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## Improving SEND outcomes through quality first teaching in maths

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## Improving SEND outcomes through quality first teaching in maths

### Closing the Attainment Gap for Learners with SEND

## School/Background Context

- Secondary Schools in West Midlands
- High Deprivation
- Group SEN absence rate above national
- Group SEN P/ex rate above national
- Group SEN suspension rate above national
- Group SEN Attainment 8 for Year 11 just below national
- Group SEN Attainment in Maths below national

## The Challenge

Collective need to improve attainment outcomes for SEND children. SEND reviews carried out across all Collegiate schools.

- Need to remove barriers to SEND children who, for emotional reasons, are not attending school or are suspended and excluded.
- Focus on quality first teaching to improve experience in the classroom
  - Maths chosen for a project led by NASEN because:
    - GCSE outcomes for SEN are below national
    - Since Covid are lagging behind English
    - Maths & English matching needs to improve
    - Department staffing are less experienced than English.
    - Pupil Premium gap has grown since Covid and many of these children are also SEN.
- Develop staff expertise to identify barriers to learning and to be able to provide effective interventions and support
- Improve engagement of SEND parents

## What They Did

### Quality First Teaching: Universal

**Key Objective:** To improve outcomes for children with SEND by improving the quality of teaching, investing in the leadership and implementation of curriculum and classroom practice that meets the needs of learners with SEND.

EEF evidence is clear that the biggest difference to outcomes for children with SEND comes from improving teaching in every lesson every day.

- Annual cycle of peer reviews of SEND provision across our schools which has already had demonstrable impact. We are confident there is more that can now be usefully shared and further developed, with a focus on emotion coaching / trauma informed practice / curriculum and pedagogy for belonging and inclusion.
- Emotion Coaching development across the Group of schools, in partnership with Selly Oak Special School – training and ongoing support for a school lead in each school.
- NASEN led Maths Project and training for Maths leads to cascade to their department.
  - Maths leads attended 5 online sessions with a Whole School SEND RSL to drill down into the area of maths. This covered – considering effective baselines, planning, implementation, impact and providing pedagogical insights in the area of Maths to raise Teacher awareness and support with implementation of strategies to support pupils in lessons.
  - What did staff do? Staff reviewed practice, completed further research and implementation changes in maths through a range of methods such as exploring practical resources.

### Transition: Universal Plus / Complex

**Key Objective:** To improve outcomes for children with SEND by supporting transition from yr6 to 7 and for transition for non-attenders back into school (Emotionally Based School Avoidance)

Parent/Carer Support at Transition

- Parent engagement workshops and briefings
- Family Intervention: EBSA and yr6 into 7 poor attenders and yr11 at risk of NEET using intervention from Malachi combined with EWO support.

### Targeted Support and Assessment: Complex

**Key Objective:** To increase our capacity to meet the needs of children with SEND in Mainstream Schools:

Increase SENDCo capacity and TA expertise, in order to meet full range of needs in mainstream settings

- Hold SENDCo network surgeries, supported by a HeadTeacher Strategic Lead, meeting monthly to review and support casework in order to improve how we manage complex cases and to strengthen partnerships with BCC services
- Develop a Collegiate on-line hub to share resources and advice.
- Training for SENDCos / Assistant SENDCos and HLTAS in a wider range of diagnostic tools and subsequent interventions, in partnership with special school experts.
- Building capacity of TAs to support within and beyond the classroom through offering the Outstanding TA Practitioner and MPTA courses
- Use therapeutic intervention (eg Art, Dog, Equine, Music etc) for individual SEND children.

## Outcomes and Anticipated Impact

### Anticipated Impact:

Maths Attainment - Group Average Point score for SEN K Year 11

2024 Leavers 3.46

2025 Forecast 3.72 still below 4.45 national but moving in the right direction now as a result of the NASEN training and project focus in school.

Maths leads have felt empowered to change current teaching methods, involving wider stakeholders in lesson planning and providing better support for learning. Introduction of new approaches include Precision teaching targeting Year 7, improved schemes of work with practical activities, the Dynamo Programme, planned intervention sessions and greater TA involvement.

### Outcomes so far this academic year:

Absence Rate - Group Average for SEN Yr7 - 11

2023-24 14.94%

Autumn Term 2024 14.27%

Exclusion Rate - Group Average for SEN Yr7 - 11

2023-24 P/ex rate 2.58% Suspension rate 22.11%

Autumn Term 2024 P/ex rate 0.86% Suspension rate 23.7%

Note increase in Suspension rate due to one school the other 4 schools fell - 12.1% for 4/5 schools)

### Parent Survey Autumn Term 2024

- We had a small increase in responses with 13% more parents completing the survey compared to 2023-24.
- The number of respondents happy with support and ease of communication with the schools in the group has nearly doubled.
- The number that were unhappy about progress and needs being addressed by the schools in the group have been halved.

### Pupil Survey Autumn Term 2024

- We had a small increase in responses with 13% more parents completing the survey compared to 2023-24.
- The number of respondents happy with support and ease of communication with the schools in the group has nearly doubled.
- The number that were unhappy about progress and needs being addressed by the schools in the group have been halved.
- Pupil Survey Autumn Term 2024
- We had an increase of just over 10% completing the survey compared to 2023-24.
- Nearly 80% of the students that responded feel happy with support and their progress.
- The number of students unhappy about who to talk to has fallen by just over 7%
- In all of the schools in the group, respondents that feel the teachers do not understand their needs has nearly halved.



## Outcomes and Anticipated Impact (continued)

### Sustain:

- Peer reviews scheduled to focus on Attainment 8 summer(2024) results. Action plans to be used to improve classroom practice and the meeting of student needs
- Training similar to that provided in Maths to be rolled out across the curriculum

Training provided by Dawn Cranshaw has been inspirational and has provided a number of light bulb moments for staff. A self-help approach through the projects has made staff think about delivery and planning in Maths. This has been complemented by high quality training which has always provided research evidenced based ideas for staff to go back to their departments to share.

As a result of the quality and content provided by Whole School SEND, we engaged NASEN to provide a full-day of training for all the Maths teachers across our partnership in November. Feedback was very positive with staff finding it very useful.



**More inclusive high-quality teaching**



**Better outcomes for learners with SEND**