

Core Standards for SEND for Swindon

Guidance Materials

Swindon Core Standards for SEND

Section 5: How to use the resources in the Core Standards

5.1 Resources for the graduated response – Universal Provision

5.1.1 Quality First Teaching and High Quality Teaching

[Guidance Universal provision \(editable resource\)](#)

Getting the whole class provision right is the first step for any teacher. Quality first teaching is key to the universal provision underpinning the Code of Practice. This is based upon the premise that all pupils have their needs met in the classroom through good assessment, planning and delivery, through reasonable adjustments as necessary. The teacher is the most qualified and appropriate person to be delivering the provision, additional adults supporting across the class (i.e. the TA not always working with the SEN cohorts). This is Quality First Teaching.

The checklist can be used, for example, for learning walks, staff training as well as for individual class teachers to improve their classroom environment and consider the experience for the pupil of being in their class.

High Quality Teaching is that which is evidence based, backed up by research of good outcomes that are clearly targeted and defined. Schools and settings can develop their own bank of similar interventions or QFT practice that is effective and can test its efficacy using the [EEF DIY Evaluation Toolkit](#). High quality teaching can be used at both Universal and SEN Support, i.e. within whole class as differentiation or as a targeted intervention for a small group of CYP.

The strategies below (also in an editable version) have been borne out of just such practice and should be used as a guide for schools and settings to explore and develop to meet the requirements of the Code of Practice. Further information can be found at [SEN: research evidence on effective approaches and examples of current practice in good and outstanding schools and colleges](#)

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Quality First Teaching - general classroom practice	Comments	Date – in place?	Follow up date – is in place
Is/Are the			
<ul style="list-style-type: none"> classroom well organized and labelled (with visual cues/pictures)? 			
<ul style="list-style-type: none"> differentiation varied and structured? 			
<ul style="list-style-type: none"> lesson structure clear with learning objectives presented orally and visual? 			
<ul style="list-style-type: none"> instructions given in small chunks with visual cues? 			
<ul style="list-style-type: none"> understanding checked by asking pupils to explain what they have to do? 			
<ul style="list-style-type: none"> understanding demonstrated in a variety of ways? 			
<ul style="list-style-type: none"> a range of groupings within the class including some random pairing activities? 			
<ul style="list-style-type: none"> activities and listening broken up with breaks for more kinaesthetic activities? 			
<ul style="list-style-type: none"> feedback comments more positive than negative? 			
<ul style="list-style-type: none"> praise specific and named? 			
<ul style="list-style-type: none"> memory supported by explicit demonstration and modelling of memory techniques? 			
<ul style="list-style-type: none"> classroom assistants planned for and used to maximize learning? 			
<ul style="list-style-type: none"> pupils clear about what is expected – use of ‘WAGOLL’ – what a good one looks like – examples? 			
<ul style="list-style-type: none"> relationships with CYP fostered and developed positively? 			

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Quality First Teaching - general classroom practice	Comments	Date – in place?	Follow up date – is in place
<p><u>Knowing the child</u></p> <ul style="list-style-type: none"> Identify, celebrate, and build on the child’s strengths. Get to know the child well through careful observation, and reflecting on what went well/didn’t go well and why. Consider the child’s basic needs (environment, food, drink, toilet, sleep, medical etc.) Pre-empt situations which individual children may find difficult – avoid problems happening. 			
<p><u>Environment</u></p> <ul style="list-style-type: none"> Provide a quiet, calm, safe place to go to when needed. Remove distractions (Sensory – lighting, temperature, noise, visual distractions – cluttered displays, clutter. Social – people) Be organised – have appropriate resources ready, (visual, kinaesthetic and auditory). 			
<p><u>Routines</u></p> <ul style="list-style-type: none"> Keep things predictable, have routines which don’t change too often. Allow for “sensory breaks” between activities. 			

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<ul style="list-style-type: none">• Provide transition activities to support the children to transfer their focus from one set of expectations to another e.g. when coming into school/after play.• Visual, regularly referred to, reward systems – what would the children value as a reward?• Regular reminders of rules, rewards and consequences – have visual displays and refer to them regularly.• Timers – give a countdown to changes of activities.• “Catch ‘em being good” – reward the positives. OFTEN.			
<p><u>Language</u></p> <ul style="list-style-type: none">• Use visual cues to aid understanding.• Have a visual timetable so the children know what happens next.• Make instructions clear, and ensure the children have understood.• When speaking to children say the child’s name first to get their attention.• Ensure the child processes the whole sentence, if not, find out whether they remember the first or last thing heard, and ensure the most important instruction is put in the right part of the sentence e.g. Chris, put coat on, time to play outside, or Chris, outside play, coat on.			

