A celebration event

SENDMattersUK

NORTH YORKSHIRE COUNCIL

Locality Boards

Inclusion through collaboration

High-quality teaching and SEND: what the evidence suggests.

A celebration event

Consider the greatest practice for pupils with SEND that you have in your school.

What does it look like?

A celebration event

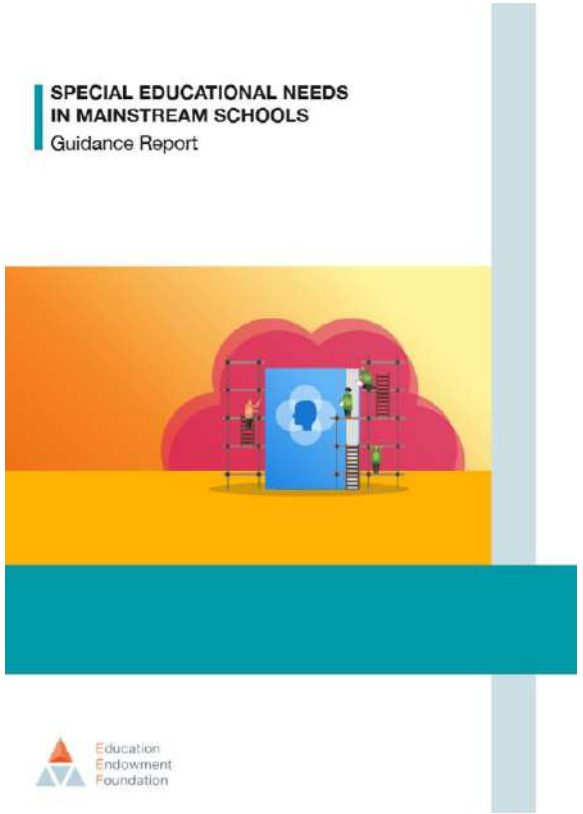
Do we plan our lesson for pupils who have…
ADHD
Dyslexia
Social, Emotional and Mental Health Needs
Moderate Learning Difficulties
Autism
Speech, Language and Communication Needs

A celebration event

Or do we plan our lessons for pupils who…
…struggle to pay attention in class
…struggle to read and write at an age-appropriate level
…feel anxious at school
…find it hard to remember the things you've taught
…find it hard to get along with their peers
…don't have a wide vocabulary

A celebration event

The EEF commissioned an Evidence Review that points towards 5 recommendations for mainstream schools



Database name	Search platform
British Education Index	Ebsco
Education Research Complete	Ebsco
ERIC	Ebsco
PyscINFO	Ovid
Cross-searching tools	
Scopus	Else
Web of Science/Social Science Citation Index	Clar

Figure 13 Number of systematic reviews by review topic and stage of reviewing process

Stage	Inclusion	Leadership	Assessment	High quality teaching	Using targeted interventions	Use of TAs	Working with external support	Working with parents
Abstracts*	325	9	204	1273	492	23	392	147
After Screen 1	58	1	14	128	182	9	45	27
Downloaded	58	1	14	115	141	9	44	27
After full text PICOS	21	1	4	75+	75+	4	8	3
Data extraction	21	1	4	75	61	4	8	3
Used to answer RQ	21	1	4	38	29	3	3	3

Figure 16 Summary of the strength and relevance of the evidence in relation to the review questions, mapped to levels of context

Environment/ Context	**Review topic** Review question/s	**Strength of evidence reviewed** (details, where required)	**Relevance to England's mainstream schools**
	High quality teaching for pupils with SEND 1. What does high quality teaching mean for pupils with SEND? Are there particular adaptations/considerations?	**High**	**High**
	2. How should teachers effectively work with pupils with SEND? For example, to what extent should they ensure that learners have independence and autonomy in their learning in order to support progress?	**Medium to High**	**High**

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1

Create a positive and supportive environment for all pupils, without exception

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2

Build an ongoing, holistic understanding of your pupils and their needs

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3

Ensure all pupils have access to high quality teaching

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4

Complement high quality teaching with carefully selected small-group and one-to-one interventions

A celebration event

5

Work effectively with teaching assistants

EEF Recommendations

1

Create a positive and supportive environment for all pupils, without exception

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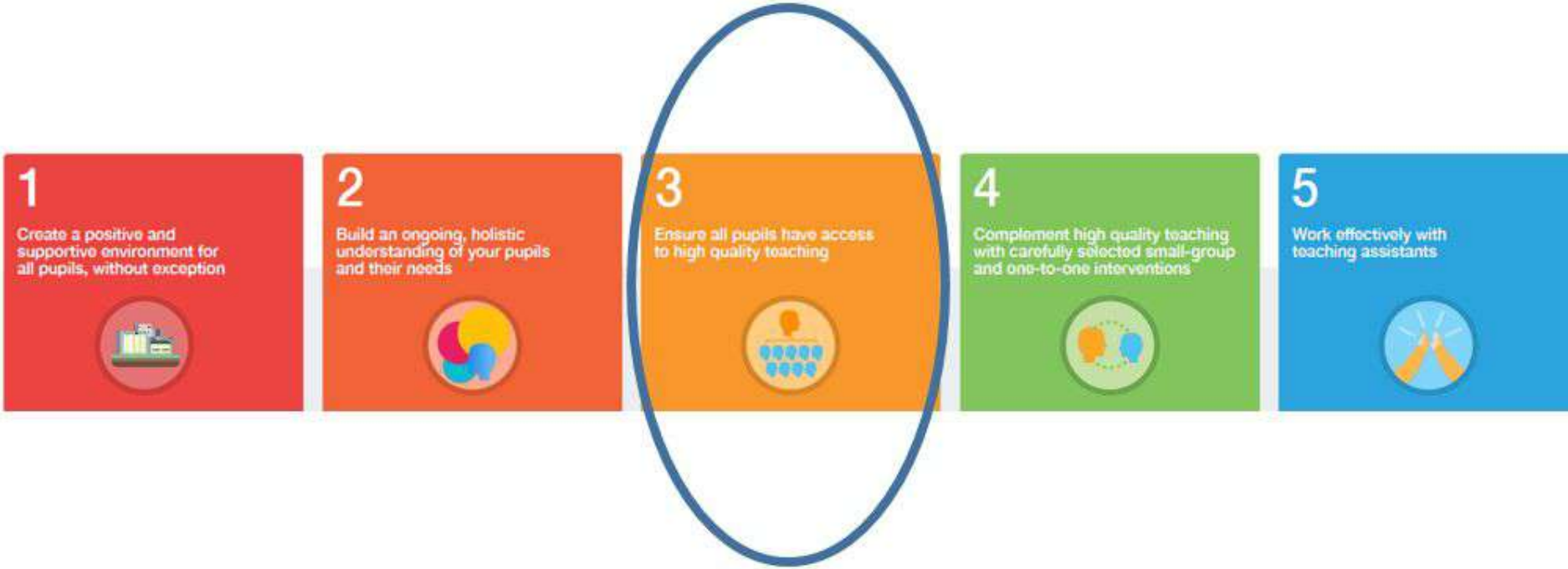
EEF Recommendations



EEF Recommendations

So what stops this from happening?

3

Ensure all pupils have access to high quality teaching

School A’s response to ‘Boy with quiff’:

Specialist assessment

Intervention

EHCP application

Referral to specialist teacher

Alternative Provision

School B's response to 'Boy with quiff':

A teacher who understands him and allows her understanding of him to change

A teacher who supports peers to understand him

A teacher who has secure routines and provides a consistently predictable learning environment

A teacher who stays calm when things go wrong and starts every day afresh

A teacher who makes small but frequent adjustments to meet his needs

The ‘five-a-day’ approach

What constitutes high-quality teaching for SEND?

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

- It starts with what teachers already know.

- The research suggests 5 teaching strategies:

—flexible grouping;
—cognitive and metacognitive strategies;
—explicit instruction;
—using technology to support pupils with SEND; and
—scaffolding.

What constitutes high-quality teaching for SEND?

Explicit instruction – teacher-led approaches focused on teacher demonstration followed by guided practice and independent practice.

Cognitive and metacognitive strategies – explicitly supporting students with the process of learning and with the process of thinking about learning.

Scaffolding – temporary support provided so that pupils can successfully complete tasks that they could not yet do independently.

Flexible grouping – allocating groups flexibly and responsively.

Using technology – finding ways to incorporate digital technology in how the lesson is taught and/or how students access or record their learning.

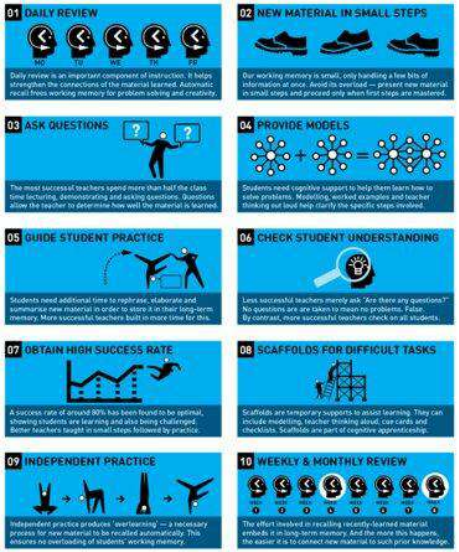
Explicit instruction

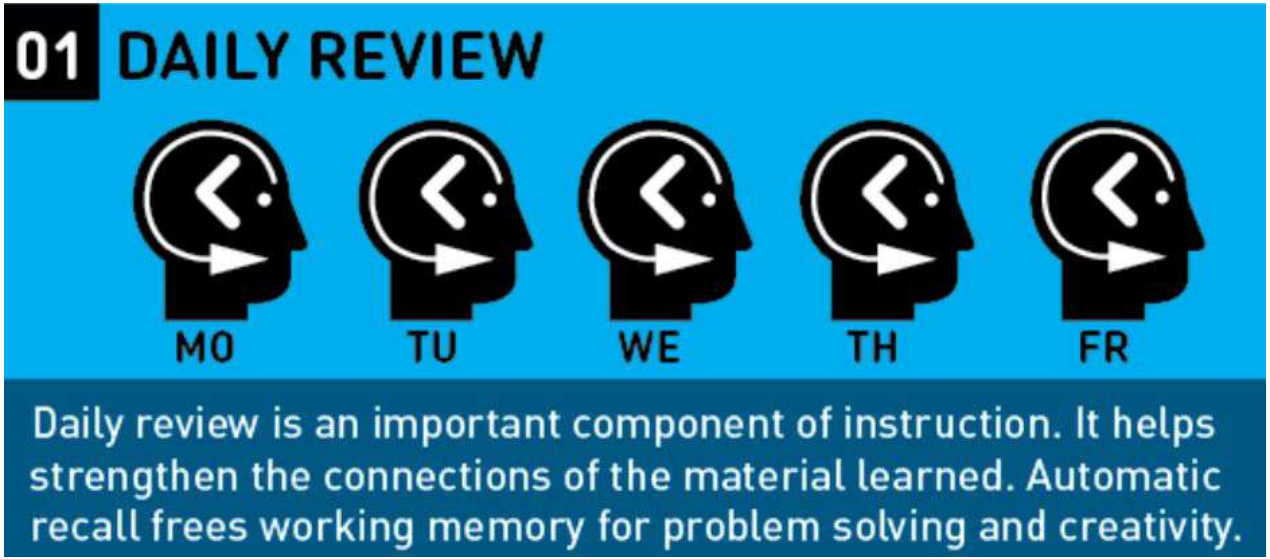
Explicit instruction refers to a range of teacher-led approaches focused on teacher demonstration followed by guided practice and independent practice. Several reviews of the research on effective support for pupils in mathematics and reading have provided support for explicit instruction.[11,31] One popular approach to explicit instruction is Rosenshine's 'Principles of Instruction'.

