



Approaches to SEND

- 1. Engineering Success, Mastery for All: Adopting Essential Strategies for Identified SEND Pupils...good practice for all.**
- 2. Quality First teaching, Teach Simply Model**
- 3. Scaffolding for Success – Adaptive Teaching**
- 4. Graduated Response**

1. Engineering Success, Mastery for All: Adopting Essential

Strategies for Identified SEND Pupils, but Good Practice for All.

Ofsted Framework Paragraph 214...

“All pupils, particularly those who are disadvantaged or with

SEND:

***Acquire the knowledge and cultural capital they need to succeed in life**

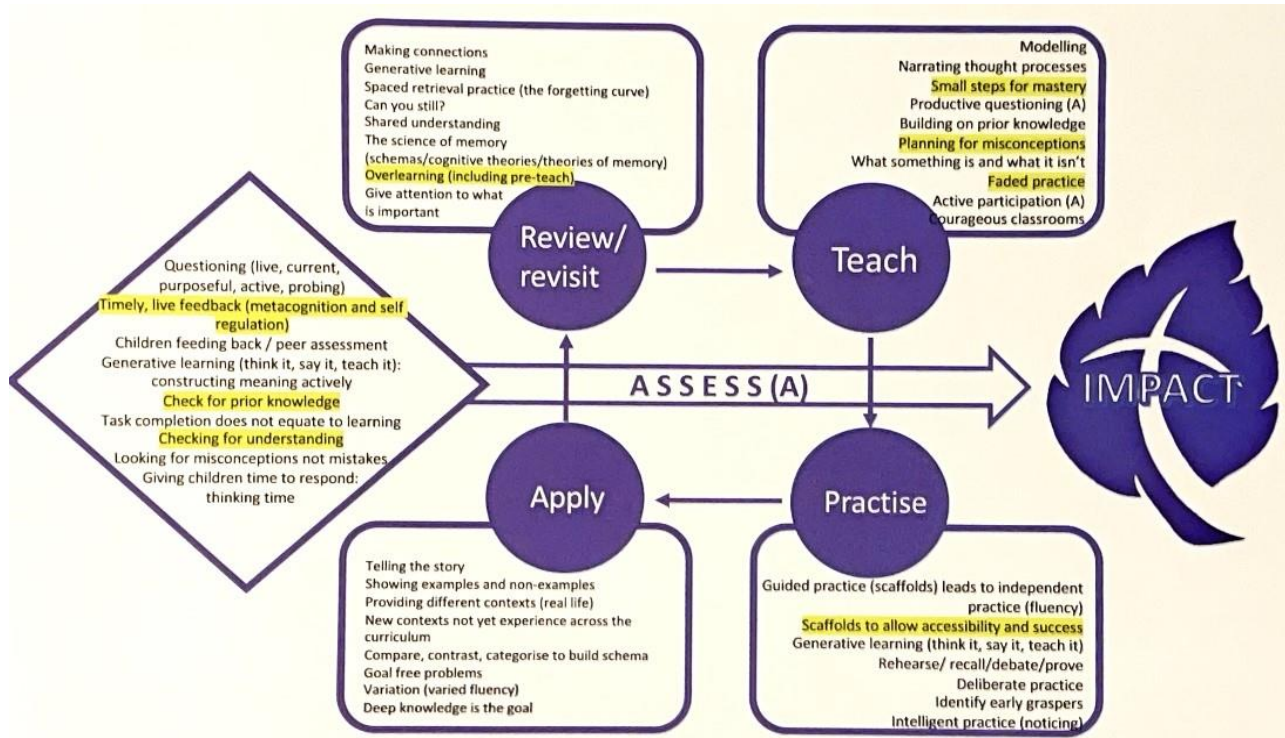
***Make progress, in that they know more, remember more, and are able to do more. They are learning what is intended in the curriculum.**

***Produce work of a high quality.**

- Consistency of approach as children move through school (E.g. Timetabling, routines, same high expectations of learning behaviours etc.)
- Praise for achievement and effort, in recognition that some pupils may have to work twice as hard as their peers to achieve learning intentions
- Limiting (if possible, eliminating) the use of copying from the class board)
- Resources printed for pupil use will be at least size 12-14, using fonts with bottom weighting (Ariel, fonts with sans) which are less crowded, easier to read.
- Underlining and italics are avoided – they make the text appear overcrowded and can impede clarity.
- Power points and presentations will use single colour backgrounds (PowerPoint) preferably with dark coloured print on a light (not white) background. No red text.
- Worksheets and copied reading materials are not shared – one each, with the exception of phonic books, which are taught to be read with one partner pointing as the other reads.
- Cued in to learning as appropriate: “Use my name before giving instructions”.
- Visual timetables on view in each classroom to support with awareness of daily/ weekly routines – enhanced with an additional individual one where necessary, for identified children.
- Working walls for English/Literacy and Maths, to support with the current curriculum intent.

