Achieving for Children

Inclusion Charter and Toolkit



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Rationale and overview of charter and toolkit

All schools are committed to making sure every child or young person receives high quality first inclusive provision which meets their needs, gives appropriate support and helps them to achieve.

It's clear that the needs of our children and young people are increasing, and schools and other educational settings are now supporting more children and young people with complex needs. Our classroom teachers are working hard to provide the best support so that all children make good progress, that all staff understand the range of special educational needs and offer appropriate intervention when needed. We understand how complex this can be and want to help schools do the very best they can.

We have created this resource to develop a shared approach or ethos across all schools, a consistent approach for inclusive provision for children and young people. We hope that by using this resource all schools will feel confident in supporting all children so that they can make progress and be successful.

All schools and other educational settings should be aware of our <u>Ordinarily Available document</u> as 'the universal offer'. We have included two versions of the inclusion charter (Version 1, Version 2). We encourage schools and other educational settings to select the most appropriate copy for your setting to display in reception area, signed by the headteacher. The 'how to guides' are there to help those using the resource to know how it can compliment their settings existing processes.

The whole school inclusion audit is there to support schools and other educational settings in enriching their current process and to identify priorities that the inclusion toolkit can support in addressing.

It is important to note that all schools have their individual context and challenges, and may be at different parts of their inclusion journey. We anticipate that schools will use this resource in a way that compliments their individual circumstances best.

Inclusion Charter

Our school welcomes all children and young people

- ✓ We value that everyone is unique
- ✓ We value everyone's different strengths and different needs
- ✓ We will get to know you and respect you as an individual
- ✓ We will listen to you and make sure your voice is heard
- ✓ We will support you to take responsibility for your learning and your wellbeing
- ✓ We will include you

Our school understands that children and young people learn in different ways

- ✓ We will teach you and support you in a way that suits you and helps you make good progress
- We will explain things clearly and give you information you understand
- We will provide activities and experiences that make learning interesting and exciting
- We will be ambitious with you
- ✓ We will help you to be as independent as possible

We will keep learning and listening so that we can teach and support you better

If something is not going well for you, please talk to us so we can help to make things better

School:

Headteacher:



Signed:

Everyone is welcome here

All children and young people are unique

We promise:

- ✓ We will get to know you
- ✓ We will respect you
- ✓ We will listen to you
- ✓ We will help you be healthy and happy
- ✓ We will include you

Everyone learns in different ways

We promise:

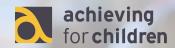
- ✓ We will teach you in a way that suits you
- ✓ We will give you the support you need
- ✓ We will give you information you understand
- ✓ We will make learning interesting and exciting
- ✓ We will help you do more things independently
- ✓ We will help you reach for your goals

If you are unhappy about something, please tell us so we can make things better School:



Headteacher:

Signed:



Inclusion Toolkit

How to guides

Inclusion Toolkit systemic 'how to use guide'

We have created the flowchart below to provide you with an idea of how you might make best use of this resource to meet the needs of your school.

1. As a sign of your intent, read and sign the Inclusion Charter. Place copies of this document into public spaces around the school.

2. Ensure that, at each stage, each action is linked directly back to the charter or toolkit, it's relevant sections and explain how this relates to the school identified priorities.

3. Share the purpose of the resource with students, staff and parents and make reference to the signed Inclusion Charter. Ensure that all policies link in with the charter and that these links are shared with staff, particularly for new staff induction.

6. Share the school development plan key headlines with staff and disseminate priorities into performance management targets.

5. Having completed the audit, include elements identified as priorities to be added to the school development plan with clear time frames, review points and Key Performance Indicators.

4. Complete the whole school inclusion audit with inclusion leads, working group, all staff (include students and parents where possible). 7. Plan priorities into CPD programme both whole school and individually. Factor in directed time for all staff to review, discuss, contribute to their own development and whole school development into meeting the priorities.

8. Include priorities into all staff meetings and briefings, line management and INSET agendas to facilitate discussion and review, etc.

9. Factor in measuring whole school and individual progress against the priorities into quality assurance schedule (departmental deep dives, curriculum monitoring, learning walks, etc).

Inclusion Toolkit operational 'how to use guide'

We have created the flowchart below to provide you with an idea of how you might make best use of this resource to support individual members of staff (having followed the systemic 'how to guide' first). It is essential that time is given to any action taken to allow for it to have an impact.

1. All staff sign up to having read, understood and committed to honouring the Inclusion Charter.

Induction for new staff to include information around this. Performance management targets set that relate to the Inclusion Toolkit.

2. Develop relationships with your class [and their parents] and review pupil progress

Q. Do they know your routines? Do you know their preferred learning style and interests, etc.

Q. Are there any pupils not meeting their targets? Q. For any who are underachieving, do you have a

good understanding of any barriers (SEN, wellbeing, safeguarding) to their learning?

Q. If not, can SP based screeners or assessments be used to obtain this information?

3. Use the reflective journal

Q. Could elements of this resource be used to identify areas of planning and delivery that could be factored into your planning and delivery?

6. Use of colleagues

Q. If the learner has not shown progress, could you discuss with your line manager, mentor, other teachers or staff members.

Q. Are there opportunities to plan, deliver and reflect on relationships and lessons with this person?

5. Consider training that is available

Q. Is there any training that you could embark on to assist with your planning and delivery in identified areas?

4. Once you have a strong understanding of the characteristics of the class, any strengths or barriers to learning

Q. Have you considered how well your planning and delivery takes account of these needs (including SEND, contextual information, intersectionality, disadvantage)?

7. Referral to relevant team

Q. Should progress or improvement still not be demonstrable, could a referral to SEN, Wellbeing or Safeguarding teams within the school be made to discuss the cases further?

8. Targeted or specialised interventions

Q. Are there interventions that could be delivered within school(targeted) or with external support (specialised) that could complement the work taking place in lessons in lessons?

Q. Has the Assess, Plan Do, Review Cycle been carried out with input from professionals, parents and the pupils.

9. Consideration of Threshold Guidance

Q. Should none of the previous actions work, has the school considered a request for a statutory needs assessment?

Inclusion Toolkit case study examples

Case study 1: supporting a class teacher to develop more inclusive approaches

The school identifies a teacher through their usual performance management cycle and pupil progress meetings. It is noted that many learners with special educational needs (SEN) in this teacher's class are making insufficient progress from their starting points (academically or holistically). Observations and discussions suggested that the teacher lacked sufficient knowledge of aspects of instructional pedagogy around quality first teaching approaches (or the teacher approach to relationships, linked to part one of the Quality First Teaching (QFT) reflective journal could be developed). The school agrees the following support.

- The lead for continuing professional development in school identifies any gaps in the programme that may have contributed to this lack of knowledge. To do this they use the continuing professional development (CPD) best practice and the annual update documents from the inclusion toolkit. As a result necessary changes are made to the CPD offer in school.
- An expert peer mentor will be identified.
- Timetabled sessions for joint working and team teaching and learning will be ring fenced (five over the course of one and a half terms).
- The mentor and teacher will use the QFT reflective journal, part 2, along with observation feedback to identify areas that would be a fruitful focus.
- The teacher will record her current thoughts on the QFT reflective journal and use these to focus on just one area that is likely to be useful learning for her and make a positive impact on learner outcomes.
- The teacher and mentor will use the CPD materials in the relevant parts of the QFT reflective journal to learn and discuss possible actions.
- The mentor and teacher will reflect on the learning (recording this in the journal) and then put into place a plan to use this learning to develop whole class teaching (relationships or class culture).
- The impact of the new approaches on the target learners will be monitored. This monitoring will include learner and parent feedback.
- The impact of the CPD on the teacher's practice and of the changes in the CPD programme for the whole staff will be monitored.

Case study 2: whole school development of inclusive practice

The school has a new headteacher who wishes to develop inclusive practice.

- They begin by using the whole school inclusion audit with their senior leadership team, together they examine the evidence they have. Each area is RAG rated and notes are made on the audit about evidence that is missing or incomplete.
- The senior leadership team then triangulates their ratings against the views of other staff, parents and the learners.
- Target areas for improvement are identified as follows: learners with additional needs (PPG and SEN support) often lack sufficient independence and are over reliant on support staff, and a significant number of parents lack confidence in the provision for their children.
- At a staff meeting, it is agreed that focus for action should be on the deployment and practice of support staff and ensuring that parents understand how provision is made for their children and the aims and expected impact of this provision.
- The school uses the Education Endowment Foundation's resources (suggested in the audit) to plan how to develop the work of support staff.
- The lead for continuing professional development in school identifies any gaps in the programme that may have contributed to this issue. To do this they use the CPD best practice and the annual update documents from the inclusion toolkit. As a result necessary changes are made to the CPD offer in school.
- The maths department and key stage 2 agree to pilot new approaches to increase independence with the support of the SENCo and assistant headteacher for inclusion.
- Time is allocated to teacher and support staff training. Specific training is delivered to support staff to ensure that they have the knowledge, skills and understanding they need to work with the class teacher and to enable independence when supporting students.
- The SENCo and assistant headteacher hold a session for relevant parents about the model being used in the pilot. They take a consultative approach, ensuring that parents feel their views are heard.
- Impact measures are agreed and the project proceeds.
- The maths department key stage 2 reports back on successes and difficulties at a whole school staff meeting. The next wave of action is agreed.

Case study 3: learners with additional needs are identified as a group that are underachieving in writing across the school

The English coordinator or Head of English Faculty in the school has identified that many learners who have additional needs are making insufficient progress in writing. They bring this issue to the senior leadership team. The following is agreed.

- The data will be analysed by group to ensure a clear understanding of the characteristics of learners who are not making good enough progress.
- Target learners from the groups identified will have assessments focussed on skills related to writing such as speech and language skills, phonics, handwriting and spelling. The school consults the inclusion toolkit chapter on assessment for suitable assessment tools.
- Assessment data is analysed and the school finds that most of the target learners have difficulties in speech and language or spelling, or both, that are limiting their writing progress. This assessment data also forms a baseline measure.
- The SENCo and English coordinator or Head of English then consult the interventions section of the inclusion toolkit to find evidence informed interventions to target these needs.
- Key staff receive training to enable them to deliver the intervention effectively.
- The necessary interventions are run by suitably experienced and supervised staff.
- The impact of the interventions are monitored regularly using both repeats of previous assessments and outcomes on overall writing.

Inclusion audit

Whole school inclusion audit

This audit is designed to help schools evaluate how well they include all pupils. The statements are those from the inclusion charter to enable schools to consider how well they respond to the aspirations within the charter. It helps schools to focus on their provision for all children and young people such as those with SEND, who use EAL, who are from a disadvantaged background, who are looked after, who are of African, Caribbean, Asian, dual and other minority heritages. This audit provides a useful overview but would not replace specific audits or onsite reviews for these groups of pupils. For example, schools may use these following tools and bespoke support:

- racial justice <u>NEU antiracism charter</u>
- multilingualism Bell Foundation school self assessments, EAL Academy outstanding classroom practice
- <u>Multilingual and racial justice audit/review</u> Achieving for Children
- <u>PPG audit/review</u> Achieving for Children
- AEN self review framework Achieving for children
- <u>SEND review guide</u> from Whole school SEND

How to use this audit, some ideas.

- Use it as a focus for a visit with your school improvement partner.
- Join with another local school and use it to inform peer to peer school improvement activity.
- Senior leaders could ask a year group or department to use it to support reflection on inclusive practices.
- As a whole school, pick out one or two areas of focus to address and discuss.
- Ensure all your ratings and comments are supported by evidence such as progress data, observations and stakeholder feedback.
- Seek the views of stakeholders such as children and young people and their families to test your evidence and ratings.

Statements from inclusion charter	Possible evidence	RAG	Further comments
Our school welcomes all children and young people	Our children and young people* report that they feel that they belong in school, that their knowledge of the world, their heritage and skills are recognised and valued.		
We value that everyone is unique. We value everyone's different strengths and different needs.	Our school community reflects the local area, communities and national demographic (including governing board, PTA, volunteers, staff, external visitors).		
We will get to know you and respect you as an individual.	All our children and young people are represented in all aspects of school life (school council, trips, displays, assemblies and so on).		
We will listen to you and make sure your voice is heard.	Our admissions policy is compliant with the Admissions Code, Equalities Act 2010 and SEN Code of Practice 2014. Our actions ensure equal access to education for all.		
We will support you to take responsibility for your learning and wellbeing. We will include you.	We have an equality, diversity and inclusion policy (or policies) within which specific procedures are outlined to address discrimination and bullying in all its forms with regard to all <u>protected characteristics</u> . Our Equality Objectives and Public Sector Equalities Duties are specific to our context and regularly reviewed with stakeholders for impact.		
	Our curriculum takes a <u>decolonising approach</u> . It reflects the diversity of our communities, and the national and global context, including a range of role models.		
	Our transition and induction processes for children and young people are robust, including for all midterm arrivals. Staff are well informed about any additional needs and understand what strategies are effective for the individual children and young people.		

Statements from inclusion charter	Possible evidence	RAG	Further comments
Our school welcomes all children and young people (continued)	Our bespoke transition programme ensures all children and young people and their families are ready for the next stage in their education.		
We value that everyone is unique.	It is rare for a children and young person to be reluctant to come to our school. Where this happens we use the <u>ERSA toolkit.</u>		
We value everyone's different strengths and different needs. We will get to know you and respect you as an individual.	Attendance and persistent absence (PA) levels are analysed by ethnic group, age, gender, disadvantage, SEND and are consistently good for all and at least in line with national data: Primary - attendance - 96% or above, PA - 8.2% Secondary - attendance - 94.5% or above, PA - 13.7%		
We will listen to you and make sure your voice is heard. We will support you to take responsibility for your learning and wellbeing.	Our records show that exclusions are low for all children and that we always seek to make reasonable adjustments to our behaviour management strategies or policy. Our behaviour policy is relationship based and based on anti-racist principles. We make best endeavours to meet the needs of children and young people showing behaviours that challenge.		
We will include you.	We provide a safe and calm environment that supports wellbeing and positive behaviour. Our policies and practice are trauma informed.		
	Our staff are supported to use language that is person and need focused when discussing any behavioural challenges. <u>Please see further information here Pages 87-109</u>		
	Our support staff are deployed and prepared to increase independence and avoid dependence and learned helplessness. We use the <u>recommendations</u> from the Education Endowment Foundation.		16

Statements from inclusion charter	Possible evidence	RAG	Further comments
Our school understands that children and young people learn in different ways We will teach you and support you in	Strengths and needs of our individual child or young person are assessed and analysed, including proficiencies in English. This understanding leads to improved provision that results in improved outcomes. Our children and young people with SEND are supported via the assess, plan, do, and review cycle.		
a way that suits you and helps you to make good progress.	The planned outcomes for all our children and young people support their individual journey towards independence and adulthood.		
We will explain things clearly and give you information you understand.	Our teaching approaches draw on evidence informed theories of learning. See QFT reflective journal.		
We will provide activities and experiences that make learning interesting and exciting. We will be ambitious with you	We have carefully planned learning sequences within our curriculum, and our interventions support these. Our children and young people are supported to generalise their learning in interventions back to the classroom.		
We will help you to be as independent as possible.	Our curriculum includes events and outings that bring learning to life.		
	Learning walks and observations find that our teachers and support staff are able to employ a range of approaches to meet the needs of all our children and young people. We set challenging but realistic targets for all our children and young people.		
	Our data is analysed and all of our children and young people are making good progress. Progress is benchmarked against similar schools. Where there are small numbers in groups (SEN, ethinic group, PPG for example), individual progress is robustly analysed and trends for these groups studied over time.		17

Statements from inclusion charter	Possible evidence	RAG	Further comments
Our school understands that children and young people learn in different ways (continued)	Securing the best outcomes for our children and young people from all 'groups' is part of every school improvement process.		
We will teach you and support you in a way that suits you and helps you to make good progress.	The success of our diverse learners is core to our performance management arrangements.		
We will explain things clearly and give you information you understand.	We make sure that school letters, policies, and meetings are clear		
We will provide activities and experiences that make learning interesting and exciting.	and use plain English, avoiding jargon. Documents are made available in relevant languages and formats (such as large print and video) as needed.		
We will be ambitious with you We will help you to be as independent as possible.			
We will keep learning and listening so that we can teach and support you better	We actively seek external review and learn from our peers.		
can teach and support you better	We support our parents through workshops, meetings and signposting external learning opportunities. We listen to and act upon the feedback we get from these activities.		
	Our staff <u>CPD</u> programme reflects the needs of our learners and always includes aspects of SEND, PPG, multilingualism, racial justice and equalities issues.		
	All of our parents and carers and children and young people are actively involved in co production and decision making. We recognise and make use of the knowledge and expertise of parents and children and young people.		

