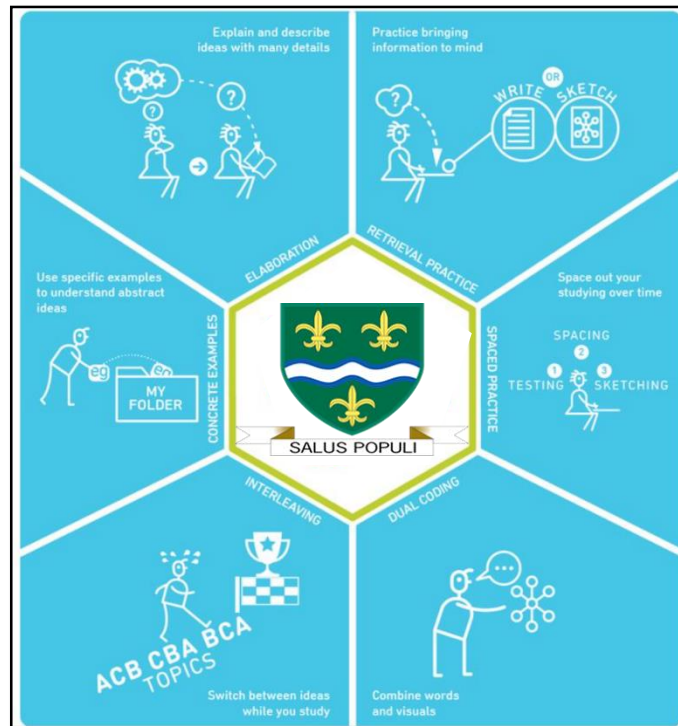# Our Lady's Catholic College

High Quality Teaching of Pupils

with SEND

Our context- why it is important?

Our Lady's Catholic College (OLCC) seeks at all times to maximise the potential of all students, whatever their needs and abilities, by ensuring that they all benefit from effective learning opportunities within the school and wider community. We are a fully inclusive school which endeavours to enable all students to achieve their potential; personally, socially, emotionally and academically, in all areas of the curriculum.

Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals.

"Closing the disadvantage gap means finding better ways to support pupils with SEND."

This document is intended to provide information to our staff, working directly with pupils, regarding the ways that pupils are supported at OLCC, including those with Special Educational Needs and Disabilities (SEND).

Contents

Not every skill, resource and technique that we employ is listed, as these are continually developed and modified to meet the changing requirements of individual students.

According to Red Rose data, October 2023, within our North Lancashire group, we have:

- The highest number of pupils with an EHCP
- The highest number of pupils with ASD (by a large margin)
- The highest number of pupils with physical disability
- The highest number of pupils with speech, language and communication needs.
- The highest number of pupils (by a very large margin) with moderate learning difficulties

This makes OLCC unique in its pupil context, it gives us challenges and barriers, but provides us with an opportunity to make sure some of the most vulnerable pupils have the best chance to succeed in society

The EEF report 'Special Educational Needs in Mainstream Schools' clearly states ensuring all pupils have access to high quality teaching is one of their five pillars as to how to ensure all pupils, especially those with SEND needs are met.

Going on to say 'the evidence review for this guidance report found strong evidence that improving high quality teaching for all pupils will improve outcomes for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly to respond to individual needs and use them as the starting point for classroom teaching of all pupils, including those with SEND'

Given OLCCs uniqueness and 'SEND hub' qualities with extremely high SEND number at OLCC we aim to weave inclusive approaches into every day, high-quality classroom teaching supporting SEND to become part of the fabric of the whole school, rather than being seen as a 'bolt-on'.

This document gives some of those 'strategies', however we are forever learning and absorbing new strategies, as such this is merely a starting point to the repertoire our experienced and knowledgeable staff put to use in every single lesson.

3

Ensure all pupils have access to high quality teaching

- To a great extent, good teaching for pupils with SEND is good teaching for all.

- Searching for a 'magic bullet' can distract teachers from the powerful strategies they often already possess.

- The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils.

  — flexible grouping;

  — cognitive and metacognitive strategies;

  — explicit instruction;

  — using technology to support pupils with SEND; and

  — scaffolding.

The extensive EEF guidance it includes 'challenges the idea that responsibility for Special Educational Needs is solely the job of the SENCo. The SENCo has an important role in the development of a school's approach, but ensuring all pupils achieve—including those with SEND—is everyone's responsibility. If the SENCo takes sole responsibility, there is a risk of de skilling school leaders and classroom teachers who can subsequently lose confidence in supporting pupils with SEND. This guidance can empower the classroom teacher by demonstrating that many of the skills required are those they are already developing in their teaching for all pupils.'

More information about our context and the provision we offer can be found in our SEN information report and SEND policy found at this link

All teachers should also read this in conjunction with the NASEN Teacher Handbook and explanatory webinar

What's good for SEND, is good for all

In 2010, Ofsted published 'The Special Educational Needs and Disability Review—A Statement is not Enough'. This report aimed to evaluate how well the legislative framework served children and young people with special educational needs and/or disabilities. It concluded that many pupils identified as having SEND were underachieving, but this was sometimes simply because the school's mainstream teaching provision was not good enough. At OLCC we have embraced the current interest in cognitive science and how we learn. Rosenshine's 'Principles of Instruction' is a helpful summary of this research. Working memory, dual-coding, retrieval practice—these should all be familiar concepts to teachers of children with SEND and form the bedrock of our practice.

The research underpinning the EEF's guidance report 'Special Educational Needs in Mainstream Schools' indicates that supporting high quality teaching improves outcomes for pupils with SEND. Five specific approaches—the 'Five-a-day' indicated below—are particularly well-evidenced as having a positive impact. Teachers should develop a repertoire of these strategies, which they can use daily and flexibly in response to individual needs, using them as the starting point for classroom teaching for all pupils, including those with SEND

…help pupils to organise their thinking by 'chunking' the content and introducing new material in small steps?

