

## Best Teaching in the Specialist Centre

There are two parts to the handbook; the first part details the information about the Specialist Centre which demonstrates the uniqueness of the provision within the academy and the second part outlines the key strategies used to maximise the effectiveness of each part of lessons taught.

The Specialist Centre is for students all of whom have a diagnosis of Autism and/or SLCN with an EHCP.

Students learn in a calm, structured and purposeful environment in which they feel safe and secure and can learn and develop both their academic skills alongside their social and emotional skills, supported by an experienced staff team. Although Specialist Centre student's academic progress and attainment is important, a key focus is on teaching communication and social skills in context, as well as developing the student's emotional understanding.

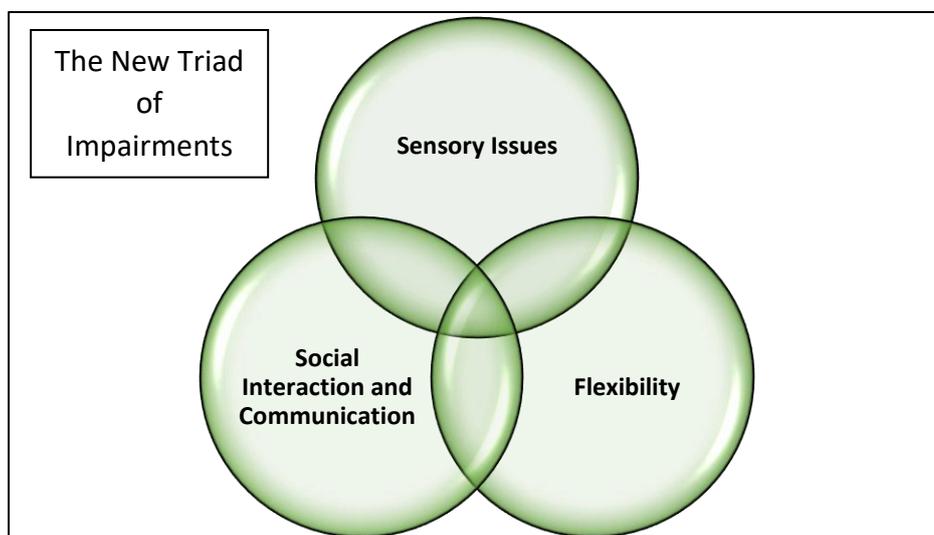
### Teaching strategies for ASD/SLCN students:

- Create a less stimulating environment
- Environment based on predictable events
- Give fewer choices
- Use repetitive motions
- Keep voice low and clear
- Limit physical contact
- Allow students sensory and movement breaks
- Promote social skills
- Control stressors
- Use visuals



Each child is an individual and we aim to equip them with specific strategies in order to deal with situations they may find difficult, stressful or challenging. We work towards enabling them to understand and function in the world we live in, to the best of their abilities and as independently as possible.

We recognise that autism is a life- long developmental condition and so the focus in teaching is a compensatory approach, which builds on the strength of the students, ie responding well to routine, structure and predictability. Children with autism learn better with visual aids, imitation and structured environments that accommodate their sensory sensitivities and routines.



