Good practice for students with SEND is good practice for all

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By the end of the session you will be clear about:

• The significance of good practice and quality first teaching in the SEND Code of Practice
• What quality first teaching looks like
• The need for policy which inspires
• Classroom strategies to promote QFT
What is good practice?

**Quality first teaching**
QFT: What is it?

- High quality, inclusive teaching ensures that planning and implementation meets the needs of *all* pupils, and builds in high expectations for *all* pupils, including those with SEN. It is about the day-to-day interactions that take place in the classroom and the different pedagogical approaches teachers use to engage, motivate learners which ensure good pupil progress.
Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

SEND Code of Practice, p.99
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.

SEND Code of Practice, p.99
Waves of Provision Model

Wave 1
Inclusive high quality first teaching (QFT) for all

Wave 2
Additional interventions to enable children to work at age related expectations or above

Wave 3
Additional highly personalised interventions

Inclusive teaching is about meeting the needs of all and having high expectations for all.

The key priority for all pupils must be good teaching and learning.

Invest in provision here meet the needs of the many
Starting with QFT

1. **Assess**
   - High quality inclusive teaching (wave 1 - differentiation, wave 2 intervention)

2. **Plan**
   - Whole school processes for assessing, tracking and monitoring progress

3. **Do**
   - SEND Code of Practice
   - SEN Support in Schools: The Graduated Approach

4. **Review**
   - Starting Point
   - Not making expected progress
QFT: What does it involve?

Top Ten

1) Focused lesson planning with clear objectives, identified according to needs of all pupils
2) Teachers knowing their pupils well and understanding the implications of SEN on learning
3) High levels of pupil involvement and engagement with their learning
4) High levels of challenge and expectations
5) Appropriate use of questioning, modelling and explaining
QFT: What does it involve?  
Top Ten

6) An emphasis on learning through talk and discussion
7) Pace of lessons adjusted to reflect how pupils are learning
8) Teachers providing pupils with effective feedback on learning and vice versa!
9) Pupils accepting responsibility for their own learning and work
10) Teachers effectively deploy additional adult support towards improving learning and increasing independence
Underpinning principles of QFT

- Effective engagement with parents – preferably co-producing support solutions together
- Pupil voice – pupil centred approaches enable student to lead in their learning and influence strategies for support
- Commitment to inclusion
- Every teacher, every child
QFT: Outcomes

As a result of the effective teaching, all pupils:

✓ show high levels of engagement with their learning
✓ take ownership and responsibility over their learning
✓ are motivated and enjoy their learning
✓ develop a growth mindset and rise to challenges
✓ become increasingly independent and resilient learners
✓ make good or outstanding progress, demonstrating new knowledge, skills and / or understanding
Key Messages in the Code of Practice:
High Quality Teaching

1. Schools must use their best endeavours to ensure effective provision for all pupils with SEN.
2. Teachers are responsible and accountable for the progress of all pupils in their class.
3. Special educational provision is underpinned by high quality teaching.
4. High quality teaching is the first step in responding to pupils who have or may have SEN.
5. The quality of teaching for pupils with SEN should be part of performance management and CPD approaches.
Good Teams

1. Top 10
2. Clear Vision → Urgent Purpose
3. Members Selected for Personality & Skills
4. Clear Rules of Behavior and Boundaries
5. Norms to Enforce the Rules/Boundaries
6. Perform Real Meaningful Work
7. Have a Challenge
8. Spends time together
9. Give/take Honest, Positive Feedback
10. Rewards Recognition
11. Believe in WE, not ME
12. Have Fun Together

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Good practice

• Schools can and must contribute to improving social cohesion.
• Challenge the “progress” and “achievement” markers which currently define success for the many but can disadvantage and disenfranchise the few.
• To keep expectations high and achievable.
• To secure excellence in support and provision for our vulnerable groups of pupils.
• To strengthen our resolve use high quality research to inform practice.
• To recognise that we are relationship based profession and this a key strength.
• To better understand our contribution to the lives of children and young people at significant stages of their lives.

