



**PRESCIENT**  
education

# Achieving great outcomes for pupils with SEND

David Bartram

@davidbartram\_

David@prescienteducation.co.uk



## Why some Children are Backward



**I**T is often the case that the backward child is not lacking in mental power and equipment. Usually there are other influences at work which give rise to nervousness, undermine confidence and stultify initiative.

In many instances, the fundamental cause of this defective outlook is an insufficiency of certain essential food elements in everyday meals. This is largely overcome when 'Ovaltine' is made a regular daily item of the child's dietary.

Delicious 'Ovaltine' is a scientific combination of Nature's best foods. It provides, in a balanced form, the nutritive elements most required to build up fitness of body, brain and nerves.

Tests conducted among schoolchildren have demonstrated the unique properties of

'Ovaltine.' Where 'Ovaltine' was given daily, nervousness diminished by an average of 30 per cent. in two weeks. Highly-strung, excitable children regained nervous poise and became more stable and confident.

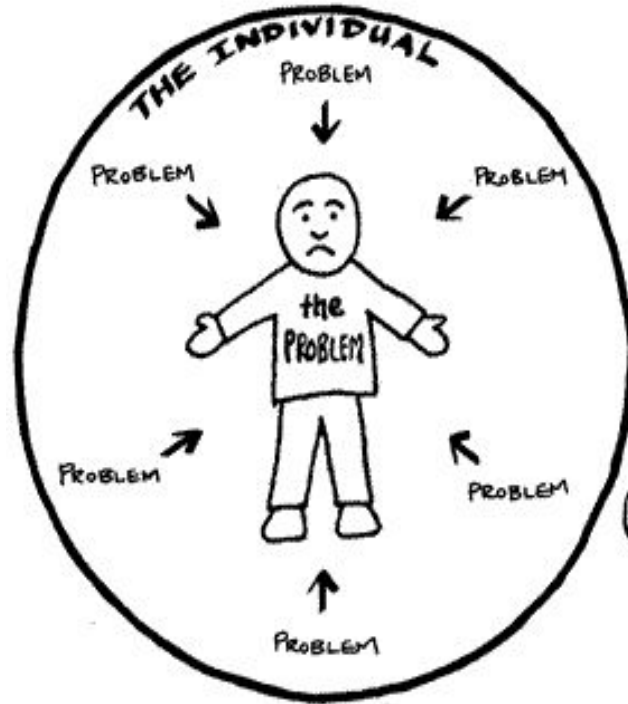
The teacher, therefore, can do much to help nervous and backward children by taking a favourable opportunity to acquaint parents with the value of 'Ovaltine' as the regular beverage at mealtimes, at bedtime and during the morning break at school.

