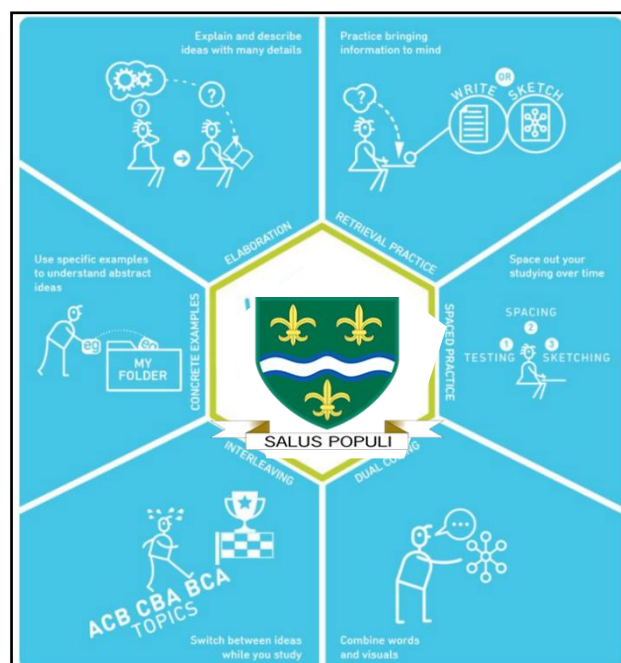


Our Lady's Catholic College

High Quality Teaching of Pupils

with SEND



Our context – why is it important?

At Our Lady's Catholic College, **inclusion is everyone's responsibility**. We are committed to ensuring that every pupil, including those with SEND and other additional needs, is able to belong, participate, learn and achieve.

Our pupils have a diverse and increasingly complex range of needs. High-Quality Teaching (HQT) is therefore our **first response to SEND** and has the greatest impact when it is inclusive by design – anticipating barriers, making appropriate adaptations and maintaining high expectations for every pupil.

Our approach is simple:

Know the pupil → Identify the barrier → Adapt teaching → Provide additional support where needed → Review the impact

SEND provision is not something separate from excellent classroom practice. It begins with teachers knowing their pupils, understanding their needs and creating accessible learning opportunities from the outset.

This document sets out **what inclusive, High-Quality Teaching looks like at OLCC** and the practical strategies we expect to see used consistently across our classrooms. **Inclusion by Design: good SEND practice is good teaching.**

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High-Quality Teaching and SEND at OLCC

OLCC has a **high and increasingly complex level of SEND need** within a large mainstream secondary setting. Our pupils include those with EHCPs and those receiving SEN Support, with significant representation across communication and interaction, cognition and learning, social, emotional and mental health, and sensory and/or physical needs.

Our starting point is that **pupils with SEND have the greatest need for excellent teaching.**

The EEF identifies High-Quality Teaching as the first and most important response to pupils with SEND. This means developing a repertoire of evidence-informed strategies that teachers can use flexibly in response to the needs and barriers of the pupils in front of them.

Inclusion by Design

At OLCC, we are developing an **Inclusion by Design** approach. Rather than waiting for a pupil to experience difficulty and then adding support, we aim to anticipate common barriers and make our everyday teaching accessible from the outset.

This does not mean creating a different lesson for every pupil or lowering expectations. It means:

Know the pupil → Identify the barrier → Adapt teaching → Provide additional support where needed → Review the impact

Teachers should know the needs of the pupils they teach, including the provision and reasonable adjustments identified within EHCPs and SEND information, and use this knowledge to inform classroom practice.

SEND is everyone's responsibility

Supporting pupils with SEND is **not solely the responsibility of the SENCO, SEND team or teaching assistants.**

The classroom teacher remains responsible for the progress and development of every pupil in their class, including where pupils access additional intervention or support from a teaching assistant.

Teaching assistants are an important part of our provision, but their role is to **supplement high-quality teaching, not replace it.** Pupils with SEND should have regular and meaningful interaction with their subject teacher and be supported to develop increasing independence.

From provision to impact

Our focus is not simply on **what support has been provided**, but on whether that support is making a difference.

We should continually ask:

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.

What is the barrier?

What are we doing about it?

Is it working?

What needs to happen next?

This reflects our graduated **Assess – Plan – Do – Review** approach and ensures that adaptations and additional provision remain responsive to individual pupils.

The strategies contained within this document are therefore **not a checklist or an exhaustive list**. They provide an evidence-informed starting point from which teachers can select, adapt and refine approaches according to pupils' individual needs and the demands of their subject.

Our aim

To make inclusive practice part of the **fabric of everyday teaching at OLCC**, rather than something added on when a pupil experiences difficulty.

High expectations. Identified barriers. Appropriate adaptations. Increasing independence. Demonstrable impact.



OUR LADY'S CATHOLIC COLLEGE

ASPIRE • ACHIEVE • SERVE

INCLUSION BY DESIGN STRATEGIC SUMMARY

Inclusion by Design is our whole-school approach to ensuring every child feels they belong, can participate fully and achieve their very best – every lesson, every day.

THE THREE PILLARS OF INCLUSION BY DESIGN



POWERFUL ROUTINES

Calm classrooms.
Clear routines.
Safe for all.



100% PARTICIPATION

Every child thinks.
Every child contributes.
No-one left behind.



ADAPTIVE EXPERTISE

Teachers notice.
Teachers adapt.
Expectations high.

Predictable routines
help children feel safe,
ready to learn and
able to focus.

We create lessons where
every child is involved
and has a voice.

We adapt our teaching
to remove barriers while
maintaining high
expectations for all.



Feel safe
and secure



Take part in
lessons



Make
progress



Build
confidence



Form positive
relationships



Achieve their
potential



EVERY CHILD KNOWN
We know and understand
every child.



EVERY CHILD VALUED
We celebrate strengths
and support needs.



EVERY CHILD SUPPORTED
We remove barriers and
provide the right support.

OUR APPROACH IN ACTION A GOLDEN THREAD ACROSS OUR SCHOOL

Inclusion by Design is not just for SEND. It is how we teach, how we support behaviour, how we promote attendance and how we help every child to thrive.



TEACHING & LEARNING

Inclusive, ambitious
teaching for all.
Remove barriers,
not challenge.



SEND

High quality first
teaching.
Targeted support
when needed.



BEHAVIOUR

Predictable
routines, clear
boundaries,
positive culture.



ATTENDANCE

Every lesson
matters.
We remove barriers
to being here.



DISADVANTAGE

High expectations
and removing
barriers to life
chances.

WE USE EVIDENCE TO MAKE A DIFFERENCE

EEF'S FIVE-A-DAY



Explicit
Instruction



Cognitive
& Metacognitive
Strategies



Scaffolding



Flexible
Grouping



Using
Technology

These are embedded in our teaching for EVERY pupil, EVERY lesson.

