



SEND (Special Education Needs and Disabilities)

Potters Bar Clinic School

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Elysium Children and Education are committed to promoting equality in all its activities.
We aim to provide an environment free from discrimination and unfair treatment.

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Introduction

This document is produced for Potters Bar Clinic School, a division of Elysium Children and Education.

1. Policy Statement

Potters Bar Clinic School prides itself on being part of an inclusive organisation in which every individual is welcomed and valued, regardless of age, gender, ethnicity, difficulty of learning, severity of mental health, disability, attainment level, cultural background and experiences.

It is recognised that all young people have a right to a broad and balanced curriculum, which is relevant and differentiated, which demonstrates progression and coherence, and that all staff share responsibility for its delivery to all young people in their care. For this reason, our curriculum is readily adaptable and flexible to meet the complex needs of the young people who are referred to the service and are then educated as part of their statutory entitlement.

We embrace a holistic approach to building a personalised curriculum for individual students that takes account of factors such as:

- Their Mental Health and presentation when joining a service, be that informally or under section 2 or 3 of the Mental Health Act
- Their Special Educational Need and/or learning disability
- Minority ethnic and faith groups, Looked After Children (LAC), travellers etc.
- Young people with English as an Additional Language (EAL)
- Those who are More Able
- Those who may be subject to a Child Protection (CP) or Child in Need Plan (CiP)
- A young person's aspirations for their future

We recognise inclusion as a dynamic process, requiring critical and regular evaluation, which takes place on a daily, weekly, monthly or more basis. This will ensure that sessions are planned to address potential areas of difficulty and remove barriers to achievement. It is strongly recognised that Inclusion and Inclusive Education is the joint responsibility of all stakeholders.

This Special Educational Needs and Disability (SEND) policy has been written with reference to the:

- Education Act 1996
- Equality Act 2010
- Children and Families Act 2014 – Part 3, which sets out schools' responsibilities for pupils with SEND and disabilities
- Special Educational Needs and Disability Code of Practice: 0-25 Years 2015-which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

The policy details how Potters Bar Clinic School will endeavour to ensure that the necessary provision is made for any young person who has SEND.

This provision will consider their school needs, mental health presentation, medication, EHC where produced, treatment plans and suitable preparations for education or employment upon discharge.

2. **Definition of SEND**

The following definition is taken from the Special Educational Needs and Disability Code of Practice: 0-25 Years (2015):

'A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions'.

Young people must not be regarded as having a learning difficulty solely because English is spoken as their second language.

3. **Areas of SEND**

The Special Educational Needs and Disability Code of Practice: 0-25 Years (2015) identifies 4 broad areas of need:

- Communication and Interaction
This category includes students with speech and language needs (SLCN) and autistic spectrum disorders (ASD)
- Cognition and Learning
This category includes students with moderate learning difficulties (MLD), severe learning difficulties (SLD) specific learning difficulties (SpLD) and profound and multiple learning difficulties (PMLD)
- Social, Emotional and Mental Health Difficulties
This category includes students with attention deficit disorder, attention deficit hyperactive disorder, attachment disorder and behaviours that reflect underlying mental health difficulties
- Sensory and Physical Impairment
This category includes students with vision impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and physical difficulty (PD)

It is acknowledged that some young people may have complex needs and therefore have needs in more than one of the areas outlined above.

4. **Principles of SEND Policy**

The following principles reflect those outlined in the Special Educational Needs and Disability Code of Practice: 0-25 Years (2015):

- Early identification of a young person's needs and early intervention to support them
- Participation of young people in decision making
- Participation of parents / carers / guardians in decision making
- A focus on inclusive practice and removing barriers to learning
- High quality provision to meet the needs of children and young people with SEND
- Collaboration between education, health and social care services to provide support
- Successful preparation for adulthood, including independent living and employment

5. Early identification and intervention

In our schools: students who are behind the expected levels of Maths and English are not automatically identified as having special educational needs but are provided with the teaching they need to make the progress required.