Statements from inclusion charter	Possible evidence	RAG	Further comments
We will keep learning and listening so that we can teach and support you better (continued)	We actively seek the views of our parents, analyse their responses and take action. We explain to parents how we have responded. Our parents understand and co-produce their children's and young people's targets and planned holistic <u>outcomes</u> , how the school is supporting their child to reach them and how they can contribute.		
	Most of our parents express satisfaction with our response to any concerns that they raise.		
	Our children and young people contribute to their annual reviews and their SEN support plans. Their views influence our decision making.		
	Our children and young people contribute to target setting and <u>holistic</u> <u>outcomes</u> , know their targets and outcomes and understand how to reach them.		
	We actively seek the views of all of our children and young people, analyse their responses and take action. We explain our responses to the children and young people.		
	We make sure all our children and young people and their families understand their provision and events such as annual reviews and assessments from external specialists.		
	We work with outside agencies to make sure we understand and respond to all our children and young people and family needs effectively.		

Impact measures

Inclusion Toolkit impact measures

There are a number of ways that the success of using the Inclusion Toolkit can be measured. Below is not an exhaustive list and any data will not be solely due to the work of the Inclusion Toolkit, but what it does provide is some evidence of impact.

- Self evaluation audit pre vs post carrying out the inclusion toolkit work
- Young person surveys pre vs post (focusing on sub groups, eg SEN)
- Parent voice pre vs post (focusing on sub groups, eg SEN)
- Goal attainment scaling: <u>View here</u>
- Reduction in exclusions (and sub group reduction as a percentage of the overall)
- Increase in attendance pre vs post at the schools using this
- Decrease in education, health and care plan (EHCP) requests in schools using the toolkit
- Children are moved away from SEN support as their needs are met more effectively. Fewer children require interventions

How well do you teach your learners?

Quality First Teaching in the classroom

Quality First Teaching (QFT) reflective journal

The SEND Code of Practice states that high-quality teaching is the first response to supporting pupils with SEND. Furthermore, the SEND Code of Practice also outlines that classroom teachers have responsibility for the progress of individual pupils with SEND, even if interventions are delivered by other practitioners. The quality of teaching for pupils with SEND, and the progression made by pupils, should be a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff.

We know that high-quality teaching is also paramount for the progress and attainment of <u>pupils who use English as an additional language</u>, to ensure <u>racial justice</u> and to support those who are <u>disadvantaged</u>. It is vital that we engage with these complexities, and ensure that high-quality teaching addresses all aspects of a child and young person's identity.

This reflective document with links to development and learning would be useful in a performance management context. The eight <u>teacher's</u> <u>standards</u> for teaching are also relevant and link across the four strands below.

A strengths based approach to provision is recommended in order to ensure high expectations for all learners. Personalised and child-centred learning practices, including co-production, will enable teachers to work effectively with all learners whatever their profile of strengths and needs.

This document has two parts (please see the following slide).

Part one covers six areas of inclusive practice

- The physical environment
- Relationships and behaviour
- Language and communication
- Curriculum
- Classroom management
- Whole school culture and ethos

Part two is focused on inclusive pedagogy making use of Rosenshine's Principles of Instruction

Tom Sherrington (Rosenshine's Principles in Action, 2019) has grouped the principles of instruction into four strands. We encourage practitioners to reflect on their practice in each area. The intention is not to produce a checklist, since deep understanding and consideration is needed to use the principle effectively and avoid reductionist thinking that results in teaching the 'what' without considering the 'why'. The prompts are offered as practices to consider. Merely 'doing' the suggestions will not necessarily produce an inclusive lesson. There is an excellent YouTube video introduction to the research by Tom Sherrington <u>here</u>. Rosenshine's original paper can be found <u>here</u>.

In each section below there are links to further Tom Sherrington's YouTube video masterclasses and further quality assured professional development resources relevant to each area of practice.

Your notes and reflections are an opportunity for you to consider your practice against the principles and decide what you could target for your own professional development. Your responses will depend on the subject area you are teaching and the age and range of needs of your learners. If you are the CPD lead for your school you will want to make use of the <u>Standard for teachers' professional development</u> in considering how to maximise the impact of this reflective journal approach on learner outcomes.

Part one

Strand	Area of practice	Reflections
1	The physical environment	Notes and reflections
	The classroom and external environments are zoned and include quiet and low stimulation (distraction reduced) areas.	
	Displays support learning, celebrate the work of all children and reinforce learning. <u>Displays represent diversity</u> , <u>multilingualism and a</u> <u>variety of identities</u> .	
	Learning resources are made available in a manner that supports and promotes independent use.	
	Children are able to <u>access nature</u> or representations of nature throughout the school day. Children are offered a variety of indoor and outdoor environments in which to learn.	
	The whole school and every classroom environment support routines and high expectations and ensure learners feel valued. <u>Visuals</u> such as visual timetables are used well.	
	The <u>sensory demand of the environment</u> is managed eg, movement breaks, brain breaks, noise management, lighting, reduced clutter. Sensory <u>audit</u> is undertaken.	

Strand	Area of practice	Reflections
2	Relationships and behaviour	Notes and reflections
	Staff model positive relationships and behaviours. The school is <u>emotionally safe and secure</u> .	
	Children are known and respected as individuals by all relevant staff. Staff allow themselves to be known as individuals.	
	Children are supported to develop independence, <u>intrinsic motivation</u> to learn and prepare for adult life.	
	Children and young people feel they <u>belong</u> in school and are valued, they co-produce the relationships and behaviour policy. Pupils are taught how to <u>welcome new arrivals well</u> . See also <u>UNICEF</u> .	
	Bullying and discrimination of a pupil or groups of pupils due to their gender identity, sexual identity, "race", ethnicity, religion, disability or class is monitored and effectively addressed through whole school preventative approaches as well as resolving individual incidents. Staff are regularly <u>trained</u> in effective strategies. (see also <u>respectme</u>)	
	Social skills, social knowledge and expectations are taught explicitly and in a structured way. Evidence based programmes such as Zones of Regulation are used throughout the school and introduced carefully to mid year arrivals including those who use EAL.	

Strand	Area of practice	Reflections
2 (continued)	Relationships and behaviour	Notes and reflections
	Praise and reward are individualised as necessary and used effectively to develop a growth mindset.	
	The school's practice is <u>trauma informed</u> and uses <u>trauma sensitive</u> and relationship based approaches to develop policy.	
	School staff are skilled, they remain calm and know how to respond <u>effectively</u> to challenges from students. Staff are supported through approaches such as supervision and <u>solution circles</u> . <u>Solution circle</u> <u>webinar</u> .	
	Positive behaviour is modelled through scripted language and <u>de-escalation</u> techniques.	
	All professionals and children are supported and expected to use a common language around learning and <u>behaviour</u> .	

Strand	Area of practice	Reflections
2 (continued)	Relationships and behaviour	Notes and reflections
	The school makes use of and signposts resources such as <u>ithrive</u> the <u>NICE guidance</u> and KOOTH.	
	The school <u>reviews</u> its approaches to relationships and behaviour and uses this review to generate an action plan.	

Strand	Area of practice	Reflections
3	Language and communication	Notes and reflections
	Vocabulary is explicitly taught, rehearsed, modelled and revisitedincluding focused and context embedded teaching for target pupils. It isbuilt into the curriculum design. Taught vocabulary is used in classroomdisplays and supports pupil understanding. More tips.Beyond vocabularyResearch evidence	
	Speaking for different purposes and different audiences is scaffolded and taught using approaches such as stem sentences. Stem sentences in primary maths Stem sentences in secondary maths Stem sentences for discussion	
	Listening skills are <u>explicitly taught</u> and modelled. <u>Active listening</u> is supported.	
	Pupils are respected in their use of home languages or <u>augmented and</u> <u>alternative communication</u> methods. Knowledge of languages other than English is celebrated, seen as a strength and used explicitly in classroom teaching and as a scaffolding for learning.	
	Language <u>development</u> and the development of proficiency in English are assessed and tracked, in turn informing teaching and learning (see <u>Bell Foundation</u> or <u>Hounslow Language Service</u> as examples). <u>Supporting children's speech and language development.</u>	

Strand	Area of practice	Reflections
3	Language and communication	Notes and reflections
	Learners are supported to <u>think before they talk</u> , so that talk is of high quality. Strategies such as <u>think pair share</u> are used widely to improve responses. <u>Collaborative approaches</u> are taught overtly.	
	Opportunities for <u>performance</u> (recitation, <u>poetry</u> , nursery rhymes, plays, singing, speeches, <u>choral speaking</u>) and discussion or debate are used to develop oracy, including in home languages and <u>augmented and alternative communication</u> methods.	

Strand	Area of practice	Reflections
4	Curriculum	Notes and reflections
	Curriculum content is sequenced and enables cumulative learning and overlearning of clearly identified key concepts. Links in learning are made, between subjects and to application in real-life situations.	
	The curriculum for all children remains broad and rich. It is planned using an anti racist, anti discriminatory lens and represents different knowledge of the world within and outside the school community (e.g. see this <u>audit</u>). Those with significant needs continue to access a full range of learning, though this will be personalised.	
	At key stage 4 alternative pathways are available to those unable to meaningfully participate in GCSE level learning. These pathways link to meaningful 16+ options, careers pathways and <u>preparation for</u> <u>adulthood.</u>	
	Homework is <u>differentiated</u> and set appropriately, including using home languages with pupils who speak EAL.	-
	The curriculum generates inclusivity, ensuring that all pupils learn about and respect difference in all its forms and know how to challenge prejudice. This includes education around disability, gender identity, sexual identity, race, ethnicity and religion	
	(primary school resource, secondary school resource).	31

Strand	Area of practice	Reflections
4 (continued)	Curriculum	Notes and reflections
	<u>Cultural capital</u> is built through rich curriculum experiences that are accessed by all pupils and to target pupil groups, whilst <u>the knowledge</u> of the world that all pupils bring to their learning is engaged with and valued.	
	The curriculum is supported by high quality visual and concrete resources including stories.	
	Extra curricular activities (clubs, trips, visitors, overnight stays) are planned carefully and <u>reasonable adjustments</u> made to ensure all children can access the offer, and pupils are actively invited to activities that are appropriate for them and meet and stretch their interests and skills. Attendance at extracurricular activities is monitored and analysed by 'group'.	
	The curriculum offers pupils the opportunity to make decisions about their learning, explore and be creative. The school makes good use of <u>self-efficacy theory</u> .	

Strand	Area of practice	Reflections
5	Classroom management	Notes and reflections
	The <u>classroom climate</u> is positive, safe and emotionally secure.	
	Grouping and seating is planned and flexible and changes according to the learning activity, and support requirements. This includes for example, 'cutaway' groups and tutorials to quickly target key learning when needed. It is recommended that pupils at the newer proficiency codes of learning English join triads not pairs for discussion work to ensure their exposure to rich English language.	
	Children are encouraged to <u>contribute</u> in lessons that are structured in a variety of ways.	
	TAs are deployed effectively and have a positive impact on the learning and independence of pupils. Teachers and TAs liaise regularly, focusing on learning and assessment.	
	Assessment is authentic and purposeful and leads to improvement in learning. Teacher feedback improves pupil learning.	
	All pupils are taught the necessary skills to work effectively as learning partners or in <u>collaboration</u> . For example, different roles in groups such as facilitator, time keeper, feedback lead are taught to pupils and allocated carefully to ensure all pupils develop their confidence and skills in group work.	33

Strand	Area of practice	Reflections
6	Whole school culture and ethos	Notes and reflections
	The <u>positive</u> and inclusive school ethos is made clear in all written policies. This stated ethos promotes respect, values diversity, aims for equity and ensures inclusion. School leaders are aware of the <u>EEF special</u> <u>Educational Needs in Mainstream Guidance</u> report and use the recommendations. The school's website and published information (for example the SEND information ensure) are consistent with the positive anti-discriminatory.	
	information report) are consistent with the positive, anti discriminatory, anti racist and inclusive school ethos.	
	The school's <u>admissions</u> and <u>exclusions</u> policies and practices are legally compliant and do not discriminate on grounds of SEND, race or other protected characteristics. Exclusion rates are monitored by 'group' and any disproportionate exclusion is addressed.	
	School leaders are active in setting an inclusive tone in the school via <u>activities</u> such as monitoring of learning and teaching, assemblies and meetings with parents.	
	Preparation for adulthood includes exploring a wide range of jobs and <u>challenging preconceptions</u> . All stereotypes and assumptions are <u>challenged using anti-racist and</u> <u>anti-discriminatory approaches</u> .	

Strand	Area of practice	Reflections
6 (continued)	Whole school culture and ethos	Notes and reflections
	The school entrance and office or reception team set the tone of inclusion via displays, visitor welcome and accessibility.	
	The school ethos fosters <u>self-evaluation</u> and improvement and sets high standards for all.	
	Relationships with parents and carers are positive and actively nurtured. Parents and carers are offered information, advice and guidance to support effective partnership working. School staff learn about different family experiences, knowledge and practices. Parents are actively supported and encouraged to take part in school activities. Interpretation and translation are available. Parent feedback is regularly sought and any concerns are addressed.	
	The school invests in regular and compulsory SEND and equalities <u>training</u> for all staff. This training has a demonstrable and positive impact on practice. Inclusive practice is effectively monitored and developed.	
	Pupil voice is valued by enabling them to give feedback in a variety of ways. The school has a pupil council that has representation from a diverse range of pupils.	35

Strand	Area of practice	Reflections
6 (continued)	Whole school culture and ethos	Notes and reflections
	Pupil voice is valued by enabling them to give feedback in a variety of ways. The school has a pupil council that has representation from a diverse range of pupils.	
	SEND governors are <u>trained in SEN</u> and disability equality issues and hold the school to account effectively (contact AfC governor support). In particular governors understand their responsibilities in relation to preventing suspensions and exclusions for learners with SEND.	

Part two - Instruction and pedagogy

Strand	Area of practice	Reflections
1	1 Reviewing material (principles 1 and 10)	
	Daily, weekly and monthly reviews ensure learning is stored in <u>long</u> term memory. <u>Reviewing previous learning</u>	Masterclass: reviewing material
	Strong connections in concepts ensures better <u>memory</u> .	
	Sufficient review (overlearning) to ensure automaticity or effortless recall. What is automaticity?	
	Effortless recall enables, and results from, higher order thinking. <u>Kitchen Pedagogy 2:5 Memory from thinking</u>	
	Effortless recall results in learner confidence and fluency.	

Part two (continued)

Strand	Area of practice	Reflections
2	Questioning (principles 3 and 6)	Notes and reflections
	More effective teachers spend more than half their lesson time instructing, giving examples, demonstrating and asking questions.	Masterclass: questioning
	Modelling includes thinking aloud about how to answer a question (instead of merely giving an answer). Education endowment foundation: metacognition	
	Teacher's questions help to assess the quality of learning and depth of understanding. This goes beyond the 'do you understand?' approach. Read strategies to check for student understanding	
	Questioning helps the teacher understand exactly what has been understood and by whom (everyone must understand). No opt out.	
	Questions are process questions, not factual questions. Learners are asked to explain their thinking and say how their answer was found. Education Endowment fund metacognition	

Part two (continued)

Strand	Area of practice	Reflections
3	Sequencing concepts and modelling (principles 2, 4 and 8)	Notes and reflections
	Planning for each lesson considers appropriate cognitive load and ensures learning is chunked and prioritised. <u>Cognitive Load Theory - Learning Skills From MindTools.com</u> and <u>Spotlight model of attention</u>	Masterclass: sequencing concepts and modelling
	Each step in learning proceeds only once the previous step is mastered. Each step is practised to mastery. <u>Mastery learning Toolkit Strand</u>	
	Learning steps are planned and sequenced to enable complex concepts to be understood. <u>Box set curriculum</u>	
	Modelling and many worked examples enables learners to see how to solve problems.	
	Many scaffolds are used as appropriate to each learner, for example: modelling, cueing, prompting, questioning. Thinking aloud is a good example of a scaffold. <u>TA 5 step model</u> <u>6 Scaffolding Strategies to Use With Your Students</u>	
	Scaffolds are withdrawn as the learner becomes more expert.	

Part two (continued)

Strand	Area of practice	Reflections
4	Stages of practice (principles 5, 7 and 9)	Notes and reflections
	Build more time into lessons for guided practice of tasks and learning.	Masterclass: stages of practice
	Teachers need to closely observe the learner's attempts at learning and completing tasks. <u>Revisiting Dylan Wiliam's Five Brilliant Formative Assessment</u> <u>Strategies</u> .	
	Learners build confidence and do not make too many errors. A success rate of around 80% is thought to indicate that material is being learned and that learners are challenged. <u>Mastery learning Toolkit Strand</u>	
	Material should be taught in small steps followed by practice.	
	Learners should be taught how to practice independently. Developing independent learning skills that improve outcomes Education Endowment Foundation: metacognition	

Next steps

Once you have established your quality first teaching approaches you may wish to further develop your understanding of specific types of special educational needs or individual needs. These online learning resources are good quality and will be supportive.

