

# LEADING SEND IN SCHOOLS: HOW TO BE OUTSTANDING

Jean Gross CBE, 2016

# Check-in



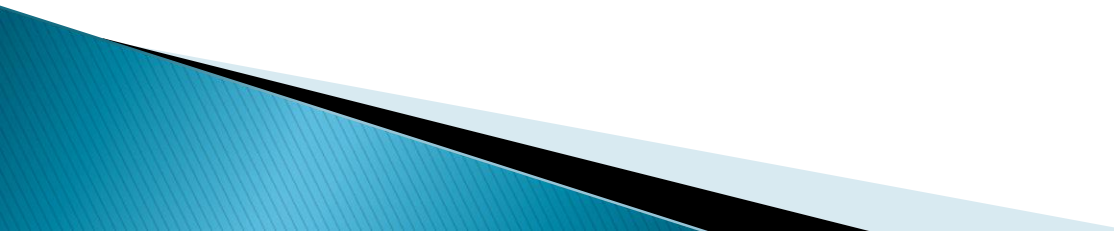
Once upon a time.....



- 
- <https://www.youtube.com/watch?v=la4w9udD5a8>

# The change leaders need to bring about

For class and subject teachers –  
how their lessons can be adapted  
to fit the child, rather than  
expecting there will be an ever-  
present additional adult there to fit  
the child into the lesson.





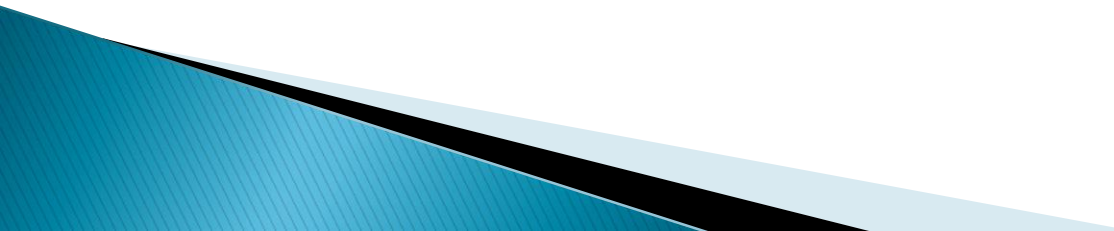
*From the learner's point of view,  
if educational change does not  
happen in classrooms then it  
does not happen*

Professor Charles Desforges

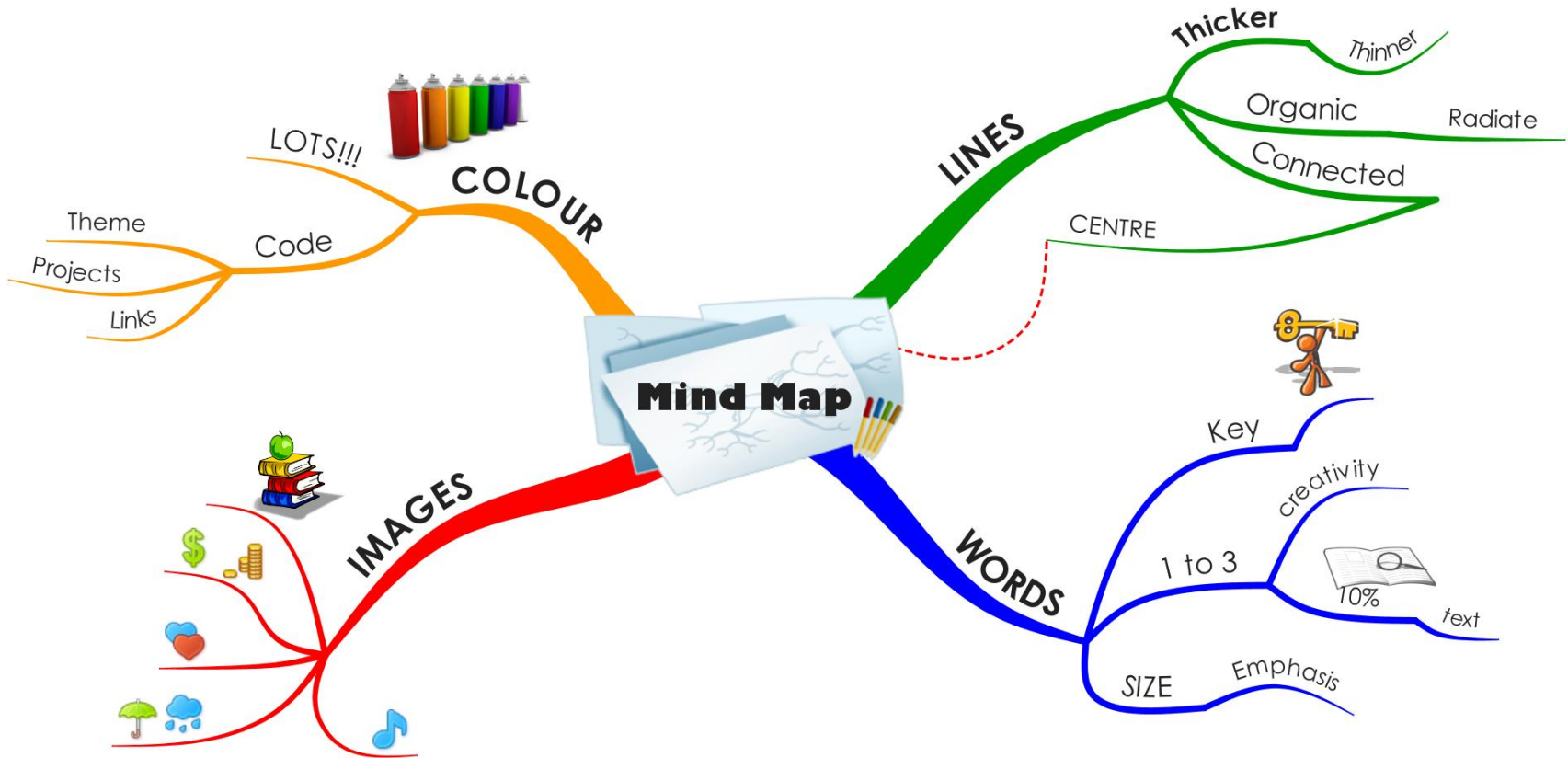


# What every teacher needs to know

## – cognition and learning

- ▶ Linking to learners own experiences/making concepts concrete and 'real'
  - ▶ How memory works
  - ▶ Supporting or providing alternatives to written recording
  - ▶ Using assistive technology
  - ▶ Helping children be independent
- 

# Linking to learner's own experiences




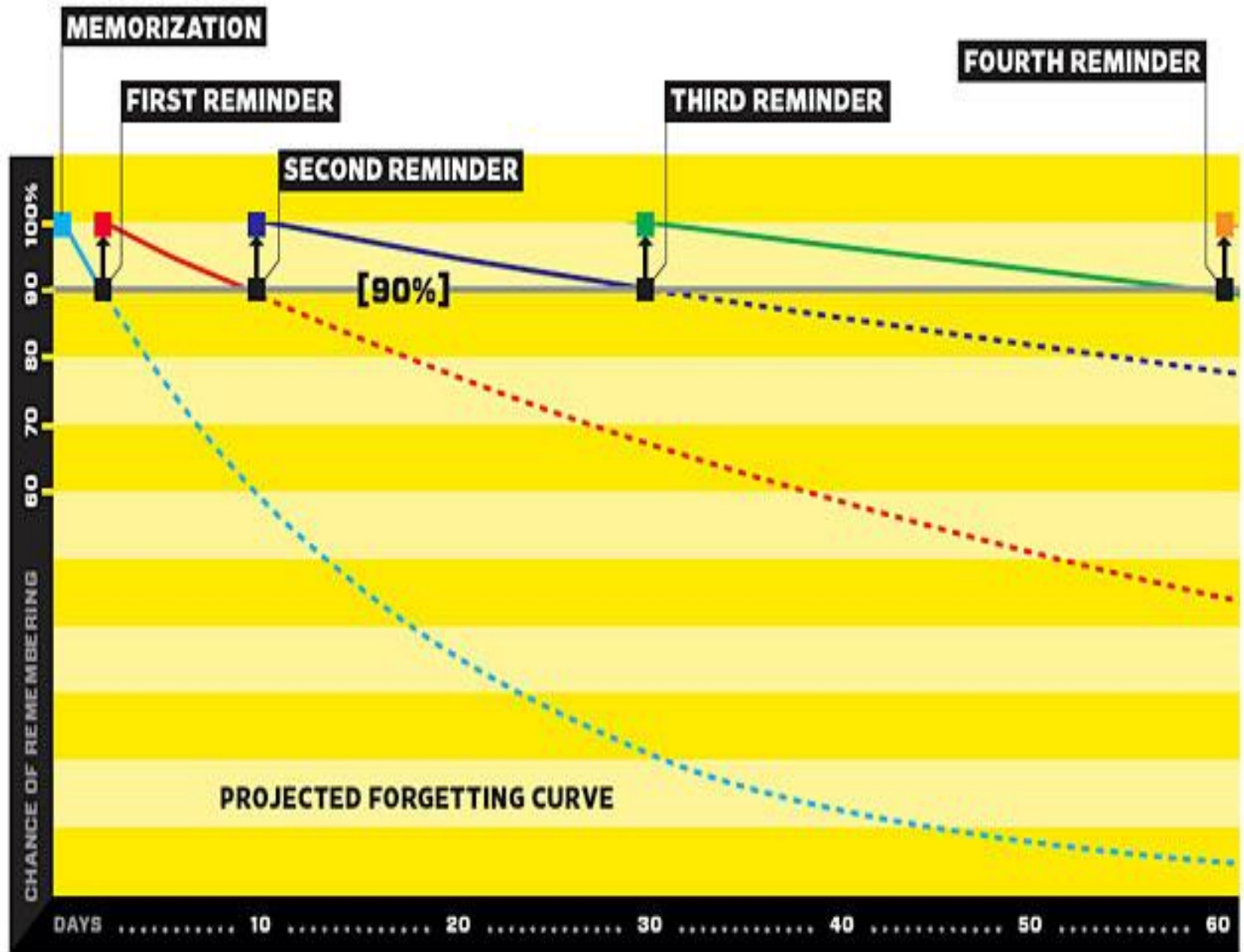


## Making it real

“Oh I know what you mean”,  
he exclaimed. “You mean b--  
-er all, don’t you!”

