

Inclusive Practices for Times of Change

FREE NASEN SPOTLIGHT COLLECTION



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Welcome

At nasen, we believe that inclusion must be at the heart of education. At a time of change in education generally, and in SEND provision, policy and practice specifically, this has never been more important. As schools, settings and services continue to respond to new challenges and shifting demands, we need to remain focused on the experiences, needs and potential of every child and young person.

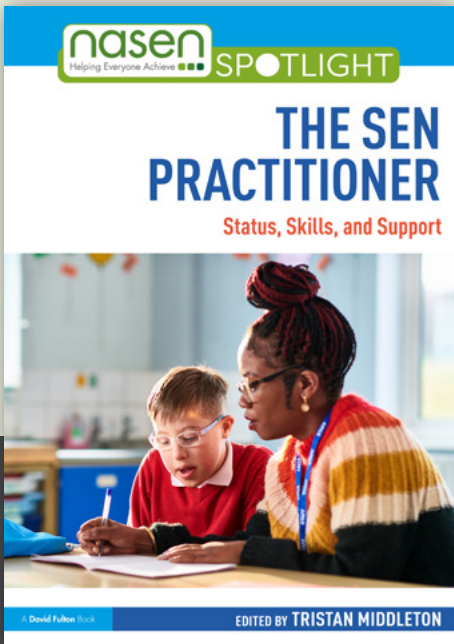
Inclusive Practices for Times of Change has been created with that purpose in mind. Bringing together a selection of chapters from the Routledge nasen Spotlight series, this online freebook, created for delegates at nasen Live 2026, offers practical ideas, thoughtful perspectives and encouragement for all those committed to building more inclusive cultures and practices.

Each chapter speaks to a vital part of that work: the role mainstream teachers play in fostering inclusive classroom environments, the essential leadership position of the SENCO, the importance and central role of inclusive teaching, the connection between inclusion and behaviour, and the value of co-production in creating genuine partnership. Together, they reflect the breadth of inclusive practice and the shared responsibility we all hold in making it meaningful.

We are delighted to be able to share this resource as part of nasen Live 2026, and we hope it will support delegates, and those that they share it with, not only in reflection, but in action - strengthening their commitment to inclusion in ways that are ambitious, collaborative and grounded in the belief that every child and young person deserves to thrive.

Michael Surr

Head of Education, nasen



All Teachers are Teachers of Children with Sen

The Mainstream Class Teacher as a SEN Practitioner

THIS CHAPTER IS EXCERPTED FROM

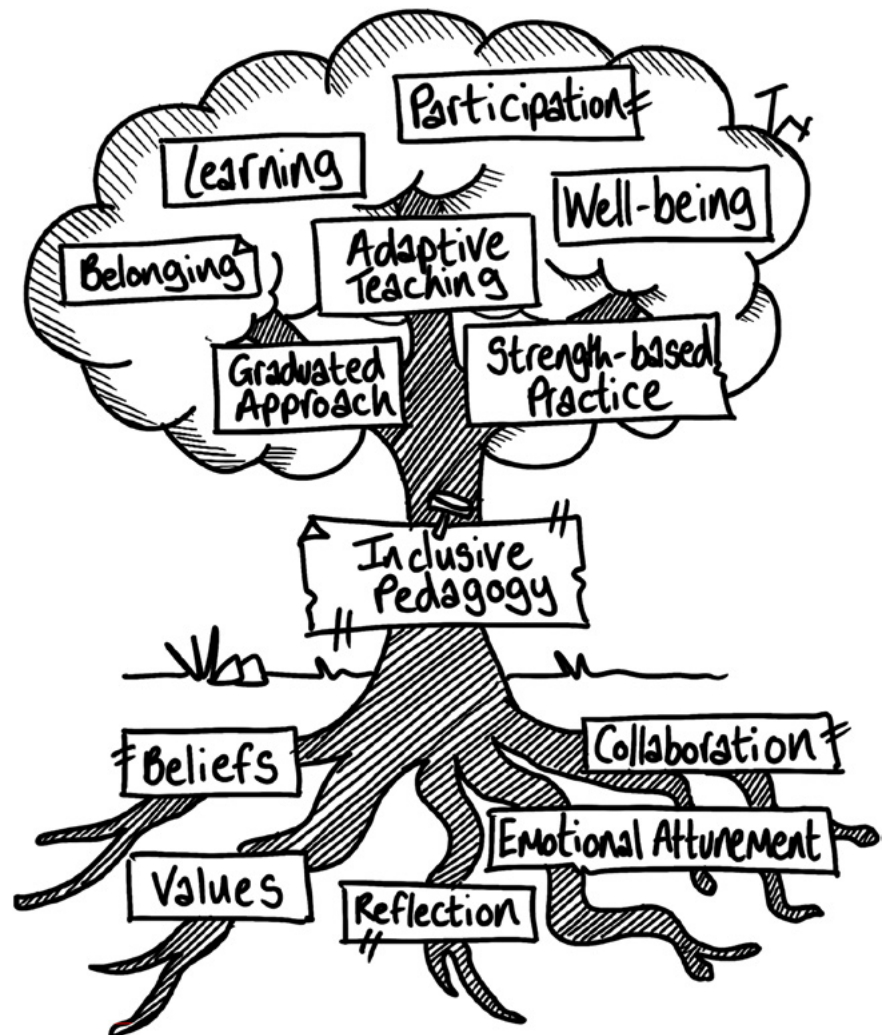
The SEN Practitioner
edited by Tristan Middleton

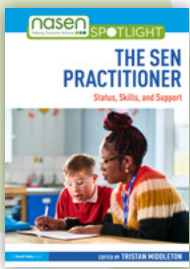
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INTRODUCTION

In the classrooms I visit as a tutor working in teacher education, I often see teachers navigating complexity with quiet skill. Whether the teachers are supporting children with special educational needs (SEN) or simply responding to moments of challenge and joy, these practitioners foster environments where everyone can belong. This chapter is not a “teacher’s tips”; it is more of a lens on the workforce. It explores the approaches that teachers take to become inclusive educators. These are professionals who notice, respond and recalibrate. They understand the craft of pedagogy.





CHAPTER 1

ALL TEACHERS ARE TEACHERS OF CHILDREN WITH SEN: THE MAINSTREAM CLASS TEACHER AS A SEN PRACTITIONER

Excerpted from *The SEN Practitioner*

CLASSROOM CULTURES AND RELATIONSHIPS

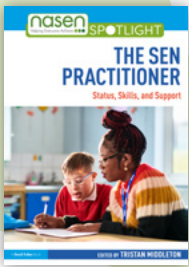
First and foremost, teachers begin the journey towards including all children by creating a positive learning environment that is supportive of all their pupils (Education Endowment Foundation (EEF), 2021). The most inclusive teachers I have worked alongside understand that creating an environment that cultivates a sense of welcome and safety is a priority (Audain et al., 2022). Once this is established, they then might look to whole-class strategies such as flexible grouping, scaffolding, using cognitive and metacognitive approaches, and using information technology to support inclusive practice (EEF, 2021) [see Chapter 9 for discussion about the inclusive use of technology]. With a focus on relational approaches, teachers who know their learners' strengths and areas for development are in a good position to foster positive learning environments (Ljungblad, 2019). The Teachers' Standards (DfE, 2021, p.11) in England are clear that teachers should "adapt teaching to respond to the strengths and needs of all pupils". Foregrounding and addressing the "strengths" aspect of this standard is key to including all learners and a fundamental principle of inclusive education (Laletas, 2019). This principle might be put into practice by considering Deci and Ryan's (2000) Self-Determination Theory (SDT). This provides a framework for understanding how strengths-based approaches can impact learners. This theory underpins inclusive teaching by affirming learners' agency. They propose that optimal human functioning occurs when the psychological needs for "autonomy, competence, and relatedness" are fulfilled (Deci and Ryan, 2000, p.68). By playing to a learners' strengths, a teacher can enable authentic motivation and creativity. Teachers who demonstrate this skill are able to meet their learners' psychological needs for "autonomy, competence and relatedness" (Deci and Ryan, 2000, p.68). Inclusive educators identify what learners are able to do and what motivates them. Observations in a number of different contexts enable educators to pinpoint environments and situations that are optimal for the learner. A skilled educator

might reshape an aspect of a history lesson when planning for a neurodivergent learner. Drawing on what has been observed about the neurodivergent learner, the teacher has noticed that they respond well to information that is written down rather than listening to a group discussion. As a proactive differentiation of a task, this learner might be tasked with exploring reproductions of historical documents on the National Archives website to feedback pertinent information to the rest of the group. The teacher's noticing matters as this may deepen the learner's motivation.

DIFFERENTIATION AND ADAPTIVE TEACHING: NAVIGATING POLICY IN PRACTICE

The Teachers' Standards suggest that teachers should be able to differentiate their teaching (DfE, 2021). However, with the publication of the Core Content Framework (DfE, 2019), there has been a move away from differentiation towards adaptive teaching. There is a difference between adaption and differentiation. The Core Content Framework and its most recent iteration (DfE, 2024), is the equivalent of the National Curriculum for Initial Teacher Education providers and Knapton (2022) suggests that the references to literature provided at the end of the Core Content Framework 5 (Adapt Teaching) all relate to research that advocates against practice of ability grouping. The statement that "adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular pupils." DfE (2019, p.20) suggests that the Department for Education is no longer endorsing the use of differentiated activities. This is partly to address teacher workload. Research by Pozas, Letzel-Alt and Schwab (2023) that looked at the impact of differentiated instruction for teachers found that there are positive effects on teachers' job satisfaction stemming from their sense of achievement in meeting the needs of their students. There were also negative effects in terms of workload. Table 1.1 provides an overview of the differences between differentiation and adaption.





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Excerpted from *The SEN Practitioner*

Concept	Differentiation	Adaption
Traditional view	Involves creating distinct tasks or resources, tailored to specific pupils or pupil groups, often based on ability (Bloom, 2025).	Focuses on adjusting teaching responsively, without grouping pupils by ability.
Teacher's role	Designs multiple versions of a task to suit varying needs (Leswell, 2025).	Responds to learners' strengths and needs in real time and context (Leswell, 2025).
Policy direction	Historically endorsed by frameworks such as the Teachers' Standards (DfE, 2021).	Championed by the Core Content Framework (DfE, 2019).
Implications	Increased workloads (Eaton, 2022).	Encourages high expectations for all, with less emphasis on distinct grouping (Bloom, 2025).

Table 1.1 – A comparison of differentiation and adaption

For the practitioner in England, this leaves the classroom teacher in a double bind. Teachers are caught between their professional instincts and bureaucratic expectations.

REFLECTION POINT

If all teachers are teachers of children with SEN, how might this conflicting guidance be reconciled so that the needs of all children in their class might be met?

Wrestling with practical and bureaucratic tensions can be a source of stress to teachers (Skinner, Leavey and Rothi, 2019). Perhaps if provision is conceptualised in layers (high-quality teaching, targeted support, and specialist support), this might help teachers to be teachers of all learners with SEN. This layering and working in partnership with specialist support enables teachers to feel more confident and supported by others in meeting the diverse needs of learners with SEN, without feeling solely responsible or overwhelmed. This structured approach affirms inclusive pedagogy as foundational, encourages collaboration and supports teacher identity by balancing autonomy with access to expertise.

MAKING SENSE OF SEN: INCLUSIVE MINDSETS AND LEGAL DEFINITIONS

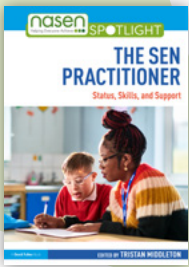
At this point, it is important to acknowledge the variability of the use and understanding of the term “special educational needs”. Ekins (2015)

describes this term as a subjective, social construct influenced by the experiences and perspectives of those applying the label. This can vary from teacher to teacher, school to school. As education has become more neoliberal in approach, the marketisation of the system has meant that SEN it has been used as a bureaucratic label that leads to marginalisation (Glazzard, 2013) rather than inclusion.

REFLECTION POINT

- What is your understanding of special educational needs?
- Write down your definition and compare it with the ideas in the discussion below.

The concept of “special educational need” (SEN) has evolved since its inception in 1978 (Warnock, 1978). The Warnock Report reviewed the provision in place for children and young people “handicapped by disabilities of body or mind” (Warnock, 1978, p.1). Warnock’s committee reshaped thinking around



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diverse learning needs, emphasising the interaction between individual characteristics, curriculum and the environment. The Report replaced eleven rigid categories of disability with the term “SEN” to move the label away from being a “within- person” term to a descriptor that educators might use to indicate the special additional provision that would be required in the classroom to support integration. This approach was formalised in the Education Act 1981 and continues to inform current legislation, including the Children and Families Act 2014. The definition of SEN in the Warnock Report (1978) is broadly echoed in the current legal definition outlined in the Children and Families Act 2014 in England today:

1. A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her;
2. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - a. has a significantly greater difficulty in learning than the majority of others of the same age; or
 - b. has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post- 16 institutions.
3. A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection (2) when of compulsory school age (or would be likely, if no special educational provision were made).

REFLECTION POINT

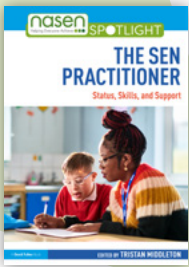
- Drawing on this definition, how might it support a teacher to identify whether a learner in their class has SEN?
- Why do you think other jurisdictions such as Scotland and Wales have moved away from using the term SEN?

In 1994 in Salamanca, Spain, representatives from 92 governments assembled to discuss and agree how inclusive education for children and young people with SEN should be enacted (UNESCO, 1994). This paved the way for a move from integrative to inclusive education, but it was not clear as to whether this was “a linguistic shift or a new agenda” (Visalia, p.18). Qvortrup and Qvortrup (2018) state that, since this time, a variety of definitions of inclusion and the associated ideals have been shared widely, but it is challenging to bring these goals to life and implement them effectively. As Slee (2001, p.117) writes: “the relationships between students and curriculum and its delivery (pedagogy) may be enabling or disabling” and perhaps it is exploring and thinking about this interplay that will enable all teachers to be teachers of children with SEN.

The successful SEN practitioners that I see in the classroom define SEN relationally. They draw on the biopsychosocial model of SEN (Norwich, 2016) and they use observation and dialogue to discern whether additional provision is required. They understand inclusion as an evolving commitment rather than a checklist and they reflect critically on labels. They identify the barriers to learning and participation rather than identifying problems.

THE GRADUATED APPROACH

Prior to any targeted support for an individual being implemented, school leaders and teachers should be confident that high- quality teaching is in place. Essex County Council’s (2023) Ordinarily Available: Inclusive Teaching Framework provides good practice suggestions linked to the Teachers’ Standards (DfE, 2021). Darling- Hammond undertook research into what makes high- quality teaching in five different countries across the world. They found that high- quality teaching draws together an understanding of the content of the curriculum, pedagogy and the learners’ diverse academic, social, and emotional needs (Darling- Hammond, 2021). Teachers who achieve this continuously notice and adjust to achieve high- quality teaching. Once a teacher is confident and this is established,



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they may realise that some learners require more targeted support. The Special Educational Needs and Disability Code of Practice: 0- 25 (DfE and DoH, 2015) is the guidance to the legislation outlined in the Children and Families Act 2014 and it provides a helpful framework for how teachers might target support to remove barriers to learning and participation.

The Graduated Approach is a cycle that enables teachers to move through the activities: assess, plan, do and review (see Figure 1.1). An example of this might be where there are concerns that a six- year- old learner is finding writing a challenge. Taking the Graduated Approach, the teacher undertakes a series of informal observations during lessons and has a conversation with the Teaching Assistant (TA) working in the class about what they have noticed (assess). Following this, it is identified that the learner would benefit from a writing slope and a different pen to help them overcome potential barriers to learning. A target to complete one sentence before the end of the lesson is set and agreed with the learner (plan); the equipment is introduced so that the learner can use this to write a sentence takes place with the appropriate equipment (do) and the learner's progress is reviewed and recorded (review).

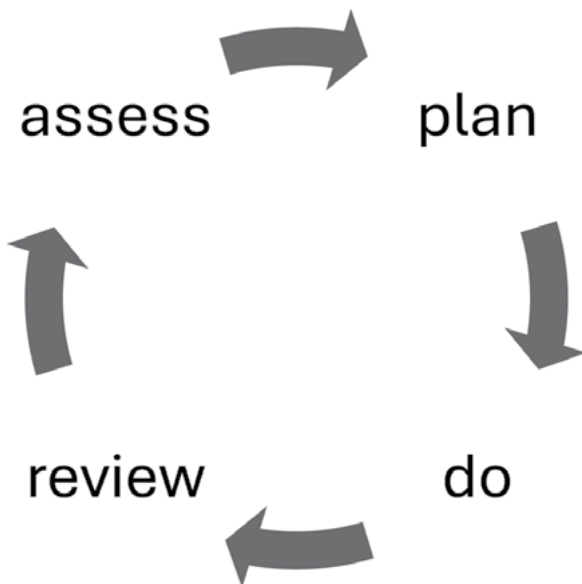


Figure 1.1 – The Graduated Approach (based on DfE and DoH, 2015)

BEYOND DIAGNOSIS

Teachers will need to be aware of resources that might support them to adapt their teaching in this way and local authority “ordinarily available provision” documents are a good starting point. A particularly good example is the Portsmouth Ordinarily Available Provision document (Portsmouth City Council, 2022). Documents such as these provide suggestions for adaptations across the four broad areas of need as outlined in the SEND Code of Practice (DfE and DoH, 2015). These can be a very helpful place to start. However, no individual fits neatly into a box and it is helpful to conceptualise the four broad areas of need as intersecting descriptors to the types of provision that might be required for a child need (please see Figure 1.2).

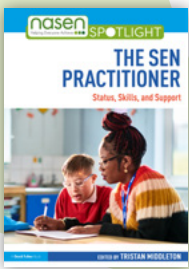
VIGNETTE 1.1

Beth is 11 years old and has a specific learning difference in that her phonological awareness and letter reversals have an impact on her spelling and writing. She also The SEN Practitioner 10

has social communication and interaction difficulties when working in a small group. She would prefer to work on her own and becomes very upset when people use irony with her, as she takes what is said to her at face value. Beth finds her teacher's perfume very strong smelling and avoids going near her.

- Where might Beth's needs intersect within the areas in Figure 1.2?
- What targeted support might Beth need?

Whilst diagnostic labels might help educators to consider strategies to meet the needs of children and young people in their classrooms, there are also drawbacks. Lauchlan and Boyle (2007) highlight how labelling may lead to stigmatisation and lowered expectations of children and young people. However, many effective inclusive approaches are sometimes linked to labels (e.g. dyslexia- friendly



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classrooms, autism-friendly classrooms). Teachers are not qualified to assign diagnostic labels and, as Woodley (2024, np) outlines, high-quality teaching should be in place to meet the needs of all learners, despite their label. She contends that “if learners benefit from using coloured highlighters and small chunks of text, they should have them even if they are not ‘dyslexic’”. The SEN practitioner resists reductionism and responds to the unique learner.

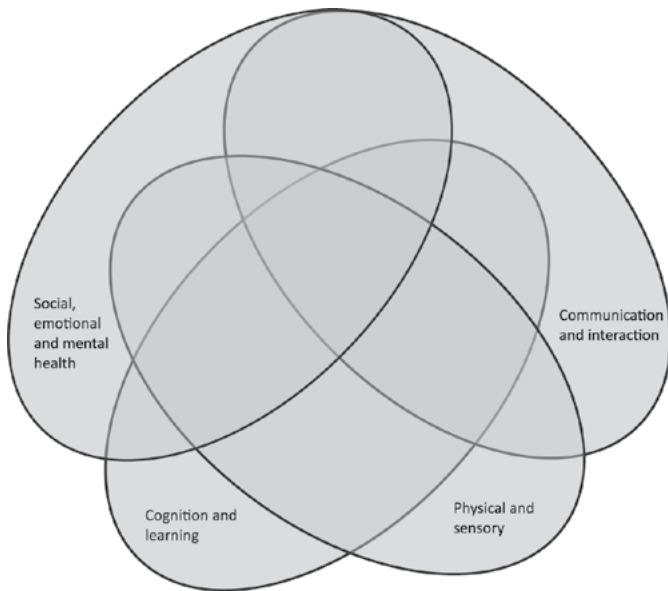


Figure 1.2 – The Broad Areas of Support (The States of Guernsey, 2024, p.28)

THE IMPORTANCE OF COLLABORATION

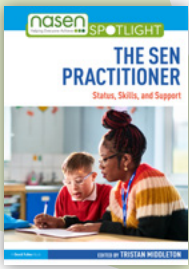
Special educational needs co-ordinators (SENCOs) are well-placed to support teachers with advice and suggestions to implement targeted interventions (Wharton *et al.*, 2020). [The role of the SENCO is discussed in more depth in Chapters 7 and 15.] Targeted support should be underpinned by evidence of impact (Carroll *et al.*, 2017). The Centre for Educational Neuroscience (n.d.) created a searchable database entitled *MetaSENse* that enables teachers to explore what works well; however, these interventions might require additional staffing to enable them to be effective. Where teachers are fortunate enough to have the support

of a TA then effective deployment to support targeted interventions is key (EEF, 2021). [TAs as SEN practitioners are considered in Chapter 2.]

National funding pressures are significantly affecting schools’ capacity to meet the needs of children and young people (Alghrani *et al.*, 2024). Budget deficits have led to widespread reductions in staffing, including the redundancy of TAs (Cumiskey, 2024). In response, some schools are exploring alternative models of support, such as resourced provisions, a hybrid approach designed to provide tailored support for learners with specialist needs in smaller groups (Strogilos and Ward, 2023). This model combines rights-based inclusion, ensuring access to mainstream provision, with needs-based inclusion, where individual needs are met through a range of targeted provision. As Warren *et al.* (2020, p.803) suggest, resourced provision can offer the “best of both worlds”, enabling pupils to divide their time between specialist and mainstream classrooms. This flexible arrangement requires rethinking traditional staffing structures, such as the role of class-based TAs (Bosanquet and Durning, 2022), and may represent a more cost-effective, inclusive alternative for learners who require bespoke support.

As an education practitioner, it is important to understand the setting’s approach to meeting specialist needs. Each maintained education setting in England is required by law to set out the provision that is made to support their learners with SEN (Section 69 of The Children and Families Act 2014). As Carter (2025) outlines, the whole school community should engage in the co-production of this mandatory document. Therefore, in an inclusive setting, all teachers should be very clear about how learners who require specialist support should have their needs met. Collaboration will be key.

Teachers are also expected to “develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support” (DfE, 2021, p.13). Sometimes this might be colleagues within school, for example, the SENCO, and at other times, this might be external agency support such as a speech and language therapist, an educational psychologist or social worker.



