

CONFERENCE REPORTS FOR 2006

HEADTEACHERS' CONFERENCE

'It certainly provided quality and coherence' - a delegate

DEPUTY HEADTEACHERS' CONFERENCE

'You certainly gave us some challenges' - a delegate

BURSARS' AND SCHOOL MANAGERS' CONFERENCE

'I certainly felt supported' - a delegate

Rob Long
who gave the Mary Topping
Memorial Lecture

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CONFERENCE REPORTS 2006

SOUTH AND WEST ASSOCIATION OF LEADERS IN SPECIAL SCHOOLS

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Monday 8th May to Wednesday 10th May

‘Administrative support matters for every child’

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WELCOME TO CRIT 4

LETTER FROM THE CHAIRMAN

This year has been a busy and different year. The committee made a decision to change the venue for the Heads and Deputies conferences and the feedback from both has been overwhelmingly positive about the Grand Hotel. The second Bursars and Administrators conference was held at the Toorak Hotel.

This enabled the committee to re-visit a number of the issues that led to the move and we feel that the decision taken was the right one. As a result of this we have now negotiated a three year, three conference deal with the Grand Hotel, which secures the venue for us and also ensures that we achieve the best possible price.

Our conference profile for the coming years will be:

- Heads in January;
- Deputies in March/April;
- School Business Managers in October.

We have continued and developed our links with the South West Regional SEN Partnership, who have now been renamed as Regional Partnership (RP). This link has proved immensely valuable to our association and we are extremely grateful to Dorothy Hadleigh for the support she provides and for involving us in many of the national consultations and initiatives that she works on.

We have been fortunate to attract the highest quality speakers to all three conferences this year. Delegate feedback has been overwhelmingly positive. We continue to use this feedback to assist us in planning future conferences.

A great deal of work goes on behind the scenes to enable the events to take place and we are constantly looking for new and innovative ways to improve our conferences. We are delighted to have secured a three year sponsorship deal with LinkIT. They will provide the technical support at all conferences. Additionally, they are drawing up framework purchase agreements on our behalf with market leading manufacturers to ensure that all members of the association have the opportunity to purchase ICT hardware at the best possible price.

I hope you find the CRIT both informative and useful. We look forward to seeing you all at next year's conferences.

Best wishes

Chris Davies

Chris Davies
Chair



'Clarity and coherence for the changing future'

'SWALSS conferences are easily the best in the country for special school headteachers' - a delegate

With a change of venue to the Grand Hotel, Torquay and a change of days to respect the work/life balance of members this was a refreshing conference. More members attended than in previous years and thoroughly enjoyed the new surroundings which clearly added value to the excellent and very full programme planned by the hard working committee.

'The quality of the speakers certainly added clarity to the complex world of special education' - a delegate

THE SPEAKERS

Robert Beattie, DfES
SEN and Special Schools' Policy

'Robert is a strong supporter of children with SEN' - a delegate

Robert Beattie leads on special school policy within DfES. His overview this year:

- Emphasised services focusing round the child.
- Explained the wider policy framework that impacted on SEN issues.
- Reminded us of the SEN strategy enshrined in the four strands of "Removing Barriers to Achievement".
- Stressed the need for partnership working and used the work under continuous development on Outreach in the South West as an example of excellent co-operation.
- Outlined SEN initiatives such as the low incidence audit.
- Also outlined the disability initiatives such as the childcare bill, NSF and Children's Trusts.
- Pleasing to hear of progress on the teacher training for SEN - slow but the TDA is beginning to make inroads.
- Supportive of the National Organisation for Special Schools (NOSSA) as a two-way communication conduit.
- Described future developments such as the Education Bill and the inquiry by the select committee into SEN.
- Welcomed any dialogue and messages to take back to the DfES.

Carole Penney



Charles Hackett, Independent Consultant

Section 5 Inspection of Special Schools

'Excellent presentation, helpful, informative and good value' – a delegate

- Most helpful session outlining principles underlying new 'Framework', how inspections are organised, the importance of the Pre-Inspection Briefing and how heads can prepare and plan in advance.
- Charles brought out key findings from special school inspections across two regions of the country and of initially 17 inspections in September and October; four were outstanding, 10 were considered good and 3 satisfactory.
- He went through the aspects most often recommended for improvement, with use of assessment as most often mentioned.
- Delegates had an exemplar report to read together with the 'Pre-Inspection Briefing' (PIB).
- Overall rating of session was excellent

Geoff Hogg

Tony Smith, Headteacher, Dorothy Goodman School

Steve Welton, Headteacher, Birkett House School

'Self - evaluation in two special schools and experiences in the Section 5 Inspection pilot'

'It is good to have a head's perspective' – a delegate

Two headteachers from Leicestershire described their experiences as pilot schools for the Section 5 inspection:

- Section 5 has moved on since pilot - concentrate on specific elements that affect schools
- Identified types of schools and issues that affect them at present
- Early decision - to share information between 2 schools and with LEA Link adviser - Tested each others evidence
- The 30 second answer was vitally important
- Detailed interviews with senior managers
- ECM outcomes are vitally important
- Ranking order for teachers - some outstanding and some unsatisfactory. This was checked - did not see all teachers
- Pupil progress evidence is really important - Looked After children were identified for scrutiny
- Documents required have reduced significantly
- School culture facilitates development - David Hargreaves' work
- Self evaluation in practice identified the critical areas
- Governor involvement is vitally important.

