

UNIVERSAL UNITS

UNIT 1A

LEADERSHIP AND INCLUSION

LEARNING OUTCOMES

Teachers will:

- understand the key elements of effective leadership of SEN
- understand the different levels of leadership and their likely impact on SEN, for example, senior and middle managers, SENCOs and governors
- be able to identify strengths and weaknesses in key areas of the school's work affecting the achievement of disabled pupils and pupils with SEN
- develop proposals for the senior leadership team on school improvement work to build on strengths and address weaknesses identified

ONLINE RESOURCES

The content and tasks throughout these PDFs are supported by online resources that are designed to facilitate and supplement your training experience.

Links to these are signposted where appropriate. The resources use graphics and interactive elements to:

- Highlight salient points
- Provide at-a-glance content summaries
- Introduce further points of interest
- Offer visual context
- Break down and clearly present the different stages and elements of processes, tasks, practices, and theories

The online resources offer great benefits, both for concurrent use alongside the PDFs, or as post-reading revision and planning aids.

Please note that the resources cannot be used in isolation without referencing the PDFs. Their purpose is to complement and support your training process, rather than lead it.

You should complete any learning or teaching tasks and additional reading detailed in this PDF to make full use of the Advanced training materials for autism; dyslexia; speech, language and communication; emotional, social and behavioural difficulties; moderate learning difficulties.

To find out more about the resources, how they work, and how they can enhance your training, visit the homepage at: www.education.gov.uk/lamb

The first resource for this unit can be found here:

www.education.gov.uk/lamb/besd/leadership-inclusion/intro

INTRODUCTION

There are a number of different levels of 'leadership' within a school. This unit considers a range of leadership roles, all of which impact upon the area of special educational needs and disability.

The leadership roles are:

- Senior leadership;
- The Governing Body;
- The SENCO; and
- Subject leaders

See online resource:

www.education.gov.uk/lamb/besd/leadership-inclusion/team

SENIOR LEADERSHIP

The government's Green Paper, *Support and aspiration: A new approach to special educational needs*¹, is clear that, *effective leadership is critical to changing ethos and approach in schools and colleges*. It emphasises that, *it is school and college leaders who drive the ethos and direction of their institutions*.

Through a wide range of projects and programmes in the first decade of the 21st century we have learnt a lot about the leadership of our schools. Some of our learning has come from the analysis of the work of leaders who have turned around schools in challenging circumstances and some from the evaluation of programmes focused on particular groups of pupils:

- The National College for School Leadership² identifies the importance of school leadership in encouraging high expectations and aspirations.
- The Lamb Inquiry³ identified the following:

Where there is commitment to positive outcomes for disabled children and children with SEN, . . . Leadership at all levels has been the critical factor.

- In 2006, Ofsted⁴ reported that:

Pupils with even the most severe and complex needs were able to make outstanding progress in all types of settings. High quality specialist teachers and

¹ DfE (2011) *Support and aspiration: A new approach to special educational needs and disability*

² National College of School Leadership (2007) *What we know about school leadership*

³ DCSF (2009) *Lamb inquiry: special educational needs and parental confidence*

⁴ Ofsted (2006) *Inclusion: does it matter where pupils are taught?*

*a **commitment by leaders** to create opportunities to include all pupils were the keys to success.*

This report also identified that schools, where children and young people with learning difficulties and disabilities made outstanding progress, had the following key features:

- *Ethos – high expectations, inclusive, good relationships*
 - *Specialist staff – high level of skilled support, academically and socially*
 - *Focused professional development for all staff – regular and based on needs*
- The 2010 Ofsted review⁵ highlighted the importance of leadership in relation to developing high expectations and progression:

Leaders asked challenging questions about the progress and attainment of every young person, using whatever information was available to compare their progress against that of others, and a range of guidance and systems for supporting pupil progression.

