

A FRAMEWORK FOR TEACHING ALL PUPILS, INCLUDING THOSE WITH SEND.

This document is designed as a starting point for discussions around inclusive pedagogical choices across 3 curriculum pathways and EYFS.

It was designed at Birch Wood Special School where it continues to be implemented and refined.



- Pre-formal:** Refers to a pre-formal curriculum designed for pupils who are not yet ready for subject specific learning. These pupils typically have a personalised curriculum rooted in their EHCP outcomes.
- Semi-formal:** A semi-formal curriculum is typically for young people who are starting to engage in subject specific learning but still require a highly personalised curriculum with a focus on small steps of progress.
- Formal:** A subject specific curriculum which is typically based on the National Curriculum and will be delivered in all mainstream schools.
- EYFS:** We have included guidance for Early Years Foundation Stage





Pre-Formal

Semi-Formal

Formal

A 'total communication environment' enabling all pupils to engage with the curriculum.

Opportunities to read, learn to read and engage in a variety of stories/texts where appropriate.

As a result of positive behaviour and relationships, pupils feel they belong and feel safe. The environment allows all pupils to thrive as individuals and as learners.

The lesson supports the planned sequence of learning with any deviation enhancing the curriculum intent of the school/subject.

Students' EHCP, and prior assessments, are used to inform lesson plans, provide appropriately pitched challenge and promote independence

Considered use of technology, resources, tools and strategies maximises student independence

Pupils are given consistent cues and routines to help them distinguish activities so eventually they can begin to anticipate what is going to happen.

All adults working with pupils:

- Are responsive to any communication, however subtle.
- Use appropriate modes of communication to motivate and engage
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Sensory stimulation is purposeful and rooted in the learning intention(s) of the individual pupil.

Teachers have accurately identified the specific needs, interests and motivators of each pupil which results in carefully planned tasks/activities which motivate and engage.

Adequate levels of repetition allow pupils to learn skills over time

Teachers and other adults in the room give pupils time, space and encouragement to respond and engage

There are clear routines at the start, end and during the lesson that provide predictability and structure to enable smooth transitions.

The amount of material pupils receive at one time is limited to prevent cognitive overload.

The teacher provides sufficient models in the form of worked examples and exemplars, providing a strong basis from which to learn.

Teachers and other adults in the room use appropriate modes of communication to indicate how well pupils are doing and what they need to do to improve.

Carefully planned guided practice leads to pupils obtaining success during independent practice

Support staff are deployed effectively, and adult interactions promote independence, provide challenge and help to move learning to the next step for each individual

The lesson starts with a review of previous learning.

New material is presented in small steps.

The teacher provides sufficient models providing a strong basis from which to learn as well as linking new knowledge to what pupils already know.

The teacher checks for understanding and provides systematic feedback and corrections, addressing misconceptions swiftly

Students are adequately prepared for independent practice.

Support staff are deployed effectively, help pupils develop independent learning skills and use questioning to support learning.

EYFS
A 'total communication environment' enabling all pupils to engage with the curriculum.
Opportunities to read, learn to read and engage in stories.
As a result of positive behaviour and relationships, pupils feel they belong and feel safe. The environment allows all pupils to thrive as individuals and as learners.
The lesson supports the planned sequence of learning with any deviation enhancing the curriculum intent of the school/subject.
Students' EHCP, and prior assessments, are used to inform lesson plans, provide appropriately pitched challenge and promote independence
Considered use of technology, resources, tools and strategies maximises student independence
Routines and activities are clearly signposted, allowing children to anticipate what is coming next and to make smooth transitions
Activities and resources build on student's interests and time is given to learn through play, both self-led and guided.
The 'characteristics of effective learning' are promoted and enabled through activity set up, resources and adult interaction
Adults help children to co-regulate throughout the day, leading to skills in self-regulation
Sufficient Time and frequent opportunities are given to allow children to communicate in their preferred way
Adult interactions promote independence, provide challenge and help to move learning to the next step for each individual