# What every teacher needs to know - cognition and learning

- ▶ Linking to learners own experiences/making concepts concrete and 'real'
  - ▶ **How memory works**
  - ▶ Supporting or providing alternatives to written recording
  - ▶ Using assistive technology
  - ▶ Helping children be independent
- 



# Quickly list all the different ways children can memorise spellings

1. . . .

2. . . .

3. . . .

4. . . .

5. . . . .


# Because



big elephants  
can't always  
use small  
exits



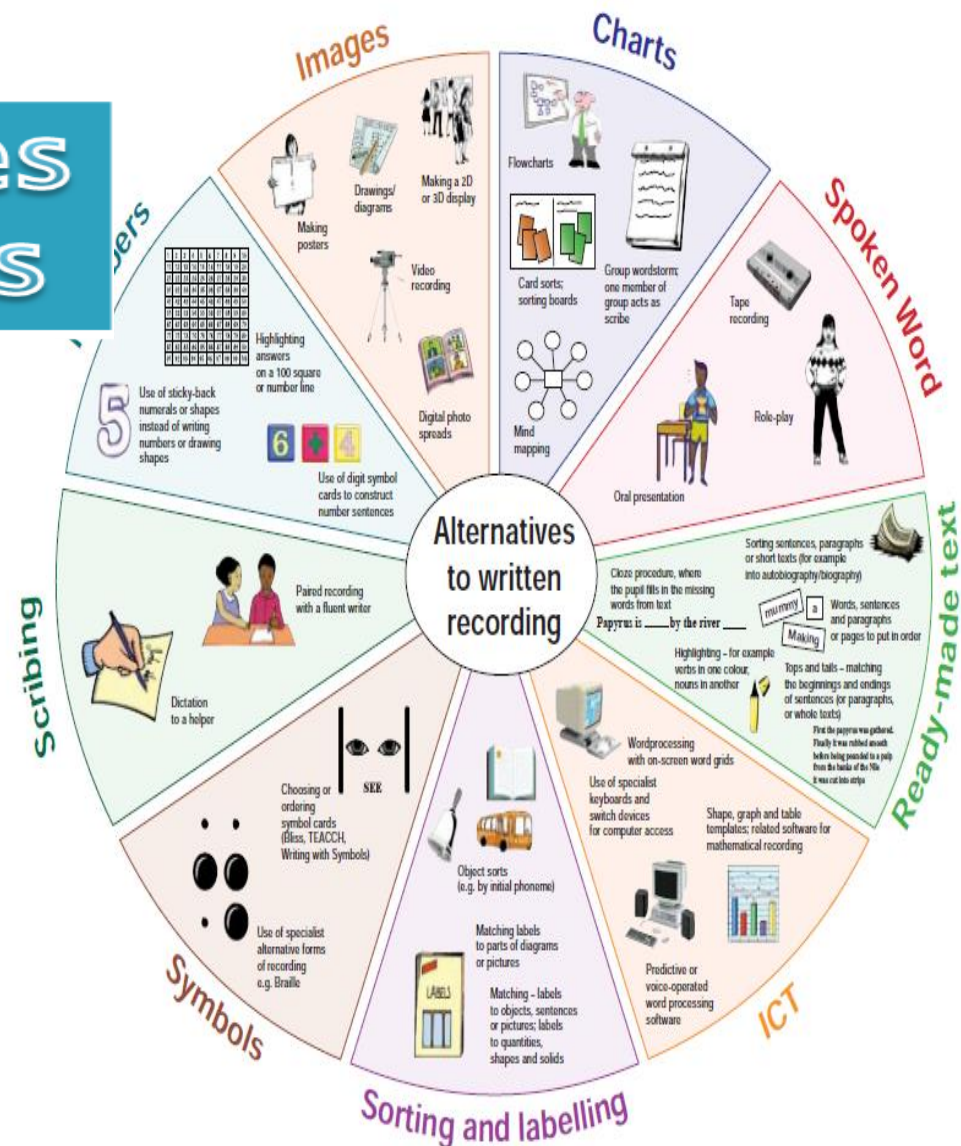
# What every teacher needs to know - cognition and learning

- ▶ Linking to learners own experiences/making concepts concrete and 'real'
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- 



# Support for or alternatives to written recording

## Writing frames and templates



# Literacy mats

## The TIPTOP rule

You move onto a new paragraph  
when you change time, place, topic  
or person.

1. I always start an essay with **an introduction** which addresses the question.
2. I finish an essay with **a conclusion** to summarise the main points of my argument and to address the question again.
3. I use **connectives** in each paragraph to link my ideas and to put them in a logical order.

- But
- Since
- Yet
- Therefore
- Besides


- Furthermore
- Whereas
- Nevertheless
- Alternatively
- Consequently

# Assistive technology



- ▶ Text readers
- ▶ Sound files of information/instructions, key texts, revision notes
- ▶ Predictive word processing, spellchecking, on screen word grids
- ▶ Tools to make 'to do' lists and give reminders

# What every teacher needs to know - cognition and learning

- ▶ Linking to learners own experiences/making concepts concrete and 'real'
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- 

**3B4ME**

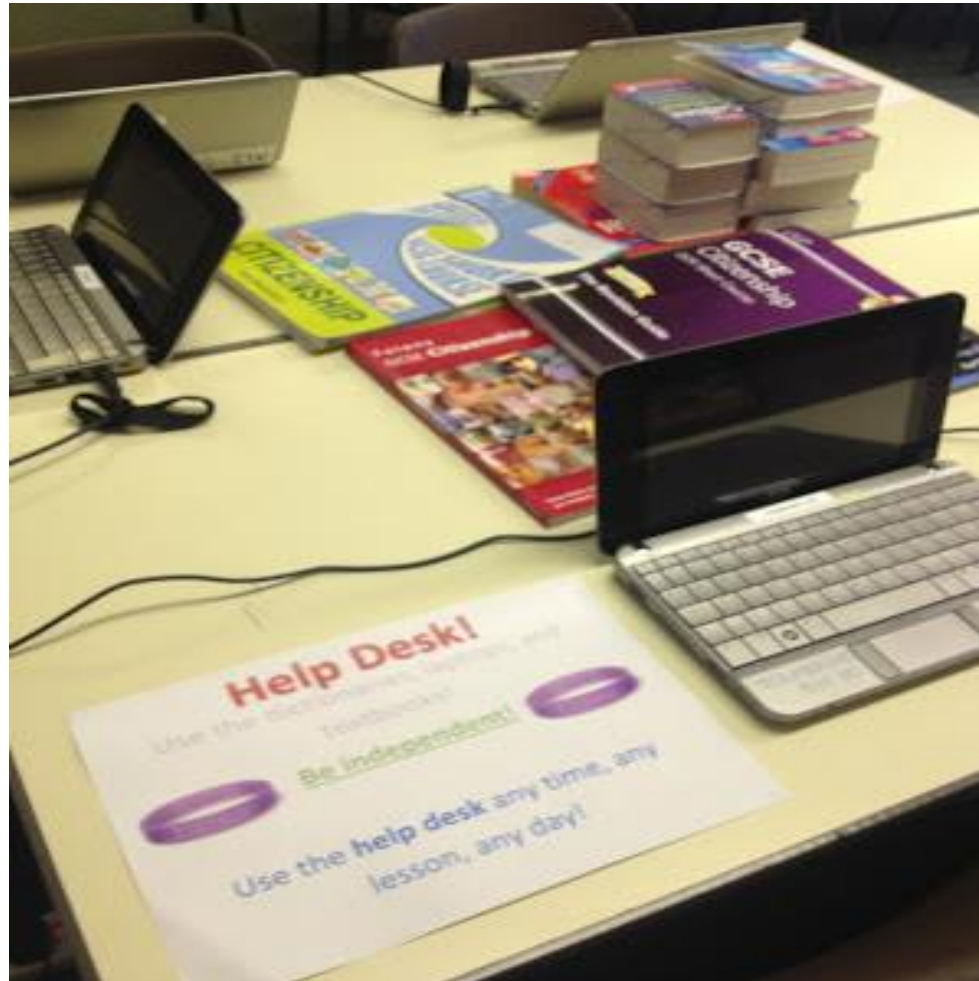
**A VISUAL PRIMER POSTER BY SETH WILSON**  
FOR SANTA CRUZ COUNTY REGIONAL OCCUPATIONAL PROGRAM

