

Adopting a graduated approach to pedagogy and practice

A permeating theme



Implementation of the graduated approach

What is the teacher's role in adopting a graduated approach?

A graduated approach can be used every day to support and improve teaching and learning.

By noticing how learners are engaging with the curriculum we can make decisions about how to adjust and adapt our teaching.

Needs are not being met / class teacher concerns:



A graduated approach is a continuous cycle of learning and formative assessment

Assess – plan – do – review is a teaching and learning cycle (a process of incremental improvement) that is used every day as a process to inform effective teaching.

We use this to improve teaching for ALL children.

When learners are getting stuck the cycle is used in a more forensic fashion. We are using the assess – plan – do – review cycle to ‘zoom in’ more closely on those learners who are struggling.

That applies to any learner – with or without SEND.

A video

The Graduated Approach



Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place.

*This SEN support should take the form of a **four-part cycle** through which earlier decisions and actions are **revisited, refined and revised** with a growing understanding of the pupil's needs and of what supports the pupil in making **good progress and securing good outcomes**.*

*This is known as the **graduated approach**.*

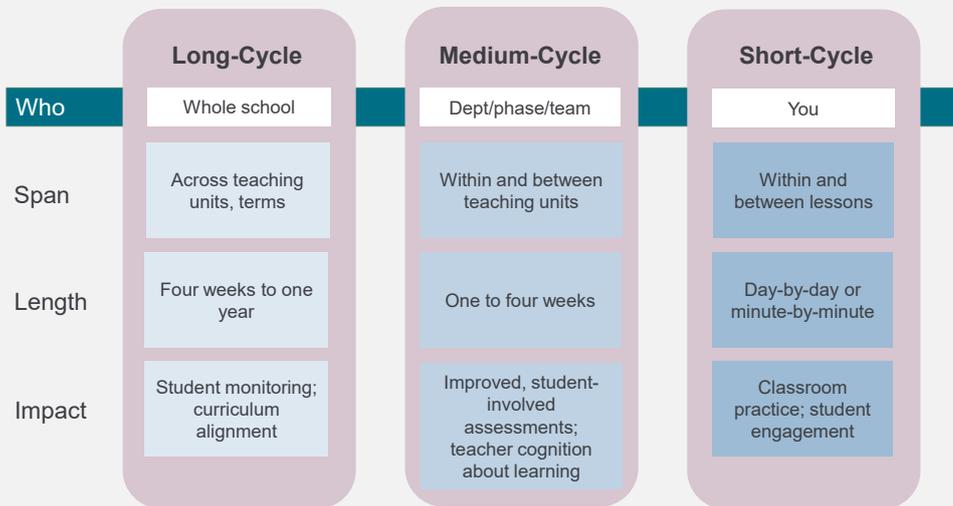


Mentor notes:

This short video clip demonstrates the dynamic nature of the graduated approach. It is a cycle that keeps repeating and refining teaching and learning (iterative), it is also expanding and contracting around targeted learners.

Sometimes new teachers can feel overwhelmed by having to offer additional consideration to learners but this doesn't need to be all 30 learners every day, moment-by-moment. Using a graduated approach methodology allows you to target support to one learner (zoom in) to help decisions about how to adapt instructional approaches and then move on (zoom out) to other learners who need attention. This method of assessment and inquiry, allows teachers to prioritise pupils who need attention and develop a tighter focus on learners who are struggling to access the curriculum successfully.

All teachers and schools use assess – plan – do – review cycles



Wiliam, D. (2019)

Adapted from Dylan Wiliam (2019) : <https://www.dylanwiliamcenter.com/wp-content/uploads/2016/03/The-Case-for-Short-Cycle-Formative-Assessment.pdf>

What is meant by a graduated approach?

CU3

- The graduated approach starts at whole-school level. Teachers are continually assessing, planning, implementing and reviewing their approach to teaching all learners. However, where a potential learning difficulty has been identified, this cyclical process becomes increasingly personalised:
- Individualised assessment leads to a growing understanding of the barriers to and gaps in the pupil's learning.
- Continual reflection on approaches to meeting the pupil's needs leads to a growing understanding of strategies that enable the pupil to make good progress and achieve good outcomes.
- In this spiral of support, the graduated approach draws on more personalised approaches, more frequent review and more specialist expertise in successive cycles in order to tailor interventions to meet the particular needs of learners.

Mentor notes:

Can you explain the graduated approach? Why is it important? How does it start and how does it develop?

How does it support the teacher to support the learner?

Slide 7

GU3

Indented the subheading

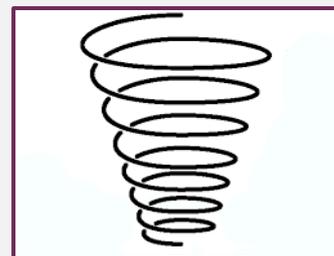
Guest User, 15/03/2021

Forensic assessment

Short-cycle formative assessment informs high-quality teaching.

