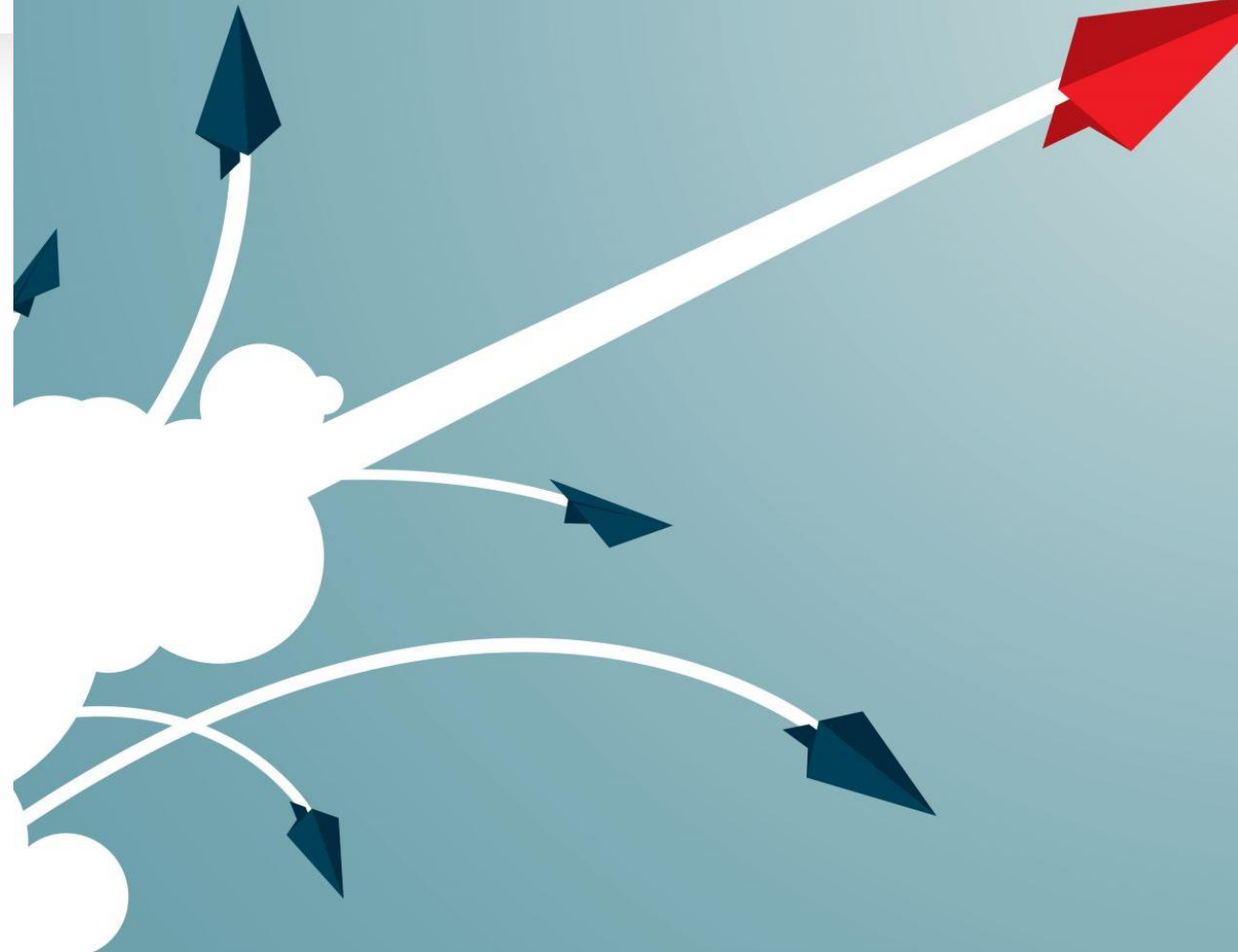