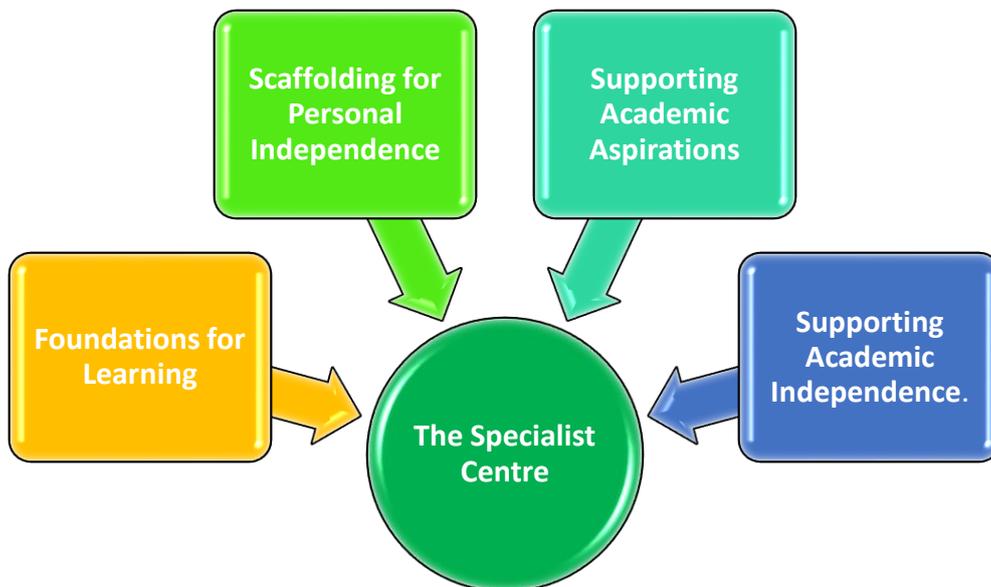
## Rationale

The purpose of this handbook is to distil the current thinking, research and pedagogy in education into one place that will have a significant impact on our teaching in the Specialist Centre. It is aligned both to the intent, and the design of our curriculum.

In the Specialist Centre, we teach the same curriculum as in mainstream, however we have the flexibility to focus on key areas which enable the students to make the most beneficial progress to enable them to be successful in their adult lives.

We have four Pathways for Learning. **Foundations for Learning, Scaffolding for Personal Independence, Supporting Academic Aspirations** and **Supporting Academic Independence.**

### The Specialist Centre Pathways for Learning and Intent



The **'Foundations for Learning'** pathway supports students **transitioning** from primary school. It sets the foundations required for students to be able to reach their full potential and aspirations and prepares them for whichever pathway they are destined for as they move into their formal accreditation courses.

Students experience a curriculum offer that enables them to build on their academic ability whilst at the same time supporting and improving their social and emotional well-being. Whilst on the Foundations for Learning pathway, students will have the opportunities to:

- Build on prior knowledge and learning
- Develop independence and resilience
- Be supported to recognise their own strengths and to build upon them.
- Expect reassurance, guidance and support to build confidence
- To experience appropriate social interactions
- Establish positive relationships with peers through social skills.

- Experience staff and peers modelling positive behaviours and expectations
- Benefit from routines and habits
- To have positive behaviours reaffirmed with praise and reward
- Consolidate understanding with repetition and practice
- Have their understanding and knowledge assessed before moving on to next topic
- Received targeted 1:1 support to meet their individual needs to close gaps in their knowledge and skills.
- Attend engaging lessons to ensure all students are actively engaged in their lessons.
- Work at their own manageable pace, allowing for the required individual processing time. Small chunks of information given at one time.
- Understand and show tolerance and accept people's differences through discussion and social stories.
- Regulate emotions to ensure well-being through being given time and support. 1:1 reflection with trusted member of staff to explore, acknowledge and understand their reactions.
- Learn about the wider world, specifically through Science, Humanities, ASDAN, Social Skills
- Pursue their individual interests through the curriculum offer and session six activities.

The '**Scaffolding for Personal Independence**' pathway supports students who are studying Entry Level qualifications and who need a more bespoke curriculum with a focus on Functional and Life Skills.

In addition to the support provided in the Foundations for Learning Pathway, the students are given the support to:

- Recognise the value of communication through asking and answering questions and listening to others.
- Recognise how subjects taught in school can be used, adapted into the everyday world.
- Experience the teaching required to support the use of practical skills needed in adulthood.
- Experience Social Skills which are taught both in and out of the classroom to reinforce the need to use these skills outside the academy environment.
- Prepare for personal independence through the teaching and implementation of supported and graduated independent tasks.

