**WINWICK CE PRIMARY SCHOOL**

# Special Educational Needs & Disabilities (SEND)

## *SEND Strategy Handbook for Parents*

Last reviewed: August '23

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## SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

### A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- **Has a significantly greater difficulty in learning than the majority of others of the same age**
- **Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions (SEND Code of Practice, 2015)**

## There are four broad areas of Special Education Needs and Disabilities (SEND);

**A. Cognition and Learning Needs**

- *Specific* Learning Difficulty (SpLD) e.g. Dyslexia, Dyscalculia, Dyspraxia
- *Moderate* Learning Difficulty (MLD) cognition issues, learn at a slower pace than their peers
- *Severe* Learning Difficulty (SLD) will need support in all areas of curriculum will have complex needs, communication and even mobility needs
- *Profound and Multiple* Learning Difficulty (PMLD) severe and complex difficulties, physical and sensory difficulties

**B. Social, Emotional and Mental Health**

- Social, Emotional and Mental Health Difficulty (SEMH) can include withdrawn/isolated; challenging behaviour; anxiety, eating disorders.
- ADHD
- Attachment Disorder

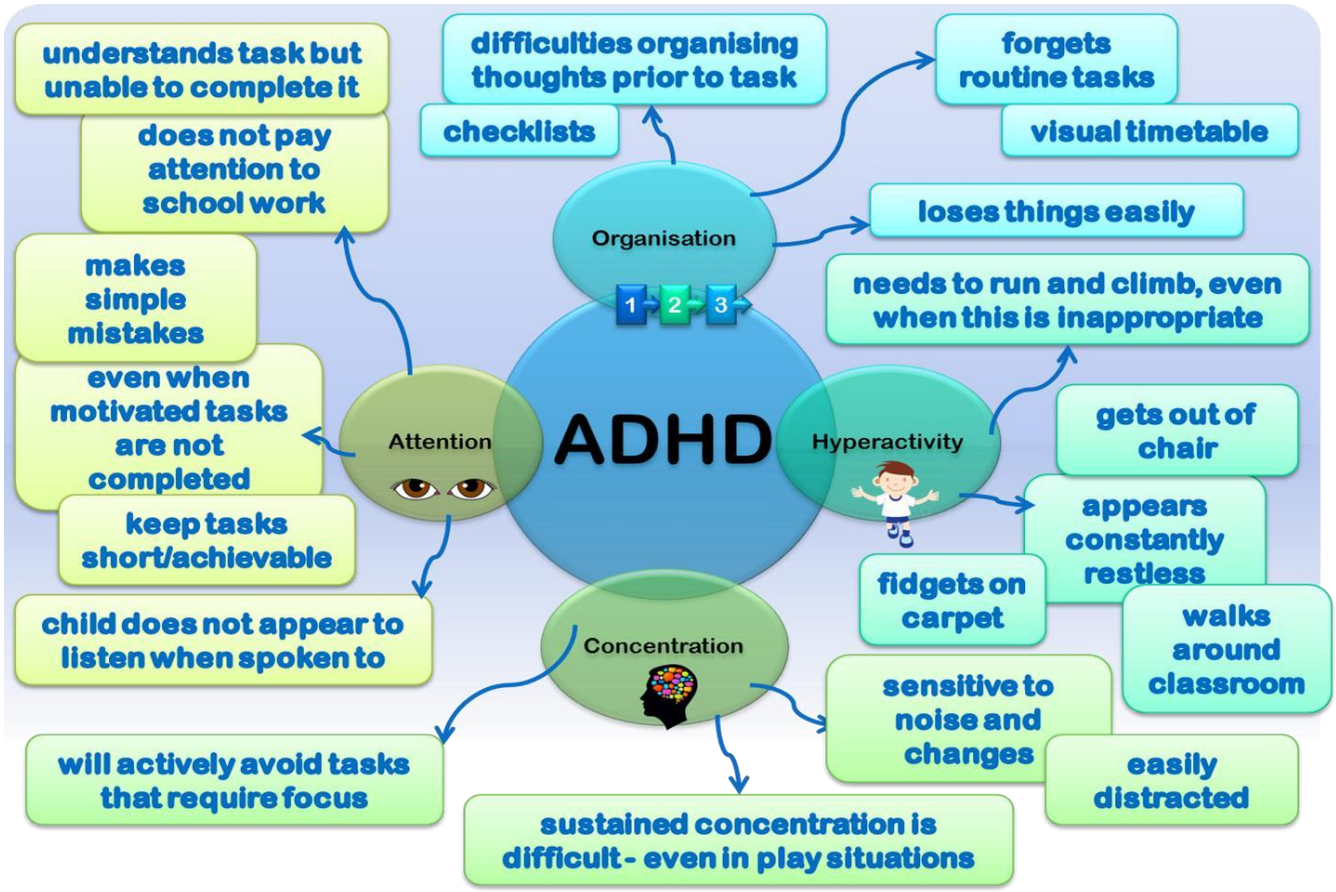
**C. Communication and Interaction Needs**

