

# GETTING STARTED IN SET

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## AS WE START...



Please remember the importance of confidentiality and GDPR



Slides will be sent after the talk



You can ask questions as we go along or my email address in [annetteormond107@hotmail.com](mailto:annetteormond107@hotmail.com)

# THE MAIN DIFFERENCES BETWEEN MAINSTREAM TEACHING AND SET

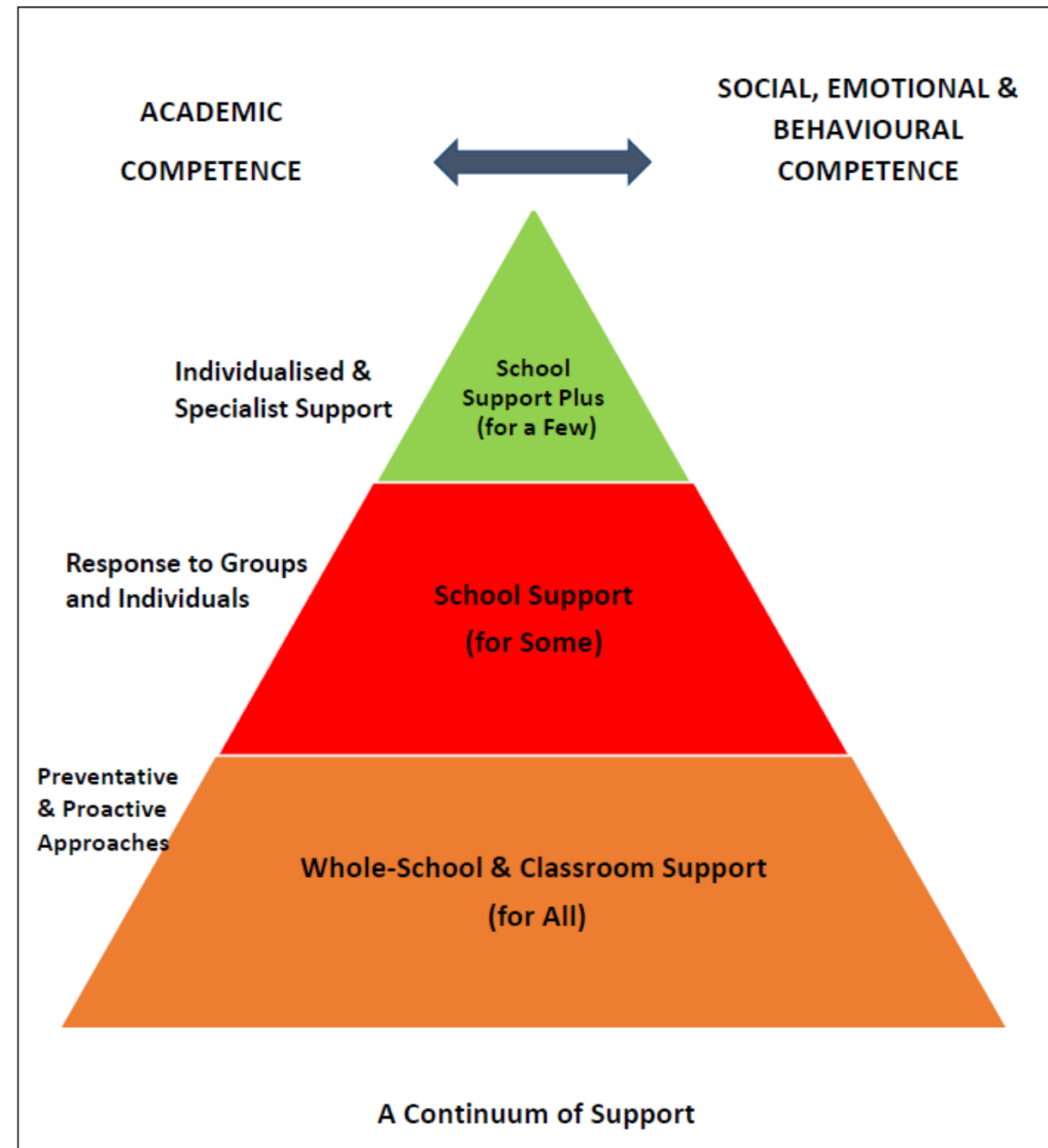
- **Planning-** individual planning based on student need rather than planning for all the students together
- **Curriculum-** no curriculum in SET as often students will not be able for what is being taught at their level- move away from planning according to what they should know to planning starting with what they **do know**
- **Timetabling-** you will move from class to class regularly and between age groups. This can be draining but is exciting and you will learn so much by doing this.
- **Collaboration-** **essential** and often you need to be more flexible in your approaches especially in classrooms where the mainstream teacher makes many of the decisions
- **Less subjects to teach-** mainly literacy, numeracy and SPHE (social skills)

