

Special Educational Needs

24 April 2015



UK Policy and practice





Some (relatively) recent developments

- **New Code of Practice**

- New Inspection Framework

- New Teachers' Standards

- Equality Duties

These are the “rule” books

The aim is -
‘Narrowing the Gap’

And the system is
supported by data

Early years, schools, colleges and other education and training providers

What the Code says about schools : Graduated Approach

Teachers are responsible and accountable for the progress and development of pupils in their class. High quality, personalised differentiated teaching is the first step in responding to pupils who may have SEN. The majority of pupils can make progress through such teaching

Schools should regularly review the quality of teaching for pupils at risk of underachievement This includes reviewing teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of SEN most frequently encountered

'The quality of teaching for pupils with SEN and the progress made by pupils should be a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff

'Where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the class teacher, working with the SENCO should assess whether the child has a significant learning difficulty'

For higher levels of need, schools should have arrangements in place to draw upon more specialised assessments from external agencies and professionals. These arrangements should be agreed and set out as part of the Local Offer

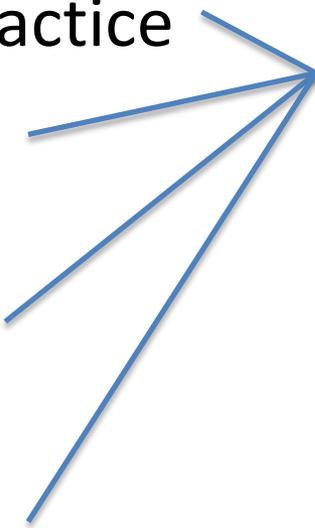
The identification of SEN should be built into the overall approach to monitoring the progress and development of pupils

Class and subject teachers supported by the senior leadership team, should make regular assessments of progress for all pupils. Where pupils are falling behind or making inadequate progress given their age and starting point they should be given additional support



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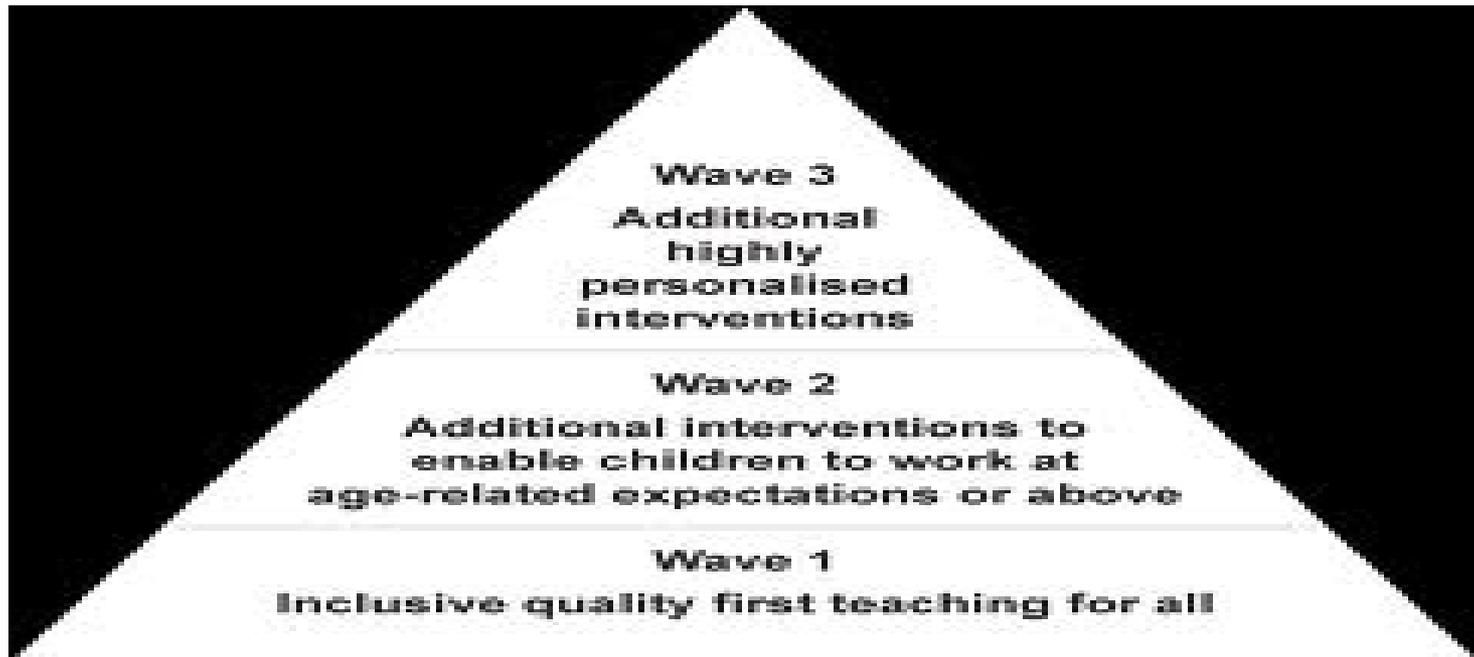
Teachers' Standards Sept 2012



