

# TRAINING NEEDS IN THE FURTHER EDUCATION SECTOR: SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

**A report of survey findings on the training needs of people working in the Further Education sector who have responsibilities for learners with Special Educational Needs and Disabilities**

BMG RESEARCH



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# KEY POINTS

## Introduction

A major survey of training needs in the FE sector (reported elsewhere<sup>1</sup>) allows this subsidiary report on the training needs of FE sector staff for whom responsibilities for learners with Special Educational Needs and Disabilities (SEND) form a major or minor part of their job role. This focussed analysis shows:

## Characteristics of FE sector staff with SEND responsibilities

- Around 16% of FE sector staff have major SEND responsibilities whilst a further 40% have minor SEND responsibilities.
- A high proportion of those with major SEND responsibilities work in colleges.
- The highest *numbers* of those with major SEND responsibilities work as managers or teachers but teaching and learning assistants are the staff group containing the highest *proportion* of staff with SEND responsibilities.
- Higher proportions of FE staff who are from a *Black* ethnic group and/or who are *female* and/or who *work part-time* have major SEND responsibilities.
- Staff with SEND responsibilities are more likely to teach learners directly than are FE staff in general.

## Current training of SEND staff

- A slightly higher proportion of staff with SEND responsibilities had participated in training in the last year than had those without SEND responsibilities.
- A particularly high proportion of staff with a major SEND role had studied towards a level 7 qualification (such as post-graduate diplomas and certificates).
- For 60% of staff with any level of SEND responsibility (and for around 8 out of 10 staff with a major SEND responsibility), at least some of the training they received was SEND-related.
- Learner-facing support staff (such as teaching and learning assistants) were particularly likely to have received SEND-related training.
- Those staff with SEND responsibilities were more likely to have received mandatory training (related to Prevent, safeguarding, and equality and diversity) than staff without SEND responsibilities.
- Those with SEND responsibilities were, on average, likely to have undertaken more hours of training than those without these responsibilities.

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<sup>1</sup> Training needs in the Further Education sector, BMG Research for ETF, April 2018

- *Managers* with SEND responsibilities were more likely both to say that they initiated their own training and to say that their employer paid for it than were *other types of staff* with SEND responsibilities.
- Whilst, as above, staff with SEND responsibilities were a little more likely to train and to train for more hours, they were also a little more negative about the volume, value, and quality of training they received.
- Senior managers with SEND responsibilities were noticeably more positive about their training than other staff with SEND responsibilities.

## Future training needs

- Higher proportions of staff with SEND responsibilities than of staff without those responsibilities said they would value new training.
- Those staff with major SEND responsibilities were particularly likely to say that they would value further SEND-related training.
- This was particularly the case for learner-facing support staff.
- Overall, as in the recent past, there was particular demand from those with major SEND responsibilities for level 7 training.
- Broadly, however, the demand for different levels of qualifications from staff with SEND responsibilities was matched to job roles, such that those in management and teaching roles were more interested in academic qualifications at level 7 and above whilst those in learner support roles were more interested in academic qualifications at level 4 and below and in acquiring teaching-related qualifications.
- The modes of training which those with SEND responsibilities would prefer include short training courses, online and distance learning, and attendance at conferences and workshops as well as the longer courses which would lead to formal qualifications.
- Those with SEND responsibilities were a little more likely than those without these responsibilities to say that they expected to undertake new training in the year ahead.
- However, they were also more likely to see funding and time barriers to undertaking training.
- Those staff with major SEND responsibilities were more negative about the environment for training in their organisations than were other staff.

# CHAPTER 1: INTRODUCTION

## Purpose of the report

A substantial survey-based research study undertaken on behalf of the Education and Training Foundation (ETF) has examined the training needs of managers and staff of the post-16 Further Education (FE) sector in England. This study involved 481 structured telephone interviews and 50 in-depth interviews with training providers, and an online survey of 2366 individuals working in the FE sector. The study has been reported elsewhere.<sup>2</sup>

However, as well as examining the training needs of the FE sector workforce in general, the research also allows a particular examination of the training needs of those managers and staff whose roles involve some level of responsibility for learners with Special Educational Needs and Disabilities (SEND). The results of this examination are set out in this report.

## Characteristics of FE sector staff with SEND responsibilities

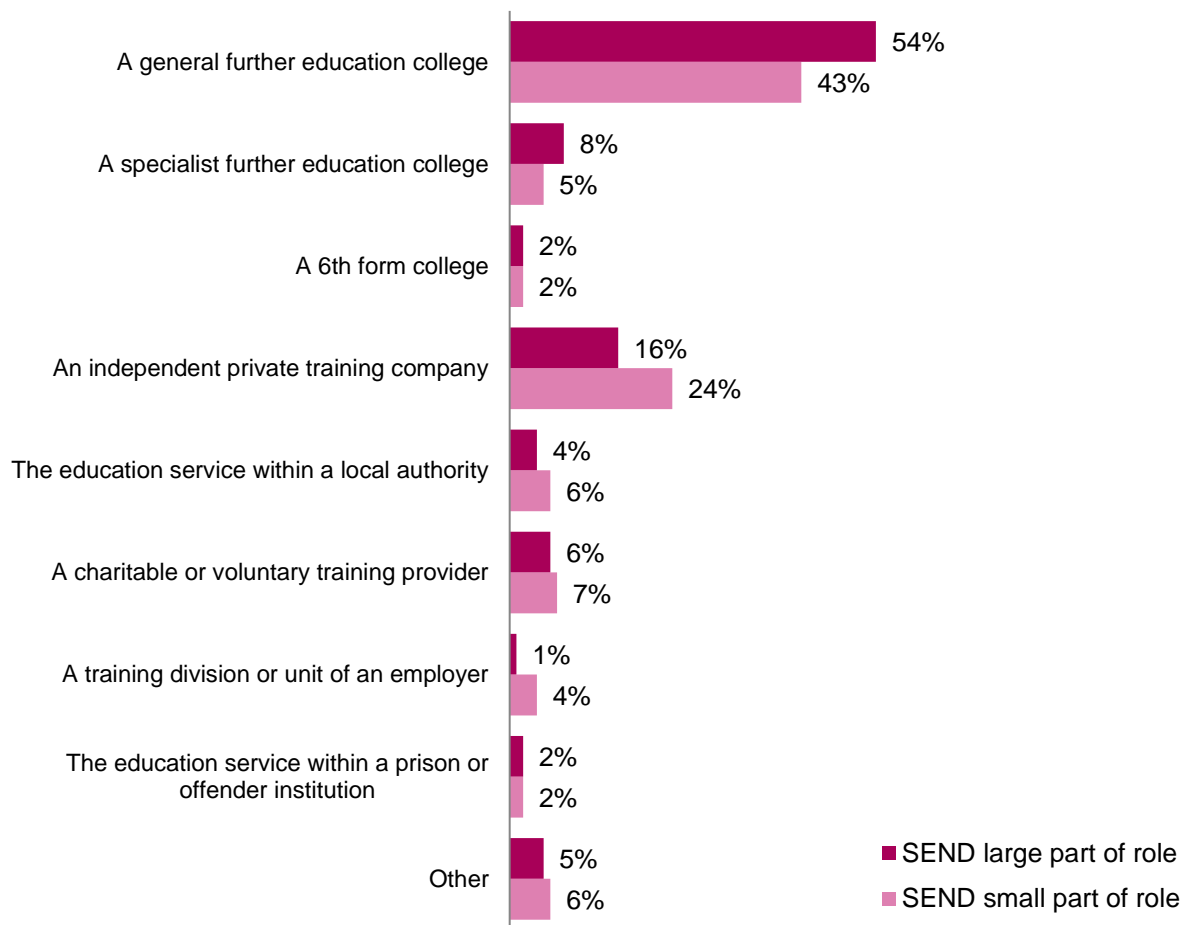
In the event, the survey identified 372 individuals (16% of the total sample of 2366 individuals) as being in roles **wholly or substantially** concerned with SEND, 953 individuals (40% of the total sample) for whom SEND responsibilities were a **small part** of their role, and 1015 individuals (the remaining 44% of the total sample) who had **no** SEND responsibilities.

Two-thirds (64%) of those whose roles were wholly or substantially concerned with SEND responsibilities – ‘major SEND staff’ – worked in general or specialist FE Colleges or Sixth Form Colleges, the remainder being spread across a range of other types of provider. A lower proportion, 50% of those for whom SEND responsibilities were a small part of their job – ‘minor SEND staff’ – worked in Colleges (see Figure 1).

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<sup>2</sup> Training needs in the Further Education sector, BMG Research for ETF, April 2018

**Figure 1: Location of employment of major and minor SEND staff**

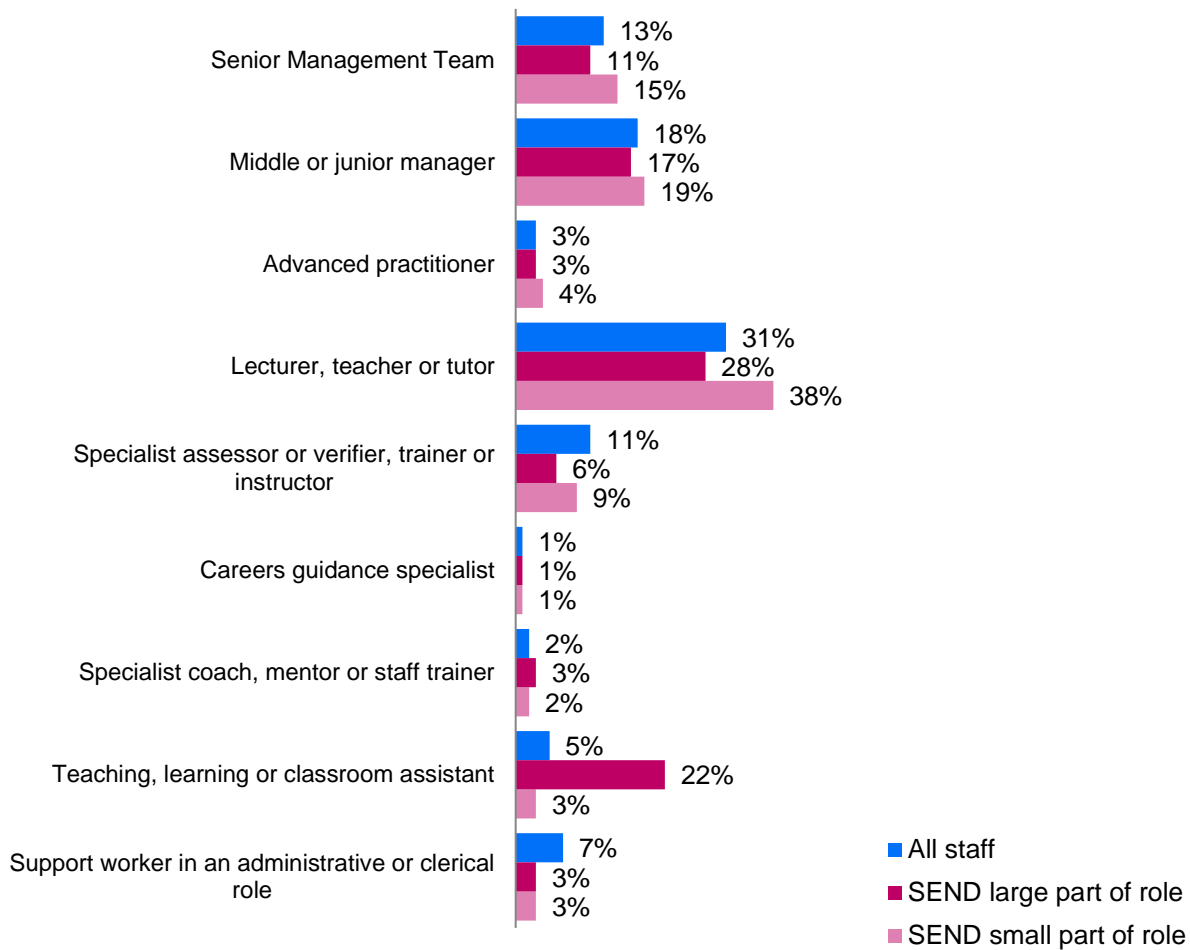


Sample base: SEND large part of role (368), SEND small part of role (963)

Q1c. And which of these would you consider to be your main employer?

