

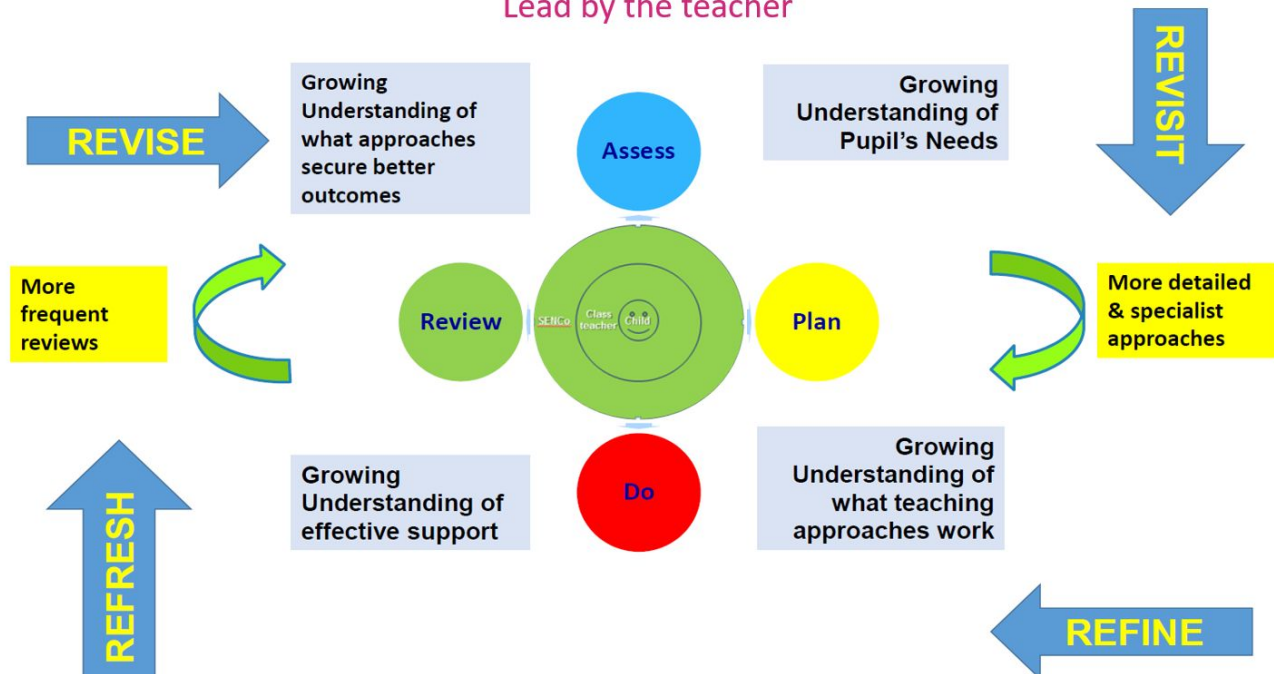
SEND Coffee Morning

October 2024



Assess, Plan, Do, Review (Graduated approach)

Lead by the teacher



ASSESS

- School assessments (standardised tests)
- National assessments (EYFS/Phonics/KS1/KS2)
- Specialist assessments (OT/SP and L)
- External specialists
 - Speech and language
 - OT
 - Paediatrician

- Understanding differences as barriers to learning- they can be overcome!

ASSESS

* SEND Pupil progress measures, especially measures based on teacher assessment can be problematic for SEND pupils. They can appear to be stuck in the 'below' band all the time, which is not very useful or accurate for our pupils. We utilise 'Insight' to track, monitor and evaluate our data. To demonstrate the progress of SEND pupils, a wide range of measures are triangulated and tracked.*

ASSESS

SEN Pupil Progress Measures*

A combination of the following:

- Teacher assessment judgements
- Standardised scores from assessments
- Reading ages / levels
- Thrive assessments (SEMH)
- Work samples
- Intervention evaluations
- Specialised phonics assessment and tracking
- Individual target tracking for EHCP children
- Accelerated reader level
- Pupil Progress Meetings

SEND at St.Marys- SEN Support PLAN



Learning Plan for



Teacher: Mrs Bobbie ROBERTS Start date: 20/9/2022 Review date: 19/12/2022 Plan number: 1



Assess

Areas of strength: [Redacted] happy boy who cares for others.

Areas of concern: Cognition and Learning.
Understanding
Focus and attention.

