

## 2.2 Universal provision: High Quality Teaching

*High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.*

- Section 6.37, Code of Practice 2015

### Why focus on High Quality Teaching (HQT)?

High quality teaching is the first and most important step in meeting children and young people's (CYP) educational needs. It is essential to ensure that CYP who could make better progress if they received improved teaching, are not seen as having SEN. Underachievement is not by itself an indication of special educational needs. Settings and Schools in South Gloucestershire are vigilant in their focus on improving teaching and learning for all CYP. This includes supporting practitioners' knowledge and understanding of strategies to identify and support vulnerable CYP through quality continued professional development (CPD).

#### Key Factors:

- Leadership which incorporates the meeting of CYPs needs at all levels and in all areas
- High aspirations for all
- SEND systems which maximise the impact of the SENCo in supporting high quality teaching
- Early assessment of need that leads to 'knowing CYP well' and what they need to make the best progress. Understanding beyond the 'label', knowing the individual characteristics of the CYP and how these relate to how they learn
- Rigorous monitoring of progress, quick intervention and thorough evaluation of impact
- Regular, effective professional support and development for all staff in response to the needs of the cohort of children they teach
- Multi-agency working to ensure effective and joined up approaches to meeting needs that may not originate from educational needs but nevertheless impact on children's progress
- Partnership and co-production of plans and provision with parents
- Person centred approaches to engaging with CYP.

# The South Glos Way: A SEND and inclusion toolkit for South Gloucestershire education settings and professionals

## What is High Quality Teaching?









Evidence shows that improving high quality teaching for all CYP will improve outcomes for CYP with SEND:

*Inclusive High Quality Teaching ensures that planning and implementation meet the needs of all children and builds in high expectations for all children, including those with SEN. This is a basic entitlement for every child and young person and should be underpinned by effective whole school teaching and learning policies and frameworks. HQT is about the day to day interactions that take place in your classroom and the different pedagogical approaches you use to engage, motivate and challenge learners. It is about the way you use assessment and feedback to identify gaps and help children move on in their learning. It is about providing both support and challenge in order to enable children to achieve more.*

- Natalie Packer – A Teacher’s Guide to SEN 2016

‘The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years’ worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers. In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year’s learning’

- *Improving the impact of teachers on pupil achievement in the UK, September 2011, Sutton Trust.*

			
<b>High Expectations</b>	<b>Know the level of need</b>	<b>Language aware</b>	<b>Mixed age / ability groups</b>
			
<b>Home learning</b>	<b>Differentiated planning</b>	<b>Emotion coaching / supporting children’s resilience</b>	<b>Metacognition</b>

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### **High expectations**

- All practitioners demonstrate through their actions their faith in the belief that every child in setting can achieve
- Learning challenges are carefully matched to children's interests, strengths and ability
- Children are intrinsically motivated by experiences which match their interests challenge them as they are supported by knowledgeable practitioners who scaffold learning
- Positive self-esteem is maintained through developing areas of strength
- Adults are skilled in promoting independent learning
- Achievements are celebrated and displayed in the setting through the children's own work focussing on the learning process and not the end result.

### **Know the level of need**

- Secure knowledge of child development across the setting leads to a strong understanding of the needs of individual children and groups of children
- Highly responsive and insightful approach to children's individual needs. Leaders create a positive and supportive environment for all children with SEND by promoting positive relationships and active engagement for all
- Because staff know the children well they can create consistency of approach from all adults in the children's education
- Tasks set are independently accessible, they build on previous learning
- Differentiation enables success-based learning and still provides an appropriate level of challenge.
- Adult support is precisely scaffolded to maintain the child's ownership of their own learning to develop their independence

### **Language Aware**

- Social skills and communication is modelled by adults and practised by the children. Adults monitor and support interactions with peers to promote social skills.
- Staff use specific resources and programmes to support language and communication e.g. visual prompts, timetables, signing, displays, and resources
- Spoken language is differentiated and is always backed by visuals, e.g. say less, show slow
- Children are given extensive opportunities to interact and use language in different situations
- Communication and language is given priority in planning to facilitate effective curriculum access

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- A strong setting ethos to reading is in place which ensures children develop a love of books and this is used to challenge and extend vocabulary for all children including those with SEN.