In terms of their job roles, most people with SEND responsibilities work in the most numerous occupational groups in the sector – as managers and teachers – but in relation to their proportion of staff in the sector, major SEND responsibilities are considerably over-represented amongst teaching, learning and classroom assistants (see Figure 2).

**Figure 2: Proportions of FE sector employees by occupation and by SEND responsibility**



Sample base: All (2339), SEND large part of role (368), SEND small part of role (963)

Q2. Which of the following best describes your role at your main employer?

For those people working in the sector in a particular subject or curriculum area, there was a stronger likelihood of their having a major SEND responsibility if they worked in English (20% compared with an all-staff average of 16%), Maths (20%), and Preparation for Life and Work (31%).

A number of other characteristics of those with SEND responsibilities can also be discerned.

Firstly, those with either major or minor SEND responsibilities do **not** differ from the generality of staff in respect of a range of characteristics:

- Whether or not they have a teaching qualification at level 5 or above.
- Whether or not they have Qualified Teacher in Learning and Skills (QTLS) status.
- Their length of service in the FE sector.
- Whether they worked in a subject area which requires a licence to practice.

However, they do differ from the average profile for FE sector staff in a number of ways:

- 23% of staff who are in 'Black' ethnic groups have a major SEND responsibility compared with the 16% average for all FE staff.
- 18% of female staff, compared with 11% of male staff, have a major SEND responsibility.
- Three-quarters (75%) of those with a SEND responsibility teach learners directly compared with the 59% of those without SEND responsibilities who do so.
- Those with a major SEND responsibility are somewhat less likely to be a member of a professional body (43%) than those with minor or no SEND responsibilities (50% in both cases).
- Those with a major SEND responsibility are more likely to work part-time (33%) than are those with a minor or no SEND responsibilities (24% and 25% respectively).



# CHAPTER 2 CURRENT TRAINING OF SEND STAFF

## Participation in training

Overall, the proportion of staff with SEND responsibilities who had participated in training in the last academic year (93% for major SEND staff and 94% for minor SEND staff) was a little higher than that of staff without SEND responsibilities (91%).

SEND staff were particularly likely to have taken part in day-long training sessions (59% compared with 46% for those without SEND responsibilities), in training seminars or short courses (51% of major SEND staff and 56% of minor SEND staff compared with 44% of non-SEND staff), and in online training (46% of major SEND staff and 50% of minor SEND staff compared with 40% of non-SEND staff).

In more detail, it can be seen that senior, middle, and junior managers in the sector with SEND responsibilities are more likely to have taken part in a variety of forms of training than are teachers and learner-facing support staff (see Table 1 following).

**Table 1: Types of training undertaken by staff with SEND responsibilities by main occupational groups**

	All staff	Staff with SEND responsibility			
		Senior managers	Middle and junior managers	Teachers	Learner-facing support staff
Day-long training session for the entire staff	54%	66%	68%	59%	48%
Substantial formal courses that lead to a qualification	12%	11%	15%	14%	5%
Training seminars or short courses	50%	73%	68%	48%	44%
Formal online training and distance learning	45%	53%	57%	45%	54%
Paid study leave	2%	2%	2%	2%	1%
Coaching and mentoring	15%	29%	17%	17%	9%
On-the-job training	21%	18%	25%	21%	18%
An induction programme specific to your organisation	15%	15%	13%	17%	21%
Initial teacher training	3%	2%	3%	6%	5%
Training in the use of new equipment or materials	15%	20%	23%	13%	8%
Conferences, workshops, seminars, meetings or webinars	53%	77%	70%	49%	33%
Work experience or shadowing in industry	7%	10%	6%	8%	4%
Licence to practice training	1%	1%	2%	2%	1%
<b>Sample base</b>	<b>2367</b>	<b>200</b>	<b>261</b>	<b>605</b>	<b>158</b>

Q13. Have you received any of the following types of training or development activity in the last academic year?

Virtually the same proportion of SEND staff (12%) had, in the last academic year, taken part in formal courses leading to higher qualifications as non-SEND staff who had done this (11%).

Of these, however, a particularly high proportion (51%) of major SEND staff had studied towards a level 7 qualification such as a Masters degree or a PG Diploma or Certificate (see table 2 following). It should be noted, however, that this estimate is calculated from a fairly small sub-sample of cases (40 people for whom SEND responsibilities represent a large part of their roles and who had undertaken training leading to qualifications in the past year). Thus, this particular group of people who had studied towards a level 7 qualification constitute only a small fraction of all respondents and the estimate (at 51%) itself has a substantial margin of error (because of the small sub-sample base).

**Table 2: FE sector staff who undertook training leading to a formal qualification; percentages pursuing different qualifications**

	<b>SEND large part of role</b>	<b>SEND small part of role</b>	<b>No SEND responsibility</b>
<b>Academic qualifications</b>			
Level 8	3%	6%	3%
Level 7	51%	28%	38%
Level 6	15%	16%	22%
Level 5	13%	16%	11%
Level 4	4%	15%	8%
Level 3	13%	14%	14%
Level 2	9%	7%	8%
<b>Teaching qualifications</b>			
Level 7	13%	19%	11%
Level 6	10%	4%	4%
Level 5	13%	23%	11%
Level 4	13%	6%	16%
Level 3	3%	6%	9%
<b>Sample base</b>	<b>40</b>	<b>111</b>	<b>104</b>

Q13A. Was the qualification you pursued an academic or vocational one at...?

## Mode of delivery of SEND-related training

Forty percent of staff who had any responsibility for SEND learners (but only 21% of those with a major SEND responsibility) reported that none of the training they had received was related to SEND, but for 60% of these staff at least some of their training had been relevant to their SEND responsibility.

The formats of this training were varied but day-long training sessions, training seminars or short courses, online training, and attendance at conferences or workshops were the most frequent modes of delivery of SEND-related training (see Table 3 following).

**Table 3: FE sector staff with SEND responsibilities who received SEND-related training in the past academic year; percentages of this training which was delivered in various modes**

	<b>Any SEND responsibility</b>	<b>SEND large part of role</b>	<b>SEND small part of role</b>
Day-long training sessions for the entire staff or a large proportion of the staff	16%	26%	12%
Substantial formal courses that lead to a degree, higher degree, trade or professional accreditation	2%	4%	2%
Training seminars or short courses	21%	34%	16%
Formal online training or development programmes or other forms of distance learning	15%	23%	12%
Paid study leave	*%	0%	1%
Coaching and mentoring	4%	5%	4%
On-the-job training whereby you were guided and advised whilst working	7%	10%	6%
An induction programme specific to your organisation	3%	4%	3%
Initial teacher training	2%	*%	2%
Training in the use of new equipment or materials by the supplier	3%	6%	2%
Attendance at conferences, workshops, seminars, meetings or webinars	22%	32%	18%
Work experience or shadowing in industry or business	2%	2%	2%
Licence to practice training	1%	1%	1%
Other	2%	2%	2%
None	40%	21%	47%
<b>Sample base</b>	<b>1252</b>	<b>337</b>	<b>915</b>

Q13. Have you received any of the following types of training or development activity in the last academic year?

\* denotes a figure greater than zero, but less than 0.5%

Table 4 (following) shows more detail of SEND-related training for staff with any SEND responsibility. The data shows again that managers with SEND responsibilities are particularly likely to receive SEND-related training of various kinds but also that learner-facing support staff with SEND responsibilities are also particularly likely to receive some forms of training (such as day-long sessions and online training).

**Table 4: Types of SEND related training undertaken by staff with SEND responsibility by main occupational groups**

	Staff with SEND responsibility				
	All staff	Senior managers	Middle and junior managers	Teachers	Learner-facing support staff
Day-long training session for the entire staff	16%	13%	13%	3%	25%
Substantial formal courses that lead to a qualification	2%	1%	5%	2%	1%
Training seminars or short courses	21%	28%	25%	17%	20%
Formal online training and distance learning	15%	15%	17%	2%	28%
Paid study leave	*%	0%	1%	*%	0%
Coaching and mentoring	4%	6%	2%	5%	4%
On-the-job training	7%	3%	7%	8%	8%
An induction programme specific to your organisation	3%	2%	2%	3%	7%
Initial teacher training	2%	0%	2%	3%	0%
Training in the use of new equipment or materials	3%	3%	4%	2%	3%
Conferences, workshops, seminars, meetings or webinars	22%	31%	27%	17%	22%
Work experience or shadowing in industry	2%	2%	1%	2%	1%
Licence to practice training	1%	0%	*%	1%	1%
<b>Sample base</b>	<b>1252</b>	<b>196</b>	<b>251</b>	<b>562</b>	<b>149</b>

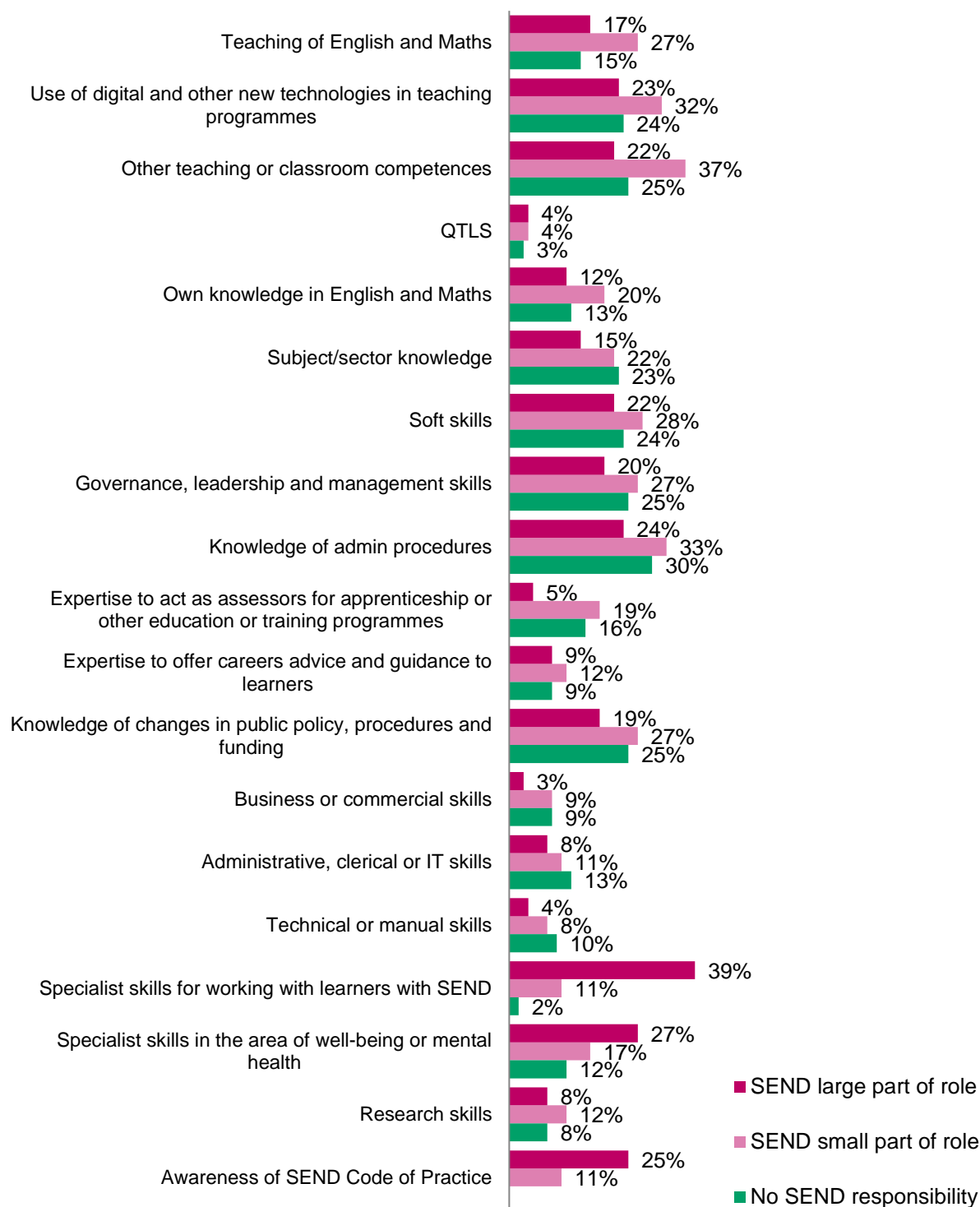
Q13b. And which of the types of training or development that you received in the last academic year were specifically related to your SEND role?

