

Key Stage 3 *National Strategy*

Promoting inclusion and tackling underperformance

Maximising progress: ensuring the attainment of pupils with SEN

Guidance

Curriculum and
Standards

**Guidance for
SENCOs, school
strategy managers
and inclusion
managers**

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Promoting inclusion and tackling underperformance

Part 3:

Managing the learning
process for pupils with SEN

Maximising progress: ensuring the attainment of pupils with SEN

The materials and how you might use them

These materials are designed to maximise the attainment of the growing number of pupils with special educational needs and disability within mainstream secondary schools who are working within national expectations but currently under-attaining. However, the guidance will also help you to reflect on the progress of all pupils in your school identified as having SEN. The materials are intended to help SENCOs align their work with other learning and teaching initiatives from the Strategy aimed at raising attainment for all pupils across the school. They aim to ensure that SENCOs are fully conversant with the Strategy's approaches to learning and teaching as part of whole-school improvement.

The SENCO is in a key position to identify the barriers to progress and challenges faced by identified pupils and to guide the work of departments in addressing these. Overall, the guidance consists of a file containing three booklets, a CD-ROM and a key messages leaflet.

Part 1: Using data: target setting and target getting

Part 2: Approaches to learning and teaching in the mainstream classroom

Part 3: Managing the learning process for pupils with SEN

How to use these materials

Although these are guidance materials you may wish to adapt them for training purposes or as PowerPoint slides or handouts for CPD. Tasks and reflection boxes can also be adapted to create activities for training purposes. Some of the key aspects of the three parts of the guidance will be available in the CD-ROM accompanying the final pack of materials.

You might choose to work with the materials in the following ways:

Within the LEA

- The three booklets could provide material for the equivalent of a whole-day's training for SENCOs that could be jointly delivered within LEAs by SEN advisers, consultants and/or strategy managers. This would ensure consistency of messages about approaches to teaching and learning and raising attainment across the school.
- All or part of the materials can be used for governors with responsibility for pupils with SEN. Governors will be better able to consider possible underperformance, value for money and the need for higher expectations for many pupils with SEN.

- Alternatively, the LEA SEN adviser and consultants may choose to work with a group of school SENCOs across a number of meetings if that best suits local circumstances. ASTs (advanced skills teachers) might also be involved. This would allow colleagues to establish and follow up the activities between sessions in their own schools and would provide powerful opportunities to share good practice.

Within a school cluster

- The materials might be used by SENCOs and inclusion managers for a series of separate twilight sessions for a cluster of schools where subject leaders, SENCOs and inclusion managers are focusing on underperforming pupils, for example, a LIG collaborative.

Within your school

- The three booklets could contribute to a whole-school Inset day where inclusion issues, targeting intervention or raising the attainment of particular groups of pupils are a major feature. SENCOs could share in using the materials, together with the school strategy manager and/or inclusion manager, to provide training for their colleagues across the school community. Each booklet would provide material for a session lasting approximately 75 minutes so that the materials could be used to provide three separate twilight sessions.
- The materials could be used by the SENCO with an SEN faculty or department as part of auditing, action planning and CPD.

NB: Although the materials are designed for SENCOs in mainstream secondary schools, you may wish to invite and involve **key staff from local special schools** and **LEA services** who will have a specific contribution to make to discussion. This would work particularly well when schools or units are working together to include pupils.

Part 3: Managing the learning process for pupils with SEN

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Introduction and rationale

'The SENCO, with the support of the headteacher and colleagues, seeks to develop effective ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of pupils' needs, by monitoring the quality of teaching and standards of pupils' achievements and by setting targets for improvement.'

SEN Code of Practice 2001

The SENCO is uniquely placed to support the work of the Strategy in raising pupils' attainment as it is likely that they already advise departments about the best way to support pupils with SEN and disability. The Strategy is clear that the full involvement of the SENCO is essential if pupils' progress is to be maximised through close monitoring of the effectiveness of support, inside and outside classrooms. This is a key role in school leadership teams.

In effective schools, the SENCO:

- is part of the Strategy management team;
- works cooperatively with all subject leaders and those responsible for cross-curriculum development;
- uses data effectively to monitor pupils' progress and to ensure that targets set contribute to IEPs where appropriate;
- ensures that planning focuses on curricular targets that match teaching with pupils' learning needs and support to facilitate inclusive practice;
- briefs teaching assistants and other support staff about the learning and teaching strategies advocated by the Strategy and the implications for their work with pupils;
- advises teaching and support staff how best to allocate pupils with varying special needs to groups and how best to support them during lessons;

- assists with training (where SENCO has expertise), for example, on target setting or assessment for learning;
- contributes to the school's audit of provision, including intervention planning;
- helps identify, train, advise and monitor support staff working with the range of intervention materials;
- helps to evaluate the Strategy's impact on the teaching and learning of pupils with SEN.

Reflection

- What are the barriers, challenges and issues to your work within your particular school context?

