Leading Learning for All, Some and Few: Provision Mapping as Process and Product

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Today

- What is my perspective on inclusive and special education and why is it important?

- How can the SSE process and LAOS be used to capture inclusive and special education provision?

- What is involved in the Provision Mapping process?

- How could this process be embedded in my school?

But First…reflect on your perspective

- What is your perspective on inclusive education?
- What is your perspective on special education?
- Do they differ?
- Why is your perspective important to your school?

From 'Inclusive segregation' *(Banks and McCoy 2013)*

- It is now widely recognised that the policy of 'full inclusion', with its vision of all children being educated in mainstream classrooms for all or most of their time at school is impossible to achieve in practice (Hornby, 2015)

- "the promotion of the delusion that being present in a school equates with being socially and educationally included, is one of the most dishonest and insidious forms of exclusion" (Cooper & Jacobs, 2011, p. 6)

To 'Inclusive Special Education' *(Hornby 2015)*

Hornby (2015, p.247) suggests a new model which he calls "Inclusive special education" which

'is about providing the best possible instruction for all children with SEND, in the most appropriate setting, throughout all stages of a child's education, with the aim of achieving the highest possible level of inclusion in the community post-school. Its focus is on effectively including as many children as possible in mainstream schools, along with the availability of a continuum of placement options.'

Developing Schools as 'Learning Organisations' Promotes 'Inclusive Special Education'

- In education, the organisational environment for teachers is complex, dynamic and multifaceted *(Forde et al., 2015).*

- Inclusive & special education is evident in schools which are flexibly responsive to the needs of its learners, and are willing to adapt to meet these needs *(Booth and Ainscow, 2002; Norwich, 2010).*

- School improvement is linked to a school's collective capacity to respond to change *(Senge 1990; Hargreaves and Fullan 2012).*

What do the Post-Primary Guidelines say about Whole-School Approaches to Inclusive & Special Education? *(DES 2017)*

- Role of Principal as having ultimate responsibility
- Role of Principal and Senior Leadership Team to develop <u>systems</u> promoting whole-school approach and direct resources appropriately
- Role of Subject/ Class teacher as having primary responsibility for learning
- Key emphasis placed on <u>whole-school strategic planning</u> for learners with SEN. This requires schools to engage in a process of reflection, planning and review (i.e. School Self-Evaluation)
- Requires collaboration within the school
- Development of <u>team approaches</u> to coordination of SEN
- Appointment of a designated SEN Coordinator (SENCO)

What will DES Inspectorate New SEN Evaluation Model look for?

1. How good are the learning outcomes for students with additional and special educational needs?

2. How good are the learning experiences of students with additional and special educational needs?

3. How well is the school using the resources it receives for students with additional and special educational needs to improve learning experiences and learning outcomes?

4. How effective are the structures and systems that the school has in place in fostering the inclusion, equality of opportunity and holistic development of students with additional and special educational needs?

How are schools supported to develop as flexible 'learning organisations'?

- School Self Evaluation (DES Inspectorate 2016)- the Process

- Looking at Our Schools (LAOS)(DES Inspectorate 2016)- Guiding Framework

School Self-Evaluation (Circular 0040/2016)

Some key elements:

- SSE provides a systematic and cohesive framework for schools which incorporates all aspects of SDP and DEIS Action Planning.

- Cycle 2016-2020 focuses on teaching and learning.

- Schools have flexibility to focus SSE on identified areas of need relating to teaching and learning, e.g. special education.
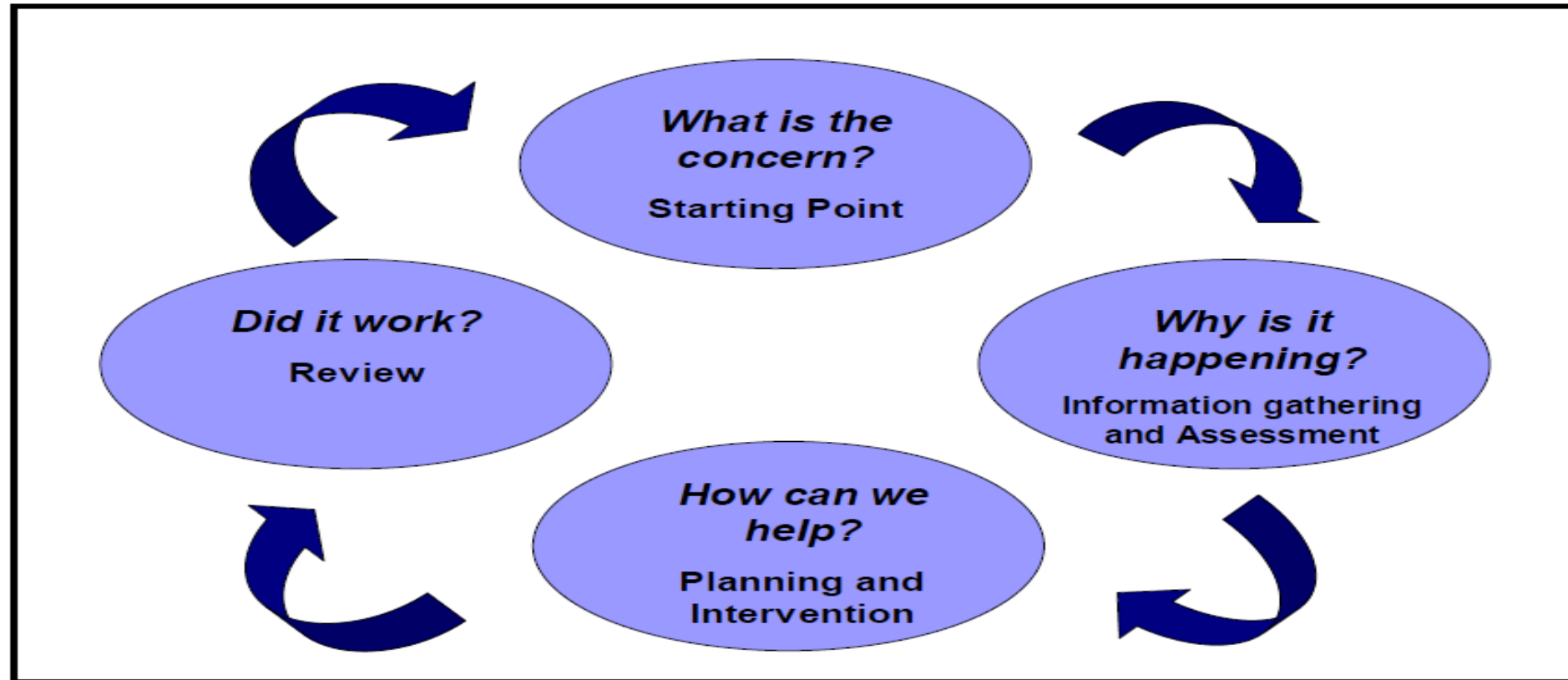
School Self Evaluation