\* denotes a figure greater than zero, but less than 0.5%

## Functions of training

In terms of the functions of the training which was undertaken, there were variations in this between those with and without SEND responsibilities. Broadly, those with *major* SEND responsibilities were a little less likely to say their training had each of a range of possible aims than were those with minor or no SEND responsibilities but were more likely to report that it had had *SEND-related* objectives (see Figure 3 following).

**Figure 3: Areas of training and development in the past year; percentages of FE sector staff reporting each aim**



Sample base: SEND large part of role (337), SEND small part of role (915), No SEND responsibility (911)  
 Q14. Thinking about the training and development you have undertaken in the past academic year, did any of it have the following aims?

If this data is broken down in more detail – for staff who have a SEND responsibility by their occupational group – it can be seen that types of training for these staff follow patterns which would be expected. For example, teachers are most likely to receive training in classroom competences, managers are most likely to receive training in leadership and management, and so on. In respect of SEND-related training, however, this is most frequent for learner-facing support staff such as teaching and learning assistants (see Table 5, following).

**Table 5: Areas of training and development; percentages of staff with SEND responsibilities reporting each aim by main occupational groups**

	Staff with SEND responsibility				
	All staff	Senior managers	Middle and junior managers	Teachers	Learner-facing support staff
Teaching of English and Maths	20%	7%	20%	38%	11%
Use of digital and other new technologies in teaching programmes	27%	8%	31%	43%	15%
Other teaching or classroom competences	29%	10%	29%	47%	28%
QTLS	4%	2%	2%	7%	2%
Own knowledge in English and Maths	16%	20%	17%	21%	15%
Subject/sector knowledge	21%	18%	20%	22%	15%
Soft skills	26%	33%	31%	23%	23%
Governance, leadership and management skills	25%	67%	46%	9%	6%
Knowledge of admin procedures	30%	38%	29%	32%	19%
Expertise to act as assessors for apprenticeship or other education or training programmes	16%	14%	18%	18%	4%
Expertise to offer careers advice and guidance to learners	10%	13%	12%	10%	8%
Knowledge of changes in public policy, procedures and funding	25%	48%	29%	19%	15%
Business or commercial skills	8%	25%	8%	4%	2%
Administrative, clerical or IT skills	11%	7%	7%	10%	7%
Technical or manual skills	8%	5%	7%	8%	2%
Specialist skills for working with learners with SEND	12%	18%	17%	15%	41%
Specialist skills in the area of well-being or mental health	16%	20%	24%	15%	27%
Research skills	10%	12%	12%	11%	8%
Awareness of SEND Code of Practice	8%	15%	19%	11%	19%
	<b>2184</b>	<b>196</b>	<b>251</b>	<b>562</b>	<b>149</b>

Q14. Thinking about the training and development you have undertaken in the past academic year, did any of it have the following aims?



Staff with SEND responsibilities were also somewhat more likely to have undertaken most forms of the mandatory training which the FE sector requires (see Table 6).

**Table 6: Participation in mandatory training in the last academic year**

	SEND large part of role	SEND small part of role	No SEND responsibility
The Prevent duty	84%	83%	76%
Safeguarding for young and vulnerable people	86%	84%	74%
Equality and diversity	69%	68%	63%
Environmental protection	8%	9%	6%
General health and safety	47%	48%	45%
Health and safety related to specific sectors such as gas and electricity or food hygiene regulations	11%	9%	5%
First aid and resuscitation	21%	17%	16%
None	1%	*%	1%
<b>Sample base</b>	<b>337</b>	<b>915</b>	<b>911</b>

Q17. Could you also indicate which, if any, forms of mandatory training you undertook in the last academic year?

\* denotes a figure greater than zero, but less than 0.5%

More detailed analysis of these statistics (see Table 7), for staff with SEND responsibilities in different occupational groups, shows that there is little variation between these groups in the likelihood of their receipt of most of these forms of mandatory training.

**Table 7: Participation in mandatory training by staff with SEND responsibilities by main occupational groups**

	Staff with SEND responsibility				
	All staff	Senior managers	Middle and junior managers	Teachers	Learner-facing support staff
The Prevent duty	80%	86%	88%	82%	80%
Safeguarding for young and vulnerable people	80%	85%	89%	84%	83%
Equality and diversity	66%	62%	73%	70%	65%
Environmental protection	8%	8%	10%	8%	9%
General health and safety	47%	43%	53%	38%	41%
Health and safety related to specific sectors such as gas and electricity or food hygiene regulations	8%	7%	8%	10%	13%
First aid and resuscitation	17%	15%	16%	17%	26%
None	1%	0%	*%	*%	0%
	<b>2184</b>	<b>196</b>	<b>251</b>	<b>562</b>	<b>149</b>

Q17. Could you also indicate which, if any, forms of mandatory training you undertook in the last academic year?

\* denotes a figure greater than zero, but less than 0.5%

## Volume of training

In terms of volume of training (see Table 8), the average number of hours of training in the last year for all those with *any* SEND responsibility was higher than for those with *no* SEND responsibility – but this was due to the higher level of participation in training of those with *minor* SEND responsibilities. Those with major SEND responsibilities spent *fewer* hours in training on average.

However, it was noted earlier that major SEND staff are also more likely to work part-time, a factor which is generally associated with somewhat lower levels of participation in training. Thus, it is likely that it is hours of work which explains the lower level of participation in training of major SEND staff, rather than a ‘training’ factor per se.

The average number of episodes of training in which SEND and non-SEND staff participated also followed the same pattern, with a lower number of episodes per major SEND worker, probably for the same part-time work-related reason (see Table 8).

**Table 8: Mean hours of training and number of episodes of training received in the past year – individual perspective**

	All with SEND responsibility	SEND large part of role	SEND small part of role	No SEND responsibility
Mean hours of training in the last year	46	39	48	41
<b>Sample base</b>	<b>1331</b>	<b>368</b>	<b>963</b>	<b>1008</b>
Mean number of separate episodes of training or development undertook in the last year	9	7	10	8
<b>Sample base</b>	<b>1252</b>	<b>337</b>	<b>915</b>	<b>911</b>

Q18. In total, how many hours of training and development would you estimate you received in the last academic year?

Q25. Could you say how many separate episodes of training or development you undertook in the last academic year?

More detailed analysis, by the occupational group of staff with SEND responsibilities, shows that middle and junior managers are likely to undertake more training hours than average, whilst learner-facing support staff undertake substantially fewer hours on average (see Table 9).

**Table 9: Mean hours of training and number of episodes of training of staff with SEND responsibility by main occupational group**

	Staff with SEND responsibility				
	All staff	Senior managers	Middle and junior managers	Teachers	Learner-facing support staff
Mean hours of training in the last year	44	48	58	46	26
<b>Sample base</b>	<b>2367</b>	<b>200</b>	<b>261</b>	<b>605</b>	<b>158</b>
Mean number of separate episodes of training or development undertaken in the last year	9	10	10	9	6
<b>Sample base</b>	<b>2184</b>	<b>196</b>	<b>251</b>	<b>562</b>	<b>149</b>

Q18. In total, how many hours of training and development would you estimate you received in the last academic year?

Q25. Could you say how many separate episodes of training or development you undertook in the last academic year?

## Funding and initiating training

There were no significant differences between those with and without SEND roles as to who paid for the training they received.

However, more detailed analysis shows that managers with SEND responsibilities were more likely than other staff with SEND responsibilities to say that their employer paid for their training, and less likely to say that they paid all of the cost (see Table 10).

**Table 10: Who paid for training; staff with SEND responsibilities by main occupational group**

	Staff with SEND responsibility				
	All staff	Senior managers	Middle and junior managers	Teachers	Learner-facing support staff
I paid all	8%	6%	4%	13%	8%
My employer paid all	48%	68%	59%	40%	40%
The cost was shared	7%	8%	10%	8%	4%
Paid by somebody else	1%	2%	1%	1%	1%
Not sure who paid	4%	2%	1%	4%	8%
No fees involved	30%	13%	22%	32%	38%
<b>Sample base</b>	<b>2184</b>	<b>196</b>	<b>251</b>	<b>562</b>	<b>149</b>

Q19 If any of your training and development involved payment of fees to training and development supplier(s) outside your organisation, who paid these fees?

Asked who initiated their training, those with major SEND responsibilities were somewhat more likely (35%) to say that it was initiated *by their employer* than average (28%), and those with any level of SEND responsibility were more likely (35%) to say that it was *mandatory* than those without SEND responsibilities (26%).

In terms of the occupational group of staff with SEND responsibilities, managers were more likely to say they initiated their training, whereas teachers and learner-facing support staff were more likely to say their training was initiated by their employer (see Table 11).

**Table 11: Who initiated training; staff with SEND responsibilities by main occupational group**

	All staff	Staff with SEND responsibility			
		Senior managers	Middle and junior managers	Teachers	Learner-facing support staff
It was all initiated by me	20%	33%	20%	17%	13%
It was all initiated by my employer	28%	15%	16%	32%	43%
Some was initiated by me and some by my employer	48%	50%	60%	49%	34%
Some or all was by mutual agreement between me and my employer	12%	17%	18%	9%	7%
It was mandatory training which has to be undertaken by regulation or legislation	31%	34%	34%	33%	44%
It was initiated by someone else	2%	5%	2%	3%	3%
Encouraged by Union Learning Representatives	*%	1%	1%	*%	0%
Other	*%	2%	*%	*%	1%
<b>Sample base</b>	<b>2184</b>	<b>196</b>	<b>251</b>	<b>562</b>	<b>149</b>

Q21. Considering all the training and development you undertook, could you indicate who initiated it?

\* denotes a figure greater than zero, but less than 0.5%

## Training suppliers

There were relatively minor differences in who supplied the training received by those with and without SEND responsibilities.

