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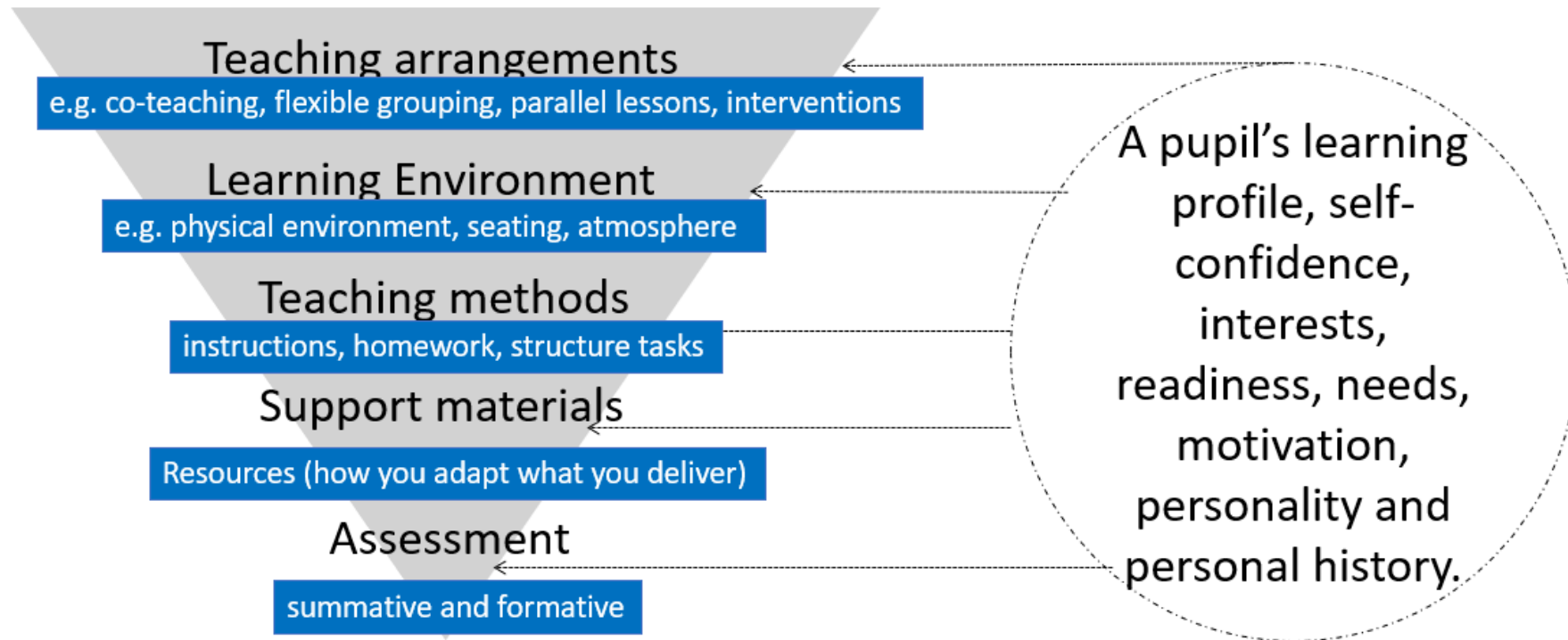