A teacher:

- must demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching (Part 1 Sect 2)
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these (Part 1 Sect 5)

Context – Inclusive quality first teaching for all



'Narrowing the Gap'

– A Framework for Practice

Wave 1 – Mainstream Provision

What can we do for all students

Wave 2 – Mainstream Support

What can we do for approx. 12% students with additional needs (SpLD or foundational gaps)?

Wave 3 – Alternative Provision & Support

What can we do for the approx. 1-2% of students with multiple additional needs?

'Narrowing the Gap'

– A Framework for Practice - *into reality*:

Wave 1 – Mainstream Provision

Curriculum Planning

Behaviour for Learning Policy &
Classroom Management

CPL

Curriculum Delivery

Assessment and
Tracking

Curriculum
Interventions

Wave 2 – Additional Support

In-Class Support Staffing

Pastoral Interventions

Learning Support
Interventions

Wave 3 – Alternative Provision & Support

Bosco Centre

Vocational Programmes

Access to additional learning programmes and resources to support the development of key skills and strategies for independent learning when assessment indicates that the pupil is not making progress

progress

Additional SEN provision

A few pupils receive specialised provision: this will be a longer term provision for those few pupils whose needs are so specialised, that they require the skills of a specialist teacher or group of professionals to be involved. The majority of these pupils' time is spent in the mainstream classroom but their 'additional and different' provision is highly personalised and closely monitored. The class /subject teachers are clear how to encourage independence and boost these pupils' self esteem. This provision may come from within the school or from outside the school (ie a collaboration with other schools or the LA Local Offer)

Additional SEN provision

Some pupils receive additional SEN provision from well trained staff who are highly effective: this is a specific, time limited, evidence based intervention for pupils who are not making good progress due to a special educational need. Schools will have developed professionals within school (or through a cluster of schools) who can support these students. The pupil's response to the intervention will provide teachers with an indication of how significant the SEN is likely to be

Universal provision

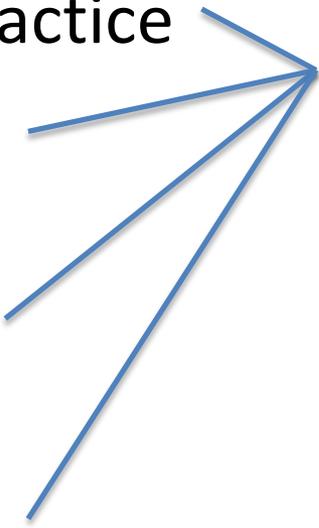
Additional SEN teaching informs and supports Universal teaching

