

# SEND Coffee Morning #2

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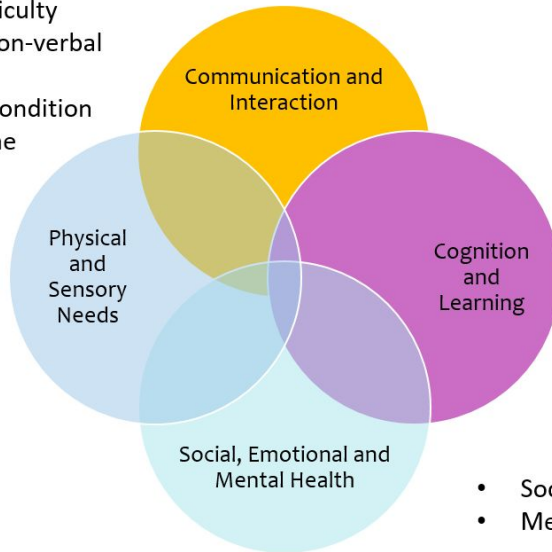
November 2022



# Broad Areas of Need

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- Speech, language and communication difficulty
- Use of verbal and non-verbal communication
- Autistic Spectrum Condition
- Asperger's Syndrome

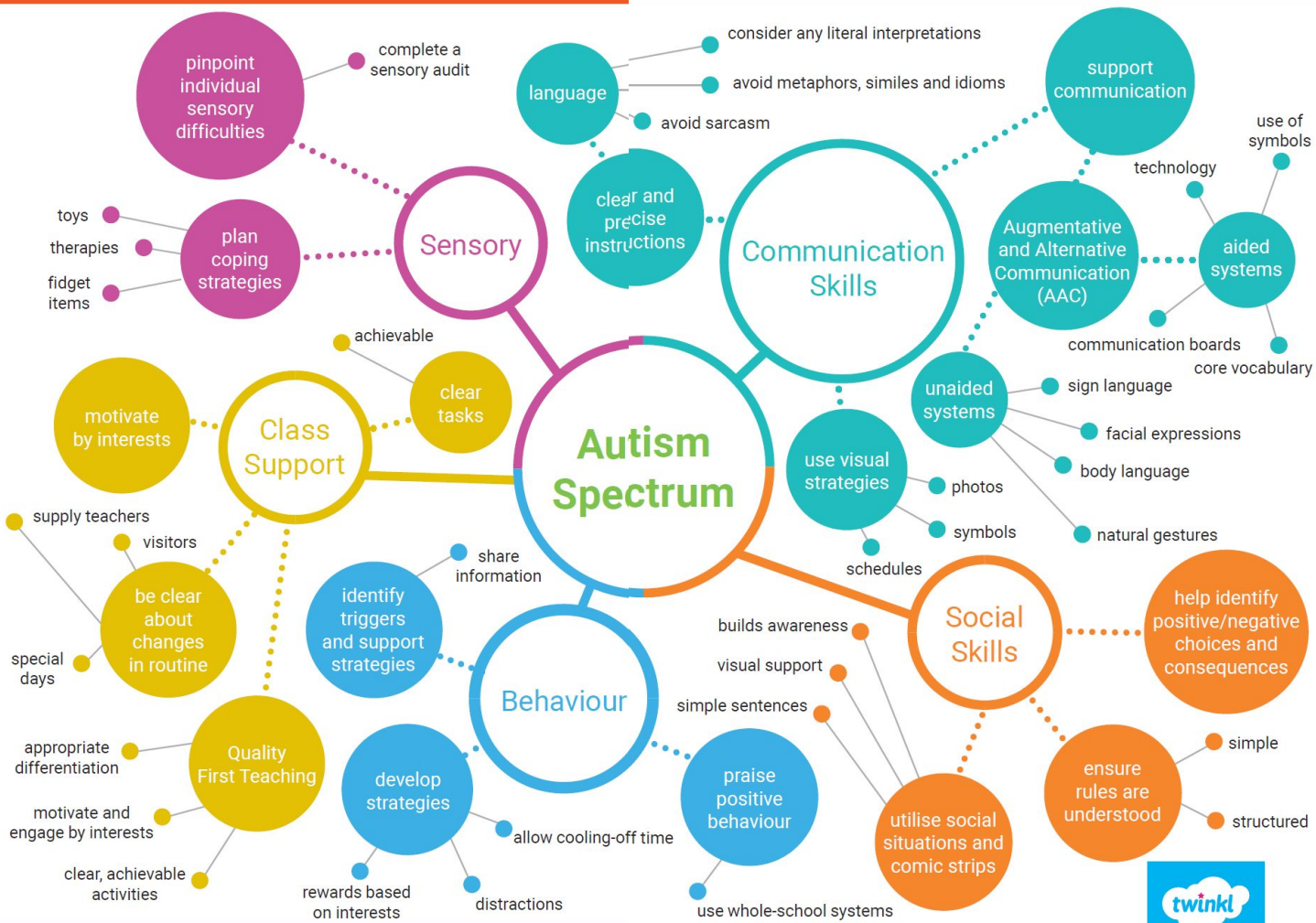


- Moderate Learning Difficulties
- Severe Learning Difficulties
- Profound and Multiple Learning Difficulty
- Specific Learning Difficulty
- Attention Deficit Hyperactivity Disorder

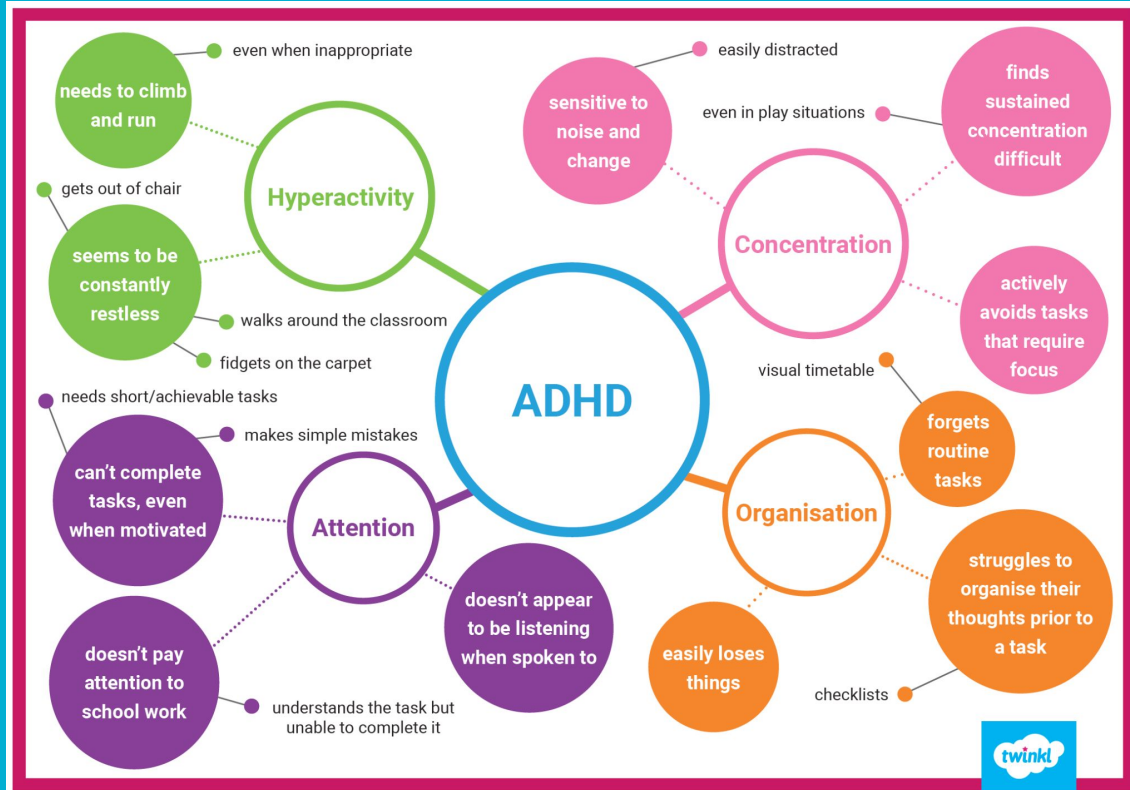
- Physical Difficulty
- Visual Impairment
- Hearing Impairment
- Multi-sensory Impairment
- Medical Needs