Those with SEND responsibilities were more likely to receive training by specialist trainers internal to their organisation (61% of those with SEND responsibilities compared with 51% of those without these responsibilities), by external private training companies (49% for those with a major SEND responsibility compared with 41% of those without a SEND responsibility), and by a University (14% of those with a major SEND responsibility compared with 8% of those with no SEND responsibility).

These variations are likely to be explained by the fact that those with SEND responsibilities, particularly major ones, are more likely to be working in Colleges rather than in other types of provider; and that Colleges are shown (by the wider FE sector training needs analysis) to use each of a range of providers of training more frequently. The variations above may reflect that wider pattern rather than have a specific 'SEND' rationale.

## Perceptions of training

Although, as shown earlier, those people with SEND responsibilities were a little more likely to receive training than those without SEND responsibilities, they also tended to be a little more negative about their training. Thus, on each of four statements about their recent training those with SEND responsibilities were somewhat more likely to agree with negative statements about their training and less likely to agree with positive ones (see Table 12).

**Table 12: Individuals' perspectives on training and development over the past year**

	SEND large part of role	SEND small part of role	No SEND responsibility
I undertook all the training and development I wanted and needed	52%	58%	63%
I was required to undertake some training and development which had little value to me	35%	35%	28%
Most or all of the training and development I undertook was of high quality (even if some of it was not of particular value to you)	64%	65%	67%
Some or all of the training and development I undertook was just a 'tick box' exercise for my organisation	42%	40%	33%
<b>Sample base</b>	<b>337</b>	<b>915</b>	<b>911</b>

Q24. Thinking about all the training and development you have undertaken in the last academic year, please indicate how much you agree or disagree with the statements.

When this data is broken down according to the main occupational group of those staff with SEND responsibilities, it can be seen that *senior managers* with SEND responsibilities are most positive about their training and *teachers* with SEND responsibilities are least positive (see Table 13).

**Table 13: Perspectives on training of staff with SEND responsibilities by occupational group**

	Staff with SEND responsibility			
	Senior managers	Middle and junior managers	Teachers	Learner-facing support staff
I undertook all the training and development I wanted and needed	72%	56%	52%	55%
I was required to undertake some training and development which had little value to me	22%	35%	40%	34%
Most or all of the training and development I undertook was of high quality (even if some of it was not of particular value to you)	79%	70%	58%	61%
Some or all of the training and development I undertook was just a 'tick box' exercise for my organisation	22%	36%	49%	43%
<b>Sample base</b>	<b>196</b>	<b>251</b>	<b>562</b>	<b>149</b>

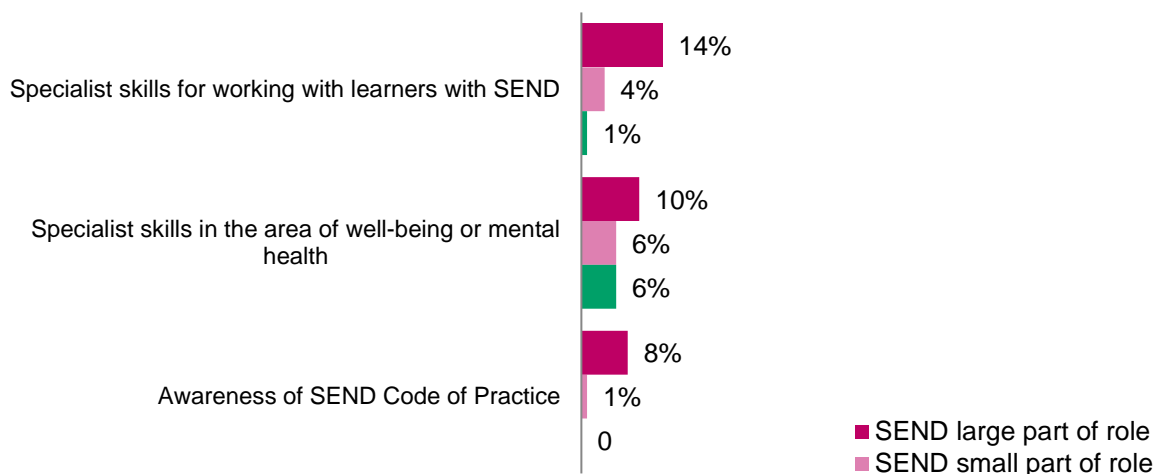
Q24. Thinking about all the training and development you have undertaken in the last academic year, please indicate how much you agree or disagree with the statements.

Survey respondents were also asked to further clarify their perceptions of the value of training which they undertook by describing the training episodes which had been most and least valuable to them.

Fourteen per cent of staff with major SEND responsibilities identified training leading to specialist skills for working with learners with SEND as the most valuable form of training they had received. This proportion (of these staff) was higher than the proportions saying that any other particular form of training was most valuable.

The proportion, for those with major SEND responsibilities, was also higher than for other groups of staff (those with minor or no SEND responsibilities). Those with major SEND responsibilities were also more likely than other staff to report training in mental health skills and to increase awareness of the SEND Code of Practice as being their most valuable training episode (see Figure 4 following).

**Figure 4: Individuals identifying SEND-related training as most valuable**



Sample base: SEND large part of role (335), SEND small part of role (909), No SEND responsibility (901) Q26A. Could you describe the episode of training which was of MOST value to you? What was the theme or subject of the training or development?

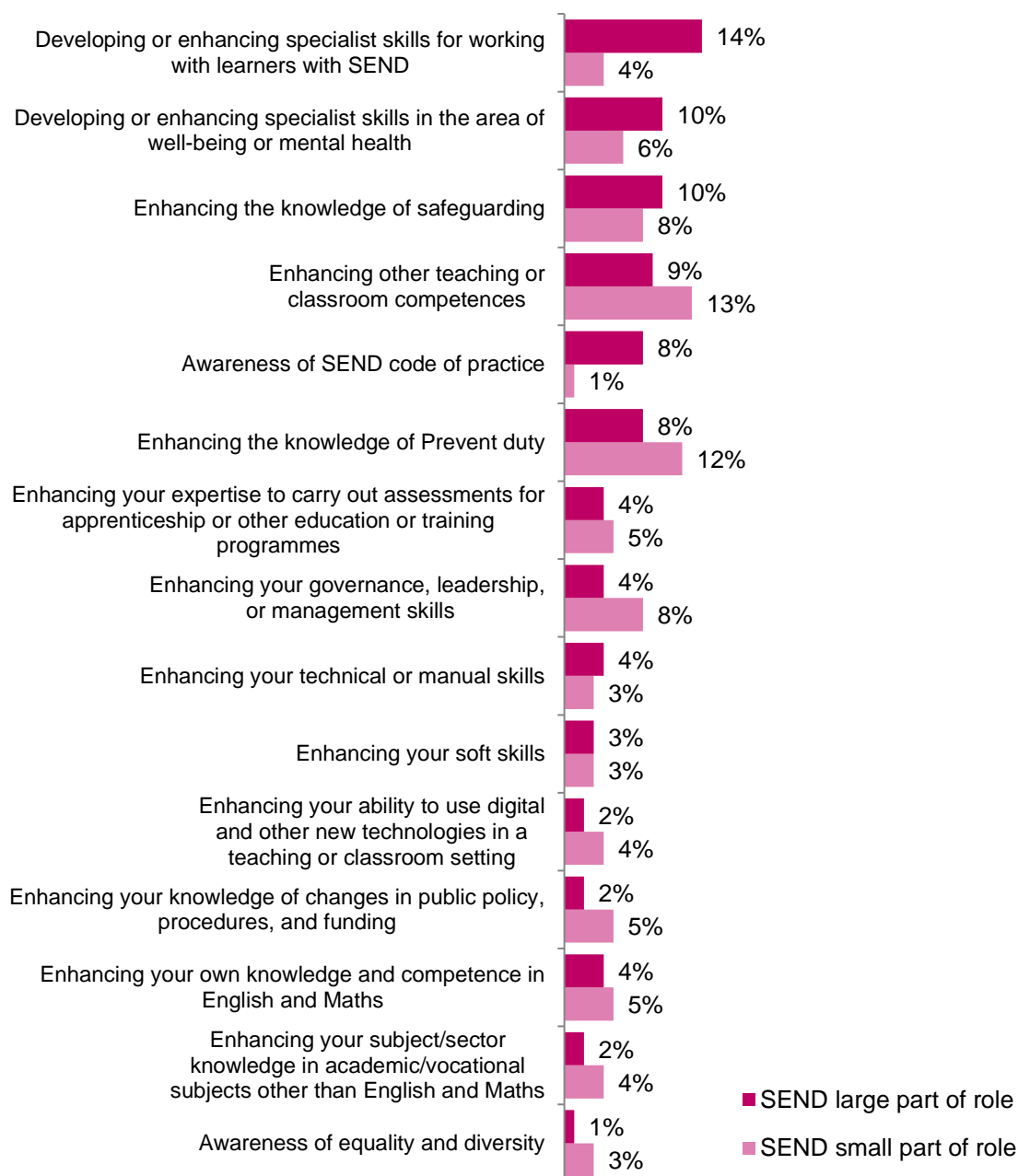
A more detailed analysis (see Figure 5 following) shows the proportions of those with major and minor SEND responsibilities reporting the type of training which was **most valuable** to them. It is worth noting that respondents were only able to report one episode of training as being most valuable.

It can be seen that many types of training were given this status by respondents, but that specialist SEND skills, well-being and mental health training, and safeguarding training were more frequently mentioned by those with major SEND responsibilities, whereas those with minor SEND responsibilities more frequently mentioned the development of classroom competences and Prevent-related training.

Analysis of the themes of training episodes were allocated **least value** by those with any level of SEND responsibility are shown in Figure 5 following. It can be seen that training related to health and safety was most frequently seen as least valuable whilst only 2% of these respondents said that training in specialist skills for working with SEND learners was their least valuable form of training – a much lower proportion of respondents than that which as earlier, saw SEND training as their most valuable form of training.