Additional SEN teaching informs and supports Quality First Teaching



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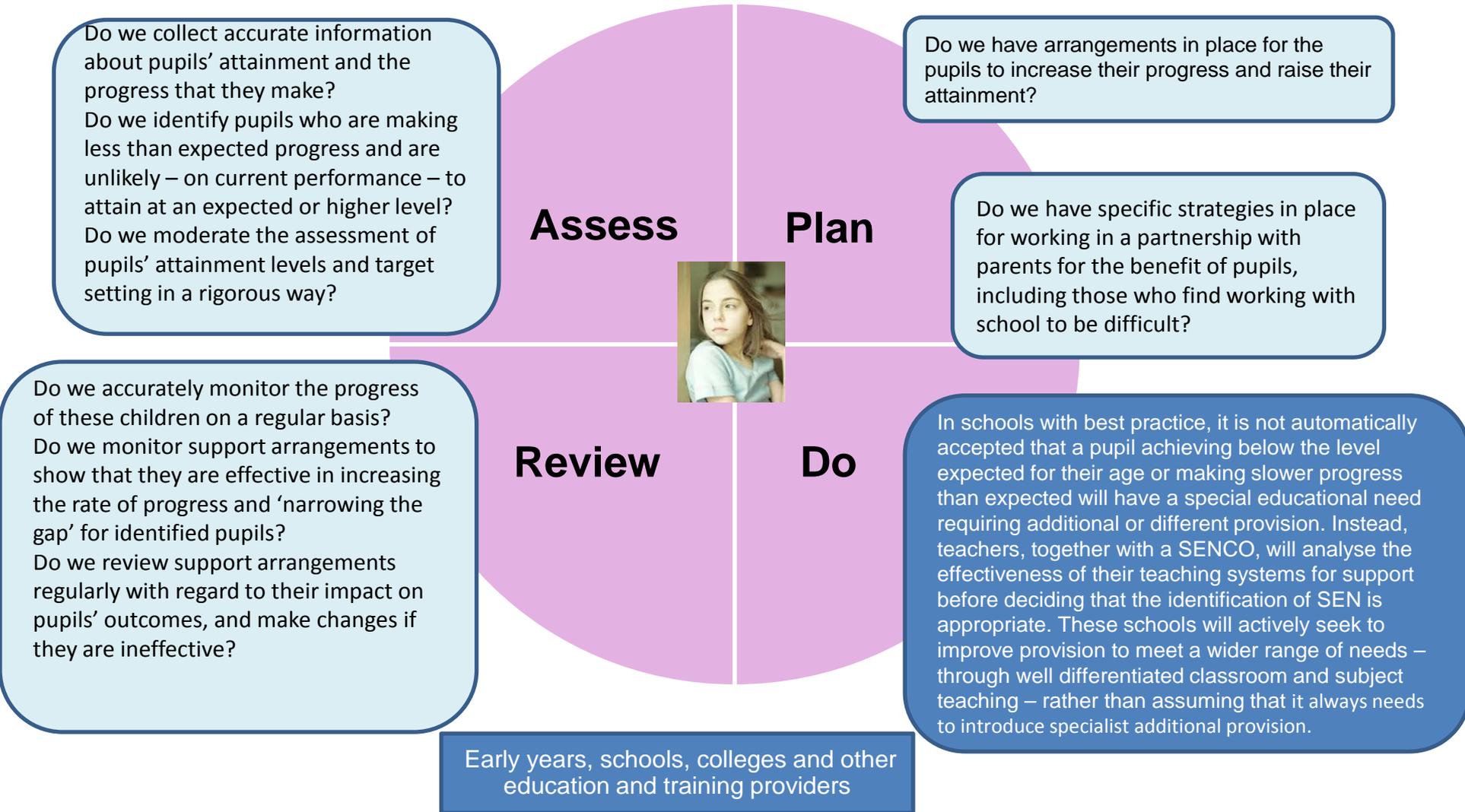
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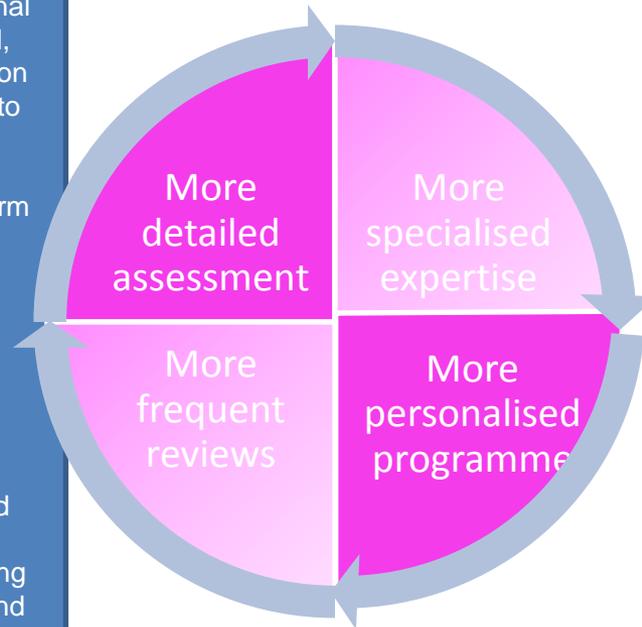
The graduated approach: the link between assessment & teaching



