with external stakeholders

BUT.....


not a specialist teacher

or

specialist pedagogue



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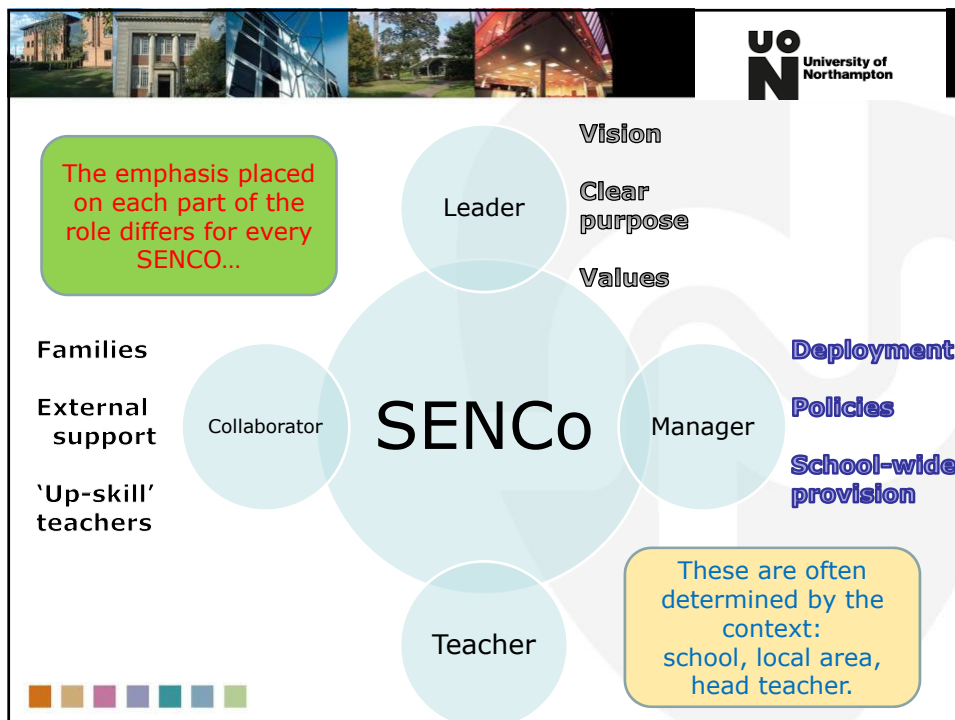
The role of the SENCo in schools

A Special Educational Needs Co-ordinator (SENCo) is a qualified teacher who has responsibility for co-ordinating SEN provision.

- A SENCo has an important role to play with the headteacher and governing body, in determining the **strategic development** of SEN policy and provision in the school.
- The SENCo has day-to-day responsibility for the **operation of the SEN policy and co-ordination of specific provision** made to support individual pupils with SEN.
- The SENCo will **provide professional guidance to colleagues** and will work closely with staff, parents and other agencies.

(DfE and DoH, 2015, p.108)



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How do you become a SENCo?

1. Become a qualified teacher



2. Choose from one of 29 providers of the mandatory qualification which was introduced in 2009


3. Study hard to meet the standards set by the National College for Teaching and Leadership (2014)



 - teaching and learning for SEN
 - leading policy and provision
 - supporting and managing teachers and support staff
 - building partnerships with families and communities
 - practitioner research



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Studying the National Award for Special Educational Needs Co-Ordination