The '**Supporting Academic Aspiration**' learning pathway is for students who have the potential to access and gain accreditation in GCSE courses. We aspire to give the students the confidence, experience and skills to attain academic success at GCSE in order to be successful in their future lives and education. Students on this pathway are taught the same curriculum as their mainstream peers but with the adaptations required to meet the specific needs of individual students, with more appropriate pace and challenge, ensuring they receive the same quality of education as their peers. Through regularly assessed and targeted support, students develop the skills gained on the Foundation Pathway to achieve their fullest potential, irrespective of their Special Educational Needs.

The '**Supporting Academic Independence**' pathway is for students who are able to access a combination of SC and mainstream lessons with peers. They are placed in subjects according to interest and appropriate sets according to ability, attend all lessons in that subject, and complete homework. The amount of TA support given varies according to need.

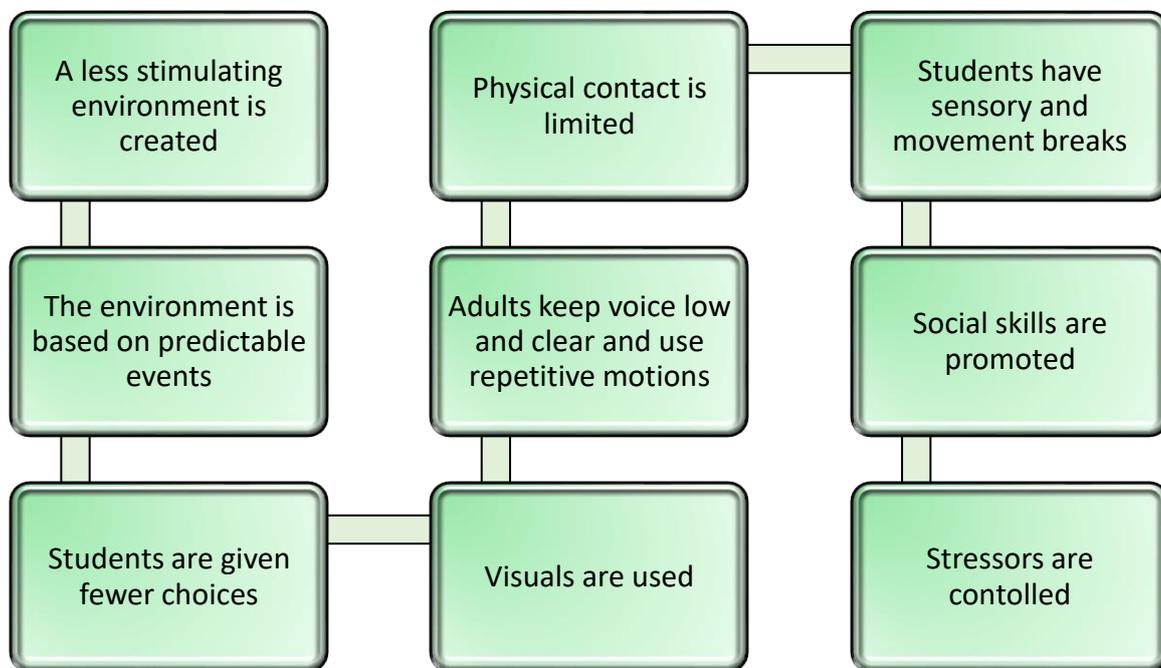
# Best EHCP provision at Oasis Academy Brislington

Ensuring the best provision and consistency for every student with an EHCP.

## Rationale:

The purpose of this initiative is to ensure each child with an EHCP not only experiences Quality First Teaching in the Academy and the Specialist Centre, using the strategies within the four strands of an EHCP to meet their entitlement, but also receives the best provision as stated within their individual EHCPs. The four strands of an EHCP are Communication and Interaction, Cognition and Learning, Social Emotional and Mental Health and Sensory and Physical.

## How teaching is structured to support the needs of students in the Specialist Centre:



As part of their core offer, all students receive **Quality First Teaching in the Academy**. In the Specialist Centre, the **core offer** looks like this:

- A broad and balanced curriculum which meets all statutory requirements
- Differentiated and appropriate individual resources to deliver the curriculum.
- Differentiated learning tasks for pupils with a range of learning needs in terms of content, pace and outcomes.
- Regular monitoring and evaluation of pupil progress.
- Fully Inclusive range of learning experiences and inclusion opportunities that are suitable and appropriate to an individual pupil's needs and compliant with the Equality Act.
- Reasonable adjustments for pupils covered by the Equality Act (2010), such as individual provision and planning such as, flexible grouping, adaptations to policies and ensuring disability access.