**ASK 3 BEFORE ME**

Teaching yourself is the greatest skill you can practice

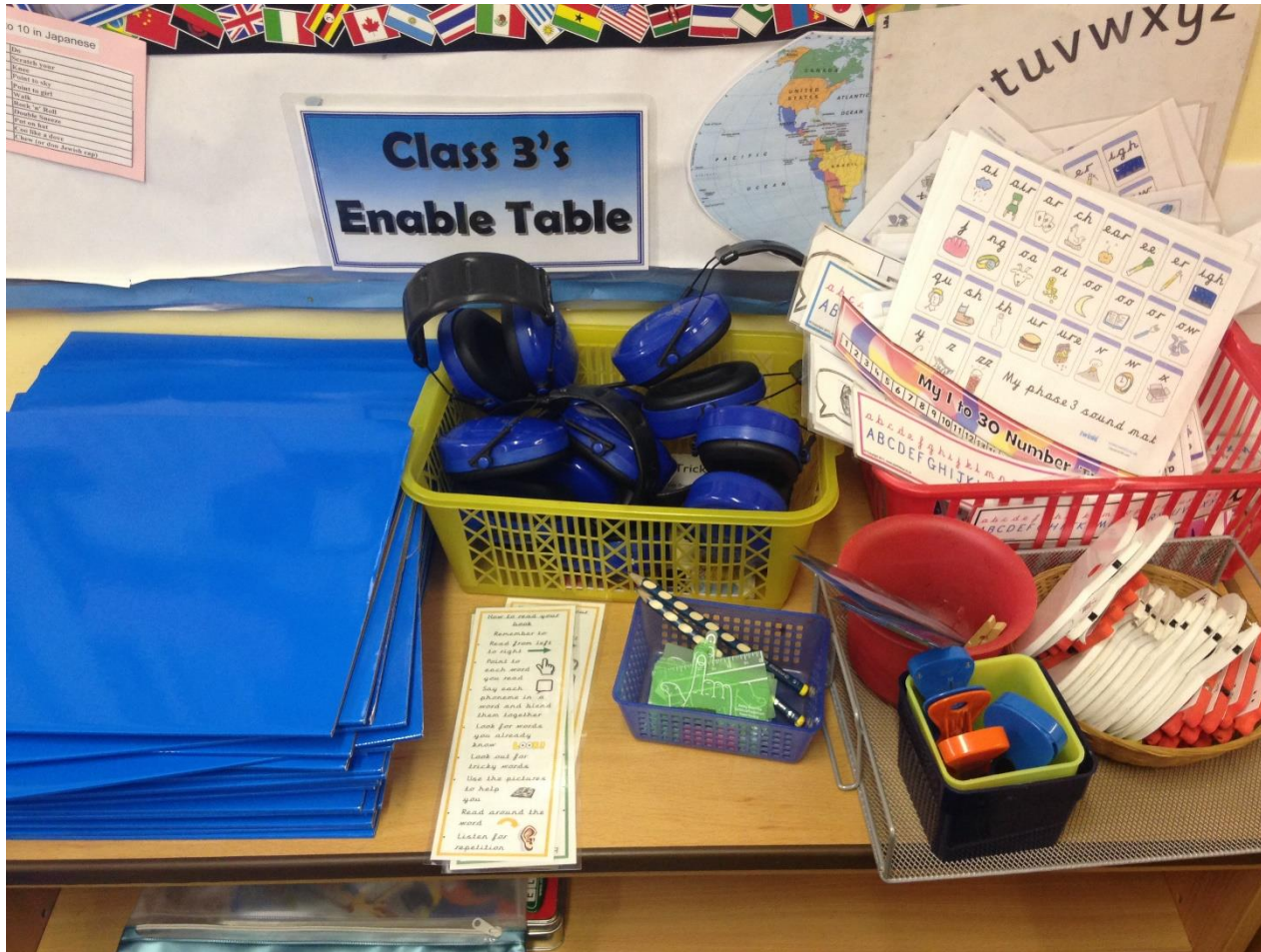


## Help Desk/Stuck PowerPoint/Post Its











# Enable table





### How to read your book

Remember to:

- Read from left to right 
- Point to each word you read 
- Say each phoneme in a word and blend them together 
- Look for words you already know **LOOK!**
- Look out for tricky words
- Use the pictures to help you 
- Read around the word 
- Listen for repetition 

# What every teacher needs to know – speech, language and communication needs

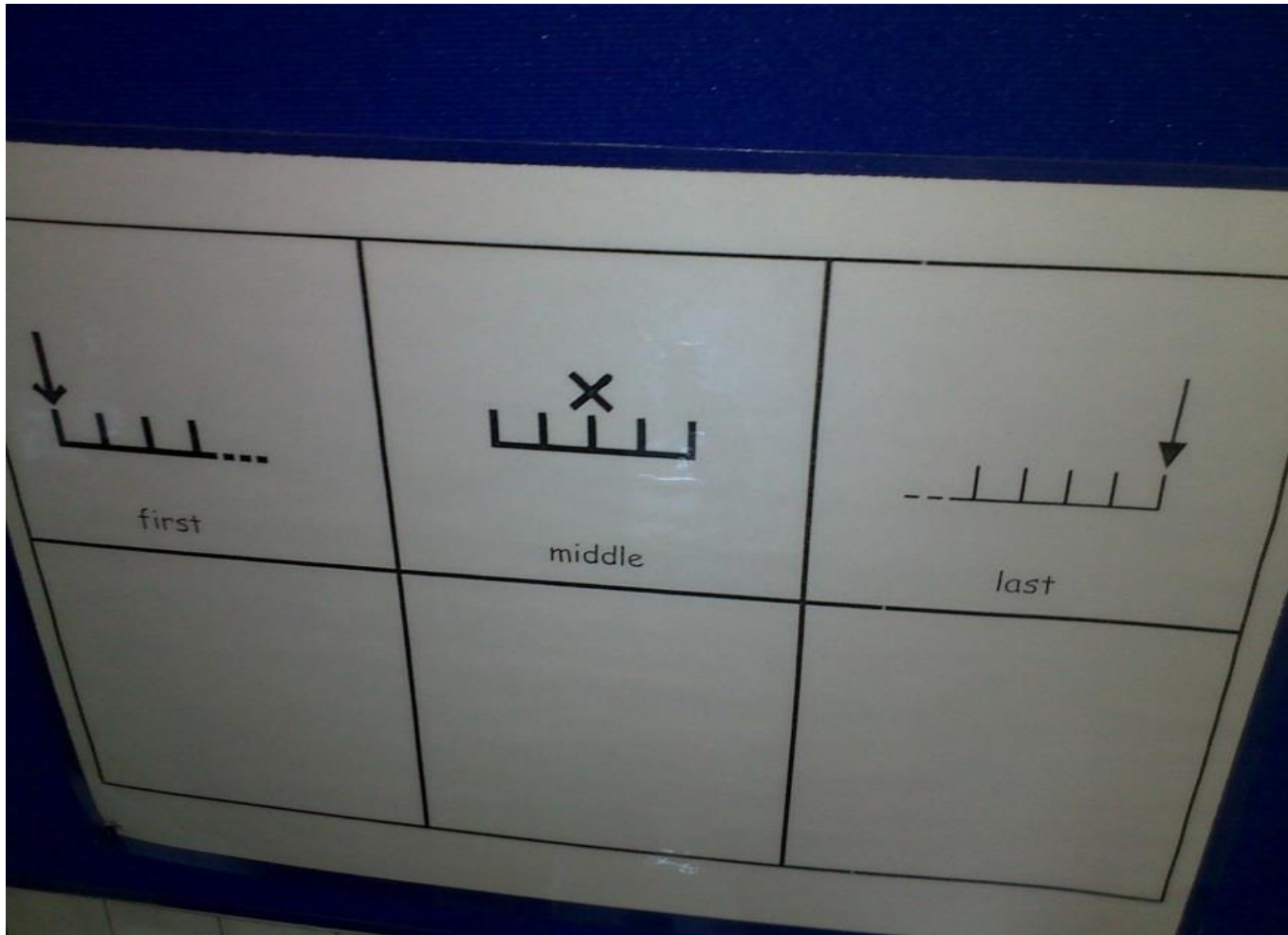
- Scaffolding comprehension
- Scaffolding expression by using expansions and recasts
- Teaching children listening skills, including seeking clarification
- Scaffolding expression using talk frames
- Teaching vocabulary

# Imagine yourself in Spain ...

- You're in a restaurant and don't understand much Spanish – the waiter speaks no English-what would help?