J Friswell, 2016
Policy which inspires...

- The willingness of members of a society to cooperate with each other in order to survive and prosper
- Promotes a common set of cross-policy values and principles which promotes equity, justice and fairness in society
- Recognition that Education is not just about teaching and learning
- Acknowledge that inclusion in education is not specific to SEND
- Enabling the voice of the individual to be heard and listened to
- Our professional DNA to be inclusive
- Curriculum development and design to be fully inclusive, relevant and meaningful for all
What should we expect?

- Children and young people have a voice, they need support to use this to influence and inform their support and provision.
- Pupil centred practice should be expected in every school.
- Increased levels of engagement and participation for parents, carers and families in the education of their children.
- Parent carers are valued, equal partners who have unique contributions to make to improving outcomes for their children.
- Keep aspirations high for our children particularly when the going gets tough.
- Have confidence in challenging existing systems and practices with our school to arrive a new and creative solutions for effective support.
- Secure independence through education.
Leadership

- Which is outward looking and values driven
- Which rises to the challenge that equity and inclusion brings
- Which inspires and invites professional challenge
- Which improves and educates our profession about the wider implications of the challenges of achieving equity and inclusion in education
- Which keeps professional dialogue going – we need to be talking much more about these issues in our schools and developing ways and means of tackling the issues
- Which develops professional confidence in our abilities as practitioners to challenge some of the “old ways” of working and apply the new
- Which accesses enquiry based practice which promotes professional reflection, deepens our thinking and knowledge, develops capacity
- Which promotes cultural change which strengthens teacher accountability within a supportive and progressive professional development framework
Every school is required to meet the SEN of the children or young people that they support. Mainstream schools must:

- Use their best endeavours to make sure that a child with SEN gets the support they need
- Ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN
- Designate a teacher to be responsible for co-ordinating SEN provision
- Inform parents when they are making special educational provision for a child
- Prepare a report on the implementation of their SEN policy
Common Inspection Framework, Ofsted

• Before making the final judgement on the overall effectiveness of a school, inspectors must evaluate the extent to which the education provided by the school meets the needs of the range of pupils at the school, including pupils who have SEND.
How do you know?

- Are staff facilitating learning as well as they could?
- Is the purpose of the activity/session clear to all?
- Are the expectations challenging?
- Is the mix of consolidation and new work appropriate?
- How well are pupils included in their lessons?
- Is turn-taking used appropriately?
- Is sufficient time given for responses?
- Are the pupils being helped to become more independent?
- Is praise used effectively?
- Is there appropriate consideration of both attainment and age-appropriateness
Broad areas of need

Cognition and Learning Difficulties
- Specific Learning Difficulties (SPLD)
- *E.g.*, Dyslexia, Dyscalculia
- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulty (PMLD)

Social, Emotional and/or Mental Needs
- Depression
- Attention Deficit Hyperactivity Disorder (ADHD)
- Eating Disorders
- Anxiety Disorders
- Mental Health Issues
- Social Disorders

Communication and Interaction Needs
- Speech, Language and Communication Needs (SLCN)
- Autistic Spectrum Disorder (ASD)

Sensory and/or Physical Needs
- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)
Inclusive Quality First Teaching

Audit tools for classroom use

• Classroom well organized and labelled (with picture symbols)
• Plan by deciding what everyone can learn then ‘differentiate up’
• Clear lesson structure with learning objectives presented orally and visually
• Instructions given in small chunks with visual cues
• Understanding checked by asking pupils to explain what they have to do
• Understanding is demonstrated in a variety of ways
• Range of groupings within the class including some random pairing activities
• Activities and listening broken up with breaks for more kinaesthetic activities
• Five positive comments to one negative
• Praise is specific and named
• Memory supported by explicit demonstration and modelling of memory techniques
• Classroom assistants planned for and used to maximize learning
• Pupils are clear what is expected – use of ‘WAGOLL’ – what a good one looks like – examples.