1 Issues and challenges

Secondary schools that embrace the inclusion agenda must face the challenge of how to translate policy and good intentions into working classroom practice. Some schools are very successful at maximising the progress of pupils with SEN. LEAs are becoming increasingly proactive in their use of data to support schools. Conversion data, made available to LEAs and schools, will show you how effective your school is in moving pupils from level 3 to level 5 and from level 4 to level 5 across Key Stage 3 against national data and that of neighbouring schools. (An example of data showing conversion rates is included in Part 1 of these materials *Using data: target setting and target getting*.) The challenge for SENCOs is to translate the statistics into the actual pupils they represent.

See *Securing improvement: the role of subject leaders* (DfES 0102-2002).

Materials are already available to support LEAs in promoting better subject leadership and management of the Strategy in schools. However, at present, not all pupils are being successfully targeted or reached by effective teaching that enables them to have their learning needs met. SENCOs have sometimes had a peripheral role. This is the key to school improvement as teachers who facilitate learning and raise attainment for this group will be teaching very effectively to the benefit of all pupils. There is a wealth of material available in schools to support learning and teaching, but this is not always being fully accessed by those who need to know. Senior and middle managers, including SENCOs, need to identify priorities for development so that materials are used effectively to provide a full range of learning opportunities tailored to individual needs.

Department action plans must be flexible to match the needs of pupils and their teachers and link to whole-school improvement plans.

The impact on pupils with SEN in mainstream classrooms will be maximised if the following aspects are not in place or addressed.

Reflection

- Is your school managing inclusion for SEN pupils effectively?
- What is the range of provision to meet needs inside and outside classrooms?
- Are all staff aware of the impact of improving teaching and learning from the training and support from Key Stage 3 consultants within LEAs?
- Is this being sufficiently disseminated within the school?
- Does the LEA provide necessary support and challenge to help you to meet the diverse needs of pupils?
- Are the services that support needs of pupils (for example, EPS, HI specialist staff, etc.) working in tandem with LEA school improvement services to help you raise the educational attainment of pupils?

Task 1

Conversion data for pupils at Key Stage 3 and Key Stage 4

Ask your strategy manager for your school's conversion data for the last two years for English, maths and science. You should also be able to obtain data (currently based on teacher assessment) on the progress of pupils in ICT.

- How does your school compare with national data in ensuring the progress of pupils entering Key Stage 3 at levels 3 and 4?
- Can you identify in the pupil cohort those pupils with SEN who entered at levels 3 and 4?
- How does their progress compare with that of their peers?

You may also want to track the progress of those pupils who entered Key Stage 3 at and below level 2.

Now carry out a similar exercise for pupils with SEN entering Key Stage 4 at levels 4 and 5.

2 The role of the SENCO in raising attainment

Leading improvement in rates of progress for pupils with SEN

Holding and sharing high expectations for the progress of pupils with SEN is a crucial element in raising barriers to achievement. This is critical as low expectations by teaching staff may seriously impede pupils' learning potential.

In many respects, the management role of the SENCO is similar to that of a subject leader. Part of a subject leader's management role involves systematically reviewing the work of the department in order to refine and improve current practice. This is part of a strategic approach to school improvement in promoting inclusion and tackling underperformance. As part of the whole-school analysis of data, SENCOs can:

- identify those pupils with SEN or disability who entered secondary school at level 3 or level 4 but appear to be 'non-moving', 'stuck' or otherwise at risk of not making progress;
- use numerical data, work scrutiny, classroom observations and pupil surveys to identify strengths and weaknesses in the provision to include pupils with SEN and disability across a range of subjects;
- work with teachers to set learning goals and curricular targets for pupils that are aligned with their learning needs;
- identify priorities for the SEN or learning support department based on self-evaluation and an understanding of school, LEA and national priorities;
- identify underperforming groups of pupils with SEN and disability through effective monitoring of their progress and provide intervention programmes matched to their needs;
- judge the effectiveness of targeted intervention and support with expectations that this will result in visible progress.

The table on the two following pages considers aspects of the subject leader's role related to the progress of pupils with SEN.

The role of the SENCO: leading the department in improving pupils' rates of progress

Key tasks	Aspect of SENCO role	Self-evaluation of leadership and actions to be taken
Judging standards	<ul style="list-style-type: none"> Analyse and interpret data on pupils' attainment, identifying those pupils with SEN who made no progress across the key stage and those who made one, two or three levels in core subjects. Review with teachers their assessment of progress for identified pupils. Sample pupils' work (in more than one subject). Discuss work, progress and attitudes with pupils (and parents). Use this performance review to identify strengths and weaknesses in current provision in mainstream classes and in targeted intervention. Be clear about pupils' levels of attainment and ensure that targets set are both challenging and achievable and related to increased progress across the key stage. 	
Evaluating teaching and learning	<ul style="list-style-type: none"> Check with subject leaders that planning has explicit links between key objectives, achievable learning outcomes and teaching and learning design and that curricular targets meet pupils' needs. Evaluate pupils' IEP targets and consider how curricular targets relate and contribute to these. Review the quality of annotations on short-term planning to meet the needs of pupils with SEN. Observe (with subject leaders) and encourage peer observation of teaching related to classroom practice which includes pupils with SEN. Discuss with senior colleagues and subject leaders how teachers can make links with learning; across subjects and from targeted interventions. Give feedback to colleagues. If departments are receiving additional support staff to work with pupils, plan how this can be used to access best learning and move pupils towards greater independence. 	

