

# SEN Training and Workforce Development in Schools

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# Background to all training

Overall emphasis on:

- ensuring the whole school workforce has the knowledge, skills and understanding to support all children in their day to day learning in school
- teachers have overall responsibility for the learning of children and they work in partnership with other staff to ensure the special needs of any individuals are met



# What is in place?

- A wide range of training opportunities re SEN for teachers, governors, headteachers, SENCOs, teaching assistants, parents/carers, early years practitioners, social care staff, Connexions, health care workers..
- For example: dyslexia, general literacy, speech, language and communication needs (SLCN), autism, behaviour, emotional and social difficulties (BESD)
- The aim is that if specific specialist therapy provision is **not** available to a school, there should be enough basic knowledge around SEN to action interventions in class, small group or individualised as indicated in the SEN Code of Practice for school level support



# Training for SLCN

- **Course: 'Working with children with SLCN in primary settings.'**
  - **8 sessions for teaching assistants over 2 terms**
  - **Planned and delivered jointly by specialist EPs and speech and language therapists and SEN advisers**
  - **Funded by centrally retained budget (SEN)**
  - **TA supported by a school mentor who attend Day 1 and Day 8**
  - **TA has focus pupil/s to work with throughout the course**
  - **Portfolio of evidence of work undertaken in school and signed off by SENCO and/or S&L Therapist**
  - **Hampshire certificate of competence issued on completion of portfolio and moderated by S&LT, EP and SEN adviser**
  - **Data base held of all TAs trained (to date 320)**
- **Course: 'Managing SLCN in the primary setting'**
  - **5 day course for teachers/SENCOs over 2 terms**
  - **Encouraged to send a TA on the above course**
  - **Delivery and funding as above + nationally recognised speakers**
  - **School based tasks and certificates as above**
  - **Training file of materials available to the school on completion**
  - **Data base held of all teachers trained (180 to date)**

# Training for Autism mainstream and special

- **Thomas:**
  - for EY,KS1, parents and carers, portage, social care, health care
  - led by SEN advisers, EP, parents, practitioners
  - 4 day course, linked tasks, Theory of autism/communication (planned with S&LT)/positive behaviour/play and social skills
- **PAATHS**
  - for staff in special, RP, PRUs, mainstream, non LA, social care, health
  - 7 day course, developed with OTs, parents, and S&LT
- **AMAD**
  - for school staff led by range of services (1 day + work shop options)
- **Working with autistic children and their families**
  - for social care staff (1 day)



# General comments

## Mainstream

- The Inclusion Development Programme (IDP) provides schools with the toolkit for skilling up all the workforce on meeting SLCN, dyslexia, autism, BESD in day to day teaching
- Parents need to feel confident that schools can meet their children's special needs in the classroom
- Schools should audit the skills of their staff and ensure the support team are targeted appropriately
- Auditing of LA database for staff trained in SLCN to be updated by August 2010
- Opportunities available in new Occupational Standards for Teaching Assistants



# General comments

## Special

- 14 + special schools buy their own therapy from private or NHS
- 7 pay for S&LT+ 9 pay for OT (sensory processing - SP)
- SP perceived by parents and school staff as a key need hence growth in OT bought by specials
- Special school practitioners provide training in ASD communication strategies e.g. PECs; Special Time; Makaton signing; Intensive Interaction
- Lack of S&LT for pupils whose communication levels are in line with cognitive development remains an issue for parents and special schools

# Summary

- Emphasis on training and professional development attempts to address some of the tensions around inequitable provision of therapy across the county
- All our work reflects national and local policy with respect to meeting the educational needs of pupils with SEN
- All work underpinned by the SEN policy and advisory groups action plans and relevant to addressing the concerns raised in the independent review
- Joint working with health colleagues when developing or delivering training is positive and enhances each others professional knowledge