What does the graduated approach mean for schools?

In schools with best practice, it is not automatically accepted that a pupil achieving below the level expected for their age or making slower progress than expected will have a special educational need requiring additional or different provision. Instead, teachers, together with a SENCO, will analyse the effectiveness of their teaching systems for support before deciding that the identification of SEN is appropriate. These schools will actively seek to improve provision to meet a wider range of needs – through well differentiated classroom and subject teaching – rather than assuming that it always needs to introduce specialist additional provision.

Once a potential special educational need is identified, four types of action should be taken to put effective support in place. These actions form part of a cycle through which earlier decisions and actions are revisited, refined and revised with the growing understanding of pupils' needs and of what supports the pupil in making good progress and securing good outcomes



Inspectors will expect that teaching and support will be of at least good quality – given the relationship between teaching and pupils' progress in the evaluation schedule – reflecting the view that assessment and teaching should be regarded as intrinsically connected and not separate activities. Good practice in the identification and assessment of pupil needs is a prerequisite for developing and sustaining good quality SEN provision in schools and related settings. This practice underpins high aspirations for pupil achievement

Four key elements of good practice: What would it look like for children and young people with SEND as part of the graduated approach?

A whole school ethos that respects individuals' differences, maintains high expectations for all and promotes good communication between teachers, parents and pupil

1

A whole school focus on the teaching of all pupils which provides a range high quality, effective teaching and learning interventions as a continuum of whole school provision where all pupils need are met

A teaching & learning policy which equips children & young people to learn independently

Universal high quality teaching and high expectations for all

A whole school culture which values and gives high priority to parental engagement. The Governing body provides support and challenge around the progress of all groups of pupils and about the effectiveness of approaches to narrowing the gaps

Whole school policies which take account of the effort of pupils & young people with SEND as well as their achievement, have well established assessment for learning in place and a marking policy which all children and young people understand and know how to use to make progress towards their next steps. Staff are well equipped to know what to do when they notice that a child or young person is struggling or not making progress. All teachers take responsibility for differentiating appropriately and making effective use of resources

The system

All teachers are able to make creative adaptations to classroom practice enabling children with special needs to learn inclusively and meaningfully, alongside their peers

Some staff will have additional qualifications or training to enable them to assess pupils and/or oversee the delivery of evidence based intervention programmes.

