

Continuous Professional Learning and Development

Leadership reflection prompts

- How do we know what staff need to learn next to strengthen inclusive practice?
- Is SEND-focused professional development planned for all staff, not only the SENCo or support staff?
- How is CPD linked to the needs of children, families and the local community?
- How are Early Career Teachers and new staff supported to understand SEND and inclusion?
- How do staff contribute to identifying their own development needs?
- How do leaders evaluate whether CPD changes practice?
- How does professional learning support staff confidence and wellbeing?
- How do we draw on local authority services, external partners, SENCO networks and specialist expertise?
- How do we communicate key CPD priorities to families where this would build shared understanding?

What you might notice in practice

- Staff understand how their role contributes to children feeling safe, included and able to learn.
- SEND and inclusion are part of induction for new staff.
- CPD is linked to real children, real barriers and everyday classroom practice.
- Staff have opportunities to discuss, practise, reflect and revisit learning.
- Training is followed up through coaching, modelling, peer support or review.
- Staff feel able to ask for help and share what is working.
- Leaders evaluate whether professional learning has improved practice.
- Staff wellbeing is considered when planning expectations and development.



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Voices to listen to

Ask children and young people:

- Do adults understand what helps you?
- What do adults do that helps you feel included?

Ask families:

- Do staff seem to understand your child's needs?
- Are staff confident in using agreed strategies?
- Do you know how the school is developing its SEND practice?
- Are there areas where you feel staff need greater understanding?

Ask staff:

- What helps us feel confident supporting diverse needs?
- What training has made the biggest difference to practice?
- Where do we need further development?
- How do we prefer to learn and reflect together?
- What would help us feel more supported?

Useful leadership activities

- Use staff feedback to identify SEND and inclusion CPD priorities.
- Review induction materials for Early Career Teachers, new staff, supply staff and support staff.
- Use a staff meeting to reflect on how recent CPD has influenced practice.
- Map CPD priorities against the needs of the current cohort.
- Use learning walks or coaching conversations to explore whether training is visible in practice.
- Discuss with governors how leaders know CPD is improving inclusion.

Possible next steps

Leaders may want to identify:

- one CPD strength that is improving practice;
- one area where staff confidence could grow;
- one way to make professional learning more practical and sustained;
- one way to evaluate the impact of CPD on children's experience.