Chris Davies



Dr David Wolfe, Barrister, Matrix Chambers**'Update on SEN Law'***'An informative and skilled presentation' – a delegate**'Every year please, as there always new issues' – a delegate*

David is a barrister with expertise and considerable experience in education law including, in particular SEN and disability law.

David provided us with an excellent overview of relevant SEN law by introducing the Statutory Framework for SEN, along with up-to-date case law. Conference delegates received detailed and pertinent overview of the importance of getting a Statement of SEN right for the child, parents, school and other professionals involved. The importance of the school commenting at the draft Statement stage, when they are formally consulted by the LEA was emphasised.

The detailed handout prepared by David will be a useful reference resource for headteachers to refer to time and time again.

As a result of this input headteachers will no doubt consider their present practices in relation to the Statement of SEN, and will have a clearer understanding of the role they can play in this process.

An excellent speaker who provided us with a wealth of information and was much appreciated by the delegates.

Dorothy Hadleigh

Our thanks go to the Regional Partnership (SW) who sponsored Dr Wolfe's session.

Ann Berger, HMI**'Changes in Inspection'***'A host of useful information to take back to colleagues' – a delegate*

Ann outlined the new regime surrounding Section 5 inspections, and some of the factors that had impacted on the new arrangements. She presented valuable insights into influences that inform the judgments of inspectors, and shared her experiences of recent inspections. Ann discussed a whole range of issues pertaining to the new framework including guidance on effective

construction of a SEF. She also reiterated to schools that production of a SEF is not in itself self-evaluation. The session was concluded with the notion that the new arrangements should make the process a force for improvement in every setting.

*Allison Hope-West***Rob Jones, Independent Consultant****'Well-being at work'***'It is interesting to hear someone who is passionate about Health and Safety'- a delegate*

Outline of the pressures currently on staff in schools, particularly headteachers.

An overview of current Health & Safety Legislation. Health & Safety issues need to be uppermost - particularly in the litigious society we are in. Identifying stress in the workplace.

Handouts of a 'Stress Audit' for staff in schools and of support services available.

Handout of the Support Services available.

All content was very applicable and useful. Resources to take away will be used by schools.

Paul Magill

Rob Long, Education Works

MARY TOPPING MEMORIAL PRESENTATION

Systems for children, an ecological and developmental approach

'Excellent as usual, despite the system failure' – a delegate

'Great, as always' – a delegate

Rob was delighted to have been invited to deliver the Mary Topping Memorial Lecture. He presented "Systems for children, an ecological and developmental approach" in a stimulating and amusing way.

"Learning can be fun". This session was, despite the lack of an overhead projector.

Key Mantras: Fight fire with water, not fire.
Analyse don't personalise
The problem is the problem

The session was stimulating informative, thought provoking, active and interactive. It left the delegates wanting more.

Phil Morgan

Justin Hughes, Mission Excellence

'The high spot' – a delegate

'Stimulating – will take the ideas to the next SMT meeting' – a delegate

Our guest speaker flew for 12 years as an RAF fighter pilot. He was awarded the Wilkinson Sword for outstanding leadership during Officer Training and went on to fly the Tornado F3. He has over 3,000 flight hours and became a Force Commander, qualified to lead any scale of mission in any theatre of operations. He spent the last 3 years on the Red Arrows and was Deputy Team Leader and Executive Officer, performing over 250 displays worldwide. He is now Managing Director of Mission Excellence, a company specialising in the development of outstanding leadership, teamwork and execution skills for corporate teams.

- Justin identified the make up of good teams – what is imperative.
- Looked at process of identification and care skills of pilot candidates for the Royal Air Force.
- Setting of standards, RA set their own aspirational standards at the highest possible levels.
- Learning not blaming: Action and Accountability.
- Debrief without rank - Behaviour and culture is crucial.



- Contingency planning should be made in low-pressure environments.
- The difference between success and failure is the ability to deliver.
- Leadership and management are separate but fundamentally inter-relate.

This was a truly motivational presentation that kept delegates on the edge of their seats. An excellent mission.

Chris Davies

The conference also ran a series of workshops.

Kim Haldenby, The Shaftesbury Society

'Effective monitoring of CSCI standards'

'A very helpful session' – a delegate

- Clear introduction of the requirements and types of monitoring.
- Four point scale.
- Suggestion that SWALSS schools can use each other to obtain ideas of how to achieve particular standards (which may be difficult to achieve because of the special needs of the students).
- Any particular issue at your school? Suggestions made.
- Future inspection arrangements (future of CSCI?).
- CRB checks – common problem in schools that CRB disclosures are taking too long and new staff cannot take up posts when heads need them.

Harry Dicks



Brian Brown, CSCI

'Promoting safe medicine management'

'Extremely useful – the basis for further training,' – a delegate

Brian's strong knowledge base in Pharmaceuticals and Care Standards Inspectorate provided many very useful suggestions for promoting safe medicine management in our schools. As each establishment varies considerably from 52 week residential to day schools with many more

students with complex health difficulties, Brian was able to address individual concerns and questions to support heads returning to daily issues in this area.

