5.1 Role of the The CEO/Headteacher

The [Whole School SEND MAT Review Guide](#) identifies the above as key to securing outstanding provision and outcomes for children and young people with an identified SEND.

Leadership of SEND starts at the very top of any organisation. Without clear direction and accountability for the outcomes of learners with SEND being rooted in the leadership structure of an organisation, there is a risk that these learners' requirements will not be considered thoroughly enough when evaluating the organisation's effectiveness and when setting strategic priorities.

- MAT SEND Review Guide p.6

"I find it hard to concentrate so it really helps me when teachers don't talk for too long or give me too much information."

-   Pupil from a SG secondary school

The South Glos Way: A SEND and inclusion toolkit for South Gloucestershire education settings and professionals

Research shows that effective schools and colleges have a strong commitment to SEND and have it as a school or college 'high priority'. Many headteachers in South Gloucestershire see supporting CYP with SEND as integral to the success of their school or College.

Chapter 6 of the 2015 SEN Code of Practice provides guidance for all schools on what they **must** and **should** do in relation to provision for CYP with an identified SEN. It is the responsibility of the headteacher and the senior leadership team to advise the governors or trust of the school's policies to meet their SEND responsibilities.

Effective SEN support: research evidence on effective approaches and examples of current practice in good and outstanding schools and colleges https://www.sendgateway.org.uk/resources.sen-support-research-evidence-on-effective-approaches-and-examples-of-current-practice-in-good-and-outstanding-schools-and-colleges.html cites seven key ingredients of effective SEN support.

1. Inclusive culture, leadership and management

2. High quality teaching

3. Use of expertise

4. Personalisation

5. Flexible use of evidence-based strategies

6. Progress tracking

7. Communication and collaboration.

The evidence shows that the seven ingredients hinge on the culture created by leaders. Where schools and colleges have a culture of high aspiration for all children and young people along with a clear vision for the education of all CYP with SEND, outcomes are strong. It is important that all school leaders are knowledgeable on SEND policy and practice and the provision of high-quality teaching for children with SEN and disability is a strategic leadership area for the headteacher and senior leadership team.

In March 2020, the Educational Endowment Foundation released its guidance report on Special Educational Needs in Mainstream Schools. The report made five key recommendations which should be the focus for school improvement:

- Create a positive and supportive environment for all pupils, without exception

- Build an ongoing, holistic understanding of your pupils and their needs

- Ensure all pupils have access to high quality teaching

- Complement high quality teaching with carefully selected small-group and one-to-one interventions

- Work effectively with teaching assistants

The South Glos Way: A SEND and inclusion toolkit for South Gloucestershire education settings and professionals

The full report can be accessed here.

The headteacher should also review progress made by children and young people with SEND as a core part of the performance management and professional development of all teaching staff. All schools must have a nominated teacher, with the relevant expertise and qualifications as the designated SENCo and it is good practice to ensure that the SENCo is a member of the senior leadership team. The Code of Practice states that school should ensure that the SENCo has sufficient time and resources to fulfil their role. This should include sufficient administrative support.

The Whole School SEND Review process (see section 6.14) and the Inclusion Health Check tool (see section 6.13) can be used to support school leaders in self evaluating their approach to inclusion and provision for pupils with SEND. As part of a SEND Review Guide suite of materials, 'The Effective SENCo Deployment Guide' is a useful resource to support senior leadership teams and line managers of SENCOs review the systems and structures around the SENCO role to ensure they are fully meeting the needs of their SEND population.

Further advice and guidance

See section 1.5: Leadership of SEND, for further advice and guidance.

Whole School SEND https://www.sendgateway.org.uk/whole-school-send/find-wss-resources/

The suite of SEND review guides includes:

- SEND Review Guide

- Effective SENCo Deployment Guide

- Demonstrating Inclusion Tool

- Preparing for Adulthood from the Earliest Years Review Guide

- SEND Reflection Framework

- Teaching Assistant Deployment Review Guide

- MAT SEND Review Guide

- Early Years SEND Review Guide

- SEND Governance Review Guide