OUR CYCLE FOR CONTINUOUS IMPROVEMENT

BAO IN ACTION – LINKED TO APDR



WHAT THIS LOOKS LIKE IN EVERY LESSON

- ✓ Clear routines, calm environment and high expectations.
- ✓ Lessons planned so every child can access, participate and achieve.
- ✓ Teachers notice barriers quickly and adapt in the moment.
- ✓ Every child is asked, supported to think and given time to respond.
- ✓ We check understanding and provide feedback that moves learning forward.
- ✓ We celebrate effort, progress and achievement.

LINKED TO OFSTED'S FOCUS ON INCLUSION

- High quality teaching for all
- Removing barriers to learning and participation
- Securing knowledge, skills and aspirations
- Inclusive behaviours, attitudes and culture
- Supporting the most vulnerable

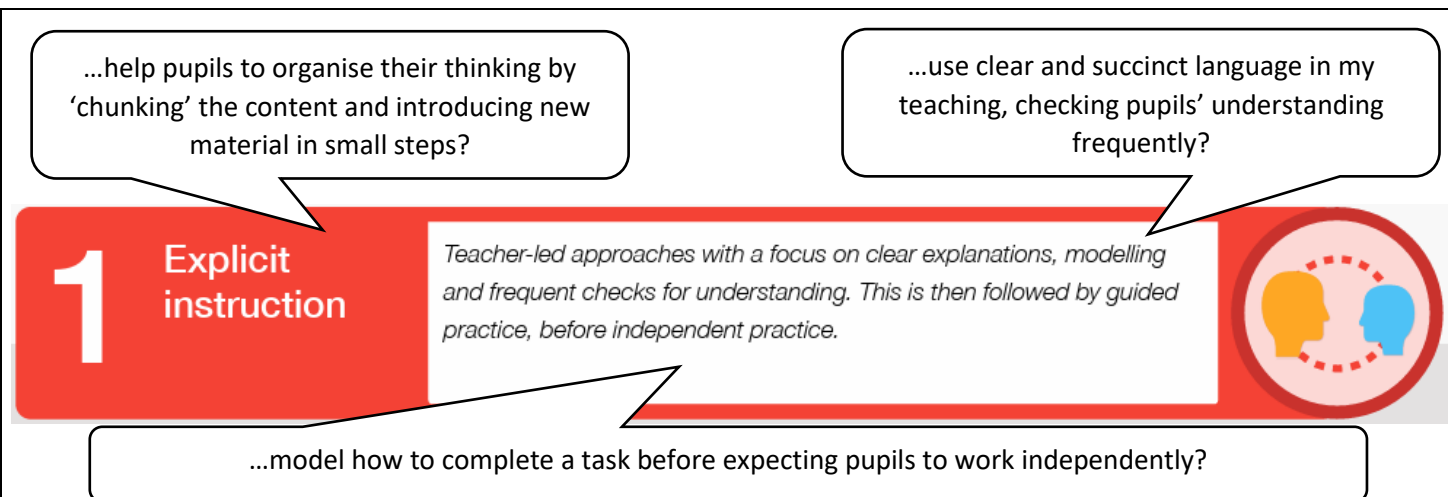
WORKING TOGETHER

Your partnership makes a huge difference.
Together we can help every child
Aspire, Achieve and Serve.



EVERY CHILD. EVERY LESSON. EVERY DAY.

Aspire • Achieve • Serve



What does this look like at OLCC?

Explicit instruction supports **all pupils**, but is particularly important for pupils with SEND who may experience difficulties with working memory, processing, language, attention or transferring learning to new situations. The aim is not to make learning easier or reduce ambition. It is to **remove unnecessary barriers so that pupils can access ambitious curriculum content**.

In my classroom, do I...

- **Activate prior knowledge** before introducing something new?
- Present new learning in **small, manageable steps**?
- Use **clear, concise and unambiguous language**?
- Explicitly teach and revisit **key vocabulary**?
- **Model** what successful thinking and work look like – including thinking aloud?
- Use **worked examples, visuals and exemplars** where these reduce cognitive load?
- Give pupils sufficient **processing and thinking time**?
- Check understanding **frequently**, rather than waiting until independent work?
- Anticipate likely **misconceptions and barriers**?
- Provide guided practice before expecting pupils to work independently?
- Re-teach, repeat or adapt an explanation when assessment shows that pupils have not understood?
- Gradually **remove scaffolding** as pupils become more confident and independent?

Model → Guide → Practise → Independence

I DO

Teacher explicitly models and explains.

WE DO

Teacher and pupils practise together. Understanding is checked and misconceptions addressed.

YOU DO

Pupils practise increasingly independently, with scaffolds available where required.

REVIEW

What has the pupil actually learned? Has the adaptation removed the barrier? What needs to happen next?

Inclusion by Design

Plan explicit instruction **before a pupil struggles**, rather than relying on individual adult support afterwards. For a pupil with SEND, this might mean:

Chunk it • Model it • Show it • Say it clearly • Check it • Practise it • Revisit it

OLCC expectation: High-quality teaching begins with the teacher. Teaching assistants supplement the teacher's instruction; they do not replace it.

...support pupils to plan, monitor and evaluate their own learning?

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.



...model the selection of metacognitive strategies e.g. using checklists to monitor their progress?

...support all pupils to recall previously learned content, before moving on to new content?

Cognitive and Metacognitive Strategies

What does this look like at OLCC?

Some pupils with SEND can experience difficulties with **working memory, processing, attention, organisation and executive functioning**. They may understand the learning but struggle to know **how to approach a task, where to start, what to do next or how to recognise when they have gone wrong**.

High-Quality Teaching makes these processes **explicit and visible**.

In my classroom, do I...

- **Activate relevant prior knowledge** before introducing new learning?
- Break complex learning into **small, manageable steps**?
- Avoid overloading pupils with too much information or too many instructions at once?
- **Model my thinking aloud** so pupils can see how an expert approaches a task?
- Explicitly teach pupils **how to plan, monitor and evaluate** their work?
- Use **worked examples** before expecting independent application?
- Use visual supports such as **checklists, graphic organisers, timelines, flow charts and task planners** where these remove a barrier?
- Provide clear prompts such as **"What do I already know?", "What is my first step?" and "How can I check this?"**
- Give pupils opportunities to **retrieve and revisit** previously learned knowledge?
- Check understanding before moving pupils on to independent work?
- Gradually remove prompts and scaffolds as pupils become more confident?

Make the thinking visible

Rather than simply telling a pupil **what to do**, model **how to think about what to do**.

For example:

PLAN

What am I being asked to do? What do I already know? What strategy could I use?

MONITOR

Is my strategy working? Do I understand this? Do I need to try something different?

EVALUATE

Did it work? What helped me? What would I do differently next time?

Reduce cognitive overload

For some pupils, the barrier is not the curriculum content itself but the amount of information they are required to **hold, process and organise at the same time**.