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BELONGING, PEDAGOGY, AND CONNECTION

The inclusive teacher understands the importance of relationships. They greet learners by name, they notice mood shifts, they recalibrate tasks and change their approaches. They understand that emotional safety is key to engagement in learning. However, Borich and Tombari (2021, p.12) contend that, “if you are a typical beginning teacher, your thoughts and concerns will focus at first on your own wellbeing and only later on the teaching task and your students”. Thinking about the impact that pedagogical choices have on the learning and wellbeing of the learners in the classroom is an important stage in becoming an inclusive practitioner. Research suggests that learners’ sense of belonging in school positively influences their emotional wellbeing, and fosters attitudes and behaviours that support learning (Osterman, 2023). Allen et al. (2021) highlight the importance of school belonging and how this is predicated on strong relationships, and they suggest that even a personal greeting at the door can increase a sense of belonging. Beaton (2021) emphasises that learners should be empowered to be active participants in their learning. Creating a supportive environment benefits all learners, regardless of whether they have SEN, and attachment- aware approaches can further enhance an inclusive classroom where everyone feels welcome.

Teachers can do this by ensuring that the classroom environment is welcoming (Audain *et al.*, 2022). Teachers who incorporate culturally responsive teaching and ensure learners see themselves reflected in classroom materials can enhance their sense of belonging (Ladson- Billings, 2023). All teachers can be teachers of learners with SEN, if they are able to ensure that everyone in their class feels respected and valued.

CONCLUSION – BELONGING AND NOTICING

The mainstream teachers who are successful in including all learners are reflective practitioners. They value equity, the voice of the learners and emotional attunement. When I have been in inclusive classrooms, what matters is not only what teachers do but also what they believe. This is the essence of the SEN practitioner: a professional who is principled and relational.

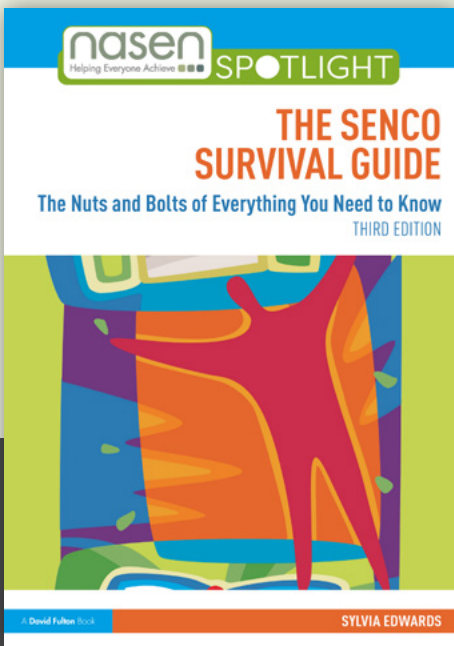
FINAL REFLECTION POINT

How might your own beliefs shape your practice as an SEN practitioner?

SEN practitioners foster inclusion through relationships and strengths- based teaching, creating environments where all learners feel valued and supported.

They apply adaptive teaching and the Graduated Approach, using layered support and responsive strategies to meet diverse needs.

They collaborate with families, colleagues and specialists, contributing to school cultures grounded in equity, emotional safety, and shared responsibility.



The SENCO Role

THIS CHAPTER IS EXCERPTED FROM

The SENCO Survival Guide
3rd Edition
by Sylvia Edwards

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What is today's SENCO? This chapter considers how the role has changed over time, and offers advice on:

- SEND policy- making: as a whole- school response to the Code.
- the outward- looking role of the modern SENCO.
- planning, developing and evaluating provision maps – based on a whole- school audit of needs.
- linking provision mapping with personal plans.
- what all SENCOs need in order to do the best possible job – and succeed.

MANAGING THE CODE'S GRADUATED RESPONSE

Managing the SEND graduated response is a key part of the role. Where tasks exceed time, the system must be practical and efficient, with contributions from colleagues, facilitated by effective provision- planning. The Code lists responsibilities as:

- managing the operation of SEND policy.
- co- ordinating additional provision.
- liaising on behalf of pupils with SEND (also vulnerable).
- advising teachers.
- advising on the delegated budget and other resources.
- liaising with parents/ carers of pupils with SEND.

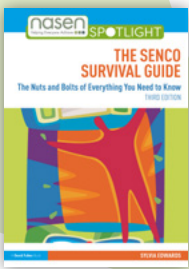
- liaising with Early Years providers, schools, external specialists, health and social care.
- being a point of contact between school and LA for specialist services.
- working with others to ensure the school complies with the Equality Act.
- ensuring SEND records are up-to-date.
- guiding all colleagues.

Tasks such as managing, advising, co-ordinating, ensuring can only be done by persons with SLT status. The Code states that SENCOs should be members of leadership teams, with allocated time/ resources to perform effectively. Table 9.1 offers a checklist for SENCOs, to support policy-making – in collaboration with colleagues, parents and learners.

So many questions – inviting slightly different answers. The checklist is intended to kick-start whole- school approaches to Code response. Only when the entire team is heading in the same direction – inspired, confident and knowing how each individual role supports the whole endeavour – can SEND success be assured.

Combining funding often presents problems, with further questions for SENCOs:

- What criteria spreads funding fairly and appropriately?
- How is combined funding spread across each level of Code response?



CHAPTER 2 THE SENCO ROLE

Excerpted from *The SENCO Survival Guide, 3rd Edition*

<p>1. Targeted classroom intervention</p> <ul style="list-style-type: none"> Once a child falls behind, who is involved in initial, targeted intervention? Class teachers? All subject teachers (secondary)? Teaching assistants? How are these staff supported – what role does the SENCO play? How is this initial response recorded? By whom? Where kept? Who holds copies?
<p>2. SEN Support</p> <ul style="list-style-type: none"> What are the criteria for SEN Support? How are those with disabilities linked to this level? Where does evidence come from? Who collates it? How is SEN Support recorded – SEN type? Broad areas of need? Both? Does criteria indicate – a group plan, personal plan or both? How do they complement each other? How is confidentiality achieved? How is intervention recorded? How is progress evaluated? What criteria? Who is involved? How are termly reviews organised and conducted – timings, procedures? How are learners and parents prepared? Following review, which criteria influence either more, same or less, intervention?
<p>3. Involving external specialists (ES)</p> <ul style="list-style-type: none"> What criteria initiates ES involvement – evidence? How does ES support reflect the LA local offer? How is this evidence different – which particular difficulties indicate ES intervention? How do records (and register) for SEN Support differentiate between children with and without ES support? Who is responsible for these records? Who has a copy? Confidentiality? How is progress at ES level evaluated – who is involved? How are learners and parents prepared for termly reviews? How are external specialists involved? Reports? Attendance? How are these reviews organised/ conducted? Timing? Procedures? Following reviews – what criteria influence more intensive support, same, less?
<p>4. EHCP level</p> <ul style="list-style-type: none"> What are the criteria for moving towards LA assessment, and/ or dealing with requests for LA assessment from parents? What is the follow- up procedure for LA refusal of EHCP? What is the procedure for a new EHCP? Records/ storage of EHCPs – who has copies? How are aspirations/ outcomes broken down into termly targets? How is flexibility and personalisation built into the detailed plan arising from an EHCP? What is involved in intervention at EHCP level? Which children need regular support from external specialists? For what purpose? How do we collaborate with health and social care to make the EHCP experience as smooth as possible – as combined intervention? When multiple specialists are involved, how is confidentiality maintained? How are reviews co- ordinated – how do termly inform annual? Where does combined evidence for termly and annual reviews come from? What role do external specialists play in EHCP reviews? Reports only? Attendance? How are learners prepared for termly/ annual reviews? What makes them person- centred? How are EHCPs updated as needs change? How are learners' aspirations kept in clear sight throughout schooling?

- How are pupil benefits evaluated – to justify funding?
- How does pupil premium support pupils who also have SEND?
- How does the whole- school SEND response reflect the LA local offer?
- At which point in the graduated response are pupils/ parents involved in drafting personal plans?
- From which level of Code response do targets become 'additional to, different from'?
- How does the overall shape of the SEND register (Figure 2.1) reflect similar types of schools and pupil populations?
- At each level of Code response, how are learners and parents prepared for both key stage, and post-16, transition?

SENCOs might consider how answers to these questions can become policy, are communicated to parents and other stakeholders, are reflected in whole- school practice, and evaluated.

The Code lists the main role of the Early Years SENCO as:

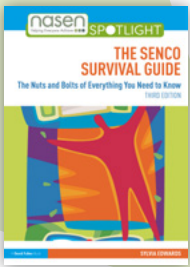
- ensuring practitioners understand responsibilities towards children with SEND.
- managing and supporting children with SEND.
- advising and supporting colleagues with day-to-day teaching and learning.
- involving parents.
- liaising with external specialists where necessary.

SENCOs are also responsible for reporting to Governors on:

- types of SEND the school provides for.
- the policy for identifying/ assessing SEND.
- how the school consults/ involves parents.
- arrangements for including learners' views.

Table 9.1 – Checklist for whole- school response to the Code





CHAPTER 2 THE SENCO ROLE

Excerpted from *The SENCO Survival Guide, 3rd Edition*

- support arrangements for transition.
- how HQT meets SEND needs.
- expertise and training of staff who teach pupils with SEND.
- how additional provision is evaluated.
- how pupils with SEND are included in school activities.
- how the school promotes social/ emotional development, and well-being.
- how the school deals with bullying and discrimination.
- how the school involves external agencies.
- how the school local offer reflects the LA local offer, and how funding is used fairly.

Ofsted will look at the achievement of all vulnerable groups, including those disadvantaged or looked-after, that overlap with SEND.

WHAT ARE PROVISION MAPS?

Without a whole-school provision map, the SENCO role would be impossible. Such a map clarifies the agreed destination, tracking:

- all provision over and above HQT.
- which learners receive it.
- how budgets are spent.
- who delivers what – justifying staff deployment.
- evidence of legislation (Code) compliance.

It represents the big picture, towards which everyone subscribes: teachers, assistants, external

specialists, parents and learners. The Code requires maps to show provision that is 'additional

to and different from' – for SEND, vulnerable, and more able pupils.

Provision maps can also:

- inform reviews – by incorporating personal plans.
- summarise evidence for learners who need EHCP assessment.

- lead to school improvement.
- enable schools to update additional provision simply.
- support parent/ pupil conversations.

So, if provision maps can do (almost) everything – it's worth investing to make them super-efficient and effective.

DEVELOPING THE PROVISION MAP

Guided by the SENCO, all staff who manage/ use additional funding should develop the map, with co-ordinators sharing data and working strategically to direct resources.

The map for individuals must take account of parents' and pupils' views on:

- type of provision and how it is delivered.
- the roles they play to ensure success.

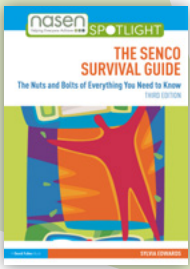
Where are the parameters? Can the map cover everything, including reasonable adjustments, and those personalised approaches that lie 'outside the box'? Does the provision map cover everything – or is it supplemented by teaching records, notes on personalised approaches, or personal plans?

Provision should be needs-led, with the capacity to meet all needs, be more personalised and promote parental confidence. If resource-led, provision is kept firmly within budget but less likely to reflect changing needs, and far less likely to satisfy parents. The task is to find middle ground that represents fairness. Provision planning must be:

- easily manageable for the team responsible for its effectiveness.
- as personalised as is practicable.
- confidential for parental discussions.
- a reliable recording system for both individual data and collective results.

Stage 1 of the process might be an audit of needs across the school, for example:

- high numbers of children entering Reception with inadequate language/ social skills.



CHAPTER 2 THE SENCO ROLE

Excerpted from *The SENCO Survival Guide, 3rd Edition*

- significant numeracy difficulties in Year 1.
- a group in Year 2 with poor phonics.
- a group in Year 3 whose attainment has dipped following transition.
- behaviour problems in Year 5.
- poor reading comprehension in Year 6.

Secondary problems might include:

- a low attaining group in Year 7 causing concern.
- Year 9 pupils with significant learning difficulties being bullied.
- EAL pupils across year groups with inadequate English.
- pupils with emotional or other 'well-being' needs.

The audit may reveal other needs: low self-esteem, social/communication needs arising from disadvantage, or areas where staff training is required. The audit represents an opportunity for a whole school to learn about itself: encouraging staff to break away from outdated approaches to problem-solving. Provision planning benefits from creative and visionary thinking.

How do newly revealed needs match up with provision and interventions already in place? The map is likely to include learners, already receiving:

- SEN support.
- EHCP top-up.
- reasonable adjustments for disability.
- provision from the pupil premium or other additional funding.

The diverse range of individual needs may highlight key stage or year group patterns, such as the examples above, which help to structure the provision map, with staff training to support it. Given these audit outcomes (individual and patterns), how does a school design a provision map based on its unique circumstances and population of learners?

Table 9.2 offers a process.

Audit needs:

- Whole-school attainment, Year Group patterns, highlighted problems.
- Pupils with needs under the Code of Practice and Equality Act.
- Other vulnerable groups.
- Other personalised needs.
- Parents' and pupils' views.

Match with current provision:

- Compare audit data with current provision – where are the gaps?
- Decide on criteria and parameters.
- Match to funding streams – ringfenced or not? Needs versus resources?
- Cost out each element of provision for pupils or groups – research what works best.
- For each learner, include starting point and achievement outcomes.

Organise efficient delivery:

- Train staff in consistent approaches to intervention.
- Clarify roles/ responsibilities.
- Ensure parts link up – HQT, SEN Support, EHCP.
- Involve parents and pupils.
- Link with external specialist involvement.

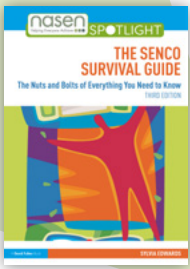
Individualise for reviews:

- Decide how provision will be individualised and made confidential.
- Clarify for staff which other documentation informs/ contributes to the provision plan – personal plans, notes from parental conversations, HQT records, personalised approaches.

Evaluate and update:

- Impact on each learner's progress – distance travelled?
- Value for money of each intervention (as pupil outcomes).
- Use reviews to update and refresh map as necessary.
- Impact on key stage or Year Group patterns of need – from audit level to outcome.
- What do the outcomes point towards? Further staff training? Change of intervention? More focus on parental involvement?
- The whole map – how well did it work?

Table 9.2 – Stages of putting together a provision map



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Excerpted from *The SENCO Survival Guide, 3rd Edition*

The provision map represents all staff travelling in the same direction: the collective journey having a:

- starting point – all learners who need more than HQT for any reason.
- route – a cost-effective range of time-limited interventions and support strategies.
- destination – expected outcomes and criteria for success.

Provision maps lend structure and organisational togetherness to Code requirements for 'assess, plan, do, review', and should be updated annually in light of pupils' achievement data. The map also informs annual reports for parents and supports Code advice on reporting to parents more frequently on behalf of pupils with 'harder to reach' needs.

PROVISION MAPS AND PERSONAL PLANS

Personal plans have often not worked effectively for varied reasons, perhaps:

- isolated from other forms of intervention.
- not understood by pupils or parents.
- not reinforced through HQT.
- not practised across the curriculum.
- not contained SMART targets.
- too focused on literacy/ numeracy – neglecting other barriers.

How might personal plans be integrated into whole-school provision mapping? Review targets are easily aligned with intervention entry/ exit criteria. The provision map includes all additional provision, not just selected targets. The provision map can also involve pupils and parents more extensively through the breadth and depth of an intervention package.

Can an individualised provision map be SMART enough to subsume a personal plan? Check:

- Specific: yes, through stated outcomes, starting point and distance travelled.
- Measurable: through entry/exit criteria and measuring tools for success.

- Achievable: the provision map audit has starting points and expected outcomes.
- Relevant: the map includes all audited needs.
- Timed: interventions are time-limited.

Where schools decide on both maps and personal plans, both documents need to be linked, so that staff know their destination (pupil outcomes), their collective strategies and intervention routes, and how effective provision has been. Progress can only be measured from starting point to destination.

FUNDING AND COSTING PROVISION MAPS

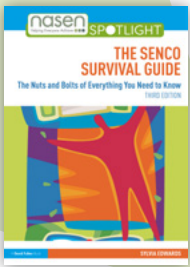
Combined funding streams offer coherent provision that is streamlined and less conflicting; focused on outcomes rather than separate pots. Additional provision may be resourced from:

- the core budget (formerly element 1) for all pupils, as provision for SEN may involve HQT tweaking.
- the notional SEN budget (formerly element 2), for the first £6,000 of a pupil's need.
- the high needs top-up (formerly element 3) from the LA, often via a banding system.
- the pupil premium, intended to close the 'disadvantage' attainment gap.

The Code suggests that the notional budget (not ringfenced) should provide high quality additional support for the whole SEND population. A strategic approach, based on provision mapping data, using all available resources, including pupil premium, is highly likely to produce the best outcomes.

The pupil premium seeks to narrow the achievement gap between disadvantaged pupils and others. Strategies include:

- placing learners in smaller class sizes.
- more targeted individual support.
- mentoring of some pupils.
- home tutoring.
- support for secondary coursework.



CHAPTER 2 THE SENCO ROLE

Excerpted from *The SENCO Survival Guide, 3rd Edition*

- teaching parents how to support basic skills.
- counselling.
- whole- school focus on language, literacy or maths.

The pupil premium can address whatever need the provision map reveals. Given that less attention is often paid to developing social, emotional and self- help skills, should more pupil premium be directed at these neglected areas, as they represent qualitative areas of learning, that lead to quantitative outcomes identified from provision mapping?

Dunford (2013) informed us that the disadvantage achievement gap appears to widen significantly from primary into secondary, strengthening the argument for attainment on language, literacy and maths to be as high as possible by the end of Year 6. Cocco (2015) reported that the pupil premium has less effect on disadvantage at secondary.

What effect have literacy/numeracy catch up programmes for disadvantaged pupils entering secondary school below expected levels, funded by DfE from 2014, had on secondary attainment? These ranged from small group literacy or numeracy for pupils – to maths workshops for parents. The effects appear positive. In one school, of the 20% of Year 7 with reading scores below

average, over 80% ended up on track to achieve at least grade 5 in English GCSE. In the same school, the impact on maths was equally positive.

The National Funding Formula now contains a Low Prior Attainment (LPA) factor, in addition to the post- Covid catch-up package.

So, the message for SENCOs and other finance managers is that combined funding needs to be:

- targeted relentlessly at needs identified by audit.
- linked to the national achievement gap.
- evaluated as a value for money measure – through individual pupil progress.

STRUCTURE FOR PROVISION MAPPING

There can be no single model because schools need to design and own what they create. The collective effort members devote to designing their provision map is a valuable training exercise. From audit to evaluation, a school can end up knowing far more about itself as a teaching/ learning organisation. Might the map be organised by:

- priority funding (must, should, could)?
- Key Stage, Year, or class – patterns of need?
- Code graduated response?
- categories of SEND – or the four broad areas?
- vulnerable categories – each matched to a funding stream?

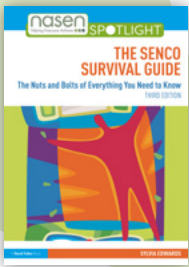
However organised, the map should allow evaluation through: pupil outcomes, costings, types of interventions – and value for money.

The design might be led by any of the above points, depending on how staff think creatively.

Do patterns of need rise to the top? Alternatively, a 'waves' mapping may lead if staff feel that the additional support process is not working efficiently. A focus on the Code of Practice graduated response, may help to clarify for parents what their child's combined intervention is. Or would the 'four broad areas of need' help staff focus more on differentiated HQT? If the audit indicates poor performance amongst particular SEND categories (eg. SLCN, SEMH, or ASD?) should this lead the design?

Designing the provision map from whole- school issues highlighted by audit, offers schools a direct link back, to evaluate data like- for- like. For example, if improving literacy in Year 3 is a major need, then organising part of the map around this directs evaluation back to the starting point.

Provision maps can also incorporate personal plans, as shown in Table 9.3. Details include: Number of weeks, length of session, frequency, timing, who delivers, staff/pupil ratio, costing – and importantly, achievement start/ finish points, with progress made.



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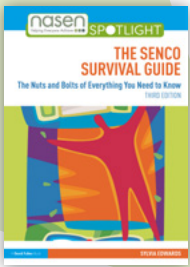
Excerpted from *The SENCO Survival Guide, 3rd Edition*

Name..... DOB.... SEN type/ area of need..... Disability..... Vulnerable group..... Year group..... Class..... Any personalised need.....	HQT targeted differentiation: Speaking/ listening..... Reading..... Writing..... Maths..... Social/ emotional.....
SEN Support (mild/ moderate) Intervention 1.....Cost..... Achievement start point..... End..... Progress..... Intervention 2.....Cost.....End.....Progress.....	More intensive/ individualised (severe) EHCP or not? Sections for each intervention, details, costings, start/ end achievement points, progress made
Personal Plan: Autumn 2022 Targets: listed as SMART Strategies: Who? What? When?	Personal plan: Autumn 2022 continued Review date..... Notes from review meeting..... Issues and next steps.....
Personal Plan: Spring 2023 Details for new term as above	Personal Plan: Spring 2023 continued Details as above
Personal Plan: Summer 2023 Details for new term as above	Personal Plan: Summer 2023 continued Details as above
End- of- year progress summary	Next intervention cycle

Table 9.3 – Including personal plans on provision maps

Name and type of provision	ELS? Lexia? Shared writing? Word Wasp?
SEN focus/ area of need Vulnerable group Entry criteria/ starting point	Literacy? Cognition? Behaviour? Social? Looked after? SEMH? Pupils in Year 3 with poor writing skills?
Which part of the graduated response? Key stage or year group?	HQT expansion? SEN Support? Year 4 identified group? Year 2 reading delay? Boys writing in Year 5? Year 7 maths? Which audit issue is this intervention aimed at?
Lead person for support Supported by	Who has key responsibility? SENCO, Head of Maths? EAL Co-ordinator? Inclusion Co-ordinator? Behaviour Specialist? EP? SLT?
Start/ end dates, frequency, costing, TA	How many weeks? Daily/ weekly? Funding? Name of TA?
How to deliver	Basic principles for teaching this skill Maintaining interest, motivation, positive feedback How to manage the intervention, link each step, How to observe, summarise pupil outcomes
How to record outcomes	What data? In what format? Given to whom?
Method of evaluation Exit criteria?	Reading test? Oral questions? How pupil behaves in group game? RA gain of 6 months?
Pupils receiving this intervention during this term	Pupils' names added each term

Table 9.4 – Delivering interventions



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Excerpted from *The SENCO Survival Guide, 3rd Edition*

The format needs to match how each SENCO thinks, with space for varied interventions. Hopefully, the ideas inspire creative thought. Where different staff deliver the same intervention, consistency is essential. SENCOs could write brief guidelines for delivering each intervention (Table 9.4).

