

Making SEN Support Work



Lesley Brine
Pupil and School Support

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Making SEN Support Work

During this session we will:-

- Consider the roles of the class teacher and the SENCO in developing and delivering SEN support provision with a focus on cognition and learning
- Identify key features of good SEN support
- Look at a case study with a focus on supporting change in practice

Making SEN Support Work

Why make changes now?

- New legislation led to an initial focus on EHCP group
- Acknowledgment that focus needs to broaden to fulfil the requirements of SEN Code of Practice
- DfE data

SEN Support - The past ...

- Fixed categories of need which identified level of provision
- Individual Education Plans or target plans that only focused on 2 or 3 targets, written by SENCOS, reviewed termly.
- Research on impact of IEPs (Gross J. (2008) Beating Bureaucracy in SEN or Hartley, R. (2010) SEN: Reforming Provision in English Schools)

Making Changes

Context

- Reduced budgets in schools
- Reduction in additional adult support
- SEND Code of Practice (2015)
- Teacher Standards
- Ofsted

SEN Support – Class Teachers

Expectation that they will:-

- Provide high quality teaching for all
- Identify special educational needs
- Develop appropriate provision for SEN pupils
- Class teachers are central and drive

SEN Support – The SENCO

What is the co-ordinators role?

- Provide good systems for identification
- Empower teachers to take action when necessary
- Develop the skills of the staff in order to meet the needs of 21st century children

SEN Support – The SENCO

continued

- Maintain an overview of the provision in the school
- Monitor and evaluate the effectiveness of provision
- Analyse whole school data and identify gaps in provision.

'Key Ingredients' of SEN Support

- 1) Culture, Leadership and Management
- 2) High Quality Teaching
- 3) Use of Expertise
- 4) Personalisation

Skipp, S. & Hopwood, V. (2017) "SEN Support: Case studies from schools and colleges. DfE

'Key Ingredients' of SEN Support

- 5) Flexible use of evidence-based strategies
- 6) Use of evidence for tracking progress
- 7) Communication and collaboration

Skipp, S. & Hopwood, V. (2017) "SEN Support: Case studies from schools and colleges. DfE

Consider changes which will:-

Move the focus of SEN support to class teachers whilst:-

- Limiting additional workload
- accelerating the progress of pupils identified within SEN parameters
- Supporting balancing the increasing numbers of pupils requiring provision with the decreasing workspace and budgets

Key Element

Utilising an assessment and planning tool that allows for small steps of progress to be identified.

e.g. B-squared – Progression Steps, Classroom monitor, Solar for Schools, Birmingham's SEN Toolkits, Communication Trust - Progression Materials.

Profiling – The dangers

TAKE CARE! Do not revert back to:-

- focussing only on the areas of weakness
- Reviewing termly or every 6 months
- SENCO driving provision

