LMBL-DIT

Top Tips to support Whole School Setting Readiness

LIVING MY BEST LIFE

Guidance on different ways to approach 'Whole School Setting Readiness' based on your capacity, structure, staffing levels and setting type

Example 1:

- ❖ SENCos complete whole school/setting readiness for each domain.
- ❖ SLT, HT, Teachers & Teaching assistants complete the setting readiness section separately
- ❖ A joint meeting is held where staff are invited to reflect upon their answers and any supporting rationale (this can be done in in departments/ year groups etc)
- ❖ Disparities are discussed and a consensus reached (including on levels of confidence to provide strategies/interventions)

Example 2:

- ❖ SENCos/HT complete whole school/setting readiness for each domain.
- ❖ SLT, Teachers & Teaching assistants complete the setting readiness section separately and return their ratings to the SENCo
- ❖ The SENCo identifies any areas of disparity with particular staff and 1.) discusses this within a small group meeting or 2.) analyses the range of findings
- ❖ A consensus is then reached (including on levels of confidence to provide strategies/interventions) and the setting readiness scores updated

All examples, next steps :

- ➢ The agreed setting readiness is then compared by the SENCo/HT against the school/settings profile of CYP needs and any disparities / gaps in provisions identified.
- ➢ The SENCo can then identify three top interventions and decide on how to improve through training, modelling, peer collaboration etc.
- ➢ Short- and long-term SEN development and workforce training plans can be updated
- ➢ Add LMBL-DIT onto your standard staff meeting agendas so that implementation and feedback can be addressed.

LMBL-DIT

Top Tips to support Whole School Setting Readiness

Guidance on different ways to approach 'Whole School Setting Readiness' based on your capacity, structure, staffing levels and setting type

LIVING MY BEST LIFE

Example 3:

❖ SENCos/HT complete whole school/setting readiness for each domain and identify a representative sample of teaching staff to test this with (i.e. a representative TA, Head of department, MH Lead).

❖ The sample group complete a Setting Readiness section on behalf of the wider group they are representing.

❖ A joint meeting is held (with all representatives or those that highlighted a disparity in scores) where staff reflect upon their answers and any supporting rationale

❖ Disparities are discussed and a consensus reached

Example 4:

❖ SENCos/HT/SEN leads complete the whole school/setting readiness for each domain.

❖ Agree a timetable for testing with Teachers/TAs/SLT (over a period of 1 month to ensure focus and momentum)

❖ Use your insight and knowledge to test first with staff that you feel may be less confident or knowledgeable in the delivery of SEN provision/ strategies/ interventions

❖ As Setting Readiness ratings are tested with other staff, ensure any changes in setting readiness and made and that these are fed-back so templates can be amended, and any support required provided.

All examples, next steps :

➢ The agreed setting readiness is then compared by the SENCo/HT against the school/settings profile of CYP needs and any disparities / gaps in provisions identified.

➢ The SENCo can then identify three top interventions and decide on how to improve through training, modelling, peer collaboration etc.

➢ Short- and long-term SEN development and workforce training plans can be updated

➢ Add LMBL-DIT onto your standard staff meeting agendas so that implementation and feedback can be addressed.

Top Tips to support Whole School Setting Readiness

Guidance on different ways to approach 'Whole School Setting Readiness' based on your capacity, structure, staffing levels and setting type

Top Tips and Tricks:

- ❖ Reflect upon your current capacity and what model best works for your setting- remember this is a starting point in a journey and your setting readiness ratings can be updated as you go.
- ❖ Are there staff meetings that you already have booked in that a section can be repurposed for LMBL-DIT Setting Readiness discussion?
- ❖ What insight do you have into confidence / provision levels in your school to help you focus on areas / teachers that may need the most support?
- ❖ Please ask for a 1:1 session with Derby's LMBL-DIT Champions for detailed planning on what approach you can use and the steps you can take to implement it

Key Questions to keep in mind when completing Setting Readiness

- ❖ What can be done within my setting, to better prepare ourselves to meet needs?
- ❖ What needs to change in the short term to better enable our CYPs to access education and work towards a fulfilling adult life?
- ❖ What strategies and interventions are working well? How can we build on these?
- ❖ How can the resources I have be used differently to better meet needs?
- ❖ How can our staff be supported to build their confidence, knowledge and understanding of SUN provision and delivery?