

Welcome to this Whole School SEND CPD!

The session will begin shortly.

- Feel free to introduce yourself in the 'Chat'
- Put any questions for our speakers in the 'Q&A'
- Slides will be sent to you after the session
- Please be respectful towards speakers and other attendees
- Message one of the team if you are having any technical issues

Early Identification and Intervention: acting upon the earliest indicators of need at every stage.

Anna Mehta Deputy Regional SEND Leader North

David Collingwood – President of the Association of Educational Psychologists

6th October 2021

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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

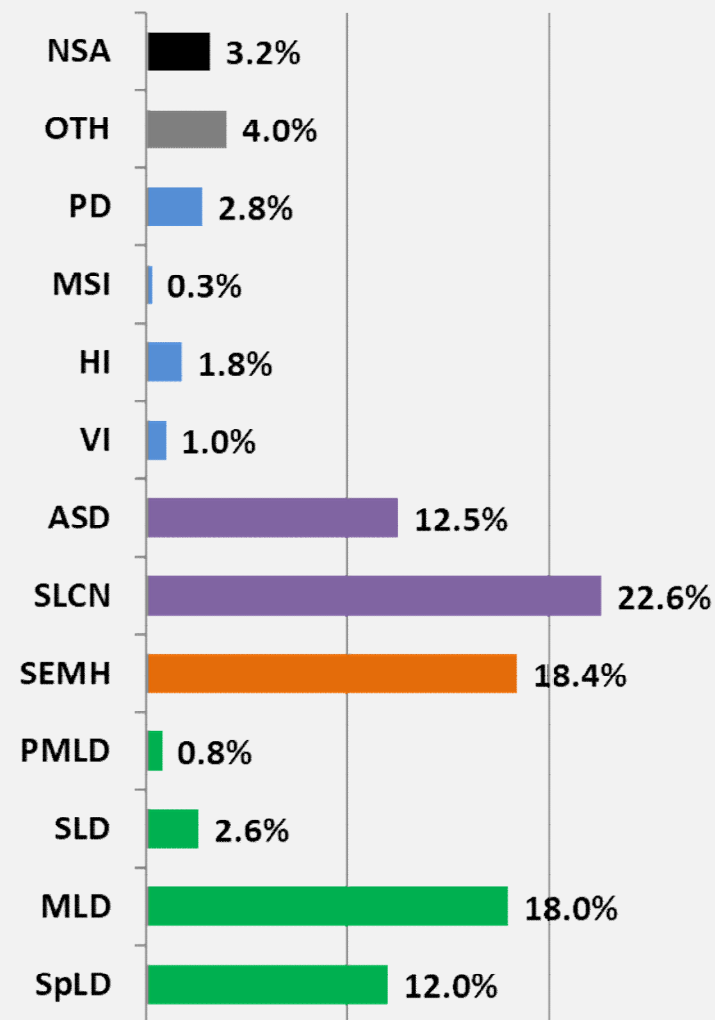
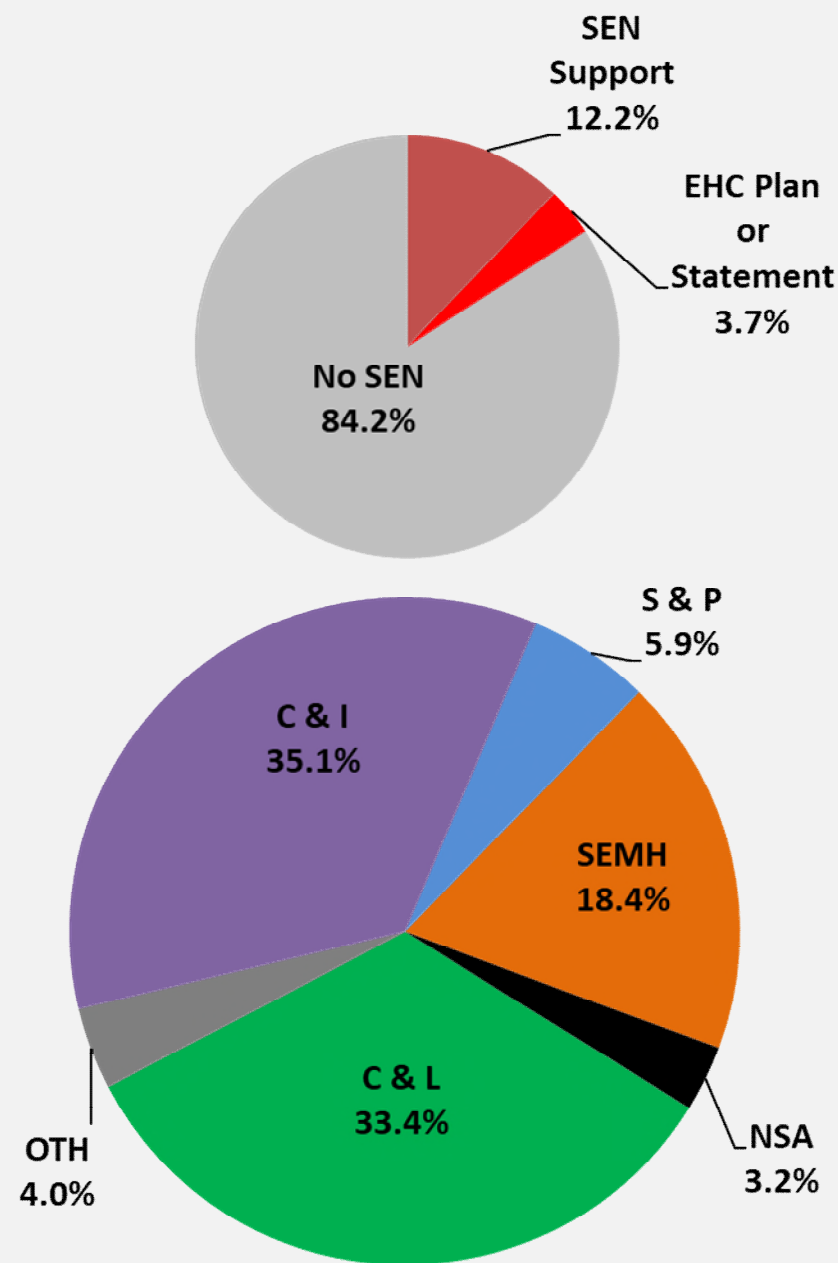
Session Objectives:

Understand what is meant by the term 'early identification of need'.

Consider how to implement a learner led approach rather than label led.

Reflect on the Graduated Approach and how to incorporate this into your practice.

