

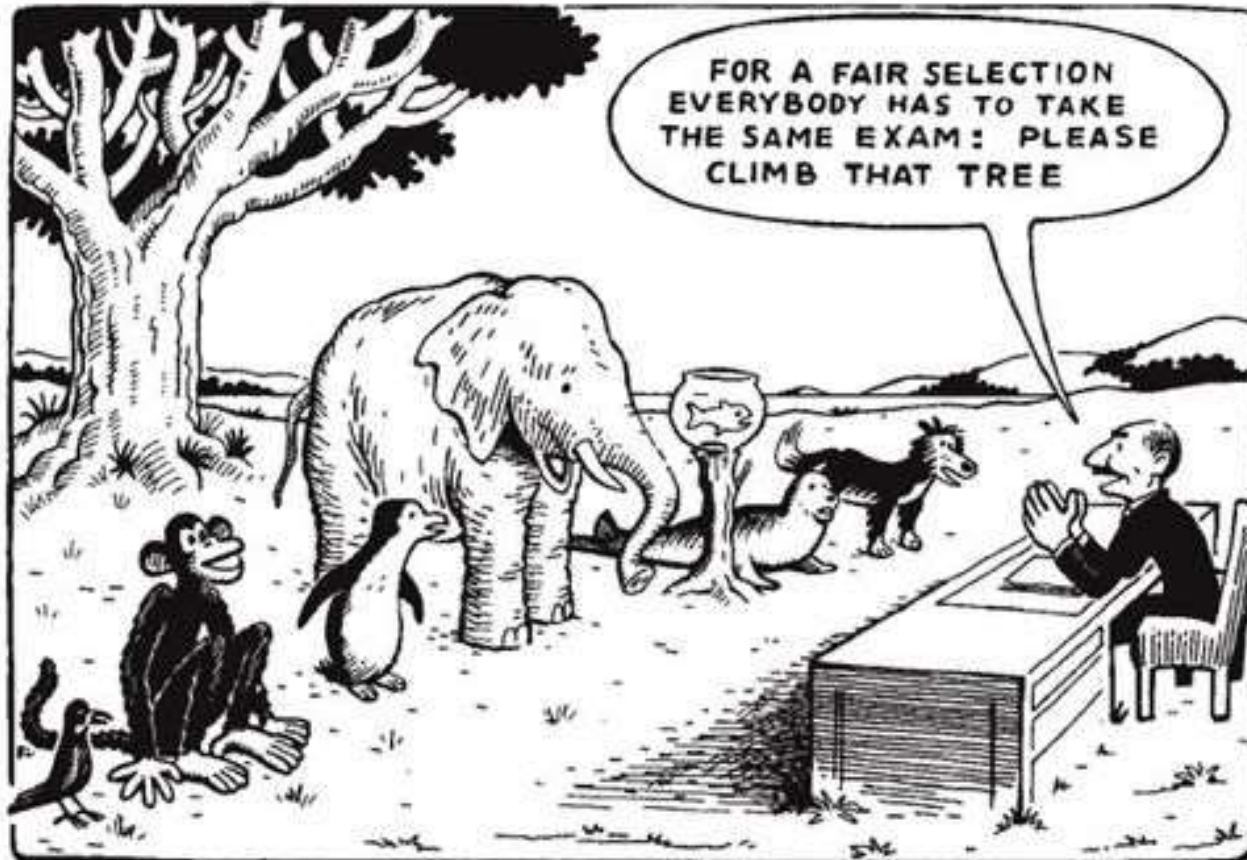
ACHIEVEMENT FOR ALL

Support models for children with
various learning needs

1st March 2018



We have to get it right for all children



And we know from the evidence that....



- Pupils with better health and wellbeing are likely to achieve better academically.
- Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement.
- The culture, ethos and environment of a school influences the health and wellbeing of pupils and their readiness to learn.
- A positive association exists between academic attainment and physical activity levels of pupils.

The SEND Code of Practice : Four Areas of Need



The broad areas of need described in the SEND Code of Practice are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or physical.

Pupils may have needs in more than one area of need.

(Source: DfE/DoH, 2015, SEND Code of Practice, 0-25 years)

The 'graduated' response: Assess, Plan, Do, Review



What do we mean by 'Assess'?



The teacher makes a clear analysis of needs based on:

- views of the child/young person and their parents / carers
- teacher assessments and observations
- pupil's current attainment
- pupil's previous progress and attainment
- tracking of progress and comparisons with national data
- assessments by external agencies if appropriate.

What do we mean by 'Plan'?