- Teacher contact planning that takes into account formative and summative assessment information about pupil outcomes in order to ensure pupil progress.
- Where appropriate, Pastoral Support Plans and behaviour management programmes, which are frequently monitored, evaluated and reviewed.
- Director of Centre to act as in SENCO role in line with the SEN Code of Practice dedicated to the SENCOs duties.
- Dedicated 360 pastoral team lead.
- Dedicated Safeguarding adult for the Specialist Centres.
- Suitable arrangements for collaborative working with parents and professionals.
- Enhanced staff ratio – each class has 1 teacher, at least 1 TA.
- Small class groups to enhance each student’s ability to make academic progress in line with national expectations.
- All students have a dedicated Key Worker.
- Training programmes including CPD for all staff in SEN to ensure that all staff members are able to teach and manage the range of learning needs of pupils included in mainstream settings.
- Suitable approaches for eliciting the pupil’s views and taking them into account.
- Staff to assess students for Access Arrangements for examinations to ensure public examinations are accessible to all pupils with the appropriate support as determined by the results of the Access Arrangement testing.
- Ensure frequent opportunities to experience success and to receive additional praise from identified members of staff.
- Individually planned and agreed consistent expectations from all adults involved.
- Frequent checking and use of additional cues with regard to understanding of instructions and tasks.
- Individual work bays, where appropriate, to support independent learning.
- Specialised teachers and Teaching Assistants with expertise in teaching and supporting pupils with Autism Spectrum Disorders & Speech Language and Communication needs
- The Specialist Centre is a fully adapted building to meet the needs of every student
- Specialised Sensory Room and Calming Room to meet the regulation needs of the students to ensure they are able to the fully access curriculum
- Access to mainstream inclusion opportunities e.g. PE, Catering, ICT and Photography facilities
- All students provided with an iPad
- Staff trained to administer Medication
- Staff are Team Teach trained
- First Aid trained staff