Six-Step Process

1. Identify focus
2. Gather Evidence
3. Analyse and make Judgements
4. Write and share report and improvement plan
5. Put improvement plan into practice
6. Monitor actions and evaluate impact

Have you seen a similar process elsewhere?

Four-Step Process to Support Learners with SEN

Looking At Our Schools 2016

- A Quality Framework for Post-Primary Schools.

- Complements the SSE Process

- Sets benchmarks of EFFECTIVE or HIGHLY EFFECTIVE practice in relation to Teaching & Learning and Leadership & Management

- Aligns with 'SUPPORT For ALL' in Continuum of Support
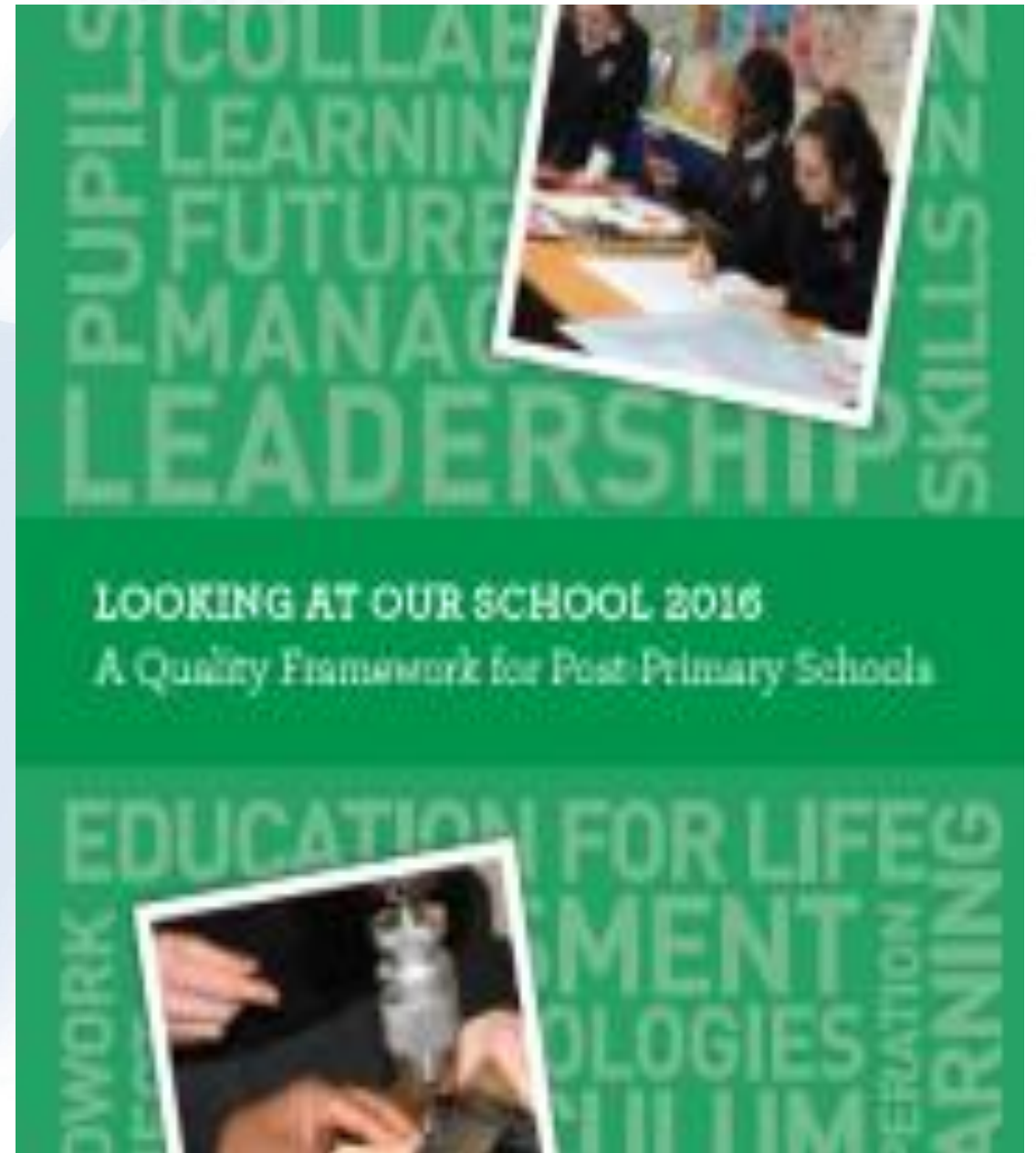
The Quality Framework: Dimension 1 Teaching & Learning