These are merely ideas to stimulate creative thinking. The records for keeping track of anything 'additional to and different from' normal delivery are complex. Any child put forward for EHCP assessment needs every intervention accurately recorded.

The design of any provision map reflects how key players think, styles of teaching and management, as well as what a particular audit reveals. It is never a good idea to use the same model as other schools, if their audits, staffing, pupil populations, or ways of organisation are different. A provision map supports each school's unique shape. While support is available for the technological process (Edukey, Provision Map Writer), SENCOs and other key players have to match the type of map to their pupils' needs.

EVALUATING PROVISION MAPS

Evaluation is best done annually, for each academic year.

Key questions:

- How far have pupils progressed? Outcomes met? Interventions fairly spread?
- Does progress indicate good funding choices?
- Have outcomes addressed audit issues?
- What needs to change for the next cycle – different programmes or strategies?

Who evaluates? Everyone – leaders, teachers, TAs, external specialists, parents, pupils; and Ofsted. As consumers, parents and pupils form the centre of the feedback that helps design the next map. If specialist advice has featured, their feedback is invaluable: for example, i

- that all contributors have been involved.
- of individual's 'start/ end' attainments.

- that whole- school issues have been tackled.
- of funding well spent.

Contributors bring different perspectives: parents are primarily concerned about their child's outcomes. Teachers want whole- class results. TAs are concerned with intervention progress. External specialists seek impact from their specific input. Ofsted are likely to evaluate groups of learners known nationally to be underperforming.

The SLT is concerned with the entire outcome, as a collective result. So, SENCOs support the whole- school perspective by:

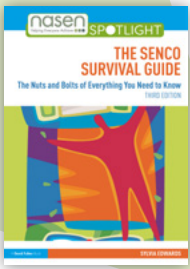
- providing effective SEN Support, or EHCP, responses.
- reasonable adjustments.
- vulnerable groups highlighted from the audit.
- staffing – has training been adequate? What more needs to be done?
- Funding – wisely spent? Fairly allocated?

Which areas of progress need measuring? Interventions for literacy/maths often have built-in success criteria; quantitative, supported by standardised tests, reading ages, or criteria-referenced skill comparisons between a pupil's start/end points.

Interventions to improve well- being rely more on qualitative evidence:

- Reduced absence for a truanting child.
- Increased parental involvement for a child with behavioural difficulties.
- Improved interactive play for a bereaved pupil.
- Elimination of bullying in a targeted year group.
- Evidence of improved independent learning.
- Increased motivation from a child who has received daily mentoring.

Is there conflict between what schools desire most – *quantitative* outcomes, measured through literacy and maths scores, that show collective results for Ofsted – and the *qualitative* outcomes pupils need to get them on board in the



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Excerpted from *The SENCO Survival Guide, 3rd Edition*

first place? Might the qualitative desires of some pupils steer outcomes towards the quantitative desires of whole-school success? When evaluating, is it worth asking whether the balance between qualitative and quantitative interventions needs adjusting?

WHAT DO SENCOS NEED?

Having considered the whole-school nature of the role: what do SENCOS need to *know and understand*? The SENCO learning outcomes, set up by the Training and Development Agency (2009), centred around:

- Code of Practice and Equality Act.
- engagement, participation, achievements of SEND learners.
- key policies relating to SEND.
- working strategically with staff and governors.
- deploying support staff.
- working with external specialists.
- budget management.
- strategies for improving outcomes for SEND learners.

- provision mapping.
- leading and developing colleagues.
- engaging with parents and carers.

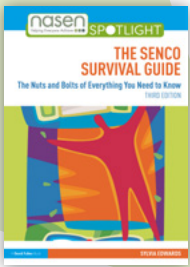
Basic SENCO training still seeks to raise 'skills, knowledge and understanding' in areas that will narrow the achievement gap. Lamb (DCSF 2009b) had recommended:

- resources for training in 'higher-incidence' areas of SEND.
- teachers with specialist skills in SEND working across clusters.

Following a decade of training (ASD, MLD, SEMH, SLCN, and SpLD/ dyslexia), by 2019, the attainment gap was still not significantly narrowed. Training should have covered such areas as: leadership and inclusion, theories of learning, coaching/ mentoring and working with parents. Moore (2015) pointed to the move away from centralised SENCO training: whether the quality of the Award would be protected by school-funded Accreditation. Providers are free to deliver programmes that respond to precise needs of schools, within the rubric of nationally agreed outcomes, with NASEN playing a facilitating role.

HAVE	KNOW	DO	UNDERSTAND
Status as member of SLT Back up from Heads Clear vision and sense of purpose Clear job description Credibility from gained knowledge/ experience Time to collaborate effectively	Budgets that impact on SEND About SEN and Disability Code requirements Equality legislation How the school compares nationally All policies that impact on SEND learners	Involve staff, parents, learners in SEND system and policy- making Lead collaborative provision mapping cycle Observe SEND learners in class – walk the job Compare achievement with national data Train/ support SEND workforce Deploy TAs efficiently Plan/ chair annual and termly reviews Guide pupils' transition Have some in- depth conversations with parents and learners Gather evidence and use strategically Liaise with, and report to, governors	The dynamics of strategic/ collaborative working Steps of progression in language, literacy and maths The school's main strengths/ weaknesses What teacher colleagues need What parents of SEND pupils need What SEND learners need

Table 9.5 – The SENCO tool box



CHAPTER 2 THE SENCO ROLE

Excerpted from *The SENCO Survival Guide, 3rd Edition*

Have most schools reached a point where the statement 'all teachers are teachers of SEND' is accepted, and how can SENCOs support this in schools needing more development? While much of what SENCOs need stems from generalised training, the rest comes from 'walking the job': communicating with colleagues, parents and pupils to apply the general to the specific. Research suggests that secondary schools have a wider achievement gap than primary. Should SENCOs observe SEND learners in subject-based classrooms – where reinforcement of English and Maths needs to happen? 'Walking the job' informs provision mapping, and collaborative research between SENCOs and subject colleagues will narrow that achievement gap.

There is diversity within the SENCO role. A few (tiny schools) may be class teachers, while others co-ordinate subjects. Dedicated SENCO time varies so widely, it is no surprise that SEND achievement also varies. The SENCO is crucial to overall success. Table 9.5 summarises the SENCO tool box.

The 'to-do' list is the longest! Policy-making, provision mapping and all the other tasks that SENCOs undertake reflect the overall strengths/ weaknesses of the school.

SEND POLICY AND PRACTICE

While Heads and Governors have overall responsibility for SEND policy, SENCOs lead. How closely does practice reflect SEND policy, within inclusive principles and other related policies: assessment, discipline, record-keeping, health/ safety? SEND policy, with provision-mapping, guides practice. The policy should contain:

- agreed beliefs, values, aims, principles, purpose and functions that underpin practice.
- the 'who, what, when, why, how, where' of intervention.
- the 'who, what, when, how' of evaluation.

Simply worded policies, concise, jointly written, understood and agreed – have the capacity to filter down, and be reflected back through the achievements of learners with SEND.

THE MODERN SENCO

How is the role changing? Is the SENCO now effectively – SENDCO? The modern SENCO must be a qualified teacher, having completed a Masters in SEN Co-ordination. The Code of Practice 2015, Equality Act 2010, and Child and Families Act 2014, underpin the role.

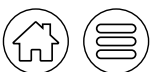
Given the whole-school nature of SEND, today's SENCO cannot do an effective job without being a member of the SLT. The role is complex, with time needed for:

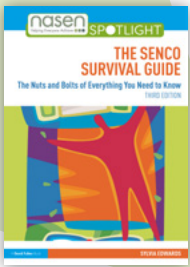
- liaising: with parents, SEND pupils, LA personnel, external specialists, class teachers, pre-vious and subsequent school staff, school leaders.
- managing: SLT meetings, data/paperwork, TA team, SEND register/system, reviews, reports to Governors.
- training or coaching: of class teachers, TAs and parents.
- teaching or working with SEND learners.

Recent research (Moloney 2018), suggests that 71% of SENCOs enjoy the role, rise to the challenges and feel they make a difference, but there is little consistency in allocated time. Only 23% have administrative support: 92% juggle other roles. Many feel their role is often misunderstood by teaching colleagues and SLT.

Understandably, about 75% feel frustrated by their inability to do things thoroughly and effectively: some having two days or less weekly to focus on the role. One quote refers to a 'frantic cycle of paperwork – referrals, Annual Reviews and meeting records...not enough time for strategic work with impact...or to thoughtfully explore the best provision for vulnerable pupils, with possible SEND'. Many SENCOs report that they are often pulled away to deal with other issues, for example, pupil behaviour, SEMH often dominates, and pupils on SEN Support receive less attention.

A quote, '...outcry when SEND pupils don't make progress... funds directed at underachievers rather than genuine SEND... because performance management focuses on SATS scores rather than the challenge of closing the gap for SEND pupils'. Another interesting point – 26% feel that the SENCO is no longer a 'one- person' role.





CHAPTER 2 THE SENCO ROLE

Excerpted from *The SENCO Survival Guide, 3rd Edition*

No wonder the SEND gap is not adequately closing. References to 'frantic cycles of paperwork, little time for strategic work with impact, or to thoughtfully explore best provision', make clear that SENCOs must have dedicated time to perform their expanded role.

So, as part of the SEND shake-up, should the SENCO role become shared, thus bringing together a greater range of skills, knowledge and strengths? Should there be a SENCO team, with partial input and responsibility from subject teachers, given that the role is now based on whole-school inclusivity?

A further report (Cullen et al 2020), collates evidence about approaches to teaching and supporting pupils with SEND that are effective in promoting these pupils' academic, social and emotional outcomes in mainstream, broken into the following areas: inclusion, effective SEND leadership, assessment/identification of needs, HQT, targeted interventions, effective external specialist support and parental engagement. This exhaustive list makes clear that SENCO (or SENDCO) responsibilities extend across the whole school. Can a single person bring about successful outcomes in each area?

Cullen further suggests that 'starting points for educating pupils with SEND are the same as.... others...', relying on acceptance of diversity, importance of an environment in which staff and pupils interact in their development, from the perspective that all pupils can learn, and that good teaching enables success. This report refers to 'drivers of development' as the everyday activities and interactions, supported by 'influencers', of pupils' personal characteristics, context and time.

Are SENCOs 'drivers of development'? And how far are the starting points for educating SEND learners really the same as for educating others? There are implications for how the modern SENCO (or SEND team?) moves around, interacting with and influencing education as it happens: what I have referred to as 'walking the job'.

Administration and paperwork must not continue to be the main task of any SENCO.

SUMMARY

This chapter has explored the SENCO role, through provision mapping that mirrors the Code's graduated response (assess-plan-do-review) in the following ways:

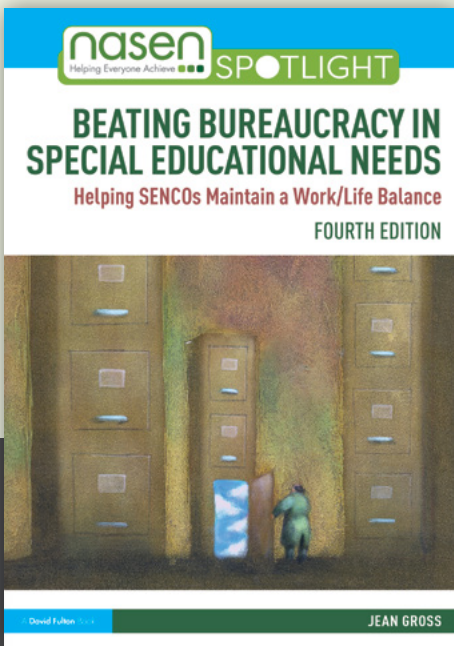
- Audit (assess): SEN types and disabilities? Broad areas of need? Vulnerable underachievers? Priority areas of whole-school need?
- Map provision (plan): Code response, inclusion, HQT, SEN support interventions.
- Organise delivery and individualise (do): Select best value resources. Train staff to deliver interventions. Synchronise with reviews and monitor progress.
- Evaluate (review): Bring together all evidence to plan the next cycle.

Throughout this process, SENCOs must judge where the school is stronger or weaker. Provision mapping enables those in management to decide which puzzle pieces are missing. Evidence is key! Where evidence is ongoing, as delivery happens, final evaluation is less cumbersome. At the end of the day, where individuals achieve, the whole school achieves.

The chapter has also explored what SENCOs need to do an excellent job, and emphasised teamwork, with all staff striving towards the same outcomes. No longer can SENCOs work alone, or secondary support departments operate separately from subject-based colleagues.

The SENCO role is outward looking.

I believe that when we focus on people, the systems almost take care of themselves. Schools with the best achievement have a tightly-knit culture of 'we're all in this together'. So, spending time and effort on the effectiveness of the workforce forms a major part of the SENCO role.



Inclusive Teaching

THIS CHAPTER IS EXCERPTED FROM

Beating Bureaucracy in Special Educational Needs,
4th Edition
by Jean Gross

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In this chapter we turn to everyday teaching for all that effectively scaffolds and supports learning.

The EEF (Education Endowment Foundation, 2021) have described key features of such high-quality teaching for children with SEND in their 'five-a-day' model: explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping and using technology (which we will explore in Chapter 9). I would add to their list seven more of my own:

- More talk, less writing
- Attending to background knowledge
- Building children's independence and self-efficacy
- Focusing on social and emotional as well as cognitive aspects of learning
- Making learning relevant and engaging
- Making learning social
- Deliberately fostering classroom cohesion and a sense of belonging for all members of the class

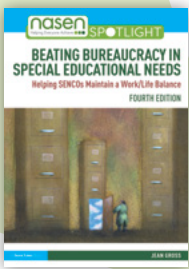
Many of these elements are illustrated in the subsequent case study.

CASE STUDY

At Houldsworth Valley Primary Academy in Newmarket, SENCO Elizabeth Barneveld explains how inclusive teaching and high aspirations mean 'We don't put children with SEND in corridors. Lessons have a set structure that provides predictability and teacher modelling: Explain, Example (my turn), Attempt (your turn). Children stick knowledge strips for a lesson in their books, with key information and vocabulary for the lesson. 'Flick back 5' is used for retrieval practice: children stick five recap questions in their books and have to flick back through their previous work to find the answers. This has proved very helpful for children with memory difficulties.

Scaffolding rather than differentiation is used in class. Children with reading difficulties are kept in English lessons, scaffolded by pre-reading. Every child who needs it has time at the end of the day when they are exposed to the text for the next day. Echo reading (where the teacher reads a short segment of text and the student echoes it back) is used to develop expressive, fluent reading.

Writing often involves using Floor Books where the teacher acts as scribe, which is very helpful for children who find transcription difficult. Children have access to laptops, Clicker 8 software and some have daily touch-typing instruction. Talk is central to lessons; children might, for example, draw lolly sticks to form pairs so as rehearse ideas and answers orally.



CHAPTER 3 INCLUSIVE TEACHING

Excerpted from *Beating Bureaucracy in Special Educational Needs, 4th Edition*

The school uses Voice 21's sentence stems to scaffold discussions, and explicitly teaches vocabulary.

Behaviour is well managed, in a way that takes account of children's social, emotional and mental health needs. The school has a 'reset room' where children take themselves for five minutes if they need to self-regulate. They can sit on a sofa, look at a book and watch a bubble machine. Later in the day, the class teacher will address the behaviour in a restorative conversation.

EXPLICIT INSTRUCTION

Explicit instruction involves adults modelling tasks, talking through how they are going about them, perhaps live-modelling using a visualiser, developing success criteria and providing children with an example of the finished product – a WAGOLL (What a Good One Looks Like).

EXAMPLE

Success criteria, arrived at with a class by looking at good and poor models of a piece of work, are enormously helpful to children who find learning difficult. One child with SEND, recounts expert Shirley Clarke, put success criteria under the heading 'What helps me learn' on his One Page Profile. Another said, 'It means I can do it'.

On the whole, teachers 'get' the need for modelling and examples. Where SENCOs can often help, however, is in how to give clear instructions to children – by giving instructions in the order in which they should be followed, 'chunking' them and avoiding complex syntax.

EXAMPLE

I recently came across these examples of how **not** to give instructions:

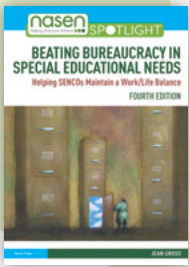
- A poster about how to line up that said 'Leave a space behind the person in front'
- A teacher saying, 'If you want to go out to break you need to listen' (better as 'First listen. Then it will be break')
- A suggestion in a blog post that teachers say, 'By putting your hand up in the air, who can answer question 2?' This one was actually recommended as an illustration of 'front loading', that is, signalling how you want pupils to work at the front of instructions, but would not be appropriate for any child with processing difficulties

SENCOs can also help colleagues to

- understand the need to keep information in PowerPoint presentations to the minimum that is actually needed;
- 'chunk' their demonstrations (watch this – then do – come back together – watch this – then do) rather than model everything at once;
- avoid talking at the same time as modelling a practical activity – model first, then talk.

Explicit instruction involves the 'I do, we do, you do' sequence of modelling, then guided practice, then independent practice. It should usefully involve asking children to verbalise after the teacher (for example, repeating 'Five is halfway between 0 and 10').

It involves choosing text with appropriate readability levels, chunking content (dividing it into separate, more manageable components), giving concrete examples and knowing how to ask questions at levels of complexity that are different for different pupils; Marion Blank's well-known levels of questioning are helpful here.



CHAPTER 3 INCLUSIVE TEACHING

Excerpted from *Beating Bureaucracy in Special Educational Needs, 4th Edition*

Explicit instruction involves presenting information clearly, with worksheets that use a single consistent font (one designed for general legibility like Ariel, Verdana or Tahoma), a font size of 12 to 14 points and a simple uncluttered layout – like the example in Figure 6.2 rather than Figure 6.1.

Finally, it involves giving children plenty of opportunities for rehearsing new learning, in the practice section of the lesson.

Tom Sherrington (2022) suggests what this might look like in a lesson on the parts of a flower:

- Annotating an unlabelled diagram and a photograph from a list of given words
- Explaining to a partner, talking through what each part of a flower is called and what it does
- Answering some questions where an expected answer might for example be 'the anthers are parts of a stamen that carry the pollen' – said verbally, not just in writing

Media study
Films

WATCH THE VIDEO TRAILERS FOR SING 2 AND THE FELLOWSHIP OF THE RING
WRITE YOUR ANSWERS IN YOUR BOOK

1. What do we hear that would make adults want to watch this film?
2. What do we see that might make young children want to watch this film?
3. What clues are that this film is funny?

1. Find three features that show this will be an exciting film
2. What tells you it is a fantasy?
3. What do we learn about the One Ring?

Figure 6.1 – A cluttered worksheet

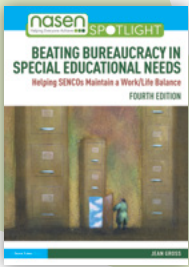
Media study
Films

Task
Watch the video trailers for Sing 2 and The Fellowship of the Ring
Write your answers in your book

1. What do we hear that would make adults want to watch this film?
2. What do we see that might make young children want to watch this film?
3. What clues are that this film is funny?

1. Find three features that show this will be an exciting film
2. What tells you it is a fantasy?
3. What do we learn about the One Ring?

Figure 6.2 – The same worksheet decluttered



CHAPTER 3 INCLUSIVE TEACHING

Excerpted from *Beating Bureaucracy in Special Educational Needs, 4th Edition*

COGNITIVE AND METACOGNITIVE STRATEGIES

Metacognition is about helping students understand and be able to articulate how to be a good learner. We know it is central to raising attainment for **all** children, and no less so for struggling learners.

One way to help is for the teacher to model **thinking** using think-alouds rather than just model how to complete a task. Chris Runeckles (2022) illustrated this beautifully (Table 6.1). Modelling making mistakes and correcting them also feels particularly inclusive.

Pupils also need to be taught to plan, monitor and evaluate their own learning. Figure 6.3 suggests some prompts that teachers and TAs can use to encourage this process, modelling the independent use of a checklist to monitor progress over the course of a task.

Cognitive load is another key concept in the science of metacognition. Inclusive teachers build this into their planning – avoiding overload by not talking while students are reading information from a slide, for example, and by keeping tasks simple (like labelling diagrams or answering factual questions) if a concept they are teaching is complex, while making them more complex (for example, analysing or evaluating information) if the concept is simple or already familiar.

In the cognitive and metacognitive strategies section of their SEND guidance, the EEF includes helping students remember what they have learned. This is useful for all learners – research shows that practising retrieval once doubles long-term retention relative to reading the text once (34% vs 15%) and engaging in repeated retrieval increases retention to 80%

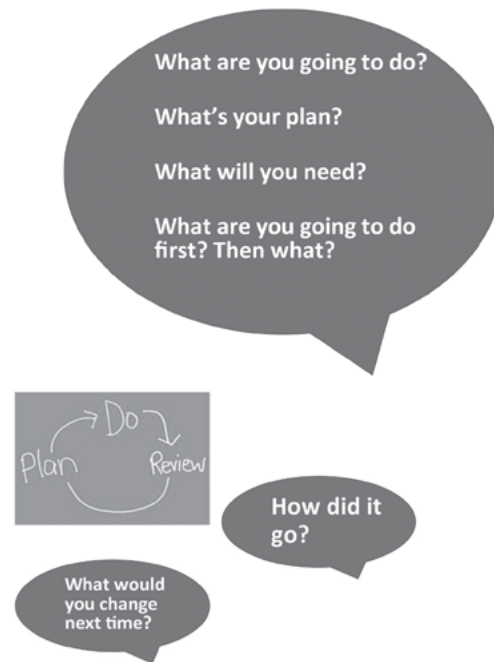


Figure 6.3 – Prompts to help children plan, monitor and evaluate their own learning

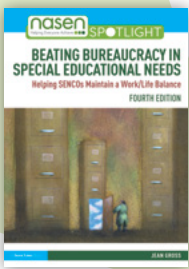
Yr10 Do Now: RETRIEVAL PRACTICE	
Divide your mini-whiteboard into 4 and answer each question	
An Inspector Calls What year was An Inspector Calls first written? a) 1912 b) 1945 c) 1954	Who said it? "a man has to mind his own business and look after himself and his own" a) Eric b) Mr Birling c) Gerald
SPAG (Sentence) Add more detail to the sentence. The gun lay across his knee.	SPAG (Word) Add the suffix -ful to the following words: beauty stress plenty cheer What's the spelling rule?

