



SEN and Disability Policy July 2024

Be courageous; be strong.

Do everything in love.

1 Corinthians 16:13-14

The SEND policy should be read in consultation with the Accessibility Plan, Annual SEN Report and the Parents/Carers' SEN Information Guide. Together they include details of:

- The school's admission arrangements for pupils with SEN or disabilities
- The steps school have taken to prevent pupils with SEN or disabilities from being treated less favourably than other pupils
- The facilities provided to assist access to the school by pupils with SEN and disabilities.

(Children and Families Act 2014, Part 3)

Name of SENCOs and contact details:

Mrs Margery Ellwood (KS1 and 2 SENCo)

Telephone: 0191 2852663

Email: admin@archbishop.newcastle.sch.uk

Mrs Kathleen Francis (EYFS SENCo)

Telephone: 0191 2852663

Email: admin@archbishop.newcastle.sch.uk

The policy was developed through consultation with staff, governors and parents.

"Each one should use whatever gift he has received to serve others, faithfully administering God's grace in its various forms. If anyone speaks, he should do it as one speaking the very words of God. If anyone serves, he should do it with the strength God provides, so that in all things God may be praised through Jesus Christ. To him be the glory and the power for ever and ever. Amen." (1 Peter 4:10-11 NIV)

Archbishop Runcie First School is a Church of England Voluntary Aided school which caters for children between the ages of three and nine years, drawing its pupils from a broad spectrum of society. In harmony with the Christian ethos of the school we offer all pupils unconditional welcome, valuing and celebrating their uniqueness as created beings. We offer the opportunity to experience the richness and diversity of God's creation through the curriculum we offer and as we celebrate their God-given gifts and talents. In this way they are encouraged to explore values and beliefs and to identify with, and empathise with, those of other cultures. We are firm in our belief that we have all been given different talents, gifts and abilities. God works in different ways through each of us, and we all serve him faithfully as we use our gifts to glorify him. We should invest the gifts that God has blessed us with wisely.

SEN and Disability Policy

Rationale:

At Archbishop Runcie C of E First School, every child is equal, valued and unique. We aim to provide an environment where all pupils feel safe and can flourish. We will respond to individuals in ways which take into account their varied life experiences and particular needs.

Throughout this policy, and the following policies, we will ensure steps are taken to prevent disabled pupils from being treated less favourably than others: Accessibility Plan, Anti-Bullying Policy, Behaviour Policy, Equality Policy, Parents/Carers' SEN Information Guide, SEN Policy and Annual SEN Report.

Archbishop Runcie C of E First School is committed to providing an education that enables all pupils to make progress so that they achieve their best, become confident individuals living fulfilling lives and make a successful transition to their new school.

Objectives:

- To ensure equality of provision for pupils with special educational needs and disability (SEND).
- To take into account legislation related to SEN and Disabilities, including part 3 of the Children and Families Act 2014, The SEN Code of Practice 2014, The Special Educational Needs and Disability Regulations 2014, The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49, The Order setting out transitional arrangements, Section 137, Equality Act 2010, The Mental Capacity Act 2005, Keeping Children Safe in Education, Supporting pupils at school with medical conditions 2015.
- To provide full access for all pupils to a broad and balanced curriculum.
- To ensure that the needs of pupils with SEN are identified, assessed, planned for and regularly reviewed to improve outcomes.
- To enable pupils with SEND to achieve their potential.
- To ensure parents / carers are fully engaged in decision making.
- To take into account the views, wishes and feelings of pupils.
- To provide advice and support for all staff working with pupils with SEND.
- To provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEND.

Admission Arrangements:

Please refer to the information contained in school's Admissions Policy which can be accessed on the school website. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes pupils with any level of SEND.

Roles and Responsibilities:

The Special Educational Needs Coordinator (SENCo):

- overseeing the day-to-day operation of the policy
- coordinating provision for pupils with SEND
- liaising with the Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND

- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date

The class/subject teacher:

- Set high expectations which inspire, motivate and challenge pupils
- Promote good progress and outcomes for pupils
- Plan and teach lessons in which teaching responds to the strengths and needs of pupils with SEND
- Work closely with support staff in the planning and monitoring of interventions
- Make accurate and productive use of assessment to inform the four part cycle
- Manage behaviour effectively to ensure a good and safe learning environment
- Fulfil wider professional responsibilities in relation to SEN e.g. the effective deployment of support staff, professional development, acting on specialist advice
- Communicate effectively with parents with regard to pupils achievements and pupils well-being

Staff support individuals and groups of pupils at SEN support level of provision, both in class and through targeted intervention/ programmes.

Build knowledge  Motivate teachers  Develop teaching techniques  Embed practice

The governor responsible for SEND is Sarah MacRae.

The designated members of staff for child protection are Kate Massey, Kathleen Francis, Margery Ellwood, Emily Crozier (and William Brown during Wraparound).

Looked after children (LAC)

The SENDCo and Headteacher meet on a half termly basis to ensure that arrangements are in place for supporting pupils that are looked after and also have SEN. SEN reviews and PEP meetings are coordinated and where possible meetings are held on the same day.

The designated member of staff for looked after children is Kate Massey.

Access to Facilities and Provision:

Please refer to school's accessibility plans which outlines how we:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The Accessibility plan also details the logistics of where specific provision is, such as disabled toilets, and where medicines stored.

(See Accessibility plan)

Allocation of Resources:

The Headteacher and SENCo are responsible for the operational management of the budget for SEN provision. The school will use a range of additional funding including the notional SEN budget and, where applicable, pupil premium to provide high quality appropriate support for pupils with SEN. Where a pupil's needs exceed the nationally prescribed threshold (currently £6,000) additional funding will be applied for from the local authority.

Access to the Curriculum

The broad and balanced curriculum is scaffolded where appropriate to enable all children to access the learning. Teachers have high expectations for all pupils. In planning and teaching, teachers meet the pupils' diverse learning needs and work towards removing the barriers to learning. For the majority of the week, pupils with SEND are taught with their peers in mainstream classes. Teachers are responsible and accountable for the progress and development of the pupils. However, in order to maximize learning, some pupils are withdrawn, individually and in small groups, to take part in targeted interventions planned to meet particular needs. Pupils with SEND are actively encouraged and supported to join in and benefit from additional activities and clubs as well as any wider community activities.

Identification, Assessment, Planning and Review Arrangements:

Archbishop Runcie CE First School follows the graduated approach of assess, plan, do and review as outlined in the Code of Practice (2014). This approach is embedded in whole school practice for all pupils and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all pupils'. (Teachers' Standards 2012)

School assessment data, teacher judgments and, where appropriate, assessments from outside agencies are used to identify pupils who require additional and different provision. A provision map / intervention map outlines all SEN support and is updated each term.

There are 4 broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The following are **not** SEN but may impact on progress and attainment:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Receipt of pupil premium
- Being a looked-after child
- Being a child of service personnel

SEN support – four part cycle

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils in school. Termly pupil progress meetings support the early identification of

pupils who may have SEN. Where concerns are identified, there is discussion with the SENCo for potential SEN identification and families are involved in these discussions as soon as possible.

Assess

The class teacher, working with the SENCo, will carry out a clear analysis of a pupil's needs using the initial concern checklist. This assessment will be reviewed regularly. Where appropriate, professionals will help to inform the assessment. Parents will be asked to contribute to the assessment.

Plan

Parents will be formally notified during a meeting with the class teacher and SENCo, however, they will already have been part of the assessment process. Adjustments, interventions, support and review date will be agreed with staff, parents and pupil. This will be recorded on the school information system. All staff working with the child will be informed of the plan and will record progress towards the targets on the school's information system.

Parents are encouraged to contribute and reinforce progress at home with the support of the class teacher and SENCo.

Do

The class or subject teacher will remain responsible for working with the pupil on a daily basis and retain responsibility for their progress and outcomes. The class or subject teacher will plan and assess the impact of support and interventions with any teaching assistants or specialist staff involved. The SENCo will support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed on the agreed date. Reviews will be held with parents at least three times per year. The class teacher or subject teacher, working with the SENCo, will revise the support in light of the pupil's progress. If a pupil does not make expected progress over a sustained period of time school will seek specialist expertise. This will inform future provision. School liaises with many services, including the following: Educational Psychology Service, School Health, School Effectiveness SEN team, SEND Outreach Service (SENDOS) and, when appropriate, Social Services and Looked After Children Team. The school may also liaise with other NHS agencies (e.g. Children and Young People's Service, Occupational Therapy team etc.) and, after discussion with families, private SEND agencies.

Where, despite having taken relevant and purposeful action to identify, assess and meet the SEN of a pupil, the pupil has not made expected progress, then school or parents will consider requesting an Education, Health and Care assessment. School will provide the local authority with evidence of the action taken as part of SEN support.

The Annual SEN Report includes an evaluation of the impact of the above provision on outcomes for pupils with SEN.

Transition Arrangements

Transition is carefully planned. In order to ensure successful transition both within school and from school to school, parents/carers will be fully involved in the planning for the transfer to the new setting. Key information about SEN provision will be shared with the next school/setting through the review process. The school's feeder Middle School, Gosforth Central Middle, is invited to attend

review meetings in Year 4 in the Summer Term as well as Phase Transfer meetings (to ensure that the EHC Plan is reviewed and amended by 15 February in the year that the transfer takes place).