Gay Waters

Steve Brown, Headteacher, Linwood School

'The new Ofsted framework'

'Some very useful papers circulated' – a delegate

- Greater willingness of colleagues to share SIPs would be useful.
- Great value in sharing the content and development of the SEF with colleagues in school.
- Expect to see in the report what you write in the SEF – beware! Be honest but constructive.
- Ensure there are links between documents, especially the SEF and the SDP.
- A self-evaluation checklist/calendar has been found useful as providing an overview of relevant activities.
- Collect evidence from stakeholders and show what you do with it.
- Everything comes back to pupils' progress.
- Use your HT report to governors to communicate messages to both governors and the inspection team.

Neil Galloway

Jan Paddock, Amberley Ridge School

'Team - Teach'

'A really comprehensive approach to behaviour management' – a delegate

Presentation on "Team Teach" which is a whole setting holistic approach to behaviour, support and intervention. Talked about positive handling, the law and legal implications, health and safety. She described the need to have policies in place and for reporting, recording

and monitoring of incidents.

This workshop provided delegates with an overview of the Team - Teach approach.

David MacDonald

Dr Bob Coburn, Headteacher, Curnow Special School

'Alternative and augmentative communication'

'I learned a lot in a short time' – a delegate

- Dr Bob gave a lively and interactive presentation describing access systems currently in use for young people requiring an "alternative voice".
- He put great emphasis on the way in which AAC was used and the need for systems to be integrated into all day-to-day activities/learning situations.
- Useful equipment that he demonstrated included: Eye Pointing Systems that could also be used in book form; Single Message Switches useful as home-school diaries or for making choices and other Direct Access Communicators
- He recommended that delegates get hold of a free DVD from BECTA "Finding a Voice: using AAC" <http://cap.becta.org.uk>
- Ruth from STEPS (Special Toys Educational Postal Service) showed a range of toys and switches from their bank of 2000 toys, including battery

operated, talking, story-telling, recording and vibrating.

- STEPS will provide: Switches on long-term loan (up to 6 months); adapted toys on short term loan; return postage.
- The Child (not the school) is registered
- Contact Detail:
stepsorg@fsmail.net
www.stepscharity.org
01803 294801

A highly illuminative hands-on session that delegates found a useful time to gather information on what is currently available and the areas that are under development in the world of nano-technology.

Carol Penney

Rob Jones, Independent Consultant

'Risk Assessment'

'Scary, but useful' – a delegate

As a recently retired Senior Personnel Officer for Health and Safety Rob was able to identify the key aspects of implementing effective risk assessments that ensure the whole school community is prepared and a protocol in delivering the service to young people whilst highlighting the responsibility of the headteacher. Because of his previous experience in SEN casework, he was

able to identify the issues of most importance to special school leaders.

A very useful and informative session focusing on individual and generic examples of risk assessments as useful exemplars.

Hilary Green

SENSORY / PHYSICAL

CAP Funding - Excellent initiative of great benefit to a very small number of very disadvantaged and marginalized young people: should continue

Moving and Handling - Issue for whole sector
- safety of student - safety of staff

Recruitment of Staff - Delay in receiving CRB disclosures

Recruitment, retention of specialised staff - Care - Medical/therapy

In non-maintained, residential special schools, there is a trend towards the profile of students' needs becoming increasingly complex and profound.

Implications:

Resources (Human, physical, financial);
Medical provision; Training for staff

Managing risk assessments

Questions: How do headteachers ensure that their policies and procedures for risk assessments are current and in place for off site visits, on site activities and moving and handling?

What advice can you give us to provide a sensible and achievable balance between H & S Policy and the delivery of the curriculum?

What are the current guidelines to provide adequate infection control in our schools?

SLD / PMLD

Logistics and cost of H & S training is a significant concern

Implementation (eg 2 staff for physical intervention support) can be very expensive
Managing an increasingly diverse and complex pupil population is creating additional/greater risks. This is sometimes hard to anticipate/plan/address

How do we support staff who are routinely supporting youngsters with acute medical needs?
H & S related training consumes increasing amounts of inset time. Any tips?

Administration of medication - How detailed do risk assessments have to be?

RAs to cover every potential risk?

How do you effectively manage/support staff working with the most challenging pupils?

Emotional and physical impact

MLD

Range of need

Risk Assessment relating to complex of need

Budget – funding related to need

Priority of H & S staffing ratios

All LAs to 'understand' the implications of complex need inc. budget & accommodation

Risk Assessment/Safeguarding issues - TLRs

In future, invite two LA officers (SEN) to give them a better understanding of the issues affecting us all.

ASD

In Newark:

Heads Count initiative

Work life balance

Money from NCL to provide:

- Heart math (Hunter Caine)
- Counselling skills
- Mentoring scheme

All of the above funded through Notts LA

360 degree LPSH feedback

Pacific Institute – course to become facilitator

General

- Health Check every 5 years
- Hours 'expected' to work
- More 'hats' to wear
- Range of ability of pupils with ASD
- Pi --- NC7 in one school
- Complexity/co-morbidity
- Exclusion and providing 25 hours education - H & S for staff home tutoring
- Keeping students safe in school environments
- Child Protection – vulnerability with ASD

BESD

Looked at Incident Tracker

Residential issues – Burn out!

