

# Kimberley Vereb

## NPQLT

### **Brief description of your impact story or case study:**

In this case study, I oversee the provision for a group of SEND students in a secondary school setting, specifically managing the lowest ability group, which is equivalent to KS2 level. The students are taught Art, Spanish, and Literacy by myself with a focus on their cognitive load and learning difficulties. I implement embedded retrieval practice through routine activities and organize carousel lessons in Literacy, aligned with the school ethos and reflective teaching framework. Adaptive teaching is central, with scaffolding and support from a trained team of teaching assistants who help break down learning into manageable chunks. This approach ensures accessibility for all students and promotes positive behaviour for learning. Tailored assessment and continuous progress monitoring through formative assessments ensure that lessons meet individual needs. These students would not thrive in mainstream settings, and the provision is designed to support their unique learning requirements.

### **What was the main change or impact your project had on your school/community?**

The main impact of this project was the successful integration of Spanish language learning for SEND students with severe needs, despite languages being removed from their timetable. By using a communicative language approach, with a focus on speaking and miming, students were able to engage actively and meaningfully in language learning. This approach encouraged students to use non-verbal communication alongside verbal skills, making the learning process more accessible and interactive. Additionally, through the use of colour-coding, in collaboration with a language therapist, students were able to identify patterns and work out grammar rules on their own, fostering independent learning. The "I Do, We Do, You Do" approach has been particularly successful in these classes, especially when integrated skills activities were used, allowing students to build confidence and mastery in language acquisition. Furthermore, being part of the interview panel alongside the SENCO in the recruitment of teaching assistants specifically suited for these classes allowed for a more tailored support structure. This collaborative approach ensured that the teaching assistants selected had the right skills and understanding to effectively support students with severe needs. As a result, students developed foundational language skills in a way that was both engaging and effective, ensuring they could still experience success in language learning despite their challenges.

### **What key learning or insights would you like to share with the broader NPQ community?**

- The Importance of Tailored Support for SEND Students: Recognizing that SEND students, especially those with lower cognitive levels, require differentiated and adaptive teaching methods to succeed. Providing scaffolding and breaking learning into manageable chunks, supported by a trained team of teaching assistants, helps make learning accessible and impactful.
- Embedding Retrieval Practice: Incorporating embedded retrieval practice into routine activities supports long-term retention and reinforces learning. This approach helps to improve students' memory and recall, especially when aligned with their cognitive load and learning capabilities.

## Impact Story

### What key learning or insights would you like to share with the broader NPQ community?

- **Carousel Lessons as a Strategy for Engagement:** Carousel lessons, particularly in literacy, allow for varied, dynamic learning experiences that help maintain engagement and prevent cognitive overload. This model promotes active learning and allows teachers to target specific areas of need more effectively.
- **Reflective Teaching Framework:** The use of a reflective teaching framework, in which teaching practices are constantly reviewed and adjusted based on student progress and feedback, fosters a responsive and evolving teaching environment that is crucial for SEND students.
- **Promoting Positive Behaviour for Learning:** The structured, adaptive approach with clear expectations and positive reinforcement encourages students to engage in their learning. Ensuring that the learning environment is supportive and inclusive helps in reducing behavioural challenges and fosters motivation and confidence.
- **Continuous Assessment and Progress Monitoring:** Ongoing formative assessments tailored to individual needs allow for immediate adjustments in teaching strategies, ensuring that all students progress at their own pace. Regular tracking of progress helps identify barriers to learning early and allows for targeted intervention.