

"How to be an outstanding leader of SEND"

Points from the WSCC July 16 Conference.

The WSCC "How to be an outstanding leader of SEND" conference took place in July for SENCOs and Leaders of SEND. The focus was on Inclusion and Gareth Morewood, Director of Curriculum Support & Specialist Leader of Education, Priestnall School, Stockport led the day raising questions such as:

How do you as a leader influence culture and ethos for effective inclusion?

How can you increase influence and facilitate change?

Gareth talked about his work and the practical strategies he uses to ensure children and young people with a wide range of SEND are fully included in their mainstream setting. Gareth has an excellent website which holds a bank of resources, many of which are free.

Here is a quick overview of some of the conference key messages, for further information please visit Gareth's website: www.gdmorewood.com

Inclusion: A useful definition "Inclusive education is the process of increasing the participation of all pupils in the curricula, cultures and communities of neighbourhood mainstream schools which value diversity in such ways that they learn effectively in a safe and happy environment". Booth 1998

Do you know the Law? The following links to information & training may help deepen understanding.

- www.ipsea.org.uk = online legal training
- The [SENology Blog](#)
- [Irwin Mitchell Factsheets and Templates](#) –who designed the training for Independent Supporters.
- [Douglas Silas](#)
- [Browne Jacobson](#)

Teaching Assistants: Are you making the most of your Teaching Assistants? Are you working in partnership? Check out the Teaching Assistant area of Gareth's Website for worksheets, planning tools and guidance on getting the best out of your Teaching Assistant.

Did you know?

15% of Young Disabled people 16 year olds are not in education, employment or training (NEET) compared with 7% of non-disabled people.

At 19 years of age, this difference increases further: 27% of young disabled people are NEET, compared with 9% of non-disabled young people.

Did you know?

- 36% of young disabled people are not doing a subject of their choice because of poor access to the curriculum, disabling environment and attitudes.
- Students with ASC are 8 times more likely to be permanently excluded from school than students without SEND.
- Difficulties in social interaction and communication can increase the risk of exposure to bullying and social isolation.

“No amount of intervention can make up for poor quality first inclusive teaching”

Autism and Social Communication Difficulties

- Use Visual Supports as much as possible
- Reduce uncertainty in your Lessons
- Supporting Emotional Regulation is key



Have you checked out Gareth's free [Illustrated Guide: The Do's and Don't when supporting Young People with Autism in Mainstream Schools?](#)

Attachment can be supported through

- **Nurture:** Soothing supportive, non-verbal, positive calm routines
- **Challenge:** learning new skills / small steps with support and consistency.
- **Structure:** Clear and consistent routines, boundaries, task completion, rituals, calming behaviours.
- **Engagement:** positive non-verbal praise, using child's name
- **Personalisation:** remember to be adaptable, innovative, empathetic and open-minded.

Check out the free [Illustrated Guide to Attachment](#) by Gareth Morewood



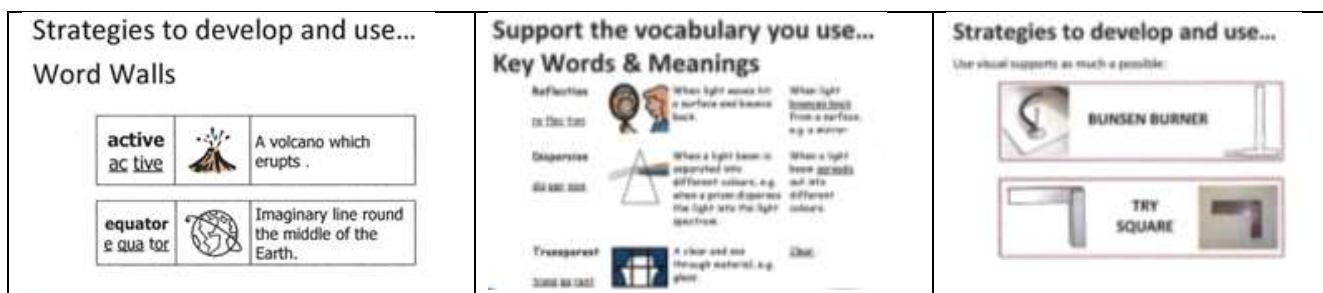
“The education of the peer group is an essential part of moving towards a truly inclusive community”.

Dyslexia: - some suggestions to help

- Use handouts – avoid large amount of dictation or board copying.
- Use visual supports as much as possible.
- Make sure handwriting on white boards is clear and large enough to see from the back of the room.
- Finish sentences with red full stops to draw attention to the need for punctuation.
- Leave space between each line.
- Try alternating colours for difference sentences.
- Check with the students if they mind reading aloud in class, if it is necessary give them the text before so they can prepare.
- Let students volunteer to answer questions – to encourage full participation, tell some students the questions in advance so they have time to prepare an answer.

For handouts:

- To reduce glare and eyestrain try: off white / cream paper and / or grey or blue ink.
- Arial or **Comic Sans** in font size 14 can help
- Avoid busy worksheets or books – keep things simple in a logical progression.
- Use colour (where possible) or teach students effective ways of using highlighters.



Ideas for Personalisation

Have you checked out the [Education Endowment Fund Teaching and Learning Toolkits](#)? The Toolkits are a range of evidence-based projects which focus on tackling the attainment gap.

Have you checked out [The Making it Personal 3](#) project pages which highlight creative use of Personal Budgets?

Children & Parent / Carers

How are they [involved in decision making](#)? Assess how well you are doing using the free Morewood-Bond Confidence measure.

Why not try the [whole school audit](#) too? Various resources can also be found at www.gdmorewood.com.

Morewood G.D., & Bond, C. (2012) [Understanding parental confidence in an inclusive high school: a pilot study](#). Support for Learning, Vol 27. No2, P53-58 Wiley-Blackwell Publishing.