Hampshire Services
HIAS SCHOOL IMPROVEMENT

Secondary SEND Support Project

June 2022

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Project Outline

Project Brief

Supporting SEN Support pupils in Secondary Schools

Autumn/Spring 2021/22

(Labels Limit Lives)

The project has been shaped in line with the HIAS aims of supporting increased attainment across Hampshire Secondary Schools through further exploration of good practice for pupils who are on the SEN support register in schools. In deciding what might be most effective the following aspects were also part of what determined the final shape of the project:

- the further dissemination of the recent HIAS document "**SEN Support Guidance for Schools**" by working through middle leaders in schools
- using Section 6 of the above document to aid the professionalisation of language used for talking about pupils' and young people who have special educational needs or disabilities (SEND) and require reasonable adjustments or additionality at the SEN Support stage, in line with the Special Educational Needs and Disability Code of Practice 0-25 years, 2015
- to support Special Educational Needs Co-ordinators (SENCos) in reminding staff about the importance of using school pupil profiles when planning lessons and going beyond labels to give individual pupils the attention they need to succeed in their learning
- limiting the work to be a micro project looking at only Year 8 to make this manageable for school leaders. They will also be encouraged to incorporate this method (case studies of individual pupils) into their normal routine monitoring procedures
- using the data provided by schools to question middle leaders and support them in both holding others to account and supporting other staff in their teams to be more effective in using a wider range of strategies to enhance learning in classrooms
- to gather further evidence from both observation and pupil voice to reflect what works for the young people themselves
- to work with a range of secondary schools (10 in all) representing different types, sizes and geographical areas across Hampshire
- to provide a half day conference in Summer 2022 and invite all Headteachers to disseminate useful information about their learning from taking part in the project, and also give the opportunity for a range of workshops to further embed knowledge and support for pupils who require reasonable adjustments or additionality at the SEN Support stage. This may also include other pieces of work like the Oracy project and the work completed around understanding reading ages for secondary colleagues.

How the work will be organised

1. Initially the County Education Manager for Secondary and Post 16 will write to the headteachers to invite them to be involved in this project and explain the project brief.
2. Then one of the secondary team of advisers will contact the Headteacher and agree a session to discuss in more detail what the project will involve in their school and agree dates with the Senior Team. They will also ask for data to be sent in advance of the first day on site.
3. Day one of the project will involve working with the middle leaders grouped in pairs (or threes if needed) to talk about the Year 8 pupils' progress and to gauge the level of knowledge around strategies that work in the classroom to support those pupils. Key terms and language from Section 6 in "The SEN Support Guidance for Schools" to be discussed, also ensuring clarity about the difference between these pupils and those who have an education, health and care plan (EHCP). Access to data and pupil profiles will be part of this session.
4. An intersessional task agreed with middle leaders around named pupils to report back as a small case study on day two.
5. Day two of the project to follow up with middle leaders about what they have learned from doing the case studies about strategies they use which are effective. Also to follow up on their reading of Section 6 and dissemination to other teachers in their teams.
6. Day three is a half day to work with SENCo, observe some pupils and/or talk to a small number of Year 8 pupils in that school. Finally, a summary discussion with Senior leaders will take place to discuss how the project can be built upon to ensure that any learning is woven into the school improvement activities to make it sustainable without external support moving forward.
7. A half day conference will be organised to discuss findings and further highlight the impact of a small-scale project which leaders can then sustain at school level.