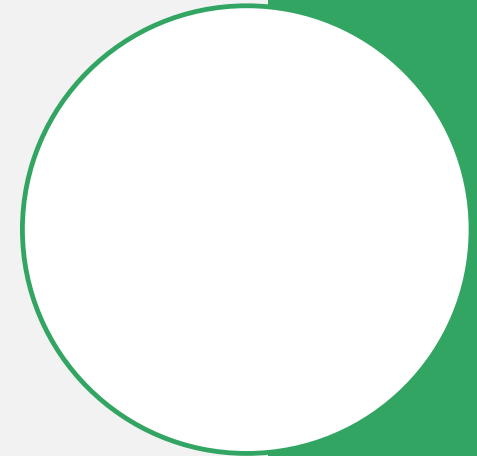
Overall picture of SEN in schools in England in 2021 – all phases



Code of Practice

6.1 The Act is explicit that ALL children are entitled to an appropriate education that is **suited to their needs** and promotes high standards and the fulfilment of potential to:

- Achieve the best possible educational and other outcomes
- Become confident individuals living fulfilling lives
- Make a successful transition into adulthood



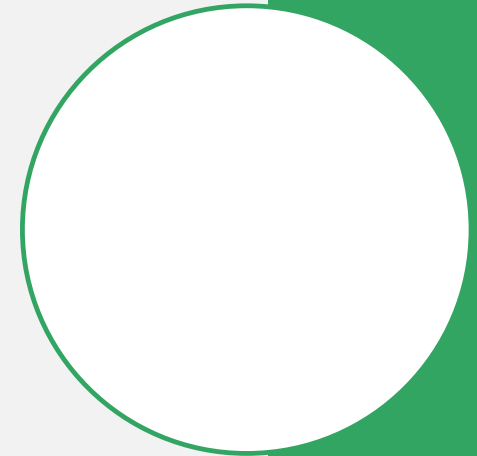
Code of Practice

6.12 All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment.

Teachers should use appropriate assessment to set targets which are deliberately ambitious.

Potential areas of difficulty should be identified and addressed at the outset.

Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.



Code of Practice

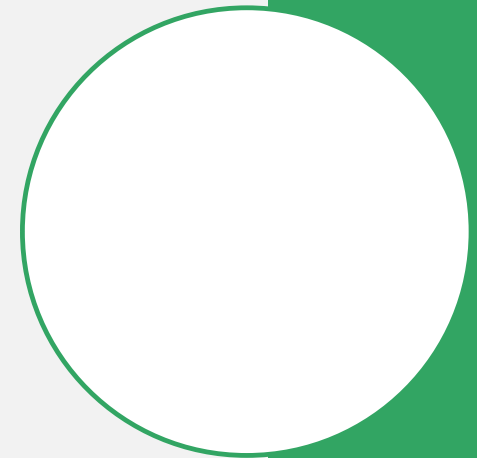
6.17 Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils.

These should seek to identify pupils **making less than expected progress** given their age and individual circumstances.

This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

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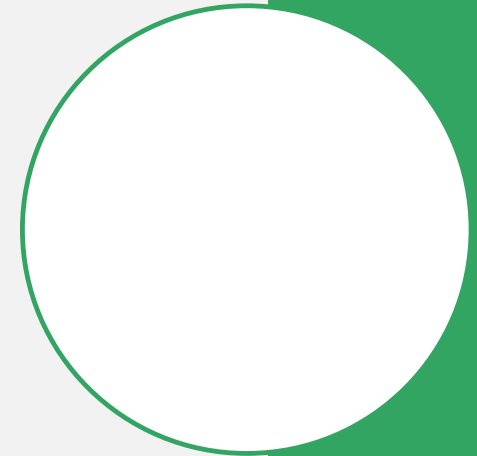


Code of Practice

The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.

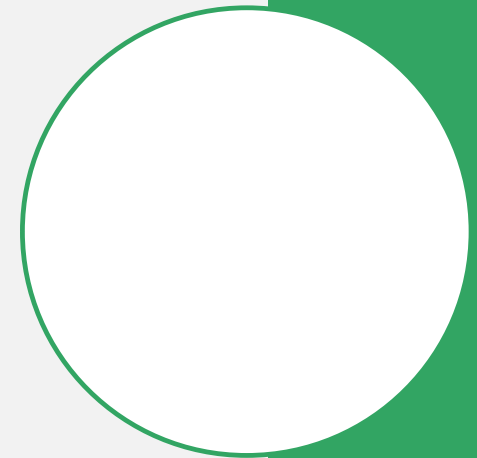
Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support.

Such improvements in whole-class provision tend to be more cost effective and sustainable.



Reflection

What happens in your school to support teachers in early identification of need and lesson planning to address areas of difficulty?



Needs or SEN

Less than expected progress could be related to:

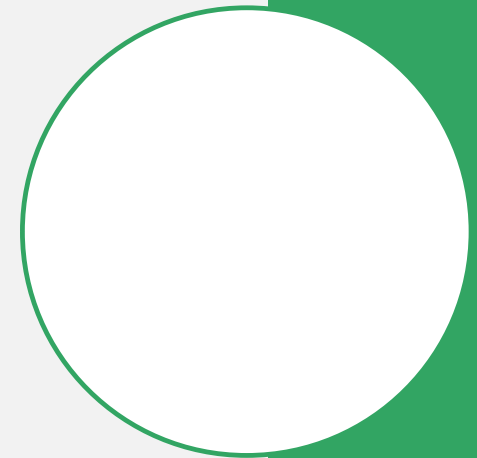
Summer birthdate

EAL

Short term environmental changes

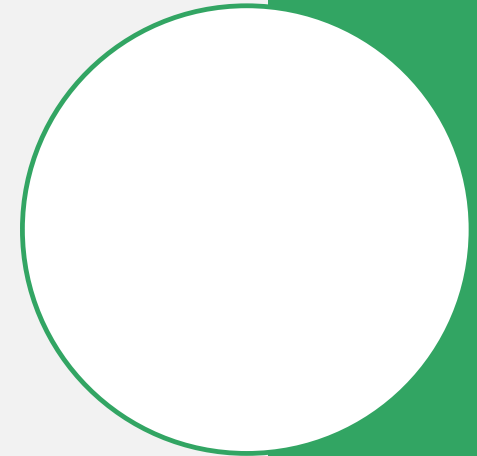
Missed education/ attendance

Issues that resolve with intervention



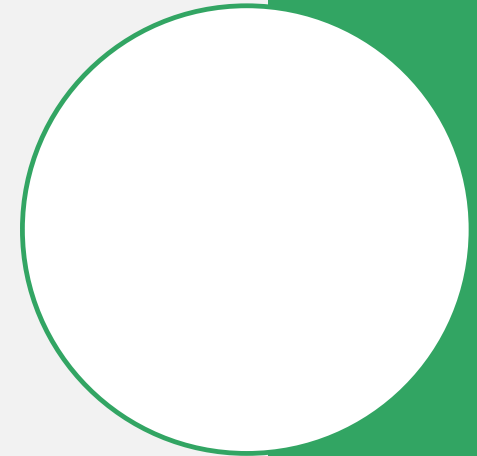
Summer born children

- How old a child is relative to the rest of their year group has been strongly linked to attainment, later-life outcomes, and wider personal development.
- In England, 49 per cent of summer-born children who start school in September having just turned four achieve a “good level of development” in their first year, compared with 71 per cent of autumn-born pupils, who are nearly five when they start.
- SEN labelling is more common for the youngest pupils than for the oldest in any year
- Younger children in any cohort will tend to struggle more on average, and so become visible as apparent under-achievers



Summer born children

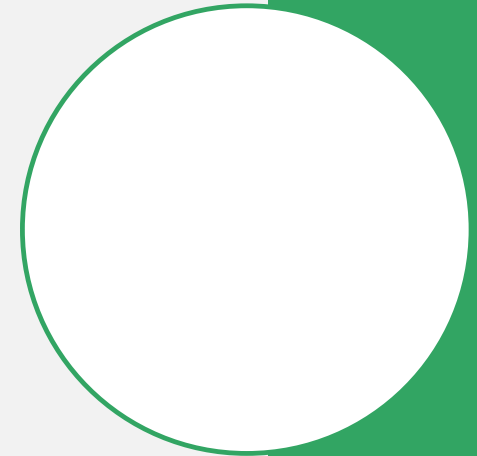
- What policies and practices do you have to meet the needs of summer born children?
- (not necessarily a change of year group)
- What monitoring do you do of summer born children?



