

# GAT SEND Magazine

**‘Every Child, in Every Academy, Every Day’**

**Issue 2**



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**Welcome to the second issue of GAT SEND magazine.**

**The aim of this publication is to collate SEND ‘hot topics’, research, guidance, information or great practice sharing from across the GAT network, in an easily digestible format.**

**We hope you find it useful and we welcome your contributions for future editions.**



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[SEND Network Share Point can be found here](#)

*Please note embedded links will only work in the e-version of this publication.*

# Reflective SEND Support at GAT

**We provide regular opportunities for all staff to collaborate and learn so that they can continually improve their practice in supporting children with SEND. These opportunities include:**

- **SENDCo networks**
- **SEND conference**
- **Spotlight sessions**
- **Professional development pathways for SENDCos and aspiring SENDCOs**
- **Strong links with our assurance boards**

**Our SEND support programme is aligned to the wider trust professional development offer to ensure that developing a firm foundation of high quality, inclusive teaching is always our priority.**

**We welcome requests from colleagues for future professional development focus, you can share these with us using the form to the right.**

**If you would like to contribute to a future issue of our GAT SEND Magazine please send your initial pitch to [amy.baxter@greenwoodacademies.org](mailto:amy.baxter@greenwoodacademies.org)**



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# Articles

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# EEF Supporting Self- Regulation (SR) and Executive functioning (EF) skills.

The EEF Early Years framework on self-regulation and executive functioning highlights essential principles that underpin successful development. It underscores the importance of fostering metacognitive skills, teaching emotional regulation strategies, and creating supportive environments, particularly in Early Years settings. However, these strategies are crucial across all year groups and contribute significantly to positive learning outcomes.

Staff training was delivered to clarify the difference between cognition and metacognition emphasising how metacognitive strategies can improve learning outcomes. Using the EEF documentation (adapted without the Early Years-specific title), staff explored methods to explicitly teach executive functioning and self-regulation skills. Practical research and discussions during the session enabled staff to reflect on their own experiences and collaboratively develop actionable plans to support individual learners and whole-class readiness for learning.

To ensure consistent application, the team established school-wide non-negotiables, including:

- Accessible calming corners/areas at all times.
- Mindful breathing exercises before each session.
- Explicit modelling of metacognitive strategies.
- Allowing adequate processing time for questions.
- Consistent use of Zones of Regulation across the school.
- Incorporating visual aids and widgets into all lessons.
- Standardizing lesson formats to include planning, monitoring with checkpoints, and evaluation phases.
- Providing access to sensory circuits or sensory rooms throughout the day.

Additionally, staff developed a resource bank of strategies aligned with the EEF framework to integrate throughout the school day, including support for social interactions, where self-regulation is particularly critical.

Effective approaches to support Self-Regulation and Executive Function	What is it?	Evidence summary of the approach	Put the approach into action
<b>01 Creating and Navigating Challenge</b>	This approach involves educators creating developmentally appropriate challenges for children to identify and practice their skills in different contexts.	This approach can support children's executive function in a range of ways. When children are faced with a challenge, they are able to think about the level of challenge and adjust their approach accordingly. It can also be effective in school groups when the level of challenge is appropriate for all children.	<ul style="list-style-type: none"><li>• Adapting</li><li>• Planning</li><li>• Using knowledge to solve problems</li><li>• Working independently</li><li>• Working in groups</li><li>• Organising</li><li>• Regulating</li><li>• Teaching strategies</li></ul>
<b>02 Teaching Self-Monitoring and Self-Awareness</b>	This approach involves the educator helping children to develop an awareness of their own thoughts and feelings, including how their feelings can influence their actions and responses.	There is growing evidence for children to help children that understand and manage their emotions, as well as strategies to help children become more aware of their own strengths, thoughts and feelings, such as through confidence or pride. These activities are more effective when done regularly and over several weeks and months. Self-awareness activities can be particularly useful for children with lower levels of self-regulation.	<ul style="list-style-type: none"><li>• Teaching strategies</li><li>• Working independently</li><li>• Working in groups</li><li>• Organising</li><li>• Regulating</li></ul>
<b>03 Creating a Community of Collaborative Learners</b>	This approach involves educators facilitating children's collaborative learning as they work towards shared goals.	There is growing evidence that children who work in groups are more likely to develop self-regulation and executive function skills. This is because children can learn from each other and receive support from their peers. This approach is particularly effective when used in a structured way, such as through group work and peer support.	<ul style="list-style-type: none"><li>• Collaborating</li><li>• Learning</li><li>• Working in groups</li><li>• Organising</li><li>• Being a confident</li><li>• Working independently</li><li>• Regulating</li></ul>

