Connect, Learn, Grow.

Yorkshire Teaching School Alliance
Connect, Learn, Grow

ISSUE 3: Supporting SEND Students

This aim of this half-termly bulletin is to disseminate the latest educational research from within and beyond the alliance. The aim is to gather and share contributions from all partner schools.

The subject of the next newsletter is '**Stretch and Challenge**. Please send any submissions, links or ideas to Katie Hunter at khunter@ryedale.n-yorks.sch.uk by the submission deadline of 16th December 2016.

High quality teaching…is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching."

SEN Code of Practice

Research shows that quality first teaching is the best support and intervention that we can put in place for SEND students. Excellent teaching has a disproportionately positive impact on both SEND and disadvantaged students.

High quality first teaching: Supporting the independent writing skills of students who have literacy difficulties. (Carolyn Williams, AHT and SENCo Ryedale School.)

The SEN Code of Practice states that 'where a pupil is identified as having SEN, schools should take action to remove barriers to learning.' When supporting students with literacy difficulties, the research shows that rather than 'dumbing down' writing by giving cloze exercises or removing extended writing from the curriculum of SEND learners, instead it is crucial to challenge students whilst supporting them through the stages of completing extended written work.

Stage 1: Retrieval and knowledge acquisition.

Research shows that SEND students find the retention and retrieval of learned information more challenging than other students. Ensure time is built in for students to retrieve the information that they will need in order to complete the extended writing.

Mind-mapping and concept mapping are an effective way to do this.

Stage 2: Understanding the question/ task.

Another barrier to success for students with literacy difficulties is understanding what the demands of the question are. Ensure that you spend time unpicking the question with students. Teach them to recognise command words and to recognise what subject content they are being asked about.

Stage 3: Understanding what the answer should look like.

SEND students will be more successful in their writing if they know what a great answer looks like. There are a range of strategies that can be used to support students with this:

-WAGOLLS and WABOLLS are essentially model answers. show students what a good one looks like, get them to unpick it to see why it is good. Students could also unpick bad examples, explain what's wrong with them and improve them.

-Class paragraphs. Write an answer/ part of an answer as a whole class. This could be on the board or by using a visuliser. By modelling and sharing the writing process, students will have a clearer understanding of what the answer should look like.

Stage 4: Organisation and planning the answer.
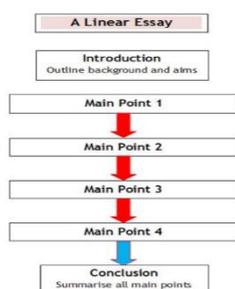
For our SEND organisation and can be a real barrier to learning. Give scaffolds and tools to them with this.
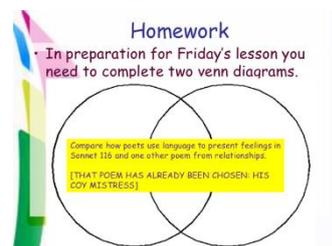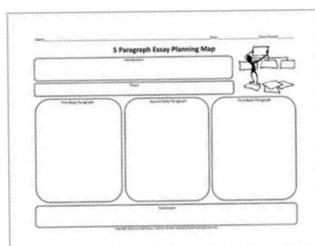
students, planning their students support

Stage 5: Writing the answer.

Carefully consider what strategies you will put in place to support students with their writing:

- Writing frames; Sentence starters; Talking partners; Paired writing; Continue the answer that has already been started

Stage 6: Proof-reading and editing.

Proof-reading and checking for accuracy are particularly challenging for students with literacy difficulties. Could any of these strategies be successfully implemented in your setting?

- Read out loud for understanding: *Does it make sense? Does the punctuation work? Have you answered the question?*
- Read backwards for spelling. Underline or highlight words you are not sure about and address through thinking about spelling rules or use a dictionary.
- Leave a line between writing to edit.
- Peer and self-assess against a mark scheme and the initial check list.

ASCD recently published an article on 'just in time' classroom based interventions for our students. You can read the article here.

Ensuring teachers have the information they need to support SEND Students: SEN Learner Passports. (Silcoates School.)

SEN Learner Passports: The SEND Code of Practice says that *"all teachers and support staff who work with the child should be made aware of their needs, the support provided and any teaching strategies or approaches that are required".*

What are they? A Learner Passport is a summary document about an individual learner. Just like with a 'real' passport, the learner keeps the booklet on them at all times when travelling to and from lessons. This is then handed to the teacher at the beginning of the lesson. Each passport is child centred with professionals, parents and the learner contributing to its development. Each passport is reviewed every half term by the SENCO and other relevant professionals. A Learner Passport allows teachers and other staff to access soft and hard data instantly with key information about the learner to better meet their needs.

Why should they be used? There is no legal requirement to use a Learner Passport but they are considered to be good practice. Nasen recommend using Learner Passports to support learners in class. As you may know, most learners with identified needs have files and files of information with regards to them. A Learner Passport allows for this information to be streamlined into information that is more likely to be retained by the teacher.

What should they contain? There is no set format for a Learner Passport or requirement on their contents but as a general guide they should contain:

- The learner's key details.
- Their strengths, interests and achievements
- Things that may cause problems and could be a barrier to their learning
- What they do when they have a problem
- What usually helps
- Important data – e.g. Reading age / CAT score / Reports / Timetables etc. can also be added.

SILCOATES SEN PASSPORT
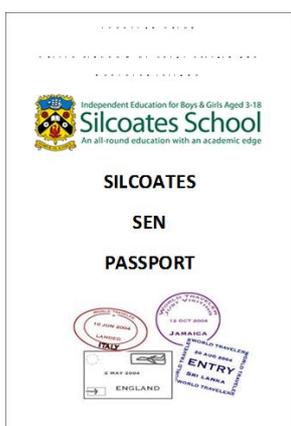
Surname:
Forename:
D.O.B:
SEX:
Year Group:
Date of Issue: 07/09/16
Date of Expiry: 07/07/17
Code of Issuing Office: SEN Department for Education
Other Information:
- I am Dyslexic – I struggle with spelling, reading efficiency and phonological processing (Sound structure of words)
- I am Celiac and may need to snack on food at times
- I find Homework mentally exhausting and it takes longer for me to complete than it may others

My Strengths, Interests and Achievements:
- My Visual ability and reading comprehension
- I like music and I play the guitar
- I taught myself how to play the drums
- My favourite sport is Basketball
- I am very creative and I love making things

These things cause me problems and could be barriers to my learning
- Asking me a question in front of other pupils without warning
- Low level disruption and noisy classrooms
- Not sitting near the board
- Having to write/copy text
- Witnessing negative use of language towards others

When I have problems I:
- Get embarrassed and feel silly
- Lose all self confidence
- Disengage from the subject

The things below usually help:
- Positive reinforcement
- Advanced warning for reading aloud
- Extra time (this must be a normal way of working for me)
- Using technological devices for spelling
- Giving me a slip with my homework details on
- Reader/Scribe on assessment and exams
- A task plan (ask SENCO)
- Allowing me to access information or textbooks prior to the lesson

Nasen states *"Pupil Passports are a means of outlining a pupil's key strengths, needs and the strategies and key adjustments to teaching needed every day. They provide a useful vehicle for meaningful discussion around learning between the teacher and the pupil, involving them positively in discussing effective approaches to enable better engagement."*