Consider:

Chunk it → Model it → Practise it → Check it → Revisit it

Use visual and written prompts where appropriate so that pupils do not have to rely solely on working memory.

Developing independence

The purpose of cognitive and metacognitive support is **not to create reliance on an adult**.

Scaffolds, prompts and adult support should enable pupils to increasingly **plan, problem-solve, monitor and complete learning independently**.

OLCC expectation: *Do not do for a pupil what they can be supported to learn to do for themselves.*

[Training opportunity link](#)

...provide scaffolds in a non-stigmatising way (for instance, providing them at the whole-class level, allowing students to opt-in to a scaffold for a particular task)?

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.



...use scaffolding in a way that reduces pupils' reliance on adult support? Do I reduce my scaffolding for pupils over time?

...provide scaffolds (visual, verbal and written) that allow all pupils to access the learning?

Scaffolding

What does this look like at OLCC?

Scaffolding provides **temporary support that enables a pupil to access learning they could not yet complete independently**.

Effective scaffolding does not reduce curriculum ambition or make the task easier. It **removes a barrier**, while keeping the intended learning and challenge intact.

The key word is **temporary**. The aim is always to move pupils towards greater independence.

In my classroom, do I...

- Identify **what the actual barrier is** before deciding what support to provide?
- Provide scaffolds that enable pupils to access the **same ambitious curriculum content** as their peers?
- Make useful scaffolds available to the whole class where appropriate, reducing stigma and allowing pupils to **opt in** when they need them?
- Use a range of **visual, verbal and written scaffolds** rather than relying on adult support?
- Model how to use a scaffold, rather than simply handing it to a pupil?
- Give pupils sufficient **processing and thinking time** before intervening?
- Check whether the scaffold is actually helping the pupil to learn?
- Gradually **fade or remove the scaffold** when it is no longer needed?
- Avoid pupils becoming dependent upon a TA, teacher or particular resource?

Scaffold the barrier – not the pupil

Different barriers require different responses.

Difficulty getting started

→ First-step prompt • checklist • task planner • worked example

Working-memory/processing difficulties

→ Chunked instructions • written steps • visual prompts • now/next

Language or vocabulary barrier

→ Key vocabulary • visuals • word banks • sentence stems • modelled language

Difficulty organising ideas

→ Graphic organiser • writing frame • structure strip • flow chart

Difficulty understanding what success looks like

→ WAGOLL • worked example • success criteria • teacher modelling

Difficulty recording learning

→ Appropriate technology • laptop • speech-to-text • alternative recording method where appropriate

Scaffold → Practise → Fade → Independence

A scaffold should not automatically become a permanent adjustment.

Ask:

Does the pupil still need it?

Can I reduce it?

Can the pupil now select the scaffold they need for themselves?

The strongest outcome is not a pupil who completes the task **with adult help**, but a pupil who develops the strategies to approach learning **increasingly independently**.

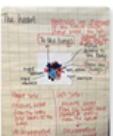
The least help first

Before an adult intervenes:

Wait → Prompt → Clue → Model → Correct

Give pupils time to think and self-scaffold before increasing adult support.

OLCC expectation: *Scaffolding should enable access today while developing independence for tomorrow.*

What can it look like in practice?	For example:
Visual  Visual scaffolds may support a pupil to know what equipment they need, the steps they need to take or what their work should look like.	• A task planner • A list of the steps a pupil needs to take • Model examples of work • Images that support vocabulary learning 
Verbal  Providing a verbal scaffold may involve reteaching a tricky concept to a group of pupils, or using questioning to identify and address any misconceptions.	• "Let's look at this together..." • "What have you done before, that will help you with this task?" • "Don't forget, your work needs to include..." 
Written  A written scaffold will typically be provided for a pupil to support them with an independent written task. It could be the notes made on the whiteboard during class discussion; it could even be the child's own previous work used to support their recall.	• A word bank • A writing frame • Sentence starters 

[Training opportunity link](#)

...group pupils in a way that reduces stigma, ensuring such groups are based on the relative difficulty of curriculum content, rather than being fixed and inflexible?

...promote peer tutoring, placing my pupils in groups in which they learn from one another?

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.



...utilise technology such as a visualiser when modelling work for pupils?

..use technology to help students to record their learning, i.e., through speech-to-text software?

Using technology to support pupils with SEND

The evidence review for this guidance report found evidence that, for pupils with SEND, technology can be a useful tool for supporting teaching.¹ Successful approaches could include using:³⁴

- instructional apps—apps that provide instruction, modelling, or practice opportunities for a wide range of skills;
- non-instructional apps—apps that provide tools to aid learning, such as note-taking apps; and
- speech-generating apps to augment the communication skills of pupils with communication difficulties.

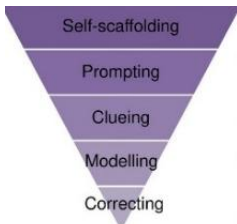
More guidance on the successful use of technology can be found in the EEF guidance report, [Using Digital Technology to Improve Learning](#).



Evidence based HQT and HQT A

High Quality Teaching

Before the lesson Will all children be able to access this? Will all children be challenged by this?	Prior Learning “The more you know the more interesting connections you can make.” Didau & Rose	Vocabulary A child’s vocabulary at age five determines their success at primary and beyond.	Teach “We use scaffolding in real life to allow access to places which we simply wouldn’t be able to reach without it, and importantly, to do it in a safe way.” Zoe Enser	Talk Task Guide student practice, check understanding and scaffold, supporting success in the independent task	Task Are they learning what we want them to?	Plenary What have they understood?
Share knowledge organiser with specific children and their parents/carers before the unit starts Teacher & TA has secure subject knowledge, including prior learning from previous years, trips, visitors and current/recent news TAs can support whole-class delivery at the front of the class, rove the room or undertake live marking and feedback. Plan efficient lesson timings Teacher to work with SEN at least as much as non-SEN Share lesson planning with TA in advance and set clear, realistic expectations	Making links to prior learning helps connections and embed in long term memory Activate information from long term memory • Quiz • Which are not ...? • Define vocabulary • Support by dual coding (text and image) • Share previous relevant KO	Taught explicitly, repeated frequently and used throughout the whole lesson Pre-teach Working walls showing core vocabulary for whole unit and referred to so children can access them with ease Use child-friendly definitions, ensuring they are accurate and accessible Interact with key vocab through etymology	Link with prior learning Scaffold, support & challenge all learners Teach substantive knowledge: what facts they need to know Teach disciplinary knowledge: what they need to know about being a historian/geographer Dyslexia friendly for some/all: font (Ariel, Comic Sans), font size 12-14, line spacing 1.5, uncluttered layout, short sentences, left aligned, bullets, avoid underlining & italics, bold subheadings Reduce mental overload by providing small, manageable chunks	Promote high-quality talk which is modelled in full sentences, practiced and supports writing Sentence stems: Historians believe that ... because ... The reason why ... was because ... A similarity between ... and ... is Questioning • Cold calling • No opt out • Say it again, better • Think, pair, share • Build on what ... said	Process knowledge, apply & practice Focus on learning, not task completion Allow mechanisms to allow anyone to gain support or challenge as required: • Pre-teach • Break task down into smaller chunks • Use concrete resources/visuals • Open-ended tasks • Models, dual coding • Sentence stems • Scaffolds • Alternatives to written recording of thinking and	Multiple choice quiz: • Low stakes • Children mark own • Instant quick feedback • Support reading if necessary Followed by: I used to think ... Now I think ... Written: Models/WAGOLLS • open-ended to capture child’s knowledge • Structure strips • Images • Sentence stems • Whiteboards • Knowledge showcase