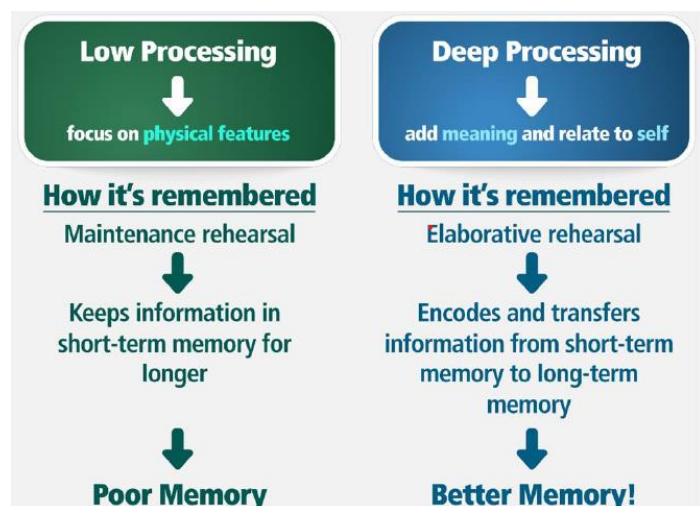
2. Teach Simply Model, including ...

- Small steps for mastery
- Checking for understanding
- Planning for misconceptions
- Timely and precise feedback which focuses on metacognition and self-regulation
- Scaffolding for success
- Faded practice
- Staff trained to know how to deliver these well (teachers and teaching assistants)



To know and remember more, children need to practise thoroughly: They need to make links to prior learning.

When the learner has analysed only the physical features (e.g. sounds in a word, or letters in a word, or the shape of the word), this leads to **shallow processing** with only short-term retention. However, if when the word is encoded for its meaning, the meaning may trigger associations already known about that word and lead to **deep processing** and better retention.



3.Scaffolding for Success – Adaptive Teaching

- Adaptive teaching focuses on the class, not individual pupils
- Adaptive teaching is teaching the same lesson but scaffolding for those who need extra support to achieve the same curriculum intent. It promotes high ambition for all.
- Crucially, for the majority, scaffolds should be temporary and should be reduced over time – **Faded Practice**.
- Traditional differentiation “caps” aspirations. Research shows that adaptive teaching is most positively correlated with student performance (second only to students from a wealthy background).

Faded Practice, also known as **scaffolding** or **graduated guidance**, is an instructional technique used by educators to support students as they learn new skills or concepts. The idea behind faded practice is to provide initial support and gradually reduce that support over time, allowing students to develop **independence and mastery**.

In **faded practice**, the teacher initially provides more explicit guidance and support to help students understand and complete a task successfully. This can include breaking down complex tasks into smaller, more manageable steps, providing examples and models, offering prompts or cues, and giving direct instruction or demonstrations.

As students gain familiarity and confidence with the task or concept, the teacher gradually decreases the level of support, allowing students to take on more responsibility and engage in independent practice. **This transition from guided support to independent practice is a key aspect of faded practice.**

The process of fading support can involve various strategies, such as:

1. Modelling: The teacher demonstrates the task or concept, showing students how to perform it correctly.
2. Guided practice: Students work alongside the teacher or in small groups, receiving support and feedback as they practise the skill.
3. Scaffolding: The teacher provides temporary supports, such as graphic organizer, prompts, or cues, to help students complete the task or solve problems.
4. Gradual release of responsibility: The teacher gradually shifts the responsibility from themselves to the students, allowing them to practise independently.

By gradually reducing support, students have the opportunity to develop their skills and knowledge, apply what they have learned, and build confidence in their abilities. This approach encourages active engagement and critical thinking, whilst still providing the necessary support to ensure success.

Adaptive Teaching (ECF, DfE, 2019) ...

Pupils are likely to learn at different rates and to require different levels and types of support to succeed.

Seeking to understand pupils' differences is an essential part of teaching. Adapting teaching is a responsive way (including targeted support for identified struggling pupils) is likely to increase pupil success.