Strategies for all learners – QFT checklist
Area of Need: Communication and Interaction

- **Quality First Teaching**
- Photographs of staff and pupils displayed in foyer and classrooms
- ‘Rules’ of good listening displayed, taught, modelled and regularly reinforced
- Pupils aware of pre-arranged cues for active listening (e.g. symbol, prompt card)
- Pupil’s name or agreed cue used to gain individual’s attention – and before giving instructions
- Key words/vocabulary emphasized when speaking and displayed visually with picture cues
- Range of multi-sensory approaches used to support spoken language e.g. symbols, pictures, concrete apparatus, artefacts, role-play
Area of Need: Communication and Interaction

- Instructions broken down into manageable chunks and given in the order they are to be done
- Checklists and task lists – simple and with visual cues
- Delivery of information slowed down with time given to allow processing
- Pupils are given a demonstration of what is expected
- System of visual feedback in place to show if something has been understood
- Pupils are encouraged – and shown – how to seek clarification
- Prompt cards using a narrative framework (who, where, when, what happened etc.) used to support understanding of question words
- Talking buddies or similar used to encourage responses
- TAs used effectively to explain and support pupils to ask and answer questions
- Classroom furniture and groupings consider whether pupils with speech & communication needs can see visual prompts and the teacher
- Access to a quiet, distraction free work station if needed
- ‘Word walls’ or similar to develop understanding of new vocabulary
- Parents advised of new vocabulary so it can be reinforced at home
- Appropriate use of visual timetables – personalised to the child
- Minimise use of abstract language
- Ensure that preferred methods of communication (as well as level of eye-contact) known by all staff within school
Area of Need: Cognition and Learning

- **Quality First Teaching**
  - ‘Next steps’ for learning derived from what the pupil can already do – referring back to earlier stages when necessary
  - Make sure you know the level of difficulty of *any* text you expect the pupil to read
  - Key words/vocabulary emphasized when speaking and displayed clearly
  - Pre-teaching of subject vocabulary
  - Instructions broken down into manageable chunks and given in sequence
  - Teach sequencing as a skill e.g. sequencing stories, alphabet etc.
  - Pupils encouraged to explain what they have to do to check understanding
  - Resources, equipment, homework diaries make use of consistent symbols and colour coding

- Links to prior learning explicitly made
- Key learning points reviewed at appropriate times during and end of lesson
- Colour coded word walls in alphabetical order
- Alternative ways to demonstrate understanding e.g. diagrams, mind maps, use of voice recorders
- Provide – and teach use of – range of writing frames to aid organisation
- Alphabet strips stuck to desks
- Key words and/or phoneme mats on desks
- Mark writing for content – encourage pupils to highlight one or two words themselves that may be incorrect to be looked at later
Area of Need: Cognition and Learning

- Occasional opportunities to work with a scribe – perhaps within a small group to produce a piece of writing for ‘publication’ e.g. displayed on the wall, read to other children etc.
- Use IT programs and apps. to reinforce and revise what has been taught
- To support short term memory, have small whiteboards and pens available for notes, to try out spellings, record ideas etc.
- Range of coloured overlays/reading rulers available
- Coloured paper for worksheets and coloured background on smart board
- Texts which reflect interest and age range – good range of ‘hi-lo’ (high interest, low reading age) available
- Text presented clearly – uncluttered, use bullet points and clear font
- Diagrams and pictures to add meaning alongside text
- Cloze procedure exercises to vary writing tasks and demonstrate understanding
- Don’t ask pupil to read aloud in class unless you know they have pre-prepared and are comfortable with this
- Additional time to complete tasks if necessary
- Teach and model memory techniques
- Use different coloured pens to support learning spellings, identifying different sections of text, one colour for each sentence etc.
- Mark starting point for each line with a green dot
- Minimise copying from the board – provide copies for pupil if necessary
- Teach pupil how to use planners, task lists etc.
- Teach keyboard skills
Area of Need: Social, Emotional and Mental Health