- Social and emotional difficulties
- Mental Health Needs

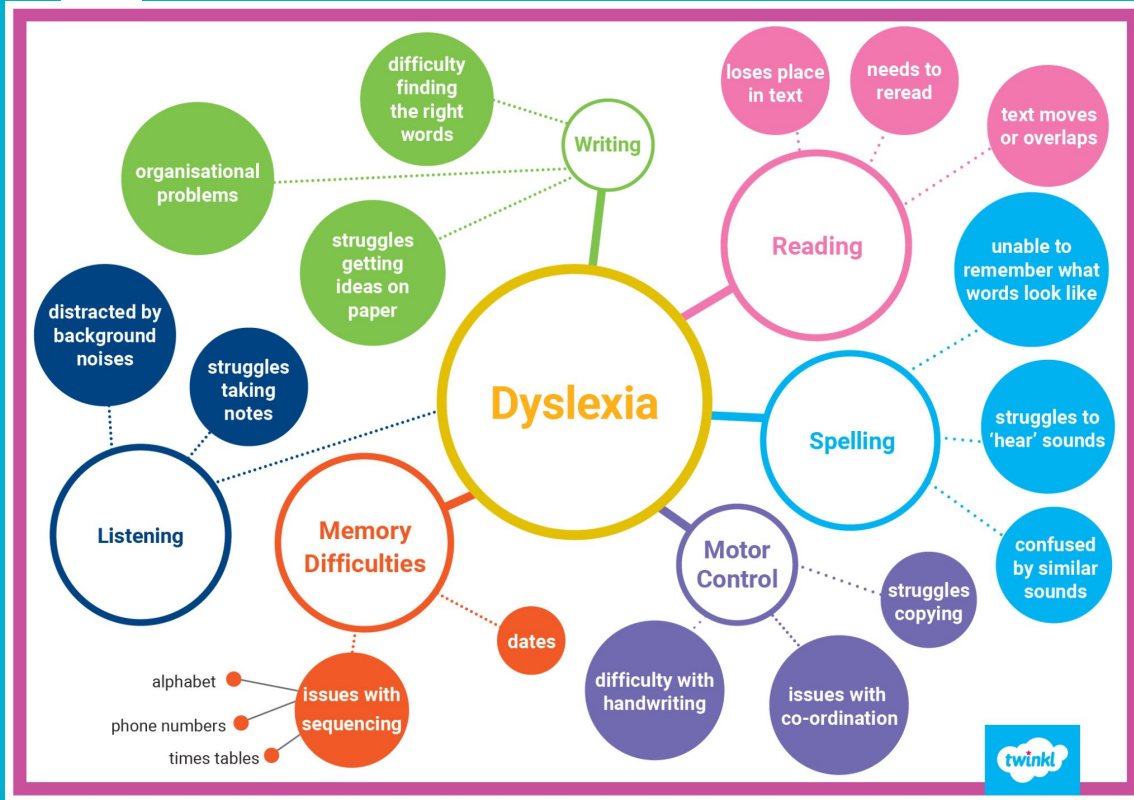




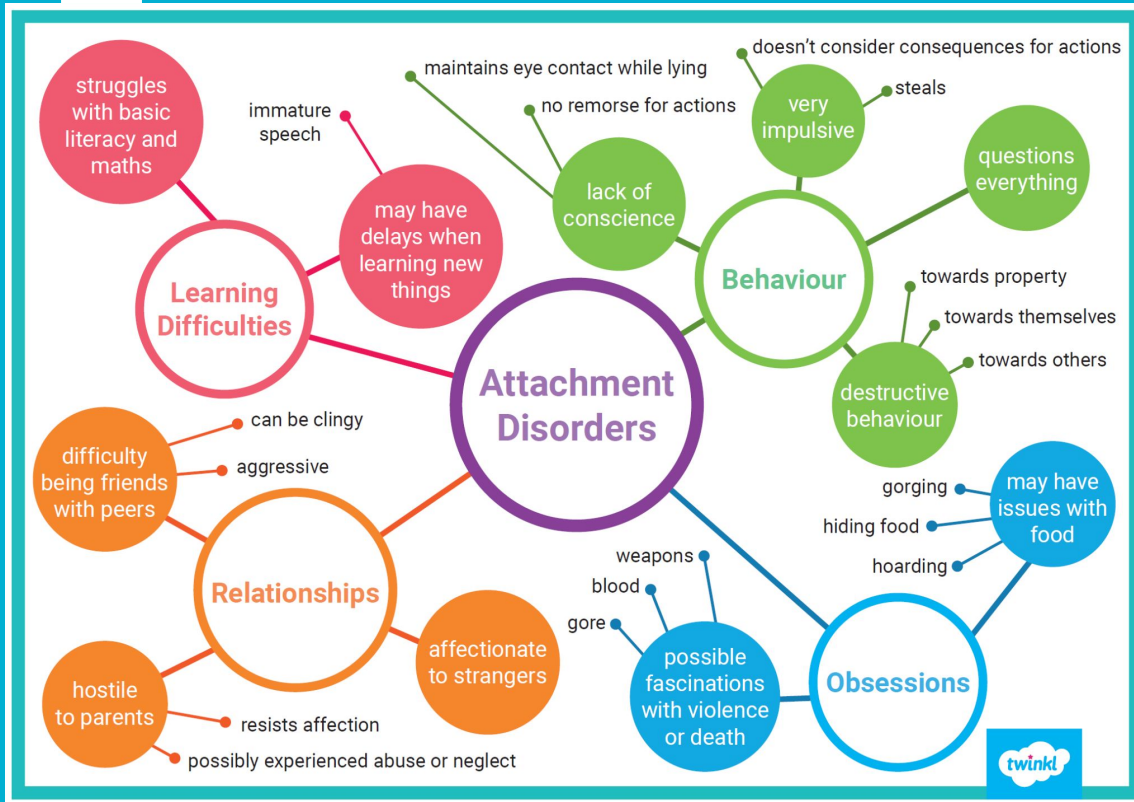
# Cognition and Learning



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# Social, Emotional and Mental Health



# Physical and Sensory



## Sensory Processing

### Sensory Processing Disorder

Sensory processing is when the nervous system processes the message it has received from the senses and the resulting motor or behavioural response. In sensory processing disorder (also known as sensory integration disorder/dysfunction), the sensory signals are not interpreted in the typical way. A person with SPD will find it difficult to process and respond to the information received from the senses.

### There are three main subtypes:

**Sensory Modulation Disorder**  
Difficulty regulating response to sensory stimuli.

This subtype is broken down further into: Sensory Over Responsivity, Sensory Under Responsivity and Sensory Craving.

### Sensory Based Motor Disorder

Difficulty with balance and coordination + skilled motor tasks.

This subtype is broken down into: Dyspraxia and Postural Disorder

### Sensory Discrimination Disorder

Difficulty in understanding sensory stimuli, i.e. difficulties in understanding what is seen, heard, tasted, felt and smelt. This subtype is broken down further into each of the sensory systems.

