Using Education Endowment Foundation resources to support your strategic vision for whole school SEND.

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Peterborough SEND Network Event Thursday 9th February 2023

EFFECTIVE SENCO DEPLOYMENT

A guide for the SENCOs and their line managers

THE SENCO ROLE	
STRATEGIC	**OPERATIONAL**
Curriculum Teaching and Learning	
Ascertaining whole school training needs as a result of careful analysis	Keeps SEN register up to date
Supports SLT and curriculum leaders in decisions	Initially assesses children coming into the school
	Arranges for additional resources for children
Student Social, Emotional, Mental Health and Wellbeing	
Designs careful transitions between schools for new students	Runs or oversees transitions
Liaises with Extra-Curricular leads to inform and support awareness of inclusion	Monitors participation levels of children and young people with SEND in co-curricular activities
Reflects on student profiles with poor attendance and/behaviour and considers how SEND teams can respond and support	Monitors attendance and behaviour data for pupils with SEND
Responds to parental feedback to improve and develop inclusion	Is available to parents and carers for meetings and parents' evenings
Reflects upon trends in safeguarding cases and considers changes to SEND provision in light of this	Meets with safeguarding lead to review individual support needs
SENCO Management Responsibilities	
Line manages the SEND Team monitoring performance and progress	Line manages the SEND Team monitoring performance and progress
Reflects upon trends in SEND interventions and considers changes to provision in light of this	Designs timetables and oversees Assess-Plan-Do-Review cycle for SEND Provision
Analyses subject/year group cohort progress, targeting needs arising (Wave 1 & 2)	A member of the SEND team works with staff and/or students to support needs arising at Wave 1 & 2
Reflects upon financial needs and predicts costs ahead	Monitors SEN finance and spending; writes applications for HNF
SEND Administration	
Writes/supports the writing of important and statutory school documents: SEN Information Report, Accessibility Plan	Chairs Annual Reviews and completes statutory paperwork
	Meets with outside agencies to support student needs
	Provides relevant updates for the school website
	Provides relevant information for prospective parents and carers
	Liaises with the School Admissions team to support appropriate provision of access arrangements

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- Independent charity founded in 2011

- Dedicated to breaking the link between family income and educational achievement in England

- Aims to raise the attainment of 3-18 year olds, particularly those facing disadvantage

SPECIAL EDUCATIONAL NEEDS
IN MAINSTREAM SCHOOLS
Guidance Report

Education
Endowment
Foundation

- Published in October 2021

- Available at:
  EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf (d2tic4wvo1iusb.cloudfront.net)

- Overview of some key 'best bets' for improving special educational provision.

- 'Supporting pupils with special educational needs should be part of a proactive approach to supporting all pupils- it is not an "add on". '

1 Create a positive and supportive environment for all pupils, without exception

- An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Schools should:

- promote positive relationships, active engagement, and wellbeing for all pupils;

- ensure all pupils can access the best possible teaching; and

- adopt a positive and proactive approach to behaviour, as described in the EEF's Improving Behaviour in Schools guidance report.

2 Build an ongoing, holistic understanding of your pupils and their needs

- Schools should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach.

- Assessment should be regular and purposeful rather than a one-off event, and should seek input from parents and carers as well as the pupil themselves and specialist professionals.

- Teachers need to feel empowered and trusted to use the information they collect to make a decision about the next steps for teaching that child.

3 Ensure all pupils have access to high quality teaching

- To a great extent, good teaching for pupils with SEND is good teaching for all.

- Searching for a 'magic bullet' can distract teachers from the powerful strategies they often already possess.

- The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils.

  — flexible grouping;

  — cognitive and metacognitive strategies;

  — explicit instruction;

  — using technology to support pupils with SEND; and

  — scaffolding.

4 Complement high quality teaching with carefully selected small-group and one-to-one interventions

- Small-group and one-to-one interventions can be a powerful tool but must be used carefully. Ineffective use of interventions can create a barrier to the inclusion of pupils with SEND.

- High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress.

- The intensity of intervention (from universal to targeted to specialist) should increase with need.

