

A young boy with dark hair, wearing a grey hoodie, is seated in a wheelchair. He is smiling and looking towards a female teacher with long blonde hair. The teacher is also smiling and looking down at a white document she is holding. They are in a classroom setting with shelves of toys and books in the background. A semi-transparent white banner is overlaid across the middle of the image, containing the text.

**Sharing Good Practice- Supporting Pupils with SEN in Mainstream schools**  
Focus on Remote Learning

The purpose of this document is to support class teachers and leaders to reflect on remote learning provision for pupils on SEN support and with Education, Health and Care (EHC) Plans.

This document provides practical examples and strategies you can use whilst pupils are learning at home. The strategies outlined can benefit all pupils and forms part of high quality teaching.

This document was co-produced with Hounslow and with support from parent partners.

If you require any further support please do not hesitate to contact me on :  
[bhachum@ealing.gov.uk](mailto:bhachum@ealing.gov.uk)

Best Wishes,  
Madhu



*For pupils and students with SEND, and those in alternative provision settings, their teachers are best placed to know how their needs can be most effectively met to ensure they continue to make progress if they are not in face-to-face education. We recognise that some pupils and students with SEND may not be able to access remote education without adult support and so expect settings to work with families to deliver an ambitious curriculum appropriate for their level of need. Further detail on delivering remote education for children and young people with Special Educational Needs and Disabilities is set out in Remote Education Good Practice.*

*All settings should have systems for checking, daily, whether pupils and students are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern.*

**[Guidance for special schools, specialist post-16 providers and alternative provision during the national lockdown](#)**

**[January 2021](#)**

## Working with parents and carers

**Co-production** with parents and carers continues to be essential during this time. We strongly recommend your school has collaborative discussions with your SEN families with regards to SEN provision & home learning during this period.

Through discussions with parents of pupils with SEND, we know that many pupils struggle with online learning for long periods. Parents are keen for their child to be engaging in accessible activities that encourage independence as much as possible.

Best practice is for the school, ideally an adult who knows the pupil well such as a class teacher, to speak to every parent with a child with an EHC Plan or on SEN support in their class to agree together the most effective and appropriate model of home learning at this time.

### **Key questions you may want to ask during this discussion:**

1. How is xxx managing this lock down? (sleeping, eating, exercising)
2. How is remote learning going for xxx?
3. What would make it better? (Share different models with the parent and agree the best option to trial)
4. Are there any additional resources that you need?
5. What are the current challenges for you/family?
6. Is there any other help the school can provide?
7. Has your child's therapist been in touch and supported you with activities to carry out at home? Are you able to do these? How much time are they taking? How much time does your child have to complete additional remote learning activities ? (This will be relevant for specific children)

# Evidencing provision

It is important to capture the learning offer you are providing for the pupil.

A simple grid as shown below can be used to do this, this is part of the graduated approach to SEN.

Name	EHC Plan	SEN Support	Provision on offer	Discussion with parents – dates/key notes
XXX	Yes		Activities set for the child to complete over the week Fine motor activity – threading Maths – activity pack with cubes focussing on number bonds Phonics – 1:1 session with TA, flash cards with tricky words and initial sounds Reading – Bug club Physical – Skipping rope and ball sent home Handwriting – White board and pen sent home with handwriting activity cards	7/01/2021 Mum explained that XXX finds it difficult to keep up with class lessons. Personalised timetable agreed. TA will call the child for phonics and check in twice a week. CT to call on a Friday to catch up on learning and set tasks for the following week.
YYY		Yes	Able to access on-line whole class learning Timer sent home with behaviour reward chart to keep YYY motivated - photo of smiley faces sent to CT at the end of the week Speech and language intervention 1:1 session with TA twice a week	11/01/2021 YYY is managing well but sometimes lacks focus and dad finds difficult to keep on task SaL sessions welcome
ZZZ		Yes	Zones of regulation cards sent home Visual timetable sent home Discussion on chunking tasks – now and next board sent home Differentiation work/activities following on from live/pre-recorded Behaviour reward chart to keep ZZ motivated - photo of smiley faces sent to CT at the end of the week	6/01/2021 ZZZ is feeling quite anxious and finding change in routine difficult. Mum is anxious too, SENCo to make contact.