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<ul style="list-style-type: none">• Pre teach any new language which may be needed e.g. for a specific topic.			
<p><u>Adults should:</u></p> <ul style="list-style-type: none">• Model to the children what you want them to do.• Be a positive role model for good behaviour.• Find opportunities to teach specific skills e.g. turn taking, sharing, understanding facial expressions and body language, understanding how other people feel.• Interact with the children, play with them, teach them skills, comment on what they say and do, acknowledge their feelings and achievements.• Don't put them into situations they are unable to deal with without supporting them and teaching them the skills they need. (You wouldn't give a 4 year old a reading book intended for a 7 year old unless they had the skills to read and understand it).			

General good practice proactive strategies to support pupils in schools and settings

Every teacher a teacher of SEN

Once this is embedded, good practice is to **identify the barriers, reflect on the reasons why** (if possible, with colleagues) and **respond with interventions *within* the classroom.**

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The Code of Practice states:

All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set **high expectations for every pupil**, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.

The first response to (less than expected) progress should be high quality teaching targeted at pupils' and students' areas of weakness.

Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require additional support. Such improvements in whole-class provision tend to be more cost effective and sustainable.

The following is adapted from SendGateway [SEN support: research evidence on effective approaches and examples of current practice in good and outstanding schools and colleges](#) and is a brief overview of research from the Sutton Trust and EEF on effectiveness of high quality teaching strategies **for primary KS 1 and 2, Secondary KS3 and 4, as well as post 16**

Strategy	Most useful for any Key Stage	What is the strategy?	How strong is the evidence?	Further information
Teaching, planning, monitoring and evaluation of pupils' own work	Learning difficulties, attention difficulties 1,2,3,4, +16	Students are given explicit guidance in how to plan their writing, monitor their understanding and evaluate their own performance, encouraging them to reflect upon their understanding.	Good evidence that this improves attainment.	Research: EEF-Sutton Trust Teaching and Learning Toolkit: Metacognition strategies; Gureasko-Moore et al. 2006
Provide regular practice of information that has already been taught, interleaved with new material	All pupils and students 1,2,3,4, +16	Pupils and students are encouraged to practise knowledge even when it is known, to ensure it is automatically and fluently recalled.	Good evidence that extensive practice is a key element in successful teaching.	Research: Swanson & Hoskyn (2001); Chard et al (2002)
Encourage regular physical activity in the school routine	Attention difficulties 1,2,3,4,+16	Carrying out physical activity, whether moderate physical exercise or lower intensity like yoga, as part of the school day	Good evidence that this improves attention and behaviour in class.	Research: Reeves et al (2016); Verret et al (2012); Jensen & Kenny (2012)

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Strategy	Most useful for any Key Stage	What is the strategy?	How strong is the evidence?	Further information
Explicit teaching of reading comprehension strategies	Literacy needs 1,2,3,4, +16	Teaching a range of techniques to enable pupils and students to understand the meaning of what is written, including inferring meaning from context, identifying key points and monitoring their own understanding.	Good evidence that this improves comprehension of connected text.	EEF-Sutton Trust Teaching and Learning Toolkit: Comprehension strategies
Reducing levels of noise in the classroom	Attention difficulties, hearing impairment 1,2,3,4, +16	Reduce sound levels with acoustic panelling or other sound deadening materials.	Moderate evidence that attainment of pupils and students with SEND is more affected by classroom noise than their peers.	Dockrell & Shield, 2006
Use of teaching assistants	All pupils and students 1,2,3,4, +16	Teaching assistants support the work of the teacher by working with individual pupils, small groups or take the larger group to allow the teacher to work with a small group	Good evidence that teaching assistants can be effective when they are well trained and have a clearly designated role.	Research: EEF Review
Peer tutoring	All pupils and students, particularly low attaining Pupils 2,3,4,+16	Pupils and students work in pairs or small groups often mixed ability or mixed age groups.	Good evidence that peer tutoring improves learning, but effects are largest when children are taught explicit strategies for supporting each other.	Research: EEF-Sutton Trust Review

Strategy	Most useful for Key Stage 1 and 2	What is the strategy?	How strong is the evidence?	Further information
Encourage the use of memory strategies	Learning difficulties, attention difficulties 1,2	Encourage pupils and students to use strategies to improve their memory. These include chunking, mnemonics and linking audio and visual knowledge.	Good evidence that this is effective in improving memory.	Research: Wolgemuth et al, 2008
Promoting language awareness and communication strategies in the classroom	Language difficulties, attention difficulties 1,2	Complete an audit working out how well the classroom supports communication, and how practice could be improved.	Good evidence that the checklist is based on practice examples in classrooms. Promising evidence of the effect of using the checklist.	Resource: Communication Supporting Classroom Observation Tool Research: Dockrell et al, 2012