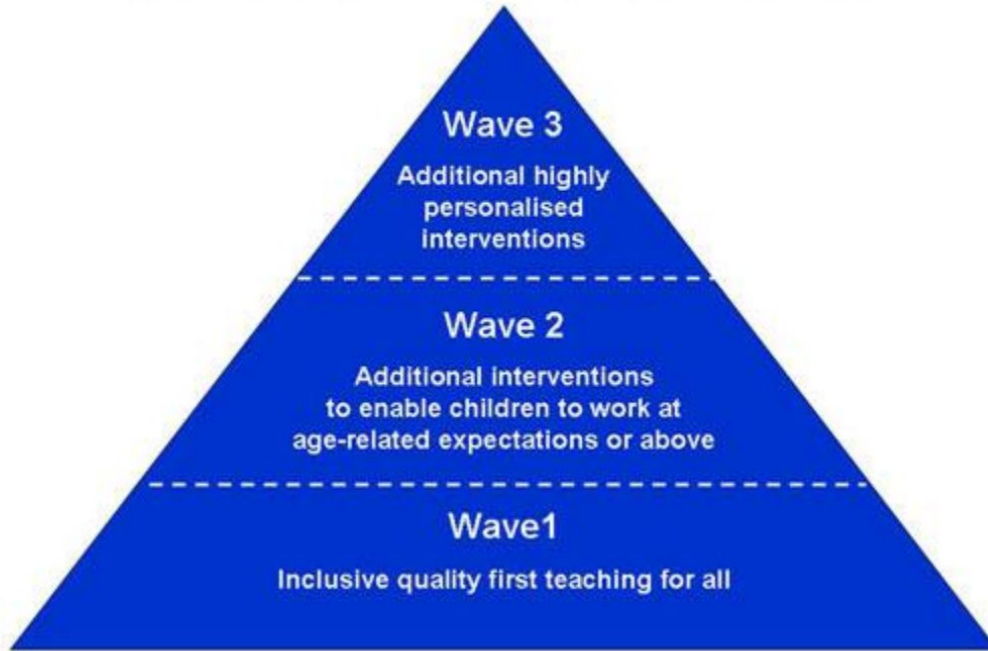
**Hyper**  
Receiving too much information

**Hypo**  
Receiving too little information



# Waves of intervention

## Waves of Intervention Model





# Range of provision

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-Reading

-Phonics

-Nessy

-Doodle maths

-Thrive

-Speech and language

-Tutoring

-Pre-teach / post teach

-Precision teaching

-In class support

# EEF Guidance-QFT

## High quality teaching benefits pupils with SEND

### The 'Five-a-day' principle



The research underpinning the EEF's guidance report 'Special Educational Needs in Mainstream Schools' indicates that supporting high quality teaching improves outcomes for pupils with SEND. Five specific approaches—the 'Five-a-day' indicated below—are particularly well-evidenced as having a positive impact. Teachers should develop a repertoire of these strategies, which they can use daily and flexibly in response to individual needs, using them as the starting point for classroom teaching for all pupils, including those with SEND.

#### 1 Explicit instruction

*Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.*



#### 2 Cognitive and metacognitive strategies

*Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.*



#### 3 Scaffolding

*When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.*



#### 4 Flexible grouping

*Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.*



#### 5 Using technology

*Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.*



# QFT at St.Mary's

## QFT: Teacher Toolkit



Already using \_\_\_\_\_ Planning to use \_\_\_\_\_ Would like support \_\_\_\_\_