- Interventions should be carefully targeted through identification and assessment of need.

- Interventions should be applied using the principles of effective implementation described in the EEF's guidance report *Putting Evidence to Work: A School's Guide to Implementation*.

5 Work effectively with teaching assistants

- Effective deployment of teaching assistants (TAs) is critical. School leaders should pay careful attention to the roles of TAs and ensure they have a positive impact on pupils with SEND.

- TAs should supplement, not replace, teaching from the classroom teacher.

- The EEF's guidance report *Making Best Use of Teaching Assistants* provides detailed recommendations.

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SPECIAL EDUCATIONAL NEEDS IN MAINSTREAM SCHOOLS
Summary of recommendations

1 Create a positive and supportive environment for all pupils, without exception

2 Build an ongoing, holistic understanding of your pupils and their needs

3 Ensure all pupils have access to high quality teaching

4 Complement high quality teaching with carefully selected small-group and one-to-one interventions

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Ensure all pupils have access to high quality teaching

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Teaching strategies to consider emphasising for pupils with SEND:

1 Explicit instruction

2 Cognitive and metacognitive strategies

3 Scaffolding

4 Flexible grouping

5 Using technology

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.
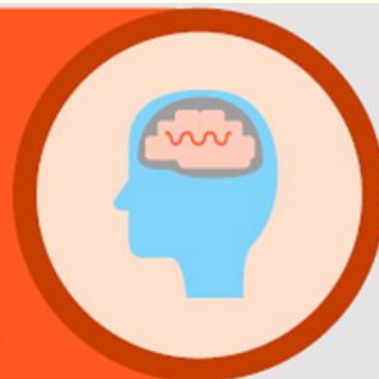
3 **Scaffolding**

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.
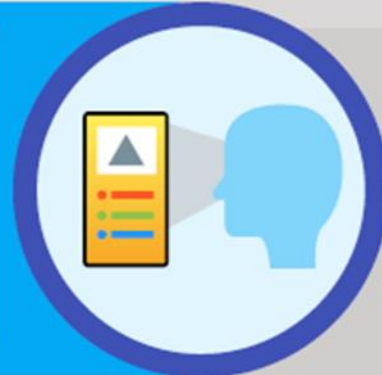
Do your staff use the 5 a day strategies?

How do you know?

📄 Sample materials e.g. worksheets, PPTs

✏️ Sample homework

📚 Book looks

🎓 Learning Walks (Paired, Department/Year, Shadowing)

🎤 Student Voice

💬 Parent Voice

👤 Staff Voice

How can you develop and embed this practice amongst your staff?

SEND Champions (identified by TAs)

Walkthrus (Tom Sheringham) / unseen observations

EEF Adaptive subject based advice

Targeted CPD

Marketstall CPD

Peer support

SENDCo observations and follow ups

Embedded in QA and/or ED

Marginal gains

Organising principle

THINK LEGACY

A|D|A|P|T
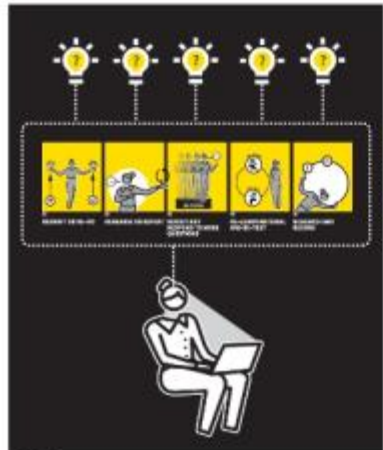
1 ATTEMPT
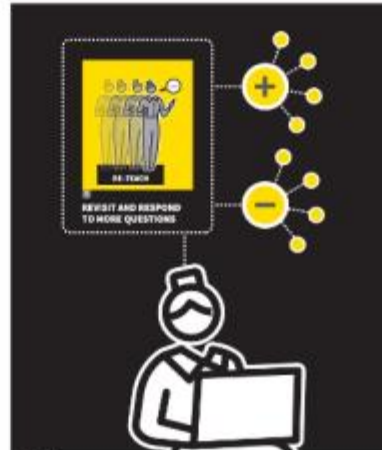
2 DEVELOP

