



VALLEY INVICTA
ACADEMIES TRUST

SEND

Action Research Evaluation Reports
2022-2023

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Introduction

At Valley Invicta Academy Trust we are committed to the development of high quality, effective and inclusive practices and approaches to meet the needs of our pupils with SEND across all of our schools.

Over the last few years, we have developed a strong collaborative model of practice, which includes the sharing of key information, practices and approaches to ensure the high quality and consistent nature of the SEND processes that we implement.

In our work, we recognise and value the importance of evidence-informed approaches, and understand the need to regularly review the effectiveness of the practices that we have in place in our schools to meet the changing needs of our cohorts. In this, we understand the importance of evidence-informed and reflective practices which continually enable us to 'make the familiar unfamiliar' (Delamont & Atkinson, 1995) and provide us with 'principled interruptions' (Ainscow et al, 2006) so that our practices do not stand still but instead are continually evolving to ensure that they meet the changing needs of our cohorts and are firmly based in the most up to date research evidence.

Action Research provides a well-established and respected model for effective practitioner research (Altrichter et al, 2018; McNiff, 2017). Action Research utilises dynamic cycles of Reflection, Enquiry and Action to enable practitioners to examine in more detail specific aspects of practice. With the focus on action and change, Action Research as a research methodology is a positive and supportive approach which can lead directly to improvements and developments in practice. Action Research is also able to support the meaningful engagement with and implementation of wider evidence-bases to support increases in understanding and developments in practice in relation to the specific area being explored.

I am, therefore, delighted to be able to share the whole-school SEND Action Research projects that have been completed in all of our Trust schools during the academic year 2022- 2023.

Each school was invited to identify their own focus for the research projects, and this has produced a rich variety of different research projects that we are now able to share and disseminate to support the continued development of practices across our Trust schools.

We have prioritised embedding the Kent Mainstream Core Standards and the evidence-informed approaches built into the Education Endowment Fund (EEF) Guidance Reports. These have been instrumental to us in ensuring that the practitioner research that we have undertaken in each school is built on a foundation of evidence-informed knowledge and understanding about what works and practices which may be effective to support a range of different pupil and cohort needs.

Whilst all of our Trust schools have benefitted individually from the completion of these Action Research projects, we are now moving into the next exciting phase of the process, which is to both embed the findings further into whole-school practice in each individual school, and to share the work that has been undertaken so that our schools can learn from each other and can collaborate together where there are shared areas of need and development.

I hope that you will find the Action Research Evaluation Reports and the high-quality evidence-informed approaches that they have embedded interesting and useful in supporting the continued reflection on and development of existing practices across our schools.

A huge thank you to all of our SENCOs who led this really important work in our schools, and to the headteachers and leadership teams who supported and prioritised the work so that the Action Research projects could have such a significant, and ongoing, impact on practice for our pupils with SEND across our Trust schools.

Dr Alison Ekins
Trust Director of SEND



Whole School SEND Action Research Project 2022-2023 Evaluation Report

Area of Focus **Communication and Interaction as an area of SEND within the context of Valley Invicta Primary School at Aylesford.**

Rationale and Context

- Communication and interaction difficulties remains one of the biggest areas of need within VIPS at Valley Invicta Primary School at Aylesford. Several pupils whose needs fall into this category rely on adaptive teaching strategies in class and check ins from the SENCo.
- This research project will focus on ways that personalised training, responding to initial staff audits and questionnaires can enhance the understanding and practice in relation to meeting the needs of pupils with Communication and Interaction difficulties.

Research questions

- How secure is staff knowledge regarding communication and interaction as a SEND area of need, and how confident do staff feel about being able to meet those needs within the classroom context?
- What is the impact of additional personalised training on the development of skills, understanding and confidence levels of staff in relation to meeting the needs of pupils with Communication and Interaction needs?
- What specific approaches and strategies can be implemented by staff to meet the needs of pupils with Communication and Interaction difficulties?

Key evidence-bases/ literature

- EEF- SEN Guidance Report (2020)
- KCC- Mainstream Core Standards (2021)

Research process

1. Online questionnaire to staff to ascertain current practice, levels of confidence and understanding in relation to communication and interaction. This was used as a baseline audit of knowledge and skills and to assess confidence level.

1. How knowledgeable do you feel that you are in relation to Communication and Interaction as a SEND area of need? 1: I do not yet feel that I know about this area of need. 10: I feel confident that I know a lot about this area of need. * []

1 2 3 4 5 6 7 8 9 10

2. How knowledgeable do you feel that you are in relation to Autism Spectrum Condition? 1: I do not yet know a lot about ASC. 10: I feel confident in my knowledge of ASC. * []

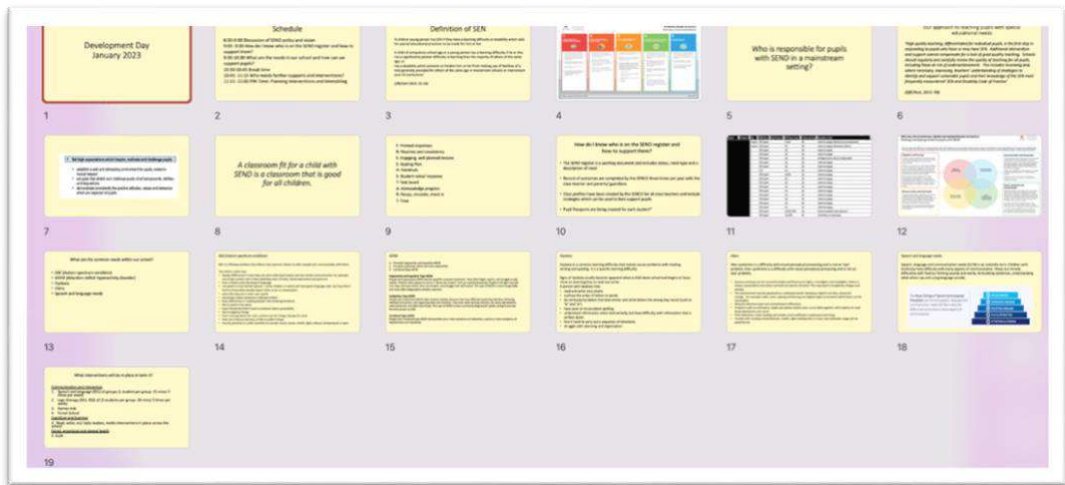
1 2 3 4 5 6 7 8 9 10

3. Are you aware of the traits and characteristics which children and young people with ASC may present with? * []

Yes

No

2. Training sessions for staff delivered based on the feedback from the online questionnaire and skills audit:



3. Learning walks and observations in the setting to determine the effective implementation of new strategies and approaches.

4. Collaboration with other professionals to provide additional input to staff- including additional focused training sessions for staff.

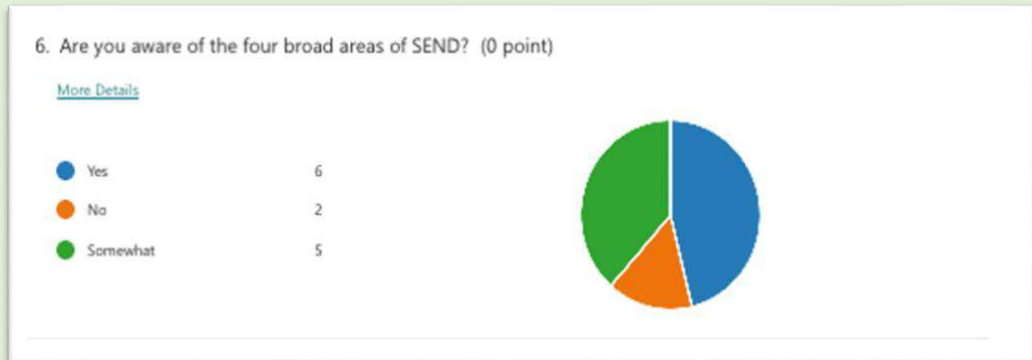
5. Follow-up questionnaire to ascertain the impact that the training and focus on specific strategies had had on practice and staff understanding.

**Findings-
impact/
outcomes**

At the beginning of the research, staff had a basic understanding of Communication and Interaction needs.



The initial questionnaire indicated that staff would benefit from additional training and awareness-raising about the SEND Four Areas of Need to underpin practice.



Identification of existing practices to support pupils with Communication and Interaction Needs. Staff indicated that they:

- *'used visuals, broke down instructions, and modelled language or pronunciation of sounds back to the children'*
- *'provide pupils with support during lessons, I communicate with them through various medium (verbal, written, on whiteboard) and I adjust tasks to allow them to interact in different ways (small groups, certain people, for different periods of time)'*



The impact of introducing specific programmes and approaches to support pupils with complex Communication and Interaction needs:

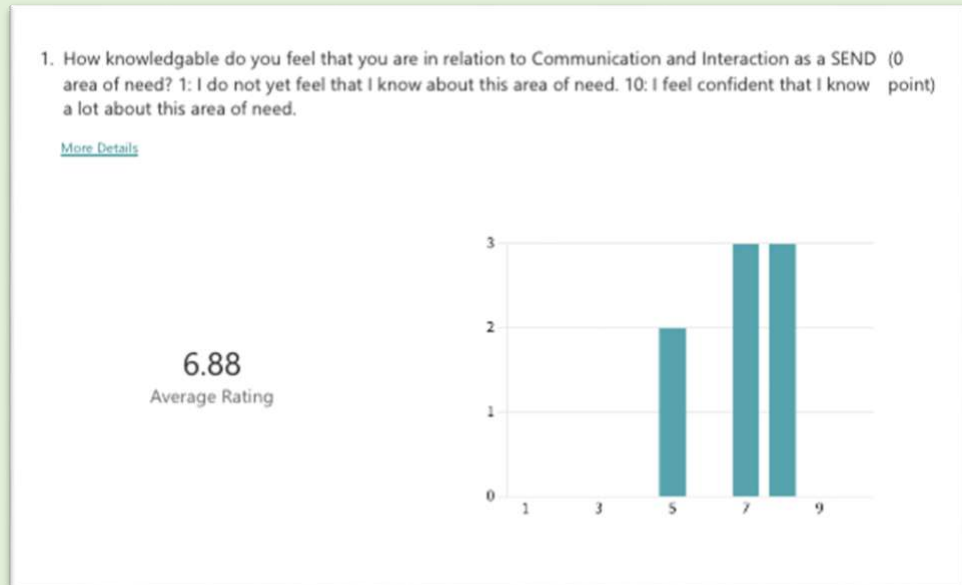
1. **The Picture Exchange Communication System (PECS) for a pupil with significant Communication and Interaction needs in Year R:**



2. **A personalised approach to embedding Colourful Semantics to support a pupil with complex Communication and Interaction needs in Year 1:**



Improvements in confidence levels and knowledge/understanding by staff of Communication and Interaction needs were identified at the end of the Action Research project:



**Barriers/
challenges**

Time- time to embed the strategies and time for staff to be able to see practices in other classes.

Continuation of the focus on Communication and Interaction following on from this Action Research project due to the SENCO moving on to another school setting.

**Implications
for the
Future/
next steps**

As a result of this initial research, for the future we will focus on the wider use of key approaches such as colourful semantics, PECS, and other practical tools to support pupils with Communication and Interaction difficulties to be able to access the environment and make progress with their learning and Communication and Interaction skills.

Moving forward, we now need to focus on how to best support pupils with Communication and Interaction needs in Key Stage 2, as this initial research focused heavily on pupils in Key Stage 1.

The sharing of key strategies and consideration of further Trust-level input around Communication and Interaction support- possibly from a trained Speech and Language Therapist could be considered to enhance practice further in schools across the Trust.



Whole School SEND Action Research Project 2022-2023 Evaluation Report

Area of Focus

Cognitive Load Theory and the difficulties children with SEND (MLD) have in accessing and retrieving knowledge.

- To identify and implement lesson structures, teaching styles and planned activities that support those children that have difficulty with retrieving information from long-term memory.

Rationale and Context

This was an area of interest to us as 31% of our SEND register came under the area of moderate or specific learning difficulty. This also aligned with our current educational focus on metacognition and the link to cognitive load.

EEF research into Cognitive Load suggests that most pupils with SEND (particularly Cognition and Learning difficulties) will have a limited working memory compared to that of pupils with no SEND.

Through the monitoring of progress for children with SEND and focused observations, we had identified an increased reliance on TA support for specific pupils within the school and therefore were looking to improve independence using taught strategies for retrieval.

It was also identified as a priority, relating to the key Trust focus on Metacognition. Looking at ways to support cognitive load, which is thought of as the enemy of learning, allows us the space and time to develop the Metacognition strategies.

Research questions

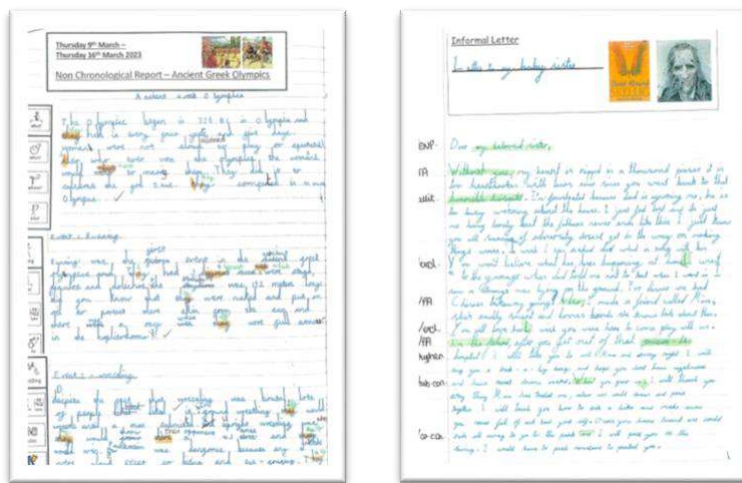
- What research is out there around Cognitive Load Theory and working memory?
- What strategies are already in place that support Cognitive Load Theory?
- How will improvements in cognitive load practice support the progress of children with MLD?
- Is there a difference between KS1 and KS2 improvements- long term benefits?
- What is the link between cognitive load and well-being?
- Can we reduce cognitive load through well-being support?

Key evidence-bases/literature

- Bradley Busch- Cognitive Load Theory- Inner-Drive
- EEF- Cognitive Science Approaches in the Classroom: A review of evidence
- EEF- Improving Working Memory
- Education People- Managing Cognitive Load in the Classroom
- Frontiers in Education- Well-being as a Cognitive Load Reducing Agent

Research Process

1. We initially did an audit and cross-referenced those children not making the expected progress with their need on the SEND register. There was a clear link between those children who were on the register for Moderate Learning Difficulties (based on data from July 2022) and under-performance.
2. The SENCO and SENCO assistant completed staff and pupil voice about the current scaffolding in place to get an idea of which strategies were favoured by the staff and which the children preferred.
3. We worked closely with target teachers (Years 1, 5 and 6) to implement adapted structure strips with a specific focus on extraneous load in relation to writing. They tried the use of adapted structure strips which was then rolled out across the whole school.



