



# EARLY CAREER FRAMEWORK

## SESSION OUTLINE | CLINIC 1

TITLE	TIMING
Supporting all pupils Provides overview of SEND code of practice, working with SENCO/Safeguarding Lead and TAs <b>5.2; 5.3; 5.7; 5; 5c; 5d; 5e; 5g; 7b; 7k; 8.5; 8.6; 8i; 8j; 8l</b>	1.5 hours (90 minutes)

OUTCOMES
<ul style="list-style-type: none"><li>➤ To understand what inclusion is and what it is not.</li><li>➤ To know what the roles the SENCO and the Designated Safeguarding Lead have within a school context.</li><li>➤ To know that the SEND Code of Practice states that the teacher is responsible for the progress of pupils with SEND in their class/classes.</li><li>➤ To learn about the 'graduated approach' to supporting pupils with SEND, as recommended by the SEND Code of Practice.</li><li>➤ To understand the importance of and how to go about building up a holistic picture of pupils with SEND, including speaking to parents/carers and the pupil.</li><li>➤ To understand that high expectations are crucial when planning and working with pupils with SEND.</li><li>➤ To learn that planning provision for a pupil with an Education Health and Care Plan (EHC) still uses the graduated approach but provision is organised around the planned outcomes written in the EHC plan.</li><li>➤ To reflect on and share on implications for their teaching and on their own development.</li></ul>

## THE BIGGER PICTURE

This is the first Clinic. Clinics will occur roughly once a half-term. Therefore, it is essential that some of the programmatic knowledge is emphasised in this session including logistics, norms and processes.

Before this session takes places, teachers should have:

- Had exposure to key knowledge from ITT Core Content Framework on several sub-standards:
  - 5c. Working closely with the Special Educational Needs Co-ordinator (SENCO) and special education professionals and the Designated Safeguarding Lead.
  - 5d. Using the SEND Code of Practice, which provides additional guidance on supporting pupils with SEND effectively.
  - 5l. Working closely with the SENCO and other professionals supporting pupils with additional needs, making explicit links between interventions delivered outside of lessons with classroom teaching.
- School input as needed

Self-study materials that might be helpful context and provide exemplification include:

- **S9:** Assessing for formative purposes.
- **I6:** Adapting teaching.
- **S11:** Adapting lessons to meet pupil needs.
- **B12:** Upholding high expectations.
- **S4:** Gaps and misconceptions.

This session emphasises the need to understand key learning so teachers are able to contextualise this learning in their school context.

The expectation is that, depending on these different contexts, teachers will be supported to have further conversations with the SENCO, the Designated Safeguarding Lead, wider school colleagues and parents/carers to continue to effectively support students with special educational needs in their classroom.

## SUGGESTED THREAD AND ACTIVITIES

### 1-10 minutes: Welcome and introduce Clinics

Use this time to introduce yourself and welcome the teachers.

As this is the first Clinic, take this opportunity to set down ways of working for this and future sessions.

### 110-30 minutes: SEND Code of Practice

Develop an understanding of different pupil needs, by:

- 5c. Working closely with the Special Educational Needs Co-ordinator (SENCO) and special education professionals and the Designated Safeguarding Lead.
- 5d. Using the SEND Code of Practice, which provides additional guidance on supporting pupils with SEND effectively.
- 8.6. SENCOs, pastoral leaders, careers advisors and other specialist colleagues also have valuable expertise and can ensure that appropriate support is in place for pupils.

Develop a positive, predictable and safe environment for pupils, by:

- 7b. Working alongside colleagues as part of a wider system of behaviour management (e.g. recognising responsibilities and understanding the right to assistance and training from senior colleagues).

Build effective working relationships, by:

- 8l. Knowing who to contact with any safeguarding concerns.

This time could be used to discuss the term inclusion and to highlight that special educational needs are not something the pupil needs to change about themselves, rather what teachers can do to change the environment to meet the learning needs of the individual. A discussion of this can be found on page 4-6 in this EEF report [here](#), and in the SEND Code of Practice on page 93 [here](#).

Following this, you could introduce the SEND code of Practice to teachers, explaining its significance and providing a definition of SEND, which can be found in the SEND Code of Practice on page 94 [here](#).

Following this, a look at what the SEND Code of Practice says about the role of teachers and the SENCO in supporting pupils with SEND, which can be found on page 99 and page 108 of the Code of Practice [here](#).

Lastly, this time should be used to introduce the role of the Designated Safeguarding Lead in schools.

### 30-50 minutes: Graduated approach – assess

- 5.2. Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.
- 5.7. Pupils with special educational needs or disabilities are likely to require additional or adapted support; working closely with colleagues, families and pupils to understand barriers and identify effective strategies is essential.

Develop an understanding of different pupil need by:

- 5b. Making use of formative assessment.
- 5c. Working closely with the Special Educational Needs Co-ordinator (SENCO) and special education professionals and the Designated Safeguarding Lead.
- 5d. Using the SEND Code of Practice, which provides additional guidance on supporting pupils with SEND effectively.