Following the assessment, the teacher, person with SEN responsibility in the school, parent / carers and pupil, agree on a plan of action to include:

- time limited outcomes for the pupil
- the adjustments, support and interventions to be put in place
- a date for review
- All planning must be pupil centred and outcomes focussed and recorded.

What do we mean by 'Do'?



The pupil, teachers and support staff are made aware of the plan and implement the adjustments, support and interventions. Teachers are responsible for:

- differentiating and personalising the curriculum
- delivery of 'additional and different' provision for a pupil with SEN
- planning, support and impact measurement of all group and one-to-one interventions delivered by support staff
- linking interventions to classroom teaching
- The person with SEN responsibility in the school supports teachers in the effective implementation of provision

What do we mean by 'Review'?



The quality, effectiveness and impact of provision is evaluated by the review date.

- This includes sharing information with pupil and parent/carers and seeking their views.
- The cycle then starts again at assess with the updated needs of the pupil being considered before planning a continuation of or change to provision.



Achievement for All Framework



Leadership



- Ensure the wider school community understands the implications of the reforms for whole school improvement (from governors to classroom teachers and teaching assistants).
- Put in place arrangements to ensure parents are regularly engaged in discussions about the progress of their child (at least three times a year).
- Ensure a process is in place for involving parents and young people in reviewing provision and planning for those identified pupils with SEN.
- Develop relationship with post 16 providers and explore how you will support pupils with SEN with their transition to post 16 education.

Teaching & Learning



Classroom and subject teachers are at the heart of the SEN Support system, driving the movement around the four stages (assess, plan, do, review) of action with the support and guidance of the person in school with responsibility for SEN and specialist staff.

The classroom teacher should:

- **Focus on outcomes for the child:** Be clear about the outcome wanted from any SEN support.
- **Be responsible for meeting special educational needs:** Use the person with SEN responsibility in school to strategically support the quality of teaching, evaluate the quality of support and contribute to school improvement.
- **Have high aspirations for every pupils:** Set clear progress targets for pupils and be clear about how the full range of resources are going to help reach them.
- **Involve parents and pupils in planning and reviewing progress:** Seek their views and provide regular updates on progress.

Engagement with parents: What schools need to do



- Reassure parents that children who have SEN will get the support they need.
- Explain the system to parents so they understand it
- Be clear when any changes are being made to teaching and learning for their child and what impact this will have - ensure parents understand how the school will determine “outcomes” with them and their child
- Clarify what role parents and pupils will have to influence the changes.
- Ensure parents are involved in on-going planning, progress reporting and decision making.
- Sign post parents to further information and support.

Structured Conversations



Teacher and parents and/or carers together agree the changes.

Commitments are made:

- by the teacher, to make the agreed changes to the curriculum, teaching strategies, wider opportunities and support for learning
- by the child/young person to do their best to work hard to meet the targets that have been agreed
- by the parents and carers to support their child at home as agreed and to work in co-operation with the school.

Wider Outcomes and Opportunities



It is about...

- Improving attendance
- Improving behaviour
- Eliminating bullying
- Developing positive relationships with others
- Increasing participation in all aspects of the school and the community including participation in extra-curricular activities.



- *Supportive relationships, engagement, safety, cultural competence and responsiveness, and academic challenge and high expectations create positive school climates that can help build social and emotional competence.*

(Source: School climate and social and emotional learning: The integration of two approaches, The Pennsylvania State University, 2018)

Effective, Inclusive Practice and Provision for all Pupils- Whole school



- Systems to be put in place for staff to seek each pupil's view about their strengths and difficulties.
- Systems to be in place for staff regularly to seek the views of parents/carers about their children's needs and outcomes.
- Appropriate arrangements for assessment and planning of the environment to ensure access for all pupils.
- Clear plans for the use of support to achieve agreed outcomes.
- Effective internal communication and liaison arrangements between staff.
- Frequent consideration of pupil progress.
- Having strong visionary leadership

- Progress being recorded, tracked and judgements about whether appropriate through national curriculum and standardised assessments.
- Consideration of pupils' access to the curriculum and the learning environment,.
- Policies of Equality of Opportunity to be in place.
- Risk assessments are undertaken as appropriate
- Whole school ethos which facilitates the development of self-esteem, confidence and independence.

Additional, targeted support –for some pupils



- Strategies in place to gather the pupils' views about their difficulties and the support approaches in place and needed.
- Raise and discuss concerns with the pupil's family and involve them in planning support approaches.
- Close home-school links, so school staff are aware of changes in home circumstances that may impact progress.
- Liaison and consultation with external professionals and support services, where appropriate.
- Where appropriate, external services contribute via consultation or specialist assessment, leading to a more specifically focussed plan.
- The Team around the Child need to agree SMART outcomes and how success will be measured.