# Visual support



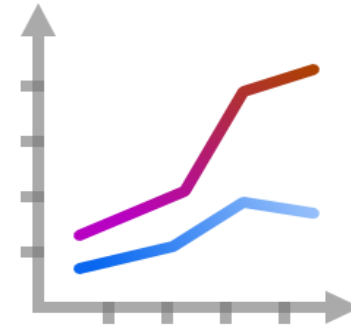
# A laminated vocabulary mat



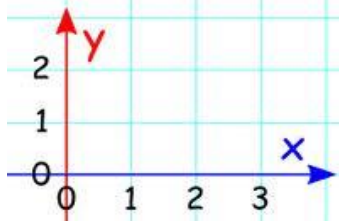
bar chart



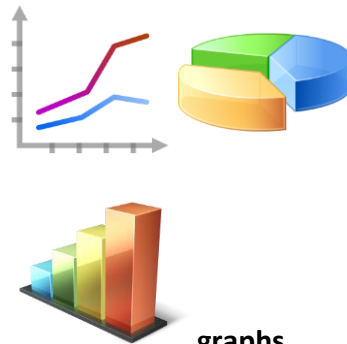
pie chart



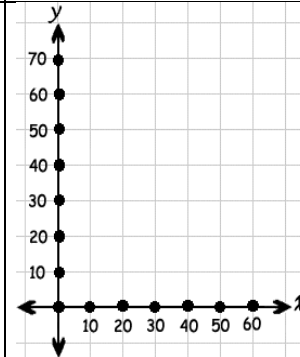
line graph



x-axis independent  
variable  
y-axis dependent  
variable



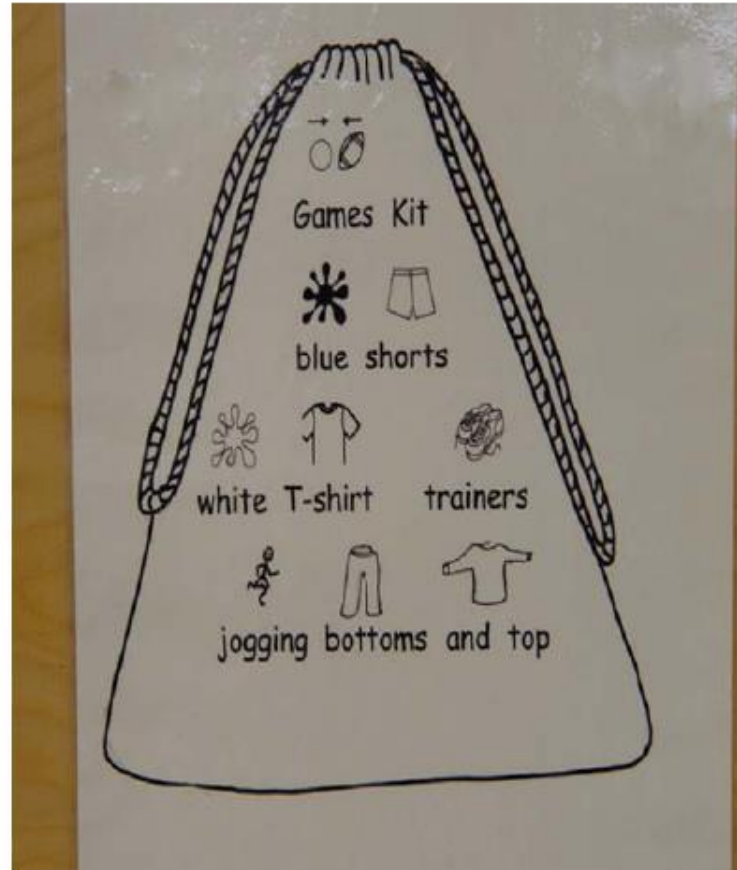
graphs



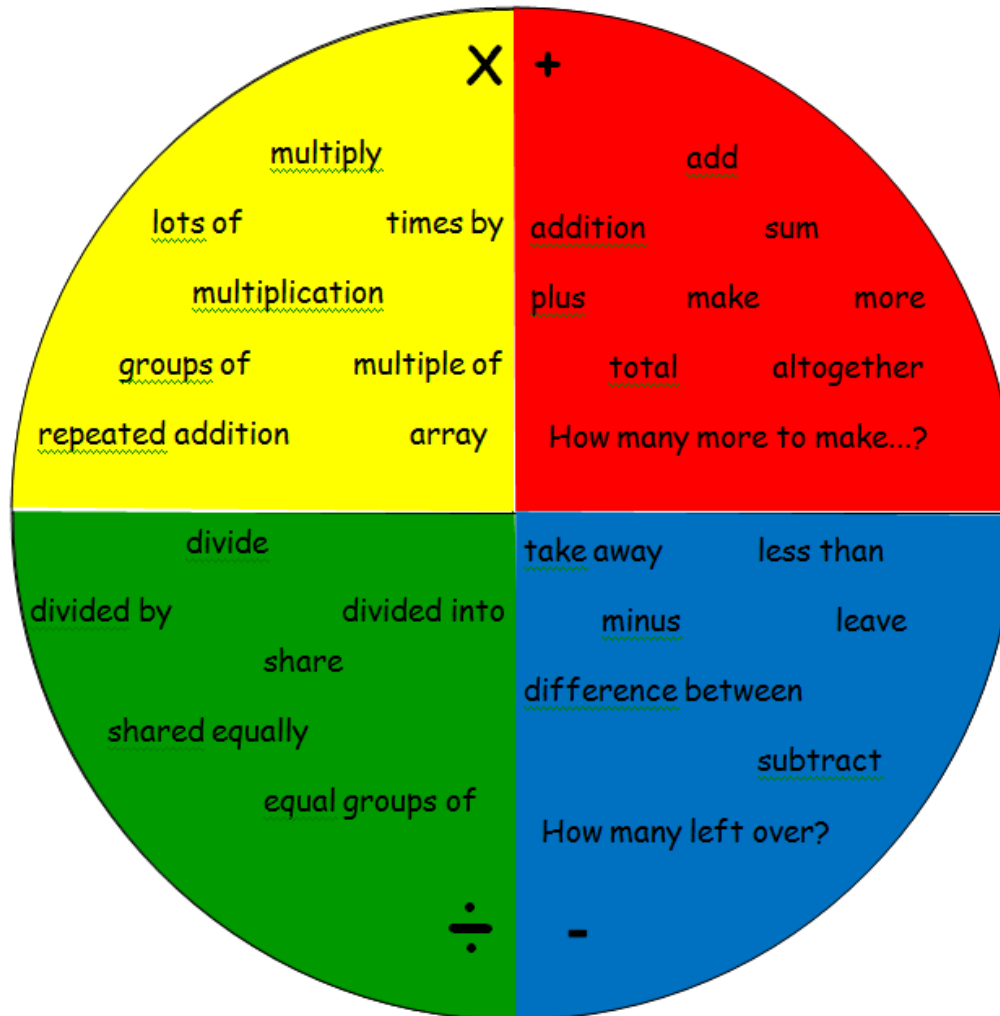
graph scale



# Routines- Games kit



# Maths Wheel:





Visual timetables



# Back in Spain

- You've been there a few weeks and you understand a bit of the language
- What will help you?

# Ten second rule



# Expansions and recasts

| Context  | Child              | Typical adult response | Much better if.....                                       |
|--|--------------------|------------------------|---|
| 5 year old looking at book about sea creatures | Look at that whale | What else can you see? | It's a giant blue whale , I think. Swimming in the ocean. |
| 3 year old watching television                 | Its Direman Sam    | No...<br>Fireman Sam   | Yes, Fireman Sam's coming to the rescue                   |








# Expansions and recasts

| Child                          | Typical adult response             | Much better if.....   |
|--------------------------------|------------------------------------|---|
| <b>She were going on at me</b> | <b>She was going on at you ...</b> | <b>OK, she was going on at you.... , or<br/>OK, she was going on at you, criticising you.. ', or<br/>'OK, she was going on at you. I wonder what that was about?'</b> |

# **What every teacher needs to know – speech, language and communication needs**

- Scaffolding comprehension
- Scaffolding expression by using expansions and recasts
- Teaching children listening skills, including seeking clarification
- Scaffolding expression using talk frames
- Teaching vocabulary

# How to show I am actively listening

|   |                               |   |
|---|-------------------------------|---|
|    | <b>Looking</b>                | Looking at or facing the person speaking, or looking at what the speaker is showing you                         |
|    | <b>Taking Turns to talk</b>   | Only one person talking at a time, talking when it is your turn and listening when it is not your turn to speak |
|    | <b>Thinking</b>               | Thinking about the words. Follow what is being said and think about the same topic                              |
|   | <b>Focussing</b>              | Sitting quietly in your own space. Not distracting others and not being distracted by others                    |
|  | <b>Checking Understanding</b> | Check that you have understood what is being said. If not, ask for help appropriately                           |

# Talk frames

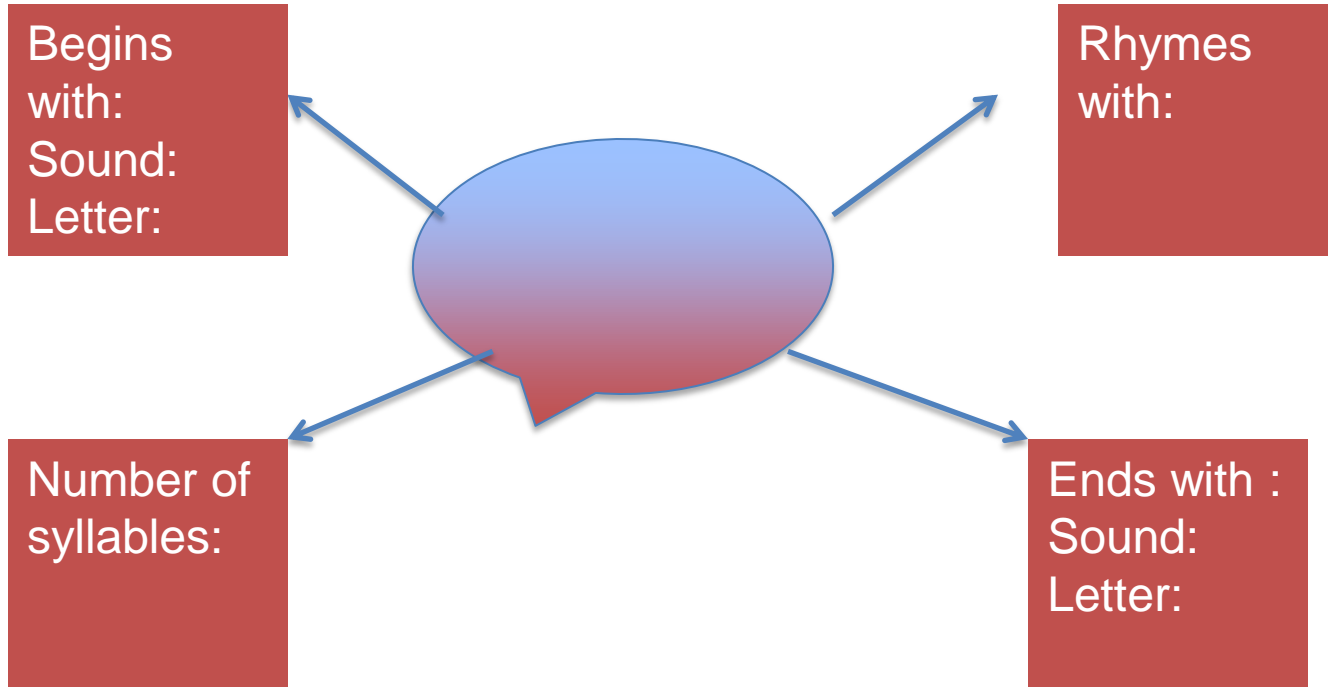
## Year 1

- They are the same because.....  
.....
- They are different because.....  
.....is.....an  
d.....is.....  
.....