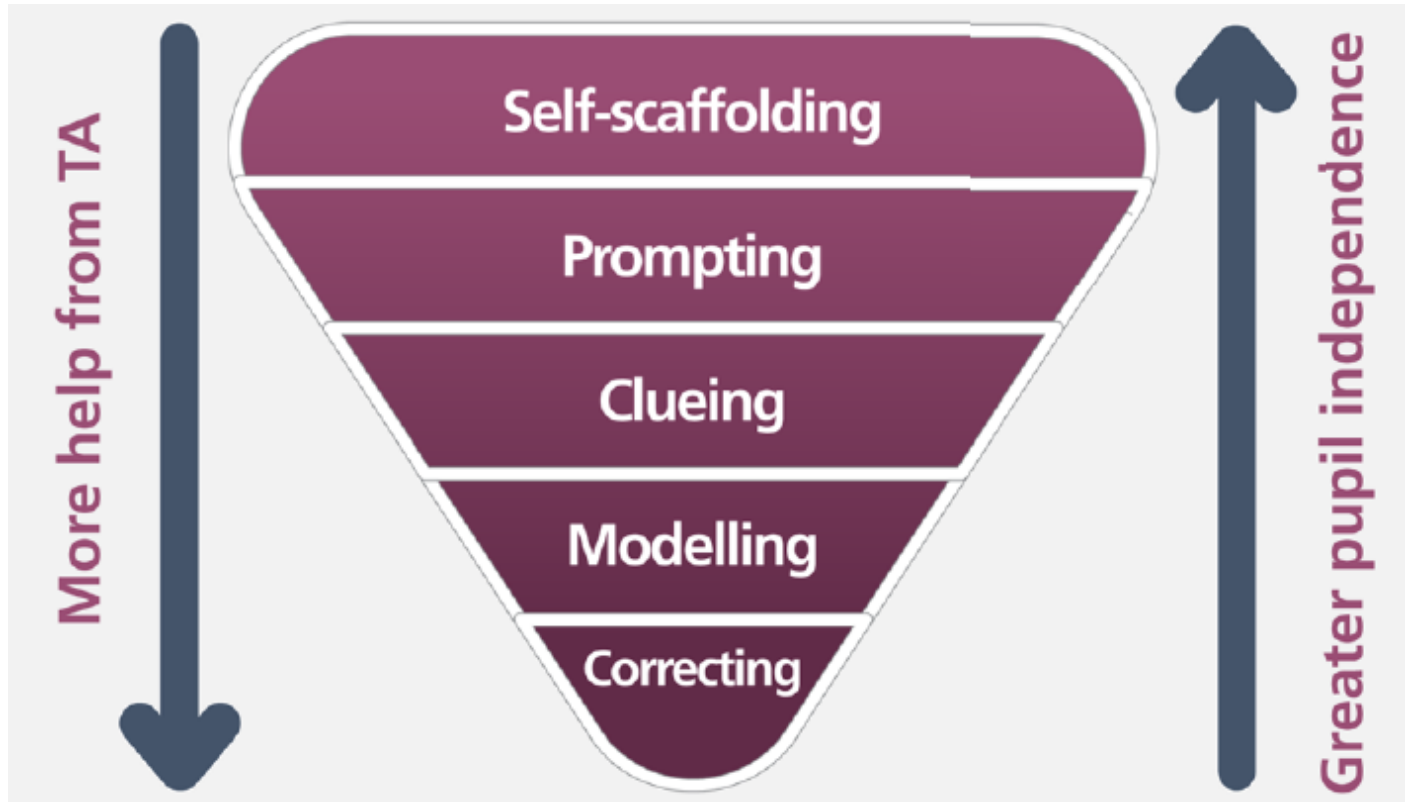
Pupils with SEND are likely to require some additional or adapted support.

If whole class teaching can be used it should be used, with adaptive teaching strategies applied. This is ambition for SEND.

If the knowledge gap is too wide, then differentiation can be considered, but this is the exception, **after a full graduated response, and the involvement of multiagencies for advice and support.**

The Scaffolding Pyramid – We train all staff, including teaching

assistants, to scaffold learning, including using the Scaffolding Pyramid...



4. Graduated Response

Quality First teaching includes the teaching of children with specific needs... Every teacher is a teacher of SEND.

At Flanderwell Primary School... We seek to improve the systems in place to develop staff expertise with understanding the needs of each child.