Domain 1 Learner Outcomes	Domain 2 Learner Experiences	Domain 3 Teachers Individual Practice	Domain 4 Teachers' Collective / Collaborative Practices
Students enjoy their learning, are motivated to learn and expect to achieve as learners	Students engage purposefully in meaningful learning activities	The Teacher has the requisite subject knowledge, pedagogical knowledge and classroom management skills.	Teachers value and engage in professional development and professional collaboration
Students have the necessary knowledge, skills and attitudes required to understand themselves and their relationships	Students Grow as learners through respectful interactions and experiences that are challenging and supportive	The teachers selects and uses planning, preparation and assessment practices that progress students' learning	Teachers work together to devise learning opportunities for students across and beyond the curriculum.
Students demonstrate the knowledge, skills and understanding required by the post-primary curriculum.	Students reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning,	The teacher selects and uses teaching approaches appropriate to the Learning Intentions and to students' learning needs	Teachers collectively develop and implement consistent and dependable formative and summative assessment practices
Students attain the stated learning outcomes for each subject, course and programme	Students Experience opportunities to develop the skills and attitudes necessary for lifelong learning	The teacher responds to individual learning needs and differentiates teaching and learning activities as necessary.	Teachers contribute to building whole-staff capacity by sharing their expertise.

The Quality Framework:
Dimension 2 Leadership & Management

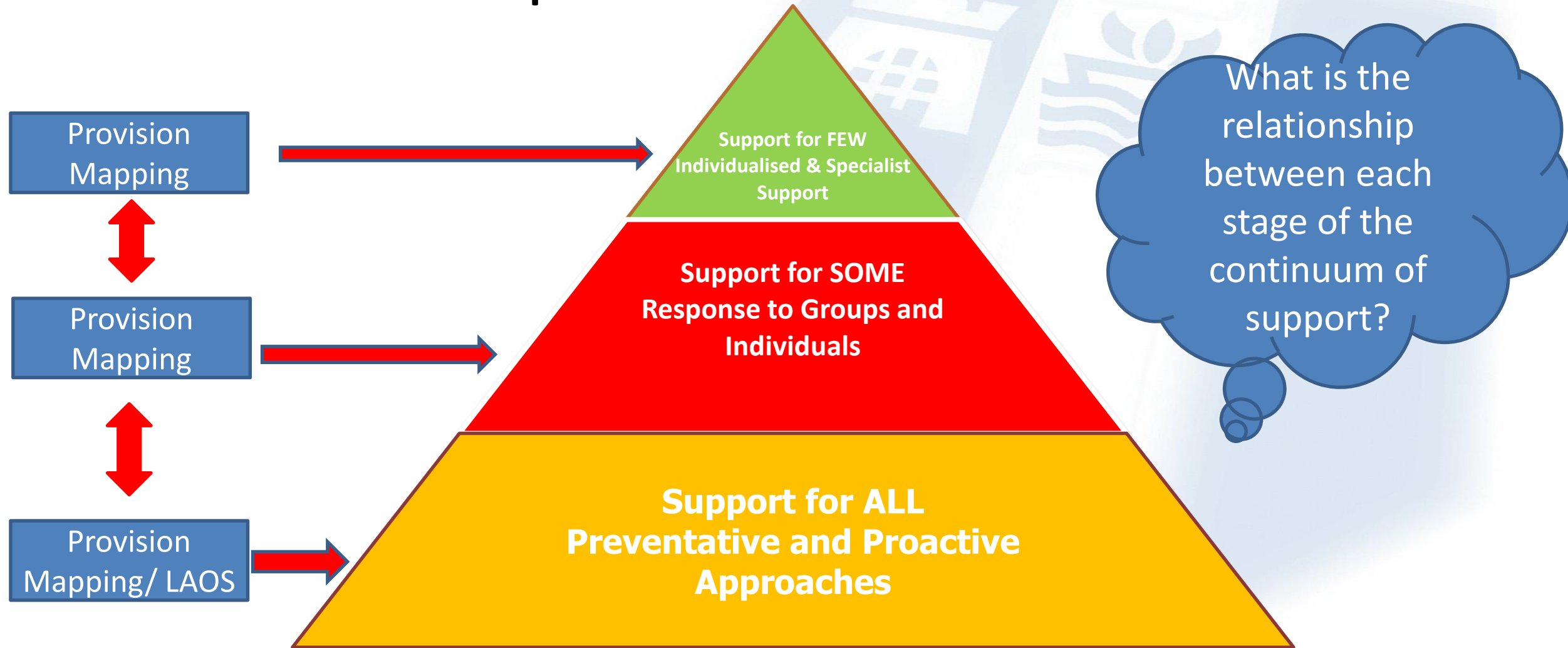| Domain 1 Leading Learning and Teaching	Domain 2 Managing the Organisation	Domain 3 Leading School Development	Domain 4 Developing Leadership Capacity
Promote a culture of improvement, collaboration, innovation and creativity in learning, teaching, and assessment	Establish an orderly, secure and healthy learning environment, and maintain it through effective communication	Communicate the guiding vision for the school and lead	Critique and develop leaders and effective
Foster a commitment to inclusion, equality of opportunity and the holistic development of each student	Manage the school's human, physical and financial resources so as to create and maintain a learning organisation	Lead the continuous	
Manage the planning and implementation of the school curriculum	Manage challenging and complex situations in a manner that demonstrates equality, fairness and justice	Build and maintain relationships parents, with other schools the wider community	development student participation, and student leadership
Foster teacher professional development that enriches teachers' and students' learning	Develop and implement a system to promote professional responsibility and accountability	Manage, lead and mediate change to respond to the evolving needs of the school and to changes in education	Build professional networks with other school leaders

Isn't this 'Support for All' (UDL) if we were to frame it within the Continuum of Support?