- A range of assessments may be used as a baseline from which progress can be measured. There should be consideration of the pupil's development in comparison to their peers and their response to previous interventions.
- Clear plans are in place for the use of support to achieve agreed outcomes.
- A date is set for review.
- Interventions used are well founded and evidence based (lasts 6 weeks)
- A provision map which has a range of small group interventions available for the high incidence needs. The time-limited, pre-formulated interventions will include SMART targets

And at the base of all this is....



A whole school ethos which facilitates the development of self-esteem, confidence and independence.

Specialist individualised support and provision- for one or two pupils



- Involvement from external support services e.g. Educational Psychologist who assist in assessment and planning.
- Very close home-school liaison, so school staff are aware of changes in home circumstances.
- Following cycles of assess – plan – do – review a pupil may require a statutory assessment of their SEN
- Consistently followed guidelines being in place for handing over information regarding individualised pupil needs at time of transition between classes and for changes to classroom personnel e.g. supply cover.

Code of Practice Guidance, schools will be most effective when they have:



- Structured approaches to engaging parents and children
- Systems to track and measure progress
- Staff with good levels of knowledge of SEN (CPD)
- Suitable teaching approaches (Quality Teaching and Learning)
- Appropriate interventions – individual, small group work

(Code of Practice, p.80)

Pupil Pursuit - A pupil pursuit most certainly is an approach to:



- Observe and record the experiences of a pupil in lessons and around the school throughout the school day.
- Experience first-hand consistency and typicality in teaching and learning across the school
- Gain an insight into mobility between lessons
- Follow whole school threads/ development plan priorities
- Understand how the learning environment/ ICT infrastructure (or lack of it) enhances or impedes learning in a 21st century context

For the School ...



- ... the purpose of the pupil pursuit is valuable in driving teaching and learning forwards and leading change
- ... allows a discrete focus and the identification of issues/ elements that would be hard to unearth in any other way
- ... can consider opening this up to all staff who want to follow specific aspects pertinent to their role or be used as part of whole school monitoring and evaluation.

Example Recording Sheet



Pupil

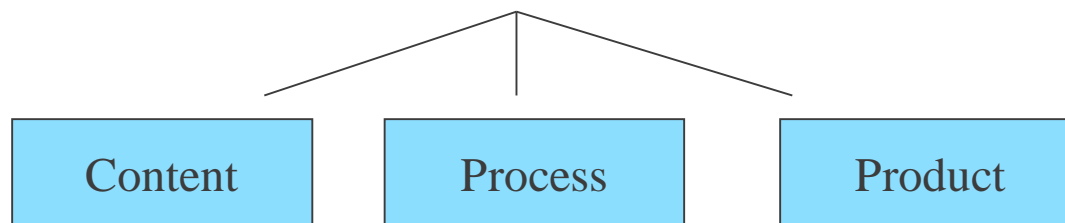
Date



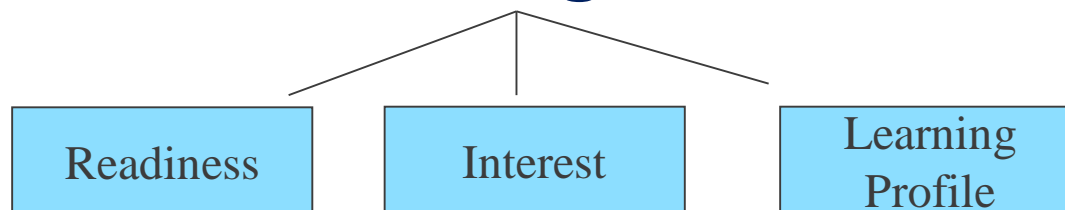
	Learning	Progress	Inclusion	Engagement	Additional support	Differentiation
Lesson 1:	Is learning taking place?	Is there evidence of progress?	Is the pupil included in the lesson?	Is the pupil engaged?	Is additional support used?	Is work accessible?
Class teacher:	How do you know?	What evidence?	What strategies are used?	Does he/she stay on task?	How?	Is it differentiated?
Support staff:	What feedback is given to move learning forward?	Does work show progress over time?		What strategies are used to engage pupil?	Is it effective? Does it enable independence?	How?