- *Breaking the Link between special educational needs and low attainment*⁶ highlights the role of school leaders in promoting an inclusive culture that can help to narrow gaps in attainment between disadvantaged groups of pupils and their peers:

The best school leaders expect all staff and pupils to respect, understand and believe in an inclusive vision.

The National College for Leadership of Schools and Children's Services⁷ identified, from research, four key elements relating to the effective leadership and management for further reflection and discussion as part of the Achievement for All project. These elements are:

- Shared Vision
- Commitment
- Collaboration
- Communication

TASK 1

Read *Achievement for All: Characteristics of effective leadership – a discussion document* (www.nationalcollege.org.uk/index/docinfo.htm?id=33271) .

⁵ Ofsted (2010) The Special educational needs and disability review: A statement is not enough

⁶ DCSF (2010) Breaking the Link between special educational needs and low attainment: Everyone's business

⁷ NCSL (2011) Achievement for All: Characteristics of effective inclusive leadership – a discussion document

Reflect upon how well your school leadership team demonstrates the characteristics of effective leadership to promote inclusive principles and ensure the best outcomes for pupils with special educational needs and disabilities. Record your thoughts under each of the four key headings.

Shared Vision	Commitment
Collaboration	Communication

THE SENCO

SENCO status was first defined in the 1994, Code of Practice. The 2001 *SEN Code of Practice*⁸ expanded on the SENCO role and identified the need for the SENCO to work closely with the headteacher and senior management and suggested that the SENCO *should be closely involved in the strategic development of the SEN policy and provision*. In *Removing Barriers to Achievement*⁹ there was a greater emphasis on the role of the SENCO and a suggestion that the SENCO should be a key member of the senior leadership team in schools.

In 2006, the House of Commons Education and Skills Committee report on SEN¹⁰ identified a lack of clarity over the SENCO's role and recommended that SENCOs should be qualified teachers in senior management positions in schools.

⁸ DfES (2001) Special Educational Needs Code of Practice

⁹ DCSF (2004) Removing Barriers to Achievement The Government's Strategy for SEN

¹⁰ HMSO (2006) The House of Commons Education and Skills Committee Report Special Educational Needs

The Government's response to this report¹¹ agreed with the select committee's views,

We have reflected carefully on the Select Committee's comments on SENCOs. We share their view as to their importance and believe that the person taking on the lead responsibility should be a teacher and a member of the senior leadership team in the school.

New regulations¹² were produced by the DCSF in 2008. These regulations prescribed the qualifications and experience of the SENCO, setting out governing bodies' associated functions, as well as plans for a mandatory national accredited training for all newly appointed SENCOs. The new regulations did not take forward the select committee's recommendation that the SENCO should be a member of the senior leadership team in school. Instead, guidance was issued¹³ for governing bodies stating,

. . .it had been our original intention to require SENCOs to be members of SLTs. However, our social partners expressed concerns about the practicalities. In the light of those concerns, our advice to governing bodies is that, where the SENCO is not a member of the SLT, a member of the team should be designated as champion of SEN and disability issues within the school. The champion would liaise closely with the SENCO.

TASK 2

Appendix 1 outlines the learning outcomes for those successfully completing nationally approved training for SENCOs. Read through this document, paying particular attention to the section entitled, *Leading, developing and supporting colleagues*.

Arrange a meeting with the SENCO. Discuss his/her role within the school. In particular address the following areas:

1. Is the SENCO a member of the senior leadership team?
2. If the SENCO is not a member of the senior leadership team, has the school designated a member of the SLT to be a 'Champion of SEN and disability issues within the school'?
3. How much involvement does the SENCO have in terms of strategic leadership and management of SEN and disability within the school?