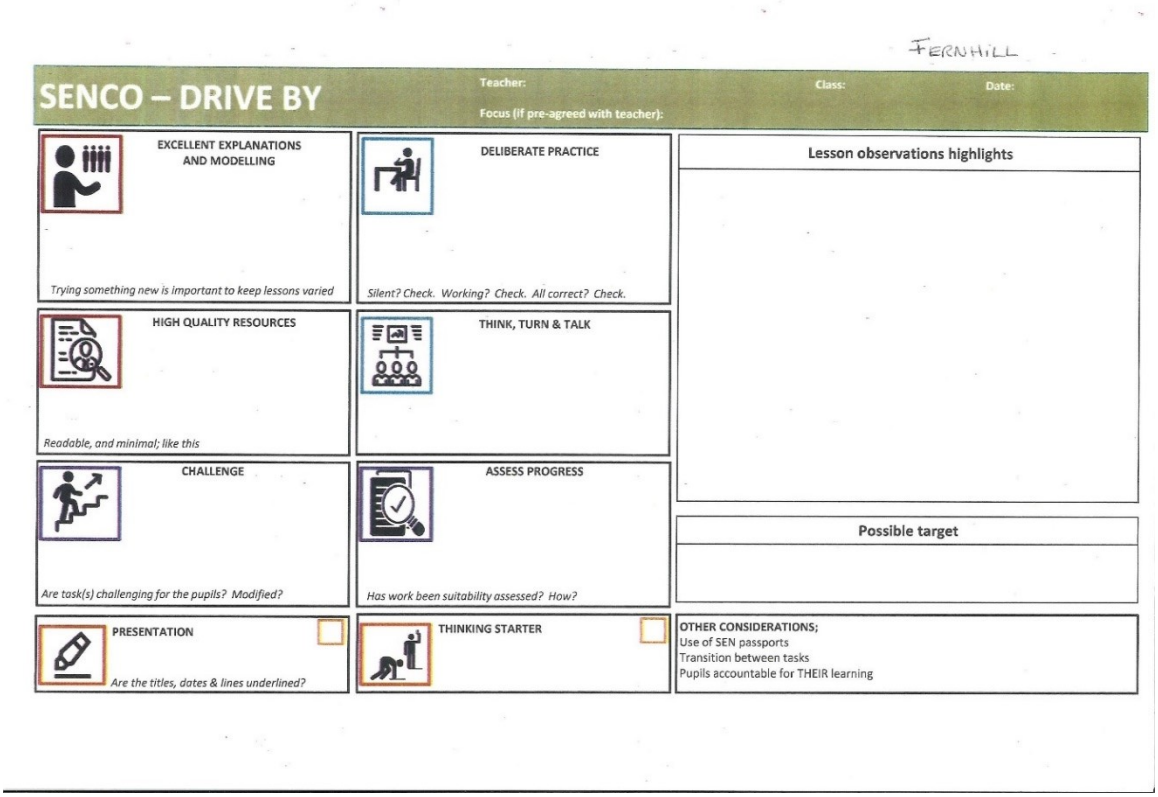
How will we judge impact?

- Pupil voice gathered at the individual schools involved.
- A survey to middle leaders to record their learning and see how their practice may have been shaped.
- Reports from Senior leaders in schools who have overseen the project.
- Attendance at the conference in the Summer to carry this work forward.

Examples of work from schools involved

All schools will have some whole school policies around driving aspects of teaching and learning. The use of visual symbols will support all pupils and particularly those who have communication and/or processing needs.

In some of the schools involved in the project the SENCo was very much involved in classroom observation. At Fernhill they developed the form below (The SENCo DRIVE BY) as a way of checking how the strategies were being used in the classroom for SEN support pupils. This was supported by an agreed checklist which draws out the criteria of what they are looking for in terms of whole class teaching, group and independent work and the deployment of the Learning Support Assistants (LSAs). There is also a reminder to look for the use of Pupil Passports, transitions between tasks and metacognition.



FERNHILL

SENCO – DRIVE BY

Teacher: Class: Date:

Focus (if pre-agreed with teacher):

EXCELLENT EXPLANATIONS AND MODELLING

Trying something new is important to keep lessons varied

DELIBERATE PRACTICE

Silent? Check. Working? Check. All correct? Check.

Lesson observations highlights

HIGH QUALITY RESOURCES

Readable, and minimal; like this

THINK, TURN & TALK

CHALLENGE

Are task(s) challenging for the pupils? Modified?

ASSESS PROGRESS

Has work been suitability assessed? How?

Possible target

PRESENTATION

Are the titles, dates & lines underlined?

