

# Special Educational Needs in Mainstream Schools

*Evidence-Based Strategies for  
School Policy and Practice*



Aoife Duff – Education Endowment Foundation

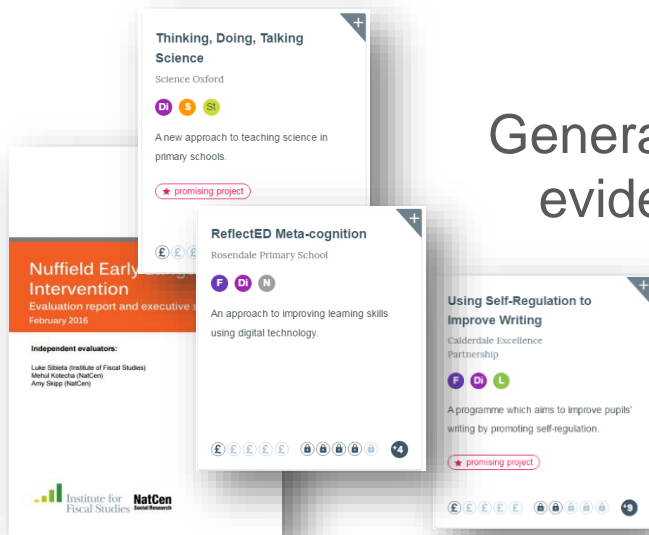
# What does the EEF do?



Summarising evidence



Generating evidence

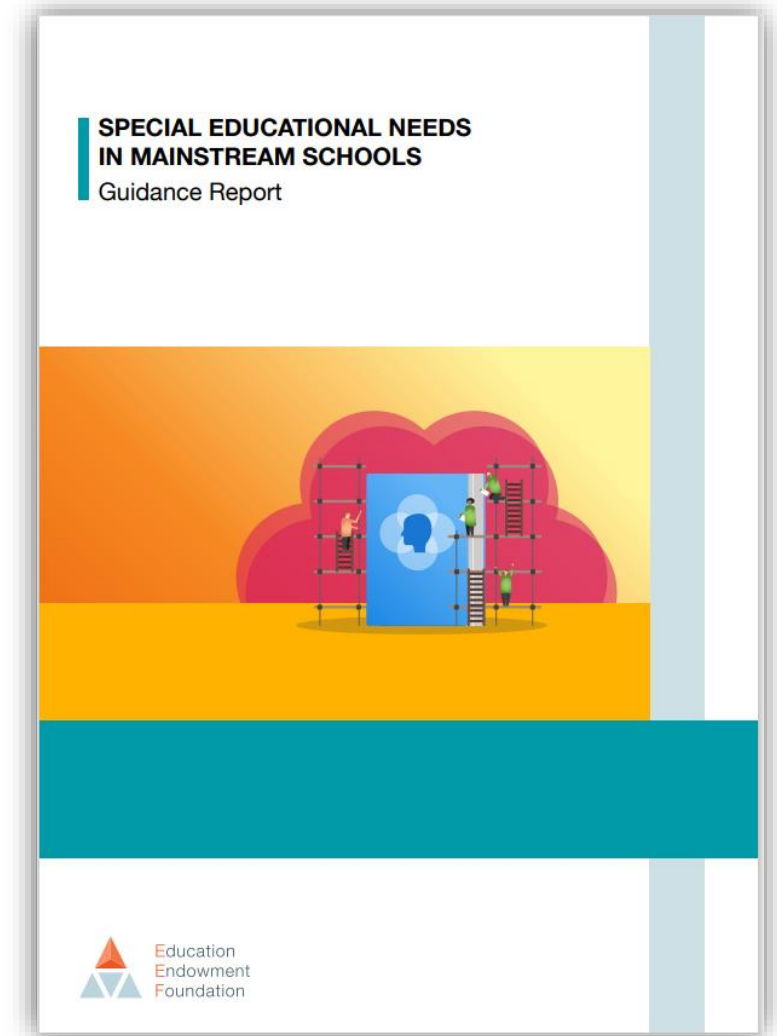


Translating evidence into practice



# Guidance Report on Special Educational Needs

- An accessible summary of the best available evidence.
- Underpinned by evidence from 102 systematic reviews.
- Collaborated with teachers, SENCOs, parents and academics to identify **5 actionable, evidence-based recommendations.**



# 1 Create a positive and supportive environment for all pupils without exception



- Be inclusive by design, not as an after thought.
- Inclusion doesn't just benefit pupils with SEN – there's evidence of positive impacts on pupils *without SEN*.
- Teachers with positive attitudes towards inclusion of children with SEN have better quality interactions with pupils.

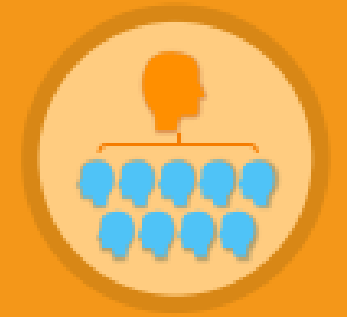
## 2 Build an ongoing, holistic understanding of your pupils and their needs



- For teachers, understanding *learning needs* usually matters more than having in depth knowledge of a pupils' *diagnosis*.
- Effective formative assessment can support positive outcomes for pupils with SEND.

