

# An evidence-informed approach to SEND



Many pupils with [SEND suffered more than their peers during the pandemic](#); many pupils with SEND have [struggled more in education since](#). As the numbers of pupils on [SEND registers reaches almost 1.5 million](#), it's left many teachers and teaching assistants wondering how their classroom can meet all needs.

Yet these are children. Placement on a SEND register won't discount them taking benefit from many of the same motivators, hooks and supports. Placement on a SEND register will make the best of what teachers do – clear teaching of new content, well-embedded routines and secure adult-child relationships – even more important.

Teaching, of course, isn't easy. A classroom with diverse needs often makes teaching more challenging, adding time to lesson planning and complexity to lesson delivery. Yet the evidence suggests that many of the things that work for pupils with SEND are likely to work for all. And that these things – or teaching approaches – are likely to be things that teachers know about already.

It's a pleasure to be working with the Association for Science Education, as a small part of their work within SEND. As a former primary and secondary SENDCO and current MAT SEND Lead, it's a pleasure to speak to teachers about the evidence around what is likely to work for pupils with Special Educational Needs. I'll be leading a series of 3 webinars during the spring term:

1. [Inclusive teaching to meet the needs of all learners \(12<sup>th</sup> January\)](#)
2. [Making the inaccessible accessible: quick wins to increase pupil understanding \(9<sup>th</sup> February\)](#)
3. [Exceptional needs: making your classroom and your lessons work for pupils with higher levels of SEND \(2<sup>nd</sup> March\)](#)

I'll be exploring the best available evidence around effective teacher practices for pupils with SEND and providing a framework for teachers to consider it in relation to their own practice. I'll be taking questions from colleagues, perhaps about what tweaks to practice might allow all pupils to thrive within an inclusive classroom.

It's clear that there is enormous commitment within schools to making education work for every child. It's possible that it's harder than ever to achieve that in practice for some pupils with SEND. It will be a pleasure to talk through what many schools, and what the best available evidence, suggests is a good way forward; a way forward that provides successful, inclusive education for all. I look forward to seeing many of you there.

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