THINKING STARTER

OTHER CONSIDERATIONS;
Use of SEN passports
Transition between tasks
Pupils accountable for THEIR learning

SEN observation checklist: Drive by (SENCO) FERNHILL

Date: _____ Teacher: _____ Class: _____

SEN E:

SEN K:

EAL:

Inclusive teaching strategies (tick if observed and indicate if n/a to the lesson)			
Whole class teaching		Group and Independent work	
Welcoming into the classroom to promote positive relationships		Transition from class to independent work clearly signaled and actively managed	
Seating plan is appropriate for SEN		A quieter area has been set up for students who need it (if possible)	
Active engaging starter is suitable for all		Students have been taught strategies to enable them to continue when they are stuck	
High quality resources that are suitable for SEN student needs		Tasks simplified or extended for pupils or groups of pupils	
Questions pitched to challenge all students including retrieval opportunities – all are attempting the work		Variety of groupings so that pupils use one another's skills	
Teachers take time to encourage pride in presentation of work		There is evidence of deliberate practice	
High quality resources that are suitable for SEN needs		Students are able to cope with extended periods of independent work	
High quality explanation and modelling, checking for understanding		Evidence of students who need it being given additional support	
Teachers make use of subject specific vocabulary		A quieter free area has been set up for students who need it (if possible)	
Objectives challenge everyone in the classroom – teacher knows their students		Effective deployment of LSAs	
Strategies in place for students who need support to remember the task or instructions		Evidence that the teacher has communicated how the LSA is to be used in the lesson	
Students can explain their work to others		Resources provided to the LSA, e.g. copy of PowerPoints	
Time is given (thinking time, partner time etc.)		Enables access to teaching and resources by helping, explaining, simplifying, signing or scribing	
Help given to students who need support to access text		Carries out guided reading, writing or talk	
		Sits close to pupils and helps them focus reminding of instructions etc.	
		Evidence of encouraging independence	
		Supervises/supports another group in the class while the teacher works with SEN students	

CROOKHORN SCIENCE DEPT.

We can use the curriculum maps to ensure that the final two columns are linked to key ideas that are root ideas for the first two columns.

