

SEND Learning Principles

These principles have been designed by the SEND department with the aim of the teacher and the CLA working together. Research shows SEND students need just as much teacher time as non-SEND students, with extra input from CLAs. Working together in the classroom we can ensure SEND students can achieve.

Challenge:

Chunking:

Chunking is breaking skills or information into smaller, more manageable segments in order to help students in special education complete the full task set by the teacher. SEND students must be challenged to reach the lesson objective just as everybody else is; they may just need further support to do so. Students with SEND often give up when they feel that a task is too big to manage. They often are daunted before they even take up the task. By chunking, or breaking a task into manageable parts, it helps scaffold students into longer and more complex tasks.

Example:

A pair of scissors is a great chunking tool for a CLA. Students who may give up when given a worksheet with twenty problems may do just fine with ten.

Explanation

Once class teacher has explained the task the CLA may:

- Re-cap teacher instructions with word level definitions (Tier 1 and Tier 2). Repeating instructions helps SEND students to understand what is required of them in the task. The CLA will break the pace to suit the level of the SEND student.

- Ask student to re-tell teacher instructions to ensure they understand the task. SEND students may not ask for help and being asked to reiterate instructions will enable the CLA and the teacher to know whether they can proceed with the task or if they need further explanation.

Modelling

Once the teacher has modelled to the class the CLA may:

Further model using the I/we/you method. The CLA will model first, then the student will work with them together (this may take place more than once) and then the student will be expected to do the task on their own. CLAs may need to provide further sentence starters to achieve this. A guided practice phase, and an independent practice phase will ensure that

SEND students are gradually being released into independent practice without reinforcing errors or misconceptions to learning.

In practical lessons, the same approach will be used and a demonstration can take place where the student may mirror exactly what the CLA is doing, after having watched the teacher model.

Questioning

Alongside the teacher questioning that a SEND student will receive, during independent practice CLAs may:

Promote independence through questioning. They may ask 'How did you get that?' so the student can explain how they reached their answer. This can be used for incorrect answers as well so teachers/CLAs can correct misconceptions. The use of open questions is extremely important and CLAs/ teachers need to push for detailed response from SEND students. This will be a way to address misconceptions.

Feedback

Teachers will be marking and giving verbal feedback in line with their curriculum plan.

Within lessons, it is important that CLAs gain verbal feedback from the SEND student about the lesson they have engaged in. Using 'What Went Well/Even Better If' the CLA can gauge what the student has and hasn't understood and will feed this back to the teacher. It is important that the teacher and CLA have dialogue assessing the student.

Practice

It is vitally important SEND students engage in independent practice. Independent learning forces students to engage with both their strengths and weaknesses through the learning process. When the student is working independently it is much easier to self-assess. Independence will also help to create growth mind-set. The CLA may need to prompt and re-cap during independent practice, but it is vital the student is writing and working independently. Teachers then have a clear view as to what the child has achieved on their own.

Please note – A student with a physical need may need a scribe.

Store and Retrieve

Students with SEND often find it very difficult to store and retrieve information within the lesson time. The CLA may keep going back to aim/key question/objective throughout the lesson to remind students what it is they are trying to achieve. Adding emotional

connections/ real life examples to the content of the lesson aids retrieval. It's often easier to remember information that's been presented in different ways, especially if visual aids can help organise information so CLAs may use/adapt worksheets to support with this. It's easier to remember what's been read and seen, instead of either one alone. CLAs will also support knowledge organiser use within the lesson and during study periods.