- Take time to find pupil’s strengths and praise these – ensure that the pupil has opportunities to demonstrate their skills to maintain self-confidence.
- ‘Catch’ the pupil being good and emphasize positives in front of other pupils and staff (where appropriate)
- Give the pupil a classroom responsibility to raise self-esteem
- Refer pupils regularly to classroom code of conduct, whole class targets and use consistently – ensuring that supply staff apply same consistency
- Play calming music where appropriate
- Give breaks between tasks and give legitimate ‘moving around’ activities e.g. Brain Gym, wake up and shake up
- Provide lots of opportunities for kinaesthetic learning e.g. practical activities, experiential learning, multi-sensory resources
- Use interactive strategies e.g. pupils have cards/whiteboards to hold up answers, come to the front to take a role etc.
- Make expectations for behaviour explicit by giving clear targets, explanations and modelling
Area of Need: Social, Emotional and Mental Health

- Where possible, create a quiet area both for working and as a ‘quiet time’ zone.
- Use a visual timer to measure and extend time on task – start small and praise, praise, praise.
- Teach pupils how to use post-it notes for questions and ideas rather than interruptions (when appropriate).
- Provide alternative seating at carpet time if this is an issue.
- Legitimise movement by getting pupil to take a message, collect an item, use a ‘fiddle toy’ if necessary.
- Ensure that tools/equipment are easily accessible and available for use.
- Give a set time for written work and do not extend into playtime to ‘catch up’ – the pupil will need these breaks.
- Use pupil’s name and ensure you have their attention before giving instructions.
- Chunk instructions and support with visual cues.
- Make use of different seating and grouping arrangements for different activities.
Area of Need: Social, Emotional and Mental Health

- Personalise teaching where possible to reflect pupils’ interests
- Communicate in a calm, clear manner
- Keep instructions, routines and rules short, precise and positive
- Listen to the pupil, giving them an opportunity to explain their behaviours. Use Restorative Justice Harmer and Harmed question cards.
- Provide visual timetables and task lists – may need to be for a short period of time depending on the pupil
- Have a range of simple, accessible activities that the pupil enjoys to use as ‘calming’ exercises
- Communicate positive achievements – no matter how small – with home and encourage home to do the same. Could be in the form of a ‘Golden moments’ or ‘Good News’ book or ‘Good notes’ to be collected in a small plastic wallet
- Allow pupil to have a safe place to store belongings and fiddle toys
- Ensure groupings provide positive role models
- Transition from whole class work to independent or group work is taught, clearly signalled and actively managed
Area of Need: Sensory Needs

- **Quality First Teaching – Visual Difficulties**
  - Give as many first hand ‘real’ multi-sensory experiences as possible
  - Ensure correct seating in relation to board, whiteboard, Smartboard taking into account levels of vision in each eye
  - Try out different paper/Smartboard colours to try to find best contrast
  - Consider lighting – natural and artificial – which is most comfortable?
  - Avoid shiny surfaces which may reflect light and cause dazzle
  - Take advice from specialist teams related to font style and size
  - Short spells of visual activity should be interspersed with less demanding activities

- Eliminate inessential copying from the board
- Where copying is required, ensure appropriate print size photocopy is available

- Ensure range of writing materials is available so that pupil can choose most appropriate to maximize vision
- Always uses verbal explanations when demonstrating to the class. Read out aloud as you write on the board
- Address the pupil by name to get their attention
- Avoid standing in front of windows – your face becomes difficult to see
- Avoid the sharing of texts/monitors unless doing so is a priority for social reasons e.g. working together on a project.
Area of Need: Sensory Needs

- **Quality First Teaching – Hearing Difficulties**
  - Careful seating that allows the pupil to see the teacher clearly and also see other speakers (back to the window is good)
  - Gain pupil’s attention before important information is given
  - Keep background noise to a minimum
  - Slow down speech rate a little, but keep natural fluency
  - Do not limit use of rich and varied language – trying to stick to short words and limited vocabulary can limit natural speech patterns and full meaning