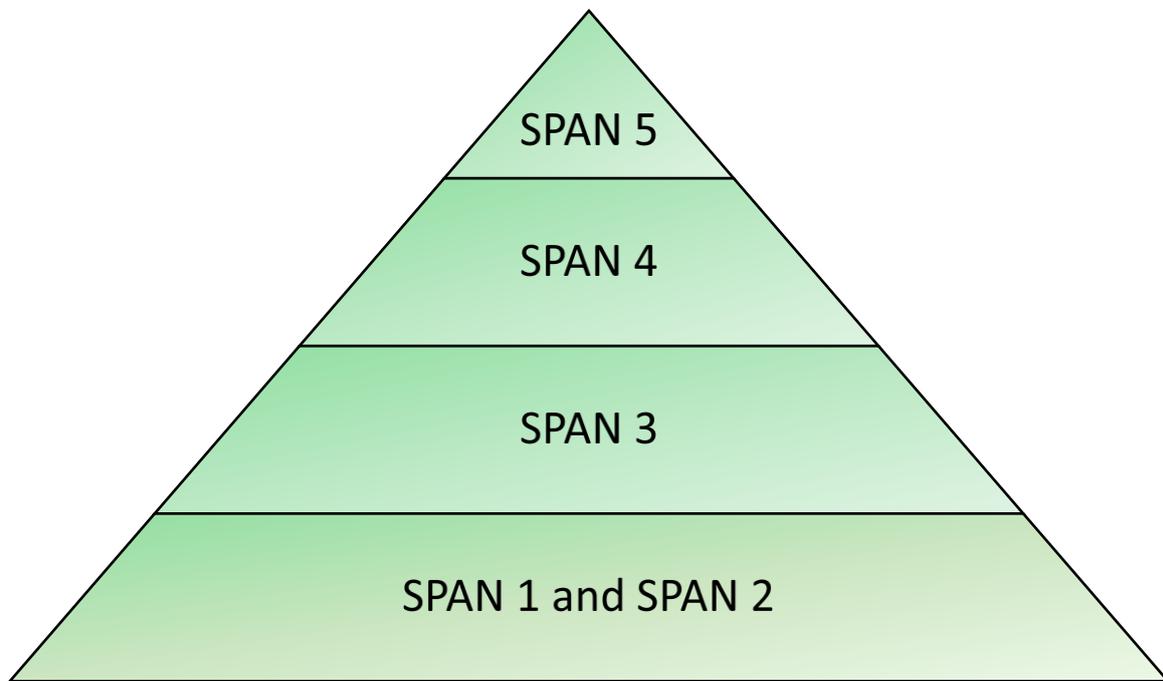
## Supportive Pathways and Networks

Within the four learning pathways, we have **SPAN-Supportive Pathways and Networks** for each student, these are based on need and determine the level of funding required.

**SPAN 1** and **SPAN 2** are Quality First teaching strategies that all students receive as part of their Academy offer.

The Specialist Centre offers all students **SPAN 3** with an HNTU Band of Level 3 funding as a minimum, this is our core provision.

**SPAN 4** has an HNTU Band of Level 4 funding and **SPAN 5** has an HNTU Band of Level 5 funding. Each student who is SPAN 4 or SPAN 5 has a bespoke costed provision map with the additional support detailed.



**Routine** and **habit** are key to meeting the needs of students with ASD. An example of ‘practice’ is to make a habit of something; our Curriculum Intent is grounded in this and the following aspects:

**P**hysical well – being: building physical competency alongside confidence, enjoyment, knowledge and understanding through high quality physical education and BTEC Sport.

**R**esilience: students face challenges ‘head-on’ and bounce back with a positivity and determination to improve.

**A**spiration: students enjoy and experience success of the wider world and contexts through exposure to experiences outside of the local environment.

**C**areers planning: students are exposed to the world of work through experiences and opportunities to show them the wider world and what the future can hold for every individual.

**T**hinking: students are supported and encouraged to think for themselves and become independent learners both academically and socially.

**I**nvestigation: students are supported and encouraged to solve problems through investigation and reasoning.

**C**ommunication: students effectively engage with each other, their families, employers and the world around them whilst being immersed in the world around them.

**E**motional well-being: students are supported to manage their sensory needs, to regulate themselves to practice stress-management techniques and to generate the emotions that lead to good feelings.

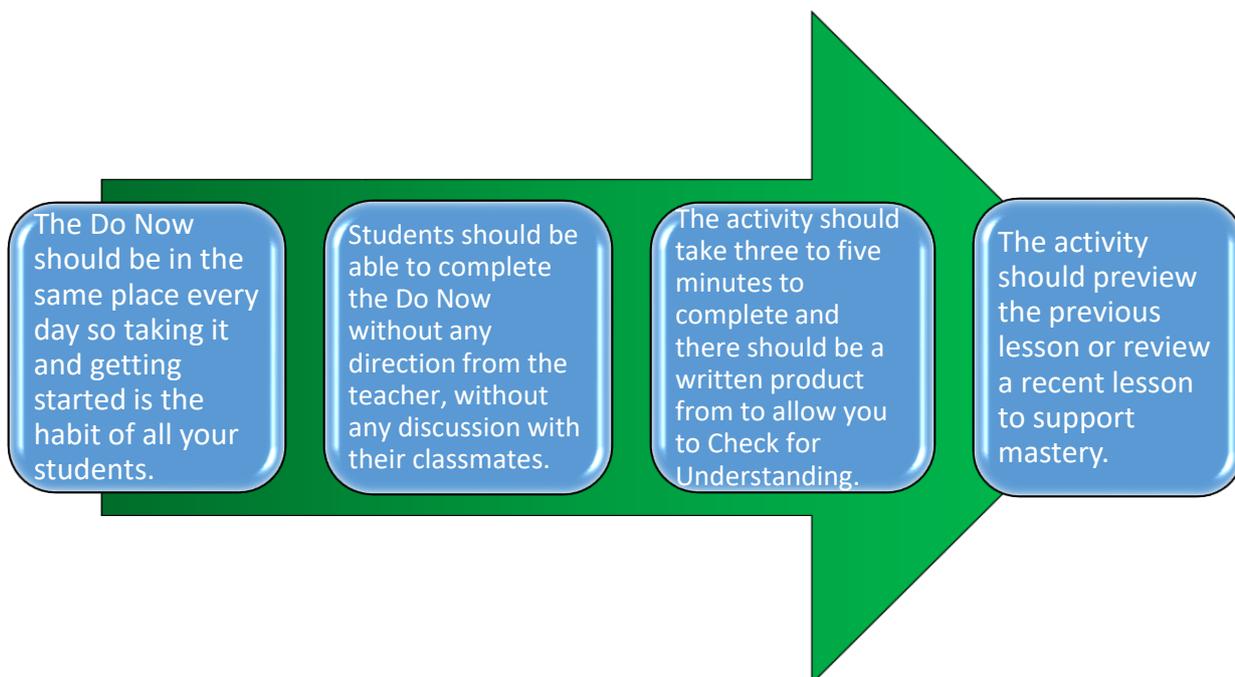
## Formal Teaching:

The second part of this handbook outlines the strategies used to maximise the effectiveness of each part of the lesson:

- Do Now
- 'Big Picture'
- I Do
- We Do
- Exit Ticket
- Horizons

## The Do Now:

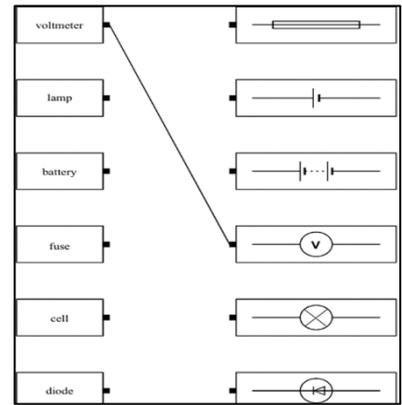
Doug Lemov in 'Teach Like a Champion' December 2014 tells us 'an effective Do Now should conform to four critical criteria to ensure that it remains focused, efficient, and effective'. These strategies support the Specialist Centre students in their learning as they are predictable and are routine.



The **DO NOWs** which are effective in the Specialist Centre and support the ASD learner to be successful use visuals with text or clear unambiguous language so they can be completed independently.

**Matching Activity/Task** this method is good for visual memory and is a successful way of retrieving information from previous lessons.

In Science, this method helps to classify objects that are grouped by similar traits supporting students by improving their short-term memory.



**Recall Questions** this method increases students' interests and engagement. Therefore, it is important to ask 2/3 questions based on the last lesson and tailor those questions to match the needs of the students. Answers can be written their book or on mini white boards, so they can share the answer with the class. In Photography and English for example, sometimes the questions wouldn't be numbered as this then supports the students with the skills needed to be able to write a small paragraph of writing.

**An example of a Y10 or Y11 Photography Do Now**

**Do Now:**

What is a shallow depth of field?

What do we use a shallow depth of field for?

Give an example of when you have used a shallow depth of field.

Nancy is going to visit Mr Brownlow to tell him that Oliver is in danger from Fagin, Bill and Monks.

- 1. What makes Nancy's plan dangerous?**
- 2. Why does she go through with it anyway?**

Nancy

Nancy

Mr Brownlow

?

**An example of a Y7 English Mastery Do Now**

## I DO, WE DO, and YOU DO

### PURPOSE:

- 1) To model the thinking required to complete an independent task.
- 2) Gradually remove scaffolding after the worked example to enable learners to tackle and resolve problems.
  1. **Scaffolding:** To provide support and guidance in initial examples to enable learners to carry out a task or achieve a goal with a gradual shedding of outside assistance.
  2. **Worked example:** a step-by-step demonstration of how to perform a task or solve a problem.
  3. **Secure:** ensure that students understand the knowledge before being told to learn and use it

### I DO

The **I DO** allow learners to be able to process up to three new ideas in the working memory at any one time. This is great when avoiding **cognitive overload** because we do not want our students to receive more information than their brain can manage. Therefore, we should keep the Language to a minimum for our learners to listen and then in turn process what they have heard.