Classroom Support for ALL (DES 2017)

Subject Teachers	Specialist Teachers	School Management
Differentiate teaching and learning activities Create positive classroom environment, including use of positive and constructive feedback Assess & monitor progress Create opportunities for success Communicate concerns to colleagues Collaborate with specialist teachers	Collection and analysis of school-wide screening data, including in-take screening, transfer information, attendance and behavioural records Collaboration with subject teachers	Leadership in developing relevant whole school policies: enrolment/ assessment/ inclusion Strategic management of implementation of policies and practices Strategic support for evidence based interventions

How can the SSE Process capture inclusive and special education?

Provision Mapping

Provision Mapping

Provision Mapping/ LAOS

Support for FEW
Individualised & Specialist
Support

**Support for SOME
Response to Groups and
Individuals**

**Support for ALL
Preventative and Proactive
Approaches**

What is the relationship between each stage of the continuum of support?

SSE/ LAOS (incl. DEIS Plan) underpins how we: identify needs; meet needs; monitor and record outcomes for ALL learners

Provision Mapping to Support a Schoolwide Strategic Response to SEN Provision

What is a provision map?

- A document that provides a summary of the different types of provisions and interventions currently available in school to support the needs of ALL learners.

- It allows schools to list the provisions and interventions available to students along the continuum of support, ranging from provisions for all learners to interventions for those with complex needs.

- It provides a helpful overview and allows the school to identify, monitor and evaluate gaps and areas of real strength.

- It provides a basis to strategically plan provision, build systems promoting SSE, allocate resources and identify staff CPD needs.

Implementing Provision Mapping: 8 Steps
(Cheminais 2015, p.53)

Step 1: Capture current provision and identify resources allocated to provision.

Step 2: Audit projected need for the next term/ new academic year.

Step 3: Compare projected need with current pattern of provision and identify any gaps.

Step 4: Consider the research evidence on what works best.

Step 5: Plan provision map for new term or academic year.

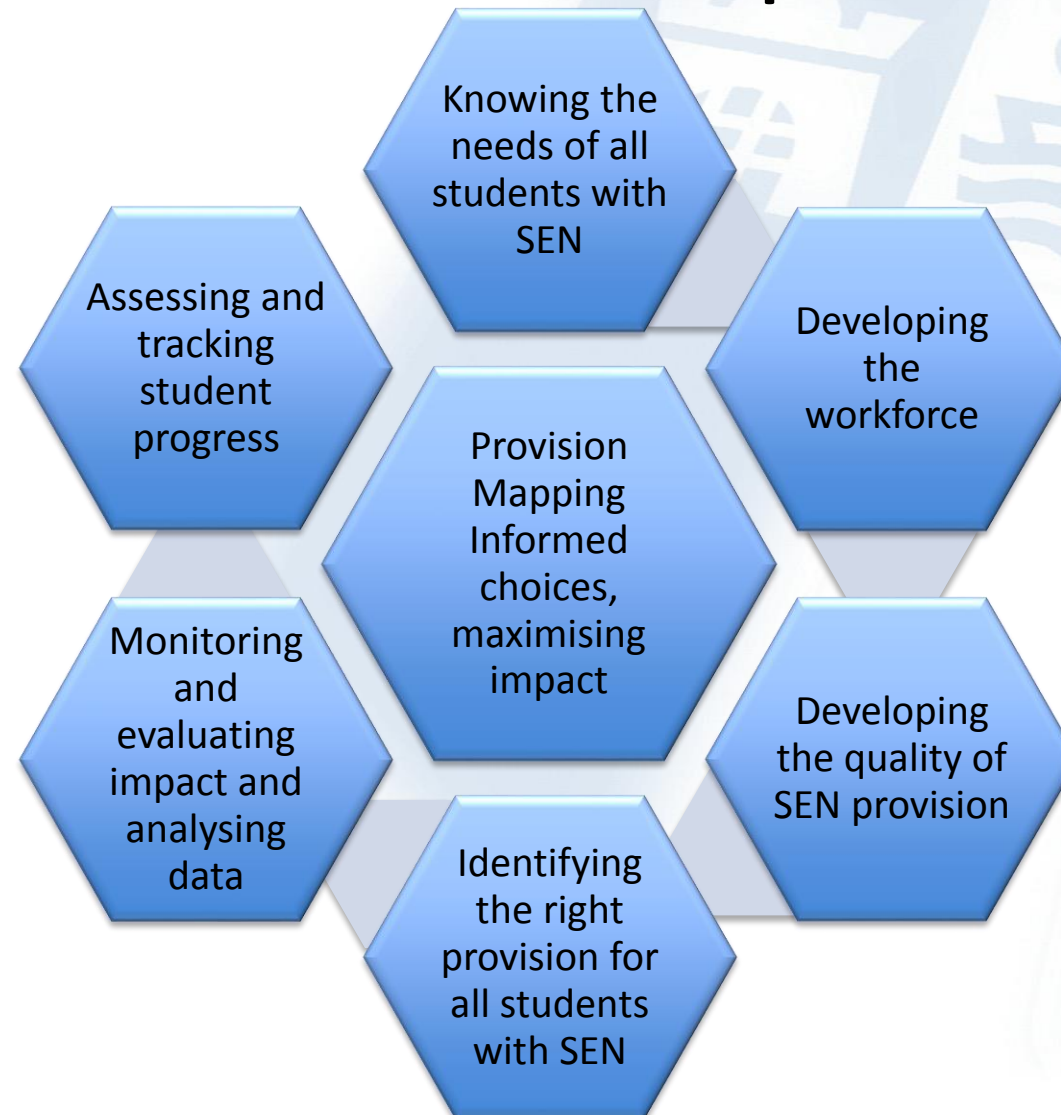**Step 6:** Involve parents and students with SEN in evaluating provision.

