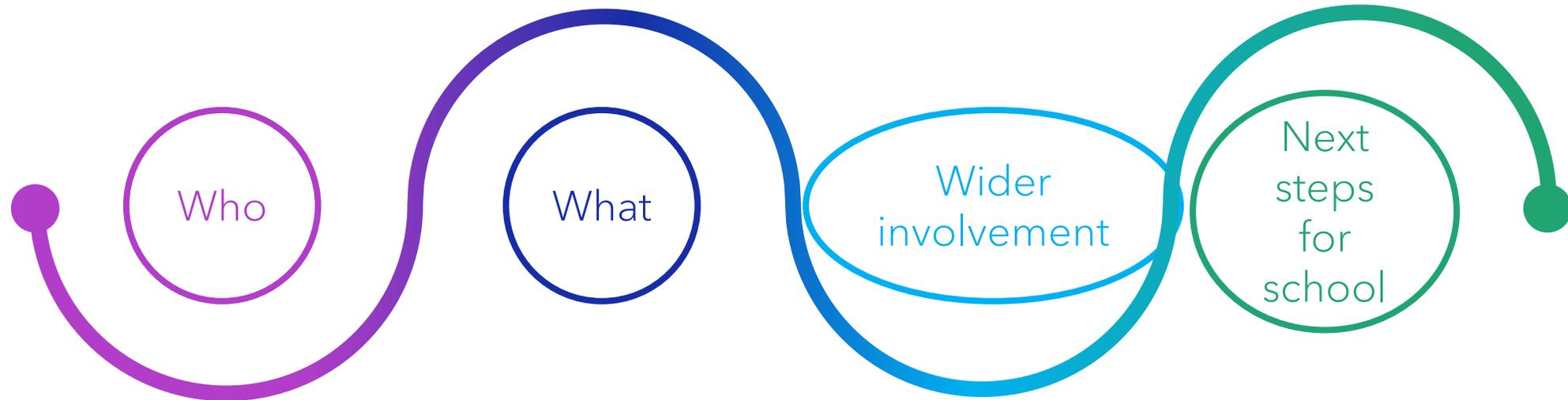


LABELS LIMIT LEARNING- SEN SUPPORT PUPILS IN SECONDARY SCHOOLS.



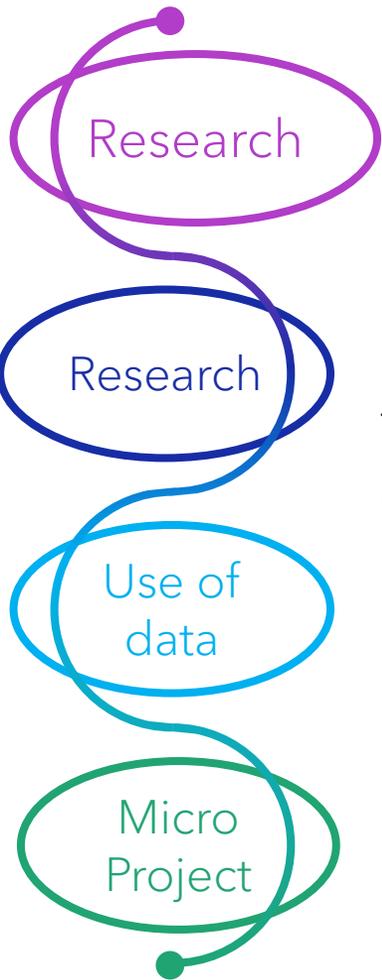
10 schools-
Yr8
Middle leaders

2 days-apart
interviews in
pairs
Intersessional
task with at
least 2 pupils
as case studies

Case studies-
feedback
Discussions
with SENco &
pupils in some
cases.

Sustainability
of project and
survey to
reflect on
impact

AIMS & IMPACT



Reading Chapter 6 & sharing in Dept/tutor team

Making best use of TAs & SEN in Mainstream schools - EEF

Reading ages & progress data Profiles- IEPs

One yr group- ML then choose 2 pupil case-studies.

Momentum



Encourage learning visits & pupil voice

ML to support the team with strategies

ML to hold staff members to account

Profile of SENco

Relationships

Make it personal

Pupils better known in KS3

SENK demystified so label is not limiting

ML changed their practice

Language professionalized supporting confidence

SENco felt supported

Organisation of data.

Knowledge of main categories of need & strategies.

SLT commitment to action

IMPACT- quotes.....

- More Stretch for my SEND pupils.
- Greater ref to school policy on graduated approach which I didn't engage with before.
- We now talk about these students at every dept meeting, sharing strategies & ensuring we are fully aware of their needs.
- Our dept now all have a SEN need as a focus in terms of our professional development.
- The pupils know that they are valued as learners and are supported. Consequently, outcomes have improved.
- I noted specific improvement in attitude towards tasks we had created to aid our students to access assessments. This was combined improved self-worth when feedback was completed.
- Improvement in mock grades in some students.





Questions for Reflection-school leaders

- Do we have the right data accessible for all easily ?
- How do we know that staff are using SEN profiles ?
- Do staff know how to interpret CATs scores/ baseline info ?
- What academic information is passed on through the transition process both between Primary & Secondary and across year groups ?
- How can we find ways to ensure teachers in KS3 get to know their pupils especially in subjects where they have less contact ?
- How do we involve pupil voice especially for SENK pupils to shape delivery of lessons ?



Further information about the project:

- [Secondary SEND Support Project](#)