Band	Spelling	Composition	Punctuation and Grammar	Handwriting
Band 7	<p>phons e.g. /hɪp, rɪdʒ, ʔɪz/, /ɔʊz, ʔɪz/, /mɪʒ/</p> <p>Can spell 60/60/60 words e.g. drain, teach, sleep</p> <p>Can add the prefix un-, e.g. unhappy, undo</p> <p>Can spell 20 of the Y1 common exception words.</p>	<p>Beginning to sequence sentences to produce short narratives.</p>	<p>Uses capital letters for names, places, days of the week.</p> <p>Can use s /es accurately to denote plural and third person singular e.g. dogs, bumps, catches.</p>	<p>In own writing, letters are consistent in size in relationship to each other.</p> <p>Beginning to show uniformity in spacing of letters and words.</p>
Band 6	<p>Can segment to spell 60/60 words that contain 5 – 10 standard vowel digraphs e.g. gain, foot, soil</p> <p>Can spell 60 words that include double final consonants e.g. /tʃ, /dʒ, /k/ e.g. mess, wet, rock</p> <p>Can use phonic knowledge to spell simple 2-syllable words e.g. mango, jungle</p> <p>Can spell 10 of the Y1 common exception words.</p>	<p>Can reconstruct & cut up sentence they have orally composed.</p> <p>Can write a simple sentence which can be read by themselves and others.</p>	<p>Shows that sentences are demarcated with capital letters and /s/ marks and use accuracy, and /es/ as needed</p>	<p>Can form all lower case letters correctly</p> <p>Beginning to show consistency in size of letters</p>
Band 5 <small>National expectation at the end of Reception</small>	<p>Can segment to spell 60/60 words that contain all 26 letters, e.g. /tʃ, /dʒ, /k/ e.g. mess, wet, rock</p> <p>Beginning to spell short vowel digraph /ɔʊz/ words e.g. bag, trap, mp</p> <p>Is beginning to spell 60/60 words containing up to 6 common vowel digraphs e.g. /fɪn, /mɪʒ/ /nɪʒ/</p>	<p>Can orally compose, rehearse and recall a simple sentence</p> <p>Can write a simple sentence to describe an event</p> <p>Attempts to re-read.</p>	<p>Shows letters at the end of words</p> <p>Shows letters at the end of words</p>	<p>Can write from left to right, top to bottom and left to right consistently and independently</p> <p>Can write a simple sentence</p> <p>Can write a simple sentence independently to label objects</p>
Band 4	<p>Can write all 26 letters of the alphabet to the standard</p> <p>Can segment to spell 60/60 words that contain all 26 letters, e.g. /tʃ, /dʒ, /k/ e.g. mess, wet, rock</p> <p>Writing includes vowel representation</p> <p>Can segment to spell 60/60 words that contain all 26 letters, e.g. /tʃ, /dʒ, /k/ e.g. mess, wet, rock</p>	<p>Beginning to orally compose a simple sentence</p> <p>Can write a simple sentence to describe an event</p> <p>Can write a simple sentence to describe an event</p>	<p>Shows letters at the end of words</p> <p>Shows letters at the end of words</p>	<p>Can write a simple sentence to describe an event</p> <p>Can write a simple sentence to describe an event</p>
Band 3	<p>Can write all 26 letters of the alphabet to the standard</p> <p>Can segment to spell 60/60 words that contain all 26 letters, e.g. /tʃ, /dʒ, /k/ e.g. mess, wet, rock</p>	<p>Can write the 26 letters of the alphabet to the standard</p> <p>Can write a simple sentence to describe an event</p>	<p>Shows letters at the end of words</p> <p>Shows letters at the end of words</p>	<p>Can write a simple sentence to describe an event</p> <p>Can write a simple sentence to describe an event</p>
Band 2 <small>National expectation at the end of Nursery</small>	<p>Can write all 26 letters of the alphabet to the standard</p> <p>Can segment to spell 60/60 words that contain all 26 letters, e.g. /tʃ, /dʒ, /k/ e.g. mess, wet, rock</p>	<p>Can write the 26 letters of the alphabet to the standard</p> <p>Can write a simple sentence to describe an event</p>	<p>Shows letters at the end of words</p> <p>Shows letters at the end of words</p>	<p>Can write a simple sentence to describe an event</p> <p>Can write a simple sentence to describe an event</p>
Band 1	<p>Can write all 26 letters of the alphabet to the standard</p> <p>Can segment to spell 60/60 words that contain all 26 letters, e.g. /tʃ, /dʒ, /k/ e.g. mess, wet, rock</p>	<p>Can write the 26 letters of the alphabet to the standard</p> <p>Can write a simple sentence to describe an event</p>	<p>Shows letters at the end of words</p> <p>Shows letters at the end of words</p>	<p>Can write a simple sentence to describe an event</p> <p>Can write a simple sentence to describe an event</p>



Profiling - Good SEN Support

- Steps to Achievement not targets
- Accelerated Progress
- Closing the gaps between areas of learning