Explicit instruction is not just 'lecturing', 'teaching by telling', or 'transmission teaching'; it usually begins with detailed teacher explanations, followed by extensive practice of routine exercises, and later moves on to independent work.[32] Common aspects of explicit instruction include:

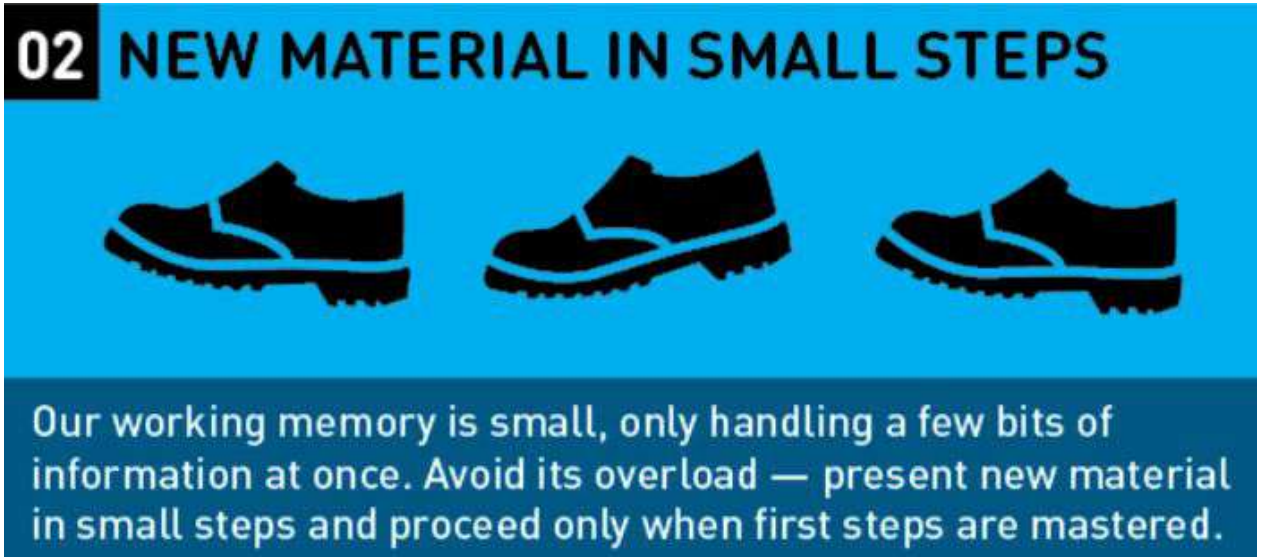
- teaching skills and concepts in small steps;
- using examples and non-examples;
- using clear and unambiguous language;
- anticipating and planning for common misconceptions; and
- highlighting essential content and removing distracting information.

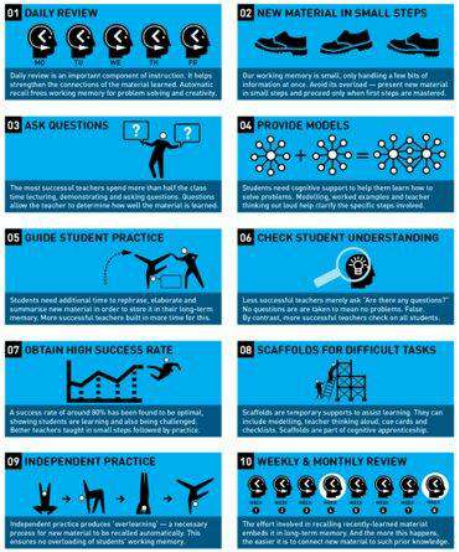
Explicit instruction





Explicit instruction





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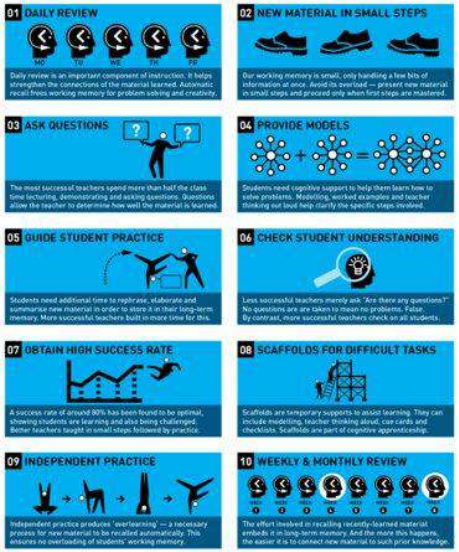
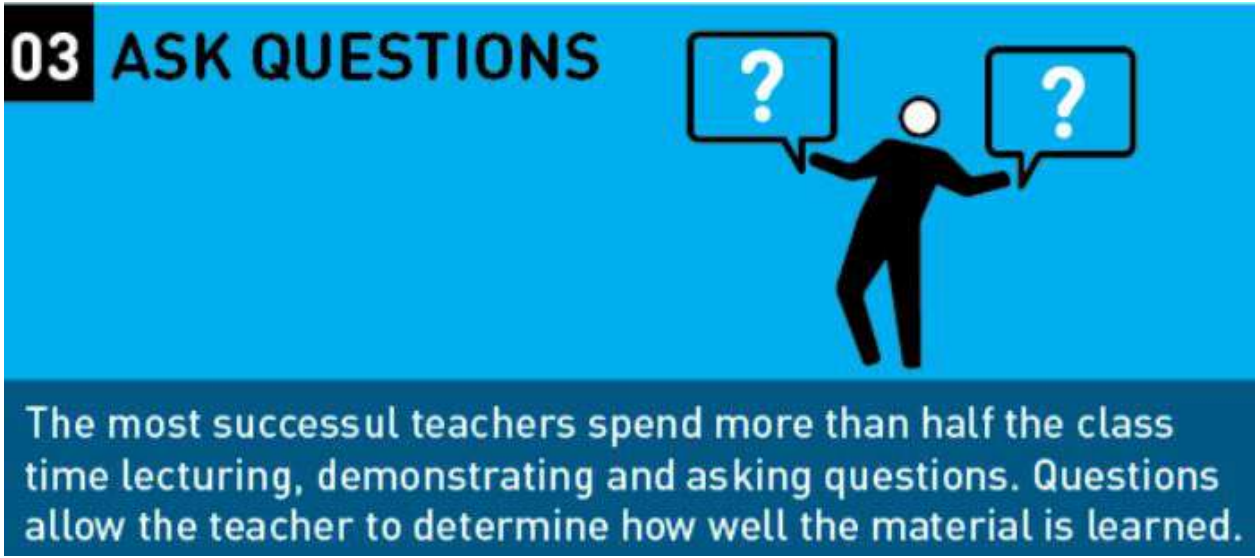
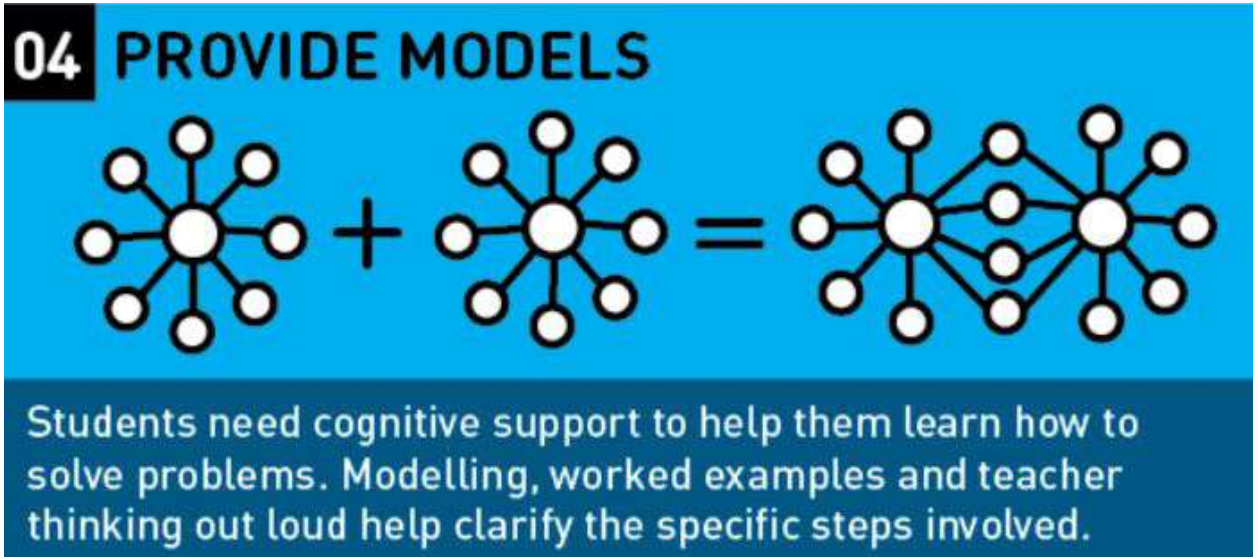
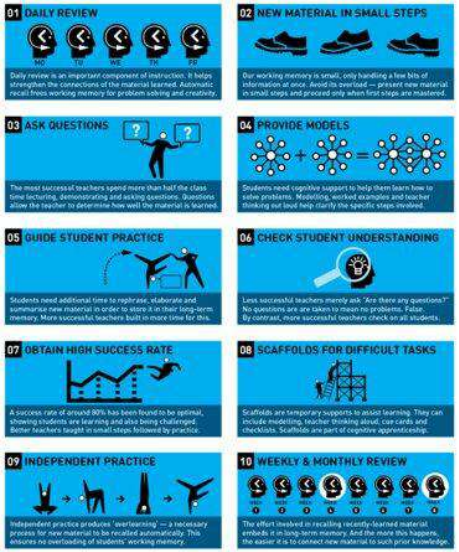