Key tasks	Aspect of SENCO role	Self-evaluation of leadership and actions to be taken
	<ul style="list-style-type: none"> • Observe and feedback on the quality of support given by teaching assistants to individuals and groups of pupils. • Monitor, with colleagues, how improved inclusion for pupils is enhancing progress within lessons. • Evaluate with senior colleagues the impact of development work on the learning, progress and attainment of pupils with SEN. 	
<p>Taking action to secure improvement</p>	<ul style="list-style-type: none"> • Lead discussion with subject leaders, strategy manager and senior management team of how to maximise rates of progress for individuals and groups of pupils with SEN. • Review use of assessment for learning approaches in supporting pupils with SEN. • Tackle blocks to progress and offer support to strengthen weaker areas of teaching and learning. • Consider the deployment of learning support staff to maximise progress of pupils alongside peers within mainstream classes and provide training in Strategy approaches to teaching and learning. • Review the programmes of targeted intervention offered and reconsider their effectiveness, how pupils are selected and how progress is monitored. • Use Key Stage 3 strategy resources to support your choice of action. 	

Task 2

Role of the SENCO in leading the learning improvement of pupils with SEN and disability

- 1 For experienced SENCOS, the 'Role of the SENCO' grid can be used as a self-evaluation process for SENCO leadership, using the blank column to make notes on actions to take.
- 2 Alternatively, for those new in post or less experienced, the grid could be photocopied and the bulleted items cut up to form a card sort activity under the three aspects of **Judging standards, Evaluating teaching and learning** and **Taking action to secure improvement**. There is likely to be some useful discussion as to how subject leadership aspects relate to the management role of the SENCO.

Ensuring pupil progress

Criteria for self-evaluation

A recent Ofsted publication (*SEN and disability: towards inclusive schools 2004*) suggests some criteria for self-evaluation of the effectiveness of provision for pupils with SEN in mainstream schools. The following numeric targets are suggested:

- at least 80% of pupils with SEN/disability make the nationally expected gain of one level at Key Stage 3;
- at least 34% of pupils below level 2 in English in Year 7 make a one-level gain by the end of Key Stage 3;
- at least 55% of pupils at level 2 in Year 7 make a one-level gain by the end of Key Stage 3;
- the attendance of pupils with SEN is above 92%.

Task 3

How are you doing?

Look at the information you collected for Task 1 and compare the data for your school against these figures.

In your school:

- what percentage of all pupils with SEN or disability made a minimum of a one-level gain at Key Stage 3 in English, mathematics and science in 2004?
- are there discrepancies between subjects?
- how many pupils are at level 2 or below in your current Year 7?

Level 3 to level 5

Some of the pupils with SEN at your school will have entered Year 7 at level 3 in English, mathematics and/or science. The focus of training for school departments in 2004 and 2005 is on improving all pupils' rates of progress in these subjects and ICT. Schools should now also be able to track pupils in ICT from data about levels on entry to secondary school. You may be able to join some of this core training and/or borrow the materials from the respective subject leaders.

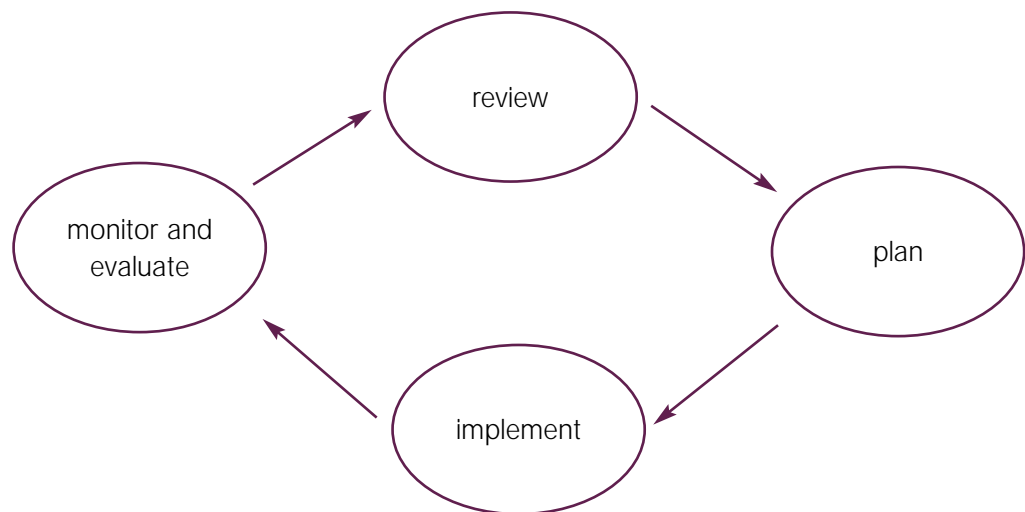
- Ask subject leaders for English, mathematics, science and ICT to give you lists of pupils currently in Years 7, 8 and 9 who entered secondary school at level 3.
- Map this against the current lists of pupils who have SEN.
- Find out which levels the pupils are now at in core subjects.
- How can you plan with subject leaders to support or target pupils to ensure appropriate progress in these subjects?