Students with special educational needs are identified in a number of ways:

- Collation of prior or home school data and information
- Baseline testing where necessary on entry to the school
- Regular cycle of teacher assessments
- More detailed testing of individual students as appropriate
- Staff refer students to the SENDCo, highlighting specific concerns

SEND students are identified on the SEND Support List which is available to all staff. The SENDCo is responsible for maintaining the SEND Support List accurately.

- K - a student with SEND requiring intervention that is additional to, or different from, those provided through the school's usual differentiated curriculum offer and strategies. This may include advice or support from outside specialists, so that alternative interventions, additional or different strategies can be put in place.
- E – a student with an EHC Plan. This identifies a student with a lifelong and significant difficulty, requiring a Statutory Assessment by a student's home LA. An assessment can be requested by the school or parent. If an EHC Plan is issued, it will state a student's strengths and areas of need. It will also specify desired outcomes for the student, along with the steps and resources required to ensure that those outcomes are achieved within the given time frame. The SENDCo endeavours to work closely with any student's LA / school to ensure that all the entitlements of an EHC Plan are provided. The SENDCo will maintain Annual Reviews of EHC Plans and a member of the LA invited to attend. If the school considers an EHC Plan to be necessary, the SENDCo will contact the LA of the student and begin the referral and assessment process.

The school will make every effort to adhere to the timescales provided in the Code of Practice. However, the responsibility to oversee this process continues to lie with the young person's LA.

6. Participation of students in decision making

It is essential for all students to be fully involved in their education; feeling listened to and in control of their learning experiences. It is the responsibility of all members of staff to interact individually with SEND students in their classes, engaging in conversation about their learning and how best to support them to achieve agreed targets.

Students are encouraged to:

- have an understanding of the difficulties they experience in and outside the classroom
- celebrate their strengths and achievements
- become independent learners
- fully participate in the decision-making processes by contributing to assessments and reviews
- develop ways of helping themselves by suggesting their own personal targets
- share ideas with staff and other students

Students participate, where appropriate, in the creation of Individual Education Plans, which detail their needs, strategies of support and SMART targets. The targets are reflective of their mental health, current presentation, EHCP's, LAC reviews, attendance records and personal targets, and are developed with the young person so that they are at the centre of their education plan.

7. Participation of parents/carers in decision making

It is essential for parents/carers to be fully involved in their child's learning and to participate in decisions made about their child's education. We listen to parent's views and actively encourage discussions about educational needs and provisions. Wherever possible views and wishes will be adhered to, so they can contribute to the provision network around them and continue to thrive as individuals and reach their full potential. Parents/carers will be involved in all decisions, through telephone conversations, meetings and CPA's.

8. A focus on inclusive practice and removing barriers to learning

It is the responsibility of all members of staff to be aware of the barriers to learning which students with SEND experience, whilst holding the highest expectations of them, so that all students are able to make good progress and achieve their potential. All staff have been trained on effectively differentiating work and supporting SEND students fully in the classroom. Meeting the needs of our children with SEND is a whole school responsibility.

We expect all teachers to be teachers of every child and to adjust their teaching to enable all students to make progress. This may involve some adaptation of teaching methods and appropriate modification of resources.

The curriculum is used creatively to meet the needs of all pupils across the key stages and with the growing focus on increasing and developing the skills and abilities of those students who struggle to access knowledge and understanding- so that they then have the skills to support their growth as learners whilst challenging, developing and widening the skills of all our learners so that full potential is gained for all.

All students are included in all aspects of the community in which they are educated and live. They are encouraged to develop personal interests and join extra-curricular activities and clubs with occupational therapy and the school, in line with their section 17 leave.

Regular lesson observations and book scrutiny are completed to evaluate and improved learning experiences for all students.

