

SERVICES FOR SCHOOLS

Hampshire English and Maths Planning Tool for Pupils with SEND

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Rationale

The English and mathematics Planning Tools (HEMPT) have been developed to aid teachers in meeting the learning needs of pupils with Special Educational Needs and Disabilities (SEND), whose current attainment is well below that of their peers, in some or all aspects of the curriculum.

These documents were developed in Response to the following issues raised by the Rochford Review (2016):

"There has always been a proportion of pupils for whom we cannot use these statutory assessments as they have not completed the relevant programmes of study when they reach the appropriate chronological age.

The Rochford Review recognises that age-related expectations are not appropriate for a significant proportion of pupils working below the standard of the national curriculum tests, many of whom have SEND that affect their rate of cognitive development or speed of learning. It is important that they have the opportunity to demonstrate both attainment and progress, and that the way we measure their progress accounts for potential differences in the way these pupils learn. (P.5)

It also says - as a recommendation:

- Curriculum should drive assessment and not the other way round.
- key milestones should be clear and unambiguous

Teachers will need to make bespoke use of the planning tools to target individual pupil's specific areas of need. The document is not designed to be used to inform teaching and learning for the majority of pupils in mainstream school.

N.b. Pupils with SEND may also be disadvantaged in relation to their peers. Disadvantaged pupils are those identified as eligible for FSM, as Ever 6, post adoption or children looked after (CLA). However, some pupils with a disability may not need the tool as they are cognitively working at age related expectations.

Ref: The Rochford Review: Final Report STA/16/7703/e ISBN: 978-1-78644-248-2

Principles

The following principles inform the use of both the English and the mathematics SEND planning tools.

Pupils make most progress when class teachers:

- set high expectations for every pupil, whatever their prior attainment
- develop and enhance pupil's self-esteem through the quality of interaction and appropriate level of challenge
- use pupil's own real life experiences, familiar contexts and interests to engage and motivate
- use appropriate assessment to set learning outcomes (targets) which are deliberately ambitious
- identify at the outset areas of strength
- plan to address potential areas of difficulty and to remove barriers to pupil achievement where possible
- use high quality teaching as the first step in responding to pupils who have or may have SEND
- use high quality formative assessment information to inform teaching and learning, based on activities that involve interaction and dialogue between teachers and pupils and between pupils, including assessing and evaluating the impact of targeted support and interventions
- are supported by Senior Leaders in making decisions
- remain responsible for all the child's learning – including directing the work of teaching assistants, utilising the advice of specialist staff, and ensuring pedagogy is consistent across all learning provision
- develop efficient communication strategies between all adults, to ensure new skills are applied and embedded in classroom work
- meet with parents, at least 3 times a year to review progress towards learning outcomes and set new ones
- SENCOs and TAs have regular opportunities to update their pedagogical knowledge of effective teaching of pupils with SEND

Pupils make most progress in Mathematics and English when:

- Children have the opportunity to become fluent in the fundamentals of the subject through varied and frequent practice with increasingly complex tasks over time - ensuring pupils have opportunities to generalise and apply their learning in a range of contexts
- tasks are used to develop conceptual understanding
- children are supported to recall and apply knowledge increasingly rapidly, accurately and reliably over time
- children are expected to communicate their thinking using appropriate subject specific language and communication (signs, symbols or technology)
- children are supported to use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas

A pupil understands a concept, idea or technique in depth if he or she can:

- describe it in his or her own words
- represent it in a variety of ways (e.g. using concrete materials, pictures and symbols)
- explain it to someone else
- make up his or her own examples (and non-examples) of it
- see connections and make links
- recognise it in new situations and contexts
- apply it independently in a range of situations

Improving outcomes: high aspirations and expectations for children and young people with SEN

6.1 All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

From: **Special educational needs and disability code of practice: 0 to 25 years**
Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities (January 2015)

How to use the SEND planning tool documents for both English and mathematics

The following points are fundamental to the effective implementation of the planning tool in any school environment:

- teaching approaches should show regard for the child's preferred method of communication
- professional knowledge should be used where within the document it refers to verbs such as 'say /talk/ write' – a child's primary method of communication should be substituted
- professional knowledge should be used where within the document it refers to verbs such as 'clap, point,' – adapt to meet the physical skills of individuals, particularly those with a physical disability
- teach strategies for coping with areas that will always remain difficult due to their specific special educational need or disability e.g. life skills for sequencing
- the 'concept development' section are ideas to support teachers either through ideas for teaching approaches or identifying possible barriers/ gaps in learning - some of the concept development ideas can be further differentiated through the level of adult support and modelling
- within each national curriculum statement, concept development boxes are not intended to be linear or that every child will need to be taught each step to achieve the full statement
- where possible, tasks should be concrete, multi-sensory and reflect the child's interests
- the SEND planning tool should be used as a working document – annotated with the child's achievements and as a reference tool for areas of difficulty
- the SEND planning tool is a curriculum document that breaks down barriers of understanding - it can be used in its entirety or only the relevant sections for the individual child according to ongoing assessment