

Improving Outcomes for Disadvantaged Young People at SEN Support

Marc Rowland

South West England

14th September 2021

Funded by



Department
for Education



nasen
Helping Everyone Achieve

Whole School SEND Contract Aims

Equip the school workforce to prioritise and understand their responsibilities in relation to SEND and to share and embed good practice at individual and setting-level within their CPD and school improvement plans, particularly in relation to SEN Support, early intervention and effective preparation for adulthood

Equip schools to meet their training needs in relation to SEND to improve provision through the delivery of targeted training packages within specific Local Authorities

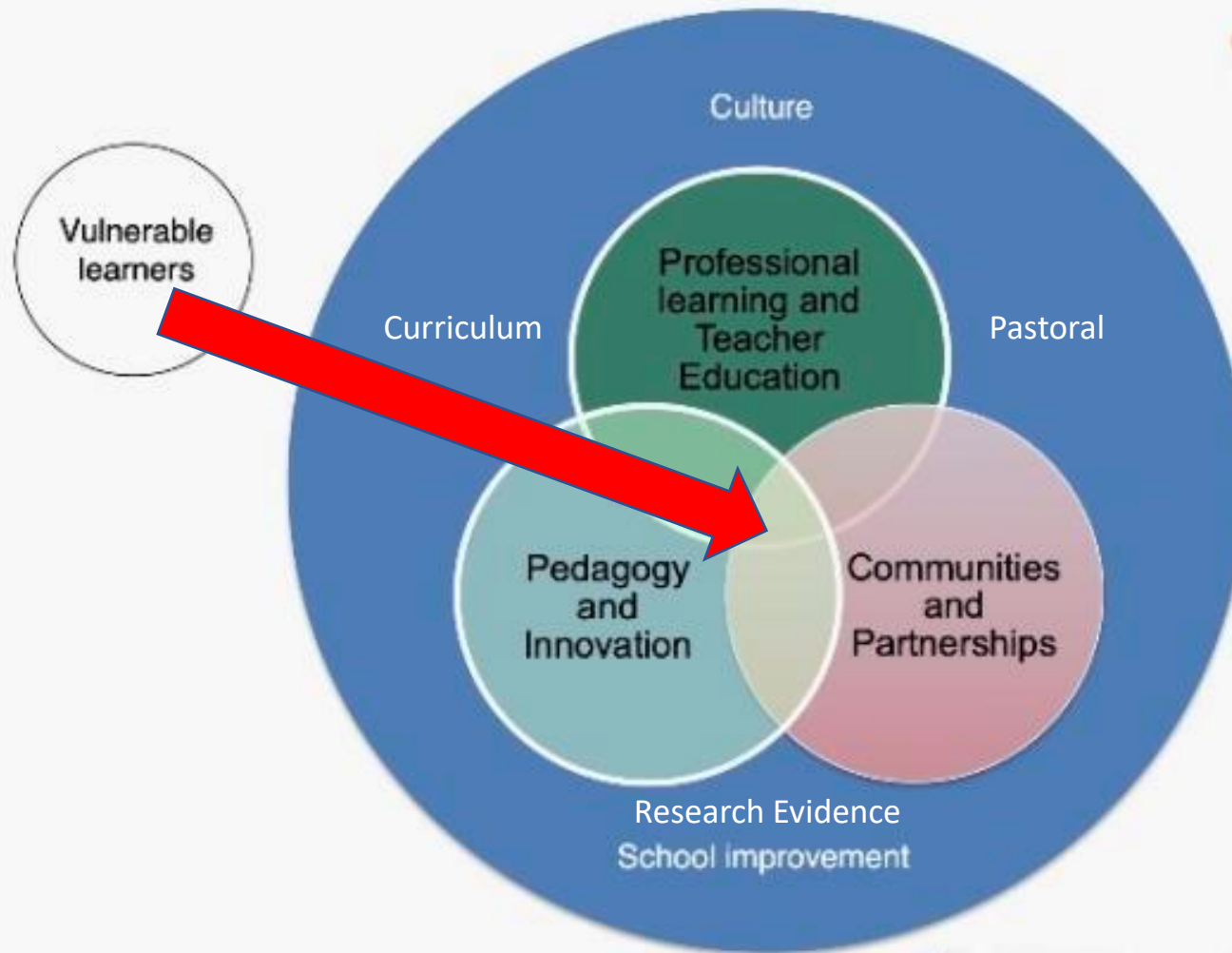
Build capability within the school workforce to ensure all professionals can contribute to excellent SEND provision at every point in their career by providing clear CPD pathways to support their development, including in relation to specialist provision