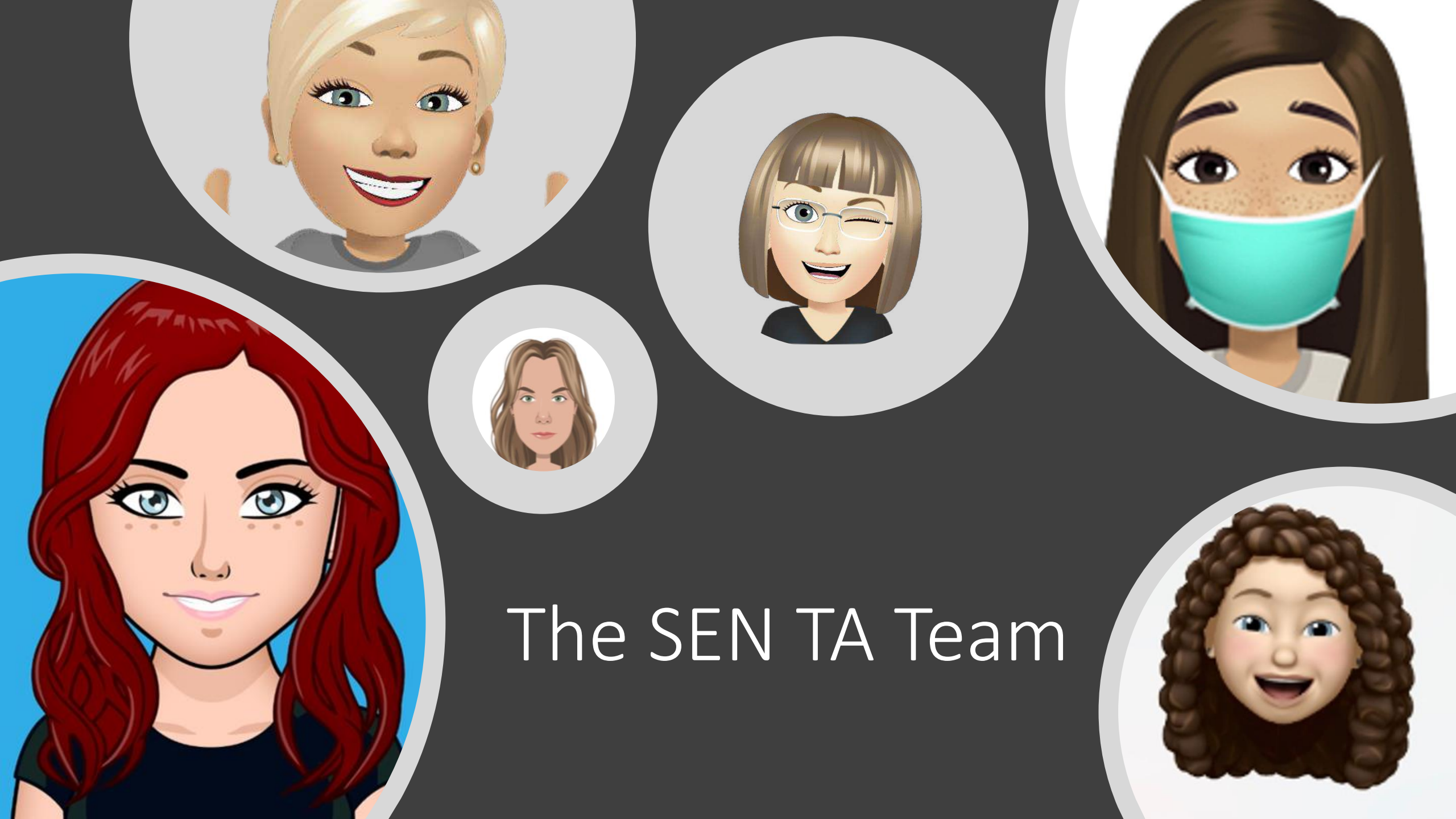
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# Differentiating Learning for Pupils with SEND

