



ArthurTerry
SCITT

NASBTT SEND Workshop: Typified Students

Arthur Terry SCITT context

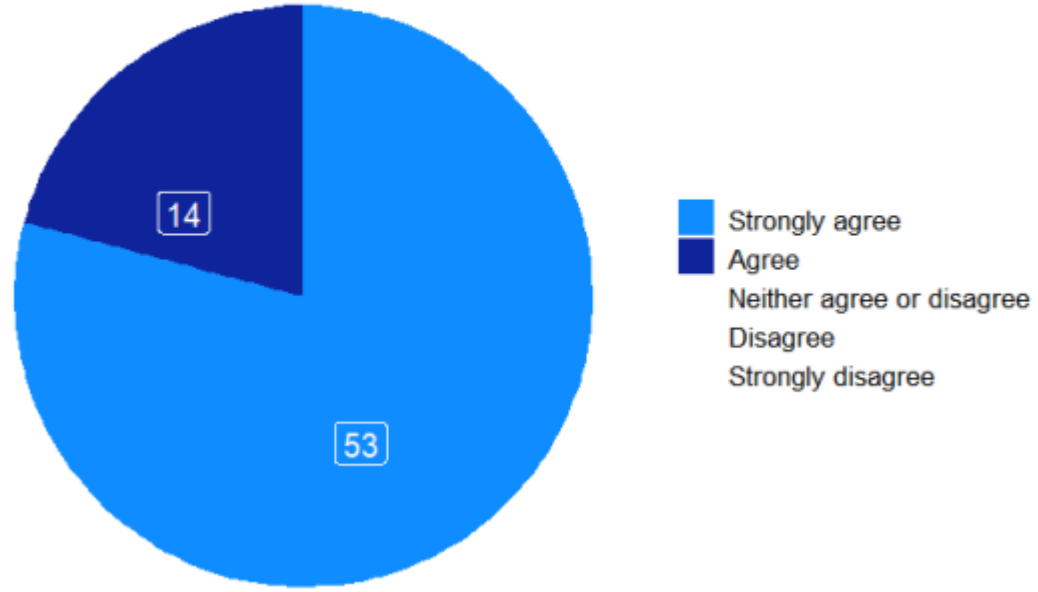


- Based in North Birmingham
- Ofsted rated outstanding (2022)
- Primary and Secondary routes
- Approximately 80 Associate Teachers

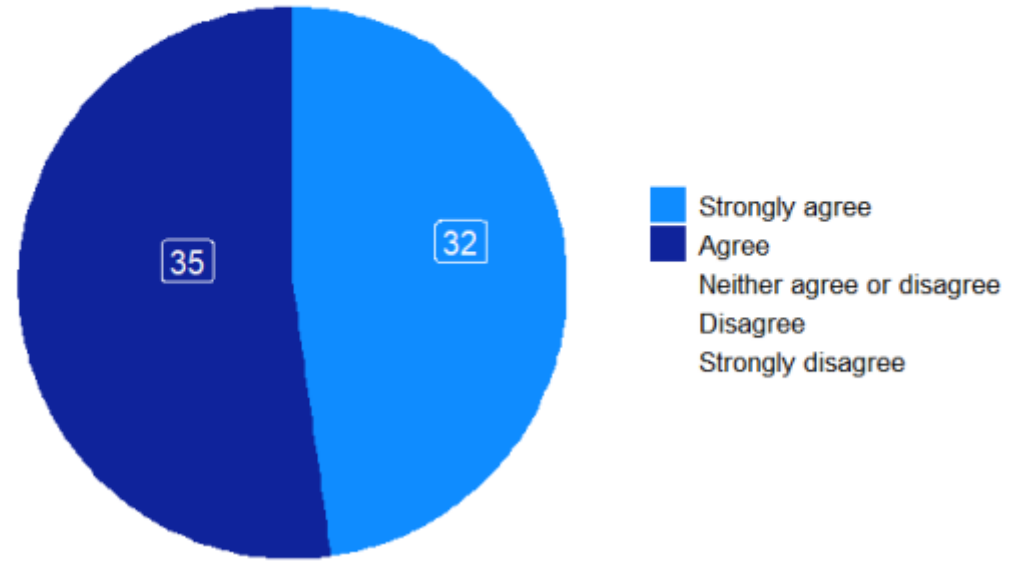
Problems around SEND instruction

Associate Teachers often report feeling less confident and prepared for supporting students with SEND.

