SENDMattersUK

Leicester & Leicestershire Teaching School Hub

The Mead Institute of Professional Learning

Meeting the needs of pupils with higher levels of SEND, within a challenging curriculum landscape

High expectations - Reasonable adjustment

Consider the greatest teaching of pupils with SEND that you have in your school.

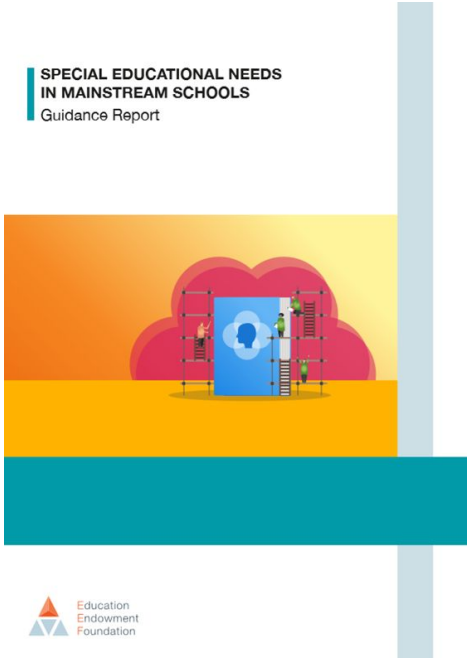
What did it look like?

What would it take for every teacher and TA in your school to replicate this within their classroom?

Meeting the needs of pupils with higher levels of SEND, within a challenging curriculum landscape

To recap…

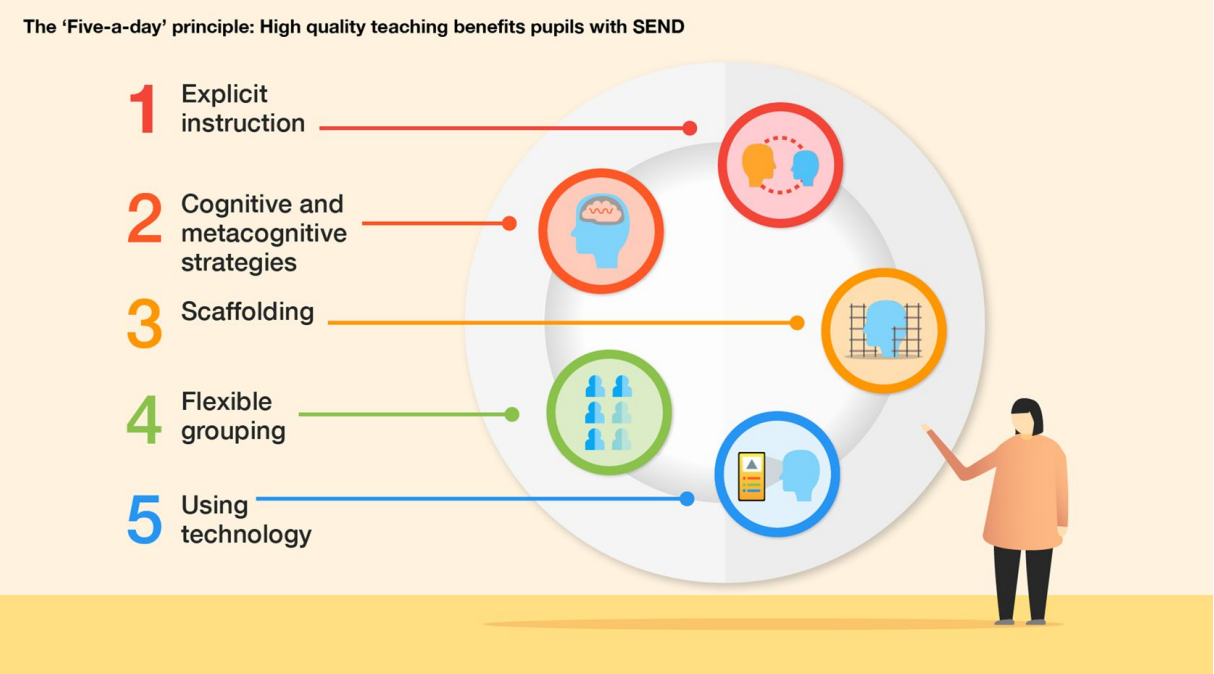
Meeting the needs of pupils with higher levels of SEND, within a challenging curriculum landscape



Meeting the needs of pupils with higher levels of SEND, within a challenging curriculum landscape

The evidence points to 5 recommendations for schools:

Meeting the needs of pupils with higher levels of SEND, within a challenging curriculum landscape



What can we do that will be broadly useful for all pupils, while being particularly useful for pupils with SEND?

Do we plan our lesson for pupils who have…
ADHD
Dyslexia
Social, Emotional and Mental Health Needs
Moderate Learning Difficulties
Autism
Speech, Language and Communication Needs

Or do we plan our lessons for pupils who…
…struggle to pay attention in class
…struggle to read and write at an age-appropriate level
…feel anxious at school
…find it hard to remember the things you've taught
…find it hard to get along with their peers
…don't have a wide vocabulary

Meeting the needs of pupils with higher levels of SEND, within a challenging curriculum landscape

Explicit instruction – teacher-led approaches focused on teacher demonstration followed by guided practice and independent practice.

Cognitive and metacognitive strategies – explicitly supporting students with the process of learning and with the process of thinking about learning.

Scaffolding – temporary support provided so that pupils can successfully complete tasks that they could not yet do independently.

Flexible grouping – allocating groups flexibly and responsively.

Using technology – finding ways to incorporate digital technology in how the lesson is taught and/or how students access or record their learning.

The problem with ‘high quality teaching’

It can mean different things to different people

It can be based on personal preference, rather than evidence

It can quickly be discarded with certain pupils

The challenge when teaching pupils with SEND

Death by strategies

Different lessons for different learners

Technical expertise

Specialist assessment

Intervention

EHCP application

Referral to specialist teacher

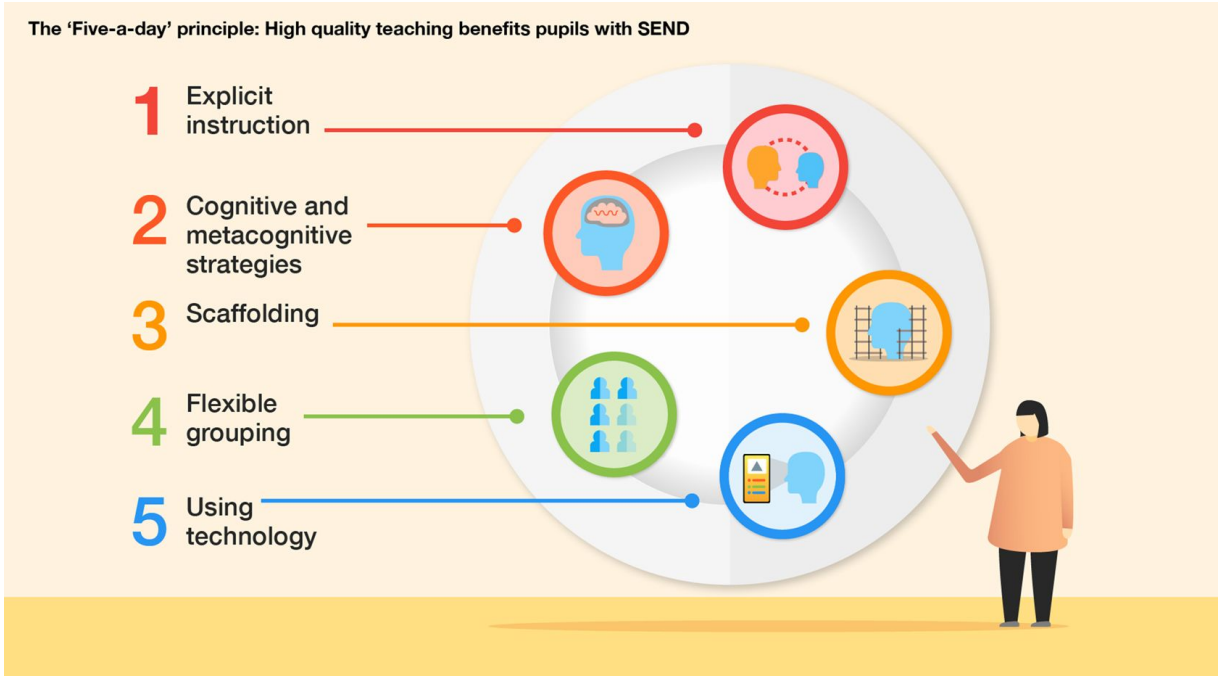
Alternative Provision

A teacher who understood him and allowed her understanding of him to change

A teacher who supported peers to understand him

A teacher who stayed calm when things go wrong and started every day afresh

A teacher who made small but frequent adjustments to meet his needs


The ‘Five-a-day’ principle: High quality teaching benefits pupils with SEND
1 Explicit instruction
2 Cognitive and metacognitive strategies
3 Scaffolding
4 Flexible grouping
5 Using technology

Explicit instruction

Explicit instruction refers to a range of teacher-led approaches focused on teacher demonstration followed by guided practice and independent practice. Several reviews of the research on effective support for pupils in mathematics and reading have provided support for explicit instruction.[11,31] One popular approach to explicit instruction is Rosenshine's 'Principles of Instruction'.

Explicit instruction is not just 'lecturing', 'teaching by telling', or 'transmission teaching'; it usually begins with detailed teacher explanations, followed by extensive practice of routine exercises, and later moves on to independent work.[32] Common aspects of explicit instruction include:

- teaching skills and concepts in small steps;
- using examples and non-examples;
- using clear and unambiguous language;
- anticipating and planning for common misconceptions; and
- highlighting essential content and removing distracting information.

