

The role of the SENCO and other leaders in empowering staff



Natalie Packer

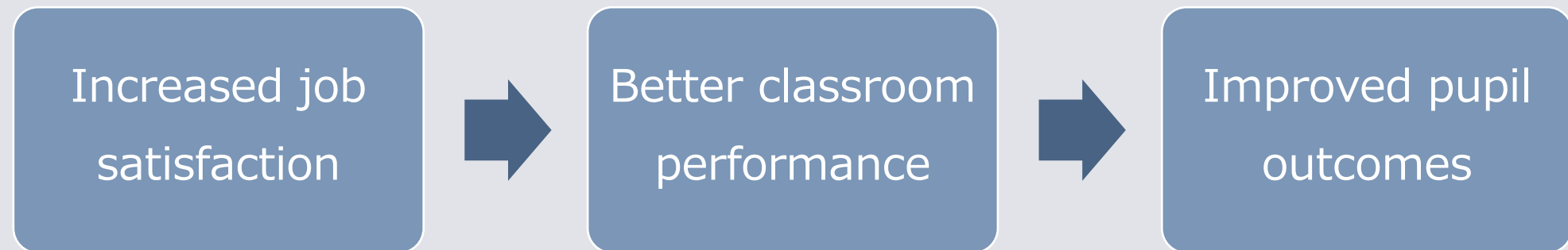


Staff Empowerment

Shifting from a model of reliance on specialists to a whole-school approach where every teacher and TA is equipped with the skills, confidence, and resources to provide high-quality, inclusive education.

Empowerment leads to:

- Autonomy and use of professional judgement
- Involvement in decision-making and taking responsibility
- Commitment to professional growth
- Feeling supported and valued



Teacher Views: NASUWT Survey 2025

Over the last five years has the number of learners you teach who have SEN increased, remained the same or decreased?

TEACHERS	INCREASED?	STAYED THE SAME?
ALL TEACHERS	90%	10%
PRIMARY AND SECONDARY TEACHERS*	94%	6%

Do you receive the support you need to teach learners with SEN effectively?

ALWAYS	MOSTLY	SOMETIMES/RARELY	NEVER
3%	18%	72%	7%

Teacher Views: TES Report



Respondents also estimated that the **percentage of students requiring formal SEND support** in their school is

Only

of respondents feel very confident working with students with SEND requirements

What helps staff feel confident rather than overwhelmed around teaching pupils with SEND?

Empowering staff through the 5 Cs



CLARITY



CONSISTENCY



COMPETENCE



COLLABORATION



CONFIDENCE

Make SEND manageable, not magical

Reflecting on practice: Teachers and TAs



www.sendgateway.org.uk/



<https://educationendowmentfoundation.org.uk/>

REFLECTING ON YOUR PRACTICE Every teacher as a teacher of SEND



The EEF's Evidence Review found evidence that teachers could use 5 'adaptive teaching' strategies to support improving outcomes for pupils with SEND.

Use the questions below to reflect on how consistently you embed these 'Five-a-day' strategies into your current teaching practice.



More information about finding better ways to support pupils with SEND, including these five principles and more specialist interventions, can be found in the EEF's guidance report 'Special Educational Needs in Mainstream Schools'.

<https://eef.li/SEND>



To what extent do I...

Reflections

1	Explicit instruction 	...use clear and succinct language in my teaching, checking pupils' understanding frequently?	
		...help pupils to organise their thinking by 'chunking' the content and introducing new material in small steps?	
		...model how to complete a task before expecting pupils to work independently?	
2	Cognitive and metacognitive strategies 	...support all pupils to recall previously learned content, before moving on to new content?	
		...support pupils to plan, monitor and evaluate their own learning?	
		...model the selection of metacognitive strategies e.g. using checklists to monitor their progress?	

