

How can research support you?

There is a wealth of research around SEN provision that could be used to support you to adapt your teaching practice and develop strategies to overcome barriers to learning. However, you must approach any research with a critical eye. A large amount of research focuses on interventions that worked in one setting yet may not be robust enough to be replicated in yours.

The strong turn towards evidence-informed practice over the last few years has meant that there is now a robust, peer-reviewed evidence base that helps us understand how children learn best and what this means for education. This broad evidence base highlights that there isn't currently the same rigour in research around SEN provision. There are, however, significant efforts being made to rectify this.

A useful website to access is the ['Whole School SEND'](#), which is supported by NASEN (National Association for Special Educational Needs). The information and interventions on this site have been peer-reviewed and subjected to a panel process in order to be included. The resources are broken down into each of the four broad areas of need, and then further categorised into universal, targeted and specialist support.

The DfE has commissioned research into what effective practice in school looks like in order to develop understanding of how to improve outcomes for pupils with SEND (Carroll et al, 2017). The report found some good quality evidence on effective interventions to support pupils' cognition, mental health, communication and interaction needs. It also highlighted how important good assessment is to support teachers to correctly identify individual needs, and the importance of proper training for anyone who is delivering an intervention.

When looking at SEN interventions more broadly, there are common themes that emerge that seem to support positive outcomes:

- the effective deployment of a teaching assistant.
- the importance of engaging all stakeholders, especially parents.

In the session on 'Providing additional scaffolds', you looked at ways to work effectively with your teaching assistant. Let's look at this in relation to SEN provision, as well as the importance of stakeholder relationships.

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