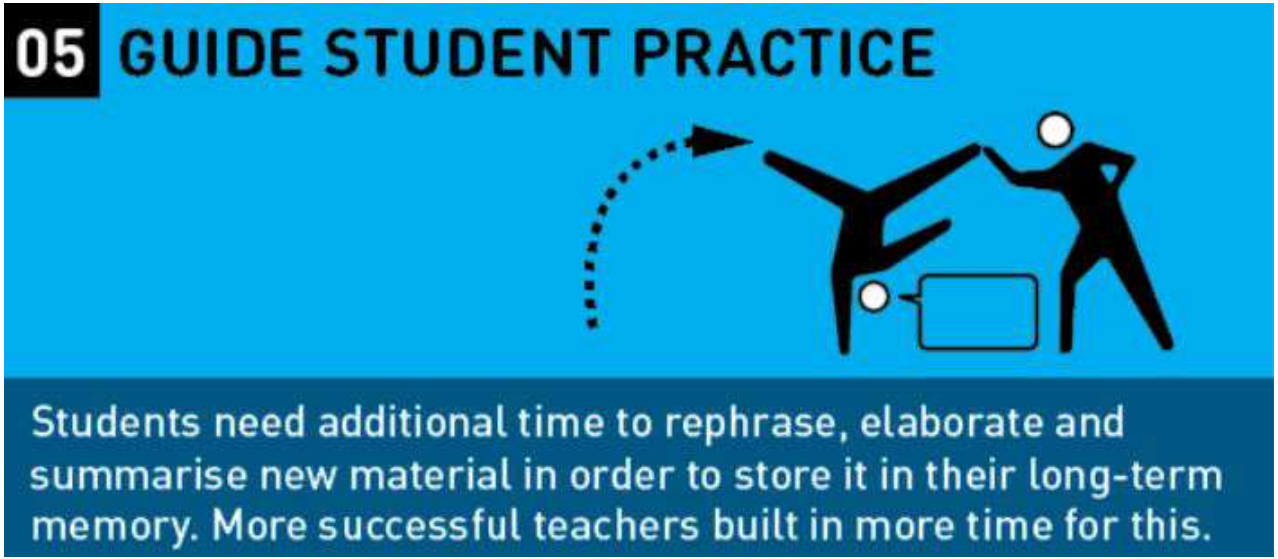
Explicit instruction

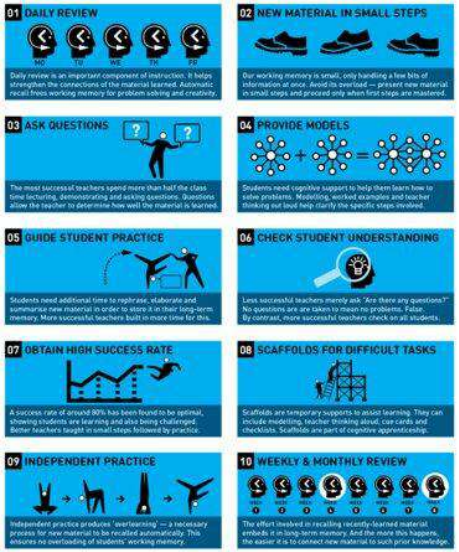




Explicit instruction

I do - **we do** - you do





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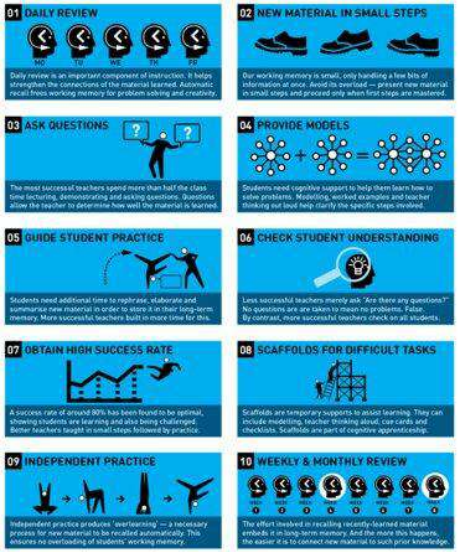

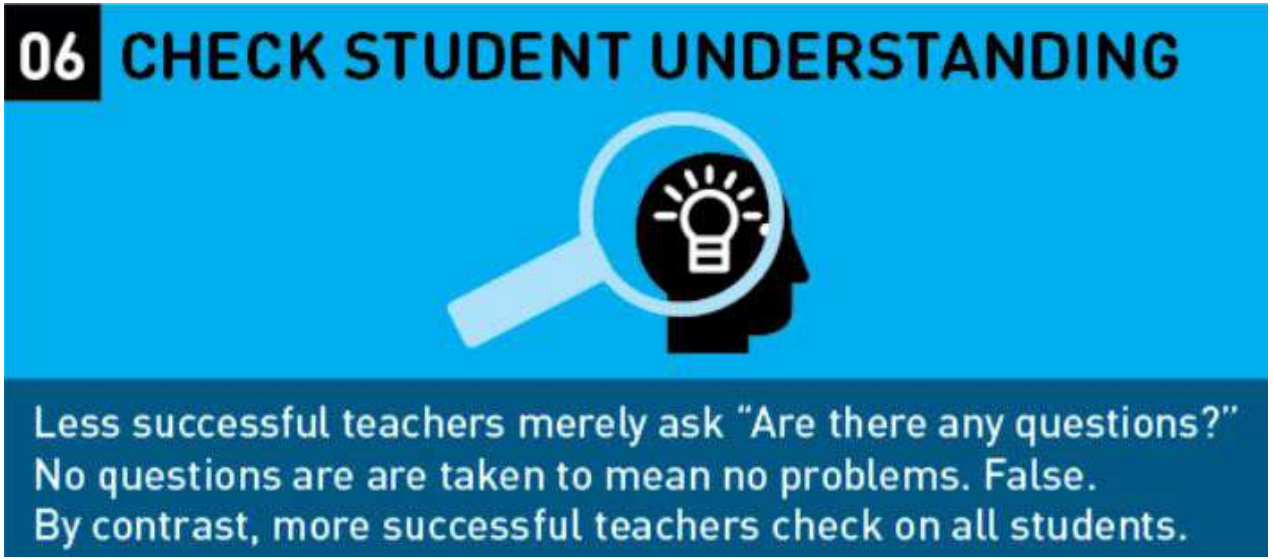

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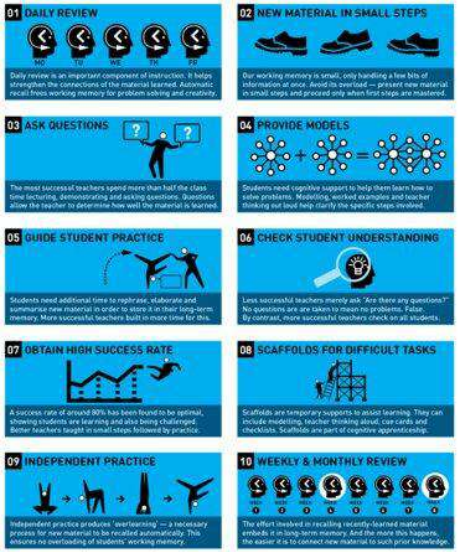

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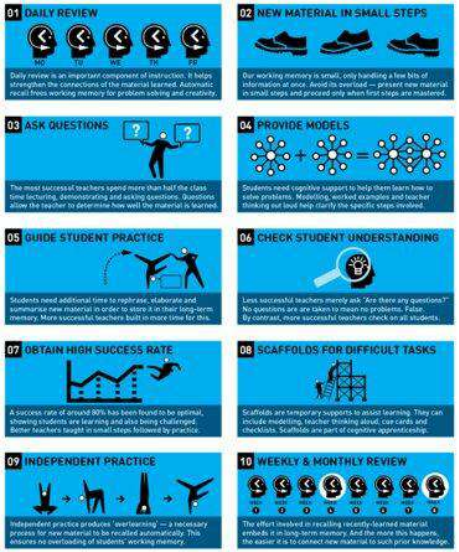