How strong is the evidence for 'explicit instruction'?

The EEF's Evidence Review identified 4 systematic reviews (Dessemontet; 2019; Afacan, 2018; Hudson, 2018; Hwang, 2018), incorporating a total of 116 studies, that supported an explicit instruction approach for pupils with a range of SEND. They also reference the University of Florida's High-Leverage Practices document, which gives the following helpful definition of Explicit Instruction:

HLP16 Use explicit instruction.
Teachers make content, skills, and concepts explicit by showing and telling students what to do or think while solving problems, enacting strategies, completing tasks, and classifying concepts. Teachers use explicit instruction when students are learning new material and complex concepts and skills. They strategically choose examples and non-examples and language to facilitate student understanding, anticipate common misconceptions, highlight essential content, and remove distracting information. They model and scaffold steps or processes needed to understand content and concepts, apply skills, and complete tasks successfully and independently.

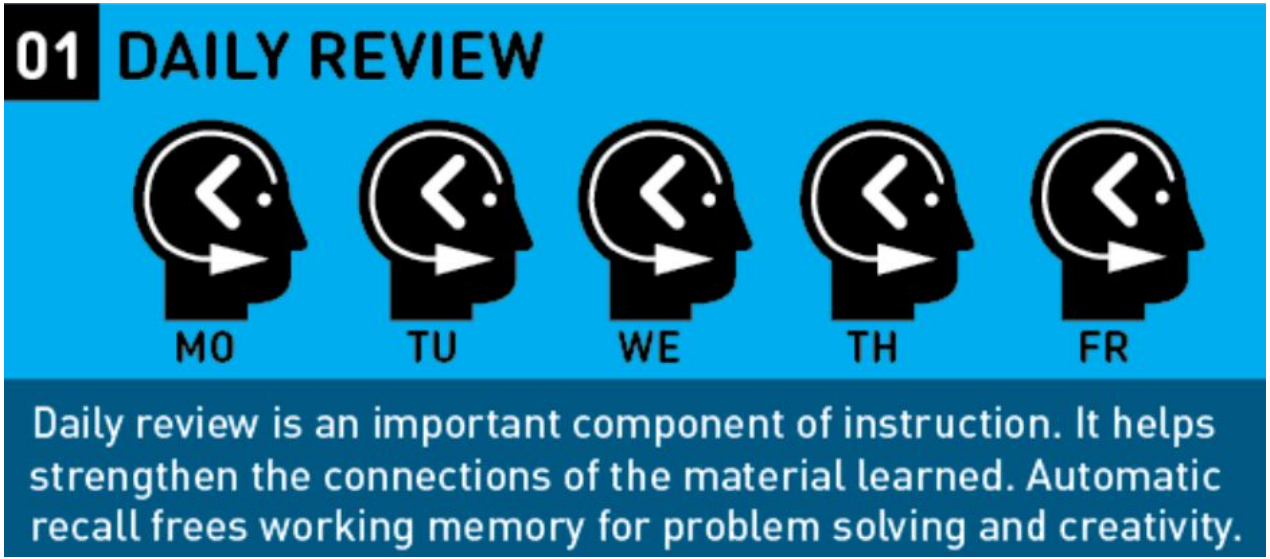
Source: McLeskey et al. (2017), p80

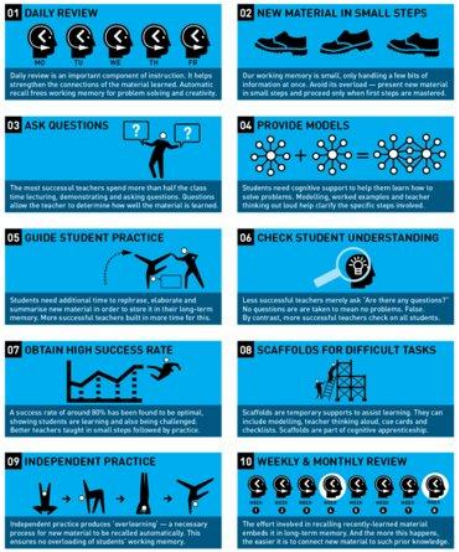
Principles of Instruction

Research-Based Strategies That All Teachers Should Know

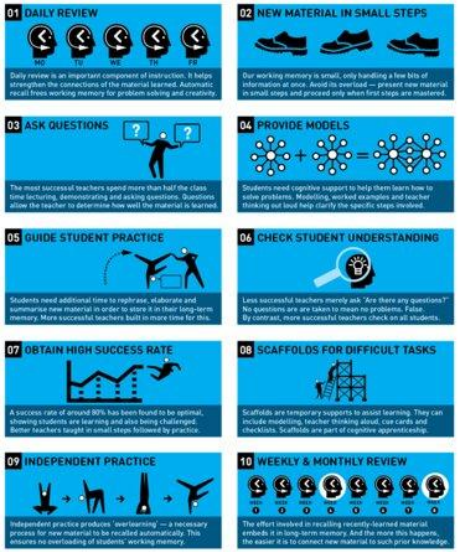
By Barak Rosenshine

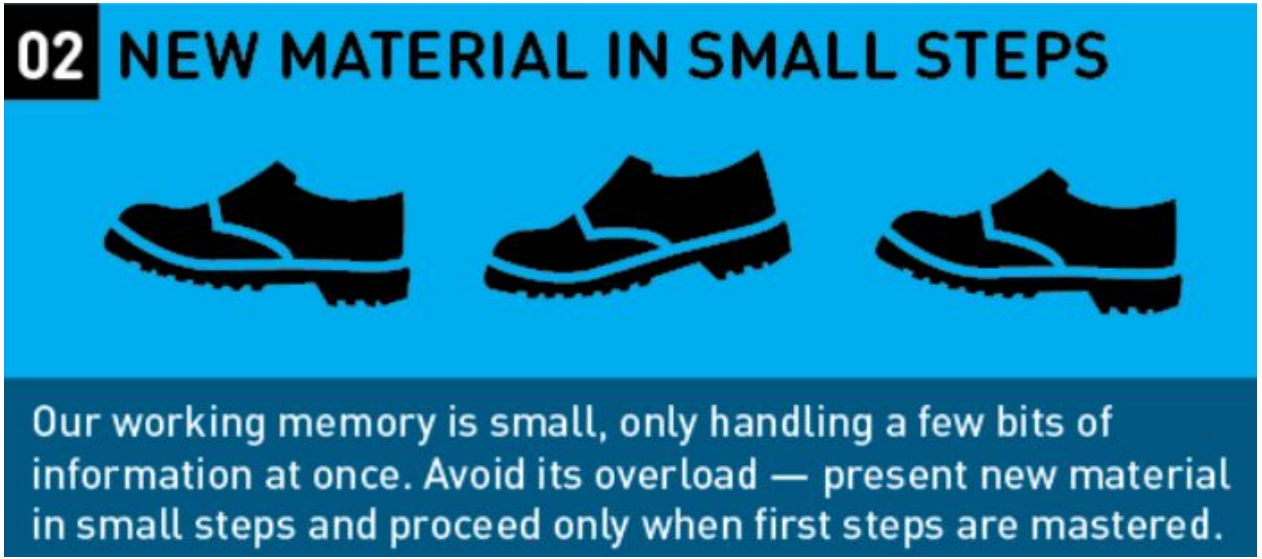
Explicit instruction





Explicit instruction





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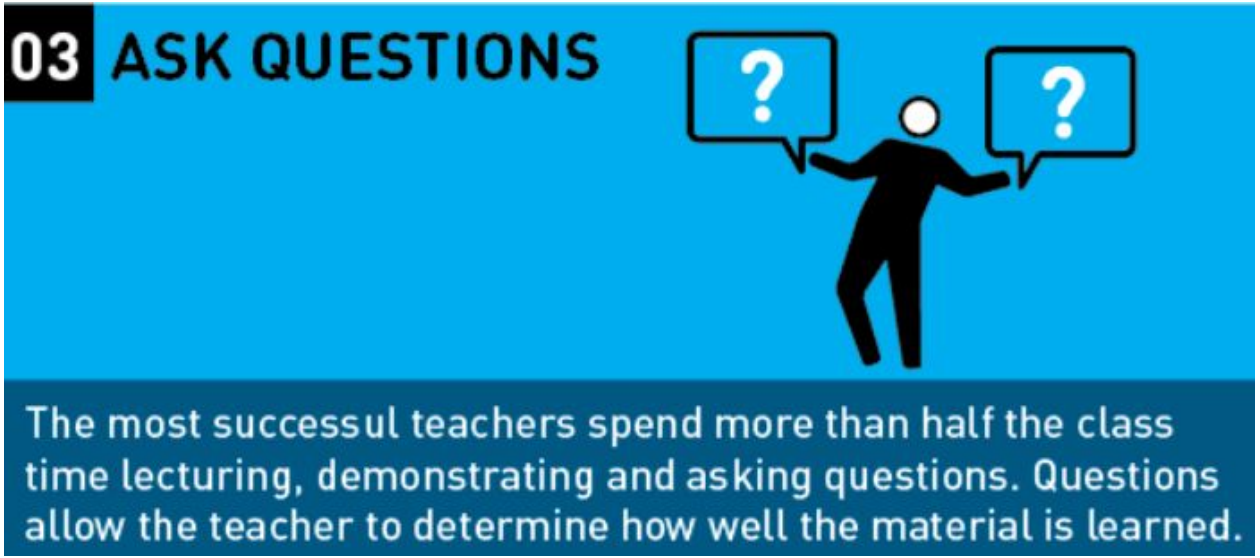

