
Resources

Here you will find blank copies of all training activities and checklists included throughout the book listed according to chapter. Photocopy and re-use as you wish. The forms are also available, in an editable format, to download from www.routledge.com/9781138502833.

Table 1.1 Getting started

Getting started			
Questions	Yes	No	Information/action
Have I read the school SEND policy and or handbook?			
Have I read the school SEND Information report?			
Have I read the school's most recent inspection report or recent performance data?			
Am I aware of the nature of baseline information on <i>all</i> pupils in my class?			
Have I met the school SENCO?			
Have I visited any onsite SEND facilities?			
Am I clear about the process of referral?			
Am I clear about channels of communication with SEND staff?			

Table 2.1 Collecting baseline data

Questions	Yes	No	Action/response
Is this group new to the school?			
Do I know what baseline data exist for this group?			
Do I have access to these baseline data?			
Have I looked at all of the baseline data for this group?			
Are any children missing from the information?			

Table 2.2 Looking at baseline data

Questions	Yes	No	Action/response
Are there any pupils whose individual scores vary widely?			
Are the pupils with very low reading scores?			
Are there any low attaining pupils with high baseline scores?			
Have I cross referenced the SEND data for identified students?			
Have I cross referenced data on gifted and talented pupils?			
Are there twice-exceptional pupils in the group?			
Is there a colleague who can support me in answering my questions?			
Can I access samples of the pupils' work?			

Table 2.3 Consulting specific baseline information about SEN support pupils

Questions	Yes	No	Action/response
Have I consulted the SEND register?			
Am I aware of the identified SEN support pupils in my class?			
Have I consulted their baseline data?			
Am I aware of any specific areas of strength or specific deficits?			
Have I read the available IEP or Pupil Passports?			
Have I accessed the supporting specialist reports?			

Table 2.4 Getting ready to teach pupils with EHC plans

Preparation	Name of pupil				Date
		Yes	No	Information/action	
Have I identified the pupils in my classes with EHC plans (or Statements)?					
Have I read the EHC plans Section B: describing learning difficulties and special educational needs?					
Have I read Section E describing outcome Section F describing provision?					
Are there any specific adjustments to be made to the environment to increase access?					
Am I aware of and competent to use any assistive technology (radio-mic etc.)?					
Do I know if there will be LSAs or Teaching Assistants (TAs) in any of my classes as a result of pupil SENDs?					
Will pupils be missing from my classes to attend interventions?					
Can I relate the specific outcomes identified on EHC plan directly to my teaching this term?					
Are there identifiable next steps towards EHC objectives for pupils this term?					

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Name of pupil		Yes	No	Information/action	Date
Preparation					
	Have I agreed objectives with pupils?				
	Have I introduced myself to and agreed a way to communicate with pupils?				
	Have I seen samples of pupils' work in any subjects?				
	Does an understanding exist about the role of the TAs or LSAs in supporting those objectives in my classroom?				
	Have I agreed on a way to communicate with the TA or SEND team to review plans?				
	Have I met the support staff with whom I will work?				
	How, when and to whom do I feedback on progress?				
	Dates of Annual Reviews?				
	Dates of ongoing diagnostic assessments?				
	Date of meeting with parents/family/pupil?				

Table 3.1 Needs Matrix

	Current attainment in your subject	Please tick*			Comments
		B	E	A	
		Frequency rating			
		High	Medium	Low	
	Rate behaviours affecting learning adversely – there is no need to rate every descriptor				
1	Keeping things in mind				
2	Remembering processes/sequences				
3	Remembering images and symbols				
4	Plan and do (completing written tasks)				
5	Processing sounds				
6	Remembering sounds				
7	Matching phoneme to grapheme				
8	Slow pace				
9	Reading – speed/fluency/comprehension				
10	Spelling				
9	Laterality (right from left)				
10	Core stability				
11	Fine and gross motor skills				
12	Proprioception (awareness of body in space)				
13	Co-ordination				
14	Balance				
15	Concepts of number				
16	Algebra				
17	Complex calculations				
18	Proximity				
19	Relating to peers				
20	Playing				
21	Conversations				
22	Appropriate responses				
23	Awareness of social cues				