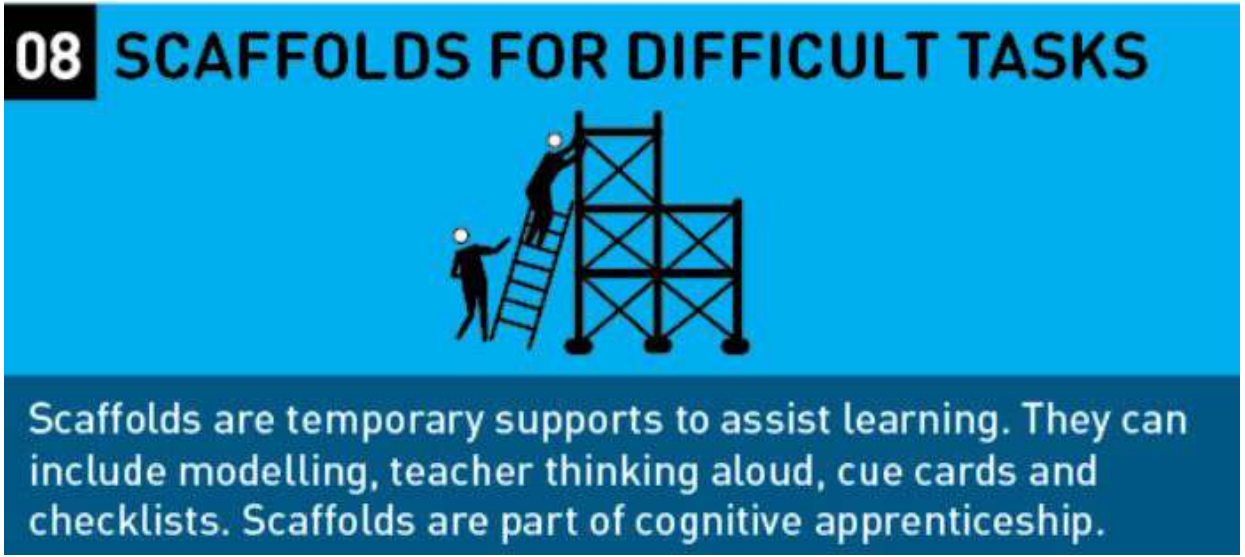

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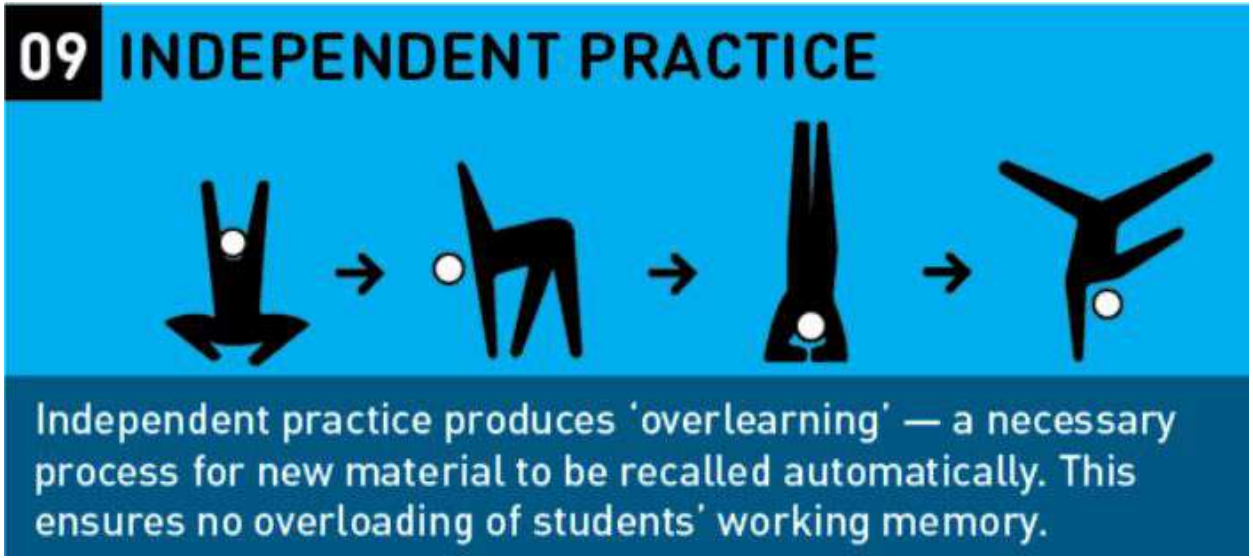

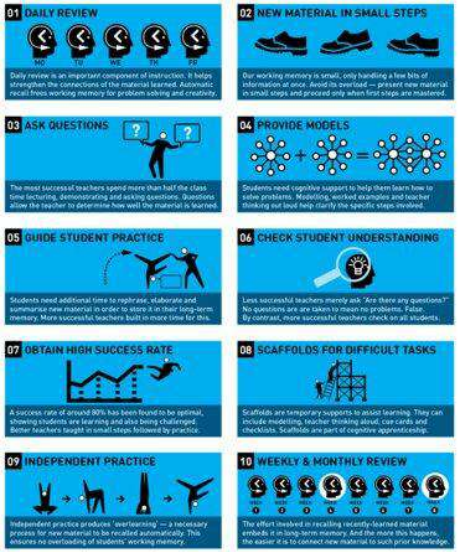

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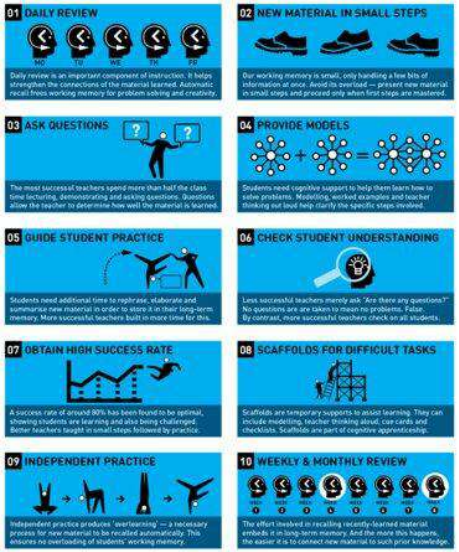

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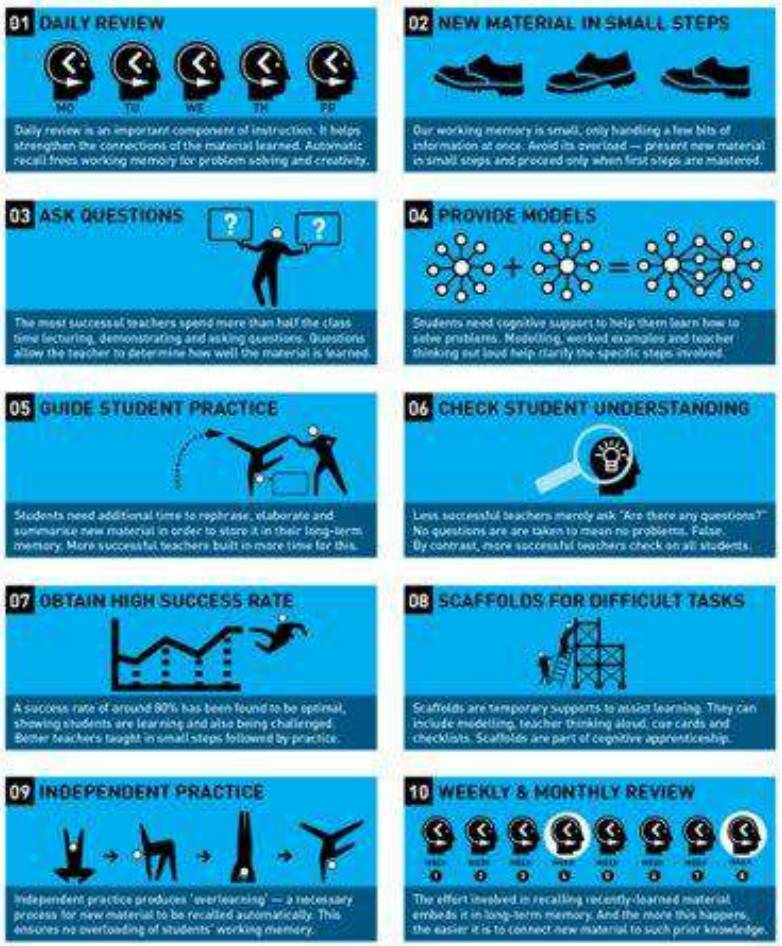
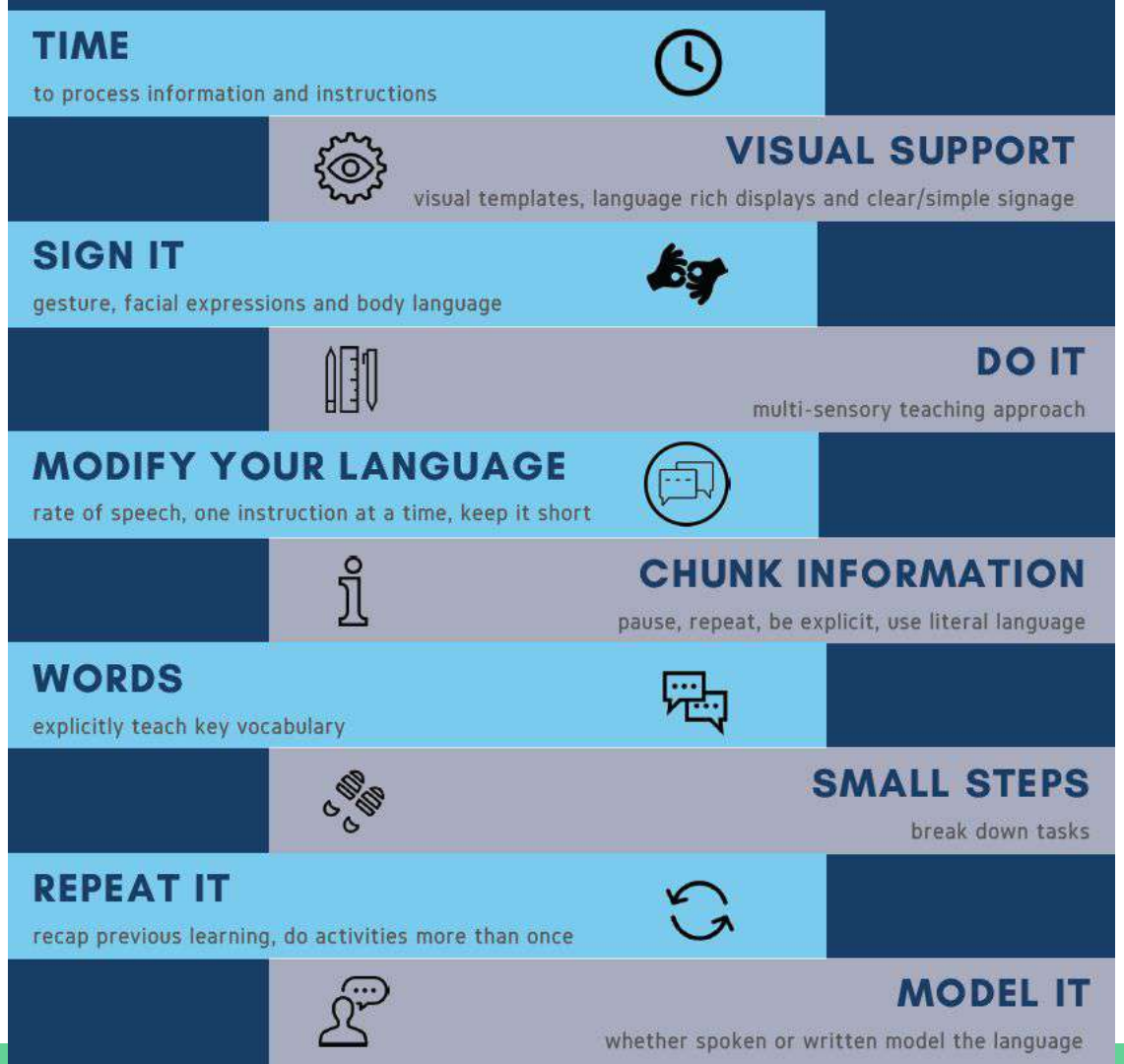
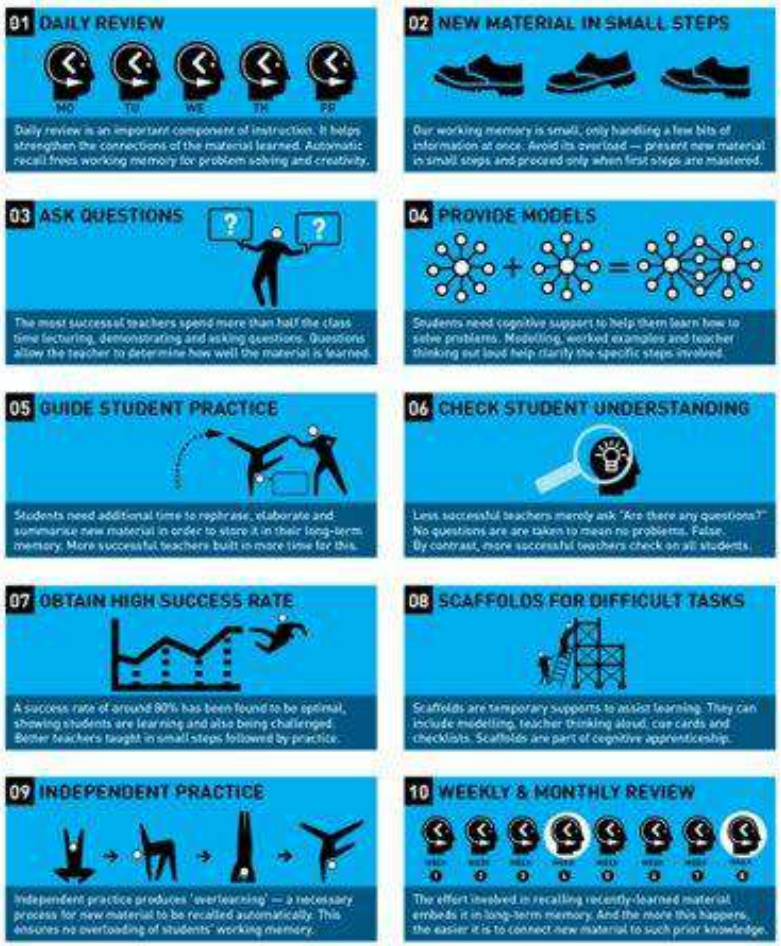