…use clear and succinct language in my teaching, checking pupils' understanding frequently?

1 Explicit instruction

Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.

…model how to complete a task before expecting pupils to work independently?

Explicit instruction refers to a range of teacher-led approaches focused on teacher demonstration followed by guided practice and independent practice. Several reviews of the research on effective support for pupils in mathematics and reading have provided support for explicit instruction.[11,31] One popular approach to explicit instruction is Rosenshine's 'Principles of Instruction'. Explicit instruction is not just 'lecturing', 'teaching by telling', or 'transmission teaching'; it usually begins with detailed teacher explanations, followed by extensive practice of routine exercises, and later moves on to independent work.

Common aspects of explicit instruction include:
- teaching skills and concepts in small steps;
- using examples and non-examples;
- using clear and unambiguous language;
- anticipating and planning for common misconceptions; and
- highlighting essential content and removing distracting information

Example: summarising a paragraph

A teacher might teach a pupil a strategy for summarising a paragraph by breaking up the strategy into small steps.The teacher would initially 'think aloud' while identifying the topic of the paragraph to model this process to the pupil. They would then give the pupil the opportunity to practice this skill, perhaps giving the pupil one paragraph at a time to support them to focus on the information that is essential to the task. Then the teacher would model the skill of finding the main idea in a paragraph and guide the pupil to practise finding both the topic and the main idea. The teacher could anticipate potential misconceptions— that, for example, paragraphs always contain the main idea in the first sentence—by providing counter examples: in this case, paragraphs that contain the main idea at different points.

[Training opportunity link](#)

2 Cognitive and metacognitive strategies

Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.

…model the selection of metacognitive strategies e.g. using checklists to monitor their progress?

…support all pupils to recall previously learned content, before moving on to new content?

Metacognition and Self-Regulated Learning—Recommendations

1. Teachers should acquire the professional understanding and skills to develop their pupils' metacognitive knowledge.

2. Explicitly teach pupils metacognitive strategies, including how to plan, monitor, and evaluate their learning.

3. Model your own thinking to help pupils develop their metacognitive and cognitive skills.

4. Set an appropriate level of challenge to develop pupils' self-regulation and metacognition.

5. Promote and develop metacognitive talk in the classroom.

6. Explicitly teach pupils how to organise and effectively manage their learning independently.

7. Schools should support teachers to develop knowledge of those approaches and expect them to be applied appropriately.

Graphic organisers represent a cognitive strategy that has been extensively researched with pupils with SEND.30 Graphic organisers are used to organise knowledge, concepts, and ideas. Examples include Venn diagrams—for example, the Venn diagram illustrating the overlap between the two concepts 'SEN' and 'disability' in English law—T-charts of pros and cons, mind-maps, cognitive maps, semantic maps, and chronologies or event chains. They can be effective tools for supporting learning. For example, a teacher might notice that a pupil is struggling to precisely define and understand what a 'planet' is. A type of graphic organiser called the Frayer model is a flexible tool that could be used here

Definition
Planets are large natural objects that travel (or orbit) around stars.

From the Greek 'planētes', meaning 'wanderers'.

Characteristics
Revolves in an orbit around a star, such as the Sun.

Typically more than 1000km across.

Typically squeezed by its own gravity into a spherical shape.

Typically big enough that its gravity cleared away any other objects of a similar size near its orbit around the Sun.

Planet

Examples
Jupiter—Discovered by Galileo Galilei in 1610. It is fifth in line from the sun and the largest planet in the solar system (twice as big as all of the other planets combined!).

It has an iconic Great Red Spot that is actually a giant storm that has been raging for hundreds of years (this spot is bigger than the Earth).

Non-examples
Stars: a large ball of burning gas.

Comets: small chunk of dust or ice that orbits the Sun.

Asteroids: chunk of rock or metal that orbit the Sun.

Meteors: chunk of rock or metal that falls through the atmosphere.

…provide scaffolds in a non-stigmatising way (for instance, providing them at the whole-class level, allowing students to opt-in to a scaffold for a particular task)?

3 Scaffolding

When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.

…use scaffolding in a way that reduces pupils' reliance on adult support? Do I reduce my scaffolding for pupils over time?

…provide scaffolds (visual, verbal and written) that allow all pupils to access the learning?

Scaffolding

'Scaffolding' is a metaphor for temporary support that is removed when it is no longer required. Initially, a teacher would provide enough support so that pupils can successfully complete tasks that they could not do independently.[35] This requires effective assessment to gain a precise understanding of the pupil's current capabilities. Support could be visual, verbal, or written. The teacher will gradually remove the support (the scaffold) as the pupil becomes able to complete the task independently. If the teacher is supporting a pupil with SEND, that scaffold may be in place for longer to promote confidence and competence that can be sustained once the scaffold is removed.

Example: using scaffolding

A teacher might initially scaffold for a whole class by providing a writing frame for all pupils to work from. Over time, writing frame headings are written on the board for pupils to use as a scaffold if they choose to with an expectation that they are also considering their own structure. Eventually, a teacher would use their questioning to ensure that pupils with SEND are structuring their work appropriately, perhaps formulating a structure together based on the pupil's spoken ideas.

Figure 5: Task checklists—a visual scaffold

In your classrooms, respond to need—what is the pupil's barrier, what will scaffold that barrier and how will you adjust the strategy if you need to? Consider how long you need to do this for, and how intensely you need to do it.