Tightening the assess – plan – do – review cycle of assessment around those learners who are experiencing difficulty allows a teacher to make micro-adjustments to their teaching.

The cycle starts with 'noticing' and gathering information about the struggling learner. The teacher uses this deepening knowledge of the learners' curricula successes and difficulties they experience to adapt planning and teaching. The assess – plan – do – review cycle repeats and repeats deepening the teacher's knowledge to adapt teaching and test out new instructional teaching approaches.



Mentor notes:

Sometimes we feel pressurised to find instant or perfect solutions to problems experienced by learners. Adopting a graduated approach acknowledges the need to keep revisiting, refining and making micro-adjustments to instruction.

Why use a graduated approach?

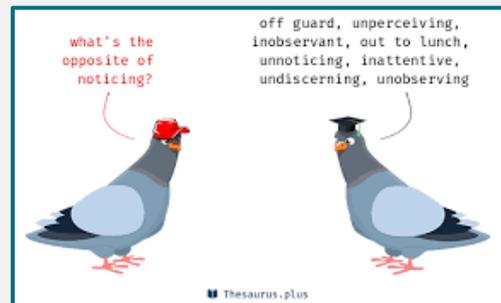
- It can be really overwhelming to think of your classroom and all the different needs each learner presents. Adopting a graduated approach as part of your everyday instructional teaching can help improve the quality of your teaching

AND

- It can support teachers to prioritise a focus on particular learner and to build a deeper picture of what is happening for their learning.
- By adopting this approach, teachers can find meeting the diverse needs of learners they teach easier to recognise and respond to.

First steps within a graduated approach

- First steps within a graduated approach (a focus on everyday practice)
- Involves 'noticing'
- Requires teachers to gather evidence of progress
- This helps to identify any difficulties the learners are experiencing
- This may or may not be a special educational need.



First steps within a graduated approach to support

In implementing a graduated approach, there are some simple steps to take before beginning to address the learner's difficulties and gaps in learning.

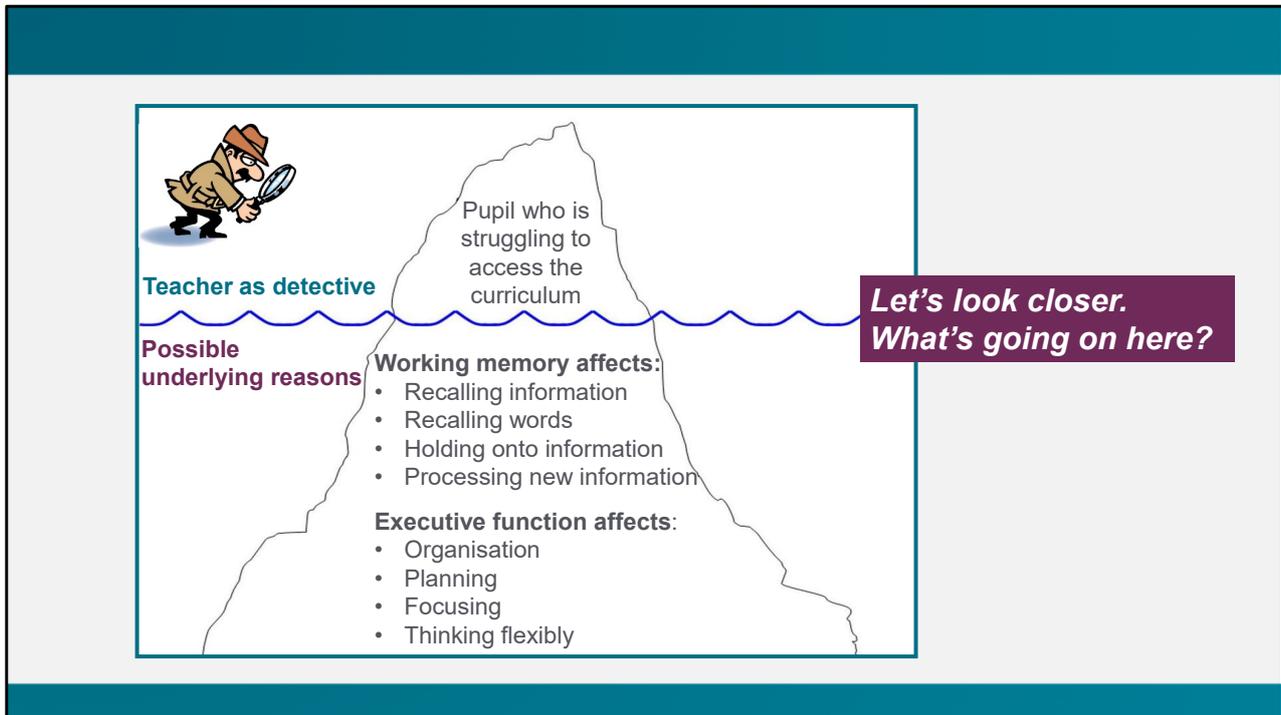
This means becoming a 'detective' and learning what you can about the learner in order to have a better understanding of what is going well and what is going wrong.



