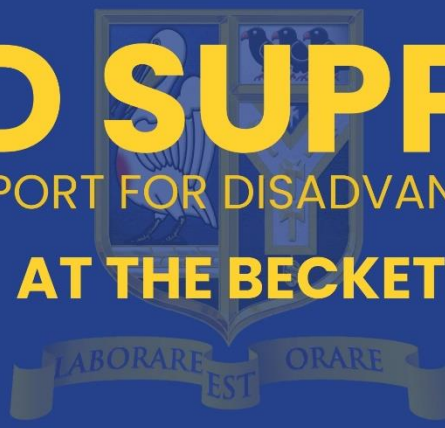


SEND SUPPORT

AND THE SUPPORT FOR DISADVANTAGED PUPILS

AT THE BECKET



STAFF HANDBOOK

EVIDENCE INFORMED STRATEGY & PRACTICE
BASED AROUND EEF RESEARCH

CURRICULUM OFFER



“CREATE A LOVING AND SUPPORTIVE ENVIRONMENT FOR ALL PUPILS WITHOUT EXCEPTION”

- ✓ AT THE BECKET SCHOOL WE STRIVE TO ENSURE THAT ALL LEARNERS, INCLUDING THOSE WITH SEND, HAVE ACCESS TO A KNOWLEDGE RICH CURRICULUM.
- ✓ STUDENTS WILL RECEIVE QUALITY FIRST TEACHING THROUGH CAREFULLY PLANNED LESSONS WHICH BUILD ON UNDERSTANDING OVER A SEQUENCE OF LESSONS/TOPICS/PHASES.
- ✓ RETRIEVAL AND INTERLEAVED ASSESSMENT ARE PART OF THE REGULAR ROUTINE OF LESSONS TO ENSURE STUDENTS ARE CONTINUALLY THINKING ABOUT THE INFORMATION THEY HAVE LEARNT.
- ✓ CLASSROOMS WILL BE ENVIRONMENTS WHERE THE WORKING MEMORY IS NOT OVERLOADED.

CURRICULUM OFFER

CURRICULUM IN THE CLASSROOM

- B**EHAVIOUR IS EXCELLENT
- E**XPERT TEACHERS
- C**OGNITIVELY ACTIVE
- K**NOWLEDGE RICH
- E**MBEDDED PRACTICE
- T**ESTING FOR LEARNING

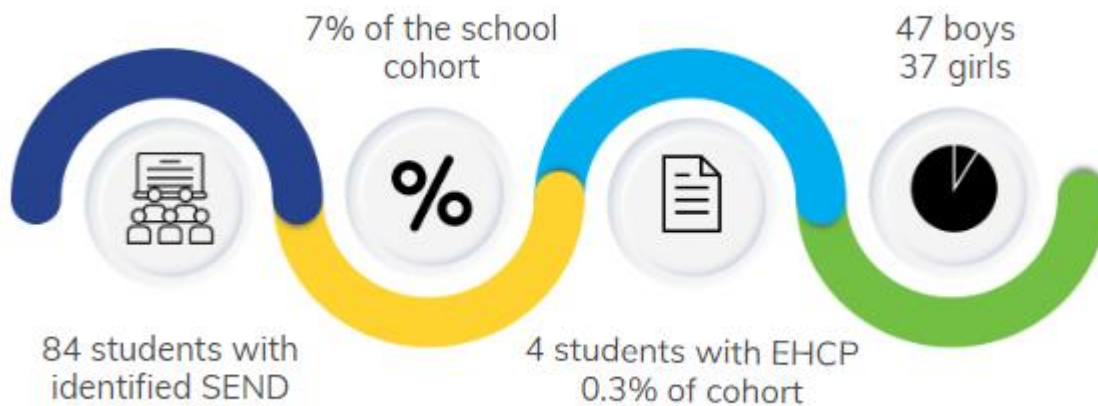
At The Becket School we offer all students the same opportunities to succeed. As a Catholic school we are inspired to uphold the dignity of each person as we are all made in the image and likeness of God.