The Power of “I See You”

During Quality first Teaching, following the Teach Simply Model, Scaffolding for success, incorporating Faded Practice.... Teachers, working closely with parents, will ask key questions to help them adapt provision and meet the needs of **all** children...

What are the barriers to learning that the child is experiencing and in which subjects?	What are their strengths, interests and aspiration?
What support do they need to access the curriculum?	How can the school’s provision be improved to support this child to learn and achieve?

Gathering this evidence, consulting with and sharing information with parents, acting upon this knowledge, involving external agencies for advice and support, is all part of the **Graduated Response** to the child’s presenting needs.

The Graduated Response can be explained as... (NB. also includes all of points 1-4 on title page)

Wave 1... Quality First good teaching, involving everything mentioned above... scaffolding to achieve mastery, teach simple techniques, with review, revisit, teach, practise, apply stages all in place to ensure every child knows and remembers more. **EVERY TEACHER IS A TEACHER OF SEND.**

Wave 2... Additional support, above and beyond what is required for the most other learners – possibly part of a focus group within class or a group intervention and SMART targets, to ensure that gaps with peers are narrowed. This is also known as the informal, or **monitoring** stage.

Wave 3... The referral to and involvement, with parents/carers' consent, of outside agencies, to gain more insight into presenting needs, and to offer bespoke support, if advised and appropriate. This is also referred to the formal, **SEN Support** stage.

Additional Support that may be accessed as part of the Graduated Response

Support for Literacy/English:

- Additional phonics interventions – 1:1 or small group, including linked support materials in class – appropriate phonic mats, sound mats, linked to the child's current learning levels and experience.
- Precision Teaching, such as spelling zappers, dictated, phonically decodable sentences
- Additional 1:1 reading
- Handwriting interventions (as well as fine and gross motor interventions to support this)
- Pre-teaching and Over teaching of specific skills or knowledge
- Use of technology: To assist access or to consolidate learning
- Small group teaching: To support confidence, prevent misconceptions, aid concentration.
- Additional support in lessons, helicopter approach, stepping in to prompt or

guide/question when needed e.g. to promote good learning behaviours, to support with confidence, self-esteem, concentration, the breaking down of instructions or problem-solving steps etc.

- A referral to the Specialist Inclusion Team – for advice with access, to pinpoint learning levels and complete in-depth learning assessments.

Support with numeracy/mathematics:

- Times Tables Rockstars
- Reflex
- Precision teaching: e.g. times tables zappers
- Bespoke maths interventions on an individual child basis
- 1:1 short step in to address misconceptions
- Pre-teaching and Over teaching of specific skills or knowledge
- Use of technology: To assist access or to consolidate learning
- Small group teaching: To support confidence, prevent misconceptions, aid concentration.
- Additional support in lessons, helicopter approach, stepping in to prompt or guide/question when needed e.g. to promote good learning behaviours, to support with confidence, self-esteem, concentration, the breaking down of instructions or problem-solving steps etc.
- A referral to the Specialist Inclusion Team – for advice with access, to pinpoint learning levels and complete in-depth learning assessments.

Support for children with Sensory/ Physical needs:

- Information about the child or young person's difficulties is shared with relevant staff, in partnership with parents
- Individual targets agreed and monitored, following discussion with child/young person and parents, to share advice on successful strategies and set targets
- The use of ICT for recording, e.g. touch typing, talk tins, access to a lap top
- Adapted/modified equipment and teaching materials (advice from OT and Physio) to support physical development or regulation – e.g. move'n'sit cushions, wobble cushions, timetabled sensory circuits, gym ball, peanut ball, lycra wrap access, chair bands, sloped writing boards, specific pencil grips, Easygraph left/right handed pencils and pens or weighted pencils, theraputty or dough disco activities or warm-up activities, such as lazy-eight patterns to support access to writing.
- Training for staff on Sensory overload versus sensory seeking from specialist OT services, accessed via TEAMS throughout the year
- Use of ear defenders and concentration aids for identified learners, where appropriate
- Use of symbol cards and visual time tables
- Use of visual supports to support learning and to help to develop organisational skills

- Access to specific motor skills programme, Physiotherapy programmes
- Access to physical equipment after training for staff from OT and Physiotherapists, such as Standing Frames, k walkers, specialist seating, wedges, hoisting for transfers and toileting
- Classroom Teaching Assistance (TA) targeted towards support for access for specific tasks/settings

Support for children with speech, language and communication needs:

- Support/advice from SENDCO
- Use of symbols, signs, use of Makaton to aid communication
- Assessment by/ involvement or advice from Lead Language Practitioner
- Access to speech language and communication support materials e.g. The Elklan Blank Language Scheme or Tiny Talkers for Foundation Stage
- Access to a quiet, distraction-free environment in which to access/deliver intervention, communication group or 1:1 as appropriate
- Class teacher and TA to liaise with/ refer to Speech and Language Therapy, as appropriate
- Involvement in school from SPLT, at Mainstream School Support level.
- Referral to Specialist Inclusion Team for advice for ASD learners who need further support around communication

Support for children with a hearing, visual or multi-sensory impairment:

- Information about the child or young person's difficulties is shared with all relevant staff, in partnership with parents
- Referral to/ involvement from multi-agencies... the Hearing Impaired (HI) or Visual Impairment (VI) teams, Occupational Therapy (OT)
- Individual targets agreed and monitored, following discussion with child/young person and parents, to share advice on successful strategies and set targets
- Sharing of advice on successful strategies and set targets e.g. use of visual supports, developing organisational skills
- Use of coloured overlays if appropriate, following involvement of / advice from optician/orthoptist
- ICT used to support with adapting/ accessing specific content or materials e.g. Enlarged print, talk type programmes as appropriate

Support for children with social, emotional and mental health difficulties:

- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required, the class teacher liaises with the Learning Mentor, ELSA trained Support Assistant or SENDCO for further advice and support.
- ELSA – Emotional Literacy intervention
- Use of Boxall Profile for assessment and to guide intervention
- Comic Strip Conversations
- Social stories
- Lego Therapy
- Referrals to multi-agencies may take place, with parental consent...this may involve working alongside outside agencies and/or access to bespoke/recommended interventions from professionals
 1. EPS – Educational Psychology Service
 2. CAMHS - Children and Adult Mental Health Services – services accessed via a referral and triage service for identified learners with Social, Emotional and Mental Health presenting needs
 3. Advice for learners with a diagnosis of Autism, from the traded Specialist Inclusion Team
 4. Health and Social Services
 5. Aspire Outreach Services – a specialist service to support learners with Social, Emotional and Mental Health presenting needs.
 6. Therapeutic Services - agreed tailored support for identified learners with Social, Emotional and Mental Health presenting needs.
 7. (Barnados) Youth Justice Service - service accessed via a Social Care referral and triage service for identified learners with Social, Emotional and Mental Health presenting needs.
 8. (Barnados) The Junction Project – a support service for Young Carers and for identified learners (age 7+) with Social, Emotional and Mental Health presenting needs.

Support for children with medical needs:

- The school has a policy regarding the administration and managing of medicines on the school site
- Parents need to contact the class teacher if medication is recommended by Health Professionals to be taken during the school day and appropriate forms must be completed by parents/carers and staff
- On a day to day basis the Admin Staff generally oversee the administration of any medicines
- Staff receive training on conditions and medication affecting individual children so that all staff are able to manage medical situations
- Advice/liaison with the school nurse or the appropriate complex care team involved with the child
- A Medical Care Plan will be drawn up after consultation with parents/ carers and professional advice, if appropriate

Support for children with English as an Additional Language:

- Provide children with support to begin to form friendships and to build on their current levels of attainment and learning needs
- Initial language assessment
- Use of google translate where necessary to aid communication
- Children will be provided with visual supports to develop understanding.
- Teachers will act as clear role models for language
- The child's first language will be valued
- Possible referral to the Specialist Inclusion Team, for advice on the best support for the child, if language is a barrier to learning, which may then result in a referral to Speech and Language Therapy if an identified language need is found.

S.E.N.D. and P.E.

In PE, support is given in lessons as appropriate, e.g. working within a small group with a teaching assistant to support, to avoid sensory overload, or to support physically, but still being included in the full class learning.

Physical disabilities are considered and where a condition inhibits practice of a particular activity, the activity is sensitively adapted or replaced so that the child can still achieve success within a full class context. Parents and carers are consulted to ensure we are as fully apprised of the need as is possible. Social as well as educational needs are considered as our school exists for all: we understand it is our role to adapt and provide, to ensure achievement is possible for all.

