

EARLY CAREER FRAMEWORK

SESSION OUTLINE | CLINIC 9

TITLE	TIMING
Support and Interventions Looks at specific learning needs, interventions and support available within and beyond school. 5c; 5d; 5.7; 5g; 5h; 8.5; 8.6; 8f; 8i; 8j; 8k	1.5 hours (90 minutes)

OUTCOMES

- To know how to work effectively with the SENCO, other professionals, pupils and parents/carers to identify and support pupils with SCLN, Autism and Dyslexia.
- To understand how to plan effectively to utilise strategies which support pupils with SCLN, Autism and Dyslexia.
- To adapt teaching responsively in ways which increase the achievement of pupils with SCLN, Autism and Dyslexia.
- To work effectively in collaboration with teaching assistants and external specialist staff to support pupils with SCLN, Autism and Dyslexia.
- To reflect on and share implications on their teaching and on their own development.

THE BIGGER PICTURE

This is the ninth 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:
 - 5.c Working closely with the Special Educational Needs Co-ordinator (SENCO) and special education professionals and the Designated Safeguarding Lead
 - 5.d Using the SEND Code of Practice, which provides additional guidance on supporting pupils with SEND effectively.
 - 5.l 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:

- B6 Consistency
- I6 Adapting teaching
- S7 Developing pupils' literacy
- S9 Assessing for formative purposes
- S11 Adapting lessons to meet pupils' needs

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 DSL, wider school colleagues and parents/carers to continue to effectively support student with special educational needs in their classroom.

SUGGESTED THREAD AND ACTIVITIES

1-10 minutes: Welcome and Recap

Use this time to introduce yourself and welcome the teachers. Briefly re-visit ways of working.

Recap Clinic 1 – the roles of the SENCO and the Designated Safeguarding Lead.

- 10-30 minutes: SEND Code of Practice and the four broad areas of need

Develop an understanding of different pupil needs, by:

- 5.d Using the SEND Code of Practice, which provides additional guidance on supporting pupils with SEND effectively.

This time could be spent looking at how the SEND Code of Practice groups needs into four broad areas, which is exemplified on pages 97-98 of the SEND Code of Practice [here](#) and on page 7 of this EEF report [here](#). This section could also include a recap of the following content from Clinic 1 on supporting all pupils:

- understanding these primary needs is a useful step in providing provision but a more detailed understanding of the individual needs of the child is required for action to be beneficial (as discussed on page 14 of this EEF report [here](#).)
- role of teachers and SENCO in supporting pupils with SEND
- graduated approach to SEND provision
- tiered support model

The following sections could look at the most common needs of pupils in mainstream schools but remind teachers that there are many more, as exemplified in this recent DFE report [here](#). Share with teachers that many pupils with a SEN diagnosis also have SLCN, which is exemplified on page 11 of this guide from the Communication Trust [here](#).

20-40 minutes: Speech, Language & Communication Needs

- 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.

This section might start by outlining the common difficulties children with SLCN experience and what their needs might be, which is exemplified in this Communication Trust guide [here](#). Then you could discuss working with external specialist staff to identify children with SLCN, which is exemplified in this Communication Trust guide [here](#). You may wish to discuss the difficulties in diagnosing pupils with SLCN as exemplified on page 13-15 of this Communication Trust guide [here](#). You may wish to examine the development of SLCN over time, discussed in this Communication Trust guide [here](#). Following this, a look at how to support pupils with SLCN using strategies and interventions, which are exemplified in this Communication Trust guide [here](#).

40-60 minutes: Autism

- 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.

This section could start with a definition of autism and the challenges these pupils face in the classroom as exemplified in this National Autistic Society guide [here](#) and [here](#). You might also wish to look at this nasen guide [here](#). If you are supporting teachers working with younger pupils, then you may wish to use this National Autistic Society guide: [here](#). Then you might look at how to work with external specialist staff to identify a pupil with autism and plan their support. You might include some frameworks and strategies, as exemplified in this National Autistic Society guide [here](#) and [here](#).

60-80 minutes: Dyslexia

- 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.

This section could start by providing teachers with a definition of dyslexia, as exemplified on page 3 of this nasen guide [here](#). Then a description of working with external specialist staff to screen and identify dyslexia could be included, which is exemplified on page 4 of this nasen guide [here](#). A description of a dyslexia friendly classroom could be offered, which can be found on pages 6-7 of the same nasen guide [here](#). Then a discussion of effective strategies could follow, which are exemplified on pages 8- 12 of the same nasen report [here](#). Clear links need to be made between the active ingredients of the strategy and how this addresses the identified special educational need.

You may wish to tailor your choice of literacy strategies and interventions to the phase in which you work. You can find Early Years guidance on page 22 of this EEF report [here](#), Key Stage 1 guidance on page 18 of this EEF report [here](#), Key Stage 2 guidance on page 20 of this EEF report [here](#) and Secondary guidance on page 30 of this report [here](#).

80-90 minutes: Action planning and next steps

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

ECF 'LEARN THAT...' COVERED

- 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...' COVERED

Develop an understanding of different pupil needs, by:

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

Provide an opportunity for all pupils to experience success, by:

- 5.g: 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.

Meet individual needs without creating unnecessary workload, by:

- 5.h: Making use of well-designed resources (e.g.textbooks).

Build effective working relationships, by:

- 8.f: Contributing positively to the wider school culture and developing a feeling of shared responsibility for improving the lives of all pupils within the school.
- 8.i: 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.
- 8.j: Sharing the intended lesson outcomes with teaching assistants ahead of lessons.
- 8.k: Ensuring that support provided by teaching assistants in lessons is additional to, rather than a replacement for, support from the teacher.

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"> – Examples of strategies used to support special educational needs in the classroom. – Powerpoint/presentation materials.
Pre-session activities for participants	N/A
Post-session activities for participants	N/A
Facilitator pre-session preparation	<ul style="list-style-type: none"> – Facilitators should prepare resources, exemplifications and gather materials for the session. – Facilitators should, where possible, take into consideration the context of the teachers in the session and adjust accordingly.