

Supporting SEN within a Mainstream Classroom

Our support of pupils with SEN follows the EEF Review ([SEN in Mainstream Schools](#)). In line with our 'each and every child' motto, we understand the need to maintain high expectations for all pupils. This happens through the planned learning activities that take place within classrooms; therefore, we aim to ensure that these support pupils' learning.

Evidence based research

Research from the EEF found strong evidence that improving high quality teaching for all pupils will improve outcomes for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to individual needs and use them as the starting point for classroom teaching for all pupils, including those with SEND.

- Scaffolding
- Cognitive and Metacognitive strategies: chunking
- Explicit instruction
- Flexible grouping
- Technology

'Additional intervention and support cannot compensate for a lack of good quality teaching.'

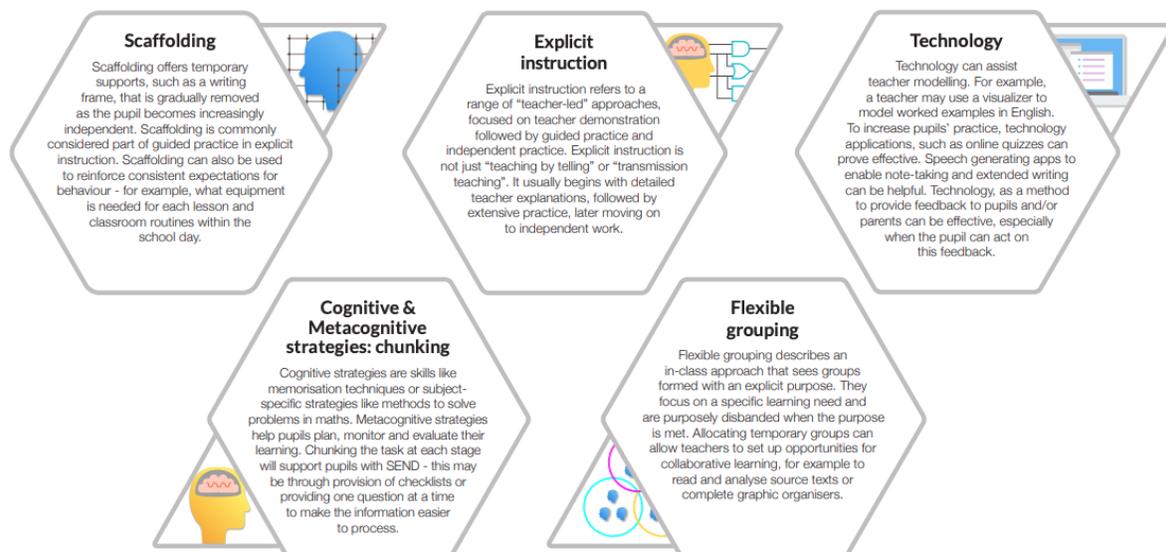
SPECIAL EDUCATIONAL NEEDS IN MAINSTREAM SCHOOLS High-quality teaching for pupils with SEND



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

"The importance of good quality teaching cannot be underestimated. The SEND Code of Practice is clear that schools should regularly check that high-quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching."

Rachel Rossiter, Assistant Head and SENCo in a school in Suffolk



All five areas have been a focus of CPD for a number of years. These strategies are evidenced by all teachers when teaching all children.

[We follow the 5 key recommendations:](#)

Positive Culture

Trust-wide CPD has focused on school culture as a means of building and promoting positive relationships, active engagement and wellbeing for all pupils. Our behaviour policy centres on a positive and proactive approach to behaviour, aiming for pupils to feel safe within the classroom, and to help them engage and focus within lessons.

Formative Assessment

To support pupils' individual needs, teachers must understand their strengths and areas for development. To support this, our marking policy is based on the use of a range of formative assessment strategies that promote responsive teaching.

Quality First Teaching

Good teaching for pupils with SEND is based on good teaching for all; therefore, a lot of our recent CPD has focused on robust classroom practice, such as the cognitive, metacognitive and instructional strategies:

- direct teaching of specific knowledge and skills to a clearly defined success criteria
- supporting cognitive load through the chunking of information
- strategies to scaffold learning:
 - clear modelling of processes, thinking and approaches
 - use of worked examples - with these withdrawn as pupils gain independence
 - use of analogies, drama or experiential learning to explain difficult concepts
- Guided practice to engineer success and ensure high success rates
- regular and extensive checks for understanding to support responsive teaching
- use of questioning to extend learning and build academic rigour
- regular reviews of learning
- use of retrieval strategies to embed learning