Partnership with Parents/Carers:

Archbishop Runcie Church of England First School has positive attitudes to parents/carers and values their important role in their child's education. Parents/carers are always informed when their child is placed on the SEN list and the graduated response, outlined in the Code of Practice, is explained to them. Parents are informed about Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service. This service provides information, advice and support at any stage of a child or young person's education, and provides an Independent Supporter for families in the process of getting an Education Health and Care Plan. Parents are fully involved in the review process. Written information is in accessible formats and sufficient notice is given for meetings to enable parents/carers time to prepare.

Early Help is used to coordinate support for children and their families who have a range of needs as well as engagement with the school's Family Partner through Children and Families Newcastle.

Pupil Participation:

The views of all pupils are valued. Pupils with SEN are supported to be involved in decision making and to be able to express any concerns. A pupil review sheet is used termly to gather their views on their progress.

Monitoring and Evaluating the Success of Provision – for further details see [Annual SEND Report](#):

A variety of methods are used to monitor and evaluate the provision and achievements for the pupils with SEN:

- Monitoring by senior leaders and middle leaders, including work scrutiny, pupil voice and observation.
- Analysis of assessment data, with high expectations for the progress expected between key stages for all pupils
- Assessment records that illustrate progress over time – e.g. reading ages
- Success rates in respect of individual targets
- Monitoring by the governor with responsibility for SEN
- The views of parents/carers and pupils
- Provision Mapping – used to monitor impact and cost of interventions.

Staff Development:

The Leadership Team reviews the training needs of staff through Performance Management and pupil progress to plan appropriate CPD in relation to SEND as appropriate. The SENCo ensure staff are informed of local and national developments in relation to SEN and Inclusion. Up to date information and CPD is provided through the Gosforth Trust Schools. Where appropriate, specialists are used to deliver the training. Early Career Teachers are offered support and in school training by the SENCo/specialist staff. See the [Annual SEND Information Report](#) for details.

Medical Conditions

Archbishop Runcie Church of England First School will follow the recommendations of the Children and Families Act 2014 with regard to arrangements to support pupils with medical conditions. Where a pupil also has SEN, their provision will be planned and delivered in a coordinated way with their healthcare plan. (See Medicines in Schools Policy).

The Complaints Procedure:

Initially, an attempt will be made to resolve a complaint about SEND provision at school level, within one week of the complaint having first been made. The procedure is, firstly, that the class teacher attempts to resolve matters, then, if required, the SENCo and /or Head teacher becomes involved. If the complaint is unresolved, then the person making the complaint is advised of their rights under Section 23 of the Education Reform Act to make a complaint. The Governing Body will consider the complaint, after which, if necessary the LA will become involved. School will inform parents/carers of the local authority's commissioned independent disagreement resolution service. Details can also be found in the Local Offer. (See Complaints Procedure)

Date agreed by governing body: September 2023 (TLA Committee)

Review due: September 2024

Date	Reviewed/updated	Staff involved
November 2015	Stakeholders invited to review the policy	Staff and stakeholders
January 2016	Policy updated	B-Armstrong (SENCo)
September 2016	Changed SENCo details	J-Robson (HT)
November 2017	Policy updated	K-Massey (SENCo) Denise Henry (Headteacher & SENCo)
September 2018	Policy updated	K-Massey
March 2019	Policy updated	K-Massey & J-Burns
July 2019	Changed SENCo details	J-Burns
November 2019	Revised SENCo and other staffing details	J-Booth
September 2020	Revised minor details	J-Booth
September 2021	Revised with reference to renamed and reorganized agencies	J-Booth
September 2022	Revised minor details	J-Booth
February 2023	Updated for new SENCos	J-Booth
September 2023	Updated for new SENCos	V-Ravel
January 2024	Update for new SENCo	K-Massey
July 2024	Update by for new SENCo	M-Ellwood
Sept 2024	Review by governing body	

Ambitious for all learners: SEND and the curriculum

Intent	Implementation	Impact and Next Steps
<p>(Produced with staff with joint ownership across the school.)</p> <p>We are proud of our ambitious curriculum across all subject areas and believe as a school that it is part of our social and Christian mission that all children are exposed to a broad, balanced and challenging diet of deep knowledge. This is especially the case for children with special educational needs and/or disabilities who, even more so, are entitled to acquire and celebrate the knowledge and cultural capital that an ambitious curriculum can provide.</p> <p>We are aware that children with SEND, on average, perform less well than children without SEND and we aim to close and, where possible, eliminate that gap and to ensure that children are exposed to as wide a culturally rich curriculum as possible.</p> <p>We start from the assumption that all children can, and will, access this ambitious curriculum due to our high aspirations for all children. This comes from our strong belief in inclusivity. We intend for children with SEND to be exposed to high-quality input and learn the same curriculum as the rest of the class wherever possible so they can fulfil their God given talent.</p> <p>Our practice is informed by the latest educational research. This suggests that children with SEND learn best, like all other learners, through explicit, direct instruction led by teachers (DfE, Reading Framework 2021; EEF, SEND in Mainstream Schools, 2021). Ultimately, it is based on quality-first teaching as we understand that 'Additional intervention and support cannot compensate for a lack of good quality teaching' (DfE, Code of Practice, 2015).</p>	<p>Staff have understanding of pedagogical approaches to support and tailor strategies to individual children so that children do not always receive the same support. Staff understand not only a range of strategies to help children with SEND, but also all children. They also understand key misconceptions in the world of SEND as part of discussions around pedagogical approaches.</p> <p>Strategies include the following non-exhaustive list, with reference to the local mainstream guidance and educational research:</p> <ul style="list-style-type: none"> ○ Ask more, give more, get more as in class support – asking more questions, giving more support, getting more out of children with SEND. In class support can include oral rehearsal, scribing, prompting to stay on task, small group work during tasks, and many other strategies that aim for children to learn within the class environment. ○ Explicit instruction, which in essence is quality-first teaching for all, has the most directly positive effect for children with SEND as well as all other learners. This includes strategies such as 'I do, we do, you do', worked examples and an emphasis on teach-do to minimise cognitive load where possible. ○ Pre-teaching, post-teaching/overlearning. Particularly to increase confidence and positive attitudes in subjects a child may find challenging. ○ Rapid Response to quickly identify and resolve misconceptions and errors. ○ Interventions – ideally, children should spend as long in the classroom as possible. However, out of class interventions may be necessary both within the broader curriculum but particularly when looking at children's ability to read and write and use mathematical operations to 	<p>The attainment gap is reduced and, where possible, eliminated for children with SEND across all subject areas.</p> <p>Children can talk confidently and passionately about each subject, knowing more, doing more and remembering more.</p> <p>Children will be encouraged not only to know a lot about subjects but be passionate about them and see studying them in depth as part of their future, with all children, including children with SEND, actively saying they want to be a historian, archaeologist, volcanologist, meteorologist, philosopher, engineer, doctor and so forth.</p> <p>As SEND practice is embedded further, children at the very earliest stages become more involved in the Plan-Do-Review cycle, making their voice even more central to the IEP.</p> <p>Pupil voice continues to be elevated, especially for children with SEND across all areas of school life.</p>

We take a **keep up, not catch up approach** based on the principles of **asking more** (of certain children in the class, both in terms of questions during input and of their efforts in general), **giving more** (support where necessary), and **getting more** (out of the children, understanding that children with SEND may need to work harder than their peers in order to reduce and eventually eliminate the attainment gap).

We believe that, wherever possible, tasks should be **high ceiling, low threshold** in that children with SEND should be able to access them but that all children can go further with them.

Adults have high aspirations for children with SEND and understand that a need in one subject area (e.g. in English) does not necessarily mean a deficit in another (e.g. History).

Staff knowing their children, loving them deeply and being ambitious for them to do their best is at the heart of our SEND practice. This is embodying our values of 'love' and 'determination'. By staff knowing their targets, finding appropriate opportunities to develop these targets in all subject areas.

Where adaptations are necessary, the first strategy is **to change the pedagogy rather than the content** in line with Ofsted and EEF recommendations. This means teachers will adapt *how* we teach the curriculum rather than changing or reducing the amount that is taught. All children are exposed to the same core learning except in the most exceptional circumstances as discussed with curriculum leaders and/or the SENCo.

Adaptations to pedagogy are appropriate to the children's individual needs and targets but are used to get the children to the same finishing point as any other child.

Where there are additional and different adaptations given, **there is still a regular opportunity to work independently** so children can show their capabilities independently.

For a very small number of children with higher levels of need, the curriculum remains ambitious whilst meeting their needs. This may mean not accessing the main class input but their

access the broad and balanced curriculum (205, Ofsted, School Inspection Handbook, 2022). This includes RWI Spotlight and other writing-focused curriculum objectives.

As detailed in the intervention section above, there are several key capabilities that are required particularly before Key Stage 2, especially around reading, writing and maths. This may mean that these need to be prioritised ahead of non-core subjects. However, especially for children in Key Stage 2, **such interventions should be time-limited** so that the impact on foundation subjects is reduced. They should be timed deliberately so that they do not occur at the same time (i.e. so children do not miss one subject weekly), that the focus is always on giving children such capabilities *in readiness* for the broad and balanced curriculum, and that children are exposed to key curriculum learning to avoid unnecessary gaps.

SEND spending is focused upon **high-quality teaching** – usually, **the labour cost of the most qualified members of staff to work with children** and to provide support of best practice (e.g. the SENCo providing coaching both in and out of the classroom to teachers, teaching assistants releasing teachers to deliver Rapid Response, etc.). For some children with higher level needs, support may often be provided by specific TAs, but this in conjunction with the teacher and such staff are involved closely with the IEP process and with tailoring the pedagogical amendments so that children can access the curriculum.