Step 7: Evaluate the impact of provision.

Step 8: Review the provision map.

MIC Provision Map© *(Fitzgerald, 2018)*

	School Provision Map		
School:		Academic Year:	

Area of Need	**Whole-School & Classroom Support/Support for All** *Interventions delivered at whole-school level to support and promote positive behaviour and learning for ALL*	**School Support/ Support for Some** *Interventions delivered at School Support/ Support for SOME level to support students with SEN who are in receipt of additional interventions through the Continuum of Support Framework*	**School Support Plus/ Sup** *Interventions delivered at School S for Few level to support students v receipt of additional interventi Continuum of Support Framew professionals*
Social and Emotional Learning	Anti-bullying policy Class tutoring and journal monitoring Cycle against suicide initiative Mental Health Awareness Week activities Positive Quotes/students work/ photographs/poster displays. Prayer room/ meditation time Primary Transition Programme Well-being programme	Mindfulness Restorative practice SEN department referral Small group withdrawal Yoga	Individual guidance counselling Individual in-school counselling Input from NEPS / NCSE/ CAMHS JC L2LPs
Social and Communication Skills	Emphasis of oral communication in new JC curriculum Friends for Life Programme Music Generation One Voice strategy	SEN department referral Social Skills Groups Social Stories Speech, language and communication interventions Wednesday Lunch club – Social games group	Individual in-school counselling Individualised school support plans JC L2LPs Reduced timetables
Self-management and/or organisational ski	2-day induction Class tutor system Classroom routines Co- Teaching Graphic organisers, mind maps, Homework given at the beginning of class Incoming 1st year primary school visits	extra support in organisation – staff survey leading to peer/tutor support LCA curriculum for 5th and 6th Movement breaks Self monitoring checklists SEN department referral	JC L2LPs OT Programme SSPs

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Reviewing the Provision Map *(Cheminais, 2015, p.53)*

Knowing the needs of all students with SEN

Developing the workforce

Assessing and tracking student progress

Provision Mapping Informed choices, maximising impact

Developing the quality of SEN provision

Monitoring and evaluating impact and analysing data

Identifying the right provision for all students with SEN

Integrated Whole School Approaches to Inclusive & Special Education (sample planning document)

Academic Interventions (e.g.)

- Early intervention screening & Assessment for Intervention
- Catch Up Literacy
- Small group Literacy & Numeracy Support
- Vocabulary Enrichment programme
- Toe By Toe
- LCA Curriculum
- DEAR
- Numeracy Ninjas
- JCSP
- Keyword strategy
- Book in a bag
- Paired Reading
- Debating
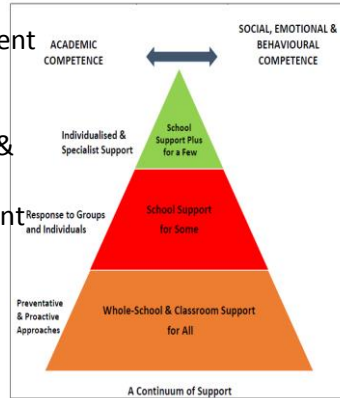
Refer to School Provision Map for detailed interventions across the Continuum

Social/ Emotional & Behavioural Interventions (e.g.)

- Alert
- Friends for Life
- Movement Matters
- Social Skills Training
- Behaviour for Learning
- Transition Programme
- Lunch clubs
- Sensory Room
- SPHE
- Wellbeing Committee
- Education Passport
- Guidance Counselling
- SWPBS

CPD Priorities 2018-2019 (e.g.)

- ASD- full day- all staff
- Co-teaching
- Diagnostic literacy assessment- 2 SETs
- New Model- developing school profile- SLT & Core SEN Team
- Junior Cycle- full day- all staff
- JCT L2LPs- key SETs
- Wellbeing curriculum- core staff
- SNA allocation model

Key Tasks SEN Team (e.g.)

- ✓ Standardised assessments
- ✓ Student Support Plans, including Personal Pupil Plans
- ✓ Parent meetings and reviews
- ✓ JCT L2LPs- 2 SETs- full day
- ✓ Schoolwide screening assessments- prep & schedule
- ✓ RACE- parents meeting
- ✓ RACE- process applications, assessments
- ✓ CPD- audit, plan and deliver
- ✓ SLARS- meeting & consultation
- ✓ VS Ware- review & update information
- ✓ SNA allocation model
- ✓ Year head meetings
- ✓ Care Team meetings