Mechanisms are in place to capture meaningful feedback which inform the next stages of learning within and/or after lessons. Ensure TA knows how to support both academic skills and SEN needs TA deployment throughout the lesson is driven by pupils' needs. Explicitly use feedback and metacognition strategies to develop independent learning: 	Allowing memories to fade means retrieval is harder and more likely to be retained in long term memory Opportunity to overwrite misconceptions	Dual coding: Children learn better with text AND visuals (see Noun Project) Rehearse and recap: Show me ... monarchy Opportunity to overwrite misconceptions	Teacher narrates thought processes on variety of texts. Tell it like a story Dual coding Label, draw, annotate, storyboard together Use exemplars: WAGOLL from teacher or student Sentence stems: I used to think that ..., now I think Opportunity to overwrite misconceptions	• Whole class response • Probing • Agree/disagree • A B C Feedback • Wait time Opportunity to overwrite misconceptions	learning e.g. recordable device, role play, collage, cartoon, mind mapping • Post-teaching prior to next lesson Opportunity to overwrite misconceptions	Opportunity to overwrite misconceptions
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High Quality Teaching Assistant

Before the lesson	Prior Learning	Vocabulary	Teach	Talk Task	Task	Plenary
Will all children be able to access this? Will all children be challenged by this?	"The more you know the more interesting connections you can make." Didau & Rose	A child's vocabulary at age five determines their success at primary and beyond.	"We use scaffolding in real life to allow access to places which we simply wouldn't be able to reach without it, and importantly, to do it in a safe way." Zoe Enser	Guide student practice, check understanding and scaffold, supporting success in the independent task	Are they learning what we want them to?	What have they understood?
Share knowledge organiser with specific children and their parents/carers before the unit starts TA has secure subject knowledge, including prior learning from previous years, trips, visitors and current/recent news Be aware of lesson timings and support children to follow these efficiently Enter the lesson with a clear	Make links to prior learning to help connections and embed in long term memory Refocus pupils using visual/non-verbal cues to prompt children Engaging children and checking understanding When directed by the teachers, update the working wall and/or scribe on the flipchart Questioning pupils, allowing	Taught explicitly, repeated frequently and used throughout the whole lesson Reengage children who have been pre-taught Direct children visually to working walls which show core vocabulary for whole unit Support understanding by referring to dual coding:	Use self-scaffolding framework to ensure pupils are offered the least amount of help first. Observe and note any children struggling or who have misconceptions and report to teacher. Verbal praise Emphasise key vocabulary and record key words/ support children to use a word bank. Ensure children learn substantive and disciplinary knowledge	Promote high-quality talk which is modelled in full sentences, practiced and supports writing Support with provided sentence stems: Historians believe that ... because ... The reason why ... was because ... A similarity between ... and ... is	Use scaffolding framework to ensure pupils are offered the least amount of help first Annotate in children's books to show any support given. Make observations and take photos of learning (EYFS/ practical lessons) Check pupils understand and rephrase teacher instruction if needed. Encourage interaction with each other and use sentence stems to improve spoken language	Encourage pupils to reflect on their learning. Prompt recall and use of relevant knowledge Monitor and record responses of pupils who are showing misconceptions and report to teacher Give verbal praise/Dojos Refocus pupils using visual/non-verbal cues to prompt children Do not ... Talk over the teacher Sit doing nothing Leave the classroom

understanding of the concepts and information being taught, skills to be learned/applied, intended learning outcomes and specific learning needs of pupils you work with Ensure you know how to support children across the attainment range Mechanisms are in place to capture meaningful feedback which inform the next stages of learning within and/or after lessons. Explicitly use feedback and metacognition strategies to develop independent learning. <i>Do not ...</i> Arrive in the classroom without looking over the curriculum plan	sufficient wait time (4-5 seconds) Providing further challenge for faster graspers Praising pupils – dojos for good answers Mirroring teacher expectations and being a role model for pupils Note misconceptions and share with teacher <i>Do not ...</i> <i>Prepare work - should be completed before the lesson</i> <i>Talk over the teacher</i> <i>Sit doing nothing</i> <i>Leave the classroom</i> Loudly discuss pupils in front of them	text AND visuals Have copies of dual-coded key vocabulary with you to show individual children	Reduce mental overload by providing small, manageable chunks Make reference to WAGOLLS Support with sentence stems: I used to think that ..., now I think		Use worked examples or modelling to support pupils Process knowledge, apply & practice Focus on learning, not task completion Break task down into smaller chunks Use concrete resources/visuals Support children to use adapted technologies, developing independence over time Inform teacher of any misconceptions <i>Do not ...</i> <i>Do the work for the pupil</i> <i>Give pupils the answers</i> <i>Always sit with the same pupil</i> <i>Always work with the lower graspers/SEN</i> <i>Have a line of pupils waiting to have their work marked/looked at</i> <i>Loudly discuss pupils in front of them</i>	<u>After the lesson</u> Clarify next steps in pupils' learning Complete tapestry with learning observations (EYFS) Suggest pupils who may need some post teaching/intervention Provide feedback to teacher on any misconceptions or difficulties. <i>Do not ...</i> <i>Loudly discuss pupils in front of them</i>
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Specific Teaching Adaptations to Meet Current Needs at OLCC

Teaching is our most important intervention

At OLCC, **high-quality classroom teaching is the first and most important intervention for pupils with SEND**. Additional programmes, teaching-assistant support and specialist interventions can make an important contribution, but they cannot compensate for teaching that does not meet the pupil's needs. Through **Inclusion by Design**, teachers anticipate likely barriers and build accessibility into lessons from the outset, using their knowledge of individual pupils, personalised EHCP advice and EduKey Provision Maps. This means maintaining ambition while adapting explanations, modelling, vocabulary, task structure, resources, routines and methods of recording. Inclusive teaching should not be something added after a pupil has struggled; it should be an integral part of planning and teaching every lesson.

Moving beyond broad categories of need

The SEND Code of Practice identifies four broad areas of need:

- cognition and learning;
- communication and interaction;
- social, emotional and mental health; and
- sensory and physical needs.