9. High quality provision to meet the needs of students with SEND

There are several systems in place to ensure that our pupils with SEND are supported to achieve. All staff have been trained on effectively differentiating work and supporting SEND pupils fully in the classroom. Teachers are provided with detailed pupil information to inform their classroom planning. They can readily access this information and strategies provided by external agencies. The Deputy Headteacher who supervises Key Teachers/Keeping in Touch Teachers (KIT) will regularly inform staff of any changes in a pupil's needs.

The Deputy Headteacher liaises closely with staff to ensure that pupils with SEND have good access to learning in lessons. On-going training ensures that all staff are kept up-to-date and have the knowledge to support pupils fully in lessons.

Lesson observation and book scrutiny allow teaching to be monitored, and support/strategies provided as necessary. Pupils are mainly taught in small groups and therefore have personalised support. Some pupils will be assessed as needing additional support to maintain progress. This may be a short or longer term intervention. All small group and 1:1 intervention follows an Assess, Plan, Do, Review cycle. This structure ensures that intervention is appropriate and focused on developing the needs of individual pupils.

All provisions within the school will be monitored to assess impact in several ways, including:

- Regularly reviewing pupil information and sharing targets and achievements with the pupils and their families
- Curriculum sequencing- senior leaders will regularly monitor Curriculum Overview Mapping and Student Overview Mapping to ensure that the curriculum is personalised and the information is shared with pupils
- Key teacher or KIT reviewing and gaining the opinions of our pupils.
- Regularly tracking and monitoring academic progress
- Classroom observation by the Headteacher and Deputy Headteacher

Access Arrangements

Pupils who require Access Arrangements are tested and provided with arrangements that reflect their normal way of working. This ensures they are not put at a disadvantage and are provided with the correct support. We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson.
- Adapting resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font or modified resources.
- Differentiating teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud.

Teaching Strategies (<https://blog.irisconnect.com/uk/send-teaching>) (Please see Appendix A)

At Potters Bar Clinic School, we strive for the best possible academic progress for our SEND learners. To provide the best support possible, we ensure that:

- enough time to spend with our SEND pupils
- we improve their progress regardless of sets, or mixed ability classes

We teach our SEND pupils to the best of their abilities using [Rosenshine's principles of instructions](#) (Appendix B). The 10 key findings below, will be incorporated into our teaching practice to improve our SEND pupils' outcomes:

Making learning accessible by:

- a. Begin the lesson with a review of previous learning.
- b. Present new material in small steps.
- c. Ask a large number of questions (and to all students).
- d. Provide models and worked examples.
- e. Practice using the new material.
- f. Check for understanding frequently and correct errors.
- g. Obtain a high success rate.
- h. Provide scaffolds for difficult tasks.
- i. Encourage independent practice.
- j. Plan monthly and weekly reviews.

Differentiating & scaffolding the Learning and the Resources

We will provide our learners with opportunities to learn in small steps, check on their progress regularly and develop their independence as much as possible.

Revisit, review & retrieve knowledge

We will be conscious of the limited capacity of working memory. Sequencing and scaffolding tasks will take place simultaneously with revisiting, reviewing, and retrieving knowledge in order to transfer it to long term memory.

Familiarise the abstract

We will use [Jerome Bruner's](#) three stages of cognitive representation, which are:

- Enactive-the representation of knowledge through actions.
- Iconic-the visual summarisation of images.
- Symbolic representation- the use of words and other symbols to describe experiences.

Praise the effort instead of the result

We will use the power of positive reinforcement - praise the effort instead of the result. We focus on the learning journey, not only the destination; thus, ensuring that understanding of our mistakes are a necessary part of being successful.

Promote a growth mindset (Appendix C)

We recognise that for some of our students (re-engagement learners), the sense of success might not be their ordinary experience. They might anticipate failure instead of being successful, especially if they compare themselves with others. We strongly believe in the power of our mind. As we strive to ensure that our students become resilient, perseverant, and hungry of knowledge, we will encourage them to continuously learn from their mistakes and if necessary, introduce more engaging concepts through the AQA Unit Awards that appeal to their interest.