3 Making use of ongoing assessment

'In the schools that were most successful with pupils with SEN, systems for assessment and planning were fully integrated with those for other pupils. This helped to ensure that planning for pupils with SEN was done by all staff and not only by SEN teachers as a separate exercise.'

SEN and disability: towards inclusive schools Ofsted, 2004

Effective schools do not just monitor and track the progress of pupils with SEN. They monitor and evaluate all pupils as part of a strategic, whole-school approach to tackling underperformance in a cycle of:



In inclusive schools, it is rare for the system for monitoring and tracking the progress to be separate or different from that for all pupils. The following case study exemplifies how the tracking and monitoring of pupils with SEN fits within a rigorous school system for monitoring the progress of all.

The Chalfonts Community College

The Chalfonts Community College is a mixed secondary school of 1740 pupils in Buckinghamshire. The senior leadership team is committed to maximum inclusion for all pupils.

ICT is used to enhance effective management in:

- controlling the volume of data;
- highlighting key indicators;
- highlighting strategic intervention – for staff and pupils;
- reducing work load.

The College network is available via all classrooms, offices and laptops.

Summaries of special educational needs are typed into a spreadsheet. Columns are added for each class or subject set, for each pupil, and the summaries are then sorted by subject. Teachers can thus use the intranet to access one sheet for each class they teach, giving them essential SEN information about the pupils in that class. These summary sheets are supplemented by a bank of suggested strategies and group targets for each type of SEN. These systems make SEN information manageable and useful to teachers.

The senior leadership team make the use of this data essential. The progress for pupils with SEN is tracked using software, which the school has commissioned. As part of the rigorous system of internal reviews for each year group, the year leaders are asked to complete an audit covering data from progress reports on standards in all subjects for pupils in the year. Discussions are held with team members and judgements are based on test and exam analyses, work sampling and lesson observation. The review form seeks comments on key issues regarding the attainment of specific groups of pupils in the college:

- boys/girls;
- pupils with SEN;
- minority ethnic groups;
- able, gifted and talented pupils.

An action plan is drawn up based on six priorities for improving standards within each year group. Subject leaders then build these into department development plans.

The assessment of all these groups of pupils is totally integrated into the school systems used for all pupils. Reports are currently available on-line and the college is working on student portfolios that will be used to involve pupils further in on-line:

- self-assessment;
- target setting;
- choosing options;
- questionnaires.

4 Personalising learning

Personalised learning will become increasingly common as it provides a focus for school improvement which links development at classroom, department, school and community level into the future. It is not a new initiative and is already central to the National Strategies and a key aspect of the government's 2004 SEN Strategy *Removing barriers to achievement*.

The key components of personalised learning are:

- assessment for learning;
- effective teaching and learning strategies;
- curriculum entitlement and choice;
- school organisation;
- a strong partnership beyond the school.

It is particularly relevant to pupils with SEN and disability because it aims to ensure that every pupil is individually known and receives coordinated support to develop to their full potential. It is explicit about learning skills, processes and strategies that are responsive to the personal needs of the learner; 'the whole child'. It means better adaptation of educational provision to meet the needs and aspirations of individual pupils and high-quality teaching to maximise achievement. Many schools already successfully tailor curriculum and teaching methods to meet the needs of their learners and work together with parents and carers to increase participation.

Personalised learning is premised on the following questions.

- How can we help every child to do even better?
- What teaching practices should we employ to do so?
- How can we solve together the specific challenges faced in each school?

However, personalised learning is not the same as individualised 'one-to-one' learning. Instead, it incorporates maximising independence for the individual through interaction, intervention, stimulation, engagement and collaboration with others. For teachers of pupils with SEN, as for all others, this means:

- setting high expectations of all pupils;
- building on knowledge, aptitudes and interests;
- involving pupils as partners in their own progress, through shared objectives and assessment for learning;
- structuring and pacing learning experiences that are challenging, engaging and enjoyable;
- supporting pupils' self-confidence as learners who can succeed;
- developing personal qualities and skills for learning beyond school.

Reflection

- How can you help colleagues understand the difference between 'personalised learning' and 'individualised learning' for pupils with SEN?

