COLLABORATIVE LEARNING FOR SEN: THE PROCESS

**SET UP YOUR PRIORITY AREA(S) FOR IMPROVEMENTS IN SEN**
- Identify which of the priority areas require addressing through planned professional development opportunities for staff.
- Agree priority areas with SLT to ensure a collaborative approach.

**EVIDENCE:**
- Quantitative: e.g. RAISEONLINE, FFT, SCHOOLS OWN TRACKING
- Qualitative: e.g. OBSERVATION, WORK SCRUTINY, QUESTIONNAIRES, INTERVIEWS

**USING STAFF TO SUPPORT EACH OTHER**
- Are there members of staff/departments that have recognised strengths in the identified areas?
- Consider using them in a collaborative learning approach to support and develop the practice of others.
- If yes, decide which model(s) of CPD would be the best approach to use in order to achieve the planned outcomes. Which approach would ensure new learning can be well embedded?
- If no, consider who you can collaborate with to keep the momentum needed and to ensure it remains a high profile endeavour.

**RESOURCES AND TIMESCALES**
- How much time needs to be given to this professional development activity?
- What other resources will be required?
- How much will this cost?

**IMPLEMENT THE PLAN AND KEEP IT ON TRACK**
- How will you keep this plan on track?
  - Example: Offer support for problem solving when challenges arise.
  - Identify any barriers to achieving the desired improvements and bring them to the attention of SLT where necessary.
  - Recognise where it might be necessary to make adjustments to the plan.
  - Identify who you can collaborate with to keep the momentum needed and to ensure it remains a high profile endeavour.
  - Keep reflecting on the ongoing support you may need to lead on this area of improvement.

**OUTCOMES AND SUCCESS CRITERIA**
- Make sure you are very clear what improvements in outcomes for pupils with SEN you are looking for.
- How will you know if you have achieved them?

**THE BUY-IN!**
- Which member(s) of staff does this area for improvement apply to?
- Ensure that all staff involved understand the need for improved practice in the area identified.
- Highlight the benefits this will bring to the pupils, the staff and the school.

**EVALUATION OF IMPACT**
- With identified key staff, measure the extent to which the outcomes you have planned for have been met:
  - Use the impact measures agreed in Step 3.
  - Reflect on what worked well in order to contribute to future school improvement planning.
  - Reflect on the challenges experienced and what can be learnt from this.
  - Share outcomes across the school community.

**WHAT’S NEXT?**
- Review your school SEN self-evaluation judgement.
- What are the next priority areas for SEN-focused professional development? Discuss with SLT.
- Have there been any incidental benefits that can be taken advantage of?
- What impact has the cpd process had on the SENCO?