



Re:SEND



A Professional Learning Community

Re:SEND aims to be at the forefront of promoting evidence-based practice as an essential and integral approach to school improvement in specialist schools in the North East.

Our core purpose is

- to share and disseminate the very best of evidence-based practice in SEND to specialist and mainstream schools and teachers across the North East.
- to provide support for evidence-based professional development in SEND
- to drive school improvement by building mutually supportive professional partnerships to develop a comprehensive toolkit of what works well in Specialist settings

Re:SEND coordinates school-based, peer-to-peer activities in which professionals interact and influence one another, in contrast to the non-interactive, unilateral character of much conventional 'cascading good practice'. The focus is on teachers' professional practice, i.e. what they do, not merely what they know.

Re:SEND partners carry out class-based disciplined inquiry in their own schools and share their work with others in the network.

Teachers consider an aspect of practice they would like to evaluate. Re:SEND will help them to find, analyse and evaluate published evidence in relation to the area of practice and then support them to design an inquiry question pertinent to their students, school and context. They then carry out a small-scale inquiry and report back on the outcomes, sharing what works and what doesn't.



Where similar projects are running in partner schools, it will be possible for teachers to work together to discuss their findings and share ideas on how to develop or generalise what they've learned.

Re:SEND will develop a bank of case studies that will support Specialist and mainstream settings in making informed decisions about interventions and strategies to use with children with additional needs.

Re:SEND can also offer training to schools on:

- Becoming a Research Engaged Learning Community
- Using Research Inquiry as a tool for meaningful appraisal and CPD
- Evaluating Claims – knowing what questions to ask



Current inquiries running at Cedars are on the next pages.

Email Emily Moffatt, emily.moffatt@cedarstust.org.uk for more information



	Teacher	Inquiry Focus	Email
	Louise Scott	How does a whole word/symbol approach impact on student motivation and engagement with reading and writing for Y9 boys with significant literacy development delay?	louise.scott@cedarstrust.org.uk
	Victoria Toward	How does the whole word/symbol approach impact on reading development for Key Stage 2 learners with significant literacy development delay?	victoria.toward@cedarstrust.org.uk
Communication and Literacy	Michelle Barkess	What impact does the direct teaching of symbols have upon reading progress in a Key Stage 1 classroom?	michelle.barkess@cedarstrust.org.uk
	Holly Clarke	What impact does Word Wasp have upon progress within spelling for KS3 students.	holly.clarke@cedarstrust.org.uk
	Claire Stringer	Can the Attention Autism approach improve the Joint Attention skills seen in children with ASC? (EYFS/KS1)	claire.stringer@cedarstrust.org.uk
	Grace Owens	Can the Attention Autism approach improve the Joint Attention skills seen in children with ASC? (KS1)	grace.owens@cedarstrust.org.uk
	Briony Thompson	What impact does the Toe by Toe reading intervention have on learner engagement and access to the curriculum for key stage 4 and 5 learners.	briony.thompson@cedarstrust.org.uk
	Paul Bentley	What is the impact of role playing games on students aged 15-18 who are reluctant to engage in speaking and listening activities and are reticent to socialise with their peers?	paul.bentley@cedarstrust.org.uk
	Joanne Carr	How does the Talk Boost programme impact on the language development of different cohorts across the school?	joanne.carr@cedarstrust.org.uk
Mathematical thinking	Nathan Oliver	How can we develop independence and problem solving in maths with Year 7 students with communication difficulties?	nathan.oliver@cedarstrust.org.uk
	Steven Middlemiss	How does the use of retrieval practice impact on progress in maths in KS4/5 students with working and long-term memory difficulties?	steven.middlemiss@cedarstrust.org.uk

Teacher	Inquiry Focus	Email
Emily Moffatt	How can schedules be used in continuous provision to engage ASD boys in directed learning tasks?	emily.moffatt@cedarstrust.org.uk
Alan Conn	How can we make the morning arrival time a calmer and more productive time that will prepare children for the day?	alan.conn@cedarstrust.org.uk
Natalie Shippey	How does the Thrive Approach impact on the emotional regulation of identified students in Key Stage 2?	natalie.shippey@cedarstrust.org.uk
Ali Meek	How does a tailored Sensory Integration programme impact on the emotional regulation of identified students?	alison.meek@cedarstrust.org.uk
Naomi Parkin	How does a school dog impact on the emotional regulation of young people with complex needs and/or autism?	naomi.parkin@cedarstrust.org.uk
Elaine Dowling	What is the impact of Forest Schools sessions on the emotional regulation of Key Stage 3 students with complex needs?	elaine.downing@cedarstrust.org.uk
Keith Vincent	How does the Thrive programme impact on the emotional development of Key Stage 2 students who are neurodiverse?	keith.vincent@cedarstrust.org.uk
Alan Finn	How does engaging students in extra creativity activities impact on developing creativity, improve self-motivation, well-being, resilience, risk taking and independence for students with complex needs?	alan.finn@cedarstrust.org.uk
Joe MacCabe	Evaluating learning resources which promote creative teaching within the classroom, exploring their usage and effectiveness in a cross-curricular context	joe.maccabe@cedarstrust.org.uk
Dan Hearne	How can we show progression through accreditation for students working at pre-entry level?	daniel.hearne@cedarstrust.org.uk
Julie Vincent	How well prepared are learners for adulthood and Post 16 transition having followed a personalised employability and PSHEW curriculum at key stages 4 and 5?	julie.vincent@cedarstrust.org.uk
Michelle O'Reilly	How does a Research Inquiry Appraisal programme impact on engagement in CPD for teachers in a specialist setting?	michelleoreilly@cedarstrust.org.uk