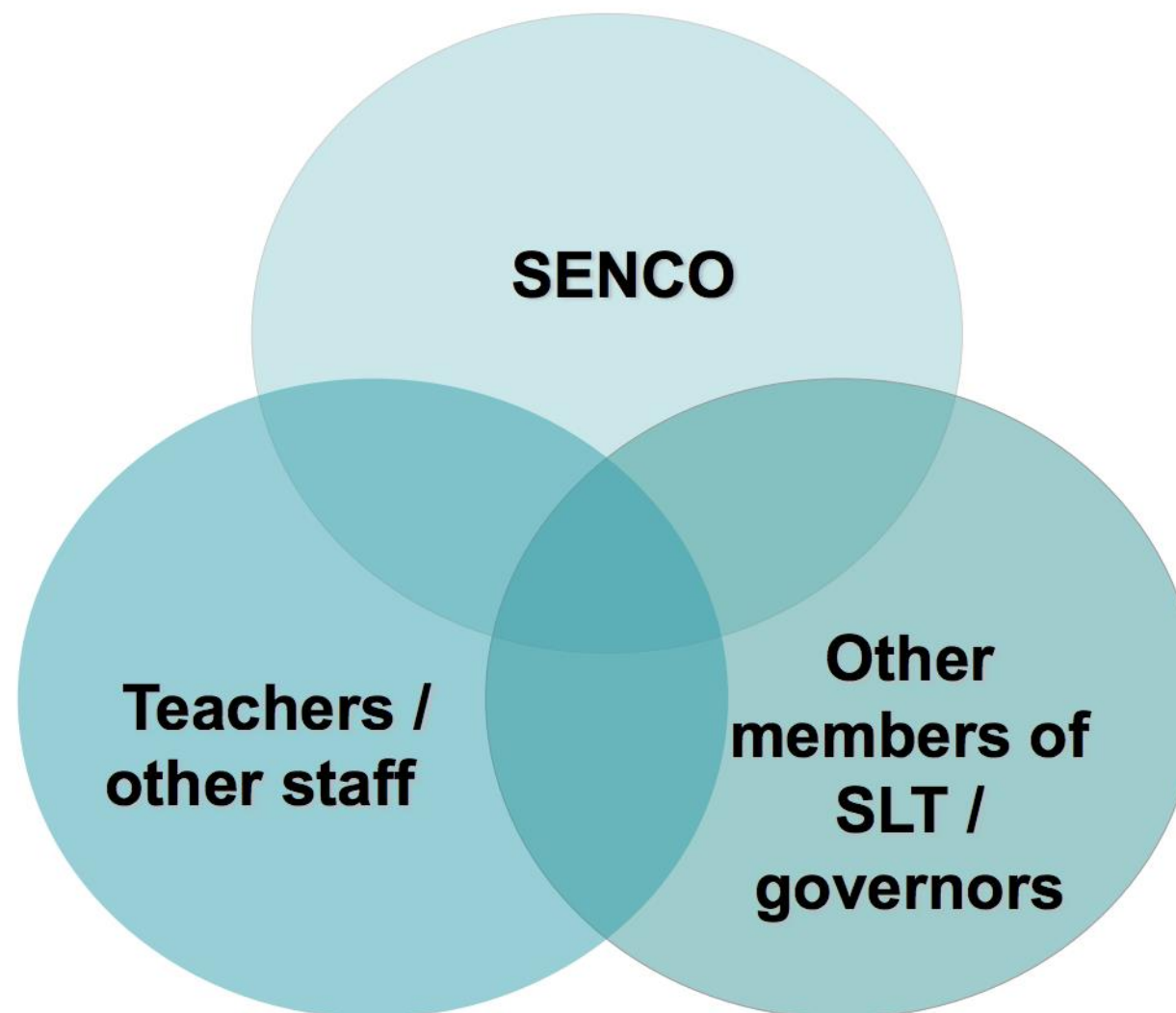


# Learning Walls



# Who has key responsibility?



 *Natalie Packer*  
Educational Consultancy

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Paula Bosanquet, Julie Radford and Rob Webster