Scaffolded supports provide temporary assistance to students so they can successfully complete tasks that they cannot yet do independently and with a high rate of success. Teachers select powerful visual, verbal and written supports; carefully calibrate them to students' performance and understanding in relation to learning tasks; use them flexibly; evaluate their effectiveness; and gradually remove them once they are no longer needed. Some supports are planned prior to lessons and some are provided responsively during instruction.

> " *Scaffolding is a metaphor for temporary support that is removed when no longer required. It may be visual, verbal or written.* "
>
> **SEN in Mainstream guidance report, EEF, 2020**

What can it look like in practice?

For example:

Visual

Visual scaffolds may support a pupil to know what equipment they need, the steps they need to take or what their work should look like.

- A task planner
- A list of the steps a pupil needs to take
- Model examples of work
- Images that support vocabulary learning

Verbal

Providing a verbal scaffold may involve reteaching a tricky concept to a group of pupils, or using questioning to identify and address any misconceptions.

- "Let's look at this together..."
- "What have you done before, that will help you with this task?"
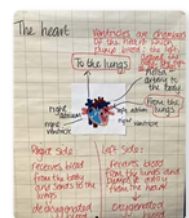- "Don't forget, your work needs to include..."

Written

A written scaffold will typically be provided for a pupil to support them with an independent written task. It could be the notes made on the whiteboard during class discussion; it could even be the child's own previous work used to support their recall.

- A word bank
- A writing frame
- Sentence starters

[Training opportunity link](#)

> …group pupils in a way that reduces stigma, ensuring such groups are based on the relative difficulty of curriculum content, rather than being fixed and inflexible?

> …promote peer tutoring, placing my pupils in groups in which they learn from one another?

4 Flexible grouping

Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.

5 Using technology

Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.

> …utilise technology such as a visualiser when modelling work for pupils?

> ..use technology to help students to record their learning, i.e., through speech-to-text software?

Using technology to support pupils with SEND

The evidence review for this guidance report found evidence that, for pupils with SEND, technology can be a useful tool for supporting teaching.[1] Successful approaches could include using:[34]

- instructional apps—apps that provide instruction, modelling, or practice opportunities for a wide range of skills;

- non-instructional apps—apps that provide tools to aid learning, such as note-taking apps; and

- speech-generating apps to augment the communication skills of pupils with communication difficulties.
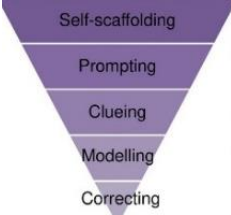
More guidance on the successful use of technology can be found in the EEF guidance report, *Using Digital Technology to Improve Learning*.
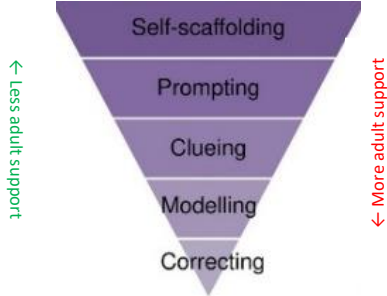
USING DIGITAL TECHNOLOGY
TO IMPROVE LEARNING
Guidance Report

Education
Endowment
Foundation

Evidence based HQT and HQTA

High Quality Teaching

Before the lesson Will all children be able to access this? Will all children be challenged by this?	Prior Learning "The more you know the more interesting connections you can make." Didau & Rose	Vocabulary A child's vocabulary at age five determines their success at primary and beyond.	Teach "We use scaffolding in real life to allow access to places which we simply wouldn't be able to reach without it, and importantly, to do it in a safe way." Zoe Enser	Talk Task Guide student practice, check understanding and scaffold, supporting success in the independent task	Task Are they learning what we want them to?	Plenary What have they understood?
Share knowledge organiser with specific children and their parents/carers before the unit starts Teacher & TA has secure subject knowledge, including prior learning from previous years, trips, visitors and current/recent news TAs can support whole-class delivery at the front of the class, rove the room or undertake live marking and feedback. Plan efficient lesson timings Teacher to work with SEN at least as much as non-SEN Share lesson planning with TA in advance and set clear, realistic expectations	Making links to prior learning helps connections and embed in long term memory Activate information from long term memory • Quiz • Which are not …? • Define vocabulary • Support by dual coding (text and image) • Share previous relevant KO	Taught explicitly, repeated frequently and used throughout the whole lesson Pre-teach Working walls showing core vocabulary for whole unit and referred to so children can access them with ease Use child-friendly definitions, ensuring they are accurate and accessible Interact with key vocab through etymology	Link with prior learning Scaffold, support & challenge all learners Teach substantive knowledge: what facts they need to know Teach disciplinary knowledge: what they need to know about being a historian/geographer Dyslexia friendly for some/all: font (Ariel, Comic Sans), font size 12-14, line spacing 1.5, uncluttered layout, short sentences, left aligned, bullets, avoid underlining & italics, bold subheadings Reduce mental overload by providing small, manageable chunks	Promote high-quality talk which is modelled in full sentences, practiced and supports writing Sentence stems: Historians believe that … because … The reason why … was because … A similarity between … and … is …. Questioning • Cold calling • No opt out • Say it again, better • Think, pair, share • Build on what … said	Process knowledge, apply & practice Focus on learning, not task completion Allow mechanisms to allow anyone to gain support or challenge as required: • Pre-teach • Break task down into smaller chunks • Use concrete resources/visuals • Open-ended tasks • Models, dual coding • Sentence stems • Scaffolds • Alternatives to written recording of thinking and	Multiple choice quiz: • Low stakes • Children mark own • Instant quick feedback • Support reading if necessary Followed by: I used to think … Now I think … Written: Models/WAGOLLs • open-ended to capture child's knowledge • Structure strips • Images • Sentence stems • Whiteboards • Knowledge showcase

