

SEN support: research evidence on effective approaches and examples of current practice in good and outstanding schools and colleges

A resource for mainstream leaders, teaching and support staff working with pupils and students with special educational needs and learning difficulties and disabilities

Please contact DfE if you require this resource in a more accessible format.

About this document

The DfE and authors do not endorse interventions that have been included in this resource but hope to make the academic evidence base as clear as possible, and share what other practitioners have found works for them so that you can make informed choices.

Any practitioner views presented e.g. within case studies, are solely their own and not those of the DfE or authors. We make no claims about these being good or effective practice – they are just to provide details of what others are doing.

The practice detailed in the case study examples is from the schools and colleges studied. It is provided as potentially promising practice by the authors but should not be seen as a reflection of Government policy or direction.

This document does not cover all of the research, approaches, interventions or guidance that exist concerning special educational needs and disability (SEND). However, for the first time, it tries to pull together a range of information into What Works for pupils and students on SEN support.

Because this document is based on current research and is not endorsed by DfE, there may be instances where information in this resource does not mirror published DfE policy. Which interventions are right for a specific child or institution remains a local decision. This resource pulls together a range of information but does not imply that specific institutions must use these approaches nor place any expectation or direction on the uses of institution level budgets.

Evidence about what has worked in the past, with a specific group of students, in certain circumstances, offers no guarantee that an approach will work in other circumstances or with other groups of students, especially given the breadth and mix of needs within SEND. You are encouraged to look at the detail of interventions and approaches to consider what would be most beneficial in your setting and for each of your pupils and students.

There are more details about how to use this document [here](#).

Our aim is that this resource will give you ideas to implement in your work and guide decision-making. It is not an exhaustive review, but it provides information on a wide range of practice and links to a variety of other useful documents too.

Pupils on SEN support are those whose special educational needs and/or disabilities mean they need help in school that is different or additional to the teaching provided for other pupils of the same age.

Students with a learning disability or difficulty are those who require special educational provision to be made for them which is additional or different to support usually available to young people of the same age in mainstream colleges.

Resource overview

This resource is to help leaders, teachers and support staff in mainstream primary schools, secondary schools and colleges reflect on practice to support pupils and students with special educational needs.

It is based on two strands of research:



Evidence – a rapid evidence assessment of robust published research relating to interventions for pupils and students with special educational needs.

Read more about this here

Information following this icon is based on findings from this strand of research.



Current practice – details of support for pupils and students on SEN support based on observations and interviews with school and college staff in settings rated good or outstanding.

Read more about this here

Information following this icon is based on findings from this strand of research.

We have split our findings on practice by the stages of the graduated approach:

- Assess
- Plan
- Do
- Review




Approaches in the ‘Do’ section are grouped by the type of SEN they address:

- Higher quality teaching for all
- Communication and interaction needs
- Cognition and learning needs
- Social, emotional and mental health needs
- Physical and sensory needs

Evidence throughout is also shown by which educational phase it may be useful for:

- P** Primary schools
- S** Secondary schools
- 16+** Colleges

Text outlined in blue links to relevant sections of this resource or external links.

Within the evidence tables we have identified interventions that have been trialled with individuals , small groups  and whole classes .

Use the buttons on the next page to explore the contents

Resource structure



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Special Educational Needs and Disabilities (SEND)

All children and young people are different. We all have different preferences, strengths and ways of learning. Some children and young people have Special Educational Needs and/or Disabilities (SEND).

The SEND Code of Practice states:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made, namely provision different from or additional to that normally available to pupils of the same age.

A child or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Post-16 institutions often use the term students with learning difficulties and disabilities (LDD) for this cohort. The term SEN is used in this document to include pupils and students with LDD. There are two chapters in the Code of Practice that cover support for the SEN cohort, written for the different contexts of schools (Chapter 6) and colleges (Chapter 7) respectively: however, the general principles in those and this document are the same across both.

This document relates to pupils and students who fall into the 'SEN support' category. This means they are identified as having SEND that require different or additional support to meet their needs, but do not have needs complex enough to require an Education, Health and Care (EHC) Plan.

P S Almost 15% of the school population have SEND. While around 3% will have their needs set out in an Education, Health and Care EHC plan, the remaining 12% will be on 'SEN support' (previously School Action or School Action Plus).

16+ Around 19% of 16-19 year olds in mainstream Further Education have a self-declared learning difficulty or disability.

This means that there will typically be 3 or 4 children or young people on SEN support in an average group of 30 pupils and students. However, rates will vary between classes and courses so some schools and colleges may have fewer or many more.

All children and young people are entitled to an appropriate education; one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- Achieve their best
- Become confident individuals living fulfilling lives, and
- Make a successful transition into adulthood, whether into employment, further or higher education or training.

Every school and college is required to identify and address the SEN of the pupils that they support.

Read more about the duties, expectations and underlying principles of schools and colleges towards pupils and students with SEND here.

How to use this document

We have tried to include as much information as possible to make this document useful in planning your SEN support. However, some sections might be more useful for some practitioners to read first.

- For Senior Leadership Team (SLT) – you may want to begin by looking at the key ingredients underpinning effective SEN support
- For SENCOs and Heads of Learning or Inclusion Managers – you may want to begin by looking at the details of the graduated approach
- For teachers, tutors, curriculum leads, teaching assistants (TAs) and other teaching staff – you may want to begin by looking at the strategies to support pupils and students on SEN Support

Categories of need

We have separated support by the 4 areas of need set out in the Code of Practice.

Many pupils and students may have needs across more than one category and certain conditions may not fall neatly into one area of need. When reviewing and managing special educational provision the four broad areas of need may be helpful as guide to ensure you can provide support across all these areas.

Category 1: Communication and Interaction

Children and young people with speech, language and communication needs have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or understanding and using social rules of communication. These issues may also affect their reading, learning, socialising and making friends and behaviour and control of emotions.

Category 2: Cognition and Learning

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning.

Category 3: Social, Emotional and Mental Health

Children and young people may experience a wide range of social and emotional difficulties which lead to a special educational need. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Category 4: Physical and/or Sensory

Children and young people may have a physical disability which affects their learning or access to learning. Some may also have issues with processing sensory information (such as sight, sound, touch)

The SEND Code of Practice states:

P S Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

The graduated approach

We have set out this document by 4 stages of the graduated approach:

- Assess – where a pupil or student's support needs are identified and fully assessed
- Plan – where the strategies to be used with the pupil or student are selected, and this information shared with the learner and those who support them
- Do – where strategies are implemented to meet the pupil or student's needs and agreed provision is put in place
- Review – where the success and impact of support and level of pupil or student's progress are monitored and decisions are reviewed and revised

Within the 'Do' stage, evidence is pulled together from both strands of our research:

- Evidence is set out in tables. These indicate interventions that have been trialled, the level of impact and strength of evidence that exists, and links to more detailed research and further resources
- Practice examples are presented as case studies from real schools and colleges that are deemed to display the key ingredients of support for pupils and students with SEND

The strategies and approaches implemented in the 'Do' stage are only one part of the picture and we also detail key factors found to underpin effective practice.



2. The key ingredients



Amongst the schools and colleges we studied there was a wide range of strategies and approaches being used for pupils and students on SEN support. Similarly, there are lots of research studies on different programmes and current practice across settings varies widely.

However, from the schools and colleges we studied and the experts we spoke to there were seven key features that they commonly said they believed underpinned promising SEN support.

The 7 key features are:

1. **Culture, leadership and management**
2. **High quality teaching**
3. **Use of expertise**
4. **Personalisation**
5. **Flexible use of evidence-based strategies**
6. **Progress tracking**
7. **Communication and collaboration**

1. Culture, leadership and management



Schools and colleges studied have:

- Strong commitment to SEND as a school/college 'high priority', reflected in inclusion and meeting pupils' and students' needs to achieve positive outcomes
- All pupils and students valued and positively reflected
- Heads, Principals and senior leaders leading by example
- The school ethos and vision based around commitment to inclusion
- Thought through staffing structures, delivery model and staff deployment
- Transparent and appropriate resource allocation, including allocated time for planning, reviewing, thinking and sharing ideas

Practice examples: High priority of SEN

Studied schools and colleges reflect their inclusive culture in the way they talk about their settings and present information on their website and publicity material:

"All teaching staff are to be aware of specialised needs. All teaching staff carry out the SENCO role in their own class." (Primary school)

"It's the teacher's responsibility... so they are very clear that they need to know their children." (Primary school)

"We believe every child is a vulnerable learner in some form or other. We are very inclusive. We try to limit the amount of time that any child is withdrawn from the classroom. There are very few formal interventions." (Primary school)

"Every teacher is a teacher of SEND." (Secondary school)

"We get to know every learner here. And not just their name, but what they like doing, what they struggle with, how they want to be helped, what football team they support, and what's going on at home" (Secondary school)

"Every child is special and needs special support that suits them." (Secondary school)

"We are proud of our inclusive education. Our exciting courses, highly specialist staff and innovative practice ensures all pupils and students have the best possible chance to be successful." (College)

"We enable everyone to enjoy learning to their full potential. Our ethos of empowerment enables pupils and students to take control of their own learning, manage their LDD and develop skills to become independent pupils and students" (College)

Practice examples: Teaching and support staff roles

Secondary schools have developed TA/other adult - teacher agreements which are a 'non-negotiable part of best practice' in the school.

The agreement is a two-sided proforma which details:

- What is expected from staff in both roles during different parts of the lesson: introduction/starter activity; whole class and paired/group work; plenary sessions, the end of the lesson and after the lesson
- How teachers work in partnership with TAs
- Tasks to be completed by the teacher and by the TA
- A grid with specific strategies for TAs to use with individual students and the whole class as appropriate, such as explaining tasks; re-focusing specific students; and scribing/reading

Different departments adapt the agreement to include sections on subject specific practice and activities. TAs and teachers attend training on use of agreements and joined-up working practices. They also have allocated time to spend on planning and agreeing support strategies together.

See www.maximisingtas.co.uk for more details

Practice examples: Training and valuing support staff

Colleges have assessed the use of support staff. In many cases they have implemented clear structures and 'levels' of Learning Support Assistant roles. This facilitates specialism in certain areas/types of need.

One college found that there was no formal way for LSAs to gain specific training and recognition of their skills. They therefore developed an LSA career structure with specialist training to graduate level. This includes:

- Level 3 Award in Supporting Students with LDD
- Foundation degree in Inclusive Practice: "this has enabled me to get where I want to be and adopt an inclusive approach in my work. The degree has enabled me to further my career"
- BA in Education and Professional Practice
- Masters degree in Education

2. High quality teaching (or 'Quality First Teaching')



Schools and colleges studied have teaching staff who:

- Are knowledgeable and well informed about supporting individual needs (i.e. who can identify barriers to learning, match needs to appropriate support and effectively monitor and review progress)
- Are adept at adapting and differentiating whole class teaching to meet individual needs
- Use the graduated approach across the entire SEND cohort, that ensures the 'right' pupils and students are on SEN support, and receive appropriately tailored support
- Can propose, implement and oversee interventions to ensure they have the desired impacts
- Take responsibility for all pupils' progress including those with SEND

Practice examples: High quality teaching and differentiation

Primary schools provide guidance for teachers on higher quality teaching that meets the needs of pupils and students with SEN. This states:

- Plan the structure of the day in order to give individual and group help as appropriate
- Where possible use visual supports
- Match child and task very carefully
- Have additional extension material available for fast workers
- Build success into task to give confidence and reduce any risk of failure
- Introduce new skills in small stages
- Proceed in steps from the 'known'
- Use practical demonstration where possible
- Ensure generalisation of skill to other tasks where appropriate
- Make sure attention has been gained before trying to teach a new skill
- Keep careful records to ensure continuity and progression
- Set realistic time targets for completing work
- Praise and reward often – make rewards relevant to the child
- Provide feedback immediately and in a positive way
- Evaluate and review the work set and the achievement made
- Accommodate different learning styles

On seating they say:

- Make sure the child can hear instructions clearly, without interference
- If hearing is better in one ear than the other sit them with that ear towards the teacher
- Ensure children can see your face – even when you move position
- Check children have a clear view of the board, worksheets and visual aids
- Ensure lighting is adequate and minimise glare and reflections
- Minimise distractions (from other children, outside, or anything else in the classroom)

3. Use of Expertise



Schools and colleges studied have:

- A range of staff across teams who are knowledgeable about SEND so that capacity is not just concentrated amongst a few staff
- Staff delivering and overseeing support (teaching, pastoral, leaders and assistants) who are trained so they are skilled and equipped to do so
- Professional development that is continuous, comes from various sources, and covers theory as well as practice
- High quality expertise that is readily available and reactive to need
- Clear processes (and the appropriate knowledge) for how and when to work with specialists, both those within the school and external
- A SENCO and SEN or Learning Support team who are being used as consultants, to advise and support all staff

4. Personalisation



Schools and colleges studied have:

- Individually tailored packages of high quality support that address the whole range of a child/young person's needs
- Staff who have developed a thorough understanding of their pupils' and students' needs
- High expectations for pupils and students in terms of progress, achievements and outcomes
- Pupils and students supported to develop independence and transition smoothly between settings and into adulthood
- Understanding and celebration of pupils' and students' strengths, abilities and successes rather than just their needs and barriers
- Pupils and families who are treated as partners, with their contribution to the development and implementation of support respected and valued and the role of the wider family unit in pupils' and students' success appreciated

Practice examples: Working with families

Several schools and colleges have established forums for parents and carers of children and young people with SEND.

This facilitates:

- Building relationships with the families and young people
- Quality information-sharing between settings and home
- Offering or signposting to family support if needed
- Supporting family learning
- Providing opportunities for families to make suggestions about service development.

Families say they really appreciate these opportunities.

5. Flexible use of evidence-based strategies



Schools and colleges studied have:

- Practitioners implementing the graduated approach
- Strategies chosen for a specific purpose (linked to assessed needs, outcomes and agreed measures of success)
- Support packages based on barriers to learning being developed, reviewed and revised at an individual level
- Delivery by trained staff with need, focus, delivery and desired outcomes all being clearly understood
- Strong processes for monitoring progress and impact
- Minimal withdrawal from and disruption to mainstream learning

Read more about the range of strategies being used both in and out of taught lessons here.

6. Progress tracking



Schools and colleges studied have:

- Data regularly being collected to facilitate the early identification of need
- Assessments providing a full rounded picture of a specific child's needs
- Progress being appropriately collated, monitored and used to underpin decisions
- Clear systems of accountability for progress of pupils and students with SEND
- Classroom teachers being accountable for the attainment and support of pupils on SEN support
- Robust systems in place for: using data to identify, assess and review impact/progress; detailing all the strategies being used (from individual to cohort to whole school level); and accountability for providing and using these data and strategies

Practice examples: Progress monitoring

The types of data tracking systems primary schools use includes:

- P-scales - <https://www.gov.uk/government/publications/p-scales-attainment-targets-for-pupils-with-sen>
- An online STAR Jar - which can monitor progress - basic, intermediate or advanced- towards set objectives (as a reward or star jar used in class would)
- Customised data systems, such as <http://www.edsuk.co.uk>
- CPOMS - <http://www.cpoms.co.uk> for logging child protection concerns or any other concerns e.g. about children's learning

Secondary schools track progress through:

- Regular performance assessments and work scrutiny
- Tests relevant to areas of need taken pre- and post- interventions
- SIMS <http://www.capita-sims.co.uk>
- Local systems for monitoring and measuring small steps of progress

Colleges track progress through:

- Planning reviews - to record and review personal learning targets with the student
- Performance management meetings and termly review Boards to look at the progress of all students (which Inclusive Learning Mentors / LSAs attend)

7. Communication and collaboration



Schools and colleges studied have:

- All staff (internal and external), other agencies, children and young people, and families sharing information and forming trusted and supportive relationships
- Everyone who is working with the child or young person focused on the same goals

Practice examples: Methods of communication

North Ormesby Primary Academy uses a software system - Provision Map Writer - to audit, map and track its SEND provision.

In Secondary schools communication methods include:

- Email from the SEN team is sent to all staff who teach a learner on SEN support. The email sets out a list of the strategies that staff should be using to support the individuals on SEN support in their classes
- The staff intranet holds individual pupils' and students' pupil passports, along with further details of interventions carried out and background information on the types of needs they address
- Section in SIMS on strategies to support a range of SEN
- Student photographs - to put a face to the child. It is considered to help foster personalisation in planning

“Every child with SEND on the SIMS register has an annotated photo on there. All staff are encouraged to have this photograph in front of them when they plan their lesson. It acts to remind them of the person they are thinking about and need to plan for.”

Colleges use:

- ProMonitor containing all pupils' and students' one page profiles on their information system
- The Learning Support team summarise plans to set out what in-class support should look like for each learner. This information is sent to each of the tutors
- Support/resource bases hold more detailed information on specific pupils' and students' needs and what additional out of class support they might need and have used
- All teaching staff are sent a sheet of photos of the pupils and students in their class. *“A pink dot is added to photos of any pupils and students who have support needs. By clicking on this dot staff are instantly linked to more detailed information on the learner”*

What this looks like

When these key features are implemented, experts in the field think that any strategies used to support pupils and students stand a greater chance of success.

Many schools and colleges who have these features in place have developed a Whole School or Cross-College approach and SEND Offers.

Whole school/Cross-college approaches



These include making changes to school/college organisational and staffing structures such as:

- Re-organising provision across large/multiple providers and cohorts

Practice examples: Re-organising provision

Priestnall Secondary School has introduced a 'college' system to break their large secondary school down into smaller structures to:

- Improve the community ethos and spirit of the school
- Promote active citizenship
- Increase tailored support for learning

Each of the five Colleges is still horizontally organised and has: a Director of Studies; a Senior Learning Coordinator (previously a Head of Year); a College Assistant; a separate pastoral structure; and is located in a separate zone of the school.

The structure is designed to further individualise levels of welfare and academic guidance. It has improved communications between school and home, and afforded parents/carers and teachers time to liaise more closely and efficiently.

Gloucestershire College assessed all of the resources being allocated to pupils and students with SEND. As a result, the college has reconfigured the deployment of support staff to provide more specialist input; better advise teaching staff; enable career progression and professional status for support staff. A tiered structure for learning support assistants (LSAs) has been introduced that clearly defines the levels of expected knowledge required as well as tasks to be carried out:

1. LSA (used to support individual/groups of pupils and students in class)
2. Advanced practitioner (skilled in SEND and/or pedagogy, offering in- and out - of - class support)
3. Specialist LSA (specialist skills in a type of SEND and support, e.g. ASC/HI)
4. Lead LSA (coordinates LSA support for a Department, liaises with teaching and strategic staff).

- Ensuring structures for managing behaviour align with structures for supporting pupils and students with SEND (including implementing an explicit approach to behaviour management such as Behaviour for Learning)

Practice examples: Behaviour management

Weston College uses a Behaviour 4 Learning (B4L) approach. This is a way of helping pupils and students to understand the behaviour skills they need to be successful in education, training, employment and social settings.

Rather than focussing on unwanted behaviours, it puts a value on positive, age-appropriate behaviour and the development of self-esteem. It also works on the basis that most social, emotional and behavioural skills are learned and can therefore be unlearned in terms of inappropriate behaviours.

In order to foster a positive learning environment, specialist staff work with tutors across the College to ensure the inclusion of pupils and students whose behaviour is challenging. This enables the pupils and students to develop strategies to overcome their challenges and work towards independence.

In one-to-one sessions, specialist support staff focus on developing skills that will enable pupils and students to work in a variety of contexts - whole-class or small-group situations in the classroom, at break-times, lunchtime and free periods.

Depending on the individual, Behaviour 4 Learning can range from attentive listening, collaborative learning or remaining seated in a classroom for a period of time. Often, the emphasis is upon setting individual, realistic targets which are agreed together.

The way in which tutors establish a positive climate for learning is crucial in increasing opportunities for Behaviour 4 Learning. The tutors, in conjunction with the specialist support teams, select approaches that are more likely to increase learning.

“My anger management has helped because without it I would not have been able to cope without doing something I regret...”

“The B4L team helped with support outside of class and helped me with my additional work, attendance and getting on with other students.”

- Assessing staffing structures, including having strong pastoral support and appropriate deployment of support staff
- Changing the structure of the school/college day - such as factoring in time for extra learning, extra-curricular activity, and having an agreed strategy for which lessons, if any, to withdraw pupils from for additional input

Practice examples: Lesson structure

Honywood secondary school has brought in a 100-minute lesson structure throughout the school. Instead of 6-8 lessons a day they now have three. All last 100 minutes, with the remainder of the day being available for learning and tutor time. The school no longer rings a bell at the end of sessions.

The school introduced this approach so that there was:

- Less change and movement throughout the day (as pupils and students with SEN - especially autism - found this disruptive)
- Less pressure on pupils to organise themselves (in terms of sorting which books and equipment they needed to have with them on a certain day)
- Less physical movement around the school which was not ideal for those with physical needs; and therefore more time to engage with topics and learning

All this has provided a much calmer environment for teaching and learning that allows deeper learning and more time to ensure all pupils and students are getting the most out of lessons.