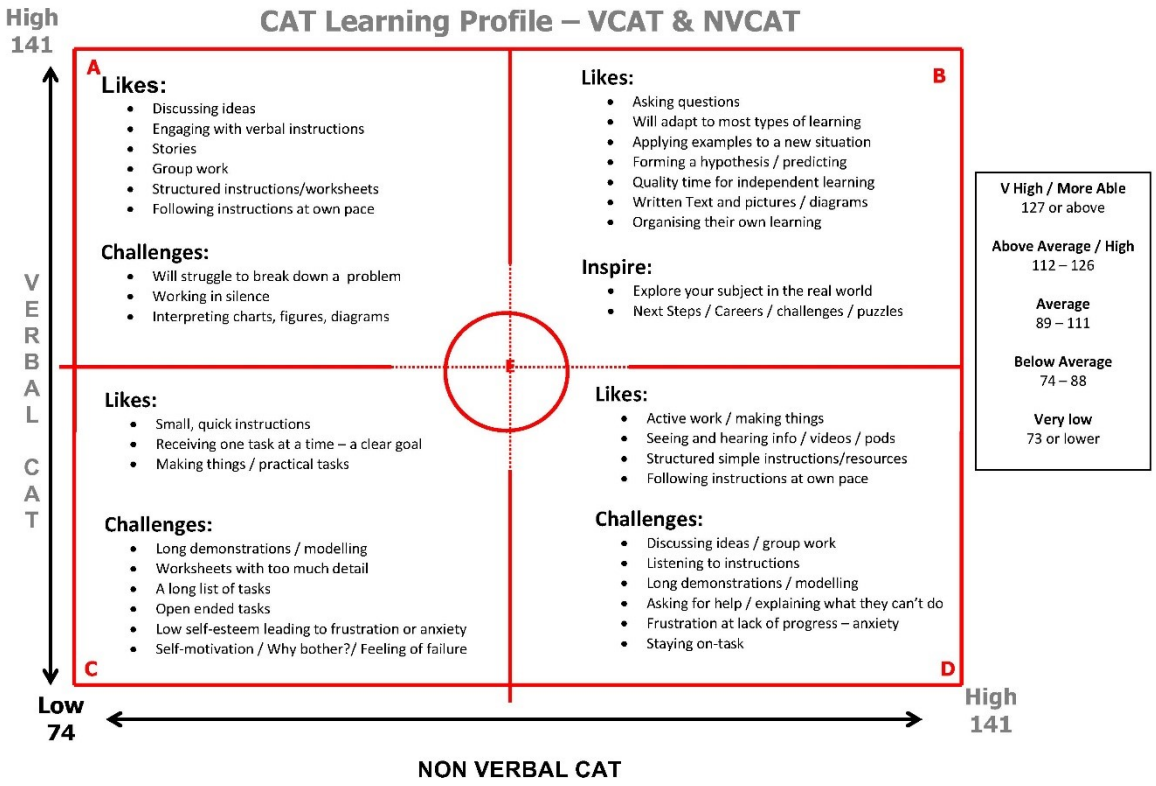
BLAST FROM the PAST

Blast from last lesson	Blast from last week	Blast from last term	Blast from last year
Question: Why is cryolite used during the electrolysis of aluminium oxide?	Question: What happens to non metal ions at the anode?	Question: What causes Na+ ions and Cl- ions to form a giant ionic structure?	Question: a) How do metal ions form? b) How do non metal ions form?
Your answer:	Your answer:	Your answer:	Your answer:

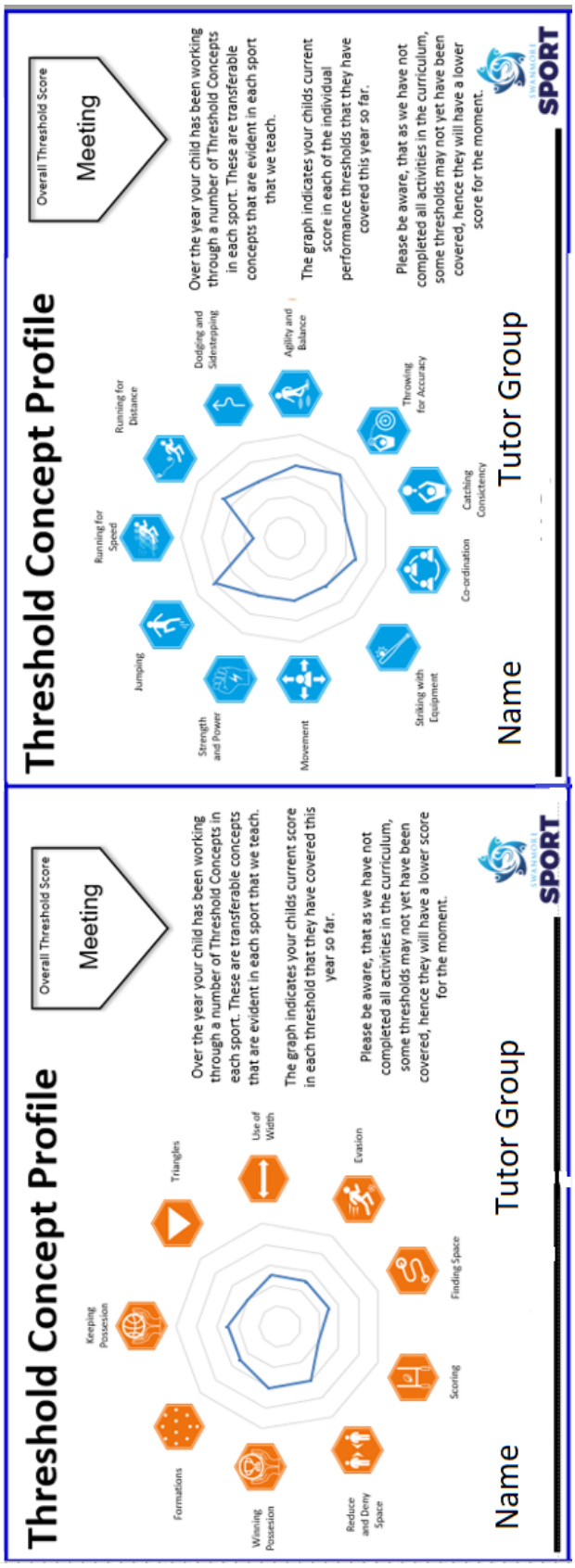
The idea is that the first two columns are a check for understanding of recent work. The last two are a check for learning and these are two separate things.