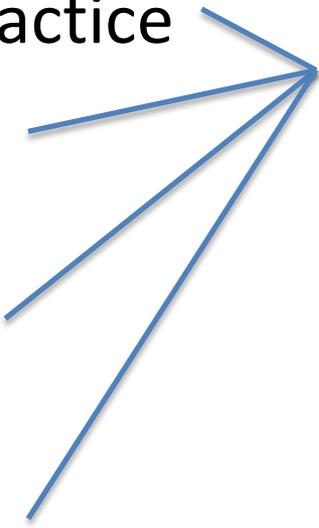
Some Schools may commission services from local and national agencies/charities to work in schools to provide professional development to staff or specific, specialist support to pupils for whom success is elusive and who need an even more personalised programme delivered by an appropriately qualified person

All pupils receive universal high quality inclusive teaching, informed by an understanding of the processes of learning and the impact that specific difficulties can have on these. Teachers have high expectations for all and enable children and young people to work at a level which challenges their own abilities



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OFSTED 2010

Children and young people learnt best when:

Teachers presented information in different ways to ensure all children and young people understood

Teachers adjusted the pace of the lesson to reflect how children and young people were learning

The effectiveness of specific types of support was understood and the right support was put in place at the right time

Lesson structures were clear and familiar but allowed for adaptation flexibility

All aspects of a lesson were well thought out and any adaptations needed were made without fuss to ensure that everyone in class had access

Assessment was secure, continuous and acted upon

Respect for individuals was reflected in high expectations for their achievement

The staff understood clearly the difference between ensuring children and young people were learning and keeping them occupied

Teachers' subject knowledge was good, as was their understanding of pupils' needs and how to help them

OFSTED 2010

Children and young people's learning was least successful when:

Expectations of disabled children and young people and those who had SEN were low

Activities and additional interventions were inappropriate and were not evaluated in terms of their effect on children and young people's learning

Resources were poor, with too little thought having been given to their selection and use

Teachers did not spend enough time finding out what children and young people already knew or had understood

Teachers were not clear about what they expected children and young people to learn as opposed to what they expected them to do

The roles of additional staff were not planned well or additional staff were not trained well and the support provided was not monitored sufficiently

Communication was poor: teachers spent too much time talking, explanations were confusing, feedback was inconsistent, language was too complex for all children and young people to understand the tone and even body language used by adults was confusing for some of the children and young people, who found social subtleties and nuances difficult to understand

Children and young people had little engagement in what they were learning, usually as a result of the above features

Effective Whole School Provision is characterised by:



- high aspirations for the achievement of all pupils
- good teaching and learning for all pupils
- provision based on careful analysis of need, close monitoring of each individual's progress and a shared perception of desired outcomes
- evaluation of the effectiveness of provision at all levels in helping to improve opportunities and progress
- leaders who looked to improve general provision to meet a wider range of need rather than always increasing additional provision
- swift changes to provision, in and by individual providers and local areas, as a result of evaluating achievement and well-being

Inclusion is...

...understanding
your school
community

... valuing
everyone

...about the
needs of the
whole
community

...celebrating
diversity and
individuality

...not an 'add
on' or an
afterthought

...not just about
the IEPs

...valuing
other cultures

...knowing and
understanding the
needs of all pupils

...changing the way
things are organised
so they suit pupil
needs

...reflecting on
your practice

...not just
about
access

...everybody's
responsibility

..providing
flexible
learning

...more
than just a
policy

Some key questions.....



- Do we have high **aspirations** for all of our pupils?
- Do we provide at least **good teaching** for all our pupils?
- Is our provision for pupils based on a careful **analysis of needs** and a **monitoring** of their progress in relation opportunities and outcomes?
- Do we **evaluate the effectiveness** of all our provision to meet a wide range of pupil needs?
- Does our **school leadership team** consider how to make the best provision for a wide range of pupils needs?
- Do we make **timely changes to provision** for pupils where evaluation indicates this is required?

Parents
Educational Psychologist
EWO
External Agencies

The School
Ethos

Language &
Communication Groups

Transition

Tracking
progress

In-class
Mentoring
TA Support
Consultancy

Speech & Language
Therapist Team-
teaching

Pastoral Support Programmes

Inclusive Mainstream Classroom

Explicit
inclusion
interventions

Explicit teaching of
Language & Literacy
skills

Peer Mentor Programme

INSET
Explicit Teaching of
Language & Literacy Skills
Cognition
SEN awareness

Data and student tracking
SEN Profile
IEPs
Student Information Sheets