Mechanisms are in place to capture meaningful feedback which inform the next stages of learning within and/or after lessons. Ensure TA knows how to support both academic skills and SEN needs TA deployment throughout the lesson is driven by pupils' needs. Explicitly use feedback and metacognition strategies to develop independent learning: 	Allowing memories to fade means retrieval is harder and more likely to be retained in long term memory Opportunity to overwrite misconceptions	Dual coding: Children learn better with text AND visuals (see Noun Project) Rehearse and recap: Show me … monarchy Opportunity to overwrite misconceptions	Teacher narrates thought processes on variety of texts. Tell it like a story Dual coding Label, draw, annotate, storyboard together Use exemplars: WAGOLL from teacher or student Sentence stems: I used to think that …, now I think …. Opportunity to overwrite misconceptions	• Whole class response • Probing • Agree/disagree • A B C Feedback • Wait time Opportunity to overwrite misconceptions	learning e.g. recordable device, role play, collage, cartoon, mind mapping • Post-teaching prior to next lesson Opportunity to overwrite misconceptions	Opportunity to overwrite misconceptions

High Quality Teaching Assistant

Before the lesson	Prior Learning	Vocabulary	Teach	Talk Task	Task	Plenary
Will all children be able to access this? Will all children be challenged by this?	"The more you know the more interesting connections you can make." Didau & Rose	A child's vocabulary at age five determines their success at primary and beyond.	"We use scaffolding in real life to allow access to places which we simply wouldn't be able to reach without it, and importantly, to do it in a safe way." Zoe Enser	Guide student practice, check understanding and scaffold, supporting success in the independent task	Are they learning what we want them to?	What have they understood?
Share knowledge organiser with specific children and their parents/carers before the unit starts

TA has secure subject knowledge, including prior learning from previous years, trips, visitors and current/recent news

Be aware of lesson timings and support children to follow these efficiently

Enter the lesson with a clear | Make links to prior learning to help connections and embed in long term memory

Refocus pupils using visual/non-verbal cues to prompt children

Engaging children and checking understanding

When directed by the teachers, update the working wall and/or scribe on the flipchart

Questioning pupils, allowing | Taught explicitly, repeated frequently and used throughout the whole lesson

Reengage children who have been pre-taught

Direct children visually to working walls which show core vocabulary for whole unit

Support understanding by referring to dual coding: | Use **self-scaffolding framework** to ensure pupils are offered the least amount of help first.

Observe and note any children struggling or who have misconceptions and report to teacher.

Verbal praise

Emphasise key vocabulary and record key words/ support children to use a word bank.

Ensure children learn substantive and disciplinary knowledge | Promote high-quality talk which is modelled in full sentences, practiced and supports writing

Support with provided sentence stems:
Historians believe that … because …
The reason why … was because …
A similarity between … and … is …. | Use scaffolding framework to ensure pupils are offered the least amount of help first

Annotate in children's books to show any support given.

Make observations and take photos of learning (EYFS/ practical lessons)

Check pupils understand and rephrase teacher instruction if needed.

Encourage interaction with each other and use sentence stems to improve spoken language | Encourage pupils to reflect on their learning.

Prompt recall and use of relevant knowledge

Monitor and record responses of pupils who are showing misconceptions and report to teacher

Give verbal praise/Dojos

Refocus pupils using visual/non-verbal cues to prompt children

Do not …
Talk over the teacher
Sit doing nothing
Leave the classroom |

understanding of the concepts and information being taught, skills to be learned/applied, intended learning outcomes and specific learning needs of pupils you work with

Ensure you know how to support children across the attainment range

Mechanisms are in place to capture meaningful feedback which inform the next stages of learning within and/or after lessons.

Explicitly use feedback and metacognition strategies to develop independent learning.

Do not …
Arrive in the classroom without looking over the curriculum plan

---

sufficient wait time (4-5 seconds)

Providing further challenge for faster graspers

Praising pupils – dojos for good answers

Mirroring teacher expectations and being a role model for pupils

Note misconceptions and share with teacher

Do not …
Prepare work - should be completed before the lesson
Talk over the teacher
Sit doing nothing
Leave the classroom
Loudly discuss pupils in front of them

---

text AND visuals

Have copies of dual-coded key vocabulary with you to show individual children

---

Reduce mental overload by providing small, manageable chunks

Make reference to WAGOLLs

Support with sentence stems: I used to think that …, now I think ….

Do not …
Always sit with the same pupil
*Always work with the lower graspers – **teacher should be working with SEN at least as much as the rest of the class***
Loudly discuss pupils in front of them

Use worked examples or modelling to support pupils

Process knowledge, apply & practice

Focus on learning, not task completion

Break task down into smaller chunks

Use concrete resources/visuals

Support children to use adapted technologies, developing independence over time

Inform teacher of any misconceptions

Do not …
Do the work for the pupil
Give pupils the answers
Always sit with the same pupil
Always work with the lower graspers/SEN
Have a line of pupils waiting to have their work marked/looked at
Loudly discuss pupils in front of them

After the lesson

Clarify next steps in pupils' learning

Complete tapestry with learning observations (EYFS)

Suggest pupils who may need some post teaching/intervention

Provide feedback to teacher on any misconceptions or difficulties.

Do not …
Loudly discuss pupils in front of them

Specific teaching adaptations to meet the current need at OLCC

Beyond simple classification The SEND Code of Practice groups needs into four broad areas to support schools to plan the provision that they offer:

• cognition and learning;
• communication and interaction;
• social, emotional, and mental health; and
 • sensory and physical needs.

Considering these primary needs is a useful first step, but a more detailed understanding of an individual child is required for action to be beneficial.