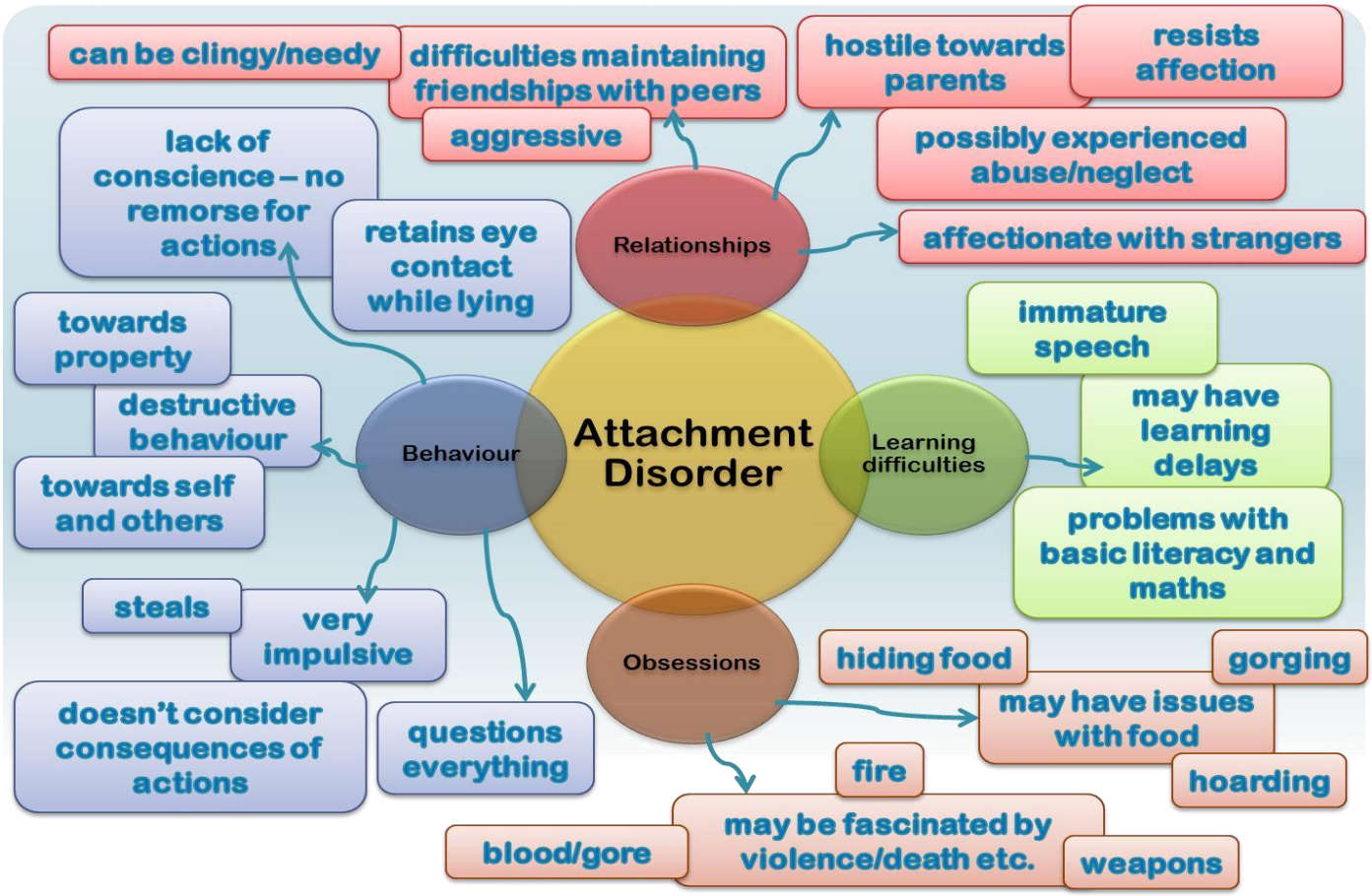
- Speech, Language and Communication Needs (SLCN) difficulties understanding language or expressing themselves; speech defects; social communication difficulties
- Autistic Spectrum Disorder (ASD) social interaction difficulties, understanding language, communication and imagination, great difficulty interacting with others.

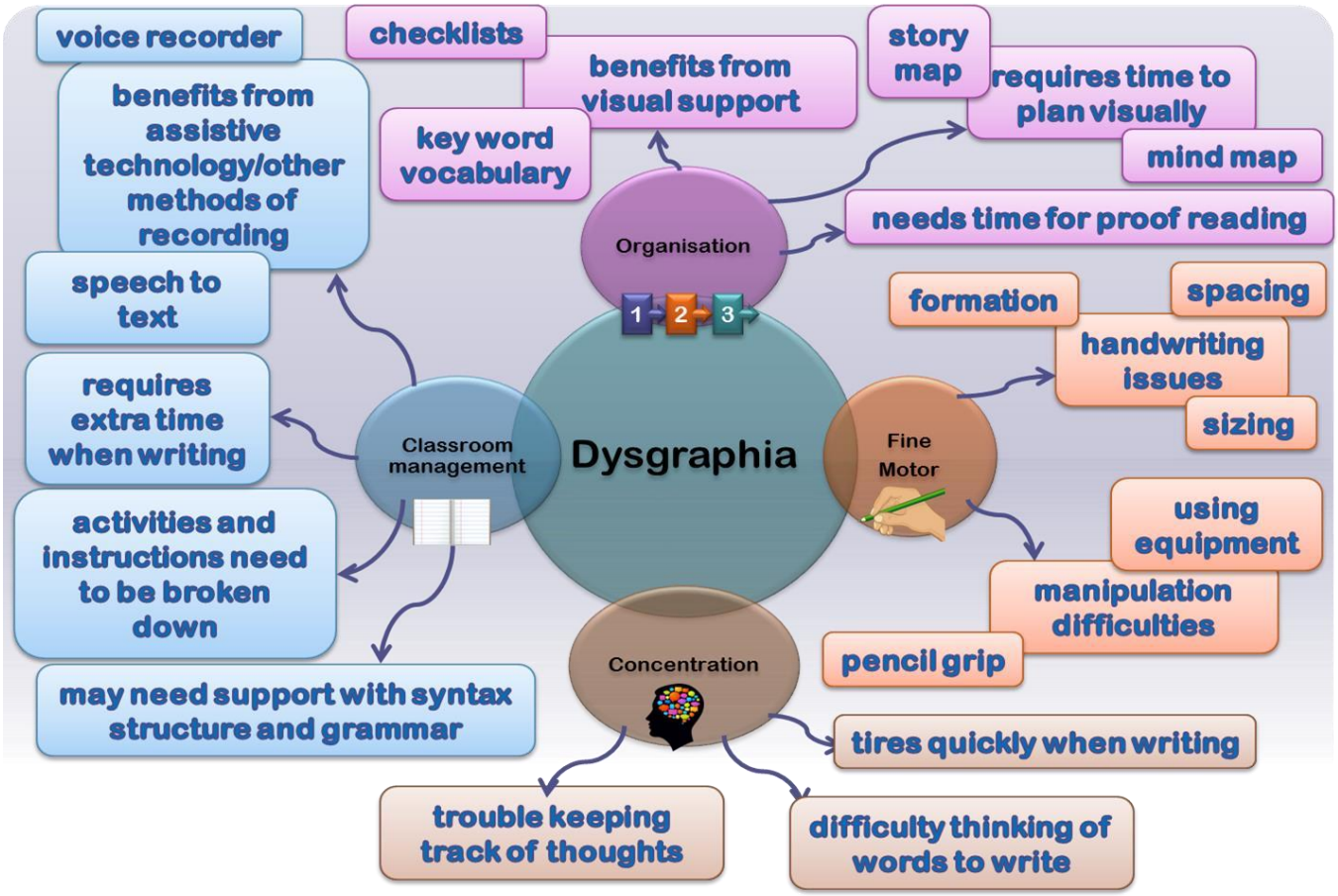
**D. Sensory and/or Physical Needs**

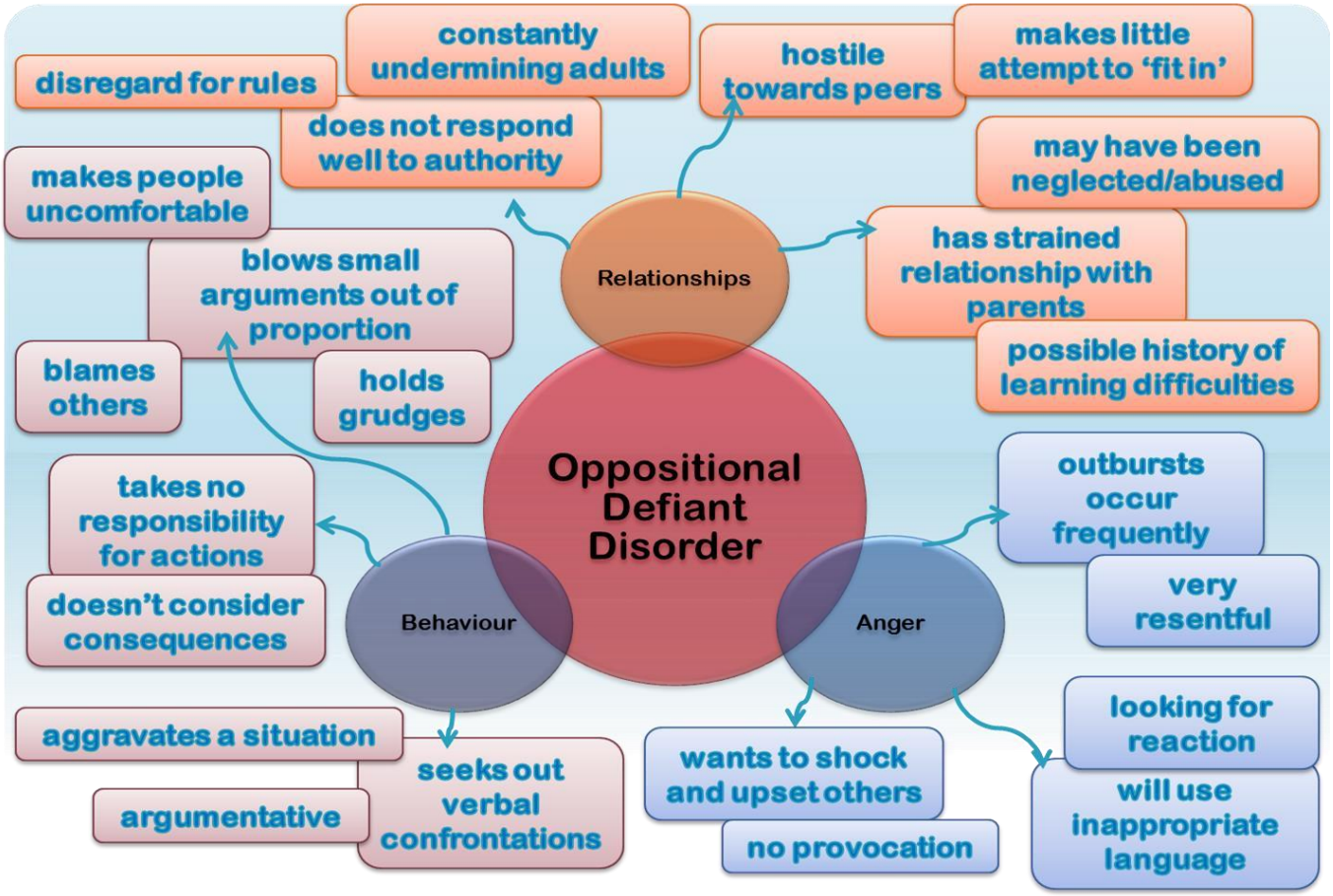
**E.** Visual Impairment (VI)

- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI) combination of both of the above and more
- Physical Disability (PD) e.g. cerebral palsy.


ADHD
Attention
Hyperactivity
Organisation
Concentration
1
2
3
understands task but unable to complete it
does not pay attention to school work
makes simple mistakes
even when motivated tasks are not completed
keep tasks short/achievable
child does not appear to listen when spoken to
will actively avoid tasks that require focus
difficulties organising thoughts prior to task
checklists
forgets routine tasks
visual timetable
loses things easily
needs to run and climb, even when this is inappropriate
gets out of chair
appears constantly restless
walks around classroom
easily distracted
fidgets on carpet
sensitive to noise and changes
sustained concentration is difficult - even in play situations


Attachment Disorder
Relationships
can be clingy/needy
difficulties maintaining friendships with peers
aggressive
hostile towards parents
resists affection
possibly experienced abuse/neglect
affectionate with strangers
Behaviour
lack of conscience – no remorse for actions
retains eye contact while lying
towards property
destructive behaviour
towards self and others
steals
very impulsive
doesn't consider consequences of actions
questions everything
Learning difficulties
immature speech
may have learning delays
problems with basic literacy and maths
Obsessions
hiding food
gorging
may have issues with food
hoarding
fire
may be fascinated by violence/death etc.
blood/gore
weapons


Dysgraphia
Organisation
voice recorder
checklists
benefits from visual support
story map
requires time to plan visually
mind map
benefits from assistive technology/other methods of recording
key word vocabulary
needs time for proof reading
speech to text
1
2
3
Classroom management
requires extra time when writing
activities and instructions need to be broken down
may need support with syntax structure and grammar
Fine Motor
formation
spacing
handwriting issues
sizing
using equipment
manipulation difficulties
pencil grip
Concentration
tires quickly when writing
trouble keeping track of thoughts
difficulty thinking of words to write




# Expressive language difficulties

Appear quiet or uncooperative in verbal tasks

Have difficulty retrieving words

Use limited sentence structure

Take a considerable amount of time to express thoughts verbally or on paper

Give limited answers to questions

Avoid verbal tasks

Have difficulty explaining their ideas clearly

Put words in the wrong order in their sentences

Use non-specific vocabulary (e.g. thing, stuff)

# Difficulties with Understanding

Be the last to do what you ask

May not ask for help when it is needed

Copy peers

Do the wrong thing

Not be able to carry out instructions or complete work unaided

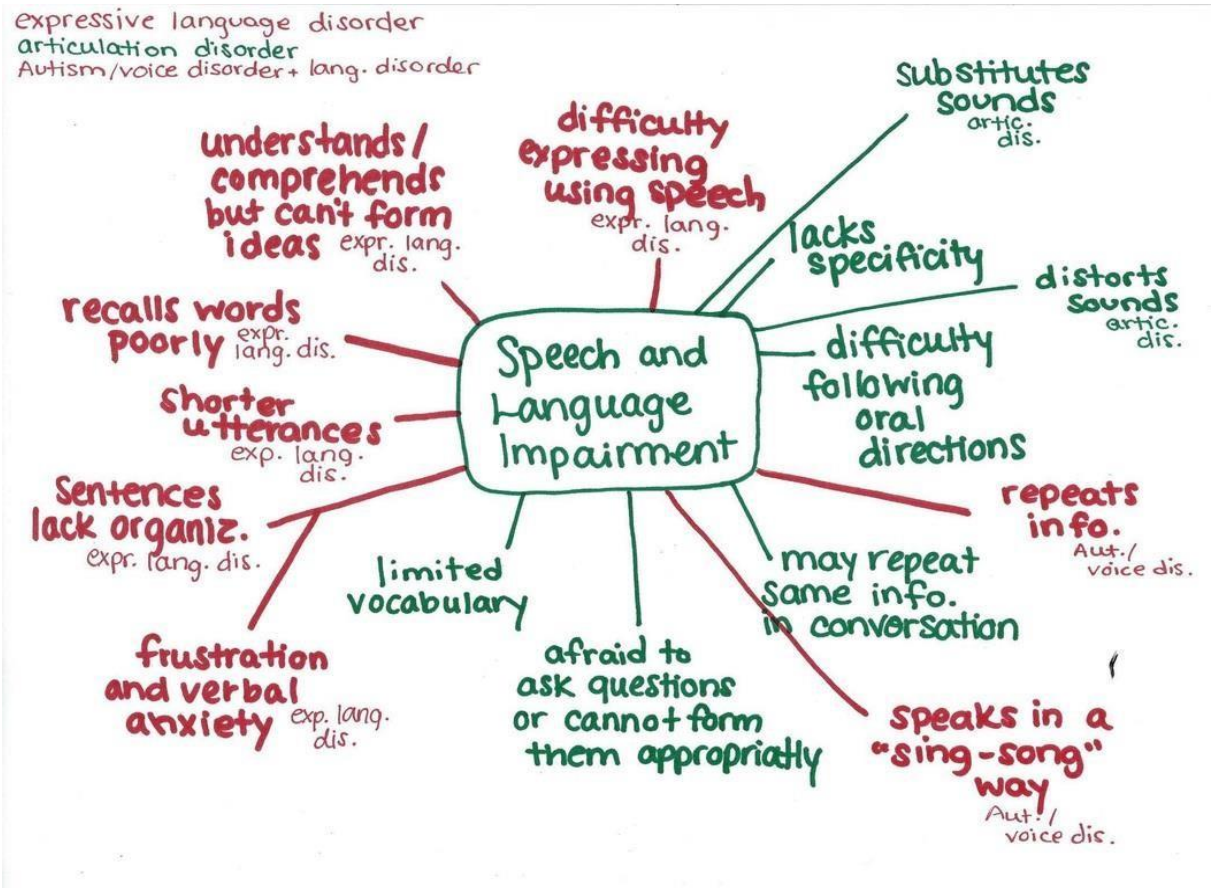
Be distracted or disruptive

Not contribute in discussion

Appear to switch off

Make irrelevant comments in discussion

Responds inappropriately to questions




# Social skills difficulties

Have difficulty inferring information and/or problem solving

Have a limited range of conversational topics

Not changing communication style according to person/situation

Have literal interpretation of figurative language (e.g. idioms, metaphors, humour)

Not staying on topic

Have difficulties opening and closing conversation

Not appreciate the needs and feelings of others

Have difficulty with non verbal skills e.g. interpreting facial expressions, eye contact

Have difficulty making and maintaining peer relationships

Difficulty taking turns

# Strategies for students with Speech, Language, and Communication Difficulties

**Speech, language, and communication needs (SLCN) can be broken down into 4 areas:**

- **SLI –** speech language impairment - Usually disordered pattern to language development- Non-verbal skills (e.g.: cognition, visual skills) typical for age
- **Language/communication as a secondary need** - Autism - Deafness- Learning difficulty. Emotional needs
- **Delayed language** - Late talkers- May catch up or may have ongoing delay and or Environmental deprivation
- **Other Communication needs** - Environmental deprivation

## MAIN AREAS OF DIFFICULTY

**Receptive Language (Understanding)**

- Comprehension of instructions
- Comprehension of content
- Reading comprehension
- Comprehension of vocabulary within contexts (semantics)
- Comprehension of non-verbal information
- Following conversations
- Takes things literally e.g. pull your socks up, so will literally just pull up their socks

**Expressive Language**

- Spoken grammar including sentence structure, morphology, tense, use of possession, prepositions, articles, pronouns etc.
- Tone of voice

**Social Skills**

- Eye-contact, turn taking, body language etc.
- Understanding figurative language
- Understanding jokes and play on words
- Meta-cognition/linguistics
- Conversational skills
- Friendship skills

# STRATEGIES THAT WORK

## Visual Support

- Use of visual support – pictures, videos and practical demonstration to support her attention and listening and understanding.
- Use of specific visual support for learning and reinforcing sentence structure.
- Potential for learning is increased when information is presented visually
- This is an area of strength for many of our students

## Adult Support (teacher or Teaching Assistant)

- Ensure language is pitched at the appropriate level – consider vocabulary and the complexity of sentences 
  PACE – slowing your rate of speech
- For adults to support understanding of class instructions by chunking / breaking down the instructions into a simpler form.
- Adults should check back to ensure students understands instructions / tasks.
- For the adults to model language back e.g. using appropriate sentence structures, grammar and vocabulary.

## Adult Facilitation of Language

- Use of specific praise when commenting on work. As well as asking students to reflect on what they have done well in a lesson.
- A talking classroom is a learning classroom – provide opportunities for students to develop their talking and interaction skills through structured talk activities

## Repetition and re-enforcement

- Consolidate “old” and new skills through repetition, demonstration and “over-learning” to support students to retain information and new vocabulary.
- In a research study, children with SLI needed to hear a new word 70 times before being able to use it.

## Structure

- Visual timetables
- Use a task checklists/schedules to support memory and attention, and to provide structure in the classroom
- Predictability allows students to feel safe and secure

## Pre-learning

- Pre-learning topic and key vocabulary
- Repeat instructions to TA/LSA

# Top 3 strategies for expression

**Scaffolds**

•Using a scaffold builds thinking and planning time into a task

•The scaffold helps students to see how they need to organise their thinking and language around a task

**•You will generally get a higher level of spoken and written expression through the use of a visual scaffold**

**Sentence starters**

•Supports students to formulate appropriate responses

•Supports students' understanding of the task requirements

•Enables all students to contribute

**Teach vocabulary explicitly – try word maps**

- Students need to know 3 key things about a word to learn it:
  1. Sound structure
  2. Meaning
  3. How to put it in a sentence

# Top 3 Strategies for understanding

**Visual Cues**

•Show information visually – pictures, photos, drawings, diagrams, mind maps

•Give an example of how the finished product should look

**Keep language simple**

•Avoid talking for long lengths of time

•Use short and clear language

**Waiting time – count to 10!**

•Give students extra time to process and understand what you have said

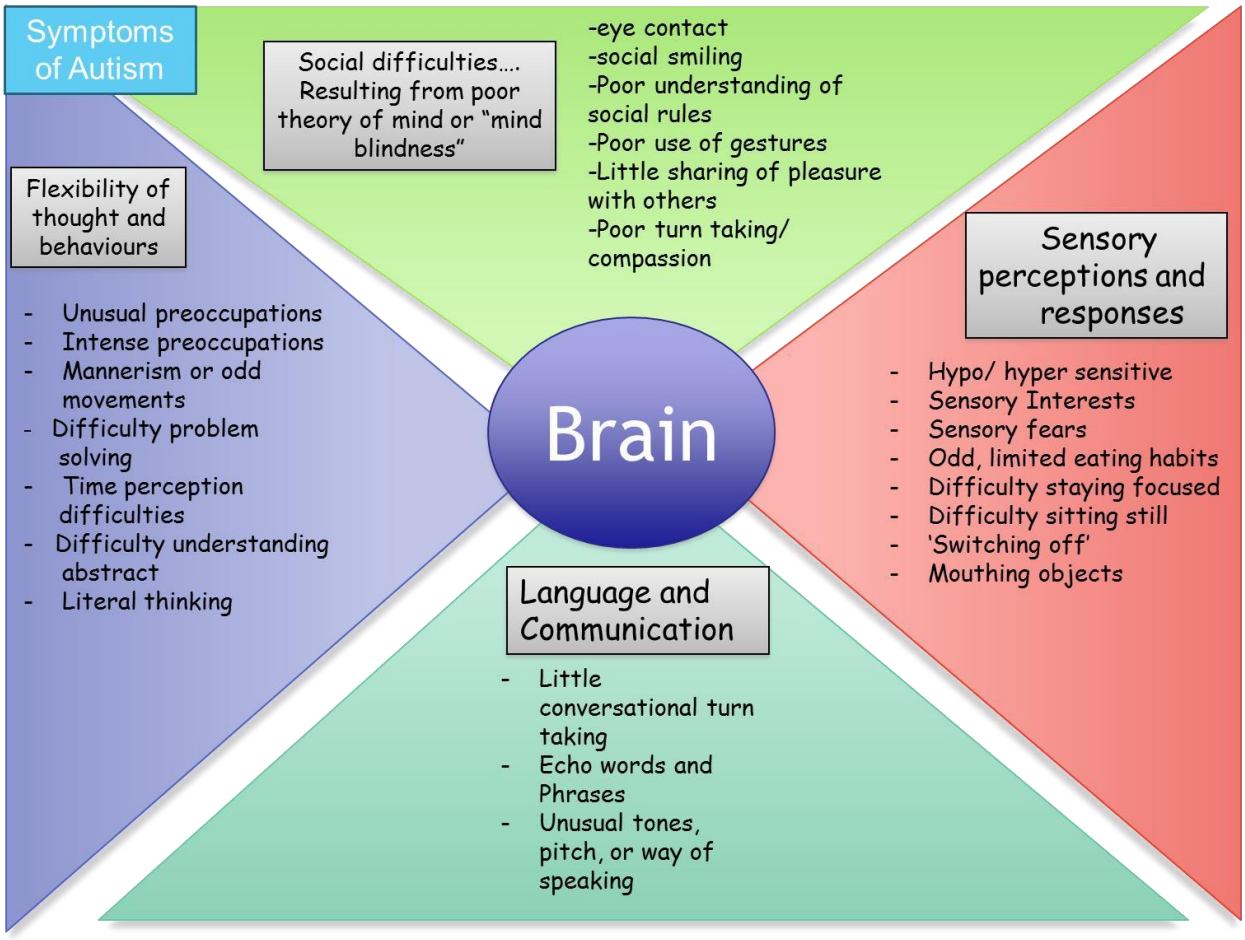
•Give students extra time to say what they want to

# Strategies for students with Autism (ASC)

Autism spectrum condition (ASC) is a condition that affects social interaction, communication, interests and behaviour. It is a complex neurological difference in brain development that affects the way a person communicates and relates to people around them. Terms such as ASD or ASC are used interchangeably by professions in the field of SEND, subject to their understanding autism as a disorder or a condition.

The term 'autistic spectrum' is often used because the condition varies from person to person; some people may also have accompanying learning disabilities, while others are much more able with average or above average skills/attainments in specific areas and with a variety of intellectual strengths. The term Asperger Syndrome has been used in the past to describe autistic individuals whose language and cognitive skills are unaffected (absence of language and cognitive delays), however this is not in current use. Autistic individuals with higher level of needs can manifest inability to speak or may use other types of communication.

The main symptoms of ASC typically start to develop in childhood, although the impact of these may not be apparent until there is a significant change in the person's life, such as attending school. There is no 'cure' or treatments for ASC, but a wide range of support strategies, including education and behaviour support, can help people with the condition.



ASC can cause a wide range of symptoms, which are often grouped into two main categories: Suggestion: 3 categories: Add Sensory processing- including taking in and perceiving sensory information. This may include hyper (high) or hypo (low) sensitivity to the 5 senses (touch, sight, hearing, smell, taste), as well as vestibular inner ear (balance) and proprioceptive (body awareness).

- **Problems with social interaction and communication** – including problems understanding and being aware of other people's emotions and feelings; it can also include delayed language development and an inability to start conversations or take part in them

- **Restricted and repetitive patterns of thought, intense interests/fascinations and physical behaviours** – including making repetitive physical movements, such as hand tapping or twisting, and becoming upset if these set routines are disrupted.

properly.