# THE TEACHING ASSISTANT'S GUIDE TO EFFECTIVE INTERACTION

HOW TO MAXIMISE YOUR PRACTICE



Department for Education  
TEACHING ASSISTANTS



Department for Education  
TEACHING ASSISTANTS



<http://maximisingtas.co.uk>

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

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

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

**ASK**  
RESEARCH

 Department  
for Education

 Coventry  
University

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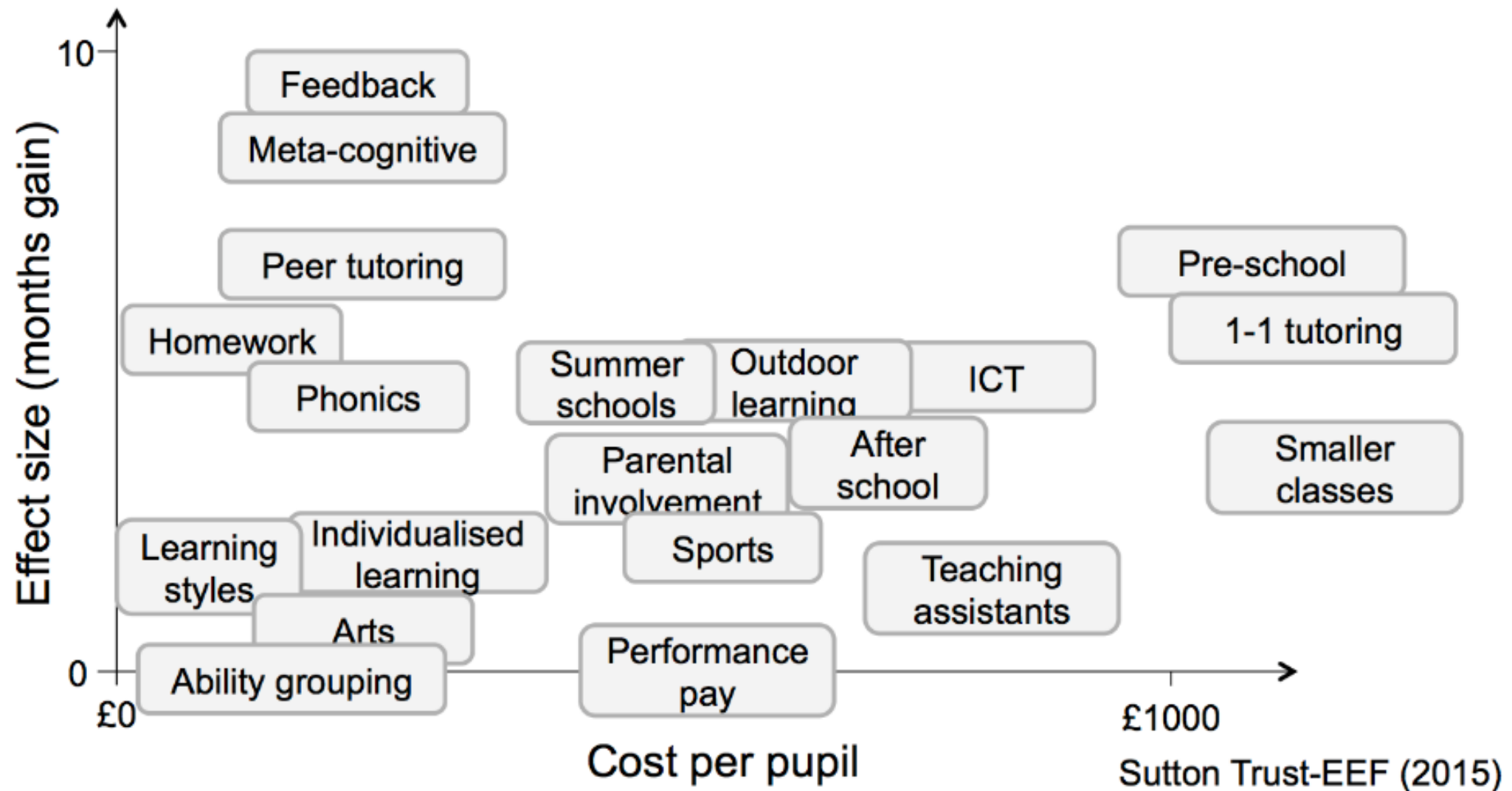
focus  on  
SEND training

[www.nasen.org.uk](http://www.nasen.org.uk)

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# Overview of value for money