See this link for detail as to the areas of need and identification

 Teachers should understand the individual characteristics of pupils' needs, and how these relate to their classroom environment and the content that they are teaching. There is variation within each of the four categories in the Code of Practice. For example, two pupils who both have needs related to communication and interaction could have quite different individual needs; one might have difficulty producing or understanding the sounds of spoken language while the other might struggle to understand conventions of social interaction, such as turn-taking in conversations. In some cases, difficulties in one area will lead to difficulties in another. For example, a child with Speech, Language, and Communications Needs (SLCN) may also present with literacy learning difficulties as a result of the SLCN. In other cases, it may be that needs co-occur.

A child with a physical disability may also have a learning disability, but of course this will not necessarily be Cognition and learning Sensory and/or physical needs Communication and interaction Social, emotional and mental health caused by the physical disability. The model of SEND described above shifts our focus from a condition or diagnosis that a pupil might have to their individual learning needs. The key question is not, 'What is most effective for pupils with dyslexia?' The key question becomes, 'What does this individual pupil need in order to thrive?' Supporting pupils with special educational needs should be part of a proactive approach to supporting all pupils—it is not an 'add on'. It means understanding the specific barriers pupils face to learning and what they need in order to thrive so that they can be included in all that the school has to offer.

Using the vast experience within our teaching staff and after liaising with other local professionals e.g. the ASD/ ADHD pathway team, CAMHS, AC Education (attachment and trauma), SALT specialist service and the Lancashire specialist teacher service, we have come up with a list of teaching adaptations and barriers students may face when facing an SEN need in one of the four categories. This is NOT and extensive list and is continuously being added to, it's a working document which provides staff with specific adaptations, pupils with extensive barriers may face in the classroom.

Below is a link to explain in detail adaptive teaching and a productive way you can audit your practice.
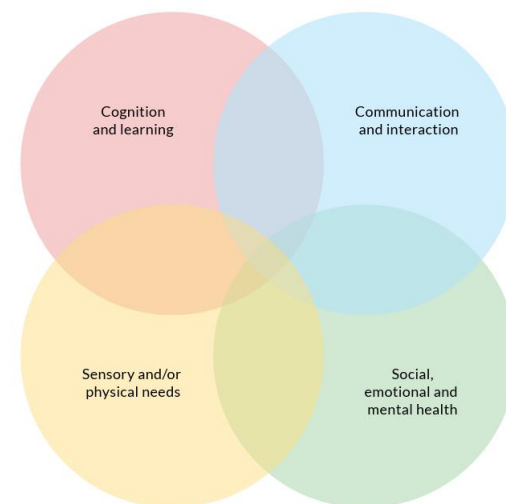
Auditing your adaptive teaching practice and implement change

	In what areas do I need additional support in order to make progress? (Assess)	What support do I need? (Plan)
Communication and interaction	✓ I often don't understand what has been said to me ✓ I know what I want to say but I can't get the words out ✓ I find it hard to start a conversation with my friends ✓ I find it hard to understand what other's are feeling from their body language ✓ I have a stammer ✓ I find it hard to pronounce some sounds or words ✓ I often can't think of the right word to use when describing something ✓ I struggle to retell a story or events in my life that have just happened ✓ I forget what instructions I have been given ✓ I don't understand the instructions given to me ✓ I get confused between the different question words ✓ I find it difficult to put events in a story in the right order ✓ I find it difficult to memorise facts ✓ I can only listen for a short time and then I switch off ✓ I can disrupt lessons because if I have to listen for too long ✓ I don't like making eye contact with others ✓ I forget what I am saying or start talking about something else instead	✓ I need time to process instructions ✓ I need instructions written down so I can look at them to remind me what to do ✓ I need instructions repeated rather than rephrased as this confuses me even more ✓ I need to see an example of what I am expected to achieve ✓ I need to share my ideas with someone who will give me the time ✓ I need to listen to others who have lots of ideas ✓ I need gestures, signs and visuals to help me understand ✓ I need help organising my words in sentences ✓ I need instructions and information given to me in small chunks ✓ I need to record my ideas in a different way e.g. story maps, flow charts

Physical and Sensory needs	✓ I find it difficult to hear what is being said ✓ I find it hard to read my teachers lips if the light is behind her ✓ I find it difficult to read the board or a book ✓ I find it hard to see where I am going ✓ I find it difficult to sit in one place for too long ✓ I get distracted if the interactive whiteboard is buzzing ✓ I find it difficult to hold my pen properly ✓ I find it difficult to push my pen down on to the paper ✓ I get distracted if it is too loud ✓ I find it hard to say what I am good at ✓ I find it hard to make friends ✓ Some lessons make me nervous / excited / angry when everyone is moving around too much ✓ I find it difficult to walk up / down stairs	✓ It helps when everyone is aware of what support I need ✓ I need lessons to be practical and active ✓ I need time to be calm and quiet ✓ I need the sit near the whiteboard ✓ I need to sit with my back to the light ✓ I need people to face me when they are talking ✓ I need written texts to be enlarged font size 18 ✓ I need my hearing aids checked each morning ✓ I need the paths to be clear of things that can trip me up ✓ I find it easier to write if I the lines on my page are a bright colour
Cognition and learning	✓ I get confused easily if learning goes too fast ✓ I have difficulty remembering what I have learned ✓ I find it hard to read because the words move on the page ✓ I find it difficult to remember my sounds when reading ✓ I can't segment words to help me spell ✓ I find it hard to blend words to help me read ✓ I find it difficult to remember my times tables ✓ I make lots of spelling mistakes ✓ I find it hard to talk about my learning ✓ I can't make links between my learning ✓ I can disrupt the class when I am finding the work too hard ✓ I don't like reading ✓ I don't enjoy coming to school ✓ I find it tricky to read with expression and fluency ✓ I need to sound out lots of words when I am reading ✓ I forget to use my full stops and capital letters ✓ My handwriting is large ✓ My letters are not formed correctly ✓ I often fall over or walk in to things ✓ I find it hard to run, skip, catch a ball etc	✓ I need time to practice new skills over and over until I remember them ✓ I need learning broken down in to small steps ✓ I need new facts teaching to me in small groups ✓ I need visual reminders to help me complete tasks ✓ I need practical resources to help me work out answers in maths lessons ✓ I need to see new concepts in pictures to help me understand ✓ I need to act it out to understand ✓ I work better when I am in a small group and I can ask lots of questions ✓ I need instructions written down