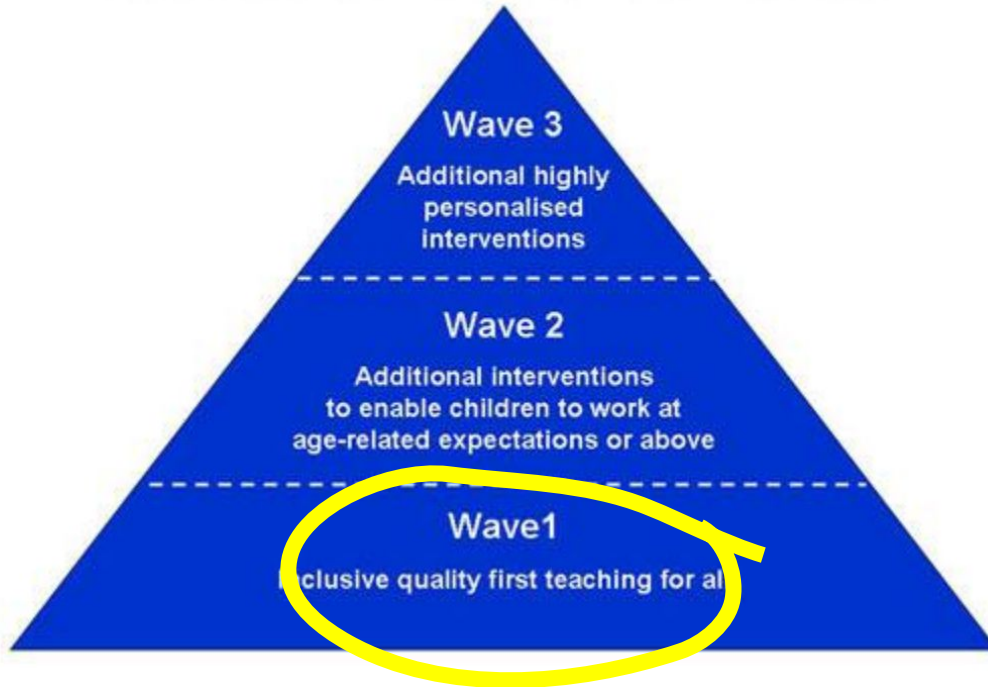
Plan

Area of concern	Target	Success criteria	Strategies & Provisions	Key staff
Number skills	To be able to count to ten from one.	Accurately count to 10 on 2/3 occasions.	Games, rhymes, counting activities. Pre-teaching 1-1 Time with BR or MP	• Mrs Bobbie ROBERTS
Number skills	To be able to count out objects from a larger group	Accurately count out the correct amount of objects on 3/5 occasions.	EMA Counting activities. Pre-teaching 1-1 time with BR or MP	• Mrs Bobbie ROBERTS



SEN Support - DO- Wave 1

Waves of Intervention Model



- QFT teaching / Adaptive teaching are the most important
- We define them closely and work continually to raise the standard of teaching

SEND-Vision

“Pupils with SEND are able to access the whole curriculum, with pre-teaching being a key aspect of this. During lesson visits, all pupils were able to access the taught curriculum.”



‘I can do all things...’

Living together, learning forever, loving God's creation

We quality assure the curriculum through book looks, learning walks, pupil conferencing and lesson visits from SLT, curriculum leaders and governors.

AMBITION



Adaptive Teaching

What is adaptive teaching?

Adaptive teaching is an approach a teacher will use to continually assess the strengths and needs of learners and adapt their teaching accordingly to ensure all learners can meet expectations. Technology may play a part in both assessment and subsequent personalization of the teaching but it is not essential.

With adaptive teaching, the teacher plans for the whole class and makes changes to the curriculum or resources so that all learners can achieve the same goals.



Provide a measurable and challenging Learning Outcome and use Progression Steps to chunk progress towards that outcome

ADAPTIVE TEACHING

Anticipate barriers

- different levels of prior knowledge
- vocabulary
- a particular production skill such as writing
- a particular SEND
- decoding written text
- limited working memory
- cultural experience
- EAL
- a common misconception
- a lack of metacognitive knowledge or strategy
- inherent complexity of resources/information

Plan to address them

- read a text in advance
- supply background knowledge
- use pictures/video to contextualise upcoming information
- teach vocabulary
- introduce a concept via discussion
- teach necessary learning behaviour
- improve accessibility (e.g. clarity of resources, font size, proximity to speaker, visibility of whiteboard, reader pens)
- plan to scaffold
- prepare a model to share with, for example, a visualiser
- plan targeted support from a TA

NOTE: Don't confuse barriers with desirable difficulty and remove all challenge!