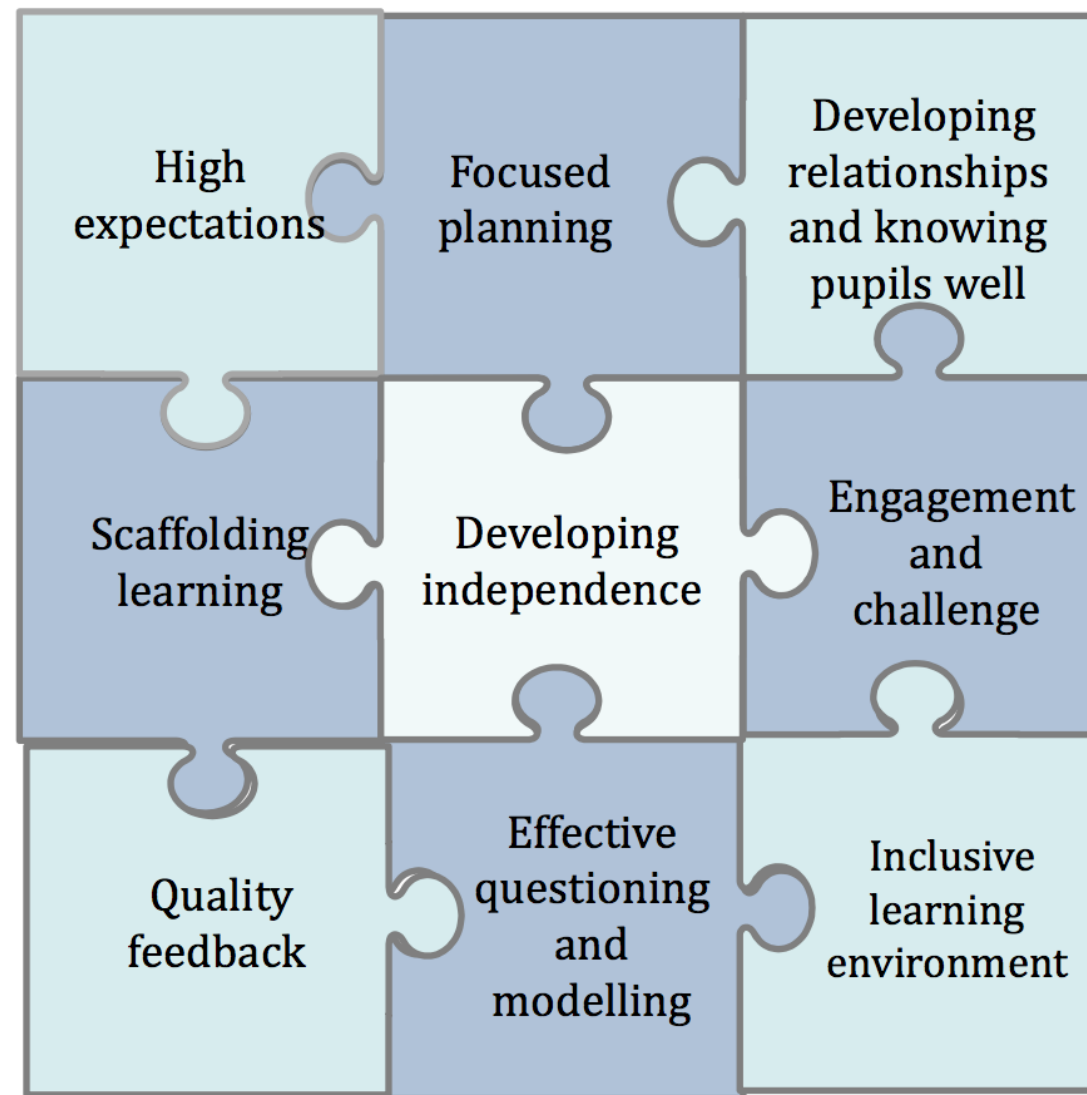


# ***What makes great teaching?***

## **(Sutton Trust, 2014)**

✓	✗
<ul style="list-style-type: none"><li>• <b>Content knowledge (pedagogical)</b></li><li>• <b>Quality of instruction</b></li><li>• Classroom climate</li><li>• Classroom management</li><li>• Teacher beliefs</li><li>• Professional behaviours</li></ul>	<ul style="list-style-type: none"><li>• Using praise lavishly</li><li>• Allowing learners to discover key ideas by themselves</li><li>• Grouping students by ability</li><li>• Presenting information to students based on their “preferred learning style”</li></ul>