¹¹ HMSO (2006) Government Response to the Education and Skills Committee report on Special Educational Needs

¹² HMSO (2008) The Education (Special Educational Needs Co-ordinators (England) Regulations

¹³ DCSF (2008) The Education (Special Educational Needs Co-ordinators (England) Regulations 2008 Explanatory note for Governing Bodies

THE GOVERNING BODY

The governing body is responsible, along with the headteacher, for the strategic management of the school, including the management of special educational needs and disability. Governing bodies are encouraged to appoint a governor or a governors' committee with responsibility for SEN. The duties of a Governing Body regarding pupils with SEN and disabilities are summarised below:

Governors' duties towards children with SEN¹⁴

Governors' legal duties to children with special educational needs apply to the governing bodies of all maintained schools. It is the governing body as whole, not individual governors, which has legal duties.

The legal duties of governing bodies relating to SEN are set out in Part IV of the Education Act 1996 as amended by the Special Educational Needs and Disability Act 2001 (SENDA).

Key regulations are contained in the Education (SEN) (England) (Consolidation) Regulations 2001 and the (SEN) Information) Regulations 1999 amended in 2005.

The SEN Code of Practice (2001) sets out the statutory guidance which governing bodies must have regard to when fulfilling their legal duties towards children with SEN and which should be followed unless there are exceptional reasons not to do so.

Governors' duties regarding the appointment of SENCOs are contained in the Education (Special Educational Needs Co-ordinators) (England) (Amendment) Regulations 2009.

The Education Act 1996 (s.317) requires Governing bodies of schools to use their best endeavours to:

- Ensure that for any pupil who has SEN the special educational provision which his learning difficulty calls for is made
- Ensure that where a pupil has special educational needs, those needs are made known to all who are likely to teach him
- Ensure that the teachers in the school are aware of the importance of identifying, and providing for, those registered pupils who have special educational needs

¹⁴ Adapted from *Governor Training Duties towards children with SEN*. (2011) IPSEA

- Designate a member of the staff at the school (to be known as the
 - -special educational needs co-ordinator) as having responsibility for co-ordinating the provision for pupils with special educational needs and make sure they are suitably qualified.
- Consult the local education authority and the governing bodies of other schools to ensure co-ordination of Special Educational Provision
- Inform the child's parent that special educational provision is being made for him there because it is considered that he has special educational needs.
- Shall secure, so far as is reasonably practicable and is compatible with—
 - (a) the child receiving the special educational provision which his learning difficulty calls for,
 - (b) the provision of efficient education for the children with whom he will be educated, and
 - (c) the efficient use of resources,

that the child engages in the activities of the school together with children who do not have special educational needs.

When a statement is made for a child by the local authority and the school is named on that statement, the local authority will inform the school's responsible person. This is either the head teacher or a designated governor. The responsible person must then ensure that all the child's teachers are aware of his/her special educational needs

Under Education Act 1996 (S.313) the Secretary of State has a duty to issue a Code of Practice, containing guidance on the law on special educational needs and provision, and all relevant bodies have a duty to *have regard to the guidance in the Code*. This means that the guidance:

1. Must always be considered; and
2. Should always be followed - unless there is a very good reason not to (for example, because a school has found a better way of achieving the Code's aims for children with special educational needs).

TASK 3

Arrange a meeting with the SENCO. Discuss how s/he liaises with the governing body. Does the school have a designated SEN governor or governors' committee for SEN and disability?

How effective is the liaison between the governing body and the SENCO?

How effectively are the governing body in fulfilling their duties for pupils with special educational needs?

How might you work with the governing body in your role as an advanced/specialist teacher in a specific area of need?

SUBJECT LEADERS AND SPECIAL EDUCATIONAL NEEDS AND DISABILITY

Subject leaders have a clear responsibility for ensuring that the delivery of their subject area meets the needs of pupils with SEND. This responsibility will cover a range of issues including policies, the curriculum and extra-curricular activities, teaching and learning and assessment and data analysis. They have a role in monitoring all these elements, and in liaising with SEN staff to ensure that teachers are clear about SEN procedures and the needs of pupils. These links will be developed in different ways in different schools.

TASK 4

Find out what links are in place between the SENCO and subject leaders. Talk to the SENCO and a sample of subject leaders.

How might you link with subject leaders as an advanced/specialist teacher in a specific area of need?