Assessment information informs subsequent planning and in-the-moment adaptations.

Other considerations:

How will you monitor responses? Does the assessment method itself create barriers? There's a trade-off between quality of information and practicality - be aware of this.

Use assessment to elicit evidence of learning

- questioning
- tests
- production tasks (e.g. writing, setting up an experiment, painting, performing)
- talk
- hinge questions
- labelling diagrams
- answers on sticky notes or mini-whiteboards

Examples of in-the-moment adaptations

- adjust the level of challenge
- change your language
- clarify a task or provide steps
- clarify what 'good' looks like
- highlight essential content
- re-explain a concept or explain it in a different way
- give additional (or revisit) examples and non-examples
- use peer tutoring
- elicit via questions
- allocate temporary groups provide an additional scaffold
- use assessment as a teaching method
- use an analogy
- set an intermediate goal
- provide a prompt
- structure a group attempt before an individual attempt
- improve accessibility (e.g. proximity to speaker, visibility of whiteboard, read a text to the student)

BEFORE TEACHING

DURING TEACHING

TELLS US WHAT TO ASSESS

SEN Support - DO - Adaptive teaching



SEN Support – DO – QFT at St.Mary's

QFT: Teacher Toolkit



Already using _____ Planning to use _____ Would like support _____

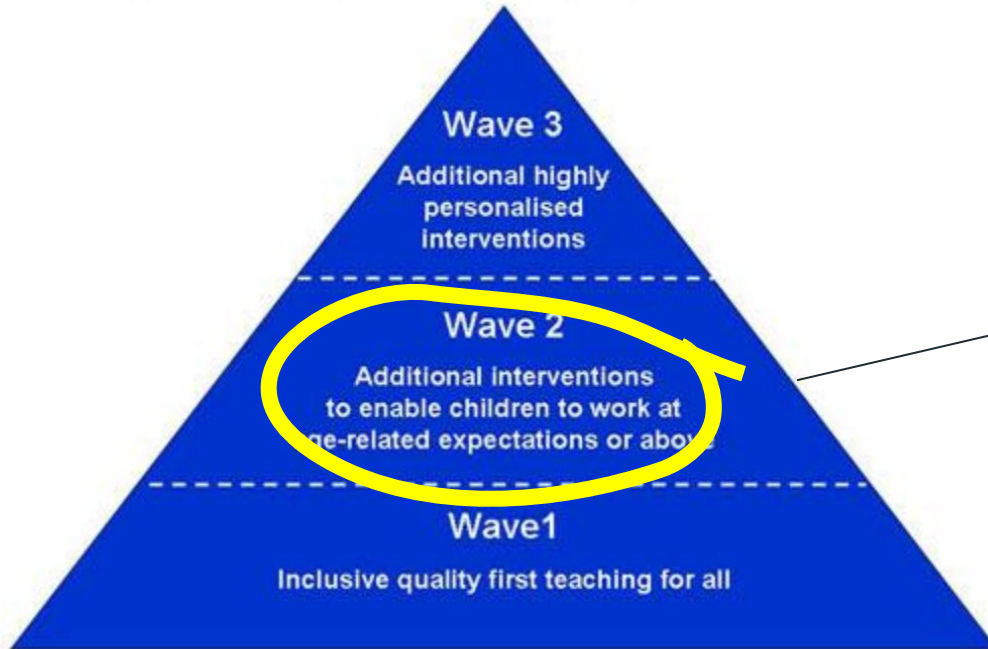
Classroom organisation	Behaviour and emotions	Vocabulary
Safe and predictable learning environment	Use Zones of regulation to help child identify their emotions	Have tier 3 vocabulary cards available- for foundation subjects
Regular, consistent learning routines	Praise effort and accomplishment; aim to raise self-esteem	Explicitly teach new vocabulary and tier 3 vocabulary
Keep furniture and objects in the classroom in the same place (predictable physical environment)	Praise in public; reprimand in private	Use whole class interventions and games
Seat the child near the front of the classroom or near teacher	Individual behaviour / reward chart	Reading and Spelling
Seat the child with pupils who can provide a good behaviour model	Calm box	Only correct spellings that they have been specifically taught
Seat the child with pupils who can provide a good language model	Plan for lots of additional opportunities for success	Provide phonics or spelling mat (with visuals)
Provide legitimate opportunities to be physically active	Make expectations very clear, e.g. visual reminders & prompts	In KS2, intentionally build in time to sight learn high frequency words.
Find ways to allow them to fidget, e.g. squeeze ball, cushion	Remind pupils of past successes (highlight positives)	
Visual timetable in view of child	Use distraction and diversion	Provide page or sheet for practising spellings before writing.
High expectations of all learners	Meet and greet at transitional moments in the day	Do not ask children to read spellings scores out loud in class.
Listening and attention	Offer choices; use the language of choice	Writing
Teach 'rules' of good listening and remind using visual prompts	Be relentlessly positive and optimistic	Scaffolds to reduce writing load