# HQT for SEN: What does it include?



From: The Teacher's Guide to SEN,  
Natalie Packer

 Natalie Packer  
Educational Consultancy



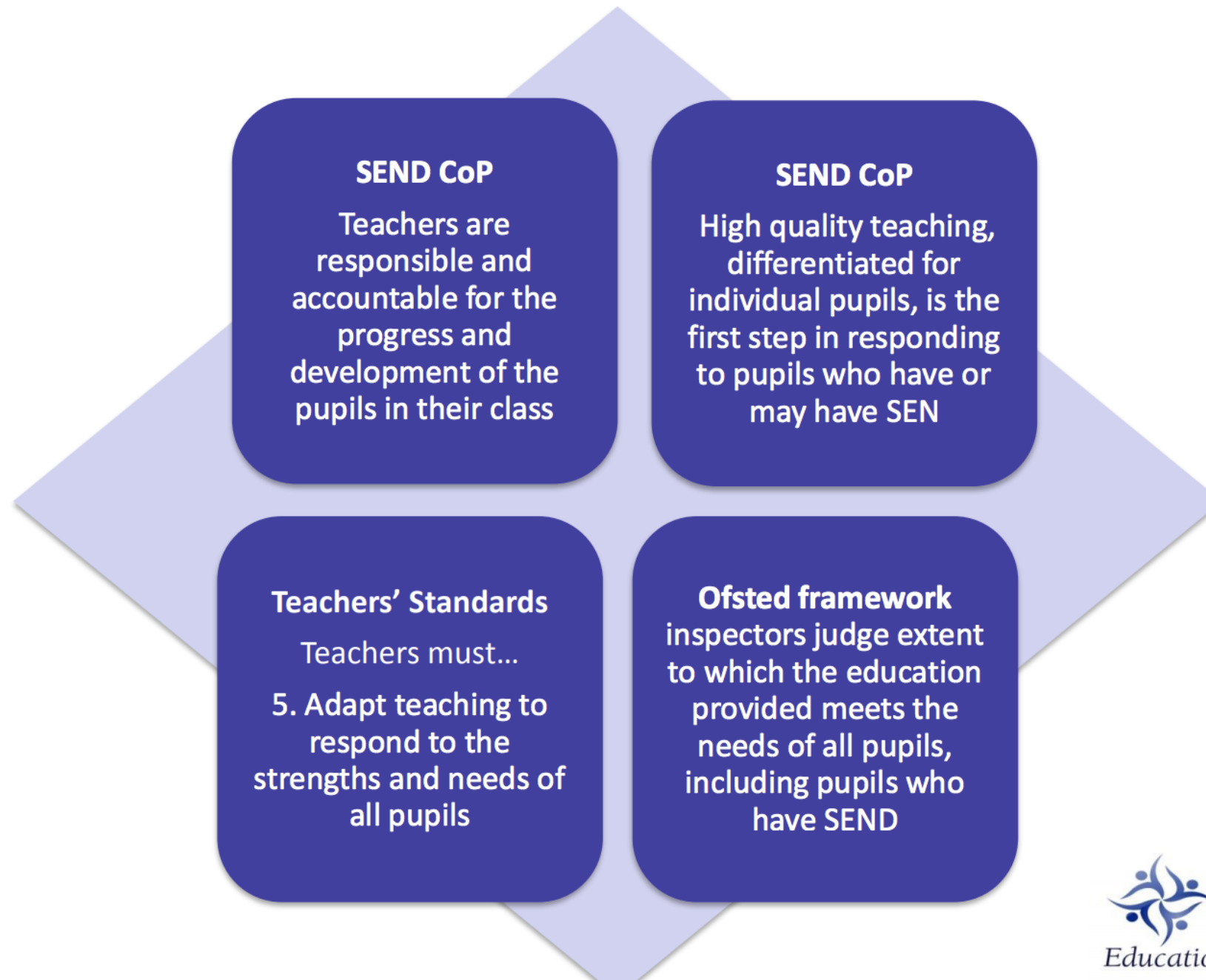
# High Quality Teaching for SEN

High quality, inclusive teaching ensures that planning and implementation **meets the needs of all pupils**, and builds in high expectations for all pupils, including those with SEN. It is about the day-to-day interactions that take place in the classroom and the different pedagogical approaches teachers use to engage, motivate and challenge learners to enable them to be successful.

