SEN support: Case studies from schools and colleges

Research report

July 2017

Amy Skipp and Vicky Hopwood - ASK Research

Contents

Acknowledgements

Disclaimer

This research does not represent a DfE endorsement of any of the views expressed by those interviewed or of the strategies and interventions described. Neither does it represent Government policy or indicate future policy direction.

The impact of the strategies and interventions described in this report will not have been consistently and robustly evaluated, rather they represent examples of what the researchers consider to be promising practice in the participating good or outstanding schools and colleges.

The materials, resources, websites and commercially developed programmes and products referred to in this report are included because they were being used in the schools and colleges involved in this research. Other materials and products offering similar functions are available. Reference to any named and /or third party products and materials should not be interpreted as an endorsement of use or of any particular company or its products, by the authors or Department for Education.

The detail provided throughout this report is specific to the education providers interviewed and observed. It is in no way intended to provide a comprehensive list of all strategies and interventions being provided across all schools and colleges.

Executive Summary

The term 'SEN Support' describes the action taken to support pupils and students who have been identified as having Special Educational Needs and Disabilities (SEND), but who do not have an Education, Health and Care (EHC) plan. In primary and secondary schools, the SEN Support cohort makes up around 12% of the school population. Over 19% of 16-19 year olds in Further Education (FE) colleges have a self-declared learning disability or difficulty (LDD). This research considered how pupils and students on SEN Support are being supported in schools and colleges to overcome barriers to learning and achieve good outcomes.

The purpose of this qualitative research project was to:

1) identify settings (primary and secondary schools and colleges) practicing promising SEN support;

2) describe the practices/strategies employed in those settings so that other schools and colleges could choose to learn from, draw on, or adapt them for use in their own settings.

The research is qualitative and relatively small-scale. It is not a representative study and therefore not intended to reflect the national position of practice for SEN Support. The intention was to capture 'real life' examples of practice that others can consider and potentially learn from. These practices are described in the body of the full report whereas overarching themes are presented in this summary.

All of the evidence collected on SEN support for this study has been taken at face value. The content in this report comprises what and authors considered to be promising practice in good and outstanding schools and colleges. This practice may not have been independently evaluated and is offered for consideration; this does not represent an endorsement by DfE nor a reflection of Government policy. DfE has funded a separate review of robustly evaluated interventions and strategies in parallel to this study[1].

---

[1] Carroll, J., Bradley, L., Crawford, H., Hannant, P., Johnson, H., & Thompson, A, 2017. What works for improving outcomes for children on SEN support: A rapid evidence assessment. London: Department for Education.

Identifying Schools and Colleges practising promising support

Published national data sources were examined to determine whether it was possible to identify schools and colleges offering the best SEN support using local statistics. This was not found to be possible because of a lack of suitable school and college level attainment data for SEN support pupils and students. For instance, measures and categorisations were used inconsistently by schools and colleges to identify and determine SEND, so comparing their results and attributing differences to various types of practice was problematic.

Instead, in order to identify settings practising promising SEN support, fifteen sector experts were interviewed. These included academics, practitioners (mainstream teachers, special school teachers, Learning Support Managers and other school and college support staff) and SEN consultants/advisers. They were asked what they believed promising SEN support looked like and to suggest settings where practice could be observed. Interviewees proposed 32 settings. Following this, available local documentation and professional opinion on these settings were used to select those for participation in the study. Only those with an Ofsted rating of good or outstanding were included in the research. The final study sample comprised:

- 7 primary schools;
- 7 secondary schools (including 2 with post-16 provision);
- 6 post-16 providers.

Key Ingredients

The interviews with 15 SEND experts identified key ingredients (rather than particular approaches or practices) that they believe underpin SEN support. These key ingredients were:

1. Culture, Leadership and Management

2. High quality teaching (formerly 'Quality First Teaching')

3. Use of Expertise

4. Personalisation

5. Flexible use of evidence-based strategies

6. Use of evidence for tracking progress

7. Communication and collaboration

These ingredients also emerged in interviews with school and college staff who spoke about how these principles facilitated their SEN support provision.

Approach to SEN support

From the interviews and observations of practice in schools and colleges it was found that there was a consistent approach to developing support for pupils and students with SEND: to assess them, plan their support, implement support strategies and keep these under regular review in order to refine them. This reflects guidance set out in the SEND Code of Practice 2015. The different types of SEN support identified in this study are presented thematically in terms of this 'graduated approach', starting with 'Assess'.

Assess

Schools and colleges were using an established range of methods to identify and assess students' SEND, including:

- Establishing transition processes (when pupils and students change setting, such as from Primary to Secondary school, or Secondary school to college);
- Using clear staff referral systems;
- Involving parents and pupils;
- Implementing processes to support student self-declaration;
- Identifying medical diagnoses;
- assessing all pupils' skills and levels of attainment (on entry and throughout the year);
- Identifying barriers to learning or identifying the SEND;
- Considering behaviour and attendance indicators;
- Involving specialists;
- Categorising whole school SEND according to the four broad categories of need (Communication and Interaction, Cognition and Learning, Social Emotional and Mental Health and Physical and sensory needs).

Plan

Consulted schools and colleges studied were translating the findings from assessment into strategies for support. This means having in place:

- mechanisms for agreeing and recording support (including personal/one page profiles and provision mapping);
- methods of effective communication.

Do

Strategies implemented to support pupils and students can be described as:

- help to take part in class;
- out of class support via additional provision or interventions;
- whole school provision.

Many pupils and students received support through more than one of these strategies. This was resulting in schools and colleges creating bespoke packages of support tailored to individual pupils' and students' needs. Personalisation was often seen as central to the SEND support offer and how this was configured across the setting.

In-class support

The main method of supporting pupils and students in class was through Higher Quality Teaching, with adaptation (such as supporting physical and technological access) and differentiation (where content and style of teaching is varied to suit needs).

Out of class/additional support

The additional strategies being employed to support pupils and students often took place in addition to, or outside of, main class teaching. This could be in small groups or one to one provision. These strategies were often targeted at addressing particular types of need.

The strategies were a mixture of additional input (either additional, repeat or pre-teaching) and specifically 'brought in' interventions. We use the term 'brought in' intentionally as strategies used include a range of those that were self-developed or amended as well as those that were available free of charge and those for which there was a cost (either for products, resources, training or licences to use them). It is notable that there were a wide range of strategies, approaches and interventions being used across the settings studied.

Settings were choosing their approaches based on 'evidence' however this term was used to refer to a range of information including peer reviewed published research, marketing material, previous experience (of what has been seen before to work for pupils and students with SEND), and word of mouth / colleague and peer recommendation.

Whole school or college provision

Settings were making changes across their whole provision in order to better support pupils and students with SEND. These included:

- Organisational and staffing structure changes
- Introduction of particular approaches to learning
- Changing the whole school environment
- Supporting improved attendance and behaviour management
- Celebrating success and promoting well-being.

This was resulting in schools and colleges developing their 'SEND offer' to include provision such as:

- Preparation for transition to a new setting or to adulthood
- Considering non-taught times (by providing safe spaces and homework clubs)
- Varied curriculum offer (to include more vocational and different level courses)
- Developing resource bases
- Opportunities for pupil voice to influence provision
- Positive representation of SEND.

Review

Schools and colleges were using a range of processes to review and refine their provision, by monitoring impact and evaluating effectiveness and quality. They were doing so through holding meetings, data scrutiny and analysis, performance assessment and peer reviews.

Details of all of these review processes, along with case studies of what this practice looks like in real life settings are contained throughout the full report. The research found that it was often subtle differences in delivery that was helping to make the practices and strategies used supportive of pupils and students with SEND.

Conclusions

Having considered all of the data gathered in the course of this project the authors have identified a wide range of promising and innovative practice. The research also found that practices were underpinned by a strongly embedded commitment from staff to support pupils and students with SEND as effectively as possible.

During the research, participants raised issues that they felt needed addressing or further investigation to help with the delivery of SEN support. These are detailed in the conclusions section of the full report.

1.0 Background, Aims and Approach

Introduction

This report presents the findings from qualitative research with Special Educational Needs (SEN) experts, and schools and colleges with good or outstanding ratings, to investigate what teaching practices these institutions are using with children and young people classified as in need of SEN support. The research was undertaken by ASK Research between November 2016 and April 2017 on behalf of the Department for Education.

Background

Almost 15 per cent (14.4%) of the school population has Special Educational Needs and/or disabilities (SEND). While 2.8% will have their needs set out in an Education, Health and Care plan (EHC plan), the remaining 11.6% will be on 'SEN support' (previously School Action and School Action Plus). Over 19% (19.4%) of 16-19 year olds in Further Education (FE) colleges have a self-declared learning disability or difficulty. In September 2014, the government introduced reforms aimed at improving the support provided to children and young people with SEND in order to set high standards and improve outcomes[2].

The Code of Practice sets outs an expectation that the needs of almost all children and young people with SEN can be met through appropriate mainstream support. SEN support is "additional or different" help provided in pre-schools, schools and colleges for all children and young people who have a learning difficulty or disability which calls for special educational provision to be made for them. This may be:

- help taking part in learning activities;
- a special learning programme;
- extra help from a teacher or assistant;
- working in a smaller group;
- extra encouragement;
- help communicating with other children;
- advice, intervention, support from additional experts;

---

[2]
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

- support with physical or personal care difficulties, e.g. eating, getting around the building safely or using the toilet.

All providers have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. These duties are anticipatory – they require thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. Schools and colleges also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations.

There are two chapters in the SEND Code of practice 2014 which cover SEN support, written for the different contexts of schools (Chapter 6), and colleges (chapter 7) but the general principles across the two are the same. The post-16 education and training landscape is very diverse. It encompasses school sixth forms (both mainstream and special schools), sixth form colleges, general further education (FE) colleges, 16-19 academies, special post-16 institutions, and vocational learning and training providers in the private or voluntary sector. The range of available study programmes is broad and includes AS/A-levels, vocational qualifications at all levels, apprenticeships, traineeships, supported internships and bespoke packages of learning. Unless stated otherwise, the use of 'college' throughout this chapter encompasses general FE colleges, specialist art and design and land-based colleges, sixth form colleges, 16-19 academies and special post-16 institutions approved under section 41 of the Children and Families Act 2014.

Where a pupil or student is identified as having SEND, to enable them to participate, learn and make progress, schools and colleges should take action to:

- remove barriers to learning;
- put effective special educational provision in place.

The SEND Code of Practice 2014 sets out the 'Graduated Approach' as a process through which decisions and actions are revisited, refined and revised, leading to a growing understanding of pupils' and students' special educational needs, and of what support is needed to make good progress and secure good outcomes. It is defined as "a model of action and intervention to help children and young people who have SEN [recognizing] that there is a continuum of special educational needs and that, where necessary,

increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing."

Although this term may not be used equally as commonly amongst post-16 providers as in schools, we believe the process it describes is appropriate to all SEN support. The graduated approach involves a four-step cycle, of:

- Assess - schools are required to carry out a clear analysis of the pupil's needs

- Plan - everyone who works with the child should be made aware of their needs, outcomes set, support provided and supportive teaching strategies and approaches

- Do - the support is provided as set out in plans.

- Review - regular reviews of progress should take place between all relevant staff and parents, informing future decision-making.

The Code of practice sets out 4 broad categories of needs for those with SEND:

1. Communication and interaction;
2. Cognition and learning;
3. Social, emotional and mental health;
4. Sensory and/or physical needs.

All schools/colleges are provided with funding to support pupils with SEN, distributed under three main elements:

1. Schools and colleges receive core funding for their pupil/student cohort, typically around £4,000 per pupil/student per annum, plus additional funding to reflect those who are disadvantaged or have special educational needs; this core funding is intended to enable schools and colleges to provide additional support costing up to £6,000.

2. Where pupils/students require additional support costing over £6,000 per annum, mainstream schools and colleges will receive top-up funding from the local authority's high needs budget. This may run alongside an EHC assessment, but does not have to unless the student is aged 19 to 25.

3. Pupils/students will only be placed in specialist provision (e.g. special schools) if they have complex needs. Special schools receive £10,000 per place funding (£4,000 + £6,000). Specialist colleges receive slightly more per place. The local authority pays the top-up funding.

The term 'SEN support' is not used consistently in colleges to refer to this cohort of pupils and students. For the purpose of this report we refer to pupils and students on SEN support which for colleges will include all students identified or suspected of having SEND but who do not have an EHC plan. A few of these students may be eligible for Higher Rate Funding. These students may be referred to as pupils and students with learning difficulties or disabilities (LDD), vulnerable, or pupils and students with additional needs.

The SEND Code of Practice (paragraph 6.36) states that school teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. The Code also states (paragraph 6.52) that the class or subject teacher should remain responsible for working with the child on a daily basis.

The SEND Code of Practice 2014 (paragraph 7.4) also states that colleges should offer an inclusive approach to learning and teaching, with high quality teaching which is differentiated for individuals. This approach should be embedded in their provision in all subject areas and at all levels, and support the teaching of all students, including those with SEN. The Code also (paragraph 7.13) sets out the duty that where a student has a learning difficulty or disability that calls for special educational provision, the college must use its best endeavours to put appropriate support in place. Young people should be supported to participate in discussions about their aspirations, their needs, and the support that they think will help them best. Support should be aimed at promoting student independence and enabling the young person to make good progress towards employment and/or higher education, independent living, good health and participating in the community.

There is therefore a clear expectation that all teaching staff are teachers of pupils and students with special educational needs and disability and yet some may feel ill-prepared or insufficiently trained to support such pupils and students[3].

There is a need to explore what promising SEN support within the context of the recently reformed approach looks like and how this helps the cohort of children and young people on SEN support to achieve and progress.

---

[3] Drabble, C., Supporting Children with Special Educational Needs and Disabilities, 2017. Bloomsbury CPD Library

This research was commissioned to explore what teaching practices schools and colleges are using with children and young people classified as in need of SEN support in settings identified as having elements of promising practice. This qualitative piece of research was commissioned alongside two other strands of research (undertaken by Coventry University) comprising:

- a rapid evidence review of the literature on effect practice for SEN support pupils and students;
- a survey of school and college teachers' views on SEN support.

Research aims and objectives

The broad aims of the research were to:

1) identify settings (primary, secondary and college) with examples of promising SEND support;
2) describe the practices/strategies employed in those settings so that this information is available for other schools and colleges to consider.

These aims would be achieved through the following means:

- conducting qualitative case study research investigating what primary and secondary schools and post-16 settings are delivering as their SEN support;
- focusing on children and young people classified as requiring SEN support in mainstream settings and not those on an Education, Health and Care Plans (EHCPs);
- documenting features of teaching practice and strategies for SEN support that could be shared;
- providing a range of case study illustrations of teaching practice/strategies by phase of education, theme (e.g. type of strategy) and/or by need (e.g. cognition and learning or condition e.g. autism).

Methodology

A key challenge for the research from the outset was to identify potential case study settings and within the timescale available.

The research comprised three key phases of activity:

1. Scoping to define promising practice and settings where this could be observed;
2. Fieldwork with schools and colleges;
3. Output development.

An advisory group comprising academic experts, stakeholders and the DfE project team, informed all phases of activity.

All qualitative data was audio-recorded and analysed using a Framework approach (2011)[4]. This allows exploration of key themes and differences within and across groups of respondents.

The research followed the Quality Standards for Qualitative Evaluation[5] (in the way the methods were designed, and the conduct of fieldwork, analysis and reporting) and DfE's ethical procedures.

Phase 1: Scoping promising practice

The purpose of this phase was to gather evidence on promising SEN support practice in schools and colleges.

This involved:

- qualitative telephone or face to face interviews with experts in the SEND field (n = 15) including academics, practitioners (mainstream teachers, special school teachers, support staff) and SEN consultants/advisers. Interviewees were asked to identify features of promising SEN support practice and to nominate schools/colleges that were practicing these. Interviews took place by telephone and lasted around 60 minutes, following an agreed semi-structured topic guide;

- exploration of key publically available datasets to assess to what extent effective providers could be identified;

- consulting with key informants at a local level (such as LAs, IASS providers and parent groups) to gain nominations of settings they considered to be offering promising practice;

- desk based review of documentary evidence (such as schools' websites, SEND policies, SEND information reports and Ofsted reports).

Evidence from these four activities was triangulated to draw up a sample of schools and colleges to invite to participate in the fieldwork. This pragmatic

---

[4] Smith, J. and Firth, J. Qualitative data analysis: the framework approach, 2011. *Nurse Researcher*. 18, 2, 52-62. http://dx.doi.org/10.7748/nr2011.01.18.2.52.c8284
[5] http://dera.ioe.ac.uk/21069/2/a-quality-framework-tcm6-38740.pdf

approach was taken as there is no single source of robust evidence on which settings could be selected as having good practice.

Phase 2: Fieldwork with schools and colleges

The purpose of this phase was to record practice in schools and colleges deemed to be promising in supporting students with SEN. A total of 20 mainstream educational establishments were involved in the research (selected from a long list proposed by participants during Phase 1). This included:

- 7 primary schools;
- 7 secondary schools (including 2 with post-16 provision);
- 6 colleges.

The selected sample of schools and colleges was mixed in terms of size, geography, demographics, proportion and make-up of SEND, and included both urban and rural establishments. All had an Ofsted grading of 'good' or 'outstanding'.

Fieldwork across providers involved:

- qualitative consultations with key staff (for example a head teacher, SENCO/Inclusive Learning Manager, class teacher, support staff). These were face to face or telephone interviews lasting 35-65 minutes, following an agreed topic guide;
- naturalistic observation of support provided to the SEN support cohort throughout the school or college;
- collation and review of secondary documentation (such as the setting's Local Offer, SEN Information report, SEND resources and materials).

Participant schools and colleges

See Appendix 1 for individual school and college characteristics.

The 7 primary schools ranged in size from 56 to 984 pupils and five catered for children under 5 years of age. Four were rated Outstanding by Ofsted

The 7 secondary schools ranged in size from 819 to 1255 pupils. Two catered for post-16 students. Two were rated Outstanding by Ofsted.

The 6 colleges ranged in size from small and specialist to very large (set over several campuses) and generalist. One was rated Outstanding by Ofsted.

Phase 3: Output development

The main output required from this research was this research report.

Structure of the report

The remainder of this report is structured as follows:

- Section 2 presents on overview of the findings from the phase 1 scoping activity;

- Section 3 describes assessment processes;

- Section 4 describes planning processes;

- Section 5 details how schools and colleges are 'doing'/ delivering support;

- Section 6 describes reviewing processes;

- Section 7 details the features underpinning delivery of SEND support;

- Section 8 reflects on challenges and issues emerging;

- Section 9 concludes upon the findings from the research, and offers suggestions for further research and action.