Teachers Can Differentiate



According to children's



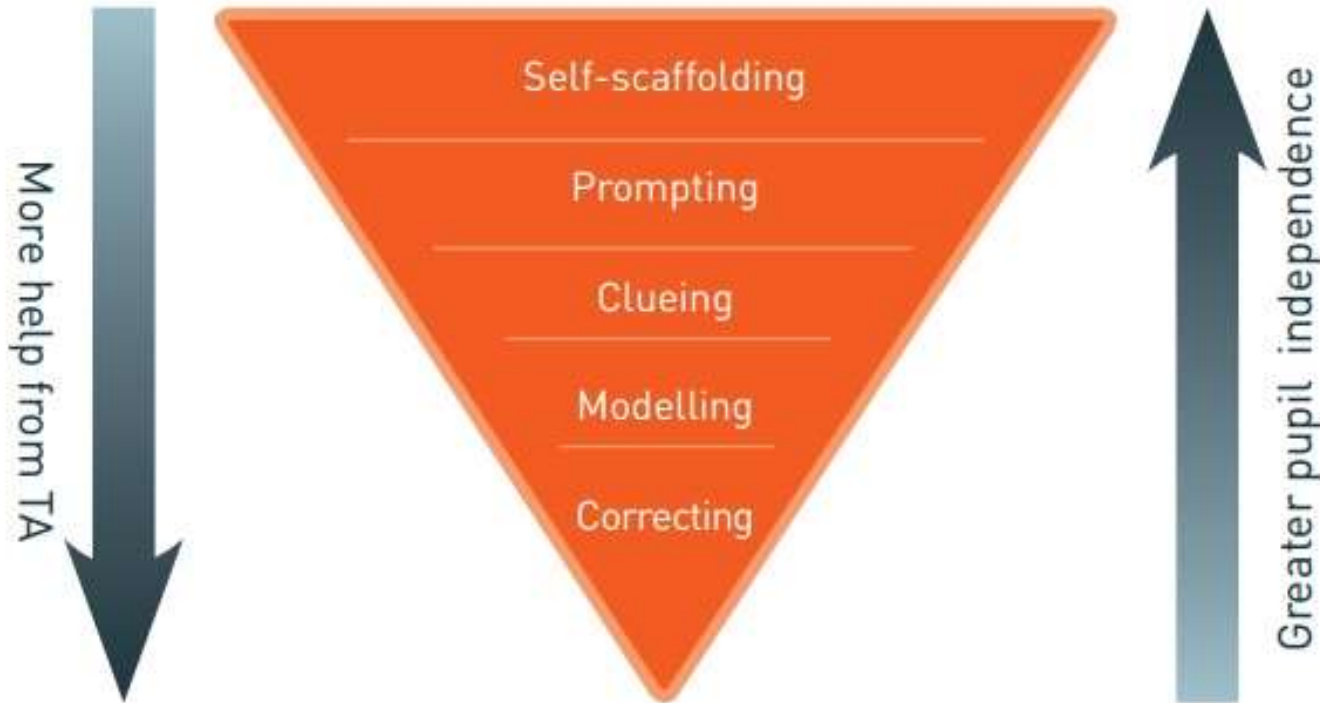
Adapted from *The Differentiated Classroom: Responding to the Needs of All Learners* (Tomlinson, 1999)

Learning support assistants/teaching assistants



- LSA/TAs are part of the whole school approach to SEN working in partnership with the classroom/subject teacher and the person responsible for SEN in the school to deliver pupil progress and narrow gaps in performance.
- It is for schools to decide how they deploy teaching assistants depending on their level of experience. To be most effective the support they give should be focused on the achievement of specific outcomes within the graduated approach to SEN support agreed with parents in the context of high quality teaching overall.
- LSA/TAs can be part of a package of support for the individual child but should never be a substitute for the teacher's involvement with that child.

Teaching Assistants working with pupils: a framework



Maximising Impact of Support Staff



- Have you identified the activities where TAs can support learning, rather than simply managing tasks?
- Have you provided support and training for teachers and TAs so that they understand how to work together effectively?
- How will you ensure that teachers do not reduce their support or input to the pupils supported by TAs?
- Have you considered how you will evaluate the impact of how you deploy your TAs?

MEETING THE NEEDS OF PUPILS WITH SPECIAL EDUCATION NEEDS AND DISABILITIES IN MAINSTREAM SETTINGS



Which conditions or impairments?

What are the barriers to learning?

Strategies to meet learner needs?

Communication and Interaction

Cognition and Learning

Social Emotional and Mental Health

Sensory and/or Physical Needs

CLICK HERE TO BEGIN



<http://res.afa3as.org.uk/TEST/MEETINGNEEDS/index.html>

In conclusion



- Strategies that work for pupils with SEN will work for all pupils.
- It is important to understand and identify individual needs but excellent classroom practice will support all learners.





Achievement for All is the leading deliverer of educational improvement for the lowest achieving 20%

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