Code of Practice

6.19 The first response to such progress should be high quality teaching targeted at their areas of weakness.

This first response may also include intervention to develop skills in areas of need



Supporting the attainment of disadvantaged pupils

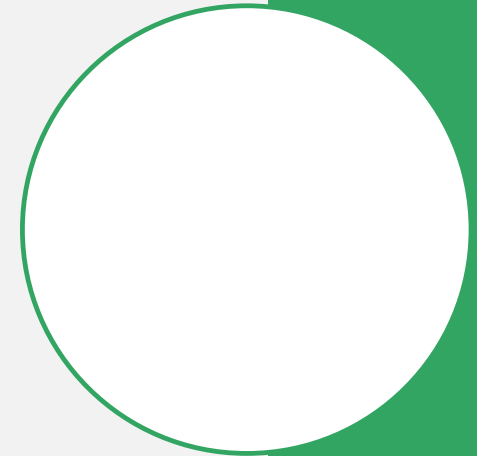
More successful schools see pupils as individuals, each with their own challenges, talents and interests.

Staff work to identify what might help each pupil make the next steps in their learning, whether they are performing below, at, or above expectations.

They focus on providing targeted support for under-performing pupils

They seek out strategies best suited to addressing individual needs, rather than simply fitting pupils into their existing support strategies.

These schools tend to provide both individual support for pupils that have very specific learning needs, and group support for pupils with similar needs.

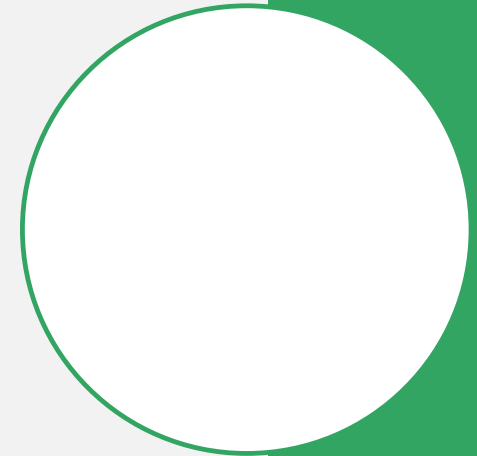


Visible learning – John Hattie

Teacher as activator (active and guided instruction):

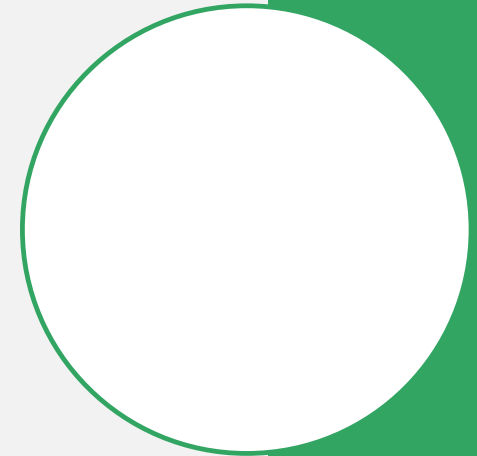
Reciprocal teaching	0.74
Feedback	0.72
Self-verbalisations	0.67
Meta cognitive strategies	0.67
Direct instruction	0.59
Mastery learning	0.57
Goals-challenging	0.56
Frequent/ effects of testing	0.46
Behavioural organisers	0.41

>0.40 = zone of desired effects



Principles of instruction

- Begin a lesson with a short review of previous learning.
- Present new material in small steps with student practice after each step.
- Limit the amount of material students receive at one time.
- Give clear and detailed instructions and explanations.
- Ask a large number of questions and check for understanding.
- Provide a high level of active practice for all students.
- Guide students as they begin to practice.
- Think aloud and model steps.
- Provide models of worked-out problems.
- Ask students to explain what they had learned.
- Check the responses of all students.
- Provide systematic feedback and corrections.
- Use more time to provide explanations.
- Provide many examples.
- Re-teach material when necessary.
- Prepare students for independent practice.
- Monitor students when they begin independent practice.



Steps of Assessment through Teaching Framework (teaching literacy)

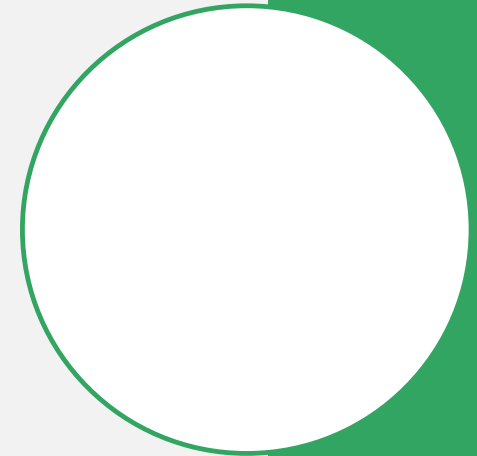
Step One

ASSESS

Baseline literacy assessment

Ensure assessment includes a collation of the most recent:

- Standardised tests (e.g. reading ages);
- Curriculum-based assessments (school assessment);
- Skill-based assessments (e.g. Reading Accuracy, Fluency & Generalisation Assessment, Spelling Accuracy assessment).



- **Step Two**

PLAN Instructional content:

- Deciding what to teach

Organise whole class teaching so that:

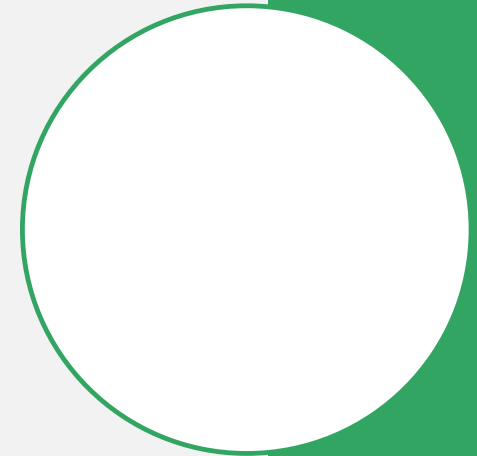
- What is being taught is clear and is purposeful;
- Content is differentiated in line with all learning and language levels.

Organise interventions so that:

- Accurate assessment has been completed to identify the areas of literacy that need targeting;
- The focus is on skills that are most useful and highly generalisable;
- Skills that are readily confused are separated;
- New skills are identified in order of priority and the most useful skills are taught first.

Teach meta-cognitive skills so that:

- Children understand what is being taught and why
- Children can think and talk about their own learning and progress.



Step Three

PLAN / DO Instructional delivery:

Deciding how to teach

Organise whole class teaching so that:

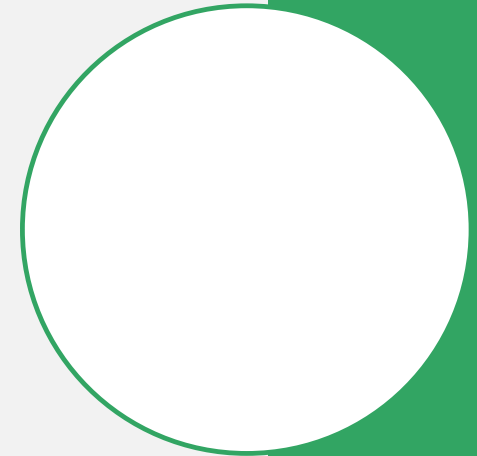
- Reasonable adjustments are in place to enable all students to access (read) and produce (write) the written word using alternative methods of reading and recording, as required.