# THE MAIN DIFFERENCES BETWEEN MAINSTREAM TEACHING AND SET

- Planning and interventions are more targeted towards individual needs-rather than teaching a topic we are teaching a specific student according to what we have assessed their needs to be
- Assessment is much more focused to specifically find out information and to teach diagnostically-getting a baseline or measuring progress
- But it's an amazing job...
- Give yourself time to settle....
- And get ready to learn things you didn't learn before...
- Enjoy working with the children, build relationships and have fun

# THE CONTINUUM OF SUPPORT

- A response to intervention model
- We notice a need, or it is brought to our attention, and we plan to intervene
- Remember the triangle- the bottom is the biggest for a reason- whole school approaches, early intervention, team teaching, importance of the environment, school policies etc.
- Not just academic needs- equal status given to social, emotional and behavioural





## SUPPORT FOR ALL (ORANGE)

- How we teach literacy and numeracy in our school?
- How we proactively manage behaviour? atmosphere, culture, rules, code of behaviour, rewards, consequences
- Differentiation in our classrooms (that teachers do naturally)
- Preventative and proactive approaches (not always reactive)
- Classroom support plans done by teachers for children who need extra help within the classroom
- Supporting children in their learning- promoting independence and including their voice in what we do as a school in a meaningful way
- Early intervention
- Screening and assessment
- Teacher observation

# DECIDING ON CHILDREN WHO MAY NEED SET

**Identification of those needing additional support can be informed by:**

- Screening of the class (literacy and numeracy and behaviours?)
- Collection of information from previous teacher (collaboration)
- Teacher observation
- Teacher assessment (to gather evidence)
- Learning Environment Checklist
- Standardised tests of literacy/numeracy
- Child consultation (my thoughts about school)
- Parental consultation
- Where children continue to present with significant difficulties, despite whole- school interventions (such as differentiated teaching, a mentoring programme or social skills group), School Support (for Some) is initiated

## **SUPPORT FOR SOME (RED)**

- Team teaching must be planned, purposeful and targeted (there has to be a reason we are doing it that is backed up with some data and evidence)
- Not all classes will get equal support and not all classes will get team teaching (needs based)
- There is a place for individual support, team teaching and small group support
- When children are going out to SET the support is targeted and is meeting needs- not teaching to a class level or a curriculum level and not doing what they didn't get done in class. To make a difference we have to meet children where they are and work from there.





## **SCHOOL SUPPORT**

At this level a Support Plan is devised and informed by:

- Teacher observations (classroom and SET)
- Teacher-designed tasks and tests
- Parent and child conversations (My Thoughts about School)
- Learning environment checklist
- Diagnostic assessments in literacy/numeracy (finding gaps)
- Formal observation of behaviour including ABC charts
- Functional assessment as appropriate, including screening measures for social, emotional and behavioural difficulties
- Support at this level can take many forms, for example: team-teaching, small group or individualised tuition, peer mentoring, inclusion in social skills groups, behaviour reward and consequence systems.
- A Support Plan operates for an agreed period of time and is subject to review



## SUPPORT FOR A FEW (GREEN)

- The children most at need in the school
- May or may not have a diagnosis but they have the most needs
- These children need more intensive, individualised support maybe with academic needs, behavioural, social, sensory or anxiety
- They may be on a waiting list for professionals for assessment or support
- These children without this level of support are unlikely to succeed at school or reach their potential at all (in school or in their activities of daily living at times)
- A diagnosis does not allow me to skip the queue

# SCHOOL SUPPORT PLUS

At this level, mainstream teacher(s), parents and special education teachers, in collaboration with outside agencies, engage in a more detailed and systematic approach to information gathering and assessment. This can involve using a broad range of formal and informal assessment and diagnostic tools, including teacher observation, student interview, measures of cognitive ability and social, emotional, behavioural and adaptive functioning

Data generated from this process is used to plan an appropriate intervention and serve as a baseline against which to map progress.