3 ADAPT
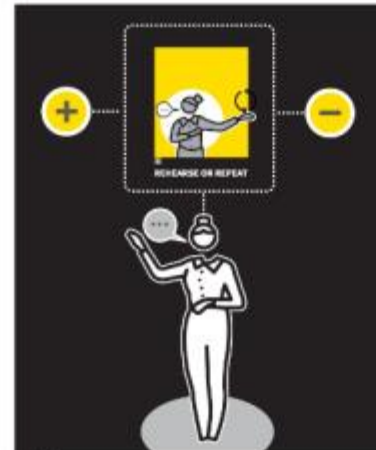
4 PRACTISE
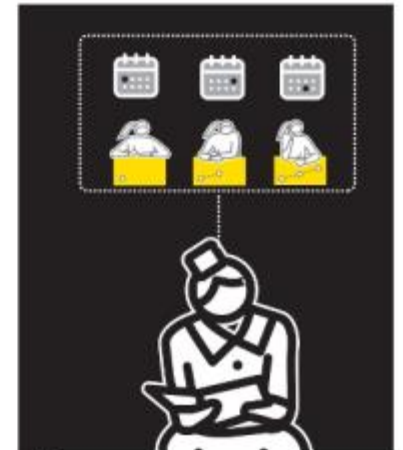
5 TEST

- WalkThrus are designed to be deliberately generic and context free.
- The intention is that teachers adapt them.
- Our A|D|A|P|T approach is central to the concept of instructional coaching; taking ideas and applying them in context.
- It is only ever a reference point for reflection or to support coaching and feedback discussions.

Table Talk – Five a Day

- Do your teaching staff use the Five a Day?
- How would you judge the quality and impact - emergent, consistent, mastery?
- Does it vary between/within departments?
- How do you know?
- ECT focus – are they getting it right from the start?
- How are new staff inducted into the use of the Five A Day?

- How about your TAs? How well do they use the Five A Day?
- Are these techniques reflected in pastoral work as well as academic work?
- How well do your QA and ED systems support the embedding of the Five A Day?
- Who is involved in embedding the Five A Day? Are you part of a wider strategic leadership team with a focus on this?

1 Explicit instruction
2 Cognitive and metacognitive strategies
3 Scaffolding
4 Flexible grouping
5 Using technology

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MAKING BEST USE OF TEACHING ASSISTANTS
Guidance Report

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MAKING BEST USE OF TEACHING ASSISTANTS

Guidance Report

Education Endowment Foundation

- Second edition published in October 2018

- Available at: [Making Best Use of Teaching Assistants | EEF (educationendowmentfoundation.org.uk)](#)

- Noticeable improvements in pupil outcomes can be made through the more thoughtful deployment and use of Tas

- We are sure you are all aware of these in some capacity.

- BUT, you will all be at different points on the journey.

- Use this session to reflect on where you are now and the small steps you can make to improve practice.

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MAKING BEST USE OF TEACHING ASSISTANTS
Summary of recommendations

The effective use of TAs under everyday classroom conditions

1 TAs should not be used as an informal teaching resource for low attaining pupils

2 Use TAs to add value to what teachers do, not replace them

3 Use TAs to help pupils develop independent learning skills and manage their own learning

4 Ensure TAs are fully prepared for their role in the classroom

The effective use of TAs in delivering structured interventions out of class

5 Use TAs to deliver high quality one-to-one and small group support using structured interventions

6 Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction

Integrating learning from work led by teachers and TAs

7 Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions

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The effective use of TAs under everyday classroom conditions				The effective use of TAs in delivering structured interventions out of class		Integrating learning from work led by teachers and TAs
1 TAs should not be used as an informal teaching resource for low attaining pupils	**2** Use TAs to add value to what teachers do, not replace them	**3** Use TAs to help pupils develop independent learning skills and manage their own learning	**4** Ensure TAs are fully prepared for their role in the classroom	**5** Use TAs to deliver high quality one-to-one and small group support using structured interventions	**6** Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction	**7** Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions

1. The status quo isn't an option! The evidence is clear: poor TA deployment has a negative impact on attainment; effective TA deployment can have positive impacts

2. The resources are already there. Schools in England employ 380,000+ TAs. The average school spend on TAs is about £200,000 per year

3. Schools that overcome practical barriers to change do so by investing time, attention and effort into making improvements – not by spending lots of money

4. Up-skilling TAs raises their professional profile and status, and makes them feel more valued

5. Research shows that teachers benefit: effective use of TAs can reduce workload and stress, and improve classroom behaviour

6. Dynamic, coordinated partnerships help pupils make progress. Teachers and TAs respond to pupils' 'real time' needs when support is focussed and immediate

7. Improving the use of your current TA workforce is a better investment of Pupil Premium funds than employing more TAs

Review

Define role purpose & contribution of TAs

Provide training & preparation

Develop whole-school practices

You can't do everything all at once!

Today, this week, this term

Have you... ✓

Got the headteacher on board? ☐

The headteacher forms and leads a development team of people with responsibility for managing the changes

Dedicated time to discuss your TA strategy? ☐

This team schedules dedicated time over the course of two or three terms for discussion, planning, decision-making and action. Time is ringfenced for these discussions.

Conducted a full audit of your current situation? ☐

Consider:
- Completing the 'Self-assessment guide'
- Surveying staff (anonymously) for their views and experiences
- TAs keeping a work diary to obtain information on how they spend their week
- Conducting observations and asking questions about teachers' decision-making regarding TA deployment
- Making an effort to listen to TAs' interactions with pupils
- A skills audit to collect details of TAs' qualifications, certifications, training, experience, specialisms and talents.

Tested your ideas and begun to introduce change gradually? ☐

Change is introduced incrementally, on a small scale. Avoid rolling out change across the school without testing ideas first and winning support from staff. The initial team is extended to include a small group of enthusiastic teachers and TAs in a particular year group or subject who are willing to test new strategies and feed back progress.

RECOMMENDATIONS 1 AND 2
Deployment of TAs in the classroom

Ineffective ❗

- TAs routinely have a direct, informal teaching role with lower-attaining pupils and/or those with SEN. They regularly adopt the status of 'primary educator' to these pupils.
- This arrangement causes a 'separation' effect: high-supported pupils have fewer opportunities to engage with whole-class teaching, and have fewer interactions with teachers and peers.
- Teachers assume that a high amount of TA support meets the needs of lower-attaining and/or SEN pupils, and as a result spend less time working with these groups.
- Personal relationship may be good, but there is a lack of cohesive and effective teamwork between teachers and TAs in the classroom.
- TAs rarely rove around the classroom and support whole-class teaching (such as demonstrating equipment, or working at the whiteboard).

Improving 📈

- There is variability in the quality and appropriateness of teachers' moment-by-moment decision-making regarding TA deployment.
- In some lessons, TAs are effectively supplementing the whole-class teaching, although this is not consistent.
- There is a tendency to drift back towards TAs working in an isolated teaching role with lower-attaining and/or SEN pupils, particularly as the lesson progresses.
- There is little or no attempt to redeploy TAs during lessons in response to the 'real time' needs of pupils.

Exemplary ✅

- The learning needs of all pupils are met, first and foremost, through high quality teaching by the teacher. Teachers spend at least as much time working work with lower-attainers as others.
- TAs work with a range of pupils within the class and supplement and extend teachers' work, rather than replace them. Support for specific individuals or groups is structured so it helps them access general classroom teaching.
- Teachers and TAs work effectively as a team, with a shared understanding of their respective roles in achieving lesson objectives. Teachers' moment-by-moment decisions regarding TA deployment are driven by pupils' needs.
- TAs support whole-class delivery at the front of the class, rove the room or undertake administrative tasks to ease teachers' workload.

