

High Quality Teaching

SEND Code of Practice

- 6.36 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.
- 6.37 High quality teaching, which differentiated for individual pupils, is the first step in responding to pupils who have or may have Special Education Needs and Disability (SEND). Additional intervention and support cannot compensate for a lack of good quality teaching. Some pupils may be just behind the average level of their peer group but would be making some progress. These pupils should make good progress with quality first teaching and effective classroom practice and may need teacher directed class-based interventions.

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High-quality teaching describes the inclusive provision and support that is available for all children and young people regardless of their needs. It can be adjusted to meet the needs of children and young people with SEND. There is an expectation that all practitioners will put the strategies and provision into place described in high-quality teaching before seeking external advice. Where children have emerging needs, strategies from this section must be implemented and the effectiveness and impact of them reviewed. This information will then be used to support the identification of SEND.

- Each child and young person is unique. Know the child as an individual and ensure that all practitioners understand their individual needs, preferred learning style, how best to support and motivate them, and be aware of their likes and dislikes. This should be recorded on a one-page profile.
- The child and young person needs are assessed as part of an on-going process. They are then responded to, and appropriate support and modifications are put into place.

Assess, Plan, Do, Review

- A differentiated curriculum must be in place for the child and young person, this includes:
 - ✓ explicit instruction in teacher-led tasks.
 - ✓ tasks are broken down into small manageable steps.
 - ✓ extra time is given for thinking and processing instructions, answering questions and completing activities. Rest breaks, if appropriate.
 - ✓ a varied approach to learning styles, which include multi-sensory and are interest lead.
 - ✓ metacognitive strategies are explicitly taught.
 - ✓ IT is fully utilised.
- Flexible groupings. Research has suggested that streaming and sitting on a table with other children and young person with SEND can lead to negative effects on attitudes and engagement with education.

Environment

- Consider the child and young person's environmental needs; there will be a consistent use of visual cues to support age appropriate:
 - ✓ listening.
 - ✓ attention.
 - ✓ understanding.
 - ✓ learning.
 - ✓ social development.
 - ✓ physical needs.
- Ensure that the environment is organised, has well-defined areas which are clearly labelled, and has appropriate lighting and seating. Avoid cluttered walkways.
- Promote a nurturing environment with quiet, calm areas and available safe spaces.
- Resources are accessible to promote independence.
- Create an active listening environment to ensure that every child and young person's voice is heard.
- Access to appropriate IT equipment.

Positive relationships

- Provide a positive whole school welcome and classroom ethos. Promote and foster positive relationships and use restorative approaches to resolve conflict.
- Model and instigate positive interactions throughout the whole school day.
- Ensure that every day every child and young person can talk to an adult and other children and young people.

Teaching and learning

- Give time for the child and young person to process information.
- Provide opportunities for pre-teaching, overlearning, reinforcing and generalising.
- Check understanding and reinforce, as required, through demonstration, explaining, repetition, rephrasing and scaffolding.
- Use a positive behaviour management approach including the use of:
 - ✓ positive and inclusive language. Tell the children and young people what you want them to do e.g., 'Walk', rather than 'Don't run'.
 - ✓ calm body language and tone of voice used by all adults.
 - ✓ clear and consistent routines, that are supported with visual cues.
 - ✓ clear and concise rules
 - ✓ authentic praise and rewards used consistently and appropriate to the child and young person's interests.
 - ✓ utilising distraction techniques
- Provide activities to develop the understanding of emotions.
- Provide group activities to develop social, speaking and listening skills.
- Adapt and simplify adult's language for example:
 - ✓ use the child and young person's name first to gain their attention.
 - ✓ use and emphasise key words.
 - ✓ speak in short sentences and phrases.
 - ✓ give instructions in 'chunks', one at a time, and in sequence.

- ✓ increase the use of commenting, pausing and modelling and reduce use of questions.
- Create opportunities for making choices throughout the day/session.

Here SLT whole school roles and expectations

Senior Leaders and SENCo roles and responsibilities

- From here links to individual
- Speech Language Communication Needs
- Autism Spectrum Disorder
- Specific Learning Difficulties
- Moderate Learning Difficulties
- Social Emotional Mental Health
- Hearing Impairment
- Visual Impairment
- Multi-Sensory Impairment
- Physical Disability
- Children and Young People with Medical Needs