Whole class teaching is made explicit across the range of cognitive and linguistic skills through:

- Clear differentiation using relevant teaching aids;
- Modifying the demands of the task demand to match need;
- Direct instruction;
- Use of questioning and feedback.

Organise specialist interventions so that:

- New skills are taught one at a time until they are mastered;
- All skills are taught to high levels of fluency (practice);
- New skills are taught directly and explicitly;
- Skills are taught consistently and in a range of contexts;
- Old and new learning are mixed (interleave learning)



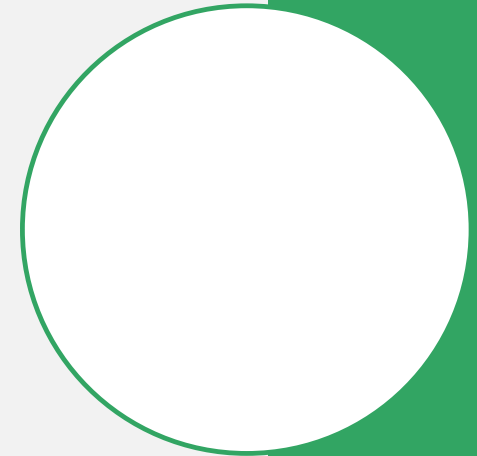
Step Four

DO

Classroom organisation

Organise the learning environment so that:

- All teaching and support staff are trained in determining what to teach and how to teach it;
- Alternative methods for reading and recording are accessible;
- Students are grouped amongst peers with a range of skill levels;
- There are frequent opportunities for practice;
- Teaching assistants and peers are used to the greatest effect.



Step Five

REVIEW

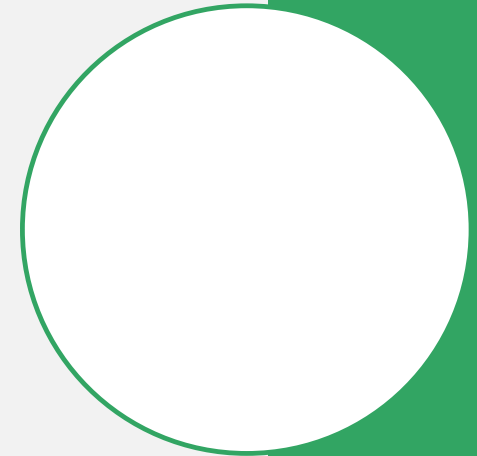
Assess and evaluate learning

Ensure that the access to the curriculum is evaluated by assessing the effectiveness of the reasonable adjustments.

Ensure that evaluation of interventions includes assessment of:

- Accuracy, fluency and generalisation
- New and old learning
- Principles and methods associated with Precision Teaching

Ensure that children and young people are aware of their progress and the next steps in moving learning forward and support is given for building resilience in continuing to applying skills



Code of Practice

6.18 It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

Areas other than attainment?

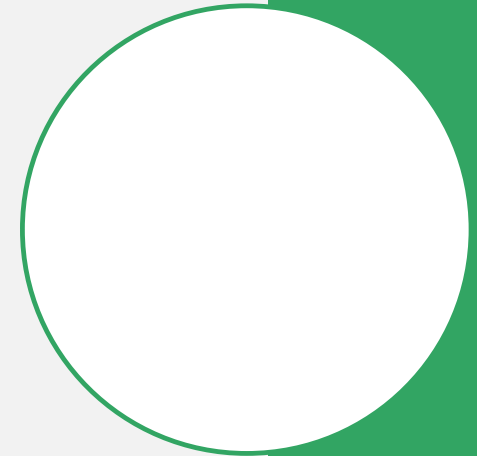
Social & communication behaviour (C&I)

Emotional behaviour (SEMH)

Conduct behaviour (SEMH)

Learning behaviour (C&L)

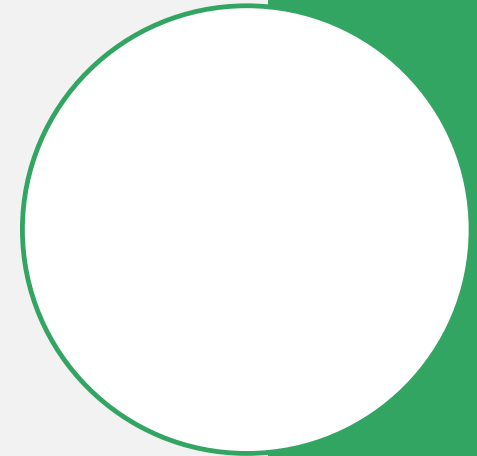
Physical skills (P&S)



Code of Practice

6.19 The first response to such progress should be high quality teaching targeted at their areas of weakness.

This first response may also include intervention to develop skills in areas of need (would have been 'waves of intervention'?)



Reflection

What early interventions do you put in place to address emerging needs in areas of:

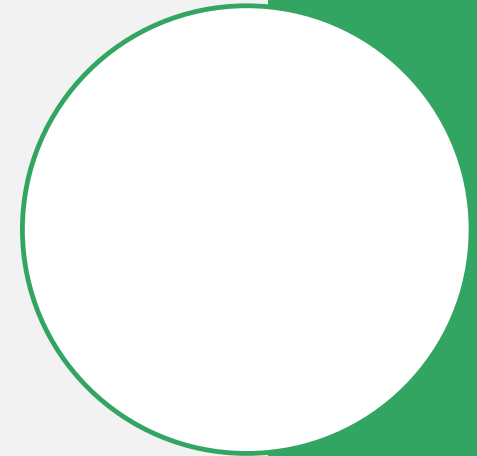
Communication and language needs

Emotional needs

Mental health needs

Social needs

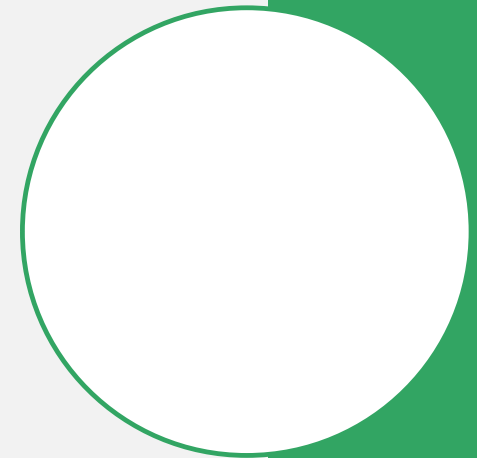
Behavioural needs



MAKING BEST USE OF TEACHING ASSISTANTS

- TAs should not be used as an informal teaching resource for low attaining pupils
- Use TAs to add value to what teachers do, not replace them
- Use TAs to help pupils develop independent learning skills and manage their own learning
- Ensure TAs are fully prepared for their role in the classroom
- Use TAs to deliver high quality one-to-one and small group support using structured interventions
- Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction
- Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions

EEF Guidance Report, 2013

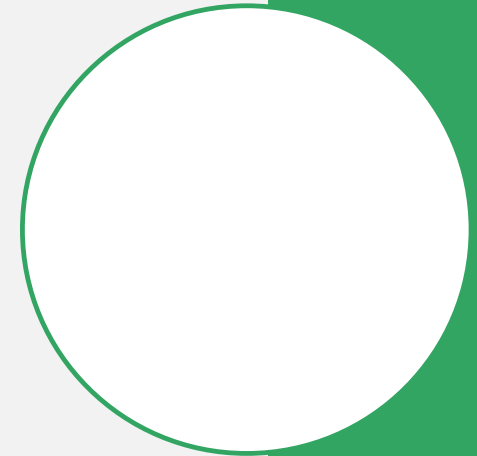


Code of Practice

Where progress **continues** to be less than expected the class or subject teacher, working with the SENCO, should assess whether the child has SEN.