5 Managing additional intervention and support

'The teaching outside mainstream classes of pupils with the most significant learning and behavioural difficulties often focused well on their needs, but risked disconnecting them from the work of the class.'

SEN and disability: Towards Inclusive School Ofsted, 2004

The nature of intervention

'Additional and different' provision for pupils with SEN is often seen as the organisation of small-group or individual teaching outside the mainstream class. While targeted intervention has advantages, it is essential that it complements and relates directly to enhanced learning within the mainstream curriculum.

There is also a common assumption that the interventions or targeted support will take the form of an 'additional adult' deployed to provide or enable 'one-to-one tuition'. Indeed, parents sometimes have been led to believe that this will be the case. The strategies recorded to support the pupil may indicate this expectation as a sole response to the pupil's difficulties. However, this is not always the most appropriate way to provide learning support to the pupil. Some alternative provisions within the mainstream classroom might be:

- curriculum adaptations;
- consideration of teaching strategies and learning styles;
- special equipment or materials;
- guided group work within the classroom;
- peer support;
- additional teacher time to plan, teach and monitor particular interventions.

Pupils and all staff who have contact with pupils with SEN should be made aware of all individual targets and planned strategies.

Rapid action is required as pupils join the secondary school to ensure that curriculum continuity is sustained as far as possible to ensure that learning gains made at primary school are not lost in transition. Many pupils require support to adjust to the additional movement, larger scale and different expectations of a secondary school curriculum.

Targeted interventions outside lessons can be timetabled as part of the support offered and the school should be clear as to what provision is appropriate to which pupils, based on an analysis of key learning needs. Monitoring of progress and follow up within mainstream subjects is also vital. The SENCO has a key role to play as part of the school's management team to ensure that intervention maximises inclusion for pupils with SEN.

Key ingredients of effective intervention at Key Stage 3

- Rapid analysis of Key Stage 2 test data and other information from feeder primary schools, including standardised tests and teachers' reports, work samples, writing analysis and records of earlier interventions, IEP or equivalent.
- Working with the school's Key Stage 3 strategy manager and Inclusion manager to ensure accurate knowledge of intervention, audit and planning and effective action.
- Careful identification of the individual pupil's strengths and needs.
- Appropriately targeted support tailored to meet learning needs.
- Ensuring use of appropriate resources and monitoring of their effectiveness.
- Links with the mainstream teaching and learning and monitoring to ensure that the key principles of inclusion* are being addressed in all classrooms.
- Ensuring that intervention is systematic and not bolt-on.

* See page 7 of the Part 1 booklet *Using data: target setting and target getting* (DfES 1040-2004 G).

Managing additional intervention – where does SEN fit in?

It is likely that your school offers a range of targeted provision and intervention to a range of under-performing pupils.

Task 5

Interventions for pupils at level 3 and below – making critical distinctions

The chart below is based on the guidance from one LEA to SENCOs in mapping and providing interventions in Year 7. With reference to your school's Key Stage 3 intervention plan, use the chart to guide the management of targeted interventions at your school for a range of pupils with SEN. Consider the full range of additional adults who might be involved as part of a whole-school approach to tackling underperformance.

Interventions for Year 7 pupils at level 3 and below – making critical distinctions					
For pupils at:	Leader or manager	Adviser or supporter	Intervention or action	provided by	How pupil progress is monitored
English levels: 3c, b, a	HoD English reporting to: <i>Key Stage 3 Strategy manager</i>	SENCO, EMA lead	Intervention toolkit: – Literacy progress units – Reading challenge – Writing challenge – use of 'Targeting level 4' units in class	English teachers attached TAs librarian learning mentors	
English levels: 2c, b, a	SENCO reporting to:				
English below level 2	SENCO reporting to:			learning support teachers; TAs	
mathematics levels: 3 c, b, a			Springboard 7 Springboard 6 Mathematics challenge	mathematics teachers; learning support teachers; TA	
mathematics levels: 2c, b, a					
mathematics below level 2					
EAL stages: 1 and 2	EMA lead reporting to:	HoD English and mathematics SENCO	induction programme intensive English	EMA teachers	

On page 18 is the start of a provision map drawn up by one SENCO which lists the possible forms of intervention and support available within the school. The SENCO highlights the support the pupil will receive. Initials on the right show who is responsible. The sheets are filled in to show what support is available to each pupil with a statement of SEN.

Mapping additional resources

Name of student:				
Curriculum	In-class targeted teacher support			
	In-class targeted TA support			
	IEP across the curriculum			
	Intervention group			
	One-to-one support or mentoring			
Literacy	Guided reading and writing support within lessons			
	Specialist tuition for specific learning difficulties			
	Computer programme in library			
	Supervised lunchtime programme club			
	Access to a range of resources to support reading and writing skills			
	Language and communication group			
	Additional small progress group teaching			
	Reading and Writing Challenges			
Numeracy	In-class targeted teacher support			
	In-class targeted TA support			
	Access to range of numeracy software			
	Access to a range of resources to support numeracy skills			
	Mathematics Challenge			
Behaviour, pastoral	Report cards: tutor, HoY and LM			
	School counsellor			
	Learning mentor			
	Peer mediation through mentoring and nurture group			
	Pastoral support plan			
Extra curricular				
Community and parents or carers				
Support personnel in school				
External support service personnel				

Reflection

Reflect back on tasks you have done and add **one** action that you intend to take to maximise learning from the targeted interventions provided for pupils with SEN into the grid at the back of this booklet.