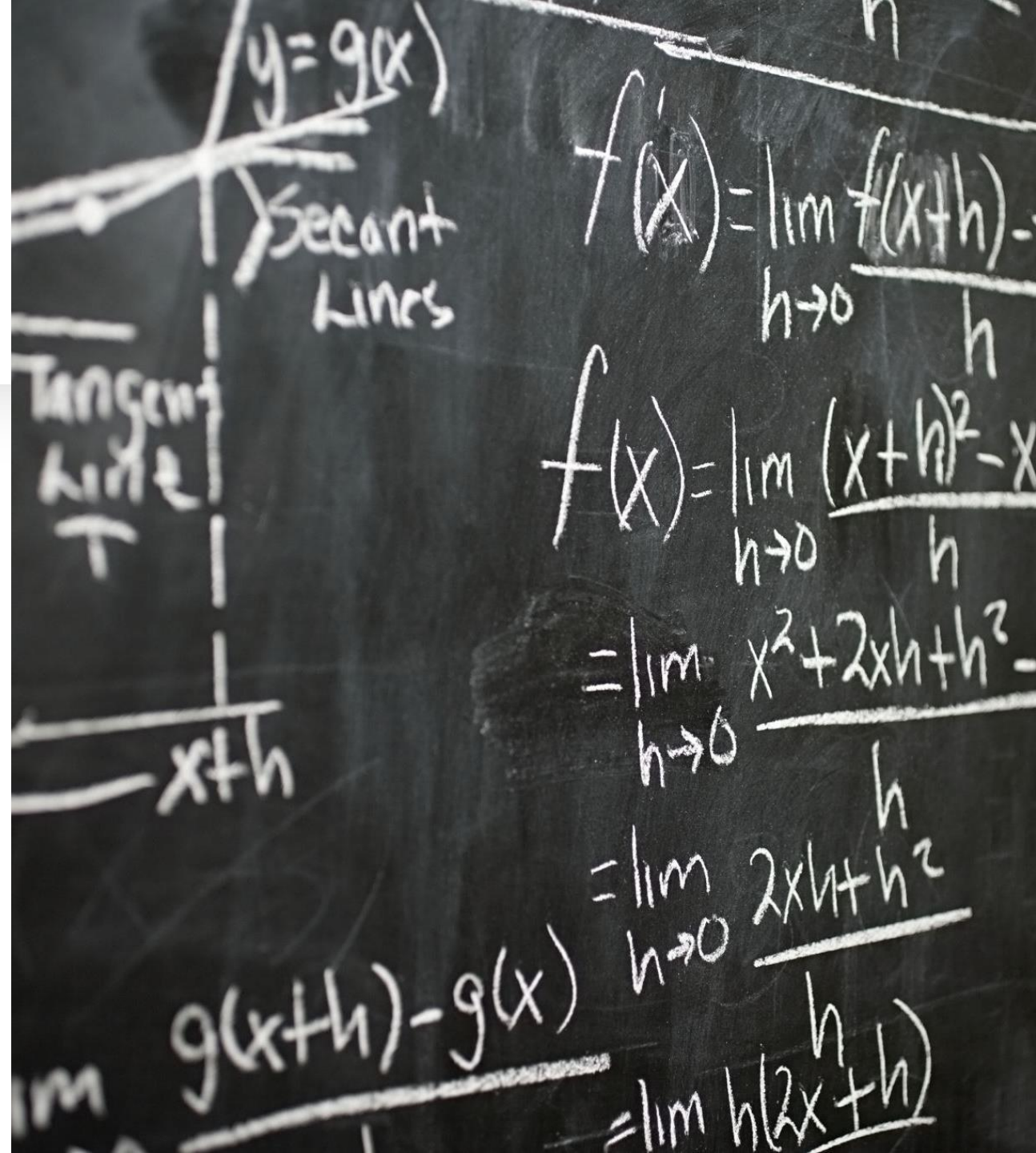# SEND and Behaviour