A clear marking policy indicates where support is given so that support can be monitored for impact.

Children know their targets (at an age-appropriate level) and opportunities for pupil voice of children with SEND are accelerated both specific to the child and also across school (e.g. representation at School Council level).

Because the curriculum and depth of knowledge is so ambitious, we intend children with SEND to master a few domains of knowledge per lesson, rather than attempt all at once in each task. Children learn best by learning domain-specific substantive knowledge and then applying it to disciplinary knowledge – this

The school community collectively becomes more inclusive and celebratory of diversity.

The SENCo monitors success and trains subject leaders to monitor and evaluate their own subjects for children with SEND.

End of Year Data – EXS+ R-Y4

20-21	R	W	M	Comb
SEN	53%	41%	65%	35%
No SEN	83%	73%	89%	73%

21-22	R	W	M	Comb
SEN	31%	19%	75%	19%
No SEN	81%	75%	82%	73%

22-23	R	W	M	Comb
SEN				
No SEN				

<p>learning should, in almost all circumstances, be geared around the same unit of learning according to their readiness and the advice of professionals working with that child.</p> <p>We understand that it is essential that all children, particularly those below Key Stage 2, have the knowledge of reading, writing and using mathematical operations in order to access a broad and balanced curriculum. At times, we may have to prioritise this core knowledge but its delivery should be careful and deliberate to ensure minimal impact on children's exposure to a broad and balanced curriculum.</p>	<p>means that deep bodies of knowledge must be built for all pupils, but is especially the case for children with additional needs.</p> <p>This pedagogy is in line with cognitive load theory which informs practice for all children. We know that 'memory is the residue of thought' (Willingham, <i>Why don't students like school?</i>) and it is by focusing children's thinking on specific aspects that children learn more. This is also why the school has agreed to simplify displays to reduce visual noise.</p> <p>In a very small number of cases, significant curriculum adaptations may occur. This will be reviewed as part of the child's EHCP process and/or with external advice.</p>	
<p>Supporting documents for staff – research and guidance:</p> <p>Ofsted, Education Inspection Framework, 2021:</p> <p><i>...leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life.</i></p> <p>Ofsted, School inspection handbook, 2021:</p> <p><i>There is high academic/vocational/technical ambition for all pupils, and the school does not offer disadvantaged pupils or pupils with SEND a reduced curriculum. ... Disadvantaged pupils and pupils with SEND acquire the knowledge and cultural capital they need to succeed in life</i></p> <p>Department for Education, Reading Framework, 2021 (link to research debunking 'learning styles' e.g. Christodolou, 2014; Willingham et al 2015; Barton et al 2019) <i>Consensus is growing among academics and teachers that the best reading instruction for children with SEND is SSP, taught by direct instruction. ... Evidence suggests that most children with moderate to severe and complex needs are not 'visual learners' ... Teachers should: provide them with the skills and knowledge they need to read and spell, by direct instruction, progressing systematically with carefully structured, small and cumulative steps; use instructional routines that become familiar; provide materials that limit distraction; are clear, linear and easy to follow; are age-neutral or age-appropriate and can be adapted further, such as being reduced to individual item; provide opportunities for work on vocabulary, fluency and reading comprehension. provide multiple opportunities for overlearning (recall, retrieval, practice and application at the level of the alphabetic code, word, sentence and text).</i></p> <p>Department for Education, SEND Code of Practice, 2015:</p> <p><i>The leaders of early years settings, schools and colleges should establish and maintain a culture of high expectations that expects those working with children and young people with SEN or disabilities to include them in all the opportunities available to other children and young people so they can achieve well.</i></p> <p>EEF Guidance Report on Special Educational Needs, 2021 – Explicit instruction as key to quality-first teaching:</p> <p><i>Common aspects of explicit instruction include:</i></p> <ul style="list-style-type: none"> • <i>teaching skills and concepts in small steps;</i> • <i>using examples and non-examples;</i> • <i>using clear and unambiguous language;</i> 		

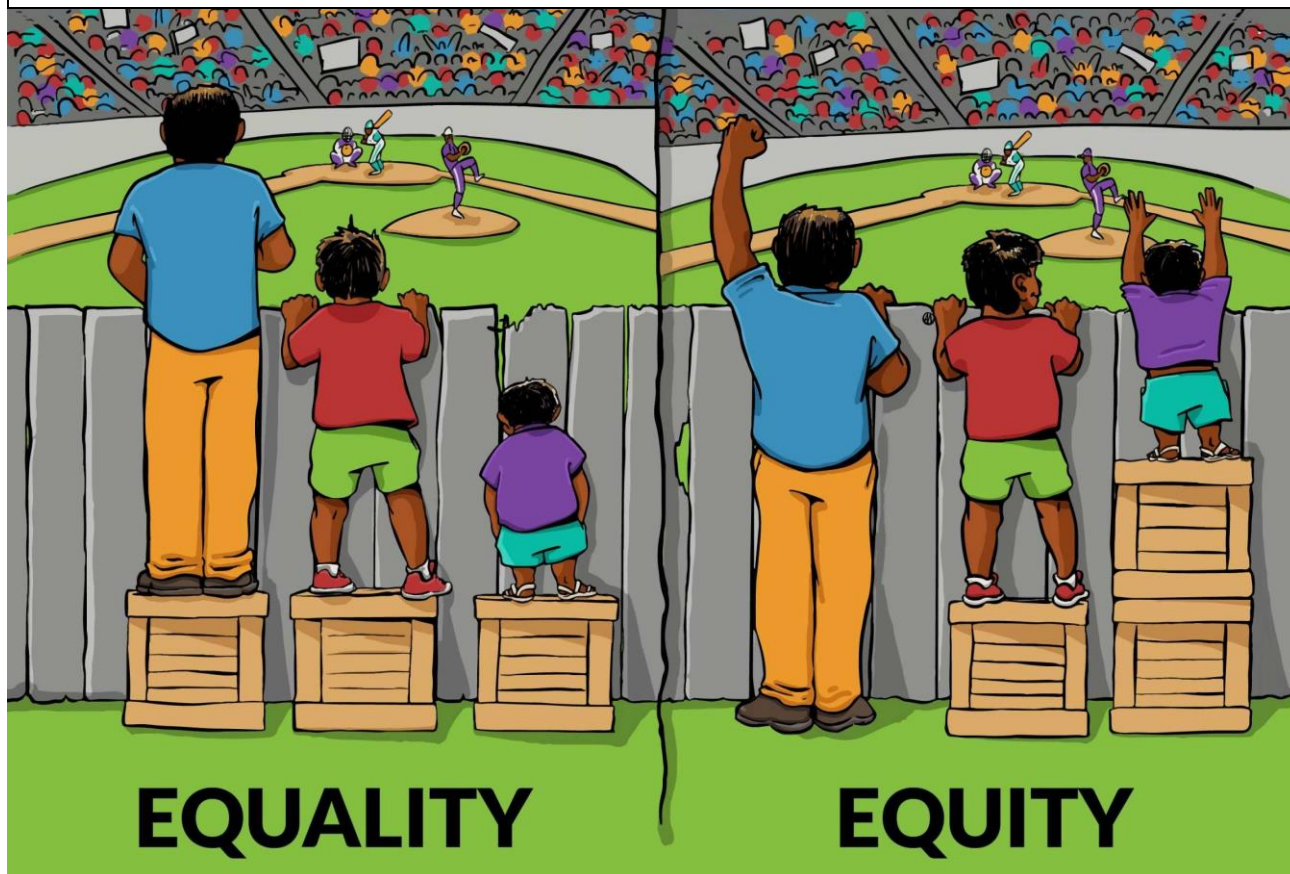
- *anticipating and planning for common misconceptions; and*
- *highlighting essential content and removing distracting information.*

Ofsted, History Research Review, 2021

Any adaptations made to support pupils' learning in history usually should not be to the overall curriculum content but rather to how the content is taught. In the case of pupils with the most complex learning needs, there may be occasions when it is appropriate to modify the curriculum. However, this will be the exception. ... Ensuring that all pupils otherwise encounter the same content is particularly important given the role that hinterland information has in facilitating learning in history

Ofsted, Geography Research Review, 2021

In our set of inspections of outstanding mainstream primary schools, we found that schools had rarely found it necessary to make changes to the curriculum for pupils with SEND but had often modified their teaching approaches. There is a need for all pupils to share the same curriculum, with the same level of ambition and expectation of the geographical knowledge that pupils should know.



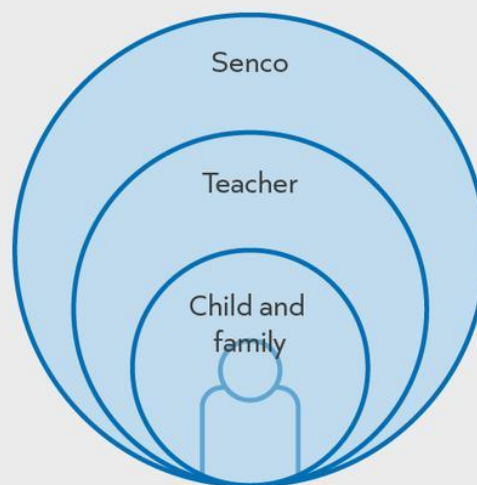
Appendix 2: High Quality Teaching - Evidence summary



Roles and responsibilities

The class or subject teacher should remain responsible for working with the child on a daily basis. (SEND Code of Practice, 2015)

The SEND Code of Practice (2015) makes it clear that teachers are responsible and accountable for the progress of pupils with SEND in their class and not the SENCo. This is because the teacher and not the SENCo sees the child regularly and has the greater influence over their development and progress, as illustrated in Figure 1. The role of the SENCo is to support the teacher and work closely with the family and other agencies.