Low Moor Primary School has extended the school day so that it can run booster sessions before and after school.

The school officially starts at 8.50am, but parents are encouraged to bring pupils and students in to school for 8.30am. This extra 20 minutes is used for additional literacy and numeracy activities.

- Addressing attendance - schools and colleges are aware that pupils and students on SEN support may have issues with regular attendance and take steps to address these issues.

Practice examples: Addressing attendance

High Tunstall secondary school uses a range of strategies to address whole school attendance, including:

- Sending information booklets to families
- Rewarding improvement in attendance
- Devoting more resources to pastoral support
- Having it as a relentless whole staff focus
- Employing attendance officers
- Fining parents

Attendance across the whole school increased from 92% to 95% which they consider to be good for a school incorporating a medical needs base. They believe this increase has been reflected in academic improvement.

- Changing the whole school learning environment - to provide engaging and immersive learning environments which are suitable for pupils and students with a range of needs
- Steps to making learning engaging, such as transforming classes into 'the seaside' or fishing boats; or chairs into bicycles, or allowing different ways to complete tasks, such as making a poster, producing a 'news report', or working outside of the school/college environment

Practice examples: learning environments

At North Ormesby Primary Academy the key focus has been on creating immersive learning environments that meet the needs of all pupils and students.

The school:

- Allows children to design their own classroom
- 'Converts' its classroom, for example into the seaside with a boat and a lighthouse; and has provided chairs with pedals on - with children challenged to pedal the distance from Lands End to John O'Groats
- Brought in beanbags and balls that children can sit on and provided dark sensory tents

"We give every child the option to learn where they want and use what they want."

- Introducing approaches to learning that underpin all teaching and learning across the school - such as:
 - Carol Dweck's Growth Mindset work (where teachers develop resilience, coping strategies, and motivation in pupils and students) and
 - Metacognition (where pupils and students are explicitly taught about learning processes by considering how they learn, what works for them, previously successful learning techniques and noting the transferability of skills)
- Celebrating success - all schools provide a wide range of opportunities to celebrate pupils' and students' achievements. Calls and postcards home, certificates and celebration assemblies are all being used for this purpose. It is considered important to celebrate personal achievement,

in order to reflect personal accomplishments

Practice examples: Celebrating success

High Tunstall secondary school has regular 'celebration events' in assemblies, which the whole school attend and parents are invited to.

Certificates are presented to recognise progress and effort, not just achievement of outcomes and academic attainment.

This means that pupils and students with SEND who may otherwise be left out of these rewards (because they're not achieving the highest grades) are included and the whole school celebrates their successes with them.

- Promoting well-being - all schools and colleges are providing a range of pastoral and social and emotional support. These are often provided by a learning mentor or external staff and organisations specifically trained to deliver such services. These include whole school approaches to:
 - Foster well-being and encourage healthy choices (by teaching pupils and students about anti-social behaviour, addictions, relationships and well-being)
 - Provide counselling and/or mental health support services
 - Provide a mechanism for pupils to express their concerns e.g. worry box

Many colleges have a specialist resource area or Learning Centre on campus. These provide professional and supportive mentoring assistance, responsive to individual requirements by offering support on:

- Emotional, social and behavioural difficulties.
- Classroom strategies to diffuse, resolve and refocus
- Action planning and practical planning strategies
- Managing self esteem; motivation; confidence; bullying; anxiety
- Reflective practice to identify and focus on the positives; identify and set targets/goals; identify strengths and work on areas for development
- Mediation and advocacy
- Dealing with peer pressure
- Providing options to make informed decisions / choices
- Issues with relationships, family and friends
- Developing social skills
- Developing communication skills
- Peer to peer mentoring / buddy system

SEND Offer



This includes:

- Considering non-taught times – although the focus is on what support is offered in the classroom for these pupils and students, there is also an understanding that pupils and students on SEN support might need additional support in non-taught times, such as at break and lunchtimes.

This involved providing:

- ‘Safe havens’ where pupils and students can go during ‘free time’
- Homework club (where pupils and students could access support and assistance not available to them at home)
- After school and holiday clubs, as a way to experience success in non-academic areas and to build relationships with other adults
- Staggered lunch breaks and/or introducing rules for moving around the school to keep these times as calm and supportive of pupils’ and students’ needs as possible

Practice examples: Safe havens

St James’ secondary school has set up a lunchtime safe haven where those on SEN support can take their lunch and sit together in a smaller, calmer, more comfortable space. The dining hall was a problem area for students with social issues and often far too noisy. In addition the hour of ‘free time’ for students who find social interactions and making friends difficult was in some cases increasing their anxiety.

Pupils are welcome to bring their friends and classmates to the safe haven. One learner has started bringing a group of three friends who all sit and eat together and engage in activities, such as card or board games.

“They’re like a little gentleman’s lunch club.”

- Preparation for transition - schools and colleges are taking steps to support pupils and students through transition between settings. Schools and colleges have implemented Transition Teams who run open/taster events and visits for prospective students

- Varying the curriculum offer – including providing vocational options, alternative or reduced curriculum, and a selection of courses to suit the pupils’ and students’ needs and aspirations, potentially with more focus on core literacy and numeracy

Practice examples: Transition support

Gloucestershire college considers it important to reduce the anxiety of students and parents around starting at a new placement. They have therefore put a lot of effort into preparing pupils and students for the transition to college, the support already in place and the welcome students receive.

Pupils and students are:

- Sent pictures of their tutors and staff who are going to be working with them well in advance of their start
- Provided with their timetables so they can start to plan their time and routine
- Invited to open days, taster events and chances to meet staff and look around the college

The transition team has produced a virtual tour of the college, with special focus on the areas of the college that pupils and students will need to become familiar with – e.g. their curriculum areas, the learning support centre, and communal spaces. <http://www.gloscol.ac.uk/student-and-parent-guide/learning-support-and-accessibility/>

The college has made this video into a virtual reality tour which can be experienced through a headset (as if the student is really walking around the college). <http://www.gloscol.ac.uk/about-us-and-jobs-at-gc/campuses-and-contacts/virtual-tours/>

Videos of current pupils and students with SEND talking about how they get on at college and the support they receive have been produced and uploaded onto the college website. <https://vimeo.com/183004359>

These ‘innovative’ tools have been found to be useful for students whose anxiety makes them less keen to visit or attend college in person and for school refusers.

Practice examples: Varied curriculum offer

Fir Vale Secondary Academy has “Vision to Vocation” (V2V) as its alternative provision (after feedback from students that they didn’t like the term ‘Alternative Provision’).

Learning on the V2V course is a mix of several core subjects - Maths, English, ICT and Science. Students also do Personal and Social Development (PSD) and the ASDAN employability courses.

Some V2V students have a day out of school every week, to attend a “vocational skills” placement. This might be to achieve a qualification in childcare, multi-media or car mechanics for example.

On top of these, students are offered the chance to study either two or three guidance subjects of their choice.

V2V students gain accredited qualifications and have personalised programmes of study, which reflect their interests, strengths, and development needs. Students will be able to choose from GCSE courses to Entry Level qualifications, depending what is best for their own personal development.

The school employs an Information, Advice and Guidance (IAG) Advisor who supports Year 9 students with decision-making. The IAG Advisor works closely with school and V2V students to organise a series of visits to local colleges. These visits are tailored for V2V students, so they are able to see suitable and appropriate courses available to them at the right academic level. After the series of visits, the IAG Advisor works in the classroom with the students to support their UCAS Progress applications. All V2V students have an individual IAG Advisor interview which parents are also invited to.

The school closely monitors the V2V programme and remains accountable for student progress.

Practice examples: Varied curriculum offer

Myerscough College takes on three cohorts of Traineeships (a post-16 route into work or Apprenticeships) every academic year in Partnership with Salford Council. All of their caseload (of around 100 pupils and students) self-identify with SEND.

<http://www.myerscough.ac.uk/courses/apprenticeships/apprenticeship-vacancies/traineeships/>

The cohorts are each split into groups of around 15 students. Three LSAs are assigned to support each group (with additional staff if students have needs identified through EHC plans).

Support is provided in-class (in taught and practical lessons) and on work placement, and also to employers before the students join them. Staff are available as a point of contact for students outside of these hours as support staff take responsibility for the holistic support of students - dealing with mental health and welfare issues, transport and housing, as well as employability skills.

- Preparation for adulthood - schools and colleges are also preparing pupils and students for adulthood with provision around work readiness and employment, independence and life skills

Practice examples: Preparation for adulthood

Weston College has a residential training facility, Weston Bay, aimed at students with autism. <https://www.weston.ac.uk/why-choose-us/campus-es-and-facilities/weston-bay>. It provides specialist support in independent living, employability, study skills, accessing the community and mobility training, with social skills playing a fundamental role.

The centre gives students the opportunity to 'try out' independent living and work with support teams to assess and address any issues they might face in the future - for example when they go to university or move out of home or into employment.

"Weston Bay has helped me understand the challenges of independent living and how to overcome them."

Practice examples: Preparation for adulthood

Sweyne Park secondary school has set up an Employability for Life accreditation scheme in partnership with local employers.

This is designed to equip students with the skills employers are looking for <http://sweynepark.com/html/pupils/employability.html>



The scheme involves students producing a portfolio, displaying the skills they have to meet employers' needs. It accredits the standards that the majority of pupils use on a daily basis with regard to communication, behaviour and attitude towards their studies. The school sees the benefits of this as:

- Reduced NEET rates
- Improved attendance rates at KS4
- Greater pupil confidence at interviews (as they have their portfolio folder as a prop)
- Development of character
- Development of Work Related Learning (WRL) skills

- Developing the 'resource base' or 'learning centre' - to become a one stop shop for all staff and student SEND support. These spaces are used as quiet spaces as well as venues for one-to-one support, access to wider support, and provision of information, advice and support for staff/students to promote independent learning. These spaces are often highly visible and accessible
- Positive representation of SEND - schools and colleges have considered how welcoming and accessible their premises are for pupils and students with SEND and their families and how they represent people with SEND

Practice examples: Positive representation

Priestnall Secondary School's SEN team check curriculum content and presentation to make sure they properly reflect people's differences and promote acceptance of pupils with SEND.

For example:

- If maths teachers are using a set of images of people are some of them physically disabled?
- If history lessons are covering notable people do they mention that Mozart, Darwin, Einstein and Newton might all be considered to have autism?

The same applies to the content of assemblies.

The staff always like to ensure that there is a good representation of all pupils on its school council, and to represent the school externally (e.g. in its promotional material and on its website).

- Pupil voice opportunities - where pupils and students on SEN support have multiple ways of feeding back their opinions on their support, their progress and wider school issues.

Practice examples: Pupil voice

North Ormesby Primary Academy has a range of strategies to support opportunities for pupils to feed in their opinions on school and other issues. They are actively encouraged to take part in the School Council. They attend half termly progress checks.

SLT ask for their feedback on support provided during learning walks.

The school also has Digital Ambassadors (a significant proportion of whom are pupils with SEN) who train staff from other schools on how to use technology in school. <http://www.northormesbyacademy.org/blog-2/implementingipads-developingdigitalcitizens>

The Digital Ambassadors have given presentations to lots of different people from other schools and companies.

St James' secondary school has a range of questionnaires for pupils about various aspects of school.

Below is an example of a survey given to them after attending Homework Club.

Homework Club

I am in Year _____

Tick the box

| | Strongly agree | Agree | Not sure | Disagree |
|---|----------------|-------|----------|----------|
| I like coming to Homework Club | | | | |
| I feel safe in the room | | | | |
| I get most of my homework done | | | | |
| I would like Homework Club to continue | | | | |
| I get help when I am stuck if I need it | | | | |
| I use the computers | | | | |
| It's good to have TAs to help | | | | |

Complete the following statements:

One thing that helps me is.....

It would be even better if.....

Homework club is.....

Any other comments



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The Code of Practice states:

P S For schools - in identifying a child as needing SEN support the class or subject teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It should also draw on other subject teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent. These should be recorded and compared to the setting's own assessment and information on how the pupil is developing. In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCO should contact them if the parents agree.

16+ Where a college student is identified as having SEN and needing SEN support, colleges should bring together all the relevant information from the previous school, from the student, from those working with the student and from any screening test or assessment the college has carried out. This information should be discussed with the student. The student should be offered support at this meeting and might be accompanied by a parent, advocate or other supporter. This discussion may identify the need for a more specialist assessment from within the college or beyond.



Schools and colleges are using a range of methods to identify and assess pupils and students with SEN, including:

- Transition processes;
- Staff referral systems;
- Involving parents and pupils;
- Student self-declaration;
- Identification of a medical diagnosis;
- Assessing all pupils' skills and levels of attainment (on entry and throughout the year);
- Identifying barriers to learning or identifying the SEND;
- Monitoring behaviour and attendance;
- Involving specialists.

Across settings responsibility for identifying, assessing and screening for SEND varies.

Some providers (particularly primary schools) give greater responsibility to class teachers to identify and assess SEN. In other providers, this is the remit of the SENCO, SEN or Learning Support team.

Identification and assessment are not just seen as the responsibility of an allocated specialist or the SENCO. Class and subject teachers are expected to take responsibility for identifying and assessing SEN albeit at a range of different levels.



Transition processes

Schools and colleges are drawing on information about pupils and students from previous providers, often through formalised transition processes.

Practice examples: Transition Processes

Primary schools often identify children as potentially having SEND by liaison with:

- Pre-schools and previous schools attended
- Parents
- Local Authority staff

They aim to find out the child's development stage and what areas they are likely to need support with.

Secondary schools aim to identify pupils with SEN before they arrive at school by liaising with feeder schools, and gathering previous assessment data (such as KS2 results).

Schools send out a proforma that captures key information to determine the nature of transitional support required. Transitional support might involve:

- Spending several days in school before officially starting
- Working with the school's Learning Mentor and/or SEN team
- Meeting support and/or teaching staff
- Talking to current pupils with SEN

Many colleges have a Transition Team to facilitate the move from school to college. College Transition Advisers link with schools to gather information on prospective students. SEND might also be identified as part of the application or interview process when students report that they have previously had extra support in school or extra time in exams.

This acts as a trigger to involve the Transition Team who then try to obtain more information about the support the student has previously had and what they might need to help them in college.

All of this information is captured and shared with college teaching and support staff, as well as underpinning individualised planning.

Colleges provide:

- Taster days in college
- Information about students' teaching staff, timetables and the college environment



Staff referral systems

Schools and colleges have a clear referral process in place for staff to raise concerns about a child/young person's progress and possibility of SEND.

This process often involves formally logging a concern on the school/college monitoring system - such as CPOMS (a software application for monitoring child protection, safeguarding and other issues, held centrally with the relevant people alerted immediately when data is added), SIMs or Promonitor.

Practice examples: Referral Systems

Primary schools use clearly defined processes or a flowchart to ensure that initial concerns by a teacher or other professional or parents are consistently responded to.

See the next page for the flowchart.

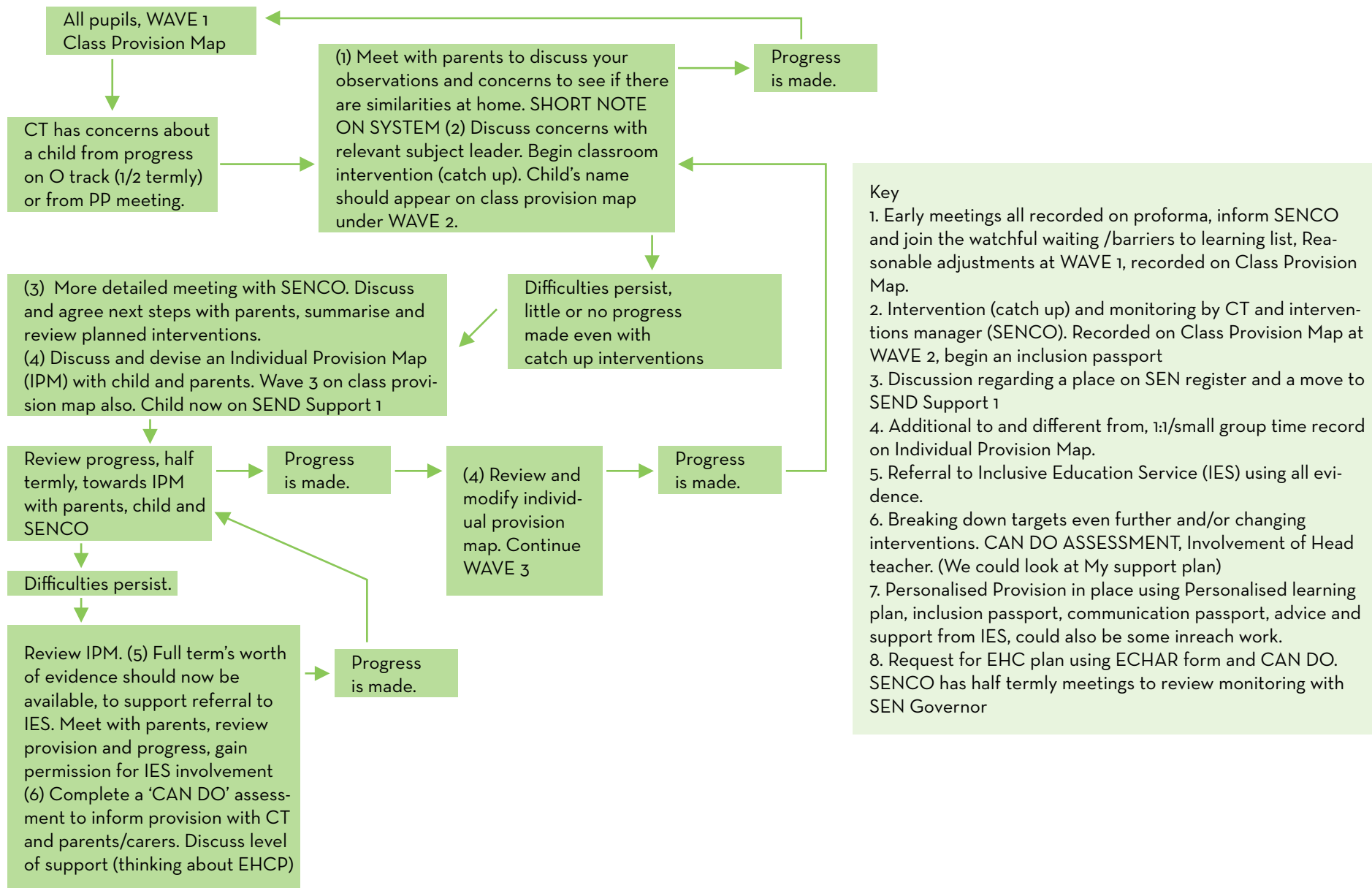
Secondary schools

- Take direct referrals from staff to the Special Needs Team and/or SLT
- Use their various monitoring systems (including Behaviour Watch and Attendance Recording Systems) to identify any concerns around pupils and students with SEN
- Act on concerns raised by parents through class tutors, support staff, the SEND or pastoral/family liaison team
- Discuss pupils' progress in regular progress meetings

Most have clear flowcharts and protocols for who leads the response to this, who is notified and what actions are taken.

In Colleges

- Staff log concerns about students and their progress through the Promonitor system
- Tutors and students can also contact the Transition Team or Learning Support staff
- Students can take themselves to the Learning Support centre to request additional help





Involving parents and pupils

Staff respond to parental concerns and try to involve parents and pupils in the information gathering and assessment process, gathering information from them (through formal and informal routes) about the learner's needs and support that has been found to be helpful at home, or in previous settings.



Student self-declaration

Colleges, in particular, use student self-declaration as one means of identifying pupils and students with SEND. This is being captured as part of the application, interview and enrolment process. Often students are asked to 'tick a box' or talk to a member of staff if they have previously had educational support or feel they would benefit from it.

Self-declaration: Case Study Illustrations

At Myerscough College students can self-declare a SEN on the online application form.

"We ask the question 'Do you have a learning difficulty, disability or medical condition that would affect your learning?' If they tick yes to that we follow that up whether they have an EHCP or they don't. They might just be anxious and they don't identify as having a learning difficulty but they do have an additional learning need."

Moving to an online system is considered to have helped with identification. In the past when forms were purely paper-based, students were asked to provide evidence of their learning difficulty or disability. They might not have ticked the box if they didn't feel they could supply evidence.

Students are now thought to be more willing to self-identify online and tick the identification box that prompts a further discussion. This is followed up at the interview stage when students are asked to provide evidence from their previous school or consent for the College to request this. Students might identify that they had previously had extra support in school or extra help or time in exams, for example. Identification may also occur at the enrolment stage when questioned by staff as to whether students have had help in school before or help with exams as part of access arrangements.



Identification of a medical diagnosis

Schools and colleges collect information on whether or not pupils and students have a medically diagnosed condition (such as autism, hearing impairment, or dyspraxia for example) that may affect their educational needs.

