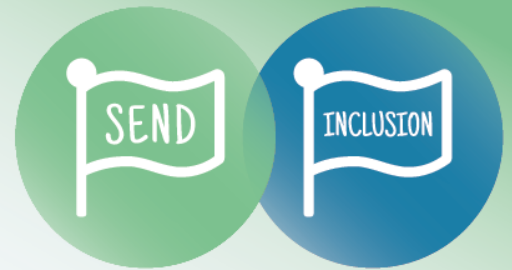


Section ②



Meeting the Needs of Children and Young People with SEND
(The Graduated Approach)

2.1 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

“Sports Day at our school is brilliant because everybody can join in. The 100 Jumble Rumble is a race against the clock for our whole house and people just do as much as they can, some people do more and some people do less but that is a lot for them. The house that is the fastest wins and EVERYBODY has done something to help the house win.”

- Pupil from a SG primary school

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. Schools and settings in South Gloucestershire are vigilant in their focus on improving teaching and learning for all CYP. This includes supporting teachers’ knowledge and understanding of strategies to identify and support vulnerable CYP through quality continuing 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 in school which maximise the impact of the SENCo in supporting high quality teaching

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

- 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 in the classroom
- 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.

In March 2020, the Educational Endowment Foundation released its guidance report on Special Educational Needs in Mainstream Schools. The report made five key recommendations which should be the focus for school improvement:

- Recommendation 1 - Create a positive and supportive environment for all pupils, without exception.
- Recommendation 2 Build an ongoing, holistic understanding of your pupils and their needs.
- Recommendation 3 Ensure all pupils have access to high quality teaching.
- Recommendation 4 Complement high quality teaching with carefully selected small-group and one-to-one interventions.
- Recommendation 5 Work effectively with teaching assistants.

The full report can be accessed [here](#).

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.

Within High Quality Teaching you will find:

High expectations

- The teacher demonstrates through their actions their faith in the belief that every CYP in their class can achieve
- Feedback is positive yet expresses the expectation that the CYP can achieve more
- Learning challenges are carefully matched to CYP’s strengths and ability but they are continually working towards the same goal as their classmates
- Grouping within class promotes expectations and does not put a ceiling on what a CYP can achieve
- Visual evidence of their success as a result of their effort is regularly reviewed by children, to enhance confidence and intrinsic motivation
- Teachers take into account the emotional needs of the CYP and what impact this may have on their learning, and appropriate support and/or interventions is provided
- Teachers increase their use of effective praise that focuses on the learning behaviour and process
- ‘Process feedback’ and recognition is given which includes specific feedback about: Strategies, Effort, Perseverance, Challenge-seeking and Improvement
- Effort, challenges and mistakes are valued because they lead to learning
- There is a whole-school approach to teaching about developing self-efficacy and a growth mind-set. CYP are taught about the brain science of learning
- Positive self-esteem is maintained through developing areas of strength
- Teachers understand the concept of neurodiversity. If each CYP has a mix of different aspects of SpLD, it means that we can’t assume anything –either about their needs and abilities, or about the type of support/intervention that will work for them.

Ambitious and appropriate curriculum

- The curriculum offer for pupils with SEND is of equal quality and breadth as that of their peers and successfully addresses gaps in knowledge and skills to ensure pupils with SEND can understand key concepts and become more fluent over time.
- The curriculum ensures that CYP with SEND acquire the knowledge and cultural capital they need to succeed in life:

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

- Teachers introduce subject content progressively and constantly demand more of pupils with SEND, whilst building their self-esteem and developing independence
- A Reading Strategy is in place which ensures that a rigorous and sequential approach to the reading curriculum develops fluency, confidence and enjoyment in reading for CYP with SEN
- The curriculum prepares CYP for their next stage of education, training or employment at each stage of their learning.

Focussed planning

- Class teacher resources and planning are adjusted to support CYP with SEND as part of high-quality teaching and personalised strategies are informed by parent and carer partnerships
- Teachers use their deep subject knowledge to question pupils with SEND highly effectively, to fully understand how they think and address misconceptions and/or gaps in learning
- Plans and teaching are based on a deep understanding of the individual and promote high expectations
- Staff set personalised learning targets for all CYP
- Assessment leads to the identification of learning outcomes
- All teachers take responsibility for managing and monitoring group and individual approaches to meeting needs for their classes
- Provision is based on the 4 part cycle: Assess, Plan, Do, Review, through school monitoring systems
- Interventions that are integral to the curriculum - approaches that compliment and reinforce learning
- Assessment for learning informs planning for suitably differentiated teaching
- Regular reviews take place to monitor CYP progress against expected outcomes as part of ongoing school assessment processes
- Any interventions used are evidence based and are rigorously evaluated, with adjustments to provision, as necessary. Outcomes from interventions are integrated into classroom teaching and teachers capitalise on learning from interventions in whole class and small group teaching.