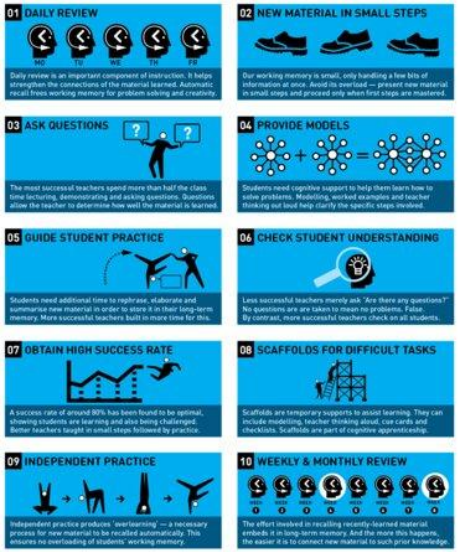

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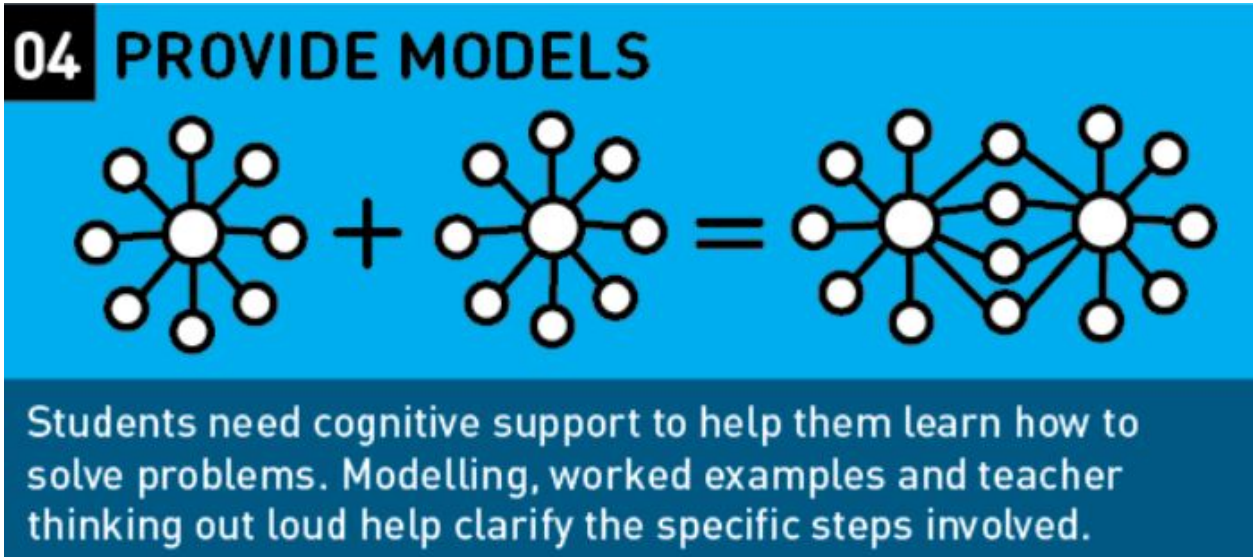
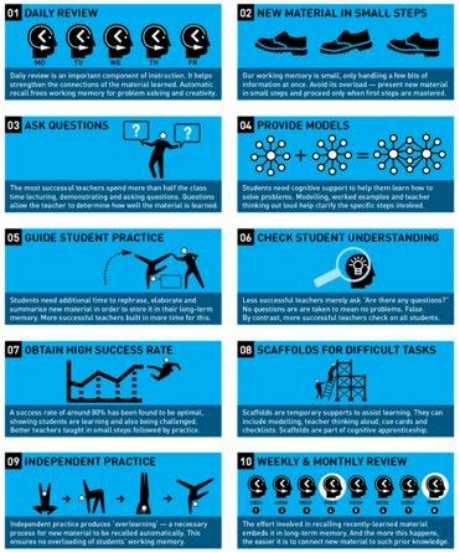
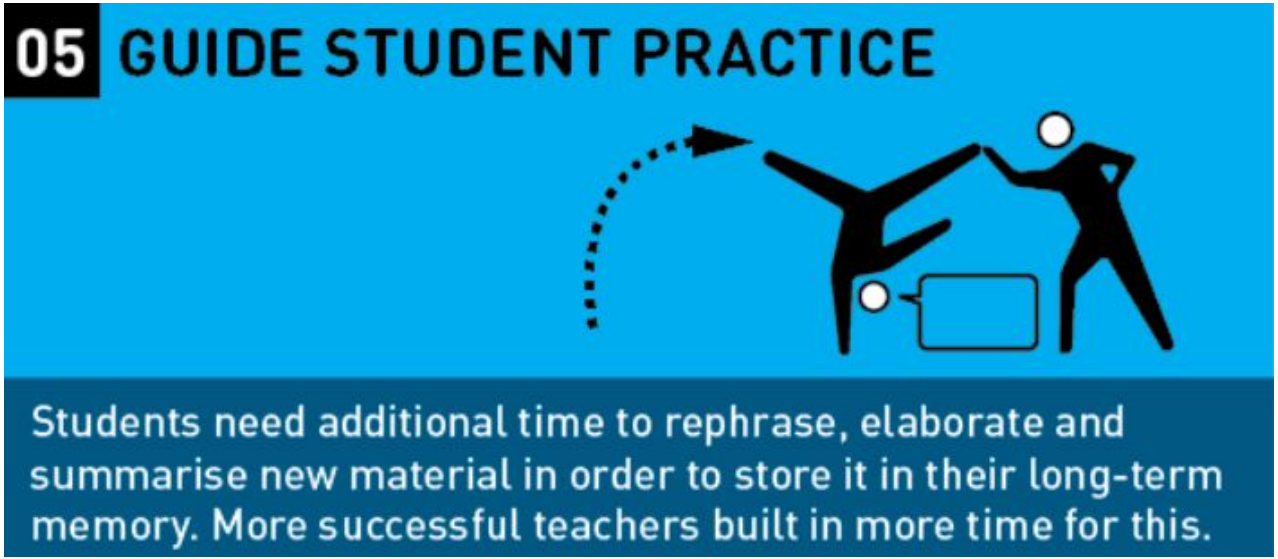
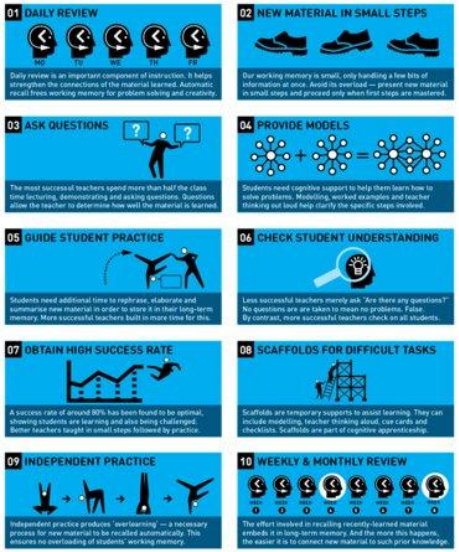




Explicit instruction

I do - **we do** - you do





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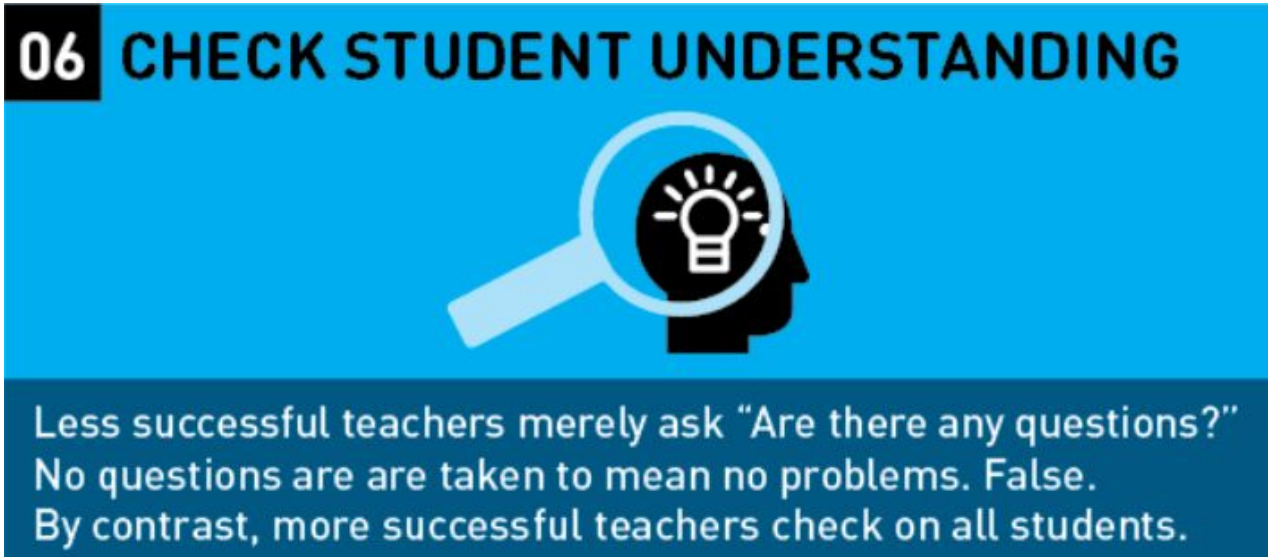