THE LEADERSHIP ROLE OF AN ADVANCED/SPECIALIST TEACHER IN A SPECIFIC AREA OF NEED

*What we know about school leadership*¹⁵ identified a number of core tasks of school leaders which form the basis of successful leadership. These are summarised below.

The core tasks of school leaders are clear. There is now growing agreement that there is a core set of leadership practices that form the 'basics' of successful leadership (Leithwood & Reihl 2003; Leithwood et al 2006a; PwC 2007):

- 1. Building vision and setting directions:** identify and articulate a vision,

¹⁵ National College of School Leadership (2007) *What we know about school leadership*

create shared meaning and high performance expectations, foster acceptance of group goals, monitor organisational performance and communicate.

- 2. Understanding and developing people:** offer intellectual stimulation; provide individual support and an appropriate model – lead by example. Build on the knowledge and skills that teachers and other staff need to accomplish school goals, and develop, mentor, recognise and reward behaviours that integrate the functional and the personal.
- 3. Redesigning the organisation:** build collaborative cultures and processes; manage the environment and work conditions; create and sustain productive relations with parents and the community; connect the school to its wider environment.
- 4. Manage the teaching and learning programme:** create productive working conditions for staff and students alike; foster organisational stability; ensure effective learning-centred leadership; allocate teachers and support staff to deliver the curriculum; monitor school activity and performance.

TASK 5

Think about the potential leadership aspects of your role as an advanced/specialist teacher in a specific area of need.

Record your ideas about how you might approach these different aspects of your role, using the table on the next page..

Building vision and setting directions	Understanding and developing people
Redesigning the organisation	Manage the teaching and learning programme

--	--

Appendix 1

The learning outcomes for those successfully completing nationally approved training for SENCOs¹⁶

1. Achieving the learning outcomes that follow will help new SENCOs fulfil the role set out in the Special Educational Needs Code of Practice (2001), the key features of which are:

- contributing to strategic development of SEN provision
- overseeing the operation of the school's SEN policy
- coordinating provision for pupils with SEN
- liaising with and advising other teachers
- managing teaching assistants
- overseeing the keeping of records for pupils with SEN
- liaising with parents and carers
- contributing to the professional development of staff
- liaising with external agencies

The Code of Practice envisages that the SENCO will provide professional guidance to colleagues with the aim of securing high quality teaching of pupils with SEN and that they will therefore lead teaching and learning and the coordination of provision for pupils with SEN in their school.

2. The learning outcomes are specific to the SENCO role and relevant to SENCOs in all schools but some aspects will need to be interpreted differently according to the phase, size and type of school. Nationally approved SENCO training must help SENCOs to demonstrate that they are able to meet the learning outcomes for the programme and providers must assure themselves that SENCOs meet all of the outcomes by the end of the programme in order to be awarded the National SENCO qualification (*The National Award for Special Educational Needs Coordination*).

3. The learning outcomes have been developed in the context of the Professional Standards for Teachers and recognise that SENCOs undertaking nationally approved training programmes will already be skilled teachers who have demonstrated the professional attributes, professional knowledge and understanding, and professional skills set out in the Qualified Teacher Status and the Core standards as a minimum. The learning outcomes should not be interpreted as professional standards and do not replace the Professional Standards for Teachers, which apply to SENCOs in their schools in the same

¹⁶ From *Specification for nationally approved training for special educational needs coordinators (SENCOs) new to the role, leading to the award of the National Award for SEN Coordination*. (2009) TDA

way as other teachers.

4. Training providers have no role to play in the formal performance management process either in the assessment of individuals' performance in respect of their job or in the setting of performance objectives for them. That is a matter for SENCOs and their line managers.