These areas provide a useful starting point, but they do not tell us exactly how an individual pupil will experience learning. Two pupils with the same diagnosis or primary area of need may have very different strengths, barriers and support requirements. Many pupils also have needs across more than one area.

At OLCC, our starting point is therefore the **individual pupil and the barrier they are experiencing**, rather than their label or diagnosis.

The key question is not:

“What strategy should I use for pupils with this diagnosis?”

It is:

“What is the barrier for this pupil in my lesson, what can I change, and how will I know whether it has made a difference?”

Where staff find advice about individual pupils

Teachers must use the following sources together when planning lessons and making reasonable adjustments.

Personalised EHCP classroom guidance

Every pupil with an EHCP has **personalised classroom advice placed in the back of each of their subject exercise books**. This ensures that essential information is readily available to the teacher during every lesson.

The advice provides a concise overview of the pupil's:

- strengths and individual needs;
- main barriers to learning;
- essential reasonable adjustments;
- effective teaching and communication strategies;
- sensory, physical or regulation needs; and
- other important information staff need to know.

Staff should refer to this advice regularly and use the identified strategies consistently. The advice does not replace professional judgement or detailed planning; it ensures that the pupil's most important adjustments are visible and accessible in the classroom.

EduKey Provision Maps

More detailed and current information is available through **EduKey Provision Maps**. This may include:

- the pupil's profile and identified areas of need;
- EHCP outcomes and specified provision;
- personalised strategies and reasonable adjustments;
- interventions and additional support;
- pupil and parent or carer views;
- review information; and
- evidence of progress and impact.

All teachers are responsible for accessing the information for the pupils they teach and using it to inform planning, teaching and assessment. EduKey should be revisited regularly because pupils' needs, circumstances and effective strategies may change.

From advice to classroom practice

Knowing that a pupil has SEND is not sufficient. Teachers must consider how the pupil's needs affect their ability to:

- understand instructions and explanations;
- access subject-specific language and vocabulary;
- remember, process and organise information;
- begin, sustain and complete a task;
- record or demonstrate their learning;
- manage transitions, sensory demands or changes to routine;
- communicate with adults and peers; and
- regulate their emotions, attention and behaviour.

Adaptations should be planned before the pupil experiences difficulty wherever possible. They should remove unnecessary barriers while maintaining high expectations and access to an ambitious curriculum.

Teaching assistants and additional interventions provide important support, but they should **supplement High-Quality Teaching rather than replace direct teaching from the classroom teacher**.

Review the impact

Support should not be judged simply by whether an adaptation, intervention or adult was provided. Staff should consider whether the support has improved the pupil's:

- access and participation;
- learning and progress;
- confidence and wellbeing;
- attendance and engagement; and
- independence.

This forms part of the graduated **Assess Plan Do Review** process.

Related OLCC guidance

- [Inclusion by Design at OLCC](#)
- [Identifying EHCP Pupils and Accessing Strategies](#)
- **Individual classroom advice sheets** in pupils' exercise books
- **Detailed pupil information and provision** on EduKey Provision Maps

Whole-school HQT guidance → Inclusion by Design → Personalised advice in exercise books → EduKey Provision Maps → Review of impact

Auditing your adaptive teaching practice and implement change

	In what areas do I need additional support in order to make progress? (Assess)	What support do I need? (Plan)
Communication and interaction	✓ I often don't understand what has been said to me ✓ I know what I want to say but I can't get the words out ✓ I find it hard to start a conversation with my friends ✓ I find it hard to understand what other's are feeling from their body language ✓ I have a stammer ✓ I find it hard to pronounce some sounds or words ✓ I often can't think of the right word to use when describing something ✓ I struggle to retell a story or events in my life that have just happened ✓ I forget what instructions I have been given ✓ I don't understand the instructions given to me ✓ I get confused between the different question words ✓ I find it difficult to put events in a story in the right order ✓ I find it difficult to memorise facts ✓ I can only listen for a short time and then I switch off ✓ I can disrupt lessons because if I have to listen for too long ✓ I don't like making eye contact with others ✓ I forget what I am saying or start talking about something else instead	✓ I need time to process instructions ✓ I need instructions written down so I can look at them to remind me what to do ✓ I need instructions repeated rather than rephrased as this confuses me even more ✓ I need to see an example of what I am expected to achieve ✓ I need to share my ideas with someone who will give me the time ✓ I need to listen to others who have lots of ideas ✓ I need gestures, signs and visuals to help me understand ✓ I need help organising my words in sentences ✓ I need instructions and information given to me in small chunks ✓ I need to record my ideas in a different way e.g. story maps, flow charts
Physical and Sensory needs	✓ I find it difficult to hear what is being said ✓ I find it hard to read my teachers lips if the light is behind her ✓ I find it difficult to read the board or a book ✓ I find it hard to see where I am going ✓ I find it difficult to sit in one place for too long ✓ I get distracted if the interactive whiteboard is buzzing ✓ I find it difficult to hold my pen properly ✓ I find it difficult to push my pen down on to the paper ✓ I get distracted if it is too loud ✓ I find it hard to say what I am good at ✓ I find it hard to make friends ✓ Some lessons make me nervous / excited / angry when everyone is moving around too much ✓ I find it difficult to walk up / down stairs	✓ It helps when everyone is aware of what support I need ✓ I need lessons to be practical and active ✓ I need time to be calm and quiet ✓ I need the sit near the whiteboard ✓ I need to sit with my back to the light ✓ I need people to face me when they are talking ✓ I need written texts to be enlarged font size 18 ✓ I need my hearing aids checked each morning ✓ I need the paths to be clear of things that can trip me up ✓ I find it easier to write if I the lines on my page are a bright colour

Cognition and learning	✓ I get confused easily if learning goes too fast ✓ I have difficulty remembering what I have learned ✓ I find it hard to read because the words move on the page ✓ I find it difficult to remember my sounds when reading ✓ I can't segment words to help me spell ✓ I find it hard to blend words to help me read ✓ I find it difficult to remember my times tables ✓ I make lots of spelling mistakes ✓ I find it hard to talk about my learning ✓ I can't make links between my learning ✓ I can disrupt the class when I am finding the work too hard ✓ I don't like reading ✓ I don't enjoy coming to school ✓ I find it tricky to read with expression and fluency ✓ I need to sound out lots of words when I am reading ✓ I forget to use my full stops and capital letters ✓ My handwriting is large ✓ My letters are not formed correctly ✓ I often fall over or walk in to things ✓ I find it hard to run, skip, catch a ball etc	✓ I need time to practice new skills over and over until I remember them ✓ I need learning broken down in to small steps ✓ I need new facts teaching to me in small groups ✓ I need visual reminders to help me complete tasks ✓ I need practical resources to help me work out answers in maths lessons ✓ I need to see new concepts in pictures to help me understand ✓ I need to act it out to understand ✓ I work better when I am in a small group and I can ask lots of questions ✓ I need instructions written down
Social, Emotional and mental health	✓ I often feel unhappy / cross / worried / nervous ✓ I can get upset easily ✓ Lots of things scare me ✓ I can get angry when I don't get my own way / someone else gets there first / I don't get to explain my side ✓ I often say unkind things to others when I am upset ✓ I find it hard to control my temper ✓ I find it difficult to say goodbye to mum / dad in the morning ✓ I worry that mum / dad won't come back to pick me up ✓ I can get angry when people say no to me ✓ I find it difficult to wait my turn ✓ I find it hard to put my hand up before answering a question ✓ Sometimes I feel the need to run or hide ✓ It makes me nervous when I have a different teacher or someone different is in the room ✓ It makes me nervous when our routine changes or I have to do something new	✓ I need help to calm down ✓ I need to feel listened to ✓ I need time to talk ✓ I need space to calm down before we talk ✓ I like people to give me choices ✓ I need visual reminders of classroom rules ✓ I like to know when it is my turn ✓ I need help identifying how I am feeling ✓ I need to be told when my routine is different ✓ I need to be introduced to new teachers