Balance physical with digital

Where possible and depending on students' health, we will use laptops or other digital resources to make learning interesting, accessible and independent; however, we will at times supplement this with tactile or physical resources (this will only be implemented after discussion with the hospital staff).

Work closely with SENCo

We will work with the home school LSAs or/and TAs and SENCo (if necessary, also from other Elysium schools) to gain appropriate support to maximise our SEND pupils' learning. To do this, we will often liaise with the SENCo, with certain LSAs prior to the lessons to discuss our planning and resources. Where possible, we will also use information from the home school's website.

Seek Opportunities Discuss/Reflect on our Provision

We will use informal peer discussions and observation to reflect and improve our strategies for delivery with our SEND pupils. We use continuously check if we:

- Increased accessibility which makes learning visible
- Promoted independence
- Increased 1-1 lesson interventions
- Development of fluency

Share good practice

As we [promote a positive learning culture](#) by encouraging feedback from learning walks or informal visits, we will share examples of good practice with our colleagues as well as learning from their classroom experiences so we can constantly develop as teachers and provide the appropriate support for our SEND pupils.

10. Collaboration between education, health and social care services to provide support

We work closely with all stakeholders to ensure the needs of a student are fully met. When necessary, advice will be sought from external advisors and professionals concerning appropriate next steps.

11. Successful preparation for adulthood, including independent living and employment

Students are supported at each point of transition, whether this be between key stages whilst they are educated at the school or with their home school.

We liaise closely with home schools to ensure a smooth transition between settings. Baseline data and information is requested to ensure teaching is appropriately planned and reflective of a student's needs.

Where appropriate, a student will be taught life skill lessons to support them in their preparation for adulthood. As SEND students move from school to other education establishments or employment the SEND department will provide information and reports to ensure a successful transition.

12. Responsibilities

Everyone in the school community has a positive and active part to play in ensuring that pupils with SEND achieve their full potential. The specific roles and responsibilities of each individual are outlined below.

The Headteacher will:

- Work with the Deputy Headteacher to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

The Deputy Headteacher (SENCo) will:

- Work with the Headteacher to determine the strategic development of the SEND policy and provision in the school
- Ensure that the school carries out its statutory responsibilities regarding all pupils with SEND including the Code of Practice for Special Educational Needs 2015 and the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Put provision in place to ensure progress of all pupils with SEND
- Support all staff in understanding the needs of pupils with SEND and work with staff, parents, and other agencies to develop effective ways of bridging barriers to learning through assessment of needs, monitoring of teaching and pupil achievement and target setting through Personal Learning Plans
- Advise and support staff on the graduated approach to providing SEND support.
- Regularly monitor progress towards targets for pupils with SEND.
- Be the point of contact for the Multi-disciplinary Team (MDT), external agencies, especially local authorities and their support services
- Liaise with home-schools and potential next providers of education to ensure pupils and their parents/careers are informed about options, and a smooth transition is planned.
- Ensure the school keeps the records of all pupils with SEND up to date.
- Advise on and contribute to the professional development of staff, including whole school INSET provision
- Provide regular information to the headteacher and management committee on the evaluation of SEN provision.
- Co-ordinate Annual Reviews and reviews of Personal Learning Plans
- Liaise with SENCo from other Elysium sites for advice if the SEN need is beyond the capacity alongside other responsibilities within the school.

Class teachers are responsible for:

- The progress and development of every pupil in their class
- Working with the Deputy Headteacher (and if necessary, a SENCo from one of the other Elysium sites) to review each pupil's progress and development and decide on any changes to provision.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Ensuring this SEND Policy is followed.