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A self-assessment guide

RECOMMENDATION 3
TAs' interactions with pupils

Ineffective ❗

- TAs' interactions with pupils tend toward task completion. Key characteristics of their talk include heavy prompting and spoon-feeding.
- TAs repeat verbatim what teachers say during whole-class input, so pupils' experience of teachers' talk is disjointed.
- Pupils' talk to TAs suggests they have grown dependent on in-class support. There are signs that pupils' work is not wholly representative of their current competency (i.e. TAs do the work for them).
- TAs mainly ask closed questions. The quality of interactions suggests weaknesses or gaps in TAs' subject knowledge.
- TAs do not allow sufficient 'wait time' for pupils to consider and respond to questions.

Improving 📈

- TAs' interactions tend toward learning, understanding and ensuring on-task behaviour, but practice is inconsistent.
- TAs withdraw from pupils or withhold support fittingly to allow them to work independently, but overall amounts of support remain fairly high.
- TAs exhibit good group management skills and subject knowledge sufficient to the task.
- TAs demonstrate frequent and appropriate use of open-ended questions.
- TAs may not leave sufficient 'wait time', and/or supply answers or heavy clues too soon.

Exemplary ✅

- TAs provide the right amount of support at the right time, and consistently give the least amount of help first.
- TAs ensure pupils retain ownership over their learning and responsibility for their work. Without adults present, pupils demonstrate the capacity and confidence to structure and plan their work.
- TAs actively look for opportunities to allow pupils to attempt parts of tasks independently and to experience a healthy mix of success and challenge.
- TAs are confident in their role and have good subject knowledge. Good questioning skills inform their interactions.
- TAs allow sufficient 'wait time' for pupils to think and respond (e.g. 4-5 seconds).

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A self-assessment guide

RECOMMENDATION 4
Teacher/TA preparation and training

Ineffective ❗

- TAs are generally unprepared for their role, both in terms of background training and day-to-day preparation.
- TAs have limited opportunities to participate in CPD and/or the performance review process.
- Teachers receive little or no training in how to manage, organise and work with TAs.
- Teachers have no allocated planning or feedback time with TAs. Communication is largely ad hoc and informal, taking place between lesson changeovers or before/ after school.
- TAs report going into lessons 'blind'. They 'tune in' to teachers' delivery to pick up vital subject knowledge, tasks and instruction.
- There is a lack of cohesive and effective teamwork in the classroom. Personal relationships may be good, but TAs have limited awareness of lesson objectives, expected outcomes, subject knowledge and instructional techniques relevant to the lesson and individual pupils' needs.

Improving 📈

- Teachers' planning suggests TAs' skills sets and levels of training are underused. Assigned roles are not always commensurate with TAs' capabilities.
- TAs receive some professional development (e.g. on providing feedback, managing behaviour, building subject knowledge) but this is patchy and not sustained.
- Teachers receive little formal support on how to work effectively with TAs, and they rarely participate in training together.
- Teachers plan TAs' role in lessons and this is usually (but not always) communicated to TAs beforehand.
- TAs generally understand their role in relation to lesson objectives, but a lack of dynamic communication means teachers' receive little or no feedback on pupils' needs/ learning within or after lessons.
- Teachers and TAs have good professional relationships, although this may not be consistent throughout the school.

Exemplary ✅

- TAs are fully equipped with the skills to support learning for pupils across the attainment range, consistent with teachers' intentions. Their skills and particular specialisms are understood and maximised by the teacher.
- Teachers have received extensive and on-going training on how to manage, organise and work with TAs.
- Teachers and TAs have allocated time to plan and review lessons, and feedback on pupils' learning in structured interventions. SLT have clear expectations on how joint preparation time is used.
- TAs enter lessons with a clear understanding of the concepts and information being taught, skills to be learned/applied, intended learning outcomes and specific learning needs of pupils they work with.
- Mechanisms are in place to capture meaningful feedback for teachers, which inform the next stages of learning within and/or after lessons.