New fire regs/power cuts

Restraint – Violence/False accusations/Health Staff/kids

Work Experience/Risk Assessments

eg kid falls out of army bunk bed

Work Experience: Clothing/footwear

Transport –untrained drivers/escorts

Minibus regs – EU directive is it the Law?

Outdoor Ed/trips – easy to give up

Specialist situation in Jersey

PAT testing - asbestos

Resources

'Let's make every child matter'

'Another really good well balanced conference, good pace, excellent content' – a delegate
'Fab' – a delegate

The deputies this year were delighted to hold their conference at the Grand Hotel in Torquay. Despite or because of the new surroundings it proved to be highly successful and appreciated by the delegates. The new arrangements to observe a reasonable work/life balance received a mixed reception, with many colleagues appreciating the change, but others concerned that the school would have to provide supply cover for three days instead of two.



THE SPEAKERS

Peter Lauener, DfES

Every Child Matters – Progress and Challenges

'Peter gave a good overview of progress on 'Every Child Matters.' – a delegate

As Director of the Local Transformation Group DfES, Peter identified himself as a 'new boy' having only been in the post since January 2006. He explained his role as working closely with focused Local Authorities and Pathfinder Children's Trusts. He came to learn as much as to inform. To also clarify and share progress and to recognise the many challenges ahead.

He clarified the vision enshrined in the five outcomes:
Safe; Healthy; Enjoy and achieve; Economic well being; Positive contribution

Behind the legislation was the recognition that services were failing disadvantaged children, and that through integrated strategies at National/Regional/Local and school levels, a significant positive difference should be seen in children's lives.

The identification of Integrated Strategies, Integrated Processes and front line Integrated Delivery was essential to its success.

Phil Morgan

Charlie Wise, Independent Consultant

Every Child Matters – Adjusting the focus

'Charlie hit the right spot' – a delegate

'He brought everything back to the child' – a delegate

Charlie raised many issues based on ECM agenda with a good mixture of statistics, commentary, analysis and humour. He set out the political context of the educational changes and the possible effects on schools in both the

local and national arenas. The session followed Peter Lauener's opening session very well and was well received by the delegates.

Martin Dean

John Brown, QCA

11 – 19 Developments

'Always good to hear from John' – a delegate
'Challenging – what a lot to do!' – a delegate



John heads up inclusive learning at QCA and as an experienced educational practitioner in special needs and learning disabilities, is well placed to support and guide curriculum development to ensure inclusion for all young people. In taking us through the proposals in the recent White Paper on 11 - 19 curriculum John indicated the implications for the work of QCA and the consequential impact on schools. This included the need for :

- flexibility;
- working in partnerships;
- teaching without a straight jacket of accreditation;

- ensuring relevance;
- an emphasis on personal development;
- a variety of teaching and learning styles with increased emphasis on practical approaches;
- engaging all young people taking on board the ECM agenda.

John emphasised that in working with young people with SEN, we are leading the field and need to share this good practice with colleagues in mainstream settings.

Carol Penney

Chris Davies, Headteacher, Severndale School

Outreach from special schools into mainstream schools

'Very good presentation, hard work shows change can happen.' – a delegate

Comprehensive explanation of how it is possible to drive an outreach service if a headteacher has access to significant funds. The presentation gave a glimpse of how a special school site could be developed to physically bring

together the partnerships required to make the Every Child Matter agenda work.

Glynis James

Tracy Towler, Baytree School

Promoting and Sustaining Inclusion

'Excellent ideas and real passion' – a delegate

Tracy gave a well structured and balanced presentation about the inclusion project which is running at Baytree School, Weston-super-Mare.

She oozed passion and pride about her work and gave the views and perspectives of the SEN pupils, mainstream pupils, parents and teachers involved in the project.

Tracy told us why and how Baytree School has 100% inclusion. We need to :

- be positive;
- be committed;

- recognise the benefits to pupils, staff, parents and society;
- recognise the opportunities for peer assessment and shared teacher assessment.

Tracy's informative and interesting presentation led to much discussion identifying the need to review, reflect on and develop school practice. It was a good opportunity for delegates to hear from a practitioner who shared her personal work and experiences.

Phil Beaumont & Judy Gudgeon

WORKSHOPS

Emma Jordan and Sue Hayden

Language for Learning

'What I have been looking for – brilliant' – a delegate

Sue and Emma gave an overview of their Language for Learning project and the development of its resources and training in Worcestershire and countrywide. Language for Learning was set up in 2000 to address:

- communication issues;
- inclusive practice;
- joint training – education and health;
- sharing good practice.

They see Language for Learning as :

- a collaborative approach – theory into practice through joint training;

- an integral part of the whole curriculum not an 'add on'.

Language for Learning offers:

- courses for TAs and teachers;
- training for trainers;
- Accredited modules – under and post graduate;
- Resources.

Language for Learning is an essential tool in all educational settings and could be a useful outreach resource.

