

COURSE CONTENT OVERVIEW

# Special Educational Needs and Disabilities in the Classroom



This Special Educational Needs and Disabilities (SEND) in the Classroom course will help learners to support children with a range of SEND needs. Created in partnership with SEND specialist, Dr Anita Devi, this course has been designed for people who work with or look after children and young people, such as teachers, teaching assistants, SENCos, assistant SENCos, senior leaders, childminders, school support staff, and governors. It will be particularly useful for colleagues wishing to extend their current knowledge of SEND, as well as those looking for a refresher.

The percentage of pupils with SEN support in England has been increasing in recent years, with 13.6% of children accessing SEN provision in 2023/24 compared to 12.2% in 2021. The percentage of pupils with an Education, Health and Care (EHC) plan also increased to 4.8%, up from 3.7% in 2021. In light of this growing need, it is vital that education professionals understand how to support children with SEND to achieve their potential, as early intervention and effective provision can truly change lives.

This course will help you to understand the legislative framework related to SEND, recognise the importance of the Graduated Approach, identify the four areas of need, and support children who have, or are suspected to have, SEND.

### **Module One: Introduction to SEND**

This introductory module provides learners with an overview of the legislative framework that forms the basis of SEND provision. Learners will assess the prevalence of SEND, and the impact that SEND can have on the lives of children and young people. Learners will then look closely at the Graduated Approach - the method used to identify and support needs - as well as the four broad areas of need.

- Understanding the legislation
- The impact of SEND
- Inclusion
- Identifying need
- Labelling and diagnosis
- The Graduated Approach
- The four broad areas of need

### **Module Two: Roles and Responsibilities**

In this module, learners will be looking at the roles and responsibilities of different SEND professionals. They will be introduced to the specific roles and responsibilities of schools, colleges, and other further education settings (and the staff within them) in relation to SEND, as well as the responsibilities of the Local Authority, Ofsted, and SEND specialists.

- The Local Authority and the Local Offer
- Specialists
- Whole setting responsibilities
- Individual responsibilities (headteachers and the SLT, governors, SENCos, class and subject teachers, and teaching assistants)
- Ofsted expectations

### **Module Three: The Graduated Approach**

In this module, learners will focus on the importance of the Graduated Approach in responding effectively to SEND needs. They will look in detail at the four stages of the cycle - Assess, Plan, Do, and Review, and consider how to maintain a person-centred approach throughout. Learners will also look closely at the Provision Framework and consider the differences and interplay between **Universal, Targeted, and Specialist Provision** - as well as what this provision might look like in a classroom context.

- The Graduated Approach - Assess
- The Engagement Model
- The Graduated Approach - Plan (including the Provision Framework)
- The Graduated Approach - Do and Review
- Education, Health, and Care Plans and the Graduated Approach

### **Module Four: Universal Provision**

In this module, learners will focus on what effective Universal Provision looks like, as part of a school's Provision Framework. They will be reminded of a range of high-quality teaching strategies that they can adopt within their everyday practice in order to improve outcomes for all of their students.

- The learning environment
- High-quality teaching
- Teaching practice (including assistive technology, modelling, and active learning)
- Assessment (including questioning, low-stakes testing, and feedback)

## Module Five: Speech, Language, and Communication Needs

This is the first module where learners start to take an in-depth look at one of the four areas of need. Module Five covers speech, language, and communication needs (SLCN). As around 10% of children have this type of need, it's crucial that education professionals understand the types of SLCN children may experience, and assess the warning signs which may indicate a child has a SLCN.

- The impact of SLCN
- What are speech, language, and communication?
- Typical development: primary and secondary school
- Types of SLCN and warning signs
- Assess, Plan, Do, Review (including ideas for Universal, Targeted, and Specialist Provision)
- Case study

## Module Six: Cognition and Learning Needs

In this module, learners will look closely at the key elements of cognition and learning needs, and the impact they may have on a child's life. Learners will also explore some common conditions associated with learning difficulties, and understand the signs which might suggest a child has a cognition and learning need.

- The impact of cognition and learning needs
- The prevalence of cognition and learning needs
- What are cognition and learning?
- The six elements of cognition
- Types of cognition and learning needs
- The Graduated Approach - Assess
- The Graduated Approach - Plan, Do, and Review

## Module Seven: Social, Emotional, and Mental Health Needs

This module introduces learners to social, emotional, and mental health (SEMH) needs, and how these can affect children now and in the future. It introduces a range of conditions which fall within this area of need, and the active and passive behaviours which may suggest a child is struggling, as well as strategies to support these children.

- What is social, emotional, and mental health?
- How can SEMH needs impact a child's learning?
- SEMH risk factors
- Passive and active behaviours
- An introduction to emotional, behavioural, and hyperkinetic disorders
- Assess and Plan (including adaptations to Universal Provision)
- Targeted Provision
- Accessing specialist support
- Talking about mental health

## Module Eight: Sensory and Physical Needs

In this module, learners will focus on sensory and physical difficulties, including sensory impairments, sensory processing difficulties, and difficulties with motor coordination. They will assess to what extent difficulties in this area of need can impact behaviour, education, and life skills. Learners will also gain the knowledge needed to help them manage situations where a child may feel overstimulated or understimulated.

- The prevalence of sensory and physical needs
- The impact on learning
- The seven sensory systems
- Hearing impairments, visual impairments, and multi-sensory impairments
- Sensory processing difficulties
- Motor coordination difficulties
- Assessing children's sensory and physical needs
- Planning support

## Module Nine: Consolidation and Resources

In this final module, learners will have the opportunity to apply their knowledge of SEND in the classroom to a school-based case study. They will also have the chance to download a range of resources - including a course summary PDF to keep for further reference.

- Applying the Graduated Approach
- Course downloads
- Hub articles
- Course summary

## Aims of the training

By the end of this course, you will:

- Understand the SEND Code of Practice 2015, and how to apply it.
- Develop strategies to create an inclusive classroom environment with high-quality teaching.
- Understand the Graduated Approach and how to apply it to assess, support, and monitor pupils with SEND or suspected SEND.
- Understand the four areas of need and recommended provision for each one, in line with the Provision Framework.