Band 7	<p>graphs e.g. <i>blue, claw, haul, cure, fair, night</i>. Can spell <i>cvcvcv</i> words e.g. <i>brain, trash, sting</i>. Can add the prefix <i>un-</i> e.g. <i>unhappy, undo</i>. Can spell 20 of the Y1 common exception words.</p>	<p>Beginning to sequence sentences to produce short narratives.</p>	<p>Uses capital letters for names, places, days of the week. Can use <i>s/es</i> accurately to denote plural and third person singular e.g. <i>dogs, bumps, catches</i>.</p>	<p>In own writing, letters are consistent in size in relationship to each other. Beginning to show uniformity in spacing of letters and words.</p>
Band 6	<p>Can segment to spell regular words that contain 5 – 15 standard vowel digraphs e.g. <i>rain, fair, soot</i>. Can spell <i>cvcv</i> words that include double final consonants i.e. <i>ff, ss, ll, ck</i> e.g. <i>mass, will, tick</i>. Can use phonic knowledge to spell simple <i>cvcv</i> words e.g. <i>manip, buried</i>. Can spell 10 of the Y1 common exception words.</p>	<p>Can re-construct a cut up sentence they have orally composed. Can write a simple sentence which can be read themselves and others.</p>	<p>Knows that sentences are demarcated with capital letters and full stops and will use occasionally with adult reminder. Can write a simple sentence which can be read themselves and others.</p>	<p>Can form all lower case letters correctly. Beginning to show consistency in size of letters.</p>
Band 5 National expectation at the end of Reception	<p>Can segment to spell <i>cvcv</i> words that contain <i>sh, ch, th</i> e.g. <i>shop, chip, moth, cash</i>. Beginning to spell short vowel <i>cvcv</i> / <i>cvcvcv</i> words e.g. <i>brag, trap, rug</i>. Is beginning to spell <i>cvcv</i> words containing up to 5 common vowel digraphs e.g. <i>fam, meaf, moon</i>.</p>	<p>Can orally compose, rehearse and recall a simple sentence. Beginning to use known spellings to write short, simple sentences independently to label pictures. Attempts to re-read.</p>	<p>Attempts to use basic punctuation, which may be random.</p>	<p>Can write from left to write, top to bottom and forms half of the lower case letters correctly. Can copy a short sentence with 1:1 correspondence.</p>
Band 4	<p>Can write all of the letters of the alphabet to the spoken sound. Can spell <i>cvcv</i> with short vowel sound. Writing includes words represented by recognisable letters, evidence of modulation of prominent sounds in target words e.g. initials/first letters.</p>	<p>Beginning to orally compose a sentence to write. Can write a simple sentence to dictation using known phonic skills e.g. <i>a cat in a hat</i>.</p>	<p>Groups letters as if writing words. Makes attempts at punctuation.</p>	<p>Can hold a pencil in an appropriate and comfortable grip. In own writing tracks from left to right across the page. Can copy letters with some accuracy.</p>
Band 3	<p>Writes half of the letters of the alphabet to the spoken sound. Can write own first name.</p>	<p>Can state the purpose of their mark-making e.g. <i>party invitation, letter/label</i>. Attempts to write simple captions for their pictures e.g. <i>my sheep</i>.</p>	<p>Writing consists of strings of recognisable letters with occasional correspondence to target words.</p>	<p>Can hold a pencil in an appropriate and comfortable grip with occasional reminders. Beginning to copy letter shapes with some accuracy.</p>
Band 2 National expectation at the end of Nursery	<p>Attempts to write their own name, writing some letters accurately to the spoken sound. Role play writing includes some letterlike shapes e.g. <i>letters from their name</i>.</p>	<p>Uses role play situations to experiment with writing assigning messages to their mark-making e.g. <i>This is my shopping list</i>.</p>	<p>Can distinguish between pictures, words and letters.</p>	<p>Uses an effective grip to hold mark-making tools. Writes drawing simple shapes such as circles and lines. Can track and trace over simple handwriting patterns e.g. </p>
Band 1	<p>Sometimes gives meaning to the marks they make.</p>	<p>Can distinguish between different marks they make e.g. <i>writing, drawing</i>. Attempts to attach meaning to their mark-making.</p>	<p>Recognises that labels in the environment convey meaning.</p>	<p>Beginning to develop an effective grip for holding mark-making tools (not necessarily pencil/grip).</p>
	SPELLING	COMPOSITION	PUNCTUATION AND GRAMMAR	HANDWRITING

