

# Welcome to this Whole School SEND webinar!

The session will begin shortly.

- Feel free to introduce yourself in the 'Chat'
- Put any questions for our speakers in the 'Q&A'
- Slides and a recording will be available tomorrow
- Attendees are automatically muted and have their cameras off
- Please be respectful towards speakers and other attendees
- Message one of the team if you are having any technical issues

Please complete our opening poll while you wait for the session to begin.

# Developing an Inclusive, Accessible and Ambitious Curriculum (Part 3)

Rachel Cosgrove

24<sup>th</sup> November 2021

Funded by



Department  
for Education



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Helping Everyone Achieve

# Adapting the Curriculum

Whole School SEND

Rachel Cosgrove



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## **SEN Code of Practice**

High quality teaching is the first step in responding to pupils who have or may have SEN

Teachers are responsible and accountable for the progress of all the pupils in their class

## **Teachers Standards**

Teachers must... Adapt teaching to respond to the strengths and needs of all pupils

## **EY professional Status Standards**

Adapt education and care to respond to the strengths and needs of all children

## **FE Professional Standards**

Value and promote social and cultural diversity, equality of opportunity and inclusion.

## The education inspection framework

- Whether leaders are **ambitious** for all pupils with SEND.
- How well leaders **identify, assess and meet the needs** of pupils with SEND.
- How well leaders develop and adapt the **curriculum** so that it is coherently **sequenced** to all pupils' needs, starting points and aspirations for the future.
- How successfully leaders involve parents, carers and, as necessary, other professionals/specialist services in deciding how best to **support** pupils with SEND.
- How well leaders **include** pupils with SEND in all aspects of school life.
- How well the school **assesses** learning and development of pupils with SEND, and whether **pupils' outcomes are improving** as a result of the different or additional provision being made for them
- How well pupils with SEND are **prepared** for their next steps in education, employment and training, and their adult lives.



29 -leaders have a clear and ambitious vision for providing high-quality, inclusive education and training to all.

211. Inspectors will evaluate the experience of particular individuals and groups, such as pupils for whom referrals have been made to the local authority(...)  
- pupils with SEND, children looked after, those with medical needs and those with mental health needs (...)

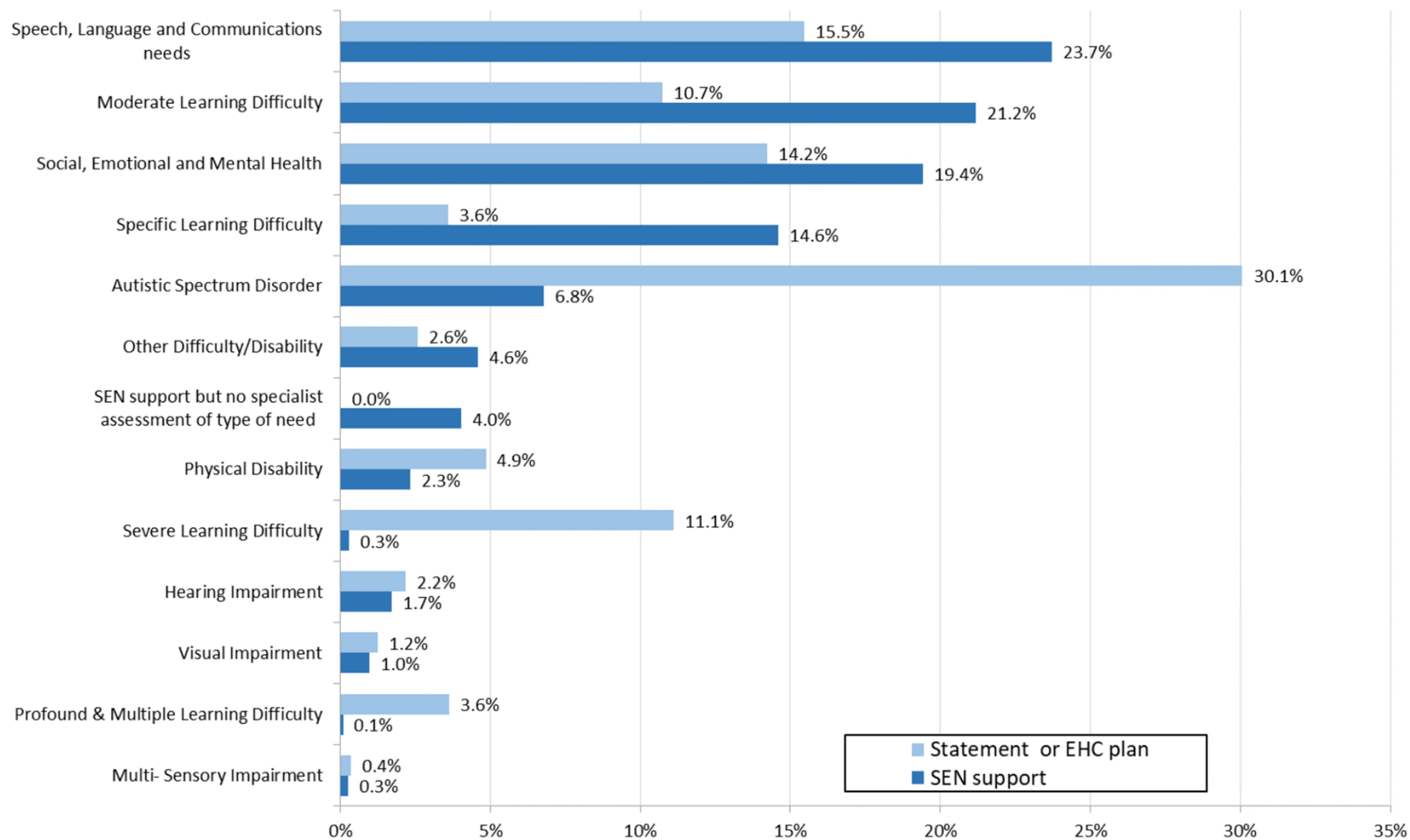
**For pupils with SEND, this will include ensuring that appropriate reasonable adjustments are made in accordance with the Equality Act 2010 and the SEND code of practice.**