Figure 6.4 – Retrieval practice examples at start of lesson

Instead of . . .	Try
The first sentence of our answer always needs to include words from the question.	The first thing I'm thinking is 'How can I make sure I directly answer this question?' I can do that by picking out words from the question to include in my first sentence.
Next I need to include key pieces of precise evidence that will support my point.	Next I'm thinking 'What do I know about this topic that's relevant to the point I've just made?' Here I stop and run through in my head what I know. I choose which pieces of evidence to use. Once I've made a decision, I start writing again.

Table 6.1 – Thinking aloud





CHAPTER 3 INCLUSIVE TEACHING

Excerpted from *Beating Bureaucracy in Special Educational Needs, 4th Edition*

(Karpicke and Roediger, 2010). An emphasis on recap and retrieval practice has become a mainstay of the 'mainstream' knowledge curriculum. But for children with learning difficulties, who so often seem to 'know something one day and forget it the next', such practice is especially important.

Inclusive practice for memory will, for example, involve opening lessons with 'Last lesson we learned about. . . . Today we. . . . Next lesson we will . . .', saving a piece of work that has been modelled on the whiteboard and retrieving it to start the next lesson, using the flick-back strategy we met earlier at Houldsworth Primary, having 'Flash-back Fridays' or starting a lesson with 'Do Now' retrieval practice on mini-whiteboards (Figure 6.4).

But there is more to memory than recap and retrieval. SENCOs can help colleagues realise the power of also using mnemonics, either provided by the teacher (Figure 6.5) or created by the children.

SCAFFOLDING

Times have changed in teaching in the last few years, in ways that can only be good for children with SEND. Planning lesson tasks with three or four levels of differentiation, which usually meant those with SEND being placed in a group together to do a simplified version of the learning, has been replaced by the concepts of adaptive teaching and scaffolding – providing, then gradually withdrawing supports that enable all children to access the **same** learning. Tables 6.2, 6.3 and 6.4 and Figure 6.7 illustrate the range of ways in which scaffolding can be applied to classroom tasks – following instructions, reading, writing, response to questions, homework and class or group discussion.

A key aspect of scaffolding is dual coding, or what in the SEND world we know as visual support. This might take the form of animations – for example, using an animation from the brilliant digital resources for teaching science at <https://liftlessons.co/science-home?s=03> to explain new vocabulary such as 'compression', or the animations from CENTURY (see this link for an example: www.youtube.com/watch?v=NWhwSn7wmD4).

- ❖ Which is the numerator, which is the denominator? Nice Dog (N before D)
- ❖ The mode is the **Most Occurring Data Entity**.
- ❖ All graphs need 'SALT' - **Scale, Axes, Labels, Title**
- ❖ How to spell 'because' – Big Elephants Can't Always Use Small Exits
- ❖ How to remember when to use their, there, they're

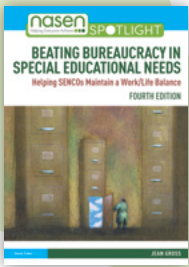
their
there
they're

Figure 6.5 – Examples of mnemonics

Writing up your experiment			Independent variable/units	Dependent variable/units	Results table
1. List or diagram of equipment					
2. Method - bullet points of the steps					
3. What you measured					
4. Results table					
5. Conclusion- what did you find out?					
Independent variable What you are changing	Dependent variable What you are measuring when you do the experiment	Control variable What you are changing	flask	thermometer	pestle and mortar

Figure 6.7 – An example of scaffolding writing
Source: Adapted from a model developed by Rachel Cosgrove (Cosgrove, 2021)

More often, visual support takes the form of pictures, or symbols – perhaps Widgit symbols or, for older students, the age-appropriate symbols from <https://thenounproject.com/>. It is important that any visuals are integrated with the text (labels linked by arrows to parts of an image or diagram, for example) rather than separated from it (as in a diagram with a key that corresponds to separate text next to it) so as to avoid cognitive overload.



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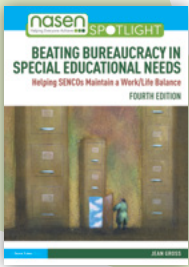
Following instructions	<p>Ask a child to repeat back an instruction</p> <p>Encourage children to ask for clarification or repetition if they have not understood</p> <p>Provide a task board or checklist for the child to tick off</p> <p>After an explanation, tell children they can start if they are ready, or wait to have the instructions explained again if they would like to</p> <p>Leave instructions on the board or on a laptop in the corner of the room</p> <p>Allocate peer buddies to whom children can go to ask for help</p> <p>Allow students to voice-record instructions</p> <p>Encourage them to write themselves post-it note reminders</p>
Reading	<p>Preview the text and discuss key vocabulary – introduce the class to words they may not know by exemplifying their use in contexts they know or are interested in, inviting them to create a symbol or drawing for the word or completing a Frayer model (Table 6.5)</p> <p>Chunk the text, then read and discuss as you go</p> <p>Use print-to-speech technology</p>
Writing	<p>Provide:</p> <ul style="list-style-type: none"> • word banks • writing frames – use variations on a class writing frame with more key words/phrases, less complex sentence starters, reduced space for extended writing • ready-made tables or grids • Cornell note sheets (templates for taking notes) • paragraph prompts or structure strips (Table 6.3, Figure 6.7) • graphic organisers <p>Have children record using storyboards, comic strips or infographics (a collection of images, diagrams and minimal text)</p> <p>Paired writing – pair children with good ideas but weak transcription skills with those with good transcription skills but fewer ideas</p> <p>Use speech-to-print technology</p>
Response to questions	<p>Use warm calling (pre-warning of questions) rather than cold-calling – ‘Ahmed, questions please think of the names of the three different types of rock we discussed last lesson. I will get back to you for an answer in a few minutes.’</p> <p>Give choices – is it x or y?</p> <p>Provide clues or sentence starters</p>
Homework	<p>Allow students to voice-record homework instructions</p> <p>Provide worked examples</p> <p>Provide ‘Watch again’ recorded lessons to be accessed via technology</p> <p>Record supporting guidance</p>

Table 6.2 – Scaffolding in the classroom

<p>1. I think that . . . Spell out your point of view clearly Use imperative verbs and hyperbole to create a sense of urgency</p>	<p>Help students to structure any piece of writing with a strip of boxes which students stick down the side of their page, then write next to it. Make each box as long as you would expect the paragraph to be. Put an instruction for this paragraph in the box. This could also include a sentence starter or a feature you’d like them to include, such as a statistic. You can colour-code the boxes with varying degrees of challenge.</p>
<p>2. I think this is because . . . Recount an anecdote that shows why you feel this way</p>	
<p>3. There are other good reasons for my point of view . . . Give at least three different reasons to support your point</p>	
<p>4. It’s not just me that feels that . . . Quote an expert</p>	

Table 6.3 – Structure strips





CHAPTER 3 INCLUSIVE TEACHING

Excerpted from *Beating Bureaucracy in Special Educational Needs, 4th Edition*

Scaffolding class or group discussion

Like any other aspect of learning, purposeful classroom talk requires scaffolding. 'Talk frames or sentence starters are one very helpful approach. SENCOs can introduce colleagues to the progression in language structures developed in Tower Hamlets (<https://nrich.maths.org/content/id/14423/Progression%20in%20Language%20Structures%20Tower%20Hamlets%20sentence%20starters.pdf>), which has sentence starters for different types of talk, from explanation to prediction and explanation. There is a progression in each from Y1 to Y6, but many students in Key Stage 3 need this kind of scaffolding too

Voice 21, the oracy charity, also has excellent sentence starters for different contributions to a discussion – for example, presenting an idea (I think/We haven't yet talked about/I would like to start by saying), building (Building on x's idea. . . . I agree and would like to add. . . . X's idea made me think . . .) as well as probing, clarifying, challenging and summarising

Inclusive teachers can scaffold contributions to discussion by quieter children by giving everyone a finite number of counters ('talk tokens') which they put in a pot when they speak, which limits the amount that more dominant children say, and enables children to bring in quieter peers by asking for their views

Most importantly, teachers can scaffold the use of academic vocabulary by asking students to reframe answers using words from the board or knowledge organisers. Tom Sherrington (2021) gives a good example:

T: Let's describe the pattern of the graph – Abdi?

Abdi: The line goes up, then goes up less steeply

T: Yes – let's now say what's actually changing and include some key words (gradient, increase, decrease are written on the board)

Abdi: Oh . . . the temperature increases, but then after two minutes, the gradient decreases which means the temperature rises more slowly

Graphic organisers are an excellent way of presenting information visually. Figure 6.6 illustrates some of the main types, but there are many more. Good sources are <https://creately.com/blog/diagrams/types-of-graphic-organizers/>

www.hmhco.com/blog/free-graphic-organizer-templates?s=03

www.edrawmax.com/graphic-organizer/

<https://ditchthattextbook.com/15-free-google-drawings-graphic-organizers-and-how-to-make-your-own/?s=03>

SENCOs can encourage class and subject teachers to make graphic organisers available in hard copy in their classrooms, or in a shared digital folder, for students to use to record their ideas.

There is good research evidence to show that retention of information is greater when students access it in the form of a graphic organiser, either one provided by the teacher or one they construct themselves, than when they have it only in text form. *Comprehension* of texts, however, only increases when children actively fill in an appropriate graphic organiser themselves (Wang *et al.*, 2021).

In the SEN world, there has always been an emphasis on multi-sensory learning – not just visual support. Unlike dual coding, this gets little attention in current blogs and books on the science of effective teaching, perhaps because of a confusion with the discredited notion of individual learning styles (visual, auditory, kinaesthetic). There remains evidence, however, that adding movement to learning aids recall. Andrä *et al.* (2020), for example, found that children were 73% more likely to recall new vocabulary if they used their hands and bodies to act out a word's meaning, and Damsgaard *et al.* (2022) showed that five-year-olds learned letter-sound correspondences better and recalled them for longer when they were taught whole-body movements for each sound.

Table 6.4 – Scaffolding class or group discussion

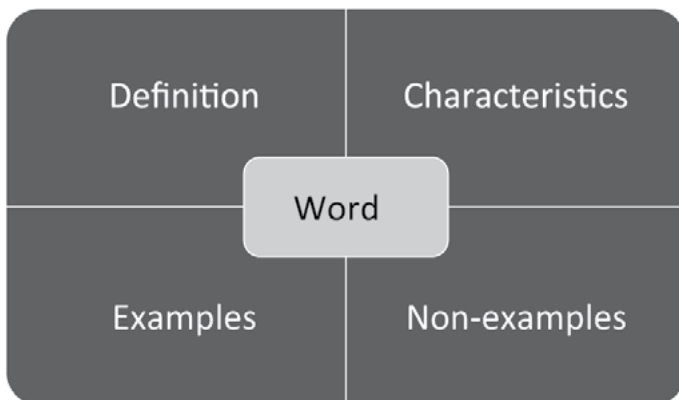
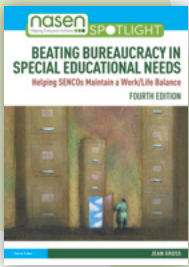


Table 6.5 – The Frayer model for learning vocabulary



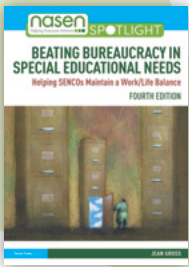


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Fishbone		Cause and effect factors for a complex topic. Example: to prepare for a writing assignment, the student starts with the topic (the head of the fish), then lists the big ideas relating to the topic, then the attributes/qualities/functions/effects associated with each of these ideas						
Spider		Adding more ideas to a single topic Example: reviewing previous learning, with the topic in the centre, the big ideas branching from it and then recalled information relating to each idea on further branches						
Timeline		Any sequence of events Example: planning the timings for an event, recording a personal life history or visually representing the changes to the atomic model throughout history						
Cycle		Recurring cycle of events, with no beginning and no end Example: life cycles in nature						
Decision tree		A decision that needs to be made, with possible alternatives, and the pros and cons of each alternative. This chart shows a choice of two decisions, but the number can be increased						
Venn diagram		Similarities and differences Example: show the similarities and differences between frogs and toads, or compare two candidates running for office						
KWL grid	<table border="1" data-bbox="445 1213 719 1331"> <thead> <tr> <th>Know</th> <th>Want to know</th> <th>Learned</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Know	Want to know	Learned				What I know, what I want to know, what I learned Example: Before reading a text children write down everything they know about a given topic, and then generate questions they have. During or after reading, they answer these questions in the last column.
Know	Want to know	Learned						
Flow diagram		Sequence of events. Example: writing the method for a science experiment						
Tree map/flow chart		Classification and decision-making Example: when learning about the rock cycle, answering yes or no to the question 'Does the rock dissolve in acid?', and following down for information or further yes/no questions						
Persuasion map		Persuasive talk or writing. Students write their goal in the first box, arguments in support of the goal in the next boxes, and supporting facts and examples in branching boxes						

Figure 6.6 – Graphic organisers



CHAPTER 3 INCLUSIVE TEACHING

Excerpted from *Beating Bureaucracy in Special Educational Needs, 4th Edition*

As another example, consider how segmenting and blending in early reading instruction can be improved by introducing movement – physically pulling apart or pushing together magnetic letters, stretching a slinky toy, then contracting it. Or how it helps if we ask pupils to draw their own pictures to show what is happening in a maths problem like ‘There are seven children on the bus. It stops at a bus stop. Two children get out and one gets in. How many children are on the bus now?’

EXAMPLE

One teacher used a range of modalities when working on the Cold War through the events surrounding the Bay of Pigs and the Cuban missile crisis. She provided an audiotape and a transcript of the then Cuban Ambassador’s address to the United Nations, maps charting the invasion, a videotape of Khrushchev, photographs of the Soviet missile installations in Cuba and excerpts from a US Central Intelligence Agency briefing to the US cabinet. Open-ended discussion questions guided students’ analyses of the conflicting positions exemplified by these resources. The students then created two scenarios for potentially different outcomes of the crisis and presented them to the class through newscasts that included maps and other visual representations.

‘Talk for Writing’ is an approach which exemplifies multi-sensory learning, alongside other key principles of inclusive teaching such as repeated rehearsal and gradually withdrawing scaffolds. Children read a text, talk about it, look at a visual of the story and act it out with gestures until they know it really well. At that point they move on to the next stages – innovation (collectively composing new text as a variation on the original) and then to independence (composing their own text individually).

FLEXIBLE GROUPING

The EEF’s SEND guidance is clear on the question of setting and streaming; extensive evidence (Francis et al., 2019) shows that lower-attaining pupils do worse in fixed groupings like these.

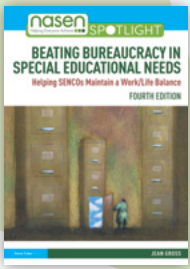
EXAMPLE

In an episode of *The Simpsons*, Bart is moved to a remedial class. ‘Let me get this straight’, he says. ‘We’re behind the rest of our class and we’re going to catch up with them by going slower than they are?’

Grouping children by prior attainment **within** their class for specific activities or topics has a better pedigree than setting or streaming. The EEF Toolkit (Education Endowment Foundation, 2022) concludes that such grouping practices, which enable tasks, activities and support to be matched to children’s current capabilities, and may involve effective practices such as collaborative learning, on average, benefit all pupils. The evidence suggests, however, that there are fewer benefits for lower attaining pupils than for others, and that within-class attainment grouping may also have an impact on wider outcomes such as confidence, with potentially long-term negative effects on attitudes and engagement.

Laura Teague (quoted in Parr, 2019) highlights another potential negative impact: ‘If you struggle in a particular subject and you’re working only with students who also struggle, then you lose the opportunity for learn from one another. Similarly, if you are quite able in a subject, it is not always beneficial to work with others who have similar strengths to your own in terms of opportunities to consolidate your knowledge via explaining and teaching your peers.’

What can schools conclude from all this? The evidence suggests that what works best is identifying a group of children who all need help with the same learning content and pulling them together temporarily for some focused instruction rather than operating any sort of fixed groups.



CHAPTER 3 INCLUSIVE TEACHING

Excerpted from *Beating Bureaucracy in Special Educational Needs, 4th Edition*

MORE TALK, LESS WRITING

High-quality inclusive teaching recognizes that writing is a barrier to learning for many students with SEND. 'Do we have to write about it?' is a constant refrain after events from a school trip to getting into an interesting book in home reading.

One way to overcome the barrier is to include more talk-based activities in learning. Such activities benefit all. Language-based approaches, such as Philosophy for Children, Thinking Together, CAME (Cognitive Acceleration in Maths) and CASE (Cognitive Acceleration in Science) are all well-proven, and simply introducing dialogic techniques in classrooms has been found to yield a significant uplift to attainment (Jay et al., 2017).

Tasks we ask students to complete individually can easily be turned into discussions:

When I teach about the gender pay gap, for example, instead of . . . getting students to read an article or the textbook on the concept, we look at a graph together. We discuss what we can see, and students explain what this means and why it might be.

Together, we are able to explore this new concept through conversation, ensuring that everyone can be a part of it, regardless of their ability.

Megan McKenzie, Director of Key Stage 3 at Ravens Wood School for boys

There are many creative alternatives to basing lessons on writing. Children can, for example, conduct interviews, make podcasts or prepare and deliver TED talks. I have even seen them act as 'tour guides', showing their parents round a museum of exhibits they have created about a topic they have studied.

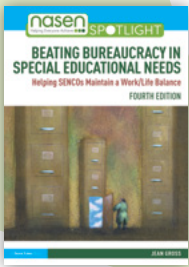
ATTENDING TO BACKGROUND KNOWLEDGE

Inclusive teachers don't assume that all pupils have the background skills and knowledge they need before working on a new skill or topic. Rachel Cosgrove, in her brilliant book *Inclusive Teaching in a Nutshell* likens lesson planning to the process of building a house, with laying the foundations coming before adding the bricks of new content. 'If the foundations are shaky, the house will fall down', she notes. This means that teaching needs to start by finding out what pupils already know, without making assumptions that just because they have covered a topic in the past, they are ready for the next steps. It also means thinking about gaps in background knowledge: 'If you are doing a project on rivers in the United Kingdom (UK), do the pupils all know which countries are in the UK and where they are? If you are asking pupils to write a persuasive letter, do they remember the format of general letters?' (Cosgrove, 2021).

A key message from recent research on reading comprehension is the need to prepare children in advance for new vocabulary and make sure they have some background knowledge about the topic of any text they are studying. Exposing pupils to rich content on topics such as history, geography and civics has been found to improve reading skills more effectively than direct teaching of comprehension strategies (Tyner and Kabourek, 2020). The greatest effects on the reading comprehension of six- to 11-year-old children in this study came from the amount of time they spent on what are called 'social studies' in the US rather than the time they spent in English or maths lessons.

The need to broaden pupils' prior experiences, then, means that inclusive teachers think about how class trips, classroom visitors, online searches, videos and the kind of structured subject teaching that builds knowledge cumulatively over time can be used to bolster domain knowledge.





CHAPTER 3 INCLUSIVE TEACHING

Excerpted from *Beating Bureaucracy in Special Educational Needs, 4th Edition*

BUILDING CHILDREN'S INDEPENDENCE AND SELF-EFFICACY

An aspect of high-quality inclusive teaching that is little talked about, but very important, is that it will build the child's sense that they can make a difference to their own learning through their own independent efforts. This is called self-efficacy, or agency, or having an internal locus of control. Evidence suggests that this is almost as important for academic success as cognitive ability (Feinstein, 2000; Gutman and Schoon, 2013). Self-esteem, in contrast, though predictive of mental and physical health in adult life, is not a good predictor of academic attainment (Baumeister et al., 2003).

Self-efficacy can often be low in children with SEND because the amount of help they receive leads them to believe they cannot function in classrooms without adult support. We must learn from the story told by HMI Charlie Henry about a classroom where while the teacher was giving instructions, he overheard one boy say to 'his' TA, 'You'd better listen to this, Miss, 'cos you're going to have to tell me in a minute.'

Sometimes the best way to support a child is to give them safe opportunities to work without support.

Daniel Sobel and Sarah Alston,
writing in
The Inclusive Classroom

A first step in building self-efficacy, then, is to review the deployment of TAs to ensure that children do not become dependent on their support. In Chapter 11 we will look at how SENCOs can work with class and subject teachers on this crucial issue.

EXAMPLE

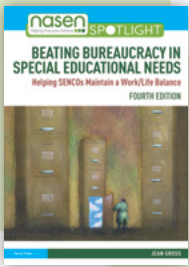
At Porters Grange Primary in Southend, SENCO Toni Quinn says, 'We don't have Velcro children here.' The school does not allocate LSAs to one-to-one support in class and have done extensive training with teachers so that they understand how to develop children's independence. 'At whatever level a child is working at,' says Toni, 'there must be times in the day when they are working independently, and teachers need to plan smartly so that can happen.'

Children **can** learn to manage on their own if we help them. The teacher might, for example, set up a space in the classroom (the 'Enable Table') where pupils can go to find resources to scaffold their learning – a laptop with a PowerPoint of the lesson loaded up so they can review it, key vocabulary lists, sentence starters and writing frames, a quick read pen that scans words and reads them aloud, spelling resources and maths manipulatives.

Other schools have set up a Help Desk in a corner of the classroom and deployed a pupil to staff the desk and answer questions from those who may need a repetition of instructions, or an explanation, or to be directed to where they can access information they need.

Where TAs are working with an individual or group, they can be trained to use the brilliant scaffolding framework from the EEF's Making Best Use of Teaching Assistants guidance (Education Endowment Foundation, 2015), shown in Figure 6.8, which asks TAs to identify the degree and type of help a pupil needs, from the rarely appropriate correcting (providing answers, finishing off a pupil's work), through modelling a task that is new to a student, through providing clues for students who do have the strategies or knowledge required to solve a problem but need a hint in order to call them to mind, through prompting to encourage pupils to draw on their own knowledge ('What do you need to do first?'; 'What's your plan?'; 'You can do this!'). The aim is for pupils to ultimately be able to tackle tasks independently by self-scaffolding.