In many schools' middle leaders were looking for innovative ways to support the teaching staff in transferring knowledge into long term memory. The above example is from Crookhorn Science Department.

In the Swanmore staff room a large poster (see below) is displayed on the main wall to support staff in unpicking the mysteries of the CAT profile. Senior leaders will be very au-fait with the terminology but although this information often appears on registers and on pupil profiles, some teachers will not always be confident in interpreting what it means for their own teaching and approaches with individual pupils.



In order to inspire all pupils to thrive in their PE lessons at Swanmore, the department have adapted their reporting to be more inclusive and show what pupils have covered. The fact that many pupils are used to this sort of format in their on-line gaming makes it even more appealing and comprehendible when they see their own profile of progress in Key Stage 3.



IMPACT

At the end of the project all middle leaders were sent a survey to complete. This was shared with the Senior staff so they could see areas of strength and perhaps some aspects which needed further development. We used Section 6 in the publication "SEN Support Guidance for Schools" to support middle leaders in ensuring that they were secure in their knowledge of the different categories of need and that they supported their teams in discussing the strategies suggested in that document. Middle leaders also found it useful to share this process alongside other peers as often in busy secondary schools they do not often get the opportunity to do so. The feedback also shows that the vast majority felt that this work helped to professionalise the language used in discussing the needs of pupils on the SEN support register. It was also an attempt to ensure that the project was not a one off but something which would lead on to further development across the school so that it was sustainable. It was a small project limited to one year group (usually Year 8) and it is heartening to see that colleagues had already gone on to use a similar approach with other year groups. Many also felt that they would change their practice as a result of their engagement with the project. The last question was really posed more to focus schools back onto the need to really focus on the academic impact alongside the other needs which schools address in the round for pupils who have special educational needs at whatever level. The project was conducted with Key Stage 3 pupils and so any academic impact would be dependent on internal school systems to check this. It was also conducted over a relatively short period of time (two terms). Therefore, it was pleasantly surprising to see that over half the respondents felt that the project had had an impact on academic outcomes for individual pupils.

Please rate the first session which started off the process in clarifying what SEN Support really means and discussing the different categories of need.

Excellent	10
Very good	19
Good	6
Fair	1
Disappointing	0

Please rate how useful it was, or not, to share the second session with a colleague in feeding back on your case studies.

Extremely useful	13
Useful	20
Somewhat useful	4
Not useful	0

Was the booklet “SEN Support Guidance for schools” easy to access?

Yes	34
No	2

Was the booklet “SEN Support Guidance for schools” informative?

Yes	36
No	0

Did it help professionalise the language of colleagues in your team?

Yes	33
No	3

Have you used similar strategies with other year groups as a result?

Yes	22
No	14

Do you plan to use this experience to change some of your usual practice?

Yes	32
No	4

Did the project support improved outcomes in academic progress for these pupils?

Yes	19
No	17

Some quotations from the feedback:

How useful was the document?

Section 6 informative and good to revisit and re-inform.

Was able to pick up main points and summarise to the team.

It was an interesting read, the chapter we were directed to flagged up a few issues we as a dept have set out to address within our lessons.

There was a great level of detail and felt like a ‘go to’ document.

I was able to understand more about SEN which has supported my teaching.

While we all had a good level of knowledge regarding SEN students generally and within the classes we teach specifically, there is always a hesitancy regarding the correct use of terminology.

Do you plan to use this experience to change some of your usual practice?

More stretch to my SEND pupils.