# OVALTINE

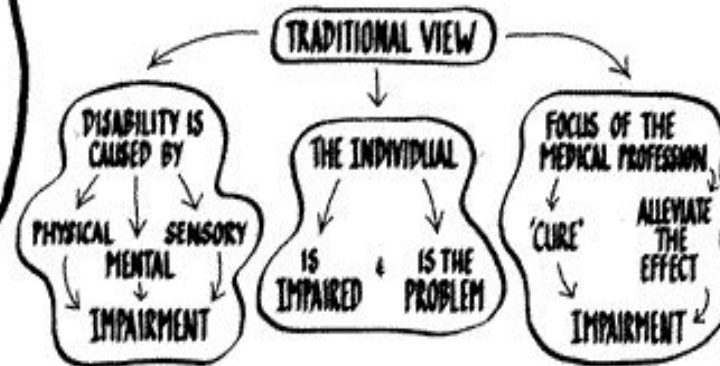
*Builds up Brain, Nerve and Body*

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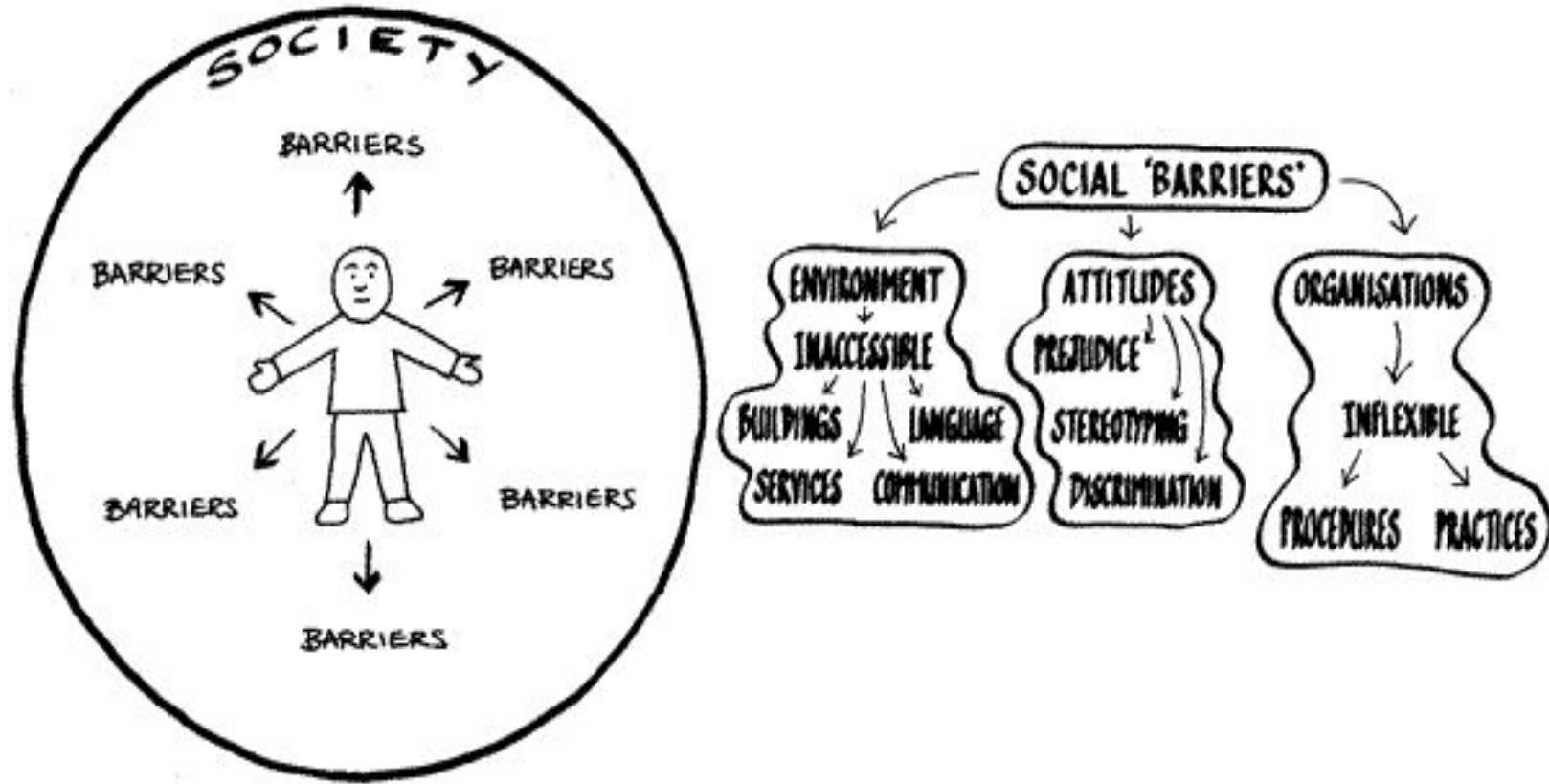
# THE MEDICAL MODEL OF DISABILITY