Mentor notes:

See the 'noticing' theme for principles and practice that supports us to start using a graduated approach from our very first day in the classroom.

Talk to the learner about what they think constitutes having a holistic view of a learner. What might that include?



Mentor notes:

Talk your trainee or early career teacher about:

- what behaviours do they observe that indicate the learner is struggling to access learning.
- which behaviours are obvious and which ones might go unnoticed or be misunderstood (tacit).
- tasks which require the learner to use their working memory.
- tasks which require the learner to use their executive skills.

See Gathercole and Alloway A Classroom Guide to Working Memory at:
<https://www.mrc-cbu.cam.ac.uk/wp-content/uploads/2013/01/WM-classroom-guide.pdf>

Can we always see a learning difficulty? Challenge assumptions about this?
 Is a poor memory a learning difficulty? Is poor organization a learning difficulty?

First steps within a graduated approach to support (assess)

Step 1

Consider the learner's strengths. How can you work with the learner to capitalise on their strengths and help them use these to compensate for areas of difficulty?

Step 2

Recognise the learner's interests and attitudes to the curriculum and learning. Which areas of the curriculum does the learner enjoy and find motivating? (Always consider these in relation to access to curriculum.)

Step 3

Gather knowledge (evidence) about external and environmental factors that can impact on the learner's capacity to learn. Be aware of your own bias and judgements. Think of an example where environmental factors have impacted on a pupil's learning. How might your planning reflect the provision you can make for this learner?

Step 4

Be aware of 'possible' barriers to learning. How might these barriers be displayed in the lesson you are planning? Avoid making assumptions. A learner may be identified as 'pupil premium' for example, but this may or may not be having an impact on their progress. Noticing how they interact with the curriculum, can provide us with evidence rather than assumptions.

Mentor notes:

Too often, when we focus on learners who struggle or who have been identified with a special educational need and/or disability, we work with what they can't do. This is a deficit model of teaching and learning that we want to avoid.

Whilst recognising challenges, we look at how building on strengths can support progress.

First steps within a graduated approach to support

Pupil Profile

- James is a happy boy who enjoys playing with trains and cars. He demonstrates relative strength in his increasing vocabulary and can focus on activities that interest him. He likes to climb on anything that is accessible to him.
- He experiences need in all areas of development associated with a diagnosis of autism. In particular, he has communication and interaction needs which impact significantly upon his early learning progress.
- James is largely self-directed. This means he does not request help, or communicate with others, making him appear at times as if he is 'in his own world'.
- James shows signs of some emerging early learning skills (recognition of letters and numerals) as well as some simple imitative play skills. However, his difficulty responding to adult requests and lack of motivation to engage in non-preferred activities, makes it hard to decipher the extent of these skills.
- He also has some specific interests (trains, cars) which dominate his play preferences, resulting in play that can be rigid and repetitive.
- James is generally a happy child but there is evidence to suggest that aspects of his early learning environment could cause him stress. For example, he can be avoidant of peer interaction, finding it difficult to share his toys and disliking children in his personal space. Similarly, certain sensory experiences may be overwhelming for James as there is suggestion that he can find certain noises anxiety provoking.
- Learners with autism often have difficulty predicting what may happen, particularly in novel situations. For James this manifests as a lack of understanding about the consequence of his actions, including a lack of awareness of danger.

- Identifying strengths and interests
- What are James's personal and curricular strengths?
- What are his interests?
- Is there a correlation between James's strengths and interests or are they quite distinct?
- How might James use his strengths to access learning opportunities in his classroom?
- How might knowing James's strengths and interests help you plan for him within the classroom?
- How might you use his strengths to support his challenges?

Mentor notes:

Here we are once again using case studies. You can find lots of case studies on the site to work through with your mentor or peers.

Think about cognition and learning. Why is it important to consider cognitive strengths?

James has a diagnosis of Autism.

For more information, there is a condition specific video about Autism which is free to view from Whole School SEND, on the SEND Gateway:

<https://www.sendgateway.org.uk/resources?title=&page=1>

There are also resources available from the Autism Education Trust at:

<https://www.autismeducationtrust.org.uk/>

First steps within a graduated approach to support

There are many external and environmental factors that can impact on a pupil's capacity to learn and it is important to be aware of these. It can be too easy to assume these impacting factors are outside of school, but planning for changes to the classroom environment, built on what **WE HAVE NOTICED OF THE CHILD**, can make all the difference.

In order to create an enabling environment, we need to consider the different factors that work together to engage the learner, meet their needs, promote independence and build self esteem.