From mitigation to success Improving outcomes for vulnerable learners

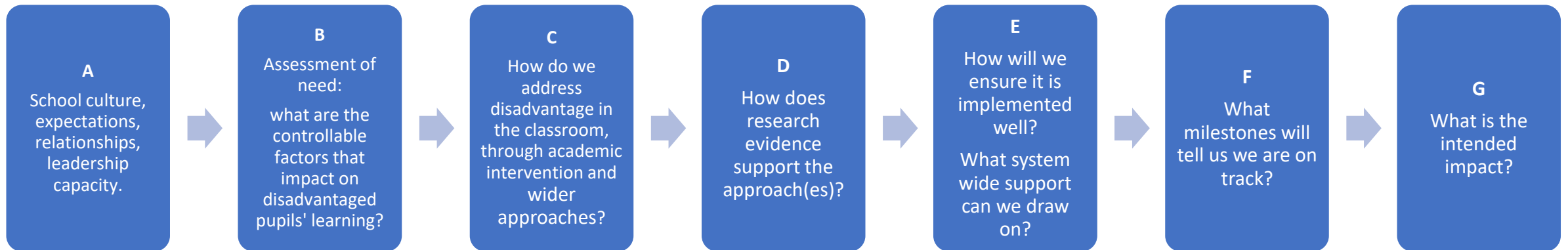
Whole School SEND Session 3

**Marc Rowland
September 2021**

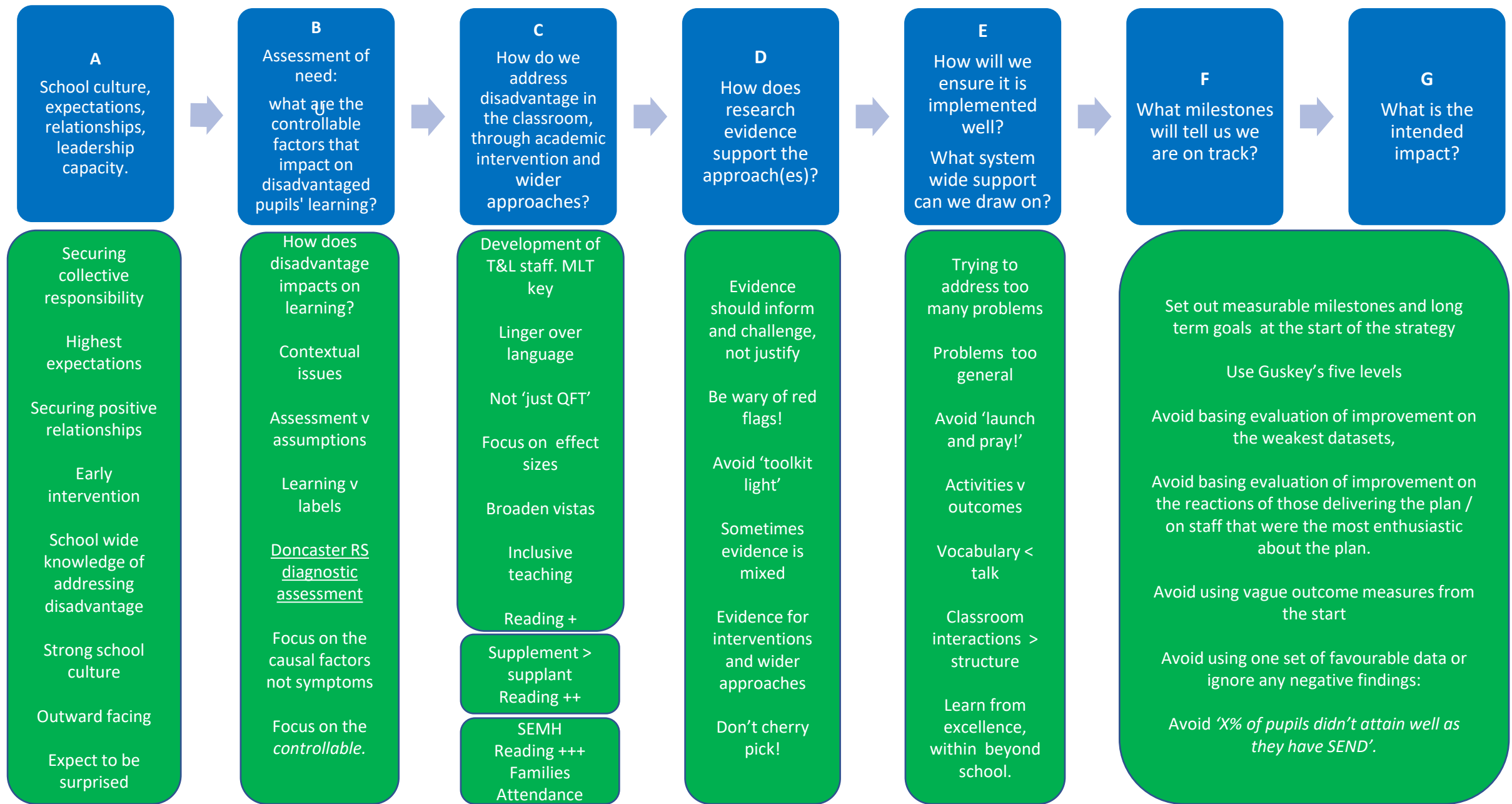




Developing an effective *strategy*...



Developing an effective *strategy*...



A Maturing Culture of Inclusivity

From a system that...

- Identifies pupils as separate - requiring different resource and strategic approach
- Uses diagnostic labels to inform strategic planning
- Sees labels as an anchor on attainment
- Plans for 'most' and then 'some'
- Assumes a 'deficit discourse' - preconceiving difficulties and difference
- Adopts 'bell-curve' thinking
- Focuses on operational compliance
- Defers to individual experts/designated staff
- Assumes individual ownership of pupil groups

Towards a system that...

- Recognising difference, acknowledges biases
- Applying pedagogy for all
- Developing a strengths-based discourse that celebrates difference
- Expecting to be surprised by pupil potential
- Seeing all pupils as their responsibility
- Planning strategically to consider accessibility for everyone
- Sees purpose of education as social justice through better attainment
- Focuses on inclusive teaching and learning
- System wide knowledge, responsibility and expertise
- Collective responsibility and ownership of pupil groups

Relationships matter

Relationships as drivers of human development: Positive supportive contexts Osher et al, 2019

Relationships between and among children and adults are a primary process through which biological and contextual factors influence and mutually reinforce each other. Relationships that are reciprocal, attuned, culturally responsive, and trustful are a positive developmental force between children and their physical and social contexts.