# Who are the SEN cohort?

- 1,373,800 pupils identified with SEN
- 15.5% of cohort identified with SEN. - up from 14.9% 2019-20
- 3.3% with EHCP - up 10% from 2019-20
- 50-50 specialist vs mainstream for EHCPs

Complexity of need is a factor.

Percentage of pupils by primary type of need and SEN provision, January 2020



One of the big influences on learning is prior experience. If a pupil has had lots of challenges in their life or has had previous poor experience of school, they may have gaps in their knowledge, already see themselves as unsuccessful learners and accordingly be less resilient. Good teaching makes a huge difference to pupils who have any kind of additional needs, and it is always worth keeping a totally open mind about the potential of pupils, because lack of inclusive teaching itself can be a barrier.

Inclusive Teaching in a  
Nutshell

Rachel Cosgrove

# What works for SEN?

Relationships

Family/ school communication

Early identification

SEN seen as diverse group - not homogenous

Understanding of individual pupil need

Inclusive classroom practice - the small adjustments with big impact

Shared and reflective strategies for supporting emotions

Staff supporting each other

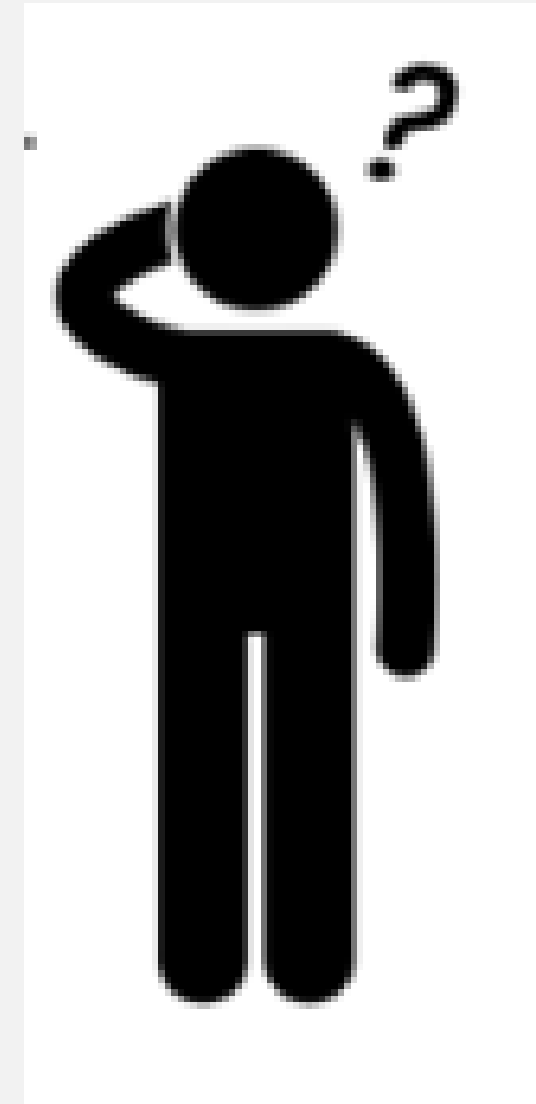
External advice and support

Cyclic approach - research and data informed



## Common concerns from teachers

- My subject is too hard
- I have a whole class to juggle
- I have to deal with a lot of challenges in this group
- I have to get through the content
- I am worried about the impact on the others
- I don't have time to do extra
- I don't know how to adapt
- I am not sure what I can change
- I feel uncomfortable....
- The SEN team do a lot with...
- I don't think X is capable of...
- X shouldn't even be in this school
- Behaviour gets in the way
- I can't get them to stay in the lesson
- I don't have TA support



# Curriculum Design

Do learners with additional needs require different teaching strategies?

Learners identified with SEN are more likely to underachieve.

Too many schools still staff certain sets with 'best' teachers.

Rates of exclusion and persistent absenteeism prevalent in SEN cohort.

How does the subject content work for all pupils with SEN?

# Curriculum Design

‘Inclusive education involves more than just placing children with SEND in regular classes and hoping for the best.’ Margaret Mulholland TES Sept 2021

Ambitious curriculum? Is this different according to pupils’ prior knowledge base and cognitive capacity?