Revisit some great content on SEMH from our SENDCo conference on the Sharepoint here;

**2024 Conference**

**Enhance focus   Improved Collaboration   Increased Independence**

**Self- regulation and executive functioning skills are on all learning plans to further support progress socially, emotionally and academically.**

**The senior leadership team monitor the consistency of approaches and offer additional support and coaching strategies where needed.**

# Impact statements

From training received about executive functioning skills it has allowed us to focus on developing our learning around the children’s interests to increase their attention. We have implemented the interest boxes across our unit and ensure that these are refreshed in line with the children’s interest. We have noticed a huge increase in the engagement of the children and the impact it has on the vocabulary used.

We have additionally increased our own awareness of allowing children time to answer questions. This has been implemented across guided learning and continue provision by all staff members in the EYFS unit.

Feedback from staff shows that pupils who would typically require further prompting have been more affluent in their responses. We will continue implementing these skills across our unit.

EYFS Teacher

Using visuals to recall previous learning has helped all children, not only those that need it. It’s shown that they have been able to use more independence when completing their flashbacks or recalling prior knowledge in lessons.

Year 4 Teacher

My takeaway from the training would be the importance of giving children time to process questions and how questions needs to be clear, carefully worded and not leading. This is especially important if a child is dysregulated.

Deputy Head

The executive functioning training we have received has made a huge impact on many children in my cohort. Being made aware of simple changes that can be implemented within the classroom to enable children to meet their goals and show signs of independence has really improved their self-esteem and our efficiency for teaching and learning. Things such as labelling resources with the use of widget, so that all children can access what they need without it being given to them every time has built up children’s ability, as well as having a whole class timer on display for many lessons- allowing children to focus on the task set and know that there is a deadline in which to reach it in.

Year 2 Teacher

Effective approaches to support Self-Regulation and Executive Function	What is it?	Evidence summary of the approach	Put the approach into action
<b>01 Creating and Navigating Challenge</b>	This approach involves educators creating developmentally appropriate challenges for children to identify and process their skills in different contexts.	This approach can support children's executive function in a range of ways. It can help children to set goals, manage their time, and regulate their emotions. It can also be effective in social groups, when the level of challenge is appropriate for the children.	<ul style="list-style-type: none"> <li>Adapting</li> <li>Revisiting</li> <li>Using meaningful complex materials</li> <li>Providing opportunities</li> <li>Addressing barriers</li> <li>Practising</li> <li>Repeating</li> <li>Teaching strategies</li> </ul>
<b>02 Teaching Self-Monitoring and Self-Awareness</b>	This approach involves the educator helping children to develop an awareness of their own thoughts and feelings, including how their feelings can influence their actions and vice versa.	There is growing evidence for activities to help children learn, understand and manage their emotions, as well as activities to help children regulate their actions in their environment. Teaching and modelling, such as through role-play or puppets, are more effective than direct instruction. These activities can be particularly useful for children with low confidence in self-regulation.	<ul style="list-style-type: none"> <li>Teaching strategies</li> <li>Modelling and labelling</li> <li>Making links between experiences and events</li> <li>Supporting</li> </ul>
<b>03 Creating a Community of Collaborative Learners</b>	This approach involves educators facilitating children's collaborative learning as they work towards shared goals.	Some evidence shows that activities which incorporate the children's own experiences, interests, self-regulation and executive function skills, though in those situations it is difficult to say whether these activities result from the approach itself. It is also clear that support children's executive function (particularly their working memory) by encouraging them to use problem-solving strategies, such as making and using a plan, can be particularly effective.	<ul style="list-style-type: none"> <li>Coordinating</li> <li>Questioning</li> <li>Providing a range of strategies</li> <li>Organising</li> <li>Being a model</li> <li>Repeating</li> </ul>

**Enhance focus    Improved Collaboration    Increased Independence**

# SEND Approach to Maths

At Nottingham Academy Primary, we are committed to supporting all learners, including those with SEND. Our teaching approach emphasises high quality inclusive teaching and is underpinned by the mastery maths approach, which is supported by the big 5 ideas (representation and structure, fluency, mathematical thinking, variation and coherence). At our school, we meticulously structure our planning to ensure it is layered and progresses in small, logical steps which breaks down learning into manageable chunks preventing cognitive overload.