2.0 Scoping promising practice - findings

In this section we present the findings from the scoping phase of the research. The aim of the scoping phase was to establish how to identify settings with promising practice in SEN support.

Data analysis

Available data relating to pupils and students on SEN support that were reviewed, to see how far they could support us in identifying promising practice in schools and colleges, included:

- SEN Support LA data 2015/16[6] which covers:

    - percentage of pupils on SEN support;

    - average total points score of pupils with SEN support across all early learning goals:

    - percentage of SEN support pupils meeting the expected standard of phonic decoding;

    - KS2 level 4+ in reading, writing and maths for pupils on SEN support;

    - percentage of 5 A*-Cs for pupils on SEN support;

    - post-16 education destinations;

- 'LG Inform'[7] SEND data reports which cover:

    - local area SEND information;

    - implementation of the (2014) reforms;

    - attainment of pupils with SEN;

    - preparation for adulthood;

    - experience of the system.

Consideration of these data showed that:

- LA-wide data does not allow identification of areas where individual

---

[6] Special educational needs in England: January 2015/16
https://www.gov.uk/government/statistics/special-educational-needs-in-england-january-2015
[7] LG Inform contains published data from each LA. This includes on SEND data
http://lginform.local.gov.uk/reports/view/send-research/local-area-send-report?mod-group=AllSingleTierAndCountyLaInCountry_England&mod-area=E06000028&mod-type=namedComparisonGroup

schools' performance is likely to be particularly good in relation to SEN.

- Effectiveness of SEN support is not consistently defined across data sets and therefore cannot be aggregated or quantified as a means from which to identify promising schools and colleges. Simple academic attainment data aggregated across an entire cohort of pupils and students with SEND does not identify effectiveness of practice. This is because SEN needs are widely different. Even within one SEN 'condition' such as ASC, there may be varying manifestations in terms of impact on communication and interaction for example. A 'good outcome' may mean very different things for one pupil or student with SEND compared to another.

- Schools/colleges may be at different stages of development in terms of their delivery of support for SEND. What is 'additional support' in one school may be 'usual practice' in another. This may mean that school/colleges' SEN support cohorts may be very different.

- It is not possible to attribute differences in the data sources to specific practice in schools or colleges.

Therefore, there is no published, nationally available data source that can be used to identify schools and colleges that are effective with their SEN support cohort[8]. We therefore had to rely on expert recommendation to identify settings with promising practice in delivering SEN support.

Expert Interview findings

From interviews with fifteen experts, seven key features or *ingredients* for SEN support emerged (as opposed to specific *strategies or practices*). These ingredients were all raised by the majority of experts interviewed and were then further validated by both our interviews with school and college staff and the practice they described.

The seven key ingredients

The seven key ingredients identified were described by experts in the following ways:

---

[8] Progress 8 scores were not being routinely generated at the time of the research, and there were concerns about how to do this accurately for pupils with SEND (who may be performing below baseline). At the time of the research there was no published national data on Progress 8 scores which split out students on SEN support by setting.

1. Culture, Leadership and Management

This included:
- strong commitment to SEND as a school/college 'high priority';
- Schools/colleges reflecting all pupils and students positively;
- Heads and senior leaders leading by example;
- The school ethos and vision based around commitment to inclusion;
- Transparent and appropriate resource allocation.

2. High quality teaching (formerly 'Quality First Teaching')

This included:
- Teaching staff who:
  - Are knowledgeable and well-informed about supporting individual needs (i.e. who identify barriers to learning, match needs to appropriate support and effectively monitor and review progress);
  - Are adept at adapting and differentiating whole class teaching to meet individualised needs;
  - Use the graduated approach across the entire SEND cohort, that ensures the 'right' pupils and students are on SEN support (and EHCPs), and receiving appropriately tailored support;
  - Can propose, implement and oversee effective interventions;
  - Take responsibility for all pupils' progress including those with SEND.

3. Use of Expertise

This included:
- Staff across the workforce being knowledgeable about SEND needs in order that capacity is not concentrated amongst a few staff;
- Professional development that is continual, from various sources, and covers theory as well as practice;
- Clear processes (and the appropriate knowledge) for working with specialists, both those within the school/college and those who are external;
- The SENCO/LSM (Learning Support Manager) being used as consultant, to advise and support all staff;
- Support staff who are skilled (in types of need, types of support, pedagogical approaches and partnership working) and are appropriately deployed;

- High quality expertise being readily available and reactive to need.

4. Personalisation

This included:
- Individually tailored packages of high quality support (that address the whole range of a child/young person's needs);
- High expectations for pupils and students in terms of progress, achievements and outcomes;
- Staff developing a thorough understanding of their pupils and their needs;
- Pupils and families as partners.

5. Flexible use of evidence-based strategies

This included:
- Strategies chosen for a specific purpose (linked to outcomes and agreed measures of success);
- Support packages based on barriers to learning being assessed at an individual level;
- Delivery by trained staff - with need, focus, delivery and desired outcomes being specified;
- Strong processes for monitoring progress and impact;
- Minimal withdrawal and disruption to mainstream learning.

6. Use of evidence for tracking progress

This included:
- Data regularly being collected to facilitate the early identification of need;
- Assessments providing a full rounded picture of a specific child's needs;
- Progress being appropriately collated, monitored and used to underpin decisions;
- Clear systems of accountability for progress of pupils and students with SEND;
- Classroom teachers being accountable for the attainment and support of pupils on SEN support;
- Robust systems in place for: using data to identify, assess and review impact/progress; detailing all the strategies being used (from individual to cohort to whole school/college level); and accountability for providing and using these data and strategies.

7. Communication and collaboration

This included:
- All staff (internal and external), other agencies, children and young people, and families sharing information and forming trusted and supportive relationships;
- Everyone who is working with the child or young person focused on the same goal.

Sampling of schools and colleges

The experts were asked to identify schools and colleges that were delivering the features of SEN support they described. This generated a total starting sample of 32 schools and colleges.

The DfE made a cursory assessment of the progress of the SEND cohort in these schools and colleges using DfE internal data. This was done to check whether or not the data broadly supported the recommendation that these were good candidates for the research. This check, along with a documentary review (of Ofsted reports, SEND information reports and other publically available school/colleges documentation) was used to create a sample of 20 schools and colleges. A broad quota plan, using the following factors, also guided selection so that the research could gather evidence from the full range of settings in the scope of the project:

- educational phase (to ensure similar numbers across the primary, secondary and post-16 phases of education);
- geographical location; and
- size of school/college and SEN cohort.

The following four sections of the report describe the practices used in these schools and colleges in terms of each stage of the Assess, Plan, Do and Review cycle.

3.0 Assess: Assessment and Identification

In this section, we outline what schools and colleges are doing to identify and assess pupils and students with SEND.

Schools and colleges are using a range of methods, including:

- transition processes (when pupils and students change setting, such as from Primary to Secondary school, or Secondary school to college);
- staff referral systems;
- involving parents and pupils;
- student self-declaration;
- identification of a medical diagnosis;
- assessing all pupils' skills and levels of attainment (on entry and throughout the year);
- identifying barriers to learning or identifying the SEND;
- considering behaviour and attendance;
- involving specialists;
- categorising whole school SEND according to the four broad categories of need (set out on the Code of Practice pages 97-98).

Examples of each of these methods are provided in turn below.

Transition processes

Schools and colleges are drawing on information about pupils and students from previous providers, often through formalised transition processes.

Transition Processes: Case Study Illustrations
Fir Vale Secondary Academy At Key Stage 3, identification starts before children arrive at school via liaison with feeder schools. The school sends out a proforma that captures key information. This helps to determine the nature of transition processes. For example for children who are already identified as having SEND this might involve: - Spending 3-4 days in school before officially starting; - Working with the school's Learning Mentor and/or Nurture group.
Myerscough College has a Transition Team. Transition Advisers link to schools and colleges to gather information on prospective students. SEND

might be identified as part of the interview process when students report that they had previously had extra support in school or extra time in exams. This would act as a trigger to involve the Transition Team who then try to obtain more information about the support the student may have had in the past and what they night need to help them in college. Any information captured is recorded on the Transition Planning Record.

Referral system

Schools and colleges have a clear referral process in place for staff to raise concerns about a child/young person. This often involves following a documented process or formally logging a concern on the school/college monitoring system, such as CPOMS[9] SIMs or Promonitor.

Referral Systems: Case Study Illustrations
Downside Primary school has a referral system that enables all staff to raise concerns regarding pupil progress or wellbeing. Any child causing concern is discussed at fortnightly meetings held with a member of the Senior Leadership Team
Fir Vale takes direct referrals to the Special Needs Team and the Leader of SEND (a member of staff employed to support the SENCO to assess, manage and advise on SEN). The school also has a Behaviour Watch System that includes mechanisms to log concerns around behaviour, SEN and safeguarding.
Preston College logs concerns through its Promonitor system[10] (an online software programme used for logging student progress, marking and feedback, concerns, safeguarding issues across most colleges). Tutors and students can also contact the Transition team.

---

[9] http://www.cpoms.co.uk - a software application for monitoring child protection, safeguarding and other issues, held centrally.
[10]
https://www.oneadvanced.com/globalassets/resources/advanced_fact_sheet_promonitor_web.pdf

Involving parents and pupils

Staff try to involve parents and pupils at the earliest opportunity, gathering information from them (through formal and informal routes) about their needs and support that has been found to be helpful at home, or at previous settings.

Involving Parents and Pupils
Low Moor Primary employs a Parent Involvement worker to liaise with parents. Many primary and secondary schools have a mechanism for Parent Forums, with some setting up special groups for parents and carers of pupils with SEND. Myerscough College has a formal mechanism for gaining consent from a young person to approach the school/college previously attended or the parents for additional information. Schools and colleges are at different stages of development in terms of how much they actively involve young people in the assessment process, but all said they benefited from someone having a good relationship with the child so their views, preferences and experiences could be fed into the process.

Student self-declaration

Colleges, in particular, used student self-declaration as a means to identify students with SEND. This is being captured as part of the application, interview and/or enrolment process.

Self-declaration: Case Study Illustrations
At Myerscough College students can self-declare a SEN on the online application form. "*We ask the question 'Do you have a learning difficulty, disability or medical condition that would affect your learning?' If they tick yes to that we follow that up whether they have an EHCP or they don't. They might just be anxious and they don't identify as having a learning difficulty but they do have an additional learning need.*" Moving to an online system is considered to have helped with identification. *"In the past when forms were purely paper-based, students were asked to*

> *provide evidence of their learning difficulty or disability. They might not have ticked the box if they didn't feel they could supply evidence"..*
>
> Students are now thought to be more willing to self-identify online and tick the identification box that prompts a further discussion. This is followed up at the interview stage when students are asked to provide evidence from their previous school or consent for the College to request this. Students might identify that they had previously had extra support in school or extra help or time in exams for example. Identification may also occur at the enrolment stage when questioned by staff as to whether students have had help in school before or help with exams as part of access arrangements.

Identification of a medical diagnosis

Schools and colleges are collecting information on whether or not a pupil or student has an existing medical diagnosis such as Autistic Spectrum Condition (ASC), Attention deficit hyperactivity disorder (ADHD), hearing or visual impairment, or diagnosis of a condition such as dyslexia, dyspraxia, language delay/disorder.

Medical diagnosis
As part of a range of strategies for identification, Downside Primary school collects information such as whether or not the child has a health diagnosis by a doctor or paediatrician that can be used to identify SEN.

Assessing all pupils' and students' skills and attainment

Schools and colleges are assessing pupils' ability and attainment:

- on entry (as a means of identification and from which to track progress made); and
- as part of regular reviews of pupil progress.

They are doing this by:

- formative assessment;
- analysing progress and performance data (e.g. phonics skills, key stage 2 and key stage 4 data; CATS scores);
- conducting a series of baseline assessments on entry.

The information on progress is used to identify pupils that: are making less or slower progress than their peers; not matching previous rates of progress; and not making progress in line with other cohorts (such as those allocated Pupil Premium funding).

Assessing skills and abilities
North Ormesby Primary Academy school has a new starter assessment process. The school has high levels of pupil mobility. A large proportion of pupils may enter the school from other areas or leave the school to move to another area within a relatively short period. This is because a number of families are in temporary accommodation and/or asylum seekers and may move on. The school found that children entering the school came with information in a range of different formats based on varying assessment practices. The school wanted to document any progress made by children during their time with them. The school has designed a New Starter Pathway that includes a series of forms and assessments that must be completed within two weeks of a pupil joining the school. The New Starter Form logs assessments for reading, writing and maths that include: • Grammarsaurus - a bought in programme - http://grammarsaurus.co.uk • YARC - The York Assessment of Reading for Comprehension • Head Start reading comprehension - http://www.headstartprimary.com/us/http://www.headstartprimary.com/us/ • A school-developed writing task - "Tell me about you and your family" - that is used to assess the child's writing (and provides insight into the child's home life); • and the national Phonics Screening Check (used at the end of KS1 as well as when new children enter the school). Class teachers carry out the tests. The data is entered onto a central system to enable progress to be tracked. There are also sections on the form for logging any concerns. The process may trigger further assessments for children when a SEN is suspected.
Millfield secondary school uses CATS scores to baseline students' attainment on entry and from which to assess progress on an on-going

basis. At Fir Vale Secondary Academy all students are expected to complete a range of baseline assessments in the first term.

Colleges tended to be using BKSB to measure the attainment of all students joining them. Along with more specialist measures where they had concerns about students' progress.

Identifying barriers to learning or identifying the SEN

Where children or young people are identified as not making expected progress, schools and colleges use a range of further assessment tools to assess for SEN and identify barriers to learning. To do this schools and colleges are:

- using SEN checklists or audits of need - these are often for common conditions (ASC, ADHD, dyslexia) and/or for a broad area of need such as language and communication, or behaviour;
- undertaking more formal assessments - including use of screening tools, standardised tests and diagnostic assessments.

Identifying the barriers to learning and SEN
St James' secondary has checklists to identify a range of needs, including: - attention disorder/ADHD; - dyslexia; - communication and interaction.
Gloucestershire college has A4 booklets of common issues to look for which may suggest a student has an underlying SEND. These are used as checklists for teaching staff and cover ASC, mental health issues, dyslexia and other conditions students may present with. If students have already had their SEND identified they are allocated a Journey Manager who works with the student and teaching staff to assess what impact their SEND has and how best to mitigate it and support their learning.
Low Moor Primary has a range of tools that can be used including: For Cognition and Learning:

- Vernon graded/single word spelling tests, - Vernon's Graded Word Spelling Test is a standardised test designed to assess spelling attainment and progress from age 5 to 18+ years;

- working memory tests;

- ELKLAN blank level questioning - https://elklantraining.worldsecuresystems.com

- dyslexia screener.

For Communication and Interaction:

- Locally developed Local Authority resource available online[11]

For Social, Emotional and Mental Health:

- Boxall profile[12] - https://boxallprofile.org resource for the assessment of children and young people's social, emotional and behavioural development.

- Strengths and Difficulties Questionnaire (SDQ)[13] - a brief behavioural screening questionnaire about 3-16 year olds. It exists in several versions to meet the needs of researchers, clinicians and educationalists.

North Ormesby Primary school has a SEN assessment form that may involve further assessments such as:

- Boxall Profile

- SALT Progression Tool[14]

In La Page Primary class teachers are expected to be able to discuss with the SENCOo whether or not:

- The child has got slow processing;

- Has a memory issue;

- The child has got a learning difficulty;

---

[11] For example Communication baseline assessments, see
https://bso.bradford.gov.uk/userfiles/file/Baseline%20Toolbox%202014%20version%202%20
with%20linksand%20pics%20formatted%20now%20c%20l.pdf
[12] https://boxallprofile.org
[13] http://www.sdqinfo.org/a0.html
[14] https://www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/progression-tools-primary

- There are phonics problems;

- What the child's sentence structure is like.

There is a clear expectation that staff will have taken ownership of assessing from children's work.

The school uses a range of tests:

- Dyslexia profile GL assessment[15] - "*Even if the child hasn't got dyslexia, it will enable us to see whether they have word or phonics problems*"

- Boxall Profile for SEMH assessment

- Ruth Miskin's Read, Write Inc series for Literacy assessment;

- Every Child Counts for maths assessments.

Fir Vale Secondary school has a range of strategies for assessing need including:

- New group Reading Test - NGRT[16]

- Vernon - Vernon's Graded Word Spelling Test is a standardised test designed to assess spelling attainment and progress from age 5 to 18+ years;

- Non-verbal ability tests (IQ tests similar to Cognitive Abilities Tests);

- Working memory tests;

- Tests for dyslexia.

St James' secondary uses a battery of standard tests, which the Deputy Head and SENCO are trained to administer. These include:

- Access reading[17]

- Vernon's spelling[18]

- Lucid exact[19]

---

[15] https://www.gl-assessment.co.uk/products/dyslexia-screener-portfolio-and-guidance/)
[16] https://www.gl-assessment.co.uk/products/new-group-reading-test-ngrt/);
[17] https://www.hoddereducation.co.uk/AccessReadingTest
[18] https://www.hoddereducation.co.uk/Product/9780340913291.aspx
[19] https://www.gl-assessment.co.uk/products/lucid-exact/

- Lucid LASS[20]

- Diagnostic reading analysis[21]

- BPVS[22]

- Auditory processing skills[23]

- DASH[24]

Monitoring behaviour and attendance

Part of assessment involved monitoring behaviour and attendance data to identify patterns in behaviour and attendance that might help to identify barriers to learning. For example, the data might be used to examine whether the child's/young person's pattern of attendance is related to a particular lesson, day of the week, teacher or a home issue. Schools and colleges did this by:

- analysing information recorded on monitoring systems;

- liaising with other departments - including those with responsibility for attendance and behaviour;

- examining data on sanction and rewards points accrued.

Involving specialists

Schools and colleges were clear that they may need to use specialists for more rigorous diagnostic assessment or advice on intervention/support.