Profiling - Good SEN Support

- Highly responsive to pupils' needs and allowing personalised planning within whole class teaching (Individual Teaching/Target Plan)

Band 7	<p>graphs e.g. <i>blue, clear, haul, cure, fair, night</i> Can spell <i>cyvc/cvcc</i> words e.g. <i>brain, trash, sting</i>. Can add the prefix <i>un-</i>, e.g. <i>unhappy, undo</i>. Can spell 20 of the Y1 common exception words.</p>	<p>Beginning to sequence sentences to produce short narratives.</p>	<p>Uses capital letters for names, places, days of the week. Can use <i>s / es</i> accurately to denote plural and third person singular e.g. <i>dogs, bumps, catches</i>.</p>	<p>In own writing, letters are consistent in size in relationship to each other. Beginning to show uniformity in spacing of letters and words.</p>
Band 6	<p>Can segment to spell regular words that contain 5 – 10 standard vowel digraphs e.g. <i>rain, feet, root</i>. Can spell <i>cvcc</i> words that include double final consonants i.e. <i>ff, ss, ll, ck</i> e.g. <i>mass, will, tick</i>. Can use phonetic knowledge to spell simple <i>cvcc</i> words e.g. <i>margin, basket</i>. Can spell 10 of the Y1 common exception words.</p>	<p>Can re-construct a cut up sentence that has a clearly composed. Can write a simple sentence when can be read. Remembers and others.</p>	<p>Knows that all sentences are demarcated with capital letters and full stops and will use occasionally with adult reminders.</p>	<p>Can form all lower case letters correctly. Beginning to show consistency in size of letters.</p>
Band 5 National expectation at the end of Reception	<p>Can segment to spell <i>cvcc</i> words that contain <i>sh, th</i> e.g. <i>shop, chip, moth, catch</i>. Beginning to spell short vowel <i>cvcc</i> words e.g. <i>brag, rap, ring</i>. Is beginning to spell <i>cvcc</i> words containing up to 5 common vowel digraphs e.g. <i>farm, mast, mouth</i>.</p>	<p>Can orally compose, rehearse and recall a simple sentence. Beginning to use known spellings to write short, simple sentences independently to label pictures. Attempts to re-read.</p>	<p>Attempts to use basic punctuation, which may be random.</p>	<p>Can write from left to write, top to bottom and form half of the lower case letters correctly. Can copy a short sentence with 1:1 correspondence.</p>
Band 4	<p>Can write all of the letters of the alphabet to the spoken sound. Can spell <i>cvcc</i> with short vowel sound. Writing includes words represented by recognisable letters, evidence of inclusion of dominant sounds in target words e.g. <i>initials, extra</i>.</p>	<p>Beginning to orally compose a sentence with a clear intention, final dot. Can write a simple sentence to dictation using known phonetic skills e.g. <i>'a cat's a fat'</i>.</p>	<p>Groups letters as <i>f</i> ending words. Makes attempts at punctuation.</p>	<p>Can hold a pencil in an appropriate and comfortable grip. In own writing, tracks from left to right across the page. Can copy letters with some accuracy.</p>
Band 3	<p>Writes half of the letters of the alphabet to the spoken sound. Can write own first name.</p>	<p>Can state the purpose of their mark-making e.g. <i>into motion, final dot</i>. Attempts to write simple captions for their pictures e.g. <i>'my mum'</i>.</p>	<p>Writing consists of strings of recognisable letters with occasional correspondence to target words.</p>	<p>Can hold a pencil in an appropriate and comfortable grip with occasional reminders. Beginning to copy letter shapes with some accuracy.</p>
Band 2 National expectation at the end of Nursery	<p>Attempts to write their own name, writing some letters accurately to the spoken sound. Role play writing includes some letterlike shapes e.g. <i>letters from their name</i>.</p>	<p>Uses role play situations to experiment with writing, assigning messages to their mark-making e.g. <i>'The King's happy fat'</i>.</p>	<p>Can distinguish between pictures, words and letters.</p>	<p>Uses an effective grip to hold mark-making tools, makes drawing simple shapes such as circles and lines. Can trace and trace over simple handwriting patterns e.g. </p>
Band 1	<p>Sometimes gives meaning to the marks they make.</p>	<p>Can distinguish between different marks they make e.g. <i>writing, drawing</i>. Attempts to assign meaning to their mark-making.</p>	<p>Recognises that letters in the environment convey meaning.</p>	<p>Beginning to develop an effective grip for holding mark-making tools (not necessarily pencil grip).</p>
	SPELLING	COMPOSITION	PUNCTUATION AND GRAMMAR	HANDWRITING