13. Admissions and Access

Students with SEND, with and without an EHC Plan, are identified prior to admittance to the school according to the protocol and procedures set out within Elysium Healthcare and in liaison with other stakeholders where appropriate e.g. NHS England.

Access arrangements for young people with physical disabilities who require the use of a wheelchair are taken into account at Potters Bar Clinic School, adaptations such as a disabled toilet and ward lessons are available.

Access to a broad and personally relevant curriculum is provided, in line with the school's curriculum policy.

14. The role of the Management Committee (MC)

It is the responsibility of the MC to evaluate the effectiveness of SEND provision within the schools. At its Annual Meeting, the following evidence will be presented to the MC by the SENDCo and /or the Head Teacher.

The areas for discussion can include:

- Current staffing
- Details of current funding.
- Breakdown of SEND students on the SEND Support List.
- Rates of progress for Intervention Programmes.
- Self-Evaluation.
- Support Improvement plan.
- Case Studies.
- Teaching Assistants Roles and responsibilities.
- Observation examples.
- Example of Individual Education Plan and or Individual/Group Student profile formats.

15. How will we store our SEN data?

Potters Bar Clinic School will maintain a SEND Support List with some categories as described above. This will enable all professionals involved with a young person and their family to be as fully informed as possible.

16. Complaints Procedure

Parents are encouraged to contact the Headteacher about any matter and to make an appointment to speak to staff at any time they feel appropriate. Our complaints policy is available on request or on our website.

Appendices

Appendix A- How to be a Fantastic SEND Teacher

How to be a fantastic SEND teacher

1 Make learning accessible

Use Rosenshine's principles of instructions - a set of 10 key findings, which, if incorporated into our teaching practice, could substantially increase the quality of teaching and learning to improve outcomes.



2 Differentiate & scaffold

Provide learners with opportunities to learn in small steps. Check on their progress regularly and develop their independence as much as possible.



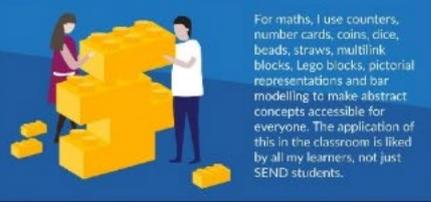
3 Revisit, review & retrieve knowledge

Be aware of the limited capacity of working memory. Sequencing and scaffolding tasks must take place simultaneously with revisiting, reviewing and retrieving knowledge in order to transfer it to long term memory.



4 Familiarise the abstract

For maths, I use counters, number cards, coins, dice, beads, straws, multilink blocks, Lego blocks, pictorial representations and bar modelling to make abstract concepts accessible for everyone. The application of this in the classroom is liked by all my learners, not just SEND students.



5 Praise the effort instead of the result

I would like to underline the power of positive reinforcement - praise the effort instead of the result. If we focus on the learning journey, not only the destination, we'll spread the love of learning and understanding of mistakes as a necessary part of being successful.



6 Promote a growth mindset

Use the language of 'yet' promoted by C. Dweck. I believe that if we as teachers, as significant adult figures promote growth mindset and encourage pupils to learn from mistakes, they will become resilient, perseverant and hungry of knowledge.



7 Balance physical with digital

Using laptops and tablets can be beneficial and makes learning interesting, accessible and independent; however I've noticed that my SEND pupils sometimes prefer the physical sensation of paper and objects over working digitally.



8 Work closely with SENDco to know your SEND pupils

Make effective use of support provided by LSAs or/and TAs. Without them, teaching would be a mammoth task. Liaise with the SENDco prior to the lessons. Mutual respect and trust is key to effective cooperation with support staff.



9 Record your lessons

I've found reflecting on my own practice hugely beneficial. I was afraid at first, but now I use it to see the bigger picture; to analyse my performance as an outsider. For this, my school and I use IRIS Connect.



