

2017



Overall effectiveness
Leadership and management

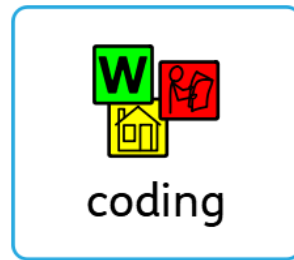
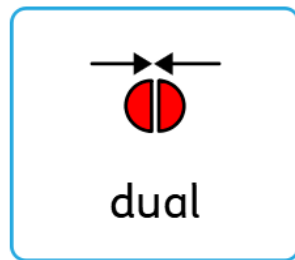
Inadequate
Inadequate



2018



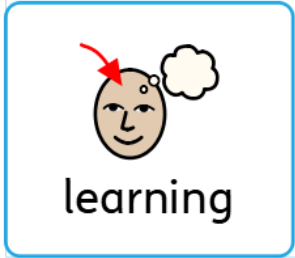
While we were incredibly proud of this judgment, we felt there was still more to be done, particularly to ensure that pupils with **Special Educational Needs and Disabilities (SEND)** consistently received accurate adaptations within that first-quality teaching. Our core aim became to develop a model that would enable all our pupils to **access learning, make progress, and achieve**. We knew this model needed to be based on a clear and accurate understanding of each pupil's starting points, their individual learning styles, and their specific needs.



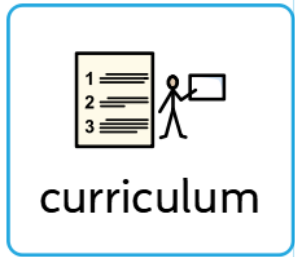
Building from what we already knew



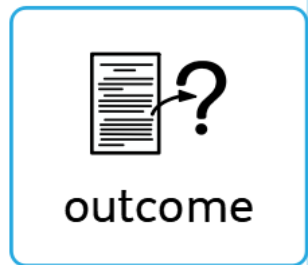
Ensuring that teachers are using the graduated response...



- How do you assess what children need ?
- How are children accessing the curriculum?



- How do teachers make the learning accessible?
- How do you monitoring pupil outcomes ?
- What are children with SEND learning ?



- How do you measure that the children know more and remember more?

We have designed our own pathway model



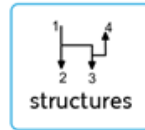
processing

A simple way to gauge children's level of processing.



adaption

A simple way to help teachers/ support staff adapt/differentiate/ varyate learning



structures

Simple terminology and structure that is easy for the school community to use.