CHAPTER 3 INCLUSIVE TEACHING

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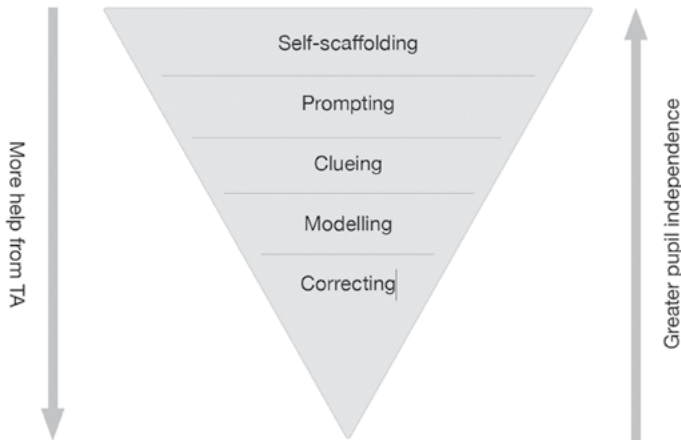


FIGURE 6.8 – Scaffolding framework for TAs

Source: Adapted from: Bosanquet, P., Radford, J. and Webster, R. (2016) *The teaching assistant's guide to effective interaction: How to maximise your practice*, published by Routledge

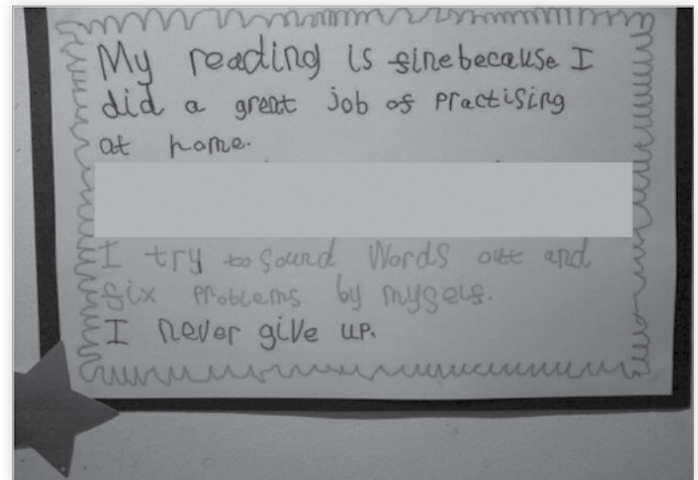


FIGURE 6.9 – A six-year-old girl reflecting on why her reading had improved

TAs can also be trained to use a 'model and retreat' strategy, in which they first demonstrate the task, then tell the children that they are going to work with another group and will be back later to see how they are getting on. They can make resources to enable children to work independently, such as a task checklist to tick off, with visuals. You will find an example of such a task management board in the toolkit section of this book. Or they can simply jot down the steps in a task on a mini-whiteboard for the child to have on their desk or under their book to refer to.

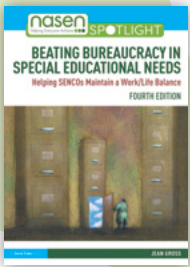
The way adults – not just TAs but also teachers – provide feedback to children is also central to developing children's sense of agency. I've written extensively about this elsewhere (Gross, 2021) as one of the seven secrets of building self-efficacy, from finding a talent in every child, to giving them responsibilities and opportunities to make change happen.

In giving feedback, a key point is to draw children's attention to strategies they have used to help themselves. I'll never forget the skilled Reading Recovery teachers I watched who would turn back to a specific page in a book a child had just finished and say, 'Show me all the times on this page when you made a mistake and you sorted it out all by yourself.'

Do you remember how you did that?' Or the secondary teacher who said to a boy who had just done a presentation to the class, 'It looked like everybody was really listening . . . what do you think you did to get everyone's attention?'

We can use this type of feedback for successful behaviour strategies too: 'So yesterday you didn't let yourself get distracted for the first half of the lesson – what was it you did to help you focus?', 'You've done really well to get yourself to school every day lately – 100% attendance up from 80% before. How did you do that?'

If we tell children enough about the strategies that are working for them, they will eventually internalise these messages – like the six-year-old girl who reflected on why her reading had improved (Figure 6.9) using the words that her teacher had used with her over and over again. I know that not only had this child learned to read but she had also learned some important lessons about her own capacity to make change happen, which will stay with her for the rest of her school career.



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VALUING MISTAKES

Another aspect of feedback is how adults respond to mistakes. Inclusive teaching is teaching that conveys that mistakes are an essential and valuable part of learning. I see it in classrooms where the maths working wall has a 'Marvellous Mistake' section, with the teacher choosing a mistake a child has made and showing what everyone can learn from it. I see it in adults who, when children make mistakes, provide feedback on elements that the pupil did get right: 'I can see you used that new formula we learned yesterday.' One teacher's response to a child who got only three out of ten on a test was 'You're a plus three'. Another's might be 'What was it you did that stopped you only getting one or two?'

Inclusive teachers and TAs also avoid comfort words when children get things wrong. Academics (Rattan *et al.*, 2012) have found that when adults use feedback such as 'Don't worry, you'll do better next time' or 'This was a hard test!' this lowers motivation, leads to pupils predicting that they will not improve in future and results in worse outcomes. Instead, when giving critical feedback, we can say, for example, 'This particular piece of work is a little below what I think you are capable of.'

Adults can demonstrate how to cope with struggles when they model a task. In one fascinating piece of research (Schunk *et al.*, 1987), academics randomly assigned low-achieving students aged nine to 13 to receive maths instruction via watching a peer who used either coping modelling, mastery modelling or no modelling of the learning task. In coping modelling, the peer demonstrated the anxieties and struggles that students might experience but gradually improved their performance. In the mastery condition, the models demonstrated faultless performance from the start. Children who were assigned to the coping model had significantly greater growth in self-efficacy and performed better than either the no modelling or mastery modelling groups.

FOCUSING ON SOCIAL AND EMOTIONAL AS WELL AS COGNITIVE ASPECTS OF LEARNING

No classroom can be truly inclusive unless teachers understand the need to support social and emotional learning alongside academic learning – for all students, but with particular benefits for children with SEND.

The brain is made up of a series of complex systems, only one of which (the top part of the brain) is responsible for thinking. These systems are related to and dependent on each other. If a child is emotionally unregulated (upset, distracted, fidgety, or bored) and doesn't have self-regulation skills and strategies, learning is that much more difficult and inefficient.

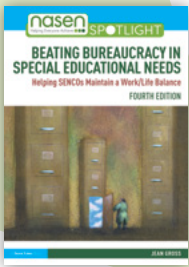
The best way to make the top part of the brain receptive to learning is to make sure these lower parts of the brain are regulated.

Dr Bruce Perry (2009)

Examples of attending to social and emotional learning would be

- emotion check-ins at the start of the day or after lunch, ranging from emojis to Zones of Regulation to a simple thumbs up/down/sideways in secondary schools;
- explicitly teaching a wide vocabulary of feeling words;
- teaching all children breathing and grounding strategies to regulate their emotions.

There is more to social and emotional learning than emotional awareness and regulation, however. It is important also to develop capabilities like empathy, friendship skills, assertiveness skills, conflict resolution and the ability to motivate oneself and persist through difficulties using PSHE



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and curriculum subjects like English, history and PE. Again, I've written more about this elsewhere (Gross, 2021; van Poortvliet et al., 2019).

CASE STUDY

At Tetney Primary School, staff recognise that children will not be able to learn if they are feeling anxious, angry or low. Every pupil starts the day with a personal greeting from staff. Then they do a feelings check-in, putting a lolly stick with their name on into a pot. The pots are labelled with characters from Pixar's *Inside Out* – for younger children, just two characters, while Year 4 have four and Year 6 all five.

Built into every day are five short well-being breaks, following the '5 Ways to Well-being' approach originally devised by the New Economics Foundation:

1. Be active: children and staff walk a Golden Mile together
2. Connect: speed dating style chat
3. Keep learning: learning a new quick skill (such as origami or a song)
4. Give: for example, giving out team points to peers meeting the school's values
5. Take notice: a positive reflection to end each day (what has gone well), again linked to the core values

The well-being breaks give staff the opportunity for a private chat with any child who is not feeling good ('Time to Talk'). The teacher can choose a child to talk with during the 'Connect' well-being break or walk alongside them when children are doing the Golden Mile.

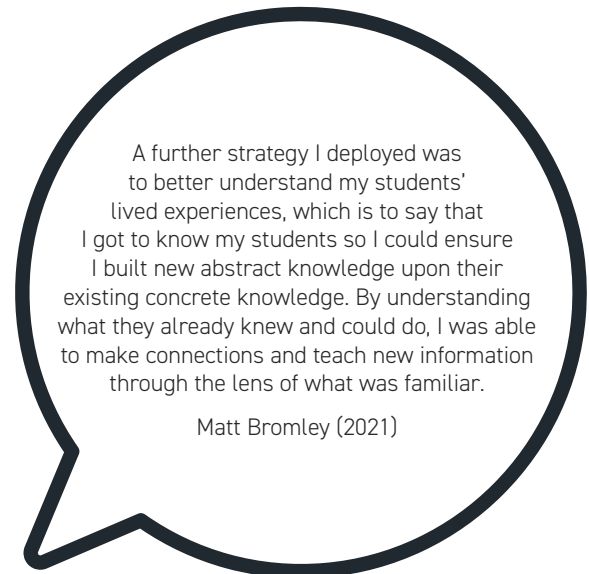
MAKING LEARNING RELEVANT AND ENGAGING

Whilst many research-led developments in everyday teaching practice (modelling, retrieval practice and so on) have been very helpful for children with SEND, there have also been some significant downsides to the 'knowledge curriculum'.

Teaching that is based on pouring knowledge into children and getting them to remember it can all too easily fail to engage

the learner. Some children – not all those with SEND, but many – also need to have their imaginations captured and their hearts engaged if they are to pay attention and work hard.

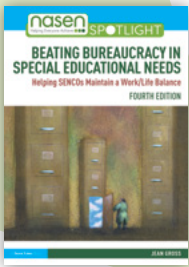
So inclusive teaching needs to help learners see the point of what they are doing. They are more likely to engage with endless retrieval quizzes, for example, if their teachers share the science of memory, showing visually how memory traces are boosted by repetition at ever-increasing intervals. They are more likely to engage with any learning if the teacher links it to their real-life experiences:



A further strategy I deployed was to better understand my students' lived experiences, which is to say that I got to know my students so I could ensure I built new abstract knowledge upon their existing concrete knowledge. By understanding what they already knew and could do, I was able to make connections and teach new information through the lens of what was familiar.

Matt Bromley (2021)

Finally, children are also much more likely to engage if learning is active and, as we have seen, talk-based rather than 'just writing'. There is good research evidence to show that taking an active role in learning rather than passively receiving knowledge helps all children. One study (Thiede *et al.*, 2022), for example, found that children's performance on comprehension tests increased when they were asked not just to listen but to draw organisational sketches showing the relationships between ideas in a science topic. Another (Fernandes *et al.*, 2018) found that drawing pictures of to-be-learned information meant that children recalled it better later on. And as we saw earlier, actions and gestures are also very effective in promoting learning.



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EXAMPLE

In one secondary science lesson, children worked in pairs to match pictures of specialist cells with their names and how they are adapted to their function. They then worked in groups from task sheets with diagrams to make models of cells using salt dough, plastic bags, strings and jelly. They took photos of the cells they had made placed next to the name of the cell and drew a diagram of it. Groups had a list of vocabulary describing the structures in the cell, which they had to use when talking to each other during the task. They then had to explain what each part of the model was in the real cell using these words.

MAKING LEARNING SOCIAL

Children – especially teenagers – are intensely social beings (with the exception of some children on the autistic spectrum). For the majority of children, any learning activity can become more engaging and motivating if it involves working with others rather than alone.

Inclusive teaching will involve carefully structured pair and group work, using techniques like jigsaw, snowball and barrier games, which I have described in previous books (Gross, 2018, 2021). It will involve explicitly teaching children **how** to work effectively together in groups, building up from pair work with structured tasks to larger groups and more open-ended tasks, using a 'speaking object' pupils hold when they are talking and working with the class to develop agreed 'ground rules' such as "Listen to each other", 'Give everyone a turn', 'Everyone should try to join in' and 'Disagree with the point, not the person'.

Less formally, we can make learning social by letting students bring a peer partner when coming to the board to demonstrate something or give a presentation. We can ask them to explain a concept to a peer or work in pairs to recall taught information – first individually writing down or drawing everything they can remember, then working with a partner to compare notes and

create a new shared list before finally using their knowledge organiser, class notes or textbook book to check recalled information for accuracy and add additional information.

EXAMPLE

One teacher made reading a social activity in order to increase children's interest in reading for pleasure. She put children into same-age pairs or threes on the basis of their interests and friendships and suggested a book for them to read in instalments at home. Every day the pair or group would have ten minutes in class to talk about their reading, using guiding questions to steer their conversations, such as:

- How are you liking the book so far?
- What were the best bits you read?
- What feelings is this book evoking for you?
- Which character do you most closely relate to, and why?

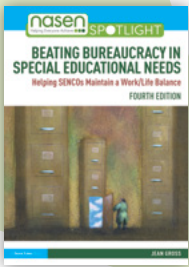
DELIBERATELY FOSTERING CLASSROOM COHESION AND A SENSE OF BELONGING FOR ALL MEMBERS OF THE CLASS

It is all too easy for children with SEND to feel different from their classmates, and sometimes isolated. As a first step in promoting belonging, we can deliberately engineer activities which develop bonds in each class or tutor group. Traditional team-building transition activities are very helpful here, and there is no shortage of ideas on the internet. The resources for the SEAL themes 'A Place to Learn' and 'Learning to Be Together' (www.sealcommunity.org), for example, are specifically designed to create bonded and cohesive groups of students.

Some of my favourites, from a variety of sources, are

- having students work in groups to explore how they could create their ideal classroom, making it feel comfortable and distinct to their class, drawing designs and discussing their ideas;





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- making a group collage of 'my happy place' – photos or drawings of places where pupils feel happy, safe and comfortable;
- giving each child a paper jigsaw piece which will interlock with others. They decorate their piece with drawings to represent themselves and their interests, then fit their pieces together on a large display.

At the start of the new school year, one Year 6 class teacher introduced her class to West African Adinkra symbols. Each child chose a symbol that they felt represented their qualities, beliefs and interests and printed it on a strip of cloth.

Then the cloths were woven together to create a rope representing the whole class.

At the end of the year, the rope was unpicked, and the children took their own strip home.

Another good way to build a sense of belonging at the start of the year is to develop a classroom charter, which sets out how people will behave towards each other. Research shows that this will not only build the sense of community but will also lead to greater rule-following.

As the school year goes on, we should continue to give members of a class opportunities to get to know one another better. For example, it is useful to structure paired activities to ensure that everybody has a chance to work with everyone else in the class – randomly assigning children to pairs who work together for a week or so before becoming part of another pair.

Lessons can usefully start with brief cohesion-building activities such as 'Just like me' in which students stand up when the teacher makes a statement that applies to them – 'Everyone who is the youngest in their family', 'Everyone who as a blog or You Tube channel', 'Everyone who has been to more than two schools' and so on.

Alternatively, pupils can be given five minutes paired chat where they respond to a prompt like 'Which one is scarier

if you think about it: ocean or space?', 'What was your total screen time yesterday?', 'What's your favourite piece of clothing?', 'What's the best day of the week?'

Finally, to increase pupils' sense of belonging, we can create structures and situations that encourage pupils to show kindness to one another. These can include

- buddying systems, such as pairing Year 11 with Year 7, or Year 6 with Reception pupils;
- friendship stops or buddy benches in the playground, where anyone who temporarily has no one to play with can go and know they will be scooped up by peers and invited to join their game;
- systems of awards for those showing kindness to others, and challenges like the subsequent 'bucket-fillers';
- 'secret friends', in which children draw the name of a peer and have to perform kind actions for them.

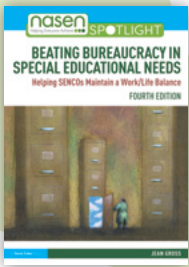
BUCKET-FILLERS

At Highfield School in Sunderland, the book *Have You Filled a Bucket Today?* is read in assemblies. The book tells us that we all carry an invisible bucket around with us that fills and empties throughout the day. Your bucket fills up when someone does something to make you feel good. As your bucket fills up, the happier and better you feel in yourself.

'Bucket filling', 'bucket dipping' and 'bucket lids' can act as metaphors for understanding the effects of our actions and words on the well-being of others and ourselves. Dipping is when you dip into someone else's bucket and take stuff out; lids means that if someone tries to take stuff from yours, use your lid and don't dip back.

After hearing the book read to them, every class in school is allocated their own bucket. If a child feels someone has said or done something nice to them, they write it down and put it in the class bucket. The weekly challenge is to see which class is the best bucket-filler.





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MAKING SEND PROVISION UNIVERSAL

There is an old saying that good teaching for pupils with SEND is good teaching for all, and this has become increasingly clear as practices like chunking instructions, modelling, overlearning and visual support for learning, long advocated for SEND, have now become part of the 'mainstream' definition of high-quality teaching.

We can go further than this, however, applying the principle of 'what is good for SEND is good for all' to other practices – like the Zones of Regulation approach originally devised for autistic children but now increasingly adopted in primary schools for whole classes.

As another example, fidget toys are often used for children with ADHD, but research shows that other children can benefit too. One study (Stalvey and Brasell, 2006) looked at the effects of allowing Year 7 students to use stress balls during teacher instruction and independent practice, and found that the frequency of observed 'distraction incidents' decreased during the seven weeks the students used the stress balls compared to the three weeks before they were introduced. Student achievement on writing paragraphs improved also.

Would it not make sense, then, to have a box of fidget toys in class for any child to use when they need to?

Would it not make sense also to routinely turn on subtitles when showing videos rather than having to remember to do this just for a child with a visual impairment?

And what about One Page Profiles? Usually only for those with SEND, some schools now use them for all their pupils – like the example in Figure 6.10, which can be sent home at the start of the school year for pupils to complete with their parents, or in school with an adult if the family are not able to take part.

CASE STUDY

Chalgrove Primary School in London has extended to all children many of the interventions usually reserved for children with SEND. One example is the use of symbols for different subjects and routines so children can see clearly what is coming next. Classroom resources are also labelled with symbols, and these are displayed on the whiteboard so pupils can get independently what they need for a task. Teachers have symbols on lanyards which they hold up while giving verbal instructions. Victoria Annan, lead for the school's additionally resourced provision for autism, notes that an instruction 'like "It's time for phonics, everyone get your books, pencils and paper out" is a lot easier to process when the resources are shown visually on a card held up while the teacher is speaking.'

Colourful semantics, another visual strategy originally devised for children with communication and interaction needs, is regularly used in whole-class literacy teaching. Teachers colour-code each section of a sentence to show the 'who, what and where' elements on the whiteboard and encourage children to do the same in their books. This, Victoria says, helps 'all pupils who often miss out sentence components, jumble word order, or struggle to speak in full sentences.'

Another example of making provision for SEND the norm for all is the school's use of social stories, which frame an upcoming occasion or situation as short story or comic strip. These are used widely to help all children cope with changes or to explain what will happen during infrequent events like a school trip.

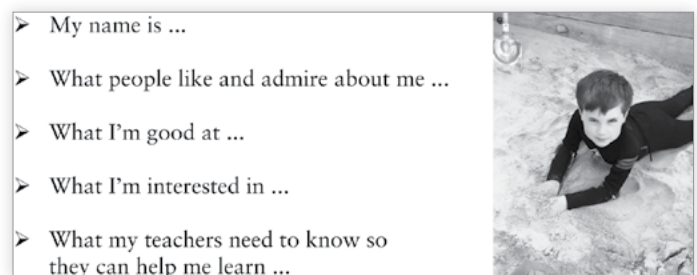
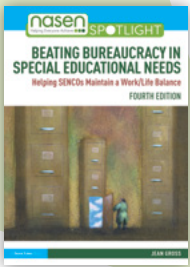


FIGURE 6.10 – One Page Profile



CHAPTER 3

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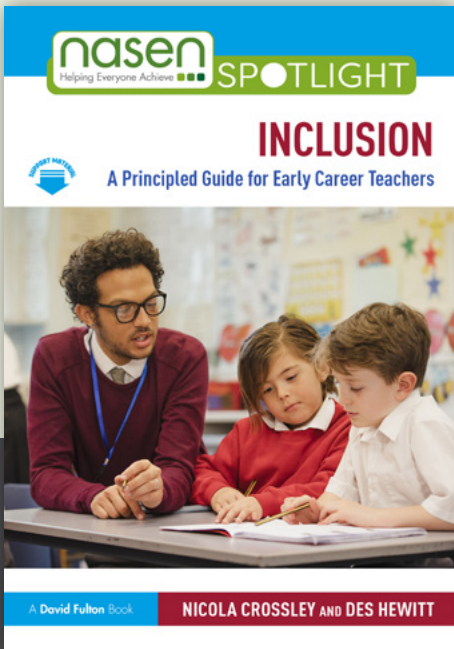
KEY PRINCIPLES

KEY TAKE-AWAYS FOR SENCOs

- Inclusive classroom teaching scaffolds learning for all pupils. It will incorporate explicit instruction, modelling thinking, multi-sensory approaches and strategies to aid recall
- Flexible grouping is more likely to help pupils with SEND than setting, streaming or fixed within-class groups
- Teaching can be made more inclusive by increasing the amount of talk-based learning, attending to background knowledge, explicitly teaching social and emotional skills and building pupils' sense of belonging in their class and school
- Building children's self-efficacy – the belief that they can make a difference to their own lives and learning – is important for all pupils but particularly those with SEND

KEY QUESTIONS FOR THE WIDER SCHOOL LEADERSHIP TEAM

- Do grouping practices (setting, streaming, fixed within-class groups) in your school take account of research evidence on their potential impact on lower attaining pupils?
- Are there strategies used in your school for pupils with SEND that could become universal?



Inclusion and Behaviour

THIS CHAPTER IS EXCERPTED FROM
Inclusion: A Principled Guide for ECTs
by Nic Crossley and Des Hewitt

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CHAPTER GUIDE

In this chapter, we will learn about:

- A Range of Theoretical Views on Behaviour
- The Power of Mindset
- The Importance of Consistency in a Volatile World

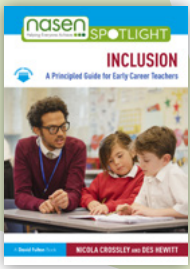
INTRODUCTION

Type 'behaviour in schools' into any search engine and you will be met with a cornucopia of news articles, think pieces, position statements, and down-right arguments about this topic – such is the strength of feeling. But to be clear from the outset, there is no magic bullet to behaviour management because cultivating positive working relationships – with colleagues or learners – takes time.

We all exhibit behaviours – positive and negative – and these are deemed appropriate or inappropriate depending on the context. The same is true for the behaviours we see in those we teach, and so it is important that to unlock the potential in our learners we understand how “emotions and feel-ings are represented in the processes of meaning making and in our con-structions of reality” (Bruner 1996).

Some say the role of the teacher is not to make or keep pupils happy, but we do not see happiness as equating to joviality and glee. Rather, we see happiness as contentment and self-assuredness – and in that we believe teachers do have a role to play.