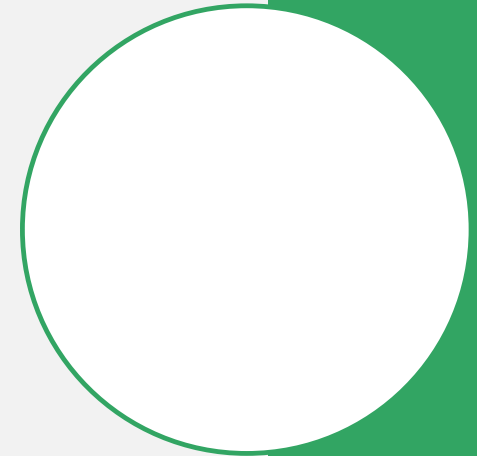
While informally gathering evidence (including the views of the pupil and their parents) schools should not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required.

The pupil's response to such support can help identify their particular needs



Code of Practice

- If the gap closes or the wider developmental/social issues are resolved then the child returns to receiving high quality first teaching and is monitored carefully and is not placed at SEN support.
- If the child still does not make progress or there is continued developmental/social issues then the child is identified as having SEN and is recorded as being at 'SEN Support'.



SEN support: A rapid evidence assessment

A key finding was the important role of training for all education professionals. Teaching assistants can provide good quality intervention if they are well trained, while even highly qualified professionals have less impact if they do not understand the principles and motivation behind the approach they are using.

A second overarching finding related to the role of each stage of the graduated approach advocated in the SEND Code of Practice.

While this review focused on interventions and support strategies, it was clear that detailed assessment of individual children is necessary to select the most appropriate approach, and progress should be monitored when using any intervention to assess whether it is effective for that particular child.

[SEN support: A rapid evidence assessment
\(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Literacy difficulties

Early identification

It is generally agreed that the earlier dyslexic difficulties are identified the better are the chances of putting children on the road to success.

However, blanket screening for dyslexia of all children on entry to school is questionable, not least because screening tests for this purpose are as yet unreliable.

A better way to identify children at risk of literacy difficulties and dyslexia is to closely observe and assess their responses to pre- and early reading activities in comparison to their typically developing peers in the reception year of primary schools, and beyond

The Early Years Foundation Stage Profile (EYFSP) is the major source of information on children's developing abilities that is available to Year 1 teachers. The importance of the EYFSP for assembling a reliable picture of children's language and literacy capabilities is self-evident.

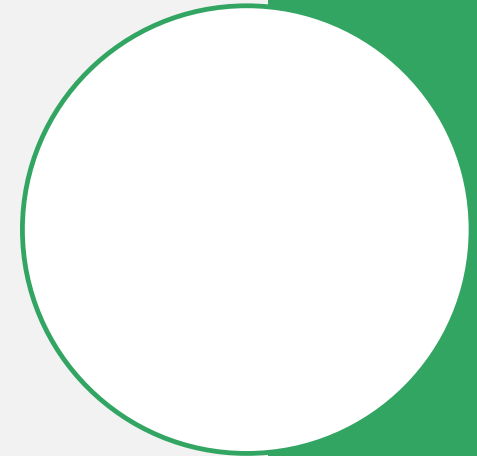
The Rose Report, 2009.



EYFS

Code of Practice, states that

5.26 The EYFS profile ... is particularly helpful for children with SEN and should inform plans for future learning and identify any additional needs for support.



EYFS

IDENTIFYING SPECIAL EDUCATIONAL NEEDS IN THE EARLY YEARS: PERSPECTIVES FROM SPECIAL EDUCATIONAL NEEDS COORDINATORS

July 2020

Key findings:

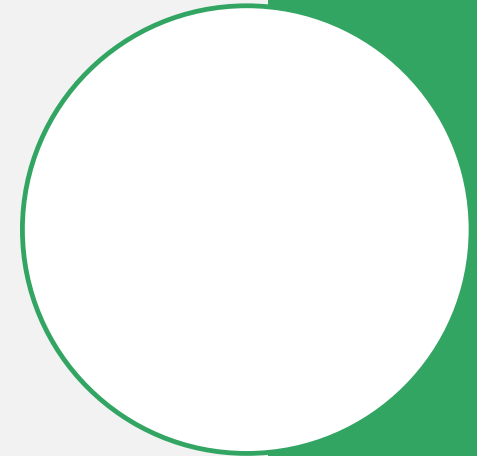
Relationships with families

Understanding the early years

SENCOs accessing support

Training in relation to speech, language and communication needs should be prioritised within the early years sector.

Speech and language and social communication/ interaction were cited as the highest incidence of SEN in settings, and therefore the most common focus of observations.



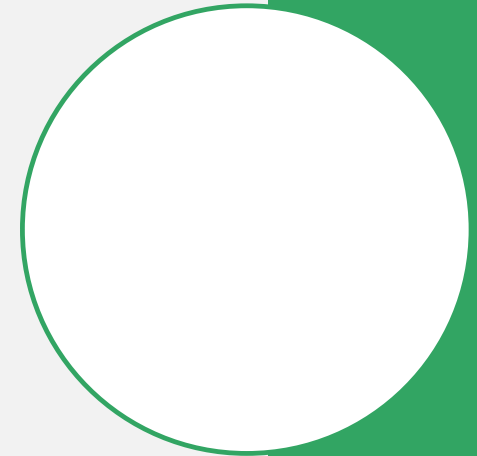
EYFS

In some areas of deprivation, more than 50% of children start school with SLCN

10% of all children have long-term SLCN.

7.56% of all children have a Developmental Language Disorder (DLD)

1% of all children have severe and complex SLCN

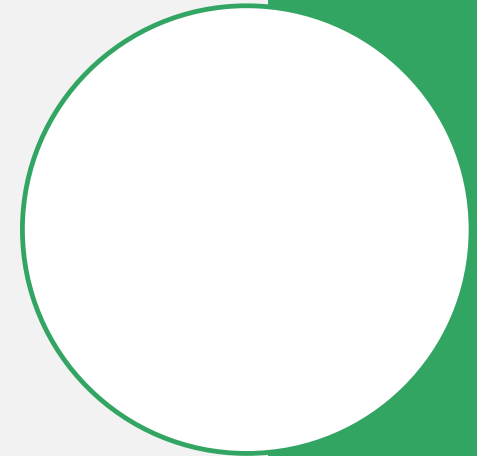


EYFS - SLCN

Communication Trust

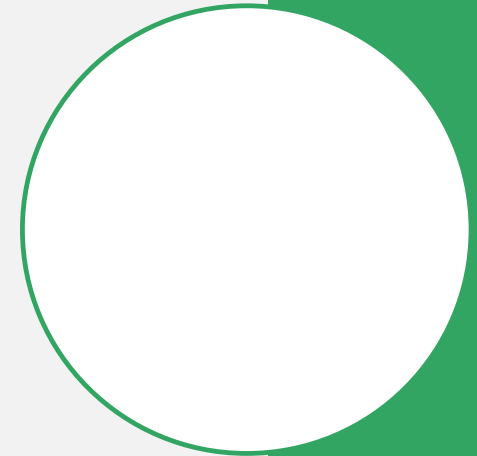
- [SLCF_Handbook_FINAL.pdf \(slcframework.org.uk\)](https://slcframework.org.uk/SLCF_Handbook_FINAL.pdf)
- Communication Trust – progression tools

Gives information as to whether a child may benefit from targeted intervention or if they may need specialist assessment and support. It can also track progress over time.