The zone of influence and accountability (adapted from National Association for Special Educational Needs [NASEN], 2014)

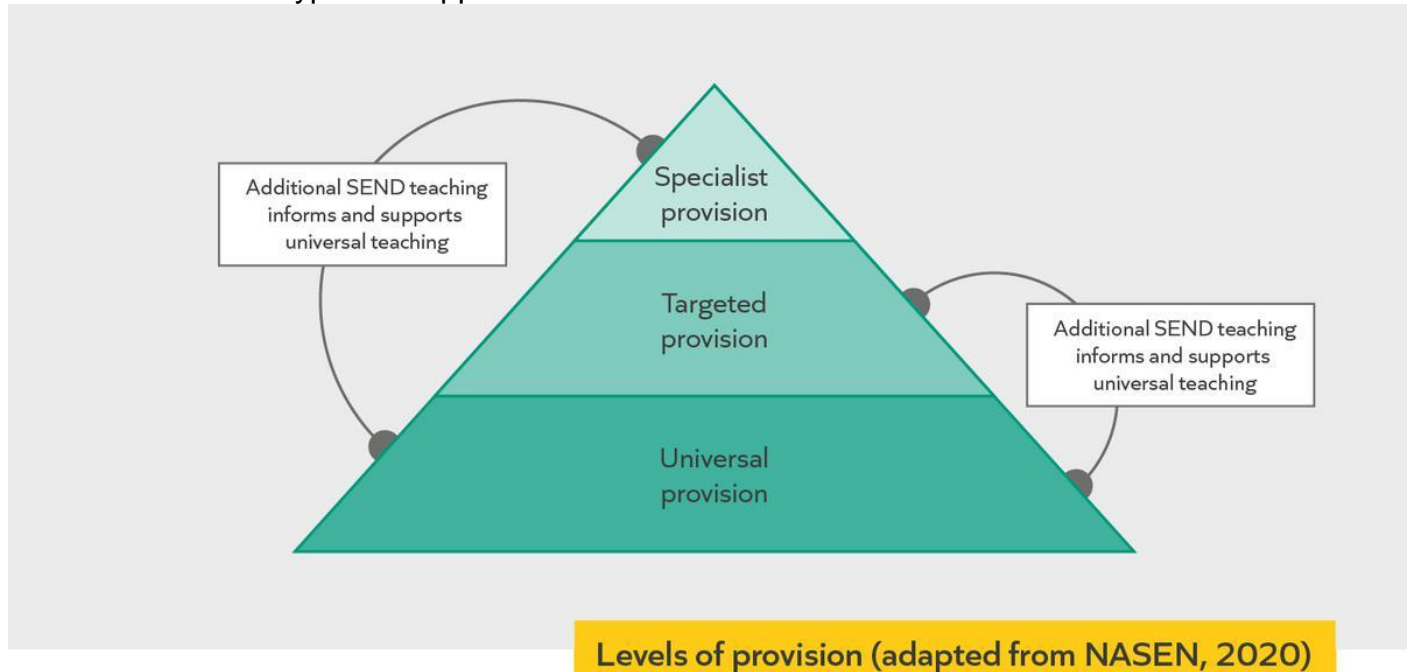
School leaders also need to ensure that teachers are clear about roles within the classroom too. For example, teachers need to use teaching assistants to add value to their work and not replace them to avoid the 'separation' effect (DISS, 2009). The 'separation' effect occurs when teachers over rely on teaching assistants to support pupils with SEND, meaning they have less interactions with their peers and teacher. The result of which can be a negative effect on pupils' learning and wellbeing (SEND Code of Practice, 2015).

A large-scale study in UK schools of TA deployment (DISS, 2009) found that this separation was common in schools. The reason being that many staff believed this situation benefited all pupils, since pupils with SEND received more intensive support from TAs, while the teacher concentrated on teaching the rest of the class. Research has shown that TAs can have a strong positive effect on pupils' achievement if school leaders have put systems in place to enable them to be deployed effectively, fully prepared, supported and trained (EEF, 2015). Examples of effective deployment include using TAs to help pupils with SEND develop their independent learning skills and manage their own learning.

Levels of provision

High quality teaching, differentiated for individual pupils is the first step in responding to pupils who may or may not have SEND. Additional support cannot compensate for lack of good teaching. (SEND Code of Practice, 2015)

The SEND Code of Practice (2015) recommends that the first response to supporting pupils with special educational needs is to offer them the best teaching you can, meaning the starting point for teachers should be to focus on providing all pupils with effective classroom teaching. Therefore, it is recommended that schools use a tiered approach to supporting pupils with SEN, as illustrated in Figure 2. This approach recognises that pupils learn at different rates and therefore require different levels and types of support from teachers to succeed.

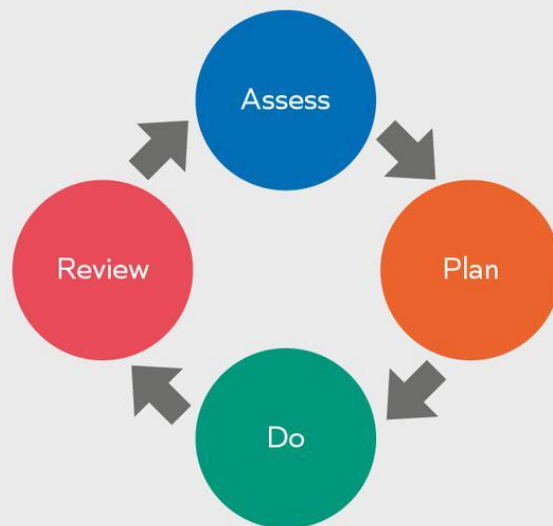


As you can see, universal provision, where pupils have access to the best possible whole class teaching you can offer is placed at the bottom of the pyramid. Universal provision means:

1. Understanding the learning needs of all pupils
2. Adapting teaching in response to these needs.

Part of the role of the Headteacher, the SENCo and subject leads is to support staff in providing Quality First Teaching to all the pupils in their class. This might be achieved by monitoring planning and observing teaching in the first instance to identify the training and support staff require to improve their practice and then put this in place. If leaders do not ensure this quality first teaching is received by all pupils, then it may be difficult to determine whether a pupil has SEND or is underachieving due to the poor-quality teaching they have been receiving.

A small number of pupils may still struggle to learn key concepts, in spite of access to Quality First Teaching and therefore require more targeted support to help them get there. Teachers should work closely with the SENCo, support staff, as well as families and pupils to identify this support using what is called the graduated approach, shown in Figure 3. This four-part cycle of assess, plan, do and review allows teachers to assess pupils to inform their next steps and plan for additional provision.



The Graduated Approach (NASEN, 2021)

Some pupils will benefit from targeted provision in the form of a small group intervention for a fixed period of time to make progress. A smaller number of pupils, often those with Educational Health and Care Plans (EHCPs), will require personalised, specialist provision. But when a pupil receives targeted or specialist support, it should be in addition to whole class Quality First Teaching. Targeted support should not replace effective teaching by the class teacher.

Therefore, the effectiveness of a school's provision at these different levels can have the capacity to increase or decrease the number of pupils with SEND in school, since the SEND Code of Practice (2015) defines special educational needs as, "A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision that is different from or additional to that normally available to pupils of the same age." Therefore, if schools improve the overall quality of teaching all pupils receive in the first instance, then less pupils should be identified with SEND, leaving more resources for those who really need it, which should also improve their outcomes.

Responsive teaching

For teachers, awareness of exactly what students need, and responsiveness to this – rather than indiscriminately providing support – is [...] critical. Harry Fletcher Wood, 2018

We know that pupils with SEND have the greatest need for Quality First Teaching but what does this look like in practice? The answer lies in responsive teaching. This is where the teacher adapts their teaching in response to the different needs of the pupils in the lesson, so they teach in a way that truly supports all pupils to learn.

To do this, teachers must find ways of working out what pupils do and do not understand in the lesson. This means that teachers need to set clear objectives towards which they help their pupils to progress. Only then can they begin to measure how far pupils have progressed towards these learning goals and what misconceptions, gaps in knowledge or barriers to their learning is preventing them from progressing further.

Therefore, responsive teaching can be summarised in the following three steps (Fletcher-Wood, 2018):

1. Setting clear goals and planning learning carefully

2. Identifying what students have understood and where they are struggling
3. Responding, adapting our teaching to support students to do better

When assessing pupils and identifying what they may be struggling to understand, teachers need to consider the classroom climate and the impact this can have on a pupil's self-esteem and motivation to learn. This is especially true for those pupils with SEND, who are more likely to find the work difficult. One way teachers can do this is to build trusting relationships with all pupils, providing them with challenge and high expectations but setting this within a classroom where it's ok to have a go and make mistakes. Of course, by adapting teaching based on pupils' needs and providing them with the necessary support they need, is more likely to lead to success.

When pupils experience success, they increase their feelings of self-efficacy. High self-efficacy increases their motivation to learn and put more effort in. Being more engaged with their learning reduces off task behaviour. As pupils increase their effort, they come closer to achieving the learning goals and increase their ability. When pupils experience their ability improving in a topic or a subject, it helps them to see that ability is changeable and increasable with effort (Shell et al., 2010).