Autistic pupils at OLCC

OLCC supports a significant number of autistic pupils, as well as pupils who are awaiting assessment or whose individual profile indicates differences in communication, interaction, sensory processing, flexibility or emotional regulation. **Support should be based on the pupil's identified needs and barriers; it should not be delayed while a pupil waits for a formal diagnosis.**

Autism is a lifelong neurodevelopmental difference. It affects pupils in different ways and there is no single profile of an autistic pupil. Autistic pupils may have particular strengths, including detailed knowledge, honesty, creativity, logical thinking, strong interests and the ability to focus deeply. They may also experience barriers relating to communication, social understanding, sensory processing, uncertainty, executive functioning, emotional regulation or changes to familiar routines.

Two autistic pupils may respond very differently to the same classroom, task or situation. Staff should therefore avoid assumptions based solely on a diagnosis. The key question is:

“What does this individual pupil need in order to feel safe, participate, learn and become increasingly independent?”

Inclusion by Design

Our approach is to anticipate common barriers and build accessibility into everyday teaching. This may include:

- clear, explicit and concise language;
- predictable classroom routines and advance warning of changes;
- visual instructions, task plans and worked examples;
- manageable steps and reduced demands on working memory;
- additional processing time;
- explicit teaching of expectations rather than reliance on implied social rules;
- consideration of sensory demands within the classroom;
- appropriate opportunities for regulation or movement;
- preparation for transitions and unfamiliar activities; and
- calm, consistent responses when a pupil is anxious or dysregulated.

These approaches support many pupils, but they must be adapted to the needs of the individual. A strategy that is effective for one autistic pupil may be unnecessary or unhelpful for another.

Knowing the Individual Pupil

Teachers should use the pupil's personalised information to understand their strengths, needs, communication preferences, sensory profile, likely triggers and effective strategies. This information may be found through:

- personalised classroom advice placed in the back of exercise books for pupils with an EHCP;
- pupil profiles and provision recorded on **EduKey Provision Maps**;
- EHCP outcomes and specified provision;
- information from the pupil and their parents or carers;
- advice from the SEND team and relevant professionals; and
- teachers' own observation and ongoing assessment.

Pupil voice is particularly important. Staff should find out what the pupil says helps them, what creates anxiety or overload, and how they prefer adults to respond.

Teaching is the Primary Intervention

High-quality classroom teaching is the first and most important intervention. Teaching-assistant support, targeted programmes and specialist advice may supplement teaching, but they do not replace the teacher's responsibility to know the pupil, make appropriate adaptations and maintain direct teaching interaction.

The purpose of support is not simply to help an autistic pupil remain in the room or complete a task with an adult. It should improve the pupil's access, participation, learning, wellbeing and independence.

Staff should continually ask:

What is the barrier? What adaptation are we making? Is it helping? What needs to happen next?

This reflects OLCC's graduated **Assess Plan Do Review** approach and our commitment to ensuring that autistic pupils are known, valued and included as full members of our school community.

Our highest are of need – SEMH! (Social, emotional and mental health)

Our highest area of identified SEND need

Social, emotional and mental health needs are our largest identified area of SEND at OLCC. SEMH may affect how a pupil feels, communicates, builds relationships, manages demands, regulates emotions, attends school or engages with learning. Behaviour can communicate an unmet need, anxiety, distress or dysregulation, but SEND does not explain every behaviour and does not remove the need for clear, safe and consistent expectations.

High-quality teaching is our first and most important intervention. Through Inclusion by Design, staff anticipate likely barriers, create predictable and relational classrooms, teach routines explicitly and make proportionate adjustments before difficulties escalate. Targeted pastoral, SEND or specialist support supplements this teaching; it does not replace it.

Possible barrier	What staff may notice	Inclusion by Design response
Emotional regulation	Heightened anxiety, shutdown, anger, avoidance or difficulty recovering after an incident.	Use calm, consistent language; reduce unnecessary confrontation; teach regulation strategies; provide an agreed route to appropriate support.
Executive functioning	Difficulty starting, organising, sequencing, sustaining attention or completing work.	Chunk tasks; make the first step explicit; use checklists, models and time prompts; reduce reliance on working memory.
Relationships and trust	Sensitivity to correction, perceived rejection, conflict, withdrawal or difficulty accepting help.	Build predictable relationships; correct privately where possible; listen without lowering expectations; repair relationships after difficulty.
Attendance and EBSA	Distress linked to attendance, transitions, particular lessons, social demands or sensory overload.	Identify the barrier early; use an agreed check-in or arrival plan; work with home and relevant staff; review whether support improves attendance and access.

In every OLCC classroom

- **Know the pupil.** Use personalised EHCP advice, EduKey Provision Maps, pupil voice and current assessment information.
- **Be predictable.** Use clear routines, explicit instructions, warnings of change and consistent boundaries.
- **Regulate before reasoning.** A pupil who is overwhelmed may not be able to process lengthy explanations or consequences in that moment.
- **Maintain ambition.** Adapt access and support participation without automatically reducing curriculum expectations.

OLCC graduated support

- **Classroom first.** Inclusive HQT, reasonable adjustments, teacher relationships and purposeful TA support.
- **Targeted support.** Ready to Learn, Thrive, ELSA, executive-function support, ARK, EBSA work, chaplaincy and other personalised provision where appropriate.
- **Review impact.** Consider learning, participation, attendance, wellbeing and increasing independence through Assess Plan Do Review.
- **Escalate concerns.** Follow safeguarding procedures where behaviour or presentation suggests harm, exploitation, abuse, self-harm or significant deterioration.

Understand the need - identify the barrier - adapt teaching - provide additional support where needed - review the impact

How do you know the needs of the pupils in your class?

All staff are responsible for the identification of SEND, following the APDR cycle and forwarding for specialist support from the SEND team where necessary, using the OLCC SEND referral form.