Further learning		
SEN type	Link(s)	Content and notes
Adverse childhood	ACEs	The Cumbria resilience project
experiences, trauma and	ACEs Too High	Trauma informed school: video clip
attachment	Alberta Family Wellness	Brains: Journey to resilience
	Bath Spa Uni Intro to Attachment. Summary of Attachment	Attachment Aware Schools is a partnership with BANES council, the National College for Teaching and Leadership, and a range of organisations, specialists, and schools. <u>An introduction to attachment and the implications for learning and behaviour</u>
	Crawford County Human Services	ACES primer
	Engage	ACES, Engage in their future

Further learning	Further learning		
SEN type	Link(s)	Content and notes	
Adverse	Psychology Today	Paper on trauma and school discipline	
trauma and attachment (continued)	Public Health Network Cymru	Adverse Childhood Experiences (ACEs) video	
	TED	Nadine Burke Harris' TED talk on adverse childhood experiences.	
	TLPI	The trauma informed elementary school	
	Trauma Sensitive School	Four page research snapshot	
	Young Minds	Young minds: adversity and trauma informed practice	

Further learning		
SEN type	Link(s)	Content and notes
Attention deficit hyperactivity	ADHD UK <u>Home page</u>	about ADHD resources
disorder	Future Learn	Learn about attention deficit hyperactivity disorder (ADHD) including ADHD symptoms, the latest research and ADHD treatment.
	ADHD, Training Materials	Top tips for understanding ADHD and supporting children in the classroom from the SEND gateway. These training materials were commissioned in response to a Government recommendation, following the Lamb Inquiry (2009). The materials consist of five learning modules, each of which focuses on one of the above areas of special educational needs and disability (SEND).
	University of Derby	This free short online course will encourage you to challenge your own definitions and perceptions of autism and ADHD. You will get an opportunity to examine several key themes around both autism and ADHD in order to obtain skills to help people with these conditions.
Autism	Autism Education Trust home page	Includes competency frameworks, autism standards and good autism practice guidance for early years, schools and post 16. <u>Resource Suite</u> , <u>Resources</u>
	National Autistic Society	These online training modules have been uniquely developed and delivered by autistic people. They give a unique perspective of how autistic people would like to be understood and supported.
	University of Derby	This free short online course will encourage you to challenge your own definitions and perceptions of autism and ADHD. You will get an opportunity to examine several key themes around both autism and ADHD in order to obtain skills to help people with these conditions.

Further learning		
SEN type	Link(s)	Content and notes
Dyslexia, specific literacy difficulties	The Dyslexia SpLD Trust	Includes a self evaluation tool and learning modules.
Physical disability	<u>PDnet</u>	These free online training modules are designed for anyone working within an educational setting who needs to develop their awareness and understanding of physical disability and the impact it can have on learning.
Speech and language difficulties	The Communication Trust (ican) <u>home page</u>	All about speech and language difficulties and developmental language disorder for all age groups. <u>The speech language and communication framework</u> professional development tool.
General and SEND leadership	Council for disabled children online training materials	Includes a free set of modules to support you in understanding how to write holistic outcomes
Disability Action Alliance		If you work with children and would like support raising awareness of disability amongst children, there are many resources available online to support you. This resource page provides links to information, activities and videos that are appropriate for use with children.
	Nasen	Focus on SEND training for educational practitioners working across early years, primary, secondary and post 16 is available now. Register for free.
	Anti-Bullying Alliance	As part of the All Together programme the Anti-Bullying Alliance developed a suite of free online training for anyone that works with children and young people. The programme was particularly developed to reduce levels of bullying of disabled children and those with special educational needs (SEN) but applies to all children.

Further learning		
SEN type	Link(s)	Content and notes
General and SEND leadership	Whole school SEN home page	Including the SEND review guide and frameworks, free webinars, leaflets for parents and practical resources. A useful site for senior leaders and SENCos as well as classroom practitioners.
Other aspects		
EAL or Multi-lingualism	Hounslow Language Service EAL Academy (eg new handbook) Bell Foundation NALDIC conference and membership EMTAS Hampshire	These are key leading EAL organisations locally and nationally, all offer both free and priced courses and resources. NALDIC produces an EAL Journal four times a year which offers excellent up to date research and practice.
PPG	Pupil Premium Conference Unity Research School Education Endowment Foundation Mayor's Schools for Success	The conference is a key event each year- register your interest for 2022. Unity Research gives regular blogs. EEF has regular updates on new research. See the Mayor's Schools for Success has links to schools who demonstrate excellent practice

Further learning	Further learning		
SEN type	Link(s)	Content and notes	
Racial justice	BAME Ed MA consultancy EMTAS Hampshire	These provide excellent starting points for racial justice - opportunities to educate yourself and sign up for courses. EMTAS is included again here as they have an excellent Traveller section.	
	Trainers:	Trainers:	
	Educating for Equality julia@aboutequality.com	Sabrina Edwards - headteacher of a primary school in London and has her own consultancy, including a racial justice 'mark'	
	Orlana Padu Consulting	Julia Edwards - talking with children about 'race' and racism. Julia is a parent governor at Carlisle and also has her own consultancy	
	Orlene Badu Consulting Educational Equity Services	Orlene Badu - works with Hackney Black Young Men and has her own consultancy	
	Show racism the red card	Professor Paul Miller - Educational Equity Services - works with schools on policy and practice	
		Show Racism the Red Card - lots of options for training for your staff and pupils, workshops, online training	

How well do you know your learners?

Assessment and screening

Assessment and screening: for use where school assessment data indicates that a more personalised approach is needed

Step 1: Identifying the question

Step 2: Response to QFT

What questions do you have about this young person and their progress, the cohort and their progress?

What do you already know about the young person or cohort?

Has your current concern been considered in the broader context of what you already know?

What complexities do you need to consider around 'race'", ethnicity, multilingualism, refugee and disadvantage?

What are their strengths and what is working well?

What is the impact of their need on their learning?

What would you like to happen next?

Consider the young person or cohort's response to Quality First Teaching (QFT), <u>referencing your</u> <u>reflective journal</u>.

Ensure you consider how pedagogical approaches needed for racial justice, multilingualism and disadvantage are being used to meet individual learning needs in QFT

Collate evidence of provision made and response to this.

Gather more information using supports such as those outlined in the links below, which are examples of tools that schools have indicated they find useful. Please check the relevance of any assessment or screener for your question, setting and the learner identities of the pupil before using:

Step 3: Finding out more

First complete an environmental checklist, then:

Cognition and learning Mathematics Literacy Attention Metacognition Communication and interaction Social, emotional and mental health Physical and sensory EAL assessment frameworks EAL/SEND guide Is a pupil EAL? EAL/refugee - family information

Step 4: next steps

What information has the assessment added to your understanding of the young person?

What is the skill or area that needs to be supported? What intervention is required?

How can you address this at school level with the resources that you have available?

Is external support required, and what question are you asking them?

Environmental checklists: all are relevant for thinking about cohorts or individuals

NEPS primary resource pack	https://www.sess.ie/sites/default/files/inline-files/n eps_special_needs_resource_pack.pdf	• This is a free to access resource developed by the National Educational Psychology Service in Ireland. Whilst quite lengthy, and in parts written for the Irish school support system, page 9 (for example) contains a learning environment checklist which prompts thinking of how the young person or cohort's context may, or may not, be supporting them.
NEPS secondary resource pack	<u>https://assets.gov.ie/40658/f896b4d014464ad1b92</u> <u>41e91c5405370.pdf</u>	• This is a free to access resource developed by the National Educational Psychology Service in Ireland. Whilst quite lengthy, and in parts written for the Irish school support system, page 9 (for example) contains a learning environment checklist which prompts thinking of how the young person or cohort's context may, or may not, be supporting them.
Functional assessment of behaviour	Antecedent, Behaviour, Consequence checklist Iceberg STAR	 Further information about how to complete STAR assessments is available at https://www.cumbria.gov.uk/elibrary/Content/Internet/537/3953/6769/17322/43032_171336.pdf?timestamp=4308410214 Further information about how to complete these and considerations to be made when using ABC charts is freely available from the NHS Maudsley here https://www.youtube.com/watch?v=IOAfEzDfZmc
Observation	Structured or open-ended observation, which focuses specifically on the question you are asking	• The type of observation you do will depend on your question. For example if you have concerns about attention, using timed observation (such as one based on the sheet available <u>here</u> will help you to understand how long the young people can sustain their attention for and under what conditions.
Communication supporting classroom observation tool	<u>https://ican.org.uk/media/3208/tct_bcrp_csc_upda</u> <u>te.pdf</u>	 Tool designed to profile the oral language environment of the classroom Can be used in Year R, 1 and 2 classroom and other early years learning spaces

Cognition and learning: mathematics (examples of those used in schools)

Sandwell early numeracy test (SENT) (revised)	https://www.gl-assessment.co.uk/assessments/pro ducts/sandwell-early-numeracy-test/	 Administered on one-to-one basis, taking 10 to 30 minutes 4 to 14 years: SENT-R for 4 to 8 years, SENT key stages 2 to 3 for 8 to 14 years Aims to identify gaps in the basic understanding of number. Assesses identification, oral counting, value, object counting and language.
Mathematics assessment for learning and teaching (MaLT)	https://www.hoddereducation.co.uk/malt	 Age range 5 to 14 Available in pencil and paper or digital form Marketed as a screening, monitoring and tracking tool Nationally standardised
GL dyscalculia screener and guidance	https://www.gl-assessment.co.uk/assessments/pro ducts/dyscalculia-screener-and-dyscalculia-guidance	 Age range 6 to 14 Screening tool Untimed (approximately 30 minutes) Online Intervention strategies included

Cognition and learning: literacy (examples of those used in schools)

Rapid	https://www.gl-assessment.co.uk/assessments/pro ducts/lucid-rapid/		4 to 15 years 15 minutes to complete online Tests phonological processing, working memory and visual-verbal integration memory (4 to 7 years) or phonic decoding (age 8+) Designed as whole class screener
CoPS	https://www.gl-assessment.co.uk/assessments/pro ducts/lucid-cops/		Follow-up assessment to Rapid Age 4 to 7 45 to 60 minutes to complete (can be over more than one session), online Includes measures of working memory, phonological processing, auditory and colour discrimination
Fresh start	https://www.ruthmiskin.com/en/programmes/fresh -start/	÷	Evaluation from EEF here: <u>Fresh Start</u> Suitable for age 9 upwards Assessment records and information freely available here <u>https://www.ruthmiskin.com/en/programmes/fresh-start/fresh-start-assessment</u>
York assessment of reading comprehension	https://www.gl-assessment.co.uk/assessments/pro ducts/yarc/		Age range 4 to 16 years 20 to 30 minutes to administer Currently paper based
Miscue analysis	https://repository.excellencegateway.org.uk/Diagno stic%20assessment_%20literacy_%20materials%20f or%20assessing%20reading%20using%20miscue%20 analysis.pdf	÷	Instructions freely available, and no additional cost associated with assessment Use texts already in school Can be used to consider multiple aspects of reading simultaneously 5

Cognition and learning: attention and listening (examples of those used in schools)

Timed observation	Link to timed observation schedule EPS document	 School staff member observes according to timed observation guidance Helps to identify nature of attention need (which type of attention is difficult for the young person) Most effective when used across contexts, times or lessons as allows for theme or pattern identification
Attention in the classroom exploration sheet	Link to attention exploration sheet Link to supporting instructions	 Guides questioning in relation to four key types of attention, with activities which can be used to further explore each area Non-standardised information - staff will need experience in this area Free to use resource
Teaching Children to Listen - EY, key stages 1 & 2	Teaching Children to Listen: A Practical Approach to Developing Children's Listening skills: Liz Spooner and Jacqui Woodcock available from £17.99	 Whole class observation and rating scale completed Helps to identify children with attention and listening needs and specifically what type of listener they are Whole class programme can be followed to support needs (with input from SaLT where required)
Learning to Listen to Learn - key stages 2, 3 & 4	Learning to Listen to Learn: Helen White and Christina Evans available from £24.99	 Whole class observation and rating scale completed Helps to identify children with attention and listening needs and specifically what type of listener they are Whole class programme can be followed to support needs (with input from SaLT where required)

Cognition and learning: metacognition and views of learning (examples of those used in schools)

Cambridge metacognitive checklist	<u>https://cambridge-community.org.uk/professional-</u> <u>development/gswmeta/index.html#group-Metacog</u> <u>nition-checklist-PSacT3fN5Qd</u>	 Guides staff with questions that they can ask of themselves and students when assessing aspects of metacognition in the classroom. Information is qualitative, and will need interpreting in the wider context of the young person, ideally using a team approach.
Myself as a learner	https://socialsciences.exeter.ac.uk/education/thinki ngschools/resourcesforteachers/mals/	20 item scale

Communication and interaction (examples of those used in schools)

Early communication and language tool	https://search3.openobjects.com/mediamanager/s urrey/fsd/files/early_language_child_monitoring_to ol.pdf	:	Free checklist from Surrey County Council Describes age related expectations for early communication and language
Universally speaking checklist for 5-11	<u>https://ican.org.uk/media/3227/us_checklist_updat</u> <u>e.pdf</u>		Free checklist from ICAN, Communication Trust and Pearson Read statements and then tick the 'R' (red) column if the child strongly matches the statement, 'A' (amber) column if they occasionally match the statement wand 'G' (green) if they do not match the statement
Progression tools early year, primary and secondary sets	https://ican.org.uk/shop/progression-tools-early-ye ars-set/		supports teaching staff to identify children who may be struggling to develop their speech, language and communication skills Give you information to help decide whether children would benefit from a targeted intervention or whether they need specialist assessment and support. for non-speech and language specialists Costs: EY set £55, Primary set £110, Secondary set £85
Universally speaking checklist for secondary	Universally Speaking 11-18 (ican.org.uk)		Free checklist from ICAN, Communication Trust and Pearson Use the booklet to find out whether the young person you work with is on the right track, what helps them to talk and listen and what to do if you have concerns about any of their communication skills

Social, emotional and mental health (examples of those used in schools)

Boxall profile	<u>https://www.nurtureuk.org/introducing-nurture/bo</u> <u>xall-profile</u>	 Online or paper based tool to support understanding of social, emotional and behaviour needs of children and young people in primary and secondary school. Can be used at whole school level of for targeted individuals
Strengths and difficulties questionnaire	<u>https://www.sdqinfo.org/a0.htm</u> l	 Freely available online Available in wide range of written languages Age range 3 to 16 years
Wellbeing measurement framework for schools	https://www.annafreud.org/schools-and-colleges/r esources/wellbeing-measurement-framework-for-sc hools/	 Booklet available for primary, secondary, and post-secondary students Links to mental health toolkit, and free online training for school staff https://www.annafreud.org/schools-and-colleges/resources/mental-health-toolk it-for-schools/ Information freely available through link
Anna Freud toolkit	https://www.annafreud.org/media/11456/mwb-too lki-final-draft-4.pdf	 Free to access online Further information given about a range of assessment measures which can be used by staff in schools (page 43 onwards particularly helpful for this) Some measures are free, others have cost associated. Includes measures of resilience, coping, and quality of life
PASS	https://www.gl-education.com/assessments/intern ational-schools/identifying-gaps-in-learning/pass/	 Age 4 to 18 years Online - available in range of languages 20 minutes to complete Can be used across whole cohort or with individuals to assess response to learning, self-regard, confidence, feelings about school and self 55

Sensory and physical (examples of those used in schools)

School age sensory integration checklist	Answers to Questions Teachers ask about Sensory Integration' by Jane Koomar, Carol Kranowitz and Stacey Szklut.		Prompts thinking about a number of motor and sensory needs, and their frequency of presentation. Can be completed by school staff
AfC OT strategies and advice in local offer	https://kr.afcinfo.org.uk/pages/local-offer/informati on-and-advice/health-services/health-services-kings ton/community-paediatric-occupational-therapy/oc cupational-strategies-and-advice	·	Information relating to different areas of physical and sensory development, including age related expectations. Can be used to identify skills which children are finding more challenging, in addition to providing support strategies
AfC OT resource pack	Resource pack held within schools and early years settings		Resource pack already in schools Provides progress tracker and interventions specific to identified need. Can help to demonstrate response to intervention

How well do you support those who need extra help?

Quality First Teaching Plus +

Step 1: Is it time to go beyond and enhance QFT?