Such relationships help to establish idiographic developmental pathways that serve as the foundation for lifelong learning, adaptation, the integration of social, affective, emotional, and cognitive processes and will, over time, make qualitative changes to a child's genetic makeup.

Bornstein & Leventhal, [2015](#); Bronfenbrenner & Morris, [2006](#).

B

Assessment of
need:
what are the
controllable
factors that
impact on
disadvantaged
pupils'
learning?

‘Be an expert in your pupils, not labels’

- How does disadvantage impact on pupils' learning [in OUR school]?
- What are the controllable factors that impact on disadvantaged learners?

A learning led approach - not a label led a approach

C
How do we
address
disadvantage
in the
classroom,
through
academic
intervention
and wider
approaches?

- Use evidence to inform decision making (*for both academic and pastoral approaches, including parental involvement*).
- Develop staff to ensure they can meet the needs of pupils and families (*academic and pastoral, particularly in core areas of language, social and emotional, metacognition*).
- Recognise that the classroom is where we make the biggest difference for disadvantaged pupils.
- Recognise that 'Quality First Teaching' is not enough. The development of teaching should to focus on the needs of disadvantaged pupils, for example, developing pupils oral language through dialogic teaching.
- Recognise the importance of teaching pupils to read well: from learning to read to reading to learn.
- Assessing things that are important (but difficult!) to assess!

C
How do we
address
disadvantage
in the
classroom,
through
academic
intervention
and wider
approaches?