**Figure 5: Subject matter of staff with SEND responsibility's most valuable episodes of training**

*The training that was of MOST value to me was about...*



Sample base: SEND large part of role (335), SEND small part of role (909),

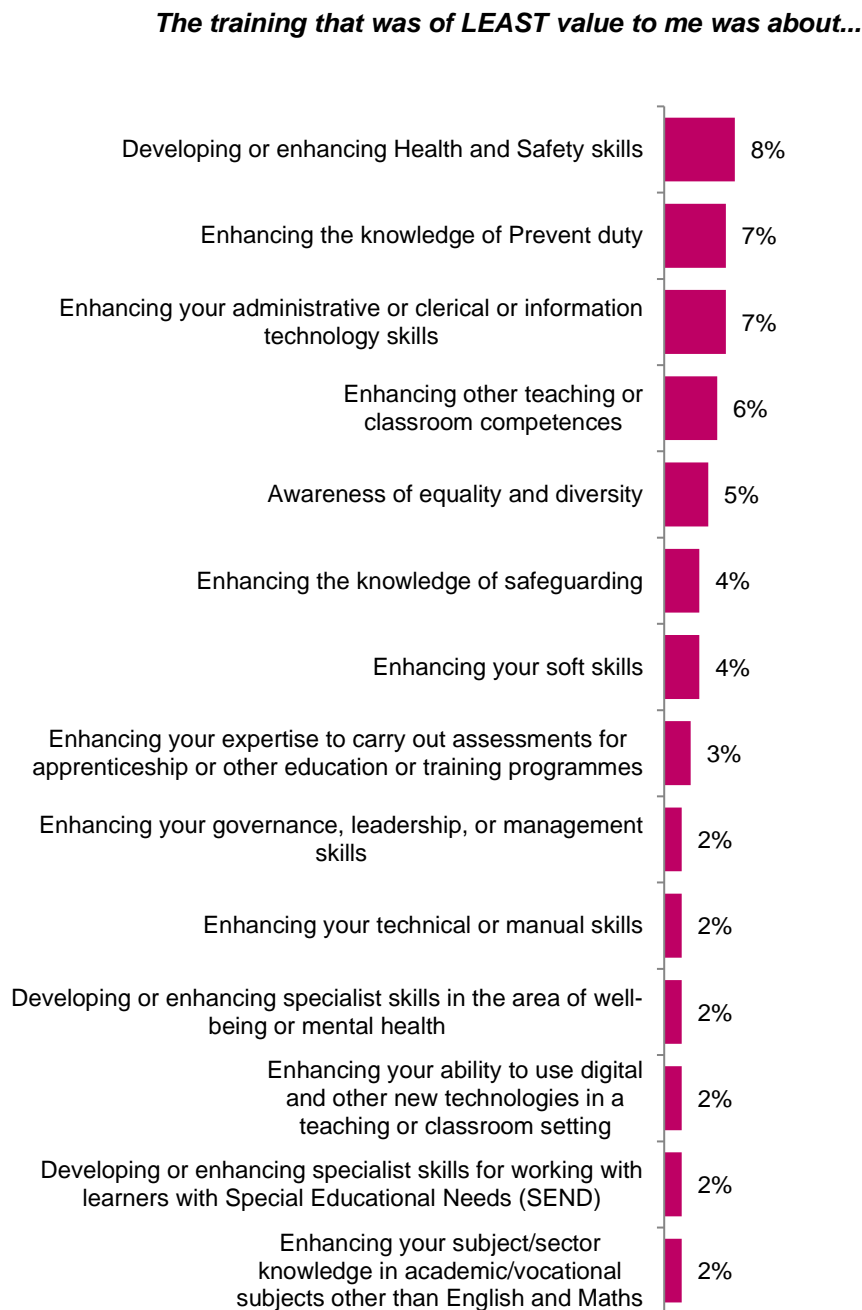
Q26A. Could you describe the episode of training which was of MOST value to you? What was the theme or subject of the training or development?

Analysis of the themes of training episodes which were allocated **least value** by those with any level of SEND responsibility are shown in Figure 6 (following). It can be seen that training related to health and safety was most frequently seen as least valuable whilst only 2% of these respondents said that training in specialist skills for working with SEND learners was their least



valuable form of training – a much lower proportion of respondents than that which, as earlier, saw SEND training as their most valuable form of training.

**Figure 6: Subject matter of staff with SEND responsibility's least valuable episodes of training**

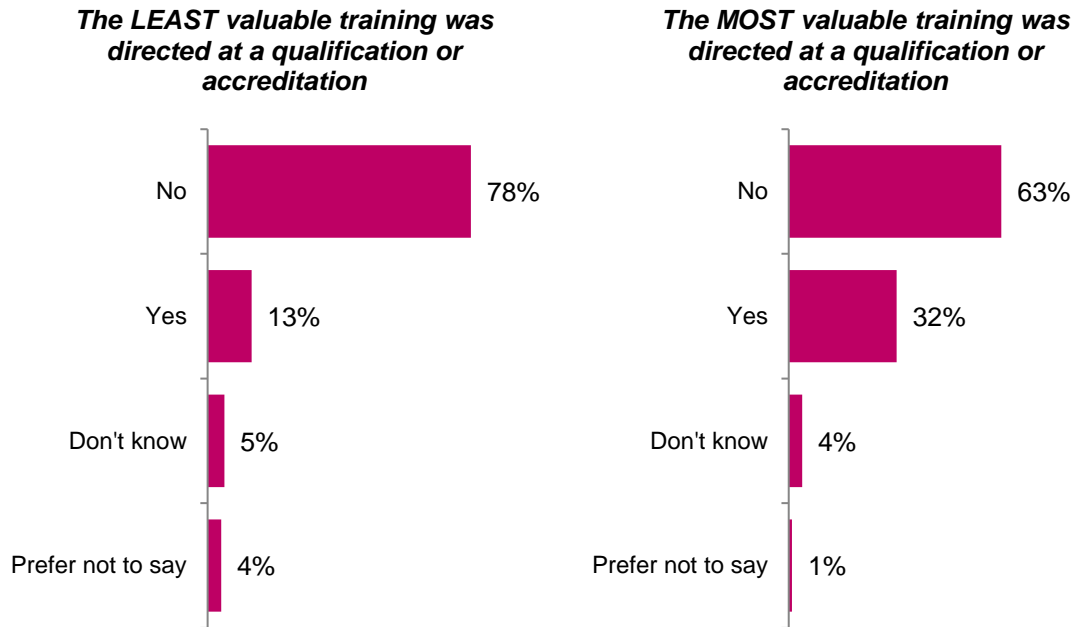


Sample base: SEND responsibility (896)

Q27A. Could you describe the episode of training which was of LEAST value to you? What was the theme or subject of the training or development?

A further analysis shows that staff with any level of SEND responsibility were over twice as likely to report that their most valuable training episode was directed at a qualification as to report that their least valuable training episode was directed at a qualification (see Figure 7).

**Figure 7: Whether staff with SEND responsibility's most and least valuable episodes of training were directed at a qualification**



Sample base: SEND responsibility (1245)

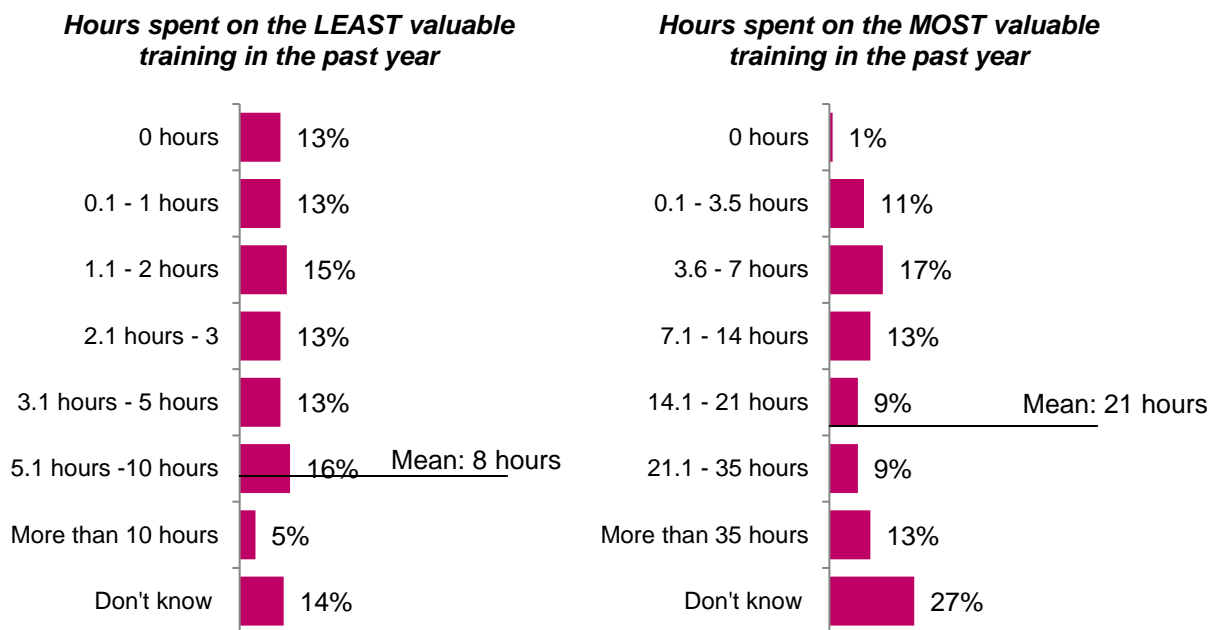
Q26B. Was the training or development directed at a qualification or accreditation or some kind?

Sample base: SEND responsibility (896)

Q27D. Was the training or development directed at a qualification or accreditation or some kind?

Correspondingly, Figures 8 and 9 (following) show, respectively, that the episodes of training seen as most valuable by staff with any level of SEND responsibility were both of longer duration and more frequently delivered by an external organisation than was the case in respect of episodes of training which were seen as least valuable.

**Figure 8: Time spent by staff with SEND responsibility on the most and least valuable episodes of training**



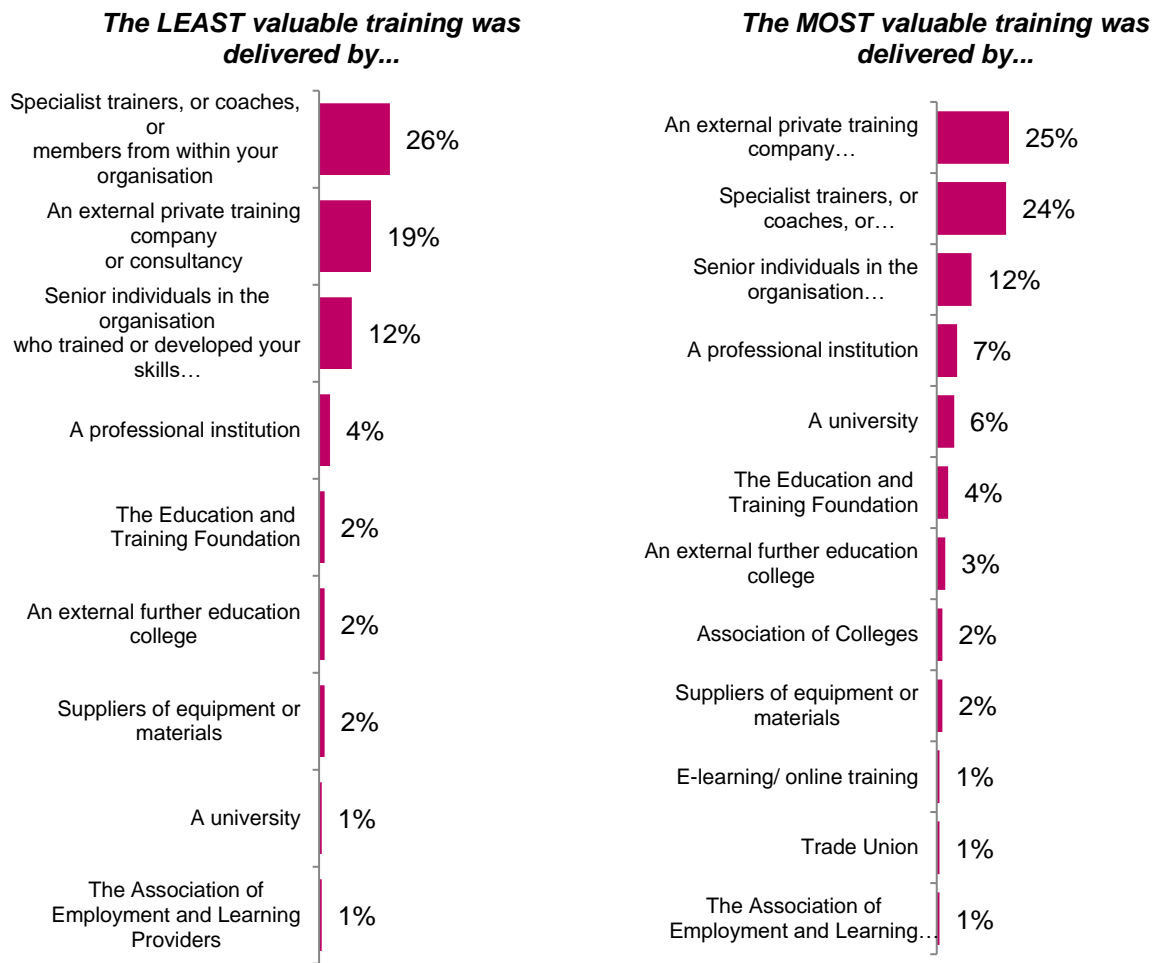
Sample base: all with SEND responsibility (1245)

Q26c. How many hours did you spend on this training or development in the past year?