## The Five-Dimensional Model of differentiation

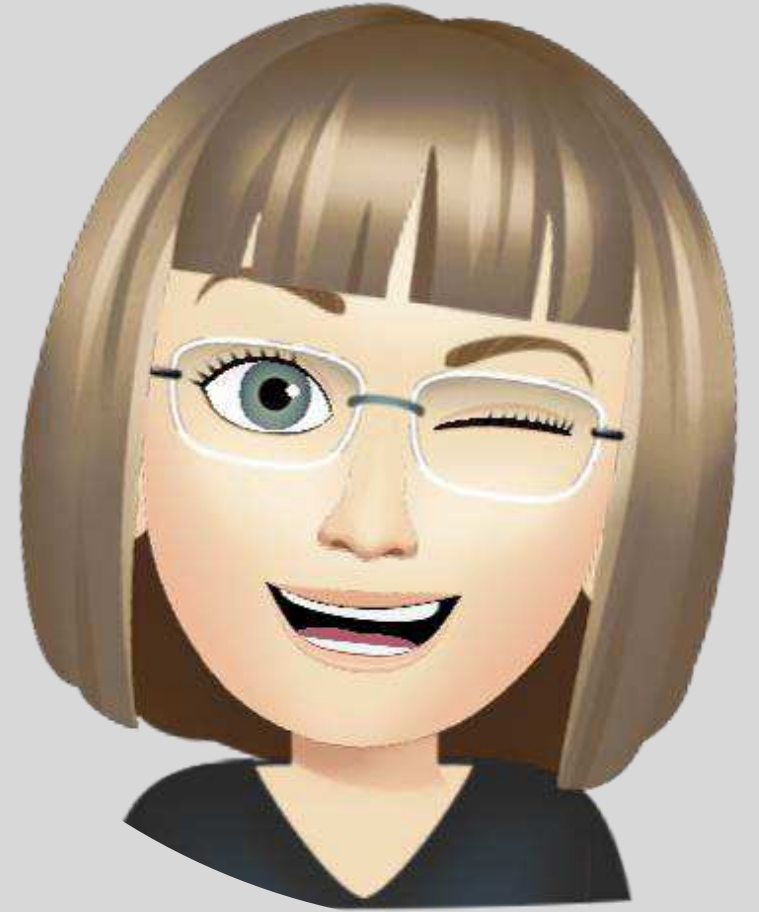




# The SEN TA Team

# Jane Higginson

- Specialist Maths TA
- Taught Maths before becoming a TA
- She has a dog.
- She loves her garden.
- Dislikes TESCO!



# Jodie Palmer

- Y7 TA
- Works predominantly with Jess St. Clair
- Has 2 children (3 if you include Duncan)
- Superb netballer and runner.
- Loves walking.
- Enjoys reading.
- Great at organising.





# Bex Evered

- Key Stage 3 TA
- Not as scary as this Memoji!
- Fluent in French and German.
- Has worked in France at an outdoor education centre.
- Loves rock climbing.





# Emily Withers

- Y10 TA
- Works predominantly with Matthew Bentley
- Has 3 children.
- FA Level 1 football coach.
- She has met several famous people!
- Superb organisational skills.
- Huge amounts of experience in wealth management, property redevelopment, health and law.

# Amy Gardiner

- Y8 TA
- Works predominantly with Owen Cowhig
- Qualified dental nurse
- Has 3 children – one with an EHCP
- She likes spending time in her allotment.

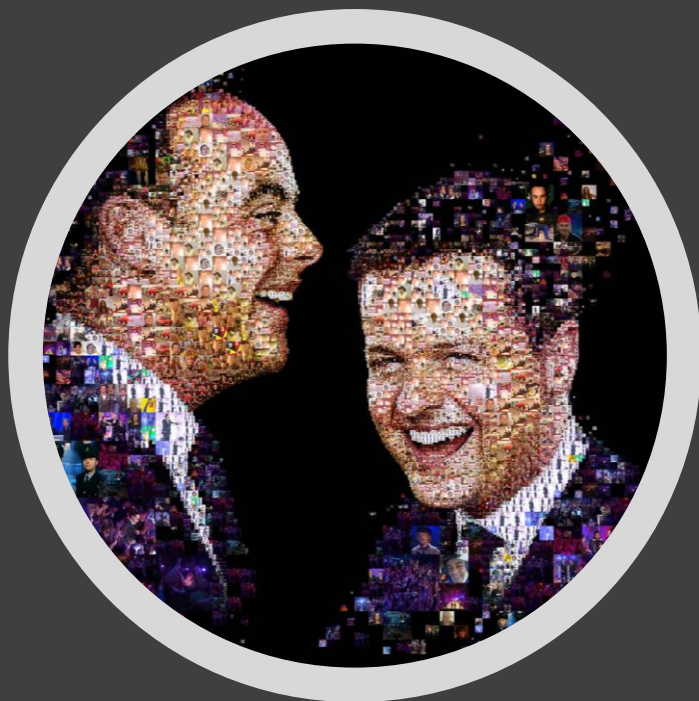




# Amie Lucas

- Y9 TA
- Works predominantly with Liam Lannie
- Great singer
- Has 2 children
- Plays the guitar





Working Effectively with Teaching Assistants  
It's a double act!



The aim of this session:

- To raise the awareness of a range of pupils in order to support high quality teaching in the classroom.





Jess Nevey



Ben Lawley



Jess has a good A2L and quietly gets on with her work. She usually sits next to able pupils and I worry that she is hiding behind their work. Lack of confidence means Jess is often reluctant to answer questions in class and rarely puts up her hand.