Greater awareness and consideration particularly around literacy and literacy support.

Increased awareness and more regular checks on their school PIPs. Greater reference to the school policy on 'Graduated Approach' which I didn't engage with before.

It was a timely reminder that our SEN K pupils are sometimes falling under the radar – and that there are specific things we can do as a Dept to support them.

I plan to look more closely as individuals' progress within English, rather than just looking at class improvement.

Do more case studies.

We have changed our seating plans to have easy access and to monitor all SEN pupils, not just those who have to sit at the front as a strategy. We have moved those who seek to "hide". This way early intervention is achieved as is making sure all answer questions orally to show they learned what is taught.

We now talk about these students at every department meeting, sharing strategies and ensuring that we are fully aware of their needs.

We have been looking at the use and effectiveness of rotations and Design & technology lessons at KS3 for a while. This project has focused us on to the fact that in a 7 week rotation the Teachers just start to understand how to support students with SEND and they then move on to a different teacher requiring the process to start again or lengthy handover notes to be required. We are currently looking at replacing the rotation to different teachers with a two teacher approach and dividing the rotations between those teachers who will stay with a group for a whole year – helping to build continuity with classes and aid support.

Our department now all have a SEN need as a focus in terms of our professional development.

Focusing on a year group specifically was useful

Using the knowledge that I have now learned I will be setting tasks where appropriate for the SEN pupils that take into consideration their circumstance even more.

It has made me more aware of how to evaluate how students are performing/coping in my subject area.

I have reminded myself of the benefit of observing a student inside and outside of department to see what works and what doesn't. The value of other colleagues' experiences and ideas can be easily forgotten when we are busy but there is some great practice going on across the school.

Use of annotated worksheets. More manipulatives in class.

Maybe nor change but go further. Think more carefully about the content of the topic and the lesson for these pupils.

I am using it as a coaching target.

Did the project support improved academic outcomes for these pupils?

Too early to comment as progress is still ongoing – a better overview would be had at the end of the academic year.

Led to conversation with teachers and agreed strategies to further support individual pupils – improved performance in class questions/assessments in some cases.

Not yet – still too early to tell as we only see them once a week.

The pupils that were focused on found it easier to access the most recent assessment – increase in confidence.

End of topic test results reflect this in my Dept.

Further conversations with teaching staff lead to better outcomes.

The pupils know that they are valued as learners and are supported. Consequently, outcomes have improved.

Mastery Maps showed improvements for a number of these students.

Not for the case study pupils, but a new kind of dialogue with some other students served to engage them more fully.

Participation improved.

Some students were better able to learn and achieve better due to the project.

I noted specific improvement in attitude towards tasks we had created to aid our students to access assessments. This was combined with improved self-worth when feedback was completed.

Improved consistency in their attainment – one student has opted for geography now where he hadn't previously.

Able to differentiate more. I had more realisation of what the pupils find hard. Although I had an idea the project made it more concrete and made me think more carefully in terms of support needed. This improved pupil outcomes.

Improvement in mock grades in some students.

Feedback and next steps from senior leaders

It is really important to recognise that this project took place as schools were beginning to emerge from the global pandemic where many usual routines were in abeyance. There were many calls on the precious time allocated for whole school professional development time. As a result, schools perhaps had less information at key transition points even though schools were incredibly creative in trying to ensure pupils had something even if visits on site were limited due to the requirement to be more isolated in smaller bubbles. The Senior leaders in the schools involved in the project were very honest about what needed to be picked up quickly following the periods of staff working from home and pupils engaging in remote learning for extended periods of time. The following example shows how leaders have quickly responded to their perceived development needs which were often highlighted by the engagement with the project.

School A. Reflection and response, 7 February 2022

Where we were …

- Lack of knowledge and understanding of SEN K meanings and distinctions. (Although all staff very confident with EHCP mandatory requirements and teacher responsibilities)
- Challenge to locate all relevant material from different sources.
- No reading ages for whole year group.
- Sharing of good practice and strategies for overcoming challenges to learning, through Pupil Profiles, needing further development.
- No clear strategies to support pupils with SEMH for staff to access.