| Social, Emotional and mental health | ✓ I often feel unhappy / cross / worried / nervous
✓ I can get upset easily
✓ Lots of things scare me
✓ I can get angry when I don't get my own way / someone else gets there first / I don't get to explain my side
✓ I often say unkind things to others when I am upset
✓ I find it hard to control my temper
✓ I find it difficult to say goodbye to mum / dad in the morning
✓ I worry that mum / dad won't come back to pick me up
✓ I can get angry when people say no to me
✓ I find it difficult to wait my turn
✓ I find it hard to put my hand up before answering a question
✓ Sometimes I feel the need to run or hide
✓ It makes me nervous when I have a different teacher or someone different is in the room
✓ It makes me nervous when our routine changes or I have to do something new | ✓ I need help to calm down
✓ I need to feel listened to
✓ I need time to talk
✓ I need space to calm down before we talk
✓ I like people to give me choices
✓ I need visual reminders of classroom rules
✓ I like to know when it is my turn
✓ I need help identifying how I am feeling
✓ I need to be told when my routine is different
✓ I need to be introduced to new teachers |

Autistic pupils at OLCC

As part of our unique SEND profile at OLCC, we have a very high proportion of pupils with ASD, with a great deal more already on the ASD pathway. We work closely with the local CAMHS and ASD pathway team, we take it as a very positive and great privilege that their children have attended OLCC, especially those with ASD.

This high proportion of a SEN need which not only comes with the barriers described above, but also a very diverse range of barriers which we strive to address on a whole school holistic level.

'Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.' (SENDCOP, 2015, p.97)

Through our weekly SEND drop in sessions we encourage staff to watch 'An Evidenced-Based Approach to Supporting and Teaching Autistic Pupils in Secondary Schools'. This webinar provides staff with an introductory overview of the vast and complex subject of autism spectrum disorder (ASD), dispelling common misconceptions and helping schools to establish a whole-school approach to supporting pupils with ASD.

The following table shows how we aim to ensure removing barriers for pupils with ASD becomes a whole school approach, this is a working document, it shows our aspirations and forms the basis of our SEN development plan:

whole-setting approaches	- Have a supportive ethos and environment which promotes respect and values diversity - Curriculum teaching and learning to promote resilience and support social and emotional learning - Use the Autism Education Trust (AET) Competency Framework as a self-reflection tool to identify which aspects of your autism practice require further development - Use the Autism Education Trust (AET) school autism standards to evaluate current practice and include these areas in the SEN improvement plan. - Provide training (through SENDCO drop in and annual training) for all staff to promote understanding and confidence around ASD through the local pathway team and Reach out ASC - Use consistent visuals around the setting to reinforce key routines and expectations. - Support parents/carers by signposting resources and sources of information and support e.g. FIND newsletter, mental health champions updates, family hub updates, North Lancs Directions groups. - Ensure effective transitions are planned at every stage (particularly at phase transfer) - Create a 'one-page profile' involving parent/carers and the CYP in identifying how best to support, if barriers to learning are significantly impacting progress.

SEND support strategies in the classroom	- Have clear, explicit and consistent routines in place in the classroom - If pupil becomes anxious, allow them to go to an agreed quiet / calm area - Incorporate time for decompression, where needed, including at the end of the day to prevent dysregulation at home. - Be aware that pupils' facial expressions and language may not reflect their actions or feelings. - Use alternative means of communication/ augmentative communication strategies where appropriate - Be aware of the constraints of testing when ascertaining a pupil's cognitive ability, attainment and progress and be flexible in approach to meet the needs of individuals, implementing access arrangements where necessary. - Explicitly teach social skills e.g. what to say/do when praised, how to ask for help. Use Social Stories or Comic Strip Conversations to explain social rules and expected behaviour - Encourage social interaction by supporting organisation of structured lunchtime clubs, focusing on shared interests. - Prepare pupil for any changes of routine or staffing well in advance, e.g. drop down focus days - Prepare pupil in advance before the session/lesson by outlining what it will be about - Ensure there is good communication with parents and the pupil, particularly around homework, special events and planning trips. - Support oral explanations with charts, diagrams, pictures, real objects or actions - Allow pupil to work alone rather than in a group where possible. If in a group, give clear roles within the group and put the rules and roles into writing - Seat pupil in an area of the classroom with a workstation free from busy displays and distractions - Adapt curriculum to any specific interests to increase motivation and engagement - Use short simple instructions. Give one at a time and check for understanding. Repeat instructions in same words rather than different ones. Write instructions down as a list for the pupil to tick off when completed - Provide a structure for unstructured times where appropriate e.g. chess club/ board game club rather than lunch outside or in communal areas - Be aware of any sensory sensitivities (smell, clothing, noise, touch) and consider reasonable adjustments that can be made in response e.g. use of ear defenders - Use visual prompts on cards or photos, or consistent non-verbal signs (sit, look, listen, hand up, wait, quiet) to show pupil the social behaviours expected - Use technology, writing frames (e.g. mind maps, flow charts, photocopied notes) to minimise the need for written recording - Use a 'stress scale' to turn emotions into more concrete concepts e.g. The Incredible 5-point scale or Zones of Regulation - Make reasonable adjustments to the learning environment e.g. consistent seating, individual work-station, visual timetable, timings of breaks and transition arrangements within the day, use of timers - Set tasks with clear goals and break them down into step-by-step form. Ask direct, concrete questions at their level of understanding - Use a visual timetable or 'now/next' board to help order and manage tasks - Provide extra time to think and respond to questions e.g. '10 second rule'