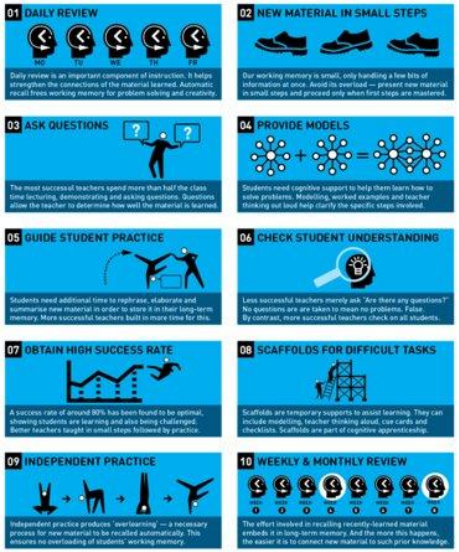

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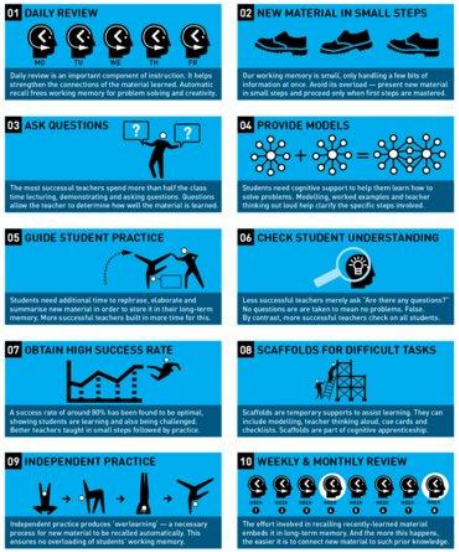

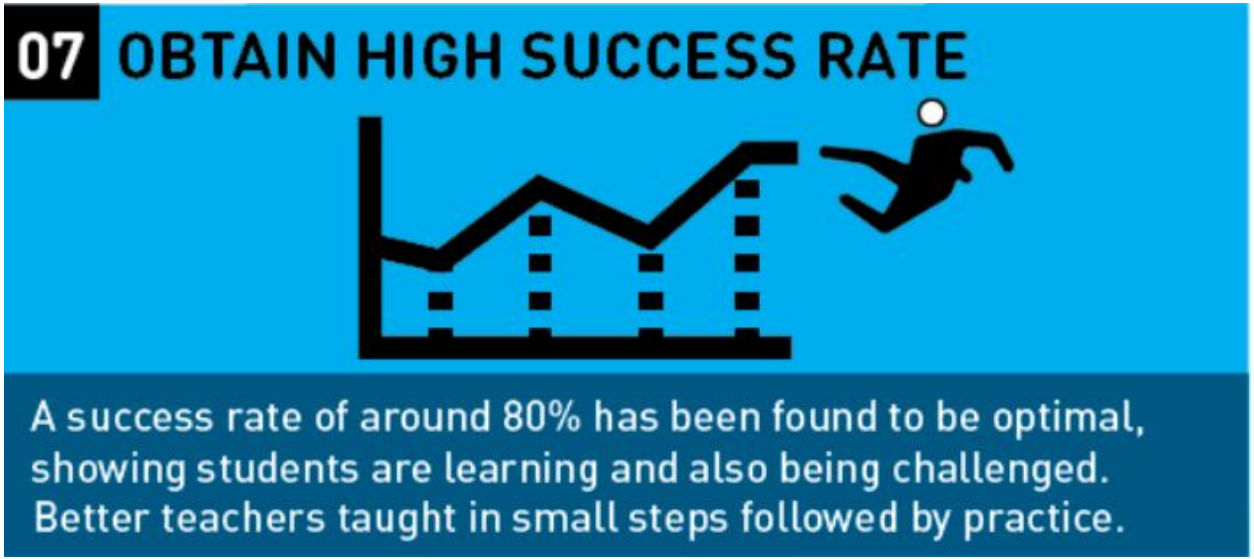

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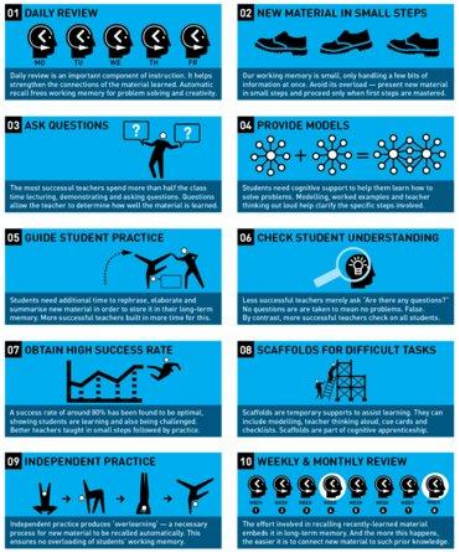

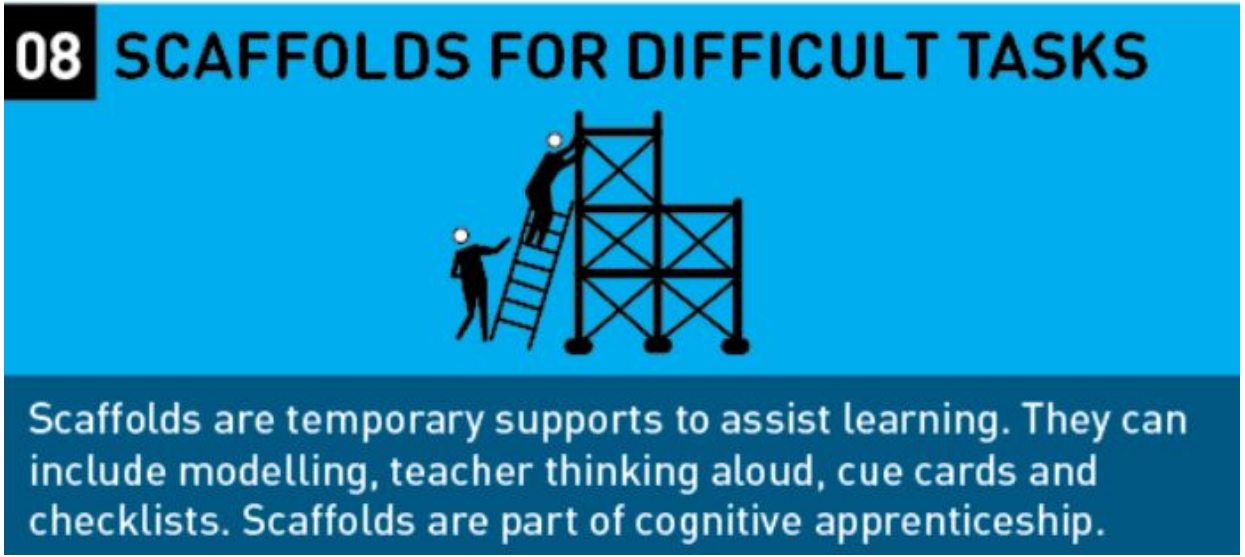

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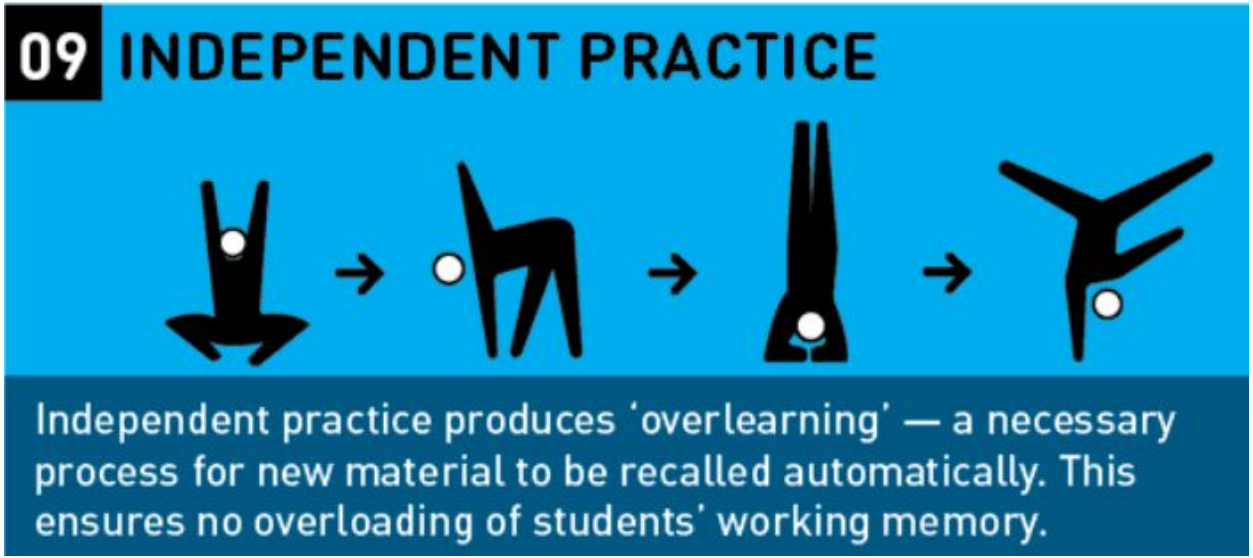

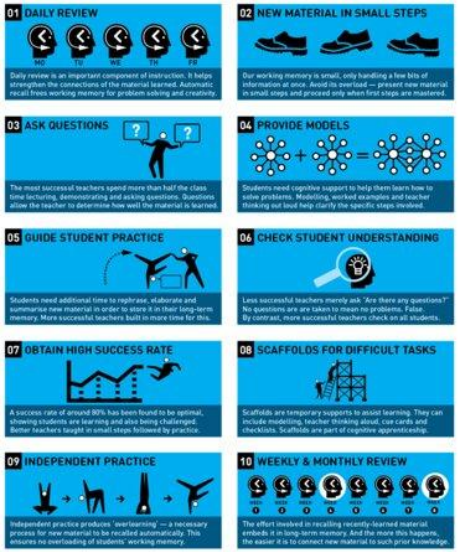

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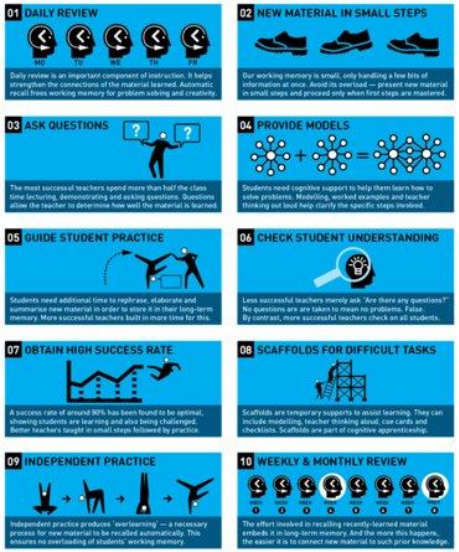

