

Guidance for Bristol Schools

Including information about staff training and development in your SEND Information Report.



**Bristol's SEND
Local Offer**



Introduction


Since 2015, governing bodies of maintained schools and academies have had a duty to publish information on their websites about the implementation of their special educational needs and disabilities (SEND) policy. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. This information is known as the 'SEND information report', or 'school's local offer'.

Schools' responsibilities are set out in the [SEND Code of Practice](#).

Expertise and training of staff

Schools' SEND information reports should include information about the expertise and training of staff to support children and young people with SEND. This information should be easily accessible by young people and parents and set out in clear, straightforward language.

Providing information about staff training and expertise provides parent carers with confidence that their children's needs can be met and that they will be supported by staff who understand their needs. Keeping this information up-to-date can also provide an opportunity for schools to reflect on any new training and development needed in response to staff turnover and the changing needs of children over time.



Good practice guidelines

As the SEND information report is designed to be used by parent carers and young people, it is helpful to coproduce the information included with children and parents. This will ensure that the level of detail provided about staff expertise and training is accessible and informative. Reviewing the information with parents and children will ensure that they are able to comment on the impact of training undertaken by staff and help identify any future training needs in the school.

It is important that the report covers staff expertise and training across all four areas of SEND:

- cognition and learning
- speech, language and communication needs
- social, emotional and mental health (SEMH)
- sensory and/or physical needs

Additionally, parent carers are likely to want to know about the training and expertise in SEND more generally, and how the school keeps up-to-date with local and national developments.

The range of staff working with children and young people (CYP) with SEND in schools means that it is important to describe the expertise and training of different roles. For example, as well as describing the qualifications and training undertaken by the SENDCo, it is vital that parent carers understand the expertise of teachers and LSAs working with their children as well as the understanding of governors who are overseeing the effectiveness of SEND provision in the school.

Good practice examples

There are lots of good examples of including information about staff expertise and training on Bristol school websites. The following examples show a range of ways in which schools can set out the information required, whilst remaining accessible to parent carers and young people.

Describing training undertaken by area of SEND (Montpelier High School)

SLCN	SLCN	C&L	SEMH	PSN
What training have the staff supporting children with SEND had or are currently having?	SALT training TA working under guidance from NHS Speech and Language Therapist HLTA with Autism specialism (qualification in supporting students with Autism)	SENDCo has post graduate certificate in SEND Literacy specialist TA (qualified English teacher)	SEMH TA and Assistant Heads of Year all trained in Thrive approach SEMH TA is trained mental health nurse Wellbeing team trained in supporting students with a range of emotional and mental health needs	TA working alongside guidance from NHS physiotherapist and occupational therapist

Describing how and when training and development takes place (Oasis Academy Marksbury Road (OAMR))

'How does OAMR make sure all staff can support everyone?'

'At OAMR, all teachers are teachers of children with special educational needs (SEN). To ensure that teachers provide the best possible support for children with SEND, the SENDCo ensures:

- termly learning walks are completed with a focus on ensuring children are receiving additional support or resources detailed in their pupil passport/education health and care (EHC) plan
- training is provided for TAs in the interventions they run/support
- weekly meetings and/or information bulletins, enhance TAs' knowledge and skills for the children that they support
- whole academy staff meetings, termly, focus on up- to-date research and information regarding an area of SEN for all academy staff
- training/advice and/or signposting to appropriate resources is given to teachers who want/ need advice on a SEND provision'

Listing the training undertaken by different staff groups (Ashton Gate Primary)

'All our TAs have at least the NVQ Level 3 qualification. They have had training in delivering speech and language programmes, phonics, Read Write Inc, Numicon, Nessy, Autism Spectrum Disorder (ASD) and attachment disorder.

Several TAs and teachers have had specific training on working with children with a hearing or visual impairment, ASD, Downs Syndrome or an acquired brain injury.

All staff have had training in dyslexia. The SENDCo is a specialist teacher for dyslexia.

There are staff trained to administer medication that is required to be given in a mainstream setting. This includes administering Epi Pen medication in the event of an extreme allergic reaction and supporting pupils with medication for diabetes.

The school is committed to ensuring that staff have the training needed to support children with SEND effectively.'

Explaining why specific training is provided (Whitehall Primary)

'All support staff have 'Letters and Sounds' training so that they can support children who need to develop their basic literacy skills. This training is for both KS1 and KS2 TAs as we know that some children will need the opportunity to embed this learning further up the school.

Staff have also had Autism and Attachment training in order to be able to identify children and be equipped to support those children in the most appropriate way.

Staff who are supporting children who have SEND have individualised training that gives them the increased skills to support the child that they are working with. For example, some TAs have received Autism training and been supported by members of the Bristol Autism Team. Others have worked with staff from the Sensory Impairment team.

Training for these staff is bespoke and tailored to meet the needs of individuals and groups of children with identified needs.'

Demonstrating how the SENDCo keeps up to date (SMRT)

'The SENDCo holds the National Award for SEN (NASENCo), an MA in Education specialising in SEND, and Postgraduate Certificates in Literacy Difficulties and Personal, Social and Health Education.

Our Learning Support team undertake regular training in the area of SEN.

Other training needs for staff are identified through the Faculty and School's Development Plan. These are planned throughout the year and are developed through an array of channels – including whole school CPD and Inclusion Training Sessions.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff are encouraged to undertake regular training and development.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEN provision and practice and to discuss the needs of individual students.

The SENDCo regularly attends SENDCo network meetings and annually attends the SENDCo Conference.'

¹ Schools MUST have a policy which describes their approach to support for children with medical difficulties. This policy must include information about training in place for staff. For more information see [Supporting pupils at school with medical conditions](#)

Does/has/is your SEND information report...	Y/N	Actions needed
been coproduced and/or reviewed with parent carers?		
been coproduced and/or reviewed with young people (where appropriate)?		
written in clear straightforward language?		
easily accessible on your school website?		
set out the expertise of your staff and the training they have received by area of special educational need?		
set out expertise and training on SEND generally and how key staff will keep up to date?		
set out the expertise and training of different staff groups (including governors)?		
explain why different training has been provided?		
explain how the need for training and development is identified and how it is provided?		