SEND: Reflecting on my Practice (Adapted from WSS and EEF Reflection Frameworks)

Name:

Date:

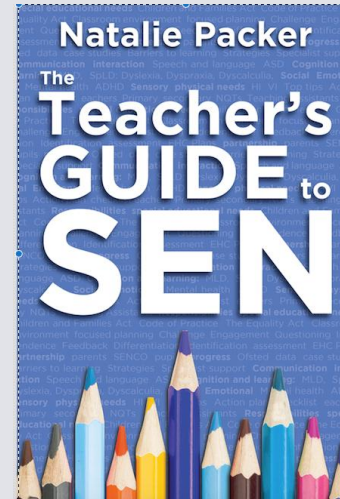
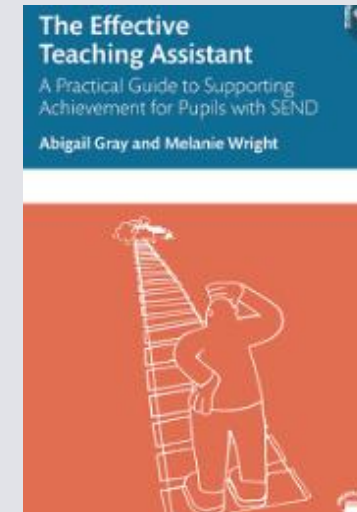
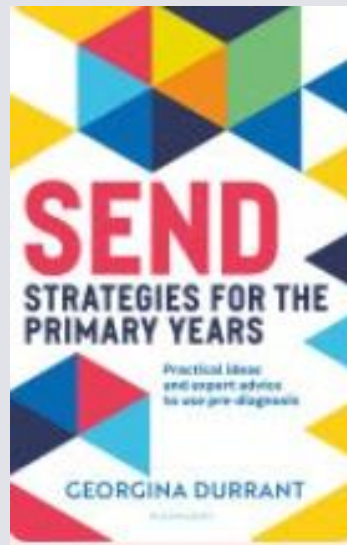
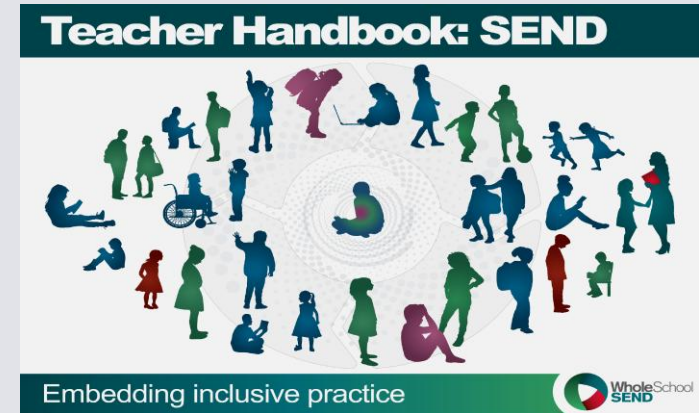
Confidence level: 1 = Low, 5 = High

Practice	Confidence level (1 to 5)	Comments e.g. evidence of strengths, next steps
SEN Systems and processes: 1) I have a good understanding of the school's SEND related policies and guidance. 2) I understand and act upon my roles and responsibilities as defined in the SEND Code of Practice and Equalities Act. 3) I follow my school's graduated approach (assess, plan, do, review) as outlined in the SEND Code of Practice. 4) I understand my role within the EHCP processes and contribute appropriately to EHC needs assessments and annual reviews. 5) I work effectively with the SENCO / Inclusion team to ensure the needs of learners with SEND are met and proactively seek support and guidance on supporting my learners with SEND where necessary.		

Providing initial clarity and consistency

www.sendgateway.org.uk/

- SEND Policy
- SEN Information Report
- SEND Code of Practice summary
- Induction
- SEND 'Handbook'
- CPD library
- Padlet





Ant McVerry • 1yr

Saint Edmund Arrowsmith Catholic Academy SEND Padlet

This Padlet is in place to provide support and updates in one place for all of our SEND stakeholders

Sign up

Curriculum and Policy

Ant McVerry 5 years ago

SEND Policy 2024 to 2025



SEND Policy Update 2024

A copy of the school SEND Policy for 2024 - 2025

0 comments

Ant McVerry 3 years ago

Positive Relationships @ Saint Edmund Arrowsmith



PDF

Newsletters

Ant McVerry 5 years ago

SEND Newsletter Autumn 1 2024



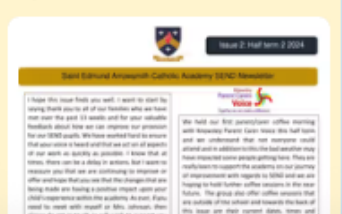
SEND Newsletter Autumn Issue 1

SEND Newsletter Issue 1 2024/2025

0 comments

Ant McVerry 5 years ago

SEND Newsletter Autumn 2 2024



PDF

Stress and Anxiety

Ant McVerry 6 years ago



Saint Edmund Arrowsmith Mental Health Support Pack Activities Stress and Anxiety Support Pack

This pack has been put together for our students to support them with their mental health, stress and anxiety.