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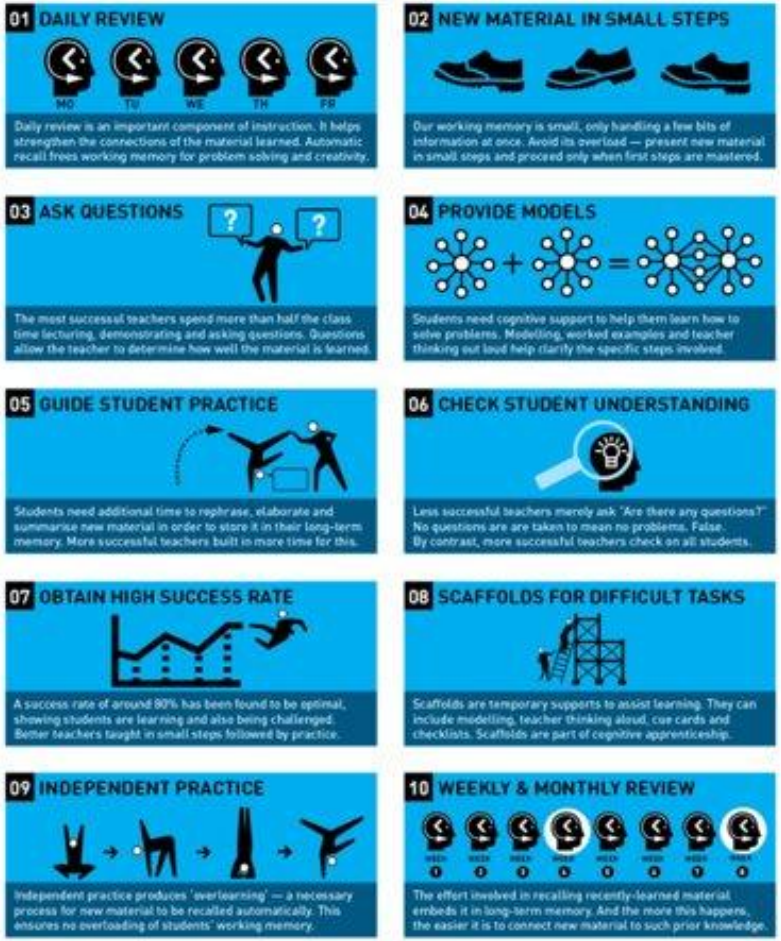
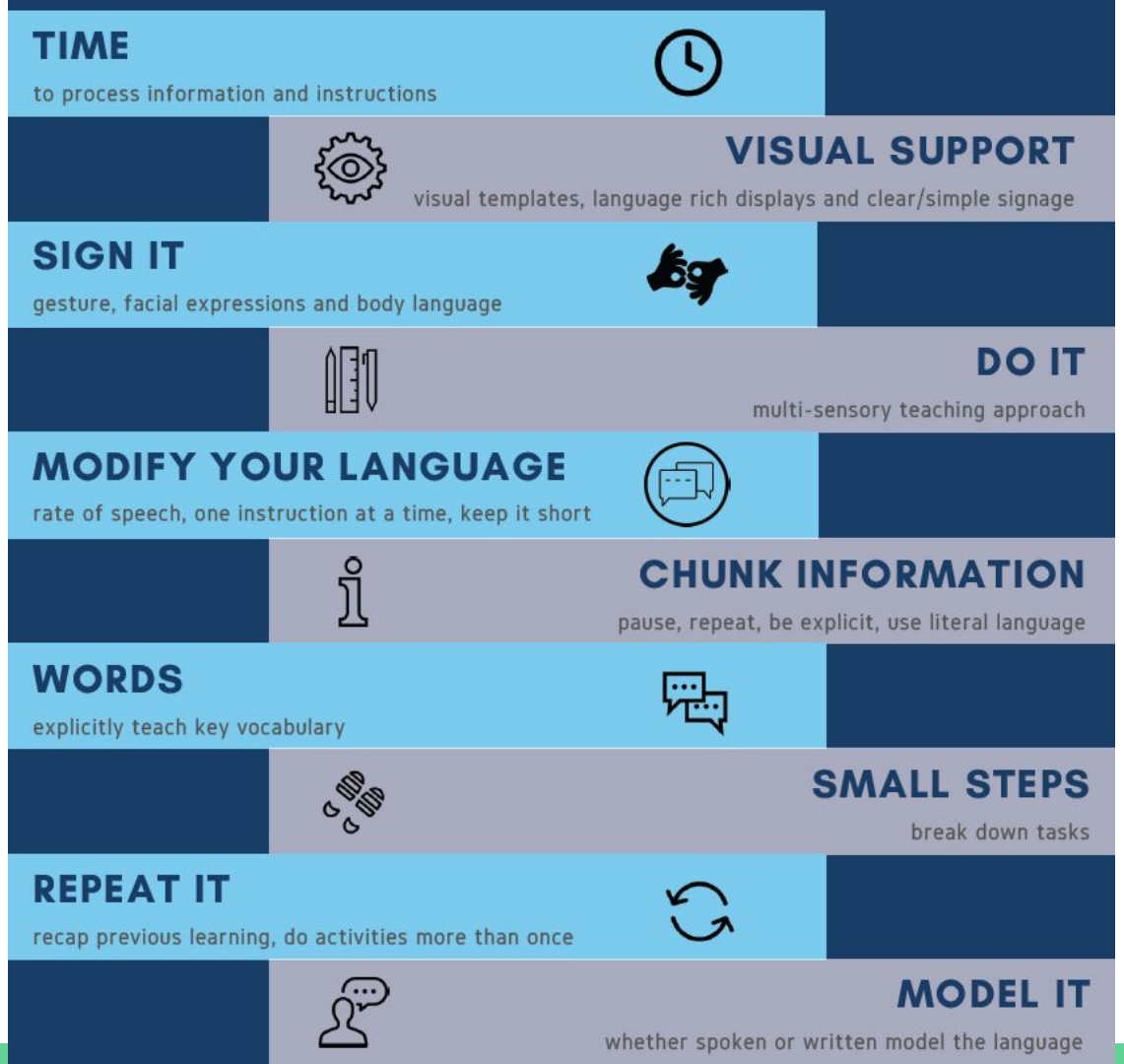


From Moor House School: recommendations for teaching learners with Developmental Language Disorder



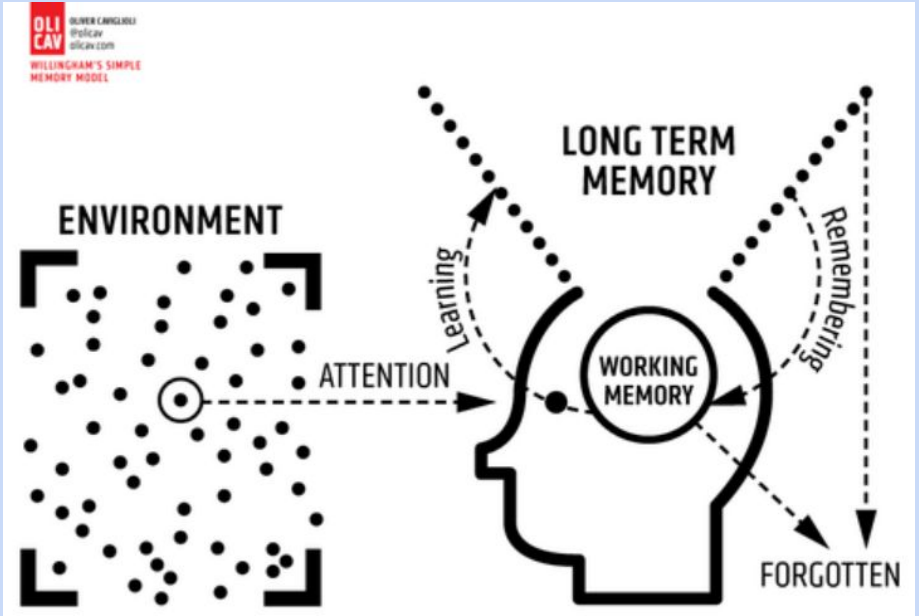
Cognitive strategies

How do we commit things to long-term memory?

1.Understand the content securely.

Cognitive strategies help things to remain more securely in long-term memory.

2.Recall them frequently.



Cognitive strategies

The EEF found 7 systematic reviews that contain evidence of positive impact, when teachers used cognitive and metacognitive strategies to support learning and independence.

Cognition is the mental process involved in knowing, understanding, and learning. Cognitive strategies are skills like memorisation techniques or subject-specific strategies like methods to solve problems in maths. Cognitive strategies are fundamental to learning and are the 'bread and butter' of effective teaching.[29]

Cognitive strategies

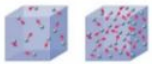
The EEF found 7 systematic reviews that contain evidence of positive impact, when teachers used cognitive and metacognitive strategies to support learning and independence.