Assessing all pupils' skills and attainment

Schools and colleges are assessing pupils' ability and attainment:

- On entry (as a means of benchmarking, baseline for tracking future progress and identification of areas of need)
- As part of regular reviews of pupil progress

They are doing this by:

- Conducting a series of baseline assessments on entry (covering functional and core skills, to assess ability level)
- Formative assessment (including marking and work scrutiny)
- Analysing performance data (including phonics skills, key stage 2 and key stage 4 data); exam results; CATS (cognitive ability tests scores)

Progress data is used to identify pupils who are:

- Making less or slower progress than their peers
- Not matching their own previous rates of progress
- Not making progress in line with other cohorts



Identifying barriers to learning or identifying the SEND

If pupils and students are identified as not making expected progress, schools and colleges use a range of further assessment tools to assess for SEND and identify barriers to learning. These include:

- SEN checklists or audits of need - often for common conditions (autism, ADHD, dyslexia) and/or for a broad area of need such as language and communication needs, or emotional issues. These may be from

experts, devised by Local Authorities or developed in settings

- Formal screening tools, standardised tests and diagnostic assessments

Assessing skills and abilities

Primary schools find that many children starting with, or joining, them come with a range of different assessments and in different formats. Therefore some of them are carrying out their own additional assessments to ensure consistency of progress monitoring.

These include:

- Grammarsaurus
- The York Assessment of Reading for Comprehension
- Head Start reading comprehension
- National phonics test (used at the end of KS1)
- Vernon graded/single word spelling tests (from age 5 to 18+ years)
- Working memory tests;
- ELKLAN blank level questioning
- Dyslexia screening tool or the Dyslexia profile assessment
- Ruth Miskin's Read, Write Inc series
- Every Child Counts for maths assessments.

For Communication and Interaction:

- Local Authority developed resource
- SALT Progression Tool

For Social, Emotional and Mental Health:

- Boxall profile
- Strengths and Difficulties Questionnaire (SDQ) - a brief behavioural screening questionnaire for 3-16 year olds. It exists in several versions to meet the needs of researchers, clinicians and educationalists
- School-developed writing task - for example, a task such as “tell me about you and your family” may be used to assess the child’s writing (and provide insight into the child’s home life)

Class teachers can carry out the tests.

Secondary schools use

- CATS scores
- Checklists to identify a range of needs, including attention disorder/ ADHD, dyslexia, communication and interaction needs
- Boxall profile
- New Group Reading Test (NGRT)
- Vernon’s Graded Word Spelling Test
- Non-verbal ability tests (IQ tests similar to Cognitive Abilities Tests)
- Working memory tests
- Access reading
- Lucid exact
- Lucid LASS
- Diagnostic reading analysis
- BPVS
- Auditory processing skills
- DASH Handwriting

Colleges often use

- BKSB – diagnostic assessment of functional skills
- Self-identification systems, with pupils and students providing evidence of their needs
- Direct personal assessment by Learning Support staff
- Learner Support / Medical / Assistive Technology Assessments
- Learning and Study Mentor/Transition Team Assessments and information gathering

Monitoring behaviour and attendance

Part of the assessment of need involves monitoring behaviour and attendance data to identify patterns which might indicate barriers to learning.

These data might identify that a learner’s pattern of attendance or behaviour is related to a particular lesson, day of the week, teacher or issues at home. As pupils and students with autism find changes to routine difficult, they may be more likely to not attend or experience self-regulation issues when there is disruption to their routines, such as at the end of term.

Schools and colleges:

- Analyse information recorded on monitoring systems
- Liaise across departments - including those with responsibility for attendance and behaviour and pastoral teams
- Examine data held on sanction and reward and behaviour monitoring systems

Involving specialists

Schools and colleges are clear that at certain points they need to use specialists for more rigorous diagnostic assessment or advice.

These include:

- Educational psychologists
- Speech and language therapists
- CAMHS, mental health nurses or psychiatrists

- Behaviour specialists (often from Local Authority teams)
- GPs/medical consultants/paediatricians
- Occupational therapists or physiotherapists
- Specialist teachers (e.g. Teacher of the Deaf (ToD) or Teacher of the Visually Impaired (ToVI))

Schools and colleges have established links with these specialists so that they are clear on the process for referring or requesting help with pupils and students. Teaching staff often provide information to support specialist assessment (including evidence of progress and areas of educational need).

Next steps

Information from the assessment process is used to underpin

- Planning support
- Carrying out support
- Reviewing support



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4. Plan

The Code of Practice states:

P S Where it is decided to provide a pupil with SEN support, the parents must be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system.

The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge.

16+ Where the college decides a student needs SEN support, the college should discuss with the student their ambitions, the nature of the support to be put in place, the expected impact on progress and a date for reviewing the support. Plans should be developed with the student.

The support and intervention provided should be selected to meet the student's aspirations, and should be based on reliable evidence of effectiveness and provided by practitioners with the relevant skills and knowledge.

Schools and colleges plan what support needs to be put in place, based on their assessments of pupils' and students' needs. They then communicate this to all relevant staff.

Agreeing plans

A range of methods are being used to determine what support, adjustments and interventions are to be used to meet pupils' and students' needs. These include:

- Scheduling regular planning meetings (involving class or subject teachers and support staff)
- Consulting the SENCO and/or specially trained SEN support staff
- Asking pupils and students and/or their parents
- Using school/college documentation outlining the SEND provision available for different types of condition
- Drawing on information from publically available sources

Support plans

Schools and colleges set out the support and adaptations to be provided to pupils and students by:

Individual support plans/profiles

Individual support plans briefly set out what adjustments, approaches and interventions are to be used with each learner. They are a short summary about the learner which aims to capture key information, giving staff a basic understanding of the learner and their support needs. They are known by different names, including;

- One page profiles
- Pupil passports
- Pupil profiles
- Individual education plans
- My support plans

They are in various formats and vary in coverage. Suggestions include:

- Write them in the first person, developed with the learner

- Include a picture of the learner
- Adapt them to reflect the learner (such as use of colour and images)
- Include examples of what good support looks like
- Include 'likes and dislikes' and examples of strategies that help
- Include information about home life and interests.

Practice examples: One page profiles

What people like and admire about me...

- I want to learn and do well
- I am hard working and like to get on with my work
- I am kind and caring towards other children in my class.
- I am a popular member of my class.

Photo

What makes me happy

- I like playing stuck in the mud and space games
- I like to visit London.
- I like to go to the Fun-Fair
- I like playing in the park
- I like eating cereal especially Cheerios.

How I want to be supported...

- I like it when I work with other children in my class.
- I like work to be repeated because it helps me remember it better.
- I need to be given clear instructions and shown what to do from adults and because it helps me understand what to do

Practice examples: One page profiles

THE
SWEYNE PARK
SCHOOL

PUPIL PROFILE

| | |
|--|--------------------------------------|
| Name: John | Tutor group: 8ABc |
| Summary of Need: PSI: VI | Date of Issue: September 2016 |
| <p>Area of Need:</p> <ul style="list-style-type: none"> John was diagnosed at birth with bilateral congenital cataracts as well as nystagmus. He has low vision and is registered as severely sight impaired. He was implanted with intraocular lenses in 2010. <p>Visual needs:</p> <ul style="list-style-type: none"> John's vision is so poor that for an object that someone would normally see thirty-eight metres away, John would need to be six metres away. John has particular difficulty with distance vision. John's 3D vision and perception of depth and distance are affected by his condition. He may think things are further or closer than they actually are, steps may not appear clearly or might seem more or less high than they actually are. John has difficulty seeing the whiteboard. He relies heavily on hearing because of his visual impairment. John has good attention and concentration skills, and is academically strong. He is happy and confident, as long as his visual needs are met. John should not take part in any contact sport or activity that could cause shock to his eyes. <p>Strategies for support:</p> <ul style="list-style-type: none"> A clear visual field and a working environment free from clutter. Additional time and modified large print in exams. Print reading materials to at least font size 18 or 24. Please note that enlarging from A3 to A4 does not provide the appropriate level of magnification. Please print computer resources in the enlarged font, or liaise with LD in advance of requiring them so that we can provide support to do so. Enlarged copies of textbooks are available: please liaise with Aon in order to source them. Please allow John to go up to the electronic whiteboard should he need to. When writing on the whiteboard, use a thick black line so that it is easily visible. John should sit at the front of the classroom, facing the board. John should be allowed to leave lessons five minutes early for safety reasons. <p>John's keyworker is Mrs A Other.</p> | |

Individualised provision mapping

Many schools and colleges use information from a support plan to further set out how support is provided in different circumstances, how it should be implemented and what its purpose is.

Practice examples: Support mapping

Plan

| | |
|--|--|
| <p style="text-align: center; font-size: small;">What's working?</p> | <p style="text-align: center; font-size: small;">What's Not Working?</p> |
| <p style="font-size: small;">What's important for me? (What support do I need? What strategies have other professionals advised?)</p> | |
| | |

Stockport SEN Support Plan
Page 5



Provision maps

Schools and colleges produce provision maps that are used to record adaptations and interventions that may help a range of pupils and students with different types of need. They list all of the possible adaptations, strategies and interventions that might help a student with particular needs.

Practice examples: Provision mapping

Downside Primary School's SEN Provision Map - Record of Interventions and Support

| Year Group 4 - Autumn Term 2016 | | | | | | | | | | | | | |
|---------------------------------|------------------|--------------|------------------|----------------------|----------|----------------------|------------------|------------|-----------|----------------------------------|----------------------------|--|---|
| Name of pupil | One Page Profile | Support Plan | Area of SEN Need | Cognition & learning | | Social communication | | | | Speech & language | | | |
| | | | | ERR | Core Num | Lego Therapy | Art/cook therapy | Lunch Club | Attention | Therapy 8 week Block With Sp Lth | Monthly Reviews With SELTh | Termly Reviews With SP Lth/SEN Lead TA | SEN TA Lead Monitor progress in class/Interventions |
| Child A | | | | | | | | | | | | | |
| B | | | | | | | | | | | | | |
| C | | | | X | X | | | | | | | X | |
| D | | | | | | | | | | | | | |
| E | | | | | | | | | | | | | |
| F | X | X | | X | X | | X | | X | | | X | X |
| G | | | | | | | | | | | | | |
| H | | | | | | | | | | | | | |
| I | | | | | | | | | | | | | |
| J | X | X | | X | X | | | | | | X | | |
| K | X | | | | | | | | | | | X | |
| L | X | | | | | | | | | | | | |
| M | X | | | | | | | | | | | | |
| N | X | | | | | | | | | | | | |

Practice examples: Provision mapping

Myerscough College uses a STEAM plan. This is a session plan completed at the start of each support session by an Inclusive Learning staff member in liaison with the tutor to facilitate team working. STEAM stands for:

- S - ession outcomes
- T - utor requests (adaptations and role of support staff)
- E - ngagement of pupils and students (how to)
- A - sses understanding
- M - aths and English (how to support core skills)

See example below

| Learning Support Session Notes | | | |
|---------------------------------|---|-------------------|---------------------------|
| Date: 21/02/17 | Location: [REDACTED] | Tutor: [REDACTED] | Support Staff: [REDACTED] |
| S ession Outcomes? | Complete Factors affecting performance assignment by the end of the session | | |
| T utor Requests? | Refer to 'Bloom' for template and complete brief for today. | | |
| E ngagement of Learners? | Read out all paragraphs and information found on the internet to | | |
| A ssess Understanding? | Check [REDACTED] is happy with what has been read out | | |
| M aths and English? | Focus on technical words and spelling | | |

The details of interventions and strategies used, what works and progress made are recorded in Support Logs.



Communicating and sharing information

Schools and colleges use different methods to ensure all those who work with a learner are aware of the child/young person's needs and the teaching strategies and adaptations that are required to support them

Methods for sharing information about the support to be used include:

- Email - regular emails setting out how a learner is to be supported, and strategies to try in different lessons
- Formal meetings - to discuss and agree support
- Class list or registers - that summarise the needs of pupils and students in a class and outline where further information on support strategies to be used can be found
- School/college information management system
- Learner profiles - which the learner holds and takes to each lesson

Practice examples: Methods of Communicating support

North Ormesby Primary Academy uses a software system - Provision Map Writer - to audit, map and track its SEND provision.

In Secondary schools communication methods include:

- Email from the SEN team is sent to all staff who teach a learner on SEN support. The email sets out a list of the strategies that staff should be using to support the individuals on SEN support in their classes
- The staff intranet holds individual pupil passports, along with further details of interventions carried out and background information on the types of needs they address
- Section in SIMS on strategies to support a range of SEN
- Student photographs - to put a face to the child

“Every child with SEND on the SIMS register has an annotated photo on there. All staff are encouraged to have this photograph in front of them when they plan their lesson. It acts to remind them of the person they are thinking about and need to plan for.”

It is considered to help foster personalisation in planning.

Practice examples: Methods of Communicating support

Colleges use:

- ProMonitor containing all pupils' and students' one page profiles on their information system
- The Learning Support team summarise plans to set out what in-class support should look like for each learner. This information is sent to each of the tutors
- Support/resource bases hold more detailed information on specific pupils' and students' needs and what additional out of class support they might need and have used
- All teaching staff are sent a sheet of photos of the pupils and students in their class

“A pink dot is added to photos of any pupils and students who have support needs. By clicking on this dot staff are instantly linked to more detailed information on the learner”

Next steps

Information from the planning process is used to underpin

- Carrying out support
- Reviewing support



5. Do: Introduction

The 'Do' part of SEN support concerns the actions that are taken to support the learner to achieve. This includes actions taken during class taught sessions as well as any additional or alternative 'out of class' sessions. Actions will be based on assessments of needs and set out in plans which are regularly reviewed.

Unsurprisingly, the range of 'things that are done' to support the whole range of pupils and students on SEN support is wide. However we found consistency across providers studied in terms of their higher quality teaching and strategies and interventions to support different areas of need.

Many of these strategies overlap; some are for pupils and students with specific conditions. What we present in the next sections are the research evidence on what has been shown to work for pupils and students with each of the four categories of need, the practice in schools and colleges considered to be promising for pupils and students on SEN support, and lists of other approaches being used across a wider range of settings and practitioners. Therefore for a particular student there are often adaptations, approaches and interventions being used from across more than one category of need.

The Code of Practice states:

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

16* Colleges should ensure that the agreed support is put in place, and that appropriately qualified staff provide the support needed. The college should, in discussion with the student, assess the impact and success of the intervention.

Interventions in schools and colleges are often delivered in small groups or one to one. Some are online programmes, others require staff to run them and some require a trained practitioner.

Often schools and colleges had become familiar with delivering certain interventions. However, providers were very aware that just because they had found an intervention that 'worked' for some pupils and students that it would not necessarily work for all pupils and students with SEN.

They were open to the idea of looking for new and different interventions to have the most impact on the specific needs of each child

"not everyone's shoehorned into doing the same intervention. Just because you have certain interventions that you use and which work well, you don't stop looking for more better ones"

In schools and colleges studied, interventions take place:

- Outside of taught school hours – at breakfast, after school, lunch/breaktimes, or during form time
- Instead of other lessons:
 - Some removed pupils from core subjects (English and Maths) as they felt if the learner had difficulty in these areas they needed the additional support before they could make progress within the whole class lessons
 - Some removed pupils from Modern Foreign Language classes, as they needed to make progress in core skills before they could make progress with other languages
 - Some removed pupils from 'less' academic lessons – arts, PE
 - Some alternated which lessons they withdrew pupils from so that the learner did not develop a deficit in, or miss out on, the same subject every time
- For colleges (and some secondary schools) – in the learning base outside of taught time, during 'free' or study periods.

Key considerations for staff in these settings are:

- Not withdrawing pupils and students from subjects they enjoy and could experience success at
- That time away from peers is kept minimal
- That there is minimal stigma attached to pupils and students being taught away from the whole class

Reducing possible stigma attached to receiving additional support is achieved by:

- Many pupils and students going out of the room for a range of reasons
- Different groups being withdrawn from classes for working in 'break out groups' for different reasons and at different times, and
- The way withdrawal is described and explained to other pupils and students

Find out about practice in

Higher quality teaching

Supporting pupils and students with communication and interaction needs

Supporting pupils and students with cognition and learning needs

Supporting pupils and students with social, emotional and mental health needs

Supporting pupils and students with physical and sensory needs



6. Do: Higher quality teaching

The Code of Practice states:

All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.

The first response to (less than expected) progress should be high quality teaching targeted at pupils' and students' areas of weakness.

Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require additional support. Such improvements in whole-class provision tend to be more cost effective and sustainable.

This document does not aim to explore what higher quality teaching should include or involve.

The Sutton Trust's evidence base on 'what makes great teaching' outlines effective teaching practice for all pupils and students.

There is, however, some evidence on what features of higher quality teaching especially support certain pupils and students with SEN.

Evidence

In line with the Code of Practice, evidence shows the first approach to supporting pupils and students with special educational needs is to ensure classroom teaching is of the highest quality. In many cases, good practice in teaching for all pupils and students is good practice in teaching pupils and students on SEN support. Below are a selection of 'in class' teaching approaches that provide good support for pupils and students with SEND.

This table is provided as a brief overview of the research evidence available. We intend this to be a tool in the process of selecting an approach to use, and we would always suggest using your own professional judgement to select the approach that fits the child and the situation best, and to consider this as only one part of the graduated approach.

We have labelled the evidence for each approach as Good, Moderate or Promising.

Good evidence means that there are multiple high quality studies indicating that this may be effective in mainstream schools. These would normally be randomised controlled trials.¹

Moderate evidence means that we found either one randomised controlled trial or multiple cohort trials² showing that this may be effective in mainstream schools.

Promising evidence means that the research is smaller scale: it might have used pre-test and post-test with only one group, or it might present a series of case studies.

¹ Randomised controlled trials are considered the 'gold standard' of intervention research. Individuals are randomly allocated to receive either a control intervention or one of multiple experimental interventions. The control intervention may be no treatment or treatment as usual.