This may mean looking at the physical layout of our classroom, such as how furniture is laid out and how resources are labelled and made accessible.

It also requires us to put in place secure structures and routines that allow the pupil to feel safe, know what is expected and grow in independence.

It may mean using visual symbols and signs to support understanding and communication or using positive behaviour management strategies to de-escalate behaviour and build relationships.



physical



relationships

What adaptations to the environment might need to be considered in order to support James's access to learning?



expectations



structures



language and communication

Mentor notes:

Compare the social and medical models of disability.

In the social model of disability, the emphasis is placed on adapting the environment to meet the needs of the person with a disability. In the medical model, however, the emphasis is placed on the person with a disability as needing adjustment.

Both models have a place. For example, a medical approach for a child with a hearing impairment would be to improve their hearing with a hearing aid. By contrast, an approach based on a social model of disability, would be to use other strategies such as placing the child near the teacher, looking directly at the child when speaking and saying their name and reducing background noise within the classroom.

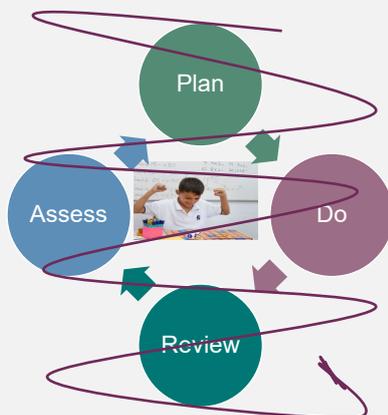
The graduated approach looking closer at James

In following the 'Graduated Approach', classroom provision becomes more personalised and wraps more securely around each individual learner. This has sometimes been referred to as **The Spiral of Inquiry (or Spiral of Support)**.

"Trains or cars could be used as a motivator with a Now and Next schedule."

"Using trains or cars as stimulus could help to engage him in directed activities such as matching, sorting, counting."

"Building in a daily physical session of climbing activities, on the gym apparatus or in the playground, may help to satisfy his need to climb."



"Visual symbols may help him to make requests, such as offering a Choose board with three different activities."

"A box of calming activities and a quiet space could be offered when he feels overwhelmed by noise."

How are these examples personalised to build on James's strengths and interests?

First steps within a graduated approach to support

Pupil Profile

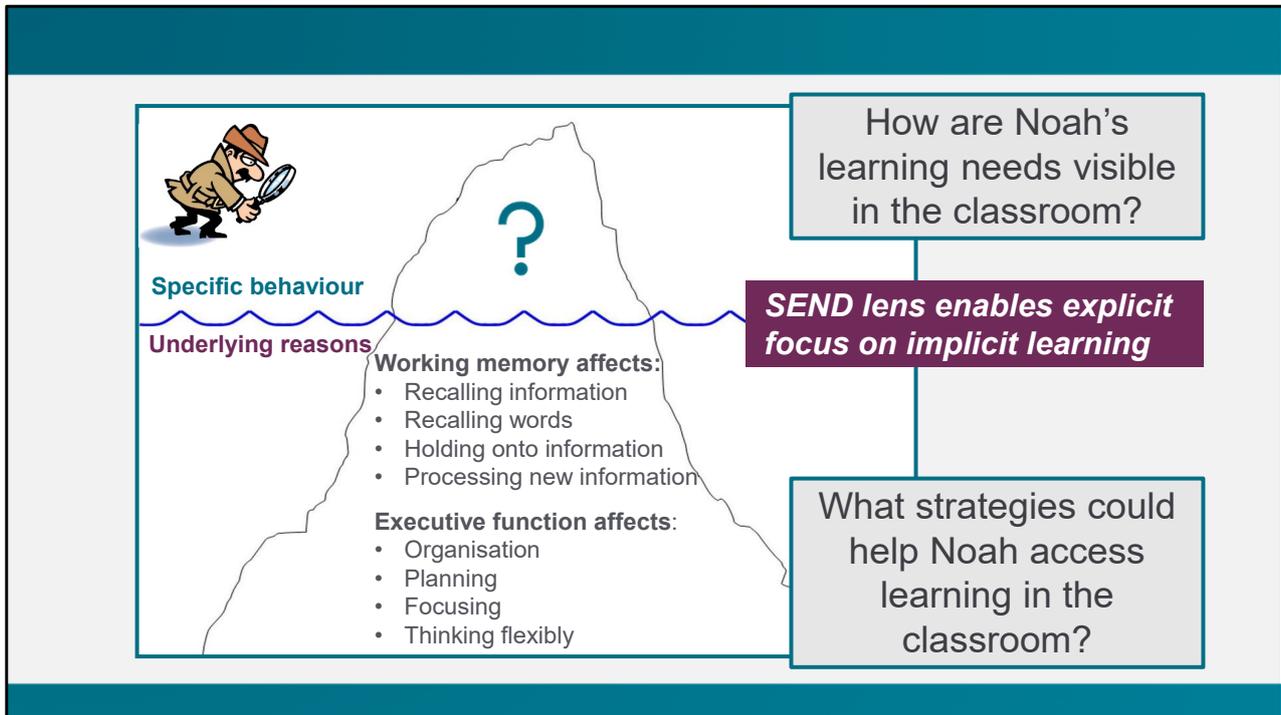
- Noah is working well below the level of his peers. The school feel there are many gaps in his learning as a result of him finding it difficult to settle to school routines. He finds working independently challenging.
- Although Noah is able to recognise and sound out eleven of the Phase 2 sounds, this is not consistent. He does not always recognise these sounds within a word.
- Noah loves to see pictures and photos on the interactive whiteboard and this is often a helpful strategy for encouraging him to move to the carpet.
- Noah needs to develop his attention and independence skills. He will often be found wandering around the classroom, engaging in play focused activities such as playdough, construction and sand.
- Noah's language skills are delayed; he continues to make errors with tenses and tends to leave out pronouns.
- Noah requires a strong routine and individual reward systems to encourage him to join in with class activities. His participation in activities is dependent on his mood and whether the activity captures his imagination.
- Noah finds it difficult to transition from one activity to another and likes to do things on his own terms. Noah often chooses to remove himself to the outside area, to the play area or book corner, or to get a colouring activity from his tray.