Identifying/assessing SEN provision across the four categories of SEND

Schools and colleges are using assessment to identify the full range of a pupils' and students' needs across the four categories of SEND

---

[20] https://www.gl-assessment.co.uk/products/lucid/
[21] https://www.hoddereducation.co.uk/DiagnosticReadingAnalysis
[22] https://www.gl-assessment.co.uk/products/british-picture-vocabulary-scale-bpvs3/
[23] http://www.annarbor.co.uk/index.php?main_page=index&cPath=251_434_92
[24]
http://www.pearsonclinical.co.uk/AlliedHealth/PaediatricAssessments/PerceptualFineMotorDevelopment/DetailedAssessmentofSpeedofHandwriting(DASH)/DetailedAssessmentofSpeedofHandwriting(DASH).aspx

(Communication and interaction, Cognition and learning, Social, emotional and mental health difficulties, and Sensory and/or physical needs). This is in recognition of the fact that a pupil or student may have a wide range of needs to be provided for. Some schools and colleges are also identifying and categorising children and young people according to primary need. This is in order to determine whether there is need for action to be taken in a specific area of need affecting the whole setting for example communication and interaction.

Identification by category of need
North Ormesby Primary Academy has drawn on data from the LA suggesting that 90% of children in the area are not 'nursery ready' in terms of their language development. The school identified communication and interaction as a core area of need across the school.

Responsibility

Across the settings responsibility for identifying, assessing and screening for SEND varied. Some schools (particularly primary schools) gave greater responsibility to class teachers to identify and assess the SEN. In other cases, this was the remit of the SENCO or SEN team. Who was responsible for assessment was affected by the skills/experience levels of class and subject teachers, SENCO; nature of the SEN, and by the size of school or college. What was clear was that identification and assessment was not the responsibility of an allocated specialist or the SENCO. Class and subject teachers were expected to take responsibility for identifying and assessing for SEN albeit it at a range of different levels.

Information from assessment is then used to help plan action. This is considered in the following section.

4.0 Plan: Developing personal packages of SEN support

In this section we describe how schools and colleges are translating the findings from assessment into strategies for support.

This includes:

- mechanisms for agreeing and recording support;
- methods of communication.

Agreeing and recording support

The Code of Practice suggests that settings should record a pupil's needs and outcomes sought as well as the support and intervention provided to address those needs and achieve outcomes.

Schools and colleges are using a range of methods to determine what support, adjustments and interventions are to be used - such as:

- scheduling regular planning meetings (involving class or subject teachers and support staff);
- consulting the SENCO and/or specially trained SEN Support staff;
- asking pupils and students and/or their parents;
- using school/college documentation developed by the school or college outlining the SEND provision available and for different types of condition;
- drawing on information from publically available sources.

Schools and colleges are adopting a range of approaches to set out the support and adaptations to be provided.

Individual plans/profiles

Schools and colleges are documenting their plans for SEN support in different ways and using different terminology. Examples include 'one page profiles', 'pupil passports', 'pupil profiles', 'individual education plans' and 'my support plans.' These may take various formats and are varying in scope but all are used to record the type of support to be provided.

Provision maps

Schools and colleges are producing provision maps that again vary in scope and format but are generally used to record adaptations and interventions that may help a range of pupils and students with different types of need.

Individualised provision mapping

Many schools and colleges are using information from a plan to further set out how support is provided in different circumstances, how it should be implemented and what its purpose is.

Documenting Support
Downside Primary: One Page profile A One Page Profile is a short summary about a person. It aims to capture key information on ONE page to give staff a basic understanding of the person and how best to support them. It is typically written in the first person and developed by, and in conjunction with, the child. It is often not a full log of how to support the child but a means of providing basic information.

What people like and admire about me...

- I want to learn and do well.
- I am hard working and like to get on with my work.
- I am kind and caring towards other children in my class.
- I am a popular member of my class.

Photo

What makes me happy

- I like playing stuck in the mud and space games.
- I like to visit London.
- I like to go to the Fun-Fair.
- I like playing in the park.
- I like eating cereal especially Cheerios.

How I want to be supported...

- I like it when I work with other children in my class.
- I like work to be repeated because it helps me remember it better.
- I need to be given clear instructions and shown what to do from adults because it helps me understand what to do.
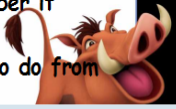
Secondary Pupil profile

THE
SWEYNE PARK
SCHOOL

PUPIL PROFILE

Name: John	Tutor group: 8ABc
Summary of Need: PSI: VI	Date of Issue: September 2016

Area of Need:

- John was diagnosed at birth with bilateral congenital cataracts as well as nystagmus. He has low vision and is registered as severely sight impaired. He was implanted with intraocular lenses in 2010.

Visual needs:

- John's vision is so poor that for an object that someone would normally see thirty-eight metres away, John would need to be six metres away.
- John has particular difficulty with distance vision.
- John's 3D vision and perception of depth and distance are affected by his condition. He may think things are further or closer than they actually are, steps may not appear clearly or might seem more or less high than they actually are.
- John has difficulty seeing the whiteboard.
- He relies heavily on hearing because of his visual impairment.
- John has good attention and concentration skills, and is academically strong.
- He is happy and confident, as long as his visual needs are met.
- John should not take part in any contact sort or activity that could cause shock to his eyes.

Strategies for support:

- A clear visual field and a working environment free from cutter.
- Additional time and modified large print in exams.

- Print reading materials to at least font size 18 or 24. Please note that enlarging from A3 to A4 does not provide the appropriate level of magnification. **Please print computer resources in the enlarged font, or liaise with LD in advance of requiring them so that we can provide support to do so. Enlarged copies of textbooks are available: please liaise with Aon in order to source them.**
- Please allow John to go up to the electronic whiteboard should he need to.
- When writing on the whiteboard, use a thick black line so that it is easily visible.
- **John should sit at the front of the classroom, facing the board.**
- **John should be allowed to leave lessons five minutes early for safety reasons.**

John's keyworker is **Mrs A Other**.

Downside Primary SEN Provision Map – Record of Interventions and Support

Name of pupil	One Page Profile	Support Plan	Area of SEN Need	Cognition & learning		Social communication				Speech & language				
				ERR	Core Num	Lego Therapy	Art/cook therapy	Lunch Club	Attention	Therapy 8 week Block With Sp LTh	Monthly Reviews With SPLTh	Termly Reviews With SP LTh/ SEN Lead TA	SEN TA Lead Monitor progress in class/ Interventions	Language Group 8 weeks
Child A														
B														
C				X	X							X		
D														
E													X	
F	X	X		X	X		X		X				X	
G														
H														
I														
J	X	X		X	X						X			
K	X											X		
L	X													
M	X													
N	X													

Myerscough college uses a STEAM plan. This is a session plan completed at the start of each support session by an Inclusive Learning staff member in liaison with the tutor to facilitate team working. STEAM stands for:

S - ession outcomes

T - utor requests (adaptations and role of support staff)

E - ngagement of pupils (how to)

A - ssess understanding

M - aths and English (how to support core skills)

Communicating and sharing information

Schools and colleges are using different methods to ensure that all those who work with a child or young person are aware of the child/young person's needs and the teaching strategies, adaptations and support that is required. Methods for cascading information about the support to be used include:

- email - regular emails setting out how a pupil or student is to be supported;

- formal meetings - to discuss and agree support;

- class list or registers - that summarise the needs of pupils and students in a class and outline where further information on support strategies and intervention to be used can be found;

- school/college information management system;
- pupil or student profiles - which the pupil or student holds and takes to each lesson.

Methods of Communication
North Ormesby Primary Academy has bought in a software system - Provision Map Writer[25] to audit, map and track its SEND provision.-
At Honywood Secondary an email from the SEN team is sent to all staff who teach a pupil or student on SEN support. The email sets out a list of the strategies that staff should be using to support the individuals on SEN support in their classes. The email also includes a link to the staff intranet. The staff intranet holds individual pupil passports, along with further details of interventions carried out and background information on the types of needs they address.
Fir Vale Secondary school has a shared drive with an SEN folder on it that is used as means to tell staff what to do with a student with a particular type of need. The school uses its management information system - SIMS[26] to house an online register that has a folder in it that includes everything all staff need to know about SEND. "*They just click on it and print it out*." The school also uses: - photographs - to put a face to the child. "*Every child with SEND on the SIMS register has an annotated photo on there. All staff are encouraged to have this photograph in front of them when they plan their lesson. It acts to remind them of the person they are thinking about and need to plan for.*" It is considered to help foster personalisation in planning.   - emails - The school employs a well-qualified Leader of SEND who sends out regular emails to staff all about the student. The emails set out classroom strategies to use.   - Posters and other visual information throughout the school e.g. on dyscalculia.
Gloucestershire college keeps all pupils' one page profiles on its information system - ProMonitor. The Learning Support team summarise the plans to

---

[25] https://www.bluehills.co.uk/products/pmw.htm?gclid=CKaJueXX-9ICFcluGwodTzYPwA

[26] http://www.capita-sims.co.uk

set out what in-class support should look like for each pupil or student. This information is sent to each of the tutors.

All teaching staff are sent a sheet of photos of the students in their class. A pink dot is added to photos of any students who have support needs. By clicking on this dot staff are instantly linked to more detailed information on the pupil or student.

The types of strategies schools and colleges are using with their SEN support cohort are detailed in the next section.

5.0 Do: Teaching and learning strategies for pupils and students on SEN support

This section focuses on what schools/colleges are doing to provide for children and young people classified as requiring SEN support.

Schools and colleges are providing a wide range of provision for children and young people on SEN support. They are routinely offering provision across the four areas of need and for key conditions such as autism, dyslexia and ADHD.

In this section we provide examples of provision and resources used to personalise support for children and young people:

- to help them take part in class;
- out of class via additional provision or interventions;
- across the whole school.

In-class support to help pupils and students take part

Schools and colleges are fostering high quality teaching (HQT) as advocated in the Code of Practice. They are also using a wide range of strategies to remove the barriers to learning identified as part of assessment and/or apply the strategies known to help identified SEN conditions (i.e. as documented on provision maps during planning etc.).

Strategies and resources being used to help children and young people with SEN take part in the classroom are essentially about personalisation. In schools and colleges it was achieved through:

- adaptation;
- differentiation; and
- additional techniques and resources.

Each of these are discussed below.

Adaptation

Adaptation included providing physical adaptations, supportive/adaptive tools and software, as well as provision of quiet spaces.

Physical adaptations

Adaptations have been made to premises and classrooms by installing equipment that facilitates access. This includes installing ramps (for access for those with mobility and or sensory impairment), induction loops (for use by pupils and students with hearing impairment), acoustic panelling (to reduce reverberation and noise interference), disability toilets, and hoists (again for those with physical and sensory needs).

Teachers are also considering their classroom environment. Some are adapting it to make it a more inclusive and immersive learning environment for all. Others are considering features of layout and where best to seat pupils and students to take account of their need.

Adaptation
At North Ormesby Primary academy the key focus has been on creating immersive learning environments that meet the needs of all pupils. The school: 'converts' its classrooms for example to reflect a theme or topic. Examples have included making the classroom into the seaside by putting a boat in it and making a lighthouse; and providing chairs with pedals on – with the children challenged to pedal the distance from Lands' End to John O'Groats.   - provides beanbags and balls for children to sit on.   - empowered children to design their own classroom.   - provides dark sensory tents.   *"We give every child the option to learn where they want and use what they want."* Considerations for seating include: - Make sure the child can hear instructions clearly, without interference.   - If hearing is better in one ear than the other sit them with that ear towards the teacher.   - Ensure children can see your face – even when you move position.   - Check children have a clear view of the board, worksheets and visual aids.   - Ensure lighting is adequate and minimize glare and reflections.

- Minimise distractions (from other children, outside, or anything else in the classroom).

Sweyne Park Secondary school has a Year 8 student who has been sight impaired from birth. Teachers are advised to ensure:

- There is a clear visual field and work environment free from clutter.

- Printed materials are in font size 24 or above - support can be provided for staff to do this and they have details of how to order correctly sized textbooks.

- Additional time is given to complete work (and in exams).

- The pupil or student has to sit at the front of the class, directly facing the board.

- teachers use the thick black line when writing on the whiteboard. The pupil or student is allowed to come up to the whiteboard if needed.

Supportive/adaptive tools and software

Supportive aids are being provided such as writing slopes, pen grips, writing frames and other equipment. Assistive aids such as counting frames and number boards are also available in the classroom for pupils and students to access as required.

Assistive technology is also available for pupils and students to use. Programmes are used for a range of functions - for example to read out or transcribe spoken text, allow resources to be differently formatted (for example in larger text, or with a different coloured background), and to support organisational skills.

Tools and software

Myerscough College uses technology to enable students to access learning in the classroom independently as much as possible. This includes:

- encouraging students to take notes for example by using an IPad and 'audio note' - that records the sessions - with the permission of the tutor. Every time a student makes a note, the student can go back to that point on the audio. For example, if the tutor is talking about aquatic fish, the students writes the word aquatic fish and the software notes where the student can go back to on the IPad to hear what the tutor said about aquatic fish.

- The College has MYAPPS - MC Apps. The Apps have been selected from free open source software (http://www.eduapps.org). The

College tries to use the applications that staff are confident in using and to foster students to be confident is using those too.

Other Applications used include:

- Xmind[27] - free mind-mapping software
- D speech[28] - text to speech software
- Comic strip[29] - tells a story through pictures e.g. if asked to write about how to hedge lay then the student can take pictures to illustrate this rather than writing.

"If the student can manage taking notes with an ipad and audio notes then why would we put in a member of staff to take handwritten notes? But if the student needs somebody there to take notes for them we would do that and then email the student the notes that have been taken in the class."

Gloucestershire College provides all students with SEND with a USB stick that contains lots of examples of programmes and software that may help support them. The student gets to try them all out and then routinely use the ones that work best for them.

The most commonly used ones are:

- Read, write gold[30] – which 'reads out' text
- Dragon dictation[31] - a dictation and voice recognition tool

Priestnall Secondary school provides e-readers for students. These look like a pen but read out text with a human-like voice. They can be used with headphones, so it looks like the pupil or student may be listening to any audio device (such as an iPod) but they are, in fact, discreetly getting support to read.

The Exam Reader has been approved by The Joint Council for Qualifications (JCQ) for use in exams, meaning students with reading difficulties can take exams independently.

---

[27] http://www.xmind.net
[28] https://dspeech.en.softonic.com
[29] http://www.educatorstechnology.com/2013/11/7-great-ipad-apps-for-creating-comic.html
[30] http://www.enablingtechnology.com/texthelp-read-and-write-gold-115----1-year-subscription-208-p.asp
[31] http://www.dragonmobileapps.com

Quiet Spaces

Providers are creating spaces where pupils and students can go if they need to be away from the whole class. This may be as part of pre-planned strategies for managing behaviour, to aid concentration and learning, or to receive individualised support.

These 'spaces' might be specifically designed 'pods' or use of the library, or another designated place.

Quiet Places
Gloucestershire college has brought 'learning pods' into its college learning centre. This is to meet the needs of many of their students who have ASC and/or anxiety issues. The pods allow students to work independently but also to have a quiet, comfortable place to be able to go to if needed. Due to the success of these pods in the learning centre, the college also installed some in other parts of the campus. This was to maximize access and reduce the need to travel long distances if the pupil or student is "having a meltdown". The college has dedicated Autism quiet spaces for those feeling anxious or frustrated. "*If you're having a meltdown you don't want to have to get across three campuses and then make your way through a busy college to the learning zone. So we've put pods in accessible sites in each campus.*" https://vimeo.com/183004356

Differentiation

Differentiation included varying:

- content – by changing font size, providing coloured overlays or work on different coloured backgrounds; by reducing the length and reading level of text (including covering curriculum content from a different key stage), and use of a multi-sensory approach, such as adding pictures for example;
- pace and model of delivery – by presenting information (spoken and written) in a way all pupils and students can follow, by using appropriate vocabulary, slowing down, splitting information into chunks, repeating and rephrasing, making tasks and instructions clear and easy to follow, providing examples of what is expected, scaffolding learning, demonstrating and modelling, and allowing pupils and students time to think and to respond;
- learning objectives – whereby different pupils and students are given different objectives and/or targets, still within the overall class objectives but relevant to their level of learning;
- grouping - either by mixed ability or by streaming;
- opportunities to evidence learning via a wide range of methods – this means pupils and students are afforded a range of ways in which to complete a task, such as by writing a story, producing a video, or creating a presentation.

Differentiation
Myerscough college is supporting a 17 year old on a Level 3 Sport and fitness course. The pupil or student has been assessed as having interaction and cognition needs that are leading to social and emotional issues. The support they have in place includes the following: • All handouts are printed on yellow paper (and a yellow overlay has been provided).   • All assignments are marked using the Dyslexia Marking Guidelines   • Tutors repeat verbal instructions and write them down in a 'to-do' style list where appropriate.   • 1:1 support is provided in all theory lessons for note taking, reading and scribing.   • The pupil or student has been provided with an iPad for use in lessons and out of class to support with academic work. A range of Apps have been downloaded onto the IPad to assist and promote

- Extra time is allowed in lessons for completing reading and writing tasks.

- Tutors are encouraged to consider alternative assessments to allow the pupil or student to better demonstrate knowledge.

- Tutors highlight key words so the pupil or student is aware of their meaning and how to spell them correctly.

- Feedback is "constructive and positive" and does not focus on spelling and grammatical errors.

- Positive praise is given wherever possible in relation to assignment work.

- Staff are asked to be discreet when reading for the young person during lessons so as not to adversely draw attention.

Low Moor Primary school is trialling the use of 'differentiated starting points'. Children are allocated to different starting point groups and then the teacher inputs to each group. This is considered to work particularly well on any closed question based subject such as Maths. For example, there may be ten questions for pupils to complete on the same theme but that gradually increase in difficulty. A typical lesson would be include simpler 'normal level' questions (1-3), challenge questions (4-6) and super challenge questions (7-10).

At St Mary's Primary school the same learning objectives are used across the whole class, but learning targets are differentiated for individual pupils. Teachers have a framework of objectives to guide and pitch the learning. The framework is considered particularly helpful for teachers who haven't had to differentiate so significantly in the past. The selection of appropriate objectives is based on individual assessment and used to track pupil progress.

For example a pupil or student with moderate learning difficulty (MLD) in Year 6 has targets differentiated in the following way. Targets are based on the teacher's knowledge of the pupil or student's needs and abilities and developed in partnership with the child.

Examples:

The whole class learning objective for Maths is to:

- Read and write numbers (up to 7 digits) understanding what each digit represents

The individual pupil or student's targets are to:

- Say what each digit represents

- Make up 3 digit numbers using place value cards

The whole class learning objective for English is to:

- Understand how and when to use adjectives

The individual pupil or student's targets are to:

- Use finger spacing

- Write in the first person.

St James' Secondary school uses post-it notes. The post-it notes are used:

- as prompts (such as how to structure an essay);

- to provide extra explanation (including the key grammatical features to focus on, or spelling of certain words); and

- to help pupils to start off tasks (such as providing the opening line for a story).