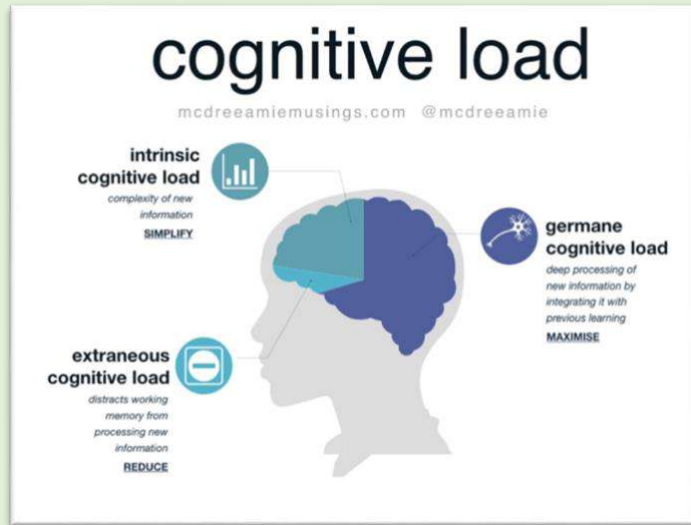
4. Data was then analysed to look for improvements for specific children in specific areas.

Findings-impact/outcomes

After attending Cognitive Load training with registered psychologist Bradley Busch, we identified the three types of cognitive load:

1. Intrinsic Load
2. Extraneous Load
3. Germane Load

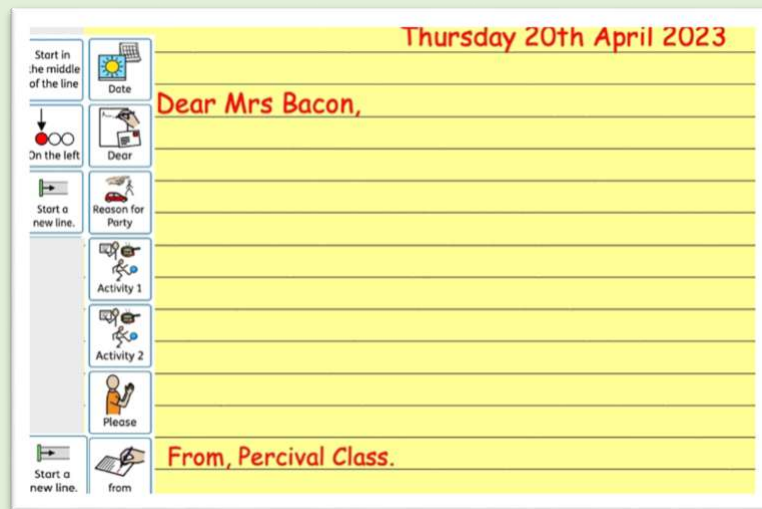
The initial focus was going to be on working memory and germane load but analysis of target children led to a focus on Extraneous load in relation to writing.



Adapting learning for learners with SEND was previously identified as a strength but we wanted to make the adaptations more focused to specific children who were not making expected progress.

All children felt that the structure strips had reduced their cognitive load and allowed them to become more independent, a focus child in Year 5 said, *“I was always unsure before and needed the teacher’s help and now I don’t need as much help. It makes me feel happy and excited as I can just get on”*.

67% of all teachers felt that structure strips had the biggest impact of all scaffolding, with one teacher commenting that *“they are invaluable for focusing and helping the children”*.



End of year data showed a significant improvement in progress. The table below shows a comparison between the percentage of children on the SEN register making at least expected progress from Summer 2022 to Summer 2023:

Year Group	Reading	Writing	Maths
1	75%	100%	100%
2	0% / 80%	0% / 80%	0% / 80%
3	56% / 77%	53% / 77%	44% / 77%
4	40% / 80%	20% / 70%	80% / 60%
5	67% / 100%	78% / 100%	78% / 100%
6	50% / 85%	50% / 85%	50% / 92%

Children on the SEN register for Cognition and Learning.

Percentage of children making expected Progress in Writing- 2022	Percentage of children making expected Progress in Writing- 2023
35%	65%

We also implemented a well-being programme for specific children who were on the SEND register for Cognition and Learning. This included access to well-being interventions and 100% of these children made at least expected progress.

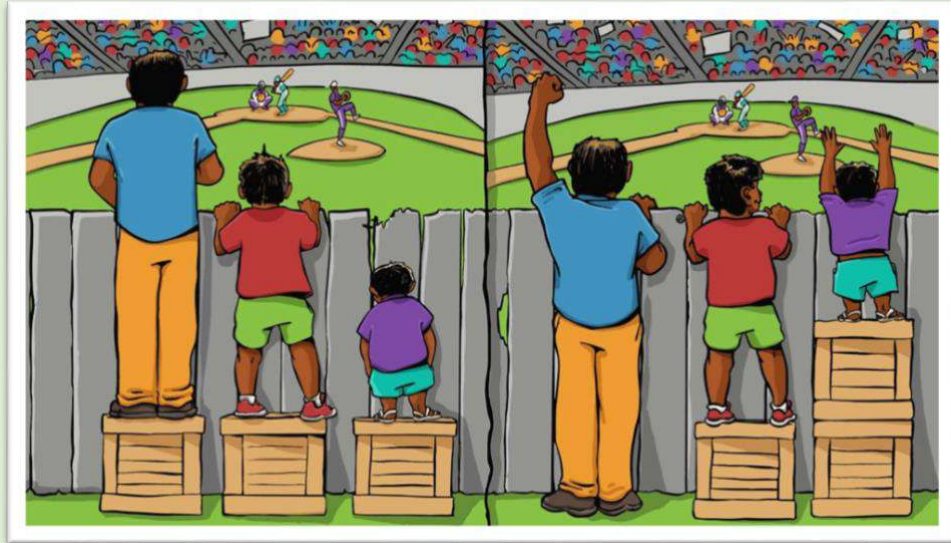


Barriers/ challenges

During the research and implementation stage, our research led to us including the impact of well-being as a cognitive load reducing agent. Children who would have previously not met the criteria to receive well-being support were looked at; this had a great impact on progress.

**Implications
for the
Future/ next
steps**

The whole process reinforced our underlying belief that cognitive load theory is one of the most important things that teachers should know- not only for children with SEND but all children.



We were able to identify and implement different lesson structures and planned activities to support those children who have difficulty with retrieving information from long term memory. This in turn enabled the children to have success when working independently and positively impacted the level of progress they made. As the picture above shows, it is not about providing all children with the same scaffolding and support but providing the correct support to the correct children.

Next Steps

- A focus on improving working memory for specific children which will feed into the research into germane load.
- To support subject leaders in their monitoring of lesson pedagogy to ensure it reduces cognitive load.
- To embed the use of structure strips across the wider curriculum for extended pieces of writing.



Whole School SEND Action Research Project 2022-2023 Evaluation Report

Area of Focus

Social and Emotional Learning (SEL)

We are committed to ensuring that every child has access to high-quality educational provision.

- To explore an evidence-based approach to social and emotional learning for all children and providing additional targeted support for those with SEND to ensure greater access to the curriculum and improved individual learning behaviours.

Rationale and Context

The school has taken part in the EEF SEND and Learning Behaviours programme and had identified SEL as being an area for focus. At Valley Invicta Primary School at Holborough Lakes, we have a strong underlying pedagogy based on metacognition and cognitive load. Teacher understanding of the cognitive load continues to be good and staff are committed to making scaffolds and adaptations to ensure that all children have access to the curriculum. However, this now needs to extend to our approach to social and emotional learning, ensuring that we have a consistent, sequential approach to SEL across the school. This will ensure that all children have access to high-quality SEL instruction, with staff using consistent language and approaches, thereby reducing the cognitive load placed on children. Children with SEND will benefit from this explicit teaching of social and emotional learning. For a small number of children within our school, learning behaviours are a barrier to children accessing classroom learning, despite the use of scaffolds and adaptations to ensure that learning is appropriate and accessible to their needs.

We are additionally taking part in the Nurture UK programme around adopting a whole-school approach to Nurture and see this as complementing our SEL programme and providing high-level, specialist support for those who need it.

Research questions

- How can we adopt a sequential SEL programme to ensure a consistent approach to SEL across the school, reducing cognitive load and support all pupils to develop social and emotional skills?
- How can we improve learning behaviours for those with complex SEND whose SEMH needs are a barrier to their ability to access classroom learning?

Key evidence-bases/literature

- EEF (2019) 'Improving Social and Emotional Learning in Primary Schools'

The report makes the following recommendations:

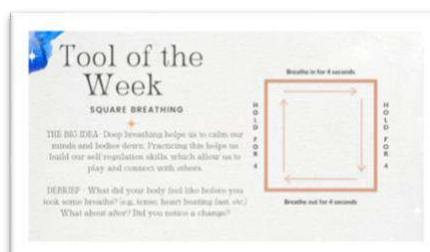
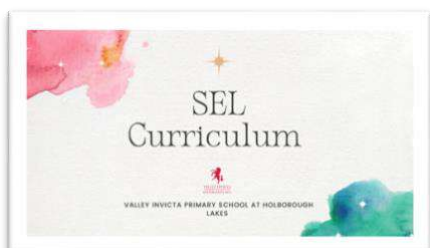
1. Teach SEL skills explicitly
2. Integrate and model SEL skills through everyday teaching
3. Plan carefully for adopting a SEL programme
4. Use a SAFE curriculum: Sequential, Active, Focused and Explicit
5. Reinforce SEL skills through whole-school ethos and activities
6. Plan, support and monitor SEL implementation

Research Process

1. We delivered a staff INSET training on the EEF findings and rationale for a SEL focus, sharing the EEF research with staff.



2. In September 2022, staff were introduced to a whole-school SEL curriculum bespoke to the unique needs and strengths of the children within our school. Wellbeing Wednesday assemblies were set aside for discrete SEL lessons across the school, with children and staff accessing these sessions to ensure a consistent approach.



3. Professional Development Meetings included a SEL focus at scheduled points throughout the year.
4. Staff surveys were completed to evaluate staff knowledge and confidence delivering SEL sessions. All staff reported feeling confident or very confident delivering the sessions.
5. Pupil voice was also sought to determine the impact of the sessions on children’s social emotional skills and to ascertain how they were applying this knowledge.

Findings-impact/outcomes As a result of the SEL focus in Professional Development Meetings and activities, staff were able to define SEL as follows:

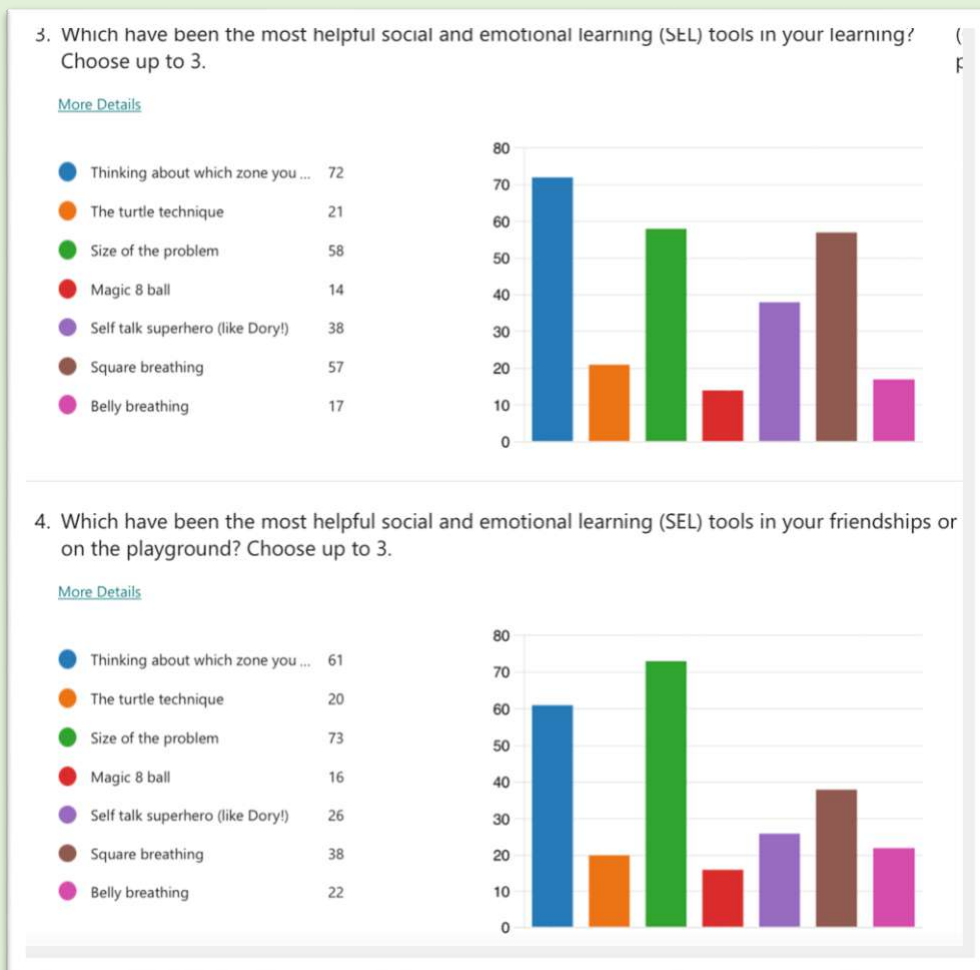
“An opportunity to really instil positive mental health habits for life - self-belief, resilience, self-regulation.”

“A process of supporting children in development of life skills to manage their social and emotional decisions, build good self-awareness and social awareness.”

Pupil voice feedback shows that the vast majority of children in our school feel that they are not taught social/emotional skills at home, such as skills to self-regulate and manage conflict. Pupils overwhelmingly welcome the introduction of SEL sessions; one Year 6 pupil stated the following:

“I think there’s a need for SEL sessions because it helps us to regulate ourselves and our emotions. Some of us learn these skills at home, but when we learn at school, we can listen to other people’s experiences and learn as a class.”

Other key feedback from pupils included the following:



Observations show that adults and children use these strategies in the classroom and at other times. Indeed, one child remarked:

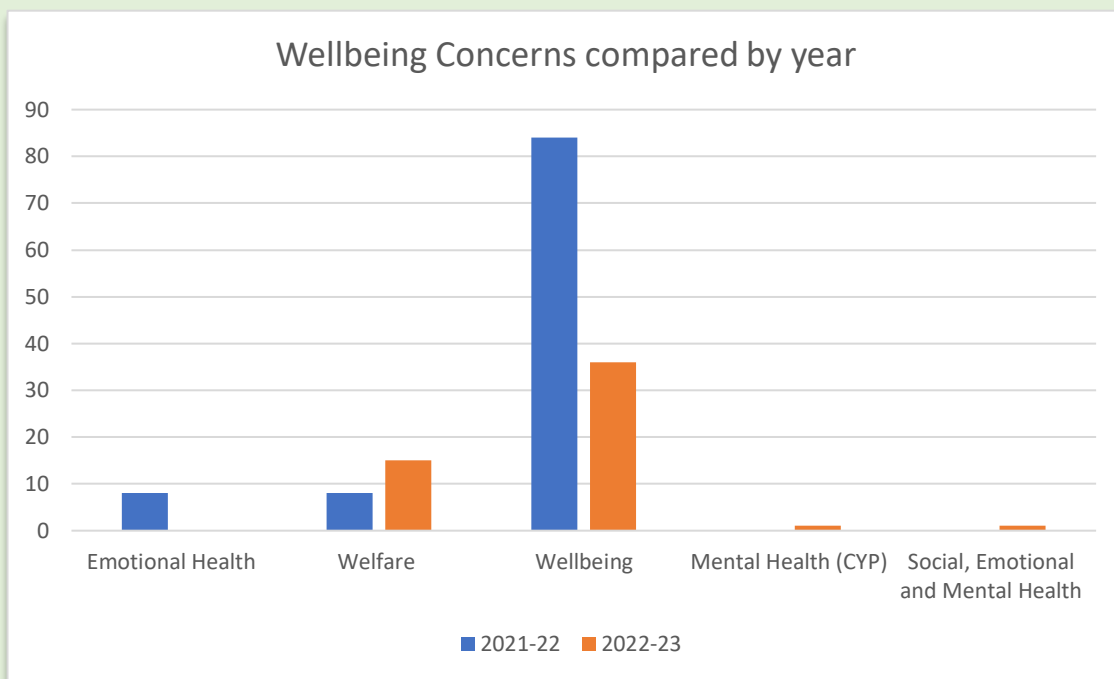
“I use square breathing sometimes. In Maths we get hard questions now, harder questions than Year 4. Whenever I get really annoyed that I can’t get a question, I do square breathing. I keep on persevering to get the question right.”

