

What outstanding SEN provision looks like in Primary Schools

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9.30 – 3.30 (Primary)

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Course Aims

- To understand what outstanding good progress and achievement of DSEN pupils looks like in primary schools
- To understand what outstanding learning & teaching for DSEN pupils looks like in Primary Schools
- To understand how outstanding primary schools promote the behaviour and safety of DSEN learners
- To identify the key features of outstanding practice in leadership and management of DSEN provisions in Primary Schools

Timing of the day

- Session 1 9.30 – 10.30
- Coffee break 10.30 – 11.00
- Session 2 11.00 – 12.30
- Lunch 12.30 – 1.15
- Session 3 1.15 – 2.15 (with short tea break)
- Session 3 2.30 – 3.30

Session 1: What does outstanding progress and achievement for DSEN pupils look like?

- Ways of measuring
- What to measure
- Where to find evidence

Starting point – SEN

Progression Guidance 2010/11

- This is available at
<http://webarchive.nationalarchives.gov.uk/20110113104120/http://nationalstrategies.standards.dcsf.gov.uk/node/437685>
- You will need to download data sets 1 & 3 (primary) and 1,3 & 4 (secondary)
- Plus the 2010/11 SEN Progression Guidance document
- Ofsted inspectors are advised to use the data sets under the September 2012 Framework (see Quick reference hand-out)

How to use the SEN Progression Guidance

- For measuring progress and achievement
- For setting targets for DSEN pupils
- Rule of thumb: Expectation is that 60% of DSEN pupils will achieve UQ target. Does this mean that 'good' and 'outstanding' progress is higher than this?

Primary SEN Progression task

- See progression guidance data sets
- Primary SEN task for Ofsted

Reporting against SEN Progression Guidance

End of KS2 Progress Against SEN Progression Guidance			
English			
Academic year	Lower quartile	Middle quartile	Upper quartile
2008/09	-	6/ 40%*	9/ 60%
2009/10	-	11/ 71%	4/ 29%
2010/11	-	7/ 50%	8/ 50%
2011/12 prediction	-	8/ 50%	7/ 50%
Maths			
Academic year	Lower quartile	Middle quartile	Upper quartile
2008/09	-	6/ 40%	9/ 60%
2009/10	2/ 14%	4/ 29%	9/ 57%
2010/11	-	7/ 50%	8/ 50%
2011/12 prediction	2/ 12.5%	4/ 25%	9/ 62.5%

- Which subject is stronger?
- Is this rate of progress good enough generally?
- What else might you need to know about the cohort?
- How do these outcomes relate to the school's process of target setting for this group of pupils?

A framework for recognising achievement of pupils with SEN (QCA)

- Encounter
- Awareness
- Attention and response
- Engagement
- Participation
- Involvement
- Gaining skills and understanding

Models of provision mapping

- Provision mapping is a useful tool for
 - Demonstrating the range of interventions and targeted groups
 - Showing the quality and impact of interventions on targeted groups
 - Mapping accountability for progress and achievement at each level of intervention – working on principle of Wave 1 being Quality Teach first
 - Demonstrating value for money in terms of allocation of resources and pupil outcomes
- See examples of provision mapping – Anita Devi
www.AnitaDevi.com

SEN provision mapping

- A key approach to
 - Outlining the curricular and intervention provision made by the school for pupils with DSEN
 - Measuring the impact of the interventions for pupils with DSEN
- See DfE website – SEN provision mapping materials
- See Rushcombe Junior School approach

Ofsted 2012 descriptors for outstanding progress and achievement

- Task 1:
- Go through the Ofsted September 2012 Grade descriptors for Outstanding Progress and Achievement.
- Insert DSEN into each bullet point.
- How will you know that your DSEN pupils achieve at this level? What evidence do you need?

- Work in 2s / 3s to share your experience

- Group feedback

Session 2: What does outstanding learning & teaching for DSEN pupils look like?

- Key features of teaching for DSEN pupils
- Key features of planning and support for DSEN pupils
- Understanding need for differentiated planning related to different kinds of DSENs – look at DfE on-line materials
- Key features of learning for DSEN pupils

Teaching Grades Profile

Teaching grades profile

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Note: the following percentages are very approximate.