I am confident the training programme will make me a high quality teacher.



I have acquired the specific knowledge, understanding and skills I need to support those with special educational needs and/or disabilities (SEND).



A tendency towards falling back on generic approaches and strategies as a result of stereotypes around SEND:

- Coloured paper for dyslexic students
- Clear, chunked instructions for autistic students
- Fidget toys for students with ADHD

When to introduce SEND and adaptive teaching?

How to balance against other competing demands?

How to avoid cognitive overload for Associate Teachers?



Mia

Mia struggles to concentrate in lessons and often avoids starting tasks. She is able to articulate her thoughts orally but struggles to write them down. Her work is untidy and her spellings are often inaccurate; phonetic spellings are very common. She misses out words when she is reading and struggles to retain the overall meaning of passages.

A logo for dyslexia awareness, with the word "DYSLEXIA" written in a bold, sans-serif font. The letters are arranged in three rows: "DYS" on top, "LEX" in the middle, and "CIA" on the bottom. Each letter is filled with a different color (red, blue, or black) and has a white outline, creating a high-contrast, visually busy effect.

DYS
LEX
CIA

Primary

Mia

Mia struggles to concentrate in lessons and often avoids starting tasks. She is able to articulate her thoughts orally but struggles to write them down. Her work is untidy and her spellings are often inaccurate; phonetic spellings are very common. She misses out words when she is reading and struggles to retain the overall meaning of passages.



Levi

Levi shows very little interest in school. He struggles to sit still, rarely completes work and frequently turns up without his reading book and PE kit. He finds it hard to listen and he is likely to start his own conversation with a classmate. His work is untidy and mostly incomplete. It's difficult to find evidence of his progress this year in his class work.



Said

Said is 11. He was born in Somalia but moved to Saudi Arabia when he was 5. He attended various schools in Saudi Arabia becoming fluent in Arabic and developing basic numeracy skills. He came to England when he was 8 and is currently living in temporary accommodation. He has made friends with two boys from Somalia. His competency in English is developing and he applies himself diligently in lessons.



Ethan

Ethan is on the autistic spectrum and finds it difficult to relate to other people, to work in a group and to understand social norms. He has a very literal understanding of language and thinks people always mean exactly what they say. He benefits from routines and clear expectations. He has an EHCP which provides some TA support.



Iris

Iris' parents have recently confided to her class teacher that she is finding school overwhelming. She is struggling with anxiety and finds it very hard to come to school each day. Her teacher has noticed that she has stopped participating in lessons and is reluctant to answer questions in group & class discussions.



Jazmine

Jazmine is 10 and was a high prior attainer in EYFS & at KS1. She doesn't really see the point of school. She doesn't believe that success at school will lead to better prospects in the future. Her attendance is poor and when she does come to school, she is often late. She has low self-esteem and doesn't believe she is capable of achieving well. No one in her immediate or extended family has been to university and has never travelled outside of her hometown.



Primary

Mulham

Mulham is 9 years old and has difficulties understanding what is said to him. He can understand simple sentences if they relate to what he is doing, to family or school routines and activities. He can understand questions using words like 'what?', 'where?', and 'who?' but not those asking 'why?' or 'when'. He communicates using short phrases to get his message across – maybe 3 or 4 words together. His speech is unclear; he speaks very quietly and does not look at the person he is speaking to - so it is difficult to follow for those people who do not know him well. Mulham also has a stammer, which is worse some days than others and this too can affect how easy it is for people to understand him.



