Life after P-scales Conference - June 2018
Opportunities and Challenges – collated from all delegates

Opportunities

- Celebrating achievements in the EHCP; not just focusing on academic skills, to be genuinely holistic – time to look from a holistic approach in practice, rather than just in theory, using EHCPs – already holistic, use of soft data, capture all aspects of learning
- Make sure practice in class links to EHCP
- SEMH focus – the foundation
- To make it meaningful
- To be creative/innovative
- Time to explore
- Develop own and school education setting philosophy, school to be able to choose what suits them
- To evidence less but more effectively, have some focused priorities
- It's ok to make progress in a different way, ways we haven't been able to in the past, gives 'permission' for us to spend time on the vital 'learning behaviours' which children need to develop, gives status to those aspects of learning which are really important to SEND children
- Look at individual students, focus on their specific needs, tailored to their needs, personalised learning
- A collaborative approach, including more cross-school, to be genuinely working in partnership with professionals/LA
- A return of joint placements?
- Trial strategies to see what works
- Stream for stage and think more openly
- Reconsider approaches for all pupils

- Facilitate inclusion of parental aspiration
- Progress data not a measure of success – evaluation tool
- Sharing evidence with parents
- Conversation – sharing information with parents – building better relationships
- More opportunities for generalisation – parents can see how school does things and vice versa
- Apps – different way of engagement
- Yearly outcomes to relevant termly outcomes – gives teachers opportunity to focus on levels of engagement taking into account what child needs to enable optimal learning (4 areas)
- Engagement is key for every child in their learning journey – helps to identify and focus on the way in which every child learns and hat they need to have in place to ensure they are motivated and able to learn effectively and make progress in a meaningful way
- Given the right resources/time opportunity to share with staff, we could improve their understanding
- Focus on progress of SEN pupils in mainstream
- Freedom of approach – lots of different tools
- Using new tools for measuring communication
- Chance to work more closely with families/more effective communication with parents of children/students of all ages
- Incorporating Engagement for Learning/7 areas of Cognition and Learning/characteristics of effective learning in to mainstream assessment
- Utilise assessment apps already in school – Tapestry/Interactive Learning Diary for example.
- Moderating evaluation of EHCP outcomes and use MAPP template adapted to support evaluation of EHCP outcomes.
- Utilise EYFS experience and curriculum/assessment.

- Setting outcomes – training opportunity!
- The ability to use technology and share quicker
- Give positives regarding progress – children, parents, teacher
- Mapping pre KS standards to life skills for secondary
- Looking at engagement across core areas
- Working with other SRPs
- Focus on independence and interdependence
- Provision map of interventions against EHCP areas
- More focus on impact
- Parent voice for SEND children
- No longer just 'working towards'
- Going to MDSA meeting to share pupil profiles
- Inclusion Experts 360 degree tool to documentation
- Exciting possibilities with Evidence for Learning
- Engaging parents further
- Learning to write good EHCP outcomes workshop
- Freedom of curriculum and assessment
- Open door policy with parents

Challenges

- Bringing teacher along with changes – change of mindset
- SLT – changing opinions
- Making sure teachers take responsibility for SEN – it's not just about TAs
- School context is such an important factor – you need to know your school
- Managing expectations of all involved (parents, young people, SLT, Governors, OFSTED)
- Admissions process

- Ensuring EHCP outcomes are robust, SMART, challenging, aspirational, yet realistic
- Need to drill right back to basics – how to show progress within the personalised curriculum/outcomes we are providing – EHCP outcomes aren't SMART enough
- Number of pupils across the school
- Funding – cost of APPs!!! Ipads!!!, School budgets and LA budgets
- Space
- Range of needs
- Expertise
- Implementing changes in mainstream settings, e.g. importance of SEMH, how do I take this model and apply to SEND children in mainstream setting? Frustrating – this is what we want for our SEND children, but funding etc.?
- Ensuring provision can meet needs
- How do we know what a child's aspirations are?
- To have the confidence/courage of convictions to say this learning route/pathway is not right for this child
- Getting Heads on board – Head says – x number of children must make x progress
- Teacher workload and accountability?
- Social workers and health professionals attending meetings and including input in EHCP targets
- Changing culture – culture of change – resources/top down/getting all staff on board
- Differences in points of view between child/parent/agency
- Differences in EHCPs across Las
- OFSTED inspector – variation – qualitative vs. quantitative
- Creating a water tight/rigorous system
- Developing and using a common language

- Staff training on standards and new systems
- Recent request for funding refused because SENAT wanted evidence in p-scales
- Transition – consistent?
- Pre key-stage standards – big jumps e.g. 1-2
- The one or two pupils in mainstream – cost/opps/staff training
- Moderation – different schools using different assessment systems
- Time for moderating will increase
- Developing consistency where learners do not have an EHCP
- How can systems be transferred when moving to a new provision?
- Need to expand assessment tools, e.g. TOM
- Training issues/CPD
- How will you gather information of personalised curriculum
- Other professionals' time and resources
- Parents are very focused on adult (TA) support
- Many parents don't want to engage
- Parent confidence to participate
- Waiting lists for medical assessments
- There is lots of info. for parents – simplify it/useful numbers/organisation – especially with form filling/eligibility for additional funding
- Making EHCP outcomes manageable to assess/measure/monitor at a classroom level
- Working with other agencies
- Time for making changes – specialist training
- Making personalised learning work
- SEMH benchmarking