pathway

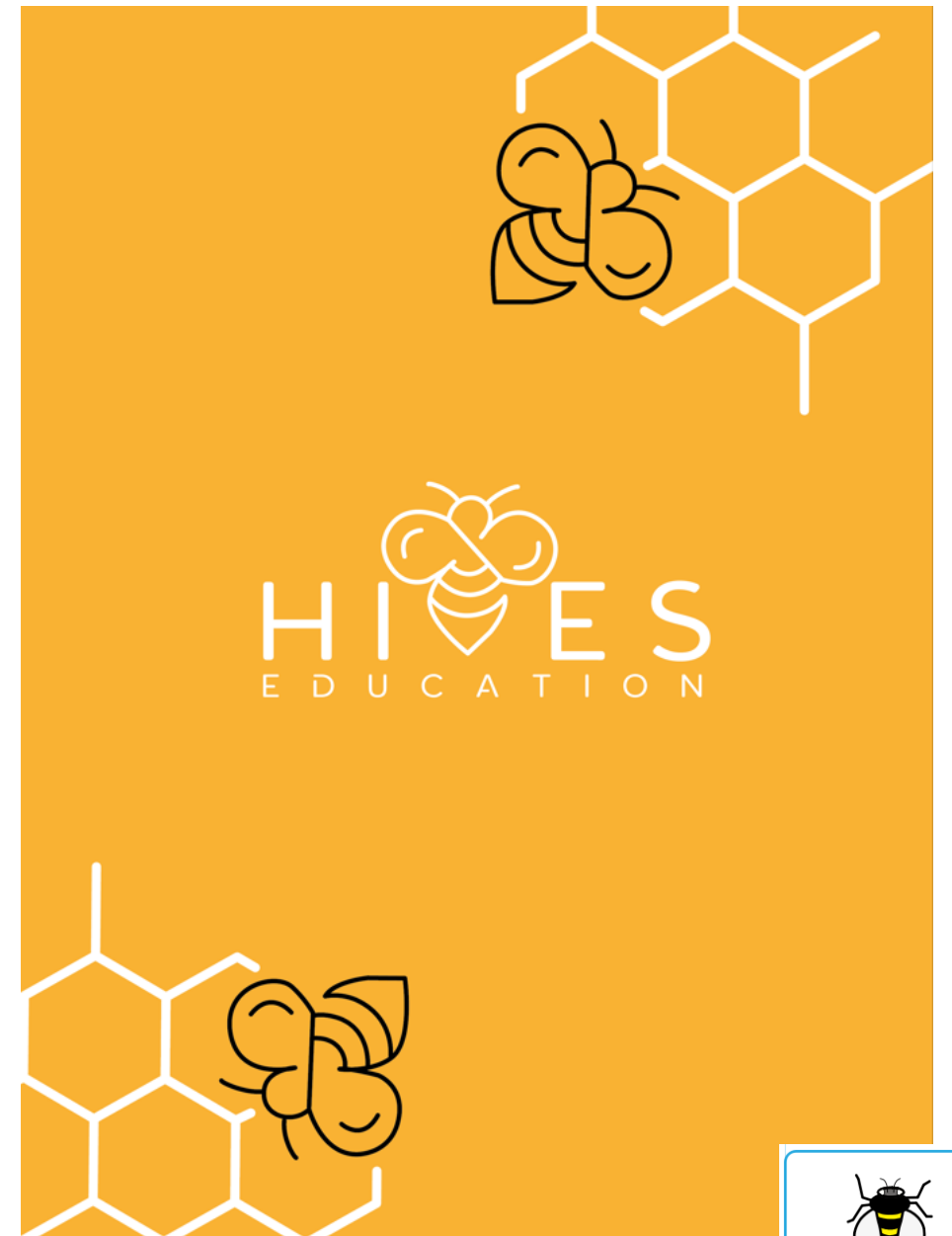
Easy to use pathway identifier



common

It will help the staff speak with common language and understanding

It complements practice and does not replace it !
It can be used in any setting specialist or mainstream!



Child Enters School

Identified as SEND

A pathway will be identified

sensory

word

sentence

story

No identified SEND



Regular pathway

Children make progress on regular pathway

Children work through composite goals and components of the curriculum.

NEW to English



New Arrival

Child is given survival words and opportunities to write in own language

I am new at Monega Primary School

toilet	water	coat
bag	teacher	assembly
playtime	bell	friend
book	writing	pencil
rubber	dictionary	home time


I am new at Monega Primary School

toalete	agua	casaco
saco	profesora	conjunto
brincadeira	brincadeira	amigo
livro	escrevendo	lapis
borracha	dicionario	hora de casa

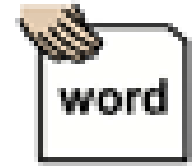
Children build word knowledge from single words symbols over the first half term and build toward sentences



identification




sensory





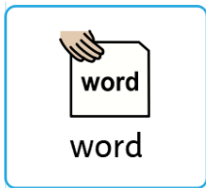
word





sentence



story

 Curriculum Pathways		
Curriculum Adaption Pathway	Pupil profile	Examples of Provision
 <p>sensory</p>	<p>I explore the world primarily through my senses. I respond well to practical activities. I may copy movements, gestures and sounds. I am beginning to show an interest in people, events and objects. I can concentrate for short periods of time. I am beginning to acknowledge the results of my actions. I can remember learned responses over time I am beginning to anticipate known events. I may use non-verbal means to communicate.</p>	<p>Opportunities to explore the world around me. Engage and participate in practical and sensory activities. Repeat and rehearse activities with a predictable outcome. Provide opportunities for communication and engage in interactions with others. Design tasks around special interests and motivators. Engage in activities and tasks inclusive of freewriting, mark-making, matching objects, symbols and pictures. Exposure to initial sounds when exploring practical and sensory activities</p>
 <p>word</p>	<p>I understand that marks and symbols convey meaning I can make marks/form letters independently I can engage in table top activities for extended periods of time but may require additional breaks. I respond well to visual supports. I can derive meaning from familiar pictures/symbols/keywords. I can understand and process simple one step instructions. I am beginning to show an understanding of the context of single words and short phrases I am beginning to recognise and name numbers and letters of the alphabet and phonic sounds</p>	<p>Focus on key words and vocabulary related to the learning objective of the lesson. Encourage independent learning following a modelled example. Tasks to be broken down into smaller steps related to the learning objectives of the lesson. Engage in activities and tasks inclusive of freewriting, mark making, word building, overwriting, underwriting, matching symbols, pictures and words. Introduction to phase 1/phase 2 phonic sounds</p>