Tommy

Tommy when dealing with calculation, over relies upon counting in ones and struggles to also count backwards. He is unable to subitise and has a problem when comparing sets of amounts i.e. which is bigger or smaller. He has weak skills for mental arithmetic and forgets maths procedures and formulae.



At times, he may forget the maths question asked of him when trying to complete the work in his head. He has difficulty noticing patterns and sequences.

Sohail

Sohail has a physical disability and uses a power wheelchair. He has limited lower limb movement but is able to move his arms in front of his body, above his head and to the side. He is able to work within the whole class setting, providing considerations are made for the additional safe space he will need to manoeuvre his wheelchair. He enjoys PE and likes to work as part of a small group. He is confident helping others.



Jenny

Jenny has a hearing impairment. She wears a cochlear implant and uses a radio device to assist her hearing. Jenny also communicates using British Sign Language (BSL) and is sometimes supported by a BSL interpreter. She is capable but benefits from additional scaffolding to support her learning. Jenny enjoys music but lacks confidence due to the barriers she faces. She thrives in small group settings where she can receive more focused support. Jenny benefits from the use of some sign language and visual resources to aid her understanding. She finds it challenging to keep up with fast-paced and constantly changing activities, and benefits from clear, consistent instructions and a structured environment.



Emily

Emily has a visual impairment. She has very limited peripheral vision and struggles to see objects that are below waist height and above her head. She wears glasses for PE and requires additional visual support through equipment such as bell balls for games activities.

She likes PE but is not very confident. She works well in small groups.

She finds spatial awareness difficult and struggles when activities are fast paced and constantly changing.



Romeo

Romeo is 4 years and 1 month, he has recently joined a Reception Class of 30 children. He has not been to a setting before. Romeo is not yet toilet trained and drinks from a bottle at home. Romeo displays limited expressive language, using 2-3 words together. He does not yet maintain attention during directed learning time.

Romeo often uses physical actions to gain attention. Romeo finds sharing resources difficult and is known to often put things in his mouth.



Secondary

Mia

Mia struggles to concentrate in lessons and often avoids starting tasks. She is able to articulate her thoughts orally but struggles to write them down. Her work is untidy and her spellings are often inaccurate; phonetic spellings are very common. She misses out words when she is reading and struggles to retain the overall meaning of passages.



Levi

Levi shows very little interest in school. He struggles to sit still, rarely completes work and frequently turns up without his reading book and PE kit. He finds it hard to listen and he is likely to start his own conversation with a classmate. His work is untidy and mostly incomplete. It's difficult to find evidence of his progress this year in his class work.



Said

Said is 11. He was born in Somalia but moved to Saudi Arabia when he was 5. He attended various schools in Saudi Arabia becoming fluent in Arabic and developing basic numeracy skills. He came to England when he was 8 and is currently living in temporary accommodation. He has made friends with two boys from Somalia. His competency in English is developing and he applies himself diligently in lessons.



Ethan

Ethan is on the autistic spectrum and finds it difficult to relate to other people, to work in a group and to understand social norms. He has a very literal understanding of language and thinks people always mean exactly what they say. He benefits from routines and clear expectations. He has an EHCP which provides some TA support.



Iris

Iris parents have recently confided to her class teacher that she is finding school overwhelming. She is struggling with anxiety and finds it very hard to come to school each day. Her teacher has noticed that she has stopped participating in lessons and is reluctant to answer questions in group & class discussions.



Jazmine

Jazmine is 10 and was a high prior attainer in EYFS & at KS1. She doesn't really see the point of school. She doesn't believe that success at school will lead to better prospects in the future. Her attendance is poor and when she does come to school, she is often late. She has low self-esteem and doesn't believe she is capable of achieving well. No one in her immediate or extended family has been to university and has never travelled outside of her hometown.



Secondary

Mulham

Mulham is 12 years old and has difficulties understanding what is said to him. He can understand simple sentences if they relate to what he is doing, to family or school routines and activities. He can understand questions using words like 'what?', 'where?', and 'who?' but not those asking 'why?' or 'when'. His speech is unclear; he speaks very quietly and does not look at the person he is speaking to - so it is difficult to follow for those people who do not know him well. Mulham also has a stammer, which is worse some days than others and this too can affect how easy it is for people to understand him.