Effective strategies for adapting teaching

The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils. (EEF, 2020)

Teachers should not be adapting lessons to different 'learning styles' such as 'visual' or 'kinaesthetic': while pupils have different learning preferences, they do not have distinct learning styles (Coe, 2013). Neither should adaptive teaching involve:

- Creating individual lesson plans and tasks for pupils
- Creating distinct tasks for different groups of pupils
- Providing pupils with easier work

Instead, there are several teaching strategies which have been shown to be highly effective for adapting teaching for pupils with SEND, including:

- Flexible grouping
- Explicit instruction
- Scaffolding

These strategies are based on what we know about how humans learn from cognitive science. Many teachers will already be familiar with them or can be supported to learn them relatively easily. The message from multiple studies is that teachers should prioritise developing and refining these familiar but powerful strategies to support all pupils, including those with SEND. This is because what is good teaching for pupils with SEND is good for all pupils. This approach to supporting pupils with SEND should also reassure staff that it is not necessary for them to understand all the different types of SEND or even have a diagnosis for a pupil (EEF, 2020). This is useful for medical practitioners but not that helpful for teachers trying to identify a pupil's individual learning needs and therefore plan educational support for them.

Flexible grouping

“Streaming or setting has a negative impact for lower attainers.” (EEF, 2020)

Pupils with SEND are often grouped together, along with other pupils considered low-attaining, and segregated from the rest of their peers (Rix et al. 2009). Examples of this in primary might be grouping pupils on ability tables for maths and naming the groups different colours or in secondary

setting pupils for subjects based on assessment results. Grouping pupils in this fixed way can impact negatively on pupils' attainment, behaviour, and motivation. For example, pupils are usually aware of the label that has been given to them which might lead them to think, "I am bad at maths because I am in the lowest set". This can demotivate them and reduce the effort they put in. This may lead to poor behaviour and ultimately lead them to not achieve the learning goals, reducing their maths ability (Shell et al, 2010). Additionally, pupils in these groups may also underperform due to the teachers of these groups setting lower expectations and/or these pupils being taught by less qualified or experienced members of staff and being offered a less rich curriculum (Webster and Blatchford, 2017).

An alternative approach is to group pupils flexibly based on the learning needs that they currently share with other pupils within lessons. Then, once they have understood a particular concept, the group is broken up. An example of this is a teacher re-teaches how to read the time on an analogue clock, when it is quarter to or quarter past the hour, with a small group of pupils who found this concept difficult based on an end of lesson quiz. Meanwhile, the TA supports another group of pupils or supports the teacher with this group. Once pupils have understood the concept, the group is disbanded. Grouping pupils by attainment for specific activities in their usual classes is more likely to boost attainment than setting (IOE, 2018). This approach has the following benefits:

1. Pupils receive more support from the teacher, rather than being taught by the TA
2. Teaching is more specific to pupils' learning needs
3. Less labelling of pupils and therefore less long-term negative impact

In this way, TAs enable teachers to work more with lower attaining pupils and those with SEND, in other words those with the greatest needs and who will benefit most from being taught by the qualified teacher in the room. TAs will require time with the teacher for preparation before the lesson and feedback after the lesson to make sure TAs are fully prepared for their role in class.

Explicit instruction

Many pupils with SEND (especially those with cognition and learning needs) have more limited working memory than pupils without SEND (exceptions may include some pupils with Autism) (NASEN, 2020). Therefore, using teaching strategies which support working memory and reduce cognitive load will help these pupils to learn.

Explicit instruction is one of these strategies and usually begins with a detailed teacher explanation and modelling using well-chosen examples and non-examples (Wittwer & Renkl, 2010). This is followed by extensive practice of routine exercises with teacher support, and later independent practice, if pupils are shown to be ready based on formative assessments, such as hinge questions or more informal observations. Here are some common features of explicit instruction and how they support pupils' learning:

Common features of explicit instruction	How they support pupils' learning
1. Breaking content down into smaller chunks, for example, taking pupils step by step through a 'worked example'	Reduces cognitive load on working memory, since it can only handle a few bits at a time due to its limited capacity (Sweller et al., 2019, Rosenshine, 2012).
2. Using examples and non-examples to help pupils understand a new idea	Providing different examples helps develop pupils understanding of a new idea and transfer the learning in different contexts (Deans for Impact, 2021).

Common features of explicit instruction	How they support pupils' learning
3. Using clear and concise language for explanations and instructions	Reduces cognitive load on working memory (Sweller et al., 2019).
4. Highlighting key content and removing distracting information	To help focus attention on the new learning (Gathercole et al., 2006).
5. Linking new ideas to ideas pupils already know about	Helps focus pupils attention, since we value things, we already know about. Reduces cognitive load, since pupils can focus on learning new material and not on trying to remember old learning (Rosenshine, 2012).
6. Planning how to tackle common misconceptions and correct any	Prevent misconceptions becoming embedded in long-term memory (Rosenshine, 2012).
7. Building in additional practice time for those who need it to overlearn content	Ensures that learning can be recalled automatically if stored in long-term memory and therefore doesn't take up space in working memory (Rosenshine, 2012).
8. Checks for understanding to identify any misconceptions and/or gaps in knowledge	Prevent misconceptions becoming embedded in long-term memory (Rosenshine, 2012).

Scaffolding

“Scaffolding’ is a metaphor for temporary support that is removed when it is no longer required. Initially, a teacher would provide enough support so that pupils can successfully complete tasks that they could not do independently.” (EEF, 2020)

Another strategy recommended to support learners with SEND is scaffolding. Initially, a teacher would provide a pupil with enough support so they can complete the task on their own. This level of support would be determined based on the pupils' current capabilities (Van de Pol et al., 2015). Therefore, scaffolding should only be used for a task if necessary and removed gradually when no longer needed, so that it doesn't cause cognitive overload (CESE, 2018; Kalyuga, 2007). It should not be used to make things too easy but to make the task possible to do independently. Here are some examples of scaffolding for tasks:

1. Cue or prompt cards
2. Checklists
3. Annotated worked examples
4. Concrete manipulatives

Applying these strategies

When using these strategies to support pupils with SEND, it will be beneficial for teachers to consider the effectiveness of the strategy in helping the pupils overcome any barriers. This will help them to make any further adjustments and consider whether their pupils need support for longer or whether support needs to be even more intensive and focused on a smaller number of skills. If the strategy isn't working, teachers will need to find out why and what can be done next. In this way, teachers can better understand their pupils' learning needs and how best to overcome these barriers and when to seek more support from the SENCo.

Nuances and Caveats

- We refer to 'Quality First Teaching' throughout this module, which may also be referred to as 'High Quality Teaching' in some schools.
- Flexibly grouping pupils within a class to provide more tailored support can be effective, but care should still be taken to monitor its impact on engagement and motivation, particularly for low attaining pupils.
- The aim of responsive teaching is to support pupil success. If pupils are practising independently and struggling, teachers should still stop the class (or intervene with pupils) to provide further support. Similarly, if a teachers' assessment suggests pupils need stretching, they can let pupils move on to more challenging work, while monitoring carefully to ensure they are successful, in case support is needed.
- If teaching assistants are used to support pupils in a lesson, then they need to be prepared by the teacher on how to do this. However, they should supplement, not replace, teacher support (EEF, 2018).

Further reading

If you want to better understand inclusion, then have a read of this...

National Association for Special Educational Needs (2020). Understanding Inclusion. Staffordshire: NASEN.

- This is a short guide for school leaders and SENCos to help them consider what inclusion looks like in their own setting.

If you are interested in reading more about effective teaching strategies for supporting all learners, including those with SEN, then have a read of this...

Rosenshine, B. (2012) Principles of Instruction: Research-based strategies that all teachers should know. *American Educator*, 36, 12–20.

- This short article presents 10 teaching strategies, drawing on research into effective classroom practice but also cognitive science and what we know about how people learn.

If you want to find out more about evidence-based strategies for supporting pupils with SEND, then have a read from page 22- 27 here...

Education Endowment Foundation (2020) Special Educational Needs in Mainstream Schools: Guidance Report.

- This guidance report offers five evidence-based recommendations to support pupils with SEND, providing a starting point for schools to review their current approach and practical ideas they can implement.

And read this:

Education Endowment Foundation (2021) High-quality teaching for pupils with SEND

- This is a one-page overview of these strategies.