Resource Allocation 2018-2019

SET			
2 ASD	3 ISAs	4.95 SEN 8 Team 1 SENCO - AP1 Post	1 BFL Beh Supp

Step One- IDENTIFY

- ✓ NCCA Passport
- ✓ Psychological reports
- ✓ First Yr Intake screening- CAT 4, Woodcock Johnson, PASS
- ✓ Second Yr- Drumcondra
- ✓ Third YR- State Exams
- ✓ SCP- Targeting
- ✓ Teacher Identifiers
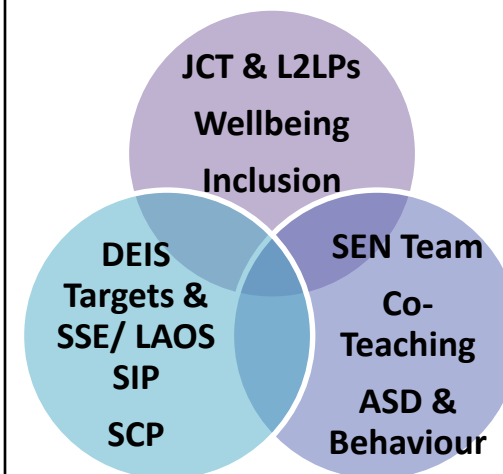- ✓ Internal data/ Metrics
- ✓ Attendance
- ✓ Observations

Step Two- MEET NEED

- ✓ Small Group- subject support
- ✓ Small group- individual targeted skills
- ✓ Co-teaching
- ✓ Targeted withdrawal- Literacy & Numeracy
- ✓ Evidenced-based interventions- VEP, Catch-Up, Friends, ALERT, Toe By Toe
- ✓ Behavioural Interventions
- ✓ External Support and/ or referral
- Reapply evidenced based assessment (Assessment For Intervention)

Step Three- MONITOR & RECORD

- ✓ Review Reports termly (including SSPs/ BSPs/ PPPs)
- ✓ Attendance- SCP
- ✓ Continuous assessment data Engagement in school life
- ✓ Wellbeing- PASS- Student Support Team
- ✓ Parents Meetings
- ✓ Assessment for Intervention- retesting and informed planning
- ✓ Retesting- further referral
- ✓ Observations- ISA support
- ✓ VS Ware integration with documents

System Integration & Support- Whole School Approach

JCT & L2LPs Wellbeing Inclusion

DEIS Targets & SSE/ LAOS SIP SCP

SEN Team Co-Teaching ASD & Behaviour

School Completion Targeting- Essential

Key metrics used to identify most in need:

- Attendance
- Timekeeping
- Behaviour
- Teacher identifier session
- Student Support Team
- SEN identified need
- Low achievement levels
- Family support needs
- Living support needs
- TUSLA involvement/ Agency support

Template adapted by Dr. Johanna Fitzgerald, Mary Immaculate College with permission from Mr. Billy Redmond, Principal St. Laurence College Dublin currently on career break. Further resources on www.learninghouse.ie

Why do we need a whole school systems approach to SEN Coordination?

- No single person can or should have responsibility for students with SEN. However, having somebody who has expertise in SEN <u>and</u> leadership capacity is important.

- Developing inclusive whole school systems which promote a whole school approach *enable, facilitate and empower* others to take responsibility for the learning and teaching of ALL students including those with additional and special educational needs.

- *'…it was volume of work. It was the fact that no matter what I did I never got on top of it. I kind of resented the fact that I was working so hard, and I loved the job, but my satisfaction was completely diminished… I had a brief that was not sustainable. And when I spoke to that woman* [occupational health therapist], *it was interesting, she was neutral, I explained what I was doing, and she said to me, "are you insane. That job will kill you". That's what she said, in plain English, and I was really cross then, but it was good to actually know that it wasn't my imagination….the outcomes were good. I had a very good relationship with parents, we were making a difference to kids, and I knew all that. In that sense I was positive about what I was doing, but the actual doing of it was killing me…. And for a job that doesn't exist. What struck me, this is terrible to say, I don't care I'm going to say it anyway, in the middle of all that, let's say I did one day come in here and just drop from a stroke or something, right? I thought, what they'll actually say to me at the end of all this is "why did you do it?" That was a lightbulb moment for me. I thought, they won't actually care. They will say "it's your fault. You did it. You had a choice". Even though I felt I didn't have a choice, I felt how could I walk away from those children. I did feel trapped. But, at the same time, that moment of thinking, after all this, that's what they're going to say, was so painful, well that's just such an eye-opener* [gets upset]. [It] *impacted on my health, on my social interactions in the school. It impacted everything. And I'm not moaning.'* (S1)

CONCEPTUAL MODEL OF THE SENCO ROLE (Fitzgerald 2017)

SENCO Role embedded in School Leadership Team

Specialist Role Requirements

Universal Role Requirements

SENCO Role Unique Elements

Implement Effective Practice e.g.

Assessment, IEPs/ SSPs, evidence-based interventions

Student Support:

Special Education Teaching, Advocacy

Implement Effective Practice e.g.

UDL, positive behaviour interventions and support, cooperative learning

Collaborative Practice

Interpersonal skills, courage, advocacy, passion, commitment, reflective practice, flexibility

Collaborative Partnerships:

Students, Parents, School Personnel, External Agencies, Wider Community, Other Schools, Professional Learning Networks, Colleges of Education, Universities

Collaborative Practice e.g.

Interpersonal skills, co-teaching, mentoring, advising, coaching, advocacy, systems developer

Leadership/ Management e.g.

Expertise, change competence commitment to professional learning, visionary, colleagues, build relationships, administrative skills

Leadership/ Management:

SEN Coordination, SEN Team, Administration, Whole-School Capacity Building

Leadership/ Management e.g.

Expertise, change competence commitment to professional learning, visionary, colleagues, build relationships, administrative skills.