Build trusting relationships, by:

- 7k. Liaising with parents, carers and colleagues to better understand pupils' individual circumstances and how they can be supported to meet high academic and behavioural expectations.

This section could introduce the 'graduated approach' to supporting pupils with SEND, as recommended by the Code of Practice on page 86 for EYFS practitioners and on page 100-102 [here](#), and within this guidance from Nasen on page 2 [here](#).

A discussion of needs versus diagnosis could be used to emphasise to teachers that understanding a pupils' learning needs is usually more important than a diagnosis when planning support in the classroom, as discussed on page 14 of this EEF report [here](#).

This section could look at the first stage of the graduated approach- assess in more detail and how best to build a holistic picture of pupils with SEND, including identifying their prior knowledge and any potential barriers to learning. This should explicitly refer to liaising with the SENCO, the DSL, the parents and carers and the pupil in order to do this. This is exemplified on pages 15-19 in this EEF report [here](#), and in this guidance from Nasen on page 4 [here](#).

#### **50-80 minutes: Graduated approach – plan, do and review**

- 5.3. Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.
- 8.5. Teaching assistants (TAs) can support pupils more effectively when they are prepared for lessons by teachers, and when TAs supplement rather than replace support from teachers.

Build effective working relationships, by:

- 8i. Working closely with the SENCO and other professionals supporting pupils with additional needs, making explicit links between interventions delivered outside of lessons with classroom teaching.
- 8j. Sharing the intended lesson outcomes with teaching assistants ahead of lessons.

This section could start by emphasising the importance of all staff holding high expectations for all pupils, if the 'graduated approach' to provision is to be effective. This is discussed on page 4 of this guidance from Nasen [here](#).

Then the following three stages of the graduated approach – plan, do and review – could be looked at in more detail, as exemplified on page 16-18 in this EEF report [here](#). The Tiered approach to educational support could be examined, as exemplified on page 29 in this this EEF report [here](#). You may wish to look at an example of planning for an ECH plan, as illustrated on page 10 of this guidance from Nasen [here](#).

Finally, this section could finish with a brief look at how to work effectively with TAs, as exemplified on page 34 of this EEF report [here](#).

#### **80-90 minutes: Action planning and next steps**

This section is to provide teachers with time for reflection, quizzing, action steps and updates on the next components on the programme.

## ECF 'LEARN THAT...'<sup>1</sup> COVERED

- 5.2. Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.
- 5.3. Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.
- 5.7. Pupils with special educational needs or disabilities are likely to require additional or adapted support; working closely with colleagues, families and pupils to understand barriers and identify effective strategies is essential.
- 8.5. Teaching assistants (TAs) can support pupils more effectively when they are prepared for lessons by teachers, and when TAs supplement rather than replace support from teachers.
- 8.6. SENCOs, pastoral leaders, careers advisors and other specialist colleagues also have valuable expertise and can ensure that appropriate support is in place for pupils.

## ECF 'LEARN HOW TO...'<sup>1</sup> COVERED

Develop an understanding of different pupil needs, by:

- 5b. Making use of formative assessment.
- 5c. Working closely with the Special Educational Needs Co-ordinator (SENCO) and special education professionals and the Designated Safeguarding Lead.
- 5d. Using the SEND Code of Practice, which provides additional guidance on supporting pupils with SEND effectively.

Provide opportunity for all pupils to experience success, by:

- 5e. Adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations.
- 5g. Making effective use of teaching assistants.

Develop a positive, predictable and safe environment for pupils, by:

- 7b. Working alongside colleagues as part of a wider system of behaviour management (e.g. recognising responsibilities and understanding the right to assistance and training from senior colleagues).

Build trusting relationships, by:

- 7k. Liaising with parents, carers and colleagues to better understand pupils' individual circumstances and how they can be supported to meet high academic and behavioural expectations.

Build effective working relationships, by:

- 8i. Working closely with the SENCO and other professionals supporting pupils with additional needs, making explicit links between interventions delivered outside of lessons with classroom teaching.
- 8j. Sharing the intended lesson outcomes with teaching assistants ahead of lessons.
- 8l. Knowing who to contact with any safeguarding concerns.

## SESSION PREPARATION AND LOGISTICS

AREA	REQUIREMENTS
Session type and length	1.5-hour clinic
Groupings	Suggested 8-15 teachers
Facilitators	One facilitator per session
Room set-up	N/A
Printing Specifications	None
Materials	<ul style="list-style-type: none"> <li>- Examples of strategies used to support special educational needs in the classroom.</li> <li>- Powerpoint/presentation materials.</li> </ul>
Pre-session activities for participants	N/A
Post-session activities for participants	N/A
Facilitator pre-session preparation	<ul style="list-style-type: none"> <li>- Facilitators should prepare resources, exemplifications and gather materials for the session.</li> <li>- Facilitators should, where possible, take into consideration the context of the teachers in the session and adjust accordingly</li> </ul>