0 comments

Ant McVerry 6 years ago



PDF

Printable Resources

Ant McVerry 5 years ago

Saint Edmund Arrowsmith Catholic Academy Visual Timetable



An editable version of the visual timetable at Saint Edmund Arrowsmith Catholic Academy

0 comments

Ant McVerry 5 years ago

Now and Next Board

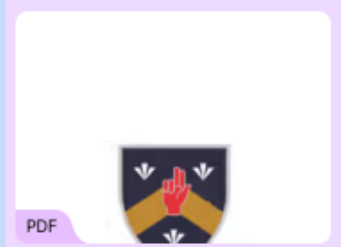


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Sensory Activities

Ant McVerry 5 years ago

Outdoor Sensory Activities



Sensory Activities Outdoors Saint Edmund Arrowsmith Catholic Academy

Our senses are amazing, sometimes we need to refocus them and getting outdoors is great for this and our mental health too. A set of 4 activities that you can do outside to provide sensory regulation and calmness.

0 comments

Teaching Tip and Support

Ant McVerry a year ago

Top Ten Teaching Tools for pupils with Autism and ADHD



ASD and ADHD Top 10 QFT Strategies These teaching strategies are the tools that teachers in our school use to support our pupils with Autism and ADHD

0 comments

Interventions

Ant McVerry 5 years ago

Reasonable Adjustments



Saint Edmund Arrowsmith Catholic Academy Reasonable Adjustments

Here is a document about reasonable adjustments for Saint Edmund Arrowsmith Catholic Academy

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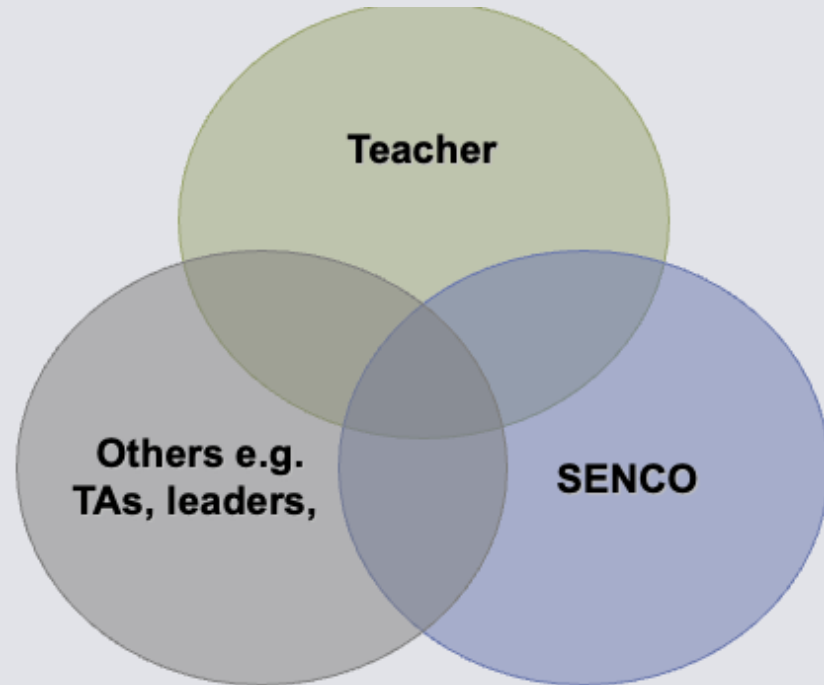
Ant McVerry 5 years ago

Microsoft PowerPoint 'Speak'



PDF

Example activity: Who has responsibility?