## Different models for remote learning

A - Paper packs and practical activities

B - Blending learning – a mixture of on-line and practical activities

C – Taking part in whole class live lesson/recorded lesson and provide differentiated tasks tailored to the child's ability

D - Taking part in whole class live lesson/recorded lesson following up with virtual TA support session

E - Individualised/Tailored approach- work set is different to peers and personalised

*Please note children need regular opportunities to re-visit learning to embed key skills – Practice is valuable and a necessary part of a learning package*

# Additional activities to be included for pupils with EHC Plans and on SEN support

*Discuss ideas for suitable activities with your SENCo*

- Speaking and Listening activities
- Fine motor and gross motor activities
- Opportunities for children to have sensory needs met
- Opportunities to develop and practice their social skills
- Activities that meet the child's individual targets – for some pupils these will be the main focus for remote learning

*Please note you can speak to your allocated therapists to support you with activities and ideas.*

*A range of activities are also available on the Ealing Families Directory/Local Offer:*

[Coronavirus- Useful resources for parents/carers, children and young people | Ealing Directory \(ealingfamiliesdirectory.org.uk\)](https://ealingfamiliesdirectory.org.uk)

## Education Endowment Fund Research:

- Teaching quality is more important than how lessons are delivered
- Ensuring access to technology is key, especially for disadvantaged pupils
- Peer interactions can provide motivation and improve learning outcomes
- Supporting pupils to work independently can improve learning outcomes
- Different approaches to remote learning suit different types of content and pupils

[See: Best evidence on supporting students to learn remotely | Education Endowment Foundation | EEF](#)



## Differentiation:

Ensure work continues to be tailored for pupils so it is accessible and relevant to the pupil's next steps in learning.

*Examples include:*

- Activities which allow pupils to recap and rehearse in order to embed key knowledge.
- During this time it is important to remember the value of practical activities and opportunities to develop social skills, listening skills and it is good practice to include activities which allow pupils to practise.
- As it's harder for pupils to concentrate when being taught remotely, it's often a good idea to divide content into smaller chunks.

## Differentiation:

### **When adapting the curriculum, remember the basics...**

We will often need to adapt our subject curriculum when moving to remote education, for example because some topics are hard to teach remotely.

When we do this, we need to focus on the basics:

- Beware of offering too much new subject matter at once. Make sure key building blocks have been understood fully first. We need to assess pupils' knowledge to determine this.
- Consider the most important knowledge or concepts pupils need to know. Focus on these areas.
- Consider what alternatives exist for traditional practical activities. What can be done at home, or using simulations, for example?
- Worked examples and modelling can work very well in remote digital education.
- In many cases, practising and a focus on developing existing knowledge and skills, such as handwriting or simple arithmetic, may be useful.

## Practical examples of good practice from schools:

- The school have prioritised TA training during this period, creating a list of free online training sites which TAs can access. (List is included in the appendix).
- During live lessons, teaching assistants joined teachers during the session. Breakout rooms are used during the session to support smaller groups of pupils.
- Teaching Assistants monitored the work on Google classroom & supported students who did not understand the home learning, communicating with pupils via messages.
- The school uses Google classroom to assign differentiated work to individual pupils so tasks are accessible.
- The closed captions feature is used during live lessons so pupils have written words alongside verbal communication.
- Learning activities have been designed to offer autonomy and pupil choice inviting students to engage more thoughtfully with the content. For example, pupils are provided with options on how they wish to display their learning- podcasts, posters, PowerPoints, essay etc.