**A Support Plan at this level is likely to be more detailed, individualised, and to involve longer term planning and consultation.**

# CORE PRINCIPLES OF THE CONTINUUM OF SUPPORT



- Resources (teachers) provided to support pupils with special educational needs should be used to facilitate the development of **truly inclusive schools**- **there must be differentiation in classroom too, we are aware of needs across various environments, communication and planning together are essential**
- Supports provided to pupils with special educational needs should be **based on identified needs and be informed by regular reviews of progress** (in consultation with parents and pupils) as outlined in the Continuum of Support Guidelines- **identified needs prioritised, review regularly, we have identified those most at need, we are not guided by diagnosis but by needs and we recognise these needs change as time passes**
- **The class teacher has primary responsibility** for the progress and care of all pupils in the classroom, including pupils with special educational needs- **communication, planning and working together are essential, differentiation in the classroom is needed, students identified in planning**

# CORE PRINCIPLES OF THE CONTINUUM OF SUPPORT



- Special education teaching supports provided to schools should be **used solely for the support of pupils with identified special educational needs**, including those pupils for whom English is an Additional Language (EAL). **SET is used to assist those with SEN, EAL etc. and not doing different work**
- The special education teaching supports cannot be used to reduce the pupil-teacher ratio in mainstream classes. Neither can they be used to allow any special education teacher sole responsibility for the delivery of any curriculum subject to any particular class. **Team teaching takes place with both teachers in the same classroom, teachers know what the targets are and are supporting needs in the classroom also**

# CORE PRINCIPLES OF THE CONTINUUM OF SUPPORT



- **Pupils with the greatest levels of need should have access to the greatest level of support,** and whenever possible, these pupils should be supported by **teachers with relevant expertise** who can provide continuity of support. **We have given time to identifying those with the most need in the school, complex needs are recognised, needs rather than diagnoses are prioritised**
- Schools with more than one support teacher should establish and **maintain a core team of teachers** to meet the needs of pupils with special educational needs. All members should have the necessary experience and access to continuing professional development to support the diverse needs of pupils with special educational needs. **Staff are encouraged to complete relevant CPD, when staff are changing we plan for this, we are a team working together rather than individuals, we share resources, ideas etc., our policy guides us**

# WHAT DO TRULY INCLUSIVE SCHOOLS LOOK LIKE?

Schools with strong inclusive cultures are characterised by:

A positive ethos

All pupils, including those with additional needs feel welcome

A sense of community and belonging

Student participation is encouraged

Students are actively engaged in their own learning

Academic, social, emotional and independent living skills are focused on

There are high aspirations and expectations for all pupils

This should lead to improved outcomes for all pupils

# ROLE OF THE SPECIAL EDUCATION TEACHER

To teach students with additional needs based on their **identified needs- exactly what they need rather than based on diagnosis or class level- see the individual student**

To be familiar with a range of teaching approaches, methodologies and resource **these take time to learn but be prepared to experiment and push your boundaries** s-

To be familiar with early intervention approaches- **to prevent some problems and to help the students before they fail- screening for difficulties, planning early SET teaching**

To be familiar with team teaching approaches- **to meet some needs in the classroom setting, set up different forms of team teaching**

To engage in small group teaching and individual teaching- **again depending on needs**

To support the class teachers through knowledge of interventions that may work in the classroom- **as you learn more this skill develops and your experience of classrooms will carry into other classrooms**



# ROLE OF THE SPECIAL EDUCATION TEACHER

To plan interventions based on assessments and teacher observation that best support the needs of the students- **individual planning to meet needs based on the assessments you carried out and the information gathered about what will work**

To communicate with teachers, parents, student, outside professionals, Special Education team in order to make the planning documents most effective- **this collaboration and communication are essential to ensuring success**

To review progress regularly and plan further- **an essential part of the process**

# ROLE OF THE CLASS TEACHER

- The class teacher has **primary responsibility** for the progress and care of all pupils in the classroom including those with Additional Needs -**collaboration and planning together are essential, we should be working together and know what the other is doing**
- Working together is key- **as a team working together to support the students**
- Inclusion of all students in the classroom- **inclusion means they are as valuable and have as much to offer as any other person there, more than differentiation**
- Differentiation to meet the needs of students in the classroom- **if a pupil is getting differentiation in SET room this should transfer to the classroom**
- Ensure collaboration in planning- **remember the voice of the child and the parent**



# SEN POLICY

- Each school has a certain amount of autonomy around how SET is organised and how you use resources but what is important is that those with the most need are getting the most support and the support we give is targeted, needs based and planned (i.e. we have a target to reach)
- Your SEN policy is what is ratified for your school and should have key information in it
- How do we choose children for SET? How do we drop them?
- How long is Classroom Support/ School Support/ School Support Plus in our school?
- What does early intervention look like in our school?
- How are we screening to pick up needs or what observational data have we?
- What assessments and resources do we have and are they relevant to our cohort of students?