S.E.N.D. and Art and Design & Design and Technology

In Art and Design and Design and Technology lessons we encourage children to become creative and independent artists. To enable them to do this some children will need instructions to be simplified, or thought processes can be modelled in a visual format showing small steps that the child can refer to, to complete the project and to reinforce concepts and instructions. A teacher led guided group can be used to model and pre-teach vocabulary and skills needed. Some children will be allowed more time to complete a piece of work to avoid them becoming frustrated. Teachers will demonstrate what is expected at each step of the way. We provide specialist scissors for children with limited motor skill abilities as well as pencil grips and adaptive pencils, pens if needed. We encourage every child to actively participate and not just be an observer. When planning activities that involve making or tasting food, allergies are taken into consideration.

S.E.N.D. and Music

In Music lessons we encourage children to become creative and independent musicians. To enable them to do this some children will need instructions to be simplified, or presented in a visual format. Teachers will demonstrate what is expected at each step along the way. We encourage every child to actively participate and not just be an observer. Children with physical needs may need additional support to access some instruments – we adapt provision to ensure achievement is possible for all.

S.E.N.D. and Science

Lessons are planned to engage all learners by offering a range of activities such as PowerPoint presentations, video clips and hands on investigations.

Knowledge and vocabulary mats are provided to introduce and reinforce new words and concepts, and instructions are simplified and repeated to those who need it. Alternative methods of recording, such as the use of an iPad or laptop are offered if children find longer pieces of writing difficult. Children are organised into mixed ability pairs which gives them the opportunity to coach and support each other. Any equipment used for investigations is made accessible for all children.

S.E.N.D. and Computing

In computing we ensure all children can see the teacher, the board and the screen clearly. ICT is used to support teaching and learning throughout school: Teachers use appropriate contrast between background and text when displaying work on the whiteboard and ensure an appropriate font size is used to enable all children to access the learning. Some children in school have access to an iPad or laptop in lessons to help them with the recording of their work or in the presence of a visual impairment, or short working memory to enable them to access the board clearly, or record to repeat instructions as and when needed. Vocabulary linked to the unit of work being taught is displayed in classrooms.

For children with a physical difficulty we may access assistive technology, including specialist keyboards. Barnsley Assistive Technology support identified learners in school, with assistive technology and communication devices.

S.E.N.D. and History

In History lessons resources are accessible for all learners. Where possible artefacts will be available for pupils to see and feel to give them a 'hands on' experience. For some activities, a 'parallel' activity can be planned if needed, so that all children can work towards the same lesson objectives, but in a different way. For assessment purposes alternative ways of recording are used, such as the use of lap tops, or mind maps as a way of presenting information. A variety of timelines are used in the teaching of history, dependent on the year groups and the needs of the children being taught. This is usual, good practice at the introduction to a new topic, to show where this fits in over a longer period of time. These may be adapted and used as a visual resource to support chronological understanding. Some children will also require the pre-teaching of vocabulary and access to a word bank throughout the lessons, to support working memory and learning needs.

S.E.N.D. and French

A multi-sensory approach in French lessons, including games, verbal activities and written work, enables all learners to participate at an appropriate level.

Lessons start with a review of prior learning before introducing any new vocabulary. If needed children are provided with visual prompts and word banks. Mixed ability pairing provides opportunities for peer support.

S.E.N.D. and Geography

Lessons are planned to engage all learners using a range of activities that promote regular retrieval practice; PowerPoint presentations, digital resources such as Digimaps, video clips and resources such as atlases and globes to develop important Geographical skills and provide the children with hands on opportunities. Fieldwork activities are carefully planned to meet the needs of all learners and accessibility for all children is ensured.

Pre-teaching of key concepts is provided where learners need an introduction to engage or to promote understanding. To introduce and reinforce new concepts, knowledge and vocabulary mats are provided, as well as sticky knowledge quizzes which allow children to consolidate previous learning. Children can be split into mixed ability pairs to support each other with activities and support is provided by the class teacher/TA to those children showing difficulty during the lesson.

S.E.N.D. and Religious Education

Religious Education is taught in a variety of ways and the recording of work is not necessary in every lesson. Discussion is encouraged, facilitated by the teacher, which helps children to understand new vocabulary and learn how to express themselves and to share their thoughts with others. A multi-sensory approach is used to introduce lessons, this can be video clips, using artefacts or looking at images. If work is to be recorded, this can be done in a variety of ways depending on the ability of the child; using pictures or symbols or by the use of technology. We have a sensitive approach to the teaching of religion and careful consideration is given to children from all cultural and religious backgrounds.

More details on how we adapt information, our environment and curriculum can be found in the **Accessibility Plan** which you can find in the School Policies section of our website.