We acknowledge and support students with barriers to learning, but also recognise that they are entitled to the same “quality first” teaching as their peers.

At The Becket School our approach to teaching is centred on the core principles of B.E.C.K.E.T and we ensure all staff receive regular training in these areas.

B EHAVIOUR IS EXCELLENT	Our mission statement of “Work Hard, Be Loving, Do The Right Thing’ creates learning environments that are nurturing and supportive of all. Our behaviour policy ‘The Becket Way’ ensures that all students, including those with SEND, operate in a learning environment where there are routines and habits which are productive to learning and reduce distraction and cognitive overload.
E XPERT TEACHERS	All SEND students will have access to a knowledge rich and ambitious curriculum delivered through high quality and inclusive teaching. Expert teachers will plan their curriculum and lessons to minimise barriers to learning. Through observations, analysis of progress data, working with parents and other stakeholders’ early identification of students SEND is a priority.
C OGNITIVELY ACTIVE	Teachers carefully plan lessons to provide all students with appropriate challenge. They establish a learning environment to reduce distraction and cognitive overload. Resources, including Knowledge Books, and teaching strategies will support the working memory and retention of core knowledge.
K NOWLEDGE RICH	Knowledge Books enable all learners to have access to the core knowledge in front of them reducing the need of copying and also minimising any gaps in information. Knowledge books include key words or concepts that support their foundational understanding, these are pre-taught to ensure new understanding can be grasped.
E MBEDDED PRACTICE	Teachers will use tailored scaffolding, example and modelling to support students in their practice, this will be embedded through time and careful consideration will be given about when to reduce support and foster independence.
T ESTING FOR LEARNING	Regular low stake testing and formative assessment techniques will be used to inform teachers of misconceptions or gaps in learning so that lessons can be modified to close the learning gap. Teachers ensure that adjustments are made for those with SEND so that they grow in confidence within the subject.

OUR SCHOOL COHORT



THESE FOUR BROAD AREAS GIVE AN OVERVIEW OF THE RANGE OF NEEDS THAT SHOULD BE PLANNED FOR. THE PURPOSE OF IDENTIFICATION IS TO WORK OUT WHAT ACTION THE SCHOOL NEEDS TO TAKE, NOT TO FIT A PUPIL INTO A CATEGORY. IN PRACTICE, INDIVIDUAL CHILDREN OR YOUNG PEOPLE OFTEN HAVE NEEDS THAT CUT ACROSS ALL THESE AREAS AND THEIR NEEDS MAY CHANGE OVER TIME. FOR INSTANCE SPEECH, LANGUAGE AND COMMUNICATION NEEDS CAN ALSO BE A FEATURE OF A NUMBER OF OTHER AREAS OF SEN, AND CHILDREN AND YOUNG PEOPLE WITH AN AUTISTIC SPECTRUM DISORDER (ASD) MAY HAVE NEEDS ACROSS ALL AREAS, INCLUDING PARTICULAR SENSORY REQUIREMENTS. THE SUPPORT PROVIDED TO AN INDIVIDUAL SHOULD ALWAYS BE BASED ON A FULL UNDERSTANDING OF THEIR PARTICULAR STRENGTHS AND NEEDS AND SEEK TO ADDRESS THEM ALL USING WELL-EVIDENCED INTERVENTIONS TARGETED AT THEIR AREAS OF DIFFICULTY AND WHERE NECESSARY SPECIALIST EQUIPMENT OR SOFTWARE



SPECIAL EDUCATIONAL NEEDS AND DISABILITY CODE OF PRACTICE

OUR SCHOOL COHORT

COGNITION AND LEARNING

Learning difficulties cover a wide range of needs, including:

- ☑ **Moderate learning difficulties (MLD)**
- ☑ **Severe learning difficulties (SLD)** where children and young people are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication
- ☑ **Profound and multiple learning difficulties (PMLD)** where children and young people are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
- ☑ **Specific learning difficulties (SpLD)** affect one or more specific aspects of learning. This includes a range of conditions such as dyslexia, dyscalculia and dyspraxia.