Responsive actions completed …

- Next step of staff training for SEND on INSET day – SEN K pupils and the use of questioning and scaffolding to support learning needs.
- Creation of 'tile' on RM Unify platform – all relevant information for SEND pupils now found in one central place, including attendance.
- Attendance team to update data each half term.
- Diagnostic reading test (purchased as part of Covid catch-up funding) used for Year 7 pupils successfully. Now to be expanded to other year groups.
- Welfare team have added strategies to support learning of pupils with SEMH, onto the Pupil Profiles for sharing with all staff
- DHOYs have added strategies to support learning for vulnerable pupils onto Pupil Profiles, in additional to information provided by SENCos.

Work in progress …

- Continued staff training for teaching SEND pupils: effective scaffolding, written instructions as well as verbal, seating within a classroom, routines and consistency.
- Promotion of Growing Great Learners Sharepoint resources for all pupils to be able to access helpful strategies for learning.
- More focused work on improving attendance of SEN K pupils, including, for example, 6 week after school ELSA course for small groups of Year 7 pupils to develop resilience and self-regulation.
- Diagnostic reading test for Years 8 – 10 to be undertaken and shared with all teaching colleagues.
- Working on developing literacy skills of pupils and supporting all staff to be teachers of reading – improving the reading ages of all pupils.
- Welfare team updating Pupil Profiles at same time as teaching staff sharing best practice – in line with Data drops.
- Common line management questions asked of HODs and HOYs to increase awareness and accountability for progress within their department areas.
- Pupil Voice activities with small groups of SEN K pupils in each year group.

Here is another example of how a school moved forward following the project and created an action plan with the Heads of department to decide the next steps required.

CROOKHORN **Subject Area Action Plan:**

<table>
<tr><th>Subject</th><th>Areas working well</th><th>Identified focus for improvement</th><th>Update March 2022</th></tr>
<tr><td rowspan="2">English</td><td>Live marking and use of visualiser to support learning
Use of ‘dual coding’ when reading texts</td><td>How to teach new vocabulary so this can be stored in long term memory
Structure of itslearning plans to make more accessible to students and to avoid cognitive overload.</td><td rowspan="2">Structure of itslearning plans - identified as area of subject focus going forward. Looking at how to simplify and streamline plans to avoid cognitive overload.
Year 8 planning tool</td></tr>
<tr><td colspan="2">Key actions for line management:
Development of plans – reduce and streamline content to avoid overloading students and using differentiation tool on itslearning
Focus on teaching new vocabulary</td></tr>
<tr><td rowspan="2">Maths</td><td>Revisiting learning at the start of each lesson. This is done every lesson as a ‘do now’ task and students benefit from this activity.</td><td>Use of concrete resources/ manipulatives
Pace of the lessons
Chunking tasks to avoid cognitive overload – not too many questions given at once
More live marking/CFU</td><td rowspan="2">Employment of Primary SEN teacher
Concrete resources
Mixed attaining teaching – employment of RA as mixed attaining teaching lead.</td></tr>
<tr><td colspan="2">Key actions for line management:
Consider the use of manipulatives – use of SEN teacher to assist in this
Slow down the pace of lessons – many SEN students cannot keep up
Look at plans on itslearning to consider number of information/questions being given to students in lessons</td></tr>
</table>