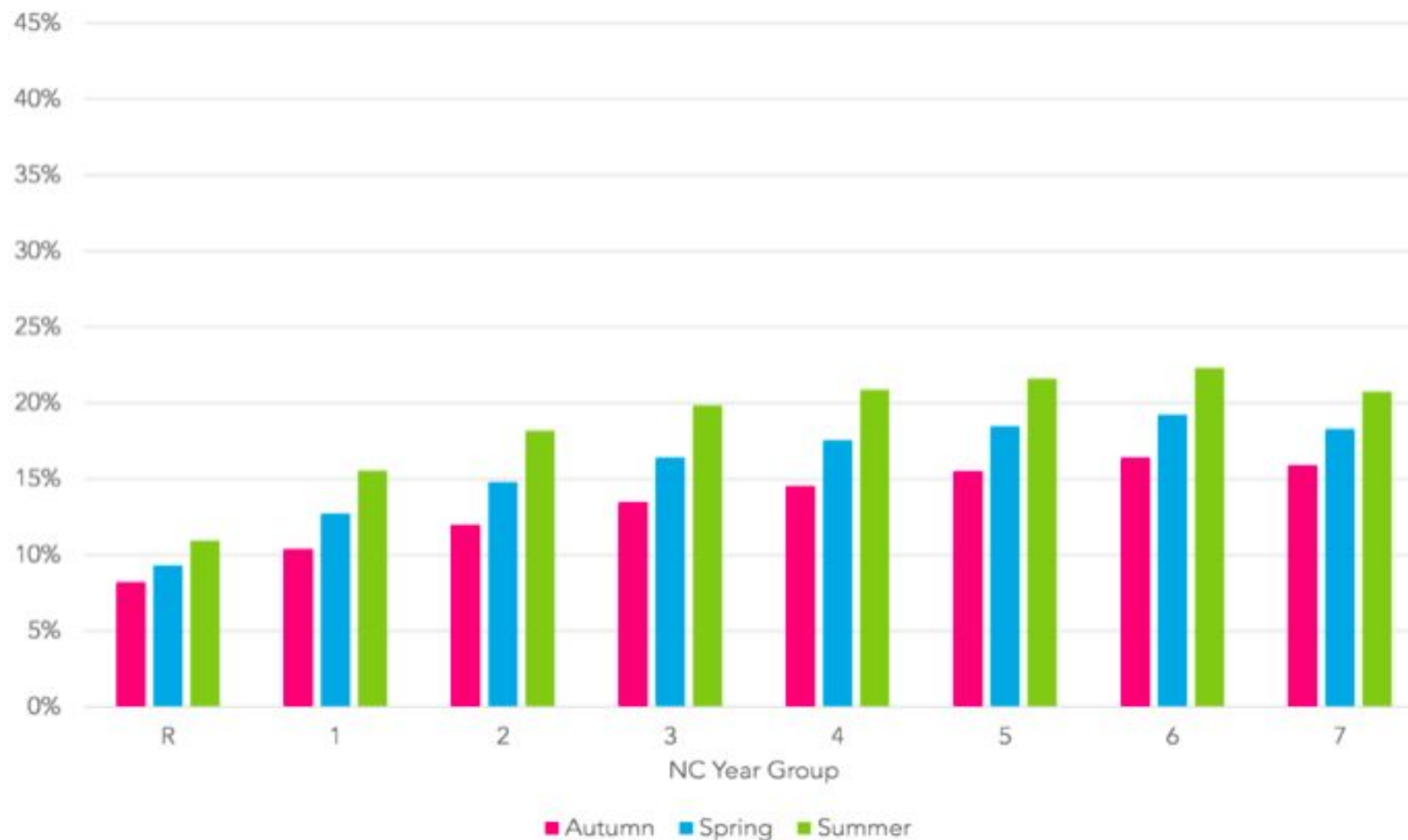
IMPAIRMENTS AND CHRONIC ILLNESS  
OFTEN POSE REAL DIFFICULTIES BUT  
- THEY ARE NOT THE MAIN PROBLEMS



# THE SOCIAL MODEL OF DISABILITY



% of pupils recorded as having special educational needs in School Census by term of birth and year  
Year 7 cohort in 2021/22



In Year 7, 21% of Summer born pupils are identified as having SEND. This compares to 16% of Autumn born pupils.

# Children and Young People With SEND:

- They will be six times more likely to receive a fixed-term exclusion from school than you.
- They will be eight times more likely to receive a permanent exclusion from school than you.
- Once they've left school they will be seven times less likely to work than you.
- If they are lucky enough to work, it will probably be part-time. It will probably be poorly paid.
- They are one and a half times more likely to live in poverty than you.
- They are over four times more likely to have mental health problems as a child than you.
- They are more likely to have children with their own learning difficulties than you.
- They are at least three times more likely to end up in prison than you.