Members of staff state:

“Children have made clear links/connections with PSHE. The repetition has meant that the calming strategies are sticky knowledge and many of the children believe in it.”

“I have seen the pupils use the Zones of regulations chart a lot more consistently, with a real focus on how they are actually feeling - I think this has also worked alongside our PSHE lessons. I have also noticed that they are a lot more aware of techniques they can use to regulate themselves.”

We have tracked the number of wellbeing-related concerns raised via MyConcern, as shown below:



We have seen a marked reduction in the number of wellbeing concerns raised on MyConcern in the 2022-23 academic year. In 2021-22, we have 97 concerns related to wellbeing raised on MyConcern; in the 2022-23 academic year, this figure had halved, with 46 concerns raised.

**Barriers/
challenges**

At times, timetabling constraints have impacted on the delivery of SEL sessions.

In line with Trust safeguarding priorities, categories on MyConcern have been amended so a direct comparison with the previous ‘wellbeing’ category is not possible and we have reported on a full range of categories encompassing wellbeing including ‘emotional health’ and ‘mental health’.

**Implications
for the
Future/
next steps**

As a school, we plan to continue our focus on social and emotional learning, alongside embedding the 6 principles of Nurture as part of the National Nurturing Schools Programme. We look forward to sharing our findings with other schools in the Trust and look forward to seeing the outcomes from their Action Research projects.



Whole School SEND Action Research Project 2022-2023 Evaluation Report

Area of Focus

Metacognition in relation to adaptation, scaffolding and independence.

- To identify and implement lesson structures, adaptations and scaffolds to improve metacognition and pupil independence across the curriculum.

Rationale and Context

Research suggests metacognition is low for pupils with SEN, particularly autistic pupils. Research and implementation already in place in maths is showing positive outcomes. Focus on embedding mastery curriculum pedagogy in English lessons addressing the ***I do, we do, you do*** approach which is already embedded in our maths curriculum and recognised in Metacognition research. Increased reliance on TA support for some pupils within the school and a focus on improving independence.

Research questions

- What research is out there around Metacognition?
- What strategies are already in place that support Metacognition?
- What adaptations and scaffolds are working well?
- Which subjects seen the most independence from pupils?

Key evidence-bases/ literature

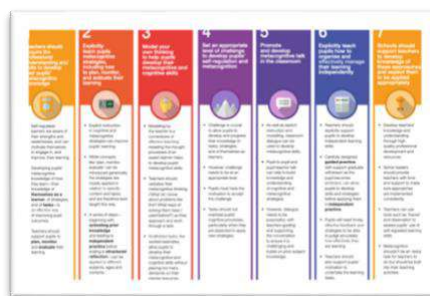
- EEF- SEN Guidance Report
- EEF- Metacognition and Self-regulation report
- Mainstream Core Standards
- EEF – Improving mathematics in KS2
- Maths Hub TRG
- Supporting metacognitive monitoring in mathematics learning for young people with autism spectrum disorder: A classroom-based study.

Research Process

Term 1:

A whole staff questionnaire was completed around current practice that supports Metacognition and confidence in understanding scaffolding and adaptation.

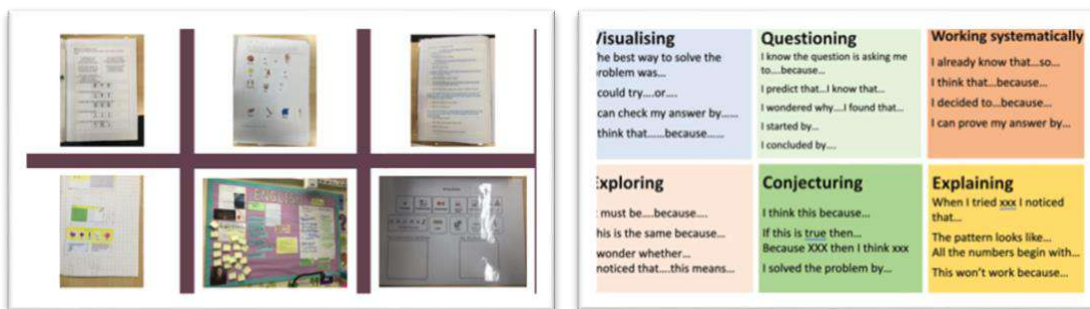
Following the results from the questionnaire, whole school CPD was delivered to develop confidence and understanding in metacognition approaches and correctly identifying scaffolding and adaptation.



Term 2- 5

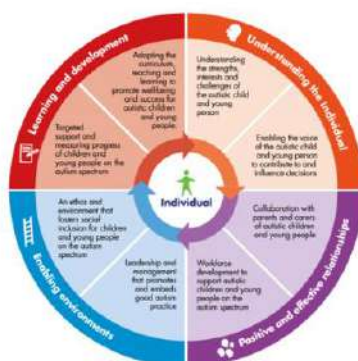
Regular collaboration across Key Stages and Subject areas occurred to review books and look at evidence of successful scaffolding and adaptation.

Lesson observations were completed to review teaching approaches and pupil independence in relation to metacognition.



Term 5:

Pupil voice was collected around independence and confidence with learning. Throughout the whole process we have used the 8 principles of Good Autism Practice from the Autism Education Trust to look at how we can adapt curriculum planning, teaching styles, environment and communication to create whole school approaches.

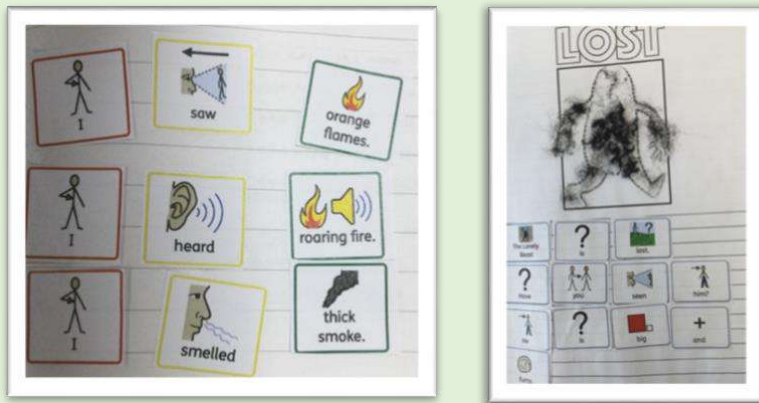
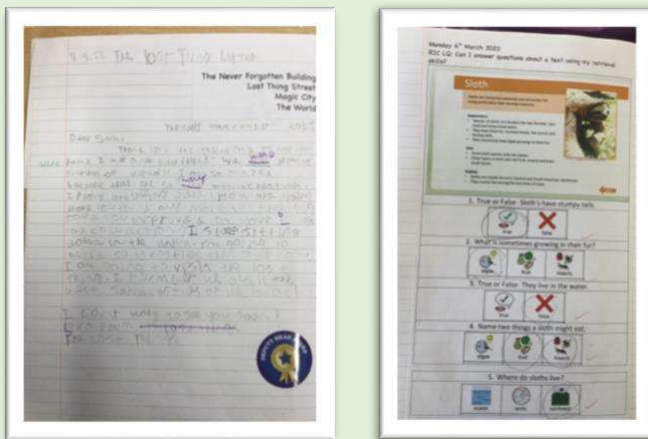


- Findings-impact/outcomes**
- Attendance has improved for pupils with ASD moving to our school and is good for our pupils.
 - Pupils are all making progress towards their outcomes.
 - All SRP pupils integrate for at least one lesson a week with 12/15 integrating for at least 1 lesson a day.
 - 100% of our pupils access a broad and balanced curriculum as well as wider opportunities to meet their needs. Further embedding of our emergent curriculum for wider subjects to ensure what our most complex pupils are accessing is broad but remains relevant for their level of understanding.
 - We have seen a reduction in incidents during unstructured times although this is currently supported through a high level of adult support. Next steps would be to look at the structure of our play times to ensure pupils can be successful independently as well as when supported by an adult.
 - When completing our Wellbeing, RRSA and Steering Group questionnaires, all pupils with ASD are positive about feeling included in the school and feel they access a wide range of opportunities.
 - Due to their increased communication, we now have 2 pupils accessing support from the CAT team with devices for communication. Further staff training around the effective use

of these devices beyond those from the SRP providing direct support so that all staff can improve communication with the 2 pupils.

- During our Sir Robin Basher most recent visit, he was able to see scaffolding fully embedded into everyday practice for all staff across the school and pupils are successfully accessing these supports.
- Whilst gathering pupil voice, pupils were able to identify what they are able to do independently but were not yet able to identify what specific scaffolding or support had been provided to help them achieve this. Where many scaffolds and support structures are embedded, pupils are not always aware of the support they are provided with. Although this can be seen as positive, in order for pupils to measure their progress it is important that they have a better understanding of what support is in place.

Independent English tasks when scaffolding and metacognition strategies are used



Maths lesson structure

How to guide for teaching Mastery Mathematics.

Begin with an Arithmetic Starter (Flying start)

- 5 questions
- Address what they have learnt last lesson, last week, previous term, previous year and then a problem solving
- approach to the fifth question.
- Use AS, to inform question choice
- Promote both written/mental strategies

Use rounding to estimate the answers to the first calculation.

- $352 \div 34$
- % of a turn = _____ degrees
- Write a fact family for 4×8
- $30\text{km} = \dots \text{cm}$
- Bob collects plastic bottles, he gets 435 from one garden and 289 from another, estimate how many bottles he has collected?

Set your class 5 challenges (tasks) for the lesson

- Use a visual element to show the learning for Challenge 1 – use manipulatives if possible. I do – we do – you do approach. You use manipulatives/pictorials to introduce learning. Children then have a go and then they do one similar independently. Mark together as a class before moving on.

Challenge 1:

What number is shown?
 What is 10 more?
 What is 10 less?
 What is 100 more?
 What is 100 less?

Challenge 2:

Number	Two	One

What number is shown?
 What is 10 more?
 What is 10 less?
 What is 100 more?
 What is 100 more?

Independent maths tasks using practical scaffolds



Examples of use of Clicker as a scaffold

**Barriers/
challenges**

There are often many parts of school improvement or curriculum development that are being focused on, so all staff giving the time and priority to the project was challenging with all Senior Leaders being mindful of workload.

In Key Stage 2 a couple of staff found it challenging to understand the importance of scaffolding work to improve self-esteem and independence rather than relying on the support of an adult.

In the final stages of the initial research project, we were also going through our Nurture UK accreditation which also needed to be a strong focus for staff.

Many strategies are embedded around metacognition and adaptation and scaffolding but this needs to be developed to be consistent across all year groups to ensure maximum impact.

**Implications
for the
Future/
next steps**

Our next steps are to:

- Provide clear transition documentation and work examples to new class teachers as pupils transition into the next year group.
- Ensure new staff are trained and confident with the processes, expectations for scaffolding and adaptation as well as metacognitive approaches to teaching.
- Ensure that staff continue their own personal development around understanding need and the use of scaffolding to improve independence in their pupils. Increase staff confidence and independence with their own scaffolding to reduce reliance on SRP teachers.
- Review next academic year's curriculum to identify any key changes needed after reflecting on this academic year.
- Review our EYFS curriculum to allow for the level of complex need that is coming into the school, ensuring all pupils are able to access learning at their stage of development and thrive within the school environment.
- Develop staff knowledge of Clicker as a scaffold for learning.
- Continue to review lesson structure across all subject areas.
- Continue to monitor pupil progress and the level of independence long-term for pupils.
- Share good practice across the Trust and schools in the wider community to improve access to the curriculum for all pupils.



Whole School SEND Action Research Project 2022-2023 Evaluation Report

Area of Focus

The development of speech, language and communication strategies.

- To identify and implement an effective approach to supporting pupils to develop their vocabulary and language skills so that consistent approaches can be embedded in whole-class teaching situations to improve pupils' ability to communicate effectively orally and through written tasks.

As the academic year progressed and we began to implement effective strategies it became apparent that we also needed to further develop our provision for delivering focused speech interventions as the NHS Speech and Language therapists do not have the capacity to support pupils without EHCPs.

Rationale and Context

Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom (EEF, July 2021).

We recognised the need to embed high quality speech, language and communication provision due to changes in context:

- ASD SRP with an increasing number of non-verbal pupils.
- An increasing number of pupils starting school with identified and unidentified speech delays including poor vocabulary skills
- Communication and Interaction, including difficulties with speech, is currently our largest SEN area of need.

This key focus aligned with the school priorities to focus on oracy to enable all pupils to access a mastery curriculum, with a consistent approach to developing strategies to be able to support their vocabulary acquisition skills.

By providing a clear pedagogical approach all pupils will be able to access the curriculum, and further improve their ability to retrieve and understand vocabulary in assessment situations.

Research questions

- What do staff already know about 'SLCN'?
- What strategies are used in whole-class teaching lessons to support the development of SLCN?
- What works?
- What strategies do SALTs use?
- Which strategies do they find useful and effective?

Key evidence-bases/literature

- EEF- SEN Guidance Report (2021)
- KCC- Mainstream Core Standards (2021)
- nasen- Teacher Handbook (2021)
- EEF – Oral language interventions (2021)
- Speech Link and Language Link CPD (online)

Research Process

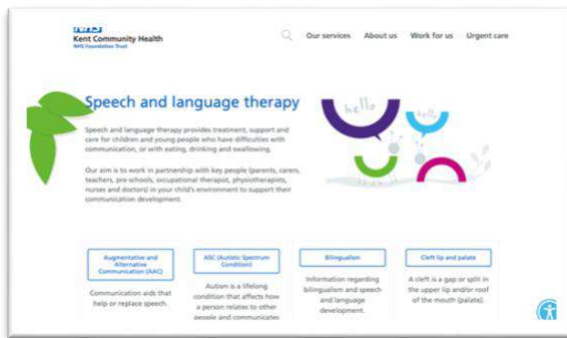
Term 1:

- Whole staff questionnaire to identify initial understanding of SLCN and strategies used in class.



Term 2:

- Professional Learning activities with all teaching staff to establish initial starting points in relation to staff understanding related to speech, language and communication skills.
- CPD sessions for key staff using resources from Speech Link, Language Link and resources provided by NHS.



Term 3:

- Used knowledge about our pupils to plan a vocabulary rich curriculum.
- Reviewed and embedded speech and language interventions.
- Developed a culture of supporting pupils with Makaton.