Sample base: all with SEND responsibility (809)

Q27c. How many hours did you spend on this training or development in the past year?

**Figure 9: Who delivered staff with SEND responsibility's most and least valuable episodes of training**



Sample base: all with SEND responsibility (896)  
 Q27d. Who delivered the training or development?  
 Sample base: all with SEND responsibility (2145)  
 Q26d. Who delivered the training or development?

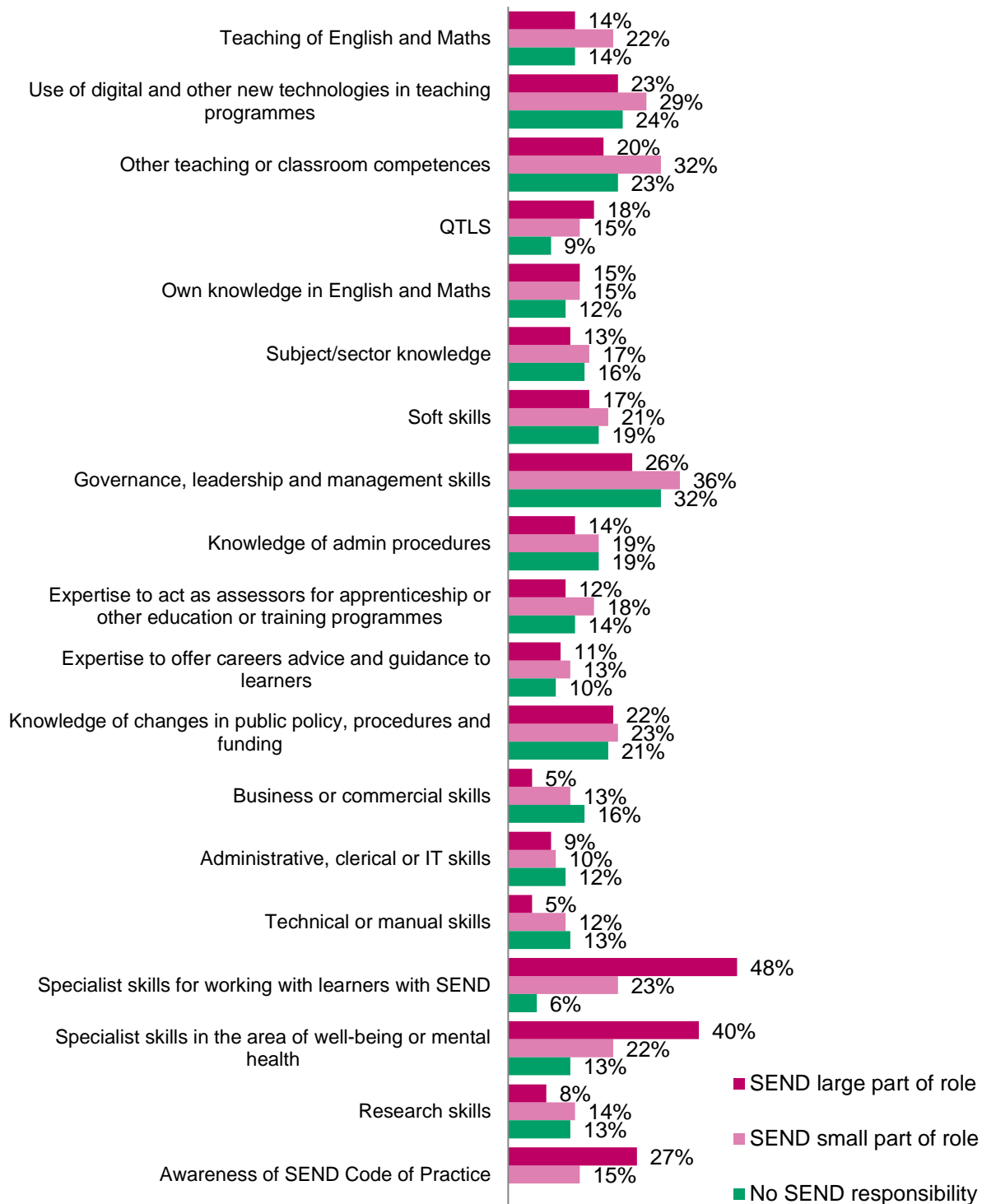
# CHAPTER 3 FUTURE TRAINING NEEDS

## Demand for future training

Looking ahead, higher proportions of those with SEND responsibilities (74% of those with major and 70% of those with minor responsibilities) than of those with no SEND responsibilities (64%) said that new training or development would be of value to them.

As might be anticipated, those with major SEND responsibilities were much more likely to say that new training in specialist skills for working with learners with SEND or in the area of well-being and mental health would be of value, while being equally or less likely to see a range of other forms of new training as of value (see Figure 10).

**Figure 10: Training which would be of value in the next year**



Base: SEND large part of role (269), SEND small part of role (677), No SEND responsibility (633)

Q29. What forms of training and development would that be?

More detailed analysis by the occupational group of those with SEND responsibilities shows, in respect of training in general, that managers would most value management training, teachers would most value training in classroom skills, and so on. In respect of SEND-related training, however, it is learner-facing support staff who would most value training in specialist skills for working with learners with special needs, in well-being and mental health, and on the SEND Code of Practice (see Table 14 following).

**Table 14: Training which would be of value to those with SEND responsibilities by main occupational groups**

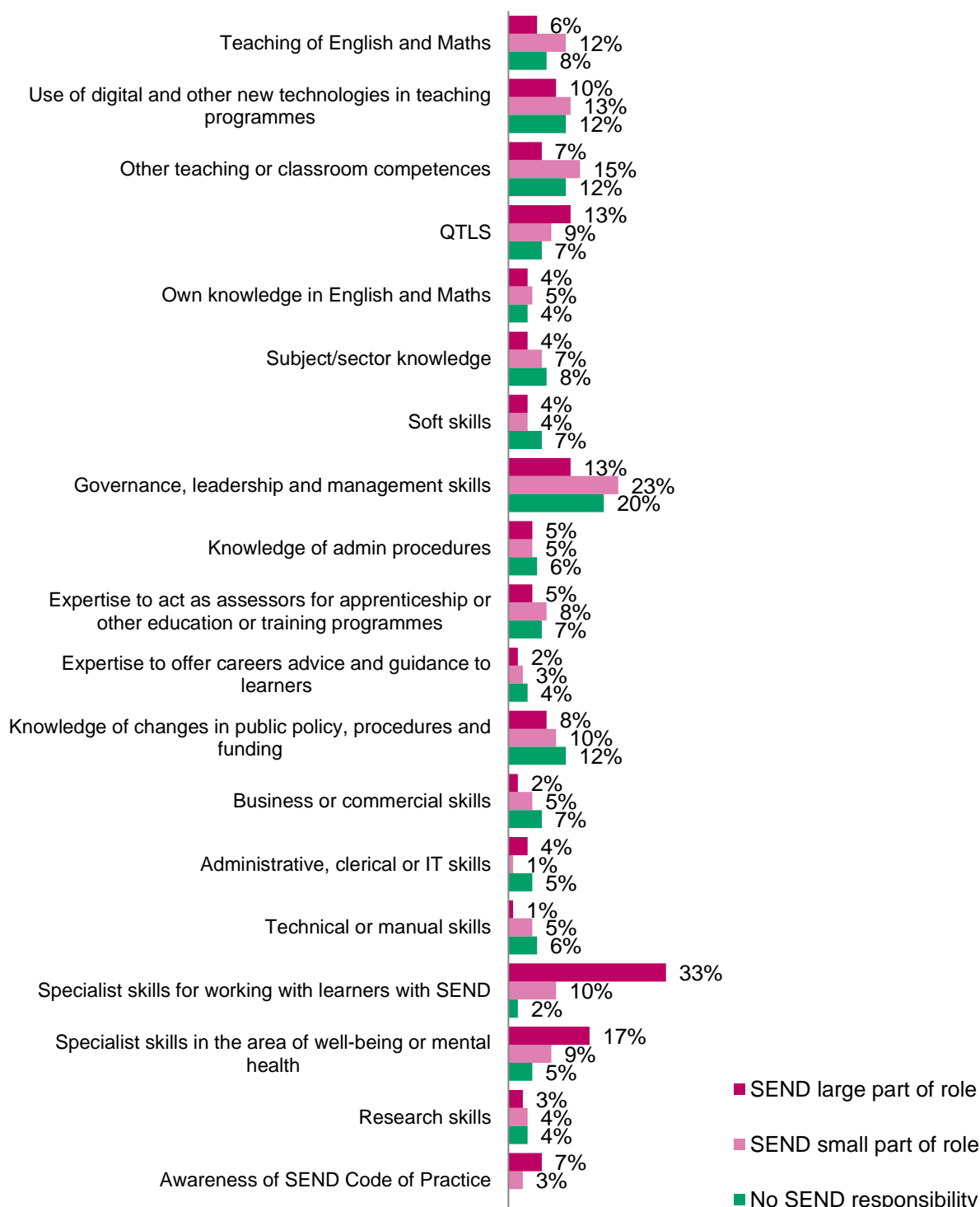
	Staff with SEND responsibility				
	All staff	Senior managers	Middle and junior managers	Teachers	Learner-facing support staff
Teaching of English and Maths	18%	4%	14%	28%	20%
Use of digital and other new technologies in teaching programmes	26%	6%	24%	37%	24%
Other teaching or classroom competences	27%	8%	20%	40%	29%
QTLS	13%	3%	7%	24%	17%
Own knowledge in English and Maths	14%	10%	16%	16%	21%
Subject/sector knowledge	16%	7%	15%	19%	17%
Soft skills	20%	19%	20%	20%	22%
Governance, leadership and management skills	33%	64%	53%	20%	17%
Knowledge of admin procedures	18%	18%	19%	15%	18%
Expertise to act as assessors for apprenticeship or other education or training programmes	15%	16%	18%	18%	7%
Expertise to offer careers advice and guidance to learners	12%	15%	9%	12%	18%
Knowledge of changes in public policy, procedures and funding	22%	38%	31%	15%	18%
Business or commercial skills	13%	30%	11%	8%	4%
Administrative, clerical or IT skills	11%	10%	5%	9%	8%
Technical or manual skills	11%	3%	8%	13%	7%
Specialist skills for working with learners with SEND	20%	21%	25%	29%	52%
Specialist skills in the area of well-being or mental health	21%	24%	25%	26%	33%
Research skills	13%	7%	11%	15%	8%
Awareness of SEND Code of Practice	11%	13%	18%	18%	28%
<b>Sample base</b>	<b>2184</b>	<b>196</b>	<b>251</b>	<b>562</b>	<b>149</b>

Q29. What forms of training and development would that be?



Asked to select a **single priority** for new training, SEND-related training was the most frequent priority for staff with SEND responsibilities (see Figure 11).

**Figure 11: Main priority for training in the next year**



Base: SEND large part of role (269), SEND small part of role (677), No SEND responsibility (633)  
 Q30. And which of these are your top priorities?

