



Same as mainstream:

- We teach to the DFE Teachers' Standards
- We practise quality-first, adaptive teaching¹
- We provide a broad curriculum
- We teach to GCSEs, A Levels and Level 2/3 BTECs
- One teacher per whole class
- Pupils move between teaching areas from years 4-13 for 6 x 55-minute lessons
- Laptops and IT rooms are used where appropriate

Different from mainstream:

- EVERY pupil we teach has one or more diagnoses of specific learning difficulties
- Pupils are taught together in classes of 12-14 without teaching assistant support
- Pupils are not withdrawn from lessons for 1-1 support
- Literacy and numeracy support, Occupational Therapy and Speech and Language therapy are timetabled for the whole year group and taught in smaller groups of 4-6

The More House Approach to supporting SEND within the whole class context:



References:

1. Department for Education (January 2019) Early Career Framework. Available at: assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/978358/Early-Career_Framework_April_2021.pdf
2. Griffiths, D. (2020) Teaching for Neurodiversity: Training Teachers to see beyond labels. Impact Journal of Chartered College of Teaching. Available at: e-spac.mmu.ac.uk/625091/
3. Suigzdaite et al. (2020) Transdiagnostic Brain Mapping in Developmental Disorders. Current Biology 30, 1245-1257. Available at: www.sciencedirect.com/journal/current-biology/vol/30/issue/20
4. Rosenshine, B. (2012) Principles of Instruction, Research-based strategies that all teachers should know. American Educator, Vol. 36, No.1. Available at: www.aft.org/sites/default/files/Rosenshine.pdf
5. Rosenshine, B. (2019) Rosenshine's Principles: 10 FAQs. Available at: teacherhead.com/2019/10/02/rosenshines-principles-10-faqs/



Teaching at More House School

How is it different?

Our aim is to transform the futures of intelligent children who experience Specific Learning Difficulties, Developmental Language Disorder and associated conditions, by empowering them.

Approaches to supporting SEND pupils often focus on one-to-one or small-group intervention. Such models can be socially isolating, damaging self-esteem, and can hamper pupils' development of independence in the classroom and beyond, limiting their self-belief and aspiration.

We know every MHS pupil to be intelligent. Many join our school with little or no self-belief and find classroom learning, literacy activities and their future, frightening. Many struggle to know how to listen and learn, and have great difficulty processing classroom language, verbal and written.

Our specialist approach in every classroom – for every age-group and every subject – is therefore carefully designed to foster in pupils a realisation of their own potential and efficacy, through deliberate adaptation of teaching methods to ensure all pupils can access the learning, can acquire the skills to be successful, make the best possible progress and achieve the best possible outcomes – academically and socially. They need to enjoy the experience and develop the courage to commit.

The key areas our teachers support are:



Using language carefully when questioning

- Using concise, clear language in spoken and written questions
- Using command words to begin questions
- Giving take-up time
- Supporting lists of instructions with visual task lists
- Encouraging verbal answers before written responses