Natalie Packer, *The Perfect SENCO*

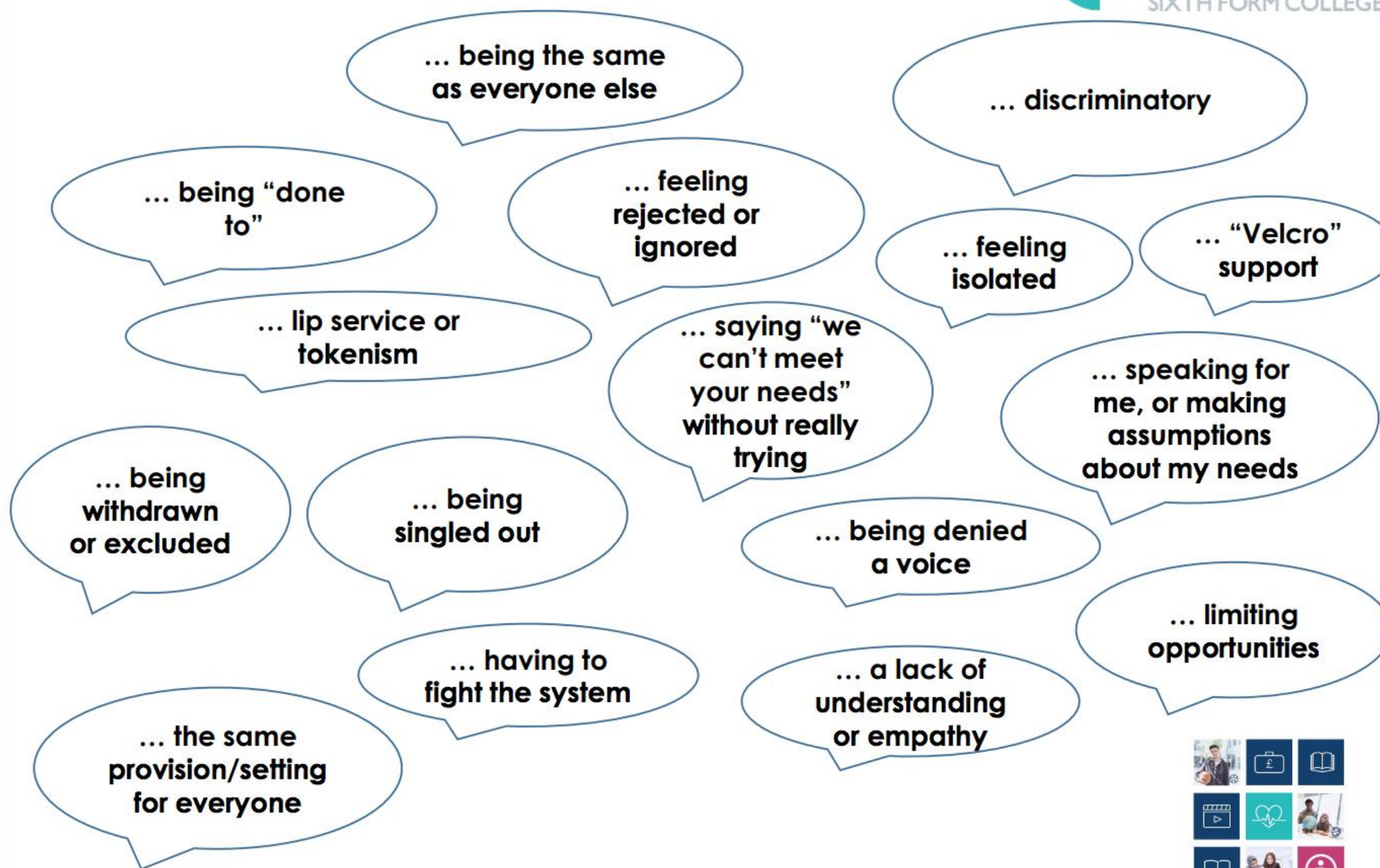


# High Quality Teaching: A Priority



 Natalie Packer  
Educational Consultancy

# Inclusion is NOT...

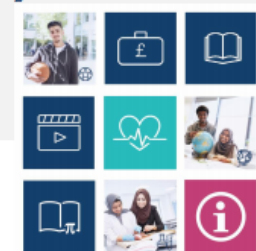


## Inclusion is...



# Some questions you may ask yourselves

1. How are TAs deployed to ensure positive impact on student outcomes?
2. What is the performance management for TAs?
3. What training does school provide TAs to support those who deliver interventions?
4. Do your students have access to specialist, impartial careers advice?
5. What support do you provide to help your students prepare for adulthood?



# SEND Schools' Workforce Contract

## Aim 1

- Drive education institutions to prioritise SEND within their CPD and school improvement plans including facilitating greater links between mainstream and special schools.

## Aim 2

- Equip schools to identify and meet their training needs in relation to SEND.

## Aim 3

- Build the skills of teachers working in mainstream and special schools and of SENCOs and teachers of classes of children and young people with sensory impairments by promoting best practice.

## Aim 4

- Identify and respond to any gaps in the training and resources available to schools.