Quality of Teaching	Percentage of satisfactory lessons	Percentage of good lessons	Percentage of outstanding lessons	Pupils' Progress
Outstanding	None	100 % good or better	40% or more	Exceptional
Good	25% with none unsatisfactory	75% good or better	Up to 25%	Good
Satisfactory	34% with up to 5% unsatisfactory	66% good or better	Up to 15%	Satisfactory

Ofsted criteria for T&L

- Key words in Ofsted Handbook Sept.2012 T&L section
 - Teaching checklist
 - Learning checklist
 - Teacher Assistant checklist
- Assessment for Learning DSEN
 - Inclusive Teaching at Dosthill Primary School

Features of AfL with SEN pupils

- AfL is different from other ongoing assessment: - it involves identifying the next steps for learning as well as having a clear understanding of the errors pupils make and the difficulties they experience
- It requires finding effective ways of showing evidence of progress in learning and obstacles to learning
- It requires appropriate and responsible strategies to ensure that learning goals are shared with pupils through the use of oral or visual prompts, signing, symbols, objects of reference, eye pointing and ICT
- Involves pupils in peer and self assessment
- Recording of small but significant steps in learning, and recognising the value of lateral progression

Additional information?

- Time taken for task:
- Observed by:
- *Coding for support given... NS – no support, VS – verbal support, SP – signed prompt, SU – symbols used, GS – gesture support, HOH – hand over hand, CS – complete support*
- Level of engagement:
- Additional Information

Questioning as an AfL strategy

- To interest, engage and challenge pupils
- To check on prior knowledge and understanding
- To stimulate recall, mobilising existing knowledge and experience in order to create new understanding and meaning
- To focus pupils' thinking on key concepts and issues
- To help pupils to extend their thinking from the concrete and factual to the analytical and evaluative
- To lead pupils through a planned sequence which progressively establishes key understanding
- To promote reasoning, problem solving, evaluation and the formulation of hypotheses
- To promote pupils' thinking about the way they have learned

Effective questioning

- Is a mixture of open and closed questions
- Is based on Bloom's taxonomy
- Is differentiated
- Leads to higher order thinking skills