## Getting it right for those most in need

- Amy Forrester

- Director of Behaviour Support

- @amymayforrester

# Background

- Teacher of English for 15 years
- Pastoral roles – AHOY, HOY, Director of Pastoral Care
- Current role – Director of Behaviour Support
- Working in collaboration with our SRP on bespoke SEND support
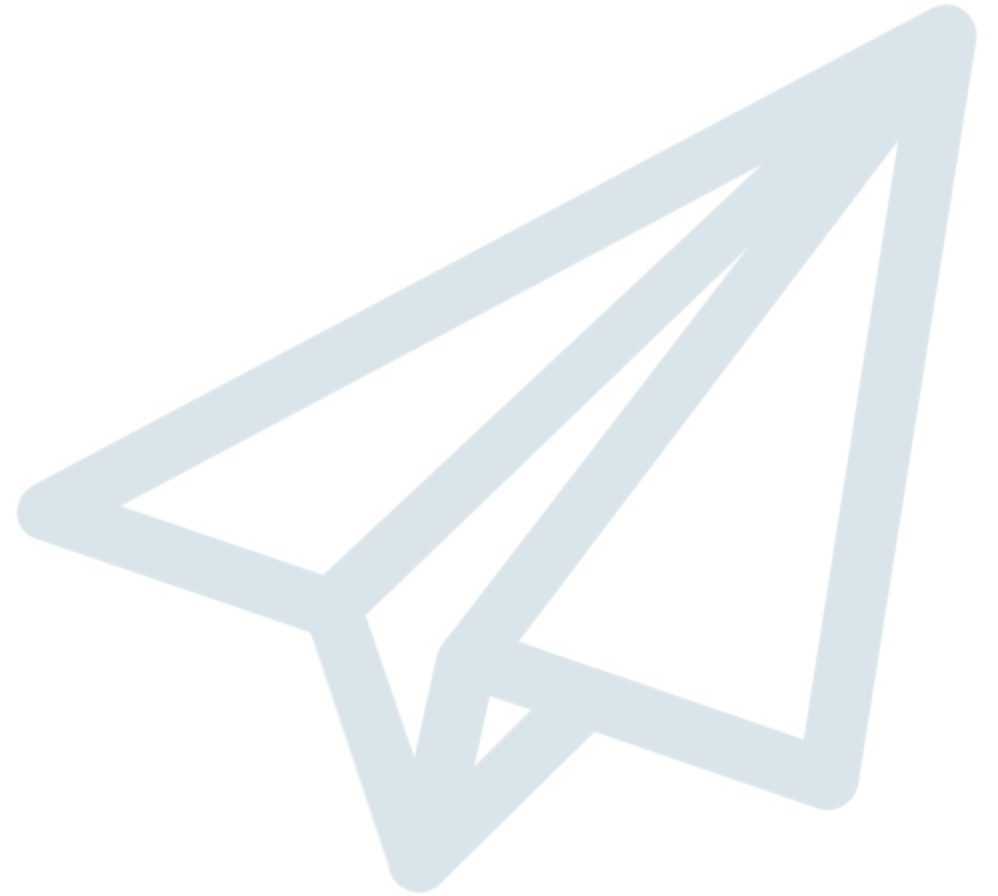- Significant teaching experience of SEND students

# What are we covering today?

- SEND – what do we mean by this?

- SEND and Behaviour

- Engaging students in lessons

- Routines to promote learning

- Working effectively with Teaching Assistants
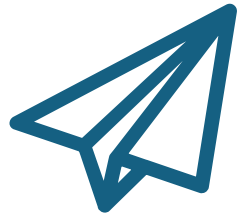
# SEND – what do we mean by this?

# Defining SEND

SEN - K

Formal diagnoses

Diagnoses in process

EHCP

# How does category impact support?

- All students with diagnoses of SEND, or in the process of a diagnosis, require support in line with their needs

- Formal diagnosis should not impact support – it is about need not about label

- Regardless of diagnosis, needs driven support, rather than blanket support, is required.