### PURPOSE:

- To teach and model new skills
- To help with the learners working memory to solve problems
- To help learners understand the knowledge before being told to learn and use it
- To present new information to students through both visual and auditory channels.

**Example I do:** Model the thinking and annotations that learners must do to answer the question. For example, using a step by step on what we are going to do and model, as well as, how we will do it (key knowledge input)



Application Task – I Do

A student moves a bag of sugar with a weight of 100N above the ground by 3m. Calculate the work done.

$$\begin{aligned} W &= F \times s \\ &= 100\text{N} \times 3\text{m} \\ &= 300\text{ J} \end{aligned}$$

*Work done(J) = Force (N) × Distance(m)*

*$W = F \times s$*

**WE DO**

**PURPOSE:**



Meta-cognition is has been ranked by the Education Endowment Foundation as the second most powerful thing which teachers can do in order to help their students to make progress. During the 'We Do' section of the lesson, teachers will narrate the steps of their thinking to model processes for the students in the class. This unlocks the processes and methodology that we want them to use in order to independently use a new skill or knowledge.

Teachers use structures, live modelling and varied examples to tease out and address misconceptions.

Teachers use deliberate practice for students to rehearse using new knowledge or skills, under the guidance of the expert, before all scaffolding is removed. Methods of this practise could be paired talk, practice with a partner rehearsal, editing a less-than-perfect answer, refining work to improve it.

As with the 'I Do' section of the lesson, teachers use questions and real-time checks to respond to learning and inform the next steps.

**Maths I DO/WE DO**

## I do / We do

Silent Teacher

Narration

Narration

Your Turn

...

Some groups of integers will have no common multiples.

You will always be able to find a common multiple.

Which student do you agree with?

Try different pairs of integers, can you find a common multiple?

What about for three integers?

Explain your reasoning.

**Example of We Do:** Teacher and students work together on a model question or task. This will enable the students to do the thinking with the teacher asking the questions to guide this thinking. When working on examples together, step-by-step, key points can be clarified, and misconceptions can be addressed and students can be guided towards making informed choices to move to the next step.



Application Task – We Do

A student moves the chocolate bar (1N) 50cm along the ruler.  
Calculate the work done. Give your answer in newton metres.

50 cm/100 = 0.5 m  
 $W = F \times s$   
 = 1 x 0.5  
 = 0.5 J

## YOU DO

**You Do** activities allow the learners to work independently; This allows them to figure things out before offering any further intervention or re-teaching. If a student is still finding the I Do section of a lesson difficult, we may direct them to modelled examples from the I Do and worked examples from the We Do.

### **PURPOSE:**

Students are given regular independent practise in lessons which should enable them to become confident and proficient at answering questions/explaining key concepts/writing narratives without support when they are able. SC staff will provide confidence and prompting especially with unfamiliar content, but resilience and perseverance is actively encouraged in order for the students to maximise learning and fulfil their potential when they are faced with challenges in lessons.

Scaffolds, including TA support, are used to ensure the key learning is being practised; they are then removed over time.

**Examples of You do:** Students are given the Model questions or tasks (e.g. exam question examples...) they then use what they have learned apply the knowledge practicing independently.

**Application Task – YOU DO**

**Stage 1**  
 Calculate the work done for the following:

1. A ball travels 15.1 m when thrown with a force of 160 N.
2. A car with a braking force of 2400 N travels a distance of 720 m before coming to a stop when the brakes are applied.
3. An object with a weight of 26 N is raised through a height of 47 m.
4. A cyclist brakes with a braking force of 140 N and it takes her 15.4 m to come to a stop.
5. An object moves 49 m when a 5 N force is applied.