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A self-assessment guide

RECOMMENDATIONS 5, 6 AND 7
TAs delivering targeted, structured interventions

Ineffective ❗

- TAs deliver mainly unstructured interventions, for which there is little reliable evidence of effectiveness. TAs may deliver commercial intervention programmes, but in an unstructured way (e.g. not as prescribed by the developer).
- Intervention sessions are long (>30mins), poorly timetabled and irregular. Consequently, pupils routinely miss significant portions of classroom teaching.
- TAs have little formal training in delivering interventions. Limited structured resources mean that sessions often have vague objectives and are slowly paced. As such, they may not be adequately compensating for the time pupils spend out of class.
- Teachers have little or no awareness of the structure and coverage of intervention programmes.
- Teachers rarely plan or review intervention sessions with TAs and there are few opportunities for meaningful feedback after sessions.
- It is left largely to pupils to make the links between what is covered in interventions and their learning in general classroom teaching.

Improving 📈

- TAs deliver some well-chosen interventions that have the potential to effectively supplement classroom learning, although this is not always occurring (e.g. use of assessments to monitor impact and inform next stages of development is inconsistent).
- Although interventions are structured, they are not always delivered as intended. Timetabling of sessions is reasonable although sessions are sometimes missed.
- Some TAs have received training on intervention programmes, although this may need updating.
- Teachers have limited awareness of the structure and coverage of intervention programmes.
- Teachers and TAs meet occasionally to review the coverage and impact of interventions. Practice across the school is inconsistent.
- Pupils receive some assistance in applying their learning from interventions to the wider curriculum, although again this is inconsistent.