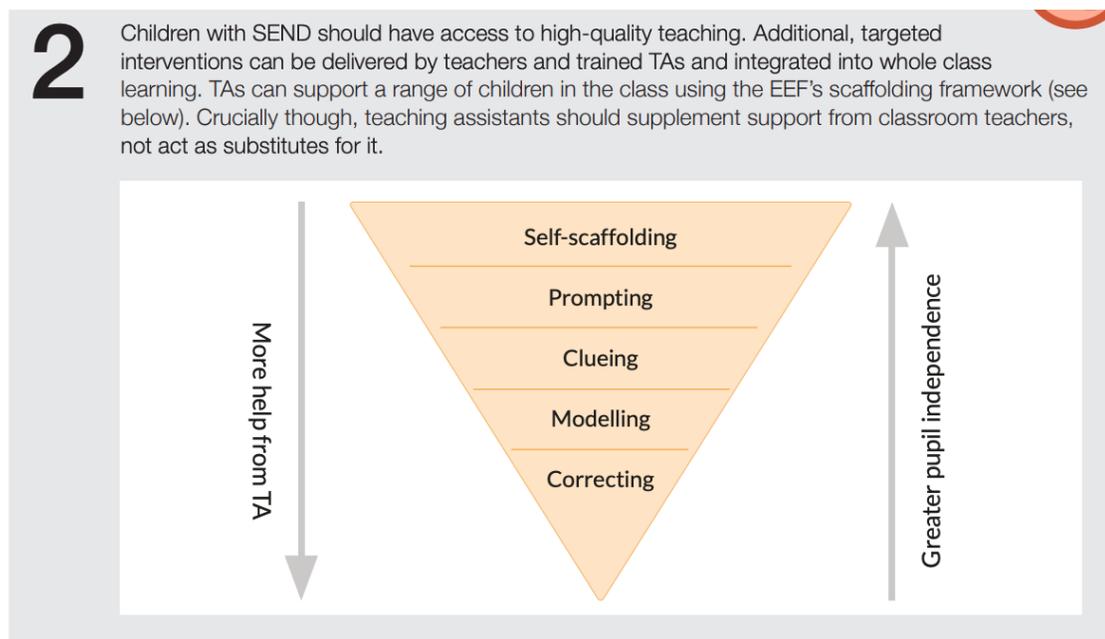
[Quality 1st Teaching for SEND](#)

Carefully Selected Interventions

High quality teaching should reduce the need for extra support, but some pupils will require high-quality, structured, targeted interventions. Small-group and 1:1 interventions can be powerful, but they can also create a barrier to inclusion if they are ineffective. The intensity of intervention (from universal to targeted to specialist) should increase with need and be carefully targeted through identification and assessment of need.

Teaching Assistants

Effective deployment of teaching assistants can have a positive impact on pupils with SEND, but this work should supplement, not replace, classroom teaching. We have used the EEF guidance to support the development of teaching assistants.



In order to meet the needs of each individual child, we have identified that some children may require additional scaffolds or support. We use a tiered approach to meet the needs of each child.

Levels of Support

<p>Children who are on the SEND register who have no cognition and learning difficulties.</p>	<p>This group of children are on the SEND register for SEMH, S/P or CI. The children can access the learning within their class with no additional support. This group of children are supported by social and emotional and/or sensory/physical interventions to ensure they can access the lesson. This would include:</p> <ul style="list-style-type: none"> 1:1 therapy 1:1 Now and Next activities Regular sensory breaks Key person time Support during unstructured time Evolve intervention Play Therapy CAMHS Seedlings OT support Speech and Language Enhanced Quality First provision (personalised support) <p>What will we see in books? For these children, there will be no adaptations visible in the book.</p> <p>What will we see in the classroom? You may see visual timetables, now and next boards and children accessing sensory breaks.</p>
<p>Children who can access the curriculum due to quality first approaches. Their primary need would not be cognition and learning.</p>	<p>This group of children access the same task and outcomes and are achieving ARE due to personalised quality first approaches. These might include:</p> <ul style="list-style-type: none"> - Targeted questioning / simplified questioning - Pre-teaching - Careful planning and consideration of individual participation. - Equipment and concrete resources that children can access to produce work more comfortably - Scribing

	<p>What will we see in books? For these children, there will be no adaptations visible in the book.</p> <p>What will we see in the classroom? You may see visual timetables, now and next boards and children accessing sensory breaks. These children may have additional concrete resources (word banks, dienes) to access the task. Children may have accessed a pre-teach group with a teacher or LSA.</p>
<p>Children who can access the curriculum due to adaptations and appropriate support.</p>	<p>This group of children are able to access the content of the curriculum due to slight adaptations in the task. The outcome is the same, but scaffolds may be used to support. This scaffold may only be required for a short period of time. This might include:</p> <ul style="list-style-type: none"> - Teachers may provide some preliminary scaffolding either physically or verbally. - Answers provided verbally and scribed by staff - Writing stems are available for children to access - Scaffolds may be used in books to support children's understanding and organisation. - <p>What will we see in books? For these children, there will be scaffolding in books to allow the children to access the same curriculum. These adaptations will be the same across all subjects.</p> <p>What will we see in the classroom? These children may have additional concrete resources (word banks, dienes) to access the task. The class teacher and LSA will target this group of children specifically through questioning. The class teacher and LSA may provide additional inputs/ support to this group of children.</p>
<p>Children are significantly</p>	<p>This group of children are not able to access the same</p>

<p>below ARE but are able to access the classroom setting with significant levels of support and adaptations to the work.</p>	<p>curriculum and outcomes as the rest of the children in their class independently. They will have differentiated work which will be heavily supported within the class.</p> <p>What will we see in the books? These children's books may have evidence of teacher's scribing or a range of verbal answers given (as indicated by V written on the page).</p> <p>What will we see in the classroom? Children will be supported on a 1:1 or 1:2 basis by a member of staff. You will see discussions held and verbal answers being given.</p>
<p>Children who are significantly below ARE and are not able to access the same curriculum as children in their class or access a full class environment. These children will have an EHCP.</p>	<p>This group of children will access some learning outside of their normal class. This will be a small group of children working specifically on their PIVATs targets. They will have a personalised curriculum to ensure they make progress and reach their potential. This group of children may require a more specialist setting.</p>