1. Identify pupils who may have SEND

2. Incorporate needs of pupils with SEND into lesson planning

3. Deliver high quality inclusive teaching to all

4. Talk to parents about the needs of their child

5. Communicate with specialist professionals

6. Assess, track and monitor progress of pupils with SEND

7. Deploy Teaching Assistants effectively in the classroom

8. Make 'reasonable adjustments' for pupils with disabilities

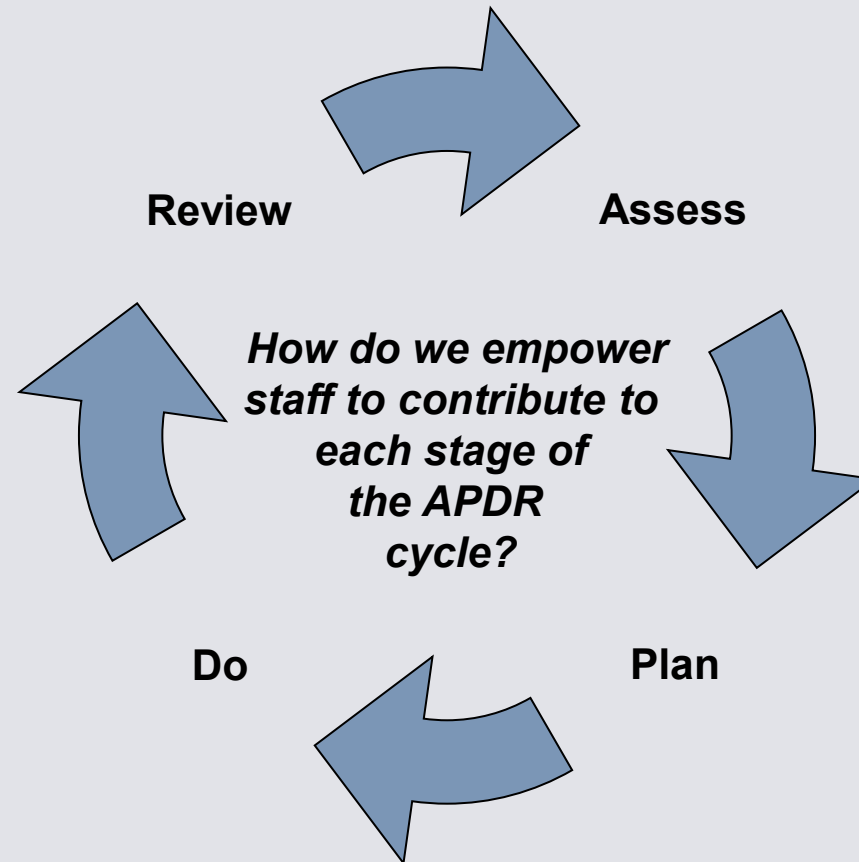
9. Be accountable for improving outcomes for pupils with SEND

Review examples:

- Guidance on measuring small step progress / outcomes
- Involvement in ILP reviews
- Contributing feedback to reviews
- Gathering feedback from students
- Reflecting on their own practice

Assess examples:

- Clear processes and criteria for initial identification
- Using observational techniques
- Small step assessments
Sharing additional, assessment information / info about needs with staff in a manageable form.



Plan examples:

- Using learning plan formats that are manageable
- Easy to access plans
- Including HQT strategies that are appropriate to a range of subjects
- PD on target setting

Do examples:

- Joint planning / modelling
- INSET / staff meetings / briefings
- Coaching / mentoring
- Department SEND Champions
- Working with subject leads / HoD to support and monitor

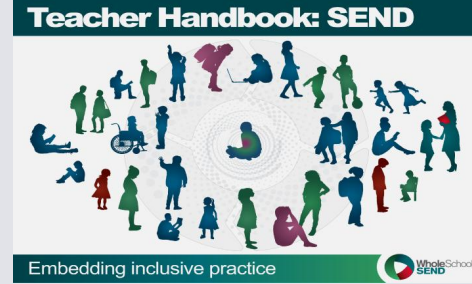


Questions for Curriculum Leaders: SEND

Key questions:

1. What is the curriculum offer for pupils with SEND in your subject and how do you ensure that pupils with SEND access an ambitious curriculum alongside their peers?
2. What does high-quality, inclusive teaching look like in your subject / how are teachers adapting learning to meet needs in the classroom?
3. Where appropriate, how are additional adults being used to support learning?
4. What are the outcomes for children with SEND in your subject? How is this comparable to the whole cohort and national average?
5. How do you quality-assure teaching and learning for children with SEND? What is the impact of this and how do you use the information to support professional development?