Classroom organisation	Behaviour and emotions	Vocabulary
Safe and predictable learning environment	Use Zones of regulation to help child identify their emotions	Have tier 3 vocabulary cards available- for foundation subjects
Regular, consistent learning routines	Praise effort and accomplishment; aim to raise self-esteem	Explicitly teach new vocabulary and tier 3 vocabulary
Keep furniture and objects in the classroom in the same place (predictable physical environment)	Praise in public; reprimand in private	Use whole class interventions and games
Seat the child near the front of the classroom or near teacher	Individual behaviour / reward chart	Reading and Spelling
Seat the child with pupils who can provide a good behaviour model	Calm box	Only correct spellings that they have been specifically taught
Seat the child with pupils who can provide a good language model	Plan for lots of additional opportunities for success	Provide phonics or spelling mat (with visuals)
Provide legitimate opportunities to be physically active	Make expectations very clear, e.g. visual reminders & prompts	In KS2, intentionally build in time to sight learn high frequency words.
Find ways to allow them to fidget, e.g. squeeze ball, cushion	Remind pupils of past successes (highlight positives)	
Visual timetable in view of child	Use distraction and diversion	Provide page or sheet for practising spellings before writing.
High expectations of all learners	Meet and greet at transitional moments in the day	Do not ask children to read spellings scores out loud in class.
Listening and attention	Offer choices; use the language of choice	Writing
Teach 'rules' of good listening and remind using visual prompts	Be relentlessly positive and optimistic	Scaffolds to reduce writing load
Teach children to ask for clarification when they don't understand	Aim for 5 positive comments for each negative	Opportunities for spoken narratives before written
Explain abstract language and double meanings	Seek opportunities for proactively building positive relationships	Use iPad apps to record sentence or ideas before writing
Use visual support (e.g. pictures, objects) to aid understanding	Ensure you are consistent in your mood and approach	Provide alternative ways to record / show understanding
Ask children to repeat back instructions to demonstrate understanding.	Learning Tasks	Close procedures with missing words /phrases
Avoid background noise where possible	Track back to appropriate objectives from earlier years (when needed)	Pencil / pen grips
Use interactive strategies to show understanding, e.g. individual whiteboards, cards to hold up	Use scaffolds to help children access learning	Sometimes use adult to scribe
Avoid teaching while standing in front of light source	Pre and post teach when needed	Sometimes use iPad apps, e.g. Clicker Connect or Clicker Docs
Repeat key words or phrases	Give opportunities for repetition, reinforcement and over-learning	Use colour coded parts of sentences, e.g. Colourful Semantics
Chunk instructions into manageable instructions	Small, timed, chunked Tasks	Visual vocabulary support
Understanding instructions	Make expectations clear, e.g. time available, expected outcomes	Maths
Give time to process instructions and questions	Don't necessarily make them read aloud to a group / class	Use a range of visual and concrete resources
Use visual cues to support instructions	Give lots of opportunities for overlearning and success	Make abstract concepts concrete, e.g. act out, draw or model word problems
Give an overview or model of what you want them to achieve then smaller steps	Allow extra time to complete Tasks	Use interactive apps to practise and reinforce
Give instructions in order and in small chunks	Speaking and communication	Pre-teach and post teach
Check for understanding of instructions, e.g. ask child to explain in own words	Model language, giving lots of examples of how word or sentence structure should be used	Give opportunities for overlearning
Use the iPad app to record instructions so that child can listen repeatedly	Recast – repeat back what child said, correcting errors in speech sounds or grammar	Daily Number sense to build fluency
Use checklists to remind them of routines and instructions	Expand – repeat back what child said, adding in extra word or phrase	Social skills and group work
Use child's name before you give information, to gain their attention	Give prompts and scaffolds such as sentence starters for speaking	Assign specific roles in group discussion
Always ensure 100% of the class is looking and listening	Give limited choice of responses, e.g. "Would you like _____ or _____?"	Use social stories to teach expectations in particular situations / contexts
Transitions	Provide alternative communication methods, e.g. pointing to pictures / cards from selection	Involving parents
Class visual timetable	Other	Home-school communication book
Individual visual timetable		Regular (e.g. weekly or fortnightly) meetings with parent
Give clear information, using consistent language (e.g. First... then; When...		