Acknowledgement to Jarlath O'Brien

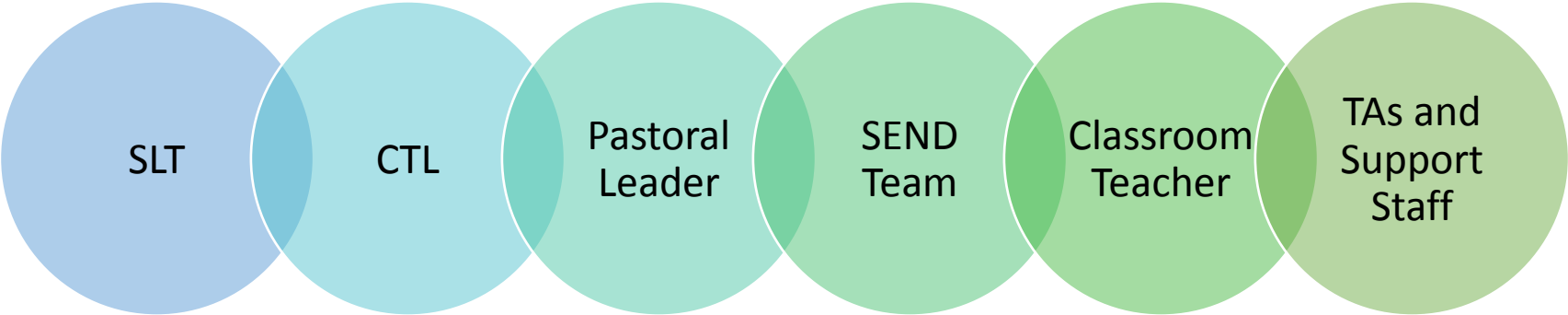
<b>6%</b>	<b>Pupils with SEND eligible for Free School Meals</b>
<b>32%</b>	<b>Adults with learning difficulties in full-time or part-time employment</b>
<b>40%</b>	<b>Boys in custody with an identified speech and language need</b>
<b>60%</b>	<b>% of pupils that will be identified with SEND during their time at school</b>
<b>17.3%</b>	<b>% of pupils on the SEND register that are girls</b>
<b>35%</b>	<b>Overall % of pupils with SEND in English schools</b>



1 000 000



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SLT



## School placements are the largest determinant of SEND identification

Recent research from EPI found that which primary school a child attends makes more difference to their chances of being identified with SEND than anything about them as an individual, their experiences or what local authority they live in.

[Source: SEND-Identification\\_2021-EPI.pdf](#)