All Pathways	Guidance Notes
A 'total communication environment' enabling all pupils to engage with the curriculum.	<ul style="list-style-type: none"> • Clutter free classroom environment • Object of reference being used (if appropriate) • Makaton signing is used to support speech. • Body signing (if appropriate) • Visual timetables are displayed with symbols (class or individual) • PECS symbols • Appropriate language levels used by all staff • Resources are accessible and encourage independence • Display boards are inclusive to all e.g. symbols/clear/visual • Communication aids (high and low tech) are encouraged to support students
Opportunities to read, learn to read and engage in stories/texts.	Reading opportunities are available for all learners and are personalised for their need e.g. symbols/ PECS/ literature. Reading books connect closely to the phonics knowledge that young people are taught when they are learning to read and this is monitored.

As a result of positive behaviour and relationships, pupils feel they belong and feel safe. The environment allows all pupils to thrive as individuals and as learners.

- Positive Behaviour Support Plans are in place for each student and reflect what is happening within the classroom environment. They are used as working documents to ensure that when needs change, practice is reflected upon to ensure that the young person feels safe and is ready to learn.
- The classroom environment is an ASC friendly environment which takes into account the needs of the learners within the classroom. It will be a calm and distraction free environment that enables predictable routines to be in place.

The lesson supports the planned sequence of learning with any deviation enhancing the curriculum intent of the school/subject.

- The learning objective is shared and visible to pupils, where appropriate.
- Having spent time creating, reviewing and moderating long term plans we are confident that there is a considered approach to learning over the year. For this reason, we would expect lessons to be in line with long term curriculum maps. We know, however, that in teaching we often adapt our planning to meet the needs of the individuals in our classrooms. This often takes place after assessment and feedback. Where there are variations to plans, these changes should be enhancing the intent of the subject and further promote progress.
- The time spent on a sequence of learning is the most likely form of deviation as we respond to the needs of our learners.

Students' EHCP, and prior assessments, are used to inform lesson plans, provide appropriately pitched challenge and promote independence

- Pupil's EHCP targets are considered a working document. They are displayed and are accessible for both staff and pupils.
- Progress passports reflect progress against EHCP outcomes are being monitored over time. Appropriate evidence is collated over time, based on the young people's needs e.g. Kinteract/ folders. These will show opportunities that have been put in place to develop independence and promote social opportunities as the young people prepare for adulthood.

Considered use of technology, resources, tools and strategies maximises student independence

Resources are in place that are personalised to the young people and enable them to learn independently, whilst giving them opportunities to challenge themselves. Resources should take into account the SEND of the young person to give them the best opportunities to learn e.g. Visual requirements.



Pre-Formal

Pre-Formal	Guidance Notes
Pupils are given consistent cues and routines to help them distinguish activities so eventually they can begin to anticipate what is going to happen.	<ul style="list-style-type: none">Some pupils may need sensory cues. Some cues will be particular to individual pupils, for example singing a particular song. Some sensory cues are built into the activity eg. The smell of lunch.Use natural cues wherever possible, maybe exaggerating them. Something that helps the pupil to associate that cue with what is going to happen next. These cues should be consistently applied where possible.Make sure the cues happen just before the activity begins so there are only a few seconds between the cue and activity.
All adults working with pupils are responsive to any communication, however subtle.	Responsive adults are the most important resource to teach pupils communication skills. All adults working with a pupils must be responsive to any communication from them, however subtle. This communication may well be pre intentional but by responding to the interaction and extending it pupils can learn fundamental skills.
Sensory stimulation is purposeful and rooted in the learning intention(s) of the individual pupil.	Some pupils need wild and exciting stimulation to react but others need a gentle, slow approach. Observe carefully to see which level of stimulation is best for each individual pupil.
Teachers have accurately identified the specific needs, interests and motivators of each pupil which results in carefully planned tasks/activities which motivate and engage.	To develop effective teaching, staff need to accurately identify the specific needs, interests and motivators of each learner with severe and profound learning needs. Tasks must be relevant and purposeful to maximise pupils' motivation and to help them make sense of the world. Staff should consider individual pupils' behaviours that demonstrate their high level of engagement in an activity.
Adequate levels of repetition allow pupils to learn skills over time.	The more a pupil rehearses, reviews and experiences the stronger the interconnections become. For some of our young people on the Engagement pathway, they will need significant repetition to support their learning.