Judy Gudgeon

Carol Penney, Baytree School

Building a new school

'Really enjoyed this' – a delegate

After living through 8 years of lobbying, planning and finally the building of a school on a new site Carol had these key pieces of advice to offer:

- Clarify your vision through collaboration and consultation with all stakeholders.
- Visit a wide range of new builds for ideas of what to do and what not to do.
- Remember any project of this nature is very time consuming, get secondment factors in to initial projected budget.
- Share responsibilities.
- Get a clear picture of the way in which such a project is managed eg electrical and mechanical services contracted out so close liaison with a range of professionals will be necessary.
- Communication – attend all meetings one missed could mean a missed learning opportunity for your pupils if a crucial decision is made without your knowledge – discuss outcomes with colleagues as there may be 'hidden' implications.
- Accessibility survey implications will support meeting sensory needs of children, staff, parents and visitors.
- Security and egress important to plan ahead.



- Larger premises likely to need additional staff for moving around the building particularly if multi-level and have specialist subject rooms.
- You will need an archive room to store records.
- Storage, storage and more storage required!
- Overspend is inevitable – plan for contingencies.
- Moving schools is harder than moving house!
- Prepare children and staff.
- Be prepared for mammoth snagging!!
- Enjoy your new building

In conclusion: It will be worthwhile, as it will provide increased opportunities for your pupils. Stick with it!!

Karen Ryan, Elmwood School

The Opening Minds Competence Curriculum

'Lots to think about as we review our KS3 curriculum' – a delegate

Karen shared, with confidence, the Opening Minds Competence Curriculum which has been developed by the Royal Society of Arts. She is currently using the curriculum with a group of Y7 pupils in her own special school and a group from the neighbouring high school.

There are five competences which are taught through 18 modules, across a range of subjects. She felt the main advantages of this curriculum were:

- shared planning;
- increased opportunities for assessment;
- increased 'on task' behaviour;
- less movement around the school.
- Equipping children with tools to be able to live in the world they inhabit.
- Organising the school day to accommodate the competency curriculum.

- How the competency curriculum works in practice for pupils and teachers.
- Emphasis on the fact that the modules allow for intensive periods of learning.
- Using the curriculum to allow pupils to learn how to learn and that they are in charge of their own learning.
- Using the competency curriculum to the benefit of mainstream and special school pupils – mainstream pupils joining special school class for their mutual benefit.

Karen gave delegates a range of handouts and made her planning folders available for delegates to browse.

Shani Brough & Denise Youngs



George Smith

'A great choice for after dinner speaker' – a delegate

George was well received by the delegates. He recited a number of humorous tales (in both Scottish and French) about his own, not other

people's experiences of multi-agency working and ECM agenda items.

Phil Beaumont

Mike Beard, Director of Therapeutic Services for TheSPACE

So what makes every child tick?

'Super presentation' – a delegate

'Could have listened to him all day' – a delegate

Mike gave us an informative and entertaining talk about how we can all live and work more positively and focus on what we want. Through looking at the issues, not labelling the person, we can have a clearer understanding of the physiological process and how we can provide practical solutions. Children

and young people then own the solutions, are not constantly overwhelmed, therefore able to think more independently and clearly. Through humour, metaphor and story telling Mike began our final day of the conference in great style and left us feeling more knowledgeable and uplifted..

Judy Gudgeon

George Smith, Head of Care, Lindsworth School

Work Collaboratively

'affirmative and inspirational and full of common sense' – a delegate

'Wish I'd stayed up for his after dinner speech now' – a delegate

George gave a strong 'synical', but real message about collaborative working. He told a number of anecdotal, uplifting stories.

Key points:

- Schools really need to attempt to negotiate and employ staff themselves or with their 'working partners'
- People make a difference.

- Deputy Heads are the people on the floor that are already making a difference and have been addressing the ECM agenda in special schools for years.

Conclusion: George succeeded in sending delegates away feeling valued, of worth and that they were doing a great job which many 'others' could learn from, despite the onslaught of relentless change and legislation.

Phil Beaumont

SLD

- What are the issues arising from the five outcomes?
- Who is the lead professional?
 - Who will take the role with a very large remit?
 - Funding – still compartmentalised.
 - Commitment for all agencies.
 - Educating the next generation of parents to follow the ECM agenda.
 - Extended schools agenda has implications for staffing, finance and transport.
 - Young children being at school for long days is not necessarily the best for individuals.
 - What is happening in various areas?
 - Children's Services
 - Organic development in various authorities according to areas needs.
 - Summer playschemes – some have had to be closed because of H & S and insurance implications – others still continue.
 - Healthy Schools – but it educates parents as well as pupils.
 - Agencies working closer together.
 - Joint Annual Reviews and LAC Reviews.
 - Rather than extended schools should be extended services, for SLD students a social life with their peers is important.
 - How wide should the responsibility of schools extend?