References

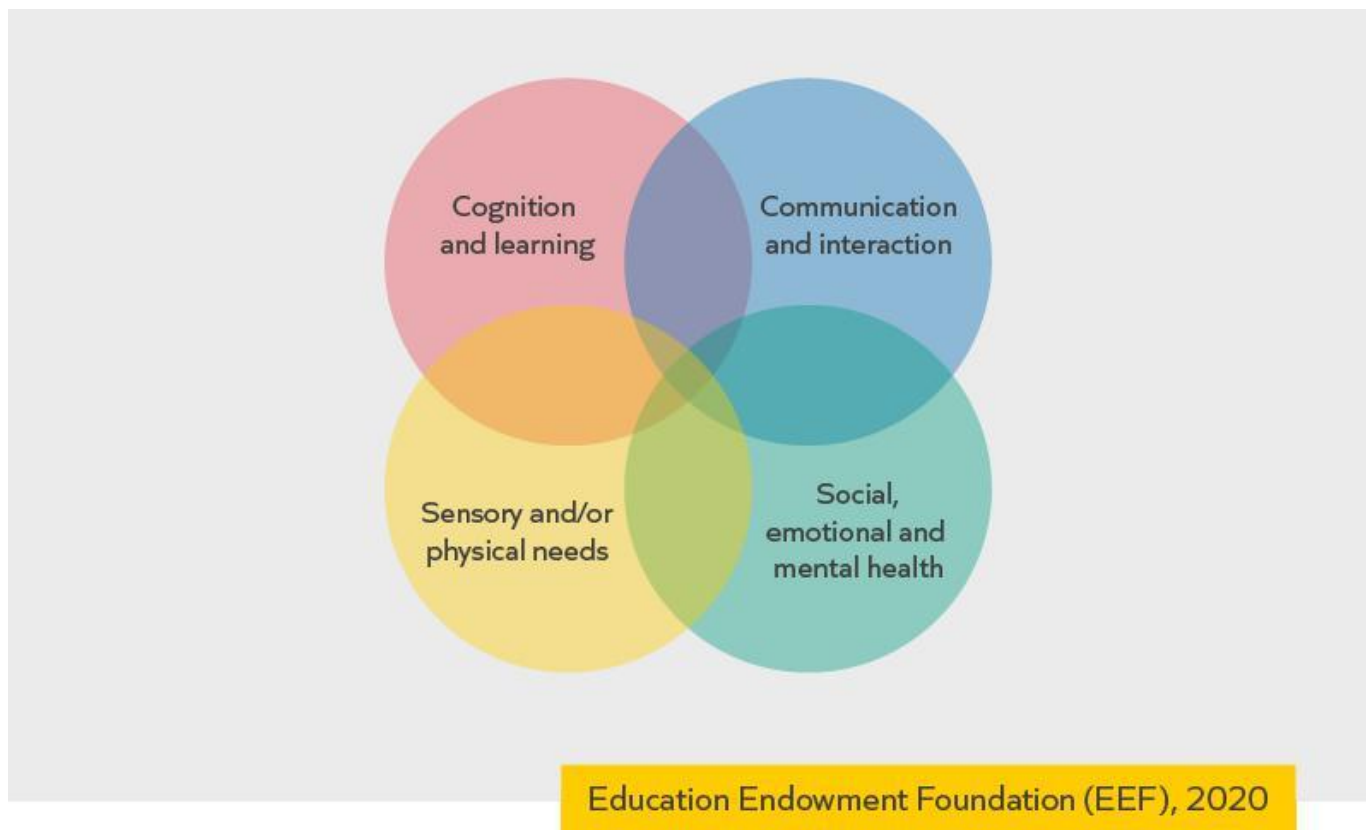
- Berlin, R. (2021). Putting learning science in practice: Using examples and non-examples. Deans for Impact blog [online] 6th April 2021. <https://deansforimpact.org/lbsd-examples-non-examples/>
- Blatchford, P., Bassett, P., Brown, P., Martin, C., Russell, A. and Webster, R. (2009) 'Deployment and Impact of Support Staff Project (DISS)'. <https://maximisingtas.co.uk/assets/content/dissrsum.pdf>
- CESE (2018). Cognitive load theory in practice Examples for the classroom. Accessible from: https://www.cese.nsw.gov.au/images/stories/PDF/Cognitive_load_theory_practice_guide_AA.pdf
- Coe, R. (2013). Improving Education: A triumph of hope over experience. Centre for Evaluation and Monitoring. <https://img1.wsimg.com/blobby/go/ede177f2-5088-4fee-a850-d64ccdf72d47/downloads/Improving%20Education%20Coe%20Inaugural%20June%202013.pdf?ver=1621348419849>
- Coe, R., Aloisi, C., Higgins, S., & Major, L. E. (2014). What makes great teaching? Review of the underpinning research. Durham University: UK. <http://bit.ly/2OvmvKO>
- Coe, R., Rauch, C. J., Kime, S., & Singleton, D. (2020). Great teaching toolkit: evidence review. Cambridge Assessment International Education. https://assets.website-files.com/5ee28729f7b4a5fa99bef2b3/5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE%20REVIEW_DIGITAL.pdf?utm_referrer=https://www
- Dempsey, N. (2021). No SENCO is an Island. In K. Wespeiser (Ed) & T. Bennett (Series Ed) The Research ED Guide to Special Educational Needs. An Evidence Informed Guide for Teachers. (pp. 33-43) A John Catt Publication.
- Department for Education and Department of Health (2014 (updated 2015)) The Special Educational Needs and Disability Code of Practice: 0-25 years, London: DfE and DoH https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf
- Education Endowment Foundation (2015) Making Best Use of Teaching Assistants: Guidance Report. https://educationendowmentfoundation.org.uk/public/files/Publications/Teaching_Assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable.pdf
- Education Endowment Foundation (2020) Special Educational Needs in Mainstream Schools: Guidance Report. https://educationendowmentfoundation.org.uk/public/files/Publications/Send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf
- Fletcher Wood, H. (2018). Formative Assessment. What is responsive teaching? Improving Teaching [online] 3rd June 2018. <https://improvingteaching.co.uk/2018/06/03/what-is-responsive-teaching/>
- Gathercole, S. E., Lamont, E., & Alloway, T. P. (2006). Working memory in the classroom. Working memory and education, 219-240. <https://thepsychologist.s3.eu-west-2.amazonaws.com/articles/pdfs/0508qath.pdf?X-Amz-Algorithm=AWS4-HMAC-SHA256&X-Amz->

Appendix 3: Interventions – Evidence Summary



“Unless interventions are well-matched to address the barriers that pupils are experiencing in their learning, they are unlikely to be effective.” EEF, 2020

The SEND Code of Practice (2015) identifies four broad areas of needs which pupils may fall into, as shown in Figure 1. When matching a pupil to an intervention, staff might be tempted to use a pupils’ diagnosis, or an understanding of their broad area of need, to assign them.



However, although these are a useful first step, a more detailed understanding of a pupil’s specific needs is required when matching pupils to an intervention. For example, it is not enough to know that a pupil has a learning difficulty in literacy or even that they have a diagnosis of dyslexia when identifying an intervention to help them (EEF, 2020).

This is not to say that those diagnostic labels are never useful to know. For example, knowing a pupil has a visual impairment will be important for determining their support. However, diagnostic labels can also be vague, and even misleading – teachers should therefore focus their interventions on meeting their pupil’s needs, not on what other pupils with the same diagnosis have been offered in the past.

This is so that staff can be confident that the intervention is well-targeted at meeting the pupil’s needs, in other words, the right intervention for this pupil. If not, then the intervention is likely to have a detrimental impact on the pupil since they will be missing out on lessons with their teachers and peers.

Teachers need to identify what the barriers are to a pupil making progress and identify effective strategies to support them and draw on a range of sources to do this (SEND Code of Practice, 2015). Therefore, teachers should begin with the following:

Provide a pupil with the best teaching they can offer, adapted to meet their individual learning needs.

Identify what works and what doesn't when it comes to helping the pupil make progress.

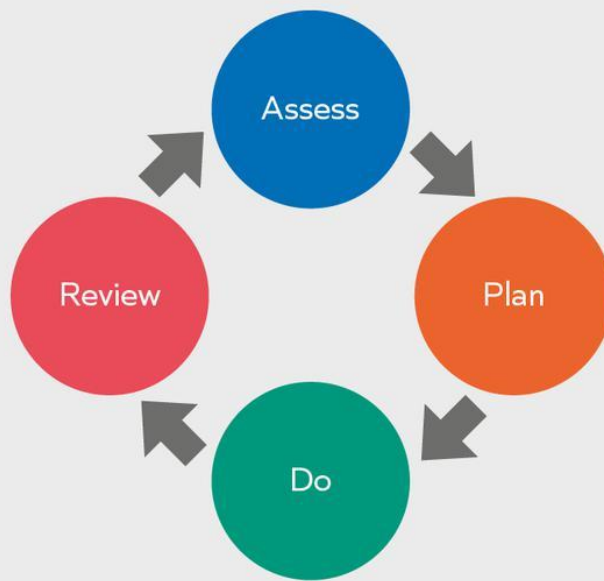
For example, you may have found that getting a pupil in year 2 to say aloud a sentence before writing it, has helped them to express themselves more clearly and improved their motivation to write. They can use this information to share with their SENCo, in helping to decide what the next steps to support the pupil should be.

It may be that the SENCo recommends assessments are conducted to pinpoint the pupil's needs. These might be conducted by the teacher, with the support of the SENCo. For example, reading and spelling assessments. Occasionally, more specialist, fine-tuned assessments, such as screening for dyslexia, are required and conducted by the SENCo or an Educational Psychologist. If this is the case, the results must be explained to and shared with teachers, to help future planning for the pupil.

To build an even more holistic understanding of the pupils' needs and what would help them progress at school, teachers should work closely with the pupil and their family, supported by the SENCo. Listening to how a pupil behaves at home or how a pupil feels about being at school can really help teachers develop a more detailed picture of the pupil and therefore a better understanding of how to respond. For example, they may learn that the pupil is suffering with anxiety and insomnia, and this is impacting on their learning.

When supporting younger pupils with SEND, it may be that home visits by staff will help build closer relationships with parents and carers, especially when parents might struggle to attend meetings in school due to their circumstances. Developing a holistic understanding of the pupil early on will help them get the right support they need. Also, forming these positive relationships with parents from the beginning of a child's education can encourage parents to work more closely with schools in the future (Boddison, 2021).

Another way teachers can build their knowledge of pupils with additional needs in their class is by working through the four-part cycle of the graduated approach, shown in Figure 2. This is the structured process of formative assessment, which the SEND Code of Practice (2015) recommends schools use to understand and respond to a pupil's learning needs.