## Practical examples of good practice from schools:

- The school sent home a pack containing a mini whiteboard and whiteboard pen for all their SEN pupils so they can use this alongside their online learning.
- SEN pupils were provided with manipulatives and resources to support learning abstract concepts in Maths such as Numicon, number lines, number beads, place value cards, times-table charts.
- Where possible, pupil equipment used in the classroom was sent home for pupils learning remotely. This included sensory cushions, writing slopes and coloured overlays.
- The school has made differentiated packs for fine and gross motor skills which pupils can use at home.
- When planning work, class teachers keep tasks simple ensuring opportunities for feedback, retrieval and regular practice are considered.
- Class teachers consider how they will engage pupils in the content of remote lessons to motivate SEN pupils with their learning.
- Class teachers ensure instructions to SEN pupils are clear with WAGOLL (What a good one looks like) or worked examples so pupils have a model to help scaffold learning. Language choices are carefully considered.
- Class teachers design activities to minimise overloading pupils. Familiar structures are used in lesson design.

## Practical examples of good practice from schools:

- Staff in school plan for opportunities for pupils to take part in activities away from the screen to minimise overload.
- Sensory break ideas are sent home so pupils can access these independently when they need to.
- When new learning is introduced, explicit links are made to prior learning and knowledge.
- New learning is supported by visual representations.
- New vocabulary is pre- taught in 1:1 sessions.
- Class teachers have considered the resources available to support learning, for example, word banks, images, simplified versions of text, mind-map templates.
- Consideration has been made to the layout of slides to ensure that they are not highly cluttered?
- Class teachers puts the agenda and vocabulary needed to access the lesson in the MS Teams channel prior to the lesson.
- A summary of key points to remember are shared with the pupils after the lesson.

# Resources

## Social Stories and Visual Tools

- [Reach out ASC \(reachoutasc.com/resources/downloadable-resources/\)](https://reachoutasc.com/resources/downloadable-resources/)
- [Visuals & Communication Support | The Isabella Trust](#)

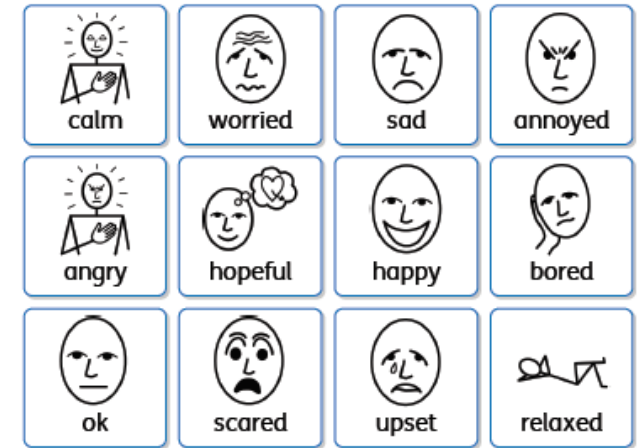
## Mental Health













- [CAMHS Resources \(camhs-resources.co.uk\)](https://camhs-resources.co.uk)
- [Supporting children through coronavirus bereavement | Winston's Wish](#)
- [Tips for autistic people and families \(autism.org.uk\)](https://autism.org.uk)
- [Resource library : Mentally Healthy Schools](#)

## Other supportive resources

- [Covid-19 Information Centre – Autism Education Trust](#)
- [Resources listing | SendGateway](#)

Various resources can also be found on the [Ealing Families Directory/ Local Offer Coronavirus- Useful resources for parents/carers, children and young people | Ealing Directory \(ealingfamiliesdirectory.org.uk\)](#)



Today at School				Date	
The lessons I had					
 writing	 maths	 reading	 assembly	 computers	 geography
 science	 PE	 story	 DT	 art	 drama

# Staff Training

Some free online CPD from around the web can be found below:

## **ASD:**

- [Understanding Autism- Free Course](#)
- [Condition-specific video: Autism | SendGateway](#)

## **Sensory Processing:**

- [What is sensory processing disorder?](#)

## **ADHD:**

- [Understanding Autism, Aspergers and ADHD- Free Course](#)

## **Trauma:**

- [Trauma: Free online courses](#)

## **Range of Needs**

- [Various condition specific videos | SendGateway](#)