

Introduction

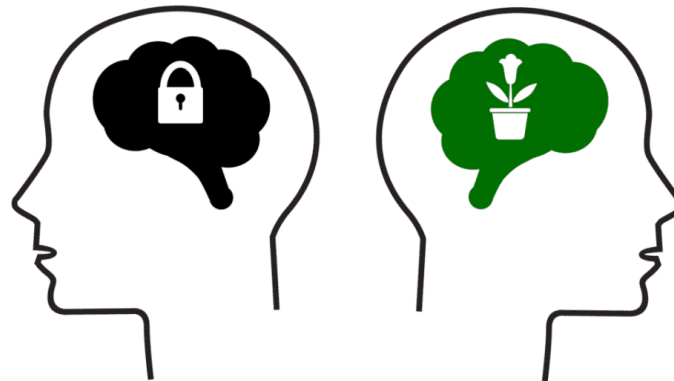
- Welcome
- Programme
 - Introduction: From advice to practice – learning from the application of the HIAS SEN Support guidance
 - Using reading age information to make a difference to whole-school literacy
 - Labels limit learning: meeting the needs of SEN Support pupils in the classroom
 - Making a difference with vocabulary and oral language
 - Which one thing?



Inclusive Pedagogy: The capacity to learn

(Concept of Inclusive Pedagogy, Black-Hawkins and Florian 2010)

- Inclusive pedagogy **promotes** the fundamental thinking that:
 - every learner's capacity to learn is changeable
 - what teachers/adults choose to do (or not to do) in the present can alter a learner's learning capacity for the future
 - nothing is neutral

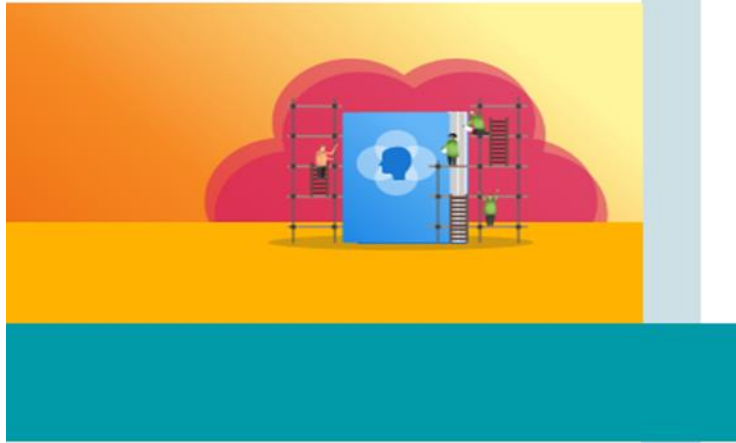


SEN Support Guidance for Schools



- **Section 6:** identifies some of the key strategies to meet the needs of CYP requiring SEN Support within the four main categories of need.
- Some of the strategies also feature within the universal offer of high-quality teaching but feature again for SEN Support (SEND K) because they are known to be particularly effective for certain categories of need.





- Recommendation 3: Ensure all pupils have access to high quality teaching
- To a great extent, good teaching for pupils with SEND is good teaching for all. Key repertoire of teacher skills and competencies:
 - flexible grouping;
 - cognitive and metacognitive strategies;
 - explicit instruction;
 - using technology to support pupils with SEND; and
 - scaffolding.