Extended school day

- Transport issues
- Do they want to/need to?
- For a special school pupils don't come from the 'local' community. Therefore, it is difficult for parents to get to the school.
- Breakfast clubs eating into teaching time.
- 'Achieve Economic well being' is a major issue for SLD schools.
- Special schools do a lot of this already – resources are an issue.
- Different working protocols eg nurses
- Issue of "lead professional" – very time consuming – training? Should this be a full time job?
- Finance for 'wrap around care'
- Conflict between time taken for ECM and the job of teaching.
- Top down strategy

BESD

- Healthy:
- breakfast clubs
 - snack boxes – break – via alternative funding
 - lunch – healthy options – fresh foods
 - 'Healthy Schools' agenda – changes in pm behaviours
 - Access to water in classrooms – bottles an issue
 - Raise awareness – visiting speakers
 - praise for positive choices
 - Tuck shops – most offering healthy options
 - KS4 – independent living – buying/preparation of food
 - Use of 'school council'
 - Aids students on medication
 - Health week – PSHCE
 - Social/community aspect
 - Smoking still issue in BESD – "managed" parental involvement/ smoking cessation
 - Drugs remain a concern for some
 - CAMHS – BESD have more complex mental health needs than previously – schools unable to make 'ECM' without more specialist support/access

SENSORY / PHYSICAL

To work together in school

- One pot of money
- Same ethos
- Team orientation/collaboration
- Exploring and agreeing
- Work practice assumptions
- Education – Therapy – care
- Learn from schools that are doing this to impact the 'big picture' of Children's Services



MLD / COMPLEX

- Lack of other professionals.
- Lack of continuity/instability
- Lines of communication
- Lead person clearly identified – expectation it will be teacher
- Training • Time
- Shared understanding
- Professional conflict
- Conflict of initiatives – ECM/Workforce Reform
- Funding • Concerns over CAF
- Curriculum • Good practice
- Tracking LAC • Outreach work
- Healthy Schools Award
- Connexions work better
- 14 – 19 Learning Pathways
- Home/School Officer – room + non-class based (care background)
- More creative curriculum
- Improving links with other agencies
- Pupils voice

AUTISM

- Charlie has hit the nail.
- Trying to reduce groups/interests etc creates uproar.
 - Confidentiality – Generally education recognises the need to share in interest of child – not so in other services – **impact on be healthy, stay safe.**
 - Parental wishes re: some diet/medication 'facts' – **healthy/safe.**
 - Want to do something for every individual but not at expense of every other individual.
 - Working for individual pupils – targets for whole school – **enjoy and achieve.**
 - Residential schools deal with great number of LEAs everyone has different forms, assessments etc. – one standard would be great.
 - While working for individual pupil organisation has to start at the top.
 - **Special Schools already work to principles of ECM need to embed structures etc. Crossing to other services.**
 - Within any organisation individuals care and are helpful.
 - Special schools measure individual progress – a focus not always achieving against national standards. We work hard to stretch our pupils: need to focus our curriculum on need – social/ personal develop etc and not national curriculum. Good practice funding and backing of local community to support work experience etc. **Enjoy and achieve, make a positive contribution.**
 - **Achieve economic well being** – difficult as so dependent.
 - Residential/school provision working move closely – 24 hr curriculum. Overlapping working hours. Weekend working by teachers to learn care issues.
 - Local partnerships developing – sharing resources , outreach, dual placements. Home/school liaison worker.

PHASE GROUPS - OUTREACH

Collated from group discussions led by Carol Penney and Phil Morgan

Gloucestershire -
Inclusive Opportunities -
Beacon funded - Sure Start -
LEA to assume financial responsibility -
Total Communication Project -
training offered to staff, working with
SEN pupils.

Links with Colleges.
HE in ITT Techniques used in special
Schools.

Leading Edge Project - support literacy,
Science, MFL, Maths - create resource for
use in mainstream eg PowerPoint version
of books.

Establishment of Learning Support
Centre to provide:

- training
- research
- advice
- additional funding to schools
for providing it

Movement of staff from special to
mainstream



Mainstream pupils accessing special
provision and resources.

Movement of groups from special to
mainstream to access provision and
specialist subject expertise.
Training 1:1 support workers.

Early bird + training for parents.

NNEB – renamed autism support worker.

Building links with ITT colleges.

Team Teach into mainstream.

INREACH – Parents in school,
mainstream teachers work shadow.

Disseminating information strategies and
support.

INREACH better than OUTREACH

Revolving door – reciprocal
arrangements.

School menu (special). What is on offer?

Challenge special school stereotype.

'Administrative support matters for every child'

'I am very impressed. This is my first conference. I plan to come again – fiancé and headteacher permitting' – a delegate

'Well worth the time and effort' – a delegate

'Superb, I am so pleased I came and even more sorry I missed last year.' – a delegate

THE SPEAKERS**Graeme Hornsby, Implementation Review Unit**

Update on policy issues and workload for schools

'It is really good to know there are people out there fighting on our behalf' – a delegate

Graeme spoke with humour, professionalism and a degree of self deprecation to allow the audience to warm to him and identify with the subject matter. He came across as supportive, knowledgeable and "one of us". His opinions were strong but valid and the content was easily understood, digestible and

relevant. There was recognition of the positives achieved through IRU and the work still to be done.

Wholly enjoyable and informative!

Amanda Eaton

**Ray Moorcroft, NCSL**

The changing context of school business management

'Very stimulating talk – loads of food for thought' – a delegate

Ray gave delegates his views on how their 'new' profession should be developed. He described the attributes of a true profession and the progress so far in establishing one for school business managers. He further described the role to date as an 'area of ambiguity, opposition, uncertainty and excitement.' There is now both a certificate and diploma in school business management, the next step will be an honours degree. He went on to

describe the aims of the bursar development programme and urged delegates to be actively involved, as it is their future.