The Graduated Approach (NASEN, 2021)

The graduated approach starts at a whole-class level, as responsive teachers are continually assessing, planning, implementing, and reviewing their approach to teaching all pupils. However, where a potential special educational need has been identified, this cyclical process becomes more personalised to the pupil concerned. The teacher would use individualised assessments to better understand the pupil's barriers to and gaps in learning and implement an intervention to support with these. For example, supporting a primary pupil struggling to hold a pencil with fine motor strengthening exercises. Then the teacher would reflect on the impact of the approach, identifying what works and what does not. Working through the graduated approach multiple times leads teachers to tailor support to better meet the needs of pupils, enabling them to make progress and achieve good outcomes.

To sum up then, teachers need to draw on the following range of sources to build an understanding of a pupil's specific learning needs, working closely with the SENCo in school to do so:

Observations from adapting quality first teaching- what worked and what didn't work for the pupil

Speak to the family and the pupil

Speak to colleagues, including the SENCo e.g., teachers who have taught the pupil in the past

Assessments conducted by teacher and SENCo e.g., spelling tests, reading tests

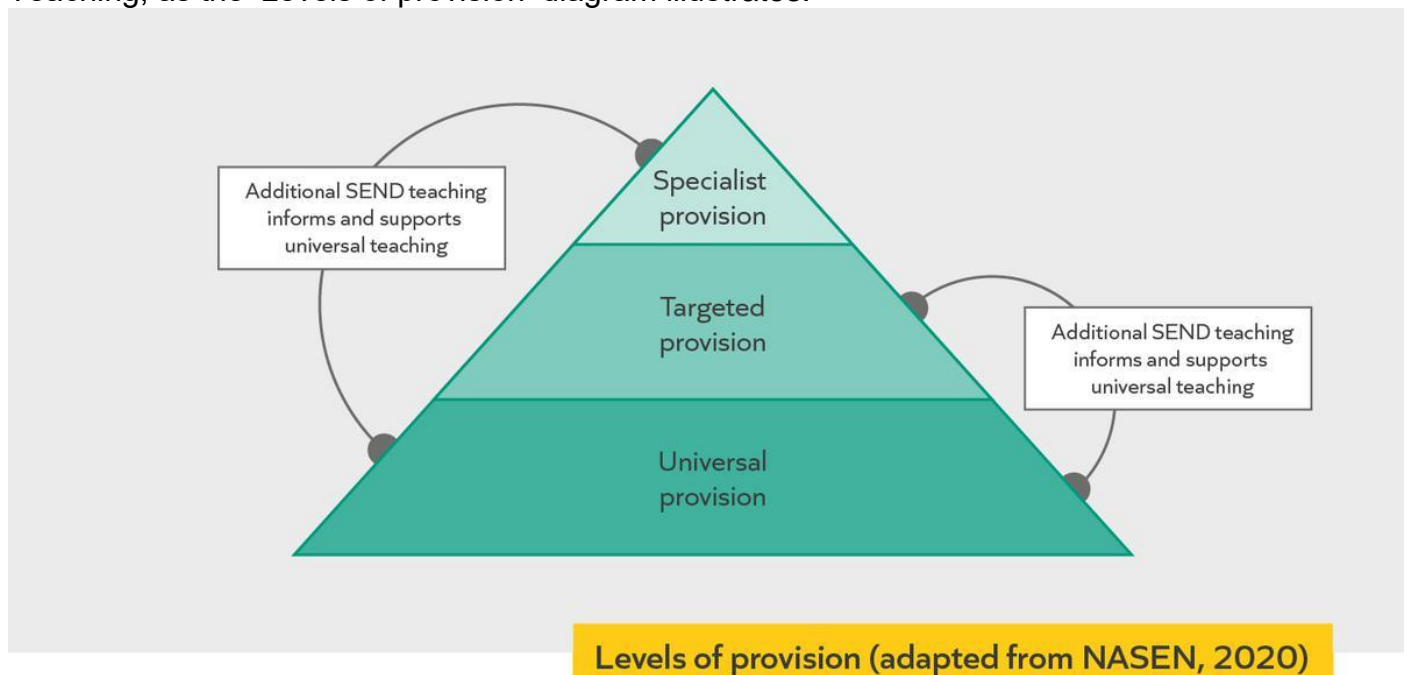
More fine-tuned assessment by specialists e.g., speech and language assessment by speech and language teacher

Observations from working through the graduated approach successive times

By developing an understanding of a pupils' learning needs in this way, teachers will be in a better position to identify whether a pupil requires an intervention and if so, which intervention would best support them.

The key idea is that we cannot rely on knowing a pupil's broad area of need or their diagnosis to determine whether a pupil requires an intervention and if so what the right intervention is. Instead,

we must gather information from a range of sources, to really identify the learning needs of a pupil. Then we can identify targeted provision in the form of a small group intervention for a fixed period of time to help the pupil make progress. This must always be offered alongside Quality First Teaching, as the 'Levels of provision' diagram illustrates.



Effective interventions

Schools should use a small number of carefully chosen and well-structured interventions, with reliable evidence of effectiveness. (EEF, 2018)

Research suggests that pupils with SEND can make up to 4 months progress when supported by TAs in targeted interventions (Higgins et al., 2013). However, these results are dependent on the chosen intervention being delivered well. Such effective interventions have been found to have the following key characteristics:

Characteristic	Description
Timing	Intervention sessions are often brief (e.g. 15-60 mins) and regular (e.g. 2-5 per week).
Assessment	Assessments are used to identify pupils, guide areas of focus and to track pupil progress.
Resourcing	The intervention has structured supporting resources and lesson plans, with clear objectives and possibly a delivery script.
Give it time	Careful timetabling is in place to enable consistent delivery. Sessions are typically maintained over a sustained period (e.g. 8-20 weeks).
Expert delivery	Interventions are delivered by a qualified teacher, or if they are unavailable, a trained teaching assistant. The intervention programme is followed precisely and suggested delivery protocols are followed.
Teacher links	If not delivered by the classroom teacher, the intervention deliverer and the teacher(s) communicate regularly and make appropriate connections between out-of-class learning and classroom teaching.

Ideally, schools should choose interventions with a strong evidence base supporting their effectiveness. Unfortunately, there are only a few of these in the UK, so the EEF (2018) recommends when using interventions without evidence of effectiveness that schools try to ensure that the above list of key elements are present.

Therefore, when planning on implementing an intervention in school, staff can check these elements are present to improve delivery. We shall now consider each of these elements in more detail to better understand how they improve the effectiveness of an intervention, ultimately leading to pupils with SEND making good progress with their learning.

Short, regular sessions delivered over a sustained period

Interventions are more effective if they are delivered little and often on a regular basis and for no more than 20 weeks. The idea is that the intervention is there to help pupils make progress by allowing a more intensive focus on a few key learning goals, rather than replace teaching in the classroom. If the intervention has not had the desired impact within the specified time frame, then reasons for this need to be determined and alternative next steps planned for. Delivering an intervention little and often helps pupils to develop fluency and overlearn the content covered in the session but at the same time keeping sessions short enables pupils to maintain their attention.

Applying interventions in this way also prevents pupils from missing too much time in class with their teacher and peers and reduces the 'separation' effect. This is where the TA becomes the primary educator for the pupil with SEND, which can have a negative impact on their learning and wellbeing (SEND Code of Practice, 2015). In fact, teachers and those overseeing interventions need to carefully monitor the amount of time pupils spend away from class and also what lessons they are missing, so they can minimise any negative effects. For example, it's important to determine whether a pupil is missing their favourite lessons, which can impact on their engagement at school, or access to PE which is important for a child's physical and mental health.

Timetabled for consistent delivery

It is important to timetable in when interventions are going to happen and protect these times, so that the intervention can happen consistently. This includes ensuring that appropriate rooms and resources are also available, to enable the interventions to be delivered effectively. Clearly, if the intervention is not delivered in this way, then it will fail. This is why those overseeing interventions in school, should follow the EEF implementation guidance (2019) and assess whether they have the necessary resources and time to implement an intervention before delivering it. For example, if during this prepare stage, they find staff do not have the time to implement it, then they should put things on hold until they do. It is better to not deliver an intervention than to deliver it poorly.

Training and support

The EEF implementation guidance (2019) also emphasises the importance of determining what training and ongoing support staff will require before implementing anything new. This guidance also recommends establishing whether there are experts in the intervention with time available to offer this.

Once training requirements have been established, a training plan should be created before delivering it to the relevant staff. This training will need to cover both how to deliver the intervention but also explain the purpose behind what staff are being asked to do. When staff understand more about why they are doing something they are less likely to make changes to the intervention which might render it ineffective (Kennedy, 2016).

Providing staff with supporting resources, such as lesson plans and scripting, can also help staff deliver interventions with greater fidelity and reduce workload for staff. These resources are often found within interventions with a strong evidence base and the EEF's database of 'Promising Projects' can be a good starting point for identifying such interventions.

TAs will also benefit from training on how to assess pupils in the intervention, as this can help staff identify what to focus on in the sessions. For example, which phonic sounds the pupil needs to master. Additional training might also be required in how to maintain high expectations for all pupils so that TAs encourage, rather than inhibit, independent learning skills (EEF, 2018). Training staff in effective behaviour management may also be required, such as how to establish clear routines and behavioural expectations. It is important that support is made available to staff throughout the delivery of the intervention. For example, instructional coaching is an effective way of supporting staff to get better and sustain these improvements (Kraft and Blazar, 2018). Remember, we looked at what makes effective professional development in course 4 of this programme and you can apply all of this understanding to developing effective training to staff delivering interventions.