- A ***relentless*** focus on language acquisition and language comprehension. By addressing this issue, we will support better self-esteem, self-efficacy, self-regulation, self-confidence. Whole school expertise on addressing the vocabulary gap.
- No suggestion that there are subjects / learning that is better suited to disadvantaged pupils.
- A focus on the areas that will have the biggest effect size. Do a few things very well. Academic intervention supplements high quality, inclusive teaching.
- Broaden, rather than narrow vistas.
- Have a shared understanding of the process of learning: ***Learning versus performance (Bjork et al)***



‘It’s just quality first teaching...’

No!

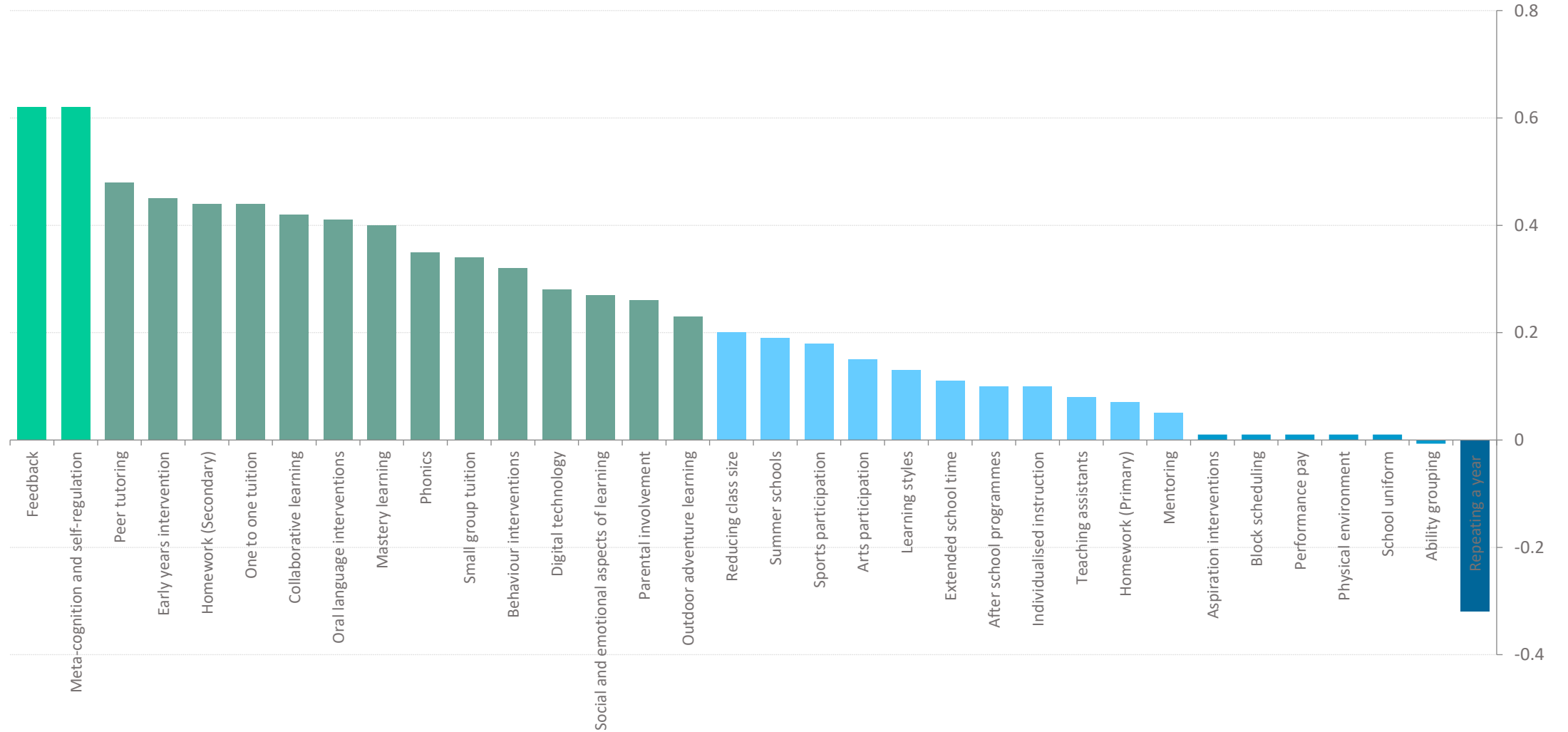
Vessels Moored off a Jetty

National Gallery, London

Artist Jan van de Cappelle

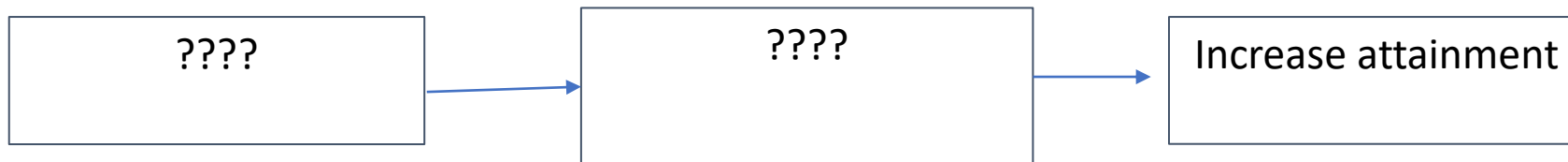
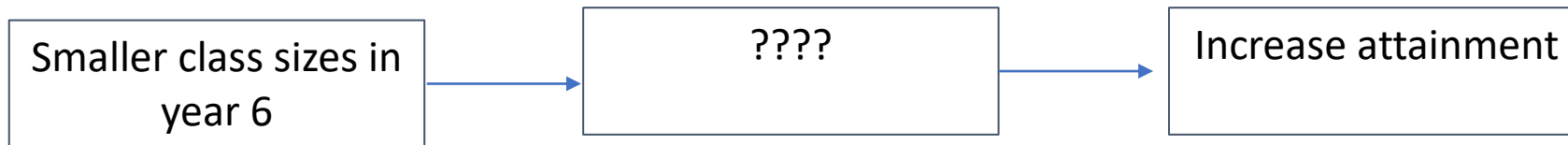
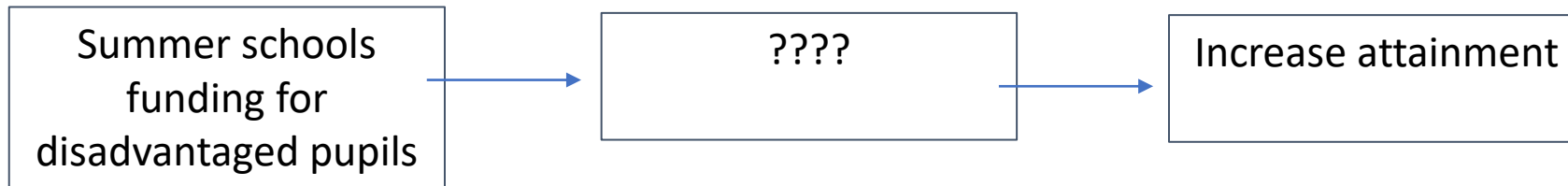
Artist dates 1626 - 1679

What happens in the classroom makes the biggest difference



Ambitions... A triumph of intent over reality?

Examples: Theory of change?



Activity	What this does?	Targeted pupils
1. Maths and English Targeted mentoring	Identified Year 11 students were provided with additional maths and English input to raise attainment, including one-to-one tuition.	Years 9-11
2. Additional English and maths set	In Years 10 and 11 an additional 'set' was established to provide better individual support in smaller group sizes. This was part funded by Pupil Premium.	Years 10/11
3. Curriculum support group	Year 10 and 11 students requiring additional support to remain engaged with education were allocated additional learning support in order to meet their needs.	Year 10/11
4. Small literacy group work	Students in KS3 were given additional support in reading, spelling and handwriting.	Years 7-9
5. Homework Club	Students were provided with staffed support with access to IT resources at lunchtime and between 3:30pm and 4:45pm each evening. This was part funded by the Pupil Premium.	All Years
6. Attendance Support	Support was provided, including staff release time for Attendance Panel Meetings with parents and the Inclusion Officer, for students with levels of attendance below 92%.	All Years
7. Support for students with English as an Additional Language	Part funding of English as an Additional Language (EAL) specialist to support the progress of students for whom English is not their first language.	All Years

Be wary with implementation plans

E

How will we ensure it is implemented well?

What system wide support can we draw on?