<table>
<tr><td rowspan="2">Science</td><td>Use of dual coding for supporting vocabulary
Worked examples used regularly to reduce cognitive overload</td><td>Repetition and overlearning of new concepts/scientific language throughout the lesson</td><td rowspan="2">Repetition and overlearning – HIAS raised as area of focus – Kevin Neil
Using template based on last lesson, last week, topic, topic before that – draft in progress
Focus of performance plan next year too</td></tr>
<tr><td colspan="2">Key actions for line management:
Acquisition and retention of new concepts/key vocab. Build in more time for repetition of this during lessons/over sequence of lessons. Explicitly teach new vocabulary and give time for oracy</td></tr>
<tr><td rowspan="2">RE</td><td>Reducing cognitive burden and supporting with acquisition of new concepts/ vocab through dual coding and glossaries
Support for literacy – Single Paragraph Outlines (SPO)</td><td>Dual coding, SPO and flow charts being used more widely throughout the department and throughout lessons
Consideration given to literacy and support in this area e.g., capital letters and punctuation.</td><td rowspan="2">Literacy mat now ready
SPO being used in plans readily
Marking for literacy now in place and being done regularly within the teaching team</td></tr>
<tr><td colspan="2">Key actions for line management:
Excellent practice in RE – just more widespread and regular use of pedagogical practices e.g., SPO, flow charts and dual coding
Literacy guide produced which is differentiated for different needs</td></tr>
</table>

<table>
<tr><td rowspan="2">History</td><td>Regular live marking and teacher check ins with SEN students
Differentiated materials suited to each student's attainment level
Mixed ability seating to enable peer support</td><td>Use of SPO for extended writing
Marking for literacy</td><td rowspan="2">SPO being used in lessons regularly</td></tr>
<tr><td colspan="2">Key actions for line management:
Encourage use of SPO
Literacy guide produced which is differentiated for different needs</td></tr>
<tr><td rowspan="2">Geography</td><td>Frequent CFU and live marking
Positive praise – verbal and written in books
Regular check ins throughout the lesson
Structured outlines for writing e.g., writing frames</td><td>Use of SPO for extended writing
Marking for literacy</td><td rowspan="2">Literacy mat has been developed and used across lessons
Focus on but, because, so in writing tasks</td></tr>
<tr><td colspan="2">Key actions for line management:
Encourage use of SPO
Literacy guide produced which is differentiated for different needs</td></tr>
</table>

<table>
<tr><td rowspan="2">MFL</td><td>• Regular check in with SEN students
• Use of learning walls are strong
• Chunking of tasks and breaking down instructions into smaller components for SEN students</td><td>• Written tasks are a huge barrier in MFL for SEN students – consideration needs to be given to scaffolding here. They are not able to be independent in written work
• Live marking to enable more independence and to build confidence
• More reinforcement and retrieval practice to commit information to long term memory</td><td rowspan="2">• Focus given to independent writing.
• Implementat-ion of modelling and guided practice</td></tr>
<tr><td colspan="2">Key actions for line management:
• Focus on strategies from The Writing Revolution to aid independent writing
• More focus given to live marking to enable students to be more independent when working individually</td></tr>
<tr><td rowspan="2">DT</td><td>• Utilisation of LSAs to support learning in class as a whole group and not just EHCP students
• Clear instructions for tasks which are broken down into small chunks</td><td>• Focus on how to support students in learning key words e.g., use of dual coding and oracy
• Scaffolding for literacy based tasks – how to aid sentence construction</td><td rowspan="2">• Dual coding and oracy — dual coding examples.
• Sentence Construction – BUG the question being used regularly and having impact on exam answers.</td></tr>
<tr><td colspan="2">Key actions for line management:
• Focus on strategies from The Writing Revolution to aid independent writing
• Dual coding and oracy built into lessons more to aid acquisition of new vocabulary</td></tr>
</table>

Acknowledgements

The project involved working closely with 10 schools overall. Thanks go to all the senior staff who made time for the project to flourish and special thanks to all the middle leaders in these schools who participated so enthusiastically. Their work will have made a positive difference to some individuals who are some of our most vulnerable pupils.

Aldworth School

Applemore College

Carisbrooke College

Crookhorn College

Fernhill School

Kings' School

Noadswood School

Swanmore College

The Hayling College

The Vyne Community School

References

SEN Support guidance for schools - Hampshire Inspection and Advisory Service (HIAS)

https://documents.hants.gov.uk/childrens-services/HIAS/SEN-Support-Guidance-for-Schools.pdf

Five recommendations on special educational needs in mainstream schools – The Education Endowment Foundation 20 March 2020.

https://eef.li/send

The EEF's guidance report - Making Best Use of Teaching Assistants

https://eef.li/teaching-assistants