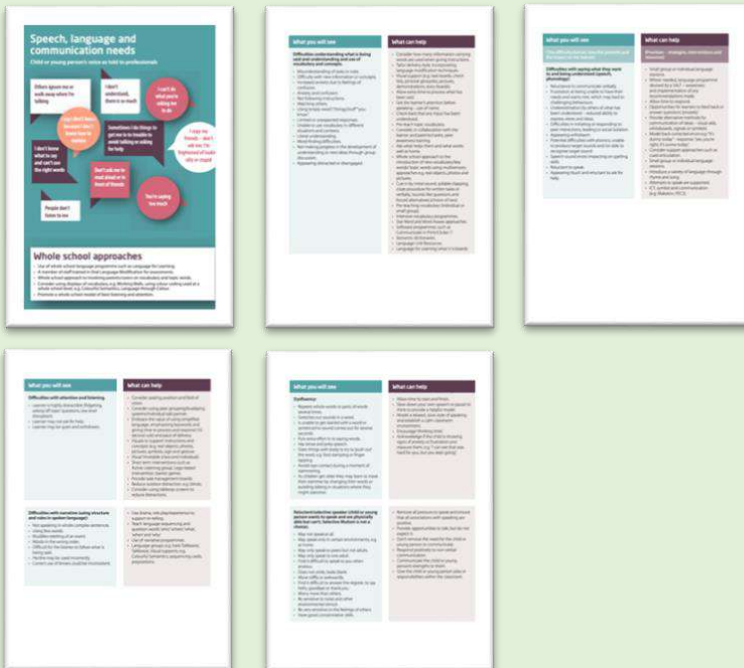
Term 5 and 6:

- Embedded use of resources on Speech Link and Language Link to support pupils.
- Attended Speech and Language sessions with NHS Speech and Language Therapists to support pupils.

**Findings-
impact/
outcomes**

Lack of consistent knowledge and understanding of how to support pupils with poor speech and language skills.

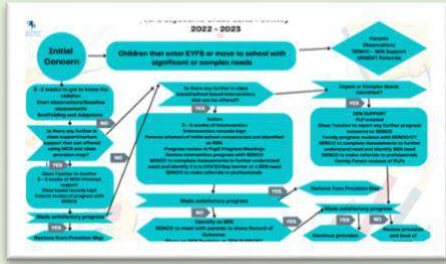
- *This led to more focus on ensuring that this was understood and revisited throughout the academic year.*
- Development of **Tiered model of provision** related to communication within the school, communication within the classroom, the learning environment and targeted support delivered by key staff including the SRP. These tiers mirror the MCS, around the tiers of Universal, Targeted and Specialist.



- Key strategies outlined to provide universal classroom support.



- Development of termly SEND Overview document and the Identifying SEND Graduated Approach flow chart:



- Development of consistent use of resources, progress trackers and intervention records.

Impact

Programme	Progress	Impact
Speech Link	100% progress	71% no further support required 29% continued support needed in 2023 - 2024
Infant Language Link	100% Progress	64% no further support required 36% continued support needed in 2023 - 2024
Junior Language Link	100% Progress	75% no further support required 25% continued support needed in 2023 - 2024

Barriers/ challenges

- Time and prioritisation to ensure full consistency of understanding and practice was challenging. Through the school year, there was also a need for Key Stage One to focus on speech sounds through phonics.
- Time to be able to complete learning walks and provide feedback.
- Lack of support from NHS SALT due to the service been stretched.
- Parental engagement.

Implications for the Future/ next steps

Next steps - Leybourne Chase

To review knowledge and meaningful use of the resources from Speech and Language Link, NHS SALT and Mainstream Core Standards document used throughout this action research to:

- Ensure teacher confidence in delivering interventions and providing universal support.
- Review and re-launch Inclusion Toolkits to ensure that they are being used to inform the development of effective inclusive practices to meet the needs of students with SEND across the curriculum.
- SEND team to complete structured learning walks with the Head of School to review the implementation and practice relating to Scaffolding and Adaptation - using the widget tool.
- Create a portfolio of examples of best practice.

Implications for the Trust

- Speech and Language therapist to bridge the gap between lack of support from NHS SALT and increasing needs of pupils in the mainstream setting.

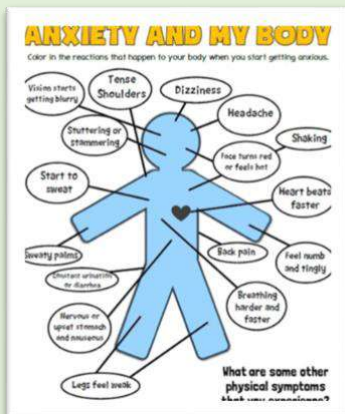
Whole School SEND Action Research Project 2022-2023 Evaluation Report

Area of Focus How to best support students with SEMH difficulties so that they can continue to progress socially and academically.

Rationale and Context

This became an area of interest to us because there has been an increase in incidents or support requests due to mental health. Mental health goes further than the idea of subjective well-being. It encompasses emotional, psychological, and social well-being; influencing cognition, perception, and behaviour. It really determines how an individual handles stress, relationships, and decision-making.

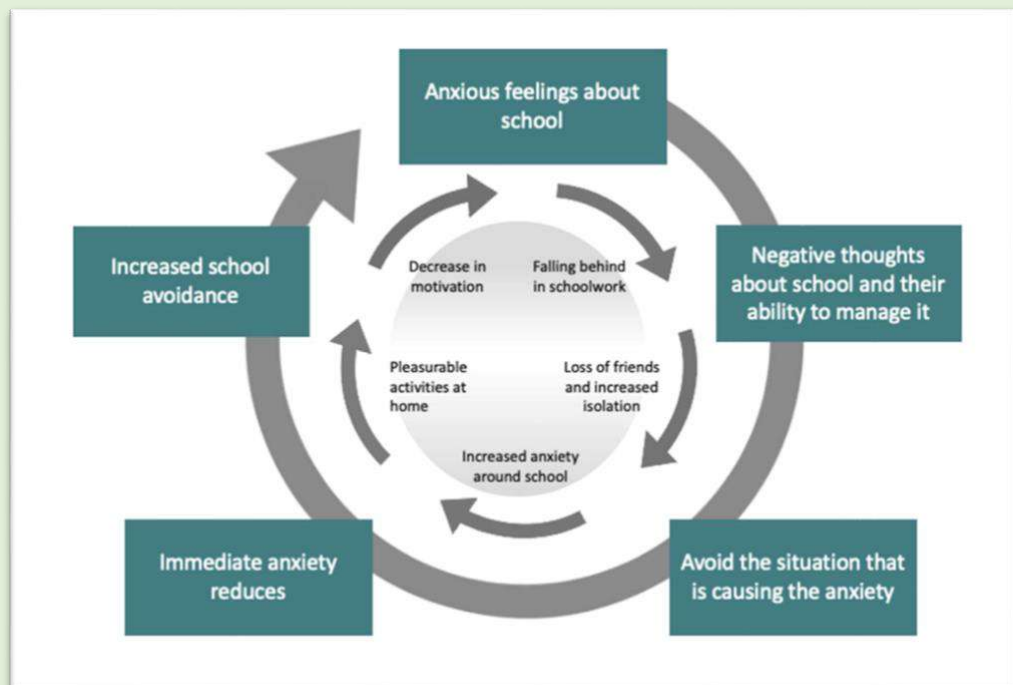
- For 78% students of the SEND register, SEMH is part of their primary SEND need. Students struggling with mental health is widespread within the school. Some of these emotions are normal reactions to pressure points (nervousness due to exams for instance), but for some students, the extreme anxiety cripples them socially, academically and they lose sense of themselves.
- Early Help, CAMHS and Social Services have reported a high increase of request for support for young people. Childline recorded a 62% increase of calls for exam related stress in 2022. Front Door Services enables children, young people and families to receive intensive or specialist support but many young people do not meet the threshold for support.



- There has been a noticeable change of language among students, with frequent conversation surrounding depression and self-harm being normalised from Y7.



- There is an increase of social media incidents impacting mental health, including Self-Harm buddies.
- We have noted an increase in students with Anxiety Based School Avoidance (ABSA) in school. The UK literature reports that approximately 1 – 2% of the school population are absent from school due to emotional reasons, with slightly higher prevalence amongst secondary school pupils (Elliot, 1999; Guilliford & Miller, 2015). It is reported to be equally common in males and females, with little evidence of a link to socioeconomic status (Gonzalvez et al., 2018; Kearney, 2008).
- The impact of ABSA on pupils is far reaching. Outcomes for pupils who display ABSA include poor academic attainment, reduced social opportunities and limited employment opportunities (Garry, 1996; Pellegrini, 2007; Taylor, 2012). ABSA is also associated with poor adult mental health (Walter et al, 2010).
- A strong link has been noted between ABSA and students with Autism which is the 2nd highest incidence needs in our school.



Research questions

- What do staff understand by SEMH needs and are they familiar with what comes under that umbrella term?
- Is our SEMH approach consistent across the school and among the different year groups?
- What are staff confidence levels and current practices in relation to meeting the different SEMH needs of students in school?
- What is the school plan in term of Continuing Professional Development (CPD) in relation to the SEMH needs of students?
- How can we improve learning behaviours for those with complex SEND whose SEMH needs are a barrier to their ability to access classroom learning?
- How can we best support parents to guide their child through difficult time when other public services are not able to offer support or guidance?

Key evidence-bases/literature

- National Inspection reports from Ofsted and Brooks
- DfE policy and reports
- EEF documents
- Journals relating to SEN

Research Process

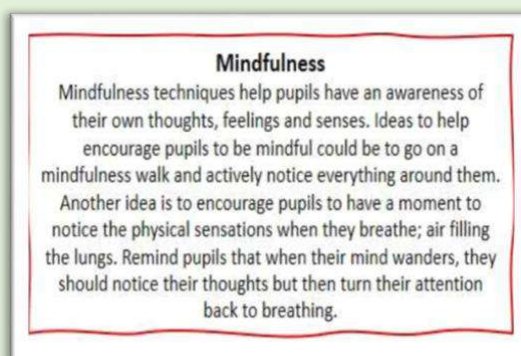
1. We started with an audit of the provision within the school and considered the offer, how it was offered, to whom, the training of the person offering the support, the number of students who benefitted from it, the impact it had, how and when the intervention was run.
2. We surveyed staff and students.
3. We enrolled support from the Student Council.
4. We considered our use of the Local offer.

Findings-impact/outcomes

Our provision audit shows that we only had an ‘all or nothing’ offer, going from speaking to the Form Tutor to counselling sessions with very little in between.

Within the school we have worked with many charities but we were not making the most of the local offer.

- As a result we created a 3 Tiered approach, inspired by the NHS mental health support. The tiers are according to the level of needs and the support that is accessible at the level identified. We also made a student version so that both students and parents are aware of the support available in school, through school or out of school.
- We introduced Social stories as intervention, and all pastoral leaders have been trained in the Level Best approach with Joe Sparks. Our learning mentors have identified areas of interest for them to be trained in and offer interventions that are not only academic. Two members of the inclusion team are now fully trained Wellbeing Coaches.



- We developed a partnership with local external charities and wellbeing practitioners: Mid Kent Mind, Salus, Yoga, Mindfulness, Sophrology.

A quarter of the staff and student body responded to the survey. Findings show that students think the school support them well (average rating 3.13), teachers understand them well (average rating 3.22) mostly because they listen to them. 'I picked 5 because we learnt that it's ok to say "I don't know" or "I am not sure" in my lesson and my teacher will go through it again with me'.

One of the questions asked: "Who would you go to in school if you were struggling with your mental health?"

- 219 students responded "my form tutor" which confirms the good relationship students have with their tutees.
- 245 students chose "I wouldn't approach anyone at school".
- Interviewed students said that they would prefer to speak to a parent or someone at home rather than "being a bother" to their teachers in school.
- In case some students would be worried about approaching staff to talk about personal difficulties, we introduced a worry box in form time to support those who may struggle with the first step of requesting support. This has been welcomed by students and is now in use throughout the school.

Students were able to articulate what they think works well for them in the school to support Mental health:

- Strong bond with Form Tutor and Head of Years,
- Wellbeing clubs and intervention,
- Support found in the Student Support Centre,
- Silent reading,
- Big Sisters system,
- Counselling (although not the waiting list but someone to talk who will not judge you).

Students would like more informal time to talk to teachers, learn how to manage academic pressure with personal life and understanding of our SEMH offer and how to get it.



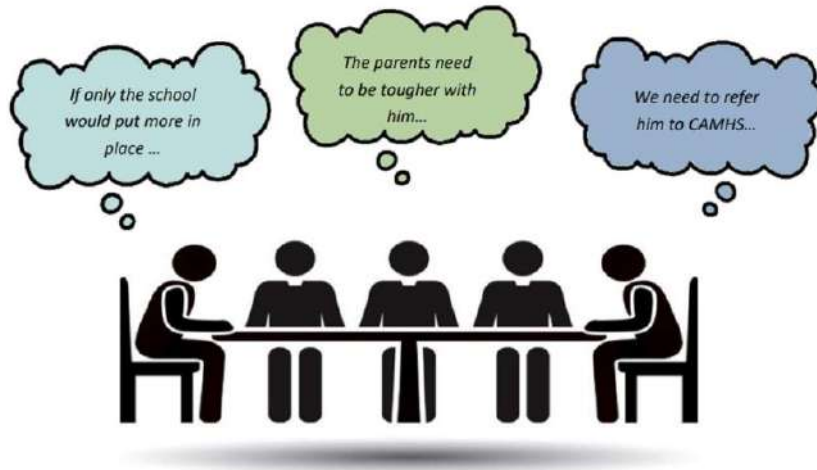
- The Student Council designed The Invicta Wellbeing framework which is now embedded in school life. This framework is to remind everyone that looking after oneself and anything that positively feeds your body and your mind should be a priority in one's life. The Wellbeing framework was launched last Summer Term with our Gratitude Tree, as the first part of the Framework is to be grateful.



- The Learning hub has been redesigned to make it less academic and offer a quiet and welcoming space which enables students who feel overwhelmed to touch base with key staff before going back to lessons.
- This has been a game changer for some of our students whose attendance was very low. They have been attending more regularly but do spend their form time in the hub, touch base with the SENCo and the Learning Mentor at the end of each lesson but go to their next lesson, effectively attending 5 lessons a day, even if it is not for a full period. This also enables us to check for possible indicators of tiredness, disengagement, struggles and to adapt our response to these triggers before they escalate into something bigger and unmanageable.
- Some Y11 supervised study time is in place for students with individualised timetable in the Learning hub.



Barriers/
challenges



- Time to liaise with external agencies, create meaningful connections and work around the set routine of the school day in order to invite practitioners to offer much needed interventions.
- Interventions can be costly and the impact must be carefully considered.
- Some students, supported by their parents, signed up for the interventions but decided to stop attending with no real reason.
- The misconception that children need to be “fixed”, that mental health difficulties will go away with very little effort or magically at the end of a mindfulness course.
- The reluctance of some students to change their habits (sleeping patterns, eating habits, screen dependence) and still expect to “feel better”. Parenting skills influence this.
- Some staff members were reluctant to consider changing their practice and did not engage with the development of the project.

Implications
for the
Future/
next steps

This project has highlighted Social, Emotional and Mental Health needs at a whole-school level. As a result, our next steps are to:

- Continue to develop a strong PSHE programme, keep the Wellbeing framework high profile within the school and continue to plan self-care opportunities through POWER days.
- Raise awareness of neurodiversity across the student body.
- Empower all staff to be ambassadors for SEMH.
- Monitor and track the impact of the interventions in place this academic year .
- Continue to engage and develop partnership with leaders in SEMH (Mid Kent Mind, Salus, Joe Sparks and Level Best, Living Sophrology, the Goldwyn School).