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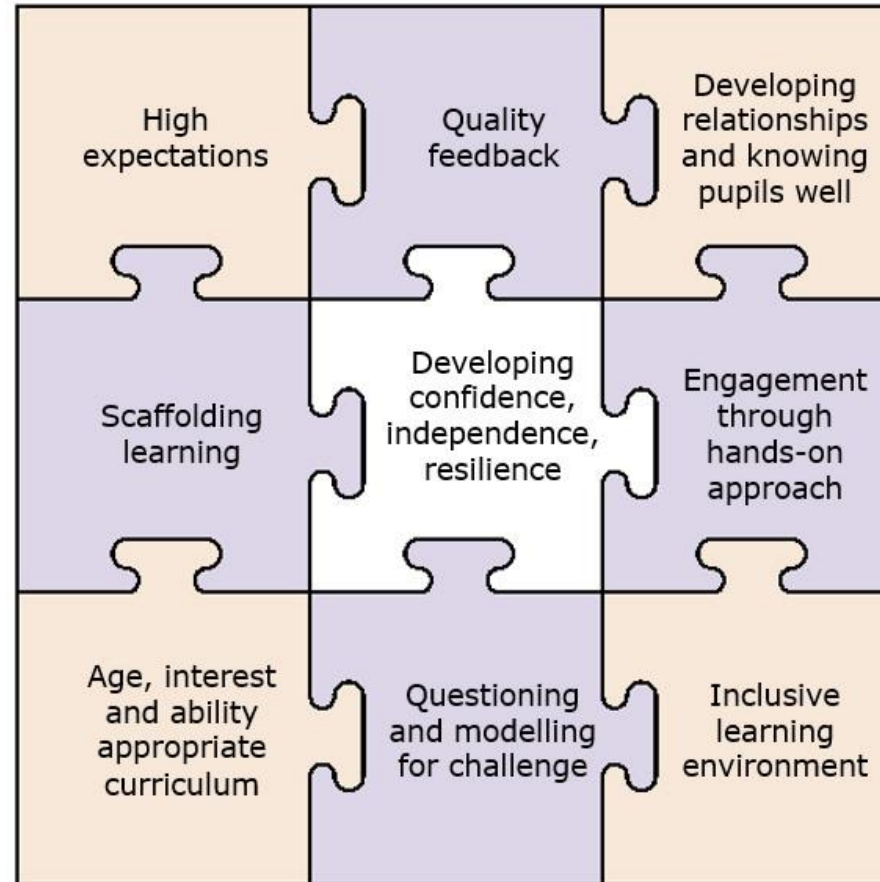
Strategy	Most useful for Key Stage 1 and 2	What is the strategy?	How strong is the evidence?	Further information
Systematic phonics based reading instruction	Literacy needs 1,2	Systematically teaching pupils and students the links between the sounds of spoken language (phonemes) and letters and words.	Good evidence that this improves literacy outcomes.	Research: EEF phonics report
Encourage pupils and students to work towards specific goals which are appropriate for them	All pupils and students 1,2	In a range of different fields, it is more effective to focus on meaningful task goals rather than focusing on basic underlying skills. For example, a focus on improving handwriting is more effective than teaching the underlying sensorimotor skills.	Moderate evidence that this principle holds true.	Research: Kearns & Fuchs, 2013; Schaaf et al 2014; Santangelo & Graham 2016; Rodger & Brandenburg, 2009

Strategy	Most useful for Key Stage 3 and 4 or above	What is the strategy?	How strong is the evidence?	Further information
Encourage the use of memory strategies (e.g. chunking, mnemonics)	Learning difficulties, attention difficulties 3,4,+16	Chunking involves joining individual pieces of information into larger units – e.g. remembering 1-2-5-7-7-3 as 125 773. Mnemonics involve teaching rhymes or patterns for remembering information (e.g. 'Richard of York gave battle in vain' for the colours of the rainbow).	Good evidence that this is effective in improving memory.	Research: Wolgemuth et al, 2008
Promotion of mathematical resilience	Numeracy needs 3,4, +16	Pupils and students are made aware that becoming successful at maths sometimes involves struggle in different areas, valuing mathematics and improving your knowledge of it.	Promising evidence that this improves mathematical outcomes.	Mathematical Resilience Research: Johnstone-Wilder et al, 2010
Forming support groups	Emotional difficulties 2,3,4, +16	Helps students develop interpersonal skills, emotional intelligence, emotional regulation, forming and maintaining good relationships, empathy, self-esteem and confidence, and a positive attitude towards learning.	Promising evidence that this helps to develop good interpersonal skills.	Research: Mowat (2010)

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Natalie Packer Teacher's Guide to SEN (20

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