² Cohort trials are trials where two groups are compared before and after the intervention

The evidence base in high quality teaching Suitable for Key Stage 1 / 2

| Strategy | Most useful for: | What is the strategy? | How strong is the evidence? | Where can I find out more? |
|---|---|--|---|---|
| Teaching planning, monitoring and evaluation of pupils' own work | Learning difficulties, attention difficulties | Students are given explicit guidance in how to plan their writing, monitor their understanding and evaluate their own performance, encouraging them to reflect upon their understanding. | Good evidence that this improves attainment. | Research: EEF-Sutton Trust Teaching and Learning Toolkit: Metacognition strategies; Gureasko-Moore et al. (2006); |
| Encourage the use of memory strategies | Learning difficulties, attention difficulties | Encourage pupils and students to use strategies to improve their memory. These include chunking, mnemonics and linking audio and visual knowledge. | Good evidence that this is effective in improving memory. | Research: Wolgemuth et al, 2008 |
| Provide regular practice of information that has already been taught, interleaved with new material | All pupils and students | Pupils and students are encouraged to practice knowledge even when it is known, to ensure it is automatically and fluently recalled. | Good evidence that extensive practice is a key element in successful teaching. | Research: Swanson & Hoskyn (2001); Chard et al (2002) |
| Encourage regular physical activity in the school routine | Attention difficulties | Carrying out physical activity, whether moderate physical exercise or lower intensity like yoga, as part of the school day | Good evidence that this improves attention and behaviour in class. | Research: Reeves et al (2016); Verret et al (2012); Jensen & Kenny (2012) |
| Promoting language awareness and communication strategies in the classroom | Language difficulties, attention difficulties | Complete an audit working out how well the classroom supports communication, and how practice could be improved. | Good evidence that the checklist is based on practice examples in classrooms. Promising evidence of the effect of using the checklist. | Resource: Communication Supporting Classroom Observation Tool Research: Dockrell et al, 2012 |

| | | | | |
|---|--|--|---|---|
| Systematic phonics based reading instruction | Literacy needs | Systematically teaching pupils and students the links between the sounds of spoken language (phonemes) and letters and words. | Good evidence that this improves literacy outcomes. | Research: EEF phonics report |
| Explicit teaching of reading comprehension strategies | Literacy needs | Teaching a range of techniques to enable pupils and students to understand the meaning of what is written, including inferring meaning from context, identifying key points and monitoring their own understanding. | Good evidence that this improves comprehension of connected text. | EEF-Sutton Trust Teaching and Learning Toolkit: Comprehension strategies |
| Reducing levels of noise in the classroom | Attention difficulties, hearing impairment | Reduce sound levels with acoustic paneling or other sound deadening materials. | Moderate evidence that attainment of pupils and students with SEND is more affected by classroom noise than their peers. | Research: Dockrell & Shield, 2006 |
| Encourage pupils and students to work towards specific goals which are appropriate for them | All pupils and students | In a range of different fields, it is more effective to focus on meaningful task goals rather than focusing on basic underlying skills. For example, a focus on improving handwriting is more effective than teaching the underlying sensorimotor skills. | Moderate evidence that this principle holds true. | Research: Kearns & Fuchs, 2013; Schaaf et al 2014; Santangelo & Graham 2016; Rodger & Brandenburg, 2009 |

The evidence base in high quality teaching Suitable for Key Stage 3 / 4 / post-16 **S** **16+**

| Strategy | Suitable for: | What is the strategy? | How strong is the evidence? | Where can I find out more? |
|---|---|---|---|--|
| Teaching planning, monitoring and evaluation of students' own work | Learning difficulties, attention difficulties | Students are given explicit guidance in how to plan their writing, monitor their understanding and evaluate their own performance, encouraging them to reflect upon their understanding. | Good evidence that this improves attainments. | Research: EEF-Sutton Trust Teaching and Learning Toolkit: Metacognition ; Dignath et al, 2008 Gureasko-Moore et al. (2006) ; |
| Encourage the use of memory strategies (e.g. chunking, mnemonics) | Learning difficulties, attention difficulties | Chunking involves joining individual pieces of information into larger units – e.g. remembering 1-2-5-7-7-3 as 125 773. Mnemonics involve teaching rhymes or patterns for remembering information (e.g. 'Richard of York gave battle in vain' for the colours of the rainbow). | Good evidence that this is effective in improving memory. | Research: Wolgemuth et al, 2008 |
| Provide regular practice of information that has already been taught, interleaved with new material | All pupils and students | Pupils and students are encouraged to practice knowledge even when it is known, to ensure it is automatically and fluently recalled. | Good evidence that extensive practice is a key element in successful teaching. | Research: Swanson & Hoskyn (2001) ; Chard et al (2002) |
| Encourage regular physical activity in the school routine | Attention difficulties | Carrying out physical activity, whether moderate physical exercise or lower intensity like yoga, as part of the school day. | Good evidence that this improves attention and behaviour in class. | Research: Reeves et al (2016) |
| Explicit teaching of reading comprehension strategies | Literacy needs | Teaching a range of techniques to enable pupils and students to understand the meaning of what is written, including inferring meaning from context, identifying key points and monitoring their own understanding. | Good evidence that this improves comprehension of connected text. | EEF comprehension report |

| | | | | |
|---|--|---|--|--|
| Reducing levels of noise in the classroom | Attention difficulties, hearing impairment | Reduce sound levels with acoustic paneling or other sound deadening materials. | Moderate evidence that attainment of pupils and students with SEND is more affected by classroom noise than their peers. | Research: Dockrell & Shield, 2006 |
| Promotion of mathematical resilience | Numeracy needs | Pupils and students are made aware that becoming successful at maths sometimes involves struggle in different areas, valuing mathematics and improving your knowledge of it. | Promising evidence that this improves mathematical outcomes. | Mathematical Resilience Research: Johnstone-Wilder et al, 2010 |
| Forming support groups | Emotional difficulties | Helps students develop interpersonal skills, emotional intelligence, emotional regulation, forming and maintaining good relationships, empathy, self-esteem and confidence, and a positive attitude towards learning. | Promising evidence that this helps to develop good interpersonal skills. | Research: Mowat (2010) |
| Peer tutoring | All pupils and students, particularly low attaining pupils | Pupils and students work in pairs or small groups often mixed ability or mixed age groups. | Good evidence that peer tutoring improves learning, but effects are largest when children are taught explicit strategies for supporting each other. | Research: EEF-Sutton Trust Review |
| Use of teaching assistants | All pupils and students | Teaching assistants support the work of the teacher by working with small groups or individual pupils. | Good evidence that teaching assistants can be effective when they are well trained and have a clearly designated role. | Research: EEF Review |

What we found didn't work in terms of high quality teaching:

- Ability streaming or setting tends to result in poorer outcomes for children with SEND, particularly when children remain in the same stream throughout all their classes. Use of sets may sometimes be appropriate but it should be thought through carefully. More information is available from EEF-Sutton trust Teaching and Learning Toolkit: Setting



In-class support - to help pupils and students take part in lessons

Schools and colleges studied are delivering higher quality teaching as advocated in the Code of Practice based on their in-depth knowledge of their pupils and students and pupils' and students' needs, from which they are developing personalised packages of support. They are using a wide range of strategies to remove the barriers to learning identified as part of their assess and plan process and applying strategies known to help pupils and students with particular types of SEN.

Strategies and resources being used to help pupils and students on SEN support take part in the classroom are essentially about personalisation. In schools and colleges studied this is achieved through:

- Adaptation
- Differentiation
- Additional techniques and resources



Adaptation

Adaptation includes providing physical adaptations, supportive/adaptive tools and software, as well as the provision of quiet spaces.



Physical adaptations

Adaptations have been made to premises and classrooms by installing equipment that facilitates access. This includes installing ramps, induction loops, acoustic panelling, disability toilets, and hoists.

Teaching staff are also considering their classroom environment. Some are adapting it to make it a more inclusive and immersive learning environment for all. Others are considering features of layout and where best to seat pupils and students to take account of their needs.

Promising practice: Seating plans

Many schools and colleges provide guidance to teaching staff on considerations for seating, to include:

- Make sure the child can hear instructions clearly, without interference
- If hearing is better in one ear than the other sit them with that ear towards the teacher
- Ensure children can see your face - even when you move position
- Check children have a clear view of the board, worksheets and visual aids
- Ensure lighting is adequate and minimize glare and reflections
- Minimise distractions (from other children, outside, or anything else in the classroom)



Supportive/adaptive tools and software

Supportive aids are provided such as writing slopes, pen grips, writing frames and other equipment. Assistive aids such as counting frames and number boards are also available in the classroom for pupils and students to access as required.

Assistive technology is often available for older pupils and students to use. Programmes are used for a range of functions - for example to read out or transcribe spoken text, allow resources to be differently formatted (for example in larger text, or with a different coloured background), and to support organisational skills.

Practice examples: Assistive tools and software

Myerscough College uses technology to enable students to access learning in the classroom independently as much as possible. This includes:

- Encouraging students to take notes and record sessions using an iPad and 'audio note'

"If the student can manage taking notes with an iPad and audio notes then why would we put in a member of staff to take handwritten notes? But if the student needs somebody there to take notes for them we would do that and then email the student the notes that have been taken in the class."

- The College has MYAPPS - Myerscough Apps. The Apps have been selected from free open source software (<http://www.eduapps.org>). The College tries to use the applications that staff are confident in using and to foster students to be confident is using them too.

Other Applications used include:

- Xmind - free mind-mapping software <http://www.xmind.net>
- D speech - text to speech software <https://dspeech.en.softonic.com>
- Comic strip - tells a story through pictures e.g. if asked to write about how to hedge lay then the student can take pictures to illustrate this rather than writing. <http://www.educatorstechnology.com/2013/11/7-great-ipad-apps-for-creating-comic.html>

Gloucestershire College provides all students with SEND with a USB stick that contains lots of examples of programmes and software that may help support them. The student gets to try them all out and then routinely use the ones that work best for them.

The most commonly used programmes are:

- Read & Write Gold - which 'reads out' text <http://www.enablingtechnology.com/texthelp-read-and-write-gold-115---1-year-subscription-208-p.asp>
- Dragon Dictate - a dictation and voice recognition tool <http://www.dragonmobileapps.com>

Priestnall Secondary School provides e-readers for students. These look like a pen but read out text with a human-like voice. They can be used with headphones, so it looks like the learner may be listening to any audio device (such as an iPod) but they are, in fact, discreetly getting support to read.

The Exam Reader has been approved by The Joint Council for Qualifications (JCQ) for use in exams, meaning students with reading difficulties can take exams independently.





Quiet Spaces

Providers are creating spaces where pupils and students can go if they need to be away from the whole class.

This may be as part of pre-planned strategies for managing behaviour, to aid concentration and learning, or to receive individualised support.

These 'spaces' might be specifically designed 'pods' or use of the library, or another designated place.

Practice examples: Quiet places

Gloucestershire College has brought 'learning pods' into its college learning centre. This is to meet the needs of many of their pupils and students who have autism and/or anxiety issues. The pods allow pupils and students to work independently but also to have a quiet, comfortable place to be able to go to if needed. Due to the success of these pods in the learning centre, the college also installed some in other parts of the campus. This was to maximize access and reduce the need to travel long distances if the learner is "having a meltdown". The college has dedicated autism quiet spaces for those feeling anxious or frustrated. <https://vimeo.com/183004356>

"If you're having a meltdown you don't want to have to get across three campuses and then make your way through a busy college to the learning zone. So we've put pods in accessible sites in each campus."





Differentiation

Differentiation used to make teaching meet the needs of individual pupils and students, includes varying:

- Content – by changing font size, providing coloured overlays or work on different coloured backgrounds; by reducing the length and reading level of text (including covering curriculum content from a different key stage), and use of a multi-sensory approach (adding pictures, for example)
- Pace and model of delivery – by presenting information (spoken and written) in a way all pupils and students can follow, by using appropriate vocabulary, slowing down, splitting information into chunks, repeating and rephrasing, making tasks and instructions clear and easy to follow, providing examples of what is expected, scaffolding learning, demonstrating and modelling, and allowing pupils and students time to think and to respond
- Learning objectives – whereby different pupils and students are given different objectives and/or targets, still within the overall class objectives but relevant to their level of learning
- Group size
- Opportunities to evidence learning via a wide range of methods – this means pupils and students are given a choice of ways to complete a task, such as by writing a story, producing a video, or creating a presentation.

Practice examples: Differentiation

Myerscough College is supporting a 17 year old on a Level 3 Sport and Fitness course. The learner has been assessed as having interaction and cognition needs that are leading to social and emotional issues. The support they have in place includes the following:

- All handouts are printed on yellow paper (and a yellow overlay has been provided)
- All assignments are marked using the Dyslexia Marking Guidelines
- Tutors repeat verbal instructions and write them down in a ‘to-do’ style list where appropriate
- 1:1 support is provided in all theory lessons for note taking, reading and scribing
- The learner has been provided with an iPad for use in lessons and out of class to support with academic work. A range of Apps have been downloaded onto the iPad to assist and promote independence
- The learner is allowed to submit all work electronically
- Extra time is allowed in lessons for completing reading and writing tasks
- Tutors are encouraged to consider alternative assessments to allow the learner to better demonstrate knowledge
- Tutors highlight key words so the learner is aware of their meaning and how to spell them correctly
- Feedback is “constructive and positive” and does not focus on spelling and grammatical errors
- Positive praise is given wherever possible in relation to assignment work
- Staff are asked to be discreet when reading for the young person during lessons so as not to adversely draw attention

Primary schools often have guidance for teachers which states:

- Plan the structure of the day in order to give individual and group help as appropriate
- Where possible use visual supports
- Match child and task very carefully
- Have additional extension material available for fast workers
- Build success into task to give confidence and reduce any risk of failure
- Introduce new skills in small stages
- Proceed in steps from the 'known'
- Use practical demonstration where possible
- Ensure generalisation of skill to other tasks where appropriate
- Make sure attention has been gained before trying to teach a new skill
- Keep careful records to ensure continuity and progression
- Set realistic time targets for completing work
- Praise and reward often - make rewards relevant to the child
- Provide feedback immediately and in a positive way
- Evaluate and review the work set and the achievement made
- Accommodate different learning styles

Some primary schools have the same learning objectives used across the whole class, but learning targets are differentiated for individual pupils and students. Teachers have a framework of objectives to guide and pitch the learning. The framework is considered particularly helpful for teachers who haven't had to differentiate so significantly in the past.

The selection of appropriate objectives is based on individual assessment and used to track pupil progress.

For example a learner with moderate learning difficulty (MLD) in Year 6 has targets differentiated in the following way:
Targets are based on the teacher's knowledge of the learner's needs and abilities and developed in partnership with the child.

For example:

The whole class learning objective for Maths is to 'Read and write numbers (up to 7 digits), understanding what each digit represents'

The individual learner's targets are to:

- Say what each digit represents
- Make up 3 digit numbers using place value cards

The whole class learning objective for English is to 'Understand how and when to use adjectives'.

The individual learner's targets are to:

- Use finger spacing
- Write in the first person.

Primary and secondary schools use 'Blank questions' (that are set at levels of increasing difficulty). This approach is used when setting work, assignments and exams for pupils, based on their expected performance level. For example:

Level 1

Information is supplied directly in front of the student or has only just been removed. These questions tend to be factual and involve naming or a request for information. The focus is on the whole object. Responses are short – one word or non-verbal. For example:

- Point to the money
- Can you find one like this (indicate item)?
- What did you hear/touch/see?
- What's this ...?
- Can you show me...?
- Pick up the test tube

Level 2

Information is supplied but isn't directly apparent. The student has to select what to attend to – e.g. size, colour, function, differences, who, what, where questions with picture or information. For example:

- Find an object by attribution - Show me something that is a solid
- Find by function - Find something to underline with
- Who/what/where questions - With pictures and information given
- Complete a sentence - When Lennie grabs the red dress he is...
- Category - What else can you find to cut this piece of wood?
- State things that go together
- Identifying or explaining differences - How is a square different from a triangle?

Level 3

Language doesn't relate directly to what students see/hear, but instead the student must think and reorder the information given. It may require the student to remember information and use it. For example:

- Sequencing of pictures or information - Put these dates in chronological order
- Follow a set of directions - Pour the acid in the test tube and then stir
- Plan and give directions - Tell me how to...
- Find another example of something but with extra conditions - Tell me another animal that is a predator but flies
- Tell a story or retell an event
- Assume the role of another person
- State how a character might feel
- Summarise the picture sequence in one sentence
- Predication
- Defining words or concepts
- Similarities - Vinegar and lime juice are alike because...

Level 4

Requires reasoning beyond what is said, heard or seen. The student has to draw on past experiences, make parallels and examine causes and effects, as well as justify decisions. Examples include:

- Justify a predication - Why will the water evaporate?
- Justify a decision - Why did ...or did not
- Identify the cause of an event - Why did Mary and Joseph leave Bethlehem in a hurry?
- Solve a problem - What could ...?
- Solve a problem from someone else's point of view - What could ...?
- Make an inference from an observation - How can we tell ...?
- Explain why something cannot be done
- Select the means to a goal - How will you get better at addition?
- Explain the logic of compound words - Why is ... called a ...?

St James' secondary school uses post-it notes. The post-it notes are used:

- As prompts (such as how to structure an essay)
- To provide extra explanation (including the key grammatical features to focus on, or spelling of certain words)
- To help pupils and students to start off tasks (such as providing the opening line for a story)

Staff do not write these instructions directly into pupils' and students' books. This is because they found that students (especially those with autism) did not like it. The post-it notes are instead left on the desk for the learner to follow.



Additional techniques and resources

Schools and colleges use other techniques and resources to help children to:

- Understand routines
- Cope with anxiety, or to self-soothe at times of stress
- Manage behaviour
- Aid communication

These techniques include using:

- **Visual aids** for routine to help children (e.g. those with autism) to structure their day. This includes producing visual timetables, and planning tools, for example to help children know what is coming next
- Strategies to record emotions or express feelings - such as a **feelings book or emoticons**
- **Time out cards** - that pupils and students can use to excuse themselves from the class, signal that they need a break - either to a designated safe space provided within the classroom or designated 'chill out'/quiet space within the school/college
- **Fiddle (or fidget) toys** - often small and sensory based toys that are purchased (e.g. tangles, squashy ball) or homemade (e.g. balloon filled

with sand, elastic band)

- **'Settle' bottles** - a drink bottle filled with water and glitter, that is shaken and pupils and students watch as the glitter settles. This encourages them to be calm, focused and ready to learn

Practice examples: Support techniques and resources

Primary and secondary schools often have visual timetables (that they have created to be age appropriate) in every classroom. Use is made of pictures or symbols to break down steps of a task or daily routine.

“Visual timetables are in every classroom. We know it works for some children so let’s put it in all of the classrooms. It is a bit like using a diary, following a recipe or making a list but using pictures instead of words. Visual timetables are mainly what we have downloaded off websites like ‘Teacher’s Pet’ or ‘Twinkl’. They are adaptable so you can change and modify them yourself.”



Primary schools also use “now” and “next” cards for children with communication or behaviour difficulties as a means of helping them to understand what the current task is and when that changes, as a means to forewarn them of what will happen next.



Many secondary schools and some colleges use time out cards as a way for a learner to show that they need to take a break or leave the learning space. This may be due to anxiety issues, sensory overload or as part of a system for behaviour management.

Rather than having to explain to the staff what is going on and how they feel, or losing control of their behaviour, pupils and students simply show the time out card and are allowed to leave the class.



This approach is often used with students who have autism or mental health issues that can cause them to become anxious or frustrated in class.

When a student leaves the teaching area s/he is expected to find a member of the pastoral support team or Learning Support/SEN team (in their respective areas of the setting). The member of staff they report to will allow the student time to “gather themselves” and then speak about what caused the issue, how they feel and what would help them next time. Ideally, the aim is to get the learner to reflect on the situation and return to class when they feel better and/or have calmed down. This will be followed up (immediately or at a later date) with a discussion about how similar situations can be prevented in future. If the learner cannot go back into the class then their work is brought out for them to complete in a different place.

All uses of the time out card are logged and monitored. This means that patterns of use can be identified: Do they regularly come out of maths on a Monday? If so, is there a problem with maths? The teaching environment? The teacher? Their peers in that lesson? Mondays? The data is used to have informed discussions with the learner, and potentially their family, to see how issues can be addressed, or as part of improving teacher performance.

Some secondary schools provide a feelings book to pupils and students who have SEMH and communication issues. Feeling books are seen as a good strategy to use with students who have anxiety. The book is introduced to the learner by the SENCO (with whom they have a trusting relationship). The learner can and should write whatever they want in it. It is their private space. They should use it to express and process their feelings.

Priestnall Secondary School uses 'Chateez' for students to express how they are feeling. Chateez are similar to emojis that young people are using on social media and are therefore well liked by secondary school aged pupils and students.



Examples of information which advises on adaptations to make to meet pupils' and students' needs include:

National Deaf Children's Society

National Autistic Society

SPLD Trust

Bradford Local Authority



Whole school/college improvement for all

Schools and colleges studied are ensuring their whole approach to teaching and learning, and the wider school and college environment are made suitable for pupils and students with SEN.

In addition to support in taught lessons, or specific interventions, there are a range of 'whole school/college' approaches being adopted.



Whole school/Cross-college approaches

These include making changes to school/college organisational and staffing structures such as:

- Re-organising provision across large/multiple providers and cohorts

Practice examples: Re-organising provision

Priestnall Secondary School has introduced a 'college' system to break their large secondary school down into smaller structures to:

- Improve the community ethos and spirit of the school
- Promote active citizenship
- Increase tailored support for learning.

Each of the five Colleges is still horizontally organised and has a Director of Studies, a Senior Learning Coordinator (previously a Head of Year) and a College Assistant. Colleges also have separate pastoral structures and are located in separate zones of the school.

The structure is designed to further individualise levels of welfare and academic guidance. It has improved communications between school and home, and afforded parents/carers and teachers time to liaise more closely and efficiently.

- Ensuring structures for managing behaviour align with structures for supporting pupils and students with SEND (including implementing an explicit approach to behaviour management such as Behaviour for Learning)

Practice examples: Behaviour management

Weston College uses a Behaviour 4 Learning (B4L) approach.

This is a way of helping pupils and students to understand the behaviour skills they need to be successful in education, training, employment and social settings.

Rather than focussing on unwanted behaviours, it puts a value on positive, age-appropriate behaviour and the development of self-esteem. It also works on the basis that most social, emotional and behavioural skills are learned and therefore, can be un-learned, in terms of inappropriate behaviours.

In order to foster a positive learning environment, specialist staff work with tutors across the College to ensure the inclusion of students whose behaviour is challenging. This enables the students to develop strategies to overcome their challenges and work towards independence.

In one-to-one sessions, specialist support staff focus on developing skills that will enable pupils and students to work in a variety of contexts - whole-class or small-group situations in the classroom, at break-times, lunchtime and free periods.

Depending on the individual, Behaviour 4 Learning can range from attentive listening, collaborative learning or remaining seated in a classroom for a period of time. Often, the emphasis is upon setting individual, realistic targets which are agreed together.

The way in which tutors establish a positive climate for learning is crucial in increasing opportunities for Behaviour 4 Learning. The tutors, in conjunction with the specialist support teams, select approaches that are more likely to increase learning.

“My anger management has helped because without it I would not have been able to cope without doing something I regret...”

“The B4L team helped with support outside of class and helped me with my additional work, attendance and getting on with other students.”

- Assessing staffing structures, including having strong pastoral support and appropriate deployment of support staff
- Changing the structure of the school/college day – for example factoring in time for extra learning, extra-curricular activity, and having an agreed strategy for which lessons, if any, to withdraw pupils from for additional input

Practice examples: Lesson structure

Honywood secondary school has brought in a 100-minute lesson structure throughout the school. Instead of 6-8 lessons a day they now have three. All last 100 minutes, with the remainder of the day being available for learning and tutor time.