	• Use symbols to support spoken language and text • Don't ask the pupil to talk or write about imagined experiences and avoid tasks which depend on empathy • Be aware that pupil may have difficulty understanding gestures, facial expressions, tone of voice and okes • Avoid or explain the use of irony, sarcasm, figurative language, rhetorical questions, idioms e.g. 'pull your socks up', 'it's raining cats and dogs', 'in a minute'
Approaches for the SENDCo:	• Identify need and monitor impact of interventions e.g. 1:1 decompression/ check ins, Talk about, ELSA, ARK de-escalation time • Request training e.g. Making Sense of Autism or support from ASD specialists e.g. EPSS • Plan targeted support and seek advice from eternal providers, including referrals to appropriate services • Continue the cycle of support from external providers, including (assess, plan, do, review) while specialist advice is sought e.g. educational psychology, Lancashire specialist teacher support, specialist sensory support, ASD pathway • Use programmes to explicitly teach social skills, such as Time to Talk, Socially Speaking or Talk about • Ensure any barriers faced during assessments are addressed using access arrangements. • Liaise closely with parents to masking in school is being managed at home to avoid complete dysregulation, address the masking and the causes of it e.g. using toilet at quiet times.

How do you know the needs of the pupils in your class?

All staff are responsible for the identification of SEND, following the APDR cycle and forwarding for specialist support from the SEND team where necessary, using the OLCC SEND referral form.

Once identification has taken place, or information received upon transition, from outside agencies/ parents. The diagnosis will be placed on SIMS. According to the Code of Practice,2015 'a child or young person has SEN if they have a learning difficulty or disability' that calls for 'provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools'. At this point they will be placed on the SEN register in school and parents notified. It's worth pointing out here that pupils can have a diagnosis, e.g. ASD, ADHD and not be placed on the SEN register as they are not receiving 'provision that is additional to or different from that made generally for other children or young people of the same age'.

How do staff know pupils on the SEN register, needing extra support, from their synergy register?

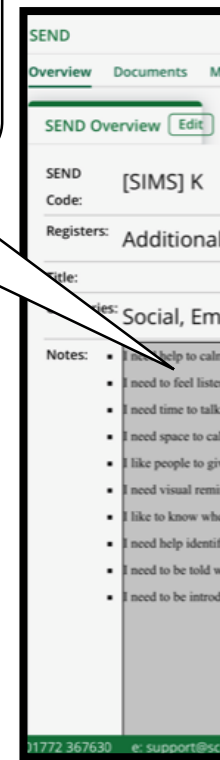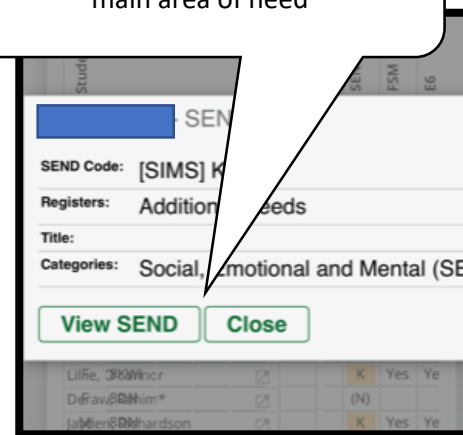Open your register and click on the 'student profile' column.

A number of extra columns appear; the one titled SEND contains:

- nothing or 'N' this means they are not on the SEN register
- 'k' on the SEND register, receiving support, may need extra adaptations ADDITIONAL to the EEF five a day.
- 'E' Has an EHCP all staff must follow the statuary guidance given in their EHCP, which is transcribed into provision map

If the teacher then clicks on 'view SEND' a list of adaptations appears, along with the EEF '5 a day' some of these strategies can be used to support the pupil and remove barriers.

If you double click on the 'E' or 'K' a new box will open identifying their main area of need

SEND Code: [SIMS] K

Registers: Addition needs

Title:

Categories: Social, emotional and Mental (SE

View SEND   Close

SEND

Overview   Documents   Mo

SEND Overview [Edit]

SEND Code: [SIMS] K

Registers: Additional

Title:

Categories: Social, Emo

Notes:
- help to calm
- I need to feel listen
- I need time to talk
- I need space to calm
- I like people to giv
- I need visual remin
- I like to know when
- I need help identify
- I need to be told wh
- I need to be introdu