- Are you robustly engaging with the 'assess, plan, do, review' cycle?
- Have you considered the learner's response to Quality First Teaching, for example using the response to QFT document?
- Have you accurately identified need through observation, external evidence, assessment and screening?
- Have you identified the learner's priority need?
- Now consider whether this learner's provision needs to be escalated.

Step 2: What is this resource?

- Contained in this resource are details of interventions that local colleagues have tried and tested in Kingston and Richmond schools. This ranges from very specialised provisions for those young people requiring the most bespoke support, to whole class and school interventions that sit just above Quality First Teaching. There are primary and secondary level suggestions.
- The resource is not a list of recommendations, rather it is a list of shared knowledge and approaches that can act as a starting point and as an onward reference in selecting next steps.
- Links have been provided where possible.

Step 3: Using this resource

Remembering to work on the learner's specific individual needs, not looking only at labels, navigate this resource to find signposting to potential next steps in support covering these areas of learning.

- Confidence
- Self-esteem
- Social interaction
- Communication and language
- Literacy
- Mathematics
- Emotional health and regulation
- Reading, decoding
- Reading, comprehension
- Writing
- Typewriting
- Sensory
- Memory
- Cognition and learning

Step 4: Considering the intended outcome and impact

- The success and impact of any intervention relies on rigorous implementation.
- It is recommended that any intervention is researched thoroughly before use to ensure its correct implementation.
- According to the Code of Practice, interventions and provisions are only used as part of the process of the 'Assess, Plan, Do, Review' cycle.

Step-by-step process in selecting QFT+ provision

Step 1: Identifying this learner's needs

Step 2: Response to QFT

Step 3: Finding out more

Step 4: next steps

What concerns do you have about this learner and their progress?

Have you already followed the assessment and screening process to accurately identify needs?

Has your current concern been considered in the broader context of this learner's profile?

What are their strengths and what is working well?

What is the impact of their needs on their learning?

What would you like to happen next?

Consider what the learner's response has been to Quality First Teaching (QFT), for example using the response to QFT document

Collate all evidence of provision currently in place and the learner's response to it.

What does this learner respond well to in all that has been tried?

Based on what you know already, use the links below to research interventions and QFT+ provision that would best fit the learner's profile. These are links to provision that has been tried within local schools.

Consider the context in which the provision will be delivered and, if a group intervention, whether there are other learners for whom this would be 'the right provision at the right time'. This can be done using an <u>environmental checklist</u>,

Cognition and learning

<u>Mathematics</u> <u>Literacy</u> <u>Attention</u> Metacognition

Communication and interaction Social, emotional and mental health Physical and sensory Follow the correct method of delivery of the chosen provision, and for the required frequency and duration.

Using formative and summative assessment, evaluate and review the impact of the provision.

Is further intervention required? Does it need to be increased? Or is there value in repeating the same intervention?

Are there other needs that also need addressing?

EAL or multilingual pupils' withdrawal intervention strategies

We are moving to using 'multilingual' as the term for pupils who use English as an additional language to reflect the strengths and skills that these pupils bring to their learning.

Multilingual pupils should learn English through whole class quality first teaching. Research shows us that doing discrete grammar and language teaching outside the mainstream is not effective unless this is clearly linked to the mainstream teaching (e.g. short term pre-teaching or over teaching to focus on specific aspects) (Sharples 2021).

Please see our whole class strategies guide. There are a few instances where withdrawal is needed.

Where intervention may be appropriate for multilingual pupils

Phonics

Where pupils arrive after the start of schooling in the UK and need to learn the English phonics system, this should be taught in short, daily sessions once they have learnt some English. They should not be with SEND pupils or the 'lowest' group. It should use the SSP the school already has in place but include a 'quick start' approach for new to English, making links with the vocabulary they know and print literacy and sounds in their own language. Nonsense words should not be used when teaching phonics and ensure all pupils know the meaning of the words you teach. This document gives some useful information about differences in languages to inform the teaching.

Script

The Roman script should also be taught in short, bespoke sessions where the child's home language script is different, or if they have had disrupted prior formal education. Engaging with families in practising these skills is helpful, for example having phonics demonstrations uploaded onto your website.

Reading and writing

Whilst multilingual pupils are learning English, often their reading age is judged to be well below their chronological age. It's helpful for multilingual pupils to be supported with reading the correct texts (for example complex picture fiction) for them which are relevant to their interests, experiences and level of English proficiency, but they should not be judged to be 'below' in reading. Care should be taken to only assign them to reading 'interventions' where this is appropriate to support their learning and they should not be assigned to SEND groups unless they have SEND. Pupils should be encouraged to continue to read in their home language(s). Where possible, pupils who do not read in their home language(s) should start to learn this with family and community support.

For whole class teaching of English literacy, pre teaching sessions with visuals to discuss the characters, setting and content of a class reader may be helpful, however class teachers should ensure that these needs are included within the mainstream lessons wherever possible. These strategies will help support all pupils, not just those who are multilingual.

Paired reading is helpful for whole-class texts. For developing fluency and prosody, it's important that reading aloud with intonation and expression is overtly modelled regularly. This could be through echo reading approaches as a class with the teacher, in groups or in mixed ability partners. The change in pitch and tone of voice should help the listener to understand what is happening in a text.

Maths

For maths care should be taken to ascertain if vocabulary is holding a pupil's progress back, which needs to be addressed in the mainstream class using EAL or plurilingual pedagogy. Translation should be used to check a child or young person's capability in the first instance. In whole class teaching, use these top ten tips.

Where maths skills need to be taught as catch up, for example if the curriculum is different in the home country, these sessions also need to be informed by EAL or plurilingual pedagogy and engage with a child's home language(s).

All pupils, whatever their migration status, have a right to SEND support where needed (See our EAL/SEND guide).

For pupils who are multilingual and also have SEND, teachers must ensure that all interventions needed for SEND are provided using EAL or plurilingual pedagogy with a clear focus on their knowledge of the world, the languages they speak, English vocabulary and language.

Social, emotional and mental health needs must be a key focus for pupils who have recently experienced migration, especially those who are refugees or asylum seekers. Staff should also be aware that the impact of trauma can be long term and can be triggered at key points of stress, for example when taking exams. Pupils' needs must be carefully considered and ways established for them to communicate these needs whilst they are learning English - for example through visuals, interpreters and trusting relationships with key staff. Interventions to address these needs should be informed by EAL or plurilingual pedagogy.

EAL or PPG

It is important to remember that pupils who are multilingual and are disadvantaged may come from families who had middle or high class status in their home countries. They may belong to communities who have experienced significant disadvantage for many years in the UK. Parents may have had their own formal education disrupted through war and hardship.

Understanding the family background can help inform what intervention strategies may be needed. EAL or plurilingual and PPG approaches must be followed using an individual plan for these pupils, not one or the other or homogeneous groups.

Plurilingual approaches purposefully use pupils' languages as scaffolds and as meaningful aids for learning (eg, planning in a home language and then discussing the plans in English with peers).

PPG intervention strategies

PPG pupils benefit the most from high quality whole class teaching. (Please see the Rosenshine and Rosenshine + principles for good practice). Where interventions are deemed necessary, these must be planned so they are not removed from a broad, rich curriculum. They should be given short, sharp, specific interventions which are planned to inform and support their whole class learning, with regular feedback between the class teacher and intervention lead. Where possible, class teachers should be released to lead on interventions.

PPG or SEND

Both PPG and SEND approaches must be used for these pupils.

Racial equity and interventions

Consideration of how pupils from Black and other minoritised backgrounds are positioned as learners is vital for racial justice. Key aspects are to ensure that a pupil has access to all intervention for their learning needs, to critically reflect on assumptions we might make as teachers and to engage with parents and carers to help identify what support will help. Where patterns emerge with specific groups, for example in underperforming, it is important to consider carefully how quality first teaching approaches and staff training may need to be a focus to ensure that all pupils do well.

Cognition and learning: mathematics

Five Minute Box Maths	<u>https://www.fiveminutebox.co.uk/the-five-minute-</u> number-box/	:	Multi sensory teaching programme and maths resource. Designed for children who struggle with maths for one of several reasons including Dyslexia, Dyscalculia and receptive and expressive language difficulties, etc. TA or LSA led, individual, five times a week for six weeks or a half term, key stages 1 & 2.
Catch Up Maths	https://www.catchup.org/interventions/numeracy. php		Structured one-to-one intervention to improve number skills and address gaps in knowledge. Suitable for those whose number age is significantly below their chronological age. 15-minute TA or LSA led individual sessions delivered twice a week, addressing 10 key components of numeracy. Designed for use with struggling learners aged 6 to 14, rather than beginner learners.
Dynamo Maths	tps://dynamomaths.co.uk/?gclid=Cj0KCQiA3-yQBhD 3ARIsAHuHT66_NYLYtpIS4IOs_Px9gCVYsuU34U9dFF PQD_cIPzKNJ5QrOCXEIR0aApPZEALw_wcB		Evidence-based specialist resource to support pupils struggling with maths. Identifies and supports pupils at risk of developmental dyscalculia and those performing significantly below their peers in maths Teacher, TA or LSA led, individual, three times a week for 15 to 20 mins, key stages 1 to 4. Accreditation required.
Number Stacks	https://www.numberstacks.co.uk/		Resource using a combination of stackable place-value counters & video tutorials to enable any adult to help children master the foundations of the number system and build children's confidence and ability in the key areas of the primary maths curriculum. Parent, TA or LSA led, individual, two times a week for 30 mins, key stages 1 to 3.

Cognition and learning: mathematics

Numicon	TAs running this intervention have had numicon training. <u>https://home.oxfordowl.co.uk/maths/numicon-guid</u> <u>e-for-parents/ https://global.oup.com/education/content/primary /series/numicon/?region=uk</u>		One-to-one intervention for children with significant numeracy difficulties. Numicon encourages children to explore maths using structured imagery and apparatus in order to understand and explain mathematical concepts. TA or LSA led, individual, 90 minutes twice a week for one term, key stages EYFS to 2. Accreditation required.
Number Shark	https://www.wordshark.co.uk/numbershark/	:	Number Shark gives numbers meaning- teaching and reinforcing number skills Key stages 1 to 3 (5 to 14)

Cognition and learning: literacy

Five Minute Box English	https://www.fiveminutebox.co.uk/product/five-min ute-literacy-box-including-cd-rom/		Multi-sensory phonics programme enabling early identification of potential specific learning difficulties. Early intervention and screening tool, helping to prevent withdrawing children from lessons to teach them basic skills. TA or LSA, individual, five times a week for six weeks or half term, key stages 1 & 2.
Acceleread / Accelewrite	<u>Acceleread / Accelewrite</u> <u>Guide</u>	:	Supports reading, writing, spelling and listening skills using text-to-speech software. This is achieved through structured phonics exercises over a recommended period of time Individual, TA or LSA led, two times a week for four weeks, key stages 2 & 3.
Clicker	https://www.cricksoft.com/uk/clicker	:	Inclusive software that supports the recording of ideas. Word and sentence level work but can be used across all subjects for recording key stages 1 & 2.
Narrator - Microsoft	https://support.microsoft.com/en-us/windows/hear -text-read-aloud-with-narrator-3215dce8-a560-4f9d -236c-fd7439d5dfd3		Text to speech software and screen reader supporting literacy as the PC reads texts and documents out loud for the learner. Teacher or TA led, daily, weekly, set at an individual's pace. Key stages 2 & 4. Group targeted - Dyslexia or very low cognition and learning, visual impairment.
Nessy	https://www.nessy.com/en-gb/about-us		Website providing programmes and resources to help children to read, spell and write and have improved recall and application of strategies to develop reading and spelling. Individual, Pupil led, 15 minutes three times a week for three terms, key stages 1 & 2. Suitable for any student who needs reading help but is designed for ages 6 to 11. 67

Cognition and learning: literacy

Rapid Reading	https://www.pearsonschoolsandfecolleges.co.uk/pr imary/subjects/english-literacy/rapid-reading		Reading intervention programme combining books and speech recognition software for key stage 2 pupils with low literacy levels. For struggling readers working behind expectations and for children with SEN. Teacher, TA or LSA led, individual or small group for two to three months.
Sound Linkage	TAs running this intervention attended the sound linkage training run by AfC (Primary). <u>https://www.partnersineducation.co.uk/product/so</u> <u>und-linkage/</u>		Book resource developed to support children with reading delays and dyslexia. Package contains a phonological training programme, and explains how this programme can be embedded within a broader reading intervention. TA or LSA led, small group, 90 minutes once a week for one term. Key stage 2. Accreditation required.
Typing Club	https://www.typingclub.com/ Intervention is 100% online.		Web based programme providing guidance and activities to improve typing ability. Guides students through keyboarding lessons with a set of corresponding speed and accuracy assessments for each. Individual, TA or LSA led, small group, 15 minutes three times a week for as long as needed. Key stage 2.
Word Wasp	https://www.wordwasp.com/	:	One-to-one manuals for teaching reading and spelling to support those with literacy problems, including those diagnosed as Dyslexic. Individual, teacher, TA, LSA or parent led, 10 minutes three times a week. Key stage 2+.
Word Shark	https://www.wordshark.co.uk/	:	A fun and effective games-based solution for students learning to spell and read. Specifically helps with dyslexia. Key stage 1 to 3 (5 to 15).

Cognition and learning: literacy

IDL (International Dyslexia Learning Solutions Limited)	https://idlsgroup.com/	
Read Write Inc. (x4)	https://admin.ruthmiskin.com/media/uploads/webs ite/rwi_btp_package.pdf https://www.teachprimary.com/tried_and_tested/v iew/one-to-one-phonics-tutoring-kit RWI 2 Day Training & resources: https://www.ruthmiskin.com/en/programmes/fresh -start/	
	Accreditation may be required.	

- Cloud learning software featuring programmes to support learners with dyslexia and other learning difficulties to increase their reading and spelling ages and numeracy skills.
- Allows automation of lesson plans and overview of pupil progress and also gives pupils the ability to work independently.
- Individual or TA or LSA led, 15 minutes three times a week for as long as needed. Key stages 1 to 4.
- Read write inc phonics withdrawal Improved phonic knowledge, reading accuracy and fluency. Teaches children to read accurately, fluently and with understanding, to spell, and write their own compositions. Teacher led or parent practice at home, small group, one hour, daily. Key stages EYFS to 1. (1)
- RWI one-to-one tutoring Improved competency in Set 1 to 3 RWI sounds.
 Phonics resources and materials for one-to-one reading tuition for children aged 4 to 9. Teacher, TA or LSA led 1:8 (approx), individual, 90 mins, once a week for one term. Key stages EYFS to 2. (2)
- **RWI Fresh Start** Improve decoding skills or phonic. Fresh Start teaches older students to read with good comprehension. It's rooted in phonics and uses age-appropriate decodable texts. Teacher led or parent practice at home, individual or small group, 90 minutes, once a week for one term. Key stages 2 & 3. (**3**)
- **RWI Phonics** Improved phonic knowledge, reading accuracy and fluency. Designed for Years 0 to 2 as the main EYFS & key stage 1 early reading programme and can be taught as an intervention for Years 3 & 4. TA or LSA led, small group, 90 mins, four times a week for one term. Key stages EYFS to 2.

https://thepsychologist.bps.org.uk/volume-21/editi on-5/working-memory-classroom

Working Memory Group

 https://www.researchgate.net/publication/2644963
 25 Do High Working Memory Groups Perform B etter

- Group extensively involved in goal-directed behaviours in which information must be retained and manipulated to ensure successful task execution. Aim is for improved capacity to retain and use information effectively.
- Small group, teacher, TA, LSA, parent led, 30 minutes once a week.

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Be Focused App <u>https://apps.apple.com/us/app/be-focused-focus-ti</u> mer/id973130201

- A powerful planner which helps eliminate distractions. Create tasks and track progress. Break up big goals into smaller chunks to make them not so overwhelming. Set the timer to achieve better productivity with regular breaks.
- For all pupils, teacher, TA led, daily or weekly at individuals' pace. Key stages 3 to 4. Could be used to assist those with ADHD and Autism.