The school introduced this approach so that there was:

- Less change and movement throughout the day (as pupils and students with SEN -especially autism - found this disruptive)
- Less pressure on pupils to organise themselves (in terms of sorting which books and equipment they needed to have with them on a certain day)
- Less physical movement around the school which was not ideal for those with physical needs
- More time to engage with topics and learning

The school no longer rings a bell at the end of sessions.

All this has provided a much calmer environment for teaching and learning that allows deeper learning and more time to ensure all pupils and students are getting the most out of lessons.

Low Moor Primary School has extended the school day so that it can run booster sessions before and after school.

The school officially starts at 8.50am, but parents are encouraged to bring pupils and students in to school for 8.30am. This extra 20 minutes is used for additional literacy and numeracy activities.

- Addressing attendance – schools and colleges are aware that pupils and students on SEN support may have issues with regular attendance and take steps to address these issues.

Practice examples: Addressing attendance

High Tunstall secondary school uses a range of strategies to address whole school attendance, including:

- Sending information booklets to families
- Rewarding improvement in attendance
- Devoting more resources to pastoral support
- Having it as a relentless whole staff focus
- Employing attendance officers; and even
- Fining parents

Attendance across the whole school increased from 92% to 95% which they consider to be good for a school incorporating a medical needs base. They believe this increase has been reflected in academic improvement.

- Changing the whole school learning environment - to provide engaging and immersive learning environments which are suitable for pupils and students with a range of needs
- Steps to making learning engaging, such as transforming classes into the seaside or fishing boats, transforming chairs into bicycles, or allowing different ways to complete tasks such as making a poster, producing a 'news report' or working outside of the school/college environment

Practice examples: learning environments

At North Ormesby Primary Academy the key focus has been on creating immersive learning environments that meet the needs of all pupils and students.

The school:

- Allows children to design their own classroom
- 'Converts' its classroom: into the seaside with a boat and lighthouse, for example, or by using chairs with pedals to challenge children to 'cycle' the distance from Land's End to John O'Groats
- Brought in beanbags and balls that children can sit on and provided dark sensory tents

"We give every child the option to learn where they want and use what they want."

- Introducing approaches to learning that underpin all teaching and learning across the school such as:
 - Carol Dweck's Growth Mindset work (where teachers develop resilience, coping strategies, and motivation in pupils and students) and metacognition (where pupils and students are explicitly taught about learning processes by considering how they learn, what works for them, previously successful learning techniques and noting the transferability of skills)
- Celebrating success – all schools provide a wide range of opportunities to celebrate pupils' and students' achievements. Calls and postcards home, certificates, and celebration assemblies are all being used for this purpose. It is considered important to celebrate personal achievement, in order to reflect personal accomplishments

Practice examples: Celebrating success

High Tunstall secondary school has regular 'celebration events' in assemblies, which the whole school attend and parents are invited to.

Certificates are presented to recognise progress and effort, not just achievement of outcomes and academic attainment.

This means that pupils and students with SEND who may otherwise be left out of these rewards (because they're not achieving the highest grades) are included and the whole school celebrates their successes with them.

- Promoting well-being - all schools and colleges are providing a range of pastoral and social and emotional support. These are often provided by a learning mentor or external staff and organisations specifically trained to deliver such services. These include whole school approaches to:
 - Foster well-being and encourage healthy choices (by teaching pupils and students about anti-social behaviour, addictions, relationships and well-being)
 - Providing counselling and/or mental health support services
 - Provide a mechanism for pupils to express their concerns e.g. worry box

Practice examples: Learning Centres

Many colleges have a specialist resource area or Learning Centre on campus. These provide professional and supportive mentoring assistance, responsive to individual requirements, by offering support on:

- Emotional, social and behavioural difficulties
- Classroom strategies to diffuse, resolve and refocus
- Action planning and practical planning strategies
- Managing self-esteem, motivation, confidence, bullying and anxiety
- Reflective practice to identify and focus on the positives
- Identify and set targets/goals
- Identify strengths and work on areas for development
- Mediation and advocacy
- Dealing with peer pressure
- Providing options to make informed decisions/choices
- Issues with relationships, family and friends
- Developing social skills
- Developing communication skills
- Peer to peer mentoring/buddy system



SEND Offer

Schools and Colleges are developing various offers to support pupils and students with SEND. This includes:

- Considering non-taught times – although the focus is on what support is offered in the classroom for these pupils and students, there is also an understanding that pupils and students on SEN support might need additional support in non-taught times, such as at break and lunchtimes. This involves providing:
 - ‘Safe havens’ where pupils and students can go during ‘free time’

Practice examples: Safe havens

St James’ secondary school has set up a lunchtime safe haven where those on SEN support can take their lunch and sit together in a smaller, calmer, more comfortable space. The dining hall was a problem area for students with social issues and often far too noisy. In addition the hour of ‘free time’ for students who find social interactions and making friends difficult was in some cases increasing their anxiety.

Pupils are welcome to bring their friends and classmates to the safe haven. One learner has started bringing a group of three friends who all sit and eat together and engage in activities, such as card or board games.

“They’re like a little gentleman’s lunch club.”

- Homework clubs (where pupils and students could access support and assistance not available to them at home)
- After school and holiday clubs, as a way to experience success in non-academic areas and to build relationships with other adults
- Staggered lunch breaks and/or introducing rules for moving around the school to keep these times as calm and supportive of pupils’ and students’ needs as possible

- Preparation for transition - schools and colleges are taking steps to support pupils and students through transition between settings. Schools and colleges have implemented Transition Teams, who run open and taster events and visit for prospective students

Practice examples: Transition support

Gloucestershire College considers it important to reduce the anxiety of students and parents around starting at a new placement. They have therefore put a lot of effort into preparing pupils and students for the transition to college, the support already in place and the welcome students receive. Pupils and students are:

- Sent pictures of their tutors and staff who are going to be working with them well in advance of their start
- Provided with their timetables so they can start to plan their time and routine
- Invited to open days, taster events and chances to meet staff and look around the college

The transition team has produced a virtual tour of the college, with special focus on the areas of the college that pupils and students will need to become familiar with – e.g. their curriculum areas, the learning support centre, and communal spaces. <http://www.gloscol.ac.uk/student-and-parent-guide/learning-support-and-accessibility/>

The college has made this video into a virtual reality tour which can be experienced through a headset (as if the student is really walking around the college). <http://www.gloscol.ac.uk/about-us-and-jobs-at-gc/campuses-and-contacts/virtual-tours/>

Videos of current pupils and students with SEND talking about how they get on at college and the support they receive have been produced and uploaded onto the college website. <https://vimeo.com/183004359>

These ‘innovative’ tools have been found to be useful for students whose anxiety makes them less keen to visit or attend college in person and for school refusers.

- Varying the curriculum offer - including providing vocational options, alternative or reduced curriculum, and a selection of courses to suit the pupils' and students' needs and aspirations, potentially with more focus on core literacy and numeracy

Practice examples: Varied curriculum offer

Fir Vale Secondary Academy has "Vision to Vocation" (V2V) as its alternative provision (after feedback from students that they didn't like the term 'Alternative Provision'). Learning on the V2V course is a mix of several core subjects - Maths, English, ICT and Science. Students also do Personal and Social Development (PSD) and the ASDAN employability courses.

Some V2V students have a day out of school every week, to attend a "vocational skills" placement. This might be to achieve a qualification in childcare, multi-media or car mechanics for example. On top of these, students are offered the chance to study either two or three guidance subjects of their choice.

V2V pupils and students gain accredited qualifications and have personalised programmes of study, which reflect their interests, strengths, and development needs. Pupils and students will be able to choose from GCSE courses to Entry Level qualifications, depending what is best for their own personal development.

The school employs an IAG (Information Advice and Guidance) Advisor who supports Year 9 students with decision-making. The IAG Advisor works closely with school and V2V students to organise a series of visits to local colleges. These visits are tailored for V2V students, so they are able to see suitable and appropriate courses available to them at the right academic level. After the series of visits, the IAG Advisor works in the classroom with the students to support their UCAS Progress applications. All V2V students have an individual IAG Advisor interview to which parents are also invited.

The school closely monitors the V2V programme and remains accountable for student progress.

Myerscough College takes on three cohorts of Traineeships (a post-16 route into work or Apprenticeships) every academic year in partnership with Salford Council. All of their caseload (of around 100 pupils and students) self-identify with SEND.

<http://www.myerscough.ac.uk/courses/apprenticeships/apprenticeship-vacancies/traineeships/>

The cohorts are each split into groups of around 15 pupils and students. Three LSAs are assigned to support each group (with additional staff if pupils and students have needs identified through EHC plans).

Support is provided in-class (in taught and practical lessons) and on work placement, and also to employers before the students join them. Staff are available as a point of contact for pupils and students outside these hours as support staff take responsibility for the holistic support of pupils and students - dealing with mental health and welfare issues, for example, as well as transport and housing issues and employability skills.

- Preparation for adulthood - Schools and colleges are also preparing pupils and students for adulthood with provision around work readiness and employment, independence and life skills

Practice examples: Preparation for adulthood

Weston College has a residential training facility, Weston Bay, aimed at students with autism. <https://www.weston.ac.uk/why-choose-us/campuses-and-facilities/weston-bay>

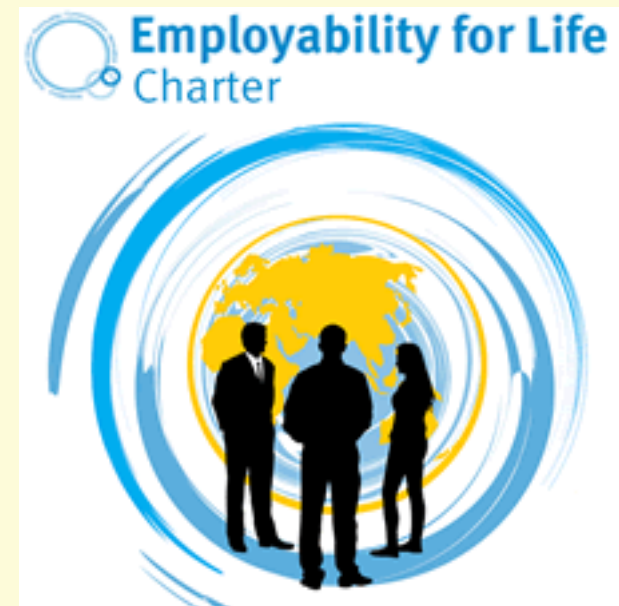
It provides specialist support in independent living, employability, study skills, accessing the community and mobility training, with social skills playing a fundamental role.

The centre gives students the opportunity to 'try out' independent living and work with support teams to assess and address any issues they might face in the future - for example when they go to university or move out of home or into employment.

"Weston Bay has helped me understand the challenges of independent living how to overcome them."

Sweyne Park secondary school has set up an Employability for Life accreditation scheme in partnership with local employers.

This is designed to equip pupils and students with the skills employers are looking for. <http://sweynepark.com/html/pupils/employability.html>



The scheme involves pupils and students producing a portfolio, displaying the skills they have to meet employers' needs. It accredits the standards that the majority of pupils use on a daily basis with regard to communication, behaviour and attitude towards their studies. The school sees the benefits of this as:

- Reduced NEET rates
- Improved attendance rates at KS4
- Greater pupil confidence at interviews (as they have their portfolio folder as a prop)
- Development of character
- Development of Work Related Learning (WRL) skills

- Developing the 'resource base' or 'learning centre' to become a one-stop shop for all staff and student SEND support. These spaces are being used as quiet spaces and venues for one-to-one support as well as facilities for accessing wider support and advice and information on independent learning. These spaces are often highly visible and accessible
- Positive representation of SEND - schools and colleges have considered how welcoming and accessible their premises are for pupils and students with SEND and their families and how they represent people with SEND

Practice examples: Positive representation

Priestnall secondary school's SEN team check curriculum content and presentation to make sure they properly reflect people's differences and promotes acceptance of pupils with SEND.

For example:

- If maths teachers are using a set of images of people are some of them physically disabled?
- If history lessons are covering notable people do they mention that Mozart, Darwin, Einstein and Newton might all be considered to have autism?

The same applies to the content of assemblies.

The staff always like to ensure that there is a good representation of all pupils on its school council, and to represent the school externally (e.g. in its promotional material and on its website).

- Pupil voice opportunities - where pupils and students on SEN support have multiple ways of feeding back their opinions on their support, their progress and wider school issues.

Practice examples: Pupil voice

North Ormesby Primary Academy has a range of strategies to support opportunities for pupils to feed in their opinions on school and other issues. They are actively encouraged to take part in the School Council. They attend half termly progress checks. SLT ask for their feedback on support provided during learning walks.

The school also has Digital Ambassadors (a significant proportion of whom are pupils with SEN)- who train staff from other schools on how to use technology in school. <http://www.northormesbyacademy.org/blog-2/implementingipads-developingdigitalcitizens>

The Digital Ambassadors have given presentations to lots of different people from other schools and companies.

St James' secondary school has a range of questionnaires for pupils and students about various aspects of school.

Below is an example of a survey given to them after attending Homework Club

Homework Club

I am in Year _____

Tick the box

| | Strongly agree | Disagree |
|---|----------------|----------|
| I like coming to Homework Club | | |
| I feel safe in the room | | |
| I get most of my homework done | | |
| I would like Homework Club to continue | | |
| I get help when I am stuck if I need it | | |
| I use the computers | | |
| It's good to have TAs to help | | |

Complete the following statements:

One thing that helps me is.....



7. Do: Communication and Interaction

Children and young people with speech, language and communication needs have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or understanding/using social rules of communication. These issues may also affect their reading, learning, socialising and making friends and behaviour and control of emotions.



Evidence

We have divided this area of need into two broad areas, speech and language and social communication skills, by which we mean the skills needed to communicate effectively with others, including social rules and an understanding of non-verbal communication.

1. Speech and language

There is a growing body of evidence showing that teaching staff can make significant improvements in pupils' and students' language skills. More detailed information on effective interventions in language is available from <http://www.thecommunicationtrust.org.uk/whatworks>.



The table below is a brief overview of the research evidence available. We intend this to be a tool in the process of selecting an approach to use, and would always suggest using your own professional judgement to select the approach that best fits the learner and situation, and to consider this as only one part of the graduated approach.

We have labelled the evidence for each approach as Good, Moderate or Promising.

Good evidence means that there are multiple high quality studies indicating that this may be effective in mainstream schools. These would normally be randomised controlled trials¹.





Moderate evidence means that we found either one randomised controlled trial or multiple cohort trials² showing that this may be effective in mainstream schools.

Promising evidence means that the research is smaller scale: it might have used pre-test and post-test with only one group, or it might present a series of case studies.




¹ Randomised controlled trials are considered the 'gold standard' of intervention research. Individuals are randomly allocated to receive either a control intervention or one of multiple experimental interventions. The control intervention may be no treatment or treatment as usual.

² Cohort trials are trials where two groups are compared before and after the intervention

The evidence base in communication and interaction approaches Suitable for Key Stage 1 / 2

| Strategy | Suitable for: | What is the strategy? | How strong is the evidence? | Where can I find out more? |
|--|---|---|--|--|
| Oral language intervention |  | A scripted language intervention led by teaching assistants for 20-40 short sessions over 3-6 months, focusing on vocabulary, narrative and producing more complex sentences. | Good evidence this strategy can improve oral language in children who start school with low language skills. | Resources: Language4Reading Academic papers: (Fricke et al. 2013; Bowyer-Crane et al. 2008; Lee and Pring 2016) |
| Phonological awareness training |  | A scripted phonological intervention led by teaching assistants for 20-40 short sessions over 3-6 months, focusing on awareness of sounds and letter knowledge. | Good evidence that teaching phonological awareness and phonics can help avoid literacy difficulties in children with low language. | Research: (Bowyer-Crane et al. 2008) |
| Consultative approach with speech and language therapist |  | A speech and language therapist gives advice on resources and approaches to use with specific children. | Moderate evidence that teachers working with speech and language therapists can improve language outcomes. | Research: (Gallagher and Chiat 2009; Mecrow et al. 2010) |
| Peer tutoring using story maps |  | A child with language needs is paired with a more able peer and they work together putting a story into a story map format. Similar to LEGO therapy, described below. | Promising evidence that peers working together improves communication skills, although currently based only on children in special schools. | Resources: Story Maps Research: Grunke et al, 2016 |

The evidence base in communication and interaction approaches Suitable for Key Stage 3 / 4 / post-16

| Strategy | Suitable for: | What is the strategy? | How strong is the evidence? | Where can I find out more? |
|---|---|--|---|---|
| Oral language intervention |  | Structured interventions led by a teaching assistant teaching key vocabulary and narrative creation techniques. | Moderate evidence this strategy can improve students' reading and language comprehension. | Resources: Adolescent Vocabulary Research: (Spencer et al. 2017; Styles et al. 2015; Ward-Lonergan et al. 2016) |
| CPD in language modification techniques |  | Teachers are taught ways to modify their own oral and written language to support students by a Speech and Language therapist. | Promising evidence this strategy can improve students' written expression and listening comprehension. | Research: (Starling et al. 2012) |
| Metalinguistic approaches |  | Students are explicitly taught grammar rules using visual cues - e.g. using colours to indicate different parts of speech. | Promising evidence this strategy can improve students' grammatical knowledge, currently based only on children in special schools. | Resources: Shape Coding Research: (Ebbels 2014; Zwitterlood et al. 2015) |

What we found didn't work for pupils with speech and language needs:

- Auditory processing interventions. These programmes aim to improve language by improving underlying brain responses to sounds. For more information: Gillam et al. 2008; Strong et al. 2011



2 Social communication skills





Research provides support for some intervention strategies for social communication skills but much of this work has evaluated the effectiveness of interventions delivered by researchers. More research is needed to evaluate interventions delivered in school settings.










The table below is a brief overview of the research evidence available. We intend this to be a tool in the process of selecting an approach to use, and we would always suggest using your own professional judgement to best select the approach that fits the learner and situation, and to consider this as only one part of the graduated approach.



The evidence base in social communication approaches Suitable for Key Stage 1 / 2

| Strategy | Suitable for: | What is the strategy? | How strong is the evidence? | Where can I find out more? |
|---|--|--|---|---|
| Teaching-focused social skills training |   | Adult-led groups with direct teaching based on social skills. Each session lasts 30 minutes to 1 hour. Sessions are typically delivered daily or weekly for 14 – 18 weeks. Sessions focus on eye contact, listening, turn taking, and friendship tips. | Moderate evidence this strategy can increase socialisation and communication skills but most interventions delivered by researchers. | Resources: Social Use of Language Programme Muller et al., 2016; Khemka et al., 2016 ; Kasari et al., 2016 ; Laugeson et al., 2009 ; Owens et al., 2004 ; |

| | | | | |
|--------------------------------------|--|---|--|--|
| Peer-mediated social skills training |  | Naturalistic group-based activities, which incorporate teaching and demonstration of appropriate social communication skills. Includes LEGO Therapy. | Moderate evidence this strategy can increase social communication skills. Although research into LEGO Therapy has revealed largely positive results, this is limited and further investigation is needed. | Resources: LEGO Therapy Reichow & Volkmar, 2010 ; LeGoff, 2004 ; LeGoff & Sherman, 2006 ; Owens et al., 2004 ; Kasari et al., 2011, 2016) |
| Visual strategies |   | Includes Social Scripts and Social Stories. Social Scripts include prompts for students to use specific language during social interactions, with the level of direction given gradually decreasing. Social Stories describe social situations to help students respond appropriately or prepare for new experiences. | Moderate evidence that social scripts improve social communication skills. Promising evidence on the use of social stories. | Resources: Social Scripts & Stories Research: Reichow & Volkmar, 2010 ; Bond et al, 2016 |
| Communication strategies |  Non-verbal students | Examples include iPads with speech-generating devices, Augmentative and Alternative Communication (AAC) devices. | Promising evidence for increasing communication including initiating requests, responding to questions, and making social comments. | Research: Xin & Leonard, 2015 ; Bedwani et al., 2015 ; Millar et al., 2006 ; Schlosser & Wendt, 2008 |

The evidence base in social communication approaches Suitable for Key Stage 3 / 4 / post-16 **S** **16+**

| Strategy | Suitable for: | What is the strategy? | How strong is the evidence? | Where can I find out more? |
|---|--|--|---|---|
| Teaching-focused social skills training |   | Adult-led groups with direct teaching based on social skills. Each session lasts 30 minutes - 1 hour. Sessions are typically delivered daily or weekly for 14 - 18 weeks. Sessions focus on eye contact, listening, turn taking, and friendship tips. | Moderate evidence this strategy can increase socialisation and communication skills but most interventions delivered by researchers. | Resources: Social Use of Language Programme PEERS Research: Muller et al., 2016; Khemka et al., 2016; Kasari et al., 2016; Laugeson et al., 2009; Owens et al., 2004; |
| Peer-mediated social skills training |  | Naturalistic group-based activities, which incorporate teaching and demonstration of appropriate social communication skills. Includes LEGO Therapy. | Moderate evidence this strategy can increase social communication skills. | Resources: LEGO Therapy Research: Reichow & Volkmar, 2010; LeGoff, 2004; LeGoff & Sherman, 2006; Owens et al., 2004; Kasari et al., 2011, 2016) |
| Visual strategies |   | Include Social Scripts and Social Stories. Social Scripts include prompts for students to use specific language during social interactions, which gradually decrease. Social Stories describe social situations to help students respond appropriately or prepare for new experiences. | Moderate evidence that social scripts improve social communication skills. Promising evidence on the use of social stories. | Resources: Social Scripts & Stories Research: Reichow & Volkmar, 2010; Bond et al, 2016 |
| Video modelling |   | A teaching method whereby learners watch a video of someone modelling a target behaviour or skill and then imitate this. | Promising evidence this strategy produces positive results for social communication skills but research is limited in school settings. | Research: Reichow & Volkmar, 2010 |

| | | | | |
|--------------------------------|--|--|--|--|
| Technology-based interventions |  | Technology programmes to teach emotion recognition. | Promising evidence for improving face and voice emotion recognition. | Research: Lacava et al., 2007 |
| Communication strategies |  Non-verbal students | Examples include iPads with speech-generating devices, Augmentative and Alternative Communication (AAC) devices. | Promising evidence for increasing communication including initiating requests, responding to questions, and making social comments. | Research: Xin & Leonard, 2015; Bedwani et al., 2015; Millar et al., 2006; Schlosser & Wendt, 2008 |

Promising practice



Schools and colleges are using a range of programmes and strategies to provide additional support to boost communication and interaction. These include:

- **Social skills** - where small groups of pupils and students have opportunities to try out social skills and see them being modelled

Practice examples: Social skills groups

High Tunstall secondary school uses friendship groups for pupils and students who need extra support in turn-taking and social interaction, including those with autism.