Staff do not write these instructions directly into pupils' books. This is because they found that students (especially those with ASC) did not like it. The post-it notes are instead left on the desk for the pupil or student to follow.

The same school also uses 'Blank questions' (that are set at levels of increasing difficulty). This approach is used when setting work, assignments and exams for pupils, based on their expected performance level. For example:

Level 1

Information is supplied directly in front of the student or has only just been removed. These questions tend to be factual and involve naming or a request for information. The focus is on the whole object. Responses are short – one word or non-verbal. For example:

- point to the money

- can you find one like this (indicate item)?

- what did you hear/touch/see?

- what's this …?

- can you show me…?

- Pick up the ……. e.g. hydrochloric acid.

Level 2

Information is supplied but isn't directly apparent. The student has to select what to attend to – e.g. size, colour, function, differences, who, what, where questions with picture or information. For example:

- find an object by attribution…Show me something that is a solid.

- Find by function – find something to underline with

- who/what/where questions – with pictures and information given

- Complete a sentence – 'When Lennie grabs the red dress he is...'

- Category – 'what else can you find to cut this piece of wood'

- State things that go together …

- Identifying or explaining differences – 'how is a square different from a triangle?'

Level 3

Language doesn't relate directly to what students see/hear, but instead the student must think and reorder the information given. It may require the student to remember information and use it. For example:

- Sequencing of pictures or information – Put these dates in chronological order

- Follow a set of directions - pour the acid in the test tube and then stir

- Plan and give directions - tell me how to…

- Find another example of something but with extra conditions – 'Tell me another animal that is a predator but flies…'

- Tell a story or retell an event
- Assume the role of another person …
- State how a character might feel
- Summarise the picture sequence in one sentence
- Predication
- Defining words or concepts

- Similarities - vinegar and lime juice are alike because …

Level 4

Requires reasoning beyond what is said, heard or seen. The student has to draw on past experiences, make parallels and examine causes and effects, as well as justify decisions. Examples include:

- Justify a predication - Why will the water evaporate?

- Justify a decision - 'Why did. …or did not' -

- Identify the cause of an event - Why did Mary and Joseph leave Bethlehem in a hurry?

- Solve a problem - what could?
- Solve a problem from someone else's point of view – What could
- Make an inference from an observation - How can we tell …?
- Explain why something cannot be done
- Select the means to a goal - How will you get better at addition?
- Explain the logic of compound words - Why is called a ?

Downside primary has guidance for teachers which states:

- Plan the structure of the day in order to give individual and group help as appropriate.
- Where possible use visual supports.
- Match child and task very carefully.
- Have additional extension material available for fast workers.
- Build success into task to give confidence and reduce any risk of failure.
- Introduce new skills in small stages.
- Proceed in steps from the 'known'.
- Use practical demonstration where possible.
- Ensure generalisation of skill to other tasks where appropriate.
- Make sure attention has been gained before trying to teach a new skill.
- Keep careful records to ensure continuity and progression.
- Set realistic time targets for completing work.
- Praise and reward often – make rewards relevant to the child.
- Provide feedback immediately and in a positive way.
- Evaluate and review the work set and the achievement made.
- Accommodate different learning styles.

Additional techniques and resources

Schools and colleges are using varying techniques and resources to help children to: understand routines; cope (e.g. with anxiety, or to self-soothe at times of stress); as part of pre-established plans for managing behaviour and to aid communication. This includes using:

- Visual aids for routine to help children (e.g. those with ASC) to structure their day. This includes producing visual timetables, and planning tools for example to help children know what is coming next;
- strategies to record emotions or express feelings – such as a feelings book or emoticons;
- Time out cards – that pupils and students can use to excuse themselves from the class, signal that they need a break - either to a designated safe space provided within the classroom or designated 'chill out'/quiet space within the school/college.
- Fiddle (or fidget) toys - often small and sensory based toys that are purchased (e.g. tangles, squashy ball) or homemade (e.g. balloon filled with sand, elastic band).
- 'Settle' bottles – a drink bottle filled with water and glitter, that is shaken and pupils and students watch as the glitter settles. This encourages them to be calm, focused and ready to learn.

Techniques and resources
North Ormesby Primary has visual timetables in every classroom. Use is made of pictures or symbols to break down steps of a task or daily routine. *"Visual timetables are in every classroom. We know it works for some children so let's put it in all of the classrooms. It is a bit like using a diary, following a recipe or making a list but using pictures instead of words. Visual timetables are mainly what we have downloaded off websites like 'Teacher's Pet' or 'Twinkle'. They are adaptable so you can change and modify them yourself. "*

Downside Primary school uses "now" and "next" cards for children with communication or behaviour difficulties as a means of helping them to understand what the current task is and when that changes, as a means to forewarn them of what will happen next.
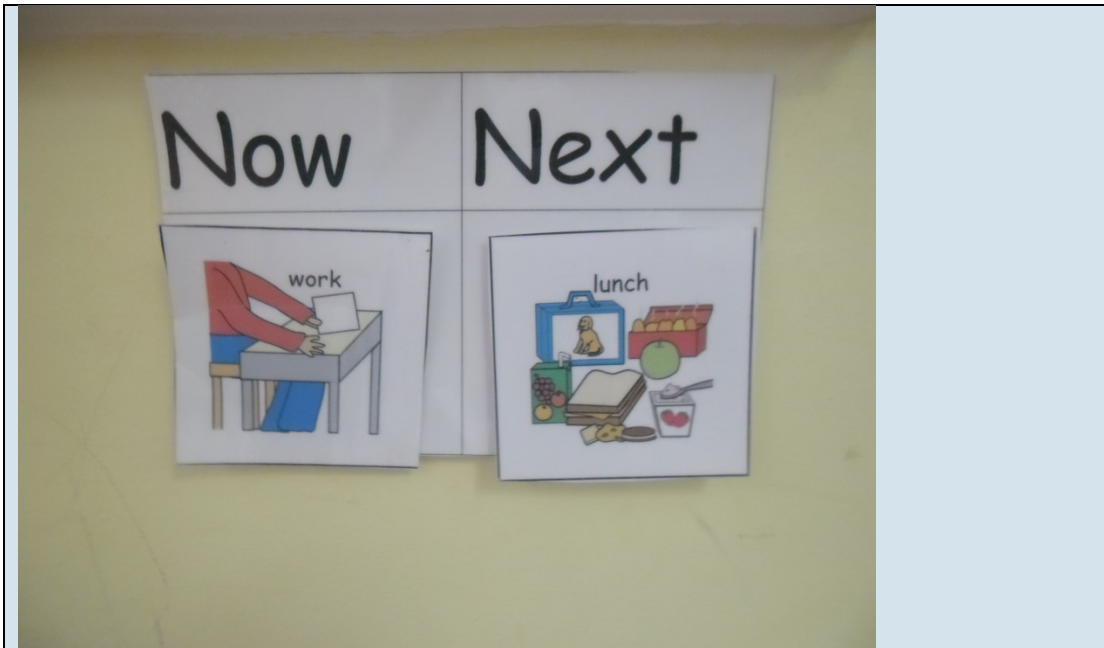
St James' secondary school uses time out cards as a way for a pupil or student to show that they need to take a break or leave the learning space. This may be due to anxiety issues, sensory overload or as part of a system for behaviour management.

Rather than having to explain to the staff what is going on and how they feel, or losing control of their behaviour, pupils simply show the Time Out card and are allowed to leave the class.

The school has a number of students who use Time Out cards, many of whom have ASC or mental health issues that can cause them to become anxious or frustrated in class.

When a student leaves the class s/he is expected to find a member of the pastoral support team or SEN team (in their respective areas of the school).

The member of staff they report to will allow the student time to "gather themselves" and then speak about what caused the issue, how they feel and what would help them next time.

Ideally, the aim is to get the pupil or student to reflect on the situation and return to class when they feel better and/or have calmed down. This will be followed up (immediately or at a later date) with a discussion about how similar situations can be prevented in future.

If the pupil or student cannot go back into the class, then their work is brought out for them to complete in a different place.

All uses of the Time Out card are logged and monitored. This means that patterns of use can be identified: Do they regularly come out of maths on a Monday? If so, is there a problem with maths? The teaching environment? The teacher? Their peers in that lesson? Mondays?

The data is used to have informed discussions with the pupil or student, and potentially their family, to see how issues can be addressed, or as part of improving teacher performance.

St James' Secondary school provides a feelings book to pupils who have SEMH and communication issues. Feeling books are seen as a good strategy to use with students who have anxiety. The book is introduced to the pupil or student by the SENCO (with whom they have a trusting relationship). The pupil or student can and should write whatever they want in it. It is their private space. They should use it to express and process their feelings.

A parent reported concerns over the language being used in her daughter's feelings book. The SENCO pointed out that it is her private space and probably better that it comes out there than when the child is in class or through disruptive behaviour.

Priestnall Secondary school uses 'Chateez' for students to express how they are feeling. Chateez are similar to emoticons and emojis that young people are using on social media and are therefore well liked by secondary school aged pupils.

In adapting and differentiating provision for different types of SEND, schools and colleges are drawing on summary guidance on what helps for whom developed by:

- Charities;
- the local authority;
- the school/college.

The staff we spoke to told us that this type of support benefits all pupils and students, not just those with identified SEND and that good practice for SEND is often good practice for all.

Out of class via additional provision/interventions

Schools and colleges are also providing additional or different support for children and young people with SEN out of class. This is in the form of:

- additional input to reinforce work covered in lessons;

- discrete (in house or brought in[32]) interventions to address areas of need associated with their SEN.

Schools and colleges are clear that withdrawal of children and young people is for a well-defined purpose and to provide additional or different input to that provided in class. In other words, it was not a means of compensating for a lack of high quality teaching or a lack of teacher responsibility for those with SEND in their classes.

Additional input

Additional input included:

- pre-teaching, where vocabulary, topics and concepts are introduced to pupils and students before being covered in class;
- catch up activities whereby additional time is spent making sure pupils and students have mastered what has been covered in lessons;
- transferable study skills sessions where pupils and students are supported to develop skills to help them independently access learning and complete tasks set. This might include: how to write an essay; understanding what a question is asking; and exam revision, as well as, time management and organisational skills.

Additional input
La Page primary school develops bespoke interventions to address identified areas of need. Children receive personalised additional input on the same day, individually, or in groups, in the classroom, in an open plan communal workspace or a separate quiet area. A TA may lead the input, or the TA might manage the whole class afternoon activity while the teacher works with the child/children on the element of learning that they struggled with earlier.
Woodfield Primary school employs a system of same day interventions to ensure all pupils have mastered the topics covered. This is recorded on

---

[32] We deliberately use the phrase 'brought in' to describe a set of programmes which schools and colleges are using. These include those for which there is an explicit cost (either for training, licensing, resources, support) and those for which there is not

yellow paper in the children's books so it can clearly be seen what steps have been taken to help the child catch up.

"*If a child hasn't got something… we will pull them aside during the lesson or break time. So, for example, if we are rounding to 10 and the child has struggled, then the class teacher may work with that child more while the TA takes the rest of the class. The approach relies on good TAs and ensures that children who most need help get it from a teacher.*"

Myerscough college has a staffed study centre that operates 5 days a week (9am -5pm) with extended opening hours (5pm-7pm) one day a week. Specialist support tutors (SST) with qualifications in teaching or SEND work in the centre. Students with SEND can drop in at any point during opening hours for additional study skills support and extra tuition. The centre is also used as a space for groups of students to receive catch up support with a SST or their Inclusive Pupil or student Mentor (TA) for example for further support and guidance on areas covered in the day's lesson.

Separate (brought in) interventions

Due to the purpose of these interventions being to meet specified needs, they are best categorised according to the four categories of need set out in the Code of Practice.

Communication and Interaction

Schools and colleges are using a range of programmes and strategies to provide additional support to boost communication and interaction. These include:

- social skills – where small groups of pupils and students have opportunities to try out and see social skills being modelled;
- Lego therapy – a programme based on the highly structured, systematic and predictable nature of LEGO, appealing to children with social and communication difficulties and ASC;
- communication, speech and language skills activities – to develop skills in turn-taking, holding conversations, speaking;
- autism programmes – such as Fiona Spiers' PHSE programme that suggests resources and ways of working with children and young people with autism;
- All Aboard – that uses play and activities to improve confidence, communication and social interaction skills;

- Elklan – training for staff and parents on supporting learners with speech, language and communication issues;
- Time to talk - a programme to develop oral and social interaction skills for reception and Key Stage One pupils;
- Socially Speaking - a pragmatic social skills programme for pupils with mild to moderate learning disabilities;
- bespoke input devised with the support of a specialist (e.g. teacher of the deaf, speech and language therapist).

Communication and interaction
St James' Secondary uses LEGO therapy to help pupils with autism spectrum disorders and related social communication difficulties. A TA runs the intervention with groups of 3 children at a time • Children are assigned to one of three roles within the group - Supplier, Builder, or Engineer. • The team works together to assemble an agreed structure. The emphasis is on developing verbal and non-verbal communication, joint attention and task focus, collaborative problem-solving, sharing and turn-taking. • They switch roles and then assemble another structure. • The group meets weekly for around an hour, while other pupils are reading in the library.
High Tunstall secondary school uses friendship groups for pupils who need extra support in turn-taking and social interaction, including those with ASC. Groups of 4 to 8 pupils of different ages undertake a structured programme, led by a trained TA to: • reflect on and discuss how to make friends, hold conversations and regulate emotions; • practice these skills (for example watching or reading something together and then discussing it or carrying out a group activity such as cooking); and • assess and address their personal strengths and weaknesses.

Cognition and Learning

These interventions were focused on either literacy or maths skills.

These included sessions of additional and/or intensive input on:

- Handwriting – often in addition to motor skills input;
- Spelling – using a mixture of self-made approaches and flash cards;
- Reading – including group reading, reading to an adult, paired reading (with a different aged peer), and reading to a therapy dog;
- Phonics and phonological awareness.

Literacy intervention
Honywood secondary school runs a Handwriting club. The school realised it wasn't necessarily a club that SEN support pupils would want voluntarily choose to attend, so they took steps to make it appealing in order to better engage the targeted pupils. Suitable pupils were identified by personal tutors and the SEN team. Each pupil or student was sent a *personal invitation* to a *taster session* and given chance to discuss it with their tutor. This taster session was made fun and the benefits of attending were highlighted. Students are given the option to complete the work being covered in the Club independently, with the chance to *'drop in' to sessions* if they need extra support. Those who chose to take part ('100% of those invited, after a little persuasion!') set up *agreements with teaching staff* about their commitment and the *outcomes* they wanted to achieve.

Schools and colleges are also using a comprehensive selection of brought in programmes:

- Read Write Inc. programme including 'Reading Recovery' that offers four programmes for different age ranges providing an approach to teaching children to read and write;
- Lifeboat which is a highly-structured, multi-sensory teaching resource for a wide range of literacy teaching;
- Toe by toe programme that supports pupils who have difficulty in decoding (reading unfamiliar words confidently and accurately) or reading fluently (reading without pausing or hesitating when confronted

by an unfamiliar word);

- Nessy Reading & Spelling which is a web-based, reading programme for students 5-12 years of age who have reading differences such as dyslexia;
- Accelerated reader, a personalised reading practice programme;
- Lexia, a programme which supports pupils to work independently to develop fundamental reading skills in a structured, sequential manner
- Reading recovery, including a mixture of /also known as 20:20 reading, FFT Wave 3, Every child a reader, which are highly intensive reading and writing programmes based on similar principles for learners who are unable to access other literacy programmes
- Precision teaching which aims to embed strategies for generalising literacy and numeracy learning into the classroom;
- Early reading research which is a highly structured intervention which teaches phonological skills, phonic skills, sight vocabulary, reading and spelling;
- Reading inference training for pupils in KS2 and KS3 who decode adequately but fail to get full meaning and enjoyment from their reading;
- PrimEd teaching reading which is a range of products addressing reading and comprehension skills, with resources for support staff;
- Speech mark, a range of resources to support development of a wide range of cognitive skills;
- Cloze, a structured resources to develop reading strategies;
- Language for thinking to teach and develop children's language from the abstract to the concrete;
- SNIP aimed at increasing reading and spelling using the primary high frequency words;
- Spelling made easy/Violet brand spelling enabling children to learn and develop the fundamental skills needed to spell;
- IDL for dyslexia which is a specialist literacy computer programme, using a structured multi-sensory approach designed for learners with dyslexic difficulties;
- Write from the start/Teoredescu designed to guide a child through the stages of perceptual and fine-motor development to lay the foundations for flowing, accurate handwriting;
- Catch Up Literacy a set of structured one to one literacy-based interventions;
- Inference training for reading comprehension;
- Talk for Writing, designed to enable children to imitate the language they need for a particular topic orally before reading and analysing it

and then writing their own version.

Literacy intervention
High Tunstall College of Science provide additional support for year 7 students identified with the lowest performance scores (below Level 4) in English and Maths. Strategies they use include: • further development of quality first teaching and classroom resources tailored to the individual needs of these students. • a whole college approach to Faculty Written Feedback Standards and student response to feedback. • use of the Lexia programme to enhance literacy skills. • small groups working in the Independent Learning Hub with specialist HLTAs. • the introduction of 'Maths Mondays' during tutor time. • the introduction of silent reading twice per week during tutor time. • Peer mentoring, during lunch and after college.
Millfield secondary uses the IDL programme which: • Is a specialist literacy computer programme, designed for dyslexic difficulties. • Uses a multisensory approach involving sight, hearing, touch and voice. • Provides structured, sequential, cumulative learning • Integrates repetition and overlearning opportunities • Guides students through a series of graded typed lessons based on a story format interspersed with comprehension, grammar and spelling rules exercises. • Teaches students to work independently and to review and check their work. Tutors support and encourage students to work through the lessons at a comfortable rate to suit their own level, with the programme and pupils' progress overseen by the Subject Lead for English.
St James' secondary tests all pupils' literacy in September each year. Those identified as being significantly below expected performance for their age are engaged on a range of interventions over a 12-14 week period. These include: • SNIP for spelling; • Comprehension strategies training, with linked reading material in class; • Finding meaning sessions based on Inference training from Leicester city council; and • Language for thinking groups which address pre-reading abilities, for those with the most severe literacy difficulties.

> School data shows that pupils on this programme improve by an average of 12 months' in age-related literacy skills.