- Trying to address too many problems in implementation plans - narrow focus.
- The problem is too general e.g. improve the quality of teaching.
- Make sure the active ingredients are very well defined.
- Make sure the intervention activities are activities i.e. what are you actually going to do, rather than describing intended outcomes. Avoid 'launch and pray!'
- Common intervention activity - 'Improve quality of teaching'. Needs to be more focused and specific about the aspect of teaching. Teacher agency key.
- Be wary of focus on vocabulary without oral language.
- Remember to engage with evidence.
- Teacher – pupil interactions more likely to improve learners than structural changes.

Actions in your context

Reflection:

1. What strategies have been actioned in your school for disadvantaged and vulnerable pupils?
2. How do these fit in the 'Theory of change' model?
3. Are the active ingredients clear?





Pupils, not labels

“A key message has been not to look at the label of a child or even necessarily raw data but to consider where need is. For example, for intervention to consider where there is a skills gap or a knowledge gap rather than simply going of the results of one off tests. We also realise that we have been too hasty in attempting to ensure all disadvantaged students have a mentor when again we should look at need and ensure the skill set of the mentors is matched to the need of the student.”

St John Fisher Catholic High School, Harrogate

Parents and children living in poverty have the same aspirations as those who are better off

Gill Main, University of Leeds, 2018

Children who were in a low income households were:

- 4.5 times more likely to have not eaten or not eaten enough when they were hungry
- 5.6 times more likely to have had to wear old or poorly fitting clothes or shoes
- 5.2 times more likely to have pretended to their family not to need something
- 6.7 times more likely to have pretended to their friends that they did not want to do something that cost money
- 6.7 times more likely to feel embarrassed by a lack of money
- 4.4 times more likely to miss out on social activities.

Their parents were 7.9 times more likely to have gone hungry. This points not only to the devastating impacts that poverty has on children, but also to the pervasive nature of ideas which suggest that poor people themselves are somehow to blame for their situation in life. Perversely, they are made to feel ashamed because they don't have the resources to have the same things and engage in the same activities as their better off peers.

**The British
Psychological Society**

Promoting excellence in psychology

Behaviour Change:

**School attendance, exclusion
and persistent absence**

Persistent absence from school – defined in 2015 as less than 90 per cent attendance¹ – incurs costs: Economic, social and psychological, for the children and young people involved, for their communities and for society.

It is also claimed that children and young people who are absent from school to any extent are more likely to leave school with few or no qualifications and are more likely to be out of work, suffer mental health difficulties and become homeless. However, research has tended to be by questionnaire and analyses tend to be associative rather than causal². The conclusion that a student cannot afford to miss even a few days at school without a significantly detrimental effect appears to be based on the unsubstantiated beliefs of teachers, parents and politicians rather than on quantitative longitudinal studies that isolate effects measurably caused by school absence.



www.bps.org.uk/behaviourchange



The British
Psychological Society

The British Psychological Society (2017) Behaviour Change:
School attendance, exclusion and persistent absence.

<https://www.bps.org.uk/news-and-policy/behaviour-change-school-attendance-exclusion-and-persistent-absence>