Groups of 4 to 8 pupils and students of different ages undertake a structured programme, led by a trained TA to:

- Reflect on and discuss how to make friends, hold conversations and regulate emotions
- Practise these skills (for example watching or reading something together and then discussing it or carrying out a group activity such as cooking)
- Assess and address their personal strengths and weaknesses

- **LEGO therapy** - a programme based on the highly structured, systematic and predictable nature of LEGO, appealing to children with social and communication difficulties and autism

Practice examples examples: LEGO therapy

St James' secondary school uses LEGO therapy to help pupils with autism spectrum disorders and related social communication difficulties, such as Asperger's Syndrome. A TA runs the intervention with groups of 3 children at a time.

- Children are assigned to one of three roles within the group - Supplier, Builder, or Engineer
- The team works together to assemble an agreed structure. The emphasis is on developing verbal and non-verbal communication, joint attention and task focus, collaborative problem-solving, sharing and turn-taking
- They switch roles and then assemble another structure
- The group meets weekly for around an hour, while other pupils and students are reading in the library






Builder



Builder
I have 3 jobs:
- I take the pieces of LEGO from the supplier.
I listen to the engineer.
I build the LEGO model.



Engineer



Engineer
I have 2 jobs:
I look at the picture and tell the supplier what to give the builder
I tell the builder what to do

- **Communication, speech and language skills activities** - to develop skills in turn-taking, holding conversations, speaking
- **Autism programmes** - such as Fiona Spiers' PHSE programme that suggests resources and ways of working with children and young people with autism
- **All Aboard** - that uses play and activities to improve confidence, communication and social interaction skills
- **Elklan** - training for staff and parents on supporting pupils and students with speech, language and communication issues
- **Time to talk** - a programme to develop oral and social interaction skills for reception and Key Stage One pupils and students
- **Socially Speaking** - a pragmatic social skills programme for pupils with mild to moderate learning disabilities
- **Bespoke input devised with the support of a specialist** (e.g. teacher of the deaf, speech and language therapist)

Practice example: Primary school approach to supporting Communication and Interaction needs

North Ormesby Primary Academy found that a lot of the children joining them required SEND support for speech, language and communication needs. Research from the LA showed that 90% of children in the area were not ready for nursery. Concerned about the high levels of language impoverishment and EAL, the school adopted a whole school approach to improving speech, language and communication. This was a key focus of the school development plan.

The school now identifies children with a SLCN as early as possible using the progression tools provided by The Communication Trust (links to primary version or older version) and implements a range of programmes and strategies across Early Years and Key Stage 1. These include:

BLAST (Boosting Language Auditory Skills and Talking):

- BLAST 1 is designed for all children in nursery aged from 3-4
- BLAST 2 is designed for all children in reception aged from 4-5

The school used the programme but found that “BLAST was too advanced for our children” so they worked with the Communication Specialist who adapted elements of the programme for use in school.

Talk Boost - a targeted intervention programme, which supports language delayed children in Reception and KS1 to make progress with their language and communication skills. Key members of school teaching staff and Early Years staff had intense training on the programme.

“We took the best from Talk Boost and cascaded it to all teachers on what aspects of the programme would be useful in class for their children.”

Talking Tigers - a structured programme that needs to be completed every day. The children work in small groups to develop social and emotional skills. Talking Tigers is now used as a concept in nursery for the whole class. The nursery chooses a book each week and selects the key vocabulary from the book that they want the children to understand and use. All learning activities are based around the book, including the learning environment.



The school found that the overall programme was too advanced for their children so they adapted the programme to the needs of the children.

No Pens Day Wednesday -<https://www.thecommunicationtrust.org.uk/projects/no-pens-day-wednesday/> - encourages schools and settings to put down their pens and run a day of speaking and listening activities.

“We did lots of things... We had staff and pupils in with hearing and visual impairments who taught us braille and sign language and other ways of communicating.”

Progression tools for Speech and Language - <https://www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/progression-tools-primary/>

To identify children struggling to develop their speech, language and communication skills and track progression of these skills over time or following interventions.

“Children enter nursery listed as requiring SEN support but come off the list as they progress through school and catch up to age related expectations.”



8. Do: Cognition and learning needs

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning.



Evidence

The tables below are a brief overview of the research evidence available. We intend this to be a tool in the process of selecting an approach to use, and we would always suggest using your own professional judgement to select the approach that best fits the learner and the situation, and to consider this as only one part of the graduated approach.

We have labelled the evidence for each approach as Good, Moderate or Promising.

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¹ Randomised controlled trials are considered the 'gold standard' of intervention research. Individuals are randomly allocated to receive either a control intervention or one of multiple experimental interventions. The control intervention may be no treatment or treatment as usual.

² Cohort trials are trials where two groups are compared before and after the intervention

We have divided this evidence into four main areas:








- Literacy needs
- Writing needs
- Numeracy needs
- Thinking skills approaches









1: Literacy Needs

A detailed, searchable list of literacy interventions is available from the Interventions for Literacy website. This is based on a recent review of What Works for improving literacy (Brooks, 2016). It is a very useful resource but much of the data included is unpublished, and so is not included in this review.

The evidence base in literacy approaches Suitable for Key Stage 1 / 2

| Strategy | Suitable for: | What is the strategy? | How strong is the evidence? | Where can I find out more? |
|---|--|---|--|--|
| Multi-component small group literacy teaching |  | Teaching assistants work through a structured, sequential programme which includes elements of phonics, sight word learning, book reading and writing. | Good evidence that it is effective in improving word reading skills. | Resources: Intervention for Literacy Reading Intervention Research: Hatcher et al, 2006 Suggate, 2010, 2014 |
| Oral language intervention |  | A scripted language intervention led by teaching assistants for 20-40 short sessions over 3-6 months, focusing on vocabulary, narrative and producing more complex sentences. | Good evidence this strategy can improve oral language in children, Promising evidence that this can improve literacy skills. | Resources: Language4Reading Research: Fricke et al. 2013; Bowyer-Crane et al. 2008; Lee and Pring 2016 |
| Explicit teaching of reading comprehension strategies |  | Teaching a range of techniques to enable pupils and students to understand the meaning of what is written, including inferring meaning from context, identifying key points and monitoring their own understanding. | Good evidence that this improves comprehension of connected text. | Resources: EEF-Sutton Trust Teaching and Learning Toolkit: Comprehension strategies |
| Computer assisted instruction |  | Children are asked to work through a structured intervention programme working on a computer. | Good evidence that this approach is useful as long as teachers are trained in using the programme. | Resources: Abracadabra Research: Archer et al (2014) ; Torgesen et al, 2010 |
| Teaching children to focus on morphemes within words |   | Reading instruction focuses around the units of meaning that make up words and how this determines spelling (e.g. why missed and mist are spelt differently). | Good evidence that it is effective in improving spelling and comprehension skills. | Resource: Structured word inquiry Research: Goodwin & Ahn, 2010 |
| Interventions including articulatory or rhythmic training |  | Children work through a structured literacy intervention which includes training in awareness of forming speech sounds or the rhythmic properties of speech. | Moderate evidence that these are effective at improving literacy. | Research: Magnan & Ecalle, 2006 ; Thomson et al (2013) |

The evidence base in literacy approaches
 Suitable for Key Stage 3 / 4 / post-16 **S** **16+**

| Strategy | Suitable for: | What is the strategy? | How strong is the evidence? | Where can I find out more? |
|---|--|---|---|---|
| Multi-component small group literacy teaching |  | Teaching assistants work with pupils and students through a structured, sequential programme which includes elements of phonics, sight word learning, book reading and writing. | Good evidence that it is effective in improving word reading skills. | Resources: Intervention for Literacy Read180 Xtreme Reading Research: Boulay et al (2015) EEF 16-18 report Bunn et al, 2009 ; Suggate, 2010 , 2014 |
| Explicit teaching of reading comprehension strategies |   | Teaching a range of techniques to enable pupils and students to understand the meaning of what is written, including inferring meaning from context, identifying key points and monitoring their own understanding. | Good evidence that this improves comprehension of connected text. | Resources: EEF-Sutton Trust Teaching and Learning Toolkit: Comprehension strategies |
| Computer assisted instruction |  | Pupils and students work through a structured intervention programme on a computer | Good evidence that this approach is useful as long as teachers are trained in using the programme. | Research: Archer et al (2014) ; Torgesen et al, 2010 |
| Graphical organisers |   | Students are taught to use graphical approaches to represent story structure (story frames, cognitive maps etc). | Promising evidence that these approaches are useful for struggling pupils and students. | El Zein et al, 2014 ; Kim et al, 2004 |

What we found *didn't* work in terms of literacy needs:

- Coloured overlays to improve reading. The only research that shows significant improvements in reading using coloured overlays focuses on children with diagnosed visual difficulties (Irlen syndrome). Other research suggests it is ineffective for children with broader literacy needs (Bouldoukian et al, 2002; Henderson et al, 2013; Mitchell et al, 2008).
- Fluency interventions aimed only at improving reading speed. These tend to have short-lived effects and do not generalise well to reading new material. It is likely to be better to focus on a multi-component approach (Suggate, 2014; Hintikka et al, 2008).



2. Writing needs

Writing is a broad term that can cover basic handwriting transcription and spelling as well as more complex composition skills. Effective writing is key to allowing a learner to communicate and demonstrate their knowledge.








Berninger (1999) argues that successful writing depends on a triad of skills:

- Transcription skills (handwriting, spelling and punctuation knowledge)
- Language skills (vocabulary and knowledge of argument structure)
- Working memory (required to hold information in mind while writing).








Difficulties in any one of these areas can cause writing difficulties. It is therefore important to assess a learner's skills in each area.

Pupils and students with literacy difficulties normally demonstrate writing difficulties, and these can be more difficult to resolve than reading difficulties. One of the problems with evaluating research in this area is that generally studies have been conducted across the whole spectrum of transcription and writing abilities and therefore do not specifically pull out what is useful for pupils and students with SEND. Some useful resources are available from Teach Handwriting

The evidence base in writing approaches Suitable for Key Stage 1 / 2

| Strategy | Suitable for: | What is the strategy? | How strong is the evidence? | Where can I find out more? |
|---|--|--|---|---|
| Teaching handwriting explicitly |  | Children are explicitly taught how to correctly form individual letters and how to join them. | Good evidence that this improves the legibility and fluency of writing, and the length of pieces of writing. | Research: Santangelo & Graham, 2016 |
| Individualising handwriting instruction |  | Tuition is focused on individual weaknesses in handwriting rather than using a standard approach. | Moderate evidence that this improves legibility and fluency. | Research: Santangelo & Graham, 2016 ; DfE Report, 2012 |
| Cognitive approaches to handwriting instruction |  | Children are taught to form letters in the context of practising letter sounds, discussion of letter formation and evaluation of their own work (selecting best formed letters). | Moderate evidence that this approach is more effective than a multi-sensory one that focuses on letter formation only. | Research: Zwicker and Hadwin, 2009 ; Graham et al, 2000 |
| Self-regulated strategy development |   | Explicit, scaffolded instruction in planning, composing and revising. | Moderate evidence that written language improves. | Resources: Self-regulated strategy development Research: Torgerson & Torgerson, 2014 DfE Report, 2012 ; Mason et al, 2011 |
| Teaching grammar explicitly |  | Pupils and students are taught ways of combining sentences. | Moderate evidence that this improves the complexity of written composition. | Research: Andrews et al (2004) |
| Teaching sentence construction |  | Pupils and students create written sentences in response to picture prompts, with modelling and feedback. | Promising evidence that written language improved. | Research: Datchuk (2016) |

The evidence base in writing approaches
 Suitable for Key Stage 3 / 4 / post-16 **S** **16+**

| Strategy | Suitable for: | What is the strategy? | How strong is the evidence? | Where can I find out more? |
|---|--|--|--|--|
| Teaching handwriting explicitly |  | Pupils and students are explicitly taught how to correctly form individual letters and how to join them. | Good evidence that this improves the legibility and fluency of writing, and the length of pieces of writing. | Research: Santangelo & Graham, 2016 |
| Individualising handwriting instruction |  | Tuition is focused on individual weaknesses in handwriting rather than using a standard approach. | Moderate evidence that this improves legibility and fluency. | Research: Santangelo & Graham, 2016 ; DfE Report, 2012 |
| Use of assistive technology |  | Use of word processing as a tool to work collaboratively or under teacher guidance to help with spellchecking and editing. | Moderate evidence this is effective. | Research: Santangelo & Graham, 2016 |
| Self-regulated strategy development |   | Explicit, scaffolded instruction in planning, composing and revising. | Promising evidence that written language improved. | Resources: Self-regulated strategy development Research: DfE Report, 2012 ; Mason et al, 2011 |
| Computer based graphic organizer |   | Students plan their essay writing using a computer programme which helps to structure writing. | Moderate evidence that these are effective at improving writing, but only when accompanied by instruction on how to use them. | Resources: Inspiration Research: Ciullo & Reutebuch, 2013 ; Evmenova et al, 2016 ; |

What we found *didn't* work in improving writing




- Interventions to improve handwriting that did not involve handwriting practice (e.g. approaches focusing only on sensory or motor skills: Hoy et al, 2011; Santangelo & Graham, 2016).





3. Numeracy Needs


There is limited research evidence on the development and support of maths skills in pupils and students with SEN.

The evidence base in numeracy approaches Suitable for Key Stage 1 / 2

| Strategy | Suitable for: | What is the strategy? | How strong is the evidence? | Where can I find out more? |
|---|---|--|--|--|
| Structured maths tuition |  | A teaching assistant works pupils through a structured mathematics intervention. | Moderate evidence that it is effective at improving standardised maths scores. | Resources: Numbers Count Research: Torgerson et al (2010) |
| Individualising tuition according to existing knowledge |  | Training includes factual, conceptual and procedural knowledge and targets for intervention, chosen using individual assessment. | Moderate evidence that it is more effective at improving maths scores than a single standard intervention approach. | Resources: Catch up Numeracy Research: Holmes & Dowker (2012) |
| Computer games used to teach counting skills |  | Counting skills are taught with the aid of computer games. | Moderate evidence that this can help children at risk of numeracy difficulties. | Research: Praet & Desoete (2014) |

The evidence base in numeracy approaches

Key Stage 3 / 4 / post-16  

| Strategy | Suitable for: | What is the strategy? | How strong is the evidence? | Where can I find out more? |
|--------------------------------------|---|--|--|--|
| Computer based teaching |  | Students work through a structured mathematics programme. | Moderate evidence that this can be useful in improving fluency and factual knowledge. Less useful for conceptual understanding. | Research: Seo & Bryant, 2009 ; Kroesbergen & vanLuit, 2003 ; Burns et al, 2012 |
| Promotion of mathematical resilience | Numeracy needs | Pupils and students are made aware that becoming successful at maths sometimes involves struggle in different areas, valuing mathematics and improving your knowledge of it. | Promising evidence that this improves mathematical outcomes. | Mathematical Resilience Research: Johnstone-Wilder et al, 2010 |







4. Thinking skills approaches

The research presented here includes interventions looking at attention and working memory, which support pupils' and students' development of thinking skills.


The evidence base in thinking skills approaches






Suitable for Key Stage 1 / 2 

| Strategy | Suitable for: | What is the strategy? | How strong is the evidence? | Where can I find out more? |
|-------------------------|---|--|--|--|
| Physical activity |  | Children take part in a programme including moderate aerobic exercise. | Good evidence that physical exercise improves concentration and attention. | Cerroillo-Urbina et al (2015) ; |
| Training working memory |  | A computer based programme which gradually improves attention skills over 5 weeks. Suitable for children and adults. | Good evidence that working memory can be trained, but there is little evidence that this affects school learning. | Resources: Cogmed Research: Diamond (2012) ; Kirk et al (2016) |
| Mindfulness and yoga |  | Children complete a series of mindfulness exercises or a yoga routine. | Moderate evidence that this can be useful (though not as effective as aerobic exercise). | Cerroillo-Urbina et al (2015) ; |

| | | | | |
|---------------------|---|---|--|---|
| Alternative seating |  | Individuals who have trouble sitting still are given exercise balls, bean bags or standing desks. | Promising evidence that this can be effective in improving attention. | Davies et al (2011) ; Goodmon et al (2014) |
|---------------------|---|---|--|---|

The evidence base in thinking skills approaches

Key Stage 3 / 4 / post-16  

| Strategy | Suitable for: | What is the strategy? | How strong is the evidence? | Where can I find out more? |
|-------------------------|--|--|--|--|
| Physical activity |  | Pupils and students take part in a programme including moderate aerobic exercise. | Good evidence that physical exercise improves concentration and attention. | Cerroillo-Urbina et al (2015) ; |
| Training working memory |  | A computer based programme which gradually improves attention skills over 5 weeks. Suitable for children, young people and adults. | Good evidence that working memory can be trained, but there is little evidence that this affects school learning. | Resources: Cogmed Research: Diamond (2012) ; Kirk et al (2016) |
| Mindfulness and yoga |  | Pupils and students complete a series of mindfulness exercises or a yoga routine. | Moderate evidence that this can be useful (although not as effective as aerobic exercise). | Cerroillo-Urbina et al (2015) ; |
| Alternative seating |  | Individuals who have trouble sitting still are given exercise balls, bean bags or standing desks. | Promising evidence that this can be effective in improving attention. | Davies et al (2011) ; Goodmon et al (2014) |
| Vibrating pager |  | Pupils and students are given a pager that vibrates at regular intervals, and are asked to tick whether they are working whenever it vibrates. | Promising evidence that this improves focus on schoolwork. | Resources: MotivAider Research: Morrison, 2014 |

What we found didn't work in improving thinking and memory

- While working memory training programmes can be effective at improving performance on working memory tasks, this does not necessarily generalise to school learning (Melby-Lervag et al, 2015; Hitchcock & Westwell, 2017)

Promising practice



In studied schools and colleges specialist support and interventions for pupil and students' cognition and learning needs focused on

- Literacy support, or
- Maths support

Literacy Support

Support includes sessions of additional and/or intensive input on:

- Handwriting – often in addition to motor skills input
- Spelling – using a mixture of self-made approaches and flash cards
- Reading – including group reading, reading to an adult, paired reading (with a different aged peer), and reading to a therapy dog
- Phonics and phonological awareness

Practice examples: Supporting attendance of handwriting club

Honywood secondary school runs a handwriting club but they realised it wasn't necessarily a club that SEN support pupils and students would want to voluntarily attend. So they took steps to make it appealing and better engage the targeted pupils and students.

