

Strategic Staff Development for SEND

STEP 1 SCHOOL SELF EVALUATION OF SEND

How well are pupils with SEND achieving in my school?

EVIDENCE:

QUANTITATIVE:

e.g. ASP
FFT
SCHOOL'S OWN TRACKING

QUALITATIVE:

e.g. OBSERVATION
WORK SCRUTINY
QUESTIONNAIRES
INTERVIEWS

School self-evaluation of SEN is everybody's business 'built-in not bolt-on'

STEP 2 SETTING YOUR PRIORITY AREA(S) FOR IMPROVEMENTS IN SEND



- ▶ Identify which of the priority areas require addressing through planned professional development opportunities for staff
- ▶ Agree priority areas (including links with other whole school priorities) with SLT to ensure a collaborative approach

STEP 3 OUTCOMES AND SUCCESS CRITERIA

Make sure you are very clear what improvement in outcomes for pupils with SEN you are looking for

AND

How you will know if you have achieved them?

STEP 4 THE BUY-IN!



Which member(s) of staff does this area for improvement apply to?

- ▶ Ensure that all staff involved understand the need for improved practice in the area identified
- ▶ Highlight the benefits this will bring to the pupils, the staff and the school

STEP 6 USING STAFF TO SUPPORT EACH OTHER

Are there members of staff/departments that have recognised strengths in the identified areas?

YES consider using them in a collaborative learning approach to support and develop the practice of others

NO where will you source the expertise needed?



STEP 5 CHOOSE YOUR MODEL(S) OF CPD



- ▶ Which model(s) of CPD would be the best approach to use in order to achieve the planned outcomes?
- ▶ Which approach would ensure new learning can be well embedded?

STEP 9 EVALUATION OF IMPACT

With identified key staff, measure the extent to which the outcomes you have planned for have been met:



- ▶ Use the impact measures agreed in Step 3
- ▶ Reflect on what worked well in order to contribute to future school improvement planning
- ▶ Reflect on the challenges experienced and what can be learnt from this
- ▶ Share outcomes across the school community and beyond

STEP 7 RESOURCES AND TIMESCALES

How much time needs to be given to this professional development activity?

Agree timescales with SLT

When is the best time to begin work on this area for development?

What other resources will be required?

How much will this cost?



Remember to take into account other school improvement priorities that place demands on staff time

STEP 8 IMPLEMENT THE PLAN AND KEEP IT ON TRACK

How will you keep this plan on track?
Example:

- Offer support for problem solving when challenges arise
- Identify any barriers to achieving the desired improvements and bring them to the attention of SLT where necessary
- Recognise where it might be necessary to make adjustments to the plan
- Identify who you can collaborate with to keep the momentum needed and to ensure it remains a high profile endeavour
- Keep reflecting on the ongoing support you may need to lead on this area of improvement

WHAT'S NEXT?

- ▶ Refine your school SEN self-evaluation judgement
- ▶ What are the next priority areas for SEN-focused professional development? Discuss with SLT
- ▶ Have there been any incidental benefits that can be taken advantage of?
- ▶ What impact has the CPD process had on the SENCO?