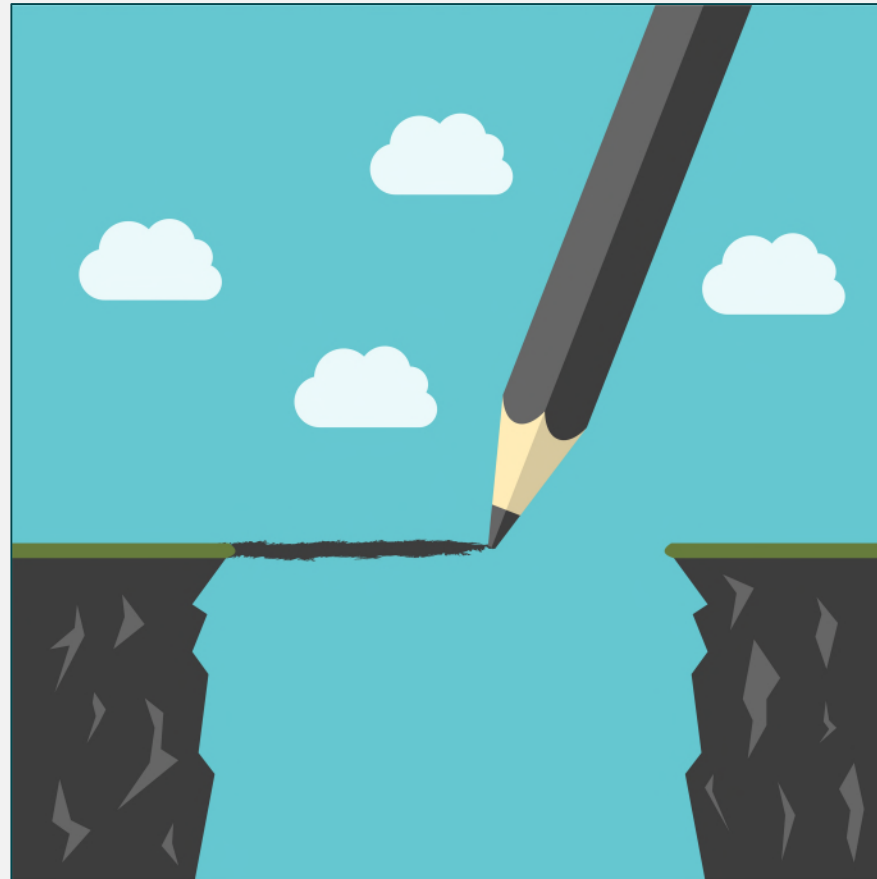
What is ‘ambitious’ for some, might be inaccessible for others.

Think about content and accessibility.... ( intent and implementation)

# Curriculum Design

Adapting the content?

Adapting the delivery?



No pupils should  
flounder



# Adapting a science curriculum in a secondary mainstream school – the rationale

Progress and attainment data in science

Pupil voice

TA feedback

Teacher expectations

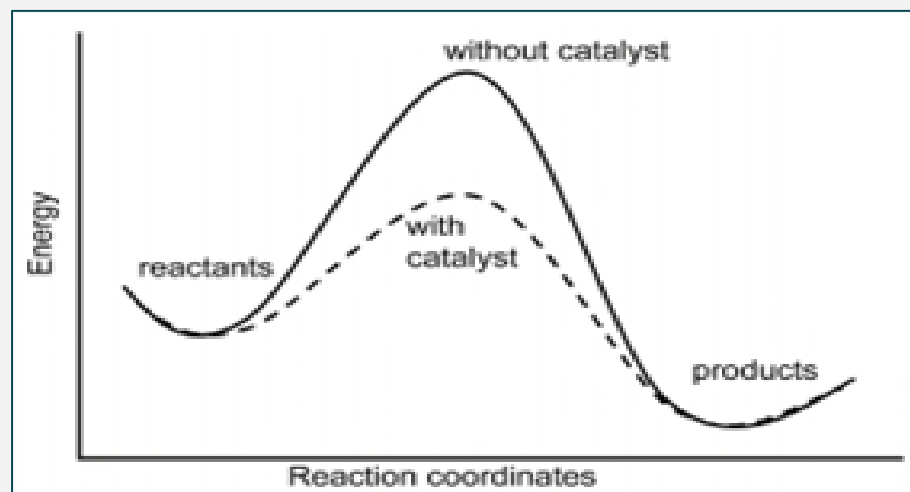
Lesson observations – engagement and thinking

Behaviour in science – ‘sink’ groups

Pupils refusal to attend lessons or being sent out

# Sometimes you need a catalyst

Cohort of 2010



# Creating a foundation pathway

Accessibility of subject **content** so that pupils are active learners

Opportunities to **enrich** social, cultural, literacy and numeracy learning

Taking into account **prior learning** and current knowledge and skills

Consideration of cognitive load and attention

Opportunities for success and building **confidence**

Planning **strategically** to be able to support a range of needs



# Science

Curriculum content

Support needs

Choosing the teachers



## The Rationale

### Snagging:

Checking gaps and giving everyone the chance to redo or recap.

### The Mortar:

Sticks it all together.  
The activities that help pupils engage with new facts and skills.

### Construction:

Explaining new concepts/ideas.