EYFS - SLCN

- Better communication research programme: Language and Literacy Attainment of Pupils during Early Years and through KS2: Does teacher assessment at five provide a valid measure of children's current and future educational attainments?
- DfE 2010
- Research Report DFE-RR172a



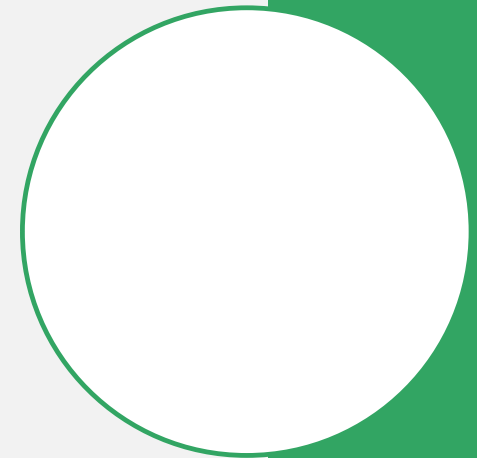
EYFS - SLCN

The present study shows that teachers, when appropriately trained, can make valid judgments of children's development in language and literacy when guided by a well validated, reliable measure, such as the EYFSP.

In addition, teachers can accurately monitor their pupils' progress in key reading skills without the need for formal tests

Moreover, children deemed by their teachers to be developing slowly after one year in school typically perform below national expectations in KS1 assessments.

Boys, children with EAL and those who are eligible for free school meals are most at risk.

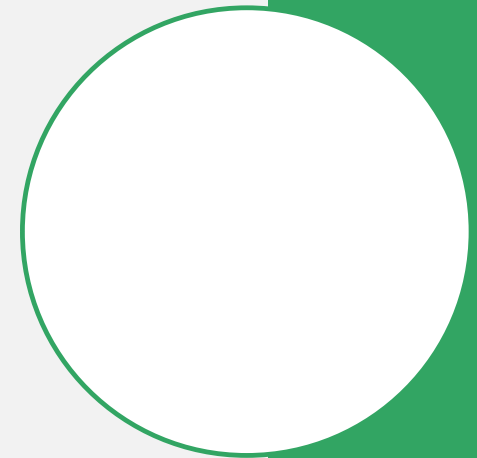


EYFS - SLCN

Reflection activity

What do you do to monitor and support speech and language and social communication/ interaction needs in early years and KS1

How do you take into account the needs of boys, EAL and those on free school meals?

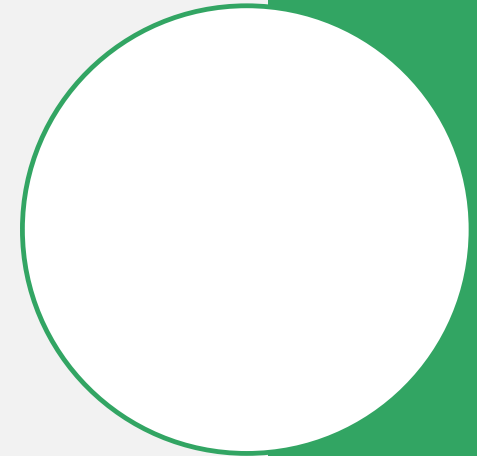


EYFS - SLCN

Notwithstanding this, it is important to highlight that the present findings suggest that a tool based on the EYFSP can be expected to account for around 50% of the differences between children.

Hence, if used as a 'one off' screening instrument a substantial number of children can be expected to 'fall through the net' and additional checks on progress must therefore be made at regular intervals.

It follows that early identification should be built into a system of formative assessment that builds on and extends teacher's understanding of language and communication



EYFS - SLCN

Together the findings underline Government priorities viewing Early Years as providing a critical foundation for learning.

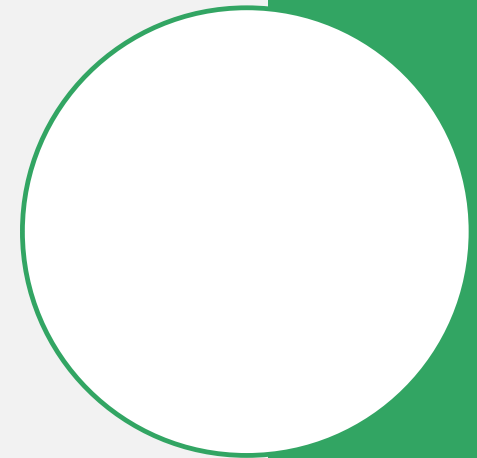
.....

Thus, early identification of children's additional needs is important;

key elements of development can be assessed at age five;

assessments at the end of Early Years can be used to identify children who are at risk of educational difficulties;

and the best predictors of educational success are measures of language, communication and literacy.

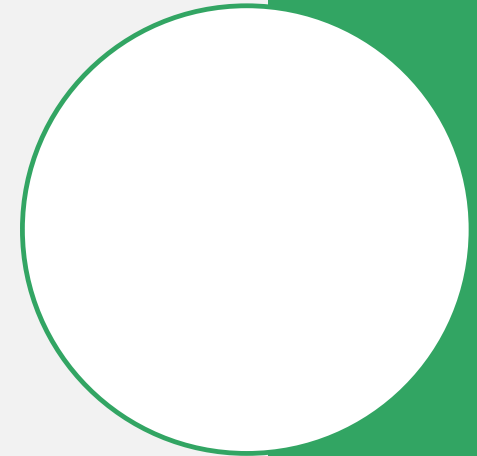


EYFS - SLCN

Early language identification measure and intervention
Guidance handbook To support children's speech, language,
and communication development as part of the 2 to 2½ year
review in England

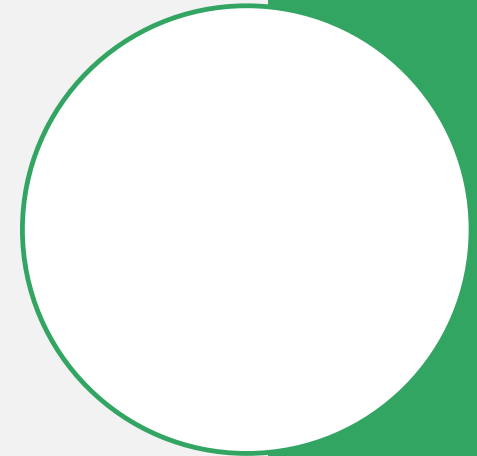
[Best start in speech, language and communication \(SLC\) -
GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/early-language-identification-measure-and-intervention-guidance-handbook)

Early language identification measure and intervention –
Guidance handbook



EYFS - SLCN

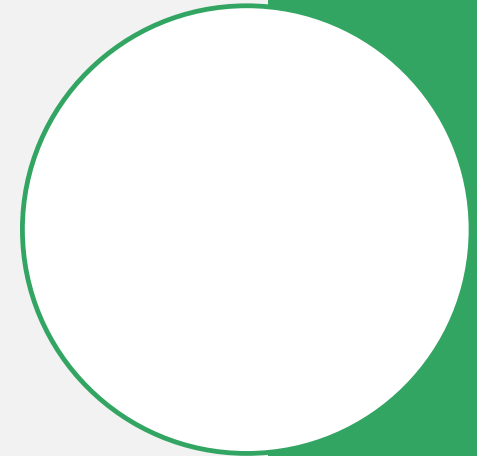
- “What Works”: Interventions for children and young people with speech, language and communication needs: Technical Annex
- [DFE-RR247 - BCRP10a \(publishing.service.gov.uk\)](#)
- Outline over 60 interventions and gives target group