Once identification has taken place, or information received upon transition, from outside agencies/ parents. The diagnosis will be placed on SIMS. According to the Code of Practice, 2015 'a child or young person has SEN if they have a learning difficulty or disability' that calls for 'provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools'. At this point they will be placed on the SEN register in school and parents notified. It's worth pointing out here that pupils can have a diagnosis, e.g. ASD, ADHD and not be placed on the SEN register as they are not receiving 'provision that is additional to or different from that made generally for other children or young people of the same age'.

How do staff know pupils on the SEN register, needing extra support, from their synergy register?

Open your register and click on the 'student profile' column.

A number of extra columns appear; the one titled SEND contains:

- nothing or 'N' this means they are not on the SEND register
- 'k' on the SEND register, receiving support, may need extra adaptations ADDITIONAL to the EEF five a day.
- 'E' Has an EHCP all staff must follow the statutory guidance given in their EHCP, which is transcribed into provision map

The screenshot shows the 'Behaviour: Monitoring Card' interface. At the top, there are tabs for 'Class Tools' and 'Export'. Below them is a title bar 'Behaviour Report'. The main area is a table with columns for 'SEND', 'FSM', and 'Ea'. A callout box points to the 'SEND' column for the student 'Gibson'.

Student	SEND	FSM	Ea
Angar		Yes	Yes
nd	E		
h*			
y	K	Yes	Yes
bt	K	Yes	Yes
Gibson	K	Yes	Yes
iden	K		
	K		
	K		
	K	Yes	Yes
	K	Yes	Yes
	(N)		
	K	Yes	Yes
	E		
ley	K	Yes	Yes

students who have been attached to this class

e: support@schoolsynergy.co.uk

If the teacher then clicks on 'view SEND' a list of adaptations appears, along with the EEF '5 a day' some of these strategies can be used to support the pupil and remove barriers.

If you double click on the 'E' or 'K' a new box will open identifying their main area of need

The screenshot shows the SEND system interface. A callout box points to the 'SEND Code' field, which contains '[SIMS] K'. Below the form are 'View SEND' and 'Close' buttons. At the bottom, a table lists students with their SEND codes and status.

Student Name	SEND Code	Status
Lillie, Lillie	[SIMS] K	Yes
De'ra, De'ra	[SIMS] K	Yes
Jahle, Jahle	[SIMS] K	Yes

SEND Overview [Edit]

SEND [SIMS] K

Code:

Registers: Additional

Title:

Notes: Social, Em

11772 367630 e: support@sh

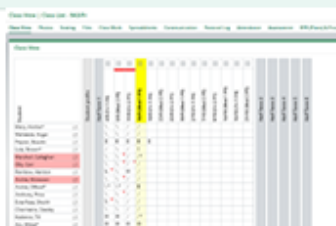


Finding EHCP pupils and classroom strategies

Use this quick Synergy route to identify pupils with an EHCP and access the adjustments that should be evident in everyday lessons.

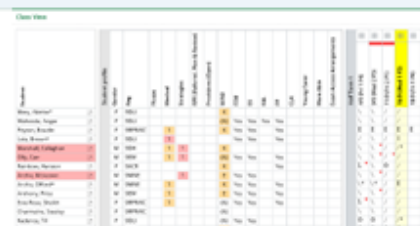
1 Open your class register

From **Class View**, open the class register and locate the pupil list.



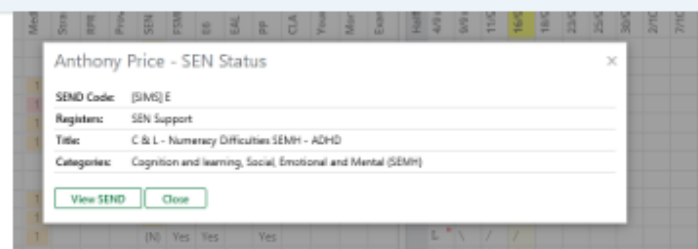
2 Check the SEND column

Open the **student profile**. **E** means the pupil has an EHCP; **K** means SEN Support. Both require inclusive classroom practice, but E pupils may need specific EHCP adjustments.



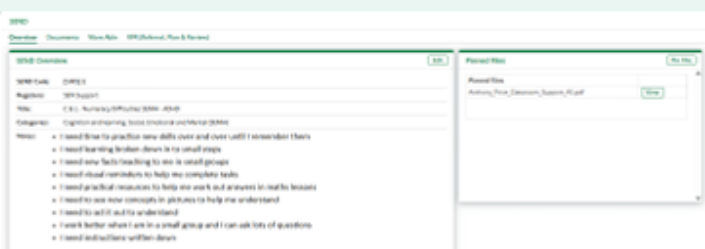
3 Open the SEND record

Click the pupil's **E** code. When the SEN Status box appears, select **View SEND**.



4 Read and use the strategies

The overview contains general adaptations linked to the four areas of need. Open the pinned classroom guide for pupil-friendly, EHCP-specific support and **what success will look like**.



Expectation: the strategies in 'What my teacher can do to help me' should be visible in lessons and used consistently to support delivery of the pupil's EHCP.

Date	Focus- Optional (Thursday night) CPD and TA training	Link to training
Thursday 24 th September	SEND at OLCC	SEND Policy HQT of SEND at OLCC
Thursday 8 th October	The EEF '5 a day'	https://youtu.be/a_4U73xozWk EEF Blog: Five evidence-based strategies to support... EEF (educationendowmentfoundation.org.uk)
Thursday 22 nd October	Explicit instruction	Applying Rosenshine's Principles of Instruction The National College
Thursday 5 th November	Cognitive and metacognitive strategies (cognitive load)	Cognitive Science Approach to Enhance Learning (Secondary) The National College Cognitive Load Theory in the Classroom: CPD for Teachers (nationalcollege.com)
Thursday 19 th November	Cognitive and metacognitive strategies (2) (dual coding)	Dual Coding Theory: Effective Cognitive Principles (nationalcollege.com)
Thursday 3 rd December	Scaffolding (and removing it!)	Using Scaffolding to Boost Pupil Progress (Secondary) The National College
Thursday 7 th January	Flexible grouping and Using technology	Collaborative learning approaches EEF (educationendowmentfoundation.org.uk)
Thursday 21 st January	Access arrangements	https://nationalcollege.com/webinars/jcq-access-arrangements-send-secondary
Thursday 4 th February	The Graduated approach and EHCP	https://nationalcollege.com/webinars/graduated-response-wave-1-quality-first#learning-outcomes https://www.youtube.com/watch?v=abZ49B75ljg
Thursday 25 th February	Social, emotional and mental health	https://www.wholeschoolsend.org.uk/resources/webinar-teaching-children-social-emotional-and-mental-health-needs
Thursday 11 th March	Cognition and learning	https://www.wholeschoolsend.org.uk/resources/webinar-teaching-children-cognition-and-learning-needs
Thursday 15 th April	Communication and interaction	https://www.wholeschoolsend.org.uk/resources/webinar-high-quality-teaching-targeting-areas-need (REALLY GOOD FOR ALL FOUR AREAS OF NEED)
Thursday 29 th April	The effective use of TAs	A Webinar for TA's: Enhance Adaptive Teaching (Secondary) The National College https://nationalcollege.com/webinars/ta-adaptive-teaching-secondary https://www.teachwire.net/news/how-to-use-a-ta-effectively-in-the-classroom/
Thursday 7 th May	Identification of need	https://www.youtube.com/watch?v=9PX-CEgdXhg
Thursday 13 th May	Adaptive teaching	https://nationalcollege.com/webinars/adaptive-teaching-stretch-and-challenge-secondary https://nationalcollege.com/webinars/academically-driven-disadvantaged-pupils-secondary https://www.wholeschoolsend.org.uk/resources/webinar-adapting-teaching-learners-send https://www.wholeschoolsend.org.uk/resources/webinar-inclusive-secondary-classroom (WATCH THIS, THREE PART SERIES COVERS LOADS)