Sohail

Sohail has a physical disability and uses a power wheelchair. He has limited lower limb movement but is able to move his arms in front of his body, above his head and to the side. He is able to work within the whole class setting, providing considerations are made for the additional safe space he will need to manoeuvre his wheelchair. He enjoys PE and likes to work as part of a small group. He is confident helping others.



Emily

Emily has a visual impairment. She has very limited peripheral vision and struggles to see objects that are below waist height and above her head. She likes school but is not very confident. She works well in small groups. She finds spatial awareness difficult and struggles when activities are fast paced and constantly changing.



Tommy

Tommy over relies upon counting in ones and struggles to also count backwards when dealing with calculation. He is unable to subitise and has a problem when comparing sets of amounts i.e. which is bigger or smaller. He has weak skills for mental arithmetic and forgets maths procedures and formulae. At times, he may forget the maths question asked of him when trying to complete the work in his head. He has difficulty noticing patterns and sequences.



Jenny

Jenny has a hearing impairment. She wears a cochlear implant and uses a radio device to assist her hearing. Jenny also communicates using British Sign Language (BSL) and is sometimes supported by a BSL interpreter. She is capable but benefits from additional scaffolding to support her learning. Jenny thrives in small group settings where she can receive more focused support. Jenny benefits from the use of some sign language and visual resources to aid her understanding. She finds it challenging to keep up with fast-paced and constantly changing activities, and benefits from clear, consistent instructions and a structured environment.



Romeo

Romeo is 11 years old and has just joined secondary school. Romeo struggles to regulate his emotions and can often become angry or upset when he does not understand something. Romeo often tries to avoid contributing to lessons. When he does, his responses are usually very short. His reading is fragmented and he regularly stumbles, even with basic vocabulary. Romeo often uses physical actions or poor behaviour to gain attention.



Comparison



Romeo

Romeo is 4 years and 1 month, he has recently joined a Reception Class of 30 children. He has not been to a setting before. Romeo is not yet toilet trained and drinks from a bottle at home. Romeo displays limited expressive language, using 2-3 words together. He does not yet maintain attention during directed learning time.

Romeo often uses physical actions to gain attention. Romeo finds sharing resources difficult and is known to often put things in his mouth.

Romeo

Romeo is 11 years old and has just joined secondary school.

Romeo struggles to regulate his emotions and can often become angry or upset when he does not understand something.

Romeo often tries to avoid contributing to lessons. When he does, his responses are usually very short. His reading is fragmented and he regularly stumbles, even with basic vocabulary.

Romeo often uses physical actions or poor behaviour to gain attention.





