

SEND / PP/boys focus
October 2017

Learning walks

Examples of good practice	Actions
<ul style="list-style-type: none"> • Detailed written feedback with specific questions; some brief examples of scaffolding • Feedback- numbered spaces left for spelling corrections • Sentence starters • Targeted support; ANPS with personalised strategies; willingness to take practice forwards • Good classroom routines • Positive relationships and a positive learning environment • Good classroom routines; ignoring of low level distraction; P&P – evidence of improvement in Y8 (continued use of books from Y7- different teacher); WILFs made explicit to all students and SEN students able to explain them to me • ANPS- personalised strategies and awareness of needs; able to offer suggested strategies feedback • Positive relationships; good movement around the room • Positive learning environment; good verbal feedback from identified SEN. (Computer room task whilst students completing S&L task) • Good movement around the room; positive learning environment; P&P of some students • Calm learning environment • Good use of modelling; sentence starters on board; identified students using ipads; 	<ul style="list-style-type: none"> • More consistent use of PD; ANPS need to be fully completed and implemented; • Personalised strategies needed on ANPS • Position in classroom when supporting students; need to focus more swiftly to off task students • Too much 'listening time (16 minutes) – reduce teacher talk • More specific support needed for identified students; needs to be outlined on 'spotlight' sheets; little challenge to off task behaviours (some SEN students) – • Amount of text on IWB- recipe/WILFs etc- modified laminated recipes/ methods already planned • Modified tasks linked to literacy levels along with scaffolding; • Ensure any technical hitches are addressed promptly (especially for SEND); need consistency in P&P for SEND • Scaffolding; access to text; support with specific SEN needs • Inconsistent P&P for some SEND; little evidence of suggested strategies for identified students;

Work scrutiny 1 October 2107

WWW	Actions
<ul style="list-style-type: none"> • Sentence starters and visuals • Some limited differentiation • Personalised feedback and encouraging use of simple mind maps allowing some access to tasks for individual tasks for students with complex needs • Progress evident for both students • Progress evident in Art • RE- key words provided; some scaffolding; different tasks than for NSEN student; notations showing refusal to accept writing frames • Good quality feedback • Larger copy of grid • Enlarged resources and personalised tasks and feedback; P&P • Some improvement overall in P&P for SEND 	<ul style="list-style-type: none"> • Individual feedback to staff which will also be shared with SLs with specific actions • Repeat WS with same SEND students after half term

Next steps

Priority	Specifics	When/Who?
Screen saver on all staff PCs	<ul style="list-style-type: none"> • SEN focus for next 4+ weeks starting with ASD strategies 	ATO 23/10
CPD workshops (some links to SEN CPD audit)	<ul style="list-style-type: none"> • ADHD • MLD • ASD- offer of a whole school strategy linked to inclusion standards (from Autism team) • Support for students with handwriting difficulties • Use of IPADs for SEND • General support strategies linked to need • EAL • Access arrangements- rationale and how to implement in class 	HT2 LS team Identified staff
Links meetings calendared	<ul style="list-style-type: none"> • Student focus • Each department represented (smaller departments may wish to work 'together') 	HT2 RS

One page profile handbooks	<ul style="list-style-type: none"> • Issued to SLs- responsibility of ensuring these are read and used to personalise ANPS by all staff within their departments 	HT2 SLs
Individual student needs files	<ul style="list-style-type: none"> • Issued to each member of staff 	All
SEN strategy handbooks	<ul style="list-style-type: none"> • Issued to SLs 	SLs
Access arrangements	<ul style="list-style-type: none"> • Copies for all departments • Teachers responsible for ensuring AA in place for identified students (where relevant liaising with LS team for additional support) 	LS team/ SLs
Use of IPADS	<ul style="list-style-type: none"> • Information issued to all departments • Individual teachers responsibility for ensuring these are used in lessons and work is printed off and feedback given • LWs, WS and student voice used to monitor usage/ impact 	LS team Teaching staff SLT;SLs: YMs
Case conferences	<ul style="list-style-type: none"> • Proposed change of format to include feedback from teachers rather than just information sharing 	ATo/YC/ BAT
Use of planners	<ul style="list-style-type: none"> • All tutors to consistently check planners and offer counselling and set targets in relation to planner comments (as per PD process) 	All