Maths Interventions

These included sessions of additional and/or intensive input in numeracy as well as catch up programmes. A selection of brought in programmes were also used:

- Every child counts – a range of maths based interventions including:
  - Numbers Count - a teacher-led, personalised programme for pupils who really struggle with counting, number and calculation);
  - 1stClass@Number - programmes for groups of 4 pupils who need a helping hand with counting, number and calculation;
  - Success@Arithmetic - for pupils who need help to master the understanding and procedures for calculations;
  - Talk 4 Number - to support learning the vocabulary of number and calculation and to talk confidently about their mathematics;
- Rising Stars maths programmes – providing a range of interventions and lesson plans to address various areas of weakness;
- Core maths - a highly structured intervention which teaches the core maths skills of number; verbal counting, number concepts, number procedures and solving problems;
- Numicon – a series of activities and assessments to embed maths mastery;
- Manga high maths - an online programme for primary and secondary pupils that addresses key elements of mathematics.

Social Emotional and Mental Health (SEMH)

Interventions used to provide additional support for children and young people with SEMH include a mixture of:

- groups to address different behaviours such as: anger management, boosting self-esteem, confidence building, and coping with anxiety;
- nurture groups - which provide informal but structured instruction on developmental issues (self-esteem, communication and life skills);
- friendship groups – involving activities: to teach children the social skills needed to make and sustain peer relationships; to provide children with opportunities for learning about issues relevant to peer friendships, such as conflict resolution and bullying; and to teach

children the social skills necessary for friendship formation and maintenance;

- well-being coaches - who mentor pupils and students on social and academic issues;
- counselling – provided by trained external counsellors or designated school staff;
- input devised with the support of a specialist (e.g. educational psychologist, CAMHS) – where a structured programme devised to meet the pupils' and students' assessed needs is carried out.

SEMH
Sweyne Park secondary offers work experience placements to (vetted) students from a local university counselling degree course in order to provide a school counselling service.   In-school training is provided by the school and they match pupils (on needs and personality) to counsellors.   Designated slots are arranged for students who have been identified by staff (or self-identified) as needing additional support, or wanting to talk about issues.   The school felt it was important to offer this as teaching and tutorial staff did not feel they had sufficient time or skills to deal with these issues properly.   The counselling staff also provide mental health support and debriefing to staff, as many of those are also dealing with students' SEMH issues on a daily basis in school.
St James' secondary school buys in two counsellors for pupils to be referred to or have drop in sessions with.   Additionally, as part of a Secondary Project funded by the local CAMHS, a Mental Health nurse comes into the school to support pupils who would be identified as having Tier 1 or 2 issues and so would not meet the threshold for a referral to the CAMHS service.   This work is part of an 'early intervention' package but also means the Mental Health nurse can identify when a pupil or student does need additional support and a referral (i.e. has Tier 3 clinical needs). This process has been found to provide better access to CAMHS for those who need it.

These interventions are used in conjunction with various 'brought in' interventions (i.e. that are prescribed approaches and/or paid for). These include:

- Bounceback – a well-being and resilience programme that can be integrated into teaching (such as through PHSE or Circle/form time).
- SEAL (social and emotional aspects of learning) - an approach to promoting the social and emotional skills underpinning effective learning, school engagement and wellbeing.
- Fun Friends – an anxiety prevention and resilience building programme which teaches effective strategies to manage emotional distress.
- Volcano in my tummy - to help 6 to 15 year olds, and those who work with them, to manage their anger.
- Mindfulness - a way of learning to concentrate on personal experiences and emotions by controlling the breath, body and mind.
- Narrative therapy - a method that encourages people to rely on their own skill sets to minimize problems they experience.
- Nurturing talk@primary - (KS1-3) a targeted and flexible intervention programme to develop children's language and thought processes, confidence and engagement, helping them work effectively with other children and adults.).
- SPARKS - that aims to promote social growth in children aged 6-10 years covering recognising emotions, self-control, solving social problems and active listening.
- SCERTS - a multidisciplinary framework that focuses on building competence in social communication, emotional regulation and transactional support as the core challenges faced by children and young people with ASC.
- Bliss - an early intervention programme for young women aged 11-13 that aims to raise self-esteem and self-confidence around body image.

Physical and Sensory

Interventions targeted at addressing physical and sensory needs include:

- Motor skills – devised by physiotherapists and occupational therapists to encourage fine and gross motor skill development;
- Multi-skills – to support the development of motor skills and physical activity;
- Physiotherapy sessions – for pupils and students with physical and mobility needs;
- Specialist teacher input e.g. teacher of the deaf, teacher of the visually

impaired.

Physical and sensory
St James' secondary runs a multi-skills afterschool club devised by the physiotherapist who works with the school. The club encourages the use of gross and fine motor skills, mobility, balance and other skills pupils need to develop Parents are encouraged to send their children to these classes, with the benefits explained to them. Children are encouraged to attend by making the sessions fun, engaging and suitable for pupils with a range of ability levels.

Whole school or college approaches

In addition to support in and out of lessons, there are also a range of 'whole institution' approaches being adopted. These relate to:
- school and college strategies to drive improvement for all pupils and students (including for specific cohorts such as those receiving Pupil Premium or require SEN support);
- developing the SEND 'offer'.

Many of these features were more commonly identified in schools, rather than colleges. This does not necessarily imply that 'whole setting' approaches are not being used in colleges. It could be a feature of the research approach. Given their large size, we typically spoke to managers with responsibility for SEND in colleges rather than Principals who would have a wider overview.

Whole school or college improvement for all

These include:
- making changes to school/college organisational and staffing structures such as:
  - re-organising provision across large/multiple providers and cohorts;
  - ensuring structures, such as those for managing behaviour, align with structures for supporting pupils and students with SEND (such as implementing an explicitly inclusive approach to behaviour management such as Behaviour for Learning);

- assessing staffing structures, including having strong pastoral support; or appropriate deployment of support staff

- changing the structure of the school day – for example factoring in time for extra learning, extra-curricular activity, and having an agreed strategy for which lessons to withdraw pupils from for additional input;

- addressing attendance – for all pupils and then for those with SEND. Schools and colleges are aware that the cohort of pupils and students who require SEN support may have issues with regular attendance. Schools and colleges are taking steps to address issues that may be leading to poorer attendance. They were clear that pupils and students had to be in school before the interventions for learning could be of benefit;
- changing the whole school learning environment - to provide engaging and immersive learning environments by changing the classroom into a spaceship or the seaside;
- introducing approaches to learning that underpin all teaching and learning across the school - such as:
  - Carol Dweck's Growth Mindset work (where teachers develop resilience, coping strategies, and motivation in learners) and

  - metacognition (where learners are explicitly taught about learning processes by considering how they learn, what works for them, previously successful learning techniques and noting the transferability of skills);

- celebrating success – all schools provide a wide range of opportunities to celebrate pupils' achievements. Calls and postcards home, certificates, celebration assemblies are all being used for this purpose. It is considered important to celebrate personal achievement, in order to reflect personal accomplishments;
- promoting well-being – all schools and colleges are providing a range of pastoral and social and emotional support. These are often provided by a learning mentor or external staff and organisations specifically trained to deliver such services. These include whole school approaches to:
  - foster well-being and encourage healthy choices (by teaching pupils and students about anti-social behaviour, addictions, relationships and well-being);

  - providing counselling and/or mental health support services;

- provide a mechanism for pupils to express their concerns e.g. worry box.

Whole school improvement for all
Priestnall secondary school has introduced a 'college' system to break their large secondary school down into smaller structures to: - improve the community ethos and spirit of the school; - promote active citizenship; and - increase tailored support for learning. Each of the five Colleges are still horizontally organised and have: a Director of Studies; a zone of the school; a Senior Learning Coordinator (previously a Head of Year); and a College Assistant, as well as separate pastoral responsibilities. The structure is designed to further individualise levels of welfare and academic guidance. The introduction of the college system has improved communications between school and home, and afforded parents/carers and teachers time to liaise more closely and efficiently.
Honywood secondary school has brought in a 100-minute lesson structure throughout the school. Instead of 6-8 lessons a day they now have three. All last 100 minutes, with the remainder of the day being available for learning and tutor time. The school introduced this approach so that there was: - less change and movement throughout the day (as pupils with SEN - especially ASC - found this disruptive); - less pressure on pupils to organise themselves (in terms of sorting which books and equipment they needed to have with them on a certain day); - less physical movement around the school which was not ideal for those with physical needs; and therefore - more time to engage with topics and learning. The school no longer rings a bell at the end of sessions. All this has provided a much calmer environment for teaching and learning that allows deeper learning and more time to ensure all pupils are getting the most out of lessons.

Weston College use a Behaviour 4 Learning (B4L) approach

Behaviour 4 Learning is a way of helping students to understand the behaviour skills they need to be successful in education, training, employment and social settings. Rather than focussing on unwanted behaviours, it puts a value on positive, age-appropriate behaviour and the development of self-esteem. It also works on the basis that most social, emotional and behavioural skills are learned and therefore, can be un-learned, in terms of inappropriate behaviours.

In order to foster a positive learning environment, specialist staff work with tutors across the College to ensure the inclusion of students whose behaviour is challenging. This enables the students to develop strategies to overcome their challenges and work towards independence.

In one-to-one sessions, specialist support staff focus on developing skills that will enable students to work in a variety of contexts - whole-class or small-group situations in the classroom, at break-times, lunchtime and free periods.

Depending on the individual, Behaviour 4 Learning can range from attentive listening, collaborative learning or remaining seated in a classroom for a period of time. Often, the emphasis is upon setting individual, realistic targets which are agreed together.

The way in which tutors establish a positive climate for learning is crucial in increasing opportunities for Behaviour 4 Learning. The tutors, in conjunction with the specialist support teams, select approaches that are more likely to increase learning.

Pupil or student feedback:

"*My anger management has helped because without it I would not have been able to cope without doing something I regret...*"

"*The B4L team helped with support outside of class and helped me with my additional work, attendance and getting on with other students.*"

High Tunstall secondary uses a range of strategies to address whole school attendance, including:

- Sending information booklets to families;
- rewarding improvement in attendance;

- devoting more resources to pastoral support;

- having it as a relentless whole staff focus;

- employing attendance officers; and even

- fining parents.

Attendance across the whole school increased from 92% to 95% that they consider to be good for a school incorporating a medical needs base. They believe this increase has been reflected in academic improvement.

Schools and colleges are considering the timing of intervention and support

Low Moor primary has extended the school day to run booster sessions before and after school.

The school officially starts at 8.50am, but parents are encouraged to bring pupils and students into school for 8.30am. This extra 20 minutes is used for additional literacy and numeracy activities.

Fir Vale Secondary school provide additional forms of support such as communication group during form time. This again ensures that students are not unnecessarily taken out of lessons for SEN support.

Colleges are providing additional support (typically) in a resource base outside of course lesson time. This helps to ensure that students do not feel segregated or are seen to be doing something different.

Prestons college has a study centre called The Point which provides a professional and supportive mentoring provision, responsive to individual requirements by offering support on:

- Emotional, Social and Behavioural Difficulties.

- Classroom strategies to diffuse, resolve and refocus.

- Action planning and Practical planning strategies.

- Self Esteem; Motivation; Confidence; Bullying; Anxiety.

- Reflection to identify and focus on the positives; Identifying and setting targets/goals; Identifying strengths and working on areas for development.

- Mediation and advocacy.

- Peer Pressure.

- Providing options to make informed decisions / choices.

- Relationships; Family; Friends.

- Developing social skills.

- Developing communication skills.

- Peer to peer mentoring / buddy system.

In addition to the issues above, The Point's Learning mentors help explore and identify opportunities which promote independence and enrich life, including; Health and well-being, staying safe, independent living skills, volunteering and extra-curricular activities.

SEND offer

Schools and colleges have introduced new practices or have improved their provision for children and young people with SEND or their 'SEND offer'. Whole setting practices to support those with SEND include:

- considering non-taught times – although the focus is on what support is offered in the classroom for these pupils and students, there is also an understanding that pupils and students on SEN support might need additional support in non-taught times, such as at break and lunchtimes. This involved providing:
  - safe havens;
  - homework club (where pupils could access support and assistance not available to them at home);
  - after school and holiday clubs, as a way to experience success in non-academic areas and to build relationships with other adults;
  - staggered lunch breaks and/or introducing rules for moving around the school or college to keep these times as calm and supportive of pupils' needs as possible;
- preparation for transition. Schools and colleges are taking steps to support pupils and students through transition between settings. Schools and colleges have implemented Transition Teams, run open and taster events and visit to prospective students;
- varying the curriculum offer, including providing vocational options, alterative or reduced curriculum, and a selection of courses to suit the pupils' and students' needs and aspirations, potentially with more focus on core literacy and numeracy;
- preparation for adulthood. Schools and colleges are also preparing

pupils and students for adulthood with provision around work readiness and employment, independence and life skills;

- developing the 'resource base' or 'learning centre' to become a one stop shop for all staff and pupil or student SEND support. These spaces are being used as a quiet space, venues for one-to-one support, access to wider support, and provision of information, advice and support for staff/students to promote independent learning. These spaces are often highly visible and accessible;
- positive representation of SEND. Schools and colleges have considered how welcoming and accessible their premises are for pupils and students with SEND and their families and how they represent people with SEND;
- pupil voice opportunities, where pupils on SEN support have multiple ways of feeding back their opinions on their support, their progress and wider school issues.

SEND Offer
St Mary's Primary school set up a lunchtime safe haven where those on SEN support could take their lunch and sit together in a smaller, calmer, more comfortable space. The dining hall was a problem area for students with social issues and often far too noisy. In addition the hour of 'free time' for students who find social interactions and making friends difficult was in some cases increasing their anxiety. Pupils are welcome to bring their friends and classmates to the safe haven. One pupil or student has started bringing a group of three friends who all sit and eat together and engage in activities, such as card or board games. "*They're like a little gentleman's lunch club."*
Gloucestershire college considers it important to reduce the anxiety of students and parents around starting at a new placement. They have therefore put a lot of effort into preparing students for the transition to collage and the welcome they receive. Students are: - sent pictures of their tutors and staff who are going to be working with them well in advance of their start; - provided with their timetables so they can start to plan their time and routine;

- Invited to open days, taster events and chances to meet staff from and look round the college.

The transition team has produced a virtual tour of the college, with special focus on the areas of the college that students will need to become familiar with – e.g. their curriculum areas, the learning support centre, and communal spaces. The college has made this video into a Virtual reality tour which can be experienced through a headset (as if the student is really walking around the college).

Videos of current students with SEND talking about how they get on at college and the support they receive have been produced and uploaded onto the college website.

These 'innovative' tools have been found to be useful for students whose anxiety makes them less keen to visit or attend college in person and for school refusers.

Weston College has a residential training facility, W Bay, aimed at students with ASC. It provides specialist support in independent living, employability, study skills, accessing the community and mobility training, with social skills playing a fundamental role.

The centre gives students the opportunity to 'try out' independent living and work with support teams to assess and address any issues they might face in the future - for example when they go to university or move out of home or into employment.

"*W Bay has helped me understand the challenges of independent living how to overcome them.*"

Sweyne Park secondary has set up an Employability for Life accreditation scheme in partnership with local employers. This is designed to equip pupils with the skills employers are looking for.

Employability for Life Charter

The scheme involves pupils producing a portfolio, displaying the skills they have to meet employers' needs. It accredits the standards that the majority of pupils use on a daily basis with regard to communication, behaviour and attitude towards their studies.

Myerscough college takes on three cohorts of Traineeships (a post-16 route into work or Apprenticeships) every academic year in Partnership with Salford Council. All of their caseload (of around 100 students) self-identify with SEND.

The cohorts are each split into groups of around 15 students. Three LSAs are assigned to support each group (with additional staff if students have needs identified through EHCPs).

Support is provided in-class (in taught and practical lessons) and on placement. Staff are available as a point of contact for students outside of these hours as support staff take responsibility for the holistic support of students - dealing with mental health and welfare issues, transport and housing, as well as employability skills.

Priestnall secondary school's SEN team check curriculum content and presentation to make sure it properly reflects people's differences and promotes acceptance of pupils with SEND.

For example:

- If maths teachers are using a set of images of people are some of them physically disabled?

- If history lessons are covering notable people do they mention that Mozart, Darwin, Einstein and Newton might all be considered to have ASC?

The same applies to the content of assemblies.

The staff always like to ensure that there is a good representation of all pupils on its school council, and to represent the school externally (e.g. in its promotional material and on its website).

North Omsby primary school has Digital Ambassadors - who train staff from other schools on how to use technology in school. The Digital Ambassadors have given presentations to lots of different people from other schools and companies. A significant proportion of the Digital Ambassadors are children with SEND.

Varying strategies for fostering pupil voice are fostered such as the school council and involving children with SEND in half termly progress checks.

Fir Vale Secondary has "Vision to Vocation" (V2V) as the school's alternative provision. The school termed its alternative provision V2V after feedback from students that they didn't like the term 'Alternative Provision."

Learning on the V2V course is a mix of several subjects - Maths, English, ICT and Science as core subjects. Students also do Personal and Social Development (PSD) and the ASDAN employability courses. They have the opportunity to do at least 1 day of Vocational Placement learning, usually outside of school.

Some V2V students have a day out of school every week, to attend a "vocational skills" placement. This might be to achieve a qualification in childcare, multi-media or car mechanics for example. On top of these, students are offered the chance to study either two or three guidance subjects of their choice.

V2V Pupils gain accredited qualifications and have personalised programmes of study, which reflect their interests, strengths, and development needs. Pupils will be able to choose from GCSE courses to Entry Level qualifications, depending what is best for their own personal development.

The school closely monitors the V2V programme and remains accountable for student progress.

What does the range of support look like?

Taking into account all of these approaches and adaptations, settings are developing highly bespoke packages of care for individual pupils and students. They are provided with a package of support that comprises a mix of in-class, out of class and whole school strategies. The following case study demonstrates what provision might look like for an individual pupil or student.

Support for an individual Pupil or student
This child is in Year 3 and is working below the Year 3 age related expectations. The child receives support from: the class teacher, 2 TAs, SENCO, a speech and language therapist and a member of staff from the outreach team. A number of strategies are employed to support the child in class including: 1:1 teaching assistant support.   - Promotion of communication through; signing, non-verbal gestures, speech and visual supports.   - Simplification of learning tasks, which are broken down into small steps using and "errorless" approach so that tasks are always achievable.   - Daily opportunities to practise new skills through over-learning and repetition.   - Visual supports to aid understanding.   The child also receives additional intervention: - Early Reading Research Intervention - a phonics programme 5x10 minutes a week   - Individual Numeracy Programme - a core number skills programme 5 x 20 minutes per week   - Individual programme to support physical development and skills. - A programme applying recommendations provided by the physiotherapist   - Speech & language programme - A programme of language, speech and communication work planned and reviewed by the school speech therapist and delivered by the teaching assistants.