COMMUNICATION AND INTERACTION

This includes:

- ☑ **Speech, language and communication needs (SLCN).** Children and young people with SLCN have difficulty in communicating with others; this may be because they have difficulty saying what they want to and being understood by others, difficulty understanding what is being said to them or they do not understand or use social rules of communication.
- ☑ **Autistic Spectrum Condition (ASC),** including Asperger's Syndrome

SENSORY AND/OR PHYSICAL

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. This includes children and young people with:

- ☑ **Visual impairment (VI)**
- ☑ **Hearing impairment (HI)**
- ☑ **Multi-sensory impairment (MSI)** (a combination of vision and hearing difficulties)
- ☑ **Physical disability (PD)**

SOCIAL, EMOTIONAL AND MENTAL HEALTH

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming **withdrawn or isolated**, as well as **displaying challenging, disruptive or disturbing behaviour**. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as **attention deficit disorder, attention deficit hyperactive disorder or attachment disorder**.



A LOVING AND SUPPORTIVE ENVIRONMENT FOR ALL PUPILS WITHOUT EXCEPTION

An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. We will:

- promote positive relationships, active engagement, and wellbeing for all pupils;
- ensure all pupils can access the best possible teaching.
- adopt a positive and proactive approach to behaviour through our BECKET WAY.

AN ONGOING, HOLISTIC UNDERSTANDING OF PUPILS AND THEIR NEEDS

Assessment should be regular and purposeful rather than a one-off event, and should seek input from parents and carers as well as the pupil themselves and specialist professionals.

Teachers are empowered and trusted to use the information they collect to make a decision about the next steps for teaching that pupil.

ALL PUPILS HAVE ACCESS TO EXPERT TEACHING

Quality first teaching for pupils with SEND is good teaching for all. Searching for a 'magic bullet' can distract teachers from the powerful strategies they often already possess. Teachers will develop a repertoire of these strategies that they can use flexibly in response to the needs of all pupils.

- cognitive and metacognitive strategies;
- explicit instruction;
- using technology to support pupils with SEND;
- Scaffolding
- Modelling

HIGH QUALITY TEACHING LINKED WITH SELECTED SMALL GROUP AND ONE-TO-ONE INTERVENTIONS

Small-group and one-to-one interventions can be a powerful tool but will be used carefully. Ineffective use of interventions can create a barrier to the inclusion of pupils with SEND. High quality teaching will reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress. The intensity of intervention (from all pupils, enhanced provision to individual) will increase with need. Interventions will be carefully targeted through early identification and assessment of need.

WORK EFFECTIVELY WITH LEARNING SUPPORT ASSISTANTS

Effective deployment of Teaching Assistants (TAs) is critical. School leaders will pay careful attention to the roles of TAs and ensure they have a positive impact on pupils with SEND. TAs should supplement, not replace, teaching from the classroom teacher.

STRATEGY



A CLEAR AND WELL-ORGANISED LEADERSHIP STRUCTURE

At The Becket School there is a Senior Leader and a SENDCo who is accountable for SEND and provision. We also have a wider team including a Lead TA, an Intervention Coordinator (PP), a Learning Support Unit, an Educational Welfare Officer, Year Progress Leaders and assistant Progress Leaders who all act as advocates of the disadvantaged. They track/support pupils with the greatest need.

A GRADUATED RESPONSE OF SUPPORT

Where a pupil is identified as having SEND, we will take action to remove barriers to learning and put effective special educational provision in place. SEND support will take the form of a three-part cycle (Plan, Do, Review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. Each SEND student will have 3 reviews a year to put in place this graduated approach to support those with SEND.

A CENTRALIZED PROVISION MENU WHICH IS SHARED WITH KEY STAFF

A key document is The Becket School's SEND Curriculum Provision Menu. This is the main document that supports all staff in the school in supporting those who have barriers to their learning. The document allows us to identify and break down individual barriers to learning for each pupil and across all subjects in an effective way. This support is used to 'level the playing field' by providing additional support in accessing the curriculum and plug gaps in knowledge and skills.