Topic title: Energy

Links to:
Year 8: Heating
Year 9: GCSE P6.1 Energy

Key knowledge:

- An energy store allows work to be done, it provides the ability to do things.
- Almost all energy on Earth comes from the Sun.
- Energy cannot be created or destroyed, but it can be stored and transferred.
- In any energy transfer, energy is always conserved (the amount of energy stays the same).
- There are 5 main energy stores:
  - Chemical
  - Kinetic
  - Thermal
  - Gravitational potential
  - Elastic potential
- Energy is measured in joules (J).
- Energy is stored in food and fuel.
- Energy in food is measured in kJ and displayed on food

Conservation of energy		In any energy transfer, energy is always conserved (the amount of energy stays the same)
Kinetic energy		The energy stored in a moving object
Gravitational potential energy		The amount of energy an object has due to its position in a gravitational field
Elastic potential energy		The energy stored in a stretched or compressed object, eg. a spring
Thermal store		The total kinetic and potential energy of all the particles in a substance

Cognitive strategies

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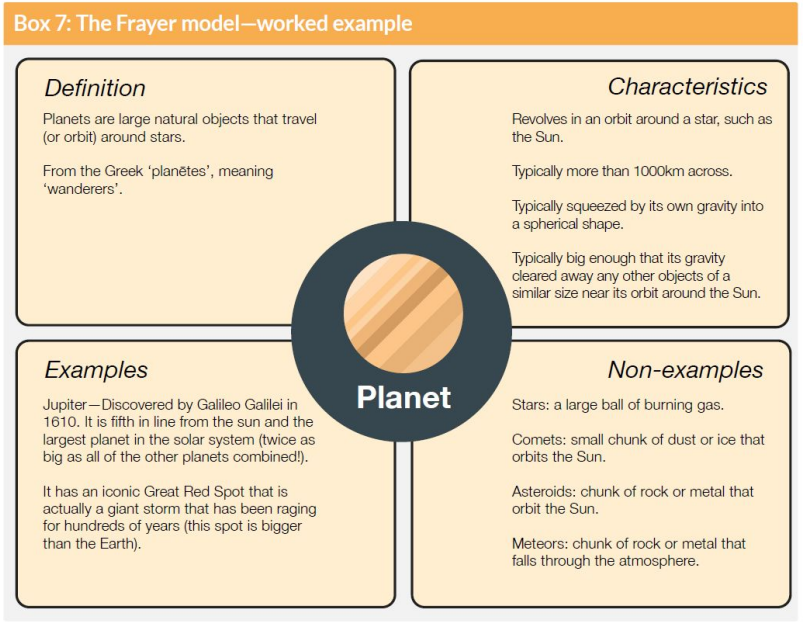

Cognitive strategies

“You might remember this by…”

- Mnemonics
- Frayer models
- Knowledge organisers

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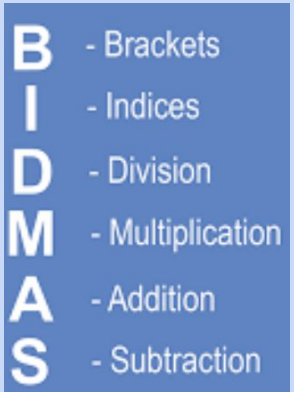
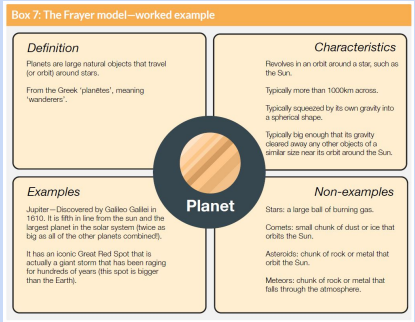
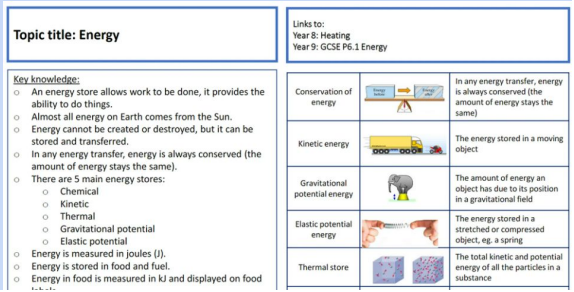
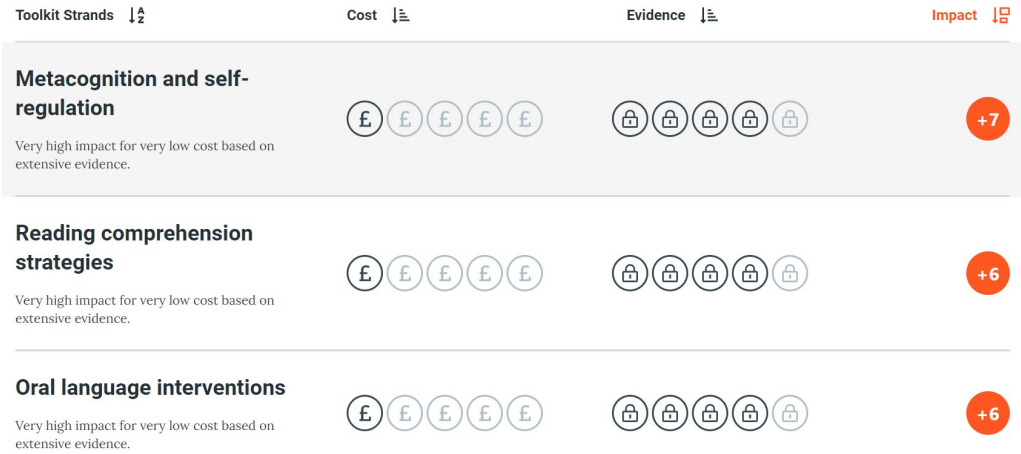






Metacognitive strategies

Metacognition refers to the ways in which pupils **monitor and purposefully direct their thinking and learning**. Metacognitive strategies are **strategies we use to monitor or control our cognition**, such as checking whether our approach to solving a mathematics problem worked or considering which cognitive strategy is the best fit for a task.



Metacognitive Strategies

1. Planning (start of the task):

How will you approach this learning task and why?

2. Monitoring (during the task):

Is your plan working or do you need to try something else?

3. Evaluating (after the task):

What have you learnt about yourself? How will this change your approach next time?

Metacognitive strategies

Support pupils to think metacognitively before they begin a task:

Have you done a similar task before?

What strategies have you used to solve this problem in the past?

Do you have what you need to begin the task?

Metacognitive strategies

Support pupils to think metacognitively during a task:

Are you making progress to meet the learning goal?

Is your chosen strategy working?

Are you finding this challenging? How are you dealing with that challenge?

Metacognitive strategies

Support pupils to think metacognitively after a task:

Did you accomplish your goal?

Could you do the task without support next time?

Did you stay motivated throughout the task?

Metacognitive strategies

Support pupils to think metacognitively before they begin a task:
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Support pupils to think metacognitively during a task:
Are you making progress to meet the learning goal?
Is your chosen strategy working?
Are you finding this challenging? How are you dealing with that challenge?

Support pupils to think metacognitively after a task:
Did you accomplish your goal?
Could you do the task without support next time?
Did you stay motivated throughout the task?

Recommendation 3: Ensure access to high-quality teaching

Scaffolding

Consider the metaphor. Why do we use the term ‘scaffolding’?

Scaffolding

What is it?

Scaffolding is one of the five evidence-based approaches—a 'Five-a-day'—that the EEF's guidance report, Special Educational Needs in Mainstream Schools, recommends to support pupils with SEND to make good academic progress.

Consider how you can provide scaffolds in a way that reduces stigma, promotes independence and reduces over time.

> *Scaffolding is a metaphor for temporary support that is removed when no longer required. It may be visual, verbal or written.*
>
> **SEN in Mainstream guidance report, EEF, 2020**

Scaffolding

What does the evidence say?

HLP15—Provide scaffolded supports:

Scaffolded supports provide temporary assistance to students so they can successfully complete tasks that they cannot yet do independently and with a high rate of success. Teachers select powerful visual, verbal and written supports; carefully calibrate them to students' performance and understanding in relation to learning tasks; use them flexibly; evaluate their effectiveness; and gradually remove them once they are no longer needed. Some supports are planned prior to lessons and some are provided responsively during instruction.

How strong is the evidence?

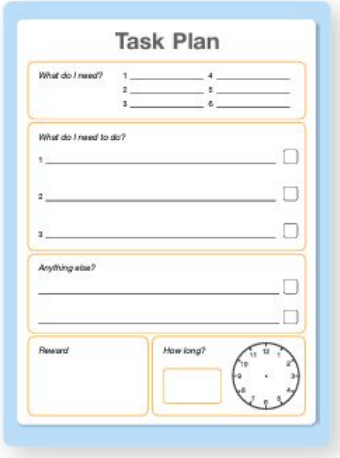
A systematic review of 56 studies (Belland et al., 2017) found that 'scaffolding has a consistently strong effect across student populations', noting a 'very large' effect size among students with learning disabilities.

Scaffolding

Scaffolding is a metaphor for temporary support that is removed when no longer required. It may be visual, verbal or written.