Teach children to ask for clarification when they don't understand	Aim for 5 positive comments for each negative	Opportunities for spoken narratives before written
Explain abstract language and double meanings	Seek opportunities for proactively building positive relationships	Use iPad apps to record sentence or ideas before writing
Use visual support (e.g. pictures, objects) to aid understanding	Ensure you are consistent in your mood and approach	Provide alternative ways to record / show understanding
Ask children to repeat back instructions to demonstrate understanding.	Learning Tasks	Close procedures with missing words /phrases
Avoid background noise where possible	Track back to appropriate objectives from earlier years (when needed)	Pencil / pen grips
Use interactive strategies to show understanding, e.g. individual whiteboards, cards to hold up	Use scaffolds to help children access learning	Sometimes use adult to scribe
Avoid teaching while standing in front of light source	Pre and post teach when needed	Sometimes use iPad apps, e.g. Clicker Connect or Clicker Docs
Repeat key words or phrases	Give opportunities for repetition, reinforcement and over-learning	Use colour coded parts of sentences, e.g. Colourful Semantics
Chunk instructions into manageable instructions	Small, timed, chunked Tasks	Visual vocabulary support
Understanding instructions	Make expectations clear, e.g. time available, expected outcomes	Maths
Give time to process instructions and questions	Don't necessarily make them read aloud to a group / class	Use a range of visual and concrete resources
Use visual cues to support instructions	Give lots of opportunities for overlearning and success	Make abstract concepts concrete, e.g. act out, draw or model word problems
Give an overview or model of what you want them to achieve then smaller steps	Allow extra time to complete Tasks	Use interactive apps to practise and reinforce
Give instructions in order and in small chunks	Speaking and communication	Pre-teach and post teach
Check for understanding of instructions, e.g. ask child to explain in own words	Model language, giving lots of examples of how word or sentence structure should be used	Give opportunities for overlearning
Use the iPad app to record instructions so that child can listen repeatedly	Recast – repeat back what child said, correcting errors in speech sounds or grammar	Daily Number sense to build fluency
Use checklists to remind them of routines and instructions	Expand – repeat back what child said, adding in extra word or phrase	Social skills and group work
Use child's name before you give information, to gain their attention	Give prompts and scaffolds such as sentence starters for speaking	Assign specific roles in group discussion
Always ensure 100% of the class is looking and listening	Give limited choice of responses, e.g. "Would you like _____ or _____?"	Use social stories to teach expectations in particular situations / contexts
Transitions	Provide alternative communication methods, e.g. pointing to pictures / cards from selection	Involving parents
Class visual timetable	Other	Home-school communication book
Individual visual timetable		Regular (e.g. weekly or fortnightly) meetings with parent
Give clear information, using consistent language (e.g. First... then; When...		

SEN Support - DO- Wave 2

'Keep up, not catch up'