Learning support and classroom assistants

'Support by teaching assistants can be vital, but the organisation of it can mean pupils having insufficient opportunity to improve their understanding, skills and independence.'

SEN and disability: Towards Inclusive Schools Ofsted, 2004

School policy on inclusion has increasingly relied on the employment of teaching assistants and other non-teaching staff in order to support pupils with SEN. The majority of pupils with SEN are receiving such support in class.

The role of support staff is to help ensure that pupils with SEN are actively involved in every lesson and benefit from learning alongside their peers. Support staff should be given copies of the Frameworks, schemes of work and any specifically targeted intervention materials. Ideally they should be directly involved in planning lessons and in any adaptations to or production of additional materials required for specific groups or individuals. At the very least, they should be briefed about their role in the lesson and should know what the pupils are to learn (lesson objectives), what outcomes are expected and what they should do to support the pupils' learning.

Teaching assistants are often used to ensure that a group of the lowest attaining pupils are supported and engage with the tasks. In fact, many pupils with SEN rely heavily on the support given in this way and are able to make little progress without it. However, this high level of resourcing for pupils with SEN can have negative side effects:

- it reduces the extent to which teachers may feel the need to plan tasks so that pupils can undertake them successfully;
- it means that pupils have too few opportunities to work independently;
- there is a risk that targeted intervention outside the mainstream classroom, run by TAs, denies pupils quality contact time with the teacher and appropriate interaction with peers;
- it results in pupils becoming 'learned helpless' and making too little progress.

Ofsted have noted a tendency for teachers, over-reliant on the presence of teaching assistants, to focus on how pupils can be kept engaged and 'busy' rather than on what the pupils needed to learn next to improve their understanding and skills within the context of the lesson objectives in order to make progress. Support is not often provided for pupils in subjects where it is perceived 'they do not need it'. One such example is ICT, yet computer literacy and ICT capability may well be vital to their future success.

Due to endemic difficulties in finding time for shared planning and communication within large secondary schools, it is increasingly common for teaching assistants to be assigned to a particular department. Where teaching assistants are attached to a subject, they have greater opportunity to become part of the department's information flow and training. They are also more likely to be familiar with curricular targets and to understand the next steps in learning related to progress within the subject areas.

Case study

From SEN targets to classroom support

The IEPs in one school list the following column headings in a landscape chart form.

- Targets (maximum of four)
- Success criteria
- Possible resources
- Teaching strategies for use in class
- Suggestions for support teacher/assistants
- Outcomes

They also have a space for parents and carers and pupils' contributions.

An example of suggestions for a teaching assistant supporting a pupil in mathematics, one of whose targets was:

'to round off a whole number to the nearest ten/hundred/thousand',

was written as follows:

'Check that the rules for rounding are understood. Play games. Use a number line to help pupil see which of two possible answers is nearer.'

Reflection

- How are pupils' targets and practical suggestions for strategies to use in subject classrooms made explicit in your school?

The SENCOs' management role in monitoring teaching assistants

As middle managers, SENCOs usually have a role in managing the work of teaching assistants and a duty to monitor the support given by teaching assistants to individuals and groups of pupils with SEN within classes across the curriculum.

Task 6

Monitoring the work of teaching assistants

Use the chart at the top of the next page, or a version of it, to observe, monitor and give feedback to a teaching assistant on the support they offered to pupils with SEN in one lesson. Identify below what went well and three aspects to develop. Provide support or CPD for the latter.

Monitoring the role of learning support and teaching assistants in class	
When?	What?
Before the lesson starts	<ul style="list-style-type: none"> • Check the teacher's planning to see what support is required. • Note main lesson objectives and expected outcomes for targeted pupils. • Secure a copy of resources and texts, etc. that will be used during the lesson. • Check pupils' targets and rehearse their relationship to lesson objectives (and to their IEP or equivalent).
During the lesson introduction	<ul style="list-style-type: none"> • Ensure that pupils are clear what they will be learning (lesson objective) and what the teacher expects them to have achieved by the end of the lesson (learning outcome).
During whole-class work	<ul style="list-style-type: none"> • Keep pupils focused, engaged and help to maintain pace – refocus as necessary. • Act as talk partner to particular pupils to allow them to rehearse their ideas and thinking aloud. • Encourage responses from reticent pupils. • Sign and use small whiteboard to emphasise key vocabulary. • Model or role-play activities with the teacher.
In group work	<ul style="list-style-type: none"> • Teach intervention sessions with small groups. • Question pupils to ensure they understand the teacher's instructions as to what they are to do, what they will learn and what outcome is expected of them by the end of the group session. • Explain roles, prompt and give time checks. • Note issues, mistakes, misconceptions and difficulties so that the teacher can address these in the plenary or in future lessons. • Rehearse reflection on learning so that pupil can present their ideas in plenary sessions.
In the plenary	<ul style="list-style-type: none"> • Prompt pupils and help them explain strategies and reasoning to reflect on their learning. • Monitor responses of some pupils as requested by the teacher.
At the end of the lesson	<ul style="list-style-type: none"> • Clarify with pupils what the next steps in their learning will be. • Ensure that pupils have homework in diaries and are clear about any follow-up required.
After the lesson	<ul style="list-style-type: none"> • Provide feedback to the SENCO and appropriate tutors and subject teachers.

