

TRAINING RESOURCES

Annex 2 – Improving practice and staff training in education settings & References from Chapter 6 – Schools (0-25 SEND Code of Practice, 2015)

Early years providers, schools and colleges are responsible for deciding what external support to seek and for setting their own priorities for the continuous professional development of their staff. The support described in this guidance can be delivered most effectively in education settings which adopt structured approaches to engaging parents and children, tracking and measuring progress of pupils with SEN, and where there is a good level of knowledge across all staff of different types of SEN and suitable teaching approaches and interventions. Where a setting has a SENCO, they should play an important role in advising on and contributing to the broader support provided by schools and the professional development of other teachers and staff.

A range of organisations offer support and training to schools on overall identification and teaching approaches for pupils with SEN as well as on specific conditions.

Many aspects of the approach set out in Chapter 6 draw on learning from the piloting and subsequent work of Achievement for All (www.afa3as.org.uk). This demonstrates that when a whole-school approach to supporting pupils with SEN is taken, along with effective engagement with parents, there can be a clear impact on attainment.

Schools, colleges and early years providers who need to improve the knowledge and skills of staff in relation to specific conditions can access information, advice and training materials that have been developed through the Department for Education's voluntary and community sector grants programme. NASEN provides an SEN Gateway that enables access to a broad range of materials and support services across the range of SEN (www.sendgateway.org.uk).

The Excellence gateway provides access to resources to support professional development in the FE and Skills sector (www.excellencegateway.org.uk).

Early Support provides a range of information materials to families and professionals (www.ncb.org.uk/earlysupport).

The following organisations provide advice, information and training on specific impairments:

- The Autism Education Trust for children and young people on the Autism Spectrum (www.autismeducationtrust.org.uk)
- The Communications Trust for speech, language and communication difficulties (www.thecommunicationtrust.org.uk)
- The Dyslexia SpLD Trust on dyslexia and literacy difficulties (www.thedyslexia-spldtrust.org.uk)
- The National Sensory Impairment Partnership for vision impairment, hearing impairment and multi-sensory impairment (www.natsip.org.uk)

Each of these organisations is working with funding from the Department for Education to support the reforms to the SEN system.

MindEd (www.minded.org.uk) is an e-learning portal aimed at supporting all adults working with children and young people. It provides simple, clear guidance on children and young people's mental health, wellbeing and development.

Other links, provided in the Chapter 6 reference section, include:

- Bullying guidance (<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>)
- I CAN – the children's communications charity (<http://www.ican.org.uk/>)
- Mental Health and Behaviour Guidance (DfE) (<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>)
- Social Care for Deafblind Children and Adults guidance (DH, 2009) (http://webarchive.nationalarchives.gov.uk/+/dh.gov.uk/en/Publicationsandstatistics/Lettersandcirculars/LocalAuthorityCirculars/DH_101114)
- Supporting pupils at school with medical conditions (<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>)