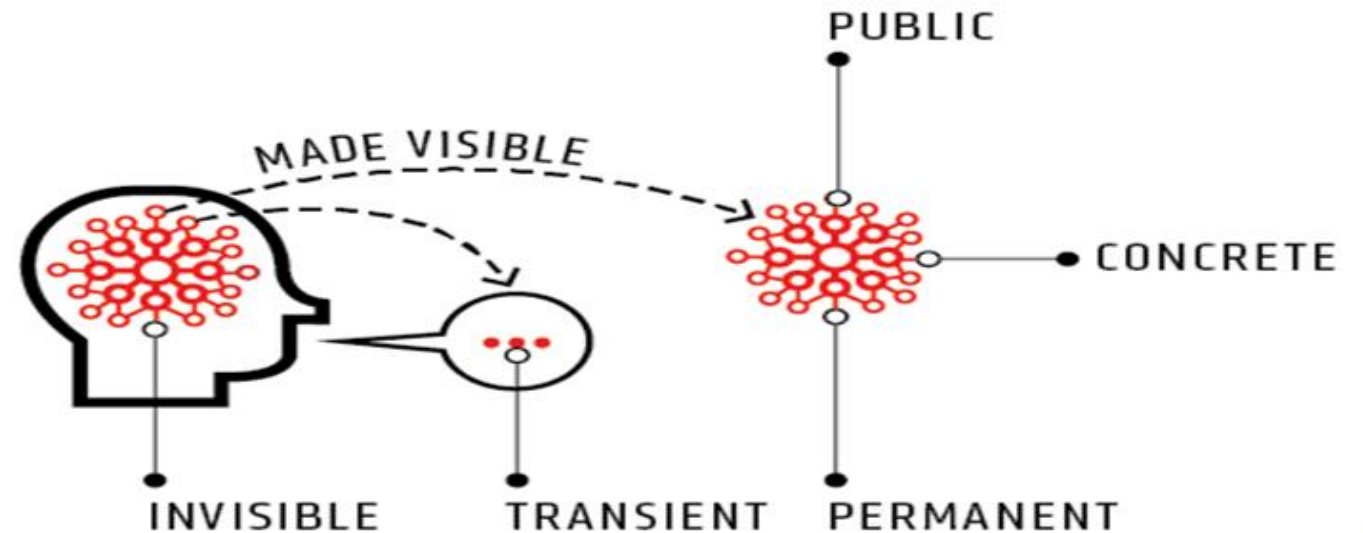
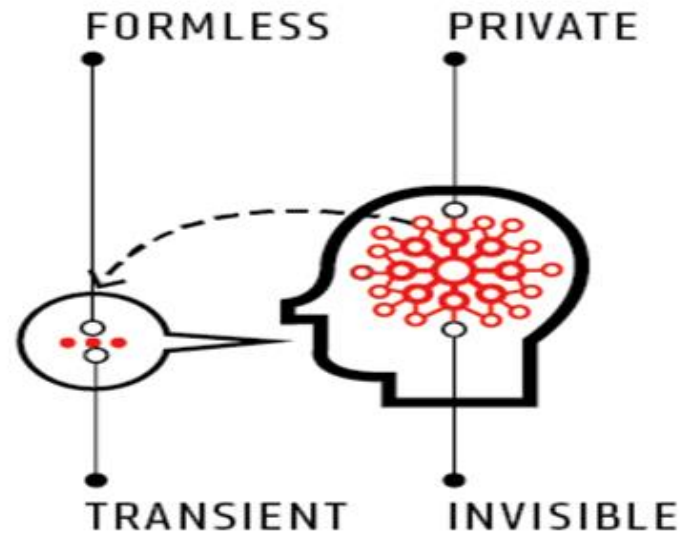


Example: The use of visual scaffolding in lessons

TEACHER TALK ONLY —
TEACHER SCHEMA HIDDEN



TEACHER TALK WITH VISUAL —
TEACHER SCHEMA REVEALED



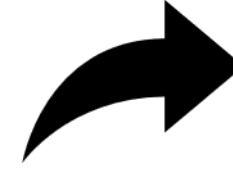
Processes



Beliefs



Strategies



Knowledge



Culture



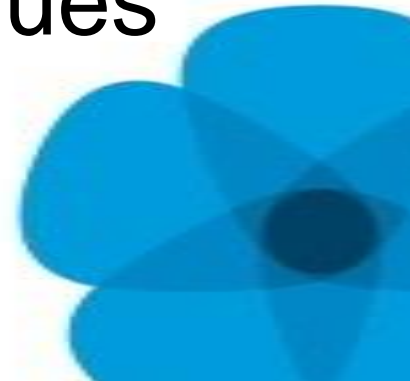
Expectations



Values



Competencies



Layers of responsibility for utilisation and implementation: Everyone included!



Subject teachers



Lead for Teaching and Learning



SENCO



Heads of department



Members of SLT



The SEND expectations or strategies which are the focus of this learning walk/half term

- 1
- 2
- 3
- 4

Date: _____ **Observer:** _____

Lesson period sampled: (1, 2 etc)

Which lessons?

Subject and adults	1	2	3	4
Key pupils				
Which of the focus strategies/expectations are in use/visible? (1.2.3.4) What is the impact of these on pupils' learning?				

Evidence and impact of any pupil specific adjustments				
Key SEND question for this half term. Eg What is the evidence that pupils are engaged in learning and how is this achieved?				
Not meeting foci	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Meeting foci	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Exceeding foci	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Feedback and Next steps for: Eg Teacher TA Dept Key Stage Other Leader/SENCO				

Activity: A3 sheet: SEND Learning walk

- Working with your school partner, discuss and record what you believe the key SEND expectations/foci should be for **your** school