# **BUILDING RELATIONSHIPS**

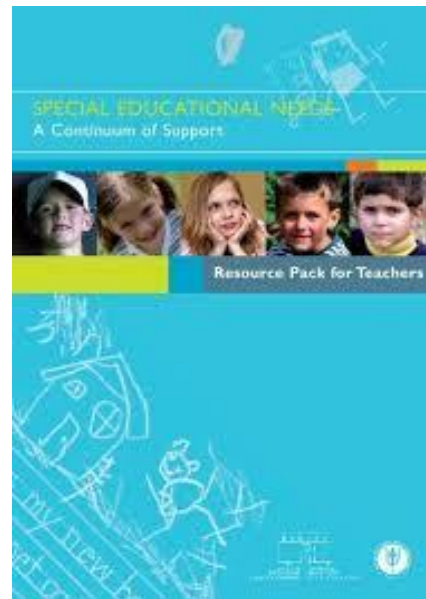
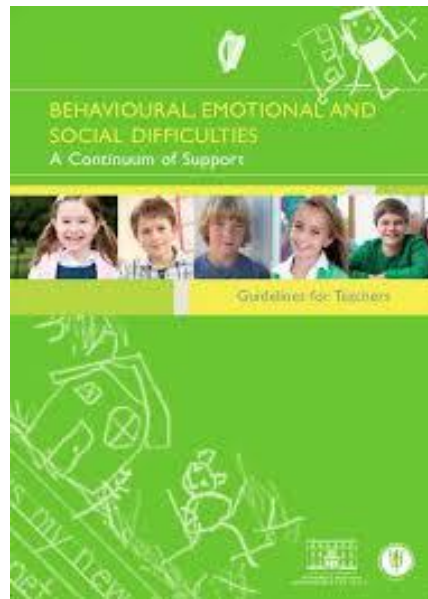
- These children need relationships, and research has shown that these relationships will be formative in their progress and success in school
- Take time getting to know them- this is so important as you cannot write a plan to support individual needs if you don't know the person you are writing it for
- Many children will have poor self-esteem and poor self-image, and this relationship will help them to see school as a happier place and a place where they want to be
- This is part of the gathering information stage of the SSP process and is so important for the child and for you
- Remember you are much less likely to cause huge trouble in a place if you feel you have something to lose

# TIMETABLE

- One of the most difficult parts of the job!
- Research has shown that short, intensive sessions make more difference to children when intervening than longer ones- we need to remember attention span, working memory, processing speed, language ability etc.
- First on the timetable are the green children- Before anything else
- See how children can be grouped together- similar needs not similar ages or classes (this makes planning so much easier)
- Can some needs be met in the classroom with team teaching? This allows more needs to be met in a shorter time
- SET team working together?

# THE CONTINUUM OF SUPPORT DOCUMENTS

- It is all there for you and I find these documents excellent
- Start with the basic needs checklist- if the basic needs are not being met this is always the starting point
- Look at the environment- classroom, school, yard- is there anything in any of these that can be causing a problem. If you don't have sensory needs or something like autism, OCD or ADHD you might not notice so look at that
- <https://sensory-processing.middletonautism.com/sensory-strategies/sensory-audit-for-school-and-classrooms/>
- Look at routines, set ups and structures- these matter. Predictability reduces anxiety as we don't have to worry about what comes next etc.



**FOLLOW EXACTLY  
AS IT IS  
OUTLINED**

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**PLANNING - WHAT  
IS NEEDED?**

- Classroom Support Plan for students who need it (class teacher)
- Student Support Plan (IEP) with all parts included (your long-term planning)
- Plans for any team teaching/early intervention/initiatives that we are implementing with targets from SSP in these also
- Short Term Planning (weekly/fortnightly)
- Cuntas
- Timetable
- Evidence of collaboration in the planning (teacher/SET/parent/child)