Current attainment in your subject		B	E	A	Comments
Rate behaviours affecting learning adversely – there is no need to rate every descriptor		High	Medium	Low	
24	Range of interests				
25	Eye contact				
26	Social understanding and interaction				
27	Non-verbal and verbal communication				
28	Imagination and flexible thinking				
29	Blurring				
30	Turn taking				
31	Lack of participation				
32	Fidgety				
33	Day dreaming				
34	Focus				
35	Reluctance to switch activities				
36	Difficulty sitting				
37	Constant fidgeting				
38	Out of seat				
39	Taps and drums				
40	Dislikes getting dirty hands				
41	Throws very hard				
42	Breaks pencil when writing				
43	Verbal comprehension				
44	Expressive language				
45	Pragmatics				
46	Semantics				
47	Articulation				

Table 4.1 Core deficit – Specialist Report Digest

Specialist Report Digest	
Pupil Name	Date of Report
Notes about baselines	
Subject specific concerns	
Cognitive strengths	
Are there suggestions about the use of specific materials, books or technology?	
Has this added to your understanding of the pupil and their family?	

Table 5.1 Sensory audit of the classroom/teaching space

Environment	Does this vary depending on the activity?	How often does it vary?	Can this be improved?	Action
Lights: source and level				
Temperature				
Seating				
Space between furniture				
Height and angle of tables				
Use of headphones				
Orientation of room				
Air circulation				
Time spent in one attitude				
Seating plan				
View of the boards				
Access to basic materials				

Table 5.2 Sensory audit of the classroom routines

Routine	Issue	Adaption for All
Lesson changes/bells		
Greeting		
Seating		
Lining up for breaks		
Dressing for PE		
Packing kit		
Homework bag		
Assembly		
Eating lunch		
Clearing up		

Table 6.1 Classroom Talk Audit

	Often = O; Sometimes = S; Never = N	O/S/N
Introduce, repeat and re-enforce important spoken vocabulary	I use ...	Rating
	Be selective and explicit when introducing new words.	
	Break down words into syllables verbal and visual (presentation).	
	Explain where the word comes from.	
	Explore and explain how it is linked to this and other subjects.	
	Can it be visually represented – pictogram?	
	Is prefix and suffix helpful to note?	
	Use word often and consistently – both say and show.	
	Offer all of the above more than once using same language to avoid confusion.	
Reward correct use of word rather than correct spelling out of context.		

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Table 6.1 (Continued)

	Often = O; Sometimes = S; Never = N	A/S/N
	I use ...	Rating
Encourage active listening	Show attention	
	Show empathy	
	Manage non-verbal communication	
	Paraphrase	
	Summarise	
	Play barrier games	
	Play word or phrase bingo	
Questioning	Show attention	
	Show empathy and acceptance	
	Manage non-verbal communication	
	Paraphrase	
	Summarise	
	Play barrier games	
	Reward active listening	

	Often = O; Sometimes = S; Never = N	A/S/N
	I use ...	Rating
Encourage Speaking	Provide opportunities for pupils to talk, comment, reflect and question.	
	Don't allow seating plan and classroom geography to create random constraints.	
	Use 'mantle of the expert'.	
Vary listening focus/voice	Pupil voice	
	TA	
	Books on tape	
	Radio and podcasts	
	Community voices	
	Corrections	
Address grammar in speech by offering	Explanations	
	Rewards	
	Model appropriate tone and register	
Vary volume, tone and register	Manage volume	
	Identify inside outside, individual and group voices	

Table 6.2 Vocabulary planning

Opportunities	Behaviour	Opportunity
Vocabulary	Be selective and explicit when introducing new words.	
	Break down words into syllables verbal and visual presentation.	
	Explain where the word comes from.	
	Explore and explain how it is linked to this and other subjects.	
	Can it be visually represented – pictogram?	
	Are common prefixes and suffixes helpful to explore?	
	Use the word often and consistently – both say and show.	
	Offer all of the above repeatedly – come back to new words.	
	Reward pupil's use of the word in correct context.	

Table 6.3 Active listening

Opportunities	Behaviour	Opportunity
Encourage active listening	Show attention	
	Show empathy and acceptance	
	Manage non-verbal communication	
	Paraphrase	
	Summarise	
	Play barrier games	
	Reward active listening	

Table 6.4 Asking questions

Opportunities	Behaviour	Opportunity
Questions	Explain open and closed questions.	
	Use mixture of open and closed questions.	
	Vary thinking time for verbal responses (slow burners).	
	Reward useful pupil questions.	
	Provide visual cues for high-frequency questions.	