Flexible and fluid movement along continuum when school and SENCO engage in School Self-Evaluation (DES Inspectorate 2016)

Specialist Support: for students with complex, unique needs

Continuum of Support: Inclusive & Special Education

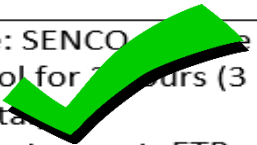**Universal Support:** for staff and for students with common needs

Effective systems: Some examples

- Weekly timetabled SEN Team meeting including member of SLT
- SEN standing item agenda at whole staff meetings & subject departmental meetings
- Time scheduled for SETs to develop Student Support Plans in September and again in May for review.
- SEN Department Plan= informed by School Plan/ DEIS Plan identified priorities.
- Use of VS Ware to share information (mindful of GDPR)

Piloting the Process: LCETB Project
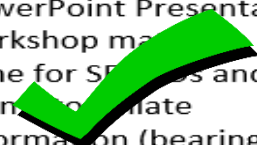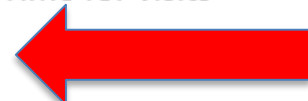
- SEN Advisory Committee led by Bernadette Cullen, Director of Schools LCETB.

- Key personnel:
  - ➢Bernadette Cullen, LCETB
  - ➢Joe Lynch: LCETB, also LLT Project Team member
  - ➢Angela Martin: Castletroy College, former NCSE Coordinator
  - ➢Johanna Fitzgerald: Department of Educational Psychology, Inclusive & Special Education, MIC
  - ➢6 schools volunteered to participate

Piloting the Process: LCETB Project

| Task	Actions	Lead Person/ Personnel	Timescale	Resources
1. Provide CPD to pilot SENCOs re implementation of provision mapping	1. Presentation to SENCOs- rationale for provision mapping/ context in relation to New Model/ process- linked to LAOS	Johanna/ Angela/ Joe/ Bernadette	Early May 2018	Time: 1 h (to combine with task 2)
2. Develop Interactive Provision Map Template for use in 4 pilot schools	• SENCO Workshop: Pilot SENCOs to input into final template design. • Develop MS Excel Provision Map template	Johanna/ Angela/ Joe/ Bernadette Johanna/ Admin support MIC	Early May 2018 June for September implementation	Time: SENCO from school for hours (3 hours in total) Room to meet- ETB Time and MS Excel expertise
3. Develop Survey instrument to support audit of current provision & CPD needs	• Decide on audience for survey- teachers/ students/ other? • Compile & review existing survey templates and adapt. • Online version to be developed	Joe/ Johanna/Mary/ ETB administrative support to develop online survey	April- early May 2018	Time for design of survey Time and expertise to develop online version- Google Forms
4. Provide CPD for Principals & Deputies re. implementation of provision mapping	• Organise information session with Principals & Deputies re implementation of provision mapping. • Design & deliver CPD presentation •	Bernadette Johanna/ Angela/ Joe	June 13th 2018	Scheduled ETB meeting Time for delivery Approx. 1 hour PowerPoint presentation Time for planning and design
5. Develop presentation for pilot SENCOs to deliver back in school to whole staff- training of trainers	• SENCO Workshop: Bring Pilot SENCOs together with Curriculum Leaders (CLs) for training in delivery of presentation (SENCOs) and awareness raising for CLs.	Johanna/ Angela/ Joe/ Grainne Pilot SENCOs & Curriculum Leaders	CL Cluster meeting late September Delivery of whole staff presentation before October	Time Meeting room PowerPoint presentation/ workshop materials

Piloting the Process: LCETB Project

Task	Actions	Lead Person/ Personnel	Timescale	Resources
5. Develop presentation for pilot SENCOs to deliver back in school to whole staff- training of trainers 6. SENCOs to deliver CPD to all staff	• SENCO Workshop: Bring Pilot SENCOs together with Curriculum Leaders (CLs) for training in delivery of presentation (SENCOs) and awareness raising for CLs. • SENCOs with leadership support from CLs deliver presentation/ workshop to staff. • Subject department focus groups- mapping provision? • Collation of data from focus groups to inform provision map?	Johanna/ Angela/ Joe/ Grainne Pilot SENCOs & Curriculum Leaders Pilot SENCOs & SEN Teams Support from Johanna/ Joe/ Angela (if requested)	CL Cluster meeting late September Delivery of whole staff presentation before October mid-term(1.5 hour twilight session?)	Time Meeting room- ETB PowerPoint Presentation/ workshop ma... Time for S... and SEN tea... late informa...on (bearing in mind timeframe may coincide with RACE assessments)
7. Implementation of Provision Mapping in pilot schools	• SENCOs disseminate surveys to target audience. • SENCOs & SEN Teams collate information from surveys. • SENCOs generate school provision map informed by data from focus groups & surveys.	Pilot SENCOs & SEN Teams Support from Johanna/ Joe/ Angela	Following delivery of staff CPD October- December 2018	Time for planning, evaluation and developmen... ...vision map.
8. School visit to pilot schools to support implementation of provision mapping and troubleshooting.	• Once Provision Map has been drawn up meet with pilot SENCOs and CLs in their schools to explore how LAOS/ SSE framework can be used to embed the system.	Johanna/ Joe/ Angela	January-March 2019	Time for visits
9. Review of Pilot phase	• Meet with pilot SENCOs & CLs to reflect, review and evaluate pilot phase and plan full implementation phase	Johanna/ Angela/ Joe Bernadette	May 2019	Time Room in ETB offices

Pilot Project: Workshop

- In subject departments please reflect on and discuss the questions in the survey and complete as a collective group.