LEARNING OUTCOMES

PROFESSIONAL CONTEXT

Statutory and regulatory frameworks and relevant developments at national and local level

Training should enable SENCOs to know and understand:

- laws and associated guidance on SEN, including the policies and procedures set out in the SEN Code of Practice; their implications for the school, the SENCO and others; and how to put them into practice
- laws and associated guidance on disability equality, the actions they require in respect of pupils with disabilities; and how they might best be carried out.
- local interpretations of national guidance
- relevant guidance on data protection and confidentiality, health and safety
- the principles and outcomes of *Every Child Matters* and how the school can help pupils with SEN and/or disabilities to achieve those outcomes, and
- the contribution of extended services to improving outcomes for pupils with SEN and/or disabilities

High incidence SEN and disabilities and how they can affect pupils' participation and learning

Training should enable SENCOs to know and understand:

- how children's development can be affected by SEN and/or disabilities and a range of other factors including the physical and social environment in which they are taught
- causes of under achievement, including those related to SEN and/or disabilities.
- the four areas of need set out in the SEN Code of Practice and the educational implications of these, and
- the high incidence disabilities and the implications of these for teaching and learning and inclusive practice.

Using evidence about learning, teaching and assessment in relation to pupils with SEN to inform practice

Training should enable SENCOs to:

- analyse, interpret and evaluate critically, relevant research and inspection evidence about teaching and learning in relation to pupils with SEN and/or disabilities and understand how such evidence can be used to inform personal practice and others' practice, and
- identify and develop effective practice in teaching pupils with SEN and/or disabilities, e.g. through small-scale action research based on evaluating methodologies, developing critiques and, where appropriate, developing new hypotheses.
- have a critical understanding of teaching, learning and behaviour management strategies and how to select, use and adapt approaches to remove barriers to learning for pupils with SEN and/or disabilities, and
- have a critical understanding of approaches, strategies and resources for assessment (including national tests and examinations) and how to select, use and adapt them to personalise provision and remove barriers to assessment for pupils with SEN and/or disabilities

STRATEGIC DEVELOPMENT OF SEN POLICY AND PROCEDURES

Working strategically with senior colleagues and governors

Training should enable SENCOs to:

- work with senior colleagues and governors to advise on and influence the strategic development of an inclusive ethos, policies, priorities and practices
- work with senior colleagues and governors to ensure the objectives of the school's SEN policy are/can be reflected in the school improvement plan and school self-evaluation form (SEF)
- work with senior colleagues and the governing body to establish appropriate resources to support the teaching of pupils with SEN and/or disabilities, and the means of monitoring their use in terms of value for money, efficiency and effectiveness, and
- develop and provide regular information to the head teacher and governing body on the effectiveness of provision for pupils with SEN and/or disabilities to inform decision making and policy review.

Strategic financial planning, budget management and use of resources in line with best value principles

Training should enable SENCOs to know:

- the ways in which funding for pupils with SEN and/or disabilities is

provided to schools, including local funding arrangements and, where appropriate, how to seek additional resources to support students with SEN and/or disabilities,

- how funding for pupils with SEN and/or disabilities is used in their school, and
- how to manage and make best use of available financial, human and physical resources, including how to use tools such as provision mapping to plan, evaluate and improve provision for pupils with SEN and/or disabilities, including identifying ineffective or missing provision

Strategies for improving outcomes for pupils with SEN and/or disabilities

Training should enable SENCOs to:

- have a sound understanding of strategies for removing barriers to participation and learning for pupils with SEN and/or disabilities,
- know strategies for addressing stereotyping and bullying related to SEN and disability
- understand the potential of new technologies to support communication, teaching and learning for pupils with SEN and/or disabilities, and
- draw critically on relevant research and inspection evidence about effective practice in including pupils with SEN and/or disabilities to inform practice in their school

COORDINATING PROVISION

Developing, using, monitoring and evaluating systems

Training should enable SENCOs to develop, monitor, evaluate and review systems for:

- identifying pupils who may have SEN and/or disabilities (using classroom observation, data, assessment and other forms of monitoring)
- informing all staff about the learning needs, behaviour and achievement of pupils with SEN and/or disabilities
- helping colleagues to have realistic expectations of behaviour for pupils with SEN and/or disabilities and set appropriately challenging targets for them
- planning approaches and interventions to meet the needs of pupils with SEN and/or disabilities, geared to removing or minimising barriers to participation and learning
- recording and reviewing the progress of pupil with SEN and /or disabilities towards learning targets
- assessing the effectiveness of provision for pupils with SEN and/or disabilities
- ensuring appropriate arrangements are put in place (in classroom practice and for the examinations/tests themselves) for pupils sitting

- national tests and examinations, and
- liaising with other schools to promote continuity of support and progression in learning when pupils with SEN and/or disabilities transfer

Using tools for collecting, analysing and using data

Training should enable SENCOs to:

- know how school, local authority and national data systems work, including RAISEonline, and
- analyse and interpret relevant, local, national and school data to inform policy and practices, expectations, targets for improving the learning of pupils with SEN and/or disabilities.

Deploying staff and managing resources

Training should enable SENCOs to:

- delegate tasks appropriately, deploy and manage staff effectively to ensure the most efficient use of teaching and other expertise to support pupils with SEN and/or disabilities, and
- make flexible and innovative use of the available workforce, recognising and utilising particular strengths and expertise

LEADING, DEVELOPING AND SUPPORTING COLLEAGUES

Providing professional direction to the work of others

Training should enable SENCOs to:

- lead on developing workplace policies and practices concerning pupils with SEN and/or disabilities and promoting collective responsibility for their implementation
- take a leadership role in promoting a whole school culture of best practice in teaching and learning in relation to pupils with SEN and/or disabilities
- promote improvements in teaching and learning, offering examples of good practice for other teachers and support staff in identifying, assessing and meeting the needs of pupils with SEN and/or disabilities
- encourage all members of staff to recognise and fulfil their statutory responsibilities towards pupils with SEN and/or disabilities, and
- help staff to achieve constructive working relationships with pupils with SEN and their parents/carers

Leadership and development of staff

Training should enable SENCOs to:

- know the range of professional development opportunities available for staff (including support staff and beginner teachers) to improve their practice in working with pupils with SEN and/or disabilities
- give feedback and provide support to teaching and non-teaching colleagues on effective teaching, learning and assessment for pupils with SEN and/or disabilities
- model effective practice and coach and mentor colleagues
- advise on, contribute to, and where appropriate coordinate the professional development of staff so that they improve their practice in relation to pupils with SEN and/or disabilities, and
- support and train trainee and beginner teachers and higher level teaching assistants, where appropriate, in relation to relevant professional standards.

WORKING IN PARTNERSHIP WITH PUPILS, FAMILIES AND OTHER PROFESSIONALS

Drawing on external sources of support and expertise

Training should enable SENCOs to:

- know the role and value of families and carers of pupils with SEN and/or disabilities
- know the range of organisations and individuals working with pupils with SEN and/or disabilities and their role in providing information, advice and support
- know the principles of multi-agency working, building a 'team around a

child', and the Common Assessment Framework and how to use it, where appropriate, for pupils with SEN and/or disabilities

- know how to draw on specialist support and resources for pupils with SEN and/or disabilities, including from special schools and other specialist services or provision
- can develop effective working partnerships with professionals in other services and agencies, including voluntary organisations, to support a coherent, coordinated and effective approach to supporting pupils with SEN and/or disabilities, including in relation to transition planning for pupils post-16, and
- know how to interpret specialist information from other professionals and agencies to support appropriate teaching and learning for pupils with SEN and/or disabilities and support colleagues in making use of such information

Consulting, engaging and communicating with colleagues, parents and carers and pupils to enhance pupils' learning and achievement

Training should enable SENCOs to:

- ensure that pupils with SEN and/or disabilities are involved, whenever appropriate, in planning, agreeing, reviewing and evaluating the provision made for them, and
- communicate effectively with parents and carers of pupils with SEN and /or disabilities, taking account of their views and providing them with timely and relevant information about the achievement, targets, progress and well-being of their children