

# PUTTING EVIDENCE TO WORK: A SCHOOL'S GUIDE TO IMPLEMENTATION

## Enabling Progress for All- Inclusive strategies for adapting learning

Problem (why?)	Intervention Description (what?)	Implementation Activities (how?)	Implementation Outcomes (how well?)	Final Outcomes (and so?)
<p>What needs to change e.g. teacher behaviour, student behaviour, attainment?</p> <p>Build staff confidence and competence in supporting children with SEND following staff feedback. PECS recognise as a strategy for communication along with increased knowledge of Makaton due to inconsistencies observed across school and staff changes.</p> <p>Parental behaviour Parents lack knowledge and confidence in behaviour end support strategies.</p> <div data-bbox="85 919 389 1230" style="background-color: #0056b3; color: white; padding: 5px; margin-top: 10px;"> <p>79% of settings have seen a significant rise in the number of children with SEND. 95% overall have seen a rise in the number of children with SEND.</p> </div> <div data-bbox="85 1238 389 1489" style="background-color: #0056b3; color: white; padding: 5px; margin-top: 10px;"> <p>85% of local authorities said they currently do not have sufficient provision.</p> </div>	<p>What are the essential 'active ingredients' of the intervention?</p> <p>What activities and behaviours will you see when it is working?</p> <p>Making sense of Autism outreach training</p> <p>Dingley's Promise a national Early years Quality Assurance and training led kit.</p> <p>Strategies and approaches include :</p> <ul style="list-style-type: none"> <li>• PECS</li> <li>• Makaton</li> <li>• Attention bucket</li> <li>• Intensive interaction</li> <li>• Story massage</li> <li>• Sensory approaches</li> </ul> <p>Staff have workshops and coaching to reflect and consider how to adapt their teaching approaches to meet individual children's needs.</p>	<p>How will it be done?</p> <p>What blend of activities are required?</p> <p>Sept training inset day to cover module 1 inclusive practise from Dingley's promise. Dingley's promise modules delivered through staff training meetings. Fortnightly staff meetings to include</p> <ul style="list-style-type: none"> <li>• Making sense of Autism</li> <li>• Strategies and approaches</li> </ul> <p><u>Coaching and mentoring</u> Developing staff confidence and knowledge in applying flexible and appropriate approaches according to children's need.</p> <p>Parent workshops and collaboration with ADHD Lincs for monthly tea and coffee support mornings in the children's centre.</p> <p>Establishing relationships with SGA, working with their EP to upskill and develop staff knowledge &amp; confidence in delivery of specific strategies to ensure consistency for those transitioning.</p>	<p>How will you know that it is working? Do staff feel the approach is feasible and useful?</p> <p><u>Short term</u> Staff are able to articulate confidently what high quality inclusive teaching looks like.</p> <p><u>Medium</u> Staff are able to confidently talk about varying approaches and strategies and how they have utilised some of these to adapt their teaching in meeting the needs of their children.</p> <p><u>Long term</u> Setting achieved Dingley's promise Mark of Achievement. Staff consistency in knowledge of approaches and in providing inclusive and equitable teaching for all children.</p>	<p>How will pupils, teachers and the school benefit?</p> <div data-bbox="1771 392 2145 711" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Children with SEND and other behavioural learning, physical, or emotional needs are provided on education and experience that is adapted to meet their needs, meaning they are settled and progressing.</p> </div> <p>Evidence based approaches are seen being used confidently and consistently by all staff.</p> <p>School culture and climate is one of inclusivity whereby staff have a deeper understanding of children with needs and on increased 'want' to enable them to progress.</p> <p>Children will have a more streamlined transition with a consistency in approaches used to support them.</p>