From Moor House School: recommendations for teaching learners with Developmental Language Disorder



Explicit instruction

- Does this model describe your current practice?
- Does this model offer anything additional for pupils with SEND?



The ‘five-a-day’ approach

Recommendation 3: Ensure access to high-quality teaching

Cognitive Strategies

Cognitive strategies

You are about to see a list of the 11 countries in the world that have 4 letters in their name.

I will display this list for 10 seconds.

Without writing them down, how many can you remember?

- Chad
- Cuba
- Fiji
- Iran
- Iraq
- Laos
- Mali
- Niue
- Oman
- Peru
- Togo

Cognitive strategies

How did you complete that task?

1.Relying on prior knowledge.

2.Using your working memory.

3.Identifying a cognitive strategy (grouping them geographically, looking for patterns)

It’s clear why pupils with SEND may benefit more from an explicit process of being taught cognitive strategies.

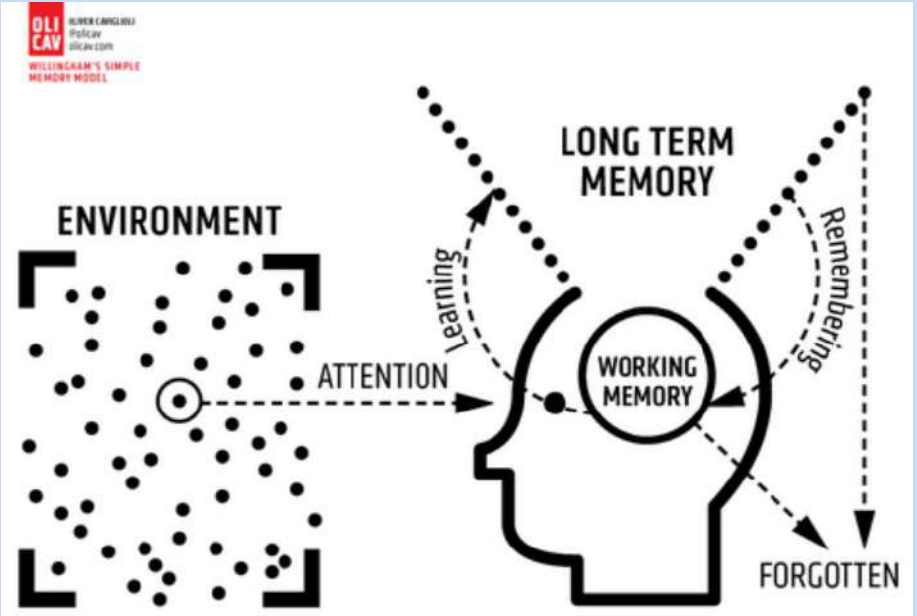
Cognitive strategies

How do we commit things to long-term memory?

1.Understand the content securely.

Cognitive strategies help things to remain more securely in long-term memory.

2.Recall them frequently.



Cognitive strategies

- Supporting pupils to think about/remember content
- Making the process of learning more explicit for pupils
- Factoring in pupils' cognitive load when planning and delivering lessons
- "You might remember this by..."

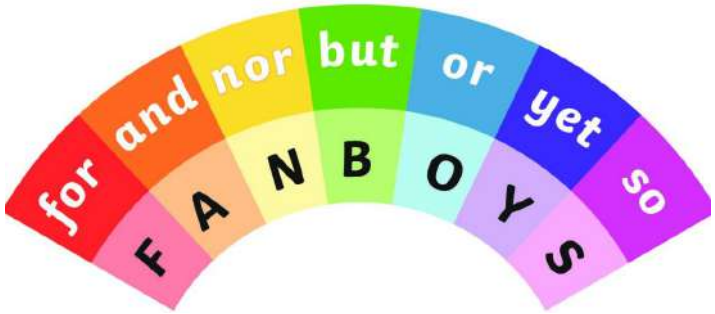
Cognitive strategies

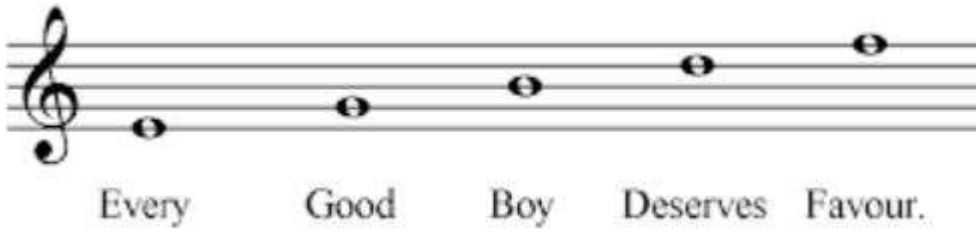
Cognitive strategies - mnemonic interventions: acronyms and acrostics

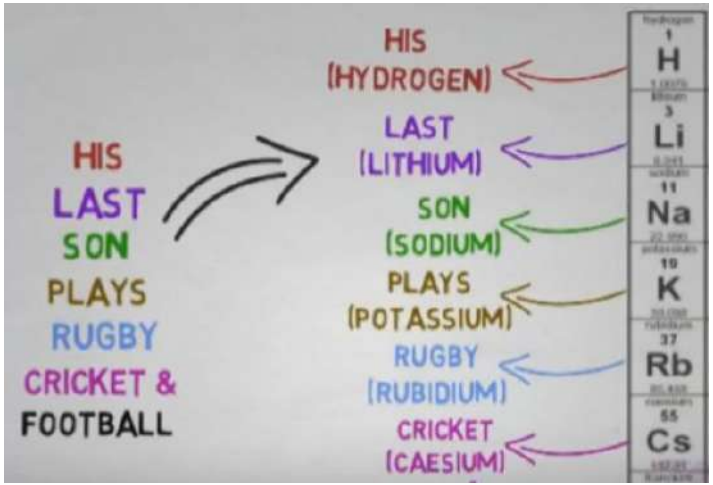
“The findings of this review strongly support the efficacy of mnemonic interventions across study methods, educational settings, student ages, and disabilities in the improvement of academic performance, typically measured by recall of word meanings or factual information.”

(Wolgemuth et al, 2008)

Cognitive strategies - mnemonic interventions: acronyms and acrostics





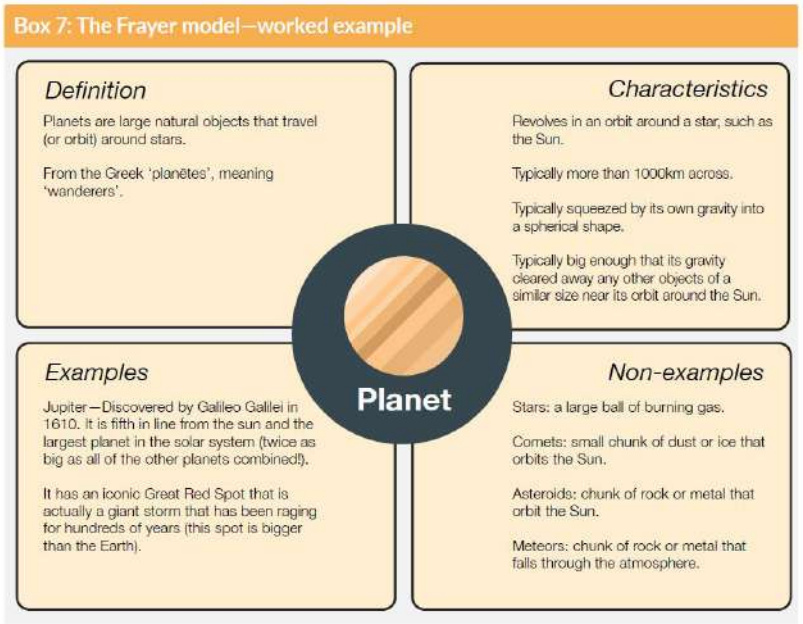


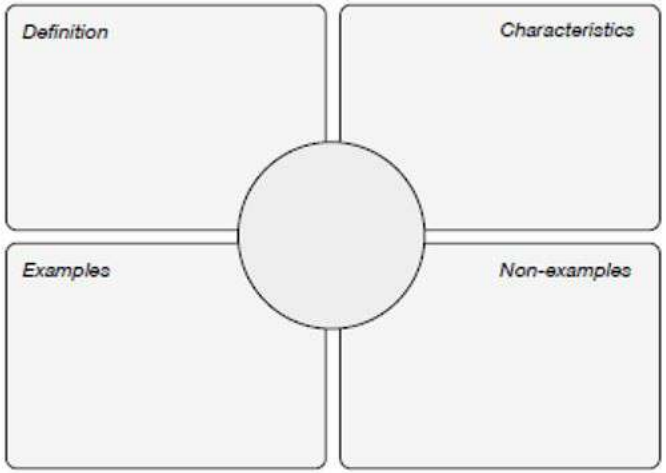
Cognitive strategies - graphic organisers

“Across several conditions, settings, and features, the use of graphic organizers was associated with increases in vocabulary knowledge, comprehension, and inferential knowledge.”