# SEND IN ENGLAND'S SCHOOLS 2023

Figures from DfE 2023 school census

**2023**

2022

17.3%  16.6%

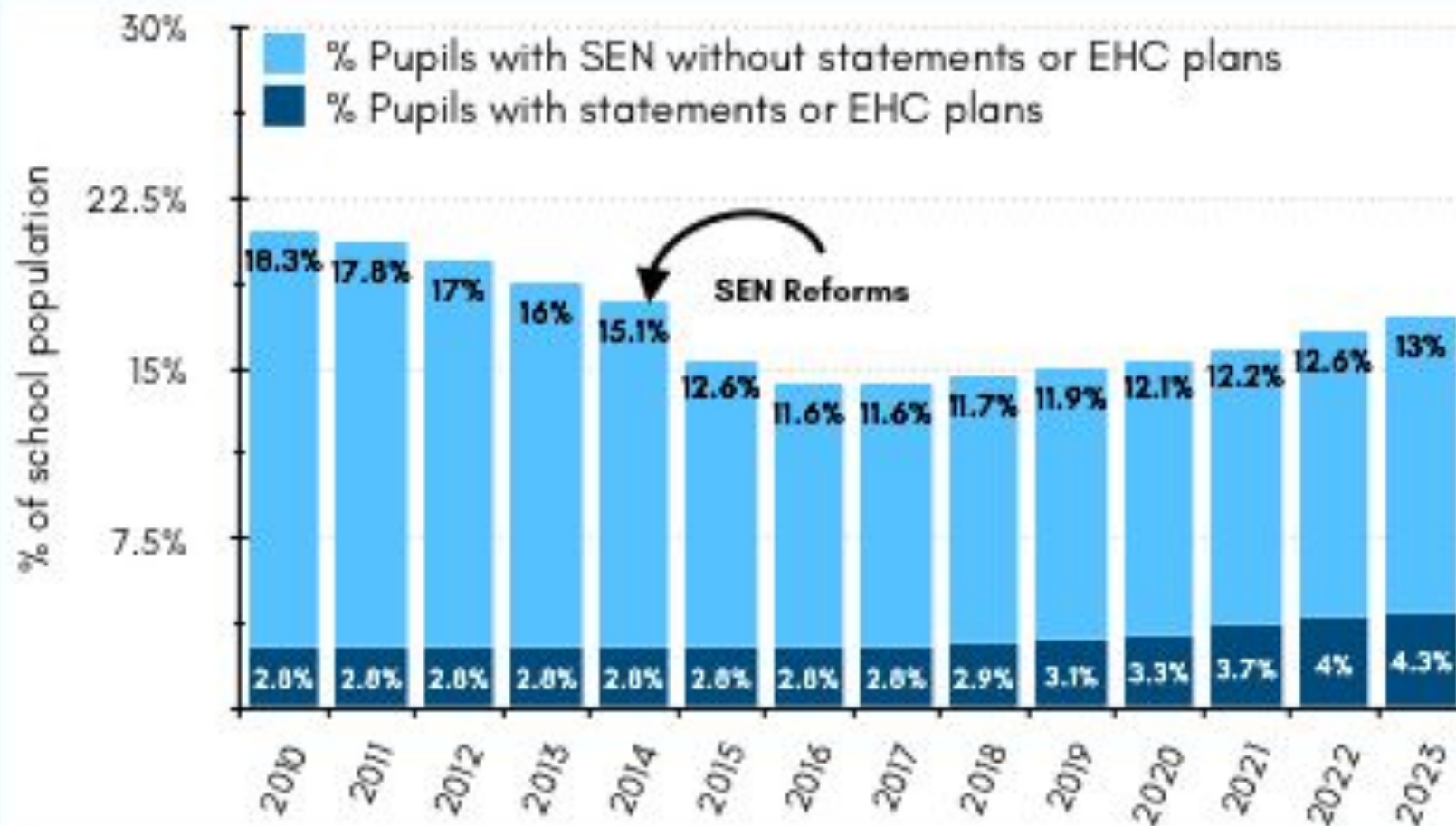
Of children in England had SEND

4.3%  4%

Had an EHCP at end of Jan '22

13%  12.6%

Of pupils were on SEN Support



## Year group data

	Number on roll	% girls	Nat	% FSM	Nat	% EAL	Nat	% SEN	Nat	Number of CLA
Year 1	31	36	49	19	19	48	21	13	12	1
Year 2	29	45	49	28	22	28	21	21	14	1
Year 3	31	45	49	39	26	29	21	10	15	0
Year 4	30	53	49	37	28	40	21	13	16	1
Year 5	29	62	49	55	30	45	20	17	16	0
Year 6	25	36	49	52	31	24	20	32	17	1