Ray's very informative session was followed by a series of workshops.

Issy Johnson

Elizabeth Roberts, North Somerset Council

Finding Funding

'Very well presented and thought provoking' – a delegate

Excellent understanding of external funding, including Gift Aid, Companies, Donations, Sponsorship, Capital, Company Tax. It was a good, straightforward presentation. Very informative content with

ideas of ways of access to grants. Many handy tips on "what to do" and "what not to do" when applying for funding. Very useful indeed.

Karen Hammett & Issy Johnson

Pam Salisbury, North Somerset Council

Managing a critical incident in your school.

'Fantastic, the wake up we all need' – a delegate

Educational Psychologist will offer support to schools to manage a situation, as there are immense psychological issues.
This was an excellent session with support from Pam at all stages of the

"incident". Very thought provoking and brought up lots of issues. The group felt that managing a critical incident was a very worthwhile exercise!

Janet Hartley

Rob Jones, Independent Consultant

Health and Safety matters

'Never laughed so much over health and safety, thanks' – a delegate

Rob provided a comprehensive review of the complexities of Health and Safety.

He:

- Outlined the importance of having a policy statement.
- Clarified the purpose of the Safety Policy.
- Identified the legal framework and responsibilities.

- Referred to the Health and Safety At Work Act.
- Highlighted the responsibility of employers, employees, governors.
- Safety issues were clarified and reinforced by the use of relevant case studies.
- SAFETY IS EVERYBODY'S RESPONSIBILITY

Phil Morgan

Harry Dicks, Headteacher, Burton Hill School

Risk assessments for off-site visits and activities.

'Useful checklist and ideas to take back to school' – a delegate

Well planned and systematically presented session – a fairly arid topic. Good interaction with group members from varied backgrounds. Positive response from group members at the end of a 'long' day. 4 group members from non-maintained section.

Described as a 'valuable source of reference session' – operational management.

Paul Holland



Ruth Walker, Capita Education

Making the most of SIMS.net

'Excellent information' – a delegate

'Taught me a lot' – a delegate

Ruth led a very informative workshop on the many ways in which SIMS.net can be used in schools. She demonstrated the capacity of the program to record and report on a wide variety of data, particularly with regard to SEN, Behaviour Management and Assessment. Delegates were able to ask a

number of questions and access some excellent tips and ideas on how SIMS.net can be used to share information, streamline data collection and reduce workload. Schools had a wide variety of experiences with SIMS.net and everyone found something really useful to take back to school.

Anne Davis

Elaine Taylor, Devon County Council

Maximising Attendance

'I found the subject very interesting and informative' – a delegate

Elaine gave a presentation on maximising staff attendance. She gave us background on how she was training managers in managing sickness in Devon County Council as it has a huge cost implication.

She gave an overview of the legislation regarding the health and safety regulations, and the Disability Act. She gave a couple of examples of cases that had been taken to court.

She gave an overview of what an absence policy should include, and gave

guidelines of how a return to work interview should be conducted. She stated what the main reasons were for work absence and spoke about a risk assessment being carried out. She gave some examples of how stress could be reduced in the work place and strategies which could be put into place ie part-time working etc. She stressed that OHS would recommend courses of action.

Elaine allowed time at the end to answer questions and obviously had an in-depth knowledge of the law and matters relating to work absence.

Carolynne Smyth

Gary Skyner

If you believe it you can achieve it

'Absolutely fantastic end to the conference' – a delegate

Gary delivered an emotional and inspirational presentation that challenged and reinforced our thinking as professionals supporting pupils with a range of SEN. His acceptance of his own disability and strength of personality to see his difficulties as challenges rather than problems is to be admired. It gives a strong, key message for us to translate to the pupils and families that we

support. He inspired and delivered the “can do” message and provided his audience with confidence to return to their schools with a determination to empower their pupils to achieve their maximum potential and goals, whatever they may be.

Hilary Green



What impact has PPA made on your school and have you developed any systems/procedures to meet with the demand?

GROUP 1

Challenges
 Attitude of teaching staff.
 Increase/change admin staff workload
 Funding.
 Key points
 Not such an issue in special schools.
 Role more recognised - SMT member.
 Increased professionalism of role.

GROUP 4

Positives
 Has helped raise self-esteem of support staff.
 Career path for non-teaching staff.
 More thought put into appropriate delegation of tasks.
 Negatives
 Finding space for PPA (increase of teachers in admin area disruptive!)
 Teachers interrupting admin 'quality' work time, demanding instant answers.

GROUP 2

More complex pay structure.
 Learning/specialist resources come under admin.
 Recruitment.
 Line management.
 Budget management.

GROUP 5

Challenging status quo and perceptions.
 Allocation of admin tasks for each key stage to one of admin team.
 Cover supervisors and casual TA support.
 Use of older students for some tasks.
 HLTAs
 Inclusion within leadership team/SMT
 Part time teachers, additional hours.
 Use of non-teaching staff eg Bursar, RCWs
 Recognition of ability/professionalism.
 Recruitment of new admin staff.
 Respect for all staff and their role – work life balance for all!

