‘We strive to ensure that all schools, academies and setting are equally and effectively inclusive.’

Essex Inclusion Statement

Welcome

Welcome to the first edition of our new Leading Inclusion bulletin which will be available fortnightly. Our aim is to produce something which is useful and informative for all school leaders as we develop our School-Led SEND work in the coming year.

We would like this to be a celebration of the excellent work that schools do in relation to SEND specifically but also in developing inclusive practice across at a whole school level. We know that our SEND expertise lies in our schools and that it’s by working together that we can ensure that all Essex children and young people achieve the best outcomes as they prepare for adulthood.

Please contribute to Leading Inclusion with short articles and reflections on work that is being carried out in your school, MAT, SLIS cluster or any other collaborative group. Send articles, information or requests for a particular focus to SEN.AchievementSchs@essex.gov.uk and they will be included in future editions

Updates

The Essex Inclusion Position Statement

The Headteacher Roundtable for SEND met last year and produced a position statement for Inclusion which has been shared in Education Essex on several occasions and discussed at headteacher meetings. It is a document which captures how school leaders and the local authority are working together to articulate what we mean by inclusion and what it means for us all in terms of our practice.

Please sign up to this and return to SEN.AchievementSchs@essex.gov.uk

The statement and sign up form can be found on Essex Schools Infolink, under ‘Summer 2018’.

Many thanks to those schools that have already signed up

In the News

Ofsted Blog

High standards and highly inclusive
Nick Whittaker (HMI Specialist Adviser SEND)
10th September 2018

‘I was struck by a phrase someone used in a discussion back in the summer – ‘big-hearted schools who welcome SEND students and see their Ofsted rating drop’.
I’d like to unpack that a bit………………’

See the full article here https://educationinspection.blog.gov.uk/2018/09/10/inspecting-special-educational-needs-and-disabilities-provision/
Working together

The Essex Headteacher Roundtable for SEND

Our Headteacher Roundtable met throughout last year to develop a strong working partnership with us so that we can learn from each other about how best to meet the needs of children and young people with SEND in Essex. The group is made up of school leaders from nursery, primary, secondary and special schools, along with representatives of EPHA, ASHE and ESSET and ENPRO. The key issues which have been agreed as the focus of the group are:

The development of a strategy to support SEND provision in mainstream settings.
   a) What does a School Led SEND system look like? How do we develop it? What needs to change? What are the barriers to inclusion in Essex schools?
   b) What systems do we need in the Local Authority to support schools in developing approaches to SEND which result in high quality teaching for all leading to positive outcomes?
   c) What is the outreach offer from our Special Schools and how can this be extended in the future?

A focus on inclusion in every school/academy- how can we best challenge schools who avoid or refuse to take and support pupils with SEND?
   a) How do we ensure all schools provide high quality provision that meets needs? How can we effectively challenge schools in a changing landscape of education organisation where we need to?
   b) The agreement of common terms of reference for SEND and minimum expectations for every school

A focus on effective working between partners- schools and teams in the LA (including SAS, STT, SENCAN, Early Years and SENDIASS)
   a) How do we develop and sustain meaningful partnerships between school leaders and the local authority so that there is swift and easy access to support and resources when it is needed.
   b) How do we develop systems which identify and assess need which are universally trusted and are transparent in their delivery and decision making?
   c) How can we best work with health and social care to ensure that they meet their statutory funding obligations and work cooperatively with education?

A focus on how to best use scarce resources to ensure the best, most effective provision and outcomes for the young people of Essex.
   a) How are the Local Authority reviewing and ensuring a transparent and detailed analysis of the use of the high needs block and the additional funding from the schools block to support SEND provision and outcomes in mainstream schools?
   b) How is it best to ensure value for money from the High Needs Block spend? How can we measure the impact of the spend – how is it being used to ensure that provisions and outcomes for young people in Essex with SEND are positive and prepare them for adulthood.

Please join us if you would like to work with us. Contact ruth.sturdy@essex.gov.uk for more information.
Spotlight…………………………………………………………..For practitioners by practitioners

This week Tony Taylor (Assistant Headteacher: Inclusion at Shenfield High School) shares his thoughts on working memory.

Working memory is the ability to hold information in our mind and manipulate that information over short periods of time. For example, working out the cost of several items in a shopping basket when we get to the till.

Working memory can be limited in a number of ways:

- **Distraction**
  Something that is unrelated can cause us to lose information;
- **The amount of information**
  There is a limit to the amount of information that we can process. Try and mentally calculate $792 \times 529 =$. It is not possible for the vast majority of people as we are unable to hold that amount of information.
- **Demanding tasks**
  When a task places a high strain on working memory, there is less place to store new information (like the memory on a phone when you have taken too many pictures).

There are a number of characteristics that children with poor working memory can show:

- Seeming as though they have not paid attention
- Forgetting messages or instructions
- Have short attention spans
- Lose their place in tasks.

The key to supporting young people with working memory issues is to reduce the load that is placed on the working memory. Strategies to reduce load include:

- Making sure that instructions are given slowly and no more than two at a time
- Ask directly what they have been asked to do and how they intend to do it
- Repeat key information, or learning points; especially if these are presented in a long sentence
- Try to give hints about any new vocabulary before reading so that memory is not over loaded with decoding
- Use memory aids (such as useful spelling mates, printed notes, number lines etc)
- Keep classroom routines consistent and clear
- Give handouts—do not ask young persons to copy from the board
- Use shorter written, and spoken, sentences where possible
- Use a range of recording techniques (such as Mind Mapping)
- Use checklists to help them to remember tasks or equipment
- Build processing time into tasks and/or answers to questions.
Reading the Research

Great Expectations. Leading an effective SEND strategy in school. Edited by David Bartram OBE. Published by Jonathan Catt

A selection of articles from leading educationalists and school leaders with a track record of improving outcomes for children and young people with additional needs, highlighting the significant role that leadership plays in shaping effective practice in SEND.

It is divided into eight parts which include leadership, outcomes, teaching and learning and assessment. Each section includes a broad national picture, practical examples of how schools have interpreted this and then a series of questions which allow for reflection. There are also suggestions for further reading.

This book works well as a series of well written and thoughtful essays which can be dipped into or as a book to read from beginning to end to give the reader both a theoretical perspective and examples of the excellent practice that exists in settings across the country and which are reflected in our Essex schools. It is one that all leaders of SEND at all levels need to read for inspiration, challenge and support.

Upcoming Events and CPD opportunities

National Award for SEN Coordination in Essex
This course is written and delivered in partnership with Essex Specialist Teachers. Choosing this course will enhance your knowledge of SEND and its’ application in your Essex school, with taught days providing ongoing networking with Essex colleagues, plus additional remote and face to face tutor support.


Autumn term SENCO update meetings

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SENCO conference: 26th February 2019, Chelmsford Racecourse