Central to our methodology is the concrete, pictorial, abstract approach (see an example in our Addition Calculation Policy below), which fosters children's conceptual understanding of mathematics, ensuring every child can thrive and succeed.



Addition			
Key language: addition, add, more, and make, sum, total, altogether, double, near double, half, halve one more, two more, ten more, one hundred more, one thousand more... how many more to make ...? how many more is ... than ...? how much more is ...?			
Year 1			
Objective	Concrete	Pictorial	Abstract
<b>Add two 1-digit numbers to 10</b>	When adding numbers to 10, children can explore both aggregation (combining a range of values to make a single value) and augmentation (increasing the value). 	Use pictures to add two numbers together as a group. 	Use the part-part-whole diagram to move into the abstract. $4 + 3 = 7$  4 + 3 = 7 (4 is a part, 3 is a part, 7 is a whole) 4 + 3 = 7 3 + 4 = 7 7 = 3 + 4 7 = 4 + 3 3 + <u>   </u> = 7 <u>   </u> + 3 = 7

## Balancing Support for Effective Learning

Scaffolding allows children to engage with the same learning objectives as their peers by breaking down barriers that could otherwise cause cognitive overload. This focused support lets children concentrate on the learning outcome rather than becoming overwhelmed by the learning process itself.

In maths, scaffolding often means providing temporary support, guidance, and structure to help children grasp new concepts or develop specific skills. Examples include using manipulatives for concrete understanding, visual aids to support abstract thinking, or carefully structured questioning that builds understanding progressively.

It's also important to remember that too many scaffolds can become overwhelming, especially for SEND students. Selecting the right scaffolding techniques—and the right amount—ensures that support enhances learning rather than creating unnecessary stimulation. By thoughtfully incorporating and adapting these supports, we make it possible for every child to engage with the curriculum meaningfully, focusing on understanding and mastery.

Incorporating the 9 guiding principles of teaching and learning as stated in our learning policy is essential for fostering effective instruction and maximising pupil engagement and achievement across all subjects, including mathematics.

By incorporating these guided principles into mathematics, teachers can create an engaging, child-centred learning environment where all children have the opportunity to reach their potential and achieve success in mathematics.

Here's how these principles have been applied specifically in the context of teaching mathematics at Nottingham Academy to support children with SEND:

- Think about each pupil as an individual (learning plans)
- Plan sequences of units and lessons carefully to gradually introduce concepts
- Structure lesson by breaking lessons them down into small chunks
- Use accurate, concise and precise language
- Retrieval practice
- Encourage pupils to give explanations in full sentences
- Focus on learning and not task completion
- Scaffolding (build confidence and remove scaffolds gradually)
- Metacognition and modelling
- Make careful use of manipulatives, concrete resources and display multiple representations to support conceptual understanding
- Formal recording isn't always needed
- Promote opportunities for collaborative talk
- Use of technology
- Continuously assess and monitor



At Nottingham Academy Primary, we rely on Insight to manage all aspects of SEND, which has been instrumental in tailoring support to meet the unique needs of our children. Insight provides easily accessible learning plans with clearly outlined provisions, enabling staff to implement targeted support consistently. This accessibility has allowed us to ensure that each SEND child's specific needs are met effectively, fostering a more inclusive learning environment.



From my perspective as the maths lead, Insight has been invaluable during learning walks. It allows me to quickly identify SEND children and observe how they are being supported. This approach has given me a deeper understanding of the practical application of our SEND strategies in maths, helping me to maintain a clear, holistic overview of support across classes. While we continue to refine and update our learning plans, this process empowers us to articulate and demonstrate our approach with confidence, knowing that it truly meets the needs of our children.

Reflect more widely on Adaptive teaching for SEND by watching our Spotlight on this here; [Adaptive Teaching for SEND, Primary](#)

# Writing a Learning Plan: Top Tips

Consider if targets are SMART and moderate this regularly.  
Plans support progress, they should not aim to stunt it.



Watch the full spotlight here;  
[Learning Plans Top Tips](#)

**Specific:** Clearly stated with no room for misinterpretation. Don't leave it too broad.

**Measurable:** The goal should be quantifiable, and progress should be easy to track. How will you know when it is achieved?