In this chapter, we will introduce you to a range of perspectives on behaviour and behaviour management and provide examples of these in practice, because we believe that it is important you reflect on the positives and negatives of each in relation to your own belief system. An understand-ing of the different approaches will also support you in your career, partic-ularly if you change school.



CHAPTER 4 INCLUSION AND BEHAVIOUR

Excerpted from *Inclusion: A Principled Guide for ECTs*

LINK TO THE TEACHERS' STANDARDS AND THE INITIAL TEACHER TRAINING AND EARLY CAREER FRAMEWORK

This chapter links to Standard 7 of the Teachers' Standards and the Initial Teacher Training and Early Career Framework, considering how best to manage behaviour effectively, so that the environment ensures all pupils feel safe and ready to learn, spending time to develop resilience through experience which ultimately leads to success.

Teaching Standard 7 – Managing Behaviour Effectively to Ensure a Good and Safe Learning Environment

Initial Teacher Training and Early Career Framework Assessment Standard 7 Inclusive Principle – Managing Behaviour

- Pupils' investment in learning is driven by their prior experiences and perceptions of success and failure
- Teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success
- A predictable and secure environment benefits all pupils, including younger pupils, but is particularly valuable for pupils with special educational needs

UNDERSTANDING THE THEORY

Before we look at distinct models of behaviour, let's start with the internationally agreed and legally binding United Nations Convention on the Rights of the Child (UNCRC), which as of 2020 had been signed by 196 countries and outlines the "fundamental rights of every child" (UNICEF 1989) through the articulation of 54 articles.

Relevant to this chapter are Article 3, which states that "the best interests of the child must be a top priority in all decisions and actions that affect children," and Article 28, which states that "Every child has the right to an education . . . and . . . discipline in schools must respect children's dignity and their rights" (UNICEF 1989).

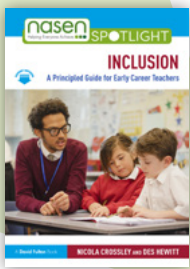
It is important to keep these in mind, as we evaluate approaches to behaviour management in schools. Jones et al. (2024) acknowledge that "at the present time, differing perspectives are held by educational experts, psychologists, and researchers regarding how schools can create calm and supportive environments where children and young people learn and thrive," but that "there is a growing need to evaluate the effectiveness and impact of school behaviour support approaches."

There are a range of approaches to behaviour which have dominated psychology; we will introduce you to just three models:

- Punitive Justice
- Operant Conditioning
- Relational



Figure 5.1 Approaches to Behaviour



CHAPTER 4 INCLUSION AND BEHAVIOUR

Excerpted from *Inclusion: A Principled Guide for ECTs*

The **punitive justice model** suggests that an unbiased, universal application of punishment contributes effectively to a stable society. The issuing of a punishment both controls the negative marginal culture and serves to prohibit acts which upset the agreed norms of society. The UK justice system operates a punitive model through the consequences delivered for the breaking of laws. One might be issued with a fine or go to prison; these consequences are meant to deter the act from occurring in the first place.

Within the education system, punitive approaches deliver consequences such as detentions or suspensions, both of which aim to eliminate any future reoccurrence of the negative behaviours exhibited. “Normative approaches to school discipline . . . are based on a rational management strategy focused on respite and the ‘greater good’ of the whole class” (Hibbin 2023). Critics such as Parsons (2005) suggest that “the will to punish is deeply embedded” and that policy is often “controlling and oppositional.” However, “the tory government’s behaviour tsar, Tom Bennett . . . has championed a culture of silent corridors and strict sanctions for infringing any school rules, including not having the correct uniform or equipment” (Fazackerley 2024). Bennett (2020) asserts that removal rooms are essential in a school with any level of challenge, so that students who seriously misbehave can be temporarily removed from the classroom to a designated safe, monitored space to calm down, talk to pastoral team members, or carry on with their work away from the lesson they are disrupting.

There are varying debates on the issue of seclusion rooms in schools,

and indeed, legal involvement where families of children with SEND have cited the negative impact on mental health and wellbeing. The UK government’s advice (DfE 2014) stated, “schools can adopt a policy which allows disruptive pupils to be placed in an area away from other pupils for a limited period, in what are often referred to as seclusion or isolation rooms.”

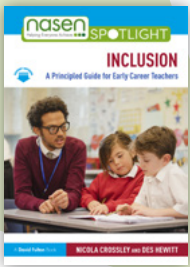
However, the Department for Education’s (DfE) latest guidance (2024) clarifies that

removal rooms are essential in a school with any level of challenge, so that students who seriously misbehave can be temporarily removed from the classroom to a designated safe, monitored space to calm down, talk to pastoral team members, or carry on with their work away from the lesson they are disrupting.

This shift in guidance and policy is important to note, as it illustrates how politics influence adult behaviours in schools and the implications this has on pupils, who are on the receiving end; it reiterates the need for clarity and transparency of behaviour expectations. For Hibbin, the punitive justice model is prevalent in schools because it claims equal and uncompromising fairness to all students, but in actual fact the approaches are utilised “because they are easy to understand and apply, reducing both cognitive and emotional labour for teaching staff” (2023). **Operant conditioning** is best associated with the work of Skinner (1936), who suggests that all behaviours are acquired through conditioning, as a result of environmental interactions. To explain further, Skinner asserts that any individual can be trained to behave in a certain way through either positive or negative conditioning, and that the association made between a behaviour and the consequence provides a motivation for new learning.

Using positive and negative reinforcement, Skinner asserts that a behaviour that is positively reinforced tends to be repeated, and so the behaviour is strengthened – this is thought to have the greatest effect immediately after the behaviour. Similarly, a behaviour can change as a result of negative reinforcement in which an unpleasant experience is removed.

As a result, desired behaviours can be encouraged through both positive and negative reinforcement – but not through punishments, as Skinner argues that with the administering of punishments, which seek to cease the behaviour entirely, no new learning takes place. We can see operant conditioning in action in schools through things like end-of-term reward trips or gold stars for a piece of work well done. But it is also evident in behaviour walls or putting a name on the board as a ‘warning’ that continued inappropriate



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behaviour will lead to a consequence, or when we say, 'No shouting out; I'm only going to let those with their hands up answer the question.'

(For those of you who are familiar with the American sitcom *The Big Bang Theory*, season 3, episode 31 illustrates operant conditioning in action when Sheldon rewards Penny with a chocolate for limiting her talk and 'cor-recting her behaviour'!)

The **relational model** is a fairly recent approach, which many see as originating from the criminal justice system and in particular that of youth justice. The underlying principles of such approaches are reported to be non-blaming; open and honest; optimistic and hopeful; and empathetic, as "children want someone they can trust, who has empathy, and who is reliable, optimistic and fair" (HM Inspectorate of Probation 2023).

Examples of relational approaches in the UK include Rights Respecting Schools,² Trauma Informed Schools,³ and Restorative Practice.⁴ In these examples the key principles are conflict resolution and preventing harm; such approaches encourage the rebuilding of relationships so that those who have been harmed can relate the impact of this to those responsible, so that they in turn can acknowledge and seek to repair. Models of behaviour management that advocate for a relational approach focus on "relationships over authority and collective accounts of responsibility over individualised notions of blame" (Hibbin 2023).

A contemporary exponent of this approach is Dave Whitaker (2021) who acknowledges that "kindness can sometimes be perceived as weakness, and when associated with behaviour management in schools . . . but if we aspire to be relational in our approach . . . then we . . . must start with kindness." Influenced by the work of Carl Rogers (1977) and the idea of unconditional positive regard, Whitaker sees this as the "bedrock for developing relational management. You give them a fresh start every day . . . it does not mean low expectations . . . it does, however, mean that we aim to truly understand the children we teach" (2021). Critics of this approach suggest that it excuses poor behaviour and minimises the impact on victims, as a "soft option for children and young people who have failed to meet behavioural expectations" (Hibbin 2023). Whilst

behaviour guidance from the DfE in England does not promote a relational model in schools, it is gaining traction elsewhere, as seen in Scotland's "evidence of a culture shift towards a focus on relationships, restorative practice and nurture approaches, and away from punitive approaches" (Scottish Government 2023) as an example.

REFLECTION POINT

How do you respond to each model of behaviour and their success in different areas of society?

What is their place in the education system, and what is the impact?

How do they each align with the principles of the UNCRC?

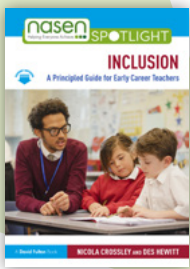
THEORY INTO PRACTICE

Why is it that PE teachers seem to have fewer behavioural issues in their lessons? Perhaps it's because if you don't play by the rules, you will be sent off, dropped, injured, disqualified, beaten, etc. The PE teachers I (Nic) have worked with have commanded the attention and respect of their class through routines, consistency, and an explicit teaching of the rules. If learners see the learning environment as "positive and engaging," they are better able to "make use of instructional resources" (Meyer et al. 2014).

We might assert that the classroom acts as a microcosm of society and that the behaviours we see and teach are representative of the normative culture our learners will contribute to in adulthood. We look at this in greater detail in Chapter 10 when considering the importance of societal systems in promoting positive relationships.

Appropriate behaviour in the classroom might usefully be described as the ability to self-regulate; "the regulation of our emotional state can be thought of as experiencing [a] feeling without becoming overwhelmed by it. When you self-regulate, you manage the feeling" (Butler 2024).





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From this viewpoint, do we therefore wait for children to learn how to regulate based on their observations in the classroom and dependent on environmental influences, or do we seek to teach them, for isn't it the case that "we are the adult in the room" who is responsible for the learning opportunities of our students? (Rogers 2024).

This was the perspective of American researcher and educationalist Leah Kuypers (2008) when she began research into the development of a curriculum for behaviour that supported dysregulation in the classroom. Zones of Regulation was designed to support regulation in learners with a "neurobiological impairment" (2008). Whilst we would now prefer the term neurodiversity, as we discuss in Chapter 7, we agree with Kuypers's assertion that dysregulated behaviour can lead to a range of difficulties, such as impaired mood, sleep, and appetite. "Self-regulation is frequently referred to as one of the key factors of success in many fields" (Bennett 2020), and Zones of Regulation seeks to support this through a taught behaviour curriculum which helps learners understand their feelings and emotions in day-to-day life experiences. Some schools adopt Zones of Regulation as an integral part of their curriculum offer; for example, a school in Berkshire, England, uses the 'Zones' to explore feelings before and after school trips, with learners talking through their experiences of fear or excitement or boredom. These conversations help them understand and make sense of both thinking and sense experience together.

"Everyone experiences dysregulation from time to time and as humans we have a go-to strategy to help bring us back: social engagement. By connecting with another person, we seek out their support to co-regulate us" (Butler 2024). This may be a friend, colleague, or family member, and often all it takes is a reassuring conversation.

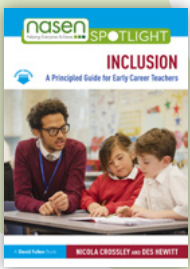
However, on seeing children struggling first hand, Kuypers wanted to develop a curriculum that supported self-regulation, particularly in "learners with a neurobiological impairment" (2008). Her focus was "specifically autism spectrum disorders and attention deficit hyperactive disorder as related to deficits in self-regulation" (2008).

From my perspective (Nic), some elements of Zones of Regulation are problematic to me; most notably that it was developed from a viewpoint of pathologising autism, aligning it to the medical model of disability which is rooted in the principle of finding a cure for an impairment, rather than acknowledging diversity. However, it does provide a structure for talking about and understanding feelings and behaviours so that learners can "recognise their different states of arousal, whether it is due to sensory needs, emotions and moods, or circumstances around them" (Kuypers 2008).

Considering practice today, Rogers feels that younger teachers are trying to be liked and that this is hindering effective classroom management, a point also made by Ofsted in their 2014 survey which found that: "in some schools, teachers blur the boundaries between friendliness and familiarity" (Ofsted 2014). Therefore, there is a need for "sensible, age-appropriate classroom routines and rules, based on core rights and responsibilities: the right to be treated fairly and respectfully; and the right to learn without undue distraction or disruption" (Rogers 2024).

The assertion that younger teachers are 'getting it wrong' in 'trying to be liked' is an unfortunate use of language, because building positive relationships is the bedrock of effective behaviour management. However, a positive relationship is also able to deliver those difficult messages with care; saying, it's because I care about you that I need to pick you up on this unacceptable behaviour.

There is a really useful coaching model that can help in having tough conversations and delivering difficult messages with care. Formulated to support 'high performance leaders' and developed by the Centre for Creative Leadership (2022) the 'Situation–Behaviour–Impact' model offers a framework for addressing inappropriate behaviours by being clear about the issue, identifying the behaviour that was inappropriate and then explaining the impact this had on an individual or group.



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EXAMPLE IN PRACTICE

From:

John, I have told you to stop shouting out. Every lesson you do this, and you are ruining the learning for everyone.

To:

John, in the lesson today (Situation) you shouted out whilst I was explaining the work to the class (Behaviour), this made it really difficult for me to concentrate and so I had to repeat the instructions, and this left the class with less time to complete the activity. (Impact)

What differences do you see in the way in which the same issue is addressed, and what might be the implications of each in practice?

HOW BEHAVIOURS CAN MANIFEST IN THE CLASSROOM

When we think about the different types of behaviours that may be exhibited in a classroom situation, these can generally be categorised in two overarching descriptors of low- and high-level (or serious) disruption. High-level disruption is more likely to be a one-off significant event, but low-level disruption is that which can often occur in classes and seen as chatting, not following instructions, or distracting others, as examples.

In Chapter 3, we talked of Vygotsky's (1978) Zone of Proximal Development as a useful way to consider phases of learning in the classroom, but what we have observed is how this can also be demonstrated in behaviour. Obviously, it is not an exact science, but we have found that learning episodes that are too easy can result in low-level disruptions, whilst those that are too difficult can result in serious disruption; if the learning episode is pitched 'just right,' then we see behaviour to also be calmer.

We suggest that when learners find the learning environment "threatening on an emotional level, they will not be able to

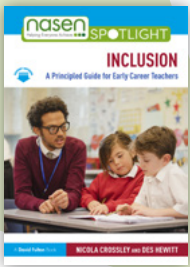
leverage instruction in the service of learning" (Meyer et al. 2014). Behaviours can clearly manifest as a direct emotional response. Brown (2021) highlights the human responses "when things are uncertain or too much," suggesting that "stress . . . overwhelm. . . and anxiety" are predominant. Her definition of stress is helpful in considering how behaviours may present in the classroom, as she states, "we feel stressed when we evaluate environmental demand as beyond our ability to cope successfully. This includes elements of unpredictability, uncontrollability, and feeling overloaded" (Brown 2021). In such situations, we may see learners 'switch off,' refuse to work, or destroy their work.

"When we feel wronged" (Brown 2021) through unfairness (perceived or real) or injustice, the human response may well be anger, but this "often masks emotions that are more difficult to name and/or more difficult to own" (Brown 2021), such as humiliation or shame. In the classroom, that anger can be seen in more physical behaviours such as overturning tables or destroying the classroom environment.

In order to understand and address significantly challenging and repeated behaviours in the classroom, it may be useful to review using an ABC Model, which stands for Antecedent, Behaviour, and Consequence (more recently, Antecedent, Behaviour, and Communication). Multiple templates are available online, but the model is helpful to reflect on a behaviour after the event so that you and a colleague or mentor can discuss what happened before the behaviour, what the behaviour looked like, and the success of the consequence in preventing the behaviour from being repeated.

However, inappropriate behaviours can also present in the classroom for those with additional needs. In Chapter 7, we highlight a range of special educational needs you may come across, as well as discussing what 'reasonable adjustments' might look like, but it is the case that inappropriate learning behaviours may present from learners with SEND.

The idea of children using behaviour to flag an unmet need is highly contentious, particularly from those who adopt a purely punitive model of behaviour, as it is often dismissed as an excuse for some learners to 'break the rules.' But, if we



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consider all that we have covered thus far, particularly in how children learn in Chapter 3 and the impact of cognitive overload, amongst other factors, any learner who is neurologically diverse and/or has a cognitive impairment is going to find traditional forms of curriculum, assessment, and pedagogy challenging – because they have generally been devised and constructed with the majority in mind, as that is a convenient and efficient approach.

The diverse learner who doesn't 'get it' will either sit in passive silence, nodding along with others, or will vocalise their frustrations – that's just Inclusion 108 human nature. Ultimately, we do not advocate for excusing poor behaviour, but we do advocate for an understanding of the factors or triggers that led to them. "The child did not choose this neighbourhood, these parents, and usually even the school" (Parsons 2005); we do not need to agree with the triggers, but we believe we need to understand the perspective of truth that child has if we are to successfully address and resolve, so that our teaching is effective, and the learning is meaningful.

There are, of course, times when negative behaviours are exhibited which are completely unrelated to the learning environment; it might be a problem at home, an argument with a peer outside of school, or a range of emotionally linked situations. It is helpful to remember that "every single day, our feelings and experiences show up in our bodies . . . they are layers of biology, biography, behaviour, and backstory" (Brown 2021).

REFLECTION POINT

What negative behaviours do you see in the classroom?

Are you aware of any triggers to that behaviour?

THE ROLE OF EXECUTIVE FUNCTIONS IN SELF-REGULATION

In Chapter 3, we explored how children learn and highlight the roles of attention, perception, and memory. We also focused on cognitive load as an important factor when considering how learners approach tasks and what can contribute to feelings of 'overload.'

"Executive functions are a set of skills that allow us to live independently and undertake our daily activities; however, they do not develop fully until we are in our 20s" (Sheffield NHS 2024) – and for neurodivergent learners, their development can be impacted.

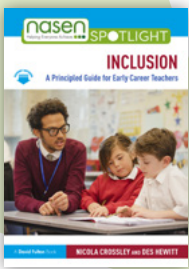
Most of the 20th century saw the role of emotion neglected in education and psychological research in favour of behaviourism and cognitivism. Now cognitive scientists . . . are coming to realise that emotion organises, drives, amplifies, and attenuates students' thinking and reasoning.

(Meyer et al. 2014)

Some researchers now suggest that there are three components to executive function:

- **Cognitive flexibility**, which incorporates:
 - Planning
 - Organisation
 - Time management
 - Flexibility
 - Task initiation
 - Metacognition
- **Inhibitory control**, which incorporates:
 - Attention and persistence
 - Inhibition
 - Emotional control; and
- **Working memory**





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From a behaviour perspective, descriptions of the executive functions that come under the umbrella term of inhibitory control help us to understand how inappropriate behaviours can manifest in the classroom.

So if a learner's inhibition control is underdeveloped, it will likely impact on their ability to think before they act; if their attention and persistence is underdeveloped, it will likely impact on their ability to stay focused, ignore distractions, and keep working towards an end goal despite any challenges; and if their emotional control is underdeveloped, it will likely impact on their ability to keep their emotions in check, whilst working towards a goal.

All these controls (or lack of) are what we often see in the demonstration of low-level behaviours in the classroom.

We suggest that for learners to be successful, then, it is the case that they need support in developing their executive functions. The full range of executive functions are illustrated in Figure 5.2.

REFLECTION POINT

What does a successful learner look like to you?

What behaviours do they exhibit?

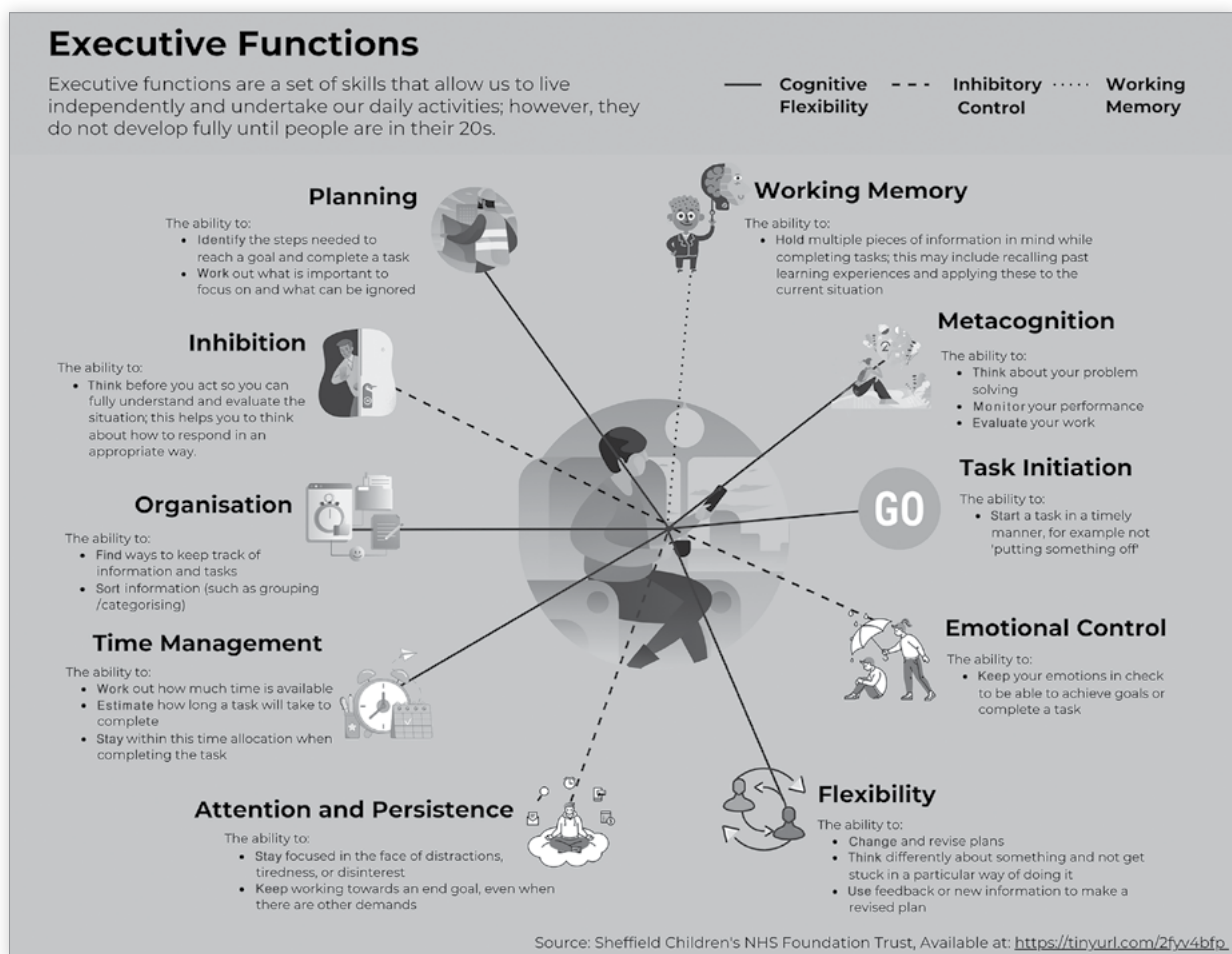
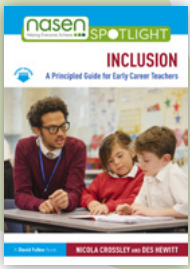


Figure 5.2 – Executive Functions (summarised from Sheffield Children's NHS Foundation Trust 2024)

Copyright material from Nicola Crossley and Des Hewitt (2026), *Inclusion: A Principled Guide for Early Career Teachers*, Routledge



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THE POWER OF MINDSET

We all have a mindset of beliefs and in our intent to do something, but Professor Carol Dweck (2012) has also looked at the power of mindset in relation to learning. In a series of studies, she found that the characteristics of the learners attempting activities could be explained through the adoption of a fixed or growth mindset.