CTL

Linked to Mastery: Q3

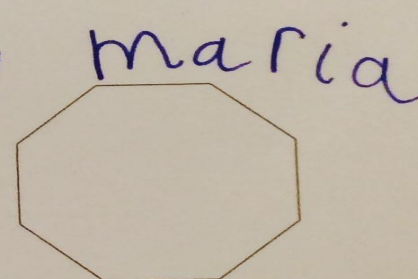
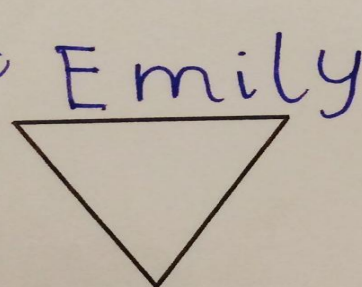
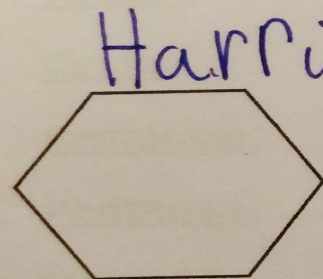
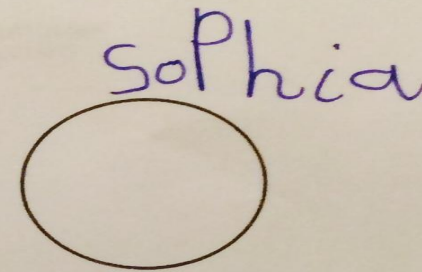
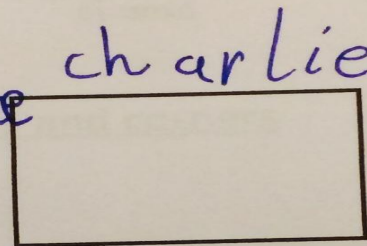
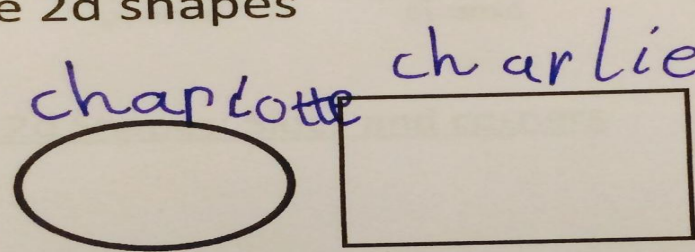
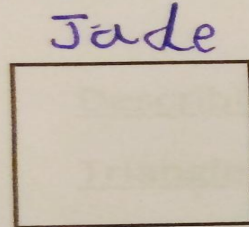
4. Lollies cost 5p each.

A pack of 3 lollies cost 13p

How much money do you save when you buy a pack of 3 lollies instead of 3 single lollies?

Geometry: Shape

Name these 2d shapes





## Words of the week

Directions: Write as many words with the same pattern - uck.