# What does that mean in practice?

Student A:

EHCP for SEMH.

Attends most mainstream lessons.

Reasonable adjustment around SEND transport. Rarely required.

Slight adaptations in lessons – processing time, reader.

Study support for homework – reasonable adjustments around incomplete homework.

# What does that mean in practice?

Student B:

No formal diagnosis.

Significant curriculum adjustments.

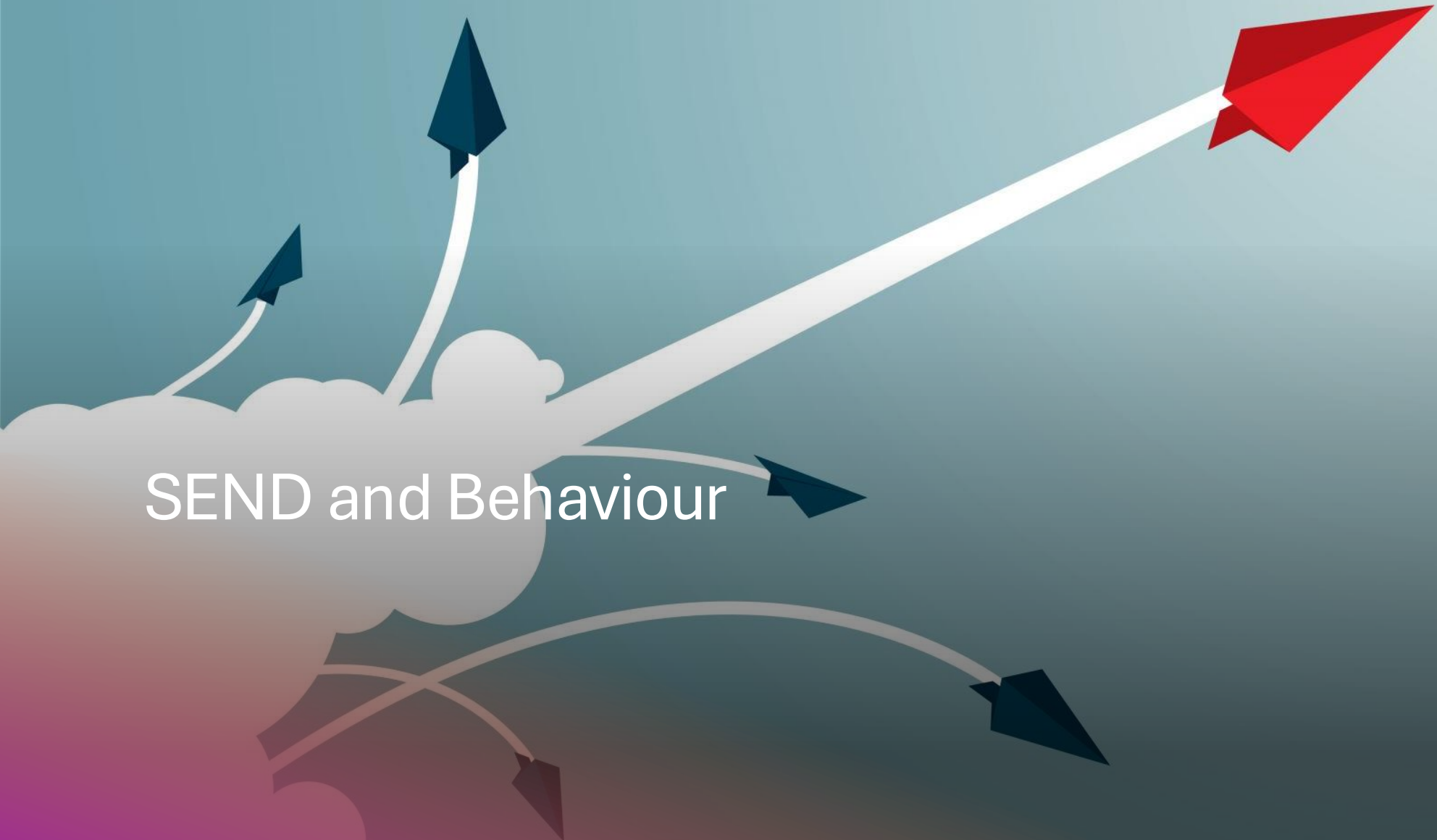Reasonable adjustment around school behaviour system.