Subject specific guidance



Primary Maths

How can I support learners who struggle with number fluency?

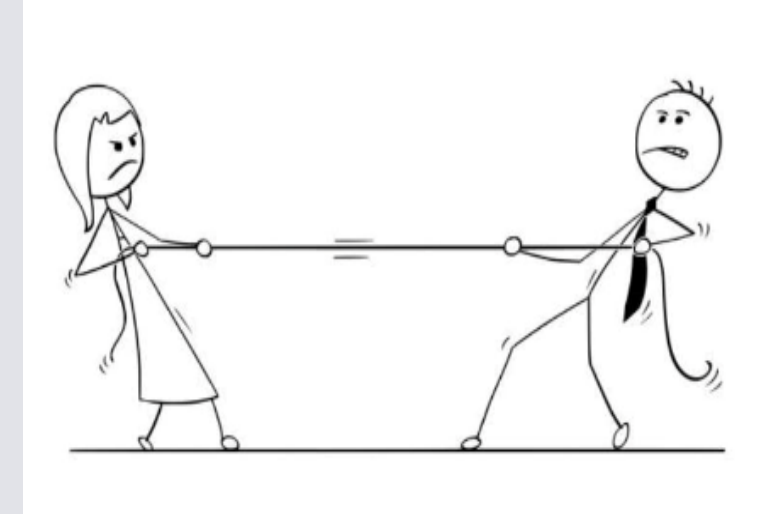
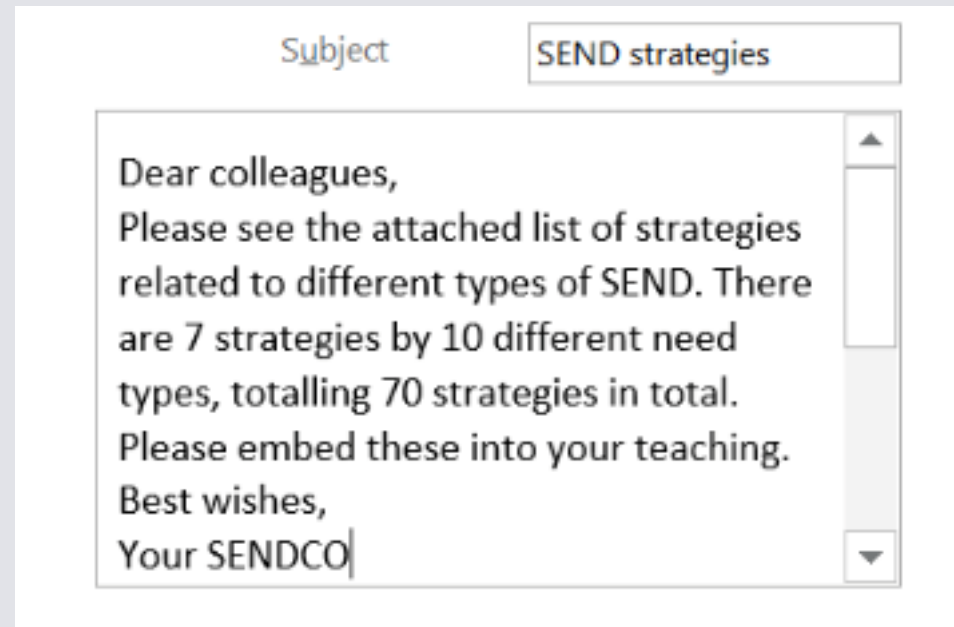
- Help learners to practise fluency outside of maths lessons, e.g., during transitions the whole class could count in 5s as they move from the carpet to their tables.
- If a particular fluency skill is required in a lesson (e.g., recalling the 5 times table), ensure learners practise this skill at the start of the lesson. During the retrieval practice, if needed, learners can have concrete resources or visual support, such as a times tables square, to remind them of number facts.
- Use games as part of regular intervention, to practise basic number skills and help retain fluency facts. Examples of maths games can be found on Cambridge University's [NRICH Project](#).