**Achievable:** The goal should be attainable – not outlandish or unrealistic.

**Relevant:** The goal should contribute to your broader, overarching goals of increasing academic or functional skills.

**Time-bound:** The goal should have a defined start and end date – that will come into play with your review dates for plans.

Also consider whether the targets are also succinct and ambitious, meaning they will be read and understood quickly as well as move learning on.

Poorly written target	SMART target
J. will use a calming strategy when upset	Given a choice of 3 picture cards of a calming strategy, with resources provided by an adult in the moment, J. will independently choose and act upon that strategy 90% of the time.
J. will improve his addition and subtraction skills	J. will be able to use number lines and mental arithmetic to solve problems involving the addition and subtraction of single digit whole numbers.

Stick with a reasonable number of targets based on the level of need of the pupil.

SEN Support – up to 3

EHCP – up to 5

Assessments should feed into your targets. For example if Writing has lowest assessment – writing target should be seen as a targeted area. As too should any areas being picked up as a key barrier to learning.

Always review at least 3 times a year, but remember to not sit on this timeline – if a child achieves – move them on.

When writing consider the following questions;

- Do the targets address the priority areas of need for your child?
- Will everyone reading the plan understand what provision or strategies are being deployed?
- Do you know when the targets will be reviewed?

Use precise language and targets – less open to interpretation and allows the target to be developed within the next plan.

Learning plans are very important pieces of information we must keep them up to date and ensure review notes are accurate. They can then be utilised to make a case for additional resources, support or funding. Not only this but they are outward facing documents, shared with parents and pupils, always review them to ensure you are not using deficit language throughout.

# Supporting SLCN in EY at Seathorne

At Seathorne, we are always looking at ways to improve further, but we have been most successful when we have implemented the following for our EY setting in particular.

- 1) Ensuring we get to know our children and their families as quickly as possible (home visits and visiting previous settings, frequent interactions and focus child meetings)
- 2) Focussing purely on the PRIME AREAS in the first two terms and establishing next steps based on these and being transparent and supporting with parents regarding areas for development
- 3) Early intervention: We utilise Well COMM assessments quickly to support delivery of our own SALT support e.g. recasting and modelling during interactions, circle time review daily (everyone speaks), repeated exposure to high quality texts and planned parental workshops and focussed stay and play sessions
- 4) Embedding what we do at school at home too! E.g. expecting parents to post on Tapestry for children to talk about at school, weekly sharing of flashbacks for children to talk about at home, weekly newsletter and a relevant, up-to-date website offering support. But above all, being approachable and emphasising that we are a TEAM and highlighting that some keys to developing children's speech is through curiosity, immersive experiences and following their interests.



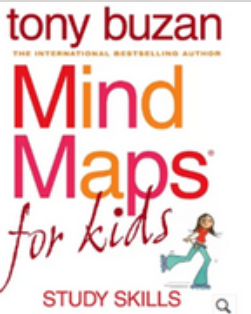
Interest-based 'chattercards'

Priority Focus Child  
Focus Child Meetings  
High Quality Interactions

Tapestry Tuesday  
Flashback Friday



# Revision Tips for Students with Cognition and Learning Needs

Small Steps:	Visual Prompts:	Partnerships:	Song and Rhythm:	Mnemonics:	Key Vocab:
Push for specificity of a topic.	Images Mind Maps Diagrams	Pair students. Flashcards with questions to quiz each other on.	Familiar tunes or raps! Include actions to make it multi-sensory.	Useful way to avoid overload.	Practice using in sentences to ensure it's not learnt in isolation.
Active Listening:	Decode Questions:	Make Connections:	Categorisation:	Graphic Organisers:	Mind Maps:
Adult reads out loud. Pupil is given a specific area to listen out for and feedback on. Less overwhelming and sustains focus.	Teach to differentiate between command and subject specific words. Highlight in different colours.	Practice contextualising and understanding the question. Link to spider grams to 'see' the question.	Link students' knowledge to the topic it's part of. List key vocab under the appropriate unit/s.	Lots of ideas online. Try a revision donut with important info in the centre and less important on the outside.	Explicitly teach how to mind map.  

## More Visuals.

**Replacing keywords with images is a brilliant way to help students retain chunks of texts and processes.**

**How:** Highlight keywords, replace with found or drawn images, display around the house for a few days then remove words and leave images, read the images out loud then practice closing your eyes and visualize the order of the images. Apply this in the exam!