# Further Practice

With a partner decide whether or not these statements are always sometimes or never true.

Common multiples of 5 and 4 are also multiples of 3.

$a \times b$  is a common multiple of  $a$  and  $b$ .

The common factors are larger than common multiples of a pair of numbers.



## EXIT TICKET/APPLICATION TASK

### PURPOSE

The Exit Ticket/Application Task tells us what students have learnt and we can evaluate whether each student has met the learning objectives. This then informs us for the planning of the next lesson, whether we need to re-teach, who needs additional reinforcement or who requires less support and scaffolding.

In some subjects, we share our Exit Ticket/Application Task at the beginning of a lesson so that students know what they are working towards by the end of the lesson. The ASD learner is able to take time to process what they are required to do and will trust the teaching and support staff to allow them to get there using the most appropriate means.

**In Theory:** Doug Lemov states the importance of planning specific objectives for lessons and checking if they have been met by using a plenary: "You'll know how effective your lesson was, as measured by how well they learned it, not how well you thought you taught it". At least 80% success rate of plenary questions should be required before you move on with your content. Exit Tickets/Application Tasks provide a feedback loop whereby teachers can frequently assess student understanding and retention.



## Horizons

**iPads** are a powerful educational tool that increase **student** engagement and inspire creativity. They can be used for a huge range of purposes that support in bringing the curriculum to life.

iPads can also maximise student learning and development both inside and outside of the classroom.



### Uses of IPADS in school/classroom in the Specialist Centre

- Develop student's literacy and numeracy skills.
- The use of the iPad can help enhance student's communication skills.
- For students who lack motor skills, manipulating between a keyboard, mouse, and screen can be very difficult and overwhelming. Therefore, the touch screen and all-in-one components of an iPad make it easier students to use.
- The iPad can be taken outside for educational purposes.
- Students can access lesson PowerPoints so the need to track from the desk to the board and back to the page is eliminated; this supports the students by removing a layer of complication which allows less time required for processing.
- Students can share work immediately for instant feedback, even using Airdrop for images.
- Certain students thrive on learning platforms and iPads enable us to strike a balance between adults teaching and using learning platforms to supplement learning.
- Provide instant feedback to the teacher using the electronic white board and image sharer.

### Examples of how we use/have adopted iPads in the Specialist Centre:

**Photography:** It allows the students to take photographs and download them into their folders on the One Drive) without having to upload them from an SD card. iPads show the most real tone for colour, and we can see the near exact colour match on the screen as the object/scene in real life. We have purchased a mouse, an iPad pencil, a card reader and an adaptor cable to sue with a computer screen, for each student studying GCSE Photography so they are able to edit photographs on a larger screen using a mouse and ultimately a pencil for fine changes. We are also purchasing Photoshop and Light Room as editing software for all GCSE Photography students to have on their iPad to access as and when they need.

**BTEC Sport:** We use iPads to film or take pictures of students as evidence when leading a sports session or taking part in a sport. We can use the stopwatch/timers and online software amongst other virtual equipment.

**In Maths and Science:** Students use the iPads to complete independent learning on Seneca Learning, Hegarty maths, Sam Learning, or any other interactive educational activities/tools (scientific calculator)

They are used to developed student's social interaction as well as communication skill through interactive games/activities which can be shared with peers or adults.

They are also used for practising basic skills in Maths thereby gaining fluency and the reinforcing of work e.g. times tables, solving quadratics, estimation, circumference of a circle etc.

**Hospitality and Catering:** iPads can be used for downloading and annotating recipes, they can highlight and change quantities directly onto the iPad, they can highlight key areas of skill and can annotate alternatives and adaptations, key nutritional information and how to ensure the dish is aesthetically pleasing to the client or customer.

Students can also photograph and analyse their presentation and film themselves and demonstrations by staff of key skills as a reference tool and to show progression and gather evidence of critical skills.

**English:** Students can have an online anthology and copies of text, they can highlight key parts of the text, quotes and use of language devices to support their application task writing.

They can write their thoughts and predictions on the text and can store all documents for reference and revision.