PUPILS WITH SEND ARE GIVEN BESPOKE EDUCATIONAL PLANS

Pupils' outcomes and aspirations are at the heart of SEND provision. Every student that is on the SEND register will have their own Individual Education Plan (IEPs) and linked provision map. These IEPs alongside the provision map are reviewed three times a year, so they are fresh and up to date. Students and parents both feed into the content and information. These are shared on the students ARBOR profile so all staff are informed of need and strategies to support.

QUALITY FIRST TEACHING

“AT THE HEART OF THE INCLUSIVE CLASSROOM IS SIMPLY GOOD TEACHING” – THE INCLUSIVE CLASSROOM, SOBEL & ALSTON

Quality First Teaching is a pedagogical approach that prioritizes meeting students' needs with the classroom teacher taking the lead, while utilizing specialist provision as needed. For students with Special Educational Needs and Disabilities (SEND), this approach is crucial in minimizing barriers to learning. It is our responsibility to ensure that all students have equitable access to education and the opportunity to achieve the same level of academic success as their peers.

“Leaders of more successful schools emphasise the importance of ‘quality teaching first’. They aim to provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils and sharing best practice²”

At The Becket School we believe that teachers are the experts in the room and have the best understanding of their curriculum and how to support students to access it.

WHAT QUALITY FIRST TEACHING LOOKS LIKE IN THE CLASSROOM?

ROUTINES	Consistency is essential in the process of acquiring new skills or knowledge. Whether it involves classroom entry procedures, setting up experiments, or composing essays, adhering to a clear and consistent approach helps students develop good habits. Establishing routines is especially beneficial for students with Special Educational Needs and Disabilities (SEND), as it simplifies the learning process and minimizes anxiety related to sensory or physical challenges.
KNOWLEDGE BOOKS	Educational resources such as knowledge books, developed by subject experts, provide equal access to essential information for all students to support their academic success. These resources are particularly beneficial for students with special educational needs and disabilities (SEND) as they alleviate the cognitive burden of note-taking and help bridge any learning gaps that may arise from incomplete assignments or from absences. Additionally, knowledge books enable students to effectively prepare for and review their learning with assistance both in the classroom and at home.
DUAL-CODING	In certain instances, information can be presented in various formats, including written and visual, simultaneously. For instance, a written passage may detail the German invasion of Europe during World War II in conjunction with a map or timeline. Utilizing multiple formats (dual-coding) enables individuals to comprehend the information in diverse ways and retain it in different areas of memory, ultimately enhancing the likelihood of successful recollection.
MODELLING	In order to support students in their progression from novice to experts, teachers will demonstrate the skills required, live, whilst explaining the process. For students with SEND needs, modelling breaks down the skill into smaller parts and allows them to practice it under the guidance of an expert.
VISUALISERS	Each classroom at The Becket is furnished with a visualiser, a camera that can project images onto the board or screen. Visualisers aid in student engagement by offering a clear view of the teacher's demonstrations, regardless of where students are seated in the classroom. This feature enables students to effectively follow along with important information, annotations, writing, and hands-on activities. Additionally, it assists the teacher in scaffolding and modelling answers.
RECALL TESTS	In accordance with the concept that 'memory is the residue of thought,' it is understood that the more attention given to a subject, the greater the likelihood of retention. At The Becket School, our lessons incorporate ongoing low-stakes quizzes to prompt students to revisit and reinforce their learning. This practice is particularly beneficial for students with Special Educational Needs and Disabilities (SEND), as it helps solidify key information and mitigates the risk of forgetfulness over time.

TEACHING AND LEARNING

The core principles of The Becket School curriculum are **POWERFUL KNOWLEDGE**, **SPIRITUAL DEVELOPMENT** and **ENRICHMENT**. These values create a deep and broad programme of learning that ensures our students leave The Becket with the best possible start in life.

Teaching and Learning are the methods by which we convey these principles to our students in the most efficient and effective way possible. The teaching and learning strategies we have developed at The Becket School are built on research and tailored to our specific context. Although they support all students, they disproportionately benefit those with additional barriers to learning.