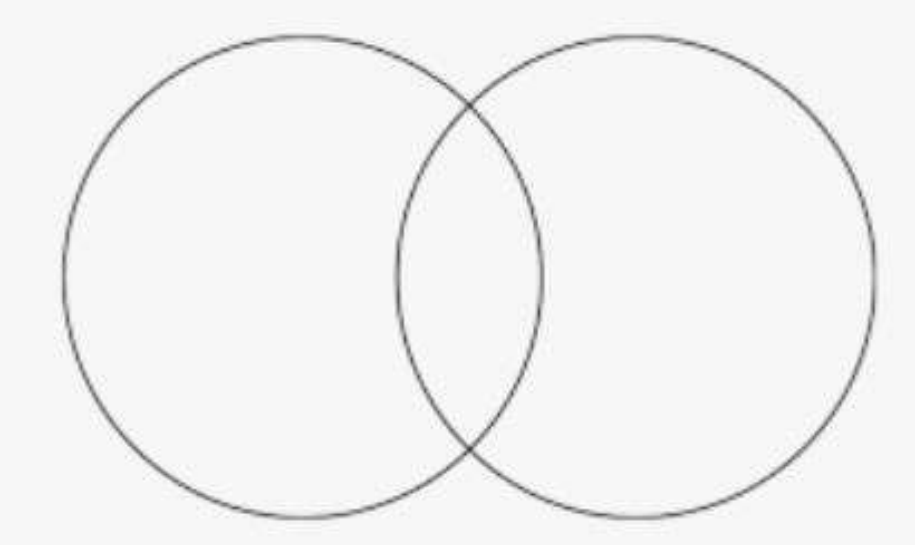
Dexter et al, 2011

Cognitive strategies - graphic organisers

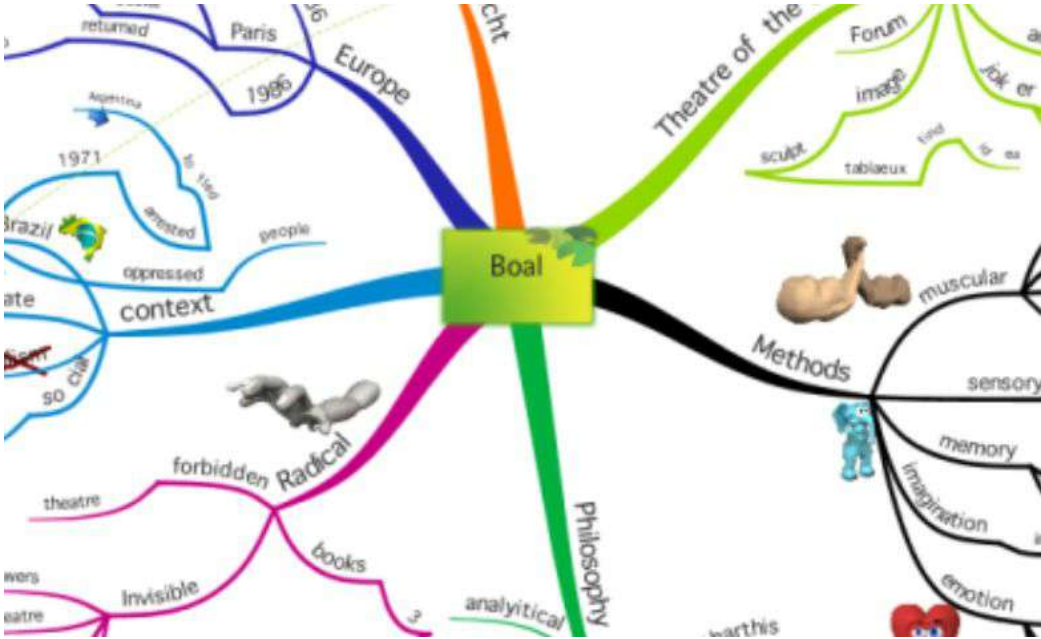




Cognitive strategies - graphic organisers



Cognitive strategies - graphic organisers



Cognitive strategies - graphic organisers

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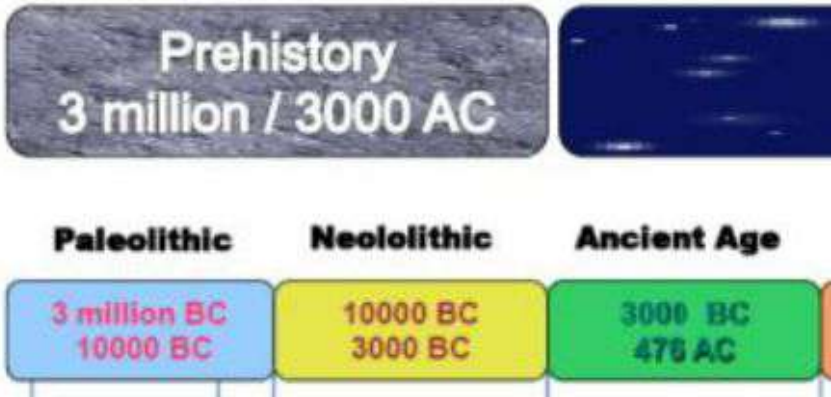

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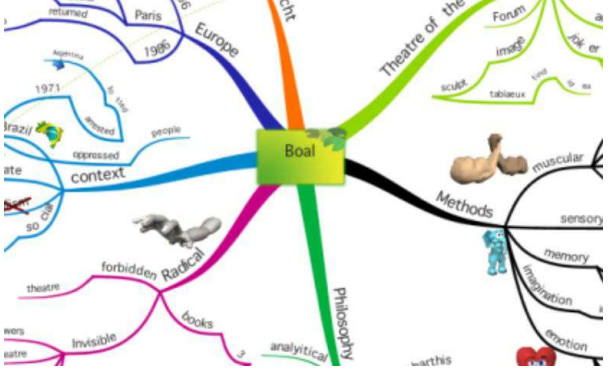
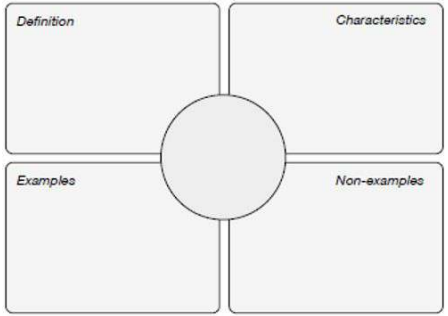
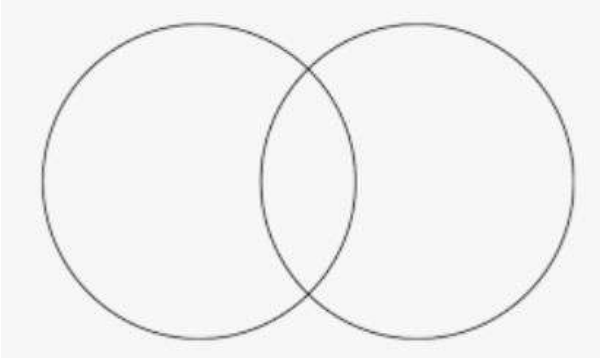
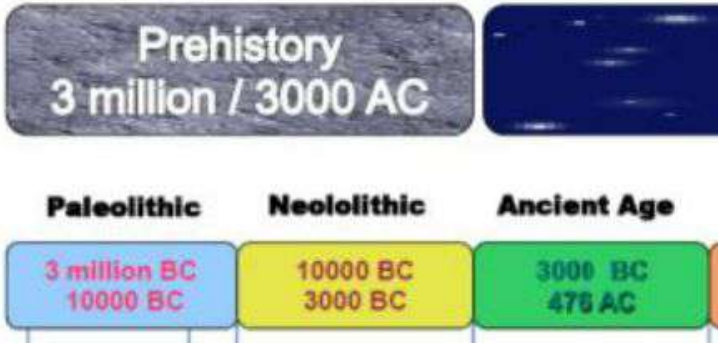
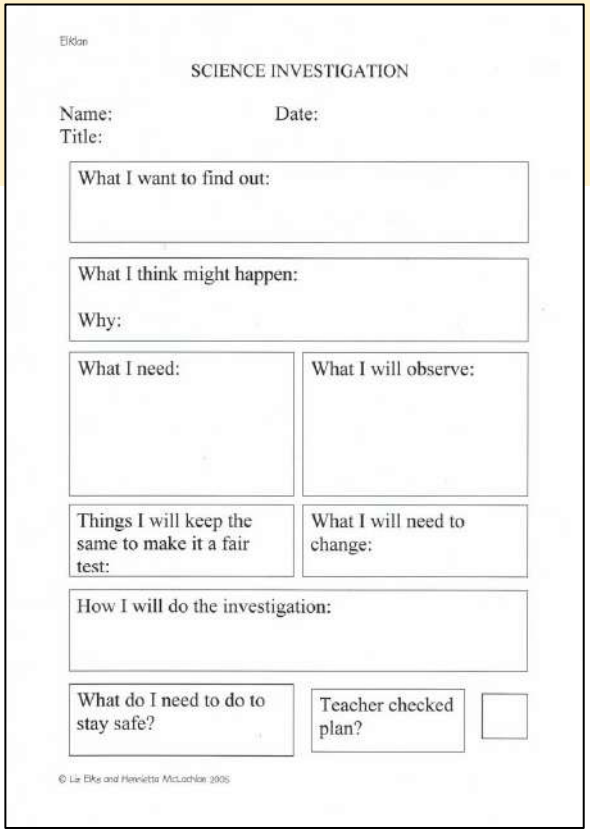








Cognitive strategies - graphic organisers



Elkan

SCIENCE INVESTIGATION

Name: Date:
Title:

What I want to find out:

What I think might happen:

Why:

What I need:

What I will observe:

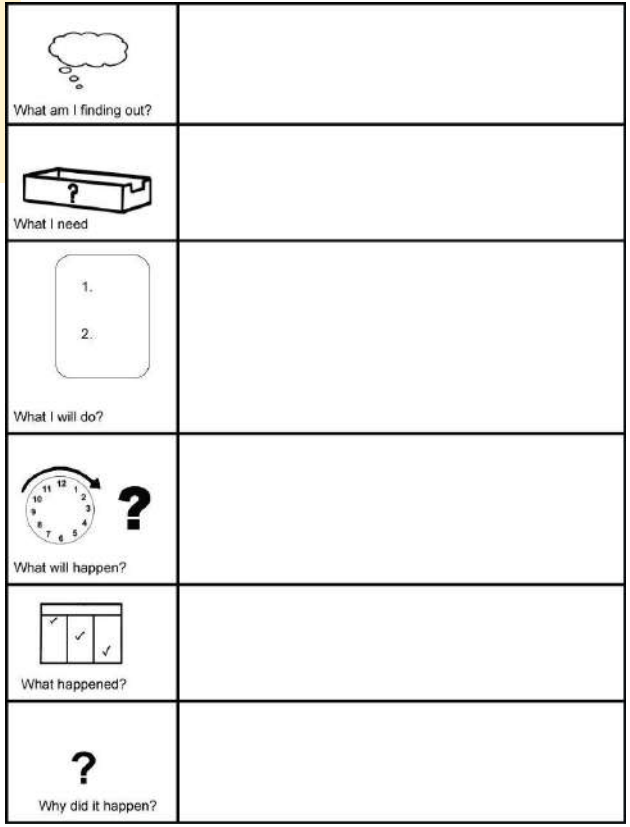
Things I will keep the same to make it a fair test:

What I will need to change:

How I will do the investigation:

What do I need to do to stay safe?