Exemplary ✅

- TAs deliver one or two evidence-based and structured interventions, chosen to deliberately complement and extend class-based teaching and learning.
- Intervention sessions are brief (<30mins), regular and sustained, with clear objectives and expectations. Sessions are well-paced, well-resourced and carefully timetabled to minimise time spent away from general class teaching.
- TAs are extensively trained to deliver interventions faithfully (i.e. as intended by the developer), and over time develop deep expertise in the approach.
- Teachers have good awareness of the structure and coverage of intervention programmes.
- There are regular opportunities for teachers and TAs to plan and review learning taking place in interventions, with regular assessments in place to guide this process.
- Teachers and TAs both help pupils make connections between the learning in interventions and the wider curriculum.
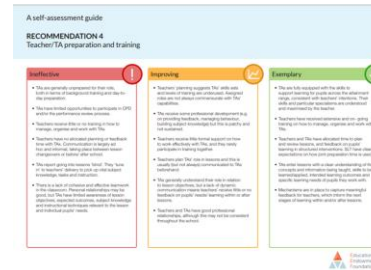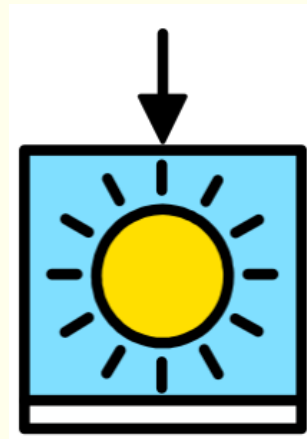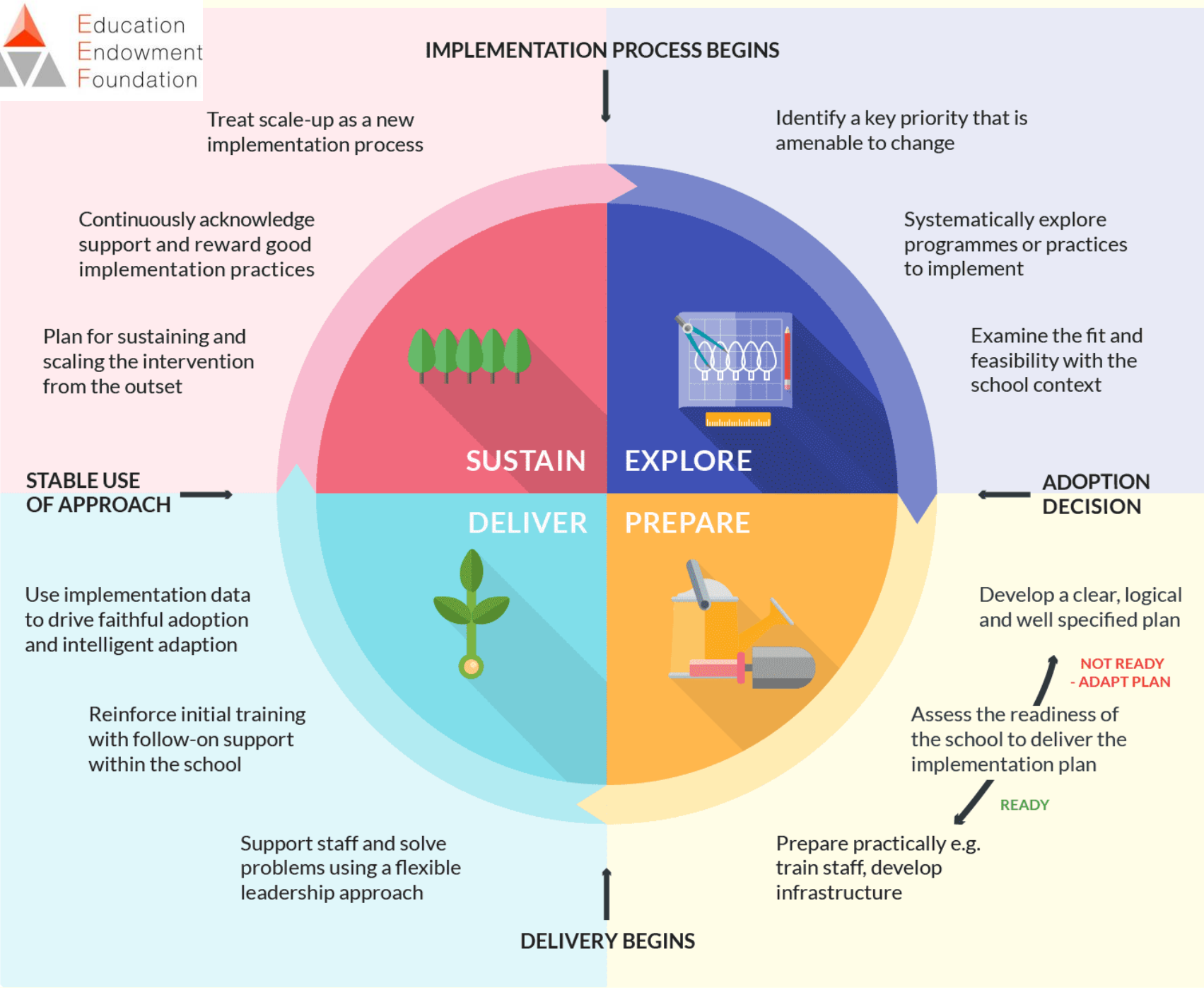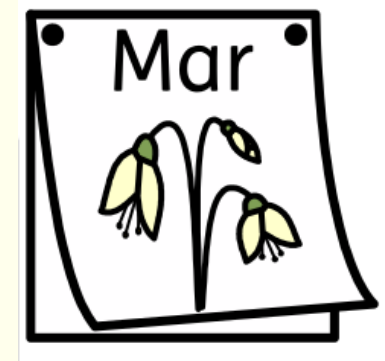
Take some time to **reflect on your own practice** and **talk to others** on your table.

Share your expertise and be proud of what is going well.

Whatever your next step, there are resources within the EEF guidance to support you.

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IMPLEMENTATION PROCESS BEGINS

Treat scale-up as a new implementation process

Identify a key priority that is amenable to change

Continuously acknowledge support and reward good implementation practices

Systematically explore programmes or practices to implement

Plan for sustaining and scaling the intervention from the outset

Examine the fit and feasibility with the school context

SUSTAIN **EXPLORE**

STABLE USE OF APPROACH

ADOPTION DECISION

DELIVER **PREPARE**

Use implementation data to drive faithful adoption and intelligent adaption

Develop a clear, logical and well specified plan

NOT READY - ADAPT PLAN

Reinforce initial training with follow-on support within the school

Assess the readiness of the school to deliver the implementation plan

READY

Support staff and solve problems using a flexible leadership approach

Prepare practically e.g. train staff, develop infrastructure

DELIVERY BEGINS

Today

Mar

Next term

By the end of the year