Masters (Post Bachelor) level

Two modules

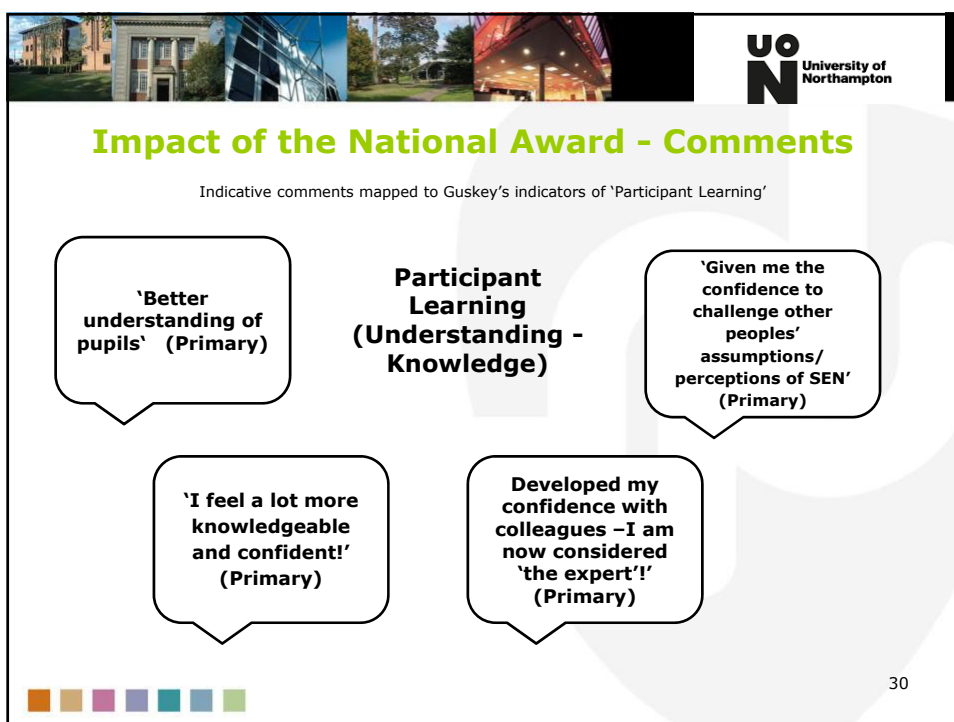
Two assignments of 5000 words each (case study, small-scale research)

Seven whole days training for the complete course as well as mentored SENCO networks (approximately one every 6-7 weeks)

Post Graduate Certificate Special Educational Needs Co-ordination



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Impact of the National Award - Comments

Indicative comments mapped to Guskey's indicators of 'Participant Use of Knowledge and Skills'


'Provided me with a vision for whole school deployment of teaching and learning based on every child's individual needs '
(Primary)


Participant use of knowledge and skills (Applying-skills)

'The course has been a tremendous advantage to me and I am much more confident about making decisions regarding SEN at my school' (Secondary)'

'Huge impact across the school '
(Primary)

'Able to manage provision across the school with greater efficiency'
(Primary)


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Challenges for SENCOs

Time
(39% of respondents)


Resources
(29% of respondents)


'Time. I think is the biggest challenge to try and fit it in, and I find that when I'm away from my full time teaching commitment my class suffers a little bit as well'
(Primary)

'Time is the key to whether you can be an effective Senco or not' (Primary)

'Fewer LSAs (Learning Support Assistants) working in school therefore fewer people to do interventions'
(Primary)

'Lack of money to provide the resources necessary to support the students'
(Secondary)


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Challenges for SENCos cont.....

Supporting other colleagues


(25% of respondents)

'The biggest challenge can be raising the profile of SEND and being able to change the view of experienced teachers who believe that they shouldn't have to deal with SEND students' (Secondary)


'Changing teacher attitudes to teaching children with SEND' (Primary)

Other challenges	Percentage respondents
Developing Quality First Teaching	11 %
Management and co-ordination	11 %
Status	9 %
Assessment and monitoring	9 %
Working with parents	5 %

'Difficulties in bringing about change due to not being a member of SMT (Senior Management Team). To keep our focus of being a very inclusive school in the light of pressure to raise attainment levels and a headteacher and SMT not committed to inclusion' (Primary)



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Leader

Collaborator

SENCo

Manager

Teacher

Supports inclusive practices


Inclusion

Exclusion



Needed because mainstream /regular schools cannot support all pupils

Adapted from Lindqvist, (2013, p.8)

Lindqvist, G (2013) "Vanguards or in vain?" *Journal of Research in Special Educational Needs*, 13 (3): 198-207. doi: 10.1111/j.1471-3802.2012.01249.x.




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Publications from the Northampton teaching team about the SENCO role


- Brown, J. and Doveston, M. (2014) Short sprint or an endurance test: the perceived impact of the National Award for Special Educational Needs Coordination. *Teacher Development*. 18 (4), 495-510.
- Devi, A. & Smith, A. (2013) SEN Champions: Why all schools need one. *Teacher*. 7 (2) Australian Council for Educational Research
- Garner, P. and Groom B. (2010) Managing behaviour, managing the standards. in Hallett, F and Hallett, G. (Eds) *Transforming the Role of the SENCO*. Buckingham: Open University Press.





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Questions?



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