Inclusive teaching for SEND programme whole-school

Download practical training courses on supporting pupils with specific needs in the mainstream classroom

Aims and outcomes

- Develop an inclusive whole-school environment, where the needs of all pupils are carefully considered.
- Help all staff to deepen their understanding of a range of common special educational needs.
- Support colleagues to understand and recognise how specific SEND impact on the learning of pupils.
- Know how to support pupils in the classroom and overcome their barriers to learning.

Making the most of this course

1. Make use of the **associated reading and resources** to supplement and deepen your learning.
2. Spend time on **self-reflection** on what has been learned and how it will affect your practice.
3. Complete the **core content units** over two to three terms good for developing and embedding an inclusive school environment.
4. Select **individual units** to use as is appropriate to your school's context. Each in turn targets a specific need.

Suggested participants

- All teaching colleagues.
- Heads of department and subject leads.
- SLT, where appropriate.

Suggested trainer

- SENCO
- Inclusion manager

Core content - choose which units meet your needs or deliver them all

Unit 1: 35-45 minutes

Developing inclusive teaching
- Using the graduated approach
- Practical ideas to assess, plan, do and review effectively

Unit 2: 45-60 minutes

Identifying SEND need
- Help teachers distinguish between SEND need and underachievement
- Know the key signs to look out for

Unit 3: 30-40 minutes

Working with parents
- Understand the issues parents may have
- Now how to engage them effectively

Unit 4: 1 hour

Teacher-TA partnerships
- Consider what effective teacher-TA partnerships look like
- Develop new ways of working collaboratively

Unit 5: 50-55 minutes

Autistic spectrum conditions
- Understand the challenges pupils with autism face
- Clarify how you can support the needs of these pupils in the classroom

Unit 6: 1 hour

Sensory and physical impairments
- Clarify different types of sensory impairment
- Clarify how you can provide reasonable adjustments to meet pupil needs

Unit 7: 1 hour

Attachment and mental health
- Understand attachment and how it affects learning
- Clarify how to support pupils with mental health difficulties

Unit 8: 50 minutes

ADHD
- Understand what ADHD is and how it affects pupils' learning
- Support pupils to overcome barriers to learning

Unit 9: 50 minutes

Speech, language and communication needs
- Understand SLCN in context
- Practical strategies for supporting individual pupils' needs

Unit 10: 1 hour

Dyslexia, dyscalculia and accessing the curriculum
- Understand the needs of pupil with dyslexia and dyscalculia
- Support pupils to access the curriculum

Required reading

- Read our quick, pre-training guide to the graduated approach.

- Put our Assess, Plan, Do, Review poster up in the staff room(s).

- Gain in-depth knowledge on a range of assessment tools.

- Consider attending our SEND Assessment conference.

- Use our concise method to educate parents about SEND.

- Consider developing an Effective Partnerships with Parents strategy.

- Use our TA-teacher formal agreement.

- Consider how this whole-school approach to TA use might fit your school.

- Read how you can build attention skills for pupils with autism.

Download our ASC support guide for teachers.

- Read up on your duty to make reasonable adjustments.

- Use our hearing impairments support guide for teachers.

- Deepen your knowledge of attachment theory.

- Read our 5 ways to support mental health in schools.

- Understand childrens' perspectives on ADHD.

- Consider the implications of medication use in your school.

- Download our teachers guide to supporting pupils with SLCN.

- Support pupils with SLCN in maths and literacy.

- Download our support guide for teachers.

Know how to help pupils with dyscalculia.