- Allow more thinking and talking time
- Model and teach careful listening along with signals when careful listening is required
- Repeat contributions from other children – their voices may be softer and speech more unclear
- Occasionally check that oral information/instructions have been understood
- Face the pupil when speaking
- Keep hands away from mouth
- Key words on board to focus introduction and conclusion
- Divide listening time into short (ish) chunks
- Use visual symbols to support understanding
Area of Need: Sensory Needs

- **Quality First Teaching – Co-ordination**
  - Consider organisation of classroom to allow free movement
  - Allow the child plenty of space to work – were space allows, could he/she be placed next to a ‘free’ desk?
  - Ensure that left and right handed pupils are not sitting next to each other with writing hands adjacent
  - Seating should allow pupil to rest both feet flat on the floor – check chair heights
  - Desk should be at elbow height
  - Sloping desk provided if possible
  - Positioned so pupil is able to view the teacher directly without turning the body – close enough to see and hear instructions
  - Seated where there are minimal distractions e.g. away from windows and doors
  - Encourage oral presentations as an alternative to some written work
  - Lined paper with spaces sufficiently wide to accommodate pupil’s handwriting
  - Mark starting point for each line with a green dot
  - Attach paper to desk with masking tape to avoid having to hold with one hand and write with the other
Area of Need: Sensory Needs

- Break down activities into small chunks with praise for completing each part
- Ensure range of different pen/pencil grips is available
- Reinforce verbal instructions by repeating several times, give no more than one or two instructions at a time and ask the child to explain what is required to check understanding
- Once the child is confident with this, perhaps they could be asked to explain the task to another child or small group
- If copying from the board is absolutely necessary, use different colours for each line and leave a gap between lines
- Teach sequencing skills
- Cue cards may help the pupil to sequence a task e.g. 1. Clear your desk 2. Collect the equipment you need (with visual cues) 3. Put the date at the top of the page etc.
- Can the ‘WALT’ or LO be photocopied or written into book for pupil?
Effective Whole School Provision is characterised by:

- high aspirations for the achievement of all pupils
- good teaching and learning for all pupils
- provision based on careful analysis of need, close monitoring of each individual’s progress and a shared perception of desired outcomes
- evaluation of the effectiveness of provision at all levels in helping to improve opportunities and progress
- leaders who looked to improve general provision to meet a wider range of need rather than always increasing additional provision
- swift changes to provision, in and by individual providers and local areas, as a result of evaluating achievement and well-being

OFSTED 2010: The Special Educational Needs and Disability Review; A Statement is Not Enough
Key Questions for you...

- Today, reflect on your every teacher, every child commitment
- How confident are you in your whole school approach to identifying and meeting the needs of pupils with SEND?
- Is every teacher in your school, a teacher of every child?
- Are you able to strategically lead and resource the changes your school needs?
- Are you prepared to lead by example and apply the “bananarama principle”?
- Will you be the first to implement change in your classroom/to test out new approaches?
High Quality Inclusive Teaching Checklist

Possible uses:

- Share with staff at a CPD session
- Identify good practice within their classroom
- Identify further elements of QFT
- Identify areas to work on
- Use for learning walks / observations
- Teacher reflection/self evaluation
How might the SENCO support QFT?

- Whole school / departmental training
- Joint planning
- Co-teaching
- Peer modelling
- Mentoring or coaching (including observations or learning walks)
- Coaching with interventions
Harry’s 25 year plan
To conclude....

- C & F Act, 2014 gave rise to SEND Code of Practice, 2015
- Inclusive principles are presented in the Code only
- The C o P predicated on an assumption that inclusive practice is alive and well in our schools – is it??
- Context for inclusion now underpins the improving outcomes for children and young people with SEND
- Inclusive practices should be driving wider outcomes agenda, particularly, preparation for adulthood
I’ve come to the frightening conclusion that I am the decisive element in the classroom. It’s my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or de-humanized.

Haim Ginott
Thank YOU

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