

Support from other stakeholders

A stakeholder in education is someone who has an interest in the success and welfare of the school and its pupils. Stakeholders include those who work in the school (e.g. teachers, support staff, governors and specialist services) and those outside (e.g. parents and doctors). The inclusion of stakeholders in the support network around a pupil can play a major part in the successful outcomes experienced by that pupil. The information, advice, and specialist guidance that some stakeholders can provide can change the entire nature of the support and provision given to a pupil.

However, it is often forgotten that the pupil is the most important stakeholder. Their voice matters too, and they should be encouraged to share which approaches they feel are working. It is essential to gather the views of the pupil and their family if the graduated approach is to work effectively. It will help to build a more holistic picture of the pupil so that you become more aware of the needs of the individual across different contexts.

Hear from Kelly Challis from the Driver Youth Trust, as she explains how engaging with stakeholders can make a huge difference in your ability to support a pupil with SEND. You can record your notes in the [notes tab](#) (or your own notebook).



Direct link: [The importance of working with stakeholders- Kelly Challis, Driver Youth Trust](#)

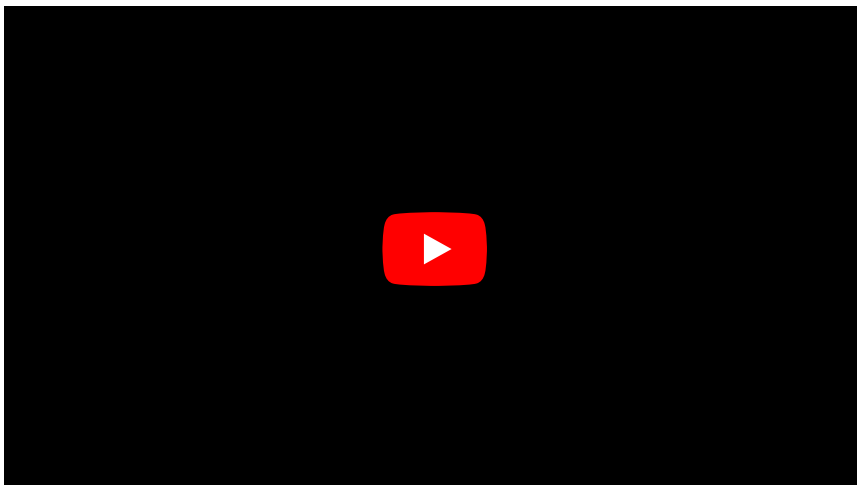
Transcript: [The importance of working with stakeholders - Kelly Challis, Driver Youth Trust](#)

Below are videos that share guidance and advice from key stakeholders. Each stakeholder explains why they feel it is essential to be included in the pupil's support network. They each share their personal experiences and key learnings of what they feel makes a good stakeholder relationship.

Play **one** video that you feel most aligns with your developmental needs. You may wish to view more than one if time permits.

SENCo

SENCo Jenny Matthews explains why she feels communication is key in her role.



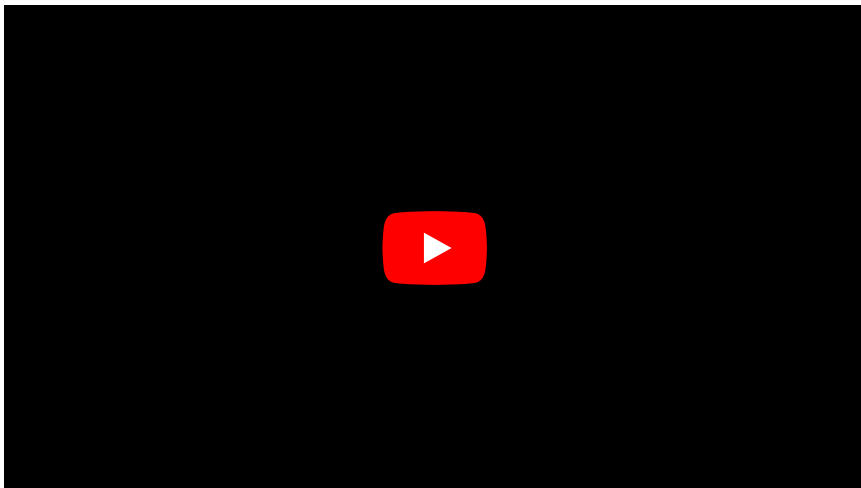
Direct Link: [Working with stakeholders - Jennie Matthews](#)

Transcript: [Working with Stakeholders - Jennie Matthews](#)

[\(this link opens in a new window/tab\)](#)

Parent view

Parent Liane Bunn talks about the challenges her family faced when transitioning her son from nursery to primary school.

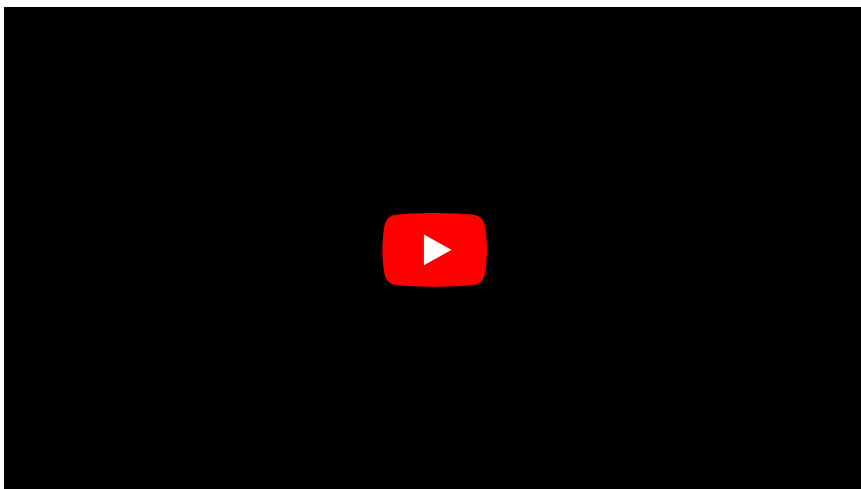


Direct link: [Parent view - Liane Bunn](#)

Transcript: [Working with Stakeholders - Parent view - Lianne Bunn](#)

Pupil voice

Former teacher and now teacher educator Henry Morgan shares why he thinks pupil voice is key.



Direct Link: [Pupil voice - Henry Morgan](#)

Transcript: [Pupil voice - Henry Morgan](#)

[\(this link opens in a new window/tab\)](#)

Clear communication is a common theme that runs through all the stories shared above. Whether this is between the parents, the pupil or the educational specialist, good communication is a key feature of successful stakeholder relationships and ultimately the success of the pupil.



Over to you!

Consider the following questions and record your responses in the [notes tab](#) (or your own notebook):

- Who could you communicate with within your school about pupils with SEN?
- What transition points within school and between schools can you identify where communication might be especially important?
- How could you include the pupil's and the parent or carer's views in planning strategies for learning?