In those considered to be of a fixed mindset, she observed students giving up easily, being cautious of trying new problems for fear of failure, and a competitiveness concerned only in striving to achieve 100%, as it “creates an urgency to prove yourself over and over” (Dweck 2012). In contrast, students considered to be of a growth mindset were observed to be excited at the prospect of learning new things, resilient and determined in the face of challenge, and who saw ‘failure’ as a way of deepening learning, because “everyone can change and grow through application and experience” (Dweck 2012).

As a result, Dweck asserts that “the view you adopt for yourself profoundly affects the way you lead your life” (Dweck 2012), and this can be a useful reflection for us as teachers and how mindsets can have an impact on learning in the classroom. Additional “research suggests that core beliefs and behaviours that enable a learner to persist when faced with challenge – those that we often think develop intrinsically – in fact develop through social interactions” (Meyer et al. 2014). Whilst Kelly (2019) asserts that “psychologists generally agree that self-esteem is rooted in our interpersonal experience.”

If we agree with the concept of mindsets, the language we use in the classroom can reinforce that belief system; if we declare someone as so clever for finishing an activity quickly, does that mean they are stupid if the next activity they complete takes time? Dweck would suggest it is a far better approach to acknowledge the effort taken to complete a task rather than the outcome itself, if we are to develop a growth mindset in the children and young people we teach, because “every word and action can send a message” (Kelly 2019).

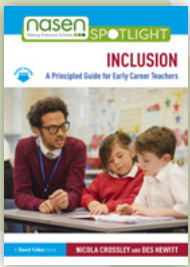
This is also the case for behaviour, where Dweck advises against reprimanding the individual and instead addressing the behaviour – in much the same way as Bill Rogers (2024) does when he declares that “our role is not to hold grudges [but] to raise students’ behaviour awareness and then cue them to own their own behaviour.” Dweck asserts that “all kids misbehave. Research shows that normal young children misbehave every three minutes. Does it become an occasion for judgement of their character or an occasion for teaching?” (Dweck 2012). Now, Dweck is clearly advocating for a proactive but low-key response that can support the teaching of acceptable behaviour, but as we reflected on earlier, the viewpoint can also support a formal teaching of behaviour, through curricula such as Zones of Regulation.

Dweck also disagrees with those who advocate for the punitive justice model and who suggest that sparing the rod spoils the child,⁵ which is reflected in schools with low standards. On the contrary, she asserts that those of a growth mindset “do not indulge and coddle. . . . They set high standards, but they teach children how to reach them. They say no, but it’s a fair, thoughtful, and respectful no” (Dweck 2012). This is where we, as teachers, can tap into our position as assertive and caring role models, thus rejecting the assertion of Rogers (2024) who claims new teachers are too concerned with being liked than instilling discipline and instead maintaining high standards and high expectations that help shape considerate and respectful citizens of the future, who can ask for help in appropriate ways and can acknowledge if they get it wrong sometimes.

REFLECTION POINT

What are your views on mindsets, and do you recognize any characteristics in the children and young people you teach?

You may or may not identify with the concept of mindsets, but the principles are similar to that of developing grit or resilience in learners, something that Angela Duckworth



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refers to in her TED Talk (2013) and book (2016), and which reflect on the power of passion and perseverance as being as influential in determining success as, if not more than, that of innate talent or IQ.

She also identifies the place of parents and teachers who model the behaviours they want to see in their children and young people and who are demanding and challenging with support and respect. Duckworth (2017) proposes that the questions illustrated in Figure 5.3 are what we should be asking ourselves – and those we teach – so that when we think about supporting the development of positive behaviours, we are asking, in an age-appropriate way, to consider:

- In choosing what to do, I always take into account whether it will benefit other people.
- I have a responsibility to make the world a better place.
- My life has lasting meaning.

Saito (2024) introduces us to the Japanese principle of kaizen, or continuous improvement, as a complementary mindset which identifies that “significant change is the result of many small steps taken over time” and which is made up of five key elements:

- Self-discipline
- Teamwork
- Striving for superior quality (quality consciousness)
- Small steps (suggestive improvements)
- The ongoing process of improvement

In utilising this principle from a behaviour management perspective, Saito emphasises the importance of “applying small, constant adjustments” (2024) towards a new habit, which also requires “patience and self-compassion” (2024), such that any changes in behaviour we want to see in our learners will take time and repetition before there is notable and embedded change. In this way, the principles align with Rogers (2024), who asserts that we need to be “teaching the student how to take charge of his behaviour, both cognitively and emotionally, so that when he is in the classroom . . . he will be a more consciously aware learner.”

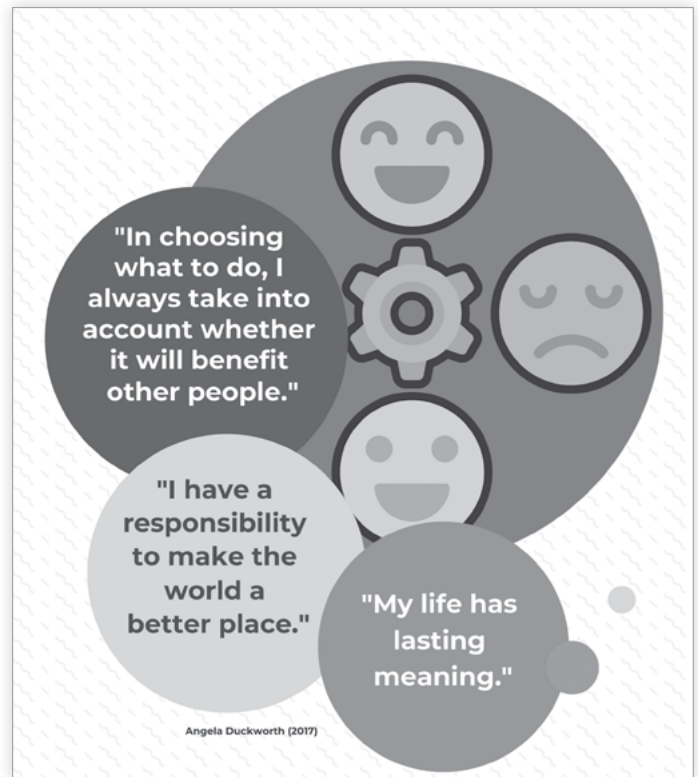


Figure 5.3 – Adapted from Duckworth (2017)

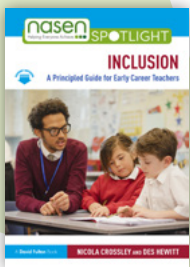
The DfE (2019) in England also encourages teachers to support the

development of their students through the Character Education Benchmarks,

which ask:

- What kind of school are we?
- What are our expectations of behaviour towards each other?
- How well do our curriculum and teaching develop resilience and confidence?
- How well do we promote the value of volunteering and service to others?
- How do we ensure that our pupils benefit equally from what we offer?

This again aligns with the principle of teachers and school communities really taking control of the culture and ethos of



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a school; where positive behaviour is seen as the norm, and where if we observe challenging behaviour, we are proactive in addressing it – for the benefit of both the individual and their peers. For, as the responsible adults, we need to use “thoughtful, respectful behaviour leadership language to raise students’ awareness of how they are behaving” (Rogers 2024) and then take steps to increase all students’ understanding of how negative behaviours can impact on learning and happiness.

REFLECTION POINT

How do you respond to these questions from the Character Education Benchmarks?

What do you think you do well? Are there any areas where you struggle to offer examples?

THE IMPORTANCE OF CONSISTENCY IN A VOLATILE WORLD

Since the Covid-19 pandemic, education departments nationally and internationally are reporting significant challenges in getting children back into school and exhibiting behaviours that show they are ready to learn. Nicholls et al. (2024) report that internationally, countries have also seen “a deterioration in behaviour, social skills, and development,” with parents expressing concern in how best to support their children.

The Scottish Government’s (2023) report into behaviour, which surveyed teachers and those working in education across more than 300 schools, found “there has been a perceived decline in pupil behaviour since 2016. Likewise, reported incidence of serious disruptive behaviours have increased since 2016” (Scottish Government 2023).

At the same time, our children are dealing with 21st-century ills which include cyber-bullying and toxic masculinity, an

issue also picked up in “the qualitative research [which] identified new and emerging patterns of disruptive behaviour including vaping and in-school truancy, a rise in misogynistic views expressed by male pupils, and a problematic use of mobile phones and social media” (Scottish Government 2023). The impact of Covid-19, in some instances, also “found a reduction in adaptive skills” (Nicholls et al. 2024), which suggests that skills of executive function are likely to be hindered, which in turn impacts on the decision-making behaviours of some children and young people.

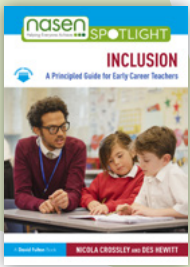
The Good Childhood Report (2023) suggests that children and young people in the UK are the least happy they have ever been since the survey began in 2010. Whilst the updated report (2024) states that, despite the fact Covid-19 now seems to be a distant event,

children and young people who are currently growing up in the UK are doing so in challenging times. . . . Like in 2023, rising prices were still the top worry for children and young people in 2024 . . . and once again, school was the aspect of life that more children and young people . . . were unhappy with . . . like their sense of safety, sense of belonging, and long-term absences.

It is therefore incumbent on us as teachers to support emotional and mental wellbeing, despite “the challenge for schools in balancing in-school approaches to promoting positive behaviour alongside an external societal context outside their direct sphere of influence” (Scottish Government 2023). But, as Bruner (1996) asserts, “why should an interest in cognition preclude feeling and emotion?”

As teachers, we need to be the consistent and reliable factor in the lives of the children we teach as they navigate a complex and “volatile environment” (Bennis and Nanus 1985, 2007) that is as a result of rapid change which is often ambiguous but also conflicts with what they have previously known. You may be familiar with the popular YouTube video “Shift Happens,”⁶ which illustrates clearly the impact of change on society now and for our pupils’ future. This video





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reminds us of just how quickly technology has advanced, with the amount of data in the world doubling every two years and a warning that we are teaching students for jobs that don't yet exist.

At the same time, it is important that we are kind to ourselves, because "a dysregulated adult cannot regulate a dysregulated child" (Butler 2024). And as teachers, we "are in the position of caring for the emotional worlds of children and young people, while trying to manage [our] own emotional wellbeing" (Butler 2024). But it is just as important, perhaps more so, that we take advantage of the support available from colleagues and mentors, as part of our own approach to proactive positive self-regard. The Headspace App7 provides articles and exercises in mindfulness to help ease our busy minds; this app is free for educators in the United States, the UK, Canada, and Australia.

If we are to leave you with three key principles that will stand you in good stead in this ever-changing landscape, they would be:

- Be prepared (understand the starting points of your learners before they enter the classroom)
- Teach behaviour expectations (and re-teach regularly)
- Be consistent and fair

THINK PIECE FROM THE FIELD

What I've Learned About Inclusion and Behaviour

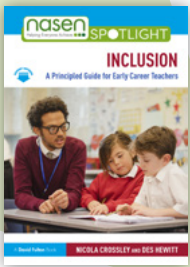
Abbie Stearman is the Behaviour Coordinator at Thames Valley School in Berkshire. In this think piece, Abbie reflects on her experiences of behaviour and offers top tips for supporting a positive approach to behaviour management in schools.

I have worked at TVS for nine years, and over the years I have held various roles such as learning mentor, senior learning mentor, quality of life learning mentor, and positive behaviour support learning mentor and behaviour support. Throughout those roles, I have developed both my personal and professional skills, which allowed me to move into my current role as behaviour coordinator, a role I feel strongly passionate about.

Behaviour at TVS has had its ups and downs over the years, and there have been some particularly difficult stages where we found ourselves in a school where the pupils and staff did not feel safe and secure. Low-level behaviour was disrupting learning, and pupils' crisis level behaviours were creating lasting damage to the building as well as causing harm to staff. This resulted in high turnover of staff and therefore inconsistencies in staffing, where it was then challenging to manage day-to-day behaviour incidents.

During these times, we received a 'requires improvement' rating from Ofsted, and if everyone is honest with themselves, we knew we deserved this, and it was reflective of what was happening within the school. As a team, we knew that the curriculum needed to be more inviting and inspiring, the general classroom management needed to improve, the confidence of staff needed to increase, and we had to consider how we both proactively and reactively responded to behaviour.

One of the most impactful changes was ensuring there was a consistent whole-school approach that everyone felt confident in delivering and developing the practice of our staff team. By having in-house trainers, we were able to consistently refresh skills and knowledge throughout the year, developing staff confidence and allowing the wider team to have consistent delivery.



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Excerpted from *Inclusion: A Principled Guide for ECTs*

Understanding the theory behind behaviours was also important, including the 'why' of a pupil who may be demonstrating a specific behaviour such as sensory/escape/avoidance/tangible. By having this level of understanding, and working with a range of therapeutic professionals, we were able to increase our proactive strategies and amend individual support plans to ensure holistic needs are consistently met.

Improving our toolbox of behaviour management skills and classroom management skills was also a change that needed to be carefully considered to ensure consistency across the school. The staff team were regularly refreshed in all training; we ran workshops, and we actively encouraged the team to professionally challenge each other, including senior leaders. By doing this, the staff team trusted that everyone has a right to professionally challenge when things aren't working or if a plan isn't going as well as we hoped, ensuring that all staff were heard and respected.

Through daily conversations and reflections and an open-door policy, we were also able to provide support to all staff members, creating a culture of safety amongst the team where it was okay to ask for help.

If I could give any advice for anyone wanting to consider changes to behaviour, I would suggest that you utilise your staff members unique skills and expertise and consider how they can support and cascade this to the wider team. This allows everyone to develop their skills and confidence to the level that is needed to support the pupils as well as each other and also encourages the staff to work as a team.

We need each other's support to get through what is already a difficult job to ensure we all feel supported, challenge each other professionally, and develop each other to be the best we possibly can be. I would also say that there is not just one piece of advice that will work for everyone, and we must be prepared to be adaptable and flexible!

Behaviour is different, approaches may change from school to school, and no pupil is the same. However, together, we can inspire the pupils we work with to reach their full potential.

Abbie Stearman, Thames Valley School, Reading

REFLECTION POINT

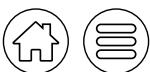
In this Think Piece From the Field, Abbie identifies four key elements that supported the development of positive behaviour management in her school:

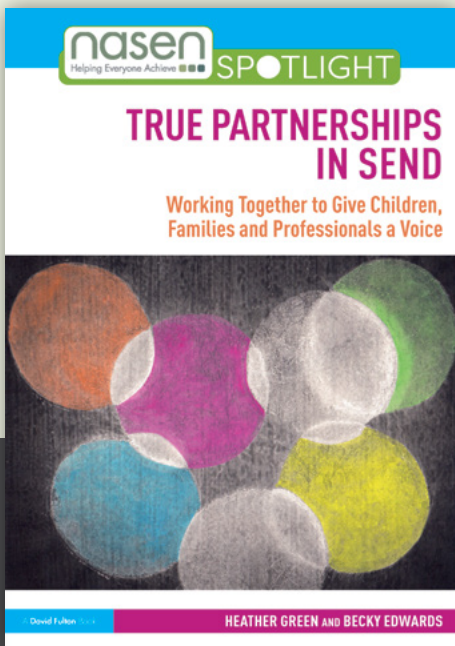
- A consistent whole-school approach
- Training and development to support knowledge and understanding of behaviour
- Developing a toolbox of behaviour management skills
- Opportunity for daily reflection, creating a culture of safety

What is the approach to behaviour management in your current setting, and how does it align with the recommendations made by Abbie?

FINAL RELECTIONS

Having explored some theories of behaviour and considered their relevance in education, as well as the additional challenges we face as educators in a volatile world, how might you apply or develop your learning further in order to enhance your assertiveness and confidence in the classroom?





Making Co-Production Work

THIS CHAPTER IS EXCERPTED FROM
True Partnerships in SEND
by Heather Green and Becky Edwards

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INTRODUCTION

Co-production was enshrined in law for those with SEND (special educational needs and disability) through the Children and Families Act (2014) and the Care Act (2014). Designed to ensure that decisions about their services and resources are made by, for and (most importantly) with service users, effective co-production is an essential building block to the creation of true partnerships between professionals and those with SEND and their families. This chapter will explore what is meant by co-production and why it can be hard to embed; how it differs from multi-agency working, potential benefits and how to ensure that those with SEND and their families have a voice and that they remain at the heart of any decisions made about them.

PARTNERSHIP WORKING

Partnership involves parents, families and practitioners working together to benefit/support children. Each recognises, respects and values what the other does and says. And for me partnership means responsibility on both sides.

(Lori)

The concept of partnership, in relation to working with parents of children with SEND, is subjective and open to (mis) interpretation. According to Ryan and Runswicke-Cole (2008), the term partnership is often loosely understood by

professionals as a model of involvement; rather than a true partnership which supports the rights of the parents to make decisions about their children (Green & Edwards, 2021).

The “discourse of shared decision-making” (Cribb & Gerwitz, 2012, p.508) relates to ideas of choice, pupil and parent voice, personalisation and co-production. In some instances, the shared “decision-making” involves the “participation” of individuals where they are invited and enabled to express their views and take part in debates:

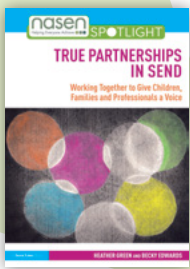
For me, it is about building a partnership with professionals. We all want to work together for the benefit of the child. We all want to support the child throughout his journey, care or school environments.

(Lori)

An alternative to or an extension of partnership working is one of co-production, where everyone involved, including those with disabilities and their families, have to agree on desired outcomes together and recommendations and actions are produced collectively.

WHAT IS CO-PRODUCTION?

The concept of co-production is linked to the idea of person-centred planning, which puts the individual at the heart of processes and decisions made about them. Described by Boyle and Harris (2009) as a way to deliver public services by



CHAPTER 5 MAKING CO-PRODUCTION WORK

Excerpted from *True Partnerships in SEND*

creating “an equal and reciprocal relationship between professionals, people using services, (and) their families”, it is designed to ensure that the views of the service users themselves form the basis for service design and delivery. It reflects the motto of the Union of the Physically Impaired Against Segregation (UPIAS), “nothing about us without us” (1972), and for those with SEND, the legislative legitimacy co-production has been given in the Children and Families Act (2014) and the Care Act (2014), represents the triumph of the social model of disability over the medical model.

At its best, co-production should foster equal partnerships between service providers and service users, forcing all involved to consider and effectively challenge the underlying causes of inequality and to create user-led strategies based on aspirational individual need (Boyle and Harris, 2009). Successful co-production recognises and values different forms of knowledge and skills and is based on the understanding that everyone, who is part of the process, has something worthwhile and valuable to contribute (Boyle and Harris, 2009). By including those with SEND and their families, the co-productive process creates agency; a sense of being in control, for participants allowing agreed, shared targets and outcomes to be personal, appropriate and aspirational (Green & Edwards, 2021).

In 2007, the Prime Minister, David Cameron, described co-production as a way to move service users from being “passive recipients of state services” to “active doers of their own life”. Yet despite a political, legal and ethical consensus that co-production should be embedded at all levels of planning and provision, there is still no clear understanding of what co-production should entail and importantly what co-produced services should look like (Brandsen et al., 2018). Co-production represents a changing approach to decision-making, rather than a prescriptive method (INVOLVE, 2016):

it's not just a process, it's a feeling.....? I think you've got to experience it and every practitioner professional needs to know what it should look and feel like

(Lianna)

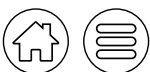
CHANGING PERCEPTIONS: EMBEDDING CO-PRODUCTION IN PRACTICE

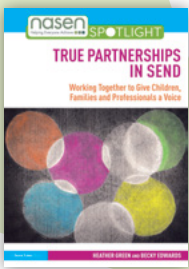
Change, whether personal or professional, is often perceived as a threat, evoking feelings of fear, anxiety and loss of control (Forrest, 2013). This is especially true in the workplace, where change can be perceived as a threat to competence and professional identity (Forrest, 2013). This anxiety and unwillingness to change is sensed by parents, often leading to feelings of frustration and disempowerment:

people who have been in the profession for quite a long time are quite resistant... they think they know how to do it and think... 'we've Individual, group and organisational. As such it impacts the structure, creation and delivery of services from Education, Health and Care Plan (EHCP) meetings to strategic financial planning. Such a cultural shift can take time to be accepted and embedded in practice, with complete conceptual integration and changed attitudes only occurring with investment in effective grassroots training and ongoing professional development.

I've always been quite.. happy to engage with... the younger person who's not the experienced person...Like (our daughter's) SENCO at her old school. It was really great in all sorts of ways and I remember saying to her once, 'how long have you been doing this is?' and she said, 'oh well I only started in September. The old SENCO left and I did the training.' It was ... because she really wanted to do it and she was really open to discussion. She wanted to learn and was finding her way, so was really open to engaging...' she would be like, 'I've had this idea, what do you think? Do you think this would work? Do you want to try it and see?'

(Tessa)





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Excerpted from *True Partnerships in SEND*

In this way both those taking the lead in frontline delivery and those newly entering the profession have a full understanding of the importance, benefits and challenges of co-production.

While its introduction as a decision-making process depends on organisational change, its successful implementation depends on the attitudes of the individuals involved in its delivery. Both professionals and parents appreciate how difficult this can be:

So perhaps the 'how' ... does involve that kind of interpersonal dimension, but also.. that strategic dimension too.. that you have to be....an agent of change within your institutional context, and that's a big ask, I realise that. So you do need to find people who have some kind of vision or are prepared to take risks and challenge and try new things and show some leadership, and that will involve at times, coming into confrontation with the systems and institutional structures and the political structures... I think in many cases that is really problematic.

(Jono)

TOKENISM OR PARTICIPATION?