Short, sharp, frequent

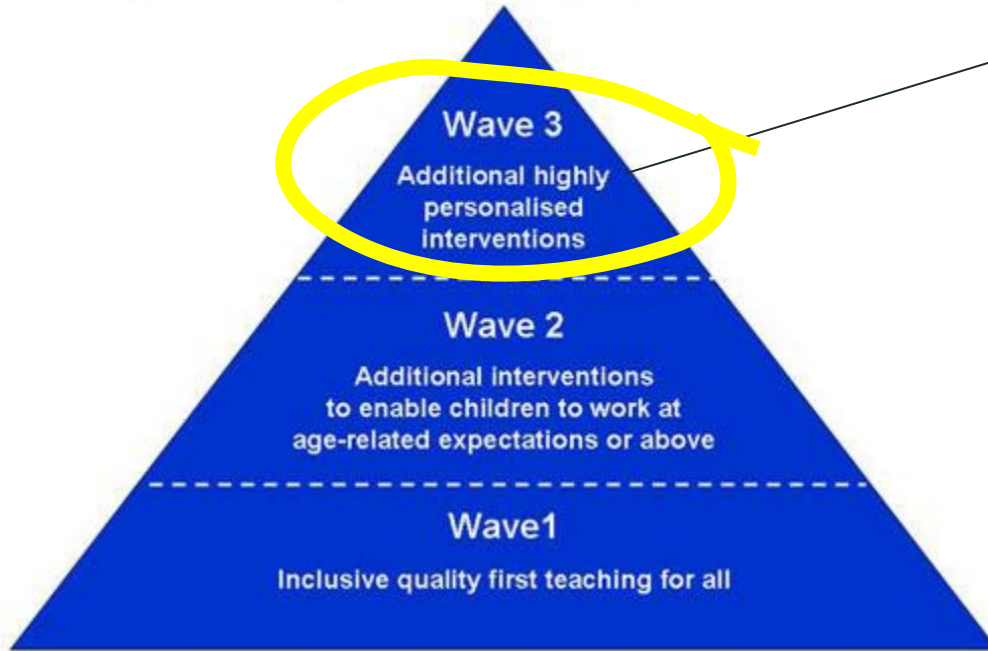
Waves of Intervention Model



- Reading
- Phonics
- Nessy
- Doodle maths
- Thrive
- Speech and language
- Tutoring
- Pre-teach / post teach
- Precision teaching
- In class support

Waves of intervention

Waves of Intervention Model



Speech and Language, EHCP targets

'Keep up, not catch up'

Short, sharp, frequent



Review- SEN Support REVIEW



Learning Plan Review

Pupil information: K

Date of birth: 21/7/2016 Gender: Male Year group: 2 Class: Badgers

Start date: 5/9/2022 Review date: 2/12/2022 Reviewed by: Mrs Sarah Brown

Areas of strength: Oliver is a fun and affectionate member of our class. He has become confident to talk to familiar adults and peers and is beginning to play collaboratively with other children. Oliver enjoys spending time on the laptops and playing with the lego. Oliver is at the early stage of using words to explain how he is feeling or show if he wants something. Oliver is confident with numbers and enjoys Maths and Art.

Areas of concern: Oliver finds some changes in routine difficult to cope with. He can become very distressed and/or cross if something is different or if he does not like something. He also has some difficulties in being understood by familiar adults and peers. He is currently undergoing speech and language interventions to support him in this.

Area of concern	Target	Success criteria	Strategies & Provisions	Key staff	Review outcome
Writing	To continue to sound out his words when writing down and to form letters correctly.	Oliver will be able to say the sounds to the adult before he writes it down.	Adults to use clear and concise questions for Oliver "What is the sound?" Helping Oliver to pronounce his words more clearly and pronouncing the final sound. Daily handwriting practice.	Mrs Sarah Brown (Classroom Teacher)	-1 - Oliver varies in how much he wants to write, some days he will give it a go and other days he is reluctant to try. He is now very confident at saying his sentence out loud first and has clear ideas of what he would like to write. The next step is to help Oliver move from saying his sentence to consistently having a go at writing it and to also consistently know what each letter looks like.



Review- SEN Support plans

Area of concern	Target	Success criteria	Strategies & Provisions	Key staff	Review outcome	
Managing self	To independently transition from the carpet to the table to begin job.	Oliver will be able to go and sit at his table independently.	Encourage Oliver by giving team points for going to the table.	Mrs Sarah Brown (Classroom Teacher) Miss Kate Rhymer-Nott (Teaching Assistant)	+1 - Oliver has responded really well to having a separate workspace where he can do his work supported by an adult away from the rest of the class. He is sometimes reluctant to do his work, but with encouragement mostly has a go. Oliver can independently transition from the carpet to the table to begin a job and he has a box of activities that he can choose from once he has completed his supported work. Oliver is beginning to independently access activities for fine motor skills and counting. Other activities such as NESSY on the ipad, he needs more support for. Oliver is mostly able to independently transition from the carpet to the table to begin his work.	
	To go to the toilet independently in school.	Oliver will be able to access independent activities at his own table once he has completed directed work.	Oliver to independently access tasks in a choosing box, including fine motor skills activities, handwriting, phonics sounds and number games, or Number Bots and Nessy on the ipad.			Oliver does not yet want to go to the toilet in school time, we will continue to ask him each day. He does now wash his hands in the classroom sink.
		Oliver will be encouraged each day to go to the toilet.	Toilet time and visual cue cards.			