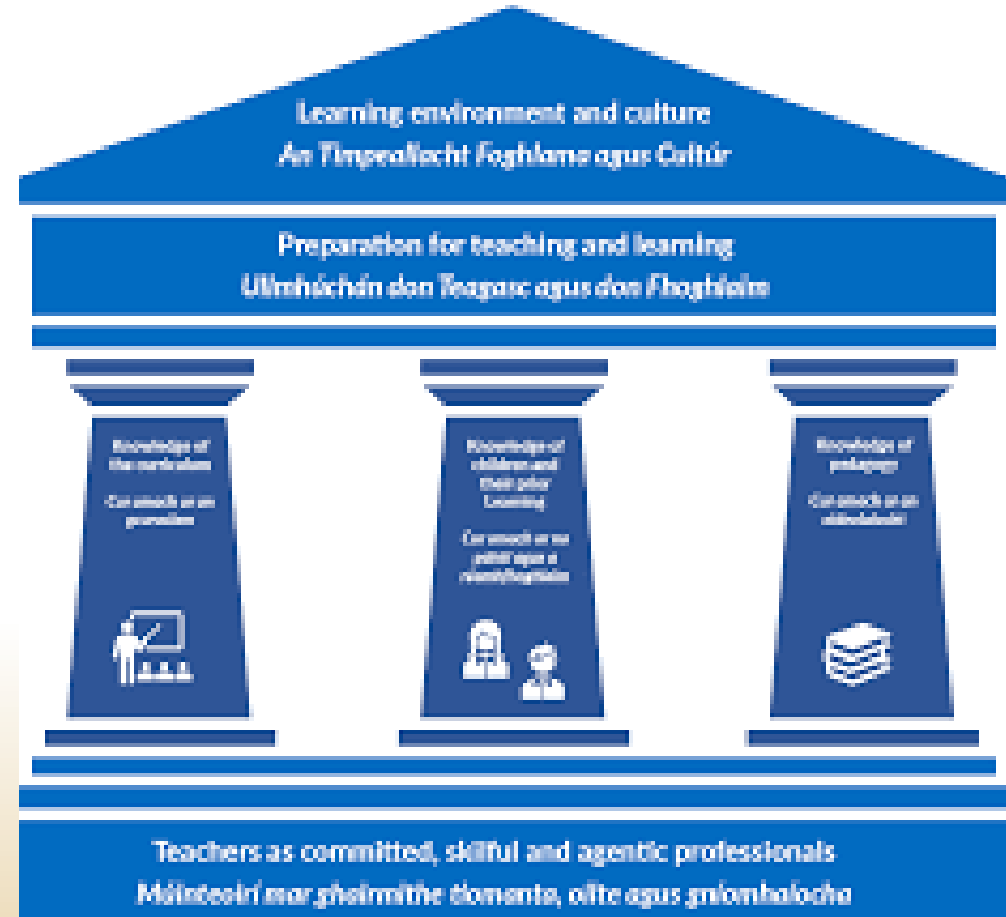


**PLANNING -  
WHAT'S  
IMPORTANT?**

- Preparation for teaching and learning guidelines
- The word planning was replaced by preparation for teaching and learning
- Invisible, visible and recorded preparation all valued equally
- **Invisible-** continuous and unrecorded. Includes unseen expertise of the teacher and intuition teachers draw on when teaching students
- **Visible-** teaching and learning in the classroom, what is seen, heard and felt in your classroom. Includes layout of classroom, resources and engaging learning experiences being used to have active, children led practice
- **Recorded preparation-** anything that is documented e.g., can include short-term and long-term documentation, student support plans, assessment data, cuntas míosúil, end of year reports, personal notes, documentation from other professionals etc.

# KEY POINTS

- Huge importance of learning environment and culture is recognised
- Recognition that teachers are committed, skilled and agentic professionals
- Pillars- knowledge of the students and their prior learning, knowledge of the curriculum, knowledge of pedagogy (making the learning experiences suitable for the needs, interests and abilities of all students in your classroom)



# THE IMPORTANCE OF THE ENVIRONMENT

Structures and routines are important to reduce anxiety and help students meet expectations. These offer predictability.

Interactions between students and teachers should be positive and should be happening. Students are encouraged to get involved.

Beliefs and values about teaching and learning influence teaching and learning and these are important (high expectations, a belief everyone belongs in the classroom, attitude to inclusion)