Jess responds well to praise and is eager to do well in her lessons.

Jess feels more comfortable sitting near the front of the classroom.

Jess will benefit from: concise instructions, checks for understanding and small chunked tasks within a set period. Jess will need longer processing time and prompts to keep her on task.

Jess could benefit from writing frames and templates in science where there are a range of technical and key terms that she may struggle with. She may also benefit from pre-teaching (TA) of the key terms where possible. Sentence starters and a reduced success criteria to encourage completion of task. Where there is a lot of copying from the board Jess would benefit from printouts that she could either use to copy from or highlight as she reads.

A reader for assessment.

## Support for Jess Nevey

Teaching arrangements

Learning Environment

Teaching methods

Support materials

Assessment



A pupil's learning profile, self-confidence, interests, readiness, needs, motivation, personality and personal history.

SEN Support. Jess struggles with her attention span and therefore can lack focus during lessons. Jess can be quite loud and chatty in class but generally has a good A2L and is a hard working girl. She gets on well with most pupils and has a small group of close friends. In primary school she worked in small TA guided groups and was 'working towards' across the board.

# Support for Ben Lawley



Ben is a quiet, lazy student who pretty much fiddles with whatever is in his pencil case and he does this as soon as the teacher starts the lesson. Ben needs constant prodding to do most tasks and gets distracted very easily especially if it is in a noisy environment. Ben does like praise when it is given. He can also be reluctant to answer questions.

Ben needs to be sat where a TA can get to him easily, and therefore sit next to him if necessary.

Ben will benefit from: tasks being broken down into very small chunks and may need longer to do tasks. Also, having prompts to keep him on track is needed. Explanation of tasks would be good if they were written down using concise language and also having visuals are useful.

Ben benefits from big blocks of writing to be printed as he takes a long time to write anything. Having templates for these subjects such as Science, Geography, History and English would help massively due to using difficult, technical words used. Tasks done in a word blank format or match ups using pictures would be very beneficial. Ben would find it easier if tasks are written down so he can refer back to them throughout the lesson. Interactive, visual or practical activities such as Memrise work well and it keeps him to stay focused.

Ben needs to have a reasonable expectation due to his level of needs and it helps to have someone read questions for him in assessment situations.

Teaching arrangements

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A pupil's learning profile, self-confidence, interests, readiness, needs, motivation, personality and personal history.

Ben has an EHCP – Moderate Learning Difficulty and Speech, Language or Communication need. He works at a year 2 level. Ben is a well behaved student.





Theo Ramshaw

Theo works well when praised and when working in pairs, he often loses interest in group work. He lacks motivation and will use distraction tactics to avoid starting work. He is often the last in class which means he is not ready for learning when his peers and teacher are. Theo is often complaining he is unwell, he needs the time to talk how he is feeling and reassurance,