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# Whole School SEND Consortium

- A growing community of practice of more than 4500 schools/settings and providers
- Hosted by **nasen**, with strategic partner UCL Centre for Inclusive Education
- Currently funded by DfE to deliver the SEND Schools' Workforce contract
- Committed to improving outcomes for children and young people with SEND by networking, collaborating and unlocking the answers that exist within the system



Whole  
Education



INSPIRED BY A PUBLIC SCHOOL STUDENT WITH DISABILITIES



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CLEARING A PATH  
FOR PEOPLE WITH SPECIAL NEEDS  
CLEARS THE PATH FOR EVERYONE!



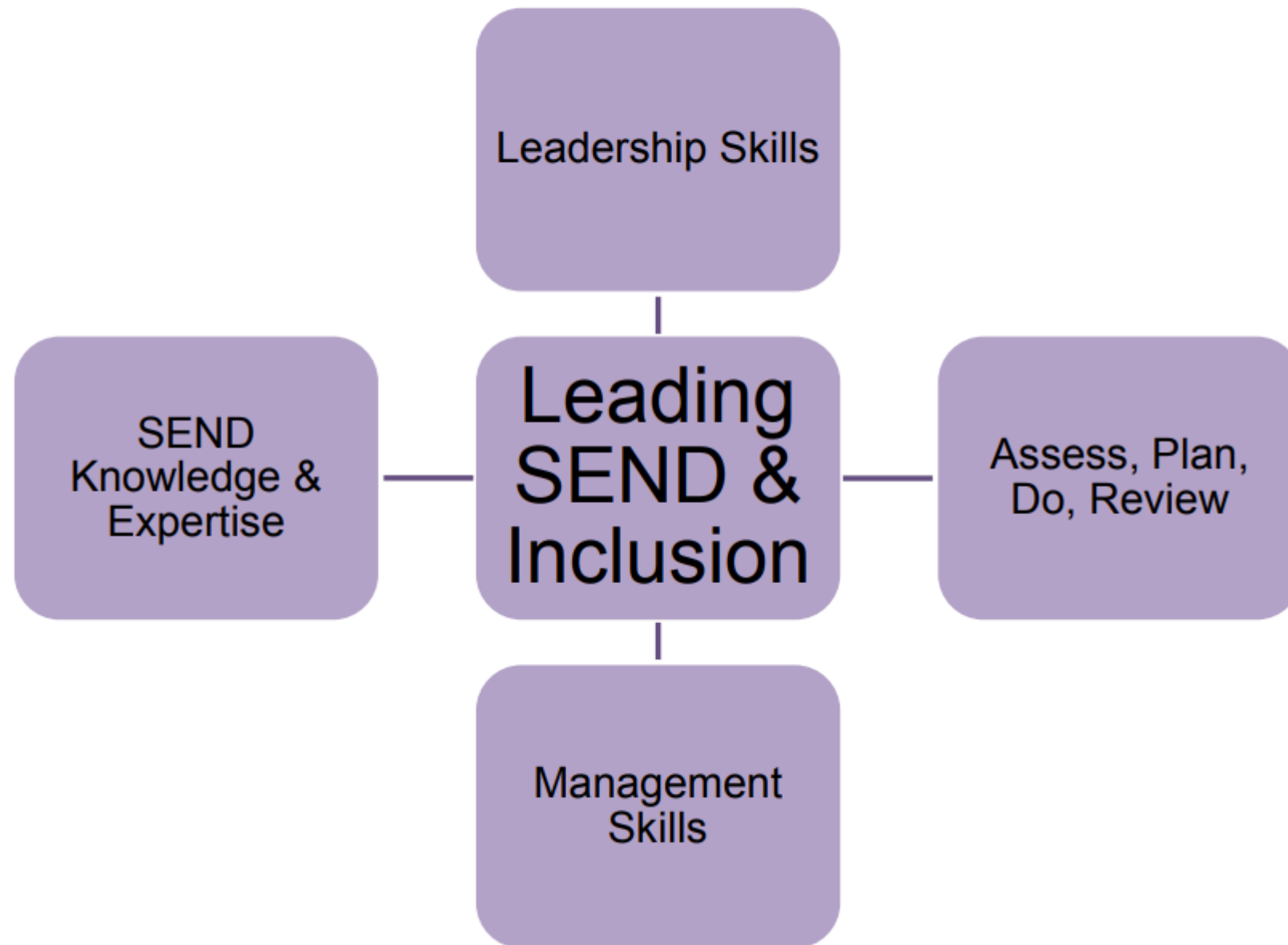
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‘Every teacher is a  
teacher of SEND pupils’