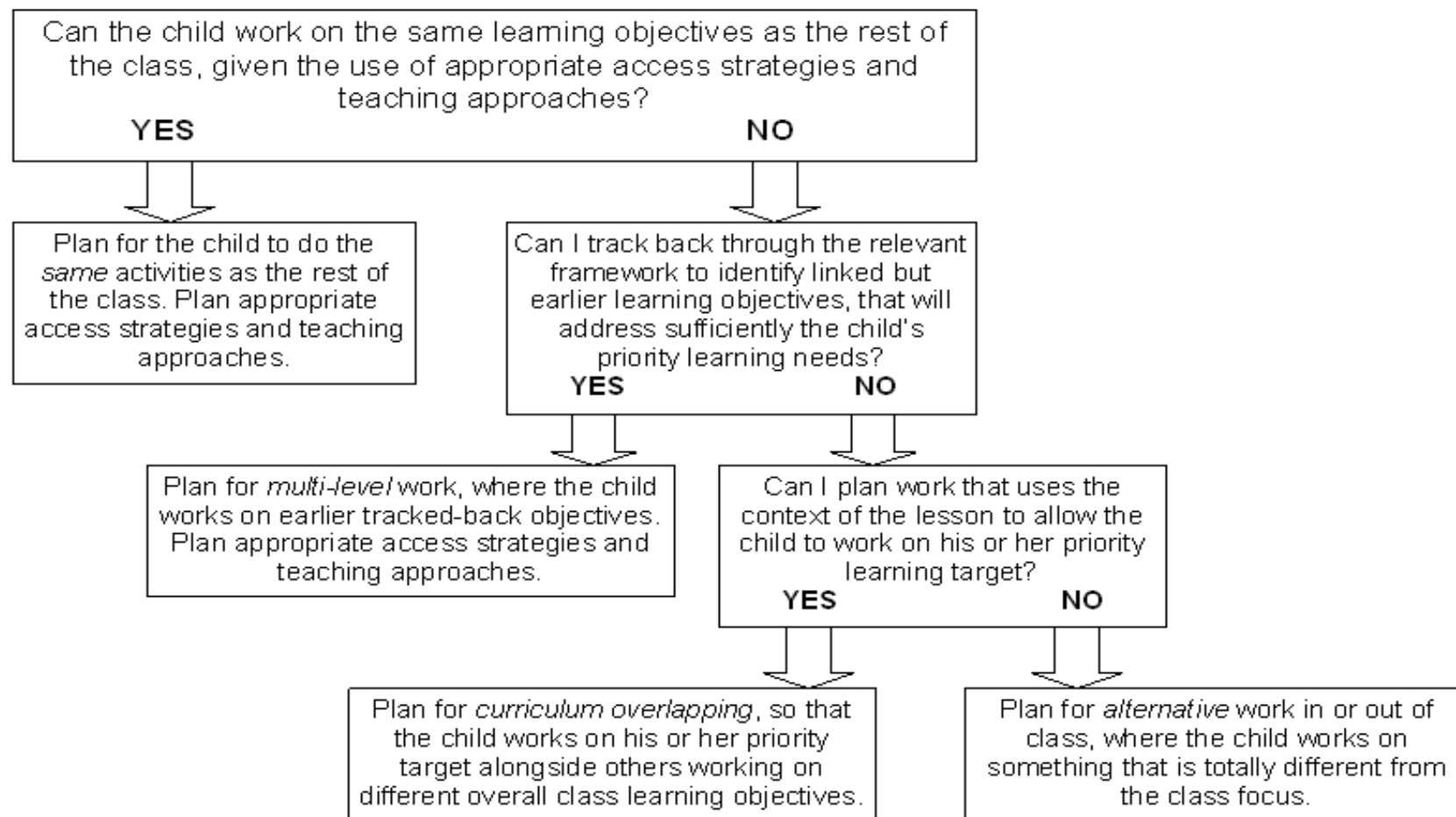
Individual Teaching/Target Plan

Example of a Individual Target/Teaching Plan

Thread	Current	Target	Target to Achieve	Comments
	Band	Band		Evidence - i.e. observation date, reference to child's book(s)(e.g. date, literacy book; cross-curriculum references)reading record etc. Intervention data as supplementary evidence
1. Group discussion and interaction	7	8	I listen to and use words that my friends say.	Observed : 02/04/15 07/04/15 15/04/15
2. Grammar and sentence building	8	9	I can use different types of sentences when I talk	Observed : 05/04/15 08/04/15
3. Listening and understanding	8	9	I can listen to others in my group and I nearly always say things that show I have listened	Observed: 06/04/15(listening demonstrated)