GROUP 3

More work for admin.
 Designated support staff for certain areas.
 Financial implications.
 Recruitment of staff at different levels.
 Grading and money concerns.
 Managing performance.

GROUP 6

Positives
 Well-planned – additional admin support – opportunity/jobs in admin – cost ?
 Minimal impact on admin staff – staff already doing the jobs.
 Teachers more proactive and available to discuss issues.
 More responsibility for TAs – increases staff effectiveness – HLTAs positive – benefits whole school.
 Negatives
 Increase staffing = additional paperwork – and personnel issues.
 Flexibility and goodwill of teaching staff relied upon.



**An opportunity to bring job roles and seek coherence, with a view to feeding back to NCSL.
Share sample job descriptions to review the additional roles that have been created in order to meet the new requirements**

GROUP 1

Job descriptions – variety
Training issues.
Time management
Performance management
Flexibility of job descriptions
Career path

GROUP 4

All non-teaching responsibilities in one pot
(of one or more people)
Less 50% of group on SMT/SLT.
Job evaluation – some autonomy –
radical differences
Reward and recognition of development
Extra ordinary additional tasks
The other rewards!

**GROUP 2**

There is still a lot of work to be done! -
various job titles
`Bursar` role developed to take on tasks,
previously with teachers (admin assisting doing
role of bursar!)
Various staff turnover - depends on pupil basis
(EBD stressful/cultural)
Effective inclusion - policy of LA has impact on
school/budget.
Appropriate job titles and descriptions -
variations in group (variations between counties).
Unrecognised absorption of additional tasks.
Overtime/thank you!
SMT/SLT recognition of `bursars` drive to raise
income – incentives (wedding functions on
premises)
Job titles/description do not reflect the real role
– dissatisfaction with salaries
Educate teaching staff about the immense
possibilities of the role, the children, CPD
Teacher governors

GROUP 5

Generic base job descriptions with each title and
then tailored to each individual school.
Schools – should there be separate
finance/personnel staff?
“Letting go” of specific duties and training others
to do these roles.
Actual hours/paid weeks worked – variance
Implications for “Extended Schools”

GROUP 3

Various job titles - admin officer most common.
Workforce remodelling has brought about
changes.
Taking on assistants brings its own problems
eg training, delegation etc.
Use strengths of assistants to share work out
to get the best.
Recruitment matters - tests, personality.
Communication.
Fundraising, H & S, ICT. Day to day management
of staff, site staff etc.
Increased respect from teachers and HT.
Building blocks of teaching

GROUP 6

NCSL feedback
Tutors vary in strength
Course relevant to schools
Educate heads to appreciate the qualification
Acceptance by other staff
Appraisals.
Job descriptions
Quality management legislation
Respect roles - Head - cleaner.
Teamwork and communication
Role and responsibility increased/changed
over the years
New staff bring new ideas.

CONFERENCES FOR 2007

We are delighted to announce that we have secured the Grand Hotel for the next 9 conferences, that is until 2009. We are sure members will be happy to attend in such pleasant surroundings. It also means that we can keep our costs and your fees to a minimum. In order to achieve this the Bursars' conference has moved to a date in October.

Planning is now well advanced for the Heads' and Deputies'.

Headteachers' Conference: Monday 29th January to Wednesday 31st January 2007 SEN: The Big Picture

Among the speakers already booked we are delighted to have the services of Anne Haywood, of whom many of you will have heard, Sue Palmer, who has written extensively about the 'Toxic Child', two very senior education officers, Geoff Hogg and Liz Nicholson, who will be leading a debate on 'What does Children's Services mean to you?' and a wonderful inspirational speaker, Norman Croucher, who, among other exploits, has climbed Everest despite having no legs!

With Dorothy Hadleigh's help, from the SW Regional Partnership, we hope to have the services of a barrister, as the session this year was so successful. We are also trying to encourage a government minister to talk to us but this seems to be a vain hope, despite the recent House of Commons Select Committee report on SEN.

Deputy Heads' Conference: Monday 26th to Wednesday 28th March 2007 Achievement Matters

The conference will open with a welcome return of John Brown from QCA. There will also be input from ASDAN, Equals, AQA and WJEC. Among other speakers invited will be Mike Beard, Penny Krucker and Anne Haywood. For your entertainment negotiations are underway with the Mayfield School Band and Drum Crazy. More details later.

Bursars' and School Administrators' Conference (this may change to School Business Managers') : Monday 8th to Wednesday 10th October 2007 at the Grand Hotel, Torquay (note change of venue)

An early title is 'The Team Works'

Among speakers being considered are, John Jones from Reading University, Ray Moorcroft of NCSL, John Barnard from Devon CC, a representative from the National Bursars Association. Topics to be covered will include handling appraisal, managing workload and three - year fixed budgets.

As the conference is over a year away planning is in the very early stages. If you have any ideas, now is the time to tell us. Keep an eye on the SWALSS website at www.swalss.org.uk for up to date information.



SWALSS



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These are the contact details of the committee members. Please feel free to contact them at any time. We are always open to ideas, comments and yes, even criticisms: