SEND Policy

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2023-2024

Mission, Vision, Values and Ethos

Our Vision Statement:

The Halley Academy is a place of opportunity where respect, resilience, integrity and collaboration matter. We are a caring community where everyone feels safe, valued and empowered to explore, experience and achieve.

We are proud, articulate, confident, independent learners equipped to take our place in wider society. As lifelong learners we develop our international mindedness and intercultural understanding. This is so that we are in a position to pursue our aspirations and interests as responsible members of a global society who respect and appreciate diversity.

Our Mission:

"Together we inspire, learn and achieve"

Our Values and Ethos:

At The Halley Academy, our values are the cornerstone of everything we do.

Respect

We expect everyone to take responsibility for their learning and be lifelong learners.

Achievement

We aspire to achieve our full potential in everything we do.

Collaboration

We enrich the experiences of all through our local, national and international partnerships. We do this by working together to achieve excellence.

Integrity

We embrace the opportunities we are presented with to show our strong moral principles, the IB learner profile and our respect and acceptance for others.

Resilience

We empower all to develop a 'can do' attitude and have confidence in their ability to progress in the face of challenges.

EDUCATION

Special Educational Needs & Disability (SEND) Policy

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Revision Log (last 5 changes)

Date	Version No	Brief details of change
April 15	1.0	Reviewed & reformatted existing for staff portal
April 16	1.1	Reviewed in accordance with annual review programme and Appendix A updated
August 17	1.2	Reviewed and amended as part of annual review programme and amended to reflect the development of the Trust across several local authorities.
August 18	1.3	Reviewed and amended to reflect developments across the Trust.
September 19	1.4	Reviewed and amended to reflect further developments in the scope and capacity of the Trust.

SEND Policy

This policy is written in line with the requirements of:

- Children and Families Act 2014;
- SEN Code of Practice 2014;
- SI 2014 1530 Special Educational Needs and Disability Regulations 2014;
- Part 3 Duties on Schools – Special Educational Needs Co-ordinators;
- Schedule 1 regulation 51– Information to be included in the SEN information report;
- Schedule 2 regulation 53 – Information to be published by a local authority in its local offer;
- Equality Act 2010;
- Schools Admissions Code, DfE 1 Feb 2012;
- SI 2012 1124 The School Information (England) (Amendment) Regulations 2012;
- SI 2013 758 The School Information (England) (Amendment) Regulations 2013.

This policy should be read in conjunction with the following Trust and academy policies:

- Behaviour/Discipline Policy;
- Equalities Policy;
- Safeguarding Policy;
- Homework Policy;
- Complaints Policy;
- Attendance Policy;
- Accessibility Plan.

This policy was developed in consultation with parents across all the Trust's Academies and members of the Trust Board. It will be reviewed annually.

A. **Definition of SEN**

   a. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

   b. A child of compulsory school age or a young person has a learning difficulty if they:

   - Have a significantly greater difficulty in learning than the majority of others of the same age; or
   - Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. *SEN Code of Practice (2014, p 4).*

B. **Definition of Disability**

   Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is '…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is

defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition. *SEN Code of Practice (2014, p5)*

1. **The kinds of special educational need for which provision is made at the Academy**

   1.1 Within the Leigh Academies Trust (LAT), we can make provision for every kind of frequently-occurring SEN without an education and health-care plan (EHCP) health-care plan (HCP)/ - for instance, dyslexia, dyspraxia, speech and language needs, autism, Asperger's Syndrome, learning difficulties, behavioural difficulties, visual impairment and hearing impairment. There are other kinds of special educational need, which do not occur as frequently and with which academies are less familiar, but we can access training and advice so that these kinds of needs can be met.

   1.2 The academies also currently meet the needs of pupils with an EHCP with the following kinds of special educational need: speech, language and communication ceeds, cognition and learning, emotional, social and mental health difficulties and sensory and medical needs. Decisions on the admission of pupils with EHCP are made by the local authority.

   1.3 The admission arrangements for pupils without HCP do not discriminate against or disadvantage disabled children or those with SEN.

2. **Information about the policy for identification and assessment of pupils with SEN**

   2.1 Within the Trust, academies monitor the academic progress of all pupils several times a year. Academies also use a range of assessments with all the pupils at various points. (See individual Academy appendices for more detailed information.) The Trust regularly compares the performance of SEND students between academies, providing necessary support and resources to drive improvement were appropriate.

   2.2 Where progress is not sufficient, even if SEN has not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support can be found with each Academy's SEND policies.

   2.3 Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, an academy will use a range of assessment tools to determine the cause of the learning difficulty. Within the Trust, academies are experienced in using a range of assessment tools. (See individual Academy appendices for more detailed information regarding these assessments.)

   2.4 Academies also have access to external advisors, who are able to use more detailed assessment tools: LAT-employed educational psychologists and Directors of Improvement, and the specialist teaching service via the local authority forums. Academies are also encouraged to access significant expertise available with other academies within the Trust to help them better meet the needs of pupils, and this is achieved through cluster TLC meeting

   2.5 The purpose of more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, included in a SEN support plan and reviewed regularly and refined / revised if necessary. At this point, the academy will have identified that the pupil has a SEN because special educational provision is being provided for the pupil which is additional and different to what is normally available.

2.6   If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it), the academy will continue to identify the pupil as having a SEN. If the pupil is able to maintain good progress without the additional and different resources, they will not be identified with SEN. When any identification of SEN is changed, parents will be notified.

2.7   An academy will ensure that all teachers and support staff who work with the pupil are aware of their needs the support to be provided and the teaching approaches to be used.

3. **Information about the Academy's policies for making provision for pupils with SEN, whether or not they have an EHCPs, including:-**

3a.   How the school evaluates the effectiveness of its provision for such pupils

3a.1   Each review of the SEN support plan will be informed by the views of the pupil, parents and class/subject teachers and the assessment information from teachers, which will show whether adequate progress is being made.

3a.2   The *SEN Code of Practice (2014, 6.17)* describes progress as inadequate if it:
- Is significantly slower than that of the child's peers starting from the same baseline;
- Fails to match or better the child's previous rate of progress;
- Fails to close the gap in attainment between the child's and their peers; or
- Widens the attainment gap.

3a.3   For pupils with an EHCP, there will be an annual review of the provision made for the child, which will facilitate an evaluation of the effectiveness of the special provision. The Trust will review the outcomes of the EHCP provision plan targets.

3b.   The school's arrangements for assessing and reviewing the progress of pupils with SEN

3b.1   The progress of every pupil within the Trust is tracked regularly throughout the year. In addition to this, pupils with SEN may have more frequent assessments of reading age, spelling age, etc. (See individual Academy appendices for more detailed information regarding these assessments.) Using these enables staff to see if pupils are improving their skills in key areas.

3b.2   If these assessments do not show that adequate progress is being made, the SEN support plan will be reviewed and adjusted.

3c.   The Academy's approach to teaching pupils with SEN

3c.1   High-quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good-quality teaching. Academies should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the most-frequently encountered forms of SEN.
SEN Code of Practice (2014, 6.37).

3c.2   Within the Trust, the quality of teaching is judged to be good to outstanding.

3c.3   Each academy will follow the mainstream core standards advice developed by their local authority to ensure that our teaching conforms to best practice.

3c.4   In meeting the mainstream core standards, the Academy employs some additional teaching approaches, as advised by internal and external assessments. These may be delivered by additional staff employed through the notional SEN funding provided to the Academy.

3d.   How the Academy adapts the curriculum and learning environment for pupils with SEN

3d.1   Within the Trust, academies follow the advice in the mainstream core standards on how to adapt the curriculum and the learning environment for pupils with SEN. They will also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in EHCPs.

3e.   Additional support for learning that is available to pupils with SEN
3e.1   As part of our budget, each academy received notional SEN funding. This funding is used to ensure that the quality of teaching in the Academy is at least good and that there are sufficient resources to deploy additional or different teaching for pupils requiring SEN support. The amount of support required for each pupil to make good progress will be different and a full list of the interventions we can offer is given in the appendices attached. In very few cases, a very high level of resources is required.   The funding arrangements require schools to provide up to £6000 per year of resources for pupils with high needs; above this amount, the academy may seek additional High Needs funding from the local authority.

3f.   How the Academy enables pupils with SEN to engage in its activities (including physical activities) together with children who do not have SEN
3f.1   All clubs, trips and activities offered to pupils within the Trust are available to pupils with SEN, either with or without an EHCP. Where necessary, the Academy will use the resources available to provide additional adult support to enable the safe participation of the pupil in the activity.

3g.   Support that is available for improving the emotional and social development of pupils with SEN
3g.1   Within the Trust, we understand that an important feature of the Academy is to enable all pupils to develop emotional resilience and social skills, both through direct teaching - for instance, personal, social, health and economic (PSHE) teaching, tutor time and Thinking Families - and indirectly via every conversation adults have with pupils throughout the day.
3g.2   For some pupils with the most need for help in this area we also provide access to counsellors, mentor time with members of the senior leadership team, external referral to the Child and Adolescent Mental Health Services (CAHMS), time out for pupils who are upset or agitated, etc This will be dependent on each individual Academy. Please see appendices for more detailed information.
3g.3   Pupils in the early stages of emotional and social development because of their SEN will be supported to enable them to develop and mature appropriately. This will usually require additional or different resources, beyond those required by pupils who do not need this support.
3g.4   Pupils who have difficulty understanding or managing their emotions will be supported to develop their resilience by teaching assistants who have undertaken ELSA training for emotional literacy support.

4.   The name and contact details of the SEN Co-ordinator (SENCO)
4.1   The names of all SENCOs within the Trust can be found in Appendix A. They are all qualified teachers and have been accredited by the National Award for SEN Co-ordination, have been a SENCO continuously since before 1 September 2009 and are not required to undertake the National Award for SEN Co-ordination, or are working towards the National Award for SEN Co-ordination.

4.2   All SENCO contact details are available on the Academies' websites.

5.   Information on the expertise and training of staff in relation to children and young people with SEN and how specialist expertise will be secured

5.1   All teachers and teaching assistants have had awareness training across all areas of SEND. Please refer to individual Academy appendices for more detailed information regarding this training.

5.2   Where a training need is identified beyond this, we will secure a provider who is able to deliver it. Training providers we can approach include Milestone Academy and specialist provisions within their academies, educational psychologists, speech and language therapists, occupational therapists, physiotherapists, dyslexia specialists, etc. The cost of training is covered by the notional SEN funding.

6.   Information on how equipment and facilities to support children and young people with SEN will be secured

6.1   Where external advisors recommend the use of equipment or facilities which the academy does not have, they will purchase it using the notional SEN funding, or secure it on loan. For highly specialist communication equipment, the Academy will seek the advice of the KCC communication and assistive technology team. Academies may apply for local authority 'high needs funding' where the cost exceeds the national SEN amount.

7.   The arrangements for consulting parents of children with special educational needs about, and involving them in, their education

7.1   All parents of pupils attending Trust academies are invited to discuss the progress of their children on a number of occasions throughout the year and receive a written report. In addition, each academy will arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a SEN. All such provision will be recorded, tracked and evaluated on a provision map, which will be shared with parents three times per year.

7.2   If, following this normal provision, improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments, which will help us to address these needs better. From this point onwards, the pupil will be identified as having SEN because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

7.3   In addition to this, parents of pupils with an EHCP will be invited to contribute to and attend an annual review which, wherever possible, will also include other agencies involved with the pupil. Information will be made accessible for parents.

8.   The arrangements for consulting young people with SEN about, and involving them in, their education

8.1   When a pupil has been identified as having SEN because special educational provision is being made for them, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years, with the young person taking more responsibility and acting with greater independence in later years.

9. The arrangements made by the Governing Body relating to the treatment of complaints from parents of pupils with SEN concerning the provision made at the school

9.1 The normal arrangements for the treatment of complaints within the Trust are used for complaints about provision made for SEN. Parents are encouraged to discuss their concerns with the class or subject teacher, SENCO or Head of Pastoral Care. Principals should resolve the issue before a formal complaint is made to the Trust.

9.2 If the complaint is not resolved after it has been considered by the Trust, then a disagreement-resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First–Tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

9.3 There are some circumstances, usually for children who have a Statement of SEN or EHCP, in which there is a statutory right for parents to appeal against a decision of the local authority. Complaints which fall within this category cannot be investigated by the Academy.

10. How the Trust works with other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with SEN and in supporting the families of such pupils

10.1 The Trust currently engages with the following bodies:

- Membership of local forums for access to the specialist teaching and learning service;
- Educational psychology provision
- Link to Disabled Children's Service for support for families of some pupils with high needs;
- Access to local authority's service-level agreement with speech and language therapy services / occupational therapy services / physiotherapy services for pupils with requirements for direct therapy or advice for primary schools;
- Ability to make ad hoc requests for advice from communication and assistive technology team, etc.

11. The contact details of support services for the parents of pupils with SEN, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)

11.1 A Parent Partnership Service is available in each local authority area provides free, impartial, confidential advice, support and options concerning educational issues for parents who have children with SEND (ages 0-19). They empower parents to play an active, informed role in their child's education. This is shown through LEA local offer.

12. The school's arrangements for supporting pupils with SEN in transferring between phases of education or in preparing for adulthood and independent living

12.1 Within the Trust, each academy works closely with the educational settings used by the pupils before they transfer, in order to seek the information that will make the transfer as seamless as possible. See individual Academy appendices for more detailed information regarding these arrangements.

12.2 Academies also contribute information to a pupil's onward destination. See individual Academy appendices for more detailed information regarding these arrangements

13. Information on where the local authority's offer is published

13.1 The local authority's offer is published on the relevant local authority website. Parents without Internet access should make an appointment with the SENCO for support to gain the information they require.

Appendix A:

SENCO Contacts

Bearsted Primary Academy	Jane Tipple
Cherry Orchard Primary Academy	Vicki Adams
Dartford Primary Academy	Charlotte Casey
Ebbsfleet Academy	Jaclyn Endicott
Eastcote Primary Academy	Vicki Adams
Hartley Primary Academy	Vicki Adams; Angie Creed; and Steph Bransgrove
The Halley Academy	Susan Wilson
Hayesbrook Academy	Gill Ansell
High Halstow Primary Academy	Rachael Heard
High Weald	Clare Scully
Horsmonden Primary Academy	Lisa Maynard
Hundred of Hoo Academy	Sonia Sharma
Langley Park Primary Academy	Tonianne Wrightson
The Leigh Academy	Nita Butler
Leigh Academy Blackheath	Liz Pereira
Leigh Academy Rainham	Emma Butler
The Leigh UTC	Ben Blyth
Longfield Academy	Alastair Williams
Marden Primary Academy	Nicola Bryant
Mascalls Academy	Annie Fowler
Milestone Academy	N/A
Molehill Primary Academy	Janine Jones
Oaks Primary Academy	Clare Sculley and Liz Brown

Paddock Wood Primary Academy	Louise Milligan and Sarah Thorne
Peninsular East Primary Academy	Lisa Drogomirecki
Sir Joseph Williamson's Mathematical School	Charlie Alderman
Snowfields Academy	N/A
Stationers' Crown Woods Academy	Hannah Loughlin
Strood Academy	Jo Pritchard
Tree Tops Primary Academy	Enno Chinosa
Wilmington Academy	Sarah Shead Sarah Hawley (Acting)

Appendix B: Local Authority contacts

All local authorities have Special Education Needs teams and a local offer. Please follow the links below to take you directly to their websites

Kent County Council Special Educational Needs general information click here
KCC Local Offer click here

Medway Council Special Educational Needs general information click here
Medway Local Offer click here

Royal Borough of Greenwich Special Educational Needs general information click here
RBG Local Offer click here

THA Inclusive Teaching and Learning Toolkit 2021-2022

Contents

- An Introduction to Differentiation in the Classroom

- C&L Dyslexia

- C&L Dyspraxia

- C&L Dyscalculia and other numeracy/literacy related difficulties

- SEMH Attention Deficit Hyperactivity Disorder (ADHD)/Attention Deficit Disorder (ADD)

- Tourette Syndrome

- C&I Autistic Spectrum Disorder (ASD) Pervasive, Developmental Disorder not otherwise Specified (PDD- NOS)

- C&I Speech and Language

- S/PN Physical; Medical; Sensory; HI (Hearing Impairment; VI (Visual Impairment)

- Acronyms

- Glossary of terms

Differentiation in the Classroom

Differentiation

- is a method of organising learning activities
- is the match of what is offered to what is needed
- considers the stage of learning that the learner has reached
- considers their own skills and abilities

The National Curriculum Council (NCC) defined it as:

"the process by which curriculum objectives, teaching methods assessment methods, resources and learning activities are planned to cater for the needs of individual pupils"

Modes of Differentiation
- **Differentiation by task**: where students are given different tasks to reflect their needs. These are usually focussed on the same topic/theme. Eg. different learners may be expected to present work as poster, pamphlet, report. These require different amounts of texts and illustrations and more demanding tasks can be given to some. (In some cases allowing a student to express their understanding through speech or performance may occasionally be more appropriate)
- **Differentiation by outcome**: students are given the same tasks and resources, tackle it at their own level and produce outcomes that reflect their understanding of the task and their ability to carry it out.
- **Differentiation by resources**: the tasks given are the same or similar but different resources are available which reflect the different learning needs. Eg. pupils are given additional resources to assist them such as audio, modified text, diagrams, additional reading materials such as print outs.
- **Differentiation by pace**: all pupils cover the same content but at a different pace. (Those who do not have processing difficulties will cover the same work but will be expected to provide more depth.)
- **Differentiation by response**: where teachers regularly discuss with individual students the work they are doing in order to interpret their understanding of it and also be a part of this.
- **Differentiation by support/intervention**: this includes different levels of supervision, additional requirements for some learners, different levels of questioning, selective use of technical language which must be learned, modification of a task where possible failure is identified. (Support does not mean LSA instead of teacher. Ofsted expect to see class teachers as well as the LSA working with the least able in the room – a shared responsibility where LSAs work throughout the room.)

Questions to ask yourself about your differentiation of a lesson:

- Does my lesson incorporate visual, auditory or kinaesthetic strategies?
- Can all students see and hear everything, including me?
- Have I broken down the material /instructions into manageable chunks?
- Can the student tell me what they have to do in their own words?
- Does my questioning allow all students to achieve success?
- Have I allowed time for every student to complete the work to the best of their ability?
- Have I provided extra support, resources, intervention methods for those who need it?
- Are the main spellings/definitions available for all to see and use?
- Have I created a positive learning environment where students of all abilities can enjoy success and praise?
- Have I included enough and varied repetition?
- Have I left a memory trigger for students to access the lesson?
- Did all pupils understand the purpose /aim of the lesson?
- Does my lesson allow students with different reading abilities to access the work?
- Are all students challenged?
- Do activities reflect attention span and pace of all students?
- Are all students able to participate in the activity?
- Can the student work for at least part of the time without continually referring to the teacher and/or LSA?
- Have I planned and used the LSA in an effective way to ensure the needs of individuals/groups are met by myself and them?
- Have I allowed an opportunity for all students to assess their learning and/or that of others?
- Do all students know what they have to do to make progress?
- Can I mark the work positively?

Tips for choosing and/or modifying text.

- **Appearance:** consider size of font, (12 minimum, preferable 14); style of font (Cambria is the most suitable for all), contrast on the page, layout, spacing, illustrations, diagrams, colour and reprographic quality.
- **Vocabulary:** consider whether words may be difficult or unfamiliar; use of technical terms; words with ambiguous or double meanings; idioms; colloquialisms.
- **Conceptual Difficulty:** amount of information on the page; complexity of ideas; number of new ideas introduced; cohesion and style; degree of abstraction.
- **Organisation:** sequencing of ideas; explanations or instructions; use of summaries; use of sub-headings and informative headings; questions aimed at promoting critical thinking; clear definitions; paraphrasing key points.
- **Syntax:** simple, active verbs; few clauses per sentence.

Cognition and Learning (C&L)

Dyslexia
(Also known as Specific Learning Difficulty or SpLD)

Dyslexia is hard to define because it affects many different people in many different ways.

Dyslexia is a hidden disability that affects approximately 10% of the population to varying degrees. Between 4-8% of students in school have some form of dyslexia. It is more prevalent it boys than girls (1 : 3) and is thought to be hereditary.

Dyslexia is a specific type of learning difficulty that primarily affects the skills involved in accurate and fluent word reading, spelling and writing.

Characteristics of dyslexia include difficulties in the following areas:

Phonological awareness

Phonological awareness is thought to be a key skill in early reading and spelling development. It is the ability to identify how words are made up of smaller units of sound, known as phonemes. Changes in the sounds that make up words can lead to changes in their meaning.

So, for example, a child with a good level of phonological awareness would understand that if you change the letter "p" in the word "pat" to "s", the word would become "sat".

Verbal memory

Verbal memory is the ability to remember a sequence of verbal information for a short period of time.

For example, the ability to remember a short list such as "red, blue, green", or a set of simple instructions, such as "Put on your gloves and your hat, find the lead for the dog and then go to the park."

Verbal processing speed

Verbal processing speed is defined as the time it takes to process and recognise familiar verbal information, such as letters and digits.

For example, having difficulty writing down unfamiliar words when they are spelled out, or telephone numbers.

Dyslexia is best thought of as a continuum, not a distinct category, and there are no clear cut-off points. Dyslexia occurs across the range of intellectual abilities and is not an indication of intelligence or lack thereof. It is biological in origin and is defined by a lack of phonological awareness, which is an ability to convert letter combinations to sounds and vice versa.

The impact of dyslexia is extensive: if you cannot learn to read, you cannot read to learn. Everything we do at school and throughout life requires us to have the skills to be able to read fluently and accurately. This may lead to low self-esteem.

However, with the right help and support, strategies to overcome difficulties associated with dyslexia can be learnt and dyslexia needn't be a barrier to achievement.

Information taken in part from Dyslexia Action. (www.dyslexiaaction.org.uk)

Difficulties include:

Reading:
- Reading aloud and reading quickly
- Reading textbooks and worksheets with confidence
- Making sense straight away of what they have read.

Writing
- Copying notes from the board quickly and accurately
- Listening and writing at the same time
- Processing and organising their own ideas
- Producing longer pieces of writing
- Spelling accurately, spotting and correcting their own errors
- Untidy handwriting

Processing information
- This could be orally or handling text.
- Poor organisational skills

How you can help
- Choose font size carefully and avoid overcrowding the page.
- Use a light coloured background especially on the electronic white board. Black on white often 'swims' for these students.
- Chunk information into manageable blocks to avoid giving too much information at once.
- If possible try to do something with each chunk to aid concentration and memory (diagram, cut and stick, match cards etc)
- Give instructions one or two at a time and reinforce in writing so students can check.
- Most dyslexic students are visual or kinaesthetic learners so make as multi- sensory as possible.
- Use flow diagrams, visual cues, colour, diagrams to support the information.
- Avoid asking students to copy a lot from the board. Use a different colour for each line so students can find their place when looking up and down.
- Instead of copying, photocopy notes for students to highlight the key words, use CLOZE procedure, or ask them to summarise the key points in their own words.
- Identify and display key subject related vocabulary in the classroom, pre-teach new vocabulary to prepare students (no more than 5 at a time). Providing learning support assistants/SENCo/Assistant SENCo/ speech therapist/parents/carers with a list of the words which will be used in the next module will help.
- Allow extra time for completion of work.
- Write homework on the board early in the lesson, help and use LSA help with writing it in the planner (Year 7), check it is written in accurately or preferably type it out before hand and staple it in.
- Give starter sentences, writing frames etc to build student confidence.
- Avoid correcting every spelling mistake
- Test for readability of a text work/worksheet by using the SMOG formula to make reading challenging but accessible.

- Check students' understanding of the task set by asking "What do you have to do?" or "Tell me what you have to do." Do not ask "Do you understand?" as this does not give them the chance to articulate to you if they have understood or not. (Closed question)
- Encourage students even when a small amount of progress is made. Raising their self-esteem is paramount.
- Never ask a dyslexic student to read unprepared text out loud in lessons without their volunteering or without giving them discreet support.

For further information see:
 www.dyslexiaaction.org.uk (Dyslexia Action)
www.bdadyslexia.org.uk (British Dyslexia association.)

Dyspraxia

Dyspraxia is an impairment or immaturity of organisation or movement. There may also be associated problems of language, perception and thought. Dyspraxia is believed to be due to an immaturity of neurone development in the brain. Up to 10% of the population may show symptoms of dyspraxia and 2% are severely affected by the condition. 80% of those diagnosed are male. Often dyspraxics have similar difficulties as dyslexics with reading, writing and spelling.

Difficulties.

● Perception – Dyspraxic people tend to have poor understanding of the messages that their senses convey and difficulty in relating those messages to actions. So they may have a poor attention span, may be unable to remember and/or follow instructions. They are less able to process verbal information.

● Thought – Planning and organising thoughts may be difficult. So students may have trouble with maths and writing structured stories, as well as being generally poorly organised.

● Movement – Physical activities are hard to learn, difficult to retain and movement is hesitant and awkward. Both fine and gross motor skills are affected. So students avoid PE and games because they struggle with it. They experience great difficulty copying from the board, write laboriously and immaturely and so fail to finish work. Work which requires good spatial skills will be difficult eg graphs, map work, geometry etc, are, D&T.

● Speech & Language – There may be problems with expressive and receptive language. Sometimes there are difficulties with speech production – called development verbal dyspraxia. Dyspraxics have difficulty with higher level language and can experience difficulties maintaining peer relationships.

How you can help
● Show understanding and don't "write students off". Ensure other students accept the student's difficulties. Dyspraxic students can become disaffected and present behavioural difficulties as they mature. Lesson avoidance can happen.
● Avoid too much copying from the board. As with dyslexic students, it is helpful to provide a print-out beforehand and a highlighter pen.
● Allow the student extra time to finish written tasks, or have a realistic expectation of the student's likely output.
● Allow plenty of time for changing in PE or suggest strategies to get round the problem.
● Place the student in teaching groups according to his intellectual ability where possible, to maintain motivation.
● A dyspraxic student may cope better if allowed to produce work on the computer. Writing on a sloping surface is usually easier than at normal desk level.
● Avoid asking the student to do two things at once e.g. take down dictated notes.

Information based on publications from the Dyspraxia Foundation (www.dyspraxiafoundation.org.uk) and 'Developmental Dyspraxia' by Madeleine Portwood.

Dyscalculia

(Also known as number blindness)

Research is still at an early stage with this but it is estimated that between 4-6 % of all school children have the difficulty, (that means there is possibly at least one in your classroom). Dyscalculia was first recognised in 2001 by the Department for Education and Skills and was defined by them as:

'a condition that affects the ability to acquire arithmetical skills. Dyscalculic learners may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers, and have problems learning number facts and procedures. Even if they produce a correct answer or use a correct method, they may do so mechanically and without confidence'

DfES (2001) pg2. 'Guidance to Support Pupils with Dyslexia and Dyscalculia.'

A dyscalculic student stands out as having no 'feel for numbers' at all, no ability to estimate even small quantities and no idea whether an answer to an arithmetic problem is reasonable or not. Memory weaknesses both long and short term are a great handicap to these students and result in a pupil with dyscalculia being unable to remember facts and procedures accurately, no matter how many times they try to learn them by heart. Students will not be able to remember their times tables reliably and they will usually recall some facts one day but not the next. They are also likely to lose track of what they are doing if procedures require more than two or three steps.

Difficulties include:

- An inability to subitise (see without counting) even very small numbers
- An inability to estimate whether a numerical answer is reasonable or not
- A weakness in both long and short term memory
- An inability to count backwards reliably
- A weakness in spatial and visual orientation
- Directional confusion (left and right)
- Slow processing speeds when engaged in maths activities
- Trouble with sequencing
- A tendency not to notice patterns
- A problem with all aspects of money
- A marked delay in learning to tell the time
- An inability to manage time in their own lives.

The strategies for these are numerous and quite specific to each area therefore see the Inclusion Team for the The Dyscalculia Toolkit by Ronit Bird (Paul Chapman Publishing)

If you Google 'BBC The One Show Dyscalculia' there is a short video about this condition.

Moderate Learning Difficulties (MLD)
Sometimes known as global or generalised learning difficulties

These are students who are identified as being three years or below the expected levels for their age in all or most areas of the curriculum despite appropriate interventions.

Difficulties
- Greater difficulty than peers in acquiring basic literacy and numeracy skills
- Understanding concepts
- Possible delay in speech and language
- Possible low self –esteem
- Low levels of concentration
- Possible underdeveloped social skills

Ways you can help.
- Set targets that are at the appropriate level of understanding but will still stretch the student.
- Focus differentiation on earlier stages of learning rather than on something different eg. Give less complex texts and tasks for the same topic/area of study
- Break tasks down into small steps so the student can experience success.
- Check that the student has understood the task.
- Give students time to answer questions both oral and written.

Social, Emotional and Mental Health difficulties (SEMH)

This is an umbrella term to describe a range of complex and chronic difficulties experienced by many children and young people. Recent English government figures suggest that at least 150,000 children in mainstream and special schools suffer from SEMH.

Characteristics of SEMH

The SEN Code of Practice describes SEMH as a learning difficulty where children and young people demonstrate features of emotional and behavioural difficulties such as:

- being withdrawn or isolated
- disruptive and disturbing
- being hyperactive and lacking concentration
- having immature social skills
- or presenting challenging behaviours arising from other complex special needs

The term SEMH) covers a wide range of special educational needs. It includes children and young people with:

- emotional disorders
- conduct disorders/hyperkinetic disorders (including attention deficit disorder or attention deficit hyperactivity disorder [ADD/ADHD]

Children and young people whose behavioural difficulties may be less obvious, for example:

- those with anxiety
- who self-harm
- have school phobia or depression
- those whose behaviour or emotional wellbeing are seen to be deteriorating

Whether a child or young person is considered to have SEMH depends on a range of factors, including the:

- nature
- frequency
- persistence
- severity
- abnormality

of the difficulties and their cumulative effect on the child or young person's behaviour and/or emotional wellbeing compared with what might generally be expected for a particular age.

Characteristics of a young person affected by SEMH therefore depend on the severity and nature of the difficulties the young person is experiencing.

Some young people will appear withdrawn, passive and depressive while others may be extroverted, excitable or aggressive. Some will seek ways to lessen their emotional turmoil and may turn to other destructive coping mechanisms, such as self-harm or substance misuse.

Attention Deficit Hyperactivity Disorder (ADHD)/ Attention Deficit Disorder (ADD)

The main features are: Inattention, Hyperactivity, Impulsivity

ADHD occurs in 3-9% of young people, with 3 times more boys than girls being diagnosed.

Research is still ongoing but shows that many young people with ADHD have certain areas of the brain which are under-active and smaller. It is also associated with low levels of dopamine in the brain. It doesn't make them less intelligent but does interfere with their ability to learn and maintain appropriate levels of concentration and behaviour in the classroom. It does tend to run in families. Research has also shown other factors that may be associated are: being male; smoking, alcohol or drug abuse during pregnancy; being born prematurely.

Difficulties
- Inattention
  Not paying close attention to detail
  Making careless mistakes
  Difficulty sustaining attention
  Not seeming to listen when spoken to
  Not following instructions
  Failing to finish activities
  Organisational difficulties (eg losing things)
  Forgetful
  Easily distracted

- Hyperactivity
  Fidgety and restless
  Often running around or climbing excessively
  Noisy
  Often 'on the go'
  Talks excessively (loudly)

- Impulsivity
  Blurting out answers before questions are finished
  Interrupting or intruding on others
  Difficulty waiting in turns

Other associated problems – poor self-esteem, poor social skills, mood swings, extreme stubbornness, poor organisation/management of time, lack of motivation, problems with rules, over-sensitivity, short-term memory difficulties, vulnerability to stress.

How you can help

Make the rules and boundaries clear (Display if you can)

Be firm and consistent

Stay calm and positive even if the student has outbursts of frustration

Provide structure in the lesson with clear deadlines for completion of work (Goal cards and timed targets using a sand timer can help with this)

Always address the student by name

Try to make eye-contact wherever possible

Sit student at the front of where there is least distraction

Give clear instructions

Break big tasks down into smaller ones and make the end objectives clear. This allows the student to work within their own attention span and stops them feeling overwhelmed.

Try to give someone to one help when possible

Use visual reminders to help with organising tasks e.g. checklists, visual timetables (pictures) etc

Allow student a 'doodle book', a piece of 'blue tac' or a tangle toy which helps focus attention

Allow a student to write down their answers on a white board so they do not need to shout out.

Distract student from poor behaviour to better behaviour

Develop a private signal system with the student to notify them when they are off task or acting inappropriately.

Give the student responsibility roles to help raise their profile

Don't try to address all the challenging behaviours at once

Managing impulsivity is difficult so encourage: Stop and listen
                                                      Look and think
                                                      Decide what to do

Knowing when to back off when the student's frustration levels are peaking and suggesting a distraction

Above all, emphasise the student's strengths, praise their successes

Use a clear reward system

Monitor behaviours if they are regularly severe as this may be linked to medication or diet

Information on www.livingwithadhd.co.uk

Challenging Behaviours pocketbook by Finton O'Regan.

Tourette (TS) Sometimes known as Tic Spectrum Disorder (TSD)

Tourette syndrome is a neurological condition of unknown origin. It is a very complex condition that covers a wide spectrum. People with very mild TS may not even know it but some are so extreme that the social, economic, educational effects are serious and often long term.

It affects 1 in 2,000 adults and 1 in 100 school children. The exact cause and exact nature of TS is yet to be discovered and is being researched. Some of the milder forms may be linked to medication which then exacerbates the tics. Research so far appears to show that tics start around the age of 7 but they are not always noticeable, they seem to worsen around the age of 10 – 12. The tics in 50% of Tourette patients disappear by the age of 18.

People with TS have tics which cause them to make involuntary movements and vocal noises. They can be very simple movements like winking, blinking, shoulder shrugging or more complex like hand gestures, twirling, pulling at face/clothes. Vocal tics can also be simple like coughing or throat clearing or more complex such as the involuntary utterance of words and phrases. They are often preceded by a premonitory and irresistible urge (how easy is it to suppress an itch, sneeze or urge to clear the throat?) Some are able to suppress their tics, maybe even for hours but this will lead to stronger outbursts later on. Some are not able to suppress them.

Involuntary swearing/ rude gestures which affects 10% of Tourette's cases is known as Coprolalia.
Tics can:

- wax and wane; they get better and worse over time
- It is often very difficult, even for family, friends, teachers and employers of a person with TS, to believe that their actions or vocal utterances are involuntary, but they are.
- They change, one tic stops another starts
- They may be made worse by stress and anxiety
- They may be alleviated with relaxation or concentration on an absorbing task.

Examples of tics:

Motor: Eye blinking (excessively or in an unusual pattern), touching, biting, hitting, echopraxia (imitating others actions), self-injurious behaviours (picking scabs/hitting oneself, biting oneself, picking out eyelashes), smelling things.

Vocal: Coughing, grunting, sniffing, throat-clearing, shrieking, whistling, spitting, animal sounds, echolalia (repeating other people's words or phrases), repeating words/phrases out of context, coprolalia (using obscene/inappropriate words)

Ways you can help

- Tics cannot be controlled by restraining, instructing to stop or promising rewards which may make tics worse
- Avoid responding to tics. This encourages increased normalisation
- Recognise that TS is not caused by abuse or poor parenting. Tics are biological
- If children are not using their energy to suppress tics they may be more focussed. The suppression of tics increases anxiety and sub-optimal educational performance
- Provide access to a private space for tension and tic release or times when tics are 'allowed'
- Avoid seating arrangements which are prone to disruption such as by a window, or where tics will cause greatest problems such as in the middle of a row
- Seating children with TS at the front of the classroom can enhance their attention but may present distractions for other students. Sitting at the back may be easier for other students but causes distraction for the TS student. (Judge according to the group and size of room.)
- Offer short breaks
- Modify or simplify task requirements because some things take a lot longer for children with TS – extend time on reading and hand written work where necessary
- Do not discriminate work on the basis of handwriting, tics may make writing difficult.

- Distribute instructions rather than requiring children to copy long instructions
- Ask parents/carers if their child is on medication, as this may cause side effects like sleepiness and lack of energy or even increase the tics.
- Allow longer time to complete timed tests and exams
- The transition from Year 6 to Year 7 can be particularly challenging and may require additional planning and support as does any other major change in routine.
- Provide a private area in stressful situations like examinations
- Pair students with supportive and understanding "buddies"
- Have effective and clear communication between school and home bearing in mind that symptom severity may vary in different environments
- Permit students to "fiddle" with specified objects
- Aids such as scribes, rulers, laptops, visual timers, grid paper, calculators, organisers and visual diaries can be very helpful but too many on the desk at once will be a distraction – use appropriately.
- Allow the use of worksheets that require a minimum of handwriting
- Set up 'work contracts' between teacher and student. These can outline particular expectations and provide clearer goals
- Recognise that tics can typically be worse at home than school and completing homework can be especially hard as they are often exhausted from having suppressed/disguised their tics all day at school – liaise with home over this when homework is a problem.

See: www.tourettes-action.org.uk for more information.

Communication and Interaction (C&I)

Autistic Spectrum Disorder (ASD); Asperger's and Pervasive , Developmental Disorder not otherwise Specified (PDD-NOS)

Autism

Autism is a lifelong, developmental disability that affects how a person communicates with and relates to other people, and how they experience the world around them.

Autistic people see, hear and feel the world differently to other people. If you are autistic, you are autistic for life; autism is not an illness or disease and cannot be 'cured'. Often people feel being autistic is a fundamental aspect of their identity.

Autism is a spectrum condition. All autistic people share certain difficulties, but being autistic will affect them in different ways. Some autistic people also have learning disabilities, mental health issues or other conditions, meaning people need different levels of support. All people on the autism spectrum learn and develop. With the right sort of support, all can be helped to live a more fulfilling life of their own choosing.

SOCIAL COMMUNICATION

Autistic people have difficulties with interpreting both verbal and non-verbal language like gestures or tone of voice. Many have a very literal understanding of language, and think people always mean exactly what they say. They may find it difficult to use or understand:

- facial expressions

- tone of voice

- jokes and sarcasm.

Some may not speak, or have fairly limited speech. They will often understand more of what other people say to them than they are able to express, yet may struggle with vagueness or abstract concepts. Some autistic people benefit from using, or prefer to use, alternative means of communication, such as sign language or visual symbols. Some are able to communicate very effectively without speech.

Others have good language skills, but they may still find it hard to understand the expectations of others within conversations, perhaps repeating what the other person has just said (this is called echolalia) or talking at length about their own interests.

It often helps to speak in a clear, consistent way and to give autistic people time to process what has been said to them.

Social interaction

Autistic people often have difficulty 'reading' other people - recognising or understanding others' feelings and intentions - and expressing their own emotions. This can make it very hard for them to navigate the social world. They may:

- appear to be insensitive

- seek out time alone when overloaded by other people

- not seek comfort from other people

- appear to behave 'strangely' or in a way thought to be socially inappropriate.

Autistic people may find it hard to form friendships. Some may want to interact with other people and make friends, but may be unsure how to go about it.

REPETITIVE BEHAVIOUR AND ROUTINES

The world can seem a very unpredictable and confusing place to autistic people, who often prefer to have a daily routine so that they know what is going to happen every day. They may want to always travel the same way to and from school or work, or eat exactly the same food for breakfast.

The use of rules can also be important. It may be difficult for an autistic person to take a different approach to something once they have been taught the 'right' way to do it. People on the autism spectrum may not be comfortable with the idea of change, but may be able to cope better if they can prepare for changes in advance.

HIGHLY-FOCUSED INTERESTS

Many autistic people have intense and highly-focused interests, often from a fairly young age. These can change over time or be lifelong, and can be anything from art or music, to trains or computers. An interest may sometimes be unusual. One autistic person loved collecting rubbish, for example. With encouragement, the person developed an interest in recycling and the environment.

Many channel their interest into studying, paid work, volunteering, or other meaningful occupation. Autistic people often report that the pursuit of such interests is fundamental to their wellbeing and happiness.

SENSORY SENSITIVITY

Autistic people may also experience over- or under-sensitivity to sounds, touch, tastes, smells, light, colours, temperatures or pain. For example, they may find certain background sounds, which other people ignore or block out, unbearably loud or distracting. This can cause anxiety or even physical pain. Or they may be fascinated by lights or spinning objects.

PDDNOS
How you can help:
- Provide clear structure and very obvious set routines. (Visual timetable helps as does timetable for break/lunchtime)
- Where possible warn students of any change of routine/activity including teacher change.
- Always ensure your language is clear and unambiguous. Avoid sarcasm, humour or irony as they will either misinterpret or take you literally which causes distress.
- Teach other students to understand and cope with the student's difficulties.
- Address the student by name otherwise they may not realise you are talking to them
- Always repeat the instructions and check for understanding. Break tasks down into smaller steps and use shorter sentences to aid understanding.
- Adopt a consistent approach and expectation.
- Try not to take apparent rudeness personally as they often say things as they are and do not mean to be rude. However they need to be told when things they do or say are socially unacceptable.
- Some autistic students are affected by sensory overload. They cannot filter out all the sounds (from lights, projectors, students), visuals (lots of colour or written/visual information around them), smells (some are very sensitive to smell) touch and some find certain materials extremely difficult to bear

For more information on autistic spectrum disorders go to The National Autistic Society
www.autism.org.uk

Speech and Language Difficulties (SLCN)

Speech and language is a generic term and pupils may have difficulties with speech **or** language **or** both.

Speech and language **delay**
A child will follow the normal pattern for developing speech and language but at a slower rate. They may be behind in one or more areas of language and show skills similar to a younger child. They do make progress but always at a slower rate.

Speech and/or language **disorder**
A child in this category will show an unusual pattern of development. All areas of language may be affected or it may be just one area. A child with disordered language needs specific and structured input to develop skills.

Some children show **specific speech and language difficulties** and they will show average or above cognitive skills with excellent skills in some areas but significant difficulties with language based activities. This is where we see a strong link to dyslexia.

General speech and language difficulties are where a child will have generalised difficulties across all areas of learning, not just language. They are often separated into RECEPTIVE and EXPRESSIVE difficulties.

Receptive language difficulties are concerned with language coming IN. Problems will be with comprehension, understanding and listening.
- Focusing attention – extraneous noise or thoughts may be difficult to filter out.
- Processing information – heard information takes longer to process and auditory memory difficulties mean that students may not be able to retain spoken information for long enough to be able to process it.
- Comprehension of words – Students may not understand the language that is being used, especially for technical or recently introduced words. There may also be gaps in basic, every-day vocabulary affecting what a student can understand.
- Comprehension of sentences – a student may not understand information that is given in a passive sentence, or if it is phrased in a particular way. Understanding may also be 'literal' when it was not intended to be.
- Comprehension of concepts – understanding of concepts can be difficult especially if they are abstract or variable. Time is particularly abstract. Talking about the variable concepts of a 'small elephant' and a 'large mouse' will create confusion.
- Listening – this requires the combination of all the above skills. When one or more areas are impaired, having the ability and/or the motivation to listen may be very difficult.

Expressive language difficulties are concerned with language going OUT. Problems will be with speaking – not necessarily physically – but with using words generally.

- Phonology – a student may have a disordered 'sound system' where sounds are constantly muddled. The structure of words can be significantly altered, eg all final sounds being left off which will greatly affect the intelligibility of a student.

- Syntax and grammar – a limited repertoire of simple sentence structures will mean a student will make errors when they attempt to go beyond this. For example incorrect tenses or irregular plurals will be used. Some badly affected students will have difficulties in formulating even simple sentences accurately or well enough to convey meaning.
- Word retrieval – students will often have poorly organised systems for storing and retrieving words they wish to use. This means they are not able to access the word they want or select one that is similar instead. They can be very frustrated by this.
- Organising language – even fairly articulate students may have difficulty in planning and organising what they want to say. Starting a sentence several times, changing topic frequently without guiding the listener and not being relevant can result in disjointed language which may be difficult for the listener to follow.

Social skills

Specific pragmatic impairment means that some students may have difficulty in understanding the rules of conversation and interaction. These students have problems with turn-taking, using eye-contact and understanding facial expressions. On a higher level they are unable to form and maintain relationships, deal with situations appropriately or understand implied or inferred meaning

Other problems encountered by students with speech and language impairments can be in understanding jokes or sarcasm or keeping up with the pace of peer conversations due to processing difficulties.

How can you help?

- Teach specific vocabulary before a topic is introduced.
- Teach in short sentences and slow down delivery.
- Repeat instructions several times (never more than 2 at once) and ask the student to repeat them back.
- Use as many visual prompts as possible, e.g. symbols, diagrams, pictures.
- Try to use kinaesthetic strategies with hands-on equipment.
- Use lots of repetition and over-learning especially with key words and vocabulary.
- Allow time for processing and if possible give a question in advance so that an answer can be formulated.
- Give opportunities to read aloud.
- Teach visualisation techniques to aid memory.
- Don't take it for granted that a student has understood a new concept, they need to be checked individually.

For more information go to www.speechdisorder.co.uk

Sensory and/or Physical Needs (S/PN)

WORKING WITH A STUDENT WITH A VISION IMPAIRMENT

The term vision impairment is used to cover a range of conditions and a range of levels of vision, and includes all blind and partially sighted people. A child or young person is thought to have a vision impairment if they have an eye condition that cannot be fully corrected using glasses.

There is often a wide variation in the degree of disability experienced by learners with vision impairment and, therefore, the amount of support they require. Where a learner does not have access to the same visual experiences and clues as their peers, their learning opportunities can be reduced.

How can you help?

- Clear well-defined print

- Contrasting background

- Font size N18

- Give worksheets to the student with a VI first

- Use A4 size not A3

- Allow 'time'

- Simplify materials

- Encourage the student to sit at the front

- Appropriate lighting conditions

- Avoid shiny paper

- Encourage the student to use specialist equipment

- Verbalise and describe actions, environments and movement

<u>Working with a Hearing Impaired Student</u>

- Ensure the child has an optimal hearing and listening environment in the classroom;

- There should be minimal distance between the teacher and the child to facilitate lipreading

- Face the child during all oral communication;

- Ensure there is good lighting to reinforce clear sight of visual aids;

- Don't exaggerate pronunciation as this will deter understanding;

- Use as much visual information as possible to reinforce auditory information provided;

- Keep environmental noise to a minimum to keep from interfering with listening devices;

- Teachers should frequently check to see that the listening devices are working properly.

Teachers/LSAs need to be sensitive to the social, academic, and emotional challenges a child with hearing loss has in any given day. Extra energy is required in interpreting information through lipreading that would otherwise be simply heard by children without a hearing loss. There are extra steps in processing audio information that a hard of hearing student needs to take in order to fully comprehend. The student with a hearing device will use more energy in having to concentrate on sound from a direct source like a teacher while blocking out environmental noise like the humming of lights or air conditioners. A student with hearing loss will therefore expend much more energy coping than a student without hearing loss.

SEND Acronyms

ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
AEN	Additional Educational Needs
AGT	Able, Gifted and Talented
ASD	Autistic Spectrum Disorder
BDA	British Dyslexia Association
BESD	Behaviour, Emotional, Social Difficulties
CAF	Common Assessment Framework
CAMHS	Child and Adolescent Mental Health Service
CAT	Cognitive Ability Test
CIC	Child In Care
CLA	Child Looked After
COP	Code of Practice
DCD	Development Coordination Difficulties (dyspraxia)
DDA	Disability Discrimination Act
DSD	Developmental Coordination Disorder
EBD	Emotional and Behavioural difficulties
EP	Educational Psychologists
Hi	Hearing Impairment
IEP	Individual Education Plan
ISA	Individual Student Assistant
LAC	Looked After Child
LS	Learning Support
LSA	Learning Support Assistant
MLD	Moderate Learning Difficulties
OCD	Obsessive Compulsive Disorder
ODD	Oppositional Defiance Disorder
OT	Occupational Therapist
PEP	Personal Education Plan
SaLT	Speech and Language Therapy/ therapist
SEAL	Social and Emotional Aspects of Living
SEMH	Social, Emotional and Mental Health
SEN	Special Educational Needs
SENCO	Special Educational Needs Coordinator
SEND	Special Educational Needs and Disabilities
SENDA	Special educational Needs and Disability Act
SLCN	Speech, Language and Communication Needs
SpeLD	Specific Learning Difficulties (Dyslexia)
SpaLD	Speech and Language Difficulties
VI	Visual Impairment

Glossary of Terms

CLOZE: an exercise, test or assessment consisting of a portion of text with certain words removed. Students are expected to fill in the missing words either unaided or from a bank of words given.

Chunking:
1. Splitting content into small manageable pieces.
2. An approach for completing simple mathematical division by repeated subtraction.

Scaffolding: providing an initial structure (often visual) to help students begin and Complete a task. Once techniques have been mastered the support structure is withdrawn. This enables independent learning. Eg. writing frames, cue cards, visuals.

Scribe: In exam concessions a scribe is a person who writes down exactly the words that are spoken by a student without alteration or prompting.

Memory
Short-term memory is the ability to hold a piece of information in the mind for a few seconds.
Working memory is the active part of memory and we use working memory whilst we hold a small amount of material in our mind for a short time simultaneously carrying out further cognitive operations either on the material held or on other incoming material.
A weak short term and working memory will often result in difficulties remembering instructions and following directions. It will have implications for the retention of facts, figures and spellings. It can cause individuals to appear lazy, of a low ability or to raise concern regarding hearing difficulties.

Speech and Language
Receptive Language: language coming in. Problems will be with comprehension, understanding and listening.
Expressive language: language going out. Problems with speaking – not necessarily physical e.g. word retrieval; starting a sentence; poor recognition of sound.

THA Inclusive Teaching and Learning Toolkit 2021-2022

Contents

- **Supporting Inclusion**
- **The Graduated Approach**
- **Working with an Additional Adult**
- **High Quality Teaching**
- **Seating Plans**
- **Communication and Interaction (C&I)**
- **Cognition and Learning (C&L)**
- **Social and Emotional and Mental Health (SEMH)**
- **Physical and/or Sensory (P/S)**
- **Inclusion Staff and Further Information**

This information booklet has been designed to provide an overview of SEND and the Graduated Approach at The Halley Academy. It includes a wide range of inclusive teaching and learning strategies for the four areas of need as identified in the SEND Code of Practice (2014)

Supporting Inclusion

Who, Why and How?

The SEND register and SEND Teaching and Learning Tracker highlights those students with an identified need that may be a barrier to their learning.

All teachers need to be aware of the strategies identified in the SEND T&L Tracker, and update class profiles/seating plans accordingly.

The SEND register and T&L tracker highlights students for guided intervention and support through high quality teaching, and those receiving unique personalised provision.

Students are identified as follows:

- EHCP

- SEND Support

- Universal Entitlement - High Quality Teaching

Any students recently removed from the SEND register using the entry and exit criteria will be placed on an 'On Alert' register to ensure regular monitoring.

Since September 2014, the SEND Code of Practice identifies students with Special Educational Needs in four broad areas of needs:

- Cognition and Learning (C&L)

- Communication and Interaction (C&I)

- Social, Emotional and Mental Health (SEMH)
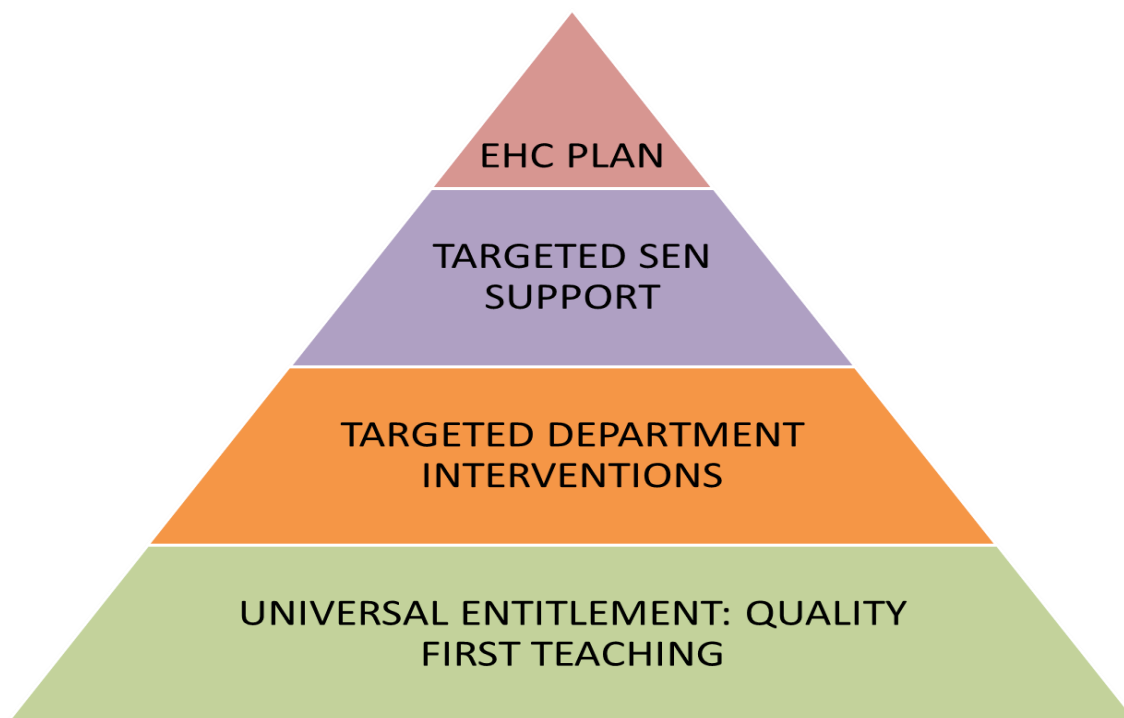
- Physical and Sensory (P/S)

Students with identified SEND will be represented on Bromcom with a **K** (if they are receiving additional intervention), or **MQ** (if their needs can be met through well differentiated HQT)

Students identified as **K** will access additional support throughout the academy.

Students who are identified via an EHC plan will be represented with an **E** and will have additional monitored support and intervention in a range of ways throughout the academy.

The Graduated Approach

The Halley Academy supports all students through the graduated approach waves of intervention

A pyramid diagram with four levels from top to bottom: EHC PLAN, TARGETED SEN SUPPORT, TARGETED DEPARTMENT INTERVENTIONS, UNIVERSAL ENTITLEMENT: QUALITY FIRST TEACHING

Wave 1

Universal Entitlement (HQT): All students are entitled to a well differentiated supportive learning experience in the classroom, and through extended learning opportunities. Teachers must plan for all students from their current starting points and regularly review what steps need to be taken to support progress. If a student is not making good or fast enough progress, curriculum teams will need to intervene in the first instance to support the student.

Wave 2

If a student is still making insufficient progress, then a referral (via the AEN Team) will need to be submitted to investigate if there are specific learning barriers, and identify the most appropriate support/intervention to support progress. Students and their families will be involved in this process.

Wave 3

Where a student is deemed to have a set of needs that are continued barriers to learning and all interventions have been explored, the academy may then apply for an EHC plan to seek extra support from RBG.

Triggers for Intervention

- Continues to make little or no progress over a long period

- Continues to work below expected levels of progress

- Continues to have difficulty in developing literacy or numeracy skills

- Has emotional and/ or social difficulties which impact on learning of self and others

- Has sensory or physical problems and requires additional support

- 1:1 interventions/ small group interventions on a regular basis

- Ongoing communication and/or interaction difficulties that impact on learning

- Student and/or parent/carer request

Possible Interventions:

- LAT Educational Psychologist (EP) via Trust Liaison and Consultation

- Speech and Language Team (SaLT)

- Developing ILP/ targets

- Access Arrangements

- Visual Timetables

- Social Stories

- Additional equipment

- External small group interventions

- Staff CPD

- Discussion with Royal Borough of Greenwich Council Children's Services

- Child and Adolescent Mental Health (CAMHs)

- Counselling

- Peer-mentoring

- Peer-tutoring

- Referral to the school Nurse

- Work with alternative provision

- AEN Team referral

- Work with the DSP

- External Agencies e.g. Early Help Team

Parent/carer consent/engagement is an essential to this process

Working with an Additional Adult

Key Principles

- Know the additional role (LSA/ EAL support/ EP/ SaLT/ Technician)

- Regular joint planning must take place between subject teacher and support staff

- Communication must take place between the adults in the lesson

- Students must be aware of the equal authority of both adults

- Work creatively and openly with any support

Expectations

- Support staff can scribe during any teacher exposition

- Support staff can lead starter activities/parts of lessons

- Support staff can work with small groups/targeted student

- Support staff can prepare differentiated support materials

- Support staff can provide visual clues/key words/pictures

- Support staff can be the voice of praise during the activities/lesson

High Quality Teaching

Key Principles and Strategies

- Have a seating plan and adapt as appropriate

- Consider group activities

- Allow additional time for expectations/presentation

- Key words and visual schedule on the board

- Public praise – named and specific

- Reduce copying from the board/book

- Additional equipment (follow it up by liaising with the LSA)

- Use the rewards and sanctions available (praise, reward card, phone call/letter/postcard home)

- Use exemplar work

- High quality instruction

Seating Plans

Why spend time thinking through your seating plans? They reduce barriers to learning, and help to promote good behaviour and effort.

- Putting in place a seating plan right from the beginning of the academic year will help establish teacher authority from the start. Periodically re-arranging seating plans will also help maintain good behaviour and vary student interactions, so long as such changes are presented as a supportive measure rather than a punishment

- Students are creatures of habit, and will try to sit in the same place with the same people. New seating plans will typically be met with some resistance during the first few lessons but if persisted with, will then become 'the norm'. Seating plan changes can help build students' resilience to change and vary their social experiences.

- Whereas some students are disruptive in lessons and seek attention inappropriately, there are some students who will withdraw and actively avoid attention. Seating plans can help with 'settling' the more boisterous learners, and assist with 'stirring' more passive learners.

- Well-thought out seating plans can make differentiated lessons easier to plan and deliver

- Seating plans can support students' strengths in terms of visual, auditory and kinaesthetic learning styles.

- A good seating plan can counter 'distance-decay' where students sit towards the back and in turn are less likely to engage in learning, and more likely to get involved in low-level disruption. This is often the 'hiding place' of less able learners.

- A good seating plan can counter 'overlooking' where students who sit at the front desks (typically a mix of conscientious, competent learners and vulnerable, lower-ability learners) often fall beyond the teacher's typical line of sight, and support.

- Thinking through seating arrangements for students with additional needs/ SEND (often by referring to their ILPs) will help address difficulties with concentration, listening skills, literacy etc.

Inclusive Teaching and Learning Strategies

Communication and Interaction (C&I)

Autistic Spectrum Disorder (ASD)

- Keep language clear

- Slow down and give students time to understand

- Check their understanding of the instructions

- Do not insist on eye contact

- Let them know whenever possible when there is going to be a change of routine

- Keep calm, to help the student stay calm

- Remember that some students take things literally

- Tell students what to do rather than not what to do

- Understand boundaries and personal space

- Consider how you introduce a topic

- Some students need sensory breaks (this doesn't mean leaving the classroom)

- Anticipate difficult times for students and plan ahead

Additional Information

- Seat student in an area of the classroom free from busy displays and distractions. Try to keep the area around the whiteboard /IWB 'clutter free'

- Use very clear and consistent classroom routines, e.g. lining up at the start, equipment check, students holding an object when it is their turn to talk

- Display classroom rules and routines, illustrated by pictures, for students to refer to

- Constantly reinforce student social skills e.g. proactively teach what to say/do when praised, how to ask for help

- Illustrate expectations visually – for example, use symbols to indicate noise levels i.e. partner voices, group voices, classroom voice, social voices. Speak to DSP staff about the use of 'Widget'

- Support verbal presentations/explanations with charts, diagrams, pictures, real objects or mime

- Set tasks with clear goals ("Write three sentences on" rather than "Write about…") and ensure worksheets are in step-by-step form.

- Use a visual way of showing the student what they/the class will be doing, such as a sequenced series of pictures (a visual schedule), clock face divided into sections (or a digitalised clock with times below), a written list etc.

- Use a timeline of events that branches to show where the student will have deadlines or changes and transitions

- Use short simple instructions. Give one at a time and check for understanding. Repeat instructions in same words rather than different ones. Ask students to repeat them back to you

- Use the student's name before asking a question or giving an instruction

- Set explicit and clear expectations e.g. how many lines to write, how many questions to answer, how long to listen (use a timer)

- Put a green 'start' dot on the student's book and a line to show where to finish

- Support writing with writing frames, cloze procedure templates (e.g. writing up a science experiment), Q & A boxes etc

- Avoid or explain metaphorical language and idioms such as 'pull your socks up', 'it's raining cats and dogs', 'in a minute'

- Involve the student by asking direct, closed questions at their level of understanding

- If a student goes off at a tangent, direct conversation back to the topic in hand 'Right now we are talking about volcanoes'

- Prevent repetitive questioning or commenting during class discussion by giving the student a set number of cards to give you each time they wish to contribute to discussion – when cards are gone, no more questions

- Allow the student to work alone rather than in a group where possible. If in a group, give clear roles within the group and put the rules and roles into writing

- Try to avoid tasks which depend solely on talking or writing about imagined experiences

- Try to avoid tasks which depend solely on empathy (e.g. in literature, history, geography and values)

- Use incentives based on a student's interests e.g. a pause every hour to focus on their particular interest, once they have completed their work

- Use immediate and individualised reward systems e.g. collecting a number of points

- If a student becomes anxious allow him/her to remove self to an agreed quiet/safe space

- Explain any unplanned changes of routine to the student in advance

- Provide the student with a symbol card to display when he or she wants help

- Provide a structure for unstructured time e.g. inclusion break club, rather than break-time outside

- Model to the student that making mistakes is normal and part of the learning process

Cognition and Learning (C&L)

Dyslexia and Literacy Difficulties

- Keep instructions to one or two parts only. Chunk sequences of instructions, i.e. deliver one at a time vocally, print them one at a time on separate cards, model in numbered steps etc

- Allow 1-2 minutes 'take up time' when giving instructions. This will allow the student to process fully what is required of them

- Try teaching an active listening strategy "Stop, Look and Listen" every time the teacher speaks. By practising responding in this way, students with dyslexic tendencies may find that they recall and understand more. Remember however, that they will not be able to take notes at the same time as listening

- Avoid moving around too much when giving spoken instruction/information. Avoid standing in a place surrounded by 'clutter' such as shelving, posters, storage units etc. A classroom where students shout out or there is low-level noise will also act as 'clutter'

- Always take time to model tasks and provide an example of the 'finished product' as a way of giving instructions without relying on words

- Ask the student to repeat back instructions to you in their own words. Establish a "tell me, show me" routine

- Respond supportively when a student forgets routines such as bringing a pen and pencil, books, PE kit, arriving at the right lesson at the right time etc. Use strategies such as checklists, reminder notes, visual schedules etc. to support the student. Students with dyslexic tendencies will forget obvious detail, remembering one day and not the next

- Avoid sudden changes in routine without informing them beforehand. If there is a planned classroom change (such as students working in the library), ask a member of staff or student to check at the previous classroom to make sure they haven't forgotten

- Write down homework instructions in numbered steps. To make this quicker and more discreet, write it on a post-it note and give it to them during the lesson (rather than at the end) so they can clarify what's required/ask any questions

- Try to sit students near motivated, encouraging peers. Students with dyslexic tendencies typically find the academy day stressful, and are at risk of becoming disengaged and gravitating towards other disengaged students

- Don't expect students to learn strings of facts automatically, e.g. multiplication tables, a timeline of dates (including days of the week, months of the year), French vocab lists etc

- If the student has good vocabulary/speaking & listening skills, use classroom discussion, role-play, group work etc. as opportunities to build their self-esteem

- Ensure that learning in every lesson is as multi-sensory as possible, auditory, visual, kinaesthetic. Students with dyslexic tendencies typically prefer 'seeing', 'feeling', 'discussing' and 'doing' rather than 'listening', 'reading' and 'writing'

Reading

- Avoid embarrassing students by asking them to read aloud. If they volunteer, devise a system of support such as tapping the desk/giving a hand sign whenever they need support with a word

- Go that extra mile to praise students with dyslexic tendencies when they read out loud (but continue to be discreet) – ring their parents, provide an individual reward, speak to them 1-1 about their achievements etc

- If you frequently use your smartboard/whiteboard to present written information, remove distracting 'clutter' from around it such as shelving, posters, storage units etc

- Use a pastel coloured background on your smartboard and blue, green and red pens (rather than black) on your whiteboard to reduce stark contrasts and aid visual processing

- Use font-types that resemble the handwritten alphabet as closely as possible - Courier New for older students, and Comic Sans for younger students. Also, use size 14 fonts and l.5 line spacing

- Support reading by discreetly pairing students up with a 'reading partner', by asking other students to read the text to the class, or by discreetly assigning support staff to assist them

- Break down extended reading by numbering paragraphs / lines

- Encourage the student to 'line track' with a ruler. Provide this as advice to the whole class so as to be discreet

Writing

- Always look for alternatives to extended writing: presentations, making posters, making a picture gallery, oral presentations, dramatic reconstructions/role-play, thought showers, matching labels to pictures/diagrams/maps

- Scaffold writing with writing frames, VCOP grids, cloze procedure, word lists etc

- Allow extra time for written tasks to be completed. Focus feedback on ideas and content rather than on time spent, neatness, spelling etc

- Minimise copying from the board. Provide pre-prepared information for them to have on their desks/stick in their books

- When copying from the board is necessary, number or colour-mark the lines so they can keep track. To reduce the amount needed to be copied from the board, use a different colour for key parts then discreetly instruct them to "focus on the green" etc

- Pair them up with other students during writing tasks. They will often have good ideas but poor handwriting and spelling, so will work well with a student who can write fluently and spell but struggles with imagination/creativity

- Use classroom displays to help with writing: display banks of sentence openers, connecting words, punctuation symbols etc

- Constantly encourage students to practise spelling strategies: 1) breaking words down into syllables and/or 2) look, write, cover, check – reinforce this every time they ask for a spelling. Praise when they spell words correctly.

Dyspraxia

Definition: a condition affecting development and skills. Students with dyspraxia will have difficulties in the areas of fine motor skills, spatial and, sometimes visual perceptual and visual sequencing difficulties. Often described as clumsy and poorly coordinated.

In written work, dyspraxic students may have

- Poor handwriting: writing can be laborious and immature

- Slow speed of writing: difficulties copying things down

- Poor written presentation: poor perception of the margin and above and below the line

- Difficulties organising their written work and planning essays etc

- Difficulties with drawing (shapes/objects etc)

Inclusive Teaching and Learning Strategies

- Help the student identify steps needed to begin and accomplish the task. Have the student repeat directions and, if possible, write down the steps (or write them down for the student)

- For older students rehearse: Goal/ Plan/Do/ Check

- Ask the student questions about what they are going to do and how they are going to do it

- Encourage the student to verbalise what they are doing while carrying out the activities

- Give a short assignment so that the student can feel instant success in completing a task Document the length of time a student can focus on one task and structure the assignment so that it can be completed in that length of time

- Set up a system for checking off steps as they are accomplished

- Give one direction at a time. After one action is successfully completed, add another direction

- Help the student physically move through the action

- Minimise visual distractions. Check for clutter in classroom environment and on desks

- Review how to play the game before actually playing it. Demonstrate verbally as well as visually.

- Mark the boundaries of the game. For example, rope, string, masking tape or chalk can be used to mark a game circle or start and finish lines

- Stop action between turns in order to get everyone's attention

- Schedule and implement frequent motor time so that students become familiar with behavioural expectations during motor activities

- Rehearse what the student has learnt on a regular basis

Handwriting

- Multi-sensory handwriting programme

- Developmental progress of handwriting

- Handwriting practice to music to improve rhythm and timing

- Verbalising letter formations

- Additional spatial training and visual spatial cuing to over learn the spatial concepts of writing

- Components of handwriting to be broken down into arm shift, wrist shift,finger manipulation

- Use guidelines on paper or quadrille paper (www.sparklebox.com)

- Large scale lines and tactile paper

- Use bigger squares for maths

- Use a vertical/sloping surface so up and down have meaning, and increase of proprioceptive feedback

- Use different types of pens and pencils. Allow student pen/pencil of their choice. Roller pens are better than fountain pens

- Reduce amount of writing because eyes are also having to check on hand movements. Proprioceptive memory is often unreliable e.g. pre-prepared sheets, multiple choice questions, less examples, allow short answers, notes, essay plans

- Mind Maps, Thinking Maps and shorthand for taking notes

- Photocopy books and highlight information rather than writing long hand

- Scanner pens for highlighting and downloading

Alternative Strategies for Recording Work

- Lesson notes taken by learning support assistant, or summary notes prepared in advance by the teacher

- Access to IT and learning touch typing

- Drawing diagrams of main ideas in a text

- Provision of the outlines of diagrams, apparatus drawings, maps etc so the student only has to label the relevant parts or annotate the diagrams

Alternatives to Reading:

- Large print text

- Recording of written texts by support staff/parents/carers

- Presentation of written material in diagrammatic form for those students who can interpret this

Dyscalculia

- Visual approaches, such as encouraging the student to draw diagrams, pictures, or use a physical object, can help the student visualise numbers more easily. The key is to teach the student how to conceptualize a real-life situation and associate it to the numeral problem, in turn, making it mentally "real" to them. The student can pick a favourite theme or idea, associate numbers to these concepts and apply it to a drawing. Or a student can arrange objects that represent the numbers and create calculations with them; the abacus was once used for this same strategy.

- Organisation is a key concept when developing classroom strategies for students with persistent numeracy difficulties. For instance, horizontal mathematical calculations may be difficult for a student, because the sequence of numbers are calculated vertically from top to bottom, whereas reading sentences are done horizontally, from left to right. It may help a student if maths problems are written in a linear sequence. Another strategy is for the students to perform mathematical problems on graph paper, in order to keep the numbers in the correct sequences. Confusion can create a mental shut down in a student who has persistent difficulties with maths, and keeping an organised and clutter free maths worksheet or independent study paper, can help the student avoid these pitfalls. Often when problems are written too closely together, the student may become confused and frustrated.

- Mnemonics are strategies normally used as a memory aid in spelling, like the mnemonic, "i before e, except after c; however, a student can also use mnemonics to memorize numbers and number sequences. By relating numbers to words, for example, the student can associate the number 1 with the letters t or d, because they each are created by using one down stroke, the student can create a number-word picture. With letter number association, students can create stories, tunes, or sayings to memorize number tables.

- Link maths to relevant and practical contexts: shopping, eating out etc

- Use a 'scaffolding' approach – avoid rushing the student through a task. Break it down into steps. Provide time for recap and consolidation at each stage and revisit the basic skills often

- Allow students thinking time to complete a task or calculation, including oral/mental work. Avoid putting them on the spot by asking a question in front of an audience of peers

- Minimise the amount of information that students have to hold in their mind at any one time. For example, if they are performing long division problems, they should write down every step including carrying numbers. When solving word problems, they should always have a scrap piece of paper handy and write down the steps in their calculations. This will help prevent them from losing their place and forgetting what they are doing

- Use a variety of visual and kinaesthetic resources: objects, images and models. Allow the students to manipulate the resources

- Use a variety of methods and try to adapt teaching to the student's natural way of working out rather than simply imposing the method you have learnt/use frequently etc

- Provide a list of maths symbols, as you would with punctuation, to remind students

- Provide number squares and prepared formats for recording calculations/answers, with shaded alternate rows

- Provide help/cue cards for different operations. Colour code for categories i.e. blue for subtraction, red for addition. Vary the vocabulary, for example, colour code blue 'minus,' take away' etc

- Use small numbers when introducing new concepts. Gradually work up to higher numbers via short, small step tasks

- Take time to explain/recap on maths vocabulary. Check for understanding

- Play learning games with students to teach the points you want the students to learn

- Ask lots of questions, rephrasing your sentences and varying your vocabulary

- Encourage students to talk about what they are doing and why

- Establish a routine of 'estimate, calculate, check'

Social Emotional and Mental Health (SEMH)
Attachment Disorder

Attention

- Sit the student nearer to the teacher /support staff in the classroom

- Sit the student nearer to chatty but positive, generally settled peers

- 'Catch the student being good' – approach the student at regular intervals and praise for being settled, for completing a task etc

- Challenge minor unacceptable behaviour through discrete hand signals i.e. make eye contact, point to your tie and motion it being smarted up, then give a thumbs up before walking away

- Tactically ignore some minor behaviour issues for a period of time, focus your attention only on the most disruptive behaviour

Protection

- Start off the lesson with an easier/familiar task to build confidence before moving to more challenging tasks

- List the activities for the lesson on the board at the start of each lesson (visual schedule) and talk them through with the whole class

- Praise and reward all attempts at a task, place the onus on trying rather than completing

- Give clear expectations and indications of support, "I am looking for three sentences in ten minutes – I'll be back to help you in five"

- Provide supports that can be readily accessed when needed, such as writing frames, word maps, displays such as "Three things I can do to help myself"

Affiliation

- Welcome the student personally at the start of each lesson, "Hello T, it's good to see you…"

- When giving instructions or advice, always start by using the student's first name, "T, I would like you to…"

- Challenge unacceptable behaviour by rejecting the behaviour not the student, "This is not the behaviour I would expect from someone as responsible as you"

- Reduce tension over success and failure by inviting the student to play light-hearted competitive games during break/lunch/extended learning

- Take time to tell the student they are 'held in mind' and that what happens to them matters to the academy, "You are fantastic at...and we want you to succeed in your education"

Control

- Challenge unacceptable behaviour by using the language of choice, "If you choose to continue this way, it will be a loss of personal time. Or you could choose to get back on-track and make the right decision"

- Avoid being caught up in confrontation about trivial issues. Provide a short instruction with "thank you" at the end and then walk away. Return after a few minutes 'take up time' and repeat the instruction

- If the student follows your instruction but huffs and puffs, mumbles, rolls their eyes etc, tactically ignore this 'secondary behaviour' and thank them for following the instruction

- If the student starts to raise their voice whilst in conversation with you, actively keep your voice quiet and calm. Model the behaviour you would like to see

- Avoid using body language relating to aggressive control e.g. pointing downwards, forcing constant eye contact, shouting etc

- Encourage the student to take on class responsibilities e.g. handing out the books, writing on the board

- Where possible, ask the student to help a peer with their work. Then praise both for their efforts together

- Challenge unacceptable behaviour by using the language of agreement and fairness for all, "The agreement we have in this class is that we all remain quiet and focused on our work, so that each of us has a chance to do our best"

- When issuing sanctions, explain to the student what you are doing and why you are doing it

- Where necessary, call parents/carers to explain sanctions in advance of them being implemented. When there is improvement, call with positive news

- Model fairness by being comfortable about admitting and correcting a mistake if a student is wrongly blamed for an issue

- Where there are clear issues of bullying, ensure that it is followed up. Take time to explain to the victim what you are doing about it. If appropriate, also explain to the class

- Where there are incidents of 'tit-for-tat' conflict between students, organise a restorative meeting/conversation where the message is, "It doesn't matter who started it, it will lead to more upset and anger so we need to stop now and agree to move on"

- During loss of personal time, focus on restorative tasks e.g. tasks presented as 'putting something back into the class' such as sharpening pencils, tidying the chairs, cleaning the whiteboard

Modelling: The key strategy for managing minor conflict within the classroom is for the teacher to model positive conflict resolution behaviour. If a teacher uses sarcasm, overuses shouting, always responds punitively to minor infringements, holds a grievance over a number of lessons etc. then the students will view this as the 'rules of engagement' in the classroom and act accordingly.

Seating Arrangements: Carefully consider your seating arrangements. A U-shaped seating arrangement or group tables may foster positive group work but may also lead to negative interactions because they force students with emotional and social difficulties to sit looking directly at one another.

Safe Territories: Students with social difficulties are often resistant to change and become aggressive in response to uncertainty. They will often prefer a set seat and table (a 'territory') in the classroom. Avoid frequent, abrupt changes in seating plans.

Team Spirit: Encourage students to take on responsibilities for the running and upkeep of the classroom, such as taking the register, handing out and taking in books, handing out writing equipment, writing the date on the board etc, praising each other's work. Always encourage and reward students who help another student.

Use of Language: Use constructive language when advising students on their interactions with one another, "Please speak politely to each other" rather than "Don't call each other names." For some students with concentration and receptive language difficulties, using the negative means they automatically focus on the negative, and then tend to act impulsively on this thought.

Red Lines: Read the 'emotional climate' of social interactions. Classroom humour and light-hearted conversation will go a long way in helping relax the students and make for a more positive learning environment, but left unchecked it can escalate quickly as students with social difficulties will often take jokes too far. Discuss what the 'red lines' are with students and consistently remind them.

Triggers: Try to spot 'hidden' triggers amongst the students who regularly engage in conflict, especially discreet comments (often seemingly harmless single words), leading questions, sly nudges and throwing etc that some students will use to provoke confrontation whilst avoiding unwanted teacher attention/classroom sanctions. If possible, ask a colleague to come and support in a lesson with the aim of spotting these triggers and those students involved.

Soap Opera Switch Off: Try to distinguish between real anger and acted anger. Some students will deliberately over-react as a way of diverting attention from the work, gain adult attention and to try 'score points' against a student they are in conflict with. This may not be something they think through consciously but may habitually resort to. In these situations, it is crucial not to get caught up but to respond quickly, calmly and in a matter-of-fact manner in addressing the issue, then switching straight back to discussing learning.

Solution-Focused: If students are in constant conflict, remove either individually or together from the classroom audience to discuss the issue. Move away from the typical 'who started it?' discussion and direct them towards 'moving on'. Students with social difficulties are likely to have a deeply embedded view that the only way of ending a conflict is by 'winning' the argument, and will need repeated coaching in 'letting go'.

Slow Motion Repeats: Some students fall into a habit of 'quick responding.' They will misread situations and rapidly respond defensively/aggressively. On talking through a conflict, try to break it down into steps to raise their awareness of how the conflict emerged. Where appropriate, it can be useful to have another adult sit in and explain what happened as a 'neutral.' It is important during this process that the language 'taking responsibility' and 'putting things right' is focused upon rather than 'blame' and 'punishment.'

Action Replays: Where you have trust with a student and they are receptive to your advice, it can be useful to repeat verbatim the insults they have used in a matter-of-fact way (this takes away the taboo/perceived power of such insults) and even 'play act' their responses. This can prove a very effective tool in raising self awareness.

Diversion Tactics: Following conflict, ask the student/s involved to either go with another member of staff to do a job for 5–10mins or if you can trust them, running an errand. This will help provide 'cool off' time and distract their attention from the previous issue.

Bully Spotting: If there is repeated conflict between particular students or if there is a complaint made, then it is important to follow it up with an investigation, with support from pastoral staff. Sometimes students may claim that a conflict is a two-way argument when in fact it is being instigated and perpetuated by them as the more dominant, aggressive side.

Time Out: Where there are repeated issues of conflict, a protocol, organised in cooperation with colleagues or pastoral staff, may be required to allow particularly volatile students to take limited 'cool off' time in another classroom or office area.

Attention Deficit Hyperactivity Disorder/Attention Deficit Disorder (including additional needs in relation to working memory, impulsivity and concentration) ADHD/ADD

Strategies are broken down into two parts. Those dealing primarily with attention deficit i.e. limited concentration/working memory, and those dealing with hyperactivity disorder i.e. impulsivity and disruptive behaviour.

Limited Concentration

- Establish a set seat for the student. Ideally, seat the student near the front with their back to the majority of the class and, if possible, between two settled students who can act as good role models. Present as a supportive rather than punitive measure, "A, I am doing this because you concentrate better here"

- Seat student in an area of the classroom free from busy displays and distractions. Try to keep the area around the whiteboard/IWB 'clutter free'

- During teacher instruction, allow the student to fiddle with a piece of blu-tac, rubber band, squeeze ball or another chosen object (something quiet) whilst maintaining eye contact

- Give instructions simply and clearly. Make sure the student is looking at you first. Check that they have understood them

- Ask the student to repeat instructions back to you. Try to ask them to show you what they should be doing, rather than asking them to tell you

- During class discussions, proactively 'retune' the student back into the lesson by interspersing more challenging questions with simple questions addressed directly to those who tend to lose concentration

- Rather than always relying on a 'hands up' routine during class discussion, instead put all students' names on cards and pick them at random. This pressure, when used sensitively, can keep students focused who otherwise allow others to take leading roles during class discussion

- Use a timer to help the student complete a task in a specified period of time

- Devise a private signal system to let the student know when they are off task

- Plan in 'settling time' at the start of lessons. Ensure there is always a 5 for 5 starter activity

- Give clear guidelines: "I expect you to have produced at least three lines by ten past ten; I will be asking you then to share these with your partner." Present as though you assume they will complete it, not as a request to complete it

- Give regular updates on time remaining for tasks to ensure pace. Otherwise the student is likely to lose focus. A digital clock/watch will work more effectively than a standard clock, as there is a high prevalence of students with concentration difficulties not being able to consistently tell the time on a standard clock

Impulsivity

- Try to seat the student well away from areas other students need to walk through. Also try to limit opportunities for them to 'roam' around the classroom (such as handing out books etc)

- Use visual prompts to remind students about the type of learning taking place. i.e. have a picture of a student working on their own for 'quiet working' tasks and a picture of students with their hands up for class discussion tasks

- During longer tasks and longer periods of teacher instruction/Q&A, work in a 'movement break' with a clear parameter, i.e. give the student a specific errand (such asking them to collect stationary) or allow them to walk for 5 minutes but only with a LSA

- Establish a quiet place where the student can go to work should they become overly excited or agitated

- Students will often engage in disruptive behaviour when they find a task too difficult and become off-task, particularly during extended writing activities. Provide support in the form of writing frames, word mats and prompts such as a display board with ideas for 'Three things to do to help yourself'

- To reduce 'unstructured time' in which impulsive behaviour is likely to occur, try to have a set of familiar task types that students are familiar with (such as highlighting key words in a text, word

puzzles, number puzzles, cutting and sorting exercises, cloze procedure etc) which can be used at the start of a lesson and at the end of a lesson if there is time remaining, and possibly as a back-up should there be inappropriate behaviour and a student needs to work elsewhere

- Aim for a ratio of three positive comments to one negative and teach the student how to reward themselves, 'You managed to concentrate on your work very well just then. Give yourself a pat on the back'

- With a student who has fallen into a pattern of disruptive behaviour, try to work on step-by-step change by setting a clear behaviour for learning target for two weeks (such as "put our hands up when we want to speak") and offering tangible rewards for meeting it. Then move to another target, and so on

- Actively teach/use clear classroom routines, e.g. have all students hold an object when it is their turn to talk

- Display classroom rules and routines for students to refer to. Illustrate them visually - for example, use a traffic-light system to indicate whether students can talk or not, or symbols for different noise levels (partner voices, group voices, classroom voice, outside voices)

- Remind the student of a rule, rather than telling them off, "N, our rule is we put up our hand to answer." Or make a point of praising a student who is keeping the rule, "A, I liked the way you put your hand up when you knew the answer"

- When correcting unacceptable behaviour, say what you want him or her to do, rather than what you don't, 'N, I want you to keep your hands on the table." Instead of 'N, stop bothering P'

- Use language that labels the behaviour but not the student i.e. "N, reduce the volume, thank you." Rather than "N, you are really noisy at the moment." Most students who present with high-impulsivity will tend to switch off or respond with anger if they perceive they are being 'picked on' or 'got at yet again'

- Use the language of choice, reminding pupils of the consequences of the various behavioural choices open to them

- Some impulsive behaviour can be driven by a habit of trying to gain adult and peer attention. One way to counter this is to tactically ignore such behaviour and praise good behaviour. A further strategy, if the disruption is escalating, is to isolate the student temporarily and deny them the attention of others. This, when managed carefully, can act as a deterrent for inappropriate attention-seeking, but must be done in liaison with your DoL/ALT line-manager.

Physical and/or Sensory (P/S)

Hearing impairment (HI)

- Identify which side, if they have one, is the student's strongest and then seat appropriately. i.e. a student with hearing loss in the their left ear should be seated with their right ear nearer to the sound source

- Provide as much opportunity for the students to lip-read, read body language, see hand gestures etc. Seat student nearer to the front although do not insist on the front row as this can stigmatise them. Avoid walking around during speaking and listening

- Speak clearly, naturally and at a normal rate, shouting or exaggerated 'mouthing' distorts normal lip patterns

- Ensure when someone is speaking that the light is on their face and not behind. i.e. make sure the whiteboard and window are not directly behind you

- When speaking, extend natural pauses to provide the student with a short break as lip-reading increases the time and energy required to process information and can be tiring for the student

- When other students contribute, ensure that they speak one at a time. Paraphrase their contributions back to the class

- Minimise background noise e.g. noisy heater, buzzing light. Make other students aware of the need for a quiet working environment, discreetly, as part of a whole class approach

- Be aware of the fatigue and frustration a student may experience because of the amount of effort they have to put in to listening

- Use short and simple instructions. Give one at a time and check for understanding. Repeating instructions first in the same words, but then if these are not understood substitute with different words

- Support verbal presentations/explanations with charts, diagrams, pictures, real objects or mime. Write topics or headings on the board as you introduce them

- Cue the student in to a change of topic. Say 'now we are going to look at…' discreetly as part of a whole-group approach

- Agree a private signal that the student can use to show you when they have not understood

- Try to use video with subtitles. If not available, allow the student to borrow video material after the lesson to go through it again. Don't ask the student to make notes while watching

- Ensure that homework instructions are written on the board (write on a post-it beforehand and give it to them discreetly) as well as given verbally

Literacy

- Students with a hearing impairment typically have difficulties with literacy. Be aware that independent writing and understanding of written vocabulary will reflect the student's spoken language levels which may be delayed

- Support writing with frames and lists of vocabulary to choose from

- Try to use a range of ways of recording and assessing so that progress is not limited by the student's ability to write full, grammatically correct English sentences

- Put up a list of key vocabulary for a particular topic or lesson and teach the meaning of each word, ideally as part of a whole-group approach

1:1 Conversation

- During discreet 1:1 conversation, accept the student's spoken utterances but rephrase and give back in a grammatically correct version

- Use the student's name before asking a direct question or giving a direct instruction. Actively include the student in speaking and listening activities

- When in conversation with the student, if they mishear something, patiently repeat again. A frustration reported by many students with hearing impairment is being told "it doesn't matter" when they ask for clarification

Visual impairment (VI)

- Adapt your resources in advance. Ask a LSA for advice/guidance

- Seat students in the middle at the front (first or second row), this helps them to use their hearing to listen to what you are saying

- Sit the student next to peers they can work well with. They will need to ask questions from time to time, a helpful partner is essential

- Try to have a quiet working environment. Students with a visual impairment rely heavily on their hearing to learn

- Speak clearly with extended natural pauses. Try to discreetly face the student when you speak

- Say the student's name before asking a direct question or giving a direct instruction, and indicate who is talking in a class discussion

- Avoid the student having to look directly into a light source. Do not sit or stand with the light behind you

- Avoid clutter or busy displays around the whiteboard area. Students with VI need a single distinct point to focus on

- Keep your room clutter free. Everyone is embarrassed if they trip up in front of others, but especially students with a visual impairment

- Be aware that some students with a visual impairmentI don't know what other students are doing around them. Explain what is happening, be aware that not answering a question might be embarrassment, not lack of knowledge

- Use non-glossy, non-reflective paper and clear contrasting fonts/colours. Use photocopies of masters not of faint blurred versions

- Make presentations with a dark background and light writing. The greater the contrast the better. Use a large, plain font (this is much better for most students)

- Avoid presentations or videos which contain lots of animation, play lots of loud music and move quickly between slides (they're too quick to see or explain)

- Provide commentary to replace/supplement information from pictures, questions, facial expressions. "This is a model of a skull, at the front you can see the jaw bone…" and so on

- Use kinaesthetic experience to replace/supplement auditory and visual input (for example, if the class is watching sugar cubes dissolve in a beaker, the student can put their hand in the beaker and feel it dissolve). This will benefit all students

- Use larger-lined paper, columns or boxes to place numbers in, squared paper. Have the student use dark pen instead of pencil

- Ensure the student uses aids supplied, such as handheld and portable video magnifiers, book stands, raised slopes etc

- Minimise extensive handwritten recording, use ICT, bullet points, thought showers, flow charts, gapped handouts, LSA or trusted peer acting as scribe, and enlarged printout of IWB page for the student to annotate

- Use tactile indicators, blue-tack, rulers, paper clips, folded out post-its etc. to help the student find information in a book, locate where they need to be on page, keep track of which question they are on in a series

- Allow extra time to complete tasks and be aware of the fatigue the student may experience because of the amount of effort they have to put into learning. Bear in mind that a student with a visual impairment will complete, on average 1/3 to 1/2 of the work that others have done

- Give a time check somewhere in the lesson. VI students will often struggle to keep track of time without a specialist watch

- Ensure homework instructions are written down correctly. Organise a homework buddy they can ring if they have forgotten what to do ('phone a friend').

Inclusion Staffing

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Appendix E

THA Graduated Approach: Our local offer 2021-2022

Graduated Approach (Assess, Plan, Do, Review)

Waves of Intervention

Area of Need	WAVE ONE (Universal Provision) **Inclusive strategies for all learners embedded in QFT**	WAVE TWO (In addition to universal provision) **Targeted interventions and support for some learners**	WAVE THREE (In addition to universal provision and targeted interventions/support) **Specialist support for a few learners**
Cognition & Learning	- Quality first teaching and graduated approach throughout the academy - Differentiated curriculum planning, activities, delivery & outcomes - Learning objectives and success criteria clearly communicated - Use of ICT: whiteboards, laptops - In-class targeted teacher support - In-class learning support assistant support within class teaching (deployed with a priority in English, Maths and Science) - Pre-teaching of vocabulary and concepts - Group/ individual guided reading with class teacher or learning support assistant - Collaborative and self-assessment - Learning style awareness – visual, auditory, kinaesthetic approach - Access to independent study club - Access to extended learning activities - Educational trips and residential trips - Whole academy policies: Teaching and Learning, SEND policy	- In-class additional target teacher support - In-class additional learning support assistant provision within class teaching (small group or individual) - Staff trained to support students with SpLD, - Opportunities for over learning - Additional interventions discussed in AEN meetings to address lack of progress/barriers to learning, and to identify and monitor interventions - Consultations with DoLs re targeted interventions and outcomes - Targets set for interventions and outcomes agreed and shared with teachers, learning support assistants and small school teams providing intervention - Targets shared with pupils and parents/carers - Additional use of visual and practical resources - Impact of intervention measured	- Pupil placed on the SEND register - Parents/carers informed of continual needs and next steps for SEND support - Assessments, advice and recommendations from outside agencies - Advice and support from the class teacher, the SENCo and learning support assistants - Individual SEND ILPs and passports written with SMART targets (Specific, Measureable, Achievable, Realistic, Time) - Core independent study option available - Specialist learning support assistant interventions (one-to-one or small group support) for literacy, numeracy, social skills, Lego therapy, transition, Lexia, SaLT - Review of provision with parents/carers, class teacher, SENCo and involved agencies - Additional use of special needs resources - SEND consultation review days twice a year - Annual review for pupils with EHCP - Views of families and pupil reflected in ILPs and

	● Reporting to parents/carers at Year 7 Meet the Tutor Event and Parents' Evenings ● Assessment reports three times a year		passports
Communication & Interaction	● Differentiated curriculum planning, activities, delivery & outcomes e.g. simplified language, key words on displays and spelling lists ● Structured academy and class routines ● Use of visuals/ICT to make learning more visual ● Peer-support and seating plans ● 'No hands up' approach to answering questions Staff trained to implement strategies and support students on the autism spectrum	● Visual schedules ● Visual cues ● Support from trained SaLT learning support assistant ● Interventions to support social engagement and communication ● Breakfast and break clubs	● Intervention groups by trained learning support assistant ● Involvement of outside agencies: speech & language therapy (SaLT), Educational Psychologists (EP), Children and Adolescent Mental Health Team (CAMHs)
Social, Emotional and Mental Health	● Consistent, behaviour for learning policy based on the academy's values and encouraging good choices ● Whole academy rules, rewards and consequences: sanctions, award cards, certificates, letters home ● Clear, consistent whole academy expectations and aspirations ● Access to Doddle for independent learning tasks ● Time out to reflect on incidents ● Restorative Justice ● Safe space areas provided for pupils that require them ● Supervised break and lunch ● Policies: Behaviour, Anti-Bullying, Safeguarding, e-Safety	● Small group intervention programmes to support pupils in developing self-regulation/self-manage ment skills ● Interventions to support social engagement and communication ● Monitoring by form tutor/small school team ● Prompt and reminder cards, checklists ● Time out ● Peer mentoring and by the Halley's Heroes ● School nurse referral/intervention	● Mentoring delivered by learning support assistants and small school teams ● Sensory therapy ● Educational Psychologist assessment, advice and recommendations ● Child and Mental Health Service (CAMHs) assessment, advice and recommendations ● Referrals made to Early Help ● Alternative provision intervention in place for pupils at risk of permanent exclusion ● Involvement of external agencies

	• Weekly 'Values' sessions • Whole academy CPD programmes including training to support successful social, mental and emotional pupil development • Counselling and pastoral support • Student leadership opportunities • Report cards, including positive report cards		
Sensory/ Physical/ Medical	• Staff are aware of needs/ impairment/ disability/ medication, emergency treatment or procedures. Communication to all key staff and first aiders • Favourable seating plans identified by staff • Key staff training for emergency medical issues e.g. EpiPen use • Appropriately trained staff e.g. First Aiders • Administration of medicines/ procedures e.g. consent forms completed by parents/carers • Risk-assessments completed as appropriate • Accessibility plan •	• Training for named staff re administration of medication e.g. insulin • Staff follow recommendations from medical team/community nurse team	• Involvement of outside services for advice and recommendations: school nurse, GP, paediatrician, occupational therapist, hearing visual impairment team etc. • Access arrangements for examinations applied e.g. scribe
Transition from KS2 to KS3	• Open events for prospective parents/carers • Information evening in module 6 for new parents/carers • Transition/induction day in module 6 for all pupils moving to The Halley Academy • Primary visits by academy	• Additional visits to the academy on request • SENCo attends the primary SEND transition day to receive additional information	• Summer transition camp • Additional SENCo visits to primary school for students with EHCPs

	staff ● Exchange of data ● Transition workshops in module 6		