

Approaches to support end points for pupils with SEND

Instructional teaching underpins our approach to curriculum implementation for all pupils. This focuses on the importance of building on pupils' prior knowledge by linking what's already understood to what is being taught, ensuring that pupils secure foundational knowledge before encountering more complex content. For all pupils the likelihood of more being retained by the learner can be increased by teachers designing practice, generation and retrieval tasks that provide just enough support, so that pupils experience a high success rate when attempting challenging work.

It is our belief that within this approach there are teaching strategies which should be emphasised when working with pupils who have SEND.

Scaffolding

Scaffolding can be particularly effective for use with pupils with SEN because it enables them to access the same curriculum as their peers, boosting confidence and self-esteem. The goal is to focus instruction at a level that is just a step above what the learner is capable of on their own without support. With support, or scaffolding, the learner can access the concept or skill and gain experience until they are able to become more or fully independent. This scaffolding process will need to change in line with the confidence and competence of each learner; sometimes from the point of requiring direct adult support through to initial or intermittent support, often with the use of scaffolding materials or aids.

What A Good One Looks Like (WAGOLL)

Pupils are given a good model of what they are going to be asked to complete and the teacher describes the features that contribute to it representing high quality work. Similarly, the teacher may model a process to show pupils how it is done before they are asked to do it themselves, for example, the steps necessary to complete a long division calculation.

Pre teaching

Pupils are prepared beforehand by being taught, for example, any new vocabulary they will need to access the lesson, and then have access to aids such as 'word mats' to support them with the meaning of words during the lesson.

Flexible groupings within lessons

Pupils may be allocated to work in a very small group based on the needs they share with other pupils. Groups may be created to support a specific need or challenge and disbanded when the particular need is met. It may be that these pupils need a little more explicit instruction, more time to practice a skill, remember a fact or understand a concept.

Graphic Organisers

Graphic organisers can be used to organise knowledge, concepts and ideas. These may include t charts,, sequence charts, a main idea web, venn diagrams, mind maps, chronologies or event chains.

Use of technology

Use of apps and computer programmes which provide instruction, modelling or practice opportunities for a range of topics and skills.