STRONG START

By meeting all students at the door we can ensure a calm entry and a silent start to lessons that reduces over stimulation in SEND learners. Consistent routines allow students with SEND to feel at ease as well as reducing cognitive load so they can focus on the task at hand.



SILENT INDEPENDENT WORK

Silence is not a punishment it is a haven. It develops self-discipline and gives all students the freedom to think and an environment of focus. Silence within the classroom allows the teacher to identify and work with those who most require support. Silence maximises the working memory for the 'stuff' which is important when learning, reducing cognitive overload and mistakes.



LIVE MODELLING

We shouldn't expect student to perform high skill tasks (writing, annotating, drawing etc) organically without explicit guidance on the mechanics of the process. Live modelling offers students a window into the processes via an expert who can explain it to them in a clear way.



ACTIVATE PRIOR LEARNING

Effective delivery of new content tethers and builds on what students already know. To support those with additional barriers to learning we have to find ways to retrieve previous information and then increase avenues for students think and be cognitively active.



NO OPT OUT

Disadvantaged students can suffer twice, first from a lack of access to the knowledge, secondly through a lack of confidence to try. Through questioning and scaffolding teachers can ensure all students can experience success which they can build on.



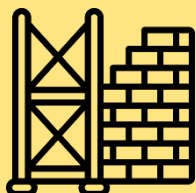
MESSAGE NOT THE MEDIUM

“Memory is the residue of thought” therefore our focus throughout lessons should be to reduce events that might distract or detract from the key information. This comes from how information is laid out and the tasks we expect students to do.



ACCOUNTABLE READING

All students, regardless of ability, need to read and should be expected to read. During lessons those with SEND or other barriers shouldn't be excluded from practising this skill. The teacher can **control the game** to manage the situation whilst maintaining a consistent standard for all.



SCAFFOLDING

When trying to complete complex tasks, especially in the beginning, we as teachers can insert temporary supports to assist students in achieving success. As skills and confidence increase these can be removed to foster independence.



CIRCULATING SUPPORT

Never assume that because we have taught it that students will understand it. Activity and movement amongst the class allow teachers to identify misconceptions and immediately correct mistakes so that they have little chance of becoming embedded within normal practice.



INTERLEAVING

Students remember what they think about the most therefore all forms of testing are beneficial. Interleaving weaves closely related topics together to encourage students to distinguish, discriminate, compare and recall a variety of areas of the course at once.

TEACHING AND LEARNING

THE ROLE OF THE TEACHER

“AT THE HEART OF THE INCLUSIVE CLASSROOM IS SIMPLY GOOD TEACHING¹”

For students who begin the lesson at a disadvantage (SEND, PP etc) the most successful strategies are to meet their needs “first and foremost by the classroom teacher, with more specialist provision used where appropriate²”.

For those students with additional barriers to learning, it is our role to:

- ☑ Have full knowledge of students’ Individual Education Plans
- ☑ Provide access to the broad and balanced curriculum
- ☑ Understand and provide ‘Quality first teaching’ in our subject (SEND Curriculum Provision Menu)
- ☑ Have appropriate high expectations based on assessment
- ☑ Assume responsibility and accountability for their learning, progress and development
- ☑ Maintain responsibility for their learning, even when interventions involve group or one-to-one teaching/support away from the main class
- ☑ Regularly assess, monitor and review their progress (academic, developmental and social-emotional) during the course of the year with a view to ensuring the ultimate outcome of ‘a successful transition to adult life’

We can achieve this by working with:

- Leaders of Learning who have an in-depth and expert knowledge of their subject area as well as the strategic vision for the school.
- Teaching Assistants/Support staff who have first-hand and expert knowledge on the strategies that are most effective for each student. Who can also support teacher delivery inside and outside of the classroom.
- SENDCo who has an understanding of the barriers each student faces and the tailored support that they can be offered.
- Senior Leadership who can advise on avenues of support and professional development.
- Teaching staff who can share successful (and unsuccessful) strategies and good practice.

¹ Sobel & Alston – The Inclusive Classroom (p17)

² Joseph Rountree Foundation – Special Educational Needs and links to Poverty