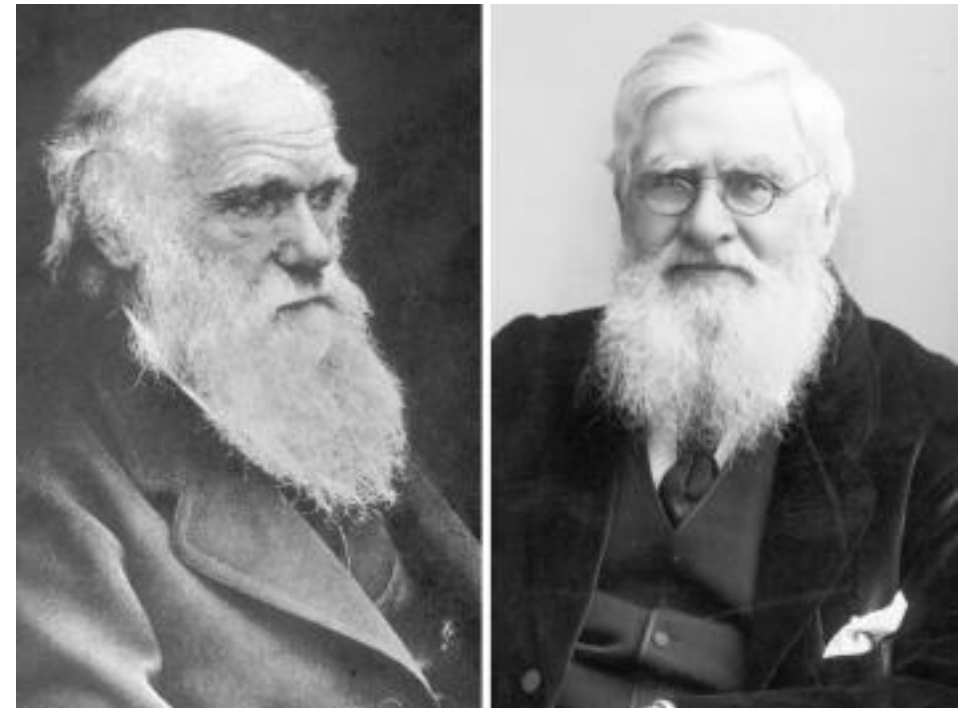
System wide support

E

How will we ensure it is implemented well?

What system wide support can we draw on?

- Learn from excellence, both within and beyond school.
- Families of schools database.
- Recipe and ingredients > baked cake.
- Teaching School Hubs.
- Maths and English Hubs.
- System expertise e.g. Pupil Premium Reviews.
- In school expertise.
- School to school expertise.
- MATs are not islands.
- External expertise (esp. non academic)
- Partnerships & LA expertise.
- WSS
- Research School Network.
- Education Endowment Foundation.
- Avoid the Wallace – Darwin effect!



F

What milestones will tell us we are on track?

When evaluating impact, do:

- Focus on whether activity has been successful, and in what circumstances. *Evaluate, don't prove.*
- Look for evidence of impact on pupil outcomes
- Put in place a robust evaluation framework at the start of the strategy. *Set milestones.*
- Ensure that the evaluation framework is transparent. *Set out in advance.*
- Report on progress against that framework. *With governors.*
- Judge our success based on outcomes for disadvantaged pupils, not institutions. *Pupil outcomes > Ofsted grades.*
- Decouple evaluation from accountability.

When evaluating impact, don't:

G

What is the intended impact?

- Base evaluation of improvement on the weakest datasets, in order to can claim credit for any small improvements.
- Base evaluation of improvement on the reactions of those delivering the plan.
- Base evaluation of improvement on selected schools that were the most enthusiastic about the plan.
- Use vague outcome measures from the start, making success easier to claim.
- Use one set of favourable data or ignore any negative findings: *avoid 'X% of pupils didn't attain well as they have SEND'.*
- Use sets of data that avoid focusing on pupil learning outcomes.

Evaluation is fundamental to continuous improvement and to building a solid evidence base that will enable the plan to impact on pupils.

People matter!

Schools matter!

School matters to all pupils, but particularly to disadvantaged and vulnerable pupils.

We'll probably never have a greater focus on vulnerability than now. Everyone has a role to play.



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<https://marcrowland.wordpress.com/>

<https://researchschool.org.uk/unity/>





Thank you for attending!

- Join our member community: <https://www.sendgateway.org.uk/register>
- Get in touch: info@wholeschoolsend.com
- Sendgateway.org.uk
- Nasen.org.uk
- @wholeschoolSEND
- @nasen_org

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- Contact us on Twitter: [@WSSSouthWest](https://twitter.com/WSSSouthWest)

Additional Links and Useful Info:

- Osher et al (2018), Drivers of Human Development:
<https://www.tandfonline.com/doi/full/10.1080/10888691.2017.1398650>
- Behaviour Change: School attendance, exclusion and persistent absence: <https://www.bps.org.uk/news-and-policy/behaviour-change-school-attendance-exclusion-and-persistent-absence>
- Parents and Children Living in Poverty:
<https://theconversation.com/parents-and-children-living-in-poverty-have-the-same-aspirations-as-those-who-are-better-off-103897>

Upcoming WSS Events:

- Preparation for Adulthood: High Aspirations through All Stages of Education
- New to the SENCO Role
- Developing an Inclusive, Accessible and Ambitious Curriculum
- Working with Parents, Carers and Families
- The Inclusive Classroom – Primary and Secondary
- Getting to Grips with Great SEND Governance

You can see all [upcoming webinars](#) from WSS and find all our [free resources](#) on the SEND gateway:

<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.

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



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Please get in touch if you are struggling
to locate any of our resources.

info@wholeschoolsend.com



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