The input- teacher led/ pupil led?



### The Decor:

Consolidating and using the new skills-  
mastering the content in different ways.

### The Foundations:

What do we need to know before we can learn anything new?  
***These are the things that prop up the learning.***

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### The Bricks:

The new vocabulary or key skills.

Pre Teaching key words and ideas.

# Science – vital factors

## Groupings

Teacher consistency is key

Teacher confidence in pitching key content to higher concepts, but also cutting when needed

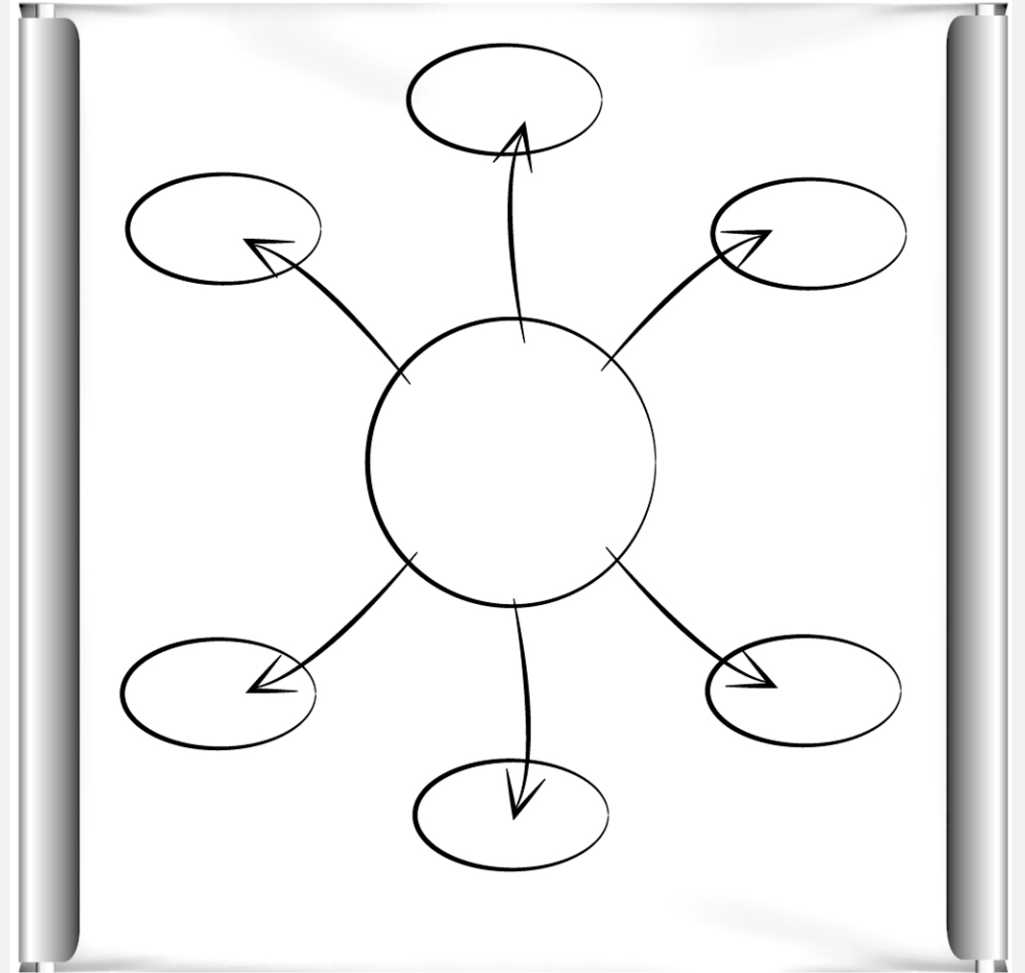
Syllabus choice

Rooming

Consistent TA support - subject specialism

Who teacher which group?

Sharing resources



# The big question



Just in case?

# Science – how is the curriculum designed?

**Core content** knowledge and skills

Big picture and context

**Never assume** - check knowledge and understanding before launching in

Foundation skills – spiral curriculum – revisit key stage 3

Sequence of content and concepts – **explicit links**

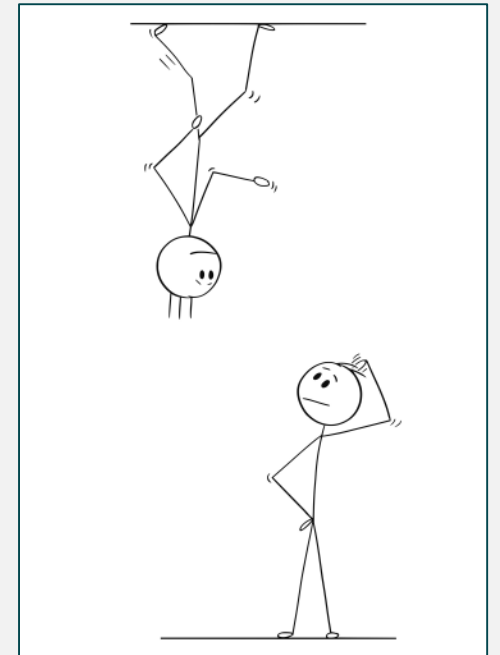
Teacher can **pitch up** if pupils are progressing - no ceiling

Opportunity for demos and practical - **concrete experience** prioritised with technicians

Assessments **adjusted** e.g. open book, read aloud, prompt for confidence- focus on what they **do know** rather than what they don't.