What went well?	
Areas to develop	
What?	How?
1	
2	
3	

In successfully supported lessons, teaching assistants ensure that pupils with SEN are made aware of:

- what is to be learned;
- how this fits with what they already know and with their targets;
- what they are expected to do independently.

By the end of the lesson pupils will know:

- what they have learned;
- what the next steps in their learning will be.

Reflection

In your school:

- are teaching assistants included within the school's formal arrangements for performance management?
- how often does the SENCO observe teaching assistants' support for pupils with SEN in class?
- is the feedback given to teaching assistants focused on what they did to improve pupils' responses (rather than on the pupil's responses and work)?
- are TAs included in staff training, departmental meetings and other events?
- who is responsible for providing CPD for teaching assistants within the school?

Reflection

Reflect back on tasks you have done and add **one** action that you intend to take to enhance the support given by additional adults in mainstream classrooms onto the grid at the back of this booklet.

6 Tying it all together to maximise progress

Raising the attainment of all pupils, including those with SEN is a whole-school responsibility

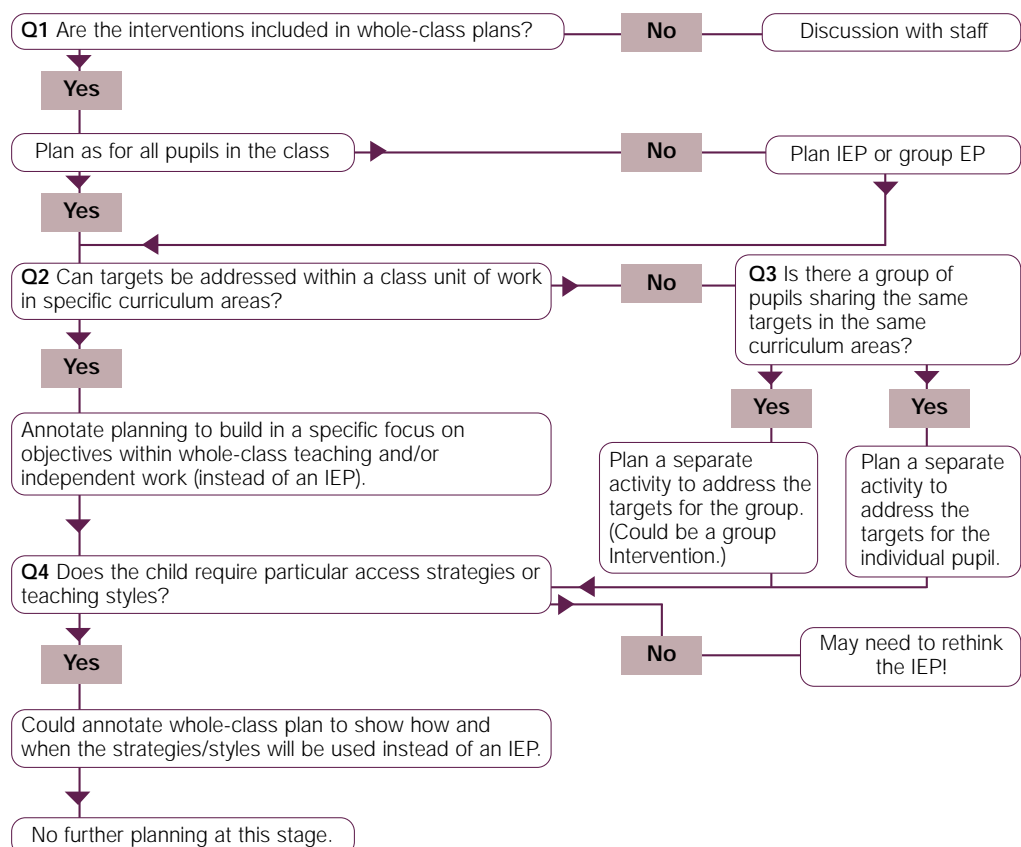
The SENCO has a key role in coordinating aspects of planning, teaching and assessment within the school for pupils with disability and SEN. In order to do this, it is essential to build the working relationship with subject leaders. It is also important to work productively to integrate the additional LEA and external services in order to support the personalised learning needs of pupils.