- Suitable pupils and students were identified by personal tutors and the SEN team. Each learner was sent a personal invitation to a taster session and given chance to discuss it with their tutor
- This taster session was made fun and the benefits of attending were highlighted
- Students are given the option to complete the work being covered in the club independently, with the chance to 'drop in' to sessions if they need extra support
- Those who choose to take part ('100% of those invited, after a little persuasion!') set up agreements with teaching staff about their commitment and the outcomes they wanted to achieve



Schools and colleges studied are also using a comprehensive selection of brought in programmes, including:

Read Write Inc. programme - including Reading Recovery – that offers four programmes for different age ranges providing an approach to teaching children to read and write

Lifeboat – a highly-structured, multi-sensory teaching resource for a wide range of literacy teaching

Toe by toe – that supports pupils and students who have difficulty in decoding (reading unfamiliar words confidently and accurately) or reading fluently (reading without pausing or hesitating when confronted by an unfamiliar word)

Nessy Reading & Spelling – a web-based reading programme for students 5-12 years of age who have reading differences such as dyslexia

Accelerated reader – a personalised reading practice programme

Lexia – a programme which supports pupils and students to work independently to develop fundamental reading skills in a structured, sequential manner

Reading recovery – (including 20:20 reading, FFT Wave 3, Every child a reader) are highly intensive reading and writing programmes based on similar principles for pupils and students who are unable to access other literacy programmes

Precision teaching – embedding strategies for generalising literacy and numeracy learning to the classroom

Early reading research – a highly structured intervention which teaches phonological skills, phonic skills, sight vocabulary, reading and spelling

Reading inference – for pupils in KS2 and KS3 who decode adequately but fail to get full meaning and enjoyment from their reading

PrimEd teaching reading – a range of products addressing reading and comprehension skills, with resources for support staff

Speech mark – a range of resources to support development of a wide range of cognitive skills

Cloze – structured resources to develop reading strategies

Language for thinking - to teach and develop children's language from the abstract to the concrete

SNIP - aimed at increasing reading and spelling using the primary high frequency words

Spelling made easy/Violet brand spelling - enabling children to learn and develop the fundamental skills needed to spell

IDL for dyslexia - specialist literacy computer programme, using a structured multi-sensory approach designed for pupils and students with dyslexic difficulties

Write from the start/Teoredescu - designed to guide a child through the stages of perceptual and fine-motor development to lay the foundations for flowing, accurate handwriting

Catch Up Literacy - structured one-to-one literacy-based interventions;

Inference training - for reading comprehension

Talk for Writing - designed to enable children to imitate the language they need for a particular topic orally before reading and analysing it and then writing their own version.

Practice examples: Implementing Literacy interventions

Priestnall Secondary School screens all pupils' literacy when they join them in September using LASS <http://www.lucid-research.com/p/127/lass-11-15>. This provides detail of pupils' and students' strengths and weaknesses and so is used to:

- Assess attainment in reading and spelling
- Measure discrepancies between actual and expected literacy attainment
- Identify underlying problems in memory or phonological skills
- Monitor development in reading and spelling on a regular basis
- Evaluate progress in memory, phonological and phonic skills
- Estimate the student's intelligence
- Provide support evidence when applying for special arrangements in examinations
- Proactively identify those who may benefit from literacy interventions.

Literacy Interventions used in the school include:

- One-to-one multisensory teaching sessions (using multi-sensory techniques to support struggling readers <https://www.understood.org/en/school-learning/partnering-with-childs-school/instructional-strategies/8-multisensory-techniques-for-teaching-reading>)
- Targeted group teaching (a multi-sensory approach for pupils and students with dyslexia <https://www.amazon.co.uk/Teaching-Literacy-Pupils-and-students-Dyslexia-Multi-Sensory/dp/O857O2535X?tag=httpwwwshopst-21&ascsubtag=2431828880&tag=httpwwwshopst-21>)
- DEAR (drop everything and read!) structured reading programme
- Trugs - phonics based reading games <http://www.readsuccessfully.com>
- Lexia - a computer-based reading development programme (undertaken at social times/before/after school and at home). <http://www.lexialearning.com>
- First News - a newspaper produced to engage young people in reading with associated teaching materials. http://info.firstnews.co.uk/first-news-is-ten-years-old?gclid=COyF-L_Yqc4CFROZGwodagkPKg&gclidsrc=aw.ds
- Accelerated Reader - a personalised reading practice programme. <http://www.renaissance.com/products/practice/accelerated-reader-360/>
- LASS is used to test literacy performance, as one of the ways to measure progress for pupils and students with SEND.



Maths Support

In schools and colleges studied, this includes sessions of additional and/or intensive input in numeracy as well as catch up programmes. A selection of brought-in programmes were also used, including:

- Every child counts - a range of maths-based interventions including:
 - Numbers Count - a teacher-led, personalised programme for pupils who really struggle with counting, number and calculation
 - 1stClass@Number - programmes for groups of 4 pupils who need a helping hand with counting, number and calculation
 - Success@Arithmetic - for pupils who need help to master the understanding of and procedures for calculations
 - Talk 4 Number - to support learning the vocabulary of numbers and calculations and to encourage confidence in talking about mathematics
- Rising Stars maths programmes - providing a range of interventions and lesson plans to address various areas of weakness
- Core maths - a highly structured intervention which teaches core maths skills such as: verbal counting, number concepts, number procedures and solving problems
- Numicon - a series of activities and assessments to embed maths mastery
- Manga high maths - an online programme for primary and secondary pupils and students that addresses key elements of mathematics.

Practice examples: Addressing literacy and maths needs

High Tunstall secondary school provides additional support for year 7 students identified with the lowest performance scores (below Level 4) in English and Maths. Strategies they use include:

- Further development of higher quality teaching and classroom resources tailored to the individual needs of these students
- A whole-college approach to Faculty Written Feedback Standards and student response to feedback
- Use of the Lexia programme to enhance literacy skills
- Small groups working in the Independent Learning Hub with specialist HLTAs
- The introduction of 'Maths Mondays' during tutor time
- The introduction of silent reading twice per week during tutor time
- Peer mentoring, during lunch and after college



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Section 9. Do: Social, Emotional and Mental Health needs

Children and young people may experience a wide range of social and emotional difficulties which may lead to a special educational need. Pupils and students with SEMH needs may demonstrate difficulties with emotional regulation and/or social interaction and/or experience mental health problems. Pupils and students who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships. This may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other pupils and students may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.



Evidence

These tables provide a brief overview of the research evidence available. We intend this to be a tool in the process of selecting an approach to use, and we would always suggest using your own professional judgement to best select the approach that fits the learner and the situation, and to consider this as only one part of the graduated approach.

We have labelled the evidence for each approach as **Good**, **Moderate** or **Promising**.

Good evidence means that there are multiple high quality studies indicating that this may be effective in mainstream schools. These would normally be randomised controlled trials¹.

Moderate evidence means that we found either one randomised controlled trial or multiple cohort trials² showing that this may be effective in mainstream schools.

Promising evidence means that the research is smaller scale: it might have used pre-test and post-test with only one group, or it might present a series of case studies.





We have divided the tables into two areas:



- Social skills and emotion regulation
- Mental health difficulties (including anxiety and depression).

¹ Randomised controlled trials are considered the 'gold standard' of intervention research. Individuals are randomly allocated to receive either a control intervention or one of multiple experimental interventions. The control intervention may be no treatment or treatment as usual.



² Cohort trials are trials where two groups are compared before and after the intervention




The evidence base in Social Skills and Emotional Regulation approaches
Suitable for Key Stage 1 / 2 

| Strategy | Suitable for: | What is the strategy? | How strong is the evidence? | Where can I find out more? |
|---|---|---|--|--|
| Classroom / Curriculum Skills Interventions |  | Programmes developed to support the development of SEMH across all students regardless of any individual risk. The programmes are normally based around lessons for the whole class discussing issues that often arise in childhood, such as friendships, dealing with change and loss, and resolving conflict effectively. | Good evidence for some programmes, although developed outside of UK. Promising evidence of their effectiveness more widely, but further UK research needed. | Resource: Zippy's Friends FRIENDS Promoting Alternative Thinking Strategies (PATHS) Positive Action Circle Time: RTime: Research: Clarke & Barry, 2010 ; Holen et al., 2012 ; Stallard et al., 2014 ; Humphreys et al., 2016 ; Curtis & Norgate, 2007 ; Snyder et al., 2010 ; Miller & Morna, 2007 ; Hampton et al., 2010 . |
| Mindfulness |   | A series of meditative exercises focused on training individuals to focus on their mental states, and to accept them without judgement. | Good evidence that mindfulness training can reduce stress and anxiety in children and adolescents. | Research: Kallapiran et al., 2015 |
| Social Skills Training |  | Teaches students interpersonal skills to help them relate better to others, respond more appropriately in social situations and read social cues more effectively. | Good evidence to show improvement in social skills after attending social skills intervention groups. | Research: Gresham (2015) |


| | | | | |
|--------------------|---|---|---|--|
| Daily Report Cards |  | Students are given a report card which is completed each day to say whether they have achieved up to 5 behavioural goals (e.g. sat still in class, attended to teacher). They are given rewards and feedback by teachers or parents based on the cards. | Moderate evidence that this can improve classroom behaviour and completion of work, particularly when the card is used broadly and parents are involved. | Resources: Example behaviour report cards References: Fabiano et al (2010) ; Vujnovic et al (2010) ; Palcic et al (2009) ; Vannest et al (2010) |
| Social Stories |  | Provides students with social information about situations they may find difficult to help them respond more appropriately or prepare them for new experiences. | Promising evidence for a decrease in targeted behaviours; most effective when paired with a reward system. | Research: Iskander et al., (2013) |


The evidence base in Social Skills and Emotional Regulation approaches Suitable for Key Stage 3 / 4 / post-16

| Strategy | Suitable for: | What is the strategy? | How strong is the evidence? | Where can I find out more? |
|--|---|---|---|---|
| Class based programmes to promote resilience and wellbeing |  | Programmes developed to support the development of SEMH across all students regardless of any individual risk. The programmes are normally based around lessons for the whole class discussing issues that often arise in adolescence and promoting a focus on positive strengths that an individual has. | Good evidence for some programmes. Many programmes have however been developed outside the UK and whilst there is promising evidence of their effectiveness, further research is required. | Resource: Positive Action Programme: Strengths Gym: Penn Resilience Programme: UK Resilience Programme: Research: Li et al., 2011 ; Snyder et al., 2010 ; Brunswasser et al., 2009 ; Challen et al., 2011 |
| Social Skills Training |  | Teaches students interpersonal skills to help them relate better to others, respond more appropriately in social situations and read social cues more effectively. | Good evidence to show improvement in social skills after attending social skills intervention groups. | Research: Cook et al., (2015) |

| | | | | |
|--------------------|---|---|---|---|
| Mindfulness |  | A series of meditative exercises focused on training individuals to focus on their mental states, and to accept them without judgement. | Good evidence that mindfulness training can slightly reduce stress and anxiety in children and adolescents. | Research: Kallapiran et al., 2015 |
| Daily Report Cards |  | Students are given a report card which is completed each day to say whether they have achieved up to 5 behavioural goals (e.g. sat still in class, attended to teacher). They are given rewards and feedback by teachers or parents based on the cards. | Moderate evidence that this can improve classroom behaviour and completion of work, particularly when the card is used broadly and (where appropriate) parents are involved. | Resources: Example behaviour report cards References: Vannest et al (2010) |
| Support Groups |  | Helps students develop interpersonal skills, emotional intelligence, emotional regulation, forming and maintaining good relationships, empathy, self-esteem and confidence and a positive attitude towards learning. | Promising evidence in terms of decreased numbers of school referrals within a year group and duration of suspensions. | Research: Mowat (2010a ; 2010b) |



The evidence base in Mental Health needs approaches (including anxiety and depression) Suitable for Key Stage 1 / 2






| Strategy | Suitable for: | What is the strategy? | How strong is the evidence? | Where can I find out more? |
|------------------|---|--|---|--|
| Targeted Support |  | Interventions designed to support pupils and students who have been identified as being at risk of developing anxiety or depression. | Good evidence that interventions targeted at students who have been identified as being at risk of anxiety or depression may be more effective than universal interventions. | Research: Mychailyszyn et al., 2012 |

| | | | | |
|--|---|---|---|--|
| Mindfulness |  | A series of meditative exercises focused on training individuals to focus on their mental states, and to accept them without judgement. | Good evidence that mindfulness training can reduce stress and anxiety in children and adolescents. | Research: Kallapiran et al., 2015 |
| Computerised Cognitive Behavioural Therapy programme |  | Teaches techniques to improve attention and listening skills, impulse control, emotional control, problem-solving skills, interpersonal skills and social-perspective taking. | Promising evidence in terms of improvement in attention, emotion and conduct. | Research: Humphrey and Brooks (2006) |
| Child Centred Play Therapy |  | Play therapy which sees the relationship between therapist and child as the primary healing factor. | Good evidence in terms of externalising behaviours and academic outcomes: however, it does require to be delivered by a trained therapist. | Resource: Play Therapy UK: Research: Ray et al., 2015 |

The evidence base in Mental Health needs approaches (Including anxiety and depression)

Suitable for Key Stage 3 / 4 / post-16  

| Strategy | Suitable for: | What is the strategy? | How strong is the evidence? | Where can I find out more? |
|--|---|---|---|---|
| Targeted Support |  | Interventions designed to support students who have been identified as being at risk of developing SEMH issues such as anxiety or depression. | Good evidence that interventions targeted at students who have been identified as being at risk of anxiety or depression may be more effective than universal interventions. | Research: Mychailyszyn et al., 2012 |
| Cognitive-Behavioural Anger Management |  | Teaches students to understand and manage anger more effectively. | Promising evidence of improvement for emotion outbursts, conduct, hyperactive/inattentive behaviour and prosocial behaviour. | Research: Humphrey and Brooks (2006) |

| | | | | |
|--|--|--|---|---|
| Support Groups |  | Helps students develop interpersonal skills, emotional intelligence, emotional regulation, forming and maintaining good relationships, empathy, self-esteem and confidence and a positive attitude towards learning. | Promising evidence in terms of decreased numbers of school referrals within a year group and duration of suspensions. | Research: Mowat (2010a ; 2010b) |
| Check and Connect |  | An intervention to reduce school drop out by monitoring of school performance and providing mentorship. | Promising evidence regarding reduction in drop out rates, but only in US schools. | Resource: Check and Connect Research: What Works Clearinghouse report |
| Computer-based Cognitive Behavioural Therapy |  | Provides wider access to interventions using CBT techniques. Primarily used for reducing and preventing symptoms of anxiety and depression. | Promising evidence in terms of reducing symptoms and greater impact for students with high adherence to the programme. Further research is required in the UK. | Resource: MoodGYM Research: Pennent et al 2015 ; Calear et al., 2013 |
| Mindfulness |   | A series of meditative exercises focused on training individuals to focus on their mental states, and to accept them without judgement. | Good evidence that mindfulness training can reduce stress and anxiety in children and adolescents. | Research: Kallapiran et al., 2015 |

Promising practice



Interventions used by schools and colleges to provide additional support for pupils and students with SEMH needs include a mixture of:

- Groups to address different behaviours such as: anger management, boosting self-esteem, confidence building, and coping with anxiety
- Nurture groups - which provide informal but structured instruction on developmental issues (self esteem, communication and life skills)
- Friendship groups - involving activities to teach children the social skills needed to make and sustain peer relationships; to provide children with opportunities for learning about issues relevant to peer friendships, such as conflict resolution and bullying; and to teach children the social skills necessary for friendship formation and maintenance
- Well-being coaches - who mentor pupils and students on social and academic issues
- Counselling - provided by trained external counsellors or designated school staff

Practice examples: Counselling

Sweyne Park secondary school offers work experience placements to (vetted) students from a local university counselling degree course in order to provide a school counselling service. In-school training is provided by the school and they match pupils (on needs and personality) to counsellors. Designated slots are arranged for students who have been identified by staff (or self-identified) as needing additional support, or wanting to talk about issues. The school felt it was important to offer this as teaching and tutorial staff did not feel they had sufficient time or skills to deal with these issues properly. The counselling staff also provide mental health support and debriefing to staff, as many are also dealing with students' SEMH issues on a daily basis in school.

St James' secondary school buys in two counsellors for pupils to be referred to or have drop in sessions with.

Additionally, as part of a secondary project funded by the local CAMHS, a mental health nurse comes into the school to support pupils and students who would be identified as having Tier 1 or 2 issues and so would not meet the threshold for a referral to the CAMHS service.

This work is part of an 'early intervention' package but also means the mental health nurse can identify when a learner does need additional support and a referral (i.e. has Tier 3 clinical needs). This process has been found to provide better access to CAMHS for those who need it.

- Input devised with the support of a specialist (e.g. educational psychologist, CAMHS) - where a structured programme devised to meet the pupils' and students' assessed needs is carried out.



These interventions are used in conjunction with various 'brought in' interventions, including:

- Bounceback - a wellbeing and resilience programme that can be integrated into teaching (such as through PHSE or Circle/form time). <http://bounceback.com.au>
- SEAL (social and emotional aspects of learning) - an approach to promoting the social and emotional skills underpinning effective learning, school engagement and wellbeing. <http://www.sealcommunity.org>
- Fun Friends - an anxiety prevention and resilience building programme which teaches effective strategies to manage emotional distress. <http://www.friendsresilience.org/fun-friends-ages-4-7/>
- Volcano in my tummy - to help 6 to 15 year olds, and those who work with them, to manage their anger. <https://www.newsociety.com/Books/V/A-Volcano-in-My-Tummy>
- Mindfulness - a way of learning to concentrate on personal experiences and emotions by controlling the breath, body and mind. <https://mindfulnessinschools.org>

- Narrative therapy - a method that encourages people to rely on their own skill sets to minimise problems they experience. <http://www.theinstituteofnarrativetherapy.com/training.html>
- Nurturing talk@primary - (KS1-3) a targeted and flexible intervention programme to develop children's language and thought processes, confidence and engagement, helping them work effectively with other children and adults.). <http://www.educationworks.org.uk/what-we-do/speaking-and-listening/nurturingtalkprimary>
- SPARKS - that aims to promote social growth in children aged 6-10 years covering recognising emotions, self-control, solving social problems and active listening http://www.hiddensparks.org/wow_registrations/promoting-social-skills-and-social-growth-2/
- SCERTS - a multidisciplinary framework that focuses on building competence in social communication, emotional regulation and transactional support as the core challenges faced by children and young people with autism http://www.scerts.com/index.php?option=com_content&view=article&id=7&Itemid=4
- Bliss - an early intervention programme for young women aged 11-13 that aims to raise self-esteem and self-confidence around body image. <http://removingbarriers.lls.leicester.gov.uk/Media/Bespoke%20course%20flyers%20-%20removing%20barriers/bliss.pdf>



10. Do: Physical and sensory needs

Children and young people may have a physical disability which affects their learning or access to learning. Some may also have issues with processing sensory information (such as sight, sound, touch).



Evidence

The impact of sensory processing, co-ordination, sensorimotor difficulties or impairment of the senses not only hinders learning and cognition but can have a pervasive and serious effect on the emotional well-being of children and young people, and further impacts life chances in adulthood (Cairney, 2011; Gagnon-Roy 2016). It is also important to be aware that physical and sensory difficulties are unlikely to resolve without additional support (Green et al, 2008). In the following sections, we first address motor difficulties (with the exception of handwriting difficulties, dealt with under Cognition and Learning), visual impairment and hearing impairment.

These tables are a brief overview of the research evidence available. We intend this to be a tool in the process of selecting an approach to use, and we would always suggest using your own professional judgement to select the approach that best fits the learner and the situation and to consider this as only one part of the graduated approach.

We have labelled the evidence for each approach as Good, Moderate or Promising.

Good evidence means that there are multiple high quality studies indicating that this may be effective in mainstream schools. These would normally be randomised controlled trials¹.

Moderate evidence means that we found either one randomised controlled








¹ Randomised controlled trials are considered the 'gold standard' of intervention research. Individuals are randomly allocated to receive either a control intervention or one of multiple experimental interventions. The control intervention may be no treatment or treatment as usual.


trial or multiple cohort trials² showing that this may be effective in mainstream schools.

Promising evidence means that the research is smaller scale: it might have used pre-test and post-test with only one group, or it might present a series of case studies.