Secondary Science

How can I support learners who struggle to access lessons because of literacy difficulties?

- Model scientific explanations: learners can be given sentence starters for written explanations, or to bring in more challenge, teachers can provide learners with lists of key terminology to include in their responses.
- Deploy additional adults effectively: some learners will need to be taught explicitly how to decode the language used in scientific texts. This could be delivered by the teacher or a specialist TA as part of small group work within the classroom setting during a comprehension task.
- Plan questions, and effective answers, in advance of lessons: teachers and TAs should demonstrate the level of scientific detail required in verbal and written responses, prompting learners with open questions such as 'Why?' or 'What effect would this have?' when learners state facts. Some learners will benefit from having access to planned questions in advance or having an opportunity to answer in a 1:1 or small group environment.

Do any of these images represent SEND Professional Development in your school?

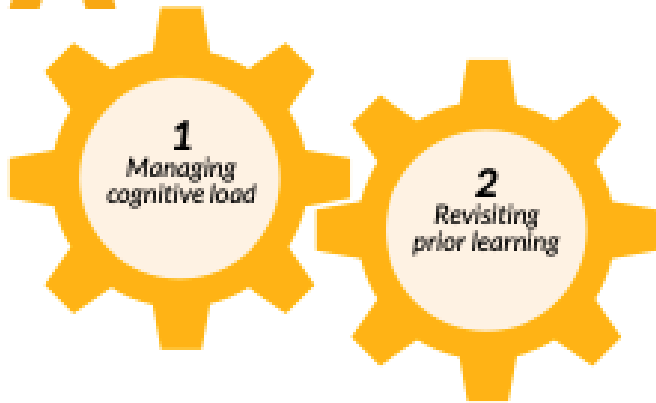


How do leaders prioritise SEND PD?