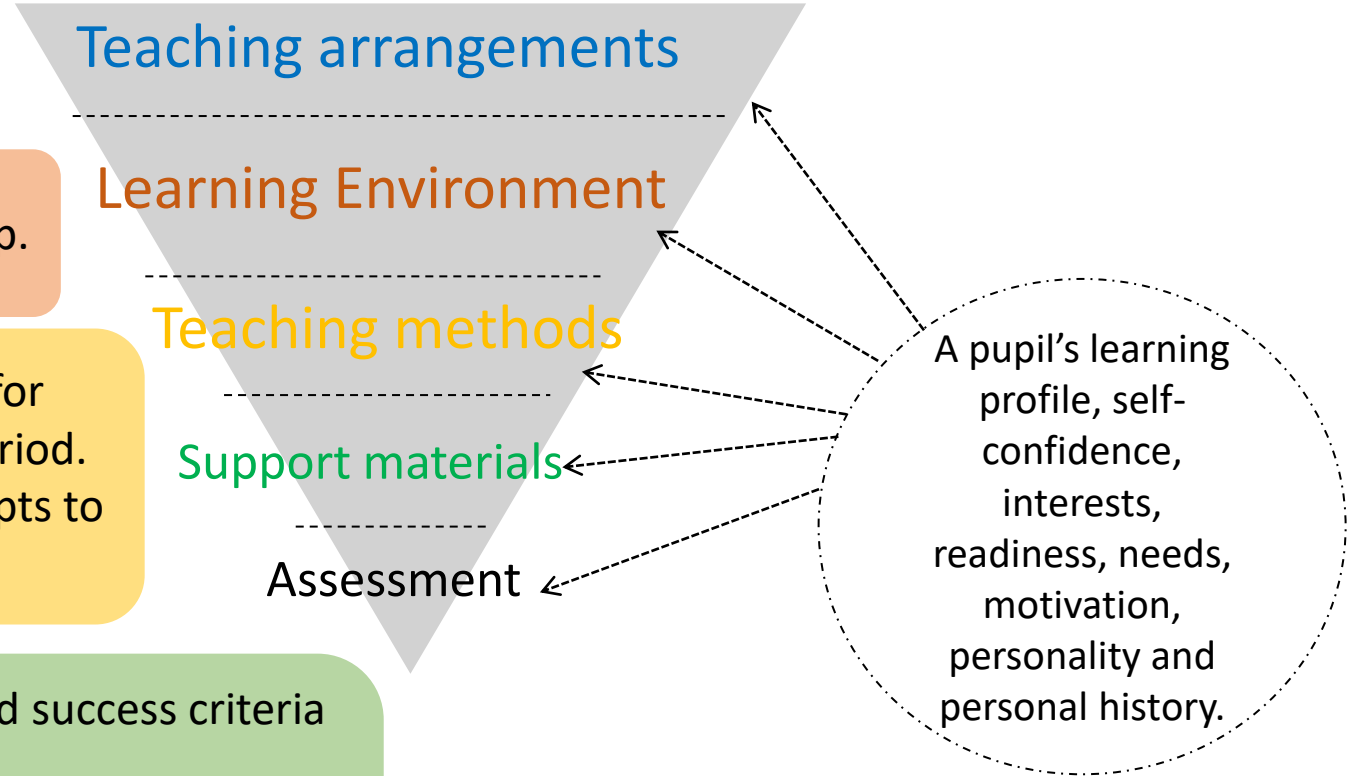
Theo feels more comfortable sitting near to where he is able to get additional support. He will not put his hand up. He will wait to for someone to see him struggling.

Theo will benefit from: concise instructions, checks for understanding and small chunked tasks within a set period. Theo needs longer to process the tasks given and prompts to keep him on task.

Theo would benefit from sentence starters and a reduced success criteria to encourage completion of task. Where there is a lot of copying from the board he would benefit from printouts that he is able to highlight key terms and references. Regular contact to ensure that he is on task and regular verbal assessment to see his level of understanding.

A reader for assessment.

## Support for Theo Ramshaw



Theo requires support with his social and emotional development. He lacks confidence and has high anxiety. He has demonstrated that he wants to learn but due to low confidence he will not push his learning and often blocks the learning.

# Support for Joel Tandler



Joel has a poor attention span and benefits from small, chunked modules of work. He finds full pages/slides of text too much and will switch off. I often provide reassurance and encourage him to focus on one small, manageable task at a time, not worrying/thinking about the rest of it. He says "he can't do it" about the majority of work before he has even attempted it. As much as Joel likes sitting near to Billy Tisdale, and as they both need similar support, it can prove beneficial to the TA as it contains them to one area. However, I do wonder if this encourages them to underperform as they bounce off each other with noises/actions/disruption.

Joel could benefit from sitting on the front row, near the door is preferable as it provides easy access for the TA, especially when moving between classrooms to support other students.

Provide small chunked tasks, worksheets with clear, concise instructions which will enable him to write less, maybe highlight key words instead of answering questions. Regular monitoring to assess his level of attention and concentration on the task in hand.

I am trying to offer support to Joel, he sometimes shows resistance to this and I will continue to build a positive relationship without him feeling as though he is being "targeted". When he works well, he likes praise and it is important to keep this consistent to encourage good behaviour and participation in the lesson. I find myself moving away from him and returning a few minutes later- often nothing has been achieved but I will now make it very clear, the expectation of what he should have achieved within a 2 or 3 minute timeframe to chunk the work into smaller pieces for him as a lot of direction is required.

Teaching arrangements

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Teaching methods

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A pupil's learning profile, self-confidence, interests, readiness, needs, motivation, personality and personal history.

Joel has shown some rudeness towards staff and appears quite immature. He has made comments about being "targeted" so I want to form a good relationship with him which allows me to offer support, which he deems a positive thing and chooses to accept- this is a WIP!