Cognition and learning: metacognition and views of learning

Pre-Teaching	Guidance: <u>https://www.sec-ed.co.uk/best-practice/teaching-in</u> <u>terventions-pre-and-over-learning/</u>		Strategy involving teaching students concepts, skills, or vocabulary prior to a lesson, which can provide students with more knowledge and confidence when approaching a new topic. TA or LSA led, individual, For as long as needed, key stages EYFS to 4. Could also be carried out as a small group for 30 mins.
Precision Teaching	https://www.twinkl.co.uk/teaching-wiki/precision-t eaching https://develop.clf.uk/content/pedagogy/precision- teaching-an-introduction/	·	A structured teaching method that is designed to improve the accuracy and fluency of reading, spelling and maths. Children are able to practise key skills until they are fluent. Mechanisms provided for assessing and monitoring progress. Usually carried out on a one-to-one basis between a teacher and learner. Interactions are normally for around 10 minutes, and ideally should happen three times a week. Opportunity for varied format (group), length and frequency of intervention. Accreditation required.
Post-teaching	Guidance: <u>https://www.sec-ed.co.uk/best-practice/teaching-in</u> <u>terventions-pre-and-over-learning/</u>		Post teaching, or over-learning involves giving another chance to learn lesson content. TA or LSA led, individual, For as long as needed, key stages EYFS to 4. Could also be carried out as a small group for 30 mins.
Mindmeister	https://www.mindmeister.com/		Online mind mapping helping to visualise thoughts, ideas and communicate to others. Intended outcome is to improve knowledge retention and recall. Teacher or TA led, frequency is set at an individual's pace, for as long as needed, key stages 2 to 4.

Communication and interaction

Attention Autism Activities	https://www.ginadavies.co.uk/ (Training can be delivered by Speech and Language Therapy or can be purchased directly by Gina Davies). Mainstream and specialist educational settings with support from S&L Therapy as needed.		Gina Davies' four stage approach to develop attention skills from sustaining joint attention up to following visual and spoken instructions in order to complete practical activities independently. For a small group (up to six) but can be individual, TA or LSA led. Can be weekly in mainstream or daily in specialist, for as long as needed. All key stages. Accreditation required.
Black Sheep Language Programme	https://www.blacksheeppress.co.uk/ https://www.blacksheeppress.co.uk/wp-content/uplo ads/2021/05/Catalogue-4th-May-2021.pdf Mainstream and specialist educational settings with support from S&L Therapy as needed.		Resources for teachers and speech and language therapists working with children with Developmental Language Disorder (DLD) and SLCN needs. TA or LSA led, individual and small group, 90 minutes once a week for as long as needed, key stages 1 & 2.
Box Clever	https://www.boxclever.co.uk/ Mainstream and specialist educational settings with support from S&L Therapy as needed.	:	Targeted, evidence based intervention to support learners' vocabulary development around specific topics or areas and improve spoken sentences. 10 min session three or four a week with four to five children. Primary school. Quiet space to sit on the floor with children. Training can be delivered by speech and language therapy. Accreditation required.
Colourful Semantics	Training can be delivered by Speech and Language Therapy. <u>https://www.twinkl.co.uk/teaching-wiki/colourful-se</u> <u>mantics</u> <u>https://sltforkids.co.uk/blog/colourful-semantics/</u>	:	A teaching approach that aims to teach children to develop sentence structure and improve vocabulary. TA, LSA, parent, teacher led, small group, used daily across the school day for as long as needed, key stages 1 & 2. Mainstream and specialist educational settings with support from S&L Therapy as needed. Accreditation required.

Lego Group / Therapy	https://www.autism.org.uk/advice-and-guidance/pr ofessional-practice/lego-pilot https://www.ucl.ac.uk/educational-psychology/reso urces/CS1Songara16-19.pdf https://sltforkids.co.uk/blog/lego-therapy/		Approach aiming to provide an effective social development intervention for children with ASD and other conditions affecting social competence through the use of Lego - children are able to play, create and communicate as a team. TA or LSA led, small group, 30 minutes -one hour once a week for as long as needed, All key stages. Mainstream and specialist educational settings with support from speech and language therapy as needed. Accreditation required.
Nuffield Early Language Intervention	Training from Nuffield Early language Development <u>https://www.teachneli.org/</u> <u>https://www.nuffieldfoundation.org/project/nuffiel</u> <u>d-early-language-intervention</u>	:	Language programme designed to address children's language needs. Targets vocabulary, narrative skills, active listening and phonological awareness. TA or LSA led, small group, 30 minutes three times a week for two terms (Spring and summer). For EYFS or Reception. Accreditation required.
Pictoys	http://www.clear-resources.co.uk/ClearProductsPa ge.html		Resource - part pictures, part toys. They are a series of ten interactive resource sets that explore sentence building at different levels. Aim of improved communication ability such as by following and giving instruction. Parent, TA, LSA led, Individual, length of intervention is for as long as needed, key stage 1.
School Start	<u>https://www.routledge.com/School-Start-Targeted-</u> Intervention-for-Language-and-Sound-Awareness-in /Bedoyere-Lowry/p/book/9781909301580	:	Language and sound awareness group programme that includes vocabulary and concepts covered in the year curriculum. Training can be delivered by speech and language therapy. Practical resource available (see link). TA or LSA led, small group, 30 mins once a week, 30 week programme, EYFS to Year 0. Accreditation required.

See and Learn Language and Reading	<u>https://www.seeandlearn.org/en-gb</u> Mainstream and specialist educational settings with support from speech and language therapy as needed.		Language and reading skills: Designed to teach children with Down syndrome early vocabulary, sight words, simple phrases and sentences, and grammar rules, supporting the development of their spoken language skills. TA or LSA led, individual, 10 to 15 mins daily for as long as needed, key stages 1 & 2.
See and Learn Speech	https://www.seeandlearn.org/en-gb Mainstream and specialist educational settings with support from speech and language therapy as needed.		Speech skills: Designed to teach children with Down syndrome to hear and produce speech sounds, to hear the differences between sounds, to develop their speech sound system, and to produce clear speech. TA or LSA led, individual, 10 to 15 mins daily for as long as needed, key stages 1 & 2.
Social Stories	 <u>https://raisingchildren.net.au/autism/therapies-guide</u> <u>/social-stories#:~:text=Social%20stories%20explain%</u> <u>20social%20situations,and%20owned%20by%20Carol</u> <u>%20Gray</u> Mainstream and specialist educational settings with support from speech and language therapy as needed. Accreditation may be required. 	•	Used alongside other therapies to teach autistic children about the social behaviour that's expected in specific settings. Preparation and strategies for managing change and transition. Describes situations and learning experiences in a safe way for children with ASD (not exclusive to ASD). Maybe less effective for children with poor comprehension skills, and might not be suitable for non-verbal children. Externally led, Individual for 15 mins for as long as needed, key stages EYFS-4.
Social Thinking (Primary)	Training needs to be delivered by an accredited training for Michelle Garcia Winner's 'Social Thinking'. Speech and language therapy can give an overview but cannot 'train' in this approach. EPs are also trained in this approach and can give an overview. www.socialthinking.com/social-thinking-methodology		This methodology enables evidence-based strategies to be gained to help people aged 4 through to adult age improve their social competencies and have improved awareness and strategies for managing interactions. TA or LSA led, small group, 30 mins once a week for six weeks or a half term. Key stages 2 to 4. Accreditation required. Mainstream and specialist educational settings with support from speech and language therapy as needed. Accreditation required. 74

Social Eyes	https://www.autism.org.uk/directory/s/social-eyes	Learning resource to teach social interaction skills or alternative social strategies. Focuses on eight social skills that people with ASD can have difficulty with, including starting a conversation, eye contact and personal space. Externally led, small group, 90 mins once a week for eight sessions, EYFS to key stage 4. Mainstream and specialist educational settings with support from speech and language therapy as needed. Accreditation required.
Talk Boost	TAs running this intervention have had Talk Boost training. Accreditation required. <u>http://Www.ican.org.uk/training-licensing/i-can-pro</u> grammes/talk-boost-ks1	Targeted interventions for children with delayed language helping to boost their language skills to narrow the gap between them and their peers. Teacher, TA or LSA led, small group and whole class, 30 mins three to four times a week for one term, key stage 1 to 2. Mainstream and specialist educational settings with support from speech and language therapy as needed.
Talking mats	Initial training from SaLT, this talking technique is very effective even if used less frequently. Accreditation required. <u>https://www.talkingmats.com/</u>	A visual communication framework supporting people with communication difficulties to express their feelings and views. Can be carried out physically or digitally (via a tablet, laptop or computer) Pupil led with TA or LSA support, individual, for as long or frequent as needed. All key stages. Mainstream and specialist educational settings with support from speech and language therapy as needed.
STAR Approach	Training can be delivered by Speech and Language Therapy. Mainstream and specialist educational settings with support from S&L Therapy as needed. <u>STAR Approach</u> <u>https://blogs.glowscotland.org.uk/gc/vocabularyatt</u> <u>ainment/</u>	Helping understanding and usage of vocabulary. Select: the most useful vocabulary, Teach: the selected vocabulary in a meaningful way, Activate: the meaning by using the words in context, Review: the taught words to ensure they are retained. Teacher, TA, LSA led, individual, small group, whole class, weekly for as long as needed. All key stages. Mainstream and specialist educational settings with support from speech and language therapy as needed. Accreditation required.

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Wellcomm	Training can be provided by Wellcomm but website provides lots of support. Can be used by education staff. <u>https://www.gl-assessment.co.uk/assess</u> <u>ments/products/wellcomm/</u>	la • P a k	Assessment and intervention programme for children who have additional anguage needs. Pupil led with TA or LSA support, individual and whole class, 20 minutes for assessment or intervention for as long or frequent as needed, EYFS to key stage 2. Mainstream and specialist educational settings with support from speech and language therapy as needed.
Social skills groups (Time to Talk, STARS, Socially Speaking)	Time to Talk (Link) STARS (Link) Socially Speaking (Link) Teacher, TA, LSA or parent led. Mainstream and specialist educational settings with support from speech and language therapy as needed.	si • S ir E • S le tl	TTT - A book to develop oral and social interaction skills for reception and key stage 1. EYFS to key stage 1, two times a week for as long as needed. STARS - A book detailing 90 interactive group-based activities designed to mprove peer communication, co-operation and healthy competition. EYFS to key stage 3. For as long as needed. SS - a book detailing a social skills programme for students with mild to moderate earning disabilities and physical and medical disabilities. speech and language therapist will work in collaboration with teaching or support staff to assist with various approaches. Key stage 2+. Intervention lasts for the full academic year.
Social Thinking (Secondary)	Initially led by SaLT with the view to training TA to continue running group across the term or year. www.socialthinking.com/social-thinking-methodology	a ir • E ro	This methodology enables evidence-based strategies to be gained to help people aged 4 through to adult age improve their social competencies and have mproved awareness and strategies for managing interactions. Externally led, Individual, 45 mins once a week. Key stage 3, accreditation required. Mainstream and specialist educational settings with support from speech and language therapy as needed. Accreditation required.

Social, emotional and mental health

ADHD Group		:	Group set up to explore and express SEMH about ADHD and work on celebrating strengths. Teacher led, small group, once a week. Key stage 3. 30 minutes.
Circle of Friends	https://www.specialisteducation.org/training-courses/ <u>CircleofFriends</u> https://inclusive-solutions.com/circles/circle-of-friends <u>Circle of friends approach</u>		Group assisting children to develop their social and communication skills. TA, LSA or parent led, key stage 1 to 4, throughout week for at least six to eight weeks. Develops support network for those experiencing social difficulties. Volunteers from the peer group meet regularly with the pupil, building relationships & problem solving. Accreditation required.
Cool Connections	<u>https://uk.jkp.com/products/cool-connections-with</u> <u>-cbt-for-groups-2nd-edition</u> <u>http://laurieseiler.co.uk/book.html</u>		Early intervention programme for ages 9 to 14 focusing on preventing anxiety & depression through CBT principles and skills adapted from behavioural activation etc. Structured workbook. Teacher, TA, LSA led for as long as needed, individual or small group, key stage 2 to 3.
Drawing and Talking	<u>https://drawingandtalking.com/</u> (Advanced training available to anyone who has completed the Foundation Course. Provides participants with deeper understanding of the therapeutic process involved in the intervention)		Training programme designed for anyone working with younger people who may be suffering from trauma or poor mental health, helping a child express in visual form how they are feeling. Teacher, TA or LSA led, individual, once a week - 30 mins for 12 weeks, key stages 1 to 4. Accreditation required.
ELSA	https://www.elsanetwork.org/ https://www.nurtureuk.org/what-we-do/training-a nd-events/	:	EP led intervention for promoting emotional wellbeing of children and young people. Multiple formats and lengths possible - TA or LSA led, individual or small group, once a week, key stages 1 to 4. Nurture UK is a charity training practitioners to identify pupils' needs and provide the right support and resources. Accreditation required.

Social, emotional and mental health

Forest School Nurture Group	TAs running this intervention are fully Forest School trained <u>https://www.rootedforestschool.co.uk/forest-schoo</u> <u>l-nurture</u>	 Sessions for small groups of children (10 maximum) who need extra support with confidence, resilience and self-esteem, engaging with the natural environment to build 'soft skills' that support social and emotional development. TA or LSA led, small group, 90 minutes once a week for one term, key stage 1 to 2. Accreditation required.
Nurture Group	https://www.nurtureuk.org/what-we-do/nurture-gr oups/ https://guidebook.eif.org.uk/public/files/pdfs/progr ammes-nurture-groups.pdf Accreditation required	 Focused, short-term intervention for pupils with social, emotional and behavioural difficulties that make mainstream classes harder. Identifies gaps in developmental profile of pupils and provides opportunities to develop these skills. TA or LSA led, small group, 2.5 hours five times a week, key stages EYFS to 4.
Play therapy	https://playtherapy.org.uk/what-is-play-therapy/ Accreditation required	• Play and art materials are used with the aim to build a learner's ability to develop healthy and resilient relationships and work through trauma. Learners explore creatively and express themselves via drawing and painting, etc. Could be externally led, individual, 30 to 50 minutes once a week for 20 weeks or sessions on average, key stages EYFS to 3.
School Counsellor	Delivered by school <u>https://assets.publishing.service.gov.uk/governmen</u> <u>t/uploads/system/uploads/attachment_data/file/49</u> 7825/Counselling_in_schools.pdf	 School-based counselling delivered by qualified practitioners in schools. Counsellors offer troubled or distressed children and young people an opportunity to explore and understand their difficulties within a relationship of agreed confidentiality. School counsellor led, individual, 50 minutes, intervention continues for as long as needed. Key stages 3 & 4. Accreditation required.
Social Explorers	https://www.thinkingbooks.co.uk/buy/we-thinkers! -volume-1-social-explorers-deluxe-package 20.htm Includes x5 storybooks & a unit-by-unit curriculum Lessons teach 5 evidence-based concepts that establish a common social vocabulary for children	 Social-emotional learning package for ages 4 to 7. Evidence-based materials strengthen perspective taking and self awareness to help children develop foundational social competencies. TA, LSA, parent led, key stages EYFS to 2.

Social, emotional and mental health

Social Stories	Carol Gray resources/support from EP https://raisingchildren.net.au/autism/therapies-g uide/social-stories#:~:text=Social%20stories%20e xplain%20social%20situations,and%20owned%20 by%20Carol%20Gray	 Used alongside other therapies to teach autistic children about the social behaviour that's expected in specific settings. Particular intervention to provide narrative to illustrate certain situations and problems and model how to deal with them. TA, LSA or externally led, Individual for as long as needed, key stages EYFS to 4. Accreditation may be required.
Transition Group	This programme of interventions would run in parallel with any whole class transition work. Further guidance: <u>https://www.sec-ed.co.uk/best-practice/key-stage-</u> <u>3-year-6-to-7-transition/</u>	 Regular group work exploring all issues or worries around transition to a new year group or school. Pupils learn how to problem-solve and scale their perception of worries. TA or LSA led, Individual or small groups, 50 to 60 mins, one to times times a week for a minimum of six weeks. Key stage 2.
Zones of Regulation	<u>https://www.zonesofregulation.com/index.html</u> Whole school training from SALT & Zones of Regulation books.	 A systematic, cognitive-behavioural approach used to teach us how to regulate our feelings, energy and sensory needs in order to meet the demands of the situation around us, be successful socially, and manage emotional responses. Help children self regulate and develop their use of strategies to support. Accreditation required. Works better for targeted individuals if it's also a whole school approach so that the same language is used and it's operated more inclusively - with a shared understanding. Small groups also applicable Whole school (teacher led, three terms), individual (teacher led, once a week), small group (teacher led, once a week for 90 minutes). Accreditation required.