# Timetabling to bring Provision Mapping into action

## Step 1

Go through all EHCP's and identify the interventions that need to take place. Add these on to Insight. Within comments copy the relevant section of the EHCP linked to the intervention. Completed term by term.  
 Tips – work out number of days and weeks in the term.  
 See if anybody can be as a group rather than 1:1.



Home Reports Pupils Provisions Objectives Enter Data Search pupils... Sunnyside Primary Academy Help Account

Provision Mapping » Sensory / Physical » Touch typing

### Touch typing

Details Edit Copy Delete

Start date 07/01/2025  
 End date 04/04/2025  
 Type of sessions Each pupil has one-to-one sessions  
 Number of sessions 119  
 Duration of session 10 minutes  
 Supervised by Learning Support Assistant

Pupils Add Pupils

Pupil	Year / Class	Entry Assessment	Exit Assessment	Sessions Missed	Effectiveness
[Redacted]		-	-	0	Not assessed

Kyra Fensom	8:45 - 9:00	9:00 - 9:15	9:15 - 10:15	10:15 - 10:30	10:30 - 10:45	10:45 - 11:15	11:15 - 12:15	12:15 - 13:15	13:15 - 13:30	13:30 - 13:45	13:45 - 14:30	14:30 - 15:15	15:05 - 15:20	15:25 - 15:30
Monday	Pre and Post teach	Phase 5 Set 1 Reading	Writing	Playtime	Phase 2 Set 4 Reading	Reading 4 White	Maths 4 White	Lunch time	Reading Phase 5 Set 2	Expressive and receptive language	Science 4 White	KS2 Reading P4 S1 KS2 Reading P2 S5		
Tuesday (PPA AM)	Pre and Post teach	Phase 4 Set 2 Reading									KS2 Reading P4 S1 KS2 Reading P2 S5	Geography 3 White		
Wednesday	Pre and Post teach	Reading Phase 4 Set 1									Science 4 Purple	KS2 Reading P4 S1 KS2 Reading P2 S5		
Thursday					Reading Phase 4 Set 1						Science 3 White			
Friday											Science 3 Purple			

Comments Show All

Katie Ridnell commented 3 minutes ago

In [Redacted] requires continued provision of touch-typing teaching and practise sessions daily and flexible access to use of a laptop in lessons (frequency to be decided by key staff in consultation with A [Redacted] so that he continues to get a balance of handwriting practice and use of laptop for recording).






## Step 2


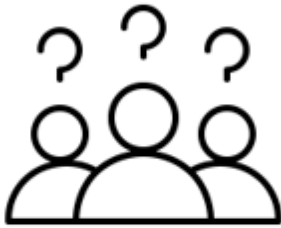

Take a class timetable and adapt this to create a timetable for each LSA. Take out anything where the additional adult does not need to support, e.g. assembly, registration.




Our additional adults only support Science, Geography, History lessons in PM. Fit in the interventions around the times the class need additional adult support. We generally keep adults within phases although do deploy adults according to their strengths.

Intervention	Who	When
Pre and post teach	Emelia-Rose, Arthur	Daily 10 mins
Phase 2 Set 4 Reading	Emelia-Rose	3 x 15 mins weekly
Reading – Phase 5 – Set 2	Edith, Ariella	3 x 15 mins weekly
Reading – Phase 5 – Set 1	Hadi, Daisy	3 x 15 mins weekly
Reading – Phase 4 – Set 2	Y3/4 – Vlad, Darcey Y5 – Finley	3 x 15 mins weekly
Reading – Phase 4 – Set 1	Y3/4 Teddy, Sarayah Y5/6 – Blake, Mateen	3 x 15 mins weekly
Expressive and receptive language skills	Arthur	Daily 15 mins
Social Skills	Arthur, Finley	Daily 15 mins