Strong relationships and adults who know the CYP well

- Highly responsive and insightful approach to CYP's individual needs. School leaders create a positive and supportive environment for all CYP with SEND by promoting positive relationships and active engagement for all CYP

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

- Strong relationships with parents who work in partnership with school
- Because staff know the children well they can create consistency of approach from all adults in the CYP'S education
- Rigorous assessment, tracking and outcomes setting systems for all CYP
- Effective collaboration and information sharing between all adults
- Staff understand the learning and language levels of the CYP and the demands of the environment
- Calm and consistent approaches used by all staff
- Systems to be in place for staff to routinely seek information about CYP's needs/concerns
- Systems to be in place for staff to regularly seek the views of parents/carers about their children's needs

Scaffolded learning that develops independence

- Teaching will contain elements that help to include CYP with a range of needs such as their daily routine, use of a visual timetable, provision of thinking time, differentiated language and provision of resources to scaffold learning
- The learning environment supports independence
- Tasks set are independently accessible, they build on previous learning
- Self-scaffolding learning strategies are taught, reinforced and expected
- The curriculum is designed so that CYP can learn independently with their peers
- CYP are equipped to seek clarification and say when they don't understand. There are a range of ways for CYP to communicate
- CYP are taught how to listen and work together
- CYP are given opportunities to interact and use language in different situations
- Adult support is precisely scaffolded (using the scaffolding framework) to maintain the CYP's ownership of their own learning to develop their independence
- Adults are skilled in promoting independent learning
- Class wide approaches are used to develop social and emotional wellbeing (e.g. use of Circle Time, use of SEAL resources, Zones of Regulation) use of whole school approaches e.g. Nurturing Schools

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

- Attachment aware approaches, use of peer support systems across the school e.g. peer mediators and playground buddy systems are in place
- Spoken language is differentiated and is always backed by visuals, e.g. say less, show slow
- Written language is always scaffolded through pre teaching, it is well matched to the CYP's reading levels
- Teaching offers opportunities for CYP to interact and use language in different situations, with different people at an appropriate level
- There are opportunities for social communication activities and materials in class
- Teachers use a structured approach for tasks and activities with a clear beginning, middle and end
- Staff use specific resources and programmes to support language and communication e.g. visual prompts, timetables, signing, displays, and resources
- Staff appropriately prepare students for routine changes (e.g. change in lessons, change in activity, and change in teaching staff)

Engagement and challenge

- Activities are designed to actively engage all CYP in the class. Teachers invite and elicit contributions and activity from everyone
- CYP are enabled to participate in the setting, monitoring and review of their learning targets, at an appropriate level
- Differentiation enables success-based learning and still provides an appropriate level of challenge
- Staff involve CYP in reflecting on useful strategies and elicit interests and barriers
- Staff consider evidenced based, bespoke interventions to support emotional well-being for learning
- Teaching strategies take into account difficulties with social understanding and the generalisation of skills
- Language is given priority in planning to facilitate effective curriculum access.

Assessment and feedback

- Assessment information is used to identify appropriate strategies and/or interventions which ensure maximum impact in English and mathematics without any negative impact on other curriculum areas

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

- Parents and carers are fully involved in discussions with the school on assessment and progress
- Teachers provide clear and direct feedback to pupils with SEND, in line with school policy. This enables CYP to make progress across a broad range of outcomes
- The CYP is given frequent opportunities to respond to feedback. This will include prompting, pre-teaching, post teaching and reinforcement activities
- Staff use consistent emotional regulation strategies, including regular constructive feedback, coaching, co-regulation.

Inclusive learning environment

- CYP with SEND have equal access to the teacher
- Classroom organisation will be designed to include all CYP in class activities and promote access to high quality teaching e.g. consideration of seating position, flexible groupings, calm areas, displays and resources accessible and provision of strategies for independence
- Teachers develop a consistent learning environment with established practices and routines
- Environment is modified to take account of communication and interaction needs. Communication friendly classrooms/spaces e.g. good light, with a comfortable temperature, not too many visual distractions and noise minimising.
- Out of hours and lunchtime clubs provide opportunities to promote social and communication skills
- Sensory analysis is undertaken to understand sensory integration needs and provide appropriate sensory strategies.

Effective questioning and modelling

- Teachers use effective questioning and modelling that engages CYP in the next steps of their learning
- Social skills and communication is modelled by adults in the classroom and practised by the CYP. Adults monitor and support interactions with peers to promote social skills.

Explicit instruction

- Detailed teacher explanations
- “Teacher led” approaches focused on teacher demonstration followed by guided practice and independent practice.

Appropriate use of technology

- There is a wealth of assistive technology available, the range of available tools and programmes is constantly expanding and developing. CYP who have smart phones can use features such as alarms, diary apps, the ability to increase and decrease the size of font and speech to text technology
- Technology can also assist teacher modelling for example the use of a visualizer to support the teaching of writing across the curriculum
- CYP have access to computers/laptops/tablets and are taught touch typing
- Software such as Speech-to-text e.g. Dragon or ReadWrite TextHelp available to support independent learning

This will be underpinned by:

- A shared and consistent approach to SEND as a result of school leaders who are knowledgeable on SEND policy and practice. School leaders who create a positive and supportive environment for all CYP without exception, implementing and embedding the SEND reforms and the Equality Act 2010 effectively
- Schools and settings who understand individual CYP'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 teaching assistants
- All staff who are aware of national documents relating to Inclusion, SEND and Disability
- All staff who understand and enact the school's SEND policy
- All teachers who can manage and monitor group and individual approaches to meeting needs for their classes
- All teachers who can plan and facilitate termly review meetings with parents/carers
- Schools/settings and families work in partnership
- Appropriate whole school policies are in place for supporting CYP 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](#).

[High quality teaching](#).