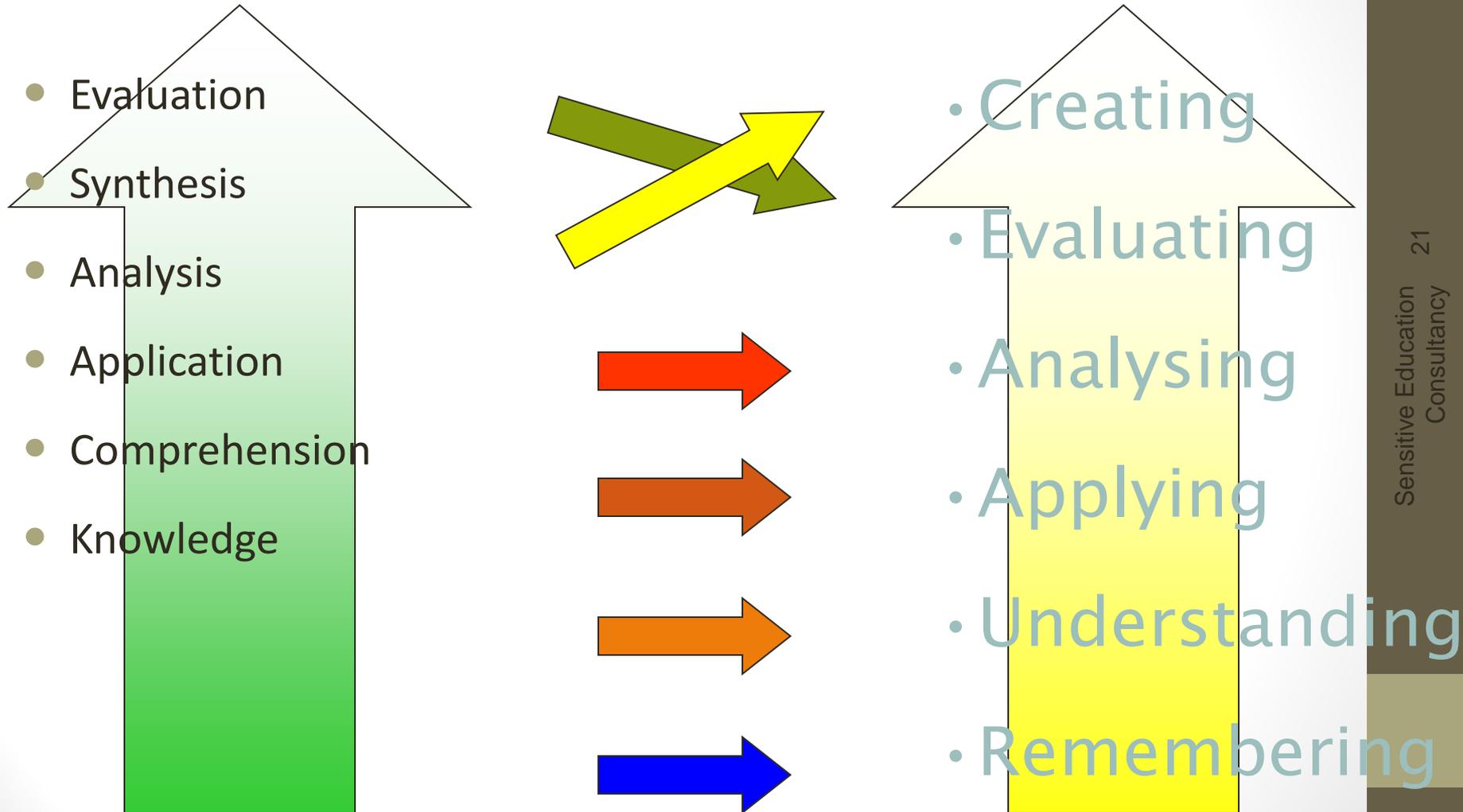
Bloom's taxonomy

Higher-order thinking by students involves the transformation of information and ideas. This transformation occurs when students combine facts and ideas and synthesise, generalise, explain, hypothesise or arrive at some conclusion or interpretation. Manipulating information and ideas through these processes allows students to solve problems, gain understanding and discover new meaning. When students engage in the construction of knowledge, an element of uncertainty is introduced into the instructional process and the outcomes are not always predictable; in other words, the teacher is not certain what the students will produce. In helping students become producers of knowledge, the teacher's main instructional task is to create activities or environments that allow them opportunities to engage in higher-order thinking.

(Department of Education, Queensland, 2002, p. 1)

Original Terms

New Terms



(Based on Pohl, 2000, *Learning to Think, Thinking to Learn*, p. 8)

Review the Learning

- Questioning using Bloom:

Key Questions (Using Bloom's Taxonomy)

Cognitive Objective	Key verbs to use when questioning
Knowledge - to find or remember information	Tell, uncover, show, list, locate, repeat, define explain, investigate, recall, name, point to
Comprehension - to understand information	Summarise, relate, experiment, simple comparisons, demonstrate, explain, reword, discuss
Application – to use information	Try, diagram, perform, make a chart, put into action, build, report, employ, relate, draw, construct, adapt
Analysis – to take information apart	Study, combine separate, categorise, detect, examine, inspect, discriminate, take apart, generalise, compare, analyse, scrutinise.
Synthesis – to create new ideas or things	Hypothesise, predict, create, invent produce, modify, extend, design, formulate, develop, build, compile.
Evaluation – to make judgements about knowledge	Interpret, justify, decide, criticise, judge, solve, rate, assess, appraise.

- Mini plenaries

Practising questioning (Activity)

- Use handout to work in groups to develop different types of questions in the context of DSEN pupils in a primary school
- Feedback

Evaluating T&L for DSEN pupils

- Task 2:
- Go through the Ofsted September 2012 Grade descriptors for Teaching & Learning.
- Insert DSEN into each bullet point.
- How will you know that your teaching & learning of DSEN pupils is outstanding? What evidence do you need?