 <p>sentence</p>	<p>I can focus on an activity for longer periods of time. I understand that words are sequenced to form a sentence. I can process and understand language presented in a complete sentence. I can follow more complex instructions. I can follow a modelled example. I am beginning to relate my learning to my own personal experiences. I show an understanding of the words that form a sentence. I am confident with phase 1 and phase 2 phonic sounds I am beginning to explore phase 3 and 4 phonic sounds</p>	<p>Provide a modelled example. Encourage independence and ownership of outcomes Have regular opportunities for reading. Have regular opportunities to repeat and rehearse a model. May require some additional adult support to access my learning. Opportunities to complete table top activities and sustain attention to complete short tasks. Engage in activities and tasks inclusive of freewriting of words and sentences, copying from a model, sequencing pictures, symbols and words, extending vocabulary.</p>
 <p>story</p>	<p>I show an understanding of language presented as a complete sentence. I can process a series of sentences about a specific topic. I can remain on topic and link sentences together. I am independent with my learning and can follow complex instructions. I am beginning to plan and organise my ideas. I can concentrate and focus for extended periods of time. I understand that a paragraph is made up from a series of sentences. I can read or understand a story that has been read to me. I am confident with phonic sounds from phase 1 to 4 and are beginning to explore phase 5 and phase 6</p>	<p>Attend and process the main teaching section of the lesson. Provide opportunities to respond to the content of the lesson. Follow a modelled example independently. Have opportunities to read, practice spelling, letter formation and handwriting. Use sequenced pictures to write a series of sentences that connect. Engage in activities and tasks inclusive of independent writing of sentences linked to one specific theme, sequencing events, editing and correction of errors.</p>



		Inclusive Learning Adaptions targeting learning to learn skills				
COMPONENTS OF LEARNING						
CURRICULUM ENTRY/ADAPTION PATHWAYS	 ATTENTION	 MEMORY	 LANGUAGE	 PROCESSING AND ORGANISATION	 INDEPENDENT LEARNING	
	 sensory	Concrete Objects and sensory experiences Hooks – Attention/Bucket/Box Physical breaks Shorter practical tasks Visual/Photographs/Symbols Modelling and remodelling of task Offer choices Give warnings before change	Repetitive learning opportunities Sensory elements to hook memory Modelling and remodelling of practical task Rehearsal and repetition of practical task One step instructions Repeated instructions	Single word labelling Speak clearly and slowly Exaggerated expressions, gestures, tone of voice and body language Be responsive to all communication i.e. intensive interaction Concrete Objects Use of key word visual symbols to label sensory elements of task	Allow waiting time/thinking time to process language or experience Labelling of key words/physical objects Key vocabulary with visual representation /sensory experience Use of simple language matched to concrete objects Modelling and remodelling	Multi sensory approaches to learning Tasks linked to motivators and interests. Accessible and varied tasks Additional adult support Practical tasks Concrete resources Active participation is encouraged Modelling and remodelling Rehearsal and repetition of known tasks with predictable outcomes.