SEND Code of Practice 2014

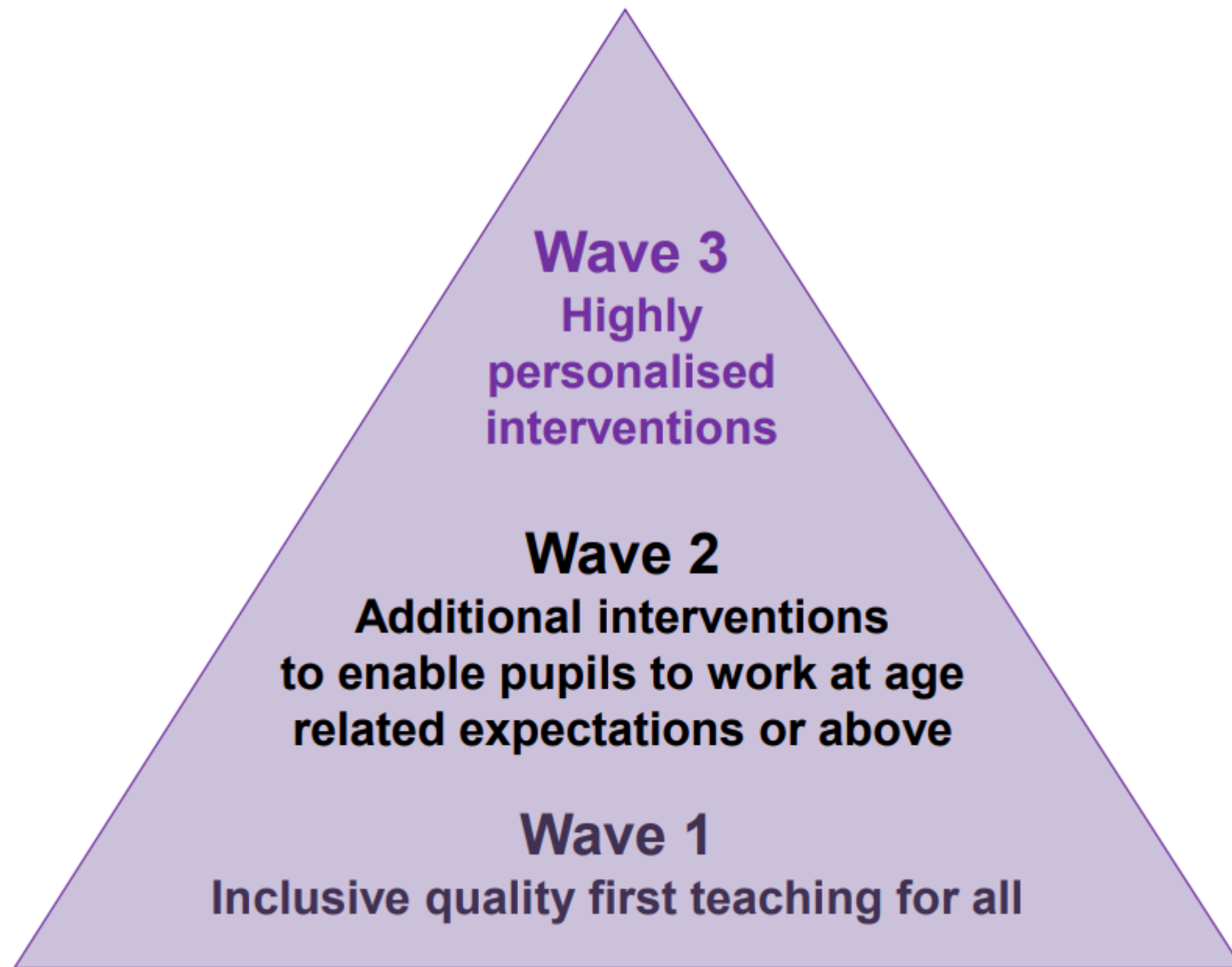
# Effective SENCO Leadership



# SEND Code of Practice



# Intervention



# SEND provision through effective inclusive teaching includes:

Teaching for  
all

Realistic  
Targets

Visual  
prompts

Effective use  
of ICT

Clear  
guidelines

Quiet areas

Encourage  
independent  
working

Classroom  
displays

Tidy & safe  
environment

# Questions for teachers

How do I ensure the understanding of pupils with communication difficulties?

How can I make sure pupils know what to do next?

How can I ensure SEND pupils receive the correct support?