- What might be getting in the way of Noah's learning?
- What evidence have you to support your view?
- How might you gather further information to test your ideas about Noah's learning attributes and difficulties?
- What strategies might you use to reduce Noah's barriers to learning?

Mentor notes:

Notice we ask the trainee – what might be getting in the way of Noah's learning?
Rather than – What are Noah's barriers to learning? (i.e. do those barriers belong to Noah?)

Why is this rephrasing important for teacher development?



Mentor notes:

Behaviours to look out for would be:

- flitting between activities
- difficulty following routines
- preferring self-directed tasks
- not recognising individual letter sounds.

First steps within a graduated approach

It is important to reflect carefully on why you are concerned about a learner's progress.

Try to be specific about what you have noticed.

Leah is struggling with reading.



Although Leah can segment individual phonemes within cvc words, she struggles to blend the sounds together. This impacts on her reading fluency and on her comprehension of what she reads.

Warren is not accessing the Year 8 maths curriculum.



Warren does not have quick recall of basic multiplication facts. This impacts on his ability to solve calculations and problems that involve multiplication and division.

- What formative and summative data can you look at?
- What interventions or strategies have you tried?
- How long were they used for? Were they applied consistently?
- What impact did they have?

The table on the next slide could help you in gathering this sort of evidence.

Mentor and Trainee:

Discuss the term 'intervention.' What does that mean to your trainee?

What do you think a micro-intervention might be?

Why might micro-interventions in the classroom be preferable to an intervention that removes the learner to work one-to-one or in a small group elsewhere?

When might removal – a macro-intervention – be more helpful?

First steps in a graduated approach

Reasons for identification e.g. specific concerns	1. 2. 3. 4.	Interventions tried	Dates/duration	Outcomes/Impact
Current learning targets e.g. the most up to date SMART targets		Current strategies	Date started	Outcomes/Impact
Assessment data e.g. Maths, English/reading age				

Mentor notes:

Your school might use a more standardised form like this.

How does it help you to gather information?

What information do you think is important?

Why do you think it is important to identify the impact of strategies you have tried?

Identifying a special educational need

Some learners require additional and different support to other learners. If a learner is continuing to make less than expected progress, despite consistent provision that identifies and supports areas of weakness, you will need to work with co-experts, such as year group colleagues and the SENDCo to review the learner's progress and explore additional support and guidance that may be needed to further develop the pupil's learning.

With colleagues you will go through a similar graduated approach to the process you have already been following in your class.

It is important to gather evidence, including work samples, planning that shows how you have made adaptations for the learner within the class and any assessments and feedback made in the course of the lessons.

This will mean you can have an informed professional conversation with colleagues, including the SENDCo, where appropriate, to discuss your intentions, implementation and the impact you have observed.

Mentor notes:

Within the school system we have to refer to special educational needs as a way to identify learners who need additional support. Discuss with your trainee or early career teacher - Is there a danger in identifying a learner as having a Special Educational Need?

Does it help? Can it hinder?

How can teachers (new and old) ensure the SEND label doesn't disadvantage a learner?