- Work in 2s / 3s to share your experience

- Group feedback

Session 3: What do outstanding primary schools do to promote behaviour & safety of pupils with DSEN?

- Behaviour policy
- Emotional Intelligence
- Behaviour programmes
- Attendance

Promoting behaviour of DSEN pupils

- DfE & Charlie Taylor guidance
- Importance of Behaviour Policy, Rewards & Sanctions
- Monitoring & Evaluating SMSC
- Monitoring & evaluating behaviour and safety incidents relating to DSEN pupils
- Monitoring & evaluating attendance of DSEN pupils

Key features of effective practice to support the behaviour & safety of pupils with DSEN

- Individual behaviour plans for pupils with most complex and challenging behaviours
- Partnerships with parents of DSEN pupils (AfA Structured conversation)
- Highly refined approaches to improving attendance of pupils with DSEN
- A key focus on developing emotional intelligence throughout the school
- Effective CPD programme to promote positive behaviour

Assessing and promoting self-esteem of pupils with DSEN

- Assessment materials
 - Leuven Scales
 - Boxall Profile
 - SDQ
- Promoting self esteem
 - Nurture groups
 - Achievement awards
- Pupil and parental surveys

Evaluating Behaviour & Safety of DSEN pupils

- Task 3:
- Go through the Ofsted September 2012 Grade descriptors for Behaviour & Safety.
- Insert DSEN into each bullet point.
- How will you know that the behaviour & safety of DSEN pupils is outstanding? What evidence do you need?

- Work in 2s / 3s to share your experience

- Group feedback

Session 4: What does outstanding Leadership & Management of DSEN look like?

- Vision and ambition – SLT lead and delegated responsibility
- Planning for provision – Wave model (Learning and Behaviour)
- Team work
- Monitoring & evaluation of DSEN provision
- SEN Governance

Key features of Strategic planning for DSEN

- Constantly seeks to raise standards of progress and learning of DSEN pupils
- Places responsibility for T&L and progress and achievement of DSEN pupils at class teacher level
- Is informed by latest guidance and practice
 - DfE guidance
 - SEN Forum
 - National SENCo standards
 - LA guidance
 - Partnerships with other SENCOs, schools etc.
- Has partnerships with parents at the heart of the work with DSEN pupils
- Is open to innovative practice

Leadership of T&L of DSEN pupils

- There is a constant focus on best practice in teaching & learning strategies and interventions for pupils with DSEN
 - See DfE SEN provision mapping materials
 - See Inclusion Development Programme materials
 - See National Autistic Society and National Dyslexia Society and National Childrens' Bureau websites (government sponsored)
 - See 2 DfE websites for SEN CPD materials and resources
 - Link to Teachers Standards September 2012

DfE SEND training materials

- These contain some very useful guidance and resources on SEND assessment
 - <http://www.education.gov.uk/complexneeds/>
 - <http://www.education.gov.uk/schools/careers/traininganddevelopment/b00201451/sen-skills/sen-induc-resources>

Reporting on quality of DSEN provision to governors

- Effective monitoring & evaluation of DSEN provision – good systems in place
- Rigorous monitoring of accessibility strategy and equalities policy
- Example of DSEN annual report

Evaluating Leadership & Management of provision for DSEN pupils

Task 4:

- Go through the Ofsted September 2012 Grade descriptors for Leadership & Management.
- Insert DSEN into each bullet point.
- How will you know that the leadership & management of provision for DSEN pupils is outstanding? What evidence do you need?
- Work in 2s / 3s to share your experience
- Group feedback

Evaluating overall effectiveness of provision for DSEN pupils

Task 5:

- Go through the Ofsted September 2012 Grade descriptors for overall effectiveness.
- Insert DSEN into each bullet point.
- How will you know that the overall effectiveness of provision for DSEN pupils is outstanding? What evidence do you need?
- Work in 2s / 3s to share your experience
- Group feedback