- Empower students to make the right choices and guide them to understand that they have the tools for self-care within themselves and continue to integrate reminders in everything we do (pages in planner, student bulletin,...).

Looking After Yourself and Others

Look After Yourself By... Doing Something Creative

When the stress of school is too much it is vital that we all take other activities. Why not take some time out to paint a picture, make or write something. If you find creativity is not for you, look at creating from a different angle. Why not have something, rearrange your room or try some new hair. What? It's important that you take time out to do things that relax you.

Look After Yourself By... Asking for Help

It is important that you acknowledge when you might need additional support. Working through problems sometimes leads to great but sometimes creating a problem with others can make things a much easier. You can speak to your parents, form tutor, head of year or perhaps any other trusted adult. Just talking about an issue can allow you to get some clarity and perspective.

Look After Yourself By... Eating Well

Protein eating will help to keep you alert and help your physical health, we are not always told that good nutrition significantly affects us in other ways too. Healthy, well-balanced diet can help to boost energy and help you plan. It can also improve our concentration, our attention span and help us to feel emotionally well.

Look After Yourself By... Setting Your Hands Free

Being overly busy with schoolwork and other activities can lead to stress and health issues. It is important to give yourself a break from the pace of a school and the pressure of being seen to be hard working. Take time to see to the car and leave your phone and the digital world for a while. You will feel much better for doing it.

Look After Yourself By... Talking to Other

If you really feel you can't talk to anybody, a teddy bear is always a good listener! Tell it whatever is on your mind to get it out of your system.

Charlotte, Former Student

Look After Yourself By... Letting Go of Your Worries

Write your worry on a piece of paper and put it in a jar. Imagining you are letting go of the thought (you could also use a journal or write on a piece of paper and then burn it).

Charlotte, Former Student

Look After Yourself By... Using Helpful Apps

There are a lot of very good mindfulness and wellbeing apps available to download.

Charlotte, Former Student

Look After Yourself By... Exercising

Regular exercise or activity can help boost energy and help with confidence. It is worth trying.

- Finding a completely new activity which fits into your routine.
- Looking to walking to school rather than going by car or on the bus.

Look After Yourself By... Being Positive

Positive emotions can help reduce stress and even lead to longer lasting changes in the brain. Try:

- Taking the time to notice what you're happy about and grateful for, and instead focus on the good aspects of any situation.
- Getting some fresh air, a regular break, to enjoy yourself and have fun.
- Talk about things that are worrying you with your friends, family or someone you trust.

Look After Yourself By... Building Resilience

Unfortunately, we can't always choose what happens to us in our lives, but we can choose how to respond.

- Talk about any concerns you might have at the earliest opportunity with someone you trust.
- Find new ways of releasing your stress and worries, such as writing things down or being exercise.
- Take action to improve your resilience, such as making sure you have time to relax, setting realistic goals for yourself and working towards them, keeping things in perspective and maintaining a positive outlook.
- Never be afraid to ask for help. We all need help sometimes!

Looking After Yourself and Others

It is vital that we all look after ourselves, and others, so why not take a minute to tick off what you have done to improve your wellbeing? You could do this with your friends, in a group, so you are keeping an eye out for each other too!

There are blank bullet points at the bottom for you to fill in the things you have done, that we have not thought of (maybe you could suggest them to us for next year) and if you do some of these activities more than once, be sure to add a tally next to them.

- Yoga
- Cycling
- Meditation
- 15-minute workout
- Reading
- Pilates
- Pomper session

- Walking
- Healthy eating
- Drawing
- Creative writing
- Jogging
- Listen to music
- Swimming

- Badminton
- Visit a place of interest
- Hang out with your friends
- Trampoline
- Play a board game






We will be holding a number of wellbeing events at school, throughout the year. You can enter the details here so do not forget to go along!

Day	Activity	Book Post

Whole School SEND Action Research Project 2022-2023 Evaluation Report

Area of Focus **Developing the use of technology to support learners with SEND.**

- To empower all students to develop their use of technology in a way that advances their independence and learning in an inclusive and effective way.
- To help staff and parents understand the best ways of using adaptive and appropriate technology to support their child's education.

Rationale and Context

All of our students have iPads to work on in lessons and a number of our children have SEND that would benefit from them using adaptive and supportive technology. We are working to embed the use of appropriate hardware such as enlarged keyboards and software programmes and apps that will support and enhance the learning experience of all our students and in particular those with additional and physical needs. We are aiming to have teachers that are better informed when making decisions regarding the practical use of technology.

Research questions

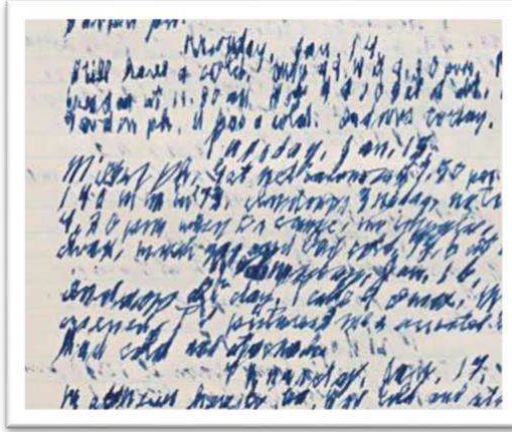
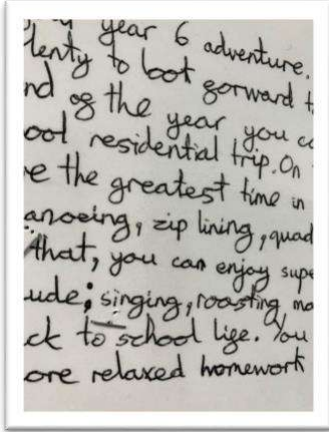
- How do students with SEND use assistive technology to help their learning in and outside the classroom?
- How can we support the learning needs of our students at home?
- How can we support and prepare them for examinations?

Key evidence-bases/literature

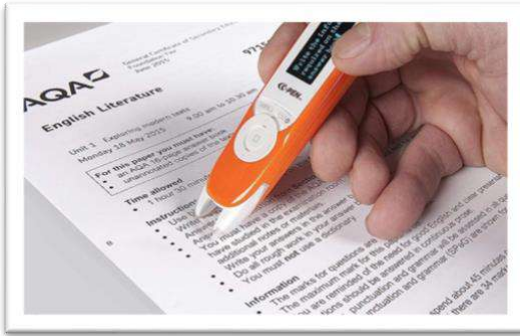
- [EEF Guidance Report](#)
- [TES article](#)
- [Rice, M.F. Special Education Teachers' Use of Technologies During the COVID-19 Era \(Spring 2020—Fall 2021\). TechTrends 66, 310–326 \(2022\)](#)

Research Process

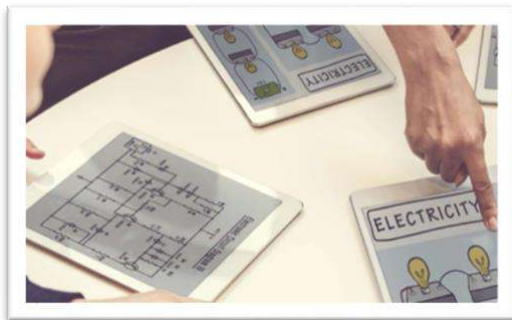
1. We involved Year 9 children with SEND who already use assistive technology in lessons, asking them what works well and what could be improved.
2. Informal conversations with the students.
3. Carried out book looks and asked teachers to refer students with illegible handwriting to us.



4. Meetings with school IT technicians to discuss what is already available.
5. Audit of provision to identify which students could be using electronic readers, etc.



6. Used the guidelines from the EEF research summary of recommendations to support our action planning.



<p>1</p> <p>Consider how technology will improve teaching and learning before introducing it</p> <ul style="list-style-type: none"> • New technology can often appear exciting. However, it can become a solution in search of a problem unless it is introduced in response to an identified need. It is often useful to link the introduction of new technology to wider planning, for example, a review of assessment policy. • Schools should consider the pedagogical rationale for how technology will improve learning. The principles of how to use technology successfully are not distinct from questions of how to teach effectively or how children learn. • Without a clear plan for support and implementation, technology is much less likely to have an impact. This includes considering what initial training will be needed, what time and resources are required, and what ongoing support should be available. • Decisions about whether to introduce technology should also include an analysis of the costs of implementing the technology, alongside the expected benefits. This should include both the upfront costs and any ongoing requirements. <p style="font-size: small; color: white;">Page 6</p>	<p>2</p> <p>Technology can be used to improve the quality of explanations and modelling</p> <ul style="list-style-type: none"> • Technology has the potential to help teachers explain and model new concepts and ideas. However, how explanations and models are conveyed is less important than their clarity, relevance and accessibility to pupils. • Introducing a new form of technology will not automatically change the way teachers teach. The introduction of interactive whiteboards provides an example that highlights the need to consider the pedagogical rationale for adopting a form of technology, and for carefully planning the training required to enable teachers to use it effectively. • Technology can help teachers model in new ways and provide opportunities to highlight how experts think as well as what they do, but may be most effective when used as a supplement rather than a substitute for other forms of modelling. <p style="font-size: small; color: white;">Page 12</p>
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Findings-
impact/
outcomes

Through this research project, we have been able to identify a number of EEF funded projects which make effective use of technology to support student progress:

Name	What is it?	Summary of findings	Evidence Rating	Months Progress
ABRA	A 20-week online literacy programme focusing on phonic fluency and comprehension activities. The study also evaluated the effect of a paper-based version of the ABRA tool.	Positive effects were found for online and paper versions of ABRA (between 2 and 5 additional months progress for pupils in Key Stage 1).	(Online) 	+2
Accelerated Reader	Internet-based software that assesses reading age, and suggests books that match pupils' needs and interests.	Trial found Key Stage 3 pupils using accelerated reader made 3 months' additional progress in reading compared to other similar pupils.		+3
Affordable Maths Tuition	One-to-one tutoring programme where pupils receive mathematics tuition over the internet from trained maths graduates in India and Sri Lanka.	The evaluation found no evidence that the intervention had an impact on Key Stage 2 mathematics, compared with 'business as usual' teaching and support in Year 6.		+0
GraphoGame Rime	Computer game designed to teach pupils to read by developing their phonological awareness and phonic skills.	No evidence that GraphoGame Rime improves Key Stage 1 pupils' reading or spelling test scores when compared to business-as-usual.		-1
Learner Response System	A set of electronic hand-held devices which allow pupils to respond to questions during lessons. Teachers are able to see an instant summary of responses and can provide real-time feedback.	The evaluation found no evidence that Key Stage 2 results in maths and reading were improved for pupils using the system for 2 years.		+0
Mathematical Reasoning	10 hour-long units delivered by teachers as part of their usual mathematics lessons, with learning supported by online games.	Effectiveness Trial: Small positive effects on maths attainment Efficacy Trial: Large positive effects on maths attainment		+1 +3
Maths Flip	An online 'flipped learning' programme in which pupils learn core content online, outside of class time and then participate in activities in class to reinforce their learning.	Pupils who were taught new mathematics topics using MathsFlip for one year made a small amount of additional progress in Key Stage 2 mathematics, equivalent to about 1 month.		+1
Texting Parents	Texts informed parents about dates of upcoming tests, whether homework was submitted on time, and what their children were learning at school.	This evaluation found a small positive impact on mathematics attainment and on decreasing absenteeism.		+1

We have further identified that we need to:

- Raise awareness across the school community about the range of apps, programs and devices that can assist the students.
- Audit how we currently use technology across the school.
- Involve students more in the use and testing of technology in school.
- Plan ahead, especially in regard of examinations.

We also need to consider:

- Is the right equipment available?
- What training is required for teachers, learning mentors, students and parents.
- Is there the appropriate space in and outside of the classroom to facilitate the use of devices?

Barriers/
challenges

The SENCo that started the research left and the new SENCos adopted the research towards the end of the project. We are both keen to continue with the project into this academic year.

What are the initial and ongoing costs? How will this be funded?

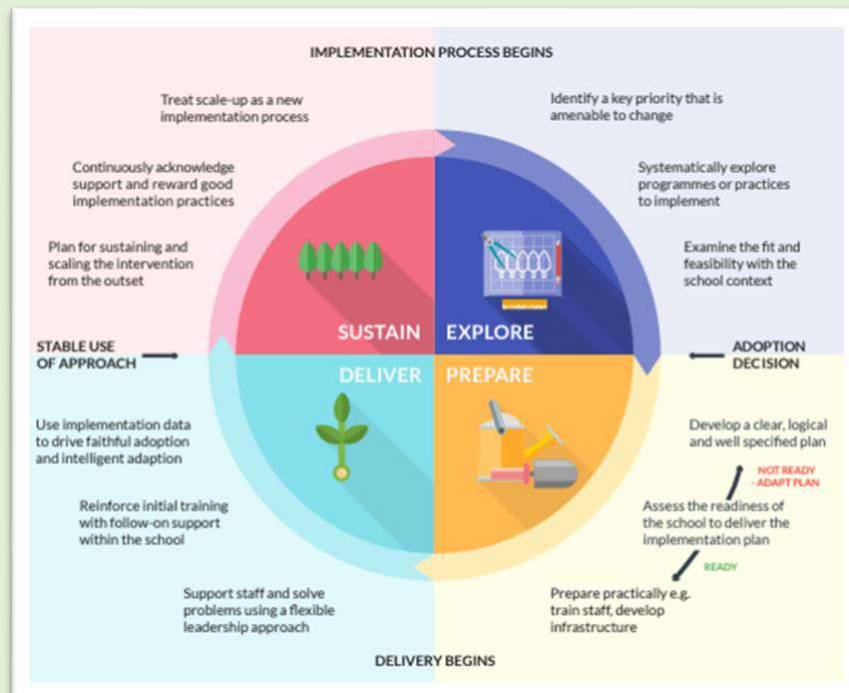
How will the delivery of the approach be monitored to ensure that it is used as intended?

Implications for the Future/ next steps

Our next steps will be to consider ways that technology can be used to improve the:

- Learning of the student before introducing it.
- Quality of explanations and modelling.
- Impact on student practice.
- Assessment and feedback. Again this is something that was evidenced in the EEF research.

We will also be making use of the EEF Implementation Guidance to support us in the effective implementation of future changes in practice:





Whole School SEND Action Research Project 2022-2023 Evaluation Report

Area of Focus To identify and create a new approach to SEND implementation in the classroom through the creation of a range of learning strategies and systems to support students with SEND in the lesson.

- To enable strategies to be accessed by students via QR code through the teachers slide to empower the student with SEND in class and allow teachers to embed SEND strategies with ease leading towards a more inclusive learning environment for everyone.
- To create an improved mechanism to embed SEND strategies for teachers.

Rationale and Context The barrier between the SEND department and the work they do, and the classroom, is quite often the teacher. Lack of knowledge, time and resources can mean staff do not always scaffold and adapt learning as well as they would like for SEND students.

- Research questions**
- How can a drag and drop approach to scaffolding work?
 - Which strategies will students find helpful?
 - Are there tried and tested strategies that work for particular areas of SEND?

