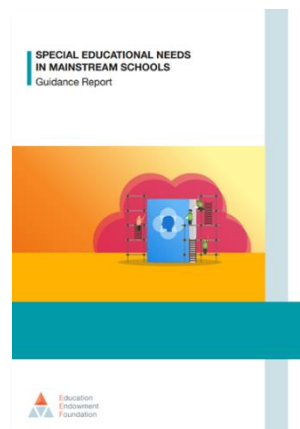
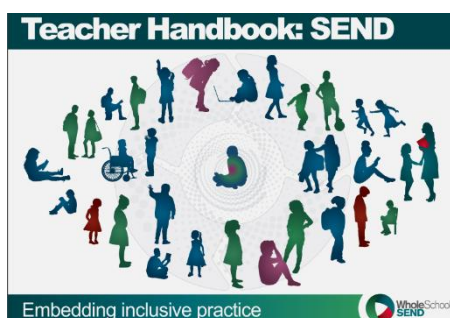


# Supporting pupils with SEN in Mainstream Schools

A 2-year programme starting January 2023



A sustained programme of facilitated sessions and follow-on professional development groups to support **SENcos, Inclusion Leads and Senior Leaders** to understand and implement the five recommendations from the EEF's *Special Educational Needs in Mainstream Schools* Guidance Report.

The programme is based on one originally developed by Southampton Inclusion Partnership and HISP Research School. It is being further developed and delivered in partnership with Whole School SEND, the EEF Research Schools Network and South-East South London Teaching Schools Hubs

## What's the purpose of the programme?

The proportion of pupils with special educational needs in mainstream schools is increasing. We also know that the attainment gap for these pupils is wider than for disadvantaged pupils. It is vital, therefore, that teachers and school leaders are equipped with the knowledge and skills to meet pupil needs and promote more equitable outcomes.

This programme will support leaders to explore and understand the evidence and to lead the implementation change in their settings.

## Course Outcomes:

- Participants' will have secure SEND leadership subject knowledge and be able to apply this to their practice
- Participants will understand their role as leaders of SEND and will be able to use this to influence and lead effective provision
- Participants will have developed and implemented a strategic plan to improved outcomes for pupils with SEND in their settings
- Participants will understand and be able to apply the core elements of effective implementation
- Participants will develop self-sustaining networks of good practice

**Programme Overview: Year 1 - There are six facilitated sessions in Year 1:**

Date/ Time	Location	Module	Theme (EEF SEND in Mainstream Schools Guidance Report)	This module will consider:
Thursday 26 January 23 2pm-4pm	HISP Learning Partnership Hub at Tanners Brook Primary School, Southampton	1	<i>Recommendation 1: Create a positive and supportive environment for all pupils, without exception.</i>	<ul style="list-style-type: none"> <li>the political and social context in which SEND sits</li> <li>leadership of SEND in terms of roles, responsibilities, values, reach and impact</li> <li>how schools can create a positive and supportive environment for all pupils, based on research findings</li> </ul>
Thursday 23 February 23 4pm-6pm	Online via ZOOM	2	<i>Recommendation 2: Build an ongoing, holistic understanding of your pupils and their needs.</i>	<ul style="list-style-type: none"> <li>how diagnostic labels of some pupils alter approaches to teaching</li> <li>how schools can build a holistic picture of learning needs for pupils with SEND</li> <li>who should be consulted when assessing learning needs, within the school and beyond</li> </ul>
Thursday 16 March 23 4pm-6pm	Online via ZOOM	3	<i>Recommendation 3: Ensure all pupils have access to high quality teaching.</i>	<ul style="list-style-type: none"> <li>what is meant by high quality inclusive teaching as a whole school response to SEND, within a graduated approach.</li> <li>some key strategies for supporting pupils with SEND</li> <li>some systems for monitoring the quality of inclusive teaching</li> </ul>
Thursday 20 April 23 4pm-6pm	Online via ZOOM	4	<i>Recommendation 4: Complement high quality teaching with carefully selected small-group and one to one interventions.</i>	<ul style="list-style-type: none"> <li>how schools should balance the use of an intervention with whole class teaching</li> <li>how we can ensure that pupils with the greatest needs are supported by the most experienced teachers</li> <li>situations in which interventions can negatively impact on pupils' progress</li> </ul>
Thursday 11 May 23 4pm-6pm	Online via ZOOM	5	<i>Recommendation 5: Working effectively with teaching assistants.</i>	<ul style="list-style-type: none"> <li>what the research tells us about the role and impact of teaching assistants</li> <li>how teaching assistants can promote pupil independence</li> <li>how leadership systems can support the effective deployment of teaching assistants</li> </ul>
Thursday 15 June 23 2pm-4pm	HISP Learning Partnership Hub at Tanners Brook Primary School, Southampton	6	<i>Recommendation 6: Implementing strategic improvement for SEND.</i>	<ul style="list-style-type: none"> <li>findings from school SEND audit</li> <li>the implementation process as a way of planning for change</li> <li>areas amenable to change within your school</li> <li>examples of implementation plans</li> </ul>

**Programme Overview: Year 2 - There will be four 2-hour professional development groups. These groups will take a collaborative, 'coaching' approach:**

Date/Time	Location	Meeting	Focus
<i>Tbc.</i>	<i>Tbc.</i>	1	Writing an implementation plan
<i>Tbc.</i>	<i>Tbc.</i>	2	Preparing for successful and sustainable implementation
<i>Tbc.</i>	<i>Tbc.</i>	3	Delivering change to embed sustained change
<i>Tbc.</i>	<i>Tbc.</i>	4	Sustaining change and next steps

#### **How much does the programme cost?**

The cost for the two-year programme is £300 per participant. If a school registers a second participant a reduced rate of £150 for the second participant will be applied.

Subsidised places may be available to some schools, depending on levels of disadvantage. To check eligibility please contact David Higginbottom (HISP TSH Deputy Director): [d.higginbottom@hispmat.org](mailto:d.higginbottom@hispmat.org)



To register your place, please complete [this booking form](#) or scan the QR code

**This programme builds on a range of EEF guidance reports and Whole School SEND resources.**

**Whole School SEND resources are free to access and the Universal SEND services contract provides a range of free support to schools and further education providers. To access this, please sign up for free to the Whole School SEND Community of Practice at [www.wholeschoolsend.org.uk](http://www.wholeschoolsend.org.uk). Please also confirm you are happy to receive Whole School SEND e-news.**

**EEF guidance reports are free to access via their website: [www.educationendowmentfoundation.org.uk](http://www.educationendowmentfoundation.org.uk)**