² Cohort trials are trials where two groups are compared before and after the intervention




The evidence base in Physical and Sensory needs approaches Suitable for Key Stage 1 / 2

| Strategy | Suitable for: | What is the strategy? | How strong is the evidence? | Where can I find out more? |
|---|---|--|---|---|
| Cognitive orientation to daily occupational performance (CO-OP) |  (with motor difficulties such as dyspraxia and cerebral palsy) | CO-OP is a task-orientated problem-solving approach for individuals with motor and co-ordination difficulties. It focuses on functional goals selected by the child. | Moderate evidence that this is more effective than an approach focusing on motor skills alone. | Resources: CO-OP Research: Armstrong 2012 ; Missiuna, Mandich, et al, 2001 ; Miller et al., 2001 ; Green et al 2008 ; Rodger & Brandenburg, 2009 ; Mandich et al, 2003 ; Cacola et al, 2016 ; Sugden & Chambers, 2007 ; Smits-Englesman et al 2013 |
| Trampoline training |   | Children carried out a 12 week programme including balance trampolining. | Moderate evidence that this improves balance. | Research: Giagazoglou et al., 2015 |
| Physical therapy delivered by specialists |  | Children are given a programme of therapy to complete by a specialist physiotherapist. | Moderate evidence that this can improve motor skill. | Research: Watemala, 2007 ; Niemeijer, et al., 2006 |
| Table tennis training |   | Children carried out several weeks of table tennis training. | Promising evidence on inhibitory control as well as motor skill. | Research: Tsai, 2009 |
| Using computer based activities |  | Regular sessions using the Wii Fit ski slalom game. | Promising evidence that this improves motor skill. | Research: Jelsma et al, 2014 |

| | | | | |
|-------------------------|---|--|---|--|
| Online parental support |  | Parents of children with developmental co-ordination disorder completed an online module about how to manage their child's health. | Promising evidence that parents change their behaviour positively. | Resources: CanChild Research: Camden et al 2016 |
|-------------------------|---|--|---|--|

The evidence base in Physical and Sensory needs approaches Suitable for Key Stage 3 / 4 / post-16

| Strategy | Suitable for: | What is the strategy? | How strong is the evidence? | Where can I find out more? |
|---|---|--|---|---|
| Cognitive orientation to daily occupational performance (CO-OP) |  (with motor difficulties such as dyspraxia and cerebral palsy) | CO-OP is a task-orientated problem-solving approach for individuals with motor and co-ordination difficulties. It focuses on functional goals selected by the learner. | Moderate evidence that this is more effective than an approach focusing on motor skills alone. | Resources: CO-OP Research: Armstrong 2012 ; Missiuna, Mandich, et al, 2001 ; Miller et al., 2001 ; Green et al 2008 ; Rodger & Brandenburg, 2009 ; Mandich et al, 2003 ; Cacola et al, 2016 ; Sugden & Chambers, 2007 ; Smits-Englesman et al 2013 |
| Physical therapy delivered by specialists |  | Learners are given a programme of therapy to complete by a specialist physiotherapist. | Moderate evidence that this can improve motor skill. | Research: Waternberg, 2007 ; Niemeijer, et al., 2006 |
| Using computer based activities |  | Regular sessions using the Wii Fit ski slalom game. | Promising evidence that this improved motor skill. | Research: Jelsma et al, 2014 |

| | | | | |
|-------------------------|--|---|---|--|
| Online parental support |  | Parents of children/young people with developmental co-ordination disorder completed an online module about how to manage their child's health. | Promising evidence that parents change their behaviour positively. | Resources: CanChild Research: Camden et al 2016 |
| Table tennis training |   | Children/young people carried out several weeks of table tennis training. | Promising evidence on inhibitory control as well as motor skill. | Research: Tsai, 2009 |





Visual Impairment


Useful guidance on supporting pupils and students is provided by the Royal National Institute for the Blind ([RNIB](#))



These tables are a brief overview of the research evidence available. We intend this to be a tool in the process of selecting an approach to use, and we would always suggest using your own professional judgement to select the approach that best fits the learner and the situation and to consider this as only one part of the graduated approach.

The evidence base in Visual Impairment approaches Suitable for Key Stage 1 / 2

| Strategy | Suitable for: | What is the strategy? | How strong is the evidence? | Where can I find out more? |
|--|---|---|---|--|
| Providing an inclusive learning environment |  | Establishing optimal print size for reading materials. Adapting materials and tasks to the learner and encouraging them to take part in the lesson. | Promising evidence that this would be useful – at present only small scale case study evidence is available. | Research: Lueck et al, 2003 Douglas et al 2011 ; Davis & Hopwood, 2002 |
| Assistive technology: screen reading, text to speech software, Optical Character Recognition |  | Providing different pieces of assistive technology according to the student's needs. | Promising evidence that assistive technology can be useful if teachers are well trained in using it. | Research: Wong & Cohen, 2016 |

The evidence base in Visual Impairment approaches Suitable for Key Stage 3 / 4 / post-16

| Strategy | Suitable for: | What is the strategy? | How strong is the evidence? | Where can I find out more? |
|--|---|--|---|---|
| Assistive technology: screen reading, text to speech software, Optical Character Recognition |  | Providing different pieces of assistive technology according to the student's needs. | Promising case studies on visually impaired students showing that assistive technology is useful if teachers are well trained in using it. | Research: Fichten et al, 2009 ; Wong & Cohen, 2016 |

| | | | | |
|--|---|---|---|--|
| Providing an inclusive learning environment |  | Establishing optimal print size for reading materials. Adapting materials and tasks to the learner and encouraging them to take part in the lesson. | Promising evidence that this would be useful – at present only small scale case study evidence is available. | Research: Lueck et al, 2003 Douglas et al 2011 ; Davis & Hopwood, 2002 |
| Using peer mentoring in physical education classes |  | Children/young people with visual impairment are paired with a peer with no visual impairment during PE lessons. The peer receives training in guiding and feedback techniques. | Promising evidence that this improves social skills and targeted sports skills as long as the peers are trained. | Research: Wiskochil et al, 2007 |






Hearing Impairment




The National Deaf Children’s Society (NCDS) provides useful information on supporting children with hearing loss within the classroom, including a series of commissioned [research reports](#) as well as ‘deaf friendly’ classroom [practice guidance](#).

The tables below are a brief overview of the research evidence available. We intend this to be a tool in the process of selecting an approach to use, and we would always suggest using your own professional judgement to select the approach that best fits the learner and the situation and to consider this as only one part of the [graduated approach](#).


The evidence base in Hearing Impairment approaches

Suitable for Key Stage 1 / 2

| Strategy | Suitable for: | What is the strategy? | How strong is the evidence? | Where can I find out more? |
|-------------------------------------|---|--|---|---|
| Phonics based literacy intervention |  | Children with some access to spoken language can benefit from phonics based literacy tuition similar to that used with children with literacy difficulties. | Moderate evidence that phonics based tuition can improve literacy outcomes for children with hearing impairment. | Research: Bergeron et al, 2009 ; Lederberg et al, 2014 |
| Cued speech |  | Cued speech is a system of gestures to disambiguate speech sounds for those with hearing loss. Parents and educators can be trained to use cued speech with the child. | Moderate evidence that this improves language and literacy outcomes. | Resources: Cued Speech Research: Bouton et al, 2011 ; Leybaert et al, 2003 ; |
| Morphological awareness training |  | Children are taught the roots, prefixes and suffixes that make up everyday words. | Promising evidence that morphological awareness training improves literacy outcomes. | Resources Oxford Education Resources Research: Nunes et al, 2009 |

| | | | | |
|---|---|--|---|--|
| Electronic storybook reading |  | 4-9 year old children with cochlear implants learnt new vocabulary from electronic storybooks. | Promising evidence that this increases vocabulary skills. | Research: Messier & Wood, 2015 |
| Speech and language therapy (core vocabulary) |  | Parents or teachers select 50 words which are important or useful to the child. Teaching focuses on making sure these words are known. | Promising evidence that focusing on core vocabulary can be useful for improving deaf children's intelligibility. | Resources: Core Vocabulary Therapy Research: Herman et al, 2015 |
| Classroom amplification systems |  | An amplification system that ensures that the teacher's voice can be heard clearly throughout the classroom. | Promising evidence that using amplification systems correctly improves attainment in children with hearing impairment. | Resources: Classroom amplification Research: Taub et al, 2003 |

The evidence base in Hearing Impairment approaches Suitable for Key Stage 3 / 4 / post-16

| Strategy | Suitable for: | What is the strategy? | How strong is the evidence? | Where can I find out more? |
|---------------------------------|---|--|---|--|
| Classroom amplification systems |  | An amplification system that ensures that the teacher's voice can be heard clearly throughout the classroom. | Promising evidence that using amplification systems correctly improves attainment in children with hearing impairment. | Resources: Classroom amplification Research: Taub et al, 2003 |

Promising practice



Interventions in schools and colleges targeted at addressing physical and sensory needs include:

- Motor skills sessions – devised by physiotherapists and occupational therapists to encourage fine and gross motor skill development
- Multi-skills programmes – to support the development of motor skills and physical activity

Practice examples: Multi-skills groups

St James' secondary school runs a multi-skills afterschool club devised by the physiotherapist who works with the school.

The club encourages the use of gross and fine motor skills, mobility, balance and other skills pupils and students need to develop.

Parents are encouraged to send their children to these classes, with the benefits explained to them. Children are encouraged to attend by making the sessions fun, engaging and suitable for pupils and students with a range of ability levels.

- Physiotherapy sessions – for pupils and students with physical and mobility needs
- Specialist teacher input e.g. teacher of the deaf, teacher of the visually impaired

Practice examples: Supporting access for pupils and students with physical and sensory needs

Colleges use technology to enable students to access learning in the classroom independently as much as possible. This includes using the software:

- Audio note – which links audio recordings and notes <http://luminant-software.com/iphone/audionote.html>
- Xmind - free mind-mapping software <http://www.xmind.net>
- D speech - text to speech software <https://dspeech.en.softonic.com>
- Comic strip - tells a story through pictures e.g. if asked to write about how to hedge lay then the student can take pictures to illustrate this rather than writing <http://www.educatorstechnology.com/2013/11/7-great-ipad-apps-for-creating-comic.html>
- Read & Write Gold – which 'reads out' text <http://www.enablingtechnology.com/texthelp-read-and-write-gold-115---1-year-subscription-208-p.asp>
- Dragon dictation - a dictation and voice recognition tool <http://www.dragonmobileapps.com>

Gloucestershire College provides USB sticks with a range of software on so students can try out which works best for them.

E-readers can also support students as they look like a pen but read out text with a human-like voice.

They can be used with headphones, so it looks like the learner may be listening to any audio device (such as an iPod) but they are, in fact, discreetly getting support to read.

The Exam Reader has been approved by The Joint Council for Qualifications (JCQ) for use in exams, meaning students with reading difficulties can take exams independently.

Practice examples: Making the environment suitable for pupils and students with physical and sensory needs

Sweyne Park secondary school has a Hearing Impairment (HI) base within its school. It has therefore made a number of adaptations to support its students who are hearing impaired, and has found that these benefit all pupils and students in the school.

They assessed the acoustics in each of their classrooms and communal spaces with the help of the local teacher of the deaf. This led them to install acoustic panels.

Many classrooms and halls have hard floor, wall and ceiling surfaces.

These hard surfaces bounce noise around the room which leads to amplification of the noise and make sounds, such as one voice, difficult to hear. This places a strain on the teachers as well as the children as the result is a 'din' as opposed to sound being clear and intelligible. Acoustic panels 'absorb' noise and reduce reverberation.

The school firstly fitted the panels in a single room often used by its HI students. The impact was so impressive that they immediately got the rest of the teaching rooms, hall and dining space panelled.

There is a range of ways to install acoustic panels and different styles to suit different settings. They can be simply glued on to existing ceilings; suspended from the ceiling; wall panels for larger rooms; and 'tough' panels for use in gyms and activity spaces. They can also be made into shapes to add to the ambience of the room.



The school also:

- Has all school signs in BSL
- Ensures assemblies and school events are all signed
- Adds captioning to videos/programmes used in class
- Offers BSL classes to all pupils and students.



Section 11. Review

The code of practice states

P S For schools: The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with agreed timeframes. The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENCO, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

16+ For colleges: The effectiveness of the support and its impact on the student's progress should be reviewed regularly, taking into account the student's progress and any changes to the student's own ambitions and aspirations, which may lead to changes in the type and level of their support. The college and the student together should plan any changes in support. Colleges should revisit this cycle of action, refining and revising their decisions about support as they gain a richer understanding of the student, and what is most effective in helping them secure good outcomes. Support for all students with SEN should be kept under review, whether or not a student has an EHC plan. Colleges should also keep under review the reasonable adjustments they make under the Equality Act 2010 to ensure they have removed all the barriers to learning that they reasonably can. Colleges should also ensure that students with SEN or disabilities know who to go to for support.



Practice in schools and colleges studied involves two inter-linked ways of 'reviewing': monitoring impact on pupils and students and evaluating the effectiveness of support.

Monitoring impact

Schools and colleges review the impact of support on progress at an individual, cohort and school/college level.

They do this by:

- Examining an individual's progress - for example achievement of, or towards, personalised targets set
- Monitoring small steps of progress - using an in-house or 'off the peg' system (such as p-scales, B Squared) and/or assessment using the pupils' and students' previous year's work
- Evaluating progress made as a result of an intervention - for example as measured by pre- and post- intervention test scores
- Reassessing pupil progress as part of regular reviews of overall pupil progress to ascertain whether strategies put in place are having the desired effects.

Monitoring impact on progress

At Downside Primary School every child is expected to make progress. This is monitored by pupil progress meetings involving the head, SENCO and lead TA, held fortnightly specifically to track the progress of pupils with SEN.

The school has a list of literacy and numeracy objectives for children to achieve before the end of the year. *'For children with SEN, one more tick is progress.'*

In North Ormesby Primary Academy the SENCO and Vulnerable Pupil Champion look at data every 6 weeks to identify children who are making slow progress or whose progress is behind age related expectations. The school also uses:

- P-scales - <https://www.gov.uk/government/publications/p-scales-attainment-targets-for-pupils-with-sen>
- CPOMS - <http://www.cpoms.co.uk> for logging child protection concerns or any other concerns e.g. about children's learning.

Low Moor Primary School has 'intervention files and action monitoring'. These are used to highlight children who are not making progress or are facing difficulties. The files are used to record what is being done and are reviewed on a regular basis.

The school is tracking academic achievements using a newly developed in-house tracking system. This tracks progress by year group based on assessments for maths, reading, writing, and personal targets. It is used for annual reviews. It is a specific tracker for children with SEN whereby national curriculum objectives are broken down into steps. Children's achievements are recorded on an on-going basis and the percentage of successful curriculum coverage is calculated. This allows small steps of progress to be recognised. It also enables teachers to filter objectives. Those that have been taught but remain a target can be used for IEP's (Individual Education Plans), intervention etc.

Classroom Monitor is also used to capture learning as it happens - <http://www.classroommonitor.co.uk>

At Lapage Primary School children's progress is a constant priority. Teaching staff are expected to assess the progress of all children and report to a member of SLT. Teachers will monitor the standard of attainment of individual pupils through:

- Teacher observation and marking of daily work
- National Curriculum Targets
- SATs
- Reading and Spelling assessments
- P Scales for children working below Level 1 of the national curriculum
- Foundation Stage Assessment
- Assessment of planning targets
- CASPA - software to assist with the analysis and evaluation of attainment and progress of pupils with Special Educational Needs <http://www.caspaonline.co.uk>
- B Squared - allows assessment of small steps progress for use with pupils working on the P Levels, Early Years / EYFS, pre-entry and entry levels <https://www.bsquared.co.uk>

Myerscough College use a range of strategies that include:

- Planning reviews - to record and review personal learning targets with the student
- Performance management meetings and termly review Boards to look at the progress of all students, which Inclusive Learning Mentors (who provide support for students on SEN support) attend.



Evaluating support quality and effectiveness

Schools and colleges are evaluating the quality and effectiveness of support and intervention by assessing the quality of teaching; support provided in class; support provided out of class; and the support provided by staff in different roles (e.g. TA compared to teacher-provided support, or in different subject areas).

Mechanisms implemented to promote this type of reflection on practice include:

- Formal meetings
- Use of monitoring systems
- Capturing feedback from pupils and students and their parents
- Using self-assessment tools
- Internal or externally commissioned reviews of whole school/college SEN provision.

Practice examples: Meetings

In primary schools regular meetings are held that involve the head, class teacher, SENCO, any specialists involved in pupil/student support and the lead TA. They discuss the progress of children (based on data and other evidence), support provided (in and out of class) and its impact, and action to be taken.

Progress of pupils with SEND is also part of staff performance review. The process helps to ensure that teachers take full responsibility for the progress of pupils with SEND and for assessing the effectiveness of the support they provide and plan for.

In colleges there is regular dialogue between the Student Manager, Learning Support/Inclusion Team staff and subject teachers.

Outcomes are shared via ProMonitor to ensure that all staff are kept informed.

Inclusion/Support team staff will meet frequently as a team and attend department teaching team meetings.

They liaise closely with student support and welfare teams and course tutors/Heads of Subject to discuss pupils' and students' progress.

Practice examples: Obtaining pupil / parental feedback

Feedback on provision is obtained from children, young people and families via learning walks, satisfaction questionnaires, parent evenings and at other family events.

North Ormesby Primary Academy Senior Leadership Team (SLT) involve children in half termly progress checks. Every half term, the SLT go into classrooms to do a progress review. As part of this, the SLT talk to two children in each class who report on what is good and what needs to improve. This may involve pupils with SEND.

St James' Secondary School has developed a series of questionnaires to get feedback from: pupils and parents on the in- class support received and on other support provided.

Homework Club

I am in Year _____

Tick the box

| | Strongly agree | Agree | Not sure | Disagree |
|--|----------------|-------|----------|----------|
| I like coming to Homework Club | | | | |
| I feel safe in the room | | | | |
| I get most of my homework done | | | | |
| I would like _____ Homework Club to continue | | | | |
| I get help when I am stuck if I need it | | | | |
| I use the computers | | | | |
| It's good to have TAs to help | | | | |

Complete the following statements:

One thing that helps me is.....

It would be even better if.....

Homework club is.....

Any other comments

Practice examples: Self-assessment

Myerscough College, in partnership with other SEND specialists from Landex colleges, has recently been involved in designing a self-assessment tool and guide. The guide and tool can be used to self-assess effectiveness of supporting young people with SEND. Further details can be found at: <http://www.et-foundation.co.uk/news/new-tool-improve-outcomes-learners-send/>

Practice examples: SEN review

Downside Primary School recently commissioned a SEND review from an external consultant to appraise the effectiveness of its practice for SEND and review this in light of the new Code of Practice. The review helped to identify where the school was doing well and where improvements could be made. As a result of the review, the school:

- Reviewed the proportions of children on EHC plans and in each of the four broad areas of SEN
- Restructured its staff for SEND - this included:
 - Providing administrative support for the SENCO to free up time to work strategically rather than administratively
 - Restructuring the SEND team into four teams in line with the four categories of SEN
 - Creating two tiers of teaching assistants with TAs at the higher tier being expected to develop expertise in one of the four areas of SEN.
- Evaluated the wide range of interventions used to determine which were the most effective. Based on the evidence, the number of interventions used reduced and the school now focuses on primarily using two core interventions
- Reviewed its planning processes for individual pupils and ensured individual plans were more consistent across what is a large school.

Next steps

Information from the review process is used to inform:

- Planning
- Whole school/college SEND offer



Section 13. About this project

This resource was developed to draw together information from three research projects commissioned simultaneously by the DfE looking at practice in supporting pupils and students with SEND, particularly those pupils with SEND but with no Education, Health and Care Plan – this group are known as receiving ‘SEN support’.

1. A rapid evidence assessment of SEN support

This involved a literature search, carried out by Coventry University, focussing on studies of approaches, strategies or interventions supporting children and young people with SEND in mainstream schools and colleges. Over 1,000 papers were reviewed, with over 500 meeting criteria for inclusion. The results are presented in terms of what practice supports which pupils and students by different categories of need.

A detailed report on findings can be found [here](#).

2. A survey of current practice

An online survey, also conducted by Coventry University, was sent to primary schools, secondary schools and colleges throughout England. In total, 1,566 settings were contacted and 219 members of staff completed the survey. In order to gather views and experiences from a range of educational professionals who work with children and young people on SEN support, the survey was open to all members of staff including teaching assistants, teachers, Special Educational Needs Coordinators (SENCOs) and members of senior management teams. The survey asked about the identification of students with SEN, the support put in place for students with different needs, the issues and barriers to supporting students on SEN support, how teaching assistants are deployed, and what sources of information are used to develop understanding of how to support students with SEN.

A detailed report on findings can be found [here](#).

3. A qualitative examination of practice for learners on SEN support

Fifteen sector experts (with many years’ experience of practice and/or research and publications in the field of SEND) were interviewed by ASK Research about which factors they felt underpinned support for learners with SEND and settings where they believed this practice was taking place. Twenty settings, covering primary and secondary schools as well as colleges, were then studied to explore their practice.

A detailed report on findings can be found [here](#).

The key findings of these studies were pulled together to develop this resource. The aim of it is to share well evidenced or promising practice across the mainstream sector to support pupils and students with SEND.

The resource was developed in collaboration with practitioners and others working with children and young people with SEND.

Eight teaching staff, again from primary and secondary schools and colleges, commented on the resource: what it should cover, how it should be presented and what would support its use. The final version was trialled with school and college staff who had participated in the qualitative study strand, and modified accordingly.

The projects’ advisory group (consisting of experts in SEND, school and college practice, policy, and sharing practice) also fed into the development of this resource. Organisations linked to SEND and teaching and learning practice in schools and colleges likewise commented on the content.

The intention is that this document be used for guidance only. It is not intended to be prescriptive of practice, and there is no judgement placed on the practice detailed, either by the DfE or the research authors.

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