Average outcome: **+0.33**

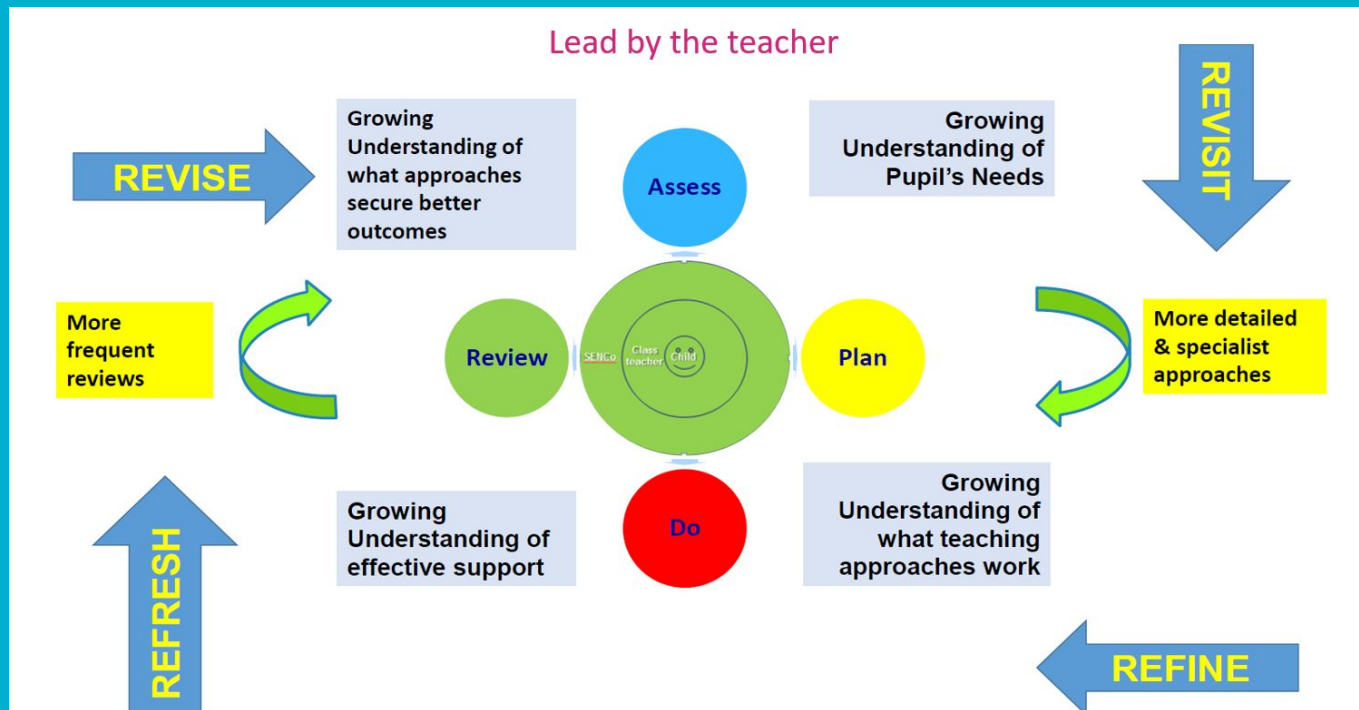
-2 - Significantly less than expected -1 - Less than expected 0 - As expected 1 - More than expected +2 - Significantly more than expected

Summary of review:

Oliver has made huge progress in his speech and language and is mostly able to make himself understood by adults within the classroom and by his peers. He is also beginning to play some simple games outside with other children and mostly seems happy and settled in school. Oliver's parents are bringing him into the classroom each morning which is helping him to start the day in a calmer way and he has a set routine of activities for the mornings which he is becoming familiar with. Oliver is still finding reading and writing difficult and each day is different in terms of how much learning he is willing to engage in. He has an adult with him to support him in accessing all activities and he has built up good relationships with the adults in the classroom and can mostly make his needs understood. In Maths we are focussing on number to 20 and Oliver enjoys counting at home. Moving forward, we will encourage Oliver to do some more activities independently such as get his lunch box from his peg. We have started this and he now will go and get his things if an adult is in the corridor and no longer needs an adult to hold his hand. Well done Oliver!



Assess, Plan, Do, Review (Graduated approach)



-Nov PT meetings

-March PT meetings



Vocabulary- visuals

Cytoplasm

Cytoplasm refers to the cell content bounded by a cell membrane.



Vocabulary- 'The Confusing World of Words'

<https://vimeo.com/773381129/60a7951afb>