Sensory and physical

Fun with Food	https://www.healthandcare.co.uk/feeding-and-swall owing-books/the-fun-with-food-programme-therap eutic-intervention-for-children-with-aversion-to-oral -feeding-by-arlene-mccurtin.html https://www.broadmeadowspecial.co.uk/curriculum /fun-with-food/	Book or programme providing exact prescriptions for therapeutic intervention with learners who have aversion to oral eating, drinking and swallowing. Expose children with restricted diets to a wider range of food in a fun way at their own pace. TA or LSA led, small group, once a week in the morning for as long as needed.
Handwriting without tears	https://www.lwtears.com/solutions/writing/handwr iting-without-tears	Multisensory approach to teaching and remediating handwriting. This method teaches learners to build their letters using a variety of tactile activities. For individual, small groups, TA, LSA, teacher led. Key stages 1 to 4. Can be accessed and used in the classroom and online. Also includes student workbooks and teacher guides.
Sensory Circuits	https://www.childrenschoicetherapy.co.uk/sensory- circuits/ Some training from OT; Use of AfC OT pack and purchased resources	A form of sensory integration intervention, involving a sequence of physical activities designed to alert, organise and calm the learner, preparing them for the day. TA or LSA led, small group, 90 minutes, four times a week for one term. Key stages EYFS to 2. Ideally completed at school first thing in the morning (and after lunch too, where possible), but can be done at home too.
Sensory Story	https://www.thesensoryprojects.co.uk/sensory-stories	A sensory story brings a story to life - props are used to tell the story to engage as many of the senses as possible. The props will be used in an interactive way by the learner. Helps support engagement and understanding of stories. Key stages EYFS to 2 as well as secondary SEN Settings. Works better as a group and length of intervention dependant on age and ability to focus. Accreditation required.

Sensory and physical

Speed Up	https://www.ldalearning.com/product/cognition-an d-learning/dyslexia-and-literacy/handwriting/speed -up/acmt10918 https://www.hope-education.co.uk/product/sen/dy slexia/handwriting/speed-up/he1005383	Book resource providing a multi-sensory course of help for any child aged 8+ whose handwriting is illegible, slow or lacking in fluency. Teacher, TA, LSA led, Individual, once a week in the morning for eight weeks or sessions. Key stages 2 to 3.
TacPac	https://tacpac.co.uk/	A communication resource that draws together touch and music to create a structured half hour of sensory communication between two people. Improves communication skills for those who have communication difficulties such as sensory impairment, developmental delay, etc. Teacher, TA, LSA led, two people, once a week for 30 minutes. All key stages. Accreditation required.

How well do you support your staff in honing their craft?

Learning and development

Learning and development

Through the use of the following resources, we aim to support schools in the most effective continuing professional development (CPD) model so that they are well equipped to best meet the needs of the pupils and families in their schools. These resources were developed with a wide range of services, including Health, School Improvement Team, Pupil Support, secondary and primary school representation. The next few pages include the resource and some suggestions of how these might be used in schools and other educational settings.

1. CPD best practice to support inclusion

Some schools may want to use the document as they routinely review their CPD policies, others might want to use it at a deeper level to strategically evaluate their strengths and areas for development against each strand. Some might just want to pick one or two strands to focus on depending on the needs of your school.

2. Using the CPD best practice to support inclusion in schools and other educational settings Three examples.

3. Annual update and induction checklist for use in schools and educational settings

Our suggestion is that the following content will support staff induction, and the design of an annual INSET, to be delivered, in addition to the statutory safeguarding INSET attended by all staff at the beginning of each academic year. It is not an exhaustive list, but a series of suggestions that schools may want to adopt, to ensure that ALL staff are informed and aware of expectations, appropriate whole school policy and best practice, which thus enables the school to create a fully inclusive ethos. Schools should adapt and add to this content to best meet their own individual context.

4. Training for schools

There are a number of continuing professional development opportunities available for schools and other educational settings. We have provided an overview of what is available through Achieving for Children.

CPD best practice to support inclusion

Resource 1

- All aspects of equalities, diversity and inclusion are high profile and prioritised in our CPD programme.
- Learning and development is evidence based.
- Champions are appointed as leads for areas of SEND, linked to the broad areas of need within the Code of Practice and key priorities within their own school context.
- Our CPD recognises that characteristics such as race, class, disability and gender combine to form complex and individual learner identities and life experiences.
- Our CPD encourages positive relationships centred on acceptance and high expectations.
- Our CPD offers a range of high quality learning and development opportunities, inc. collaboration, mentoring, e-learning, podcasts, buddying, action research, coaching, supervision, shadowing and webinars. Development directly seeks to improve practice and in turn improve pupil outcomes.
- Learning and development has explicit relevance to participants, and activities are designed around: individual's existing experience, knowledge and needs, the context and day-to-day experiences of individuals, their performance management objectives and the desired outcomes for pupils.
- Learning and development is disseminated appropriately and effectively.
- Our CPD makes use of expertise from external agencies and specialists.
- Our CPD is informed by pupil voice, enables pupil independence and ensures the needs of individuals are well understood by all relevant staff. Pupil voice is prioritised and acted upon through a 'team around the child' approach, which highlights the importance of fostering pupil's independence and clarifies expectations regarding information sharing.
- Our CPD is informed by the views of parents. Parents are supported and encouraged to contribute to and participate in relevant CPD activities. Parents are listened to, well informed and supported and are encouraged to be active participants in helping to shape their child's educational experience.
- The impact of our CPD is evaluated and this informs our next steps and ensures that expertise and development is sustained over time.

Using the CPD best practice model

Example 1

One of the ways that the best practice document can be used is to support thinking around how specialist intervention can be delivered in a more holistic way and how whole school approaches can be delivered more intensely and in a more structured way. To ensure that the school's approaches are connected and interrelated to what's happening at a whole school, class and individual level - it is useful to plot these whole school approaches, QFT approaches and specialist approaches.

For example, if zones of regulation approaches are used as a whole school to develop a positive school ethos or improving behaviour and engagement in learning, this programme would also be used in the classroom and there wouldn't then be a different specialised programme targeted at children with specific behavioural issues. If 'zones of regulation' is used to support targeted children in an intensive way, then to support this, the whole school approach would also be zones of regulation.

There are many Elklan strategies that can be used as whole class teaching approaches as well as in one-to-one intervention, particularly those around vocabulary and expressive language development. Additionally, you may have approaches that are used to support medical needs in addition to those that are used to support SEND and it is useful to consider the impact on learning of any medical needs within this model. When you look at what your specialist approaches are, this can inform your whole school approaches. The approach might come from an individual need, but it works better if there is a whole school understanding of the principles.



CPD best practice to support inclusion

Another way you might use the CPD best practice model is to self evaluate your continuing professional development – at a whole school level, through quality first teaching and through your specialist support so that you can plot your provision of CPD against each strand.

Example 2

CPD best practice strand	Whole school	QFT	Specialist
All aspects of equalities, diversity and inclusion are high profile and prioritised in our CPD programme.			
Learning and development is evidence based.			
Champions are appointed as leads for areas of SEND, linked to the broad areas of need within the Code of Practice and key priorities within their own school context.			
Our CPD recognises that characteristics such as race, class, disability and gender combine to form complex and individual learner identities and life experiences.			
Our CPD encourages positive relationships centred on acceptance and high expectations.			

Example 2 (continued)

CPD best practice strand	Whole school	QFT	Specialist
Our CPD offers a range of high quality learning and development opportunities, inc. collaboration, mentoring, e-learning, podcasts, buddying, action research, coaching, supervision, shadowing and webinars. Development directly seeks to improve practice and in turn improve pupil outcomes.			
Learning and development has explicit relevance to participants, and activities are designed around: individual's existing experience, knowledge and needs, the context and day-to-day experiences of individuals; their performance management objectives and the desired outcomes for pupils.			
Learning and development is disseminated appropriately and effectively.			
Our CPD makes use of expertise from external agencies and specialists.			
Our CPD is informed by pupil voice, enables pupil independence and ensures the needs of individuals are well understood by all relevant staff. Pupil voice is prioritised and acted upon through a 'team around the child' approach, which highlights the importance of fostering pupil's independence and clarifies expectations regarding information sharing.			8

Example 2 (continued)

CPD best practice strand	Whole school	QFT	Specialist
Our CPD is informed by the views of parents. Parents are supported and encouraged to contribute to and participate in relevant CPD activities. Parents are listened to, well informed and supported and are encouraged to be active participants in helping to shape their child's educational experience.			
The impact of our CPD is evaluated and this informs our next steps and ensures that expertise and development is sustained over time.			

Example 3

A further example is to complete a simple rag rating against each strand, identify which are your priorities and think about next steps.

CPD best practice strand	R	А	G	Next steps
All aspects of equalities, diversity and inclusion are high profile and prioritised in our CPD programme.				
Learning and development is evidence based.				
Champions are appointed as leads for areas of SEND, linked to the broad areas of need within the Code of Practice and key priorities within their own school context.				88

Example 3 (continued)

CPD best practice strand	R	А	G	Next steps
Our CPD recognises that characteristics such as race, class, disability and gender combine to form complex and individual learner identities and life experiences.				
Our CPD encourages positive relationships centred on acceptance and high expectations.				
Our CPD offers a range of high quality learning and development opportunities, inc. collaboration, mentoring, e-learning, podcasts, buddying, action research, coaching, supervision, shadowing and webinars. Development directly seeks to improve practice and in turn improve pupil outcomes.				
Learning and development has explicit relevance to participants, and activities are designed around: individual's existing experience, knowledge and needs, the context and day-to-day experiences of individuals, their performance management objectives and the desired outcomes for pupils.				
Learning and development is disseminated appropriately and effectively.				
Our CPD makes use of expertise from external agencies and specialists.				

Example 3 (continued)

CPD best practice strand	R	А	G	Next steps
Our CPD is informed by pupil voice, enables pupil independence and ensures the needs of individuals are well understood by all relevant staff. Pupil voice is prioritised and acted upon through a 'team around the child' approach, which highlights the importance of fostering pupil's independence and clarifies expectations regarding information sharing.				
Our CPD is informed by the views of parents. Parents are supported and encouraged to contribute to and participate in relevant CPD activities. Parents are listened to, well informed and supported and are encouraged to be active participants in helping to shape their child's educational experience.				
The impact of our CPD is evaluated and this informs our next steps and ensures that expertise and development is sustained over time.				

Annual update and induction checklist for use in schools and educational settings (Resource 2)

- 1. A list of policies for all staff to read prior to the session, with a quiz to help embed the content of each policy.
- 2. Implementation of SEND Policy and SEN information report, statutory duties and the principles of the code of practice.
 - The identification and assessment of SEND
 - The process for supporting a child who has SEND including those with an EHCP including the assess, plan, do, review cycle
 - The role of the SENCo and how to report a concern
 - SEND provision including the school intervention programme and partnerships with health and social care specialists
- 3. Implementation of the behaviour and relationships policy and how reasonable adjustments and best endeavours are made to this policy to meet the needs of children and young people who have particular needs.
- 4. The CPD best practice document.
- 5. Addressing and recording bullying and racist incidents.
- 6. Details of the school offer, including:
 - expectations of QfT
 - Equality and inclusion
 - roles and responsibilities, including champions with expertise
 - how the school works with external professionals and referral processes
 - effective deployment of support staff
 - assessing codes for proficiency in English Hounslow Language Service and Bell Foundation
 - how to respond to a parent who raises a concern
 - learning and development opportunities including training
 - data and record keeping

Annual update and induction checklist for use in schools and educational settings (Resource 2 continued)

- 7. Mental health and wellbeing
- 8. High aspirations and expectations: how racial justice is threaded through the school's annual learning and development cycle for all staff.
- 9. High aspirations and expectations: key priorities within the school's Pupil Premium Strategy and the systems and processes in place to ensure the right provision to meet need.
- 10. High aspirations and expectations: improving outcomes for children and young people with SEND, including how to write targets and measure impact.
- 11. Details of the AfC Local Offer, including key personnel Local Offer.

Transition including links to transition resources:

- <u>AfC year six transition programme lesson resources</u>
- AfC year seven transition programme lesson resources
- Transition checklist for pupils with additional needs, who may be at SEN Support or be in receipt of an EHCP
- Transition FAQs
- Transition timeline for pupils with additional needs, who may be at SEN Support or be in receipt of an EHCP
- <u>Transition checklist</u>
- Transition guide to support EAL pupils

Training for schools

The Children's Workforce Development Team offers a large variety of continuing professional development opportunities, this includes: one day courses, conferences, network meetings, access to e-learning and accredited training. All programmes are open to a wide range of professionals from teachers, social workers and early years' practitioners to volunteers, health visitors and the police. <u>Click here</u>

SENCo eNews is distributed weekly to a range of professionals within Kingston and Richmond. Content includes local and national updates and links to training.

A SENCo Zone, which is a separate area of the SEND Local Offer website for Kingston and Richmond has been designed to be a resource hub and includes information and resources for special educational needs coordinators in settings and schools across Kingston and Richmond. <u>Click here</u>

Governor Support provides a complete support, advice and comprehensive CPD offer to fully subscribing schools across Kingston and Richmond. The service is available for all those involved in school governance, across all school settings. We provide relevant and timely guidance, communications, bespoke advice and tools to empower governors and clerks to fulfil their duties effectively.

In addition to our central CPD schedule, we offer a wide range of online resources and webinars. The CPD schedule for 2022-23 provides a full breakdown of all sessions on offer and can be accessed <u>here</u> (to work with school service level agreements next years courses will not be published until mid July). Training sessions can also be provided on a 'pay as you go' basis to non subscribing schools, where space allows. All governor provision can be booked via CPD online. <u>Click here</u>

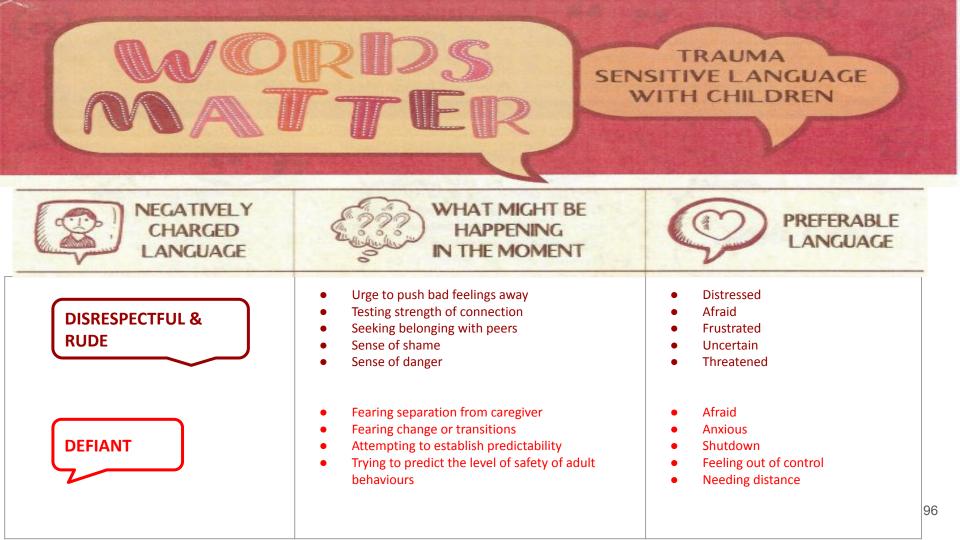
Further enquiries specific to governance should be directed to governor.support@achievingforchildren.org.uk