 word	Hooks – Attention/Bucket/Box Concrete Objects Visual Timetables Now and Next Boards Shorter Tasks Offer Choices Visual/photographs/Symbols Adult modelling and remodelling of task	Repetitive learning opportunities Modelling and remodelling Rehearsal and repetition of task Display key vocabulary with visual representation Picture prompts One step instructions Repeat instructions	Labelling Display key words and visuals Speak clearly and slowly Use of simple language Exaggerated expressions, gestures, tone of voice and body language Be responsive to all communication Repeat key vocabulary Encourage the reading of single words. Repetition of single words	Allow waiting time/thinking time to process language Simplify questions Labelling of key words/physical objects Key vocabulary with visual representation Provide sentence starters for response Repetition and rehearsal of task Modelling and remodelling Follow one step instructions to complete a task	Accessible and varied tasks Additional adult support Practical and written tasks Multi-sensory approaches to learning Active participation is encouraged Modelling and remodelling Rehearsal and repetition of tasks and skill Concrete resources Visual representation Tasks linked to motivators and interests. Tasks broken down into smaller steps
 sentence	Hooks - links to motivators/interests Visual timetables Now and Next Boards In task steps Visual/Photographs/Symbols Wave 1 modelling Position in classroom close to the teacher and positive role models	Link to previous learning Example of modelled outcome Display key vocabulary with visual representation Word banks Picture prompts Modelling of task One/Two step instructions Repeat instructions	Model language/key words Model sentences Repeat key words/sentences Speak clearly and slowly Display key words and visuals Be responsive to all communication. Encourage opportunities for reading Encourage opportunities for discussion i.e. questions, opinions	Allow waiting time/thinking time to process language Word banks with visual representation Simplify questions Structured questioning Provide/model sentence starters for response Scaffolding of sentences i.e. Colourful Semantics Provide intask steps Remodel wave 1 teaching	Accessible and varied tasks Minimal adult support Active participation Modelling and remodelling Visual representation Use of symbols Scaffolds Tasks linked to motivators and interests.
 story	Hooks - links to motivators/interests Written timetables Visual/Photographs/Symbols Wave 1 modelling Position in classroom close to the teacher and positive role models.	Link to previous learning Example of modelled outcome Display key vocabulary with and without visual representation Word banks Picture prompts Modelling of task One/Two step instructions Repeat instructions	Model sentences Repeat sentences Display key words Speak clearly and slowly Be responsive to all communication i.e. answering questions and giving further examples Encourage opportunities for reading Encourage opportunities for discussion i.e. questions, opinions	Allow waiting time/thinking time to process language Structured and varied questioning Scaffold and sequencing of sentences. Varied ways of presenting information. Working co-operatively with others – reteaching learning to peers. Planning and organising of ideas Writing frames In task checklists Remodel wave 1 teaching	Accessible and varied tasks Minimal adult support Active participation Modelling and remodelling Visual representation Use of symbols Scaffolds Think about how motivators can be included in class.



	Personalising the Curriculum Knowing more and remembering more	
For all children on all adaption pathways to be successful in their learning they must know more and remember more.		
In order for this to be possible children require personalised adaptations to be made to their learning experiences which are based on the pupil's...		
<p>needs</p>	<p>strengths</p>	<p>interests</p>
<p>skills</p>		
Research has shown that a personalised learning approach produces improved learning outcomes for pupils. It offers a unique learning experience designed to support pupil levels of...		
<p>motivation</p>	<p>engagement</p>	<p>ownership</p>
From these experiences pupils will have opportunities to...		
KNOW MORE	REMEMBER MORE	
<p>knowledge</p>	<p>memory</p>	

In order to personalise learning in the classroom you will need to...		
1 one	<p>positive</p>	<p>relationship</p>
Develop a positive relationship with your pupil. Identify special interests, hooks and motivators to create meaningful learning tasks.		
2 two	<p>adaption</p>	<p>pathway</p>
Know how your pupil is accessing the curriculum. Use the pathways document to identify the best fit pathway for your pupil.		
3 three	<p>deconstruct</p>	<p>Objective</p>
Deconstruct the Learning Objective. Break the learning objective down to identify the key skills and key learning that is purposeful for your pupil for example do you want them to create, to identify, to explore, to write, to draw etc.		
4 four	<p>identify</p>	<p>core theme</p>
Identify the core theme of the Learning Objective. Establish what the main theme of the lesson or the learning is, it may be simply be the theme of the text or the topic of a science investigation.		
5 five	<p>meaningful</p>	<p>tasks</p>
Create tasks that are meaningful and purposeful to your pupil. Incorporate special interests into tasks that are pitched at the correct adaption pathway. Pupils to be able to access learning with some independence.		
6 six	<p>label</p>	<p>learning</p>
Label the learning within the task i.e. Building cognitive activation and concentration Building the skills of searching and matching Developing the ability to give meaning to pictures Building pre reading skills Building colour, shape, number, pattern awareness.		
7 seven	<p>celebrate</p>	<p>marking</p>
Celebrate achievement Pupil outcomes can and will be presented in various ways. Validate the learning that has been completed and acknowledge the outcomes through marking, annotating and praise.		