EYFS - SLCN

Development Matters

‘Observational checkpoints’ provide useful guidance on what to look out for as part of early identification



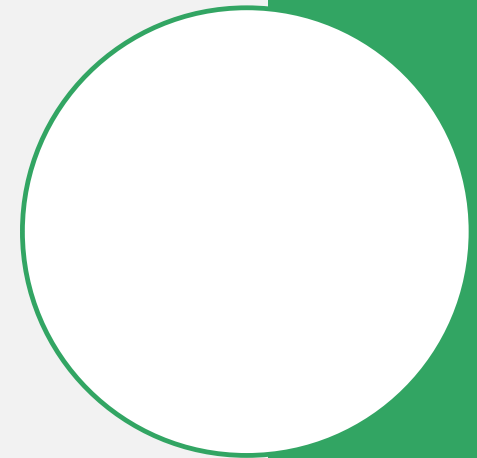
EYFS - SLCN

The Speech, Language and Communication Framework Handbook

[SLCF_Handbook_FINAL.pdf \(slcframework.org.uk\)](https://slcframework.org.uk)

The SLCF is a free professional development tool, accessible to all, which sets out the key skills needed to support the speech, language and communication (SLC) development of all children and young people.

Speech, language and communication are central life skills. They are linked to learning, attainment, behaviour, social and emotional development as well as mental wellbeing, so it is essential that everyone working with children and young people understands the importance of their role in supporting and developing these crucial skills

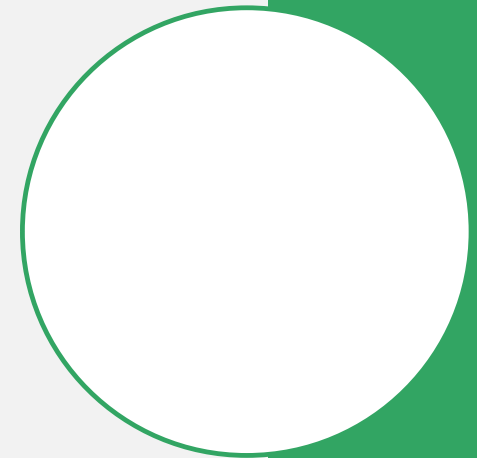


Assessment/ collecting evidence

If a child is giving cause for concern and is not achieving expected levels of progress, you need to gather information on:

- The child's current and previous attainment, learning and development
- Observations of participation in learning, social interaction, behaviors and external assessments, specialist advice
- Caregiver's views and any concerns that they have
- The child's wishes, views and feelings, their strengths and what they find difficult

(Martin-Denham and Watts, 2019; page 48)



Assessment/ collecting evidence

Most effective support relies on a full and recent assessment of a child or young person's individual strengths and weaknesses. A wide range of underlying difficulties can cause certain symptoms or behaviours.

For example, difficulty in following classroom instructions could indicate hearing difficulties, language difficulties, attention difficulties, short-term memory difficulties or frustration at other, seemingly unrelated situations such as friendships or home life.

A child often seeming worried or anxious could have learning difficulties, sensory processing issues, worries from outside of school and so on.

Until these different options have been explored and a full picture of a child or young person's strengths and weaknesses, in terms of cognitive skills, relevant medical issues such as hearing and vision, and family support, motivation and engagement is considered, support is likely to be sub-optimal.

Assessment/ collecting evidence

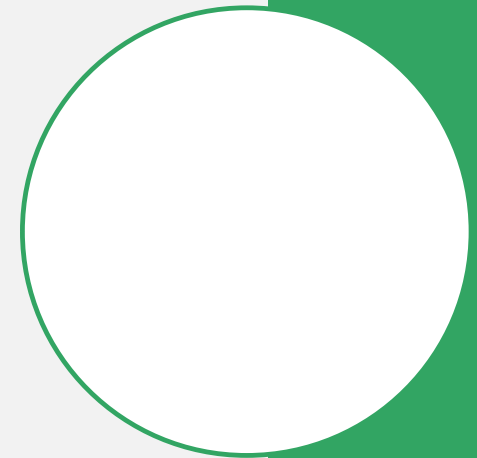
This assessment does not need to be lengthy in most cases.

Discussion with the parents is likely to provide much useful background information.

Observation of how the child behaves in the classroom, small groups and individually can also provide a guide on what aspects of the learning environment a child finds most difficult.

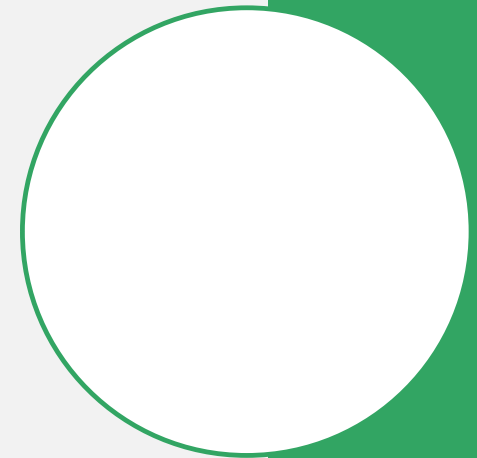
Hearing and sight tests can be carried out at the GP or the opticians at the request of the parents.

This can usefully supplement information from academic tasks completed in school time.



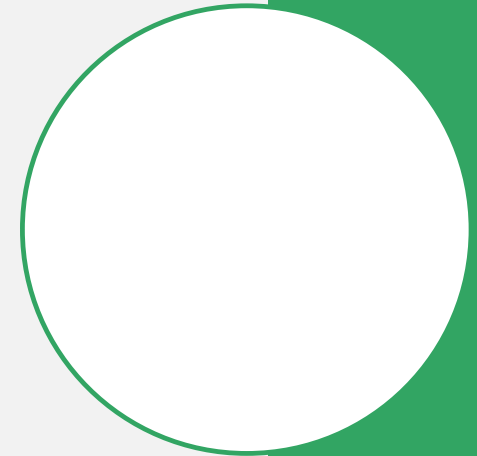
Working with parents/ carers

- Identified as key within the CoP
- Develop relationships with parents at all key stages
- Consider how to do this at transition points in addition to other times
- Listen to parental concerns and show that you are responding to them
- Explain to parents what you are doing to support their child
- Re-assure parents, normalise concerns, without being dismissive
- School – home communication – what works best
- Explore what other support might be available (e.g. Early Help)



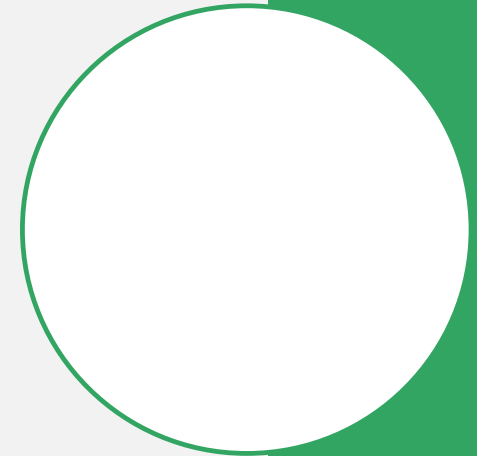
Pupil's views

- Gather students views at all stages of development
- In the early years this will involve observation – what do they like, what do they respond best to, what do they avoid, what do they find difficult
- Talk to children about their preferences, what works for them, what they find difficult, what help they would like