The same broad pattern in respect of respondents' main priorities for training according to their occupational group can be seen in Table 15 (following). Thus, learner-facing support staff are much more likely than any other group to see training in specialist skills for working with learners with special needs as their main priority. Table 15 also shows that senior and middle and junior managers with SEND responsibilities are also particularly interested in undertaking training related to changes in public policy, procedures, and funding.

**Table 15: Main priority for training in the next year by occupational group of those with SEND responsibilities**

	All staff	Staff with SEND responsibility			
		Senior managers	Middle and junior managers	Teachers	Learner-facing support staff
Teaching of English and Maths	9%	1%	6%	15%	11%
Use of digital and other new technologies in teaching programmes	12%	0%	11%	17%	8%
Other teaching or classroom competences	12%	2%	8%	19%	7%
QTLS	9%	3%	3%	15%	10%
Own knowledge in English and Maths	3%	1%	4%	5%	10%
Subject/sector knowledge	7%	2%	6%	18%	6%
Soft skills	5%	5%	3%	4%	2%
Governance, leadership and management skills	20%	45%	40%	9%	5%
Knowledge of admin procedures	6%	4%	7%	5%	5%
Expertise to act as assessors for apprenticeship or other education or training programmes	7%	12%	7%	7%	2%
Expertise to offer careers advice and guidance to learners	3%	5%	2%	2%	7%
Knowledge of changes in public policy, procedures and funding	10%	24%	14%	4%	2%
Business or commercial skills	5%	16%	5%	1%	1%
Administrative, clerical or IT skills	3%	4%	*%	1%	1%
Technical or manual skills	4%	1%	4%	4%	5%
Specialist skills for working with learners with SEND	10%	9%	13%	15%	37%
Specialist skills in the area of well-being or mental health	9%	10%	12%	10%	13%
Research skills	4%	1%	3%	4%	2%
Awareness of SEND Code of Practice	3%	3%	7%	3%	4%
<b>Sample base</b>	<b>1564</b>	<b>137</b>	<b>200</b>	<b>451</b>	<b>98</b>

Q30. And which of these are your top priorities?

\* denotes a figure greater than zero, but less than 0.5%

## Demand for qualifications

There was also a stronger desire *to gain a qualification* from future training amongst those with major SEND responsibilities (67% would like this) than amongst those with minor SEND responsibilities (62%) or no SEND responsibilities (58%).

As with previous pursuit of qualifications (see earlier in Table 2), there was particular demand from those with major SEND responsibilities for level 7 qualifications such as Masters degrees and Post-graduate Diplomas and Certificates (see Table 16).

**Table 16: Future demand for training that leads to formal qualifications**

	SEND large part of role	SEND small part of role	No SEND responsibility
<b>Academic qualifications</b>			
Level 8	6%	11%	11%
Level 7	35%	25%	24%
Level 6	11%	11%	8%
Level 5	17%	16%	17%
Level 4	13%	12%	17%
Level 3	14%	7%	11%
Level 2	7%	5%	4%
<b>Teaching qualifications</b>			
Level 7	8%	9%	7%
Level 6	4%	10%	8%
Level 5	10%	11%	8%
Level 4	7%	8%	6%
Level 3	7%	5%	5%
<b>Sample base</b>	<b>177</b>	<b>400</b>	<b>352</b>

Q32. Would that qualification be any of the following...?

In more detail, Table 17 (following) shows that demand for qualifications from staff with SEND responsibilities follows a pattern such that demand for higher level qualifications is higher amongst managers whilst demand for lower level qualifications is highest amongst learner-facing support staff.

**Table 17: Demand for training that leads to formal qualifications of staff with SEND responsibilities by occupational group**

	<b>Staff with SEND responsibility</b>				
	<b>All staff</b>	<b>Senior managers</b>	<b>Middle and junior managers</b>	<b>Teachers</b>	<b>Learner-facing support staff</b>
<b>Academic qualifications</b>					
Level 8	10%	10%	7%	12%	4%
Level 7	26%	37%	35%	29%	8%
Level 6	10%	11%	13%	11%	10%
Level 5	17%	4%	25%	16%	15%
Level 4	14%	12%	17%	9%	17%
Level 3	10%	8%	7%	9%	16%
Level 2	5%	4%	4%	5%	12%
<b>Teaching qualifications</b>					
Level 7	8%	9%	6%	10%	10%
Level 6	8%	4%	*%	12%	12%
Level 5	10%	6%	3%	14%	13%
Level 4	7%	11%	3%	8%	14%
Level 3	6%	3%	2%	5%	19%
<b>Sample base</b>	<b>938</b>	<b>61</b>	<b>121</b>	<b>298</b>	<b>66</b>

Q32. Would that qualification be any of the following...?

\*Less than 0.5%

## Demand for subject-specific knowledge and skills

Thirteen per cent of respondents (representing 36 individuals) with major SEND responsibilities said they would like future training in subject knowledge. Amongst these, the greatest demand was for training in Education and Training (19 individuals, 52%), English (10, 28%), ICT (10, 28%), and Preparation for Life and Work (8, 24%).

## Demand for leadership and management skills

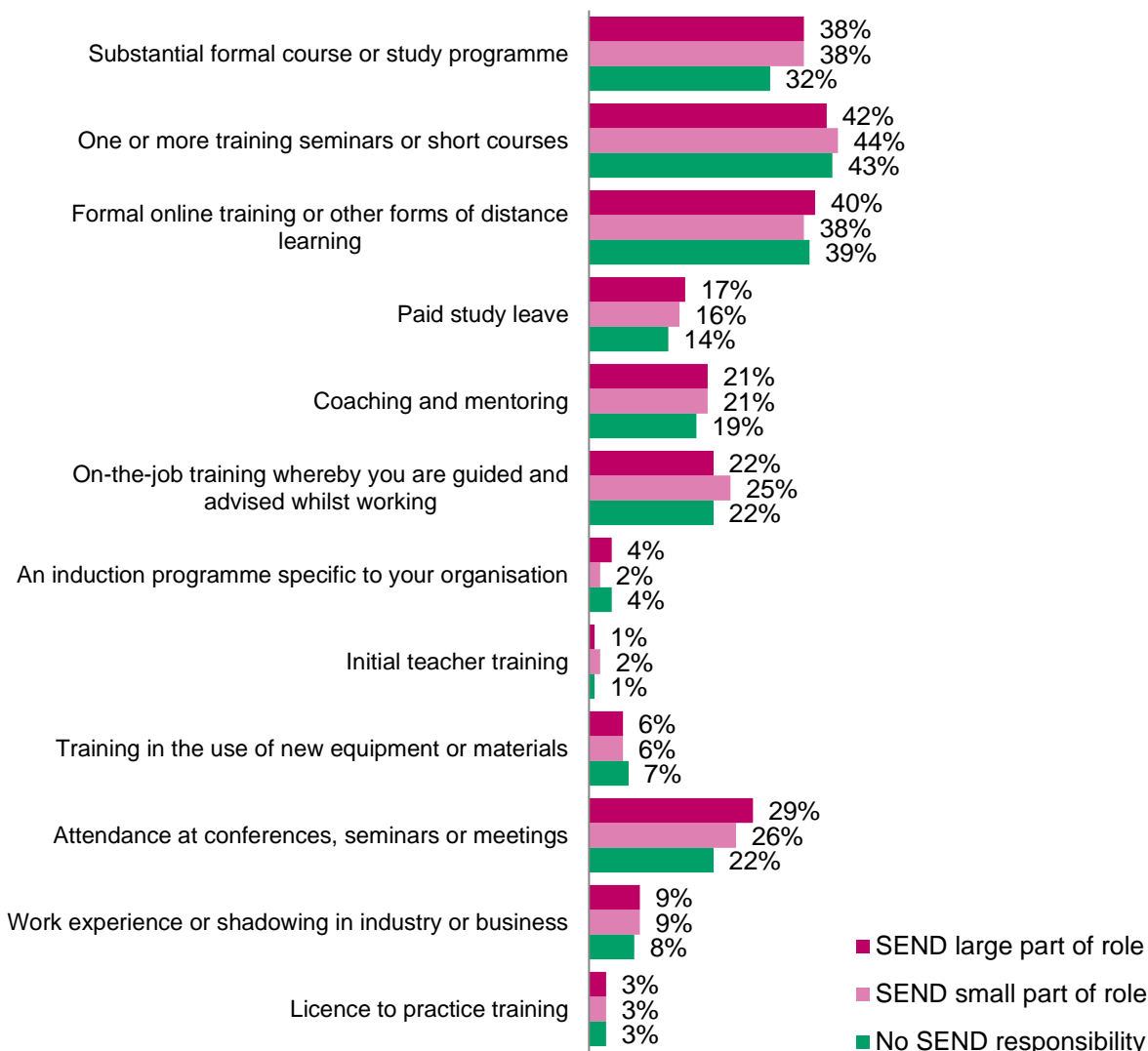
Twenty-six per cent (representing 72 individuals) of respondents with major SEND responsibilities said they would like future training in leadership or management skills. Amongst these, the greatest demand was for training in team leadership and supervisory skills (31 individuals, 43%), strategic management and corporate planning (27, 38%), managing change and business improvement (24, 34%), and general organisational management (21, 29%).

## Preferences for mode of delivery of future training

The preferences of those with SEND responsibilities as to how their future training should be delivered were broadly the same as those of people with no SEND responsibilities except that

they more frequently had a preference for formal courses leading to a higher level qualification or accreditation (see Figure 12).

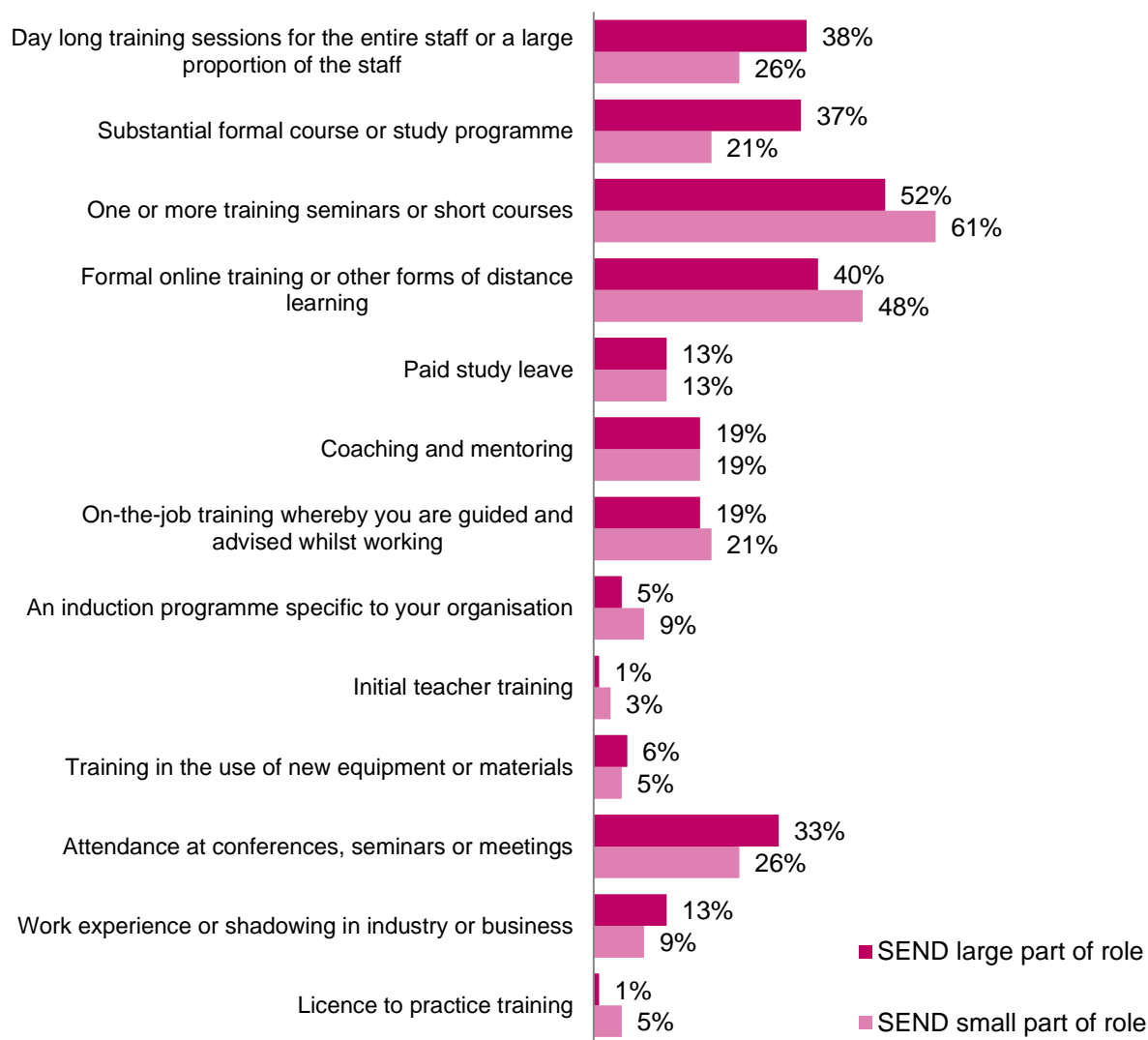
**Figure 12: Preferences for mode of delivery of future training and development**



