

The four main areas of SEND:

It is important to remember that not all pupils with SEND are low ability learners.

Communication & interaction: Pupils have difficulty in communicating which can include expressing themselves or understanding verbal speech and etiquette. Every profile is unique as pupils may have difficulty with one, some or all aspects of communication to varying degrees at different stages of their lives.

- Collaborative learning structures like **active listen** and **four times better**, allow pupils to gather, listen to and record information before sharing and communicating.
- The **random name generator** involves all pupils in questioning and allows pupils to plan their answers – it is also a good way to challenge more able pupils with SEND by weighting the **random name generator**.
- **Scaffolding** questions and answers in lessons using **the talk toolkit** improves confidence when speaking out loud. Watching pupils **model** good communication and interaction in lessons, then trying it for themselves helps to improve communication & interaction.
- **The Drill** can be a good way to assess pupils who have difficulty verbally communicating their understanding. Past drills can be used as a scaffold to help pupils verbalise responses.
- Teacher feedback from **Demonstrate** tasks allow pupils who struggle to communicate their understanding to visualise next steps. We must make sure positive feedback is included.

Cognition & learning: This refers to the thinking skills and thought processes that a pupil has acquired through their prior experience. Difficulties can be general or specific, related to one or more areas of the curriculum and can be short term or long term.

- Strategies such as **learning journeys** map out content so pupils can visualise and understand how topics link together.
- **Small steps** are important when teaching pupils of all abilities with cognition and learning needs. Breaking down large pieces of information that can be challenging for pupils to process, helps improve working memory over time.
- **Scaffolds** equip pupils to become more independent.
- **Planning for errors** helps pupils recognise that making mistakes can provide an opportunity for deeper learning and understanding. **Questioning** pupils about the processes in which they arrive at an answer, whether it is right or wrong, challenges pupils to reflect on their own learning using metacognitive practices.
- Pupils often struggle to retain information unless it is repeated and assessed regularly. **Connect** activities, **The Drill**, **Demonstrate** and **formal assessments** allow pupils to show what they know and can do with independence.

Social, emotional & mental health: Pupils find it challenging to manage emotions and behaviour, often resulting in inappropriate responses to situations and difficulty in building and maintaining relationships, meaning they can struggle to learn and cope emotionally without interventions.

- Using strategies such as **The Drill**, **Demonstrate**, **small steps**, **scaffolds** empower pupils of all abilities to be more independent and reduce anxiety in the classroom.
- **Pre-loading vocabulary** and **sentence stems** allow pupils to **develop their oracy skills** and confidently participate in class discussion.
- **Modelling** questioning and answers helps pupils confidently respond.
- **RAG** rating of **Demonstrate** tasks means that pupils can confidently reflect and build on prior knowledge without feeling anxious.
- **Connect** provides adequate time for pupils to reflect on their learning, to build confidence and self-esteem. More able pupils use the RAG rating to plan for improvement and extend their learning.
- Using the Academy's reward system recognises and rewards positive behaviours.

Physical health & development: This encompasses needs relating to physical growth, motor development, nutritional choices, self-care, and health and safety practices. These needs must be met as healthy children learn more effectively.

- The curriculum offer supports the progress of pupils. For example, LIFE, RSE and PE.
- Seating plans consider the position of pupils who have visual or hearing impairments.
- Pupils who need physical adaptations, such as learners with visual impairments, have access to differentiated resources.

Key:

Cognition is the mental process involved in knowing, understanding, and learning.

Metacognition is about how learners monitor and purposefully direct their own learning. Pupils' use of Demonstrate and Connect allows them to reflect on their learning and develop resilience by working independently.

Modelling is used to guide learning and is essential to support good explanations. For example:

- Worked examples
- I do, you do
- Conceptual models
- Exemplars of the finished task (WAGOLL)
- Narration of our expert thought process

Scaffolding is a tool for growth; pupils complete small steps to reach a goal. For example:

- Verbal and written sentence stems
- Cues, prompts and checklists
- Writing frames
- Gap fill activities