10 Share good practice with colleagues

We promote a positive learning culture in school. Using IRIS Connect's private sharing mode, I can share examples of good practice with my colleagues as well as learning from their classroom experiences so I am constantly developing as a teacher.





iris
connect
discover. develop. share.

Read more: bit.ly/SEND-teaching
www.irisconnect.com | info@irisconnect.com

Appendix B- Rosenshines' Principles of Instruction

THE PRINCIPLES OF INSTRUCTION

TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:

- research on how the brain acquires and uses new information
- research on the classroom practices of those teachers whose students show the highest gains
- findings from studies that taught learning strategies to students.



01 DAILY REVIEW



Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

02 NEW MATERIAL IN SMALL STEPS



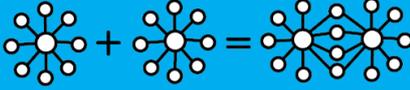
Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS



The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS



Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE



Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING



Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE



A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS



Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE



Independent practice produces 'overlearning' — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

10 WEEKLY & MONTHLY REVIEW



The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

<https://static1.squarespace.com/static/58e151c946c3c418501c2f88/t/5bcad7810d929703affe7abb/1540020098430/Rosenshine+Principles+red.pdf>

Barak Rosenshine's

PRINCIPLES OF INSTRUCTION



A thematic interpretation for teachers by Tom Sherrington @teacherhead

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REVIEWING MATERIAL

1 Daily review



Daily review is important in helping to resurface prior learning from the last lesson. Let's not be surprised that students don't immediately remember everything. They won't! It's a powerful technique for building fluency and confidence and it's especially important if we're about to introduce new learning – to activate relevant prior learning in working memory.

10 Weekly and monthly review



QUESTIONING

3 Ask questions



The main message I always stress is summarised in the mantra: ask more questions to more students in more depth. Rosenshine gives lots of great examples of the types of questions teachers can ask. He also reinforces the importance of process questions. We need ask how students worked things out, not just get answers. He is also really good on stressing that asking questions is about getting feedback to us as teachers about how well we've taught the material and about the need to check understanding to ensure misconceptions are flushed out and tackled.

6 Check for student understanding



SEQUENCING CONCEPTS & MODELLING

2 Present new material using small steps



Small steps – with practice at each stage. We need to break down our concepts and procedures (like multi-stage maths problems or writing) into small steps so that each can be practised.

Models – including the importance of the worked-example effect to reduce cognitive load. We need to give many worked examples; too often teachers give too few.

4 Provide models



8 Provide scaffolds for difficult tasks



Scaffolding is needed to develop expertise – a form of mastery coaching, where cognitive supports are given – such as how to structure extended writing – but they are gradually withdrawn. The sequencing is key. Stabilisers on a bike are really powerful aids to the learning and confidence building – but eventually they need to come off.

STAGES OF PRACTICE

5 Guide student practice



Teachers need to be up close to students' initial attempts, making sure that they are building confidence and not making too many errors. This is a common weakness with 'less effective teachers'. Guided practice requires close supervision and feedback. High success rate – in questioning and practice – is important. Rosenshine suggests the optimum is 80%. i.e. high! Not 95-100% (too easy). He even suggests 70% is too low.

7 Obtain a high success rate



9 Independent practice



Independent, monitored practice. Successful teachers make time for students to do the things they've been taught, by themselves... when they're ready. "Students need extensive, successful, independent practice in order for skills and knowledge to become automatic"

Appendix C- Growth Mindset vs. Fixed Mindset: Key Differences and Unlocking Potential

Growth Mindset vs. Fixed Mindset Key Differences and Unlocking Potential



Growth Mindset:

- Failure is an opportunity to grow
- My effort and attitude determine my abilities
- Challenges help me to grow
- Feedback is constructive
- I am inspired by the success of others

Fixed Mindset:

- Failure is the limit of my abilities
- I'm either good at it or I'm not
- My abilities are unchanging
- I don't like to be challenged
- Feedback and criticism are personal

 **mentorink**