4. Verbal storytelling and narrative	7	8	I can tell stories where the things that happen are in the right order	
5 Vocabulary	7	8	I can use different describing words when I am talking about stories I have seen or heard	Observed: 06/04/15(following assembly story)

Planning

Different Options for Student Participation in Class Lessons - planning for children with SEN or disabilities.
Vocabulary from Giangreco & Colleagues (1993)

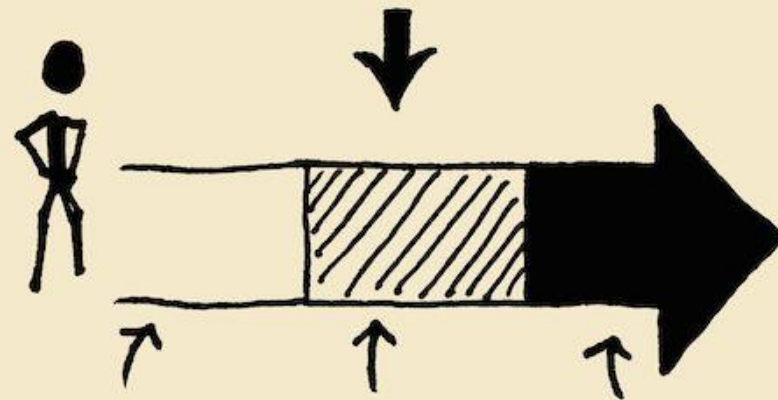


(Taken from 'Beating Bureaucracy in Special Educational Needs: Helping SENCOs Maintain a Work-life Balance.' Jean Gross ISBN 978-0-415-441148)