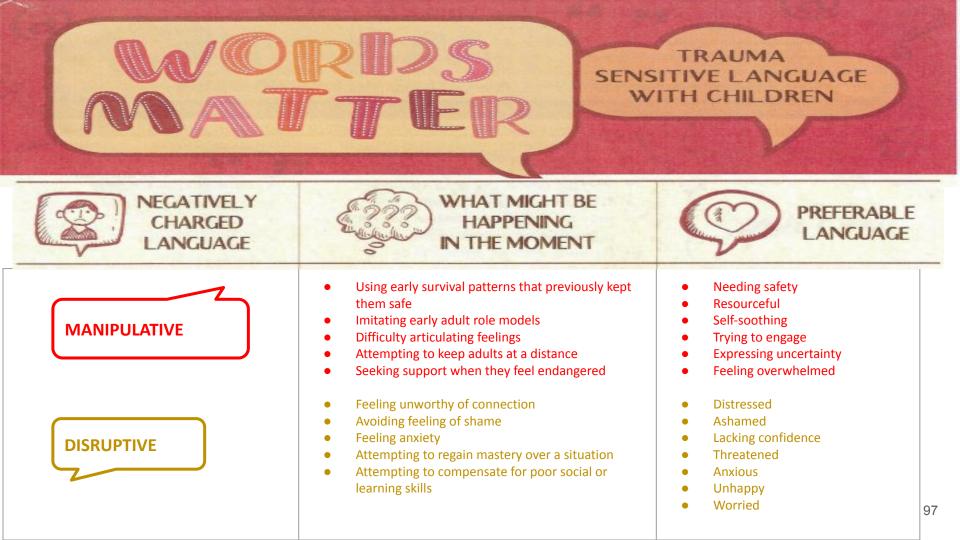
Alternative language

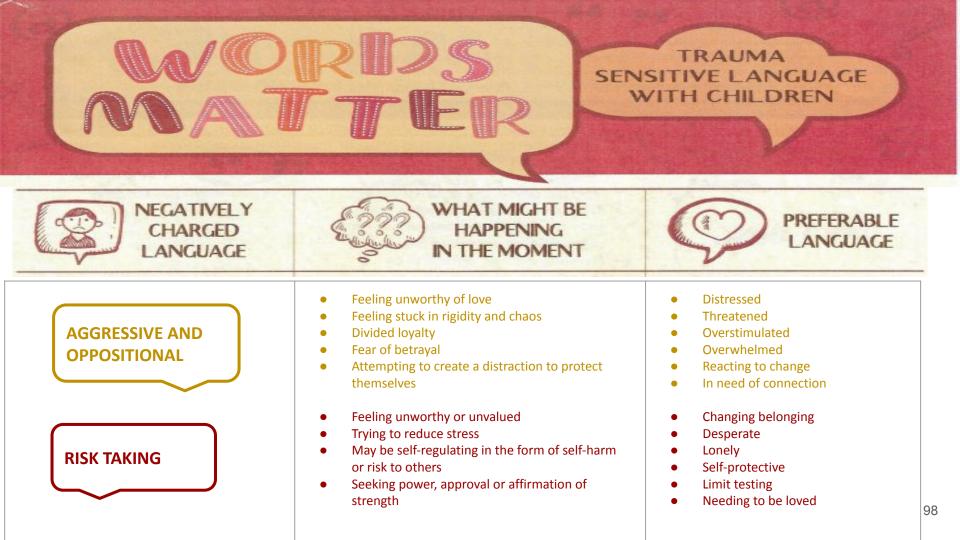


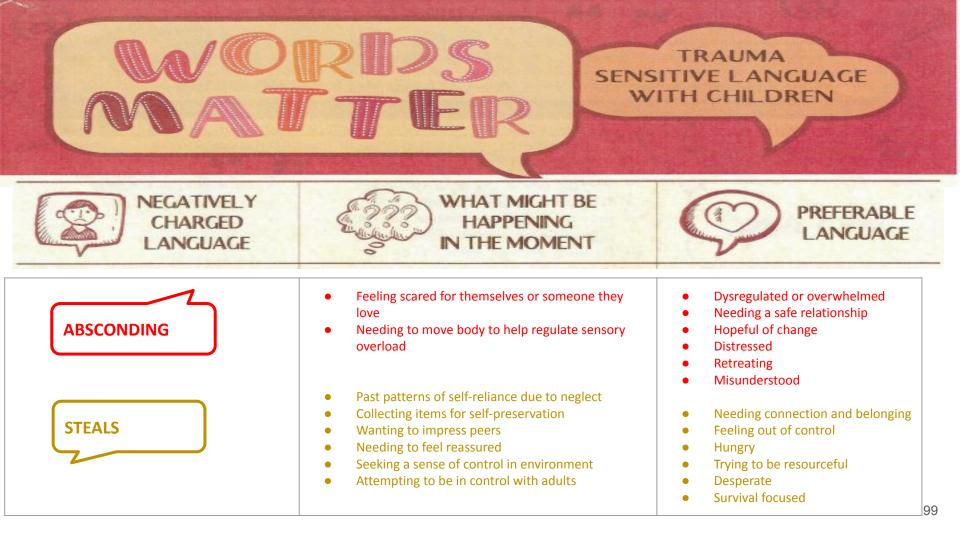
Behaviour is often an expression of the way that children and young people have experienced their past relationships. They show their hurt and pain through what they do. The way that behaviour is described can shape the way they see themselves and the way that other interact with them.

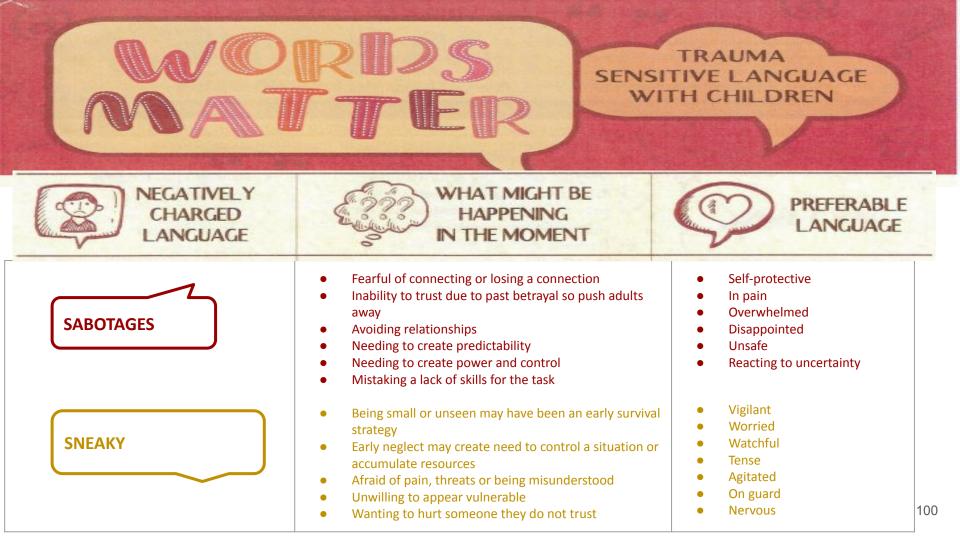
It is important that we do not use words that further alienate or disadvantage children and young people. Negative and unhelpful words can serve to blame children for their past experiences of trauma. It can lead to harmful labels being ascribed to children that they can never be rid of. We should use language that positively interprets their needs and suggests ways that children and young people can better connect to the important people in their lives. Preferable language holds the expectations of adults to understand and react to children's needs rather than placing the responsibility for change with the child.

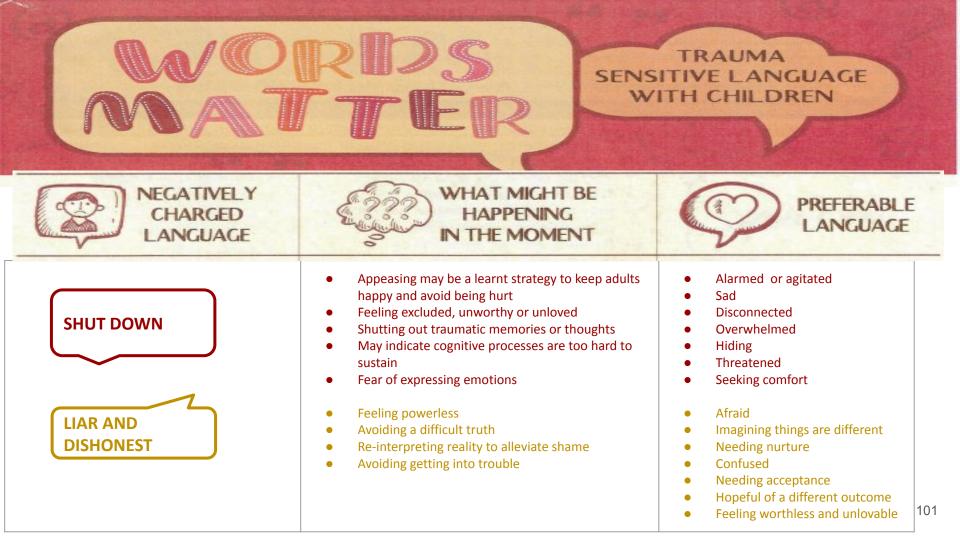


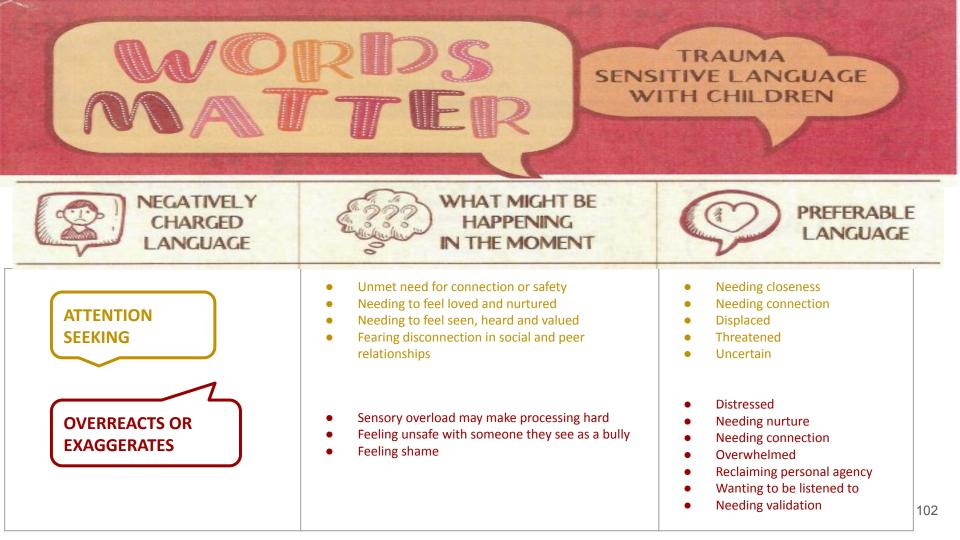


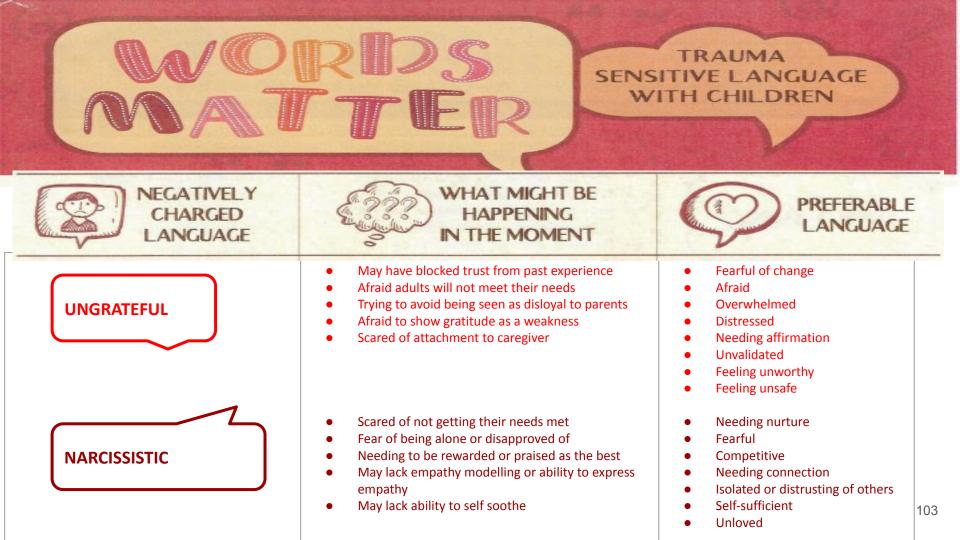


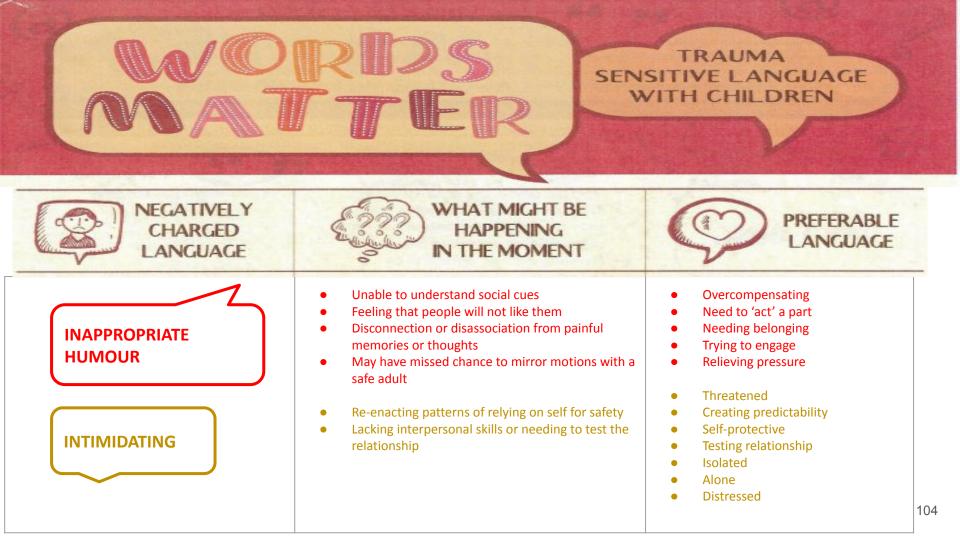


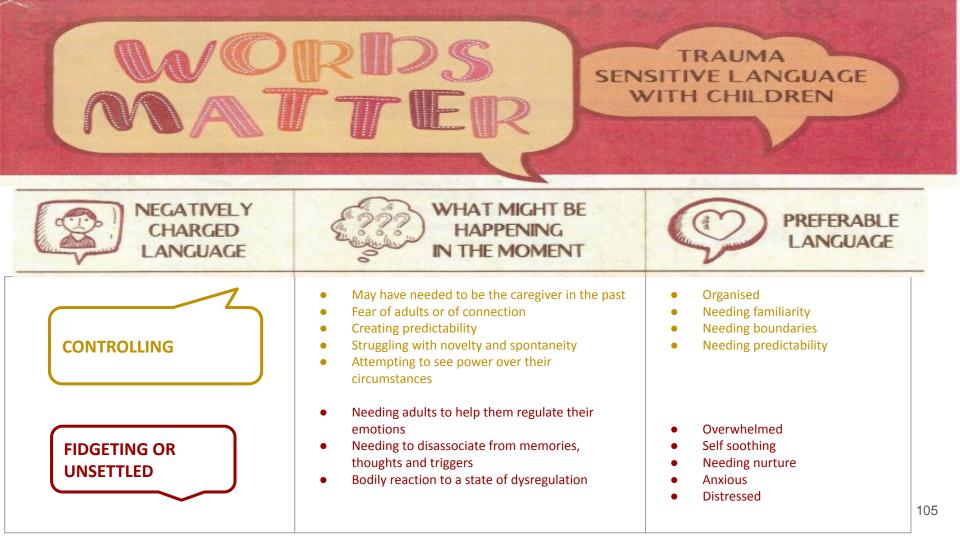


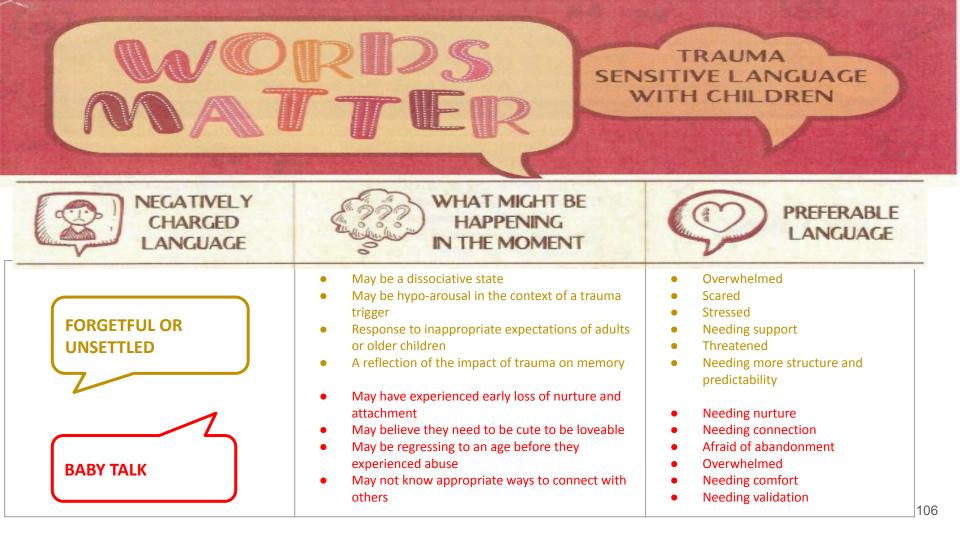


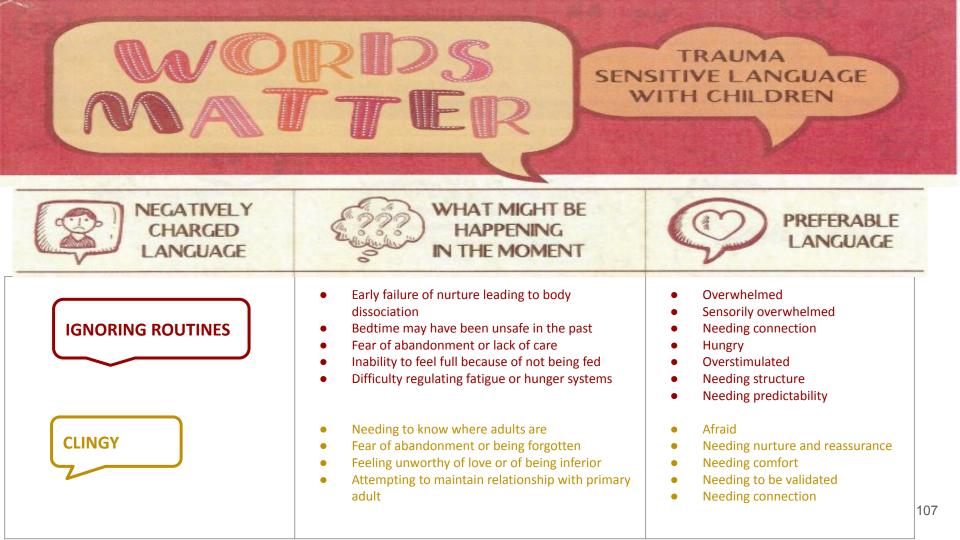








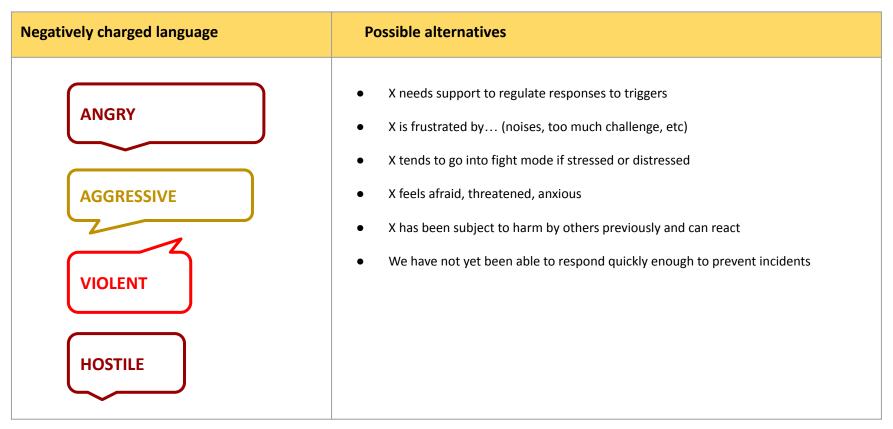




Glossary of alternatives

These alternatives are rooted in the understanding that challenging behaviour is not a choice the child makes. Instead, children act in a way that expresses their needs and traumas. Essentially, everyone would behave like this is they had had the same experiences or needs. Language is important as it shapes the way we think about a situation or a behaviour. If we use language thoughtfully we can often find a way towards a solution and think more analytically.