### **Mixed ability / Age Groups**

- Grouping within setting promotes expectations and does not put a ceiling on what a child can achieve
- Inclusive adult led experiences encourage children to learn from their peers
- The learning environment supports independence
- Staff appropriately prepare children for routine changes (e.g. transitions, change in a planning activity and change in teaching staff, particularly where this may affect the key person relationship)

### **Metacognition**

- There is a whole-setting approach to the characteristics of effective learning and children are encouraged to recognise when they are being active learners and critical thinkers
- Language for learning is used as part of practice and all staff support children to recognise themselves as learners

### **Emotion coaching / Building resilience**

- Practitioners are attachment aware and understand the impact of changes or disruptions to attachment throughout the early years
- Teachers take into account the emotional needs of the children and what impact this may have on their learning, and appropriate support and/or interventions are provided
- There is a whole setting ethos to supporting children's emotional well-being through calm and consistent approaches used by all staff
- A wide variety of approaches are used to develop social and emotional wellbeing (e.g. use of Circle Time, use of SEAL resources, Zones of Regulation, nurture groups)
- Staff consider evidenced based, bespoke interventions to support emotional well-being for learning
- Staff use consistent emotional regulation strategies including co-regulation and conflict resolution
- Effort, challenges and mistakes are valued because they lead to learning and build's resilience
- The curriculum prepares children for transitions and their next stage of education.

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### **Differentiated planning**

- Regular reviews take place to monitor children's progress against expected outcomes which leads to the identification of learning outcomes
- Assessment for learning informs planning for suitably differentiated experiences
- Assessment information is used to identify appropriate strategies and/or interventions which ensure maximum impact in the prime areas of learning and development
- Plans and teaching are based on a deep understanding of the individual and promote high expectations
- Planning successfully addresses gaps in knowledge and skills to ensure pupils with SEND can understand key concepts and become more fluent over time
- Practitioner use effective teaching strategies that engages children in the next steps of their learning
- Experiences are designed to actively engage all children, building on previous learning and where possible are independently accessible
- Group times invite and elicit contributions from everyone
- A broad and balanced curriculum with a mix of adult led and child led experiences offers pupils with SEND equal quality and breadth as that of their peers.
- The curriculum ensures that children with SEND or who may be disadvantaged acquire the knowledge and cultural capital they need to succeed in life
- Resources and planning are adjusted to support children with SEND as part of high-quality teaching and personalised strategies are informed by parent and carer partnerships
- Any interventions used are evidence based and are rigorously evaluated, with adjustments to provision, as necessary. Outcomes from interventions are integrated into whole group or small group experiences promoting inclusion

### **Home Learning**

- Systems to be in place for staff to regularly seek the views of parents/carers about their children's interests, strengths and needs
- Strong relationships with parents allows for partnership working
- Effective collaboration and information sharing between all adults
- Parents and carers are fully involved in discussions with key people about assessments and progress
- Experiences and ideas are shared with parents and carers in order for collaborative working on next steps in order to improve outcomes

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### This will be underpinned by:

- A shared and consistent approach to SEND as a result of leaders who are knowledgeable on SEND policy and practice. Leaders who create a positive and supportive environment for all children without exception, implementing and embedding the SEND reforms and the Equality Act 2010 effectively
- Settings who understand individual children's learning needs using the graduated approach of 'assess, plan, do, review'
- Effective internal communication which ensures that appropriate information is shared to enable effective teaching and learning
- High quality teaching that is complemented with carefully selected small-group and one-to-one interventions
- Effective deployment of additional staff
- All staff who are aware of national documents relating to Inclusion, SEND and Disability
- All staff who understand and enact the setting's SEND policy through a whole team approach
- Practitioners who can manage and monitor group and individual approaches to meeting needs for all children
- Practitioners who can plan and facilitate regular review meetings with parents/carers
- Settings and families work in partnership
- Appropriate whole setting policies are in place for supporting children with physical and medical needs
- Health and safety and risk assessments policies are effective, robust and in place to fully support pupils with SEND.

## Further information

The Education Endowment Foundation: Guidance [report](#) and [poster](#)

[Working with parents/carers](#)

A celebratory approach to SEND [A Celebratory Approach to SEND Assessment in the Early Years | Pen Green Children's Centre](#)

[High quality teaching](#)