

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

Special Education Needs (SEN)

September 2011



developing people, improving young lives

SEN in a collaborative setting

Case study: Lampton School and the London Leadership Strategy

Lampton School (which acquired Academy status in September 2010) and the London Leadership Strategy have identified outstanding SEN practitioners in both mainstream and special schools across London. These lead practitioners, who include SENCOs, teachers and senior leaders with responsibility for SEN, support over 40 schools across London.

'The opportunity for outstanding SENCOs and Inclusion Leads to share their knowledge and good practice with other colleagues is limited and in this respect we are ignoring our greatest resource in raising standards for children with SEN. We need to unlock this knowledge and move it freely around schools. Utilising the skills of special school colleagues to support curriculum development, improve behaviour and raise the attainment of SEN pupils in mainstream schools has been an important part of the strategy.'

Taken from 'Support and Aspiration: A new approach to special educational needs and disability, DfE green paper, March 2011

Background

SENCO accreditation

All new special education needs coordinators (SENCOs) are required to undertake a mandatory qualification. The Training and Development Agency for Schools (TDA) currently funds 26 providers to train and accredit new SENCOs. All SENCOs (both new and existing) must have qualified teacher status (QTS).

Benefits of engagement

SENCOs

School Partnerships could be instrumental in ensuring that SENCOs are appropriately trained and know how to access and utilise TDA on-line training resources both in developing their own expertise and the expertise of colleagues.* Collaborative working and opportunities for mentoring and coaching between SENCOs will improve SENCOs' knowledge and confidence in areas of SEN, enable them to engage in whole staff training more confidently and will improve outcomes for SEN children.

Not only can they learn from each other and share expertise but teachers in school partnerships will engage with other school staff who have particular experience/expertise in one area of SEN to support colleagues in other schools. Schools working in a school partnership will be able to identify areas of SEN strength and weakness across the school partnership by using TDA's self-assessment framework.

*SENCO training is not online training but the TDA does have online SEN resources.

How does a school partnership engage?

SENCOs

School partnership working will:

- Enable new SENCOs to shadow or work with experienced SENCOs
- Enable all schools to complete a training needs assessment of SENCOs in the partnership
- Provide SEN expertise in all areas of SEN which may not be available in each individual school
- Engage teachers in SEN training across the school partnership
- Engage with parents of SEN children with a particular form of SEN across a school partnership
- Redefine SEN processes and procedures more clearly through the adoption of 'collaborative practice'
- Pool resources to engage 'experts' for SEN training

Contact

Name: Michele Moore

E-mail address: SEN@tda.gov.uk

Training and Development Agency for Schools
Piccadilly Gate
Store Street
Manchester
M1 2WD

www.tda.gov.uk

Publications line 0845 6060 323

TDA switchboard 0870 4960 123

© TDA 2011



developing people, improving young lives