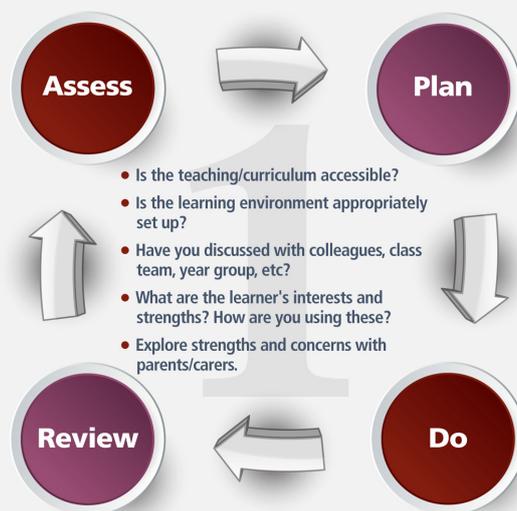
Discuss Teacher Standard 1 how can we demonstrate high expectations of learners with SEND?

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5256467/>

"Special needs" is an ineffective euphemism

Assess – Plan – Do – Review is iterative

Needs are not being met / class teacher concerns:



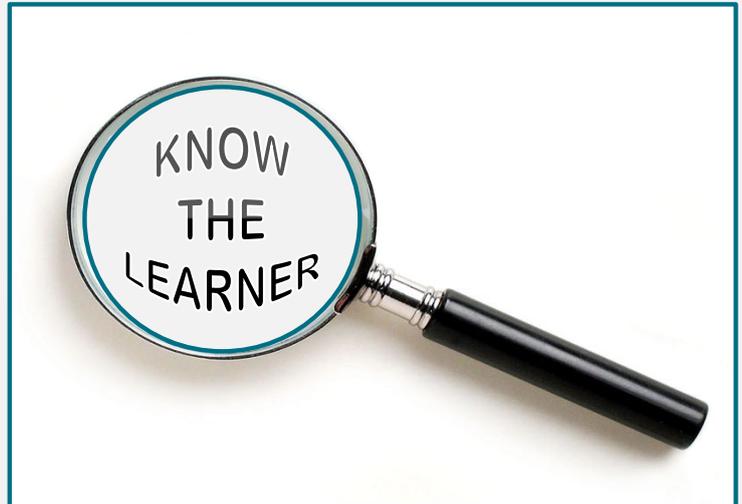
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Mentor notes:

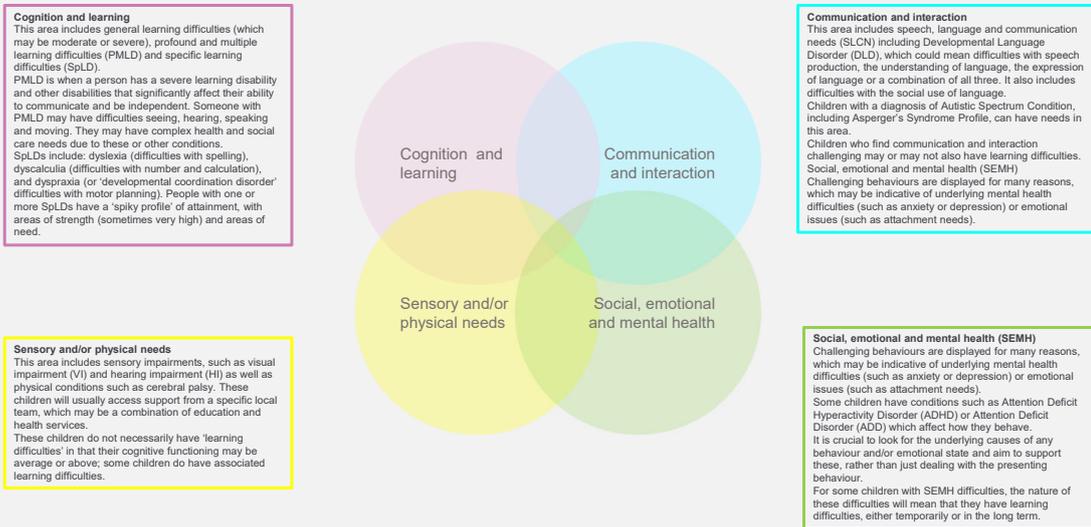
Check the trainee or early career teacher understands what we mean by iterative. Do they recognise how experienced teachers use this approach of assess – plan – do – review to adjust their teaching every day but often are unaware of it. It forms part of their tacit knowledge (knowledge that is implicit and uncodified). Ask trainees or early career teachers to explain the concept of tacit knowledge from their observations of teachers in action.

A focus on the learner:

1. Contextualises teaching and mentoring; situating this around the learner but relative to context and curriculum
2. Unpacks that tacit knowledge of experienced teachers through shared problem solving – don't have to wait for a skilled mentor or a lesson study.



Mapping overlapping needs



Click on each box to expand text

EEF Special Educational Needs in Mainstream Schools report

Trainee or early career teacher:

It can be helpful to identify language to describe your focus learner.

Stick to description as you 'notice' your learner's classroom interactions with their peers, teacher and with the curriculum.