truck

luck

huck

duck

truck

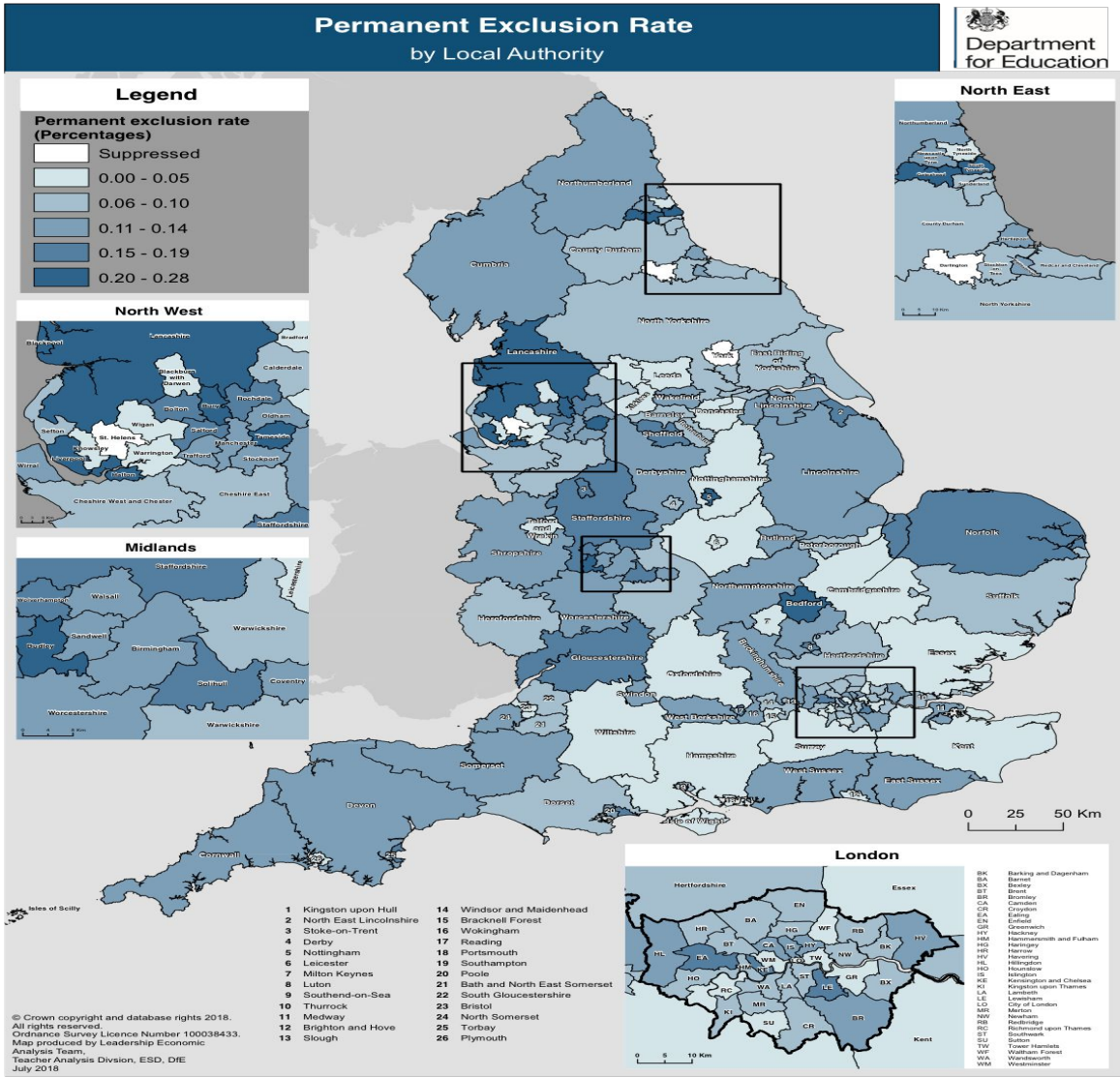
muck

f word

yuck

stuck

Pastoral  
Leader



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# Lose Limiting Labels

*Next time a pupil is labeled 'low ability' consider what this means. What group would you place yourself in? Labeling pupils as low ability is demeaning and inaccurate. Mo Farah is a low ability shot-putter.*