Sanction + 1:1 work

Adaptations in lessons – processing time, reader, adjustment to behaviour system.

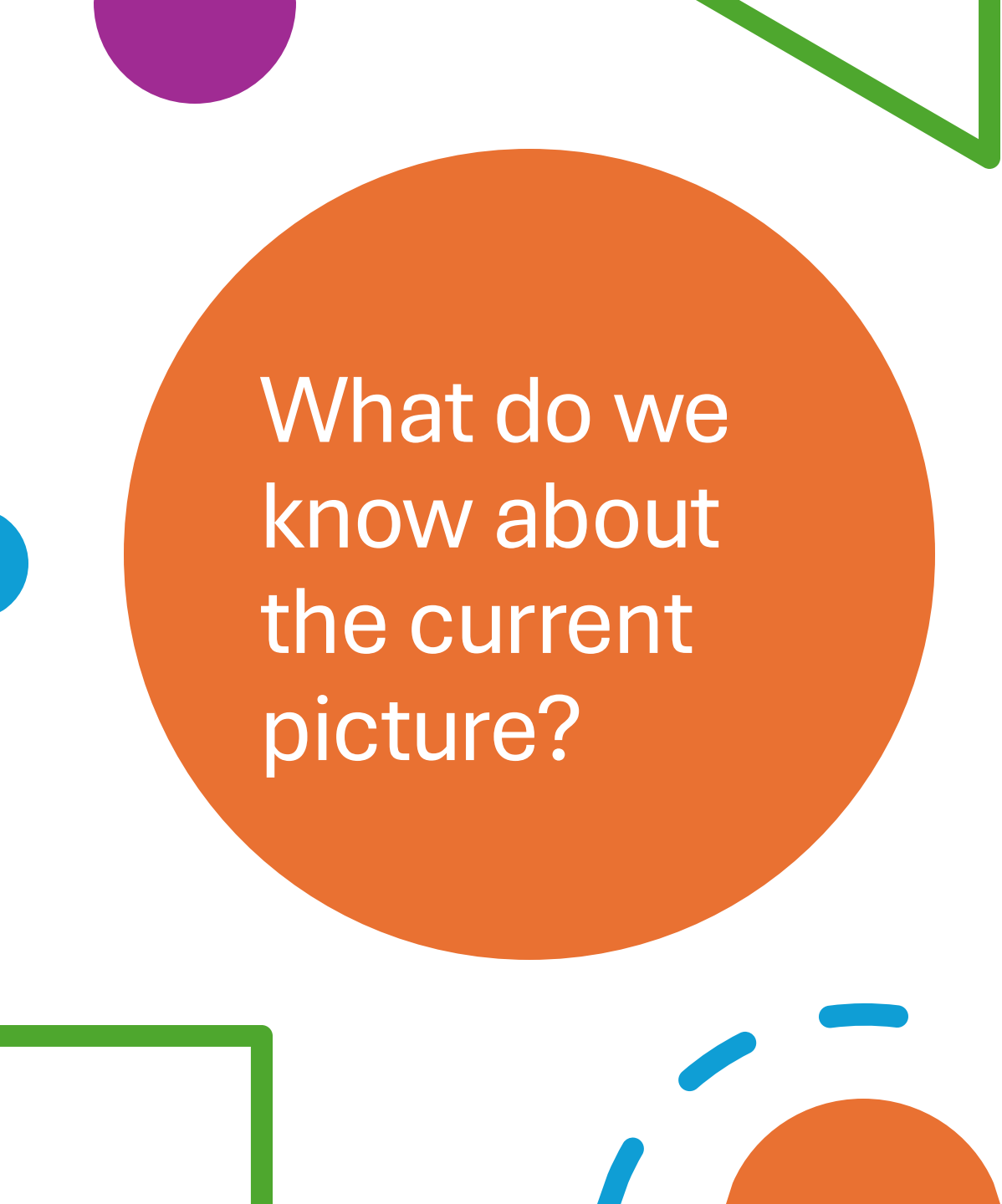Study support for homework – reasonable adjustments around incomplete homework.