Reflection

- How do you work with subject leaders at your school?
- What systems and structures within your school facilitate communication?

Planning for pupils with Special Educational Needs

- IEPs are only one way to record the actions that are 'additional or different'.
- IEPs are not statutory.
- IEPs should have three or four targets usually relating to the key areas of communication, literacy, mathematics, behaviour or social skills.
- IEP strategies could be subject specific or cross curricular.



Planning for pupils with SEN

The flow chart on the previous page represents a way of ensuring that the targets set to address the learning needs of pupils with SEN are incorporated into classroom planning.

- With one class group and subject in mind, work through the flow chart with a subject leader, looking at a class they teach themselves that includes one or two pupils with SEN.
- You may like to try a flow chart representing the processes of planning to meet the learning needs of pupils with SEN at your own school.

Relating to initiatives for whole-school improvement

Your school will have taken up one whole-school improvement focus of the Key Stage 3 Strategy. Many schools have chosen to focus on aspects of *Assessment for learning* (AfL); others have chosen *ICT across the curriculum* (ICTAC) or *Literacy and Learning* (LaL).

Reflection

- What are the implications for your work within the whole-school improvement focus?

Using local resources

In addition to working well with colleagues within the school, SENCOs need to work productively with LEA personnel including specialist SEN support teams, educational psychology services, SEN officers and other agencies that support and resource the learning of pupils with SEN in mainstream schools. Local special schools are often an underused resource with their particular areas of expertise and specialist knowledge.

Reflection

- What are your links with local special schools? Do you know what they might be able to offer to support pupils at your school?
- Are your links informal or formal?

Working smarter: towards a whole-school response to the inclusion of pupils with SEN

Using the key messages leaflet

You can use the key messages leaflet to review all three booklets. The short-, medium- and long-term targets you set for yourself must be realistic for you in your particular school and LEA context. They should relate to the priorities set by the senior leadership team for whole-school improvement and to department action plans. They may differ depending how long you have held the post of SENCO.

Task 8

Where are we now?

Use the grid below to help you reflect on key actions for your role in the management of a whole-school response to the inclusion of pupils with SEN.

SENCO's self-reflection and review	
Where are we now?	Next steps
• Working on whole-school initiatives	
• Working with lead consultants	
• Working with subject leaders	
• Working with classroom teachers	
• Working with LSA/TAs	
• Involving pupils	
• Working with parents	
• Informing governors	
• Working with LEA services	
• Working with community and outside agencies	

For example, you might:

- draw the attention of the school's Key Stage 3 strategy manager, inclusion manager and your line manager to the key messages leaflet;
- consider giving copies of the key messages leaflet to the governor responsible for SEN;
- seek the support of your SEN governor in obtaining the data you need to monitor progress efficiently;
- run a course on active teaching and learning strategies for teaching assistants;
- find out when Key Stage 3 consultants are working in school with departments or subject leaders and arrange half an hour to discuss the learning of pupils with SEN;
- work with teachers on aspects of *Pedagogy and Practice: Teaching and Learning in Secondary Schools* using some of the study units.

Making effective use of existing Strategy materials

There will be many Strategy materials available in your school that will provide a rich source of ideas, training and guidance. The Key Stage 3 strategy manager should be your first contact and may maintain a 'library' of them. Some useful recent resources referred to through out this folder are listed below.

Supporting pupils from level 3 to 5 in English (DfES 0380-2004)

How to get more pupils from level 3 to 5 in mathematics (DfES 0375-2004 G) and *science* (DfES 0347-2004 G)

Increasing pupils' rates of progress in English (DfES 0465-2004 G), *mathematics* (DfES 0454-2004 G), *science* (DfES 0720-2004 G) and *ICT* (DfES 0644-2004 G)

Assessment for learning: Guidance for senior leaders (DfES 0043-2004 G)

Pedagogy and Practice: Teaching and Learning in Secondary Schools (DfES 0432-2004 G)

Intervention audit (DfES 0178-2003)

Securing improvement: the role of subject leaders (DfES 0102-2002)

Part 3: Using data – target setting and target getting (DfES 1040-2004 G) from *Maximising progress: ensuring the attainment of pupils with SEN* (DfES 0104-2005 G)

Pedagogy and Practice Key Messages (DfES 0125-2003)

Next steps

This booklet has set out some of the challenges for managing the learning process for pupils with SEN included in the mainstream secondary classrooms at your school.

The following space is for you to consider actions you will take as a result of some of the tasks and reflections with which you have been engaged throughout the booklet.

Three actions I intend to take	Whom do I need to involve?	What is the timeline for implementing this?	How will we know that we have been successful?

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Useful website references

www.standards.dfes.gov.uk

www.teachernet.gov.uk/sen

www.ofsted.gov.uk

Notes

Notes

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