What do support packages look like for pupils and students with different categories of need?

The following case studies demonstrate what whole packages of provision for pupils and students on SEN support look like for different categories of need.

Communication and Interaction
North Ormesby primary school, with research from the LA, found that 90% of children in the area were not ready for nursery. The school were finding that a lot of the children in school were requiring SEND support for speech, language and communication. Concerned about the high levels of language impoverishment and EAL, the school adopted a whole school approach to improving speech, language and communication. This was a key focus on the school development plan.

The school:

- identifies children with a SLCN as early as possible using the progression tools provided by the Communication Trust.

- implements a range of programmes and strategies across Early Years and Key Stage 1.

Programmes used include:

BLAST[33] - is Boosting Language Auditory Skills and Talking:

- BLAST 1 is designed for all children in nursery aged from 3-4.
- BLAST 2 is designed for all children in reception aged from 4-5.

The school used the programme but found that "*BLAST was too advanced for our chil*dren." So the school worked with the Communication Specialist who adapted elements of the programme for use in school."

Talk Boost[34] - The website states that "Talk Boost KS1 is a targeted and evidence-based intervention programme, which supports language delayed children in Reception and Key Stage One (KS1) to make progress with their language and communication skills." The school had intense training on Talk Boost for key members of school teaching staff and Early Years staff. The school again found that the overall programme was too advanced for the Early Years children in school. The school took "the best from Talk

---

[33] http://www.blastprogramme.co.uk/what-is-blast/
[34] http://www.ican.org.uk/talkboost

Boost and cascaded it to all teachers on what aspects of the programme would be useful in class for their children."

Talking Tigers - a structured programme that needs to be completed every day. The children work in small groups of 4, 5 or 6. It is aimed at the children with speech and language issues and helps to develop social and emotional skills. The school used Talking Tigers as an intervention in nursery. Talking Tigers is now used as a concept in nursery for the whole class. The nursery chooses a book each week, select the key vocab from the book that they want the children to understand and use. All learning activities are based around the book, including the learning environment.

The school found that the overall programme was too advanced for their children so the expert came in and adapted the programme to the needs of the children. The expert worked alongside Early Years staff so the school were able to cascade how and why they needed to change things for specific children. Tips included:

- introducing 6 words a week - that are shown visually, kinaesthetically and staff try to get the words in as much as possible. This means that children are learning new words and in lots of different ways.

No Pens Day Wednesday[35] - encourages schools and settings to put down their pens and to run a day of speaking and listening activities.

"*We did lots of things… We had staff and pupils in with hearing and visual impairments who taught us braille and sign language and other ways of communicating.*"

Progression tools for Speech and language[36]

"The Progression Tools aim to support teaching staff to identify children who may be struggling to develop their speech, language and communication skills. They can also be used to track progression of these skills over time or following interventions." The Communication Trust website

By making communication a key focus across the school, it was found that:

---

[35] https://www.thecommunicationtrust.org.uk/projects/no-pens-day-wednesday/
[36] https://www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/progression-tools-primary/

> "*children may enter nursery listed as requiring SEND support but come off the list as they progress through school as they catch up so they are at age related expectations.*" SENCO and Class Teacher

Cognition and Learning

Priestnall Secondary school screens all pupils' literacy when they join them in September using LUCID[37]. This provides detail of pupils' strengths and weaknesses and so is used to:

1. assess attainment in reading and spelling
2. measure discrepancies between actual and expected literacy attainment
3. identify underlying problems in memory or phonological skills
4. monitor development in reading and spelling on a regular basis
5. evaluate progress in memory, phonological and phonic skills
6. estimate the student's intelligence
7. provide support evidence when applying for special arrangements in examinations
8. proactively identify those who may benefit from literacy interventions.

Literacy Interventions used in the school include:

- One to one multisensory teaching sessions[38] (using multi-sensory techniques to support struggling readers
- targeted group teaching[39] (a multi-sensory approach for pupils with dyslexia
- DEAR (drop everything and read!) structured reading programme
- Trugs[40] – phonics based reading games
- Lexia[41] – a computer-based reading development programme (undertaken at social times/before/after school and at home).
- First News[42] – a newspaper produced to engage young people in reading with associated teaching materials.

---

[37] http://www.lucid-research.com/p/127/lass-11-15
[38] https://www.understood.org/en/school-learning/partnering-with-childs-school/instructional-strategies/8-multisensory-techniques-for-teaching-reading)
[39] https://www.amazon.co.uk/Teaching-Literacy-learners-Dyslexia-Multi-Sensory/dp/085702535X?tag=httpwwwshopst-21&ascsubtag=2431828880&tag=httpwwwshopst-21)
[40] http://www.readsuccessfully.com
[41] http://www.lexialearning.com
[42] http://info.firstnews.co.uk/first-news-is-ten-years-old?gclid=COyF-L_Yqc4CFROZGwodagkPKg&gclsrc=aw.ds

- Accelerated Reader[43] – a personalized reading practice programme.
- LASS is used again to test literacy performance, as one of the ways to measure progress for pupils with SEND.

Social Emotional and Mental Health

Downside primary school sets out a range of intervention and support packages to support pupils with SEMH needs. These are shown below, along with how they ensure their support is accessible.

---

[43] http://www.renaissance.com/products/practice/accelerated-reader-360/

Emotional Wellbeing Watch list

Close obeservation of the child on an ongoing basis, which are discussed with the child Psycotherapist. This allows us to understand how best to support those children we know who are experiencing difficult circumstances but are not showing obvious signs of distress

Overview and Holding

A safe and familiar adult available when needed. This is built by regular checking in with the child and being around in class and at playtimes, so that the child has the opportunity to access more targeted support when ready

In Class Support

Providing a safe adult presence in the classroom, helping to contain emotional distress and support learning. This is given at least twice a week fo 30 miuntes, and progress reviewed after 3 weeks

Group Work (6 week)

Social Skills
develop oral and social interactions

Emotional Intelligence
Identifying and managing different emotial states

Rainbow
Loss and bereavment support

Lunchtime Club
Broaden experiences and positive interactions

Friendship
Stengthen peer relations

Behaviour Focus
Support targetted behavior through team building

Lego Therapy
Develop communication skills

Anger Management
Helping children to handle anger

Restorative Justice
Restoring and maintaing relationships

Mums Group
Space for parents to be creative and access support

Nurture Programme

An intensive programme of nurturing support designed to meet the individual needs of children who cannot manage to be in the classroom. The focus will be upon establishing emotional safety, building relationships and social skills, and addressing areas of development need, in order to facilitate success in the classroom

One to One Interventions

You & Me
develop engagement and interpersoanl skills

Developmental activities
Addressing developmental gaps

Drawing & Talking
Explore thoughts and feelings in a safe and symbolic way

All About Me
Building self-esteem and confidence by exploring self

Child Psychotherapist

Accessible for cases which require deeper theraputic work which is beyond the scope of the LWM's. The work may include parent, child and teacher.

Ways to access the Wellbeing Provision

Worry Box

Children can discretely post their concerns and leave their information if they would like a LWM to approach them

Open Access

The Wellbeing hut is situated in main school playground and has open access for children to speak to a LWM. LWM's are also accessible in the playground and are approachable in and around school.

Parent/Carer Concern

Parents/carers can raise concerns about their child to access collaborative support. The child Psychotherapist may also be accessible to support

Staff refferal

Any member of staff working with the child may refer a child through a refferal form accessible in the staff room

Wellbeing Provision

School Wellbeing Questionnaires

The school deploys general wellbeing questionaires which may provide valuable information of individual, classroom,year group or whole school needs

Sensory and/or physical

Sweyne Park secondary has a Hearing Impairment (HI) base within its school. It has therefore made a number of adaptations to support its students who are hearing impaired, and has found that these benefit all pupils in the school.

They assessed the acoustics in each of their classrooms, and communal spaces with the help of the local teacher of the deaf. This led them to installing acoustic panels.

Many classrooms and halls have hard floor, wall and ceiling surfaces. These hard surfaces bounce noise around the room which leads to amplification of the noise and make sounds, such as one voice, difficult to hear. This places a strain on the teachers as well as the children as the result is a "din" as opposed to sound being clear and intelligible. Acoustic panels 'absorb' noise and reduce reverberation.

They firstly fitted the panels in a single room often used by its HI students. The impact was so impressive that they immediately got the rest of the teaching rooms, hall and dining space panelled.

There are a range of ways to install acoustic panels and different styles to suit different settings. They can be simply glued on to existing ceilings; suspended from the ceiling; wall panels for larger rooms; and 'tough' panels for use in gyms and activity spaces. They can also be made into shapes to add to the ambience of the room.
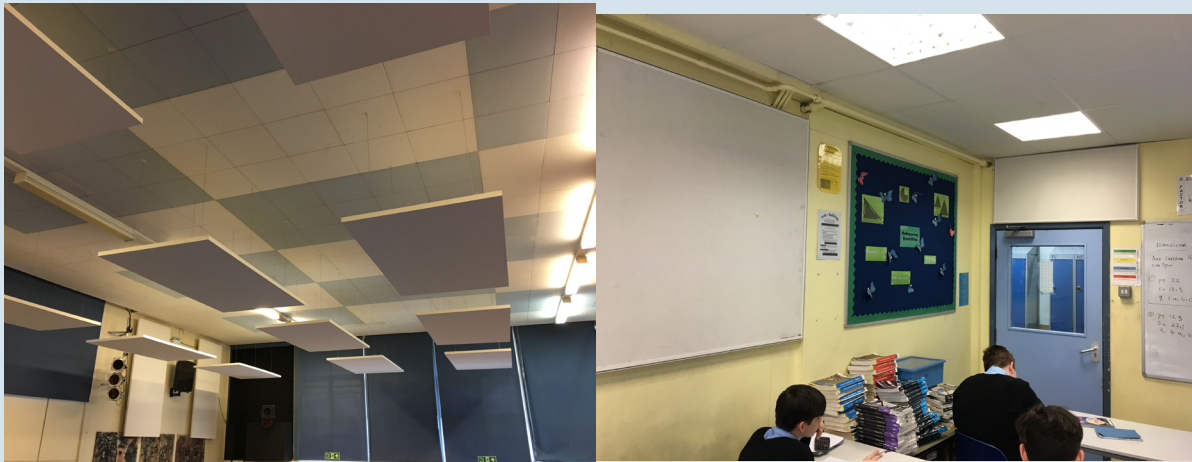
The school also:

- have all school signs in BSL

- ensure assemblies and school events are all signed

- add captioning to Videos/programmes used in class

- offer BSL classes to all pupils.

Having implemented strategies to support pupils with SEND, time needs to be provided to reflect on success (impact on progress and effectiveness of delivery). This is explored in the following section.

6.0 Review: Monitoring and reviewing processes

In this section we outline what schools and colleges are doing in terms of reviewing. Schools and colleges are using reviewing processes to:

- monitor impact;

- evaluate effectiveness and quality.

Monitoring impact

Schools and colleges are reviewing the impact of support on progress at an individual, cohort and institutional level.

They are reviewing impact by:

- examining an individual's progress - for example achievement of, or towards, personalised targets set;

- monitoring small steps of progress - using an in-house or 'off the peg' system (such as p-scales, B Squared or RARPA[44]) and/or assessment using previous year's work;

- evaluating progress made as a result of an intervention - for example as measured by pre- and post- intervention test scores;

- reassessing pupil progress as part of regular reviews of overall pupil progress to ascertain whether strategies put in place are having the desired effects.

Monitoring Impact on progress
At Downside Primary every child is expected to make progress. This is monitored by pupil progress meetings that involve the head, SENCO and lead TA. The meetings are held fortnightly and are specifically used to track the progress of pupils with SEN.   There is a list of objectives for literacy and numeracy for children to achieve before the end of the year. For children with SEN, one more tick is progress. 'X' number of ticks signifies a move forward. Some children are assessed on prior year's work. P-scales are also used.
In North Ormesby Primary Academy the SENCO and Vulnerable Pupils' Champion look at data every 6 weeks to identify potential vulnerable children (doubly disadvantaged). These may be children who are making slow

---

[44] Recognising and Recording Progress and Achievement system to measure the progress and achievement of students on non-accredited learning programmes.

progress or whose progress is behind age related expectations. The school also uses:

- P-scales - https://www.gov.uk/government/publications/p-scales-attainment-targets-for-pupils-with-sen

- STAR Jar - an online assessment system that the school is testing alongside the developers. The system allows a school to assign the objectives that the children are working on and use the "basic, intermediate or advanced level" as a means of monitoring progress.

- EDS for data.

- CPOMS[45] - for logging child protection concerns or any other concerns e.g. about children's learning.

Low Moor Primary school has 'intervention files and action monitoring'. These are used to highlight children who are not making progress or are facing difficulties. The files are used to record what is being done and are reviewed on a regular basis.

The school is tracking academic achievements using a newly developed in-house tracking system. This tracks progress by year group based on assessments for maths, reading, writing, and personal targets. It is used for annual reviews. It is a specific tracker for SEND children whereby national curriculum objectives are broken down into steps. Children's achievements are recorded on an on-going basis and the percentage of successful curriculum coverage is calculated. This allows small steps of progress to be recognised. It also enables teachers to filter objectives. Those that have been taught but remain a target can be used for IEP's, intervention etc.

Classroom Monitor is also used - http://www.classroommonitor.co.uk. This is an application (APP) and website that allows teachers to capture learning as it happens.

At La Page primary school teaching staff are expected to assess the progress of all children and report to a member of SLT. Teachers will monitor the standard of attainment of individual pupils through:

- Teacher observation and marking of daily work;

- National Curriculum Targets;

- SATs;

---

[45] http://www.cpoms.co.uk

- Reading and Spelling assessments;

- P Scales for children working below Level 1 of the national curriculum;

- Foundation Stage Assessment;

- Assessment of planning targets.

Pupil progress is also measured using progression guidance, B squared and CASPA graphs.

- CASPA[46] is a software tool to assist with the analysis and evaluation of attainment and progress of pupils with Special Educational Needs.

- B Squared[47] - allows assessment of small steps progress for use with pupils working on the P Levels, Early Years / EYFS, pre-entry and entry levels.

Fir Vale Secondary Academy undertake regular assessments and tracking to assess progress and effectiveness. Every intervention has a pre- and post-test e.g. on confidence level etc. and a reading test to be taken before and after the intervention. The school is well supported by whole team of data staff who constantly provide data on pupil progress via SIMS. The school track individuals and cohorts of students including students in receipt of Pupil Premium funding and students with SEND.

The school has developed its own system for monitoring and measuring small steps progress. This in-house system is using 0.1. progress, 0.2 progress to measure progress from 'entry level' to 'developing' and 'secure'. The system also has a process for moderating scores allocated.

Myerscough college use a range of strategies that include:

- Planning reviews - to record and review personal learning targets with the student;

- Performance management meetings and termly review Boards to look at the progress of all students. Inclusive learning mentors (who provide support for students who require SEN support) attend.

Evaluating support quality and effectiveness

Schools and colleges are evaluating the quality and effectiveness of support and intervention. This includes assessing: the quality of teaching; support provided in class;

---

[46] http://www.caspaonline.co.uk
[47] https://www.bsquared.co.uk

out of class; and the support provided by different staff roles (e.g. TA versus teacher provided support, and in different subjects).

Mechanisms implemented to promote reflection include:

- formal meetings;
- use of monitoring system;
- capturing feedback from children, young people and parents;
- using self-assessment tools;
- internal or externally commissioned reviews of whole school/college SEN provision.

Reviewing the quality and effectiveness of support
Meetings Meetings are used to both assess progress and review the quality of support and thereby plan next steps. At Downside primary fortnightly meetings are held that involve the head, SENCO and lead TA who discuss the progress of children, support provided and action to be taken. In La Page primary the class teacher meets with the SLT every six weeks. The teacher is expected to have analysed data on the progress of all pupils and those with SEND and to set out: how pupils are progressing, whether the intervention put in place is considered to be working, and what the teacher plans to do next. Progress is also part of staff performance review. The process helps to ensure that teachers take full responsibility for the progress of pupils with SEND and for assessing the effectiveness of the support they provide and plan for. At Prestons college there is regular dialogue between the student manager and subject teachers. Outcomes from this discussion are shared via ProMonitor to ensure that all staff are kept informed. Students are categorised based on a number of indicators to ensure they receive the right level of support. Categories include 'no', 'medium' and 'high risk' of not succeeding. Any pupil or student in the high-risk category is monitored very closely and support provided. Categories are fluid and changed in response to performance. At Myerscough college Inclusive Learning Mentors (ILMs) meet daily with their team and attend teaching team meetings. They also meet every week with student support and welfare team and course tutor for each class to identify

any students of concern. They have a student support register. All students are monitored regardless of severity of their SEND. The meeting ensures that every week every student is reviewed. The meeting asks: are they managing without support? Or do they need more? A weekly record is kept to inform the meetings and ensure action is taken.

"Flexibility is the key… we have all the fire engines ready, all the staffing ready and we send the fire engines where it is needed. So if we have a student with mental health difficulties who is having a really bad time then we send more fire engines in. If they're not needed, we don't send them. If the ILA [Inclusive Learning Assistant] is not needed… they come out of the class they are scheduled to go into and come up to the study suite to help staff that instead."

Processes for review and supporting documentation

North Ormesby primary school has purchased a system called provision map writer[48]. Teachers input the additional support they have provided for children in their class into the system every half term. Provision is reviewed by the class teacher along with a member of SLT. The class teacher and support staff are challenged to see what progress the child has made and to discuss whether what has been put in place has worked.

"*Some of it could be attendance - whether a child has attended to receive that additional support for example… and then we review if a different approach is needed*."

Myerscough College has:

- a process for reviewing the effectiveness of support. Every month staff undertake a SEND progress review to consider 'what is working', 'what is not working' and 'what is needed'. This is recorded in the student's individual learning plan on the college management information system.
- an inclusive learning weekly record. This provides a mechanism to capture basic information on progress, student conduct and engagement and to report on how things have gone during the week.

---

[48] https://www.provisionmapwriter.co.uk/pages/default.aspx

Obtaining pupil/parental Feedback

Feedback on provision was obtained from children, young people and families via learning walks and questionnaires.

At North Ormesby Primary Academy, the SLT involve children in half termly progress checks. Every ½ term, the SLT go into classrooms to do a progress review. As part of this, the SLT talk to two children in each class who report on what is good and what needs to improve. This may involve pupils with SEND.