Teacher checked plan?



What am I finding out?

What I need

1.

2.

What I will do?

What will happen?

What happened?

Why did it happen?

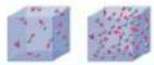
Cognitive strategies - knowledge organisers

Topic title: Energy

Links to:
Year 8: Heating
Year 9: GCSE P6.1 Energy

Key knowledge:

- An energy store allows work to be done, it provides the ability to do things.
- Almost all energy on Earth comes from the Sun.
- Energy cannot be created or destroyed, but it can be stored and transferred.
- In any energy transfer, energy is always conserved (the amount of energy stays the same).
- There are 5 main energy stores:
  - Chemical
  - Kinetic
  - Thermal
  - Gravitational potential
  - Elastic potential
- Energy is measured in joules (J).
- Energy is stored in food and fuel.
- Energy in food is measured in kJ and displayed on food

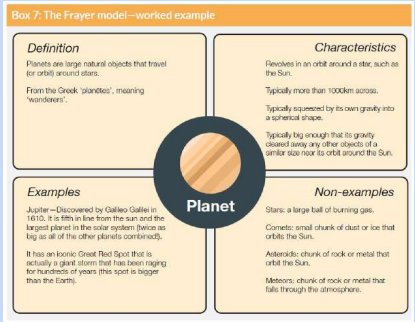
Conservation of energy		In any energy transfer, energy is always conserved (the amount of energy stays the same)
Kinetic energy		The energy stored in a moving object
Gravitational potential energy		The amount of energy an object has due to its position in a gravitational field
Elastic potential energy		The energy stored in a stretched or compressed object, eg. a spring
Thermal store		The total kinetic and potential energy of all the particles in a substance

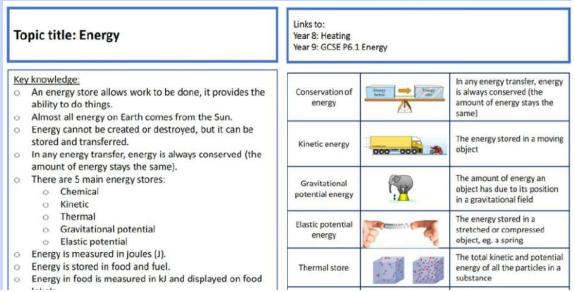
Cognitive strategies

“You might remember this by…”

- Mnemonics (acronyms, acrostics)
- Graphic organisers
- Knowledge organisers

Cognition is the mental process involved in knowing, understanding, and learning. Cognitive strategies are skills like memorisation techniques or subject-specific strategies like methods to solve problems in maths. Cognitive strategies are fundamental to learning and are the ‘bread and butter’ of effective teaching.[29]

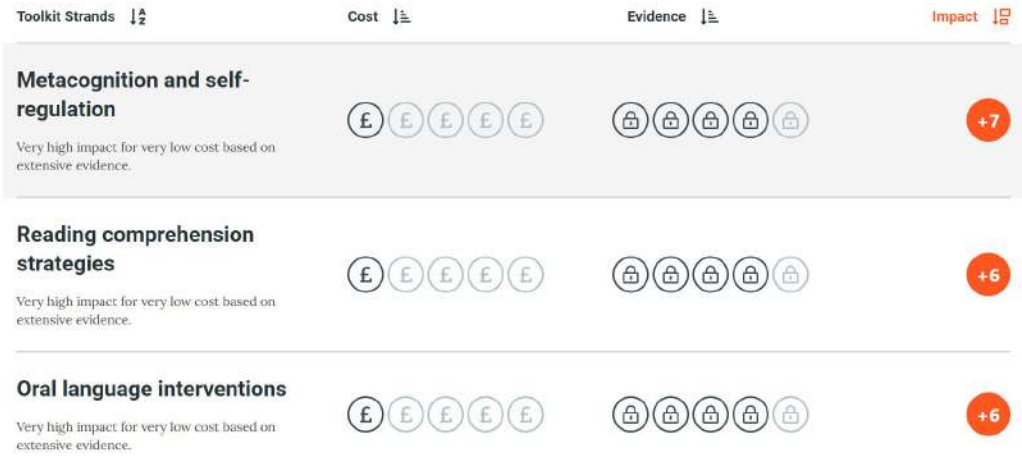




Recommendation 3: Ensure access to high-quality teaching

Metacognitive Strategies

"Teaching metacognitive strategies such as self-regulation, planning and monitoring are also effective high-quality teaching for pupils with SEN."
EEF SEND Evidence Review, page 126



Metacognitive strategies

Metacognition refers to the ways in which pupils **monitor and purposefully direct their thinking and learning**. Metacognitive strategies are **strategies we use to monitor or control our cognition**, such as checking whether our approach to solving a mathematics problem worked or considering which cognitive strategy is the best fit for a task.

- TREE (Topic sentence, Reasons, Examine reasons, Ending), or
- POW (Pick my ideas, Organize my notes, Write and say more) + TREE,
- or strategy instruction (e.g. modelling, collaborative planning, scaffolding, drafting/revising, and collaborative revising).

Metacognitive Strategies

1. Planning (start of the task):

How will you approach this learning task and why?

2. Monitoring (during the task):

Is your plan working or do you need to try something else?

3. Evaluating (after the task):

What have you learnt about yourself? How will this change your approach next time?

Metacognitive strategies

Support pupils to think metacognitively before they begin a task:

Have you done a similar task before?

What strategies have you used to solve this problem in the past?

Do you have what you need to begin the task?

Metacognitive strategies

Support pupils to think metacognitively during a task:

Are you making progress to meet the learning goal?

Is your chosen strategy working?

Are you finding this challenging? How are you dealing with that challenge?

Metacognitive strategies

Support pupils to think metacognitively after a task:

Did you accomplish your goal?

Could you do the task without support next time?

Did you stay motivated throughout the task?

Recommendation 3: Ensure access to high-quality teaching

Cognitive and Metacognitive Strategies

Cognitive strategies

1. What examples of cognitive strategies do we already use?
2. Where might additional *cognitive strategy instruction* better support pupils' learning?

Metacognitive strategies

1. How effectively do we support pupils to think metacognitively?
2. How might we support learners in our subject area to be more metacognitive?

The 'Five-a-day' principle: High quality teaching benefits pupils with SEND

Recommendation 3: Ensure access to high-quality teaching

Scaffolding

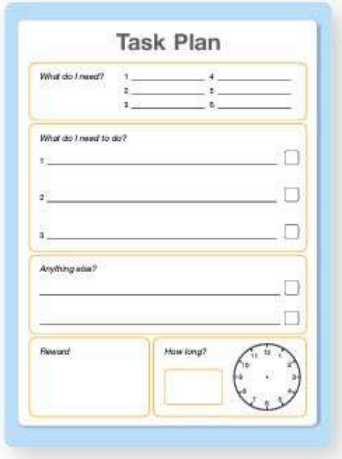
Consider the metaphor. Why do we use the term ‘scaffolding’?

Scaffolding

Scaffolding is a metaphor for temporary support that is removed when no longer required. It may be visual, verbal or written.

- **Visual**
- Verbal
- Written

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

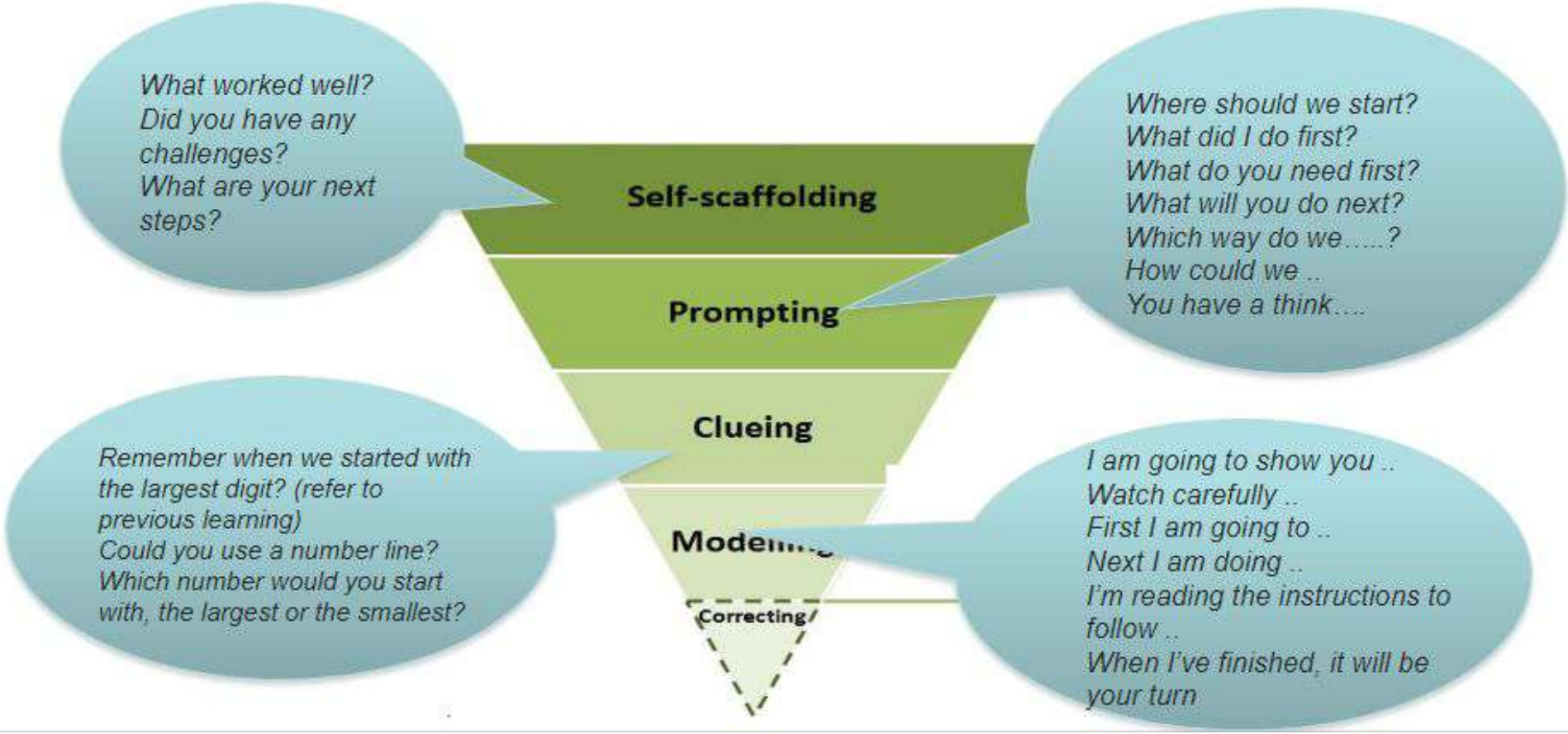


Scaffolding

Scaffolding is a metaphor for temporary support that is removed when no longer required. It may be visual, verbal or written.