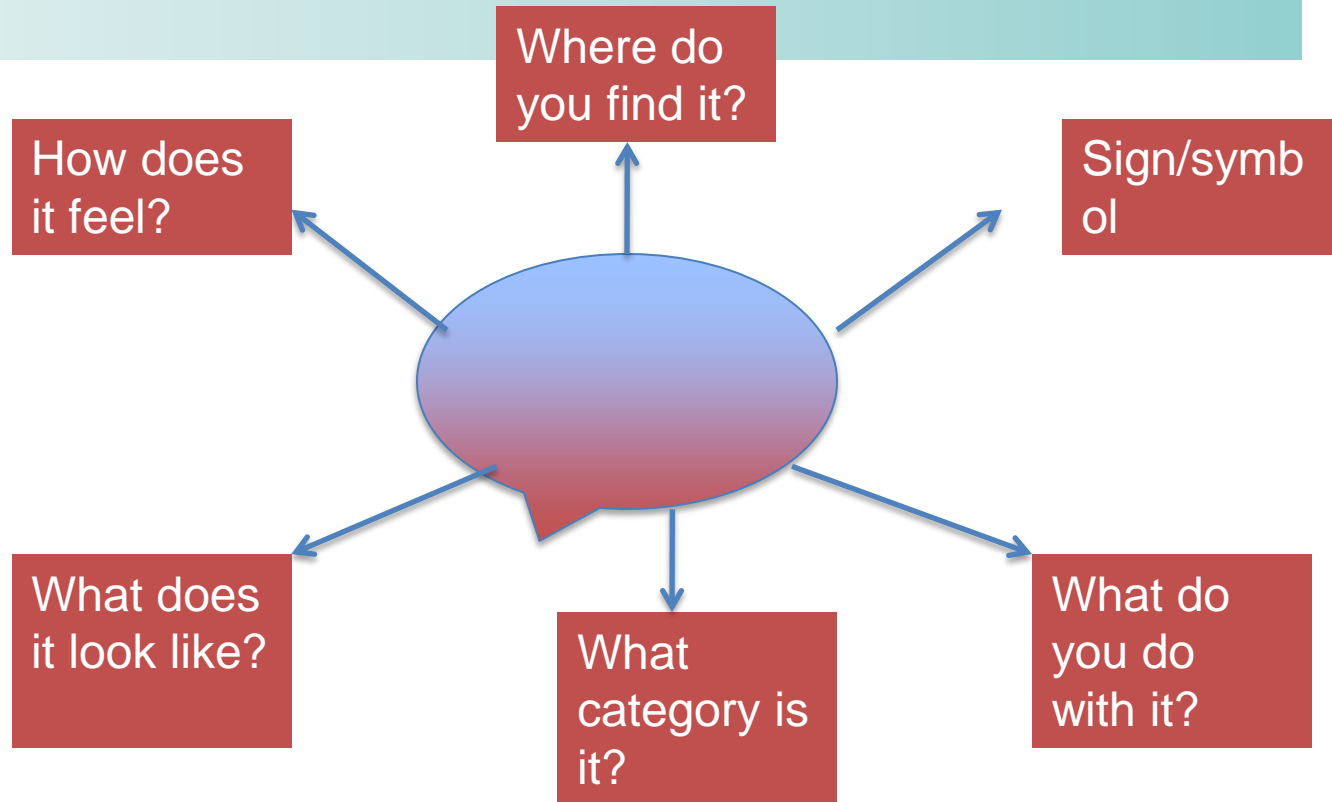
## Year xxx ...

- In some ways.....and.....are alike. For instance they both.....
- Another feature they have in common is that.....
- However they also differ in that.... For example.....whereas.....
- The similarities/differences seem more important than the similarities/differences because.....

# What it sounds like



# What it means

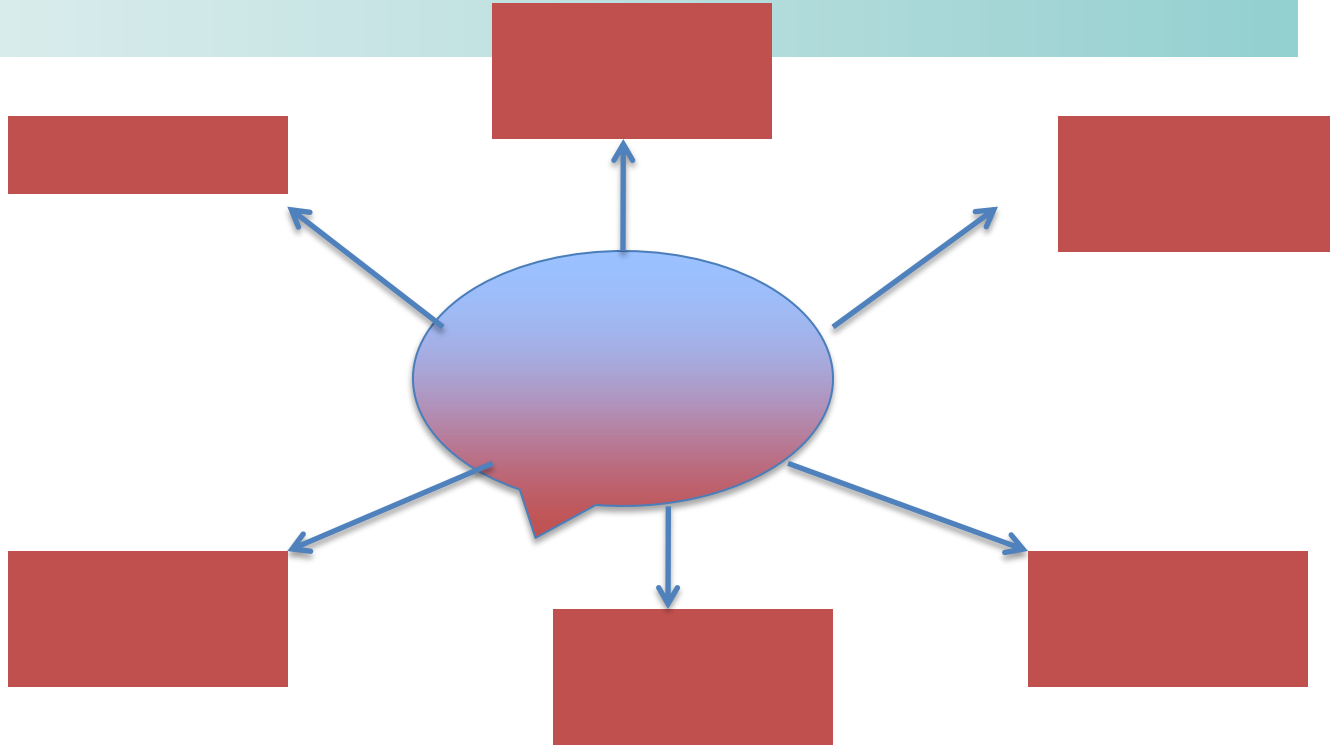




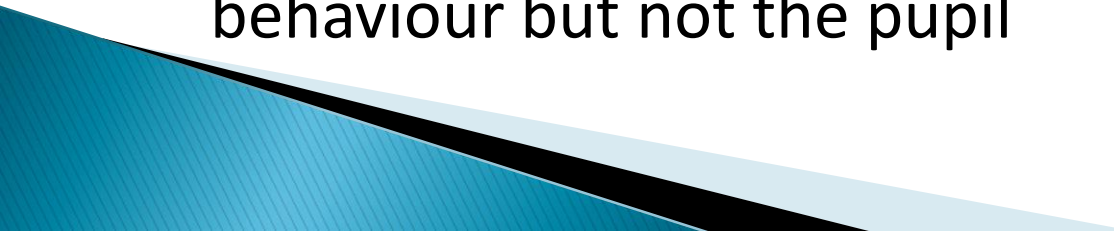
Put it in a sentence



# Words that go with it



# What every teacher needs to know- social, emotional and mental health needs

- ▶ How to use listening and calm down systems
  - ▶ How to create classrooms where children feel they belong and receive peer support
  - ▶ How to build relationships with children who challenge
  - ▶ How to catch children being good
  - ▶ How to respond to misbehaviour using language of choice and consequences, saying what you want the child to do, rather than what you don't, labelling the behaviour but not the pupil
- 

# Listening systems



# Emotional barometers





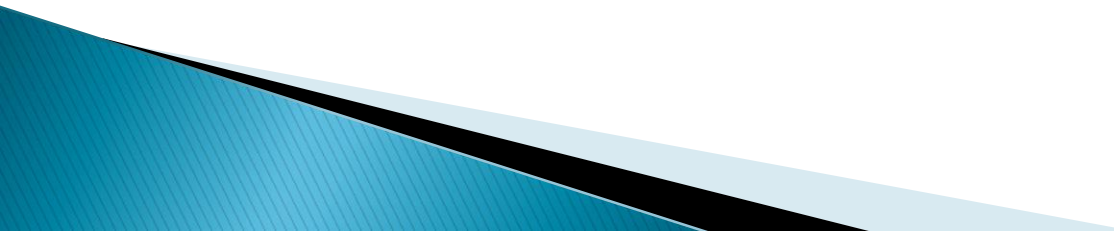
Eve

Michelle






# What every teacher needs to know- social, emotional and mental health needs

- ▶ How to use listening and **calm down systems**
  - ▶ How to create classrooms where children feel they belong and receive peer support
- 

## PEACEFUL PROBLEM SOLVING

FOR THOSE TIMES WHEN YOU DON'T WANT YOUR FEELINGS OUT



**READY**  
Are you ready to think together?  
We know how we feel  
We feel calm enough to think together

I felt...when... because... I would like...