# Support for Harvey Price

Harvey has a lot of self doubt when it comes to his academic abilities this often effects his concentration and behaviour in lessons. He has a fear of confrontation and if an adult raises their voice, he will completely shut down and it is hard to get him back on side and to complete his work. Empathetic, quiet and positive approach.

Harvey needs a quiet classroom when completing assessments. He will often be silly if he is seated too close to his peers.

Harvey finds it hard to show his working out for tasks as he does all of his calculations mentally. He would benefit from a work sheet that he is able to just write the answers onto. He also needs to be able to complete a task before he will move onto something else. Having a handout in front of him would help with this as sometimes lessons move on to quickly for him.

He wants to know the answers to things straight away and if he doesn't he will shut down. If it is one particular answer he is stuck on during an exercise it helps to give him the answer to that question and then he will carry on with his work. Positive praise is Key with Harvey. Homework club is a prime example of this. He is getting lots of praise for completing his work and he then wants to achieve more. He loves to answer questions in class.

Teaching arrangements

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A pupil's learning profile, self-confidence, interests, readiness, needs, motivation, personality and personal history.

Harvey has Tourette's and struggles with tics from time to time. He often uses bad behaviour to cover his tics or when he doesn't understand a task. This can be resolved by asking him if he wants to go for a walk with Mrs Lucas to relieve them. He has a brilliant sense of humour, if you can make him laugh it will overcome any situation.  
Final thoughts: plenty of merits, encouragement, patience, empathy, positive approach, humour 😊





## Martha Davies

Date of birth: 6/3/2006

Year group: 10

Tutor group: 10PM

### General Information

Martha lacks confidence in herself and convinces herself that she cannot do anything even before she tries. She will not ask for help or draw attention to herself but instead opts out completely, often putting her head on the desk. She often becomes tearful when she feels under pressure.

She falls behind in lessons and becomes overwhelmed easily. She likes to present her work neatly which compounds the problem

She has recently been assessed by Chadsgrove school - report pending.

She is liked by her peers and has a small group of friends.

### Teaching Arrangements

Martha wants to learn but can follow the lead of others in being off-task. She is very reluctant to take an active part in lessons due to her low confidence levels.

### Learning Environment

Martha prefers a quiet environment to work in with close support from an adult although this is not always possible. She is put off if she can see other students getting on with work so perhaps sitting at the front of the room may help. She needs to feel that she trusts the teacher/TA and that they understand the issues she has.

### Teaching Methods

Martha needs longer to process information and would work better if tasks were chunked or simplified or even reduced in number. If a lot of verbal information is given, this could be summarised in a hand-out. Regular encouragement and assurance that she is doing the right thing would boost her confidence.

### Support Materials

Martha finds it difficult to read or copy from the board so again, print-outs would be helpful. This would encourage her to read carefully as she could highlight key points. It would also provide a record of the lesson if she falls behind.

### Assessment

Extra time would make her less anxious.



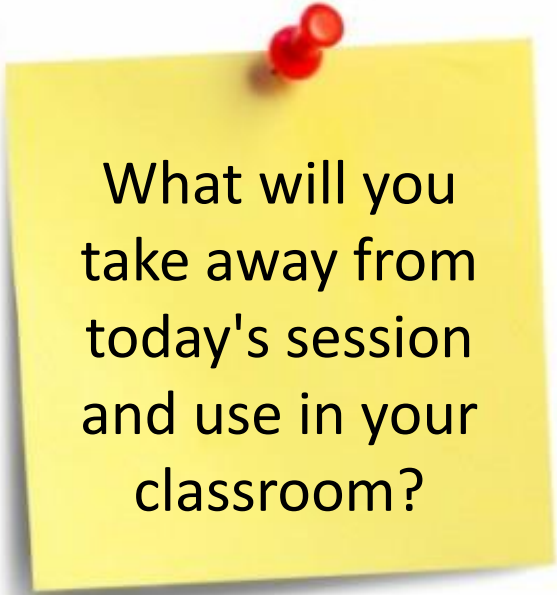


# Each lesson is a journey ...




# Post-It Note Reflection

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What will you  
take away from  
today's session  
and use in your  
classroom?



Questions  
Requests  
Comments