Key evidence-bases/literature

EEF – SEN Guidance Report
 ‘Technology has the potential to enhance the way in which teachers explain and model... *the extent to which these benefits are realised* will depend on the way in which technology is implemented’ (EEF, 2021, p12).

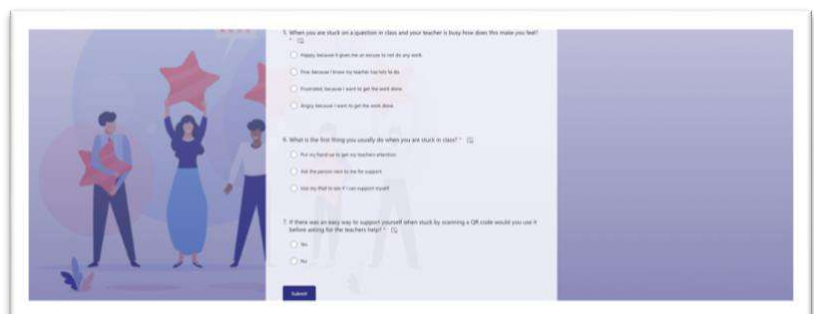
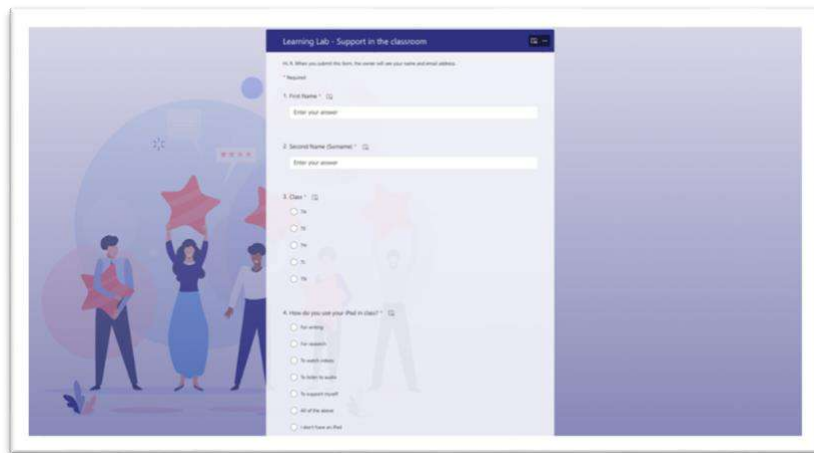
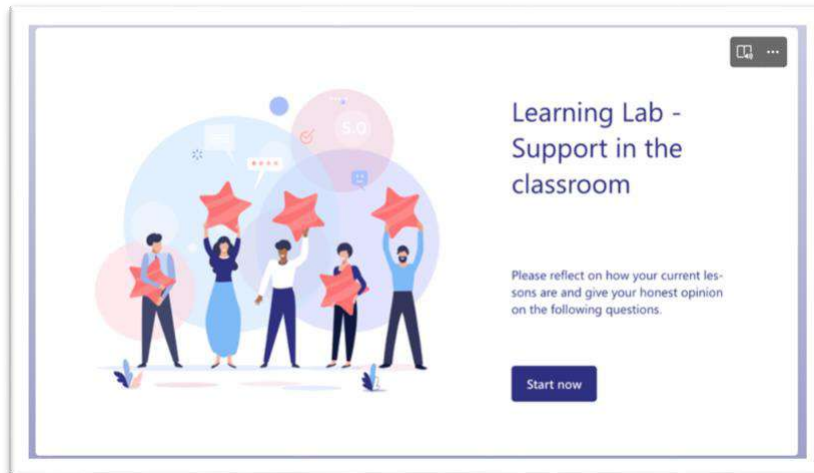
Mainstream Core Standards
 To embed high quality SEND provision and practice it is essential that all staff have a deep understanding of key principles and practices to support SEND and inclusive provision and that this is applied consistently throughout the school. This is a key focus for Kent at the moment, with a large focus on embedding the Mainstream Core Standards and key practices from the EEF Guidance Reports into practice to improve the quality of inclusive and SEND provision and practice in all Kent schools.

SETT (Student, Environment, Tasks and Tools) framework developed by Dr Joy Zabala
HAAT (Human Activity Assistive Technology) framework (Cook & Hussey, 1995)
 ‘When data is gathered and organised with simplicity, a team's ability to effectively generate a range of Tools that can be used to support student achievement is greatly enhanced.’ (Zabala, 2005, p4)

NASEN

Research Process Our research involved 2 x Year 7 groups that used the strategies for a set amount of time before reviewing how the strategies had supported their learning.

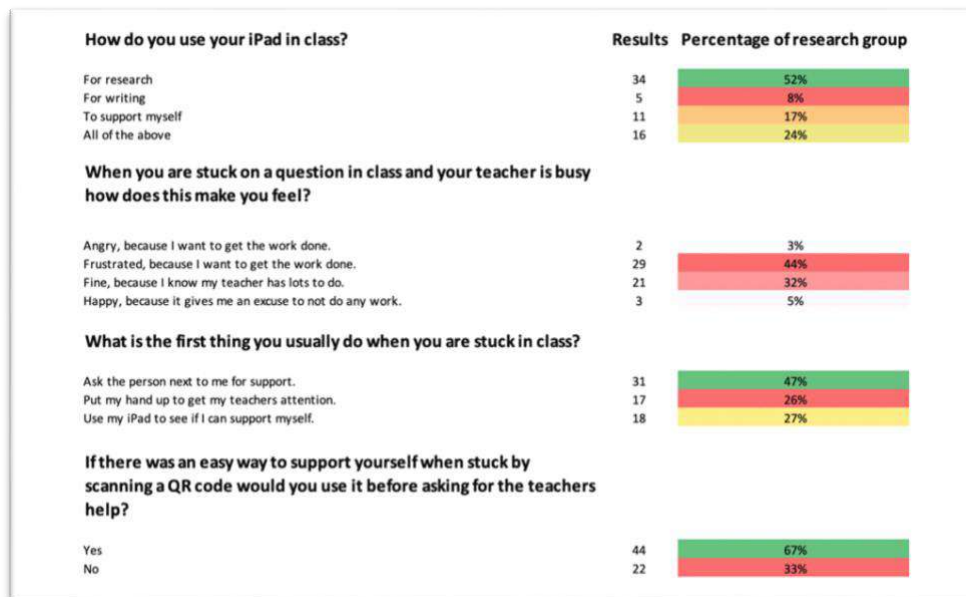
1. Student questionnaire identifying barriers to implementing support.



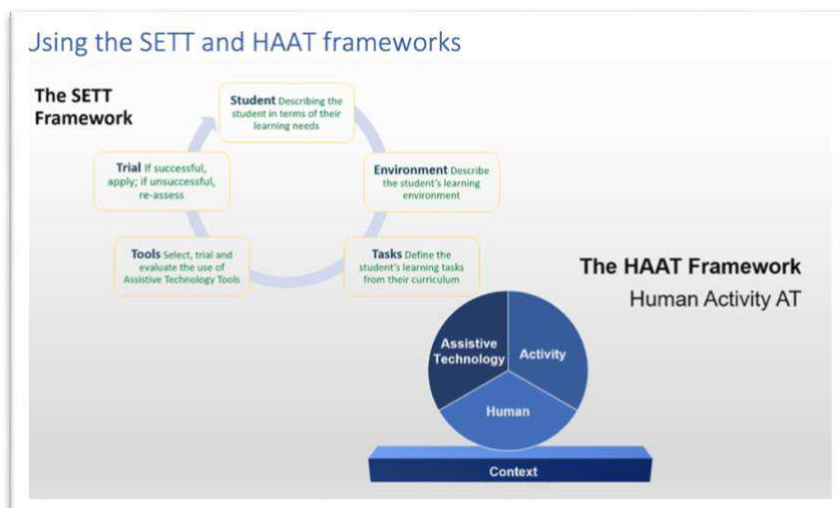
2. Identify areas of need

To identify areas of need we wanted to understand how students felt in the classroom before support was implemented so that we could gauge whether the QR support was a viable method for delivering support. The fact that students were feeling frustrated in class when their teacher was busy and unable to support them was quite an important discovery as this may also be an underlying trigger for poor behaviour in the classroom.

As a majority of students felt that they would access QR support in the classroom if offered we felt this supported our reasons for the method we wanted to use to better support students.



3. Research learning strategies that support these areas



4. Create resources and group resources into areas of need

Sentence Starters

Stuck starting your work? Use these sentence starters to help you get started.

To describe The diagram shows... The map shows... The picture shows... The graph shows... It shows...	To explain This happened because... This demonstrates... The reasons for this are... This might be because...	To give opinion I feel... I believe... In my opinion... It would seem that... I think...	Adding examples For example... Such as... For instance... To illustrate... An example of this is...
Adding ideas Also... As well as... Furthermore... More importantly... In addition...	To connect ideas At first... then... Secondly... This is linked to... As a result... For that reason... The effect is...	To summarise In conclusion... In summary... Overall... Therefore... Ultimately...	Connecting words and but if yet so also like

Stronger Sentences

Ready to make your work stronger? use these techniques to boost your sentences.

1. What am I trying to say?
2. What words will express it?
3. What imagery will make it clearer?
4. What words help to describe this imagery?
5. Can I use a stronger word?

<https://www.thesaurus.com>

Use a thesaurus to look for stronger versions of a word

Bad
Awful
Horrid
Horrendous
Ghastly
Destructive

Paragraph Planner

Use this paragraph planner to help you start your writing.

Main Idea _____

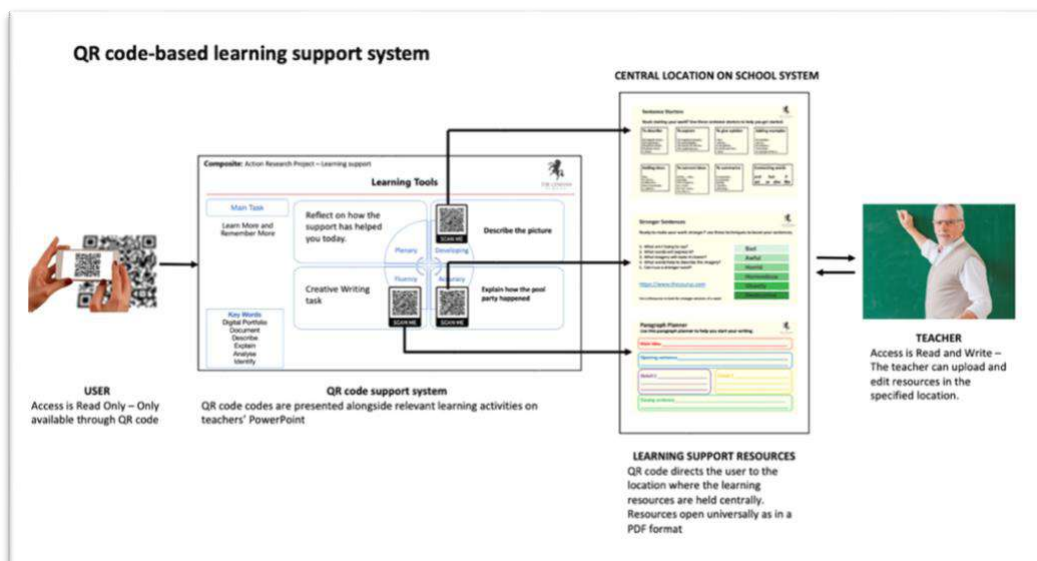
Opening sentence _____

Detail 1 _____

Detail 2 _____

Closing sentence _____

5. Setup and test access and use of resources



6. Create demo slide with SEND integration

7. Test strategies with students

Composite: Action Research Project – Learning support

Learning Tools

Developing - Task 2

Learn More and Remember More



SCAN ME

Key Words
Describe
Explain
Analyse
Identify

Describe this picture in as much detail as possible using the support material to help you.




THE LENHAM SCHOOL

Composite: Action Research Project – Learning support

Learning Tools

Accuracy - Task 3


Learn More and Remember More



SCAN ME

Key Words
Describe
Explain
Analyse
Identify

Explain how this pool party happened, try to use strong sentences



THE LENHAM SCHOOL

Composite: Action Research Project – Learning support

Learning Tools

Fluency - Task 3

Learn More and Remember More



SCAN ME

Key Words
Describe
Explain
Analyse
Identify

Creative writing task – Imagine you have found a Golden Ticket to visit Willy Wonka's chocolate factory.
Write a paragraph that explains what you did on your visit to the factory.



THE LENHAM SCHOOL

8. Follow up student questionnaire

Learning Support Questionnaire

Please answer these questions honestly based on your own classroom learning experience

1. Name (First Name and Second Name) * ☰

2. Class (Teaching group) *

3. How do you use your iPad in class? *
 - For writing
 - For research
 - For reading
 - To support my learning
 - All of the options above
 - I don't use an iPad

4. When you are stuck on a question in class and your teacher is busy how does this make you feel? *
 - Happy, because it gives me an excuse to not do any work.
 - Fine, because I know my teacher has lots to do and there are people that need more help than me.
 - Frustrated, because I want to get the work done.
 - Angry, because I want to get the work done.

5. What is the first thing you usually do when you are stuck in class? *
 - Shout out
 - Put my hand up to get my teachers attention
 - Ask the person next to me for support
 - Nothing, I wait for my teacher to notice
 - Use my iPad to see if I can support myself

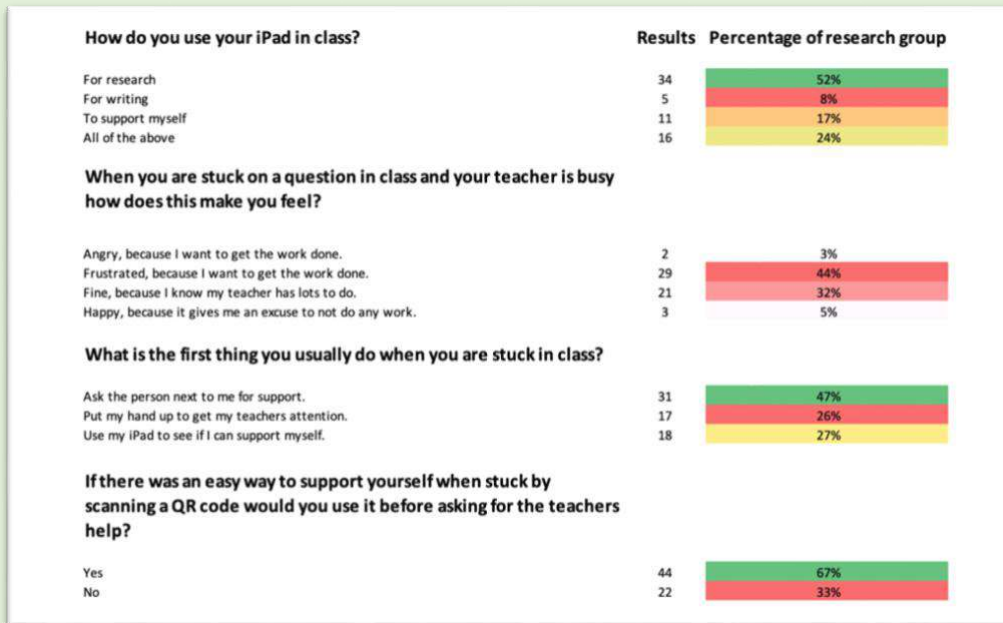
6. How do you feel the learning support QR codes have helped you today? *
 - Very helpful, they helped me to get my work done.
 - Somewhat helpful, I used them a bit to support my work.
 - I didn't use them because I didn't really need them but I would use them if I got stuck.
 - Not helpful at all, I would never use something to support my learning.