Semi-Formal

Semi-Formal	Guidance Notes
<p>There are clear routines at the start, end and during the lesson that provide predictability and structure to enable smooth transitions.</p>	<ul style="list-style-type: none"> • Pupils respond to visual, auditory or sensory cues that have been established and are increasingly able to end one activity and transition to another • Adults might guide or prompt pupils to end one activity and join another, giving time for pupils to process what is coming next • Now and next strips might be used for some individuals
<p>The amount of material pupils receive at one time is limited to prevent cognitive overload.</p>	<p>Presenting too much information at one time swamps our working memory.</p> <ul style="list-style-type: none"> • Our working memory, the place where we process information, is small. It can only handle a few bits of information at once – too much information swamps our working memory. Presenting too much material at once may confuse students because their short – term memory will be unable to process it. • Present small amounts of information at any time and then assist the pupil as they practise this material. • Teachers should invest time analysing their curriculum material to see how it can be broken down - Good subject knowledge enables us to break down a composite task into components • Edge enables us to break down a composite task into components
<p>The teacher provides sufficient models in the form of worked examples and exemplars, providing a strong basis from which to learn.</p>	<p>Students need cognitive support to help them learn. Modelling and Models can be:</p> <ul style="list-style-type: none"> • Physical representations of completed tasks – exemplars that can be used as scaffolds, such as a model sentence in an English lesson describing a character <ul style="list-style-type: none"> • <i>Worked examples</i> – completing a question(s) on the board and demonstrating how you want the students to answer including lay-out • Explicit narration of our thought processes when thinking through how to solve problems or undertake a creative activity <ul style="list-style-type: none"> • By making the implicit explicit, we can support students to form the own mental models, gaining confidence with the decisions they make.
<p>Carefully planned guided practice leads to pupils obtaining success during independent practice</p>	<ul style="list-style-type: none"> • Providing scaffolds is a form of guided practice. • A scaffold is a temporary support that is used to assist a learner. These scaffolds are gradually withdrawn as learners become more competent, although students may continue to rely on scaffolds when they encounter particularly difficult problems. • Scaffolds include modelling of the steps by the teacher or thinking aloud by the teacher as he or she solves the problem. Scaffolds may also be tools, such as cue cards or checklists, that complete part of the task for the students, or a model of the completed task against which students can compare their work.
<p>Support staff are deployed effectively, and adult interactions promote independence, provide challenge and help to move learning to the next step for each individual</p>	<ul style="list-style-type: none"> • Support staff should add value to what teachers do, not replace them • Support staff should help students develop independent learning skills and manage their own learning • Support staff should be prepared for their role in the classroom