SEND and Behaviour

# SEND and behaviour

- SEND impacts on behaviour in different ways
- View students' needs as individuals
- Behaviour can be a manifestation of unmet needs
- It isn't always
- It isn't an excuse
- It is on us as teachers to meet their needs as best we can
- Effectively meeting needs in a lesson often leads to better behaviour
- Clear expectations and consistency of consequences

# What do we know about the current picture?

- Increasing level of need
- Increasing numbers of EHCPs, especially in SEMH and Autism
- Increased referrals for ADHD
- More complex needs in mainstream schools
- More complex needs in SRP schools
- A background of councils struggling with provision, capacity and funding
- Attendance challenges for SEND students
- Students sometimes in settings which are struggling to meet need

## SEND: What are we aiming for?

- ✓ Students with SEND can access the curriculum in line with their peers
- ✓ The curriculum does not become a "dumbed down" experience for SEND students
- ✓ Students are able to achieve their potential in a lesson
- ✓ Students' needs do not prevent their inclusion in the curriculum experience

# SEND: What are we aiming for?

- Students are in class to learn
- Their SEND needs need to be met – sometimes in creative ways!
- Different provision for different students
- SEND is not a homogenous group
- Good practice for SEND is good practice for all
- An unrelenting commitment for getting students to the same outcome as their peers

# Engaging students in lessons

# Engaging students in lessons

- Reasonable adjustments – defined around need

- A student with ADHD may need different adjustments compared to a student with ASC, for example.

- Two students both with ADHD may need different adjustments.

- Appropriate reasonable adjustments to things like a behaviour system in school. This should be determined centrally. Everyone should be doing this in the same way – consistency is vital.

# Engaging students in lessons

- Routine and consistency with pedagogy
- Starting lessons in consistent and predictable ways – Do Nows
- Checking for understanding in low threat ways
- Ensuring their voices are heard in checking for understanding – what works for them as an individual?
- Independent practice – especially in exam stages of education

# Some practical strategies

- Give a student a role handing something out if you know they would benefit from movement.

- Give a student a whiteboard if you know that they may not communicate verbally in front of a whole class.

- Give take up time if you know a student needs processing time.

- Ask a student a question you, and they, know they know the answer to if they need some positive classroom experiences.