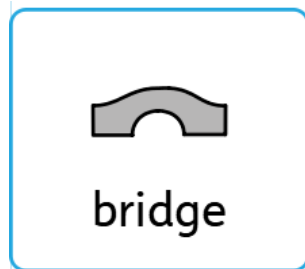


INCLUSIVE		Making Progress Possible Identifying and describing learning and progress		HIVES EDUCATION	
The main aim in learning is to ensure that all pupils are making progress from their individual starting points.					
Good quality adaptations are required to ensure that all pupils in the classroom are able to access their learning in ways that are meaningful and purposeful to them. Research has shown that when good quality adaptations are made, pupils will make progress.					
Following this sequence will help to support practitioners with making accurate and appropriate adaptations for all learners in the classroom.					
1 one	<p>interests</p>	2 two	<p>pathways</p>	Know the child's interests, motivators and preferred learning approaches	
3 three	<p>deconstruct</p>	4 four	<p>key theme</p>	Identify the curriculum adaptation pathway.	
Break down the Learning Objective			Pick out a key word or key theme		



What? Why? How?		
When talking about what your pupils are learning in the classroom it is important to be able to answer the following questions...		
<p>what</p>	<p>why</p>	<p>how</p>
What are they doing?	Why are they doing it?	How are they progressing?
<p>component</p>	<p>goal</p>	<p>progress</p>
What is the component of learning that the pupils is working on? (main skill)	What is the identified learning behind the task? Which composite goal is the task working towards achieving? Which areas of development is the task targeting?	How do you know if the pupil has made progress ? How can you provide next steps in learning?
Below outlines the progression within different components of learning that can be observed as a pupil is working towards a composite goal.		

COMPOSITE GOAL = WRITING			
<p>component</p> <p>Component of Learning (What are they doing?)</p>	<p>goal</p> <p>Identified learning (Why are they doing it?)</p>	<p>progress</p> <p>Progression in Tasks (How are they progressing?)</p>	<p>pathway</p> <p>Appropriate Pitch (progress through pathways)</p>
<p>mark making</p>	<ul style="list-style-type: none"> Pre- writing Focus Concentration Imagination Fine motor skills Gross motor skills Hand-eye co-ordination 	<p>Spontaneous mark making (random scribbling)</p> <p>Exploratory mark making (Intentional scribbling)</p> <p>Meaningful mark making (controlled, representative)</p>	<p>sensory</p> <p>word</p>
<p>tracing</p>	<ul style="list-style-type: none"> Pre-writing Focus/concentration Muscle memory Number/letter formation Attention Visual/spatial awareness Creativity 	<p>Overwriting/tracing lines</p> <p>Overwriting/tracing shapes</p> <p>Overwriting/tracing letters</p> <p>Overwriting/tracing words</p>	<p>sensory</p> <p>word</p>



		Supporting First Quality Teaching Teaching Assistants as Bridges not Barriers				
Children on adaption pathways may receive support from different organisations and people.						
This document is specifically aimed at the types of support that can be provided by teaching assistants to aid access to quality first teaching and the curriculum of the school						
In order for this to be effective, supporting staff need to consider the foundations for learning. What are the child's						
Research has shown that a personalised learning approach produces improved learning outcomes for pupils. The more motivated and empowered pupils feel the more likely they are to remember.						
Getting to know your pupils						
Finding ways to engage and interact with your pupil.	Find out what your pupil likes , their interests and motivators .	Talk to family members to find out preferences	Know your pupil's learning preferences/modalities	Listen and observe if you notice you will learn lots	Assume competence and have high expectations.	Develop and understanding of what the pupil does well

Teaching Assistants as Bridges not Barriers						
In order to support independent learning in the classroom you will need to...						
1 one			Knowledge of the pupil (a positive relationship with your pupil) - Know your pupil's interests , motivators and calming influences - find special ways to welcome, connect, interact and motivate the child. - Pupils learn from adults they like. - source objects, small fiddlers or resources of interest for calming, regulating and attending			
2 two			Know how your pupil is accessing the curriculum. -Know the pathway that the child is working from the pathway document -Use documents from the HIVES adaption framework to understand the ways in which the child should be engaging and learning.			
3 three			Communicate with teachers & look at plans before -know what the class are learning about -what are the key learning themes across the week Concepts, facts, information being taught • Skills to be learned, applied, practised or extended • Intended learning outcomes • Expected/required feedback.			
4 four				Source resources Think dual coding – What pictures or symbols will illustrate key themes? Think hands on exposure- What tactile resources allow pupil to engage fully? Do you have them? Can you find them? Can you print them?		
5 five			Enable access to first quality teaching (WHOLE CLASS) When the teacher is teaching encourage quiet purposeful listening. Avoid stereo teaching, it is important that support staff allow pupils to listen to the teacher Use low level voice to provide occasional simple clear labelling/repetition Use dual coding – an image or a symbol to give meaning to teacher talk When appropriate - simplify instructions to make them accessible When appropriate -simplify tasks to make them accessible			