Recognising often considerable gaps in existing knowledge and skills

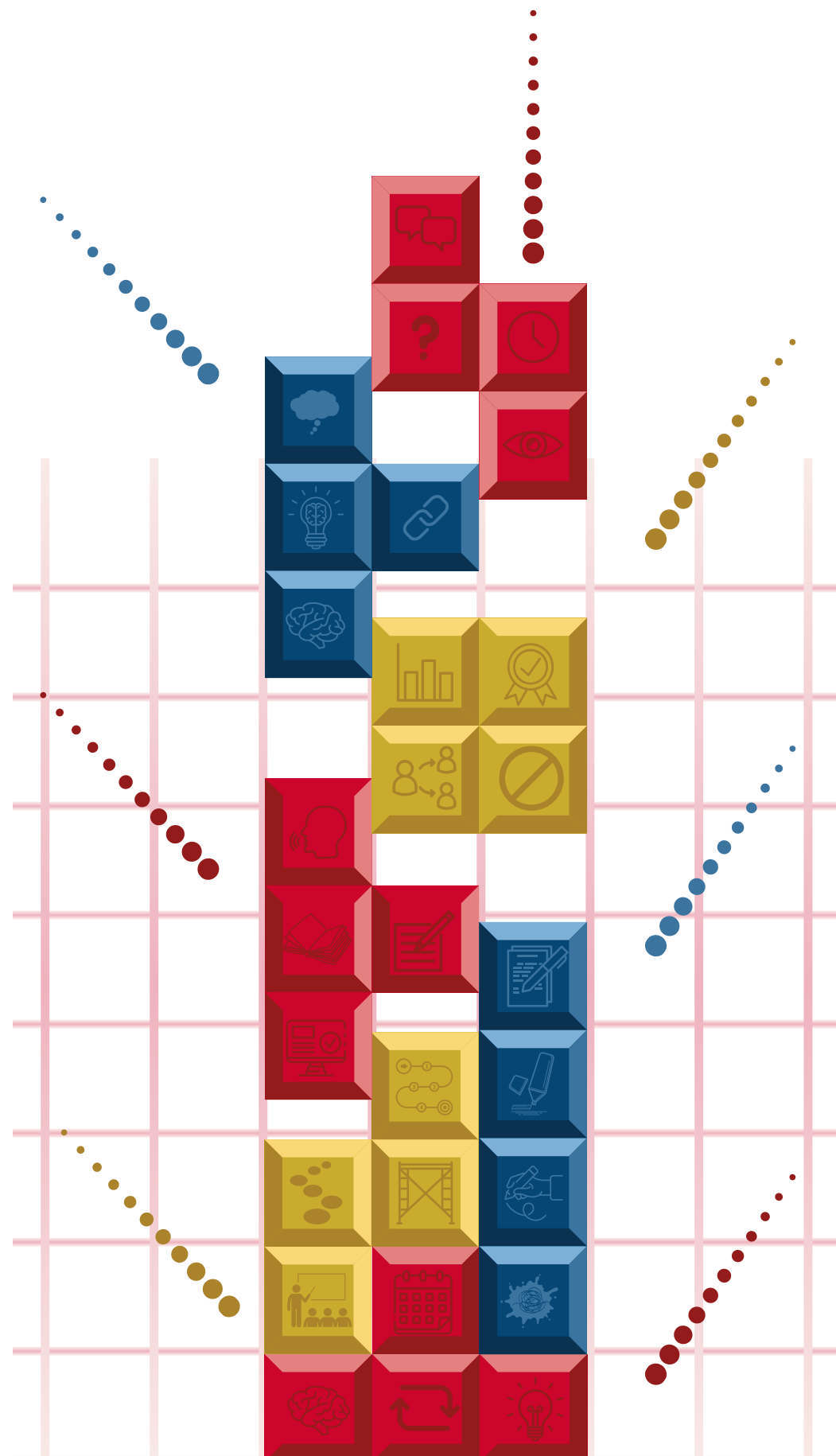
- Contextualising new ideas
- Making clear links to existing knowledge
- Using the concrete and visual to communicate abstract concepts
- Supporting new vocabulary
- Not assuming knowledge or understanding
- Using cultural capital to create tangible links from the theory/topic to real life living

Removing unnecessary barriers from the learning experience

- Avoiding lengthy verbal delivery
- Avoiding copying from the board or textbooks
- Teaching a variety of note-taking techniques where needed
- Using supportive technologies

Choosing the right pace for accumulating knowledge and skills

- Communicating one thing at a time
- Using small steps to progress through the material
- Providing scaffolding for difficult concepts
- Providing models of engagement
- Identifying and addressing misconceptions
- Modelling and guiding student classroom practice
- Modelling and guiding independent practice



Reading behaviour as communication

- Knowing our pupils from their data and from their real-life behaviours
- Absorbing uninhibited behaviour with interesting work
- Using interactions to promote work, not conflict
- Using rewards and sanctions appropriately
- Creating competition and using rewards
- Sharing something of ourselves

Promoting evidence of learning over quality of presentation

- Using handouts with lots of white space
- Using highlighters to identify key words
- Allowing short answers on worksheets
- Using sentence starters
- Tolerating messier presentation

Enabling successful recall

- Using daily, weekly and monthly review strategies
- Recapping frequently throughout the lesson
- Realising when working memory and long-term memory are not working together
- Providing reference sheets to support working memory
- Ensuring understanding before moving on to new material