Table 6.5 Encouraging speaking

Opportunities	Behaviour	Opportunity
Encourage speaking	Provide opportunities for pupils to talk, comment, reflect and question.	
	Don't allow seating plan and classroom geography to create random constraints.	
	Use 'mantle of the expert'.	

Table 6.6 Varying listening

Opportunities	Behaviour	Opportunity
Vary listening focus/voice	Pupil voice	
	TA	
	Books on tape	
	Radio and podcasts	
	Community voices	

Table 6.7 Addressing grammar

Opportunities	Behaviour	Opportunity
Address grammar in speech by offering	Corrections	
	Explanations	
	Rewards	

Table 6.8 Varying volume

Opportunities	Behaviour	Opportunity
Vary volume, tone and register	Model appropriate tone and register.	
	Manage volume	
	Identify inside, outside, individual and group voices.	

Table 6.9 Using resources

Resources				
	Human	Material	Technological	Therapeutic
Standard				
Additional				

Table 6.10 Visual cues audit

MR CHUFFI	
Effective teaching	Visual Cue
Making Links	
Risk Taking	
Cognitive Engagement	
Higher Level Thinking	
Checking Understanding	
Frequent Feedback	
Fostering Independence	

Table 6.11 Grouping

	Method of selection	Frequency	Rationale/impact
Random groups		M	
		R	
		C	
		H	
		U	
		FF	
		I	
		M	
Student selected		R	
		C	

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Table 6.11 (Continued)

	Method of selection	Frequency	Rationale/impact
Student selected		H	
		U	
		FF	
		I	
Teacher selected		M	
		R	
		C	
		H	
		U	
		FF	
		I	

Table 7.1 Teacher talk tally

Number of open questions	
Number of closed questions	
Number of instructions	
Phrases for praise	
Number of students praised	
Phrases for sanction	
Number of students sanctioned	
Phrases for checking understanding	
Phrases for dealing with the unexpected	

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Table 7.1 (Continued)

Minutes of silence	
Minutes of pupil talk/voice	
To what extent is my speech grammatically correct?	
Where do I speak from?	
Number of deliberate repetitions	
Number of requested repetitions	
Number of times I raise voice for attention	
Variation of tone and register	
Clarity of speech	
Pace of speech	

Table 7.2 Visual Cues Audit

MR CHUFFI	
Effective teaching	Visual cue
Making Links	
Risk Taking	
Cognitive Engagement	
Higher Level Thinking	
Checking Understanding	
Frequent Feedback	
Fostering Independence	

Table 7.3 In-class support practices

	In-class support practices	Never	Sometimes	Mostly	Always
1	I circulate in class rather than sit with identified pupils.				
2	Pupils know how to get my attention.				
3	I create visual aids/reminders in advance.				
4	I create visual aids and reminders in the classroom as required.				
5	I have a consistent support strategy which removes or reduces barriers to learning.				
6	I highlight and emphasise key points.				
7	I check before I chastise.				
8	I encourage risk-taking in learning.				
9	I enable teacher engagement/involvement with my target pupils.				
10	I record and share information about learning.				

	In-class support practices	Never	Sometimes	Mostly	Always
I1	I chunk tasks.				
I2	I read for pupils.				
I3	I scribe for pupils.				
I4	I rephrase and re-explain tasks to pupils.				
I5	I assist with behaviour management for all pupils.				
I6	I use agreed strategies to manage the behaviour of target pupils.				
I7	I have a toolkit for supporting memory.				
I8	I have a sensory toolkit for supporting pupils with DCD and SID.				

Table 8.1 Compare SEND and non-SEND pupils

MR CHUJFFI agenda	SEND pupils	Non-SEND pupils	Comment or support
Making Links			DR GOPTA
Risk Taking			
Cognitive Engagement			
Checking Understanding			
Higher Level thinking			
Frequent Feedback			
Fostering Independence			

Table 9.1 Implementing change

What do I want?	
What am I doing?	
How does it feel?	
What went wrong?	
What feedback is there?	
What am I doing to support myself?	