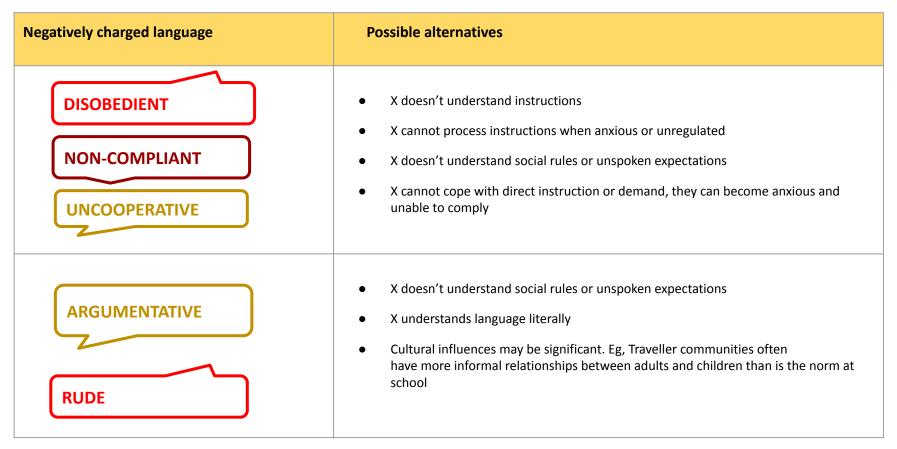
Negatively charged language	Possible alternatives	
LAZY UNMOTIVATED BORED	 We have not yet found a way to motivate X X fears failure or is ashamed of their difficulties and so is unwilling to start or complete tasks X may have depression X may be tired as a result of poor sleep X may have learned to be helpless X may lack confidence in their ability X tends to go into freeze mode if stressed or distressed X is not sufficiently challenged 	



Negatively charged language	Possible alternatives
UNPREDICTABLE	 We haven't yet been able to identify triggers Pre-existing taruma means that X has a low threshold for stress responses X tends to be hypervigilant due to their underlying anxiety, feeling threatened. X has difficulties with impulse control X is not yet able to self soothe or self regulate X needs support to settle (including physical activity) when restless or agitated
ATTENTION SEEKING	 X is seeking a connection with you or adults X needs frequent adult attention We need to teach X how to express their need for attention or connection in an expected manner

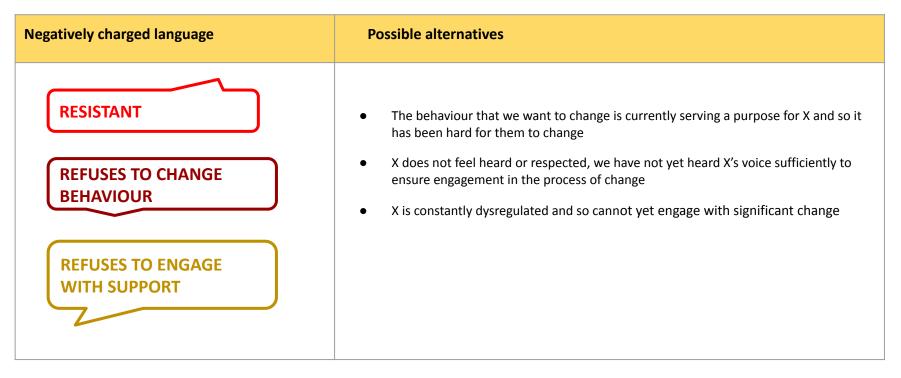
Negatively charged language	Possible alternatives
RUNNER FLIGHT RISK	 If stressed or distressed, X tends to go into flight mode X wants a connection with you X wants to play X needs to move, now! X does not understand the boundaries in the environment
SCHOOL REFUSER	 X is exhibiting emotionally related school avoidance (ERSA) X has separation anxiety X worries how their parent will cope without them X worries about what is happening at home without them X is envious of siblings or activities at home

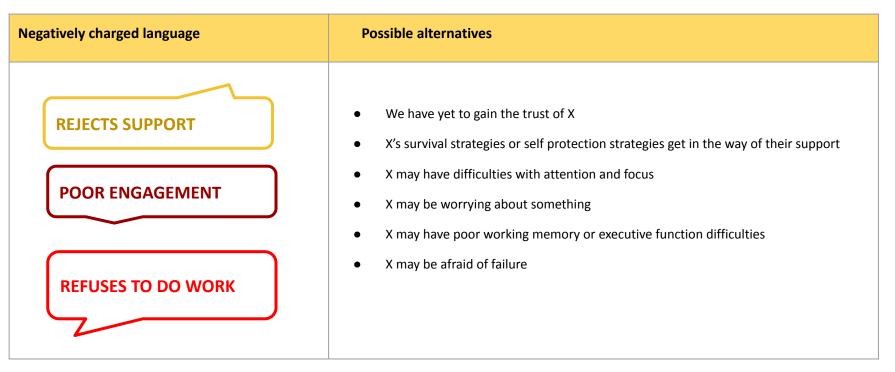
Negatively charged language	Possible alternatives
DEFIANT STUBBORN	 X tends to think in rigid ways X's social communication needs result in inflexible patterns of thought X struggles to accommodate change or transition X may be in 'freeze' mode or shutdown X may be afraid of what they've been asked to do, afraid of failure X may not have understood their instruction
SULLEN	 X is feeling low X's cultural influences may be significant, for example, eye contact with adults may be inappropriate



Negatively charged language	Possible alternatives
X behaves well when they are feeling like it or choose to	 When X's needs are met, they can When X's anxiety allows them, they can When X has understood what is requested, they can When X is well regulated, they can
STIMMING	 Alternative language begins with an understanding of what the behaviour means to the child, for instance: 'X's happy dance' Self soothing Stress release or regulation
CONTROLLING DOMINANT BOSSY	 Bossy: a highly gendered term that should be avoided. The same behaviours in boys are often characterised as leadership skills X needs to learn appropriate social skills for group contexts X's cultural influences may have resulted in these behaviours that may be inappropriate in the school context We need to teach expected behaviours in group contexts

Negatively charged language	Possible alternatives
TELLS LIES MAKES ALLEGATIONS MANIPULATIVE X IS DOING IT BECAUSE X CANNOT DO WHAT THEY WANT	 X uses 'lies' to avoid having to face difficulties and ask for help X uses untruths as a way of coping with challenges X guesses to take away the pressure of having to figure out how to do tasks X is seeking a secure connection with someone X may be testing whether they are heard by adults X is seeking to have their needs met X often says what he think people want to hear





Appendices

Appendix A - Part 1 (Whole school inclusion audit)

You may wish to use this scale to support you in seeking feedback from parents and carers.

The school supports or supported my child really well when starting school or moving to a new class or year group:

1 Strongly disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly agree
---------------------	------------	-----------	---------	------------------

I would recommend this school to parents or carers who had children with similar needs to mine:

1 S	trongly disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly agree
-----	------------------	------------	-----------	---------	------------------

My child is safe at school:

1 Strong	gly disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly agree
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My child is happy at school:

1 Strongly disagree 2 Disagree	3 Neutral	4 Agree	5 Strongly agree
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The school staff understand my child's needs:

1 Strongly disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly agree
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Appendix A - Part 2 (Whole school inclusion audit)

You may wish to use this scale to support you in seeking feedback from parents and carers.

My child is making progress in social and emotional skills and knowledge:

1 Strongly disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly agree
---------------------	------------	-----------	---------	------------------

My child is making progress in academic skills and knowledge

1 Strongly disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly agree
---------------------	------------	-----------	---------	------------------

The school communicates well with me:

1 Strongly disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly agree
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My child has access to the full range of school activities: clubs, trips, assemblies and so on:

1 Strongly disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly agree
---------------------	------------	-----------	---------	------------------

The school is supportive towards me:

1 Strongly disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly agree
---------------------	------------	-----------	---------	------------------

You may wish to use these questions to support you in seeking feedback from children and young people

- What do you like about school?
- Have you or anyone else ever been bullied? How well did the school deal with this?
- Do you feel safe at school? Are there any parts of the school that don't feel safe?
- Do the teachers understand your special educational needs?
- Do you think you are making progress (prompt social emotional as well as academic)? How do you know? What can you do better now than before?
- Do you know your targets? Are you making progress towards them?
- Do staff in school listen to you? Can you give an example?
- If you had a problem at school what would you do? Is there anyone you'd talk to?
- What would you tell a child who was about to start at your school?
- When you started here what did they do to help you settle in? Did it work?
- Would you recommend this school to other children with needs like yours?
- What is the school doing to prepare you for your next school, college, adulthood...? Is it working? (What careers advice are you considering)?
- If you had superpowers what would you change about this school to make it better?

Appendix B

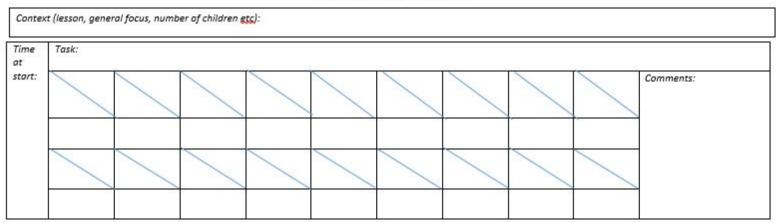
Response to Quality First Teaching observation

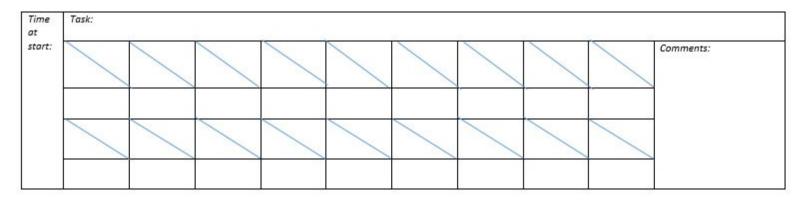
Factors to consider	Evidence from observation
 Instructional expectations How does the young person or cohort respond to high expectations of the amount and accuracy of work to be completed? 	
 Classroom environment How does the young person or cohort respond to classroom management techniques? How is their time spent within the classroom? How is level and time of academic engagement monitored and managed? 	
 Instructional presentation Do they understand directions given and how is their understanding checked? How has the delivery of content been adapted to meet individual need? How much time are they given to practice new skills? What is the young person's success rate with the task presented? 	
 Cognitive emphasis Which thinking and learning strategies is the young person or cohort encouraged to use? How actively engaged with the content are they? 	
 Motivational strategies Which strategies heighten the young person's or cohort's interest and motivate them? How is feedback given and received? 	123



Achieving for Children Educational Psychology Service

Timed observation schedule





Systematic timed observations: How to complete a systematic timed observation in the classroom using the recording sheet provided

This type of observation can be useful when you are looking for the presence or absence of specific behaviours within the classroom or wider school context, for example monitoring whether a child or group of children are on or off task over a period of time. It might be particularly useful, for example, when considering the impact of attention over time, and what does or does not support this.

- Decide on your focus, which will be sufficiently narrow that you will be able to clearly identify whether or not a target behaviour is present. For example if observing whether a child is on or off task, which observable behaviour will you focus on? You need to define what is, and is not the behaviour, before you begin.
- Decide on a time interval. For example, if you pick two minutes, every two minutes you will record what is happening at that moment.
- Complete the contextual information on the timed observation sheet.
- Complete the task information (for example whether the children are seated on the carpet listening to input, working independently on their own, working in a group, etc).
- Using the boxes with the diagonal line through them on the observation sheet, decide how you will mark the presence of the behaviour, and how you will mark its absence. For example if a student is on task, will a mark be made in the top or bottom half of the box? Will you use initials, or assign observation targets a coloured dot or number which you record instead?
- Mark the time at the beginning of the observation, and make your first observation recording.
- At each time interval, repeat your observation, marking it on the sheet, and noting the time underneath. You should not record information relating to the time in between observations only at each time interval. If important events occur, mark them in the 'comments' box. Try and keep your information factual at this time rather than interpretive this can be done later, and will help you to remain focused on what you are seeing.
- Each time the task changes (for example the children move from listening to the class teacher on the carpet to working at their desks) complete a new task description, and continue making observations in this new set of boxes.



Attention in the classroom				
Attention domain	Explanation	Examples of how it can be explored	Implications of poorly developed attention skills	Implications of well-developed attention skills
Sustained attention	Ability to maintain effort on a specific task over time	Working on a task that is not very engaging or interesting	 Restless/fidgety, unable to sit still Poor persistence in activities and problems staying on task independently Difficulty maintaining focus on difficult or dull tasks Difficulty following instructions Easily distracted by other children or nearby activity 	 Can sit down and complete homework efficiently Work consistently on a task that is dull or tedious i.e. chores, homework Complete one play activity or homework assignment before starting another Sit and listen to a story
Selective attention	Ability to selectively attend to specific information whilst 'tuning out' unrelated information	Working on a visual search task where child has to find important information on a page	 Difficulty focusing in busy environment Difficulty focusing on important information and ignoring irrelevant information Difficulty ignoring distractions 	 Can sit and work on a task in a noisy environment Can follow instructions correctly
Alternating attention	Ability to switch attention back and forth between different tasks	Working on a task that requires switching the focus of attention between two tasks	 Difficulty adapting to change or moving between tasks Difficulty remembering status of task while performing another 	 Can return to a task when interrupted Able to produce accurate work even when completing more than one task at one time
Divided attention	Ability to simultaneously pay attention to two or more important things at one time	Working on two tasks at once	 Difficulty coping with competing demands of multiple activities 	 Can listen to a teacher and take notes at the same time Can work on two activities at once e.g. watch a video demonstration and take notes at the same time

Response to Quality First Teaching observation

Factors to consider	Evidence from observation
 Instructional expectations How does the young person or cohort respond to high expectations of the amount and accuracy of work to be completed? 	
 Classroom environment How does the young person or cohort respond to classroom management techniques? How is their time spent within the classroom? How is level and time of academic engagement monitored and managed? 	
 Instructional presentation Do they understand directions given and how is their understanding checked? How has the delivery of content been adapted to meet individual need? How much time are they given to practice new skills? What is the young person's success rate with the task presented? 	
 Cognitive emphasis Which thinking and learning strategies is the young person or cohort encouraged to use? How actively engaged with the content are they? 	
 Motivational strategies Which strategies heighten the young person's or cohort's interest and motivate them? How is feedback given and received? 	