Mulham



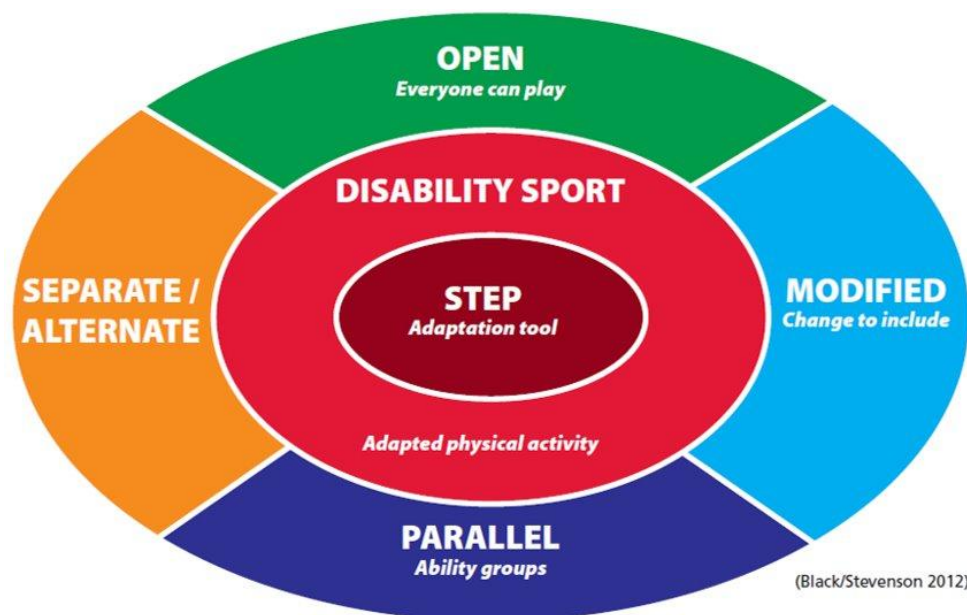
Mulham is 12 years old and has difficulties understanding what is said to him. He can understand simple sentences if they relate to what he is doing, to family or school routines and activities. He can understand questions using words like 'what?', 'where?', and 'who?' but not those asking 'why?' or 'when'. His speech is unclear; he speaks very quietly and does not look at the person he is speaking to - so it is difficult to follow for those people who do not know him well. Mulham also has a stammer, which is worse some days than others and this too can affect how easy it is for people to understand him.

1. How does this principle/strategy support the learning of students like Mulham?
2. Why might it benefit other students in the class as well?
3. Can you make connections to any of the other typified students?
4. Would students like Mulham require any further adaptations in this instance?

Inclusive PE Models



Adapting PE with AIM and STEP



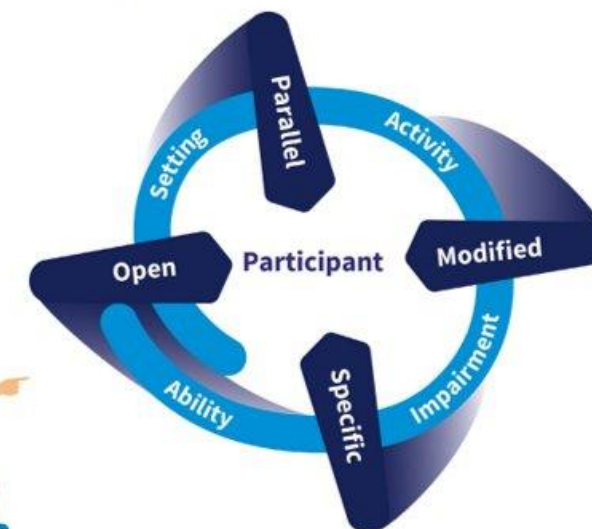
Making PE inclusive and accessible benefits everyone. The Activity Inclusion Model (AIM) and STEP Tool help you to adapt activities, so all pupils can engage fully and progress in your PE sessions.

4th Generation: The Activity Inclusion Model April 2017

Activity Inclusion Model

The Activity Inclusion Model (AIM) is a tool you can use to change the way an activity is presented, structured, or delivered. It is designed to help you to include, appropriately challenge, and progress every individual. It is not just a model for making activities inclusive for disabled people.

AIM evolved from Black & Stevenson's Inclusion Spectrum and is aligned to the World Health Organisation's International Classification of Functioning, Disability and Health.



Typified Learners

Sohail



Sohail has a physical disability and uses a power wheelchair. He has limited lower limb movement but is able to move his arms in front of his body, above his head and to the side.

He is able to work within the whole class setting, providing considerations are made for the additional safe space he will need to manoeuvre his wheelchair.

He enjoys PE and likes to work as part of a small group. He is confident helping others.

Emily



Emily has a visual impairment. She has very limited peripheral vision and struggles to see objects that are below waist height and above her head. She wears glasses for PE and requires additional visual support through equipment such as bell balls for games activities.