- **Visual**
- Verbal
- Written

- A task planner
- A list of the steps a pupil needs to take
- Model examples of work
- Images that support vocabulary learning

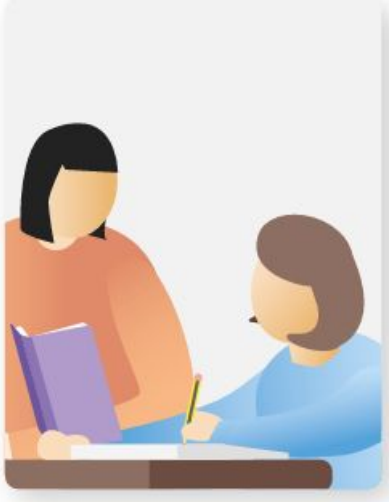


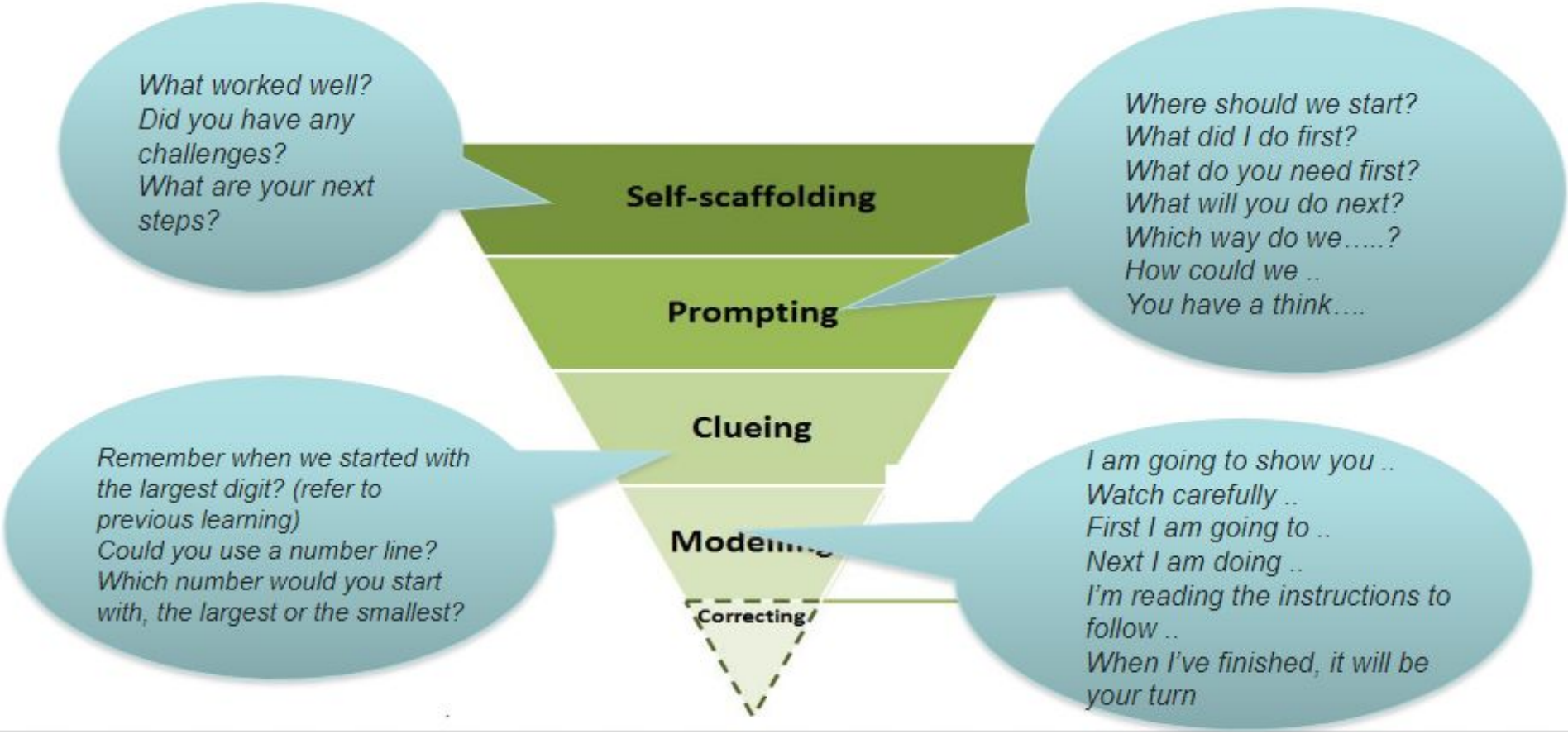
Scaffolding

Scaffolding is a metaphor for temporary support that is removed when no longer required. It may be visual, verbal or written.

- Visual
- **Verbal**
- Written

- "Let's look at this together..."
- "What have you done before, that will help you with this task?"
- "Don't forget, your work needs to include..."



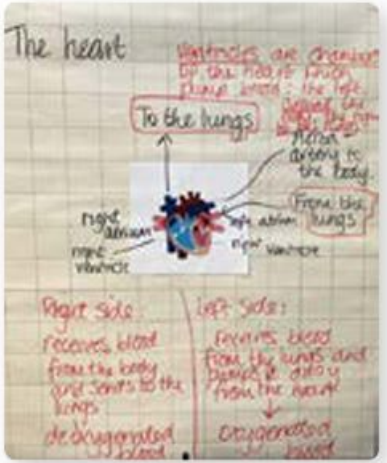

What worked well?
Did you have any challenges?
What are your next steps?
Self-scaffolding
Where should we start?
What did I do first?
What do you need first?
What will you do next?
Which way do we…..?
How could we ..
You have a think….
Prompting
Clueing
Remember when we started with the largest digit? (refer to previous learning)
Could you use a number line?
Which number would you start with, the largest or the smallest?
Correcting
I am going to show you ..
Watch carefully ..
First I am going to ..
Next I am doing ..
I'm reading the instructions to follow ..
When I've finished, it will be your turn

Scaffolding

Scaffolding is a metaphor for temporary support that is removed when no longer required. It may be visual, verbal or written.

- Visual
- Verbal
- **Written**

- A word bank
- A writing frame
- Sentence starters



Flexible grouping

All pupils need support sometimes.

Intelligence is not fixed.

Responsive grouping.

Using technology

A visualiser

Speech-text software

Apps that support procedural practice

The Renaissance writing

Do Now

1) The revival of interest in greek and Roman thought during the Renaissance.

Chiaroscuro the use of light and shade in drawing and Painting

Sp. x3 printing

(5) Exellent effort considering you had missed a lesson(s).

(+) One sentence on what chiaroscuro is.

Tuesday 04 October 2021

1) What Caused the Renaissance? The main Cause was the Printing Press which was a machine with uses movable type to Print words.

sp. x3 revival

2) What is Humnism? The revival thought during the Renaissance

The Indulgence Trade

Do Now

When did Pope Gregory I become Pope?

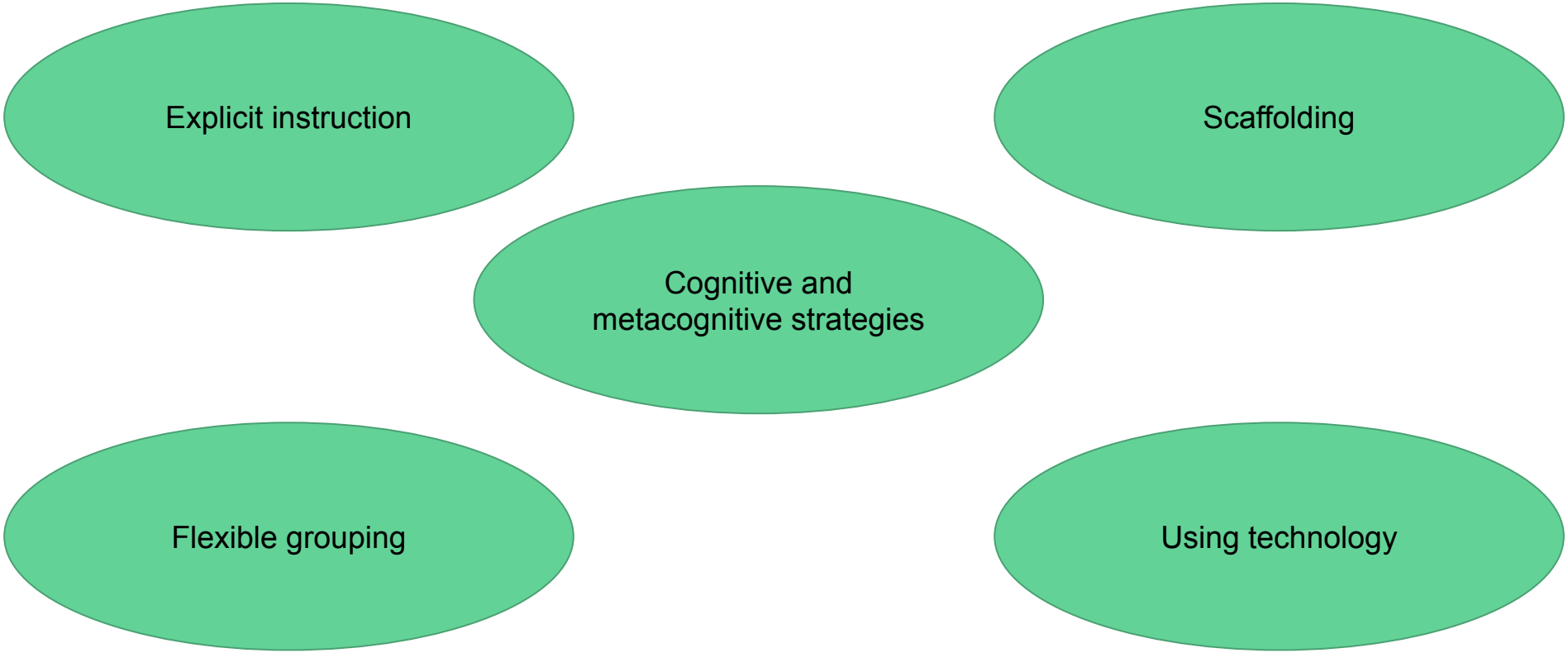
In 590, a new man became Pope. He was known as Pope Gregory I, or Saint Gregory the Great, because he believed deeply in the teachings of Christianity and wanted to spread them throughout Europe. Gregory was an earnest man who believed it was his duty to convert others to his faith. He knew that many people in Britain were not Christians and he wanted to ensure that they all became members of the Church during his time as Pope. He chose a monk called Augustine to become his messenger to the Anglo-Saxons.