Quality peer interactions within the classroom are essential

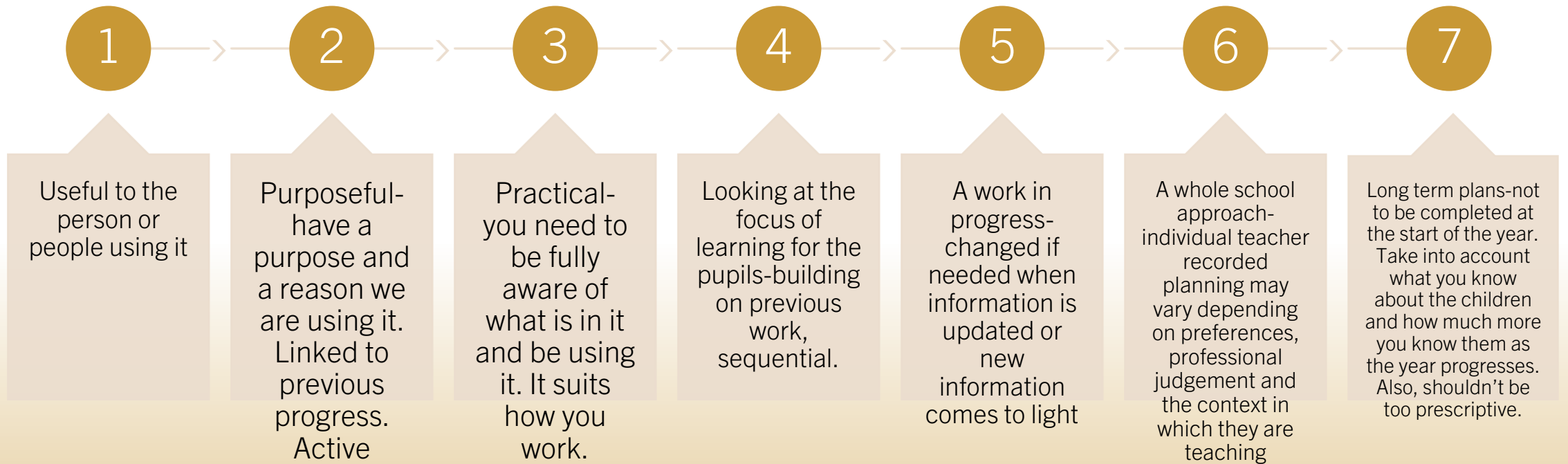
Helping students take responsibility for their work and ownership of it should be encouraged.

The environment is identified in the continuum of support and there are checklists there to look at various aspects of the classroom or school taking into account additional needs the student may have

The environment should be pleasant to be in- Do you like being in it?

We are modelling interactions, attitudes and reactions all the time

# PLANNING SHOULD BE



# PLANNING SHOULD

Include the focus of new learning clearly

Include learning experiences that focus on the learning of all students in the classroom enabling them all to progress in their learning

Show that progress is being reviewed and monitored.

Include self-assessment or child led assessment along with teacher led forms

Be concise- no need for too much detail

Cuntas should show new learning and learner experiences- short term plan can be used as cuntas where it clearly shows both these things

# THE STUDENT SUPPORT PLAN-YOUR LONG-TERM PLAN



What you hope to achieve with this student in the period of time



Should include some detail about current attainment (baseline data- assessments, observations)



Should include the voice of the parent, the student and all staff working with the child



Targets set that are SMART enough that they can be reached within the time set and they are in some way working towards the long-term goal (whatever the needs were identified to be)



Details about who will do what should be included



Basically, an overall plan telling us where we plan to go, how we plan to get there and how we will know we have arrived

# THE SHORT-TERM PLAN

You have set the targets now use the target in the short term and break it down

We cannot achieve targets in one week so we break them down and take things step by step

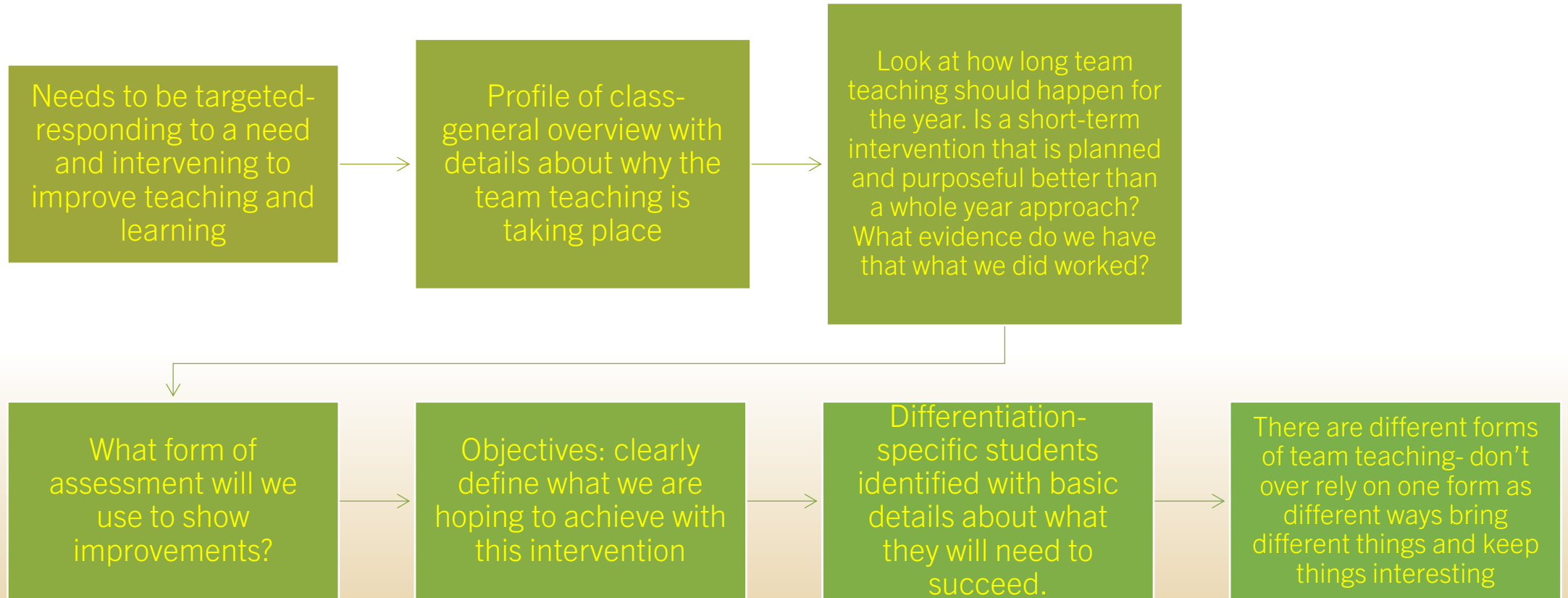
Include details of when you will see the child, weekly targets, any assessment you will do etc