- Visual
- **Verbal**
- Written

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

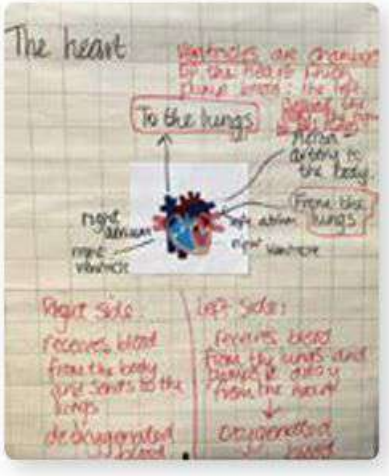

What worked well?
Did you have any challenges?
What are your next steps?
Self-scaffolding
Where should we start?
What did I do first?
What do you need first?
What will you do next?
Which way do we…..?
How could we ..
You have a think….
Prompting
Clueing
Remember when we started with the largest digit? (refer to previous learning)
Could you use a number line?
Which number would you start with, the largest or the smallest?
Correcting
I am going to show you ..
Watch carefully ..
First I am going to ..
Next I am doing ..
I'm reading the instructions to follow ..
When I've finished, it will be your turn

Scaffolding

Scaffolding is a metaphor for temporary support that is removed when no longer required. It may be visual, verbal or written.

- Visual
- Verbal
- **Written**

- A word bank
- A writing frame
- Sentence starters



Recommendation 3: Ensure access to high-quality teaching

Scaffolding

1. How well-embedded are scaffolds in our school?
2. What needs to happen in order to provide more effective scaffolds for pupils?

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Flexible grouping

All pupils need support sometimes.

Intelligence is not fixed.

Responsive grouping.

Joey

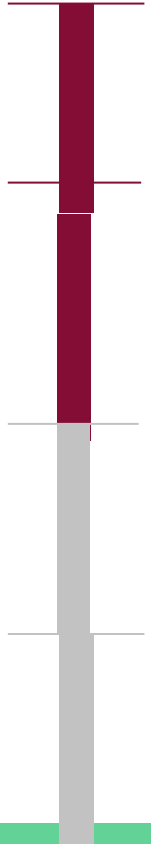
Removing him from good teaching

Targeting the wrong thing

Lowering expectations of what's possible

Flexible grouping - ‘within-class’ groupings

4. One advantage of within class grouping might be flexibility in grouping arrangements. Pupils progress at different rates so regular monitoring and assessment is important to minimise misallocation and ensure challenge for all pupils.



The teacher builds in formative assessment, so they can obtain an accurate and current understanding of which pupils need support.

The teacher notices that 4 pupils haven’t yet mastered new content.

During independent practice, the teacher takes those 4 pupils to the spare desk in the classroom, to reteach a key aspect of the content.

Following the reteach, the teacher uses further formative assessment to gauge that pupils have now moved past this misconception. They return to their desks and begin their independent work.

Recommendation 3: Ensure access to high-quality teaching

Flexible grouping

1. How much is it a part of your current practice to provide within-class interventions as a teacher?

2. What would need to change in order to develop this further?

Using technology

A visualiser

Speech-text software

Apps that support procedural practice

The Renaissance printing

Do Now

1) The revival of interest in greek and Roman thought during the Renaissance.

Chiaroscuro the use of light and shade in drawing and painting

Sp. x3 printing

(5) Exellent effort considering you had missed a lesson(s).

Tuesday 04 October 2016

(+) One sentence on what chiascuro is.

1) What caused the Renaissance? The main cause was the Printing Press which was a machine with uses movable type to Print words.

Sp. x3 revival

2) What is Humnism? The revival thought during the Renaissance

The Indulgence Trade

Do Now

When did Pope Gregory I become Pope?

In 590, a new man became Pope. He was known as Pope Gregory I, or Saint Gregory the Great, because he believed deeply in the teachings of Christianity and wanted to spread them throughout Europe. Gregory was an earnest man who believed it was his duty to convert others to his faith. He knew that many people in Britain were not Christians and he wanted to ensure that they all became members of the Church during his time as Pope. He chose a monk called Augustine to become his messenger to the Anglo-Saxons. (5)

Who did he choose to be a

Augustine had spent much of his life in a monastery which followed the Rule of St

Recommendation 3: Ensure access to high-quality teaching

Using technology

1. Is technology a help, a hindrance or an irrelevance to our current practice?

2. Do we make best use of the technology available, to support pupils to understand, record and/or learn content?

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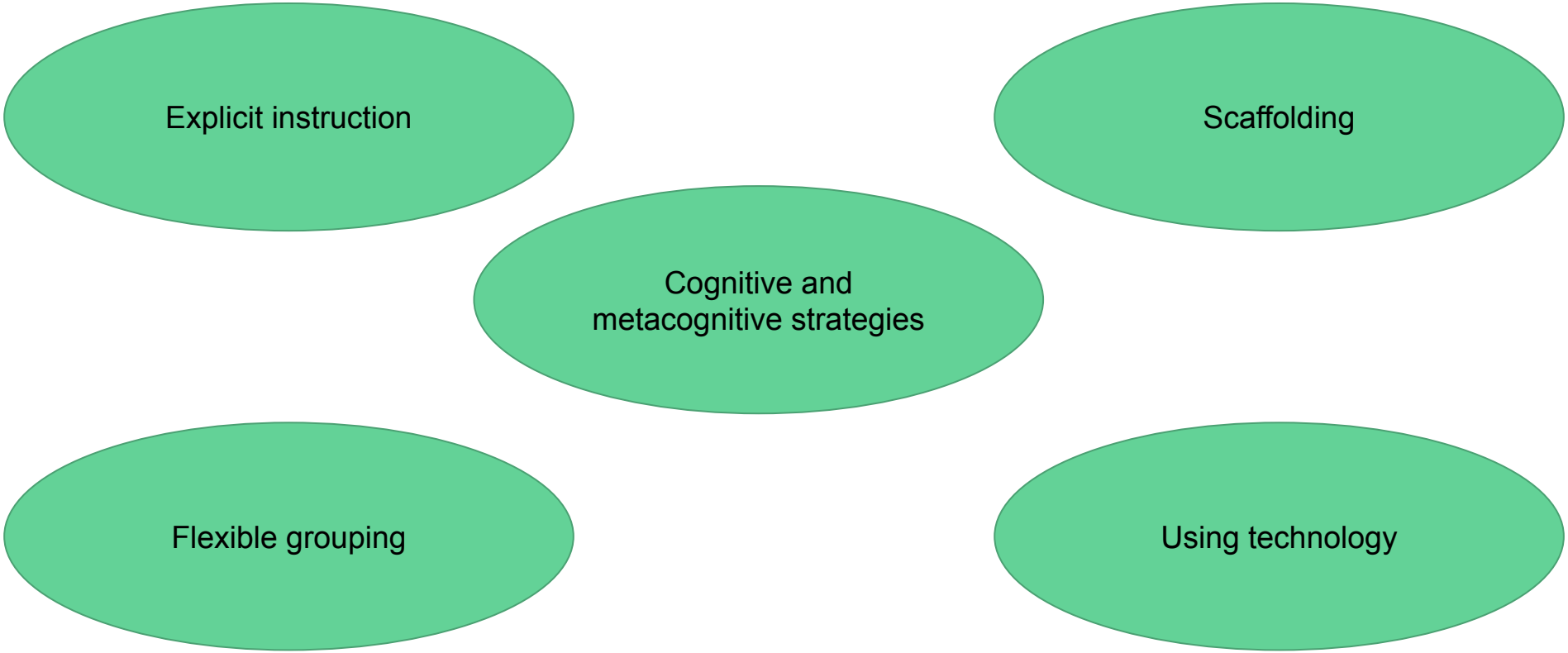
Within your department, how well/how consistently are these five approaches embedded?



Five-a-day reflection tool

Use the reflection tool to consider your own teaching practice for pupils with SEND.

REFLECTING ON YOUR PRACTICE
Every teacher as a teacher of SEND

The EEF's Evidence Review found strong evidence that teachers should use 5 'adaptive teaching' strategies as part of improving outcomes for students with SEND.

Use the questions below to reflect on how consistently you embed these '5-a-day' into your current teaching practice:

	To what extent do I...	Reflections
1 Explicit instruction	...use clear and succinct language in my teaching, checking pupils' understanding frequently?	
	...use dual coding to aid students' understanding of new content?	
	...model how to complete a task before expecting pupils to work independently?	
2 Cognitive and metacognitive strategies	...support all students to recall previously learned content, before moving on to new content?	
	...help students to organise their thinking by 'chunking' the content and introducing new material in small steps?	
	...support students to plan, monitor and evaluate their own learning?	
3 Scaffolding	...provide scaffolds (visual, verbal and oral) that allow all pupils to access the learning?	
	...use scaffolding in a way that reduces pupils' reliance on adult support? Do I reduce my scaffolding over time?	
	...provide scaffolds in a non-stigmatising way (*providing them at the whole-class level, allowing students to opt-in to a scaffold for a particular task*)?	
4 Flexible grouping	...group students in a way that reduces stigma, by ensuring such groups are based on current difficulty rather than being fixed?	
	...promote peer tutoring, placing my students in groups in which they learn from one another?	
5 Using technology	...utilise technology such as a visualiser when modelling work for students?	
	...use technology to help students to record their	

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Questions, comments, reflections?

Thank you

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