

## **Assess-Plan-Do-Review: The Graduated Approach to SEND**

### **Effective inclusive settings: Quality First Teaching**

All children and young people in Halton settings have an entitlement to high-quality personalised teaching that is carefully planned and takes prior learning into account. Lessons have a clear structure and include objectives that are shared and revisited during the lesson. Teachers take different learning styles into account and use lively, dynamic interactive teaching methods that ensure high quality teaching and learning.

*Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require special educational provision that is different from or additional to that universally provided to all pupils.*

The Code of Practice, July 2014 states:

- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff (6.36)
- High quality, differentiated teaching is the first response to supporting a child (6.37)
- Intervention and support cannot compensate for lack of good quality teaching (6.37)
- Schools should regularly and carefully review the quality of teaching for pupils in danger of underachievement (6.37)
- Greater emphasis on skilling up teachers so that they are better equipped to support the needs of all children including those with SEN.
- All teachers and support staff who work with the child should be made aware of their needs, the outcomes sought and any teaching strategies or approaches that are required. This should be recorded on the school's information management system. (6.49)
- Any support should be driven by outcomes. This is defined as, 'the benefit or difference made to an individual as a result of an intervention' (9.66)
- Overriding purpose of early action is to help the pupil achieve the identified outcome and remove barriers to learning (6.43)

Quality First Teaching is best practice for all children in our schools including those with Special Educational Needs.

## **What does Quality First Teaching look like?**

- There are high expectations and aspirations for all learners, regardless of special educational needs and disability
- The learning needs of all children and young people are supported and challenged
- Lesson planning takes prior learning, based on assessment, into account
- Learning objectives are differentiated appropriately with clear success criteria
- Targets are SMART - (Specific, Measurable, Attainable, Relevant, Timely)
- Well organised, well-resourced classroom environment that encourages independent learning
- Use of language is matched to the needs and circumstances of the learners
- Adults model good practice by working together
- Teachers provide clear explanations of teaching points and use appropriate questioning techniques to develop understanding and set challenges
- Motivated learners are fully engaged in learning and have opportunities to work both independently and collaboratively
- Effective feedback and focused praise
- Everyone involved in teaching is deployed appropriately and knows how to support learning.
- Special Educational Needs provision and resources are provided through an **Assess, Plan, Do, Review** approach.



## **How can inclusive Quality First Teaching promote achievement?**

- By creating a safe and happy environment for learning
- By sharing clear expectations
- By engaging and motivating learners
- By empowering learners to take responsibility for their own progress
- By promoting independent learning
- By developing resilience through supported risk taking
- By having high expectations for all.

**The following pages provide Best Practice Models for Assess, Plan, Do Review:**

## Assess - Best Practice Model



## **Plan - Best Practice Model**



## **Do - Best Practice Models**



## Review - Best Practice Model