An overview of your weekly/fortnightly work

Doesn't need to be overly detailed but should be clear you have collaborated with teacher in classroom, and you have identified specific needs rather than just teaching generally without knowing what the needs are

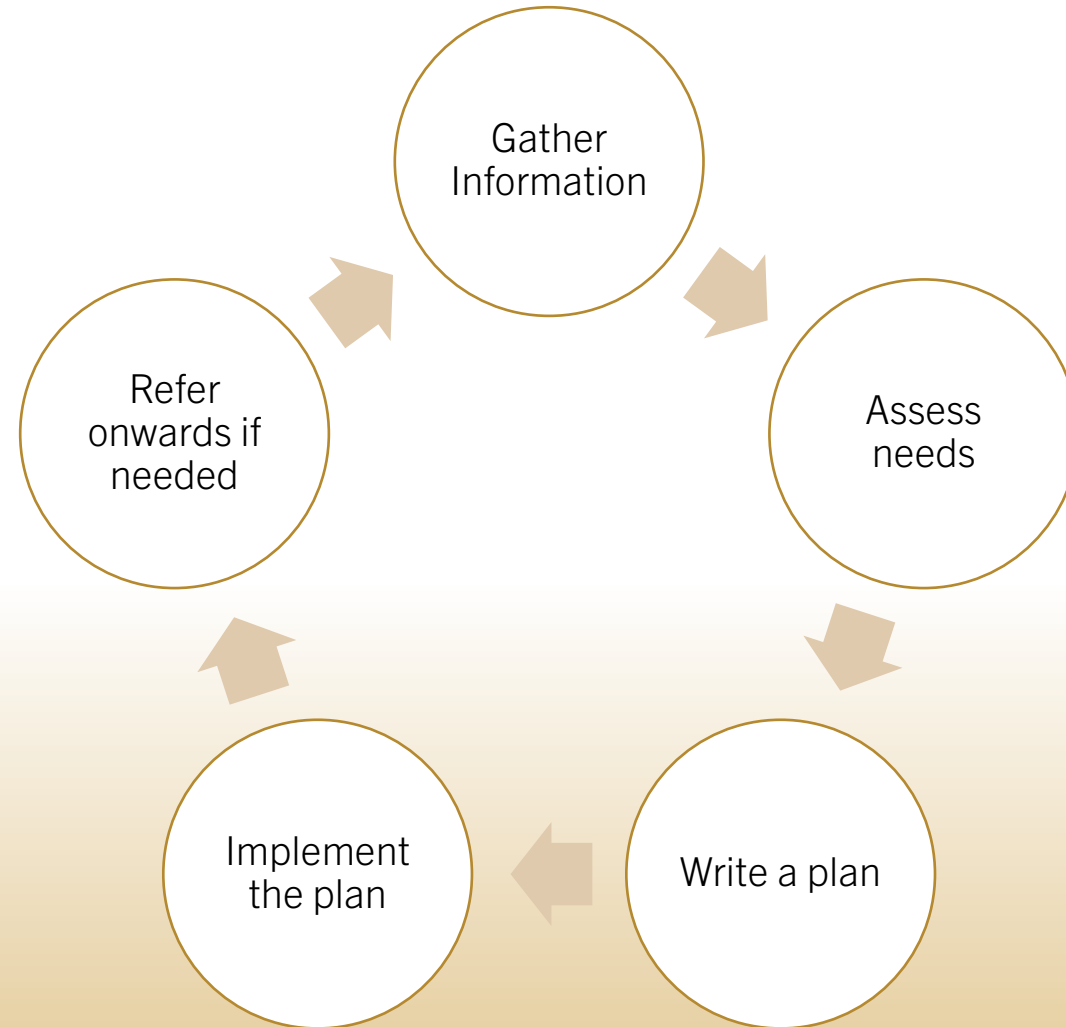
Should be practical, easy to use and suit your style of teaching and level of experience