Homework adapted –quiz, vocabulary, videos, flip learning

Syllabus choice to maximise chance of marks – ramping to build resilience



# Science - adapting the delivery

Relationships

Visual and concrete

Demo and practical – modelling

Carefully chosen analogies

Chunk like mad

Peer support

Fun activities followed by time to focus on learning afterwards

Critical thinking and problem solving used

Repetition of same concept in different ways

Vocabulary teaching is key

Reduce writing demand through resources and activities

Scripts/guided and repeated practice of core routines e.g. equations, experiments

Relevant and real examples

Stories and games

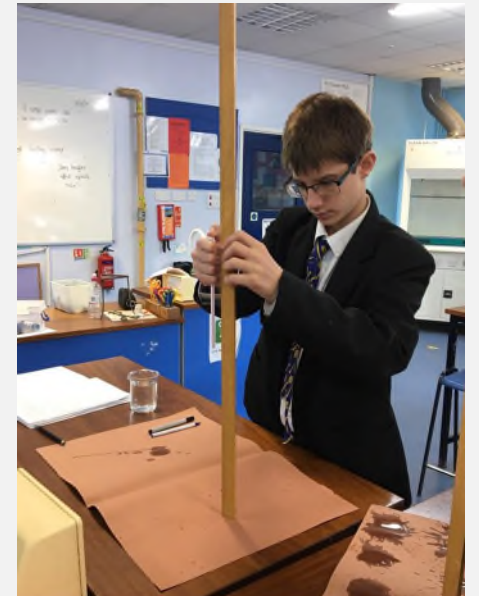
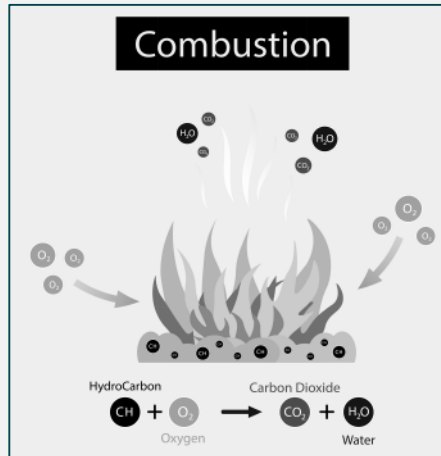


# Science - adapting the delivery

Knowledge

Concepts

Skills



# Planning an experiment

## Independent variable

What you are changing.