Don't start analysing too quickly. You can start to see where patterns and trends of difficulty occur in particular areas of the four broad areas of need:

- Cognition and learning
- Communication and interaction
- Social, emotional and mental health difficulties and
- Sensory and/or physical needs.

Jumping to conclusions about what is happening to the learner can limit the outcomes of the deeper learning you want to achieve, so proceed 'tentatively' and be prepared to keep your analysis under review.

Assessment of a learner's needs informs planning.

It should always be followed by:

- planning and communicating what you are going to do next to address the learner's difficulties
- taking action e.g. adaptations, adjustments, strategies for further support, differentiation, intervention etc.
- reviewing the impact of your actions.

This process is a cycle that needs to be repeated as many times as needed (it is iterative). As you move through the cycle, you deepen your understanding of the learner's needs and fine tune their provision. Your SENDCo can support you with this process.

The graduated approach at work in a maths lesson

In following the 'Graduated Approach', classroom provision in maths becomes more personalised and wraps more securely around each individual learner. This has sometimes been referred to as **The Spiral of Inquiry (or Spiral of Support)**.

This example shows the teacher modelling micro interventions, making small changes based on the information they have gathered from earlier behaviours. The teacher recognises that adaptations to the environment can support better curriculum engagement.

"He would benefit from additional thinking time, when presented with a Maths problem"

"We should create step-by-step guides for regular sequenced tasks"

"By moving him away from the door, he gets less distracted by peripheral sounds"



"Setting up 'Maths Talking Partners' would help"

"Having different colour pens for tens and units may give more clarity until he secures his understanding of place value"

Identifying a special educational need

For all learners it is just as vital to notice and build knowledge of the learner's strengths and interests, successes and factors that impact.

It is particularly important for those with social, emotional and mental health difficulties. You may need to gather further evidence in order to **understand what the learner's behaviours are communicating**, for example:

- Impact or observations of any pastoral support, e.g ELSA (Emotional Literacy Support Assistance)
- ABCC Forms (Antecedent, Behaviour, Consequence, Communicative function)
- Safeguarding information where relevant
- Learner's views and comments on their learning

How will lesson planning show that the need that is being communicated by the learner has been taken into account?

[Link to the handbook](#)

- Using what we have learnt to set targets and plan our curriculum to support progress.
- The graduated approach is powered by our noticing and evidence gathering. Helping teachers to make professional decisions about how they teach. It also informs target setting.

Identifying a special educational need

Setting targets: SMART or SCRUFFY?

SMART stands for:

- Specific
- Measurable
- Achievable
- Realistic
- Time-related

SCRUFFY stands for:

- Student-led
- Creative
- Relevant
- Unspecified
- Fun
- For
- Youngsters

Mentor notes:

Discuss with the trainee/early career teacher:

- What do you think are the benefits of using SMART targets?
- When do you think it might be more appropriate to set a SCRUFFY target?

SMART targets

*SMART targets are very specific and focus on the skill you want the pupil to learn.
The outcomes of the target need to be clearly visible and therefore measurable.*

- The specificity of a target can be increased by including:
 - the level of support provided, e.g. independently/with support/with adult prompts/after one prompt
 - the frequency of the skill being shown, e.g. on some occasions, on three occasions, on all occasions, on most occasions
- A range or bandwidth, e.g. between 3 and 5 high frequency words.

Examples of SMART targets:

- *To add 2 single digit numbers together independently using concrete resources.*
- *To initiate a greeting and use the person's name using a visual prompt on some occasions.*

Mentor notes:

Think of a learner in your class. Do they have learning targets? Are they SMART?
What areas of learning might you set targets for?

SCRUFFY targets

SCRUFFY targets are more general aims, led by the learner, rather than the teacher.

- They can be particularly effective for learners with profound and multiple learning difficulties. For these learners, it can take a long time to move on from one measurable skill to the next, even though during this time they are still learning, and there is potential risk of failure.
- SCRUFFY targets focus on the learner's understanding, as well as the skill, and require the teacher to build on the learner's existing strengths.

Examples of SCRUFFY targets:

- *Alice will respond to a range of stimuli.*
- *Jack will show understanding of counting in simple pretend games.*

Mentor notes:

SCRUFFY Targets

<http://complexneeds.org.uk/modules/Module-2.3-The-curriculum-challenge/D/m07p050d.html#:~:text=Penny%20Lacey%20advocates%20SCRUFFY%20targets,poor%20consumers%20of%20SMART%20targets>'.

EHCP and Annual Review

For a small number of learners, who have not made expected progress despite the additional actions put in place by the setting, it may be necessary for the Local Authority to carry out an assessment of the learner's needs and for an Education Health and Care Plan (EHCP) to be drawn up, in order to ensure the best outcomes for the learner.

