

SENCO HANDOUT: DIFFERENTIATION – WHAT CAN TEACHERS DO TO SUPPORT PUPILS WITH SEND?

All teachers are teachers of SEND and should be able to provide strategies in class to enable pupils with SEND to access the curriculum.

Differentiation is:

- **Setting suitable learning challenges**
 - Learning objectives which are appropriate, achievable and relevant
 - Involves knowing what the pupil can do and setting suitable next steps
- **Responding to pupils' diverse needs**
 - By using equipment and a range of teaching styles to support the individual needs
 - Involves knowing what the diverse needs are and how they impact upon the acquisition of skills and knowledge within the subject area
- **Enabling pupils to overcome barriers to learning**
 - Enables access to the curriculum by removing or circumnavigating the barriers
 - Involves knowing what the barriers are and how they impact within that particular subject area

There are four categories of need:

Cognition and learning – impacting thinking, memory and learning skills

Communication and Interaction – impacting speech, communication, vocabulary and learning in social situations

Social, emotional and mental health needs – impacting behaviour, concentration and attention

Physical and sensory – impacting ability to see, read, work with visual information, and/or hear, talk, discuss and learn through dialogue

Most individuals experience more than one area of difficulty. It is the role of the teacher to know all the area of difficulty, how they impact learning and what to do to help.

Here are a few strategies which will not only help pupils with SEND, but will help all pupils:

Be explicit	<ul style="list-style-type: none"> • ensure pupils understand the objective of the lesson • Teach strategies explicitly; don't expect pupils to learn the concept being developed if it isn't explicit, pupils may internalise all kinds of mis-concepts or misunderstandings • Teach the vocabulary associated with the subject explicitly
Keep it predictable	<ul style="list-style-type: none"> • it may help to keep to the rule of changing one thing at a time; where a new concept is being developed, keep the context or activity familiar • Provide cues and warnings regarding what is going to happen next • Provide time warnings: you have 5 minutes left... • Provide an example or model • Provide the success criteria – “to complete this task well you must...”
Use tangible objects or pictures	<ul style="list-style-type: none"> • Provide the opportunity for hands-on activities • Use age-appropriate resources • Use visual prompts and aids to introduce new ideas and concepts • Provide visual forms of new vocabulary • Start a lesson with related pictures to develop curiosity • Use colour wherever possible; this helps the long-term memory
Make links and connections to prior learning	<ul style="list-style-type: none"> • Display key vocabulary • Start a lesson with a short revision quiz • Do you remember when...? • Do something out of the ordinary to aid learning • Use mind maps to show the links and connections between concepts and ideas
Episodic learning	<ul style="list-style-type: none"> • Keep activities short, but teach around a single point • Allow movement breaks • Changes in pace and activities keeps the brain fired and reduces the risk of passive learning • Regular change of pace, activity and breaks
Use memory aids	<ul style="list-style-type: none"> • Walk through or model and activity • Use humour and anecdotes • Focus attention upon the concept being developed not the joke!



SENDISS

Access-Achieve-Empower

	<ul style="list-style-type: none">• Develop intrigue and curiosity through a challenge/picture or something to explore
Guided practice	<ul style="list-style-type: none">• Provide frames and models to aid organisation and planning• Gradually withdraw the frame when pupil's skills become secure• Coach pupils, providing a scaffold which can be gradually withdrawn• Particularly be aware of multi-stepped problems
Talk, talk, talk	<ul style="list-style-type: none">• Don't expect the pupils to sit and listen to you talking – they will switch off• When you do talk – keep it concise and to the point. Don't waffle• Allow opportunities for pupils to ask questions,• Allow opportunities for pupils to talk to each other/a partner about their work• Encourage correct use of vocabulary/model correct use of vocabulary
Keep it visual	<ul style="list-style-type: none">• Display the timetable for the day in words and pictures• Display key sounds and words alongside visual images• Use pictures rather than diagrams• Use colour• Allow highlighters and encourage highlighting key information
Keep it active	<ul style="list-style-type: none">• Use hands-on activities and resources to engage learners• Provide differentiated activities by using the same resources/activities but with different numbers or concepts• Provide opportunities for learning outside the classroom• Make the concept meaningful, real and tangible