Pupil and School Support Service

Zone of Proximal Development

VISUALIZING THE ZONE OF PROXIMAL DEVELOPMENT



THINGS YOU CAN
DO ALL ON
YOUR OWN

THINGS YOU
CAN DO WITH A
BIT OF HELP

THINGS YOU CAN'T
YET DO, NO MATTER
HOW MUCH SUPPORT
YOU GET

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Planning

Teacher: Year: 3 Date/Wk:	Unit: Non-Fiction Instructions <div data-bbox="716 358 1093 451" style="border: 1px solid black; padding: 5px; display: inline-block;"> Example Teaching Objective (whole class) </div>		Key Vocabulary/Technical Language:		
Cross Curricular Reading/Writing Links (AF's/ ITP threads to be covered): Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Using simple organisational devices such as headings and sub-headings. ITP Thread 12	Speaking/Listening Focus: Speaking (AF's/ITP threads to be covered): Identify features of language used for a specific purpose - to instruct. <div data-bbox="643 668 809 789" style="border: 1px solid black; padding: 5px; display: inline-block;"> Example linked ITP thread </div> ITP Thread 3	Spelling Focus(AF's/ ITP threads to be covered): Introduce preposition (words that are usually used in front of nouns or pronouns and show the relationship between the noun or pronoun and other words in a sentence.) as an example of prefix pre: pre + position. ITP Thread 11	Grammar Focus(AF's/ITP to be covered): Expressing time using conjunctions, adverbs Revise use of commands and imperative verb. ITP Thread 13		
WHOLE CLASS TEACHING INTRODUCTION		INDEPENDENT ACTIVITIES		Guided Writing - include your AF /ITP assessment opportunity here	Plenary/ Key Questions
Shared/Modelled Reading and Writing (including the teaching of reading/comprehension skills)		Include differentiation and groupings Include ITP thread focus			
M					

Progress in individual lessons

Using the Individual Target Plan to design success criteria carefully to demonstrate:

- ✓ where pupils are in their learning
- ✓ what they need to make further progress

Pupils can quantify their progress too.

- ✓ personalised
- ✓ outcome- driven – as opposed to task-driven - lessons

Evidence Based Strategies

Target plan can be used by the class teacher to identify what is required next:-

- Specific time limited interventions
- Liaison with SENCO
- Referral to specialists

Evidence Based Strategies

“SEN Support: A rapid evidence assessment –
Research Report” (2017)

Carroll, Bradley, Crawford, Hannant, Johnson,
Thompson. Coventry University
Government Social Research



Formal Review

Where a pupil is receiving SEN support, schools should talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. Schools should meet parents at least three times each year.

(SEND COP 2015, pg. 104, para 6.65)

Management of Change



Theory into Practice – Case Study

Log in
GILBERTSTONE PRIMARY SCHOOL



THE LEARNING JOURNEY STARTS HERE...

Theory into Practice – Case Study

How to initiate the change?

- Agree with Senior leadership to a small scale pilot
- Start small with a couple of children in classes where teachers are on board/open to changing practice

Theory into Practice – Case Study

Initial Thoughts from the Class Teacher

“Made me think about the suitability of the lesson ... was this the right thing for the child to be doing?”

“It allowed to me to identify the areas of strength and become more positive.”

Implementation – Case Study

Initial pilot was fed back to senior management and then to school at a staff meeting

Whole school role out – with one pupil in each class

Regular staff meetings and review to allow tweaks to the process

Implementation – Case Study

Key Learning:-

- Timetable evidence gathering
- Creation of child statement banks
- Sticky labels to aid referencing of targets in books
- Inform parents of a change in the process
- Teacher led reviews - increased skill levels

Implementation – Case Study

SENCO - Monitoring

- Learning walks
- Planning
- Book scrutiny

Attending pupil progress meetings

- Right support, right time





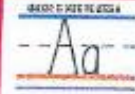
Pupil Progress Meetings

Able to check the following:-

- Targets and success criteria were identified, known and understood
- Appropriate Teaching approaches had been chosen to help pupils achieve their targets
- Appropriate direction of TA support and development of materials
- That pupils had been supported to work independently
- Barriers to progress identified