Education Health and Care Plans detail:

- the views, interests and aspirations of the learner and his/her parents/carers
- the learner's special educational needs
- the learner's health needs
- the learner's social care needs
- the outcomes sought for the learner
- the provision required to meet those outcomes
- any health care provision required
- any social care provision required
- the name of the setting the learner will attend
- any personal budget allocated

Mentor notes:

Further information about EHCPs is available in the nasen miniguide 'The SEND Code of Practice: 0-25'

Approaches to early intervention

Level of support	Provision
High level of support requiring EHCP	<ul style="list-style-type: none"> • Education, Health and Care Plan (EHCP) reviewed annually • Multi-professional support • Individual Education Plan • Identified on school provision map
Targeted, intensive additional support	Consider request for EHC Plan. <ul style="list-style-type: none"> • Multi-professional support • Individual Education Plan • Identified on school provision map
Targeted, additional support	<ul style="list-style-type: none"> • Additional group or individual programmes • Evidence based interventions • Identification of concern referral completed
Early intervention support	<ul style="list-style-type: none"> • Support within class through small groups and individual support (e.g. cut away, workshops)
Universal provision	<ul style="list-style-type: none"> • High-quality inclusive teaching • Personalised learning targets • Carefully planned differentiation • Assessment for learning

This is an example of how one school defines its graduated approach to support.

*Think about **all** the learners in your class...*

- *Where would you place each learner within the table?*
- *Where do most of your learners lie?*
- *What **early intervention strategies** could you use to reduce the need for learners to access more intensive interventions?*

Mentor notes:

Encourage the trainee or early career teacher to think about the micro-interventions they can use by adapting their teaching to support the learner who is struggling, e.g. breaking instructions down into fewer parts, leaving information on the white board for longer, supporting key language through a word bank. Keep returning to a focus on who will benefit from these micro-interventions, learners identified with SEND or all learners?

Reflective application of learning 1

Complete the graduated approach prompt sheet which you can download here from the NASBTT Toolkit.

<https://www.nasbtt.org.uk/wp-content/uploads/2020/07/Graduated-approach-prompt.pdf>

Discuss with your mentor the focus learner you have chosen and why.

Reflective application of learning 1

Activity 1: See handout

Choose a learner in your class. This could be:

- either a learner who is not on your SEND register but you have concerns about
or
- a learner at SEN Support whom you think may need more additional support in the future.

As part of the Assess – Plan – Do – Review Cycle, complete an assessment for them, detailing the learner's strengths, difficulties, strategies you have tried and the impact this has had so far.

Reflective application of learning 2

Activity 2:

Choose a learner in your class who is on the SEND Register.

Using your knowledge of the learner's strengths and main areas of difficulty, set 2-3 targets.

How SMART can you make them?

Identify the provision you will put in place to enable the learner to meet these targets.

At an agreed time (no more than 6 weeks), review their progress against the targets set and identify their next steps.

Habits of inclusive teaching

'Changing what teachers do in their classrooms is extremely difficult because classrooms are extremely complex places.

Teachers need to keep a strong focus on their instructional objectives, must respond to their instructional and other needs, manage classroom behaviour, keep a focus on equity and do this in real time when there is literally no time to think.

*If we are to **realise the power of short cycle formative assessment** to improve student achievement, we need to understand how to help teachers in changing their classroom habits'. Dylan Wiliam (2018)*

Mentor notes:

The graduated approach described in this Permeating Theme provides a process of incremental, short-cycle formative assessment as described by Dylan Wiliam. Following this cycle can help teachers to adapt teaching making the adjustments learners need to access the curriculum.

Links to Handbook

Section 1: Understanding your role

- Your role as the teacher
- Intersectionality

Section 2: Knowledge of the learner

- Pupil voice
- The language we use with families
- Working with families

Section 3: Planning inclusive lessons

- Quality inclusive pedagogy
- The language we use with learners
- Working with teaching assistants

Section 4: Creating an inclusive environment

- Barriers to learning and reasonable adjustments
- The language learners use

Section 5: Subject-specific guidance

- *See subject-specific guidance*

Section 6: Graduated approach

- The graduated approach
- A teacher's role in identification
- Gathering a holistic understanding of a learner
- Working with the SENCO

Section 7: Strategies to scaffold learning

- *See subject-specific guidance*

Signposting

- [Special Educational Needs in Mainstream Schools Guidance Report](#), Education Endowment Foundation (2020)
- [Early Career Framework – Adaptive Teaching](#)
- [NASBTT SEND Toolkit](#)
- [The Case for Short-Cycle Formative Assessment](#), Dylan Wiliam (2019)
- [A Classroom Guide to Working Memory](#), Gathercole and Alloway (2007)
- [Condition-Specific Video: Autism](#), Whole School SEND
- [Autism Education Trust](#)
- [The Curriculum Challenge](#)
- [The SEND Code of Practice: 0 to 25 years](#), nasen

GU9

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Slide 41

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