# Primary Principles of High Quality Inclusive Teaching

<p><b>Principle 1: Behaviour and Relationships</b></p>  <p>High standards of behaviour and positive relationships mean all pupils feel valued and safe and can learn in a calm and orderly environment.</p>	<p><b>Principle 2: High Expectations</b></p>  <p>High expectations and high levels of challenge and support help all pupils to achieve their full potential.</p>	<p><b>Principle 3: Explaining and Modelling</b></p>  <p>Clear explanations and models ensure pupils learn new knowledge and skills effectively, including how to be successful.</p>
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<p><b>Principle 4: Practice and Rehearsal</b></p>  <p>Practice and rehearsal help to cement new knowledge and skills into the long-term memory and allow pupils to complete tasks independently.</p>	<p><b>Principle 5: Questioning</b></p>  <p>Questioning is essential to identify prior knowledge, assess learning, adapt teaching, and consolidate and extend learning.</p>	<p><b>Principle 6: Adaptive &amp; Responsive Teaching</b></p>  <p>Adaptive and responsive teaching meets the needs of all pupils, including pupils with SEND, and ensures teachers respond to pupil learning.</p>
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<p><b>Principle 7: Effective Feedback</b></p>  <p>Effective feedback is crucial to pupil progress, cementing learning and avoiding misconceptions.</p>	<p><b>Principle 8: Retrieval and Review</b></p>  <p>Review, including spaced practice, retrieval practice and revisiting, strengthens long-term memory and retention.</p>	<p><b>Principle 9: Teacher Knowledge</b></p>  <p>Teacher knowledge underpins all elements of effective teaching and learning.</p>
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The Primary Learning Assurance Board, have worked collaboratively on a set of 9 principles to underpin 'High Quality Inclusive Teaching' for use across all our primary academies. GAT colleagues can take a look at these principles in more details [here](#)

[GAT Principles of High Quality Inclusive Teaching Wider Information](#)

Speak with your line manager or CPD lead if you want to find out more.

Recap



# Secondary Principles that Drive Learning









Recap

The Secondary Education Assurance Board is a body of skilled practitioners, who drive the direction of learning across our secondary academies. Our skilled practitioners are determined to ensure our pupils leave with academic qualifications and wider skills, characteristics, and experiences, which enable them to lead successful and healthy lives. The purpose of the principles was to provide an overarching framework agreed by the academies which emphasises effective practices to deliver a high-quality education for pupils.

Speak with your line manager or Teaching and Learning lead if you want to find out more.

[More Detail Here](#)

High Quality Inclusive Teaching	Curriculum	Lesson Planning	Adaptive Teaching	Literacy	Assessment for and of Learning
					
<p>High quality teaching promotes inclusivity, challenge, and aspirations, recognising making mistakes as part of a learning process. Teaching should be ambitious for all and will meet the needs of the individual learners.</p>	<p>The curriculum decides what pupils should learn to help them flourish through a framework that develops and evaluate pupils' knowledge and understanding at every stage.</p>	<p>High quality planning is inclusive to all pupils, regardless of their starting point. Planning anticipates needs and misconceptions and is engaging and ambitious for all and may be adapted in response to assessments and/or checking of learning.</p>	<p>Adaptive teaching means teaching is appropriate for all pupils in their classroom, responding to the learning and then adjusting the teaching to better match the individual pupil's strength or need.</p>	<p>Literacy is key to learning across all subjects, and a strong predictor of outcomes in later life. It is therefore essential that all pupils are provided with carefully planned opportunities to develop both their disciplinary literacy as well as their general literacy.</p>	<p>Assessment is integral to learning and teaching; it is the crucial process which drives learning. As we identify what it is that a pupils can or cannot do, we then teach gaps in knowledge, thus enabling the pupil to know more, do more and remember more.</p>



## SEND Networks SharePoint

### What's new?

Primary PD Overview with Links	Five principles for inclusion	2024 EHC Data - so what?	SENCo to SENDCo: Sharing Practice

### SEND PD Calendar

+ Add event

[See all](#)

#pullupchair: Primary - Session 2 (Finding solutions) Mon, Nov 25, 9:30 AM Online - Teams	SEND Conference Fri, Nov 29, 10:00 AM The Willb Academy, Nottingham	Aspiring SENDCo Program - Session 5 Wed, Dec 4, 9:30 AM Online - Teams	Vulnerable Groups Spotlight - Adverse childhood experiences Tue, Dec 17, 2:30 PM Online - Teams

### SEND SharePoint Folders

Primary SENDCo Network	Secondary SENDCo Network	SEND Conference	Policies and Templates
Professional Development	Special Academies		

## Check the SEND Networks Sharepoint here

Don't forget to check the SEND Support Professional Development Offer in the SEND Network. Speak with your SENDCo for access.



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