Connections between intervention and learning in class are made

Another key feature of an effective intervention is that the learning which happens in the intervention is transferred back into class. It should not be left to pupils with SEND to make these connections, especially as they are already struggling with aspects of their learning. Therefore, teachers and TAs will need to meet to plan and discuss interventions. School leaders should ensure this time is protected and be explicit about their expectations regarding the use of this meeting time.

These meetings also enable teachers to be accountable and responsible for pupils even when they are being supported by TAs outside the classroom, as recommended by the SEND code of Practice (2015). For example, they can discuss pupils' progress within the intervention and solve any problems within them, rather than waiting until the end of the intervention. Additionally, teachers can develop their understanding of supporting pupils with SEND, potentially learning effective new strategies, which they can then deploy in class.

There are no 'silver bullets' when it comes to understanding and supporting pupils with SEND. Trying to find a neat explanation of a child is a waste of time, especially as the child and their environment will be continuously changing. Far better to use the graduated approach to identify what works and does not at this moment in time.

Summary

- Teachers can increase the chance of an intervention being more effective by drawing on a range of sources to better understand a pupil's learning needs, so they can identify the right intervention.
- When allocating pupils to interventions, staff must be confident that it will compensate for missing time with their teacher and peers.
- Interventions are more likely to be effective if the staff delivering them receive substantial training and ongoing support from experts in the intervention.
- Teachers and TAs require protected time to meet, so they can plan and discuss interventions and enable teachers to make links for pupils between what they learn in interventions and in class.

Further reading

If you want to better understand the graduated approach, then read this...

National Association for Special Educational Needs (NASEN) guide (2014) SEN Support and the Graduated Approach

This is a short guide for school leaders and SENCOs to help them consider what inclusion looks like in their own setting.

If you want to find out more about interventions, then read from page 28 here...

Education Endowment Foundation (2020) Special Educational Needs in Mainstream Schools: Guidance Report.

This guidance report offers five evidence-based recommendations to support pupils with SEND, providing a starting point for schools to review their current approach and practical ideas they can implement.

And read this:

Education Endowment Foundation (n.d.) Selecting Interventions- Evidence Insights

This short evidence summary provides an overview of what to consider when selecting an intervention to use.

References

Blatchford, P., Bassett, P., Brown, P., Martin, C., Russell, A. and Webster, R. (2009). Deployment and Impact of Support Staff Project (DISS). <https://maximisingtas.co.uk/assets/content/dissrsum.pdf>

Boddison, A. (2021) The Identification of SEND: Why early? Why accurate? <https://blog.insidegovernment.co.uk/schools/early-identification-of-send-nasen>

Department for Education and Department of Health (2015) Special educational needs and disability code of practice: 0 to 25 years. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Education Endowment Foundation (n.d.) Conducting an Interventions 'Health Check'. <https://maximisingtas.co.uk/assets/content/interventions-health-check.pdf>

Education Endowment Foundation (2013) The DIY Evaluation Guide. https://educationendowmentfoundation.org.uk/public/files/Evaluation_Guide/EEF_Evaluation_DIY_Evaluation_Guide.pdf

Education Endowment Foundation (2018) Making Best Use of Teaching Assistants: Guidance Report. https://educationendowmentfoundation.org.uk/public/files/Publications/Teaching_Assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable.pdf

Education Endowment Foundation (2018) Teaching and learning Toolkit. <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>

Education Endowment Foundation (2019) Putting Evidence to Work: A school's Guide to Implementation: Guidance Report. <https://educationendowmentfoundation.org.uk/public/files/Publications/Implementation/EEF-Implementation-Guidance-Report.pdf>

Education Endowment Foundation (2020) Special Educational Needs in Mainstream Schools: Guidance Report. https://educationendowmentfoundation.org.uk/public/files/Publications/Send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf

Education Endowment Foundation (n.d.) Projects: Testing the impact of high-potential projects to generate new evidence of 'what works'. <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects>

Higgins, S., Katsipatakis, M., Kokotsaki, D., Coleman, R., Major, L.E. and Coe, R. (2013) The Sutton Trust Education Endowment Foundation Teaching and Learning Toolkit. London: Education Endowment Foundation. Available at <https://eef.li/toolkit/>

Kennedy, M. (2016). Parsing the Practice of Teaching. *Journal of Teacher Education* Vol. 67 () 6-17. https://www.researchgate.net/publication/283800050_Parsing_the_Practice_of_Teaching

Kraft, M. A. and Blazar, D. (2018). Taking Teacher Coaching to Scale. *Education Next* Vol. 18, No. 4.

<https://www.educationnext.org/taking-teacher-coaching-to-scale-can-personalized-training-become-standard-practice/>

NASEN, (2014). SEN Support and the Graduated Approach. [online] Staffordshire: NASEN. https://nasen-prod-asset.s3.eu-west-2.amazonaws.com/s3fs-public/sen_support_press_0.pdf

NASEN, (2021) Whole School SEND Reflection Framework. [online] Staffordshire: NASEN. https://nasen-prod-asset.s3.eu-west-2.amazonaws.com/s3fs-public/send_reflection_framework_web.pdf

NASUWT The Teachers' Union (n. d.). Effective Interventions: Promoting Learning, Tackling Workload. <https://www.nasuwt.org.uk/static/uploaded/0bc80267-1f31-4b4a-b7113a17fa4ae802.pdf>

Thompson, A. and Walsh, K. (2021) Teacher Handbook SEND. National Association for Special Educational Needs (NASEN). <https://nasen-prod-asset.s3.eu-west-2.amazonaws.com/s3fs-public/Teacher%20Handbook%20SEND%20-%2014th%20Dec%202021.pdf>

Walsh, K. (2021). What is inclusive teaching and how do you know if you're doing it? In K. Wespeiser (Ed) & T. Bennett (Series Ed) *The Research ED Guide to Special Educational Needs. An Evidence Informed Guide for Teachers.* (pp. 33-43) A John Catt Publication.

Webster, R., & Blatchford, P. (2015). Worlds apart? The nature and quality of the educational experiences of pupils with a statement for special educational needs in mainstream primary schools. *British Educational Research Journal*, 41(2), 324-342. <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.1067.5227&rep=rep1&type=pdf>

Webster, R. and Blatchford, P. (2017) The Special Educational Needs in Secondary Education (SENSE) Study. <https://maximisingtas.co.uk/assets/content/sense-final-report.pdf>

Young, C. (2021). SEND in practice. In K. Wespiser (Ed) & T. Bennett (Series Ed) The Research ED Guide to Special Educational Needs. An Evidence Informed Guide for Teachers. (pp. 33-43) A John Catt Publication.



Appendix 3:

Effective strategies for adapting teaching - what is good teaching for pupils with SEND is good for all pupils

The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils. (EEF, 2020)

	What is it?	How could I use it?
Flexible Groupings	<p>Flexible grouping describes when pupils are allocated to smaller groups based on the individual needs that they currently share with other pupils. Such groups can be formed for an explicit purpose and disbanded when that purpose is met. Flexible grouping is at the heart of adapted instruction. It gives children opportunities to be part of a temporary, mixed group based on their readiness and learn from one another.</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-flexible-grouping-what-is-it-and-why-use-it</p>	<ul style="list-style-type: none"> • Worked examples with the teacher modelling self-regulation and thought processes • A group of children with the same need/goal e.g. all need support applying ai sound in reading • A group that needs additional instruction or practice before working independently • A group that needs additional feedback • Collaborative learning e.g. read a text as a pair • Pre-teaching group e.g. vocab • Rapid response (post-teaching)
Explicit Instruction	<p>Explicit instruction is a way to teach in a direct, structured way. When teachers use explicit instruction, they make lessons crystal clear. They show kids how to start and succeed on a task. They also give kids plenty of feedback and chances to practice. It can be with a whole class, a small group or one child at a time.</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-what-exactly-is-explicit-instruction</p>	<ul style="list-style-type: none"> • I do, we do, you do • Intentional explanation, demonstration and/or practice • Breaking down concepts into smaller parts
Scaffolding	<p>'Scaffolding' is a metaphor for temporary support that is removed when it is no longer required. Initially, a teacher would provide enough support so that pupils can</p>	<ul style="list-style-type: none"> • Structure strips (better than writing frames as children can write on lined page in book) • Partially completed examples

	<p>successfully complete tasks that they could not do independently.</p> <p>https://educationendowmentfoundation.org.uk/news/scaffolding-more-than-just-a-worksheet</p>	<ul style="list-style-type: none"> • Paragraph prompts • Sentence starters • Visual aids • Concrete resources • “chunking” tasks • Checklist / prompt sheet • Visual/written instruction (task management board) • Provide only 1 question at a time • Cloze: missing words (only suitable for the lowest attaining students) • Sorting and sequencing • Mind mapping: allows students to show links and relationships between information • Matching: for example, matching words and definitions
--	---	--

<https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send>

<https://abbeyroadprimary.co.uk/wp-content/uploads/2023/09/SEND-Subject-Adaptation.pdf>

<https://www.teachertoolkit.co.uk/wp-content/uploads/2023/03/Practical-Adaptive-Teaching-Examples-.pdf>

<https://www.ase.org.uk/sites/default/files/SEND%20-%20Doc%201%20Voices%20of%20experience.pdf>

<https://nasen-prod-asset.s3.eu-west-2.amazonaws.com/s3fs-public/Teacher%20Handbook%20SEND%20-%202014th%20Dec%202021.pdf>