Formal

Formal	Guidance Notes
The lesson starts with a review of previous learning.	<p>Daily review allows students to re-activate recently acquired knowledge, reducing cognitive load at the beginning of a lesson that's designed to build on this knowledge.</p> <ul style="list-style-type: none"> • How and what you want to revisit is a pedagogical choice • This would typically be no more than approx. 10mins • Chance to review vocabulary, or formulae, or events or previously learned concepts • Chance to review knowledge and concepts that will be relevant for the lesson
New material is presented in small steps.	<p>Presenting too much information at one time swamps our working memory.</p> <ul style="list-style-type: none"> • Our working memory, the place where we process information, is small. It can only handle a few bits of information at once – too much information swamps our working memory. Presenting too much material at once may confuse students because their short-term memory will be unable to process it. • Present small amounts of information at any time and then assist the pupil as they practise this material. • Teachers should invest time analysing their curriculum material to see how it can be broken down - Good subject knowledge enables us to break down a composite task into components
The teacher provides sufficient models providing a strong basis from which to learn as well as linking new knowledge to what pupils already know.	<p>Students need cognitive support to help them learn. Modelling and Models can be:</p> <ul style="list-style-type: none"> • Physical representations of completed tasks – exemplars that can be used as scaffolds, such as a model sentence in an English lesson describing a character <ul style="list-style-type: none"> • <i>Worked examples</i> – completing a question(s) on the board and demonstrating how you want the students to answer including lay-out • Conceptual models – such as the one we need to form to understand the behaviour of particles in solids, liquids and gases <ul style="list-style-type: none"> • <i>Link abstract ideas to concrete examples</i> – Using physical blocks, shapes, items in the teaching of number and fractions is a good example • Explicit narration of our thought processes when thinking through how to solve problems or undertake a creative activity <ul style="list-style-type: none"> • By making the implicit explicit, we can support students to form the own mental models, gaining confidence with the decisions they make.
The teacher checks for understanding and provides systematic feedback and corrections, addressing misconceptions swiftly	<ul style="list-style-type: none"> • Questioning will be utilised as a form of formative assessment • Questions allow a teacher to determine how well the material has been learned and whether there is a need for additional instruction. The most effective teachers also ask students to explain the process they used to answer the question, to explain how the answer was found. Less-successful teachers ask fewer questions and almost no process questions. • Work should be pitched at a level that is appropriate to the individual • There should be a level of challenge that means success is achievable if individual pupils try their best
Support staff are deployed effectively, help pupils develop independent learning skills and use questioning to support learning.	<ul style="list-style-type: none"> • Support staff should add value to what teachers do, not replace them • Support staff should help students develop independent learning skills and manage their own learning • Support staff should be prepared for their role in the classroom

EYFS

EYFS	Guidance Notes
Routines and activities are clearly signposted, allowing children to anticipate what is coming next and to make smooth transitions	<ul style="list-style-type: none"> Children respond to visual, auditory or sensory cues that have been established and are increasingly able to end one activity and transition to another Adults might guide or prompt pupils to end one activity and join another, giving time for pupils to process what is coming next Now and next strips might be used for some individuals
Activities and resources build on student's interests and time is given to learn through play, both self-led and guided	<ul style="list-style-type: none"> Where possible, resources reflect children's interests and likes. This could be in terms of a character they interact with, a theme running through the materials, or the inclusion of a sensory resource that helps them to stay on task Different types of play are evident at different times (Sensory, exploratory play with objects, schematic play, symbolic play, pretend play (alone or in groups), co-operative role play, physical play, rough and tumble). Adults observe or support play to understand the choices children are making and how best to support their thinking Adult led activities may focus more on teaching a skill, but they should use some features of spontaneous play to engage and motivate children - they can be playful with elements of choice, hands on experience, connections to children's interests
The 'characteristics of effective learning' are promoted and enabled through activity set up, resources and adult interaction	<p>Characteristics of effective learning refer to HOW children learn – all practitioners should be aware of how to enable these in the environment;</p> <ul style="list-style-type: none"> Playing and exploring Active Learning Thinking Creatively and Critically
Adults help children to co-regulate throughout the day, leading to skills in self-regulation	<ul style="list-style-type: none"> Adult work together with children to resolve upsets from stress and return to balance Self-regulation skills are taught and modelled with frequent opportunities to practice Scaffolding to support children to use self-regulation skills The environment should make regulation manageable Warm and responsive relationships should be evident, where children are cared for in times of stress
Sufficient Time and frequent opportunities are given to allow children to communicate in their preferred way	<ul style="list-style-type: none"> Symbols should be available for those children who use them 'Burst-Pause' activities are used during play to encourage children to initiate Leave spaces in familiar songs, rhymes, stories to let children finish or join in Makaton is modelled and encouraged Language is simplified but modelled enthusiastically to build vocabulary and to encourage spontaneous communication from children
Adult interactions promote independence, provide challenge and help to move learning to the next step for each individual	<ul style="list-style-type: none"> Adults should interact sensitively, being careful not to take over the learning but to provide prompts to move learning forward Adults should be aware of what the next step is for the child they are working with in a given activity. This might be based on a target or it might be based on knowledge of curriculum, child development and/or knowledge of the individual child and what next step would take them forward towards independence.