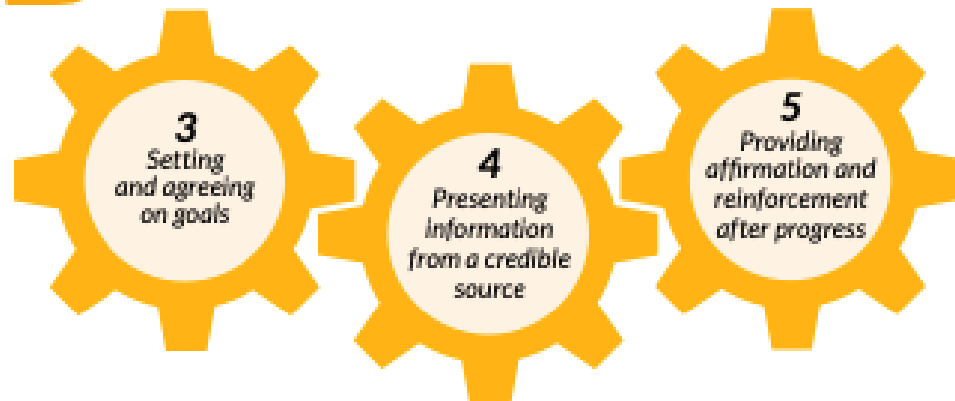


The Mechanisms of Professional Development

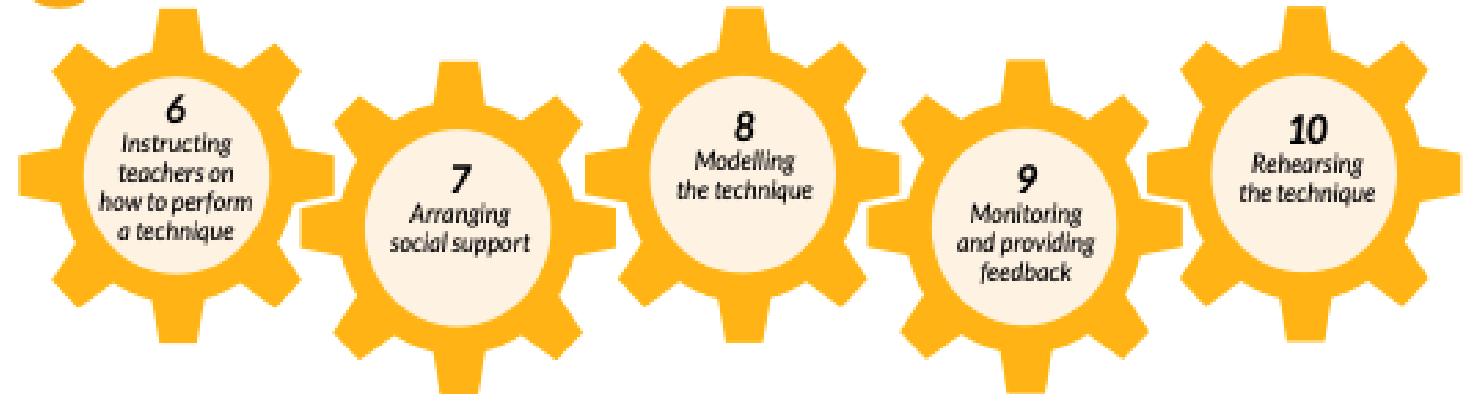
A BUILDING KNOWLEDGE



B MOTIVATING TEACHERS



C DEVELOPING TEACHING TECHNIQUES



D EMBEDDING PRACTICE





Developing Collaboration and Competence through PD

1. Delivered learning e.g. INSET, course attendance, webinars
2. Peer learning e.g. SEND focused Lesson study
3. Observing colleagues, filming own teaching or team teaching
4. Coaching and mentoring e.g. SEND-focused instructional coaching
5. Work shadowing e.g. New TA shadowing experienced colleague
6. Consultations with specialist staff e.g. EP solution circles
7. Teacher learning communities e.g. action-research group
8. Self-directed learning e.g. reading journals, websites

Whole School SEND Resources:

www.sendgateway.org.uk/



TEACHERS TOOLKIT

THIS TOOLKIT AIMS TO BRING TOGETHER FREE RESOURCES AVAILABLE TO SUPPORT PRACTITIONERS WITH A TEACHING RESPONSIBILITY. This will sometimes be a practical resource, an educational article or current professional development and training. The resources are grouped together in areas which will be useful to different aspects of teaching in schools and colleges.

INTERACTIVITY KEY

🏠 = Homepage ➡ = Next Page 🗨️ = Live Discussion
 📱 = Mobile Optimised 📄 = PDF 📄 = Word Document 🗣️ = Webinar

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ENSURING AN INCLUSIVE LEARNING ENVIRONMENT	2
DEPLOYMENT OF SUPPORT STAFF	3
WORKING WITH PARENTS/CARERS	3
PROFESSIONAL DEVELOPMENT	4

TEACHING ASSISTANTS & LEARNING SUPPORT STAFF TOOLKIT

THIS TOOLKIT AIMS TO BRING TOGETHER FREE RESOURCES AVAILABLE TO SUPPORT WITH THE ROLE OF TEACHING ASSISTANTS AND SUPPORT STAFF. This will sometimes be a practical resource, an educational article or current professional development and training. The resources are grouped together under three headings to guide you through useful information and professional development for your role. There are further resources available on the website, in addition to those in the toolkit, should you wish to explore further.

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ESSENTIAL KNOWLEDGE AND UNDERSTANDING



ONLINE CPD UNITS

Online CPD units on various areas of SEND and inclusion.



CLICK BLOCK TO OPEN RESOURCE



CONDITION-SPECIFIC VIDEOS

A range of short videos explaining several common conditions and how to support pupils with these.



LEADERSHIP & SENCO TOOLKIT

THIS INTERACTIVE TOOLKIT SUPPORTS PRACTITIONERS IN ESTABLISHING INCLUSIVE CULTURES. It is designed for SENCOs and other Senior Leaders who want to ensure the delivery of high-quality, inclusive practice in their settings. Click on the relevant block to access each resource by opening in a new window.