## General

| |
|---|
| Seat student in an area of classroom free from busy displays and distractions. Try to keep the area around the whiteboard / IWB 'clutter free'. |
| Teach/use very clear 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. Always tell the student what to do rather than what not to do. |
| Illustrate expectations visually – for example, use symbols to indicate noise levels i.e. partner voices, group voices, classroom voice, social voices. |
| Support oral presentations/explanations with charts, diagrams, pictures, real objects or mime. |
| Set tasks with clear goals ("Write three sentences on" rather than "Write about…") and write worksheets 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 timetable), clock face divided into sections (or a digitalised clock with times below), a written list etc. |
| 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 student's name before asking a question or giving an instruction. |
| Set explicit and clear expectations e.g. how may lines to write, how many questions to answer, how long to listen (use timer). |
| Put a green 'start' dot on the student's book and line to show where to finish. Use in and out boxes for work to be done and work that is finished. |
| Support writing with writing frames, closed procedure templates (e.g. writing up a science experiment), Q & A boxes etc. |
| Avoid or explain metaphorical language and idiom like '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 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 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, PSHE and citizenship). |
| | Use incentives based on 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 student becomes anxious, allow him/her to remove self to an agreed calm-down area. |
| | Explain any unplanned changes of routine to the student in advance. |
| | Provide student with a symbol card to display when he or she wants help. |
| | Provide a structure for unstructured time e.g. chess club rather than break-time outside. |
| | Check the classroom for potential sensory distractions (flickering lights, strong smells, noises) |
| | Use language that is clear precise and concrete, avoid use metaphors and figurative speech |
| | Be aware of the above key areas of difference: sensory processing, communication and interaction and repetitive patterns of thought/intense interests |
| | Remember that if your lessons are designed to work well for pupils on the autism spectrum it is very likely to work well for everyone |

**Difference not deficit**

There is often an assumption that children and young people on the autism spectrum need to behave and live like those without autism. Many adults on the autism spectrum take exception to this assumption and the fact that much of the literature on autism uses medical terms such as deficit, disorder, and intervention. They argue that such terms are both inaccurate and stigmatising and based on an incorrect notion of what humanity and normalcy entail. They argue that such notions can further disable people on the autism spectrum, and if internalised can lead to crises in self-identity, esteem and worth. On the other hand, there are others that argue that they are severely impaired and want to retain the term disorder to explain their experience.

# Strategies for students with ADHD

ADHD used to be known as **attention deficit disorder** (**ADD)**. In 1994, it was renamed ADHD (so **attention deficit hyperactivity disorder**) and broken down into two subtypes, each with its own pattern of behaviours:

| **Hyperactive-impulsive ADHD (most commonly found)** | **Inattentive ADHD (previously ADD)** |
|---|---|
| People with hyperactive-impulsive type ADHD will have the following symptoms:<br>• Difficulty remaining seated<br>• Regularly leaving their seat at inappropriate times, such as during classes, or presentations<br>• Being always being "on the go"<br>• Squirming in their seat, fidgeting with objects on their desk, or tapping their hands or feet<br>• Talking excessively<br>• Having trouble waiting their turn or in a line up to come into class<br>• Interrupting others in conversation or intruding on activities<br>• Blurting out answers before a question is finished<br>• Excessive running or climbing<br>• Poor short-term memory | People with this form of ADHD will not have signs of hyperactivity, but, they may have the following symptoms:<br>• Difficulty following instructions<br>• Difficulty organizing tasks or activities<br>• Difficulty with sustained attention<br>• Regularly forgetting daily activities<br>• Regularly losing things that they need to complete tasks<br>• Regularly losing focus on schoolwork, chores, or duties in the workplace<br>• Regularly making careless mistakes<br>• Avoiding, disliking, or postponing tasks that are not interesting or require mental effort<br>• Not following clear directions<br>• Seeming not to listen when being spoken to<br>• Easily distracted from the task at hand<br>• Trouble holding attention on tasks or social activities<br>• Inability to pay attention to details<br>• Listening problems<br>• Tendency to lose things<br>• Distractibility<br>• Forgetfulness |

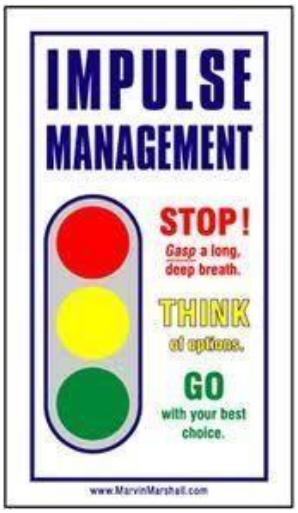
## Limited concentration / working memory

| |
|---|
| ☐ Establish a set seat: ideally near the front with their back to the majority of the class. Present as a supportive measure, *"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 IWB 'clutter free'. |
| ☐ During teacher-talk, allow the student to