St James' Secondary School has developed a series of questionnaires to get feedback from: pupils on the in class support they receive; parents and on other support provided such as the school's homework club.

Self-assessment tools

Myerscough College in partnership with other SEND specialists from Landex colleges, has recently been involved in designing a self-assessment tool and guide. The guide and tool can be used to self-assess effectiveness of supporting young people with SEND. Further details can be found at: http://www.et-foundation.co.uk/news/new-tool-improve-outcomes-learners-send/

Conducting or commissioning a SEN Review

Downside Primary recently commissioned a SEN review from an external consultant to appraise the effectiveness of its practice for SEND and review this in the light of the new Code of Practice. The review helped to identify where the school was doing well and where improvements could be made. As a result of the review, the school:

- reviewed the proportions of children on EHCPs and in each of the four broad areas of SEN;
- restructured its staff for SEN – this included:
    - providing administrative support for the SENCO to free up time to work strategically rather than administratively;
    - restructuring the SEN team into four teams in line with the four categories of SEN;
    - creating two tiers of teaching assistant with TAs at the higher tier being expected to develop expertise in one of the four areas of SEN;

- evaluated the wide range of interventions used to determine which were the most effective. Based on the evidence, the number of interventions used reduced and the school now focuses on primarily using two core interventions;

- reviewed its planning processes for individual pupils and ensured individual plans were more consistent across what is a large school.

Gloucestershire College assessed all of the resources being allocated to students with SEND. As a result, the college has reconfigured the deployment of support staff to: provide more specialist input; better advise teaching staff; enable career progression and professional status for support staff. A tiered structure for learning support assistants (LSAs) has been introduced that clearly defines the levels of expected knowledge required as well as tasks to be carried out:

1. Learning Support Assistant (LSA - used to support individual/groups of students in class)

2. Advanced practitioner (skilled in SEND and/or pedagogy, offering in- and out of class support)

3. Specialist LSA (specialist skills in a type of SEND and support, e.g. ASC/HI)

4. Lead LSA (coordinates LSA support for a Department, liaises with teaching and strategic staff).

Evidence from reviewing both impact and effectiveness is being used to inform decisions about what support and intervention is offered over time for individuals and across a school or college.

7.0 Factors underpinning delivery

In this section we explore the wider structures which were in place in the case studies settings underpinning the processes for assessing, planning, doing and reviewing SEN support. This includes:

- leadership and management;

- staffing structures/delivery model;

- staff deployment;

- use of external expertise;

- promoting independence;

- involving children, young people and families.

You will note that these are similar to the seven key ingredients identified by the panel of experts, although these factors are more focused on how practice is implemented and managed to ensure good support for pupils and students with SEND.

These are now discussed in turn:

Leadership and management

It was evident from school and college data that inclusion and support for pupils and students with SEND was at the heart of their practice, with whole institutional commitment led by senior leaders. This was reflected in:

- senior leadership having a clear vision and ethos for SEND;

- SEND having a high priority within schools and colleges - where it is seen as integral to the institution, not an 'add on';

- clear structures identifying lines of responsibility and accountability for progress of SEND (which make it clear that class teachers take responsibility for pupils and students on SEN support within their lessons);

- SEND being represented on the SLT (often including the SENCO or Heads of Inclusive Learning);

- a clear articulation of SEND policy and practice and strategic alignment with other approaches in institution (such as behaviour management policies);

- a drive for high quality educational experiences and personalised support for all pupils and students.

Inclusive culture, vision and priority
Several comments made in interviews and on settings' websites and documentation reflect their inclusive culture: "*Every teacher is a teacher of SEND and English Language Development.*" (Secondary school) "*Our mantra… if it's not good enough for your child, it's not good enough for the children here.*" (Primary school) "*We believe every child is a vulnerable pupil or student in some form or other. We are very inclusive. We try to limit the amount of time that any child is withdrawn from the classroom. There are very few formal interventions.*" (Primary school SENCO) "*Every child is special and needs special support that suits them.*" (Secondary school) "*We are proud of our inclusive education. Our exciting courses, highly specialist staff and innovative practice ensures all students have the best possible chance to be successful.*" (College Principal) "*All teaching staff are to be aware of specialised needs. All teaching staff carry out the SENCO role in their own class.*" (Primary school) "*It's the teacher's responsibility… so they are very clear that they need to know their children.*" (Primary school)

These factors are influencing how schools and colleges formulate: staffing structures and delivery models; staff deployment; use of external expertise; independence of the pupils and students who require SEN support; and the involvement of children, young people and families.

Staffing and delivery model

Schools and colleges are deploying different staffing structures and adopting different delivery models. These reflect varying attempts to: generate a strong vision and supportive environment for children with SEND; foster efficient use of resources; and address issues associated with the size of the setting (e.g. small school versus large multi-site college or multi-academy trust) and size of the SEND cohort.

Staffing Structures

Low Moor Primary has a SEND team that includes:

- SENCO - who is a member of the SLT and also the school's Deputy Headteacher;
- SEN liaison officer - who is the contact point for families;
- 3 Learning Mentors;
- 1 Parent Involvement Worker (whose aim is to foster good relationships with parents). The PIW is not a member of SLT so often parents find the person easier to talk to or to approach;
- a team of 4-5 SEN TAs;
- a TAs group - who talk to prospective parents.

The school has "*tried to stay away from a model of assigning an extra adult into the room.*"

Downside Primary has structured its staff and TAs according to the four categories of need set out in the Code of Practice. The school employs TAs at different levels depending on the extent of their expertise. TAs are expected to develop skills in the category of need they are working in.
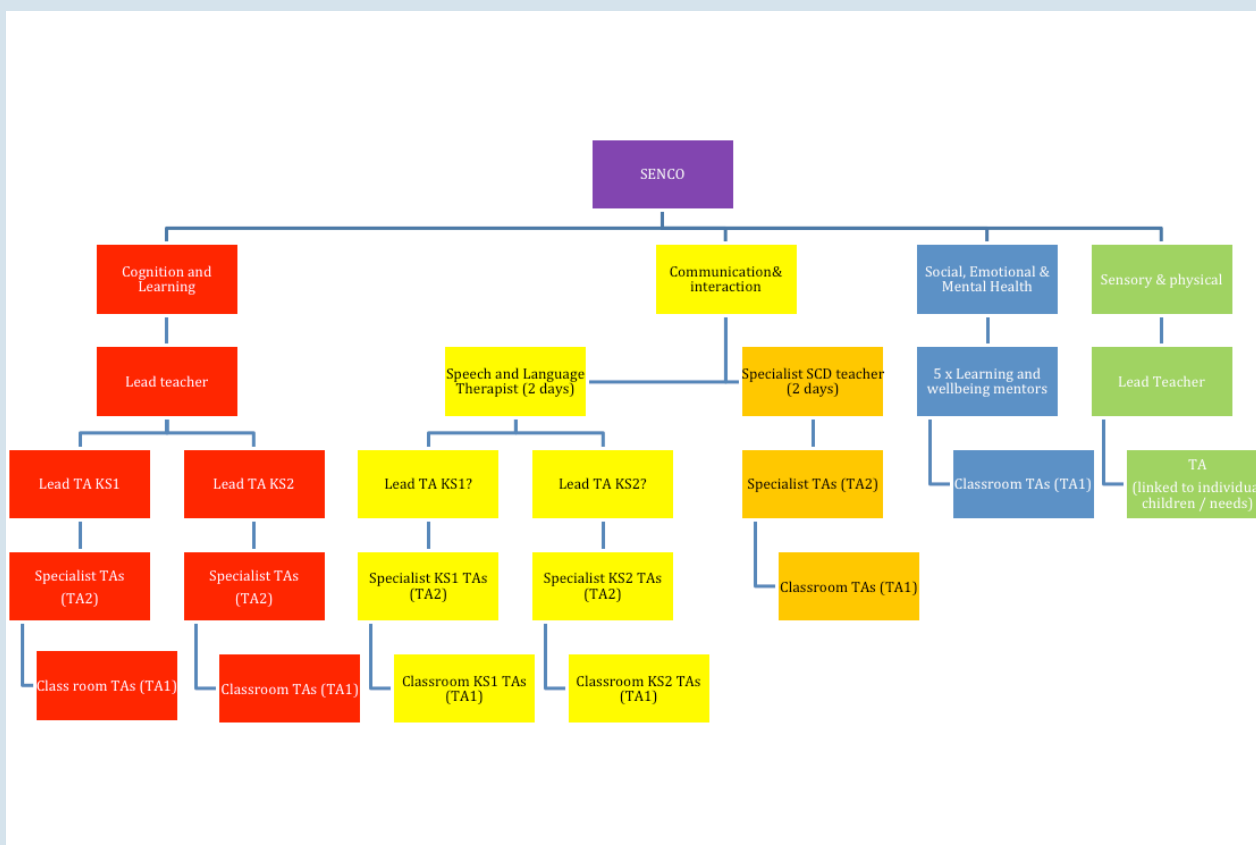
Fir Vale secondary has a well-qualified SEND team that comprises:

- SENCO - who is also an Assistant Head teacher and has 18 years' experience in secondary school SEND. The SENCO been an Advanced Skills Teacher in SEN for over 11 years.
- Leader of SEND - who has 20 years' experience, including experience of working in a Special School, a Secondary with a Resourced Provision and Post 16. The Leader of SEND is a qualified Dyslexia Tutor and qualified to Post Graduate level having an MSc in Literacy and Language Development.
- 10 TAs (LSAs)
- 1 Learning Mentor
- 1 Higher Level TA
- 1 speech, language and communication therapist
- 1 teacher of the deaf
- KS4/Alternative provision mentor
- Pastoral team
- Member of staff for safeguarding.

The staffing at Myerscough College includes:

- Head of inclusive learning - across 4 sites covering a wide geography

- 2x Assistant Heads of inclusive learning out at varying sites

- Inclusive learning mentors (ILM) for each of the curriculum areas of the college. The ILMs spend 25 hours per week on providing support and the rest of their time is on coordinating support and following up. This helps to ensure that the support provided is tailored to need, effective and regularly reviewed.

- Specialist support tutors who have qualifications in special educational needs, disability and a teaching qualification. The tutors are based in the study suite. The study suite is for anyone who feels they have an additional learning need. It is a separate room alongside the IT drop in centre. Students can book in to work with a tutor or just drop in and see them.

The model of delivery in colleges was different to that used in schools. This was a reflection of size and fact that courses are timetabled/delivered differently and chosen by or for the pupil or student in the first place (i.e. pitched at an appropriate level). The model adopted by colleges often followed the same general format of:

- Having a Transition Team (for identification);

- Having a SEND team to assess and plan the support;

- Delivering in-class support during course lessons using variously termed TAs and/or use of assistive technology where possible;

- Providing out of class support through the establishment of a 'resource-base' that is accessed outside of taught lesson time. The support provided here focuses on

providing assistance with course content and independent learning skills. Support might be provided by a TA or specialist tutor but not the course tutor. Out of class support generally does not involve the use of additional bespoke or brought in intervention programmes;

- Reviewing the effectiveness of support delivery and the effectiveness of support strategy on progress (although not necessarily linking the two as part of a graduated response).

The staffing structures and delivery models in schools and colleges are reflecting varying aims, to:

- free up time for the SENCO to act as a consultant for rather than 'doer' of SEN support;

- create areas of or individuals with expertise;

- foster effective relationships with parents;

- enable flexible delivery of support personalised to need (i.e. not just the assignment of one adult to one group/child) and by the right member of staff;

- enable effective deployment of TAs e.g. to promote independence, act in an advisory role, address areas of need not covered by teachers/tutors (e.g. *additional* support);

- allow time for planning, liaison and communication;

- create capacity in school/college - rather than reliance on external expertise;

- promote teacher responsibility for SEND;

- create a hub, centre for information, advice and support.

Several of these features are exemplified in the case studies illustrations below.

Aims intended from structures used
Freeing up SENCO time Several schools had considered how to structure staffing in order to free up time for the SENCO to work more strategically and in an advisory capacity rather than spending time on administration. Low Morr Primary employs a SEN liaison officer (whose roles includes completing paperwork and chasing up administrative tasks) and a Parent Involvement Worker (who fosters positive relationships with parents). Downside primary is providing administrative support to reduce the amount of time the SENCO is spending on paperwork.

Fir Vale secondary has an assistant head who is also the SENCO and ensures SEN is represented at the SLT level. The school also invest in employing a Leader of SEND - who is well-qualified and experienced to lead on and develop SEN support in school.

Flexible delivery of support

Myerscough College has varying staff roles for different types of responsibility:

- Inclusive Learning Advisers (non-teachers) are deployed to assess, plan, review and provide support in class;

- Specialist support tutors - who have qualifications in special educational needs and disability - and are based in the study suite to provide additional support to students outside of lessons.

The college also changed the way the study suite was set up. Previously additional support was provided for students via timetabled one-to-one support. The college now staffs the study suite for core hours every day - extended opening one day a week. Students can drop in and access the support of the support tutors whenever they want.

Staff labels and use of the words 'inclusion', 'adviser' and 'mentor' reflect that fact that SEND support staff *advise* students to help encourage them to be independent. Staff also *advise* teachers in the classroom about making adaptations and strategies to use.

"*We didn't want the term LSAs. We try not to over support… our ethos is to promote independence. We are advising them on strategies to help them… you know to break down tasks… to use technology.*

"*We feel the Study Suite is cost effective and also works because young people like flexibility. We moved away from offering one-to-one support to a lot of students. Because sometimes they would come and others didn't. In the study suite they know they can come up at any time and there will be a study tutor there to support them with any aspect of study related work. It is manned 9am -5pm and one day a week it is open until pm as that is what young people said they needed.*"

"*We would expect to see support tailing off as independence grows. We have a staffing structure that can accommodate that.*"

 At this College, 2/3rds of staff are contracted and a 1/3 are hourly paid.

"*A lot of colleges persist with a system of claiming every hour of support provided and detailing it. We ask all our staff, every month to submit a timetable for where they have been and who they have supported because we move people around. We are not too hung up by every hour being logged as we don't have that as a priority. We have the right level of staffing and we use that flexibly. If they need more… they get more, if they are managing with less then we withdraw that support. And we use it somewhere*

else. Good communication is key - the allocation of time for support and to coordinate and review support. And information readily available at the click of a button.”

Creating in-house capacity

La Page primary has sought to develop the capacity of its own staff over a number of years. In addition, the school directly employs:

- a Speech and Language Therapist - 2 days per week
- Educational psychologist- 1 day per week
- A Community Development Worker
- A Family worker
- Learning Mentors
- TAs that are Nurture Group trained

Further additional expertise is brought in as required from the LA.

Myerscough College previously never provided personal care. They found that that they were having external people coming in and sitting about a lot during the day in case a student needed them. This wasn’t deemed to be working effectively for the students. So the college trained nominated staff to provide personal care. Students are a lot happier. The new approach gives them more independence. If they need someone, they simply tell their ILA who use What’s App to link to the personal care team. Whoever is available within the team comes to help. Initials are used on What’s APP for confidentiality.

Promoting teacher responsibility

Previously at La Page Primary, SEND was seen as the SENCO’s responsibility. Over a period of 7 years the school has shifted that so that teachers are now seen as responsible for all children including those with SEND.

The school’s data shows that 20% of pupils in school have SEND. Teachers are required to take responsibility for making sure that those children are making progress and if not, for understanding why not. Teachers are challenged in this at six weekly progress meetings.

“We’re not going to maintain our progress unless the 20% of our SEND cohort make better than average levels of progress. So if our children with SEND were not catching up we would not been making sufficient progress as a school.”

Staff deployment

Schools and colleges are considering how to best deploy support to maximise effect. This has involved:

- taking a decision to employ qualified teachers to provide support in some schools rather than employing TAs;

- using externally produced guidelines for use of TAs to develop a TA-teacher agreement;

- asking pupils and students how they want to be supported and who by;

- training to ensure that those delivering support are skilled and equipped to do so effectively - The value placed on training is reflected by the fact that: all roles of staff are involved; time is designated for it; much of it is taking place during paid hours; costs are largely covered by the school; and it enables further progression and increased pay.

Staff deployment
Using teacher rather than TAs Millfield secondary school arrange timetables so that the Head of the English Department can always work with the lowest ability groups for English. This means the pupils who need the most support get the most intensive input (as these groups are smaller) from the most senior and experienced member of staff delivering high quality teaching.
Creating a TA - teacher agreement St James' secondary schools used the NASEN Guidelines for TA working in class along with their own development to inform how best to use TAs in class to promote learning. They developed a TA/other adult and Teacher agreement. In 2013- 2014 the TA/teacher agreement became a 'non-negotiable part of best practice' in the school. The agreement is a two-sided pro forma: • Side one includes sections on what is expected at different parts of the lesson. It is divided into: introduction/starter activity; whole class and paired/group work; plenary sessions, at the end of the lesson and after the lesson. Design Technology, PE and Science Departments have adapted the Agreement pro forma to include a section for practical activities. This includes wearing safety equipment e.g. goggles, aprons and reminding students of the safety rules. • Side two has a grid with specific strategies for TAs to use with individual students and the whole class as appropriate. Strategies include: explaining tasks; re-focusing specific students; and scribing/reading as appropriate. TAs and teachers develop and attend training on use of agreements and how this affects working practices.

Consulting pupils

Honywood secondary school asks pupils whether or not they want TA support to be provided in class. Few take up the offer. Pupils and students prefer to receive additional support outside of taught classes in a private setting to reduce stigma. These sessions might involve pre-teaching for future lesson content, recovering and re-exploring issues covered in lessons, and opportunities to master content knowledge and or skills. This support is open to all pupils, with the SEN support cohort encouraged to take up the offer.

Training

At La Page primary school, TAs are trained so that they all have a basic level of skill across areas of SEND and then some TAs are trained as experts in certain areas. All TAs have had training on pedagogical approaches, including:

- The 5 point scale[49] (a system of supporting pupils with ASC)
- how to use visual supports;
- mind maps.

TAs have additional training outside of school time that is part of their performance review and there is an expectation that they will attend. This year the training has focused on:

- precision teaching;
- effective support in primary schools using the Hatton materials;
- ELKLAN training (a programme to support pupils with speech, language and communication needs).

In St James' secondary school a training technique being used is to provide pictures of pupils for whom the training content may be applicable. This helps staff to understand which pupils can be supported in which ways and to make the content personal and significant to them.

Use of external expertise

Both schools and colleges are accessing external support when required. The type and range of external expertise accessed is affected by the extent of capacity in-house. Schools, in particular, are directly employing Speech and Language therapists or educational psychologists for example. This is often as a means to reduce waiting times

---

[49] http://www.5pointscale.com/other_projects_article_5-point_scale.htm

to access external support or because it is a more cost-efficient way of addressing a core area of need.