**Marc Rowland** *in*

*Great Expectations, Leading an effective SEND strategy in school*

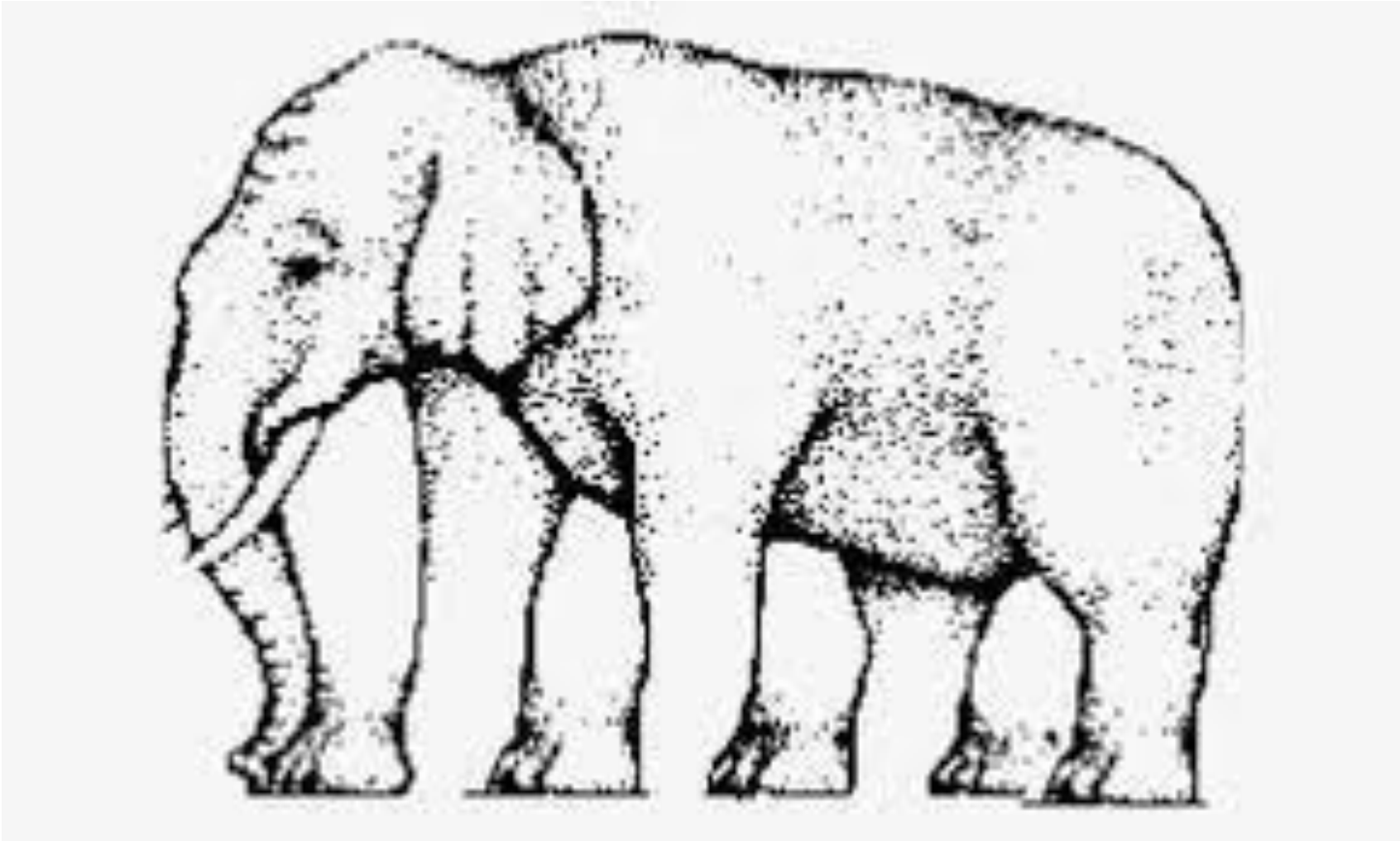
SEND  
Team

A SENCO trying to fit their to-do list into the working week



I was disgusted  
to find this was  
just a few rocks

Classroom  
Teacher



The 'Five-a-day' principle: High quality teaching benefits pupils with SEND







SEN	Can find it difficult to:	It can help to:
Speech, Language & Communication Needs (SLCN)	<ul style="list-style-type: none"> <li>• Communicate with others</li> <li>• Understand what is said to them</li> <li>• Form words and construct sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Explain words that are ambiguous</li> <li>• Enable pupils to see what you say</li> <li>• Offer scaffolding e.g. sentence starters</li> </ul>
Specific Learning Difficulties such as Dyslexia (SpLD)	<ul style="list-style-type: none"> <li>• Hear and analyse the sounds within words</li> <li>• Recall verbal instructions</li> <li>• Process verbal information</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare pupils for reading out loud</li> <li>• Display key subject vocabulary and refer to it</li> <li>• Limit copying from the board</li> </ul>
Autistic Spectrum Conditions (ASC)	<ul style="list-style-type: none"> <li>• Engage with others and make friends</li> <li>• Engage in imaginative play &amp; activities</li> <li>• Understand jokes, sarcasm and body language</li> </ul>	<ul style="list-style-type: none"> <li>• Build tools for routine such as timetables, signals for change</li> <li>• Use noise reduction techniques such as visual volume systems</li> <li>• Take care with pupil grouping</li> </ul>
Social, Emotional and Mental Health (SEMH)	<ul style="list-style-type: none"> <li>• Overcome issues of trust with peers and adults</li> <li>• Manage high levels of anxiety effectively</li> <li>• Function in group situations</li> </ul>	<ul style="list-style-type: none"> <li>• Plan well-paced tightly focused lessons</li> <li>• Use a seating plan</li> <li>• Ensure behaviour policies are transparent, firm and fair</li> </ul>
Moderate Learning Difficulties (MLD)	<ul style="list-style-type: none"> <li>• Mix with their regular peer group</li> <li>• Acquire basic skills in reading, writing and numeracy</li> <li>• Apply their learning to new situations</li> </ul>	<ul style="list-style-type: none"> <li>• Keep written tasks short and structured</li> <li>• Keep instructions clear and simple</li> <li>• Provide a multi-sensory approach to learning</li> </ul>

# Decoding Activity

It there is a pupil in your class who seems bright verbally with good ideas but has difficulty in expressing him/herself in writing it is possible that this student is dyslexic. It is also possible that another, less obvious student, could have this disability.

*Before, I didn't eat, because I didn't want to be on this earth.  
But in this school, the teaching assistant sat down next to me  
and listened to why I didn't want to eat. We ate together at  
lunchtime and now I eat every day.*

Sally, Year 7





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