How can I encourage collaborative learning?

How can I encourage speaking and listening?

How can I ask questions to increase communication?

# The SEND Review Guide

02

## SELF-EVALUATION

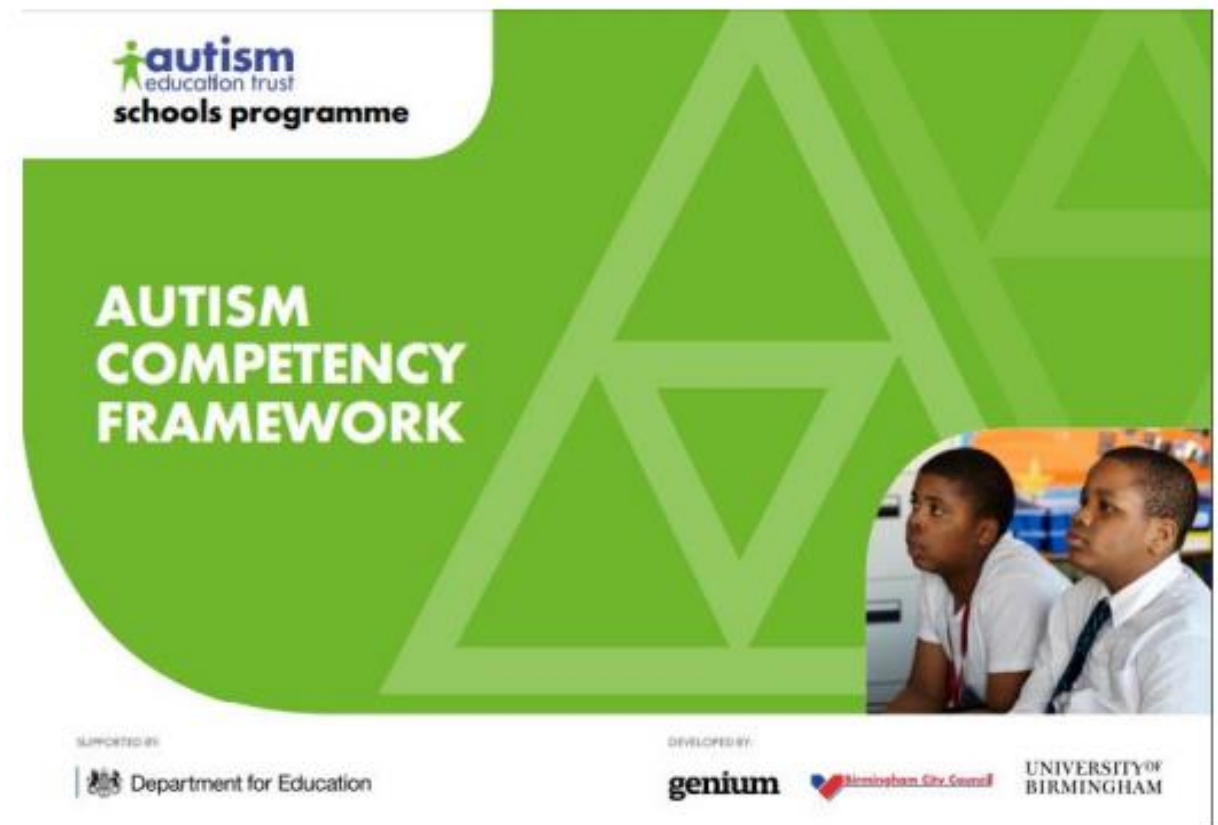
A school should take the opportunity to self-evaluate its SEND provision before the review takes place. This can provide useful information to the reviewer and also help the school to focus on what it does well and areas for development. Completing a self-evaluation is therefore a useful way for the school to make the most of their review. This should take into account the context of whole school improvement priorities.

It is recommended that the SENCO and a member of the senior leadership team complete this self-evaluation together and then forward to the reviewer before they arrive on-site.

The school visit/self-evaluation template (Annex 1) can be a useful starting point for schools to think about and reflect on the nature and quality of their current provision and decision-making and the impact that it has for children with SEND.



<http://londonleadershipstrategy.com/content/send-review-guide>



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# Self Reflection Framework



<http://www.wholeschoolsend.com/send-reflection-framework>

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Driving Practice | Driving Policy | Driving Standards



## SEND Governance Review Guide

[HOME](#)[DOWNLOAD THE GUIDE](#)[FOREWORD](#)[RESOURCES](#)

# SEND GOVERNANCE REVIEW GUIDE

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