

Title and Author

Education Endowment Foundation (2021) Five-a-day to improve SEND outcomes

https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/Five-a-day-poster_1.1.pdf

Summary

Based on the findings of the 'Special Education Needs in Mainstream Schools' guidance report, the following five principles are recommended for having a positive impact on learners with SEND. In providing high-quality teaching to all learners, these can form part of a teacher's toolkit when considering their provision:

- **Explicit instruction:** teaching involves clear and well-sequenced explanations combined with modelling and worked examples to support learning. Pupil understanding should be checked regularly to ensure that they are responding to the input and engaged in the learning process.
- **Cognitive and metacognitive strategies:** considering the cognitive load associated with different activities is essential to high-quality teaching. Teachers should carefully plan the sequence and amount of new information to promote learning. Pupils should also be actively involved in the process of their own learning, with time to reflect and assess their own progress built into lessons.
- **Scaffolding:** a range of tools and resources should be provided to scaffold the completion of tasks. For example, writing frames and word banks for written activities. This may also include the adoption of the 'I do, we do, you do' model of instruction or similar approaches to scaffolding towards independent work. An essential aspect of scaffolding is planning for the removal of strategies as appropriate to promote independence and autonomy.
- **Flexible grouping:** teachers should consider the way in which groups are established in the classroom to promote progress for all. This should change and evolve based on the learning needs identified in the class. Examples of this might be different activity groups based on confidence and competency in different curriculum areas, or small group interventions to meet the needs of individual learners before completing tasks.
- **Using technology:** adopting different forms of technology in the classroom can present numerous opportunities for learners with SEND to learn in ways that are appropriate for them. Depending on the activity at hand, different resources might be used. For example, visualisers, cameras, interactive whiteboards, laptops etc.

Key Considerations for Practice

- Planning for all learners involves consideration of a broad range of strategies and approaches to promote the best outcomes for each pupil.
- Teachers should be proactive in responding to the needs they identify in their class and evaluate the impact of their planning on individual learners.
- Different learners will respond well to different strategies and teachers should be constantly reflecting on those which best fit the needs in their classroom.

Prompts for Professional Dialogue and Reflection

- How do you use the above strategies in your current practice?
- Which do you feel are most effective and what is the impact you notice?
- Which approaches would you like to further develop or experiment with in your classroom?
- What other literature does this approach relate to and in what ways are they similar/different?