7. Now that there is an easy way to support yourself when stuck by scanning a QR code do you think you would use this before asking for the teachers help? *
 - Yes
 - No

8. Please write down any further comments you feel might help develop the learning support available. What do you think could be better?

Findings-
impact/
outcomes

Before the study



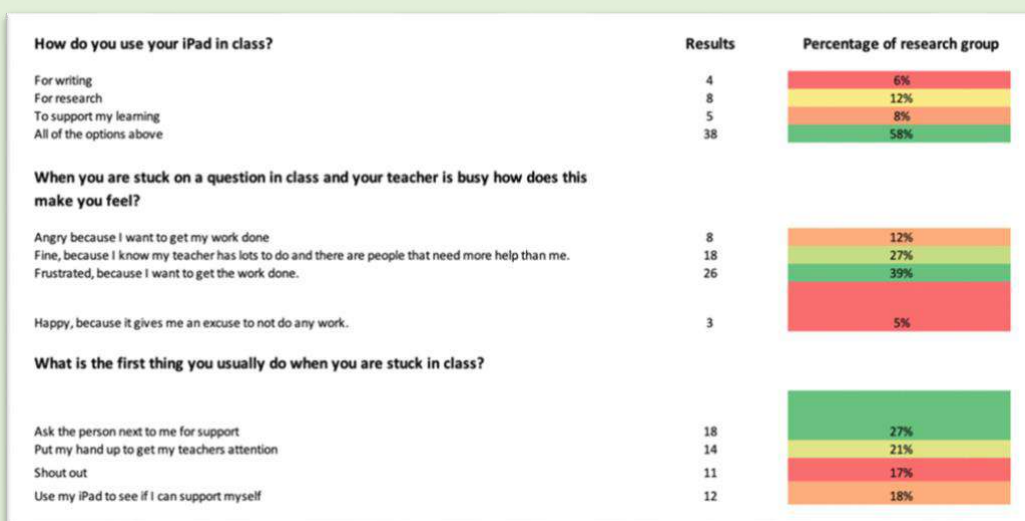
The majority of students used their iPad in class for research purposes (52%) over (17%) for supporting themselves.

Students highlighted that they often felt angry and frustrated if they could not immediately access a task and frustrated further if their teacher was not immediately available (47%).

Students often defaulted to asking the person next to them for support (47%) over seeing if they could support themselves using the iPad (27%).

The majority of students said that they would happily use QR code support in the classroom before asking the teacher for support (67%).

After the support was implemented



When asked about how they felt the QR support helped them with their classwork 72% of students felt that the support put in place was helpful and allowed them to make progress.

71% students felt that they would now be able to support themselves in class with the QR support before requesting teacher support.

Main takeaways

- Improved relationship and attitude towards SEND strategies and implementation in the classroom which resulted in students becoming less frustrated in the classroom.
- An improvement in progress made by students in the classroom promoting independent learning.
- An improved mechanism to embed SEND strategies for teachers which could be easily upscaled whole-school.
- SEND strategies adapted for a 21st century classroom which are high impact and low effort and fully inclusive.
- Incorporating support in this way reinforces the importance of students bringing their iPads to school which is something that has been in decline.

Barriers/ challenges

Challenges remaining

- Is this the best way for all students to access the resources?
- Creation of whole school SEN resources – Should these be uniform whole school to students get use to using them?
- Staff training – To share vision, support implementation
- Gradual implementation – Preference would be to phase this in through departments to allow for staff to identify the specific support needed by students in their subjects.

Implications for the Future/ next steps

Potential next steps:

- Present at SLT – To review next step for further whole school integration
- Staff training to be held on model
 - Session to focus on how the drag and drop integration can be embedded into current lesson format.
 - How to develop new resources into a whole school SEN catalogue.
 - Quality Assurance – To maintain dyslexia friendly resources

Further testing of model on another Year group with a focus on Literacy before rolling out further.



Whole School SEND Action Research Project 2022-2023 Evaluation Report

Area of Focus The development of quality inclusive teaching strategies to support the needs of students with SEND in lessons.

- To develop staff understanding and use of effective inclusive quality teaching strategies and Scaffolding and Adaptation to meet the needs of students with SEND in lessons, through engagement with the Mainstream Core Standards and Nasen Teacher Handbook.
- To increase staff understanding of key SEND and Inclusion concepts including: the *SEND Areas of Need; Inclusion by Design; removing barriers to learning* and ways to achieve this.

Rationale and Context

Removing barriers to learning and embedding the key principles of *Inclusion by Design* to ensure that all students, including those with SEND, are able to fully access quality teaching is central to inclusive education and ensuring that students with SEND are able to make effective progress (EEF, 2020; Booth & Ainscow, 2002, 2016).

To embed high-quality SEND provision and practice it is essential that all staff have a deep understanding of key principles and practices to support SEND and inclusive provision and that this is applied consistently throughout the school.

This is a key focus for Kent at the moment, with a large focus on embedding the Mainstream Core Standards and key practices from the EEF Guidance Reports into practice to improve the quality of inclusive and SEND provision and practice in all Kent schools.

It was also identified as a priority, relating to the key whole-school priority of Pedagogy at Valley Park for the academic year 2022- 2023. Reviews of teaching and learning had shown that staff needed more guidance and support to develop their understanding and confidence of effective pedagogical principles to support all students, including those with SEND.

Research questions

- What do staff understand by the key concepts relating to SEND and Inclusion: including- the *SEND Areas of Need; Inclusion by Design* and *removing barriers to learning* and how can this be developed further to improve practice and understanding?
- What do staff already know about the Mainstream Core Standards and the strategies and guidance in the Nasen Teacher Handbook and how can this used and developed over time?
- How are the concepts of Scaffolding and Adaptation understood by staff and implemented in practice, how has this changed over time as a result of input?

Key evidence-bases/ literature

- EEF- SEN Guidance Report (2021)
- KCC- Mainstream Core Standards (2021)
- Nasen- Teacher Handbook (2021)
- DfE SEN Support research reports (2017)

Research Process **Term 1:**

Initial Learning Walks were completed and reviewed by the SEND team to identify existing practices by Areas of Need- this helped to further define the area of focus and input moving forward.

**Audit of Mainstream Core Standards Strategies embedded in lessons:
Speech, Language and Communication Needs**

Area of Difficulty	Key Strategy	In place? RAG	Actions to develop this further
Difficulties with speech and being understood	Allow time to respond		
	Opportunities for students to feed back or answer questions 'privately'		
	Alternative methods to communicate ideas- whiteboards/ yes/ no signs/ symbols		
	Modelling back to positively correct speech errors		
Difficulties understanding what is being said and understanding and use of vocabulary and concepts	Use of cued articulation		
	Reduce number of information-carrying words are used when giving instructions		
	Tailor delivery style to include language modification		
	Visual support (eg task boards, check lists, visual vocabulary lists)		
Difficulties with attention and listening	Extra time and cue-eg in strategies to give time to process information		
	Getting the student's attention before speaking- use of name		
	Checking back that input has been understood		
	Pre-teaching and consolidation of subject specific vocabulary		
Reluctant/ selective speaker	Seating position and field of vision considered		
	Use of peer groupings and talk partners		
	Simplified language, emphasising key words and giving time to process information and respond		
	Visuals to support instructions and concepts		
	Task Management Boards		
	No pressure to talk, and ensuring that all associations with speaking are positive		
	Providing opportunities to talk, but no pressure/ expectations		
	Responding positively to non-verbal communication		
	Positive praise and encouragement to reinforce other strengths		

**Audit of Mainstream Core Standards Strategies embedded in lessons:
Learning**

Area of Difficulty	Key Strategy	In place? RAG	Actions to develop this further
Difficulties with learning and pace of learning	Clear and simple instructions, breaking down longer instructions and giving them one at a time		
	Visual timetable		
	Visual cues and prompts		
	Providing time and cue-eg before expecting a response		
Difficulties with working memory	Pre-teaching before new topics		
	Ensuring that the learning task is matched to the student's level of ability and linked to the class composite goal		
	Small group and individual support		
	Praise and positive reinforcement of small step progress and achievements		
Specific Learning Difficulties- Reading/ Writing- Dyslexia	Ensure understanding of the 'big picture' and context at the start of a new topic and revisit throughout		
	Use and support of <i>scaffolding</i>		
	Use of working with word maps, lists, checklists, task management boards, templates etc		
	Use of visuals to support understanding		
	Use of 'check in' attention rather than constant individual attention		
	Opportunities for repetition and over-learning		
	Explicit teaching of memory strategies and techniques		
	Acknowledgement and encouragement of good oral contributions		
	Metacognitive approaches- learning and understanding what works best for the student		
	Use of strategies and advice from specialist reports		
	Use of adaptations- eg font, colour, line spacing, lighting		
	Use of extra time for reading and processing texts		
	Asked asking the student to read in front of others unless they want to		

**Audit of Mainstream Core Standards Strategies embedded in lessons:
SEMH**

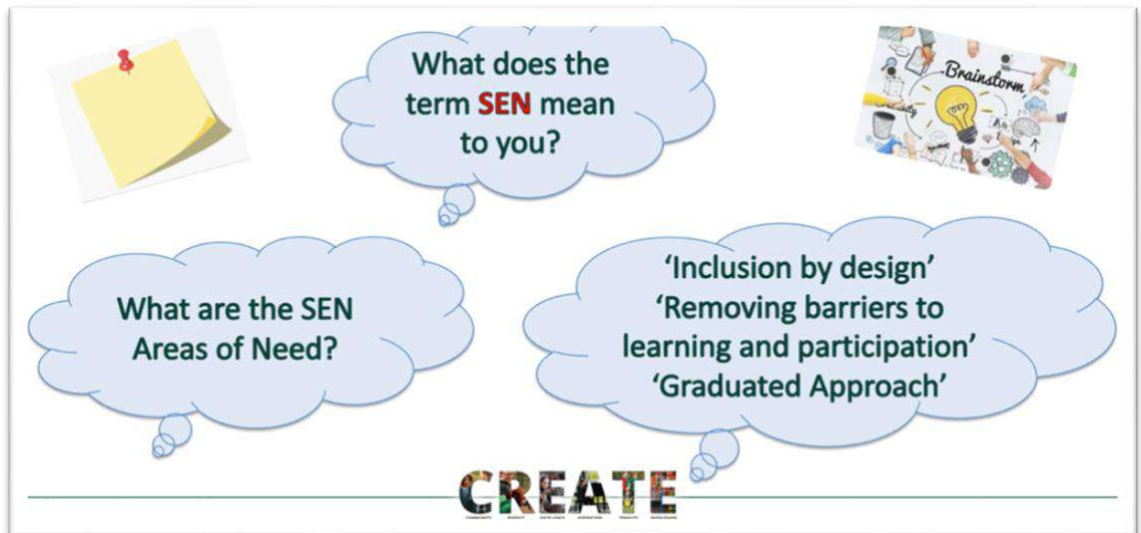
Area of Difficulty	Key Strategy	In place? RAG	Actions to develop this further
Fights/ Flight/ Freeze/ Fold responses	Provision of a clear, safe and predictable environment		
	Routines and changes are communicated in advance		
	Careful consideration of positive seating arrangements		
	Ensuring that teaching is relevant and explained to students- linked to interests where possible		
ADHD/ AOD	Positive use of movement breaks and learning breaks		
	Positive use of exit cards to regulate		
	Individual support to 'co-regulate' as needed		
	Provision of 'safe' and familiar tasks when emotions are heightened		
Low level disruption	Use of visuals to support verbal information and instructions		
	Allow plenty of time for movement and learning breaks		
	Positive use and encouragement of fidget tools		
	Use of a clear structure		
	Use of clocks/ timers to support concentration and focus		
	Awareness that some times of the day (eg just before lunchtime/ afternoons) may be more difficult- provision of individual support as needed		
	Differentiated use of voice, gesture and body language		
	Focus on reducing anxiety and thereby behaviours		
	Flexible and creative use of rewards- 'catching them' being good		
	Positive reinforcement of expectations through verbal scripts and visual prompts		
	Positive time out as needed		

**Audit of Mainstream Core Standards Strategies embedded in lessons:
ASC and characteristics of ASC**

Area of Difficulty	Key Strategy	In place? RAG	Actions to develop this further
Difficulties understanding or using social communication 'the unspoken rules'	Explicit teaching of social rules, the reasons and benefits of their use		
	Modelling social communication skills		
	Grouping students with social communication difficulties with socially competent peers		
	Use of prompting to support generalisation of what has been learnt		
Difficulties with language and non-verbal communication	Use of student's name to gain their attention before giving instructions		
	Instructions kept simple		
	Awareness of need to reduce use of sarcasm, idioms and figures of speech		
	Use of visuals to support understanding		
Difficulties with imagination and being able to understand others perspective	Awareness of own body language, including use of facial expressions which may not be understood		
	Awareness of tone and volume of own voice- keeping calm and not too loud		
	Support for groupings		
	Social rules displayed and reinforced		
Difficulties in lessons	Use and reinforcement of social stories		
	Awareness of difficulties with creative writing or analysis of events- use of writing frames/ supported writing structures		
	Checking back that information and instructions are processed and understood		
	Use of visuals to support information and learning		
	Use of name to gain attention		
	Use of checklists and task management boards		
	Linking of work to special interests		
	Use of timers to help to structure work		
	Rewarding the effort taken to complete work		

Term 2:

Professional Learning activities with all teaching staff to establish initial starting points in relation to staff understanding and any embedded misconceptions:



Initial individual responses from teachers to identify understanding of key SEND concepts:

- What is SEND?
- What are the SEND Areas of Need?

Department review and reflection to identify their initial understanding as a team of key SEND and Inclusion concepts:

- Inclusion by Design.
- Removing barriers to learning and participation.
- Graduated Approach.

Solution-focused Professional Learning session with all teaching staff to review initial starting points and identify and positively address misconceptions and any perceived challenges/questions about SEND/ Inclusion that staff had.

- Activities to encourage staff to take ownership of finding the solutions to key concerns/ challenges that they have identified- focused on building confidence and ownership.
- Introduction of EEF 5 a day resource to support High Quality teaching.

Term 3:

- Using knowledge about SEND to plan for the curriculum
- Key prompts audit completed by departments in a Professional Learning session
- Information analysed to identify what additional support is needed.

Using knowledge about SEND to plan for the curriculum

Knowing, understanding and meeting the needs of children with SEND through effective curriculum planning and review
Key prompts for Subject Leaders

Key Question:	How do I know? What information do I have already?	What more do I need to do/ know? How will I do that?
<i>Knowledge of SEND profile and current strategies</i>		
How many pupils/ students are there in the school with EHCP's? And on a pathway towards statutory assessment? What are the key need types for pupils/ students with EHCP's?		
And for pupils/ students with SEND overall?		
Do staff access and use adaptations and strategies from the HoD forms/ EHCP Provision Plans consistently? How do they do this, and how is this checked from a subject perspective?		
How much training have you and colleagues in your department had to support your knowledge of the high incidence needs? How confident do you and your colleagues feel about meeting the needs of all students with SEND?		
<i>Curriculum planning and delivery</i>		
What are the implications of the profile of high incidence needs in the school for curriculum planning and delivery in your subject area? What support/ provision/ adaptation is in place currently to meet the needs of pupils/ students with SEND?		