Effective use of TAs

All teaching staff and teaching assistants have received training in **Maximising the Impact of Teaching Assistants MITA**. At OLCC, effective TA deployment is part of our wider **Inclusion by Design** approach: teachers anticipate barriers, plan accessible teaching and decide how additional adult support can be used most effectively.

The classroom teacher remains responsible for the learning, progress and development of every pupil, including pupils with SEND and those supported by a TA. Teaching assistants **supplement the teacher's high-quality teaching; they do not replace it.**

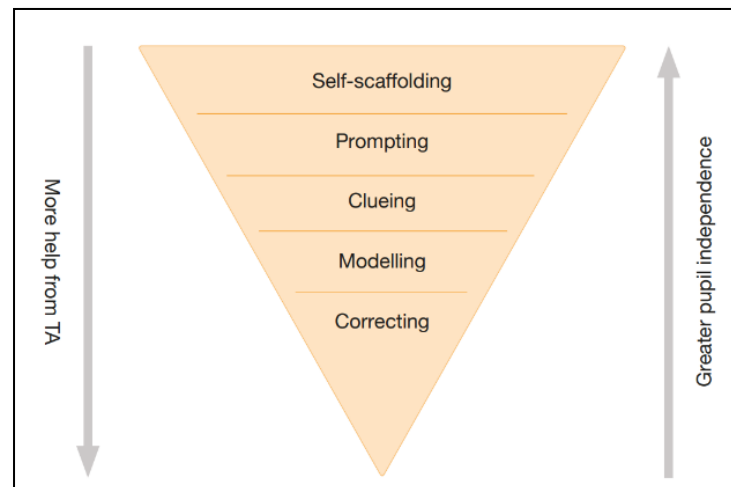
Pupils with SEND should have regular and meaningful interaction with their subject teacher. A TA should not automatically remain beside the same pupil throughout the lesson, become the pupil's main source of teaching or create unnecessary dependence. Deployment should be flexible and based on the needs of pupils and the demands of the lesson, rather than solely on a SEND label or EHCP.

Teacher and TA Communication

Effective deployment begins with clear communication. Teachers should ensure that TAs understand:

- the intended learning and what success will look like;
- the pupils who may experience barriers and the relevant personalised advice;
- the vocabulary, concepts or methods being taught;
- the adaptations, scaffolds and resources available;
- which pupils or groups the TA should initially support;
- when the TA should observe, intervene or step back; and
- what feedback the teacher needs at the end of the lesson.

TAs should use their observations to provide useful feedback about pupils' understanding, participation, independence and response to adaptations. This information should help the teacher decide what needs to be retaught, adjusted or reviewed.



The Least Help First Approach

The aim of adult support is to enable pupils to participate and learn while developing increasing independence. TAs should provide the **least amount of help needed** and allow sufficient time for pupils to think, process and attempt the task before intervening.

Self scaffolding

This represents the highest level of pupil independence. The TA observes and allows sufficient thinking and processing time while the pupil plans how to approach the task, solves problems and reviews their work.

The adult should not intervene simply because a pupil pauses or appears uncertain.

Prompting

If the pupil cannot continue independently, the TA uses a general prompt that encourages the pupil to draw on their own knowledge without specifying the strategy or answer.

Examples include:

- “What do you need to do first?”
- “What is your plan?”
- “What have you used before that might help?”
- “Where could you find that information?”

Clueing

If prompting is insufficient, the TA provides a small clue to help the pupil recall the knowledge, strategy or resource they need. Clues should be given as questions wherever possible and should begin with the smallest amount of information required.

The pupil should still do the thinking.

Modelling

When the task requires an unfamiliar skill or strategy, the TA may model one step while the pupil watches and listens actively. The pupil should then attempt the same or a similar step immediately afterwards.

Modelling should enable the pupil to continue; it should not result in the adult completing the task.

Correcting

Correcting or providing the answer requires the least independent thinking and should not become the default response. There will be occasions when direct correction is appropriate, particularly where a misconception must be addressed quickly. However, adults should normally use self-scaffolding, prompting, clueing and modelling first.

Wait → Prompt → Clue → Model → Correct

The OLCC Expectation

Teaching assistants should:

- circulate and support learning across the class where directed;
- promote pupils' participation and independence;
- redirect questions back to the teacher, available resources or the pupil's own thinking where appropriate;
- avoid completing work, over-prompting or giving answers too quickly;
- use personalised EHCP advice and relevant information from EduKey Provision Maps;
- support the consistent use of agreed reasonable adjustments;
- encourage pupils to use classroom scaffolds and strategies independently; and
- provide the teacher with focused feedback about learning and identified barriers.

Teachers should plan for the effective use of TAs at the **start, during and end of the lesson**, as outlined earlier in this document.

The [EEF guidance on effective teacher and teaching-assistant agreements](#) provides further practical guidance for agreeing roles and directing TA support.

The strongest outcome is not a pupil who completes the work because an adult helped them. It is a pupil who is increasingly able to access, understand and complete learning independently.

A Webinar for TAs: Strategies to Support Geography Lessons with Confidence	A Webinar for TAs: Working Collaboratively to Enhance Adaptive Teaching
A Webinar for TAs: Strategies to Support RE Lessons with Confidence	A Webinar for TAs: Scaffolding and Differentiation to Support Disadvantaged Pupils
A Webinar for TAs: Strategies to Support Maths Lessons with Confidence	A Webinar for TAs: Help Unlock the Potential of Pupils with SEND Secondary
A Webinar for TAs: Strategies to Support Science Lessons with Confidence	A Webinar for TAs: A Coordinated Approach to Support Low-Attaining Pupils
A Webinar for TAs: Strategies to Support D&T Lessons with Confidence	A Webinar for TAs: Strategies to Support Art & Design Lessons with Confidence

