

The importance of working with stakeholders

By Kelly Challis

The adaptations you make to your everyday class teaching can have a great impact on the progress of the pupil. For example:

- ensuring key vocabulary is pre-taught can help ensure that learners are better prepared when they come across it in lessons
- Or providing scaffolding for the learner during tasks can mean that they don't experience the fear of the blank page but have support to start their response

When adaptive teaching does not have the desired impact, suitable interventions should be set up. Interventions need to be effective and evidence based, and progress must be tracked and shared. In some instances, additional assessments may be needed and carried out by the SENCo or potentially other educational professionals. This assessment data needs to be clearly understood and shared with all appropriate stakeholders so next steps can be planned.

A stakeholder in education is someone who has an interest in the success and welfare of a school and its pupils. This includes those who work in and outside the school, for example teachers, support staff, parents, governors and specialist services. Each of these people have an important role to play in supporting the pupil to make progress towards their individual goals. These goals may vary greatly, from being able to access elements of the curriculum, to feeling comfortable and safe in the classroom setting. However, it is often forgotten that the young person with SEND is also an important stakeholder and their thoughts and feeling should be listened to and included in any plans. Pupil profiles can be useful in giving a learner the opportunity to make their voice heard. This can help school staff build relationships with them and understand things from their perspective. This information can also inform planning, classroom layout, timetabling and supports in order to enable learners to participate in all aspects of classroom learning.

A graduated approach will help you to monitor the impact of stakeholder support on the development of the pupil. At each step of the way along the assess, plan, do, review cycle, consideration needs to be made as to which stakeholder needs what information, how it will be gathered, and how and when this information must be shared. There needs to be clear processes in place for when to work with specialists, both those within the school and externally.

Most importantly the learner and their family need to be at the centre of the whole process. It is essential to gather their views if the graduated approach is to work effectively. Involving the pupil and their family can help build a more holistic picture of the pupil so that you become more aware of the individual in different contexts. This insight can then become invaluable for working out what can work with the pupil.



High quality teaching, a graduated approach for SEND, and clear communication channels will ensure schools are on the way to effectively meeting the needs of all their learners. However, if **all** stakeholders work together and communicate clearly, there will be even a greater impact on young people with SEND, which will support them to achieve better outcomes and realise their true potential.