# Routines to promote learning
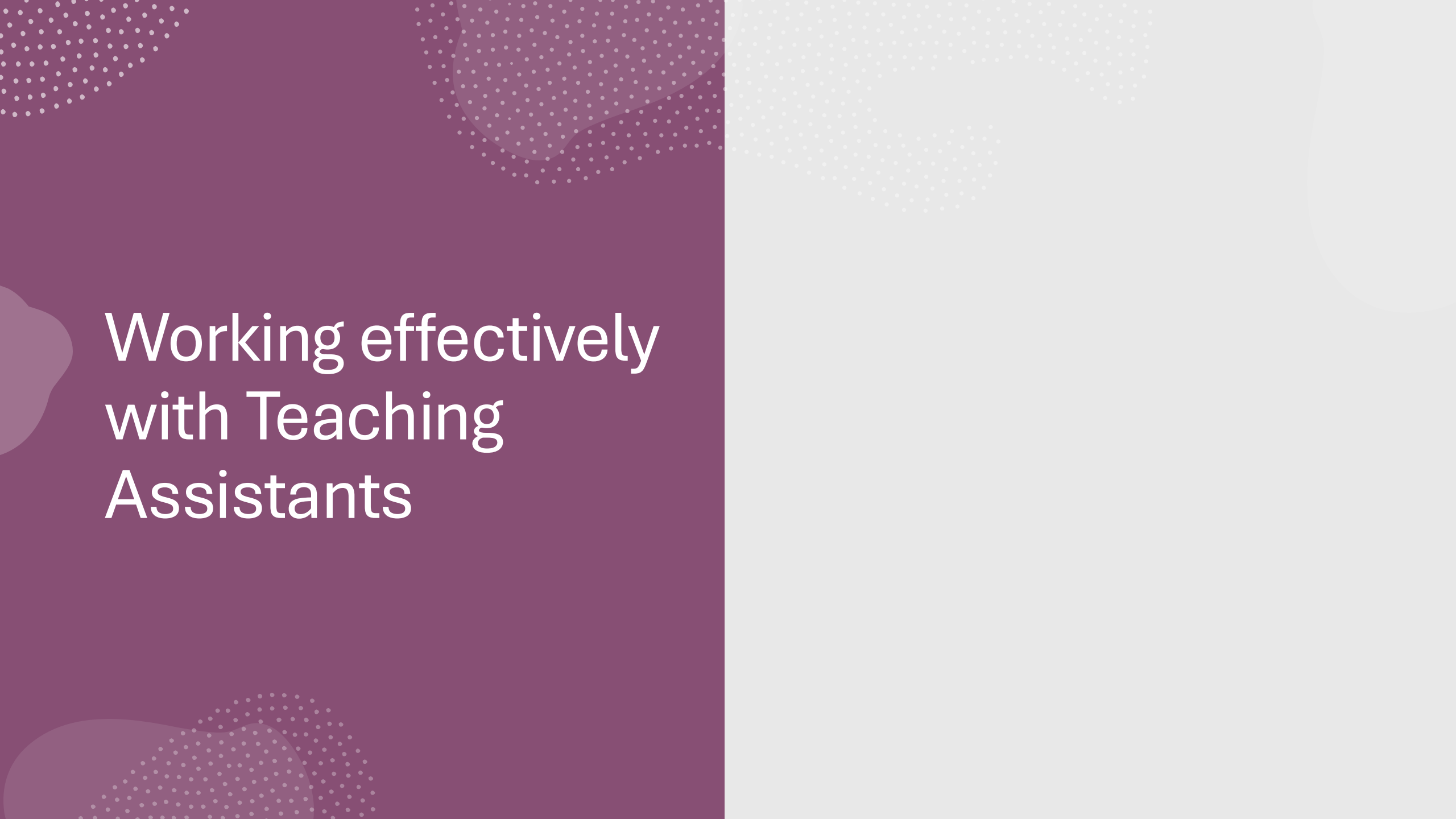
# Routines to promote learning

Predictable and reliable classroom practice

Mindful of cognitive load

Fluid and responsive to demands

# Working effectively with Teaching Assistants

# Working effectively with Teaching Assistants

Section F of the EHCP – legal obligation

How can you contribute to that?

What can you find out about the child from the EHCP?

# Working effectively with teaching assistants

"two minute chat"

Clarity and communication

# Working effectively with Teaching Assistants

Who's working with who?

Those who are furthest behind need the most expert input

# Working effectively with Teaching Assistants

A font of all knowledge!

What do they know about the child that you can tap into?

# Working effectively with Teaching Assistants

Supporting effective homework

Supporting their subject knowledge

Supporting their knowledge of exam boards

Exam strategies

Access arrangements

# Stories from the front line

# What I didn't expect

- Too many booklets – too much paper!
- Reader pens in the wrong language
- An obsession with a set text

# Stories from the front line – successes

- A child sat their exam
- Everyone got at least a grade 1
- A fight with an unnamed exam board
- A toy model of me

- There is no magic solution.

# One last thing...

If it's predictable, it's preventable.