Week beginning	Focus- Optional (Thursday night) CPD and TA training	Link to training
14th November 2024	SEND at OLCC	SEND Policy
21st November 2024	The EEF '5 a day'	https://youtu.be/a_4U73xozWk EEF Blog: Five evidence-based strategies to support… | EEF (educationendowmentfoundation.org.uk)
28th November 2024	Explicit instruction	Applying Rosenshine's Principles of Instruction | The National College
5th December 2024	Cognitive and metacognitive strategies (cognitive load)	Cognitive Science Approach to Enhance Learning (Secondary) | The National College Cognitive Load Theory in the Classroom: CPD for Teachers (nationalcollege.com)
12th December 2024	Cognitive and metacognitive strategies (2) (dual coding)	Dual Coding Theory: Effective Cognitive Principles (nationalcollege.com)
16th January 2025	Scaffolding (and removing it!)	Using Scaffolding to Boost Pupil Progress (Secondary) | The National College
23rd January 2025	Flexible grouping and Using technology	Collaborative learning approaches | EEF (educationendowmentfoundation.org.uk)
30th January 2025	Access arrangements	https://nationalcollege.com/webinars/jcq-access-arrangements-send-secondary
6th February 2025	The Graduated approach and EHCP	https://nationalcollege.com/webinars/graduated-response-wave-1-quality-first#learning-outcomes https://www.youtube.com/watch?v=abZ49B75ljg
27th February 2025	Social, emotional and mental health	https://www.wholeschoolsend.org.uk/resources/webinar-teaching-children-social-emotional-and-mental-health-needs
6th March 2025	Cognition and learning	https://www.wholeschoolsend.org.uk/resources/webinar-teaching-children-cognition-and-learning-needs
13th March 2025	Communication and interaction	https://www.wholeschoolsend.org.uk/resources/webinar-high-quality-teaching-targeting-areas-need(REALLY GOOD FOR ALL FOUR AREAS OF NEED)
20th March 2025	The effective use of TAs	A Webinar for TA's: Enhance Adaptive Teaching (Secondary) | The National College https://nationalcollege.com/webinars/ta-adaptive-teaching-secondary https://www.teachwire.net/news/how-to-use-a-ta-effectively-in-the-classroom/
27th March 2025	Identification of need	https://www.youtube.com/watch?v=9PX-CEgdXhg
3rd April 2025	Adaptive teaching	https://nationalcollege.com/webinars/adaptive-teaching-stretch-and-challenge-secondary https://nationalcollege.com/webinars/academically-driven-disadvantaged-pupils-secondary https://www.wholeschoolsend.org.uk/resources/webinar-adapting-teaching-learners-send https://www.wholeschoolsend.org.uk/resources/webinar-inclusive-secondary-classroom (WATCH THIS, THREE PART SERIES COVERS LOADS)

Effective use of TAs

All staff have received MITA training, the following strategies are used by TAs in the classroom to support pupils, under the direction from the teacher.

Self-scaffolding - the highest level of pupil independence. TAs observe, giving pupils time for processing and thinking. Self-scaffolders can: plan how to approach a task; problem-solve as they go; and review how they approached a task.

Prompting- TAs provide prompts when pupils are unable to self-scaffold. Prompts encourage pupils to draw on their own knowledge, but refrain from specifying a strategy. The aim is to nudge pupils into deploying a self-scaffolding technique. For example: 'What do you need to do first?'; 'What's your plan?'; 'You can do this!'

Clueing- Often pupils know the strategies or knowledge required to solve a problem, but find it difficult to call them to mind. Clues worded as questions provide a hint in the right direction. The answer must contain a key piece of information to help pupils work out how to move forward. Always start with a small clue.

Modelling- Prompts and clues can be ineffective when pupils encounter a task that requires a new skill or strategy. TAs, as confident and competent experts, can model while pupils actively watch and listen. Pupils should try the same step for themselves immediately afterwards.

Correcting- involves providing answers and requires no independent thinking. Occasionally it is appropriate to do this, however, TAs should always aim instead to model and encourage pupils to apply new skills or knowledge first.

On page 11 we showed for TAs can be effectively used at various points of the lesson, this link to the EEF report on the effective use of TAs gives more ways TAs can be directed in lessons to ensure progress across the class.

We have used these links with TAs, but they are very valuable to teaching staff, as to how TAs can be effectively directed within the classroom
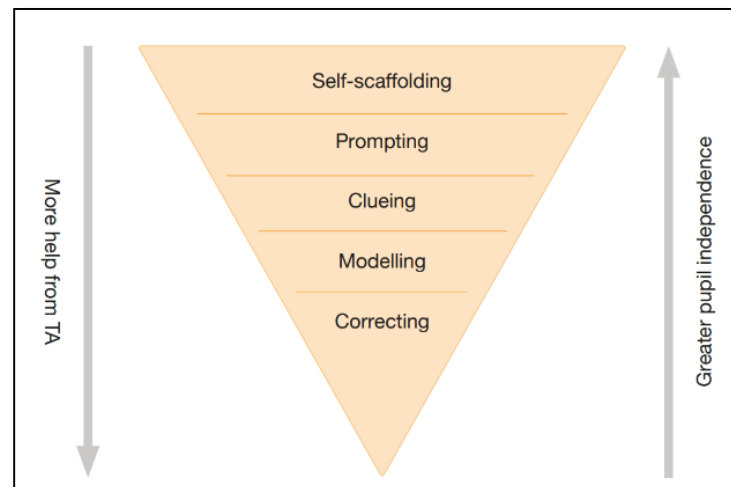
A Webinar for TAs: Strategies to Support Geography Lessons with Confidence	A Webinar for TAs: Working Collaboratively to Enhance Adaptive Teaching
A Webinar for TAs: Strategies to Support RE Lessons with Confidence	A Webinar for TAs: Scaffolding and Differentiation to Support Disadvantaged Pupils
A Webinar for TAs: Strategies to Support Maths Lessons with Confidence	A Webinar for TAs: Help Unlock the Potential of Pupils with SEND	Secondary
A Webinar for TAs: Strategies to Support Science Lessons with Confidence	A Webinar for TAs: A Coordinated Approach to Support Low-Attaining Pupils
A Webinar for TAs: Strategies to Support D&T Lessons with Confidence	A Webinar for TAs: Strategies to Support Art & Design Lessons with Confidence
A Webinar for TAs: Strategies to Support History Lessons with Confidence	A Webinar for TAs: Supporting Pupils to Develop Independent Learning Skills