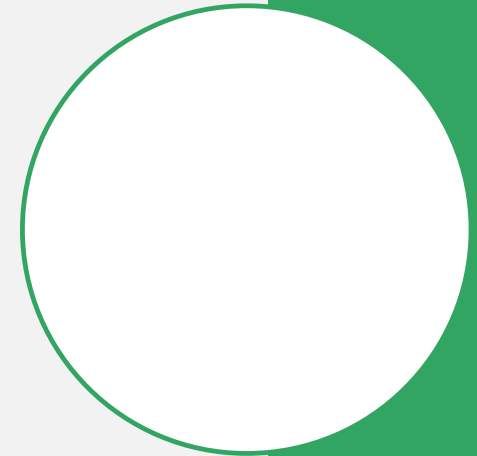
Pupil's views

- Questions like “What do I do in class that really helps you learn?” are normally very difficult to answer (“I don’t know”) – but asking them is still helpful. It shows you are interested and it provokes the child into thinking about the answer.
- Encourage a whole class ethos on ‘learning to learn’.
- Discuss this with individuals and with the whole class
- Help the children become active in their own learning, and understand how to be a good learner



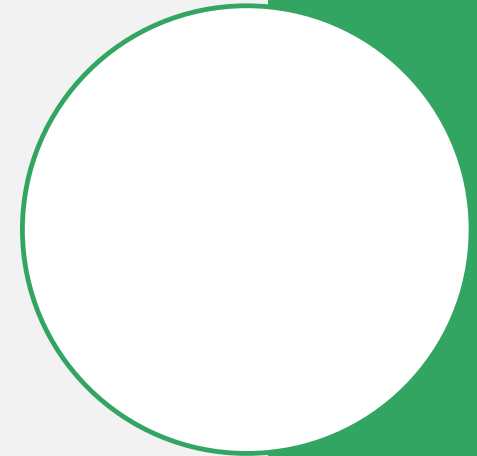
Pupil's views

- Children with SEN often respond to “What happens in class that really helps you learn?” with
- “When an adult helps me” “When someone is sat next to me”
- What might this tell us?
- What discussions do you have with SEN children about what helps them learn?



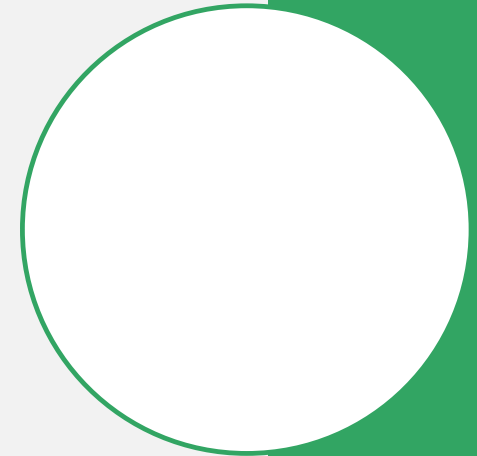
What helps

Staff knowledge and experience (CPD)
Team approach
Adults who know the child/young person well (e.g. teacher, TA, parent) – collaboration
Holistic picture
Its about NEED not label or diagnosis
Evidence based approaches (data)
Parents as partners (co-production)
Children's views
Resources, time, school ethos



Evidencing progress

- How do you evidence progress – small steps?
- Progress in response to an intervention?
- What skill is the intervention targeting? How will you monitor progress in that skill?
- Evidence of progress can also help the child – increase in confidence/ feelings of competence



Measuring progress

Need: Ishmael has very poor concentration, requiring lots of adult prompts to remain on task.

Baseline descriptor (B): On task for 1 min maximum without adult prompts.

Target: to be able to remain on task for 3 minutes with an achievable task and no adult support

Intervention:

- Ensure tasks are achievable and build up time on tasks.
- During literacy lessons, adults to ensure scaffolded achievable tasks, leave for 30 secs then return and praise for on task behaviour. Gradually increase this in 10 secs jumps, ensuring success.
- Adults to also work individually on verbal tasks, at least 3 times daily, supporting focus (e.g. joint counting, my turn-your turn), building up time

Review date:

Level Achieved descriptor: On task for two minutes on average after starting task, and occasionally 3 mins in numeracy

Code of Practice

- An underlying principle of the code is that evidence based practice is used to inform and deliver interventions with children in the plan/do and review phase of the graduated approach
- Reflective activity
- What is your evidence base that the strategies, approaches and interventions are the best response to children who are not achieving expected levels of attainment?
- (Martin-Denham and Watts, 2019; page 48-49)
- Can you show evidence of impact?

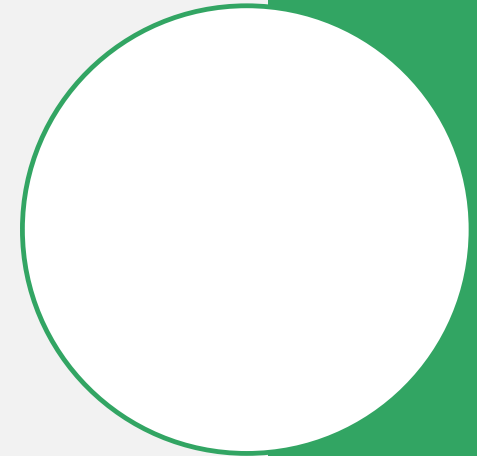


Graduated Response

Reflection activity

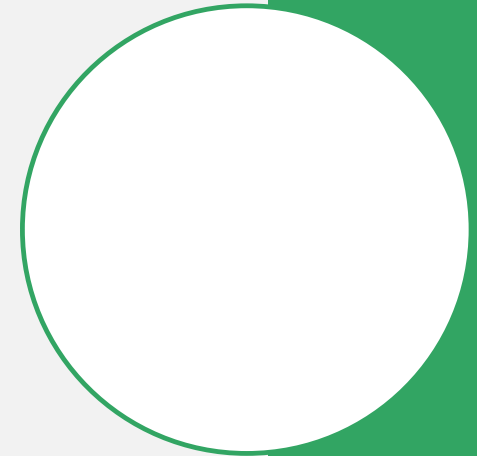
- How are teachers informed of the individual SEN and disabilities of children?
- What is the process for teachers informing you about children falling behind, not making expected progress or excelling?
- What processes are in place to monitor the effectiveness of learning and teaching?
- How does feedback to children help improve their learning?

(Martin-Denham and Watts, 2019; page 58)



Summary

- EI&I is essential and is the responsibility of every teacher and every school, with essential support from the SENCO
- Classroom teaching is usually the first intervention
- Relationships with parents/ carers are key and should be fostered
- Early intervention means identifying there is a need and doing something: differentiation; intervention; support
- Make good use of data and monitor progress – monitor response to intervention and adjust accordingly
- Use local guidance





Thank you for attending!

- Join our member community: <https://www.sendgateway.org.uk/register>
- Get in touch: info@wholeschoolsend.com
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- Nasen.org.uk
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Sign up to receive our monthly e-newsletter!

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

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Communication Preferences

Additional Links and Useful Info:

-
-
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Upcoming WSS Events:

- Preparation for Adulthood: High Aspirations through All Stages of Education
- Practical Strategies to Support SLCN
- 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
- 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>

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.

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