(5)

Who did he choose to be a

Augustine had spent much of his life in a monastery which followed the Rule of St

Within your school, how well/how consistently are these five approaches embedded?

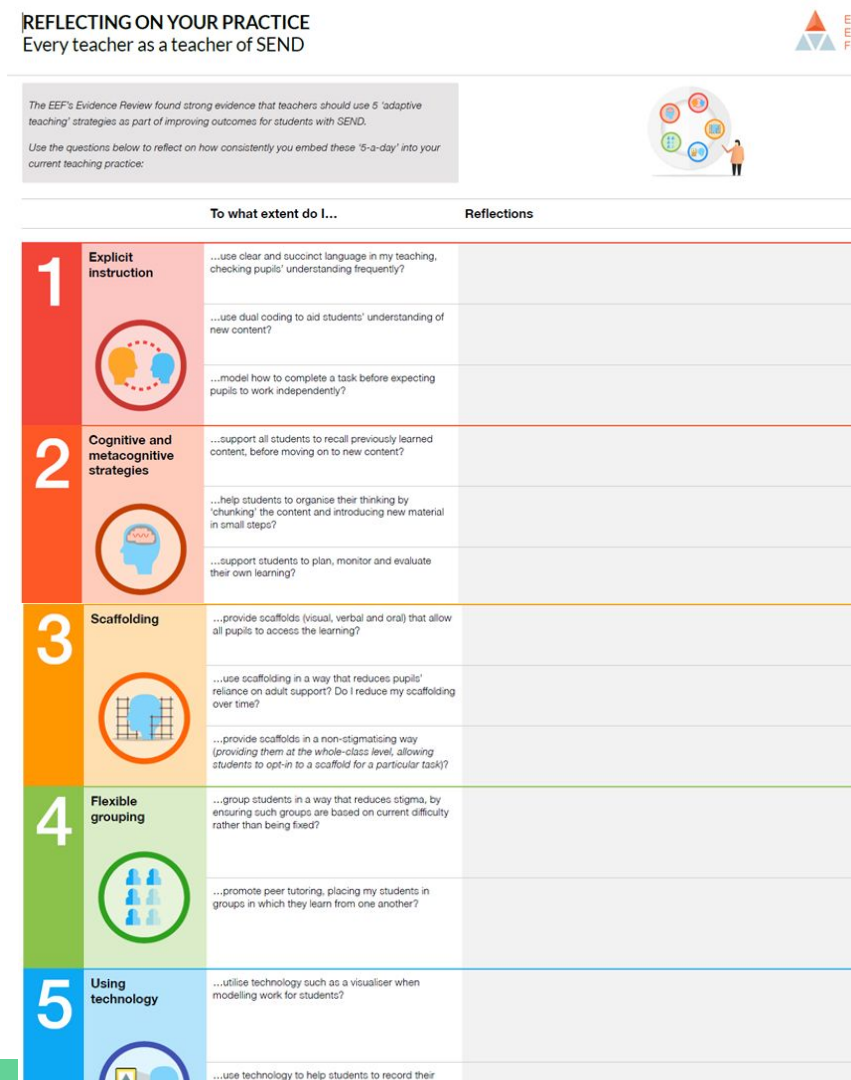


Five-a-day reflection tool

Use the reflection tool to consider your own teaching practice for pupils with SEND.

https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/SEND_Five_a_day_Reflection_document_1.0.pdf

Feel free to turn cameras off and return in 5 minutes



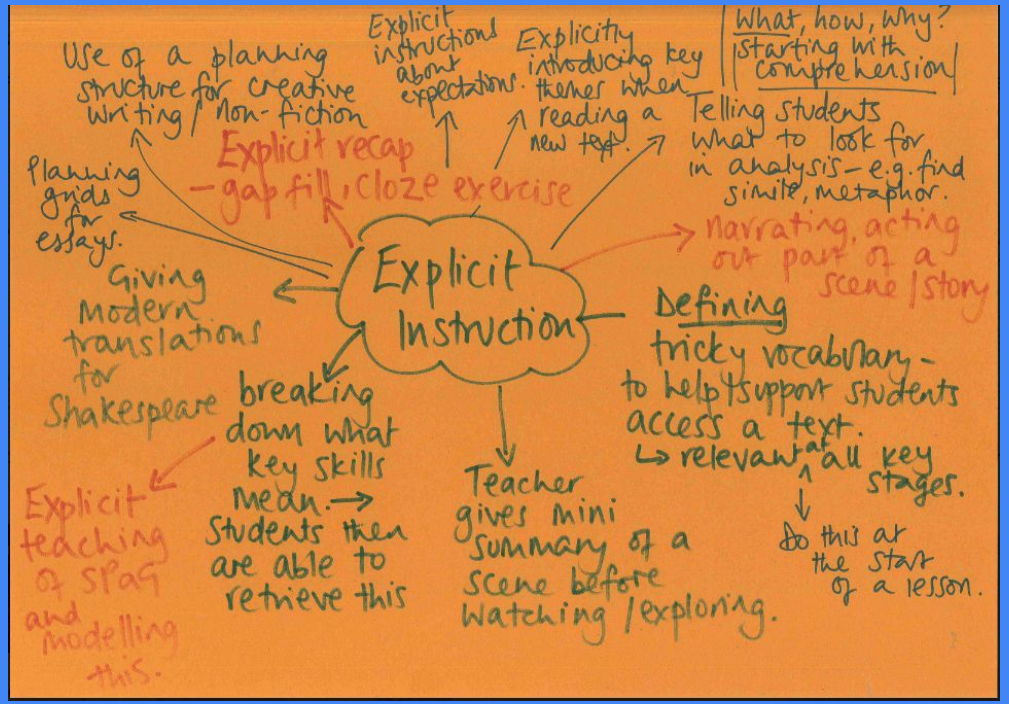
REFLECTING ON YOUR PRACTICE
Every teacher as a teacher of SEND

The EEF's Evidence Review found strong evidence that teachers should use 5 'adaptive teaching' strategies as part of improving outcomes for students with SEND.

Use the questions below to reflect on how consistently you embed these '5-a-day' into your current teaching practice:

		To what extent do I...	Reflections
1	Explicit instruction	...use clear and succinct language in my teaching, checking pupils' understanding frequently?	
		...use dual coding to aid students' understanding of new content?	
		...model how to complete a task before expecting pupils to work independently?	
2	Cognitive and metacognitive strategies	...support all students to recall previously learned content, before moving on to new content?	
		...help students to organise their thinking by 'chunking' the content and introducing new material in small steps?	
		...support students to plan, monitor and evaluate their own learning?	
3	Scaffolding	...provide scaffolds (visual, verbal and oral) that allow all pupils to access the learning?	
		...use scaffolding in a way that reduces pupils' reliance on adult support? Do I reduce my scaffolding over time?	
		...provide scaffolds in a non-stigmatising way (*providing them at the whole-class level, allowing students to opt-in to a scaffold for a particular task*)?	
4	Flexible grouping	...group students in a way that reduces stigma, by ensuring such groups are based on current difficulty rather than being fixed?	
		...promote peer tutoring, placing my students in groups in which they learn from one another?	
5	Using technology	...utilise technology such as a visualiser when modelling work for students?	
		...use technology to help students to record their	

Adding department-level specificity



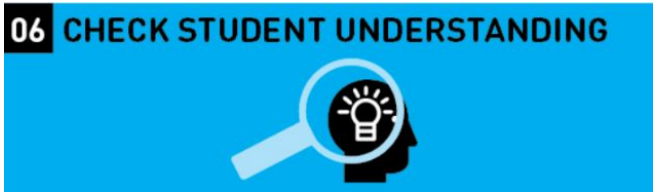
Meeting the needs of pupils with higher levels of SEND, within a challenging curriculum landscape

But what about for pupils with higher levels of need?

Meeting the needs of pupils with higher levels of SEND, within a challenging curriculum landscape

1

Create a positive and supportive environment for all pupils, without exception



For a child with Emotionally-based School Avoidance
For a child with ADHD
For an autistic child
For a child with a Developmental Language Disorder

2

Build an ongoing, holistic understanding of your pupils and their needs

Where do OFSTED stand on curriculum for SEND?

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.**

Learners study **the full curriculum**

Inspectors will evaluate **evidence of the impact of the curriculum**, including on the most disadvantaged pupils. This includes pupils with SEND.

Disadvantaged pupils and pupils with SEND **acquire the knowledge and cultural capital they need to succeed in life.**

Meeting the needs of pupils with higher levels of SEND, within a challenging curriculum landscape

1. **Plan a curriculum in line with the principles of cognitive science, i.e.:**
   i. new knowledge builds on knowledge already encountered, with explicit links made between topics.
   ii. retrieval practice is a consistent part of classroom practice.
   iii. cognitive load is well-managed, so that students are accessing new content in manageable 'chunks'

2. **Allow all students to access all the content, knowing that not all will learn at the same rate. Make this successful by:**
   i. Building in opportunities for formative assessment.
   ii. In your planning, separating core content from aspirational content.
   iii. Teaching in a way that supports cognitive and metacognitive processes, using explicit instruction, dual coding, worked examples, etc.
   iv. Anticipating what may need to be retaught to certain students, what needs a scaffold, etc.

Head of Department Curriculum health-check for SEND

3. Can you provide evidence that new vocabulary is explicitly and routinely pre-taught before pupils encounter it in a text?

Comment:

4. Can you provide evidence of a clear separation between core learning content and aspirational learning content, so that teachers are always clear about what should be prioritised as essential for all?

5. Can you provide evidence of points in the curriculum where teachers are regularly and systematically able to get feedback from pupils around which learning content has been securely grasped, and what may need to be retaught?

Questions, comments, reflections?

Thank you
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