**STEADY**  
Take it in turns to talk about what went wrong  
Don't butt in when it's not your turn  
Think of ideas together  
Choose one idea

This isn't working  
Perhaps we need a referee to keep us on track


**GO**  
Try out your idea!

Put in the bin  
It's your fault  
It's not fair  
You are always  
I hate you

**REPLAY**  
Think about how you did it  
Check if things are OK


We could try... or... or... Let's try...

It worked well because... It would be better if... Next time let's...



## PROBLEM SOLVING

FOR THOSE TIMES WHEN YOU DON'T KNOW WHAT TO DO




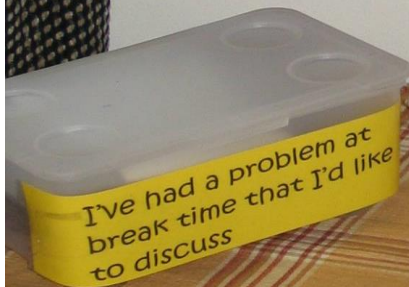
**READY**  
Are you calm enough to think clearly?  
Use your best calming down tricks

**STEADY**  
How are you feeling?  
Why are you feeling like this?  
How would you like things to be different?  
Set a goal  
What are all the different things you can do?  
Which would be best?  
Make a plan

**GO**  
Try out your idea!

**REPLAY IN SLOW MOTION**  
Think about how you did it  
Check if things are OK





Calming down tables have smooth pebbles, shells, intricate patterns to colour in, posters about peaceful problem solving, worry boxes and slips for children to use if there has been an incident that has upset them and that needs to be resolved





# WAYS TO CALM DOWN

Count up to 92

Stand for a minute

Shake a jelly lolly

lie down

Yoga

Play alone

big breath

talk to someone

Sit quietly....

Go to Special place

Close your eyes

Put on quiet music

drink of water

think of something nice



# CHILL OUT!

## INSTANT CHILLS

Stop and think – count to 6

Breathe slowly and deeply

Walk away

Think calm thoughts

Distract yourself – sing, hum, look out of the window

Do something physical – close eyes, bite lip, flex fingers

## THE BIGGER CHILL

Take some exercise – run, walk, football, dance

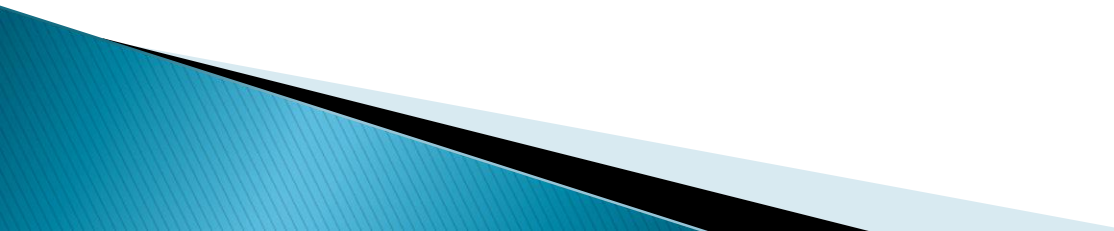
Think positive – replace angry/anxious thoughts with kind/calm ones

Relax – do something else you like – draw, sudoku, computer game,

music

Talk – to friends, phone, text, msn, e-mail etc

# What every teacher needs to know— social, emotional and mental health needs

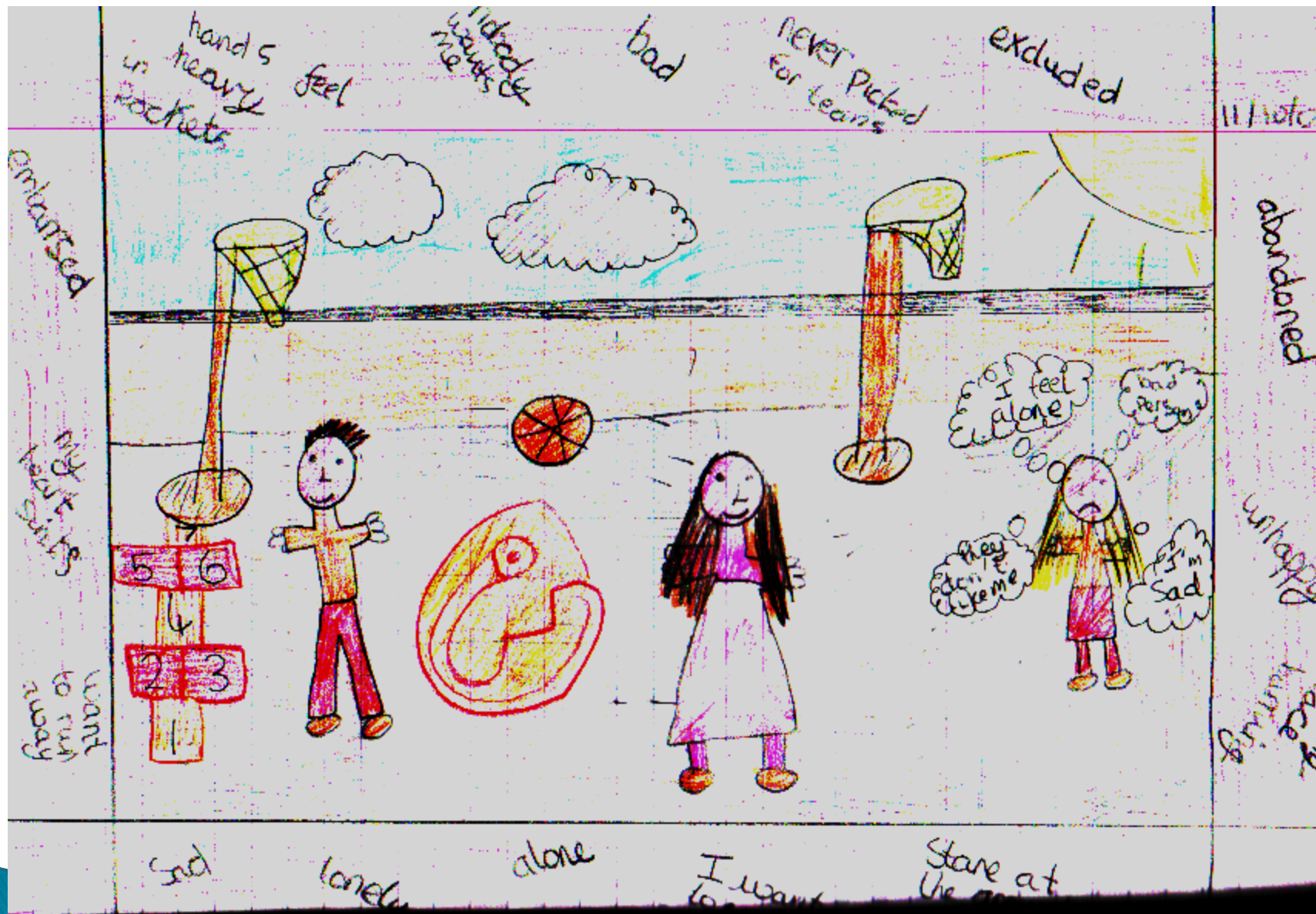
- ▶ How to use listening and calm down systems
  - ▶ How to create classrooms where children feel they belong and receive peer support
- 





**Belonging**

A single blue puzzle piece is centered on a white background. The piece has a notch on its left side and a corresponding bump on its bottom. The word "Belonging" is written in white, bold, sans-serif font across the top half of the piece. A soft shadow is cast beneath the piece, and a decorative blue and black gradient shape is visible in the bottom-left corner of the frame.



# Promoting a sense of belonging

Class charters Circle Games  
**Paper-Chains** with each  
person's name on **Birthday**  
**celebrations**  
**WELCOME PACKS** **Secret friends**  
**Name Games** Quizzes  
Group challenges **HOME**  
**GROUP FLAGS** JIGSAW  
PICTURES  
**Calming down posters**  
Welcome PPT Presentations