<b>What are the barriers to learning that the pupil is experiencing and in which subjects?</b>	<b>What are their strengths, interests, and aspirations?</b>
<b>What support do they need to access the curriculum?</b>	<b>How can the school's provision be improved to support this pupil to learn?</b>

# 3 Ensure all pupils have access to high quality teaching



‘To a great extent, good teaching for pupils with SEND is good teaching for all.’

The ‘Five-a-day’ principle: High quality teaching benefits pupils with SEND

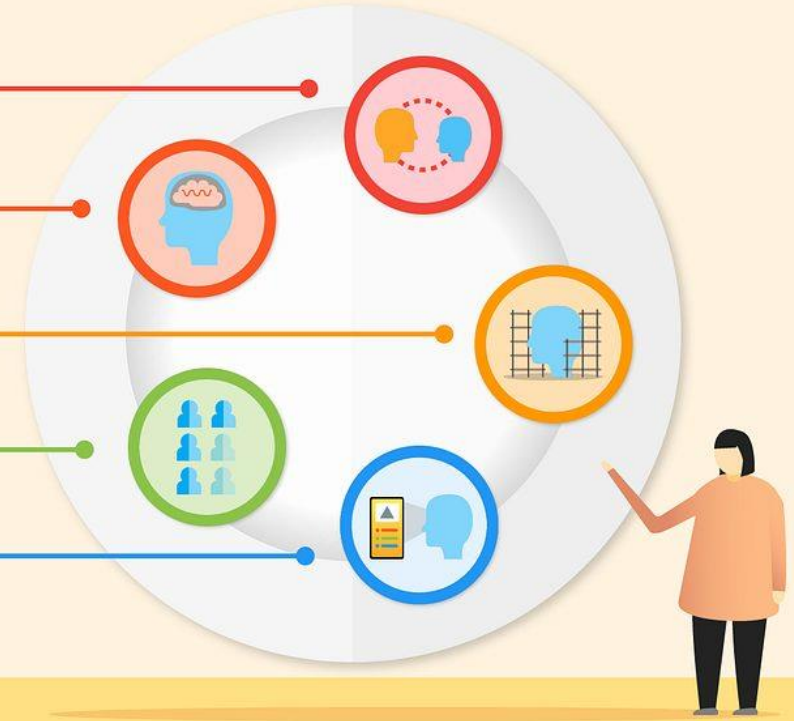
**1** Explicit instruction

**2** Cognitive and metacognitive strategies

**3** Scaffolding

**4** Flexible grouping

**5** Using technology

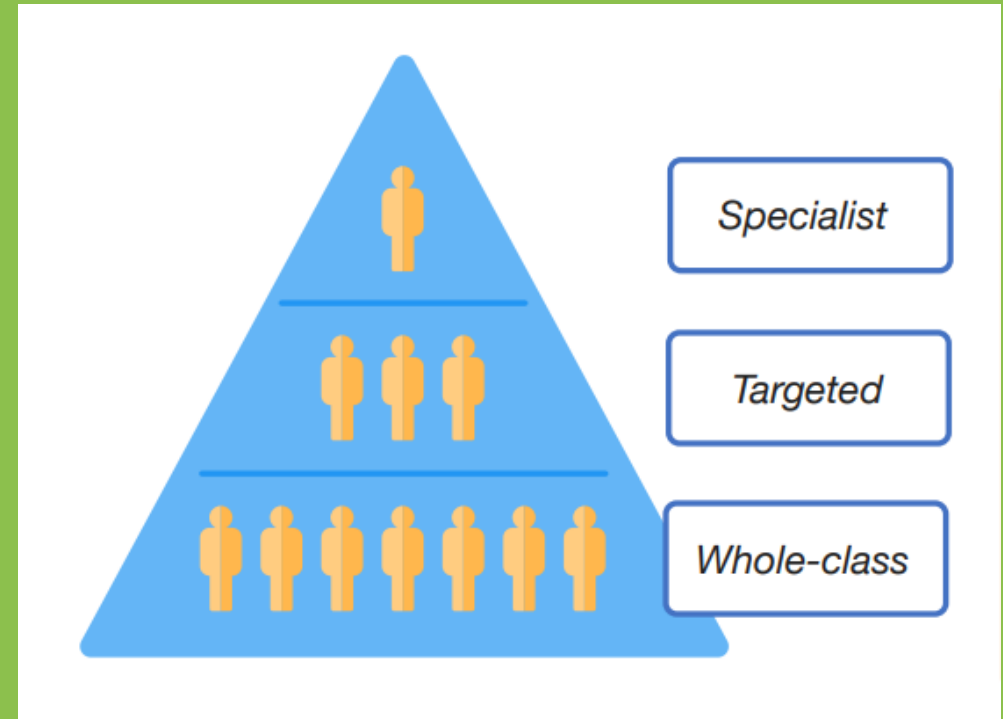


# 4

## Complement high quality teaching with carefully selected small-group and one-to-one interventions



- What are pupils missing while away from class?
- How does the intervention relate to class teaching?
- Is this the right intervention for the pupil?
- Can we dedicate the resources, time and support needed to deliver the intervention well?



# 5 Work effectively with teaching assistants



- Pupils with EHCPs often spend around  $\frac{1}{4}$  of their time at school away from the classroom, their teacher and their peers.
- TAs should be supplementing not replacing the teacher as the 'primary educator' for pupils with SEND.
- Deploy TAs to support pupils to develop independent learning skills.
- Ensure TAs are fully prepared for their role in the classroom.
- Deploy TAs to deliver high quality, evidence based interventions.



Questions?



# Key references

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