Implementation – Case Study

I can...		Live Marking	W/S
 <p>My finger spaces are the right size</p>	✓	Phonics ee ur ow wh y au	Sound out unfamiliar words and use known sounds
 <p>Punctuation <u>ABC</u> ✓, ! ?</p>			Spell Year 1 and 2 words accurately
 <p>Use conjunctions and, but, or, because, when, if, that</p>			Ascenders/descenders/capitals are the right shape and size

Date: 24.04.18 (1)

Composition - Band 9

I can write sentences using joining words such as then, after, but.

o o o o o o o o o o o o o o o o

Implementation – Case Study

SENCO Role

- Collating data from the profiles – progress over time
- Able to identify who had closed the gap and take of the SEN register*
- Identified pupils for group interventions
- Identification of staff training needs

Implementation – Case Study

Impact on Progress

Name	Baseline P/NC attainment		End of Autumn Term		End of Spring Term		End of Summer Term		Reading	Writing
	Reading	Writing	Reading	Writing	Reading	Writing	Reading	Writing	NC sub levels	NC sub levels
Pupil A	P6	P6	P6	P6	P6	P6	P8	P8	+2	+2
Pupil B	1A	1A	2C	1A	2C	1A	2B	2B	+2	+2
Pupil C	P4	P5	P5	P7	1C	1C	1B	1B	+6	+5
Pupil D	1A	1C	2C	1B	2C	1A	2B	2C	+2	+3
Pupil E	1B	1B	2C	2C	2B	2B	2B	2B	+3	+3
Pupil F	1A	1B	1A	1A	2C	2C	2B	2C	+2	+2
Pupil G	1C	1C	1B	1B	2C	1B	2C	1A	+3	+2
Pupil H	1C	1B	1B	1B	1A	1A	2B	2C	+4	+2
Pupil I	P6	P6	P7	P7	1C	1C	1B	1B	+4	+4
Pupil J	P6	P5	P7	P5	P6	P7	P8	P7	+2	+3
Pupil K	P7	P5	P7	P5	P8	P7	1C	P8	+2	+3
Pupil L	1C	P8	1B	1B	2C	1A	2B	2C	+4	+4
Pupil M	1C	1C	1B	1B	2C	1A	2B	2C	+4	+3

Implementation – Case Study

Positives

- Easier monitoring for SENCO
- Talking to parents
- Shared understanding across the school
- Supported transition
- High Aspirations shared
- Moderation – staff consistency

Implementation – Case Study

Positives

- More flexible provision
- Able to identify which interventions were effective
- More effective use of outside agencies

Implementation – Case Study

Ofsted Inspection

“Provision for disabled pupils and those who have special educational needs is also outstanding. Pupils who find learning difficult, for whatever reason, are supported exceptionally well and make good and sometimes outstanding progress.”

'Key Ingredients' of SEN Support

- 1) Culture, Leadership and Management
- 2) High Quality Teaching
- 3) Use of Expertise
- 4) Personalisation

Skipp, S. & Hopwood, V. (2017) "SEN Support: Case studies from schools and colleges. DfE

'Key Ingredients' of SEN Support

- 5) Flexible use of evidence-based strategies
- 6) Use of evidence for tracking progress
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Assessment and Planning Tools

Progression Steps – B-squared

<https://www.bsquared.co.uk/solutions/send>

Birmingham SEN Toolkits

<http://accesstoeducation.birmingham.gov.uk/index.php/PSS/sen-toolkits.html>

Classroom Monitor

<http://www.classroommonitor.co.uk/school/pupil-tracking-sen-schools/>

Solar for Schools

<http://www.solarforschools.org.uk/>

Communication Trust – Progression Tools

<https://www.thecommunicationtrust.org.uk/resources/resources-for-practitioners/progression-tools-secondary/>