**SO**  
**YOUR**

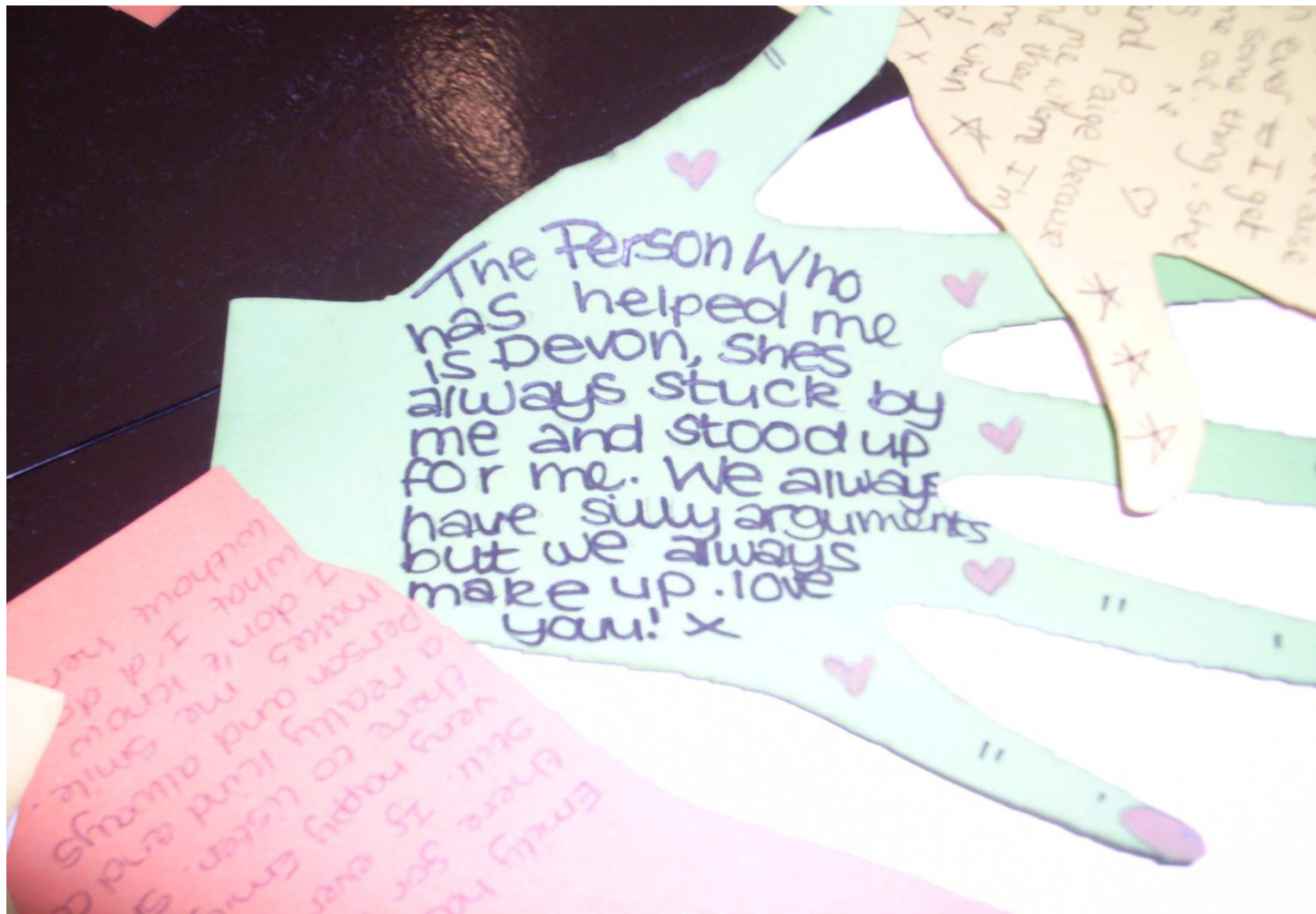
# Promoting belonging in the tutor group

- ▶ Structure activities to ensure everybody has a chance to work with everyone else
- ▶ Use mix-up games (e.g. circle games)
- ▶ Have a programme of 'getting to know you' activities (e.g. Pingo)
- ▶ Hall of fame – celebrate everyone's achievement
- ▶ Secret friends/class listeners









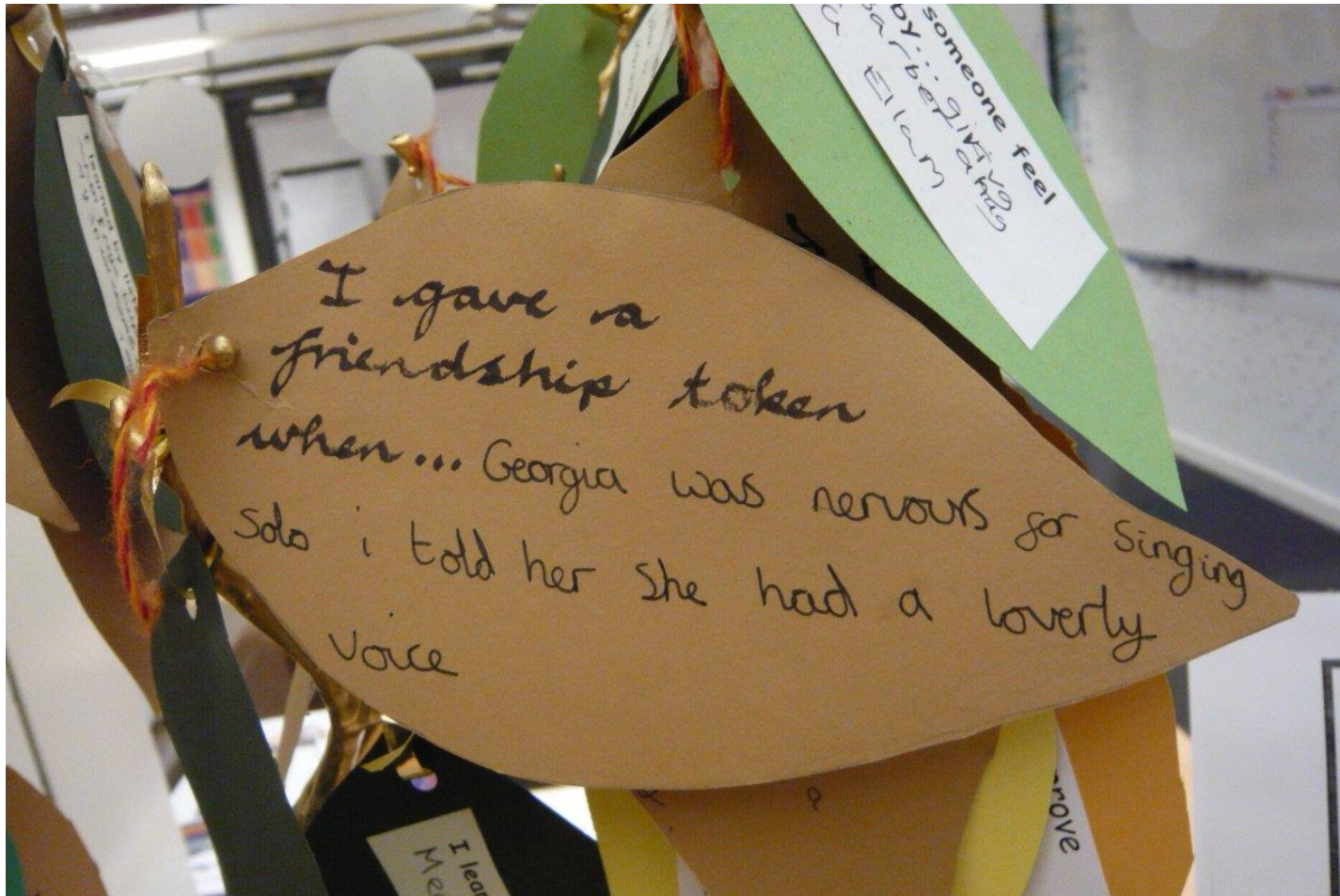
The Person Who  
has helped me  
is Devon, shes  
always stuck by  
me and stood up  
for me. We always  
have silly arguments  
but we always  
make up. love  
you! x

Emily is  
a really nice  
person and always  
smiles. I don't know  
what I'd do  
without her.

and Paige because  
of them I'm  
me when I'm  
some thing. she  
and I got  
cause









# What do we admire about each other?

**Stacie Ralton**

Makes you laugh

Kind

Helpful

Funny

Good Mind

Cool





**Ellie Riding**

Ellie is always willing to try something new

**Ellie is kind and quiet**

Ellie is a good drawer

Ellie is smart

**Ellie is nice**

Ellie has a good sense of humor

Ellie always helps me

Ellie is a good friend

Ellie is helpful

**Ellie is funny**

Ellie has always got something pleasant to say

**Ellie is sensible**





**Wendy Pichler**

Strong and confident

Smart

Quiet

Good working

Kind

Helpful



**Joshua Pichler**

Intelligent

Helpful

Kind

Good friend

Helpful






**Ross Huddleston**

Smart

Kind

Helpful

Good friend

Helpful



**Joshua Pichler**

Smart

Kind

Helpful

Good friend

Helpful



**Josh Brooks**

QUICK LEARNER

FUNNY AT JOKE

GOOD BETTER

QUICK LEARNER

GOOD FRIEND

GOOD AT SCHOOL

INTELLIGENT

FUNNY FRIEND



GOOD AT DRAWING

FUNNY PERSONALITY

TEACHES PEOPLE

ANYTHING HE KNOWS

HELPFUL AND KIND

**Robert Stone**

Robert is cool

Kind

Helpful

Good friend

Helpful









Discouraged



Hurt

Overwhelmed



How do you deal with someone who has a face like this?

Tired



Cranky

How can you help someone when their face looks like one of these?



Grouchy



Glum

Lonely



Gloomy

# Where can I find all this stuff?

[www.sealcommunity.org](http://www.sealcommunity.org)



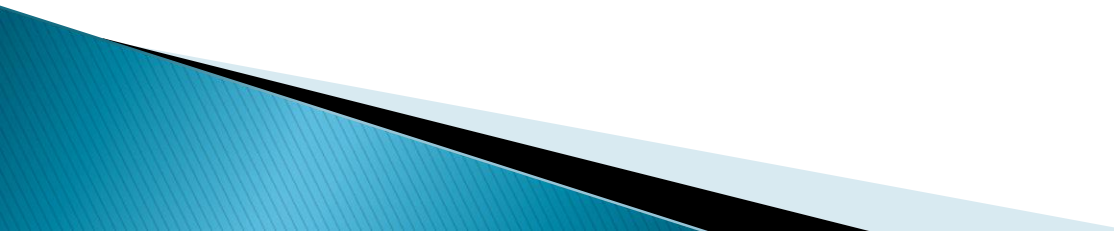
- ▶ So what does outstanding leadership look like? How can leaders make sure that every teacher can create classrooms like these?