Example of External support
Low Moor Primary refers to specialist services where appropriate and it is evident from the reviews of the support that has been put in place that further intervention or recommendations are necessary. In using external support, it is considered important that the school: • "*facilitates the work of external providers, ensuring they are able to observe the child, meet with parents, speak with the staff who know the child and work with them on a daily basis, giving them an effective space to work in*." • implements all recommendations included in reports that are received; and • communicates these to the staff that work with the child.
Prestons College has access to a number of external agencies on site: • Addaction – a confidential service for young people to offer advice and guidance relating to alcohol and drug use. • Minds Matter - a frontline NHS support service implementing therapeutic treatment options for people suffering with common mental health difficulties. Other agencies are accessed as required e.g. Disability Equality, Children/Adult Social Care, Occupational Health Practitioners, Speech and Language Specialists, Youth Offending Team, RNIB, Probation Service, Dieticians, Epilepsy Nurses, Abbott Nurses and Barnados.
A recent development in Myerscough college that has arisen on the back of the new EHC Plan process is greater partnership with local special schools to provide the college with links and contacts. *"We've had the speech and language team come in to do sessions with ILAs with young people who have speech and language needs… We've had a physiotherapist who came in… to provide general guidance on working with students and to provide guidance on how to support individuals… Experts have helped us to develop plans for certain individuals."*

Desire to foster independence

A desire to promote independence was a key principle underpinning the manner and type of support provided. This was achieved by:

- equipping pupils and students with the skills to take responsibility for their own learning;

- removing barriers to learning (environmental, teaching style/strategy);

- considered use of TAs;

- use of assistive technology; and

- providing additional 'life skills' support.

Independence
A key focus in La Page primary school is promoting independence. *"Teachers will say… child X can do it when I sit next to them but when they are on their own they don't. So we say …'what is it that the children are getting from you when you sit next to them? And how can we ensure they do that on their own.?' So they might give them visuals and checklist that the children can then use themselves*." There has been a lot of training throughout the school on how to support children to manage their own learning. Colleges were quite clear that the role of their support staff was to foster independence in students. They were doing this by ensuring support staff assisted with access and learning, not 'doing' work for students. Some had also set up residential facilities to give pupils a taste of independent living, and to assess any skills or support they would require to successfully live on their own and/or studying away from home. Colleges and secondary schools had a range of work experience and vocational offers suitable for pupils with SEND (i.e. the employing bodies were trained and briefed in appropriate support and learning support assistants could be available to support pupils on site)

Involving children, young people and parents

Schools and colleges are working with families by:

- seeking information and advice from them during assessment, planning, doing and review stages;

- regularly sharing information on progress;

- assessing how they can support wider family needs (often having family liaison/support workers);

- supporting family learning (including by informing them of the institutions pedagogical approach and by running literacy, numeracy and other parent courses).

There are a number of ways in which schools and colleges are working in partnership with families to share information. This includes:

- regular phone calls home;

- achievement postcards;

- celebratory assemblies;

- meeting with support team;

- home-school diaries;

- Parent/carer forum.

Working with families
Gloucestershire college established a parent-carer forum for those caring for students with SEND. This has allowed the college to: build up a relationship with the families and young people; offer family support to them if needed; foster information-sharing and provide opportunities for families to feed suggestions into service development.
St James' secondary offers meetings on a Saturday morning so that both parents/other family members can attend the meeting with school to discuss plans and progress. They do this as they realise the importance of getting families engaged and on-board, "no matter what it takes" (including having to work Saturdays).
Downside primary school: • hosts family learning workshops to model approaches to learning in literacy and numeracy, giving parents the confidence to support their child's learning at home; • has a team of family workers who offer parent support groups, provide information about local services available to parents and run play schemes/trips during school holidays; • provides all children with a reading journal which may also be used to support communication with parents.
North Ormesby Primary school recognised that it needed to change the way it interacted with parents. Families were often in challenging circumstances, did not engage with the school and were unlikely to enter the school site. Many had negative experiences of authority and school. The school changed the way it communicates with parents - making use of technology to interact with parents remotely. The school did this by setting up a Twitter account that now has over 1800 followers. It also uses a communication application to interact with parents called "Marvellous Me." The

application is a way of "*telling parents wonderful news about their child's learning and positive behaviours.*" Teachers can send broadcast or personal messages and videos to families on what their child has done in school and award badges etc.

La Page primary school uses the "Achievement for All" programme to engage with parents. The programme aims to ensure:

 Each child or young person will:

- feel confident their parents are engaged in and are making a contribution to their learning; and
- be given opportunities to express their views and concerns and be confident these will be acted upon.

Each parent will:

- feel more confident to engage with their child's school;
- be given opportunities to contribute to their child's learning, express their views and concerns and be confident these will be acted upon;
- develop appropriately challenging expectations of what their child can achieve; and
- feel confident that the education system is supporting their child effectively.

Schools will:

- be more effective at listening to parents and pupils' views and taking them into account;
- provide better information to parents about their child's learning;
- implement the structured conversation with parents and develop effective ways to communicate with parents on an ongoing basis; and
- use the outcomes of conversation with parents and pupils to improve the learning and teaching for individual targeted pupils.

They use the approach of structured conversations with parents (tailored to meet their own needs and those of the school, with the help of an AfA consultant).

Honywood secondary has a Family Learning Team. Documentation provided to parents states:

"All research and advice tells us that there is no right way in which to parent. Each of us has a different family background and a unique set of personal circumstances that shape our parenting. Each child is also different: what will "work" for one child may not "work" for another. A problem shared is a problem halved and having someone to talk to can prove invaluable.

We aim to establish an atmosphere in which situations and problems can be discussed in a confidential and supportive way, hopefully empowering you to be able to return home to your own individual situation armed with ideas and the knowledge that there

are people out there, particularly the Family Learning Team and the Cohort Leaders at the school, who can support you.

We are happy to help you with a range of problems including:

- *Supporting your child through friendship challenges*
- *Communicating with my adolescent*
- *My adolescent can't cope with exam stress, is there any help?*
- *Bereavement and Loss*
- *Internet Safety*
- *Effectively supporting the Independent Learning of your child*
- *Who you can turn to when things get tough?*

The school provide regular parent events; Drop in sessions; and have an Open door policy.

Case study – the impact of working in partnership with families

Honywood secondary school has a pupil or student who has identified SEMH needs thought to have been triggered by events in early childhood. This pupil or student was quite able but could not cope with rejection or failure and so was displaying high levels of anxiety and associated behaviours, not attempting tasks, then attending school less (around 60% attendance rate) and getting to the point of risk of school refusal. This was impacting on the young person's capacity to learn and the amount of teaching exposed to. From year 7 the Family Learning Team decided the best approach was to work with mum to address the issue. They initially got to know her at the school gate, then invited her in for meetings, which led to them carrying out regular home visits. In this way they were able to understand the pupil or student's issues more from mum's input, make plans based on the information she provided, and offer family support (as behaviours were also impacting on home life). They developed plans in partnership with the pupil or student and mum that included a person-centred approach to providing support in school and strategies to be used in class. These centred around: resilience; time out; managing disruptive behaviours; discussing how others cope with failure; and teachers' anxieties and coping strategies).

These small steps opened up the connection between mum, the pupil or student and school, and together they all agreed to make efforts to address the issues. Initially, the young person was placed on a personalised reduced timetable and independent study. Now, in Year 11, the young person is back on a full timetable. Progress has improved (although performance is below that of peers due to 'lost' learning time. The young person is making good rates of progress and has an array of personal skills and strategies to help deal with anxiety. Mum has also become more confident and, through working with the Family Learning team, has improved her self-esteem. She is now more able to support and manage the young person's needs, which has in turn improved performance.

8.0 Challenges and issues

In this section we outline a number of issues and challenges that emerged from our research with experts, schools and colleges. The results are not quantitative and only represent the findings from the relatively small sample of settings involved in this research and we cannot know if they reflect the national picture.

Available time and resources

There was some concern that the pressure of workload, achieving results, and increasing responsibilities (for example around changes to the curriculum and qualification structure, safeguarding, and social and emotional wellbeing) were all impinging on the available time for ideal delivery of SEN support. Resource constraints were cited as challenging by most of the institutions in our sample, resulting in difficult decisions having to be made at a strategic and classroom level. Commitment to delivering the best for every pupil or student often meant having to invest a lot of staff's own, and unpaid, time.

Reports of increasing mental health needs

Social, emotional and mental health needs was an increasingly growing area of concern cited by the vast majority of schools and colleges in our sample. The numbers of pupils and students with a wide range of SEMH issues was reported by most, especially those at Secondary and College level, to be growing. Due to limited resources (for example in CAMHS) only those with the most severe needs were reported as meeting the threshold for professional support. Growing numbers of increasingly serious needs (often with associated challenging behaviours) are having to be dealt with by schools and by teaching staff. Teachers in our sample reported regularly having to manage pupil or student issues ranging from social media bullying, to caring pressures, to suicidal thoughts and self-harm. Many teachers reported feeling overstretched and ill-equipped to deal with SEMH issues adequately and some were concerned that lack of capacity may have a detrimental effect on both themselves and their students.

Categorising pupils' and students' SEN

Schools and colleges highlighted that they found it hard to categorise young people with certain conditions into one primary category of need for support and monitoring purposes. For example, they were unsure whether to allocate pupils and students with ASC into 'Communication and Interaction', if that was not the primary need exhibited by the young person. Instead, some schools and colleges were classifying the SEN cohort by main conditions (e.g. ADHD or dyslexia). There was a perception that Government was requesting settings to categorise pupils and students in this way, but there was no guidance on how to do it. This may be leading to difficulties and inconsistencies with

aggregating data for monitoring purposes as well as thinking creatively about the exact support needs of individual pupils and students.

There is also an additional tension between the drive to personalise support (and not use labels) to reflect the complexity and multi-faceted needs of individuals, and the requirement to group pupils and students by need for monitoring purposes.

SEND in colleges

Most colleges in our sample identified an increase in the numbers of students with SEND wanting to join them. They attributed this to the requirement for all students to stay in education until the age of 18 and the extension of the duty for those who have an EHC plan to support students with SEND up to the age of 25 who may need longer than their peers to complete their study programme.

Despite strong efforts in many areas, in our sample there appears to be a disjoint in support for students with SEND between school and college. This is reflected in the:

- lack of shared terminology - i.e. 'SEN support' not being a term colleges recognise;
- different funding systems - and the influence this has on what colleges offer;
- the different model of support employed in colleges (i.e. separate in class and out of class support packages); and
- concerns schools express about the post-16 'cliff edge of support' based on a perceived lack of a clear post-16 'supported' pathway.

Language impoverishment and EAL

Several primary schools (in both urban and rural areas) highlighted the fact that significant proportions of children were joining them without fundamental language, communication and interaction skills. In addition, the amount of pupils with English as a developing language (EDL/EAL) was high in several schools. Whilst it was understood that EAL does not constitute a special educational need in and of itself, these two groups were requiring intensive input similar to that put in place for children with communication and interaction needs, including support for behaviour issues associated with limited communication.

Monitoring and reviewing

Whilst the schools and colleges visited had a range of processes in place for reviewing progress and practice, the degree to which these were being interpreted to hone and refine support, as well as looking for creative solutions, varied across staff. Even within

settings showing promising practice some staff were seen as 'doing SEN support better' than others.

Measuring progress

Several interviewees highlighted the lack of a nationally agreed system for measuring small steps of progress as an issue. There are systems in place to monitor progress against agreed targets but no way of knowing if these are appropriate or sufficiently aspirational. Amongst the colleges interviewed, there is limited evidence on how small steps of progress are being systematically measured at both an institutional and individual level.

Assessment data

Assessment tools used across providers are not consistent. This can make data from previous providers difficult to interpret, or considered as of limited use. In addition, even with standardised/national assessments, several providers found that results produced by previous settings were not in line with their own assessments, making identification of need and determination of support difficult.

Training and staff turnover

There was felt to be a lack of sufficient and consistent training on SEND in Initial Teacher Training (ITT) among many of the Senior Leaders our sample. Schools were having to train and up-skill new staff in SEN support and local ways of working. Some schools, especially those in challenging circumstances, commented that high staff turnover means having to regularly retrain and rebuild SEND capacity and that changes in Senior Leadership could result in a shift of focus on SEND. Similarly in colleges, large staff bodies and the associated turnover, along with the more transient nature of support staff, place great burden on the SEN and Inclusion teams. Colleges were reacting to this by professionalising their support staff, but keeping mainstream teaching staff (who often may have come from a sector-specific professional background, rather than being a trained teacher) informed on SEN remains a challenge.

Assessing the evidence of effectiveness

Support practices and intervention programmes are being selected based on:

- previous experience (what has worked or been seen to work for pupils and students in the past);
- word of mouth or practitioner recommendation;
- external advisor/specialist suggestion;

- marketing materials (often presenting 'evidence' of effectiveness);

- guidance readily available online (which by its nature may mask the intricacies of conditions and support required).

This, along with the shift from national/Local Authority to school level responsibility for SEN support, means that the information staff are accessing is from a wide array of sources, that may be of variable quality and with different evidence bases. This is leading to inconsistency in approach and implementation between settings. This was illustrated by the range of strategies we documented schools and colleges using (even within just literacy strategies, for example) and the ways in which they were using them (all of which staff considered to be evidence based).

Measuring achievement

There remains a tension between a desire for high levels of academic attainment in schools and colleges, and inclusion. Some schools reported the perception that having a greater proportion, or particular cohorts, of pupils with SEND can lead to lower overall school results, which may mean the school is lower on academic performance tables. This can influence decisions made by parents of other pupils. If a school develops a reputation for effectively supporting pupils with SEND, this can lead to increased demand for places from this cohort which can further impact on academic results. Moreover, it can dis-incentivise other local schools from developing their own capacity to support pupils and with SEND.

For all pupils and students, academic results are only one strand of their achievements and what will help them succeed in life. If there is strong and narrow focus on attainment, much of the progress pupils and students on SEN support make is not captured, preventing an holistic understanding of what works in improving life outcomes for children and young people requiring SEN support.

9.0 Conclusions

This research shows that schools and colleges are taking concerted action to review and improve their practices for children and young people with SEN.

The research found that:

- Identifying schools and colleges with promising SEN support is difficult. It is not possible to identify effective schools and colleges from any one data source alone. This is because: existing data does not contain a lot of the qualitative and contextual detail required to know whether it is doing well in this regard; schools and colleges may be differentially defining the SEN support cohort; and measures of progress for children and young people with SEND may be largely personal and unstandardised.

- It could be possible, if there were a requirement, to identify schools and colleges where the seven 'key ingredients' of SEN support highlighted by the experts interviewed are being well implemented. These ingredients are:

    1. Culture, Leadership and Management

    2. High quality teaching (formerly 'Quality First Teaching')

    3. Use of Expertise

    4. Personalisation**Error! Bookmark not defined.**

    5. Flexible use of evidence-based strategies

    6. Use of evidence for tracking progress

    7. Communication and collaboration

- Not all schools and colleges involved in our research were evidencing use of all seven key ingredients to the same degree. This appears to depend on the stage of the development journey reached by the educational setting, where SEND provision is 'newer' and populations (and physical campuses) are larger seem to have these features less embedded and less developed.

- There are key differences in SEN support practice across the different phases of education, especially in colleges. These can be summarised as variation in delivery of support such as a clearer split between in- and out- of class support in colleges, increased focus on developing independence as pupils and students get older, and the different levels of responsibility placed on teaching staff in colleges compared to schools.

- This research found that there are a large number of strategies for delivering SEN support for pupils across the whole school, in class, and out of class. Consulted schools and colleges had similar underpinning approaches informing their graduated approach, but the way these were implemented and the actions taken, were specific to providers and pupils.

- Knowledge of strategies is gleaned from a variety of sources. The extent to which these strategies have been objectively tested or that decisions are evidence-based is unclear.

- Identified schools and colleges are committed to fostering an inclusive approach, efficiently using resources and ensuring sufficiently skilled capacity. They strive to personalise support put in place by working in partnership with children, young people and their families. They understand the importance of their input on the short and longer-term outcomes of pupils and students.

In the course of this study a number of questions emerged that may merit further research:

- How can the progress of pupils and students on SEN support be effectively and consistently measured? How can this be captured in national datasets?

- What are the levels of teacher confidence and skill needed to effectively teach and support pupils and students with SEND? What are their (initial and on-going) training and support needs?

- To what extent are all phases of education able to personalise support that remains inclusive? What are the strengths and weaknesses of this for pupils and students on SEN support?

- What does support for all students with SEND look like in colleges? What are the range of 16-25 pathways and their respective levels of progress? What lessons from practice in colleges can be shared with schools (such as use of technology and promotion of independence)?

- How is evidence and effective practice in SEN support best promoted and disseminated throughout the education sector?

10.0 Appendix

Participating school and college characteristics

Table showing the broad characteristics of institutions consulted					
PHASE	**INSTITUTION**	**LA**	**Age range**	**Ofsted Grade**	**Student size**
Primary					
	Downside Primary	Luton	4-11	2	984
	La Page Primary	Bradford	3-11	2	734
	Low Moor Primary	Bradford	5-11	1	415
	North Ormesby Academy	Middlesborough	3-11	1	249
	Woodfield Primary	North Yorkshire	3-11	2	142
	Fairburn community primary	North Yorkshire	5-11	1	56
	St Marys primary	Barnet	4-11	1	216
Secondary					
	Fir Vale School academy trust	Sheffield	11-16	2	1005
	High Tunstall college of science	Hartlepool	11-16	2	941
	The Honywood Community Science school	Colchester	11-16	2	1026

	Millfield Sceince and performing Arts college	Lancs	11-16	2	819
	Priestnall Secondary	Stockport	11-16	1	1255
	St James' Catholic High	Barnet	11-18	2	1107
	Sweyne Park	Rayleigh	11-18	1	1485
College					
	Gloucestershire College	Gloucester	Post-16	2	Very large
	Myerscough College	Preston	Post-16	2	Small
	Preston's College	Preston	Post-16	2	Medium
	Harlow College	Harlow	Post-16	2	Medium
	Weston College	N. Somerset	Post-16	1	Medium
	Colchester Institute	Colchester	Post-16	2	Large

Any enquiries regarding this publication should be sent to us at:
SEND.RESEARCH@education.gov.uk or www.education.gov.uk/contactus

This document is available for download at www.gov.uk/government/publications