In order for professionals to be the agents for change in partnership working, it is important to understand the difference between consultation, engagement and participation. While co- production represents partnership working at its most effective, there is a risk, that, rather than listening and responding to the views of those with SEND, and their families, organisations simply use the process to extract relevant information (Groundwater-Smith & Mockler, 2016; Tisdall, 2017) in compliance with legal expectations; rather than making use of the transformational potential of true and equal participation to inform strategies and outcomes (Hall, 2017). Adapted from Hart's Ladder of Participation (1997), the image below shows the stages of engagement which lead to co-production (Figure 5.1).

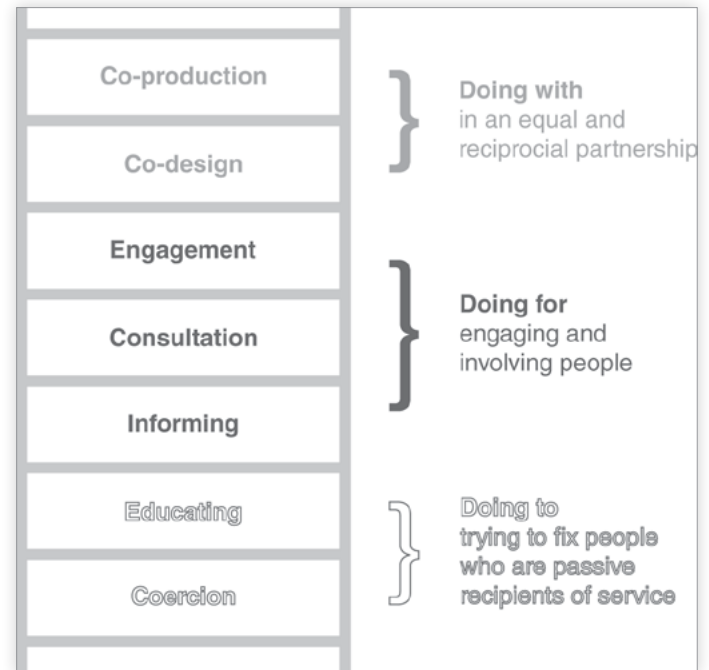


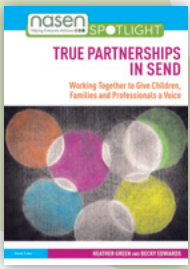
Figure 5.1 – Ladder of participation

The bottom rungs of the ladder represent the passive model of participation. At this stage, families and those with SEND are educated and informed of the decisions made about them; but, their views are neither sought nor included.

we were being told that this is now what would happen, and this is how the process goes. We were not empowered to be parents at that moment.

(Robert)

The middle part of the ladder includes consulting and engaging as a form of working in partnership but does not engender active participation. At this stage, service users are heard but not listened to (Cline & Frederickson, 2009) their views are asked for and they may be included in meetings and discussions; but their presence is often tokenistic, rather than participatory (Kilkelly et al., 2005). It is at this stage that training and professional development are essential, to avoid all involved getting stuck on the middle rungs of the ladder.



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Excerpted from *True Partnerships in SEND*

Without a clear, shared understanding of what a co-productive approach involves, consultation – asking participants to express their views, and engagement – making sure that those with SEND and their families are in the room, can be confused with active participation:

don't just hear it, listen to it. There's a difference.

(Hannah)

Reaching the highest rungs of the ladder, providing an environment where active participation can take place, involves time and effort from all involved. Successful partnership working demands mutual respect and empathy (Boswell & Woods, 2021) and is based on an understanding that everyone has the right to participate equally whatever their needs or abilities. For professionals, this means seeing the child or adult not the disability:

the idea that you have a diagnosis in front of you does not make you know the person that you're reading about.... our children are people. They are people with aspirations and sometimes they need... support

(Robert)

For parents, this means trying to understand the pressure that professionals are under with large case loads and limited budgets. For professionals, this means trying to make time to really know the families they are working with. For families, this means trying to understand the pressures that professionals are under. Successfully reaching the top rungs of any ladder of participation depends on the development of a trusting and honest relationship, which demands time, patience and conviction and the flexibility to learn from each other (Boswell & Woods, 2021).

Listening is not easy, in fact its really, really difficult.. ... because you have to have some kind of conviction and you have to trust your judgement... I think listening takes time ..., you have to be prepared to make time and to understand what it is that you're listening to... That includes not

understanding and not being frightened of not understanding and acknowledging that it might take time to understand. So you do have to try and let go of your own kind of professional identity at some time.

(Jono)

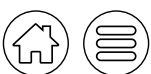
Reaching the top of the participatory ladder by developing co-created and co-produced outcomes challenges traditional relationships between service users and service providers. This depends upon its holistic conceptual acceptance at every stage of the process and at every level of engagement; individual, organisational and multi-agency (Boswell and Woods, 2021).

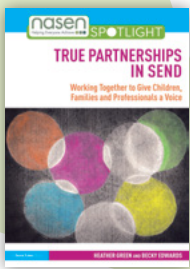
DIFFERENTIATING BETWEEN CO-PRODUCTION AND MULTI-AGENCY WORKING

The concepts of co-production and multi-agency working are sometimes confused in the discussion of partnership working. Multi-agency working demands collaboration between professionals, while co-production is a collaborative process involving families and service users. Both are key concepts in education and care services and one does not replace the other but they should dovetail to ensure that messages are consistent and cross-departmental services are joined up. This demands inter-disciplinary collaboration, as well as co-production, ensuring that multi-agency decisions are based on the views and needs of individual service users. Without joined-up working between professionals, parents may receive contradictory messages and feel as though they are being shuttled between departments and agencies:

you end up being pushed from pillar to post (between) these people, who overlap massively in what they do and they all sit in different departments in different places, under different organisational structures, and accessing them all individually is an impossible task.

(Jono)





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Excerpted from *True Partnerships in SEND*

Although the idea of professionals working collaboratively has informed education, health and care support in the UK since the 1970s (Warnock Report, 1979), the Laming Inquiry (2003) into the death of 8-year-old Victoria Climbié brought the importance of effective multi-agency working into stark reality. Laming was clear in his Report, that lack of multi-agency working and inter-agency working had a key role to play in Victoria's death (Laming Inquiry, 2003).

The Inquiry culminated in the 2004 Children Act, requiring local authorities to ensure effective multi-agency working between different departments and professions and to put children and families at the heart of all processes through Every Child Matters agenda (2003). This heralded the beginning of the journey towards co-production.

THE BENEFITS OF EFFECTIVE PARTNERSHIP WORKING AND CO-PRODUCTION

Despite the investment in time and effort necessary to develop successful co-productive partnerships, it is widely acknowledged that the multiple benefits to individuals and professionals justify the extra work (Williams et al., 2010; Fern, 2014) leading to improved outcomes for those with SEND.

BENEFITS OF CO-PRODUCTION

BEING HEARD

Most importantly for families and service users is that co-production ensures that their voice is heard and they feel listened to:

I can't tell you how important that is ...because once someone feels that they've been heard, that takes 50% of their anxiety away.

(Hannah)

This generates agency and strengthens the internal locus of control (Rotter, 1966) leading to a deconstruction of the personal

tragedy theory (Oliver, 1986). Thus perceptions of those with SEND are changed from viewing them as helpless victims worthy of pity or "bundles of need" (Boyle and Harris, 2009) to seeing them as active participants in society and agents of their own outcomes. This is especially true for their families:

They got us very involved actually, and listened to everything we had to say. They were wonderful people, it really was a partnership.

(Hannah)

EMPOWERMENT

The understanding that parents know their children best and that this knowledge elevates them to the role of expert, raises their acknowledged status within the professional/parent relationship and inspires confidence that their views will be heard and valued (Cheminais, 2011; Nutbrown et al., 2009, Dyson et al, 2004):

try and see the parent as the person who is the expert because they are with them 24/7. They know what their child is able to do what they are not able to do.

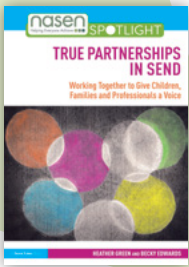
(Jono)

This represents a cultural shift within organisations, where the professionals transition from being fixers of problems to facilitators of shared solutions (Boyle and Harris, 2009; Realpe & Wallace, 2010). Importantly, parents and those with SEND transition from being passive recipients to empowered decision-makers. This represents the empowerment model of partnership working (Appleton & Minchom, 1991).

DEVELOPMENT OF POSITIVE RELATIONSHIPS

Effective co-production allows everyone to participate on equal terms; leading to improved relationships between professionals and service users. Co-productive relationships are based on mutual respect and empathy which enhances understanding of the impact of decisions made and pressures





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Excerpted from *True Partnerships in SEND*

experienced by parents, professionals and service users (Cahn, 2000). Improved relationships and shared ownership of decisions lead to improved outcomes (Boyle and Harris, 2009).

CHALLENGES OF CO-PRODUCTION

THE NEED FOR CULTURAL CHANGE

In order to be effective, co-production demands cultural change at organisational, group and individual levels. Roles must be re-defined and strategies must be put in place to ensure that the views of all participants are given equal value. Not just those who are more able, articulate or socially advantaged (Boyle and Harris, 2009). If this is not done, there is a risk of a two-tier system:

the children who had parents who didn't have the wherewithal either financially or educationally or cognitively or emotionally to fight for their child, those children were short-changed.

(Nigel)

This takes time, patience and investment in training and professional development by employers.

LACK OF SHARED UNDERSTANDING OF TERMINOLOGY

Lack of clarity as to the meaning and agreed process of co-production can lead to confusion, mixed messages and differing expectations (Brandson et al., 2018). At a group level, the use of jargon or unexplained acronyms can make it more difficult for parents and those with SEND to understand what is being discussed.

Keep things accessible and easy.....put things in layman's terms

(Dana)

TIME

The creation of true partnerships through effective co-production takes time. It demands active listening skills, the development of trusting relationships, the creation of emotionally safe spaces and enough time in meetings to ensure that those who are less confident or less able to communicate, have time to express their views. While heavy workloads often mean that professionals are time-pressured, emotional and physical investment in effective co-production can improve outcomes and develop agency in service users; resulting in less dependency and, therefore, less pressure on services in the future (Williams et al., 2010; Fern, 2014; Boswell & Woods, 2021).

WHAT PARENTS WANT

Parents want to:

Feel valued and respected.

Be more involved in their child's journey (learning and development)

Feel comfortable to share information

Have confidence in their skills

Have confidence in their abilities to support their child

**Know that their need for help to support their child is recognised to support the child
Gain information on the service and how the service can support the child**

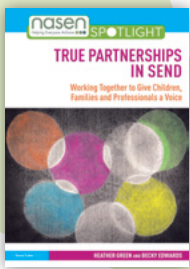
Make sure their voice heard

Make sure that the professionals recognise their expertise

(Lori)

The introduction of EHCPs in the Children and Families Act (2014) is underpinned by the personcentred, co-production





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agenda; ensuring that parental views play a crucial part in the decision-making process for her son, while the use of the graduated approach ensures that Lori's views are valued and included.

EDUCATIONAL, HEALTH AND CARE PLANS (EHCPs)

An aim of the SEND Reforms of 2014 was to ensure that the way we support children and young people is aspirational about their future (Arnold & Hoskin, 2021). The EHCP replaced the Statement of Special Educational Needs under the Children and Families Act 2014. The intention of the EHCP was to provide statutory protection, for those with additional learning needs who would require educational provision that is additional to, or different from, that which is typically offered (Sewell & Smith, 2021). A needs assessment must be conducted by the local authority (LA) in order to determine eligibility of an EHCP (Arnold & Hoskin, 2021). The right to request a needs assessment for an EHCP is held by the parent of a child, a young person (aged 16–25) or a professional from a school or college.

The “needs assessment” of eligibility for an EHCP relies on the same universal legal test as to whether an EHCP is required, with the opportunity for the LA to decline after consideration (Hellowell, 2019). Hellowell (2019) suggests that LAs may develop criteria designed to help decide if an assessment is necessary; thereby leaving an area of potential dispute between parents and local professionals wide open to local variance and possible conflict. However, as one parent describes below, the creation of meaningful and functional outcomes rely on mutual trust, placing the child or young person at the centre of any decision-making process.

I should be able to trust the professionals and I should be honest with them (Whilst they should be honest with me) And don't forget the professionals are accountable to us! They owe us the truth as well. Actually, they are also service providers so that is another reason why they are accountable.

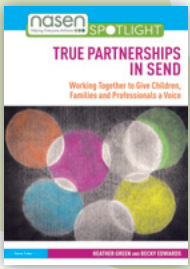
(Lori)

The focus of the EHCP is placed on “outcomes”, defined as “the difference or benefit made” (CoP, 9.66) to individuals. Outcomes are conceived as measurable positive consequences for the child or young person, as a result of the interventions and provisions made by professionals. These outcomes are documented in Section E of the EHCP and need to be co-produced with families. If the documented outcomes are to be aspirational, ensuring the child or young person receives positive consequences from having an EHCP, it could be argued that physically meeting the child or young person is fundamental. Susan describes her experience of contributing to her child's EHCP, outlining the positive aspect of documenting what her son can achieve. She also suggests how documenting a person's life without actually meeting them can be problematic.

Writing the EHCP there was a big rush at the end, with almost no staff left [at the local authority] to get into an EHCP. But I like nothing more than writing about my son so I really enjoyed writing that, and it felt better than writing a statement because it wasn't problem focused, it is, it's a lot more about with him. And I guess as a document it's that and it is also in the sense of I'm overly positive about Thomas and the things he can do. I might be writing about the things that are just emerging, he is getting a lot more speech since lockdown and that kind of thing and actually whether that would probably give a first impression of false positiveness in the sense of yeah I...., I don't..... I think it's just the best thing people can do is meet them.... obviously the people who you deal with at County are probably never going to meet your child.

(Susan)

An emphasis on “trust” in the process of co-production in producing an effective EHCP is suggested here by a parent. It could be argued to ensure EHCPs are effective, equality of knowledge and expertise from the child/young person, families and professionals is fundamental. As considered by



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Excerpted from *True Partnerships in SEND*

the parent below, without authentic co-production, there is the danger of the EHCP becoming a tokenistic “paper” that meets administrative criteria only.

without the help of other people these are not really useful papers. But it is when you are then helped to see how the supportive infrastructure works with the EHCP, that’s when... it then really works.

(Robert)

Robert (parent) goes on to describe the complexity of co-production in terms of equity of knowledge. This suggests that the process of compiling an effective EHCP relies on an equitable level of knowledge from the families and professionals involved.

But the thing that I don’t really like about the EHCPs is that I can request everything that I need because of the knowledge that I have of the processes. But most of the parents that are [not] like me, or that were like me in the beginning, have nothing to go on. And some of them were even worse off, as this is where the Local Authorities stand proud of the fact that parents have EHCPs but they also hide behind the fact that these parents have got no way of actually understanding what they can get support in, if you know what I mean. Like okay, you need help with your child who is in social care, this help is from social care sector and this help is from education, this help is from the NHS etc. So, I think this is where the balance for me was not there.....I think I’m more disappointed in the fact that it doesn’t really work for everybody in the way that it’s supposed to work.

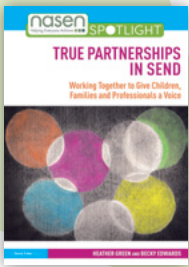
(Robert)

GRADUATED APPROACH AND PERSON-CENTRED PLANNING

The term “graduated approach” refers to a four-stage cycle of assess/plan/do/review. It occurs in education when increasing levels of intensity of support occur in a planned manner (Sewell & Smith, 2021). Class teachers should follow the graduated approach in identifying children who appear to have barriers to accessing the curriculum. At each stage of the cycle (assess/plan/ do/review), the educational setting should engage with parents and the child/young person; gaining their insights to inform an effective partnership in assessment and planning of provision. This ensures that the approach highlights and acts upon what is important to a person; thereby, placing the person at the centre of the planning (PCP). It is a process of continual listening and learning; focusing on what is important to someone now and in the future (Hellawell, 2019).

The underlying values of PCP focus on discovering how an individual wants to live their life and what is required to make this possible. This approach applies to all individuals requiring additional support in all situations and across all sectors – education, health and social care. The starting point is the individual, rather than the service provided for them and requires a flexible and responsive approach to address needs, changing circumstances and personal aspirations (Hellawell, 2019). As Robert (parent) described in the previous section on EHCPs, effective PCP relies on equitable knowledge of what is available across all sectors in order to plan provisions that make the individual’s life goals possible.

However, the authors argue that effective partnership in co-production and effective person-centred planning is complex. In order for a partnership, based on mutual understanding and trust to be developed, parents must always feel that their role as experts is acknowledged (Cheminais, 2011; Nutbrown et al., 2008; Dyson, 2004) and the challenges of their lived experience recognised. This is difficult because, the relationship between parents and professionals is often polarised: parents striving constantly to get the best for their child and professionals balancing



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reduced budgets and increased workloads. Effective partnerships can build bridges; allowing honest discussion and negotiation to take place where professionals and parents are treated as equals (Green & Edwards, 2021).

The effectiveness of working in partnership with parents depends, to a large extent, on the

views and attitudes of the professionals involved.

Partnerships should not be viewed as static;

but, as a responsive and collaborative movement towards shared goals based on mutual respect, complementary expertise and a willingness to learn from each other (Swann, 1984, p.293).

KEY STRATEGIES TO SUPPORT EFFECTIVE CO-PRODUCTION AND PARTNERSHIP WORKING

Effective co-production involves financial and emotional investment from organisations, professionals, parents and those with SEND.

- Organisations – need to invest in training and ongoing professional development for staff at all levels. Thus ensuring that there is a cohesive and consistent understanding of what is meant by co-production; and, to enable facilitation of co-productive meetings and shared outcomes
- Professionals – need to invest emotionally in co-production; developing trusting relationships and a sense of emotional safety for parents, carers and those with SEND. This will ensure that all participants in the process believe that their contributions are of equal value.
- Parents – need to gain confidence and trust in the system and gain the confidence to participate as experts and equals in meetings.
- People with SEND – need to be given time and opportunity to express their wishes and views whatever form their communication takes.

CONCLUSION

The concept of co-production reflects an often too gradual change in attitude towards those with SEND. With inclusion, equality and empowerment at its heart, effective co-production forms part of a movement towards true partnership working. Co-production represents a willingness by all to learn from and value each other (Swann, 1984, p.293). While there are many challenges in the development of effective person-centred planning and co-produced solutions, the short- term and long-term benefits cannot be underestimated. Its effectiveness is already being seen in practice through the EHCP process. As participants who believe their voices and views are valued and respected, people with SEND and their families gain the confidence to become agents for their own change. At the same time, the changing role of professionals from that of providers of service delivery and support to being the facilitators of shared solutions ensures that power is more equally distributed, collaboration is more effective (Boyle and Harris, 2009) and true partnerships become a realistic possibility:

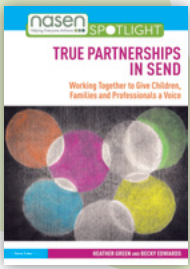
I've experienced co-production..., and I know what it feels like and how much stronger it's made me feel.....

(Lianna)

KEY TAKE-AWAYS

- Ensure that there is a shared understanding of what is meant by co-production.
- Ensure that all participants feel that their contributions are equally valued.
- Ensure that the language used is clear, accessible and jargon-free.
- Ensure that emotionally safe spaces are created for meetings (whether virtual or face-to- face).
- Ensure that enough time is booked for co-productive meetings, allowing time to process and understand information.





CHAPTER 5 MAKING CO-PRODUCTION WORK

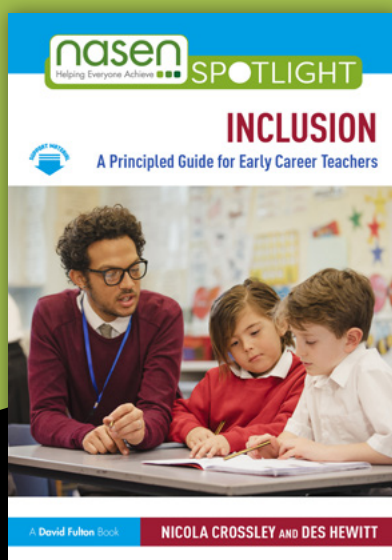
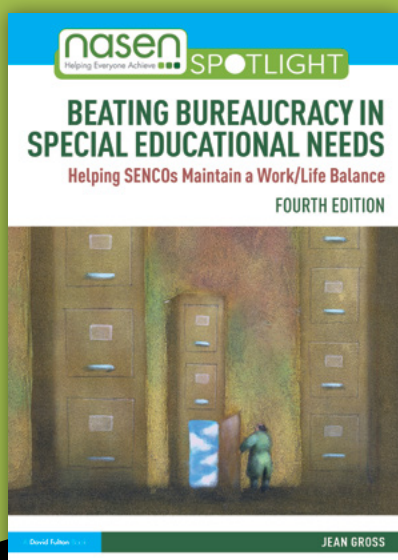
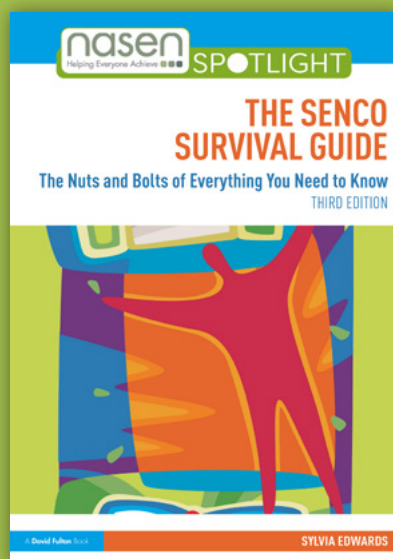
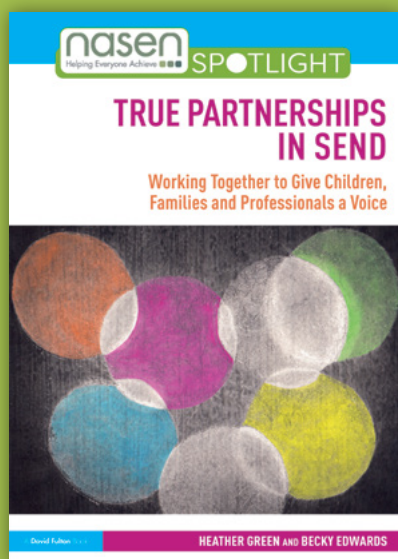
Excerpted from *True Partnerships in SEND*

TOPICS FOR DISCUSSION

1. What are the greatest challenges to effective co-production for professionals and families?
2. Is there a clear understanding of what is meant by co-production within the field of SEND?
3. How can professionals support those from “harder to reach” families to gain the confidence to engage more fully in the co-productive process?
4. Is co-production the best form of inclusive practice?

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