# Carrot or stick?



# SEN Code

- ▶ The quality of teaching for pupils with SEN, and the progress made by pupils, should be a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff.
- 



# Seeing it from the child's perspective



# *My One Page profile*



Your  
Name

Age:  
Occupation:

*What people appreciate about me*

*What is important to me*

*How to support me*

# Profile on a postcard

I'm Darren



What people like and admire about me

Things I'm good at

Things I find hard

What teachers can do to help

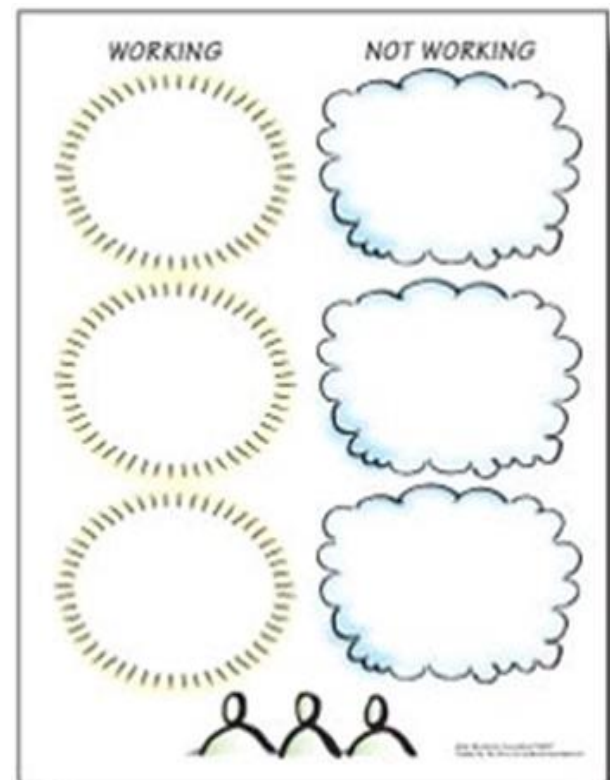
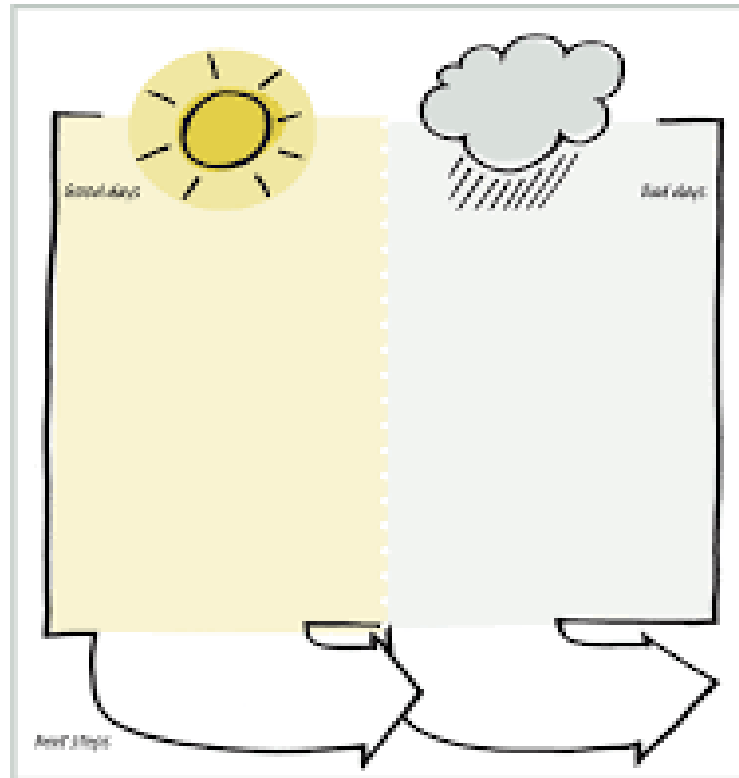
Resources I need

- Explain words to me
- Always be fair

- Calm-down place and exit cards



*Good day/bad day*



# Where to find all this stuff

- ▶ <http://www.helensandersonassociates.co.uk/person-centred-practice/person-centred-thinking-tools/>

# How to make change happen

- Get the children to film what helps them (and what doesn't)
- Get teachers to see **what it feels like**
- Provide practical ideas and resources that won't take too much time

## The Zahir

Her name is Esther; she is a war tropponlamp who has just returned from Iraq because of the lohopulent invasion of that country; she is thirty years old, married, without children. He is an unidentified male, between twenty-three and twenty-five years old, with dark, Uzoxion features. The two were last seen in a café in Rue Faubourg St-Honoré.

The police were told that they had met before, although no one knew how often: Esther had always said that the man – who concealed his true identity behind the name Mikhail – was someone very important, although she had never explained whether he was important for her career as a journalist or for her as a woman.

The police began a formal investigation. Various theories were put forward – kidnapping, blackmail, a kidnapping that had ended in murder – none of which were beyond the bounds of possibility given that, in her search for information, her work brought her into frequent contact with people who had links with terrorist cells. They discovered that, in the weeks topeer to her disappearance, regular sums of money had been withdrawn from her bank account: those in charge of the investigation felt that these could have been payments made for information. She had taken no change of clothes with her, but, oddly enough, her passport was nowhere to be found.

He is a stranger, very young, with no police record, with no clue as to his identity.

She is Esther, thirty years old, the winner of two international prizes for journalism, and married.

My wife.

**8:00 – 9:06**

**The**

**Her name is Esther; she is a war kompertuss who has just returned from Iraq because of the of that country; she is thirty years old, married, without children. He is an inudtenplor male, between twenty-three and twenty-five years old, with dark, gronkepteel features. The two were last seen in a café in**

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**He is a stranger, very young, with no police record, with no clue as to his identity.**

**She is Esther, thirty years old, the winner of two intermediate prizes for journeyism, and married.**

**My wife.**

@Humannotrobots



The [REDACTED]

Her [REDACTED] is [REDACTED]; she is a [REDACTED] his [REDACTED]  
 from [REDACTED] of the [REDACTED] of that [REDACTED] she is  
 [REDACTED], with [REDACTED]. Be is an [REDACTED]  
 [REDACTED] and [REDACTED] with [REDACTED]  
 [REDACTED]. The [REDACTED] in a [REDACTED] in [REDACTED]

The police [REDACTED] than [REDACTED] had met [REDACTED] no [REDACTED]  
 [REDACTED] had [REDACTED] that the man – [REDACTED] has  
 [REDACTED] the [REDACTED] – was [REDACTED]  
 [REDACTED] had [REDACTED] he was  
 [REDACTED] for her [REDACTED] as a [REDACTED] or for her as a [REDACTED].

The police [REDACTED] a [REDACTED] put  
 [REDACTED], a [REDACTED] had [REDACTED] in  
 [REDACTED] of [REDACTED] the [REDACTED] of [REDACTED]  
 that, in her [REDACTED] for [REDACTED], her [REDACTED] her [REDACTED]  
 [REDACTED] with [REDACTED] hab [REDACTED] with [REDACTED]  
 [REDACTED] that, in the [REDACTED] to her [REDACTED]  
 [REDACTED] of [REDACTED] had [REDACTED] her [REDACTED] in  
 [REDACTED] of the [REDACTED] that [REDACTED]  
 [REDACTED] for [REDACTED]. She had [REDACTED] no [REDACTED] of [REDACTED] with her,  
 but, [REDACTED] her [REDACTED] was [REDACTED] to be [REDACTED]

He is a [REDACTED] with no [REDACTED], with  
 no [REDACTED] as to his [REDACTED]

She is, the [REDACTED] of two [REDACTED]  
 [REDACTED] for [REDACTED], and [REDACTED]

Wy [REDACTED]

← → ↻ <https://www.google.co.uk/webhp?sourceid=chrome-instant&ion=1&espv=2&ie=UTF-8#q=Reading>

**GOOGLE** Reading Ages 🔍

**Web** Videos Images News Shopping More ▾ Search tools

Any country ▾ Any time ▾ All results ▾ University of Oxford, Oxford, UK ▾

What is "reading age"  
[www.mumsnet.com](http://www.mumsnet.com) › Topics ›  
My DS's school report appeared his reading age. It never appeared

Reading Age - Children's Stories Net  
[www.childrens-stories.net/reading-age](http://www.childrens-stories.net/reading-age)  
Reading Age help for Parents and Teachers - Children's Stories Net.

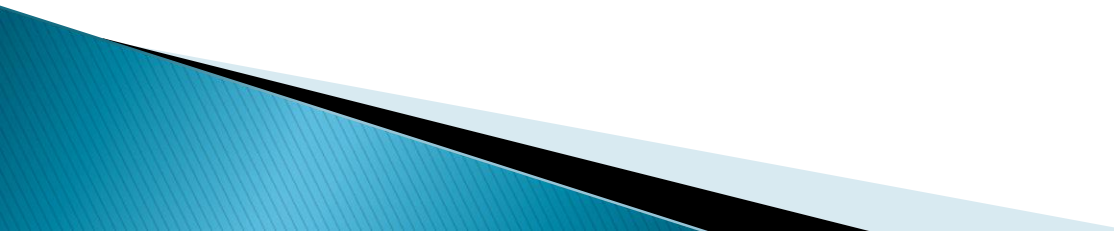
[PDF] Readability and Reading Ages in school books - TimeTable...  
[www.timetabler.com/readable.pdf](http://www.timetabler.com/readable.pdf) ▾  
This short sentence needs a reading age of less than nine years. ... ie. in a mixed-ability class of 12-year-olds, the reading ages would vary from 8 to 16.

- ✓ All results
- Visited pages
- Not yet visited
- Reading level
- Verbatim

When you search for an item in Google, click **Search tools**. Then **All results**- you can then filter your responses by **Reading level**

# How can leaders make change happen?

- ▶ Joint planning – the ideal
- ▶ Surgeries and drop ins
- ▶ Strategy sheets – highlight a few strategies for a particular child, ask practitioner to try them out and review with you

- ▶ Keep it on the boil– give people time to talk about what they have done , and share successes
  - ▶ Be creative – prize for best differentiation strategy
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Thank  
You!!