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Staff empowerment



CLARITY



CONSISTENCY



COMPETENCE

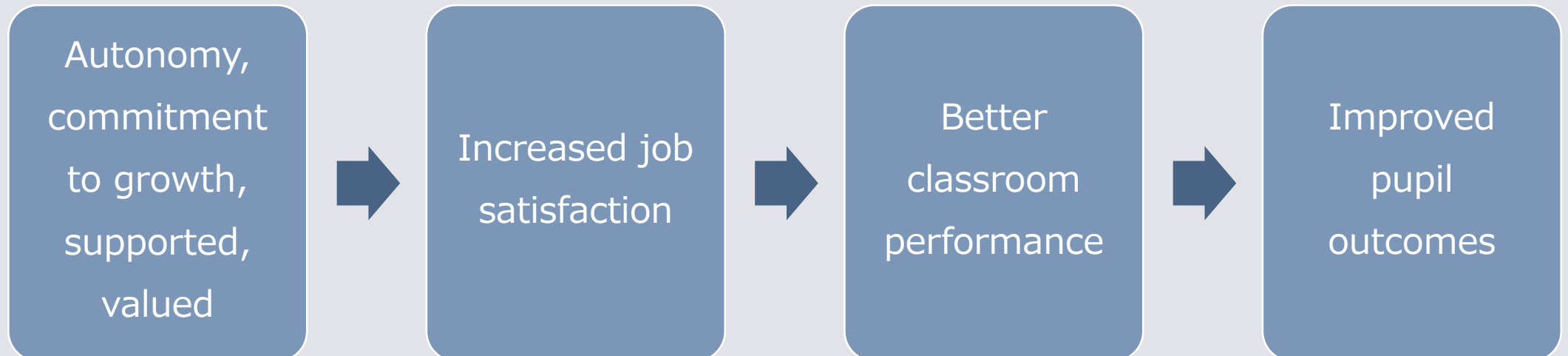


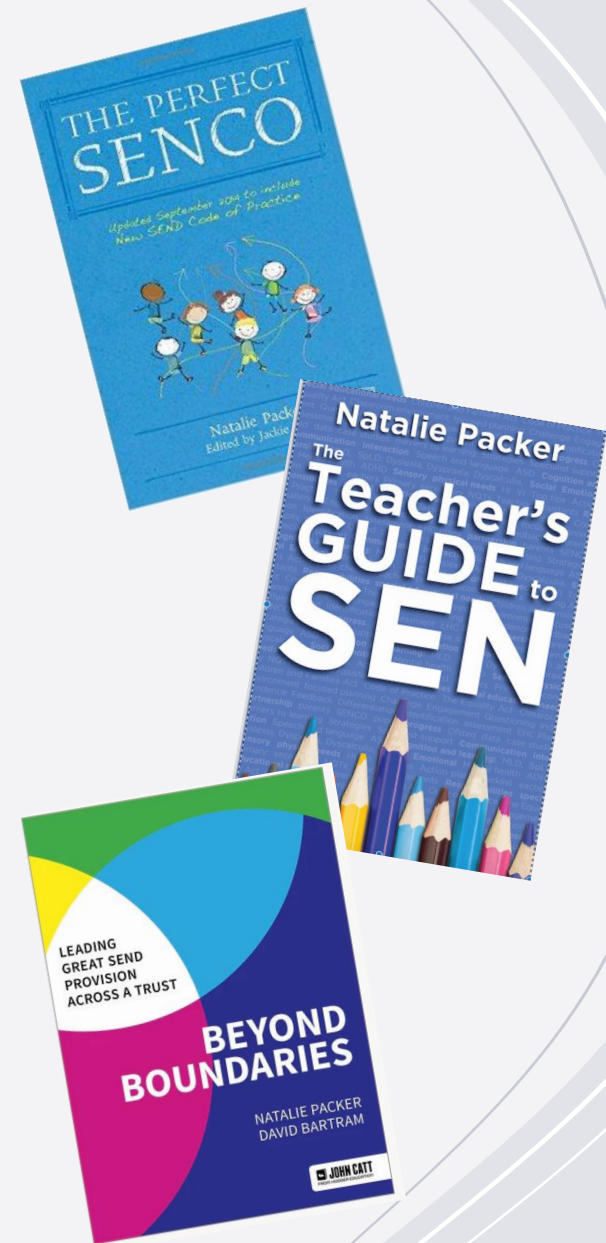
COLLABORATION



CONFIDENCE

Make SEND manageable, not magical





Thank you!
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