- Note: Information is being collated from ALL departments to provide a bird's eye view of what is in existence at a whole school level.
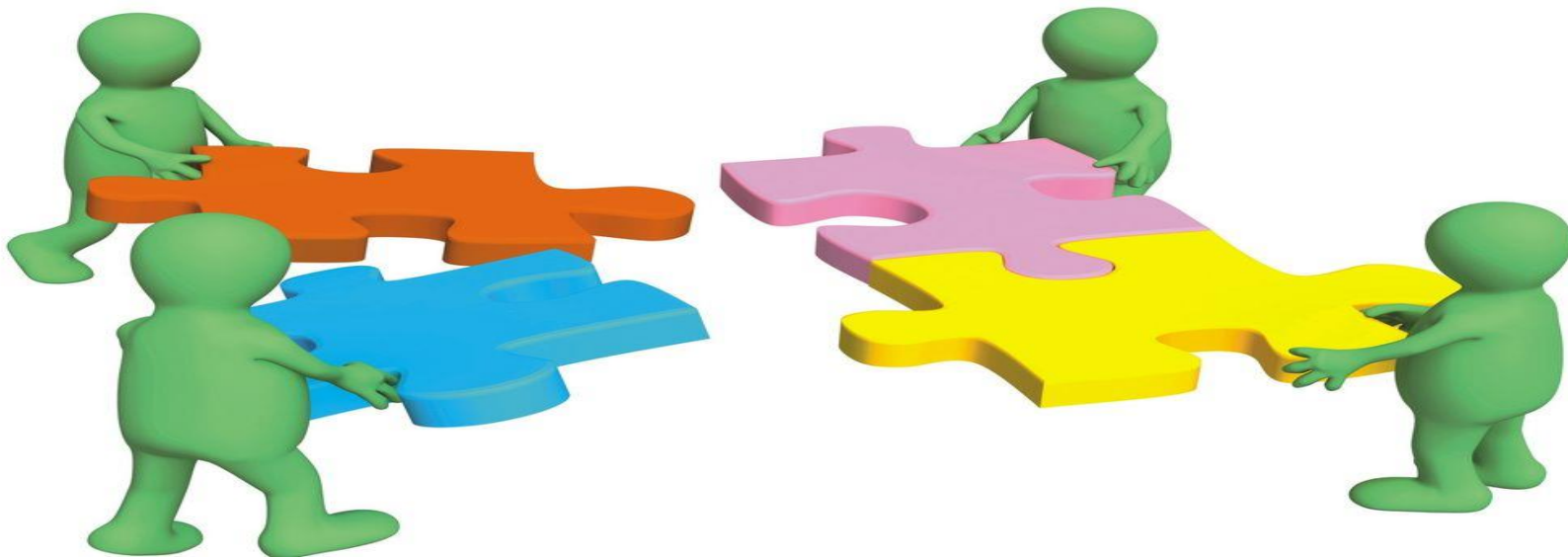
Sample Survey Questions for Subject Departments

1 Strongly Disagree	2 Disagree	3 Undecided	4 Agree	5 Strongly Agree	

		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	All teachers in our department are familiar with the Continuum of Support model.	1	2	3	4	5
2	The Continuum of Support model is implemented effectively in our department.	1	2	3	4	5
3	We use Student Support Plans to inform our planning for teaching and learning.	1	2	3	4	5
4	We identify environmental (including sensory & physical) and contextual issues that need modification in our classrooms.	1	2	3	4	5
5	The deployment of SETs for in-class support/ co-teaching works effectively in our school.	1	2	3	4	5
6	The balance between in-class support/ co-teaching and withdrawal works in terms of meeting the needs of identified students.	1	2	3	4	5
7	In our school, SNAs/ISAs (Inclusion Support Assistants) play an important role in meeting learner needs.	1	2	3	4	5
8	In our department we believe the current model of additional support for learners with SEN is effective in meeting students' identified needs.	1	2	3	4	5
9	Generally speaking, the additional needs of some students are met in our school.	1	2	3	4	5

1 Strongly Disagree	2 Disagree	3 Undecided	4 Agree	5 Strongly Agree

		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	Everyone is made to feel welcome in our school.	1	2	3	4	5
2	Learners help each other.	1	2	3	4	5
3	Staff and learners treat one another with respect.	1	2	3	4	5
4	There is partnership between staff and parents.	1	2	3	4	5
5	There are high expectations for all learners.	1	2	3	4	5
6	Staff, BOM, learners and parents share a philosophy of inclusion.	1	2	3	4	5
7	Learners are equally valued.	1	2	3	4	5
8	Difference amongst the school community is celebrated.	1	2	3	4	5
9	All school policies are inclusive policies.	1	2	3	4	5
10	Staff are given opportunities to participate in professional development that will support teaching of learners with additional needs.	1	2	3	4	5
11	Staff are aware of their responsibilities under current legislation in relation to the education of learners with additional needs.	1	2	3	4	5
12	In our subject departmental meetings the agenda always includes discussion about how we are catering for students with additional needs.	1	2	3	4	5

Sample Survey Questions for Subject Departments

Q. 6 Do we have any CPD needs in relation to teaching students with SEN?

- ☐ No
- ☐ Yes: Please outline any specific CPD needs:

_____

_____

_____

_____

Q. 7 As a school community, what are our key strengths in relation to how we include students with additional needs?

_____

_____

_____

_____

Q. 8 As a school community, what aspects of our SEN provision could we improve upon?

_____

To think about…

- Consider the systems and practices that are currently in place to promote a whole school approach to SEN in your school.

- What is working? Where are the gaps? How do you know?

- How can my school develop a cohesive school plan which reflects how we support teaching and learning for All, Some and Few

Thank You!
Any Questions?

Feel free to contact me:

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Selected References

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