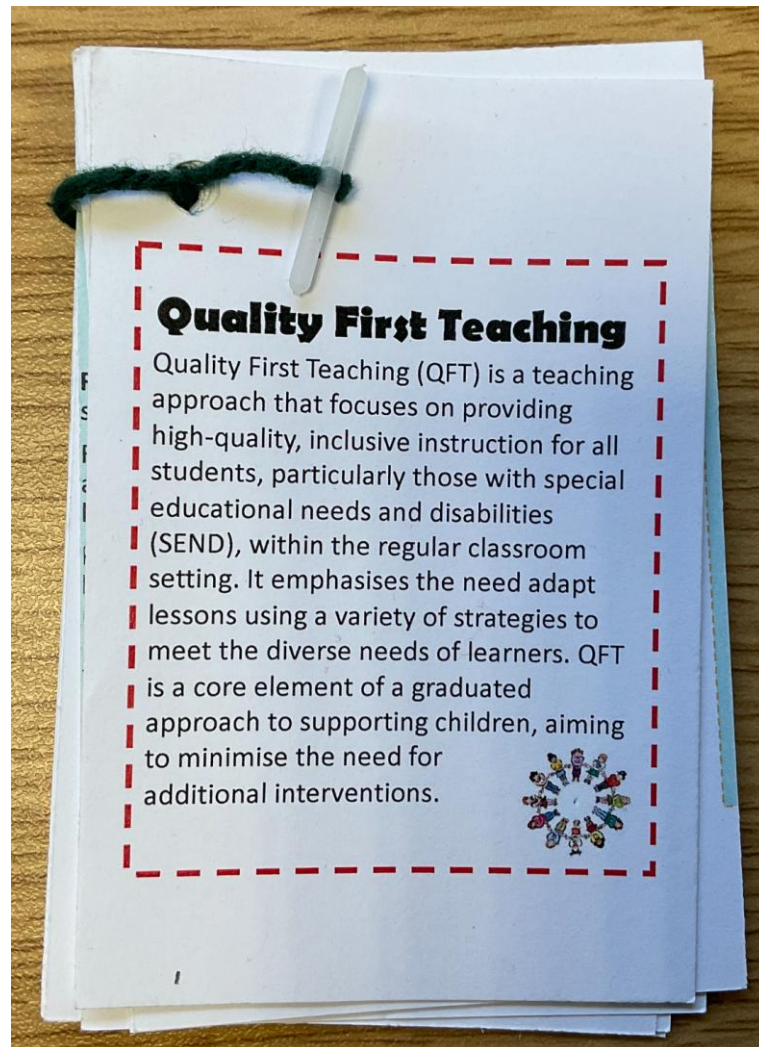
She likes PE but is not very confident. She works well in small groups.

She finds spatial awareness difficult and struggles when activities are fast paced and constantly changing.