# TEAM TEACHING





# THE STUDENT SUPPORT PLAN PROCESS



## SMART TARGETS

Measurable

Achievable

Specific

Relevant

Timed

## SPECIFIC

- Specifically targeting the child in front of you
- You say what you want to do very clearly
- Use very specific language to describe what the student will be able to do
- Instead of Annette getting better at reading make it much more specific.

### Annette will:

- Recognise the 26 alphabet letters instantly on sight
- Learn to read and construct simple CVC's
- Read books with no written language telling the story in sequence using pictures
- Complete phonological awareness activities to impact on word attack skills



# SPECIFIC

- Think of the language you use
- Instead of **know her numbers** Annette will say the numbers to 20 or point to the numbers when asked
- Instead of **Annette will listen in class** she will answer questions after listening or will retell part of what she heard
- Instead of **Annette understanding the numbers 1-20** she will give the number of materials requested when asked
- We have specifically identified what we are trying to achieve so we are clear about what we are doing
- The target is well defined, clear to understand and unambiguous
- It's clear what we are looking for and what we want the student to be able to do



# MEASURABLE

- A measurable target tells you exactly what you need to do to succeed so we can know when we have succeeded and can move on
- Basically, how do we know the child has achieved what we set out to do?
- Sometimes when reviewing plan, you will notice something that they cannot do and need to be able to do-next target (forward planning-sequential)
- **Annette will recognise 90% of the alphabet letters instantly on sight on 4 out of 5 occasions when asked them by an adult**
- **Annette will point out sets with the correct numbers 1-20 in them with 90% accuracy when asked by an adult on 4 out of 5 occasions**
- Please don't ever expect 100% or you will be disappointed
- This progress will become more over time as the student grows in confidence, but we have reached the target and can move on
- With things like social skills the measuring would be a decrease in a certain behaviour or in anxiety- observations

# ACHIEVABLE

- We can achieve this target with the resources, time and staff we have
- Very importantly this child is capable of achieving this target-cognitive and language ability. Otherwise, we are setting ourselves and them up for failure
- We must remember motivation and self-esteem when planning the targets- we all need to achieve and celebrate success
- The child can be challenged but target needs to be within reach
- If you realise after a while working with the child the target is not achievable change it (this shows self-reflection)
- Have we asked the child about what they would like to be able to do?



# RELEVANT

- Whatever the target is it is part of the long-term goal and will help me achieve that
- Tailored to the child's individual needs
- If the long-term goal is that Annette gets better at reading, adding spelling in there is extra- a completely different target-overloading-stay focused
- We cannot focus on everything at the same time which is why we prioritised at the start
- There may be needs in a few areas, but we prioritised at the start as we remember the effect overload of language will have on children, and we recognise that working with children by giving them a strong foundation and building on this will help progress be maintained

# T I M E D

- A specific date by which we hope to have the target achieved
- How long are we giving to achieving this target?
- If Annette doesn't know her numbers to 20 after 10 weeks what will we do?
- Should we look at a different approach to learning them?
- Are we still taking steps towards the overall target? If not, we need to change something
- How long on a target is long enough?
- What other things do we need to get to?



# MONITORING OUTCOMES

We need to review and evaluate how we are getting on in order for the process to be valuable

Reviewing and adapting the plans as necessary are essential for good practice

It is also important we look at our whole school, classrooms and groups to ensure we are evolving and putting things in place to help wellbeing, attainment, social inclusion etc. for students with additional needs- the individual students fit in as part of the whole school structure

Are we making progress?

Are targets too broad?

What do we need to change for this student?



# REMEMBER

- Assessments should be relevant and not outdated
- Include the parent and child voice as this is central to the process
- The importance of collaboration- SET, class teacher, SNA, parent, child, other professionals
- To look after yourself- talk to colleagues, give yourself time to settle, give yourself time to learn
- No resource is perfect- the greatest resource any school has is the staff
- If you are unsure about something or how something works ask- we learn from each other and the day we stop learning is the day we become stagnant
- Please stop being so hard on yourself!

# CONTACT ME

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