**Meeting the Needs of all Learners**

**Primary NQT CPD Package**

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**Resource Pack**

*To be completed alongside viewing the accompanying video.*

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**Activity 1**

*Aims:*  to understand pupils’ differences, including their different levels of prior knowledge and potential barriers to learning,

*Initial activity to consider your own school context.*

* *What does inclusion look like in your school?*

*Consider; numbers of pupils with SEN across the school; different type/range of needs; how inclusive is your curriculum; approaches used to meeting the needs of all learners.*

**Activity 2**

Aim: To understand that adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling is likely to increase pupil success.

**Identify child within your current cohort who is working below the level of their peers in one of more areas but are not on the SEN register.**

**Complete the ‘First Concerns’ (CE) or ‘At a Glance Form’(York).**

**Two alternative Local Authority proformas have been provided.**

**Identify their current strengths and areas of need**

**Identify up to three outcomes you would like them to achieve in the next half term.**

**What provision could you put in place to enable them to achieve the outcome?**

**What resources would you need?**

**How would you timetable the support to enable maximum inclusion?**

**‘At-a-Glance’ Pupil Profile**

**Building Strengths/Needs Profile**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Pupil:** name not needed if pre-SPA | DOB: | Year group: | School: | Date: |

**Please either indicate with a cross X or shade as best fits your judgement:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Above expected attainment level |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Expected attainment level** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Below expected attainment level |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Significantly below expected level  ie. Pre-Key Stage |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Subject /Skills** | **Reading** - decoding | **Reading** + under-standing | **Writing** -  Ideas to page | **Writing** -  SPaG | **Handwriting** | **Language**  Speaking & Listening | **Language**  Social Interaction | **Maths** | **Science** | **Coordination /Motor Skills** | **Fine Motor Skills** | **DT**  Hands-on skills | **History** | **Art** | **Music** |

* **Use bullet points to indicate concerns & strengths**

|  |  |  |
| --- | --- | --- |
| **Pupil’s strengths** | **Needs/Concerns** | |
|  | **COGNITION & LEARNING** | **COMMUNICATION & INTERACTION** |
| **SOCIAL, EMOTIONAL & MENTAL HEALTH** | **SENSORY, PHYSICAL, MEDICAL** |

|  |  |
| --- | --- |
| **Strengths** | **Needs** |
|  |  |
| **Desired Outcomes** | **Strategies** |
|  |  |

|  |  |
| --- | --- |
| **Name:** | **Date of birth:** |
| **Year group:** | **Class:** |

|  |  |
| --- | --- |
| **Date created:** | **Last review date:** |
| **Staff signature:** | **Parent signature:** |
| **Young person signature:** |  |

## **First Concerns Profile**

**Activity 3**

*Read the case study below:*

**Pupil Case Study**

Poppy has Down’s syndrome and associated developmental delay. Due to her complex needs, Poppy remained in nursery for an additional year. Rosie is now in Year 4, although she is chronologically year 5. She is working at pre key stage 1 standard 1 in reading and maths and standard 2 in maths. She currently has an EHCP for 32.5 hrs per week support in the mainstream classroom. Poppy has significant delays in her speech and language, meaning that her expressive and receptive language significantly impaired. Poppy receives input from a specialist speech and language therapist for 90 minutes per half term with daily interventions delivered by her trained teaching assistant.

Poppy has significant learning difficulties and is unable to write. She can read a small number of HFW and can recall some numbers when counting to 10. She has recently been diagnosed with a hearing impairment and has started wearing hearing aids. Poppy also wears glasses. Over the last year, there has been an escalation in physical behaviours exhibited by Poppy. This has led to a number of incidents where children and adults working with Poppy have been scratched, pinched and kicked.

*Identify the barriers, solutions and limits to inclusion within your current setting.*

* *Barriers*
* *Solutions*
* *Limits*

**References and Recommended Reading**

Cheshire East Toolkit for SEND (October 2018) available at: <https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/education/supporting-send-in-education/send-toolkit.aspx> (accessed 21/06/2021)

Cullen, M.A.., Lindsay, G., Hastings, R., Denne, L., Stanford, C., Beqiraq, L., Elahi, F., Gemegah, E., Hayden, N., Kander, I., Lykomitrou F., Zander, J. (2020). **Special Educational Needs in Mainstream Schools: Evidence Review**. London: Education Endowment Foundation. The report is available from: <https://educationendowmentfoundation.org.uk/public/files/Publications/Send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf>

Department for Education and Department of Health (2015) **Special educational needs and disability code of practice: 0 to 25 years**. Available at: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25> (Accessed: 21st June 2021)

Education Endowment Foundation(25th May 2021) **Selecting Interventions** Evidence insights London: Education Endowment Foundation. The report is available at: <https://educationendowmentfoundation.org.uk/public/files/Selecting_interventions_tool.pdf>

House of Commons Education Committee; (23rd Oct 2019) **Special educational needs and disabilities**; First Report of Session. The report is available at: <https://publications.parliament.uk/pa/cm201919/cmselect/cmeduc/20/20.pdf>

Horwood. J., (26th March 2009) **Sensory Circuits: A Sensory Motor Skills Programme for Children.** Publisher LDA

Poortvliet., M.v., Clarke. Dr. A., Gross. J., (20th Sept 2019) **Improving Social and Emotional Learning In Primary School; Guidance Report.** London: Education Endowment Foundation. The report is available from: <https://educationendowmentfoundation.org.uk/tools/guidance-reports/social-and-emotional-learning/>

Sharples. J., Webster. R., Blatchford. P., (10th Oct 2018) **Making Best Use of Teaching Assistants; Guidance Report.** London: Education Endowment Foundation. The report is available from: <https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants/>

**Resources**

**Assessments –** Cheshire East Toolkit for SEND - Recommended Assessments. Available at: <https://www.cheshireeast.gov.uk/pdf/livewell/toolkit-for-send/ce-toolkit-for-send-v1.1-appendix-3-suggested-assessments.pdf> (accessed on 21/06/21)

**Quality First Teaching Strategies:** Cheshire East Toolkit for SEND - Available at: <https://www.cheshireeast.gov.uk/pdf/livewell/toolkit-for-send/ce-toolkit-for-send-v1.1-appendix-2-quality-first-teaching.pdf> (accessed on 21/06/21)

**Banding Thresholds** <https://www.york.gov.uk/SENBandingThresholds>

**Glossary**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **ASC** | | Autistic Spectrum Condition | | | | |
| **CAMHS** | | Child and Adolescent Mental Health Service | | | | |
| **DfE** | | Department for Education | | | | |
| **EHC** | | Education, Health and Care | | | | |
| **EHCP** | | Education, Health and Care Plan | | | | |
| **EP** | | Educational Psychologist | | | | |
| **EYFS** | | Early Years Foundation Stage | | | | |
| **LA**  **OT** | | Local Authority  Occupational Therapy | | | | |
| **QFT** | Quality First Teaching | | | |
| **RAMP** | Reducing Anxiety Management Plan | | | |
| **SALT** | | | Speech and Language Therapy | | |
| **SEN** | | | Special Educational Needs |
| **SEND** | | | Special Educational Needs and Disability |
| **SENCO** | | | Special Educational Needs Co-ordinator |
| **SIS** | | | Sensory Inclusion Service |
| **SLCN** | | | Speech, Language and Communication Needs |
| **SLD** | | | Severe Learning Difficulties |
| **SpLD** | | | Specific Learning Difficulties |