Typified Student Keyrings

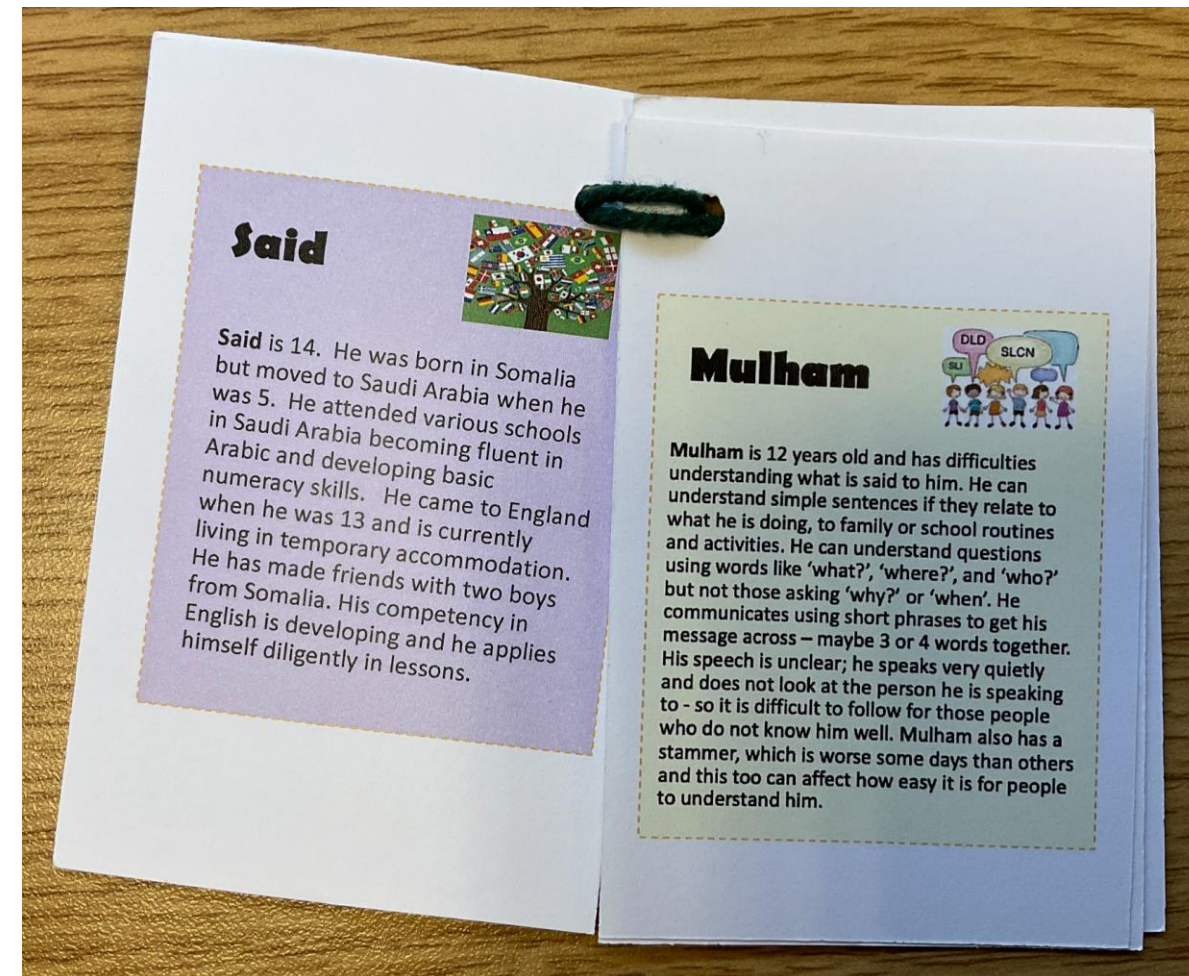


Arthur Terry
SCITT



Quality First Teaching

Quality First Teaching (QFT) is a teaching approach that focuses on providing high-quality, inclusive instruction for all students, particularly those with special educational needs and disabilities (SEND), within the regular classroom setting. It emphasises the need adapt lessons using a variety of strategies to meet the diverse needs of learners. QFT is a core element of a graduated approach to supporting children, aiming to minimise the need for additional interventions.



Said

Said is 14. He was born in Somalia but moved to Saudi Arabia when he was 5. He attended various schools in Saudi Arabia becoming fluent in Arabic and developing basic numeracy skills. He came to England when he was 13 and is currently living in temporary accommodation. He has made friends with two boys from Somalia. His competency in English is developing and he applies himself diligently in lessons.



Mulham

Mulham is 12 years old and has difficulties understanding what is said to him. He can understand simple sentences if they relate to what he is doing, to family or school routines and activities. He can understand questions using words like 'what?', 'where?', and 'who?' but not those asking 'why?' or 'when'. He communicates using short phrases to get his message across – maybe 3 or 4 words together. His speech is unclear; he speaks very quietly and does not look at the person he is speaking to – so it is difficult to follow for those people who do not know him well. Mulham also has a stammer, which is worse some days than others and this too can affect how easy it is for people to understand him.



- Increasing ability to articulate thinking around QFT and adaptive teaching
- Demonstrative impact through contrasts between typified students and class students
- Evidence of effective practice during QA visits
- Anecdotal feedback from Learning Coaches

Where next?

- Developing the connection between primary and secondary?
- Ways of recording reflections around typified students?