## Dependent variable

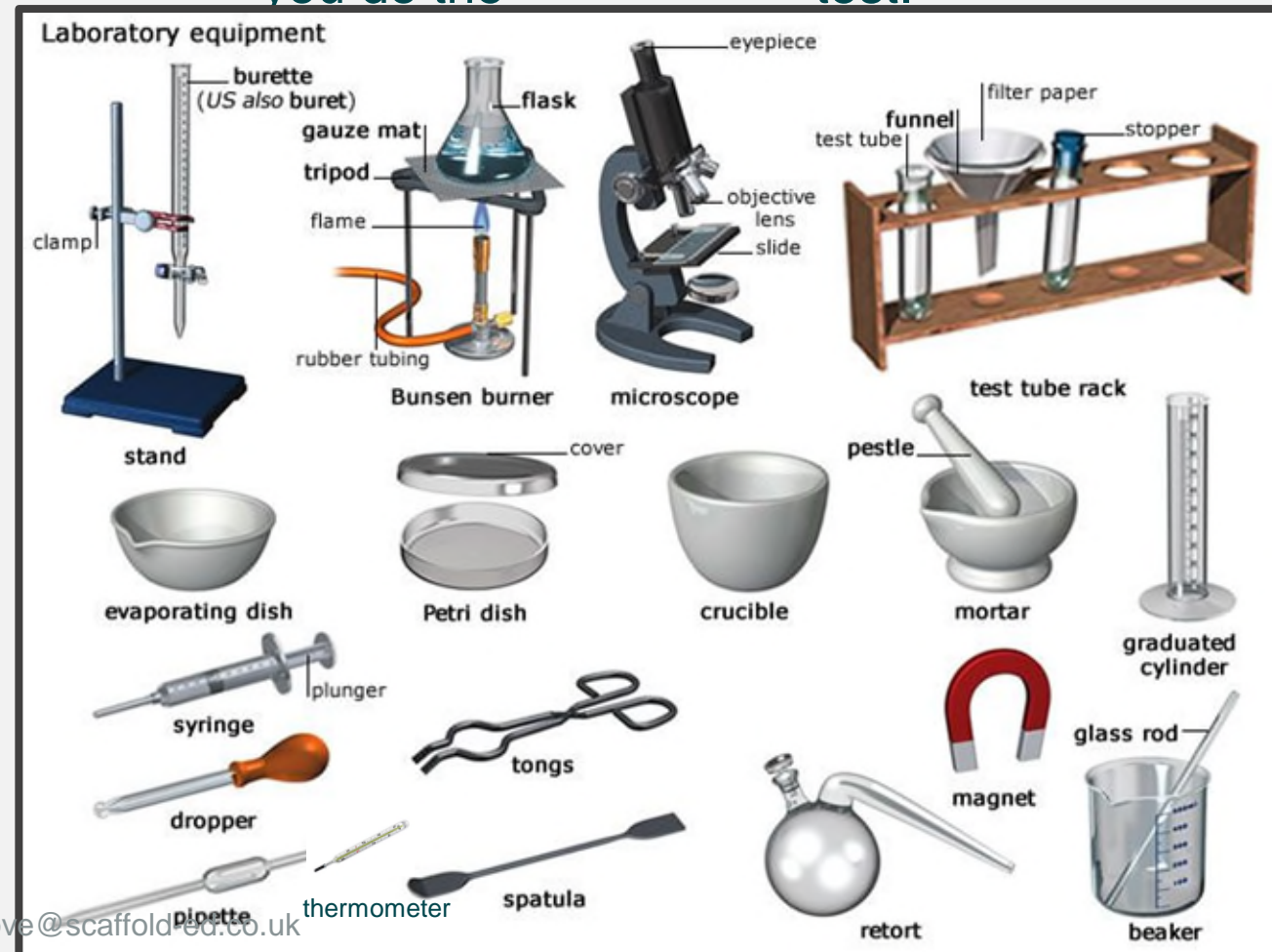
What you are measuring when you do the

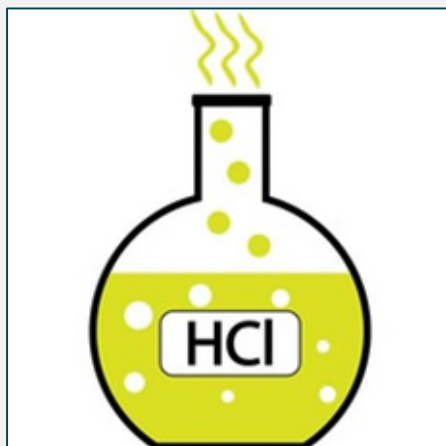
## Control variables

What you are keeping the same to make it a fair test.

1. List or diagram of equipment
2. Method – bullet points the steps that you need to take to carry out the experiment.
3. What are you going to measure?
2. Conclusion- what did you find out?

Independent variable / units	Dependent variable/ units	Results table





HCl



$\text{H}_2\text{SO}_4$

$\text{HNO}_3$

Each species shows variation:

The "better adapted" members of these species are more likely to survive – Survival of the Fittest"

2) There is competition within each species for food, living space, water, mates etc

4) These survivors will pass on their better genes to their offspring who will also show this beneficial variation.

Carbon Dioxide + water  $\xrightarrow[\text{Light energy}]{\text{chlorophyll}}$  Glucose + Oxygen

How it enters the leaf

the leaf's spiderweb's stomata

What is the name of the hole in the epidermis?

How it enters the leaf

goes in to the roots absorbed

What is the name of the process?

How it is stored in the leaf

in the roots starch

what is it stored as?

How it exits the leaf

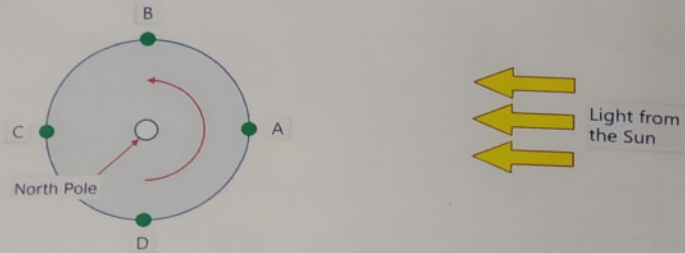
Leave through the stomata

Stomata

How does water move up the plant

P5.2 Day, Night and Seasons

1. A picture of the Earth, viewed from above the North Pole, is shown. The direction that the Earth rotates is also shown. Four locations are indicated by A – D.

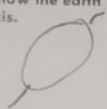


Complete the grid by placing ticks in the correct boxes to show what time of day it would be in each location.

Location	Morning 6:00am	Mid-day 12:00pm	Evening 6:00pm	Mid-night 12:00am
A		✓	✓	
B			✓	✓
C				✓
D	✓			

2. Day and Night

1. Draw how the earth spins on its axis.



The sun rises in the morning and sets in the evening.  
The reason we have day and night and sun rise and sun set is because the earth spins on its axis.



