



5.4 The role of the teacher

The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support

- SEND Code of Practice, 6.52

"It really helps if a teacher comes over several times during the lesson to check in to see if I'm learning what I should be."

- Pupil from a SG secondary school

The South Glos way advocates for all teachers to have a good understanding of the learning needs of all their learners, including those with SEN and disability. High quality teaching that is adapted to meet the needs of individual learners is the first step to responding to children and young people who have or may have SEND. The graduated approach helps to ensure that the needs of learners with SEND have their needs assessed early and personalised support is put in place (see Section 2.1, 2.2 and 2.3). It is important that teachers work closely with parents/carers who will often have a high level of knowledge and understanding regarding their child.

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:

- Create a positive and supportive environment for all pupils, without exception
- Build an ongoing, holistic understanding of your pupils and their needs
- Ensure all pupils have access to high quality teaching
- Complement high quality teaching with carefully selected small-group and one-to-one intervention

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

- Work effectively with teaching assistants

Research shows that children and young people (CYP) in schools who have teaching staff who are knowledgeable and well informed about supporting individual needs make better progress.

As a teacher what should I do?

- identify both strengths and barriers to learning, matching needs to appropriate support
- monitor and review progress
- adapt and differentiate whole class teaching (including homework) to meet individual needs
- use the graduated response: assess, plan, do, review. See section 2.2
- plan, implement and oversee interventions to ensure they have the desired impact
- effectively deploy additional adults in the classroom and carefully monitor their impact on the learner. See section 5.5

What does 'differentiate' really mean?

Differentiation has a broad meaning, as it includes any way in which we modify the content, presentation, environment or expectations of teaching and learning. It may be something which we have planned carefully, such as a specific activity, and it may also be something spur of the moment, based on a learner's response to teaching. Differentiation may be 'big' (e.g. planned - using a Teaching Assistant to support a particular learner) or 'small' (e.g. rephrasing a question to make it simpler). Differentiation is not about 10 different worksheets but it is about knowing children and young people well, asking them what helps them learn and understanding any barriers they may have.

The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

- SEND Code of Practice, 6.52

What do we know can work for all learners?

- ✓ Look for learner's strengths and boost self-esteem
- ✓ Flexible grouping formed for an explicit purpose
- ✓ Be explicit: Don't assume knowledge and understanding. Be clear about what the task is. What do you want CYP to learn? Do you need to teach any vocabulary? Provide an example or model.
- ✓ Teach metacognition – help CYP understand how they learn. Metacognitive strategies help CYP plan, monitor and evaluate their learning
- ✓ Use concrete and visual resources: hands-on and experiential, use symbols, pictures and colour; this is particularly important when introducing a new topic or concept
- ✓ Give one instruction at a time
- ✓ Allow 'think time' at least 6 seconds
- ✓ Minimise your talking time (be aware of how complex your language is too and aim to simplify it) and optimise learners' talking time (proper discussion in pairs, groups or even whole class, but not just answering your questions). Basket-ball not ping pong.
- ✓ Make links to prior learning: start the lesson with revision, refer to previous work on the same topic, use mind maps etc to show links
- ✓ Regular revision and repetition: little and often works better than lots of input in one go which is not returned to for weeks. Think of it as a spiral of learning where you keep returning to a topic, with increasingly long periods in between each return; this is sometimes called 'spaced practice' or interleaved curriculum
- ✓ Be predictable: predictability increases security and security means more learning. If, for example, you are teaching a new concept, keep the activity and/or context familiar; be clear on time and provide warnings leading up to that time; provide an example or model
- ✓ Break up learning tasks: build in movement from one task to another where possible, change pace, change activity, use breaks; new learning needs time to 'bed in' and breaks can help that process
- ✓ Use memory aids: for example, visual stimuli, songs and rhymes, whatever works – pupils can often come up with their own which work for them
- ✓ Model the process you are teaching and offer guided practice: use scaffolding and coaching

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

- ✓ Give explicit instruction: teacher demonstration, guided practice, independent practice

Further guidance and support

The South Glos Way Toolkit

See the following sections of the toolkit:

- 2.5 The Graduated Approach Cognition and Learning
- 2.6 The Graduated Approach Communication and Interaction
- 2.7 The Graduated Approach Social, Emotional and Mental Health
- 2.8 The Graduated Approach Sensory and/or physical

Education Endowment Foundation

[Report](#) and [poster](#).

[Working with parents/carers](#)

[High quality teaching](#)

Whole School SEND: SEND Reflection Framework

This [guide](#) can be used by any classroom practitioner to reflect on and refine their pedagogy for pupils with SEND. The guide can be used by individual teachers, subject or phase teams or as part of a whole school development strategy. This guide can be used flexibly, for example by focusing on one statement or section, or undertaking a full review.

Teaching for Neurodiversity

A [suite of materials](#) for primary, secondary and post-16 schools and colleges. The materials include check-lists, power points and resources to support the understanding of a variety of needs of learners. They are designed to be used in consultation with the school SENCO.