Base: SEND large part of role (269), SEND small part of role (677), No SEND responsibility (633)  
 Q35a. Thinking specifically about your SEND role and the SEND training you think it would be of value to undertake, how would you expect or prefer the training or development to be delivered?

Figure 12 above shows preferences for delivery of *any* type of training they might receive. In an additional question, respondents with SEND responsibilities who thought that future SEND-related training would be valuable were asked, specifically, how that particular type of training should be delivered. In this case, the most frequent preference was for training via training seminars or short courses (see Figure 13), closely followed by online training.

**Figure 13: Preferences of staff with SEND responsibilities for mode of delivery of future SEND training**



Base: SEND large part of role (128), SEND small part of role (157),  
 Q35. How would you expect or prefer the new training or development to be delivered?

More detailed analysis of this data by the occupational group of those with SEND responsibilities shows (see Table 18 following) that managers would tend more frequently to prefer short training courses, whereas learner-facing support staff are more open to online courses, coaching and mentoring, and other forms of on-the-job training.

**Table 18: Preferences for mode of delivery of SEND training for staff with SEND responsibilities by main occupational group**

	Staff with SEND responsibility				
	All staff	Senior managers	Middle and junior managers	Teachers	Learner-facing support staff
Substantial formal course or study programme	36%	30%	39%	42%	33%
One or more training seminars or short courses	43%	55%	45%	40%	38%
Formal online training or other forms of distance learning	39%	36%	38%	40%	43%
Paid study leave	16%	10%	13%	20%	14%
Coaching and mentoring	21%	22%	20%	20%	28%
On-the-job training whereby you are guided and advised whilst working	23%	16%	29%	24%	28%
An induction programme specific to your organisation	3%	1%	2%	3%	6%
Initial teacher training	2%	1%	*%	2%	6%
Training in the use of new equipment or materials	6%	1%	5%	7%	6%
Attendance at conferences, seminars or meetings	25%	34%	28%	24%	25%
Work experience or shadowing in industry or business	9%	11%	5%	12%	2%
Licence to practice training	3%	3%	3%	4%	1%
	<b>1594</b>	<b>137</b>	<b>200</b>	<b>451</b>	<b>98</b>

Q35. How would you expect or prefer the new training or development to be delivered?

\* denotes a figure greater than zero, but less than 0.5%



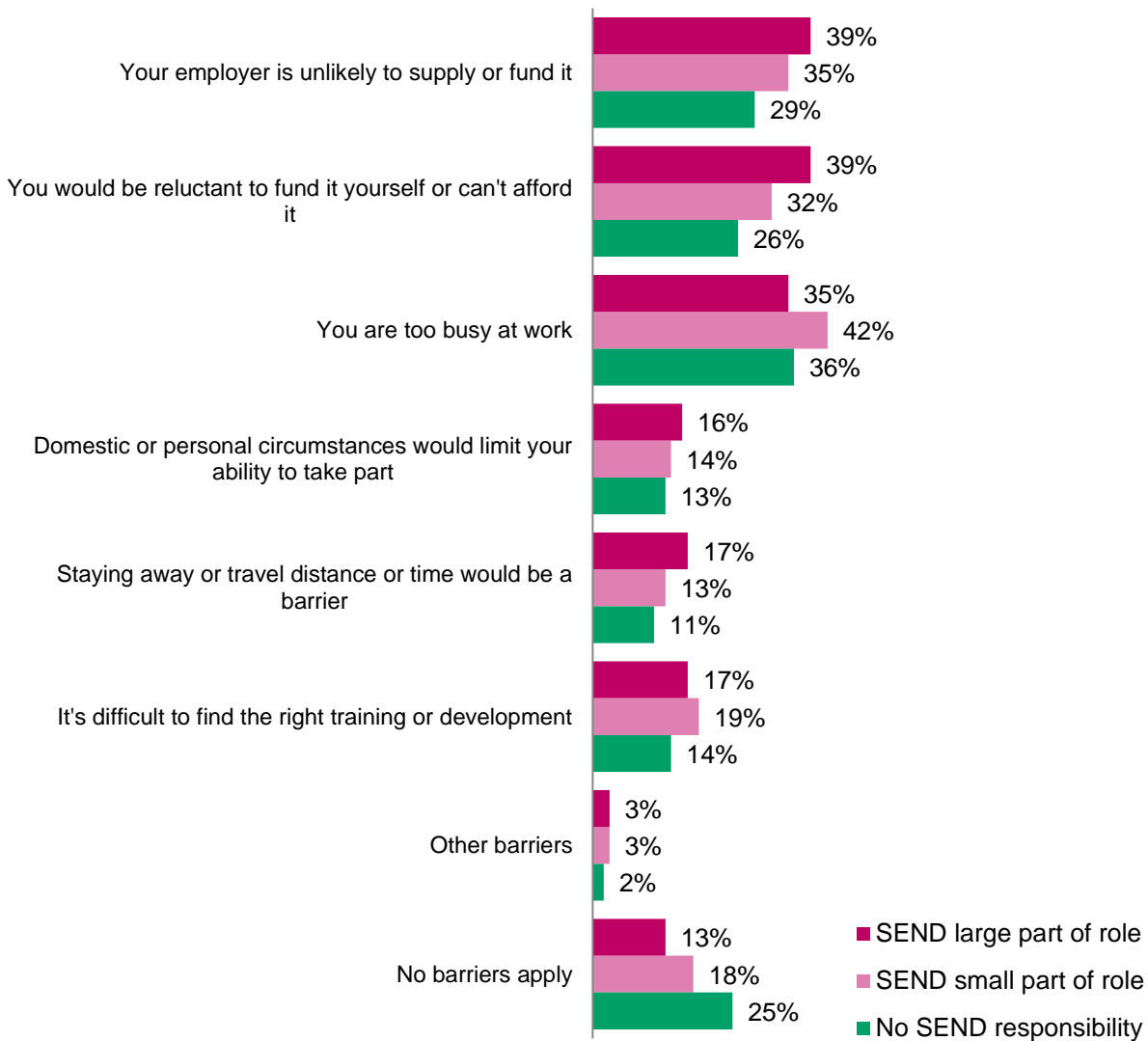
## The likelihood of future training

Respondents were asked about the likelihood of their undertaking new training in the next year.

Seventy-two per cent of those with major SEND responsibilities expected to undertake new training. Those with minor SEND responsibilities were a little more frequently optimistic (76%) but both SEND groups were more optimistic than those with no SEND responsibilities (68%).

Despite these statistics, however, respondents with SEND responsibilities also tended to be a little more likely to see barriers to their future training (see Figure 14).

**Figure 14: Perceived barriers to future training and development**



Base: SEND large part of role (368), SEND small part of role (963), No SEND responsibility (1008)

Q37. Do any of the following present barriers to your training or development at present or in the next year?

Senior managers with SEND responsibilities were most likely to see *pressures at work* as the key barrier to their training (see Table 19) whereas other staff were particularly likely to see *funding* barriers as obstacles to their future training.

**Table 19: Perceived barriers to future training and development of staff with SEND responsibilities by main occupational group**

	All staff	Staff with SEND responsibility			
		Senior managers	Middle and junior managers	Teachers	Learner-facing support staff
Your employer is unlikely to supply or fund it	33%	13%	43%	42%	39%
You would be reluctant to fund it yourself or can't afford it	31%	21%	32%	40%	32%
You are too busy at work	38%	54%	47%	39%	20%
Domestic or personal circumstances would limit your ability to take part	14%	14%	8%	17%	14%
Staying away or travel distance or time would be a barrier	13%	13%	15%	15%	13%
It's difficult to find the right training or development	16%	17%	25%	16%	17%
Other barriers	2%	4%	*%	3%	6%
No barriers apply	20%	23%	12%	14%	18%
	<b>2367</b>	<b>200</b>	<b>261</b>	<b>605</b>	<b>158</b>

Q37. Do any of the following present barriers to your training or development at present or in the next year?

\* denotes a figure greater than zero, but less than 0.5%

..

And respondents with major SEND responsibilities were also more likely to have somewhat less positive views on the training environments in which they work (see Table 20).

**Table 20: Proportions of respondents agreeing with a range of positive statements about their employing organisations**

	SEND large part of role	SEND small part of role	No SEND responsibility
Has a training and development policy or strategy which is clear to you	48%	54%	54%
Operates a form of staff appraisal or uses other means by which your training and development needs are identified	61%	68%	67%
Has a clear route or mechanism by which you can request training and development	54%	62%	62%
Generally has a positive and supportive attitude to training and developing its leaders and staff	52%	65%	63%
Allows employees to set aside time for training and development	34%	43%	48%
<b>Sample base</b>	<b>368</b>	<b>963</b>	<b>1008</b>

Q38. Thinking about your employer or organisation, how strongly would you agree or disagree with the following statements. Your employer or organisation...?

In more detail, managers with SEND responsibilities, senior managers particularly, were noticeably more positive about their organisation as an environment for training and development than were teachers and learner-facing support staff (see Table 21 following).

**Table 21: Proportions of respondents with SEND responsibilities agreeing with a range of positive statements about their employer; by main occupational group**

	<b>Staff with SEND responsibility</b>			
	<b>Senior managers</b>	<b>Middle and junior managers</b>	<b>Teachers</b>	<b>Learner-facing support staff</b>
Has a training and development policy or strategy which is clear to you	75%	57%	47%	43%
Operates a form of staff appraisal or uses other means by which your training and development needs are identified	79%	76%	60%	59%
Has a clear route or mechanism by which you can request training and development	82%	69%	52%	45%
Generally has a positive and supportive attitude to training and developing its leaders and staff	89%	67%	54%	51%
Allows employees to set aside time for training and development	71%	41%	33%	31%
	<b>200</b>	<b>261</b>	<b>605</b>	<b>158</b>

Q38. Thinking about your employer or organisation, how strongly would you agree or disagree with the following statements. Your employer or organisation...?