Group discussions:

Review the Audit tool and RAG rate what you know already and any information/ aspects that you need to find out more about.

- Scaffolding and Adaptation ladders introduced and reviewed by staff in a Professional Learning session- initial audits completed to help to identify starting points and areas for further support and development.

Developing Scaffolding and Adaptation

Reviewing Scaffolding in practice- Key question prompts

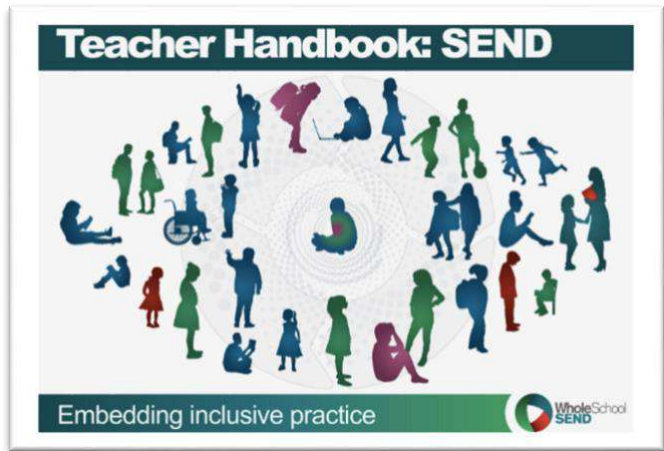
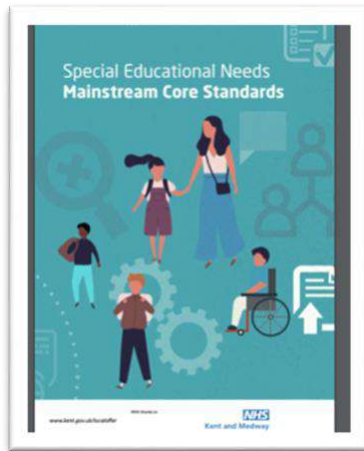
<p>Is scaffolding used to support homework tasks and independent learning activities?</p> <p>Is there individualised scaffolding in books- including different ways to record information (not all copying from the presentation) and feedback/ annotations to highlight the scaffolding that has been provided (where appropriate/ needed)? Is there evidence of scaffolds being removed over time?</p> <p>Is there evidence of the use of scaffolded interactions (see EEF Scaffolded Interactions model) to support the development of students' independent access and engagement with learning?</p> <p>Is scaffolding evidenced for students in the sixth form, and what does this look like? How does this support the development of their independent learning and study skills?</p> <p>Can you see ways that SEN HoD and EHCP Provision Plan strategies, and strategies from the Mainstream Core Standards have been used to ensure that the scaffolds are appropriate and effective?</p> <p>Is there evidence of individualised scaffolding that breaks learning down or extends learning in response to individual needs- eg: - Lowest 20%/ SEND; EAL; PP; Top 20%; Students with a low Reading Age?</p> <p>Can you see examples where students prompt each other, or are prompted by the teacher to access available scaffolding resources to support their learning?</p> <p>Are there generic scaffolding resources available to support wider literacy/ numeracy skills which the students can access as needed to support their learning- eg number squares/ High Frequency Words/ Time lines/ voice notes etc?</p> <p>Is scaffolding available for the whole class when teaching a new concept- eg writing frames/ keyword lists/ formula sheets etc, and does the teacher identify who will need which scaffolds?</p> <p style="text-align: center; font-size: small;">What is already in place, and what still needs to be developed?</p>	<div style="border: 1px solid black; min-height: 150px; margin-bottom: 10px;"></div> <p style="text-align: center; font-size: small;">Notes:</p>
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Group discussions:

What is fully embedded already? What could be taken forward further?

CREATE

- Introduction to staff of the **Kent Mainstream Core Standards** and **Nasen Teacher Handbook: SEND** to support understanding and planning for meeting SEND across the curriculum.



- Introduced new Inclusion Toolkit folders to provide hard copies of all of the key documents and resources for each subject department- making them easier to access and use.
- Ongoing SEN CPD- Tea and Toast Tuesdays; Wednesday Workshops; CPD Shorts focused on use of the Mainstream Core Standards.

Term 5 and 6:

- Introduction of audit tools to help structure planning for Departments in how to make the best use of the Mainstream Core Standards to support the development of practices specific to their subject area-

Embedding the Mainstream Core Standards in practice-
Department review and action planning

Department:	Date:
What is the key priority/ issue/ challenge? Choose 1 from Section 1 and 2 from Section 3 as a starting point	
RAG rate issue and on the SEND document what is to place and what is still to be developed/ areas of focus	
Section 3- Expectations for all schools: <ul style="list-style-type: none"> Working with children and young people, their families and carers Pastoral Assessment Teaching and Learning The physical and sensory environment Resources Staff skills and training Transition and transfer 	
How will your key priority be supported? (highlight any that are appropriate) <ul style="list-style-type: none"> Department training Learning walks Book Look Resource Development Curriculum review and planning Review of student progress Other? 	
Action Plan	
Key actions to be taken	Review/ Evaluation

Embedding the Mainstream Core Standards in practice-
Department review and action planning

Main priority (highlight any that are appropriate) to be prioritised and to be developed over a period of time Section 3- Additional support • SEND Communication and Interaction • Speech, Language and Communication Needs • Learning • Working Memory • Specific Learning Difficulties • High, High, Double, Full • Physical impairments • ASD/ADHD • Attention Difficulties • Low-level disruption • Difficulty making and maintaining relationships Physical Sensory • PCS- Access and environment • PCS- Curriculum • PCS- Social and emotional needs • HI- Access to the learning environment • HI- Access to the curriculum • HI- Access to the learning environment • HI- Access to the curriculum • UI- Access to the learning environment • UI- Access to the curriculum • UI- Access to the learning environment • UI- Access to the curriculum How will your key priority be supported? (highlight any that are appropriate)	Action Plan Review/ Evaluation
---	-----------------------------------

- Initial brainstorming of the key area of focus in subject department groups during a Professional Learning session.
- Bespoke support from SEND colleague working

alongside designated departments to further identify existing strengths and areas for development in terms of practice in their subject area, linked to a review of the Mainstream Core Standards.

- Individual areas of focus identified for each department and a concrete aspect of practice developed to share with the rest of the school.

- Development of **Tiered model of provision** relating to the 4 SEND Areas of Need and structured around the tiers of Universal, Targeted and Specialist- this has enhanced staff understanding of what is available and the different tiers of support- particularly that sometimes there are more accessible and cost-effective provisions to embed before going straight to high cost, individualised and specialist provisions.

Tiered model of SEND provision

Universal			
Cognition and Learning	Communication and Interaction	Social Emotional and Mental Health	Sensory/ Physical
<ul style="list-style-type: none"> Quality inclusive teaching strategies: Focus on understanding and using key subject vocabulary in every lesson Key word mats Supportive seating plans Scaffolded learning activities to reduce overload Tasks and instructions chunked and broken down Scaffolded, multi-sensory learning activities Adapted writing frames and sentence starters Lesson power points on Teams to reduce copying or looking at board Metacognitive frames and approaches 	<ul style="list-style-type: none"> Quality inclusive teaching strategies: Focus on language and language development/ key subject vocabulary in every lesson Key word mats Supportive seating plans Reduced language (spoken) Visuals to support language Scaffolded learning activities to reduce language overload 	<ul style="list-style-type: none"> Quality inclusive teaching approaches: Supportive seating plans Positive praise Consistent routines Task Management Boards Scaffolded learning tasks to support focus, concentration, motivation, confidence Healthy Minds Form-time input Student Hubs/ SSM's 	<ul style="list-style-type: none"> Quality inclusive teaching approaches: Seating plans Lighting in class Declutter/organisation in class Awareness to limit over stimulation from multi-sensory input Wednesday Workshops focused on sensory needs PSHE awareness for students to educate on disabilities and inclusion Positive representation of disability in teaching materials
<ul style="list-style-type: none"> Mainstream Core Standards Wednesday Workshops Scaffolding 			

- Key strategies outlined to provide positive strategies to engage disengaged students and to better understand any underlying factors causing the disengagement; support learning, including developing effective scaffolding strategies:

Solution-focused questions about SEN- some solutions

Supporting Behaviour:

- Learn student cues
- Ear defenders/ inner ear plugs
- Carefully planned seating plans
- Review curriculum and delivery of lessons
- Ensure that the starting point of prior knowledge is known
- Ensure basic skills are known
- Explain what you want to see, not just "Don't do..."
- Proactive rather than reactive support
- Struggle with current behaviour
- Pre-warnings
- Quiet word- not pull out across the classroom
- Difficult in practical lessons, not in classroom

Understand individual needs
Consistency
Attend To and Tolerate and Wednesday Workshop sessions
Relationships/ Communication/ Curiosity

CREATE

Solution-focused questions about SEN- some solutions

Supporting Learning- Creating Scaffolding without increasing the workload.

- Time limits
- Beyond tasks- deepen understanding
- QR code for further topics/ reading
- Reading tasks
- Shared resources across the department
- Flipped learning
- Knowing key terms
- Classroom displays
- Peer support
- Bank of resources
- Shared planning
- Sequencing slides- consistency

CREATE

- Clarity about where key information could be found: SIMS/ TEAMS/ Edulink
- Development of termly SEND Overview document and the Identifying SEND Graduated Approach flow chart:

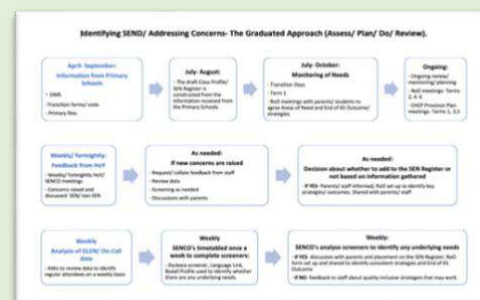
Staff solution-focused questions about SEN- some solutions

Accessible and helpful information:

SEN Overview
Valley Path, Term 2, 2022

SEN Register	SEN Support	SEN Support	SEN Support
...

CREATE



- Development of the Inclusion Toolkit files for each department to ensure accessible hard copies of key resources to support Teaching and Learning.

The Baseline audit for **Knowledge about SEND- Planning for the Curriculum** further helped Heads of Department and subject teachers to identify their initial starting points, and areas for further focus and development:

Knowledge of SEND profile and current strategies												
How many pupils/ students are there in the school with EHCP's? And on a pathway towards statutory assessment?	How many are on pathway to statutory assessment?				Know the ones we teach	Needed if teachers know their classes?						
What are the key need types for pupils/ students with EHCP's?						Pupil profiles						
How easy is it for pupils/ students with SEND to access information overall?	Easier access to information					Pupil profiles						
How do staff access and use adaptations and strategies from the RoO forms/ HCP Provision Plans consistently? How do they do this, and how is this checked from a subject perspective?	CPD time to allow for department time to actually plan to support		Forms		At start of year, not regularly updated	Learning mentors do not attend. Students do not always engage with intervention						
How much training have you and colleagues in your department had to support your knowledge of the high incidence needs? How confident do you and your colleagues feel about meeting the needs of all students with SEND?	We get told the information but not the opportunity to implement	MR has Level 2 SEND certificate but would like specialist support			CPD shorts CPD sessions Some Tea and Toast	We focus a lot on training on why and vision but not practical strategies or worked examples within departments			Medical needs- bespoke training for practical	Need training on JM- medical/ physical needs		
Curriculum planning and delivery												
What are the implications of the profile of high incidence needs in the school or curriculum planning and delivery in our subject area?	Clarity on 'high incidence needs'		Are they catered for?		Masterly curriculum and mixed ability classes making this	Reading age and literacy access. Processing and memory						

Key generic areas of focus included:

- Embedding regular reviews of the curriculum to take into account changing SEND needs within the whole school (3/11 departments identified this as Red).
- Being able to provide specific examples of changes that have been made to curriculum planning to reflect changing SEND needs (3/11 departments identified this as Red).
- Involving the SEND team in reviewing cohort needs and the curriculum (5/11 departments identified this as Red).

The Mainstream Core Standards audit tools identified very individual areas of focus for each subject department- enabling more ownership of professional development focused on the subject area’s existing strengths and areas for focus.

From a whole-school perspective, this identified the following key areas for focus:

Mainstream Core Standards Section 1- Whole-school areas:

- Assessment;
- Resources;
- Staff skills and training;
- Teaching and learning;
- Physical and Sensory Environment.

Mainstream Core Standards Section 2- Specific SEND Areas of focus:

- Cognition and Learning;
- Working Memory;
- SpLD;
- ASD;
- SLCN;
- SEMH;
- ADHD/ ADD;
- Low level disruption;
- Physical/ Sensory.

Departments identified the following key activities as useful to aid them in their development of understanding and practices in relation to the areas outlined above:

- Department training;
- Book looks;
- Review of student progress;
- Resource development;
- Curriculum planning and review;
- Learning walks.

All departments independently chose to focus on developing a specific aspect of **Scaffolding and Adaptation**, and as a result have developed a range of key tools and approaches to support this, including:

- Development of learning journeys, task management boards and word mats to scaffold learning.
- Development of padlet for parents and students, including the addition of voice-overs added to padlet.
- QR codes added to visual learning journeys to make it easier for students to find information and make links between learning.
- Supported writing frames and knowledge organisers.
- Posters to support understanding of key words and command words.
- Visual resources to explain the structure and expectations of the lesson to reduce anxiety and stress.

**Barriers/
challenges**

- Time and prioritisation to ensure full consistency of understanding and practice was challenging- some key departments did not engage fully due to the number of staff leaving the school. Through the school year, there was also a need for the whole-school to focus on the development of other areas of priority- e.g. Behaviour systems and processes.
- Time for the SEND team to engage as fully as possible with each subject department to really review and reflect on existing practices and ways that they could be developed further. Time to be able to complete learning walks with the Head of Department and/ or Senior Team line manager.
- For maximum impact, the strategies and focus needs to be embedded as a whole-school focus, implemented by all across all monitoring activities, rather than as an add-on SEND focus.

**Implications for
the Future/ next
steps**

Next steps for Valley Park School

To review knowledge and meaningful use of the Mainstream Core Standards document and the audit tools that have been developed through this research project and to then assess the impact of this in terms of increases in staff knowledge, understanding and confidence in the implementation of the strategies in practice and the impact of that for students with SEND and their meaningful access of the curriculum in lessons:

- Review and re-launch the department Inclusion Toolkit folders to ensure that they are being used to inform the development of effective inclusive practices to meet the needs of students with SEND across the curriculum.
- SEND team to complete structured learning walks with Heads of Department to review the implementation and practice relating to Scaffolding and Adaptation- using the completed audit tools to gather examples of best practice.
- SEND team to review the Mainstream Core Standard area of focus with Heads of Department and identify concrete examples of developments to practice made to embed the Mainstream Core Standards to enhance practice for students with SEND.
- Put together a portfolio of examples of best practice from each department that can be shared to enhance practice across all subjects.

Implications for the Trust

- The audit tools, activities and templates that have been developed through this Action Research Project have been shared with all Trust SENCOs. These could be used to further develop practice in relation to the knowledge and use of the Mainstream Core Standards in all schools.
- Continue to review/ check that all staff know and understand the SEND Areas of Need, and identify ways to positively identify and address any misconceptions around SEND.