2. Describe sun rise, sun set and night and day.

the earth rotates

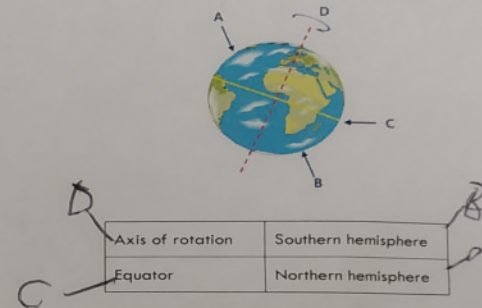


3. How much is earth tilted on its axis?

23.4

P5.2 Day, Night and Seasons

3. The diagram shows the Earth. Identify labels A – D using the words in the box.

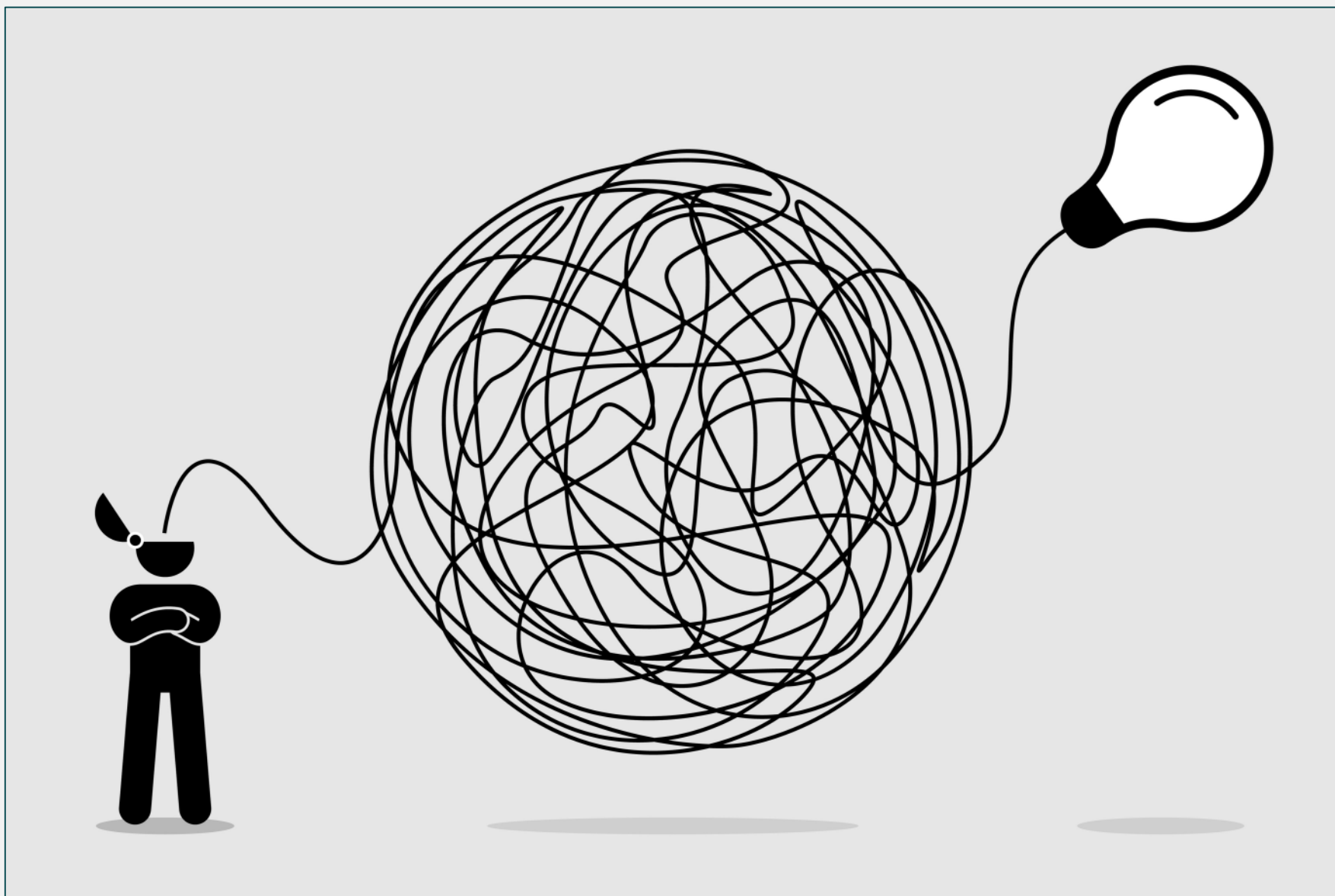


4. The diagram shows the Earth. Label the diagram to describe the summer solstice, equinox and winter solstice.



5. Why is it hotter in the Summer?

Because the earth is closer to the sun there is the same amount of heat energy just spread.



# Impact – does it work?

Everyone grades ( engagement in exams also positive)

Entry level qualification as pre GCSE – early success

Engagement and contribution in class – pupils talk

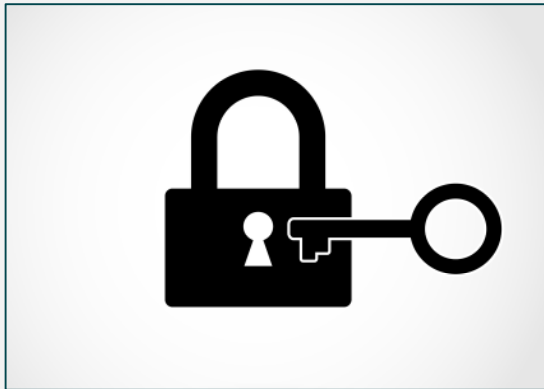
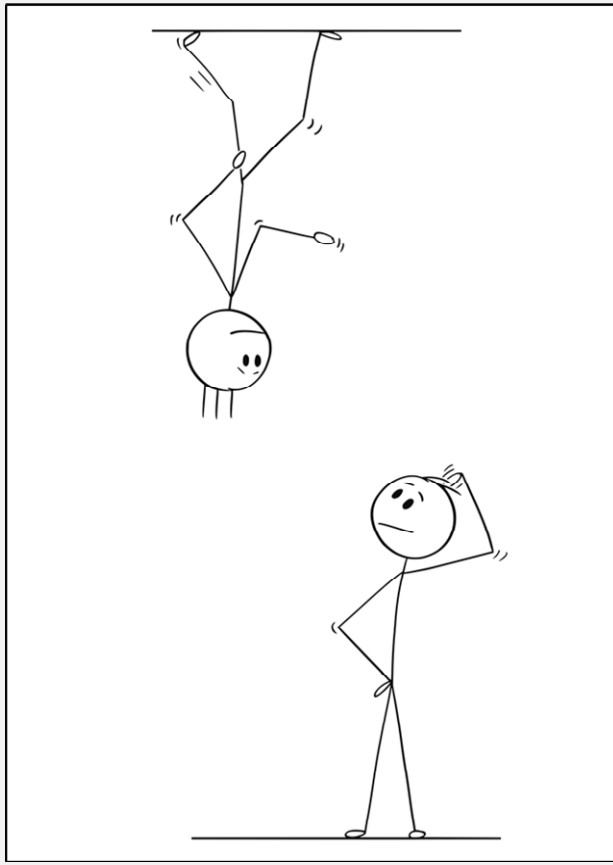
Pupils working independently – less reliant on TA support  
Attendance and behaviour – self esteem

Challenge can be adjusted according to progress

Teacher satisfaction

TAs love supporting the classes

## Teacher expectation



Don't set a ceiling  
on **potential**:  
support, challenge  
and scaffold each  
pupil's learning  
journey.

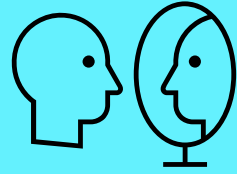
What  
works  
?

Teacher expectation – what you **believe** a pupil can achieve. High expectations are important to unlocking potential.

Aspiration - what you **hope** they will achieve.

Lift the quality of your teaching to meet different needs of the class.  
Acknowledge your own unintentional bias and challenge your thinking.

# Reflection



What is science in school for?

Responsive quality first teaching means making informed decisions about content and sequence of the curriculum.

Adapting the delivery increases accessibility.

One size does not fit all.

What are the opportunities in your school to design an ambitious curriculum?



# Thank you for attending!

- Join our member community: <https://www.sendgateway.org.uk/register>
- Get in touch: [info@wholeschoolsend.com](mailto:info@wholeschoolsend.com)
- [Sendgateway.org.uk](https://www.sendgateway.org.uk)
- [Nasen.org.uk](https://www.nasen.org.uk)
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- Contact us on Twitter: [@WSSemsyhumber](https://twitter.com/WSSemsyhumber)

## **Sign up to receive our monthly e-newsletter!**

Monthly updates on all our events, new resources and other useful information:

<https://www.sendgateway.org.uk/user> →  
Communication Preferences

# Additional Links:

- [Recorded webinar series: The Inclusive Secondary Classroom](#)
- [Recorded webinar: Working Memory and Retention](#)
- [Rita Pierson – Every Kid Needs a Champion](#)
- [C-Step Principle](#)

# Upcoming WSS Events:

- Practical Strategies to Support SLCN
- Developing an Inclusive, Accessible and Ambitious Curriculum
- The Inclusive Classroom – Primary
- Getting to Grips with Great SEND Governance
- Leadership of SEND

You can see all upcoming webinars from WSS and find all our free resources on our website: <https://www.sendgateway.org.uk>

# ...and coming up next term!

- Working with Parents, Carers and Families
- New to the SENCO Role
- SEND in Mainstream for Early Career Teachers and Beyond
- Perfecting Preparation for Adulthood
- Beyond the School Gates: Exploring Opportunity and Aspiration into FE and Beyond

You can see all [upcoming webinars](#) from WSS and find all our [free resources](#) on our website: <https://www.sendgateway.org.uk>

# Let us know how this session has informed your practice!

Whole School SEND is always looking to improve our CPD offer by evaluating how attendees have changed their practice or embedded new strategies. We welcome any feedback on the session, either through our **post-events survey** or directly via **email** to [info@wholeschoolsend.com](mailto:info@wholeschoolsend.com).

If you would like to, we are also very happy for attendees to submit copies of any post-event activities so we can see how these have been used in practice

Let us know:

- What worked? What didn't? What were the challenges in putting ideas from this session into practice? What do you need more support with? Do you feel more confident after attending this session?

# Find your region

- The WSS Regions are based on the boundaries used by the Regional Schools Commissioner areas.
- You can find out which region your local authority comes under here:

<https://www.sendgateway.org.uk/whole-school-send-regional-send-leads>

# Recordings

- You can find recordings of our past webinars with the accompanying materials on the SEND gateway:

<https://www.sendgateway.org.uk/page/wss-past-events>

- You can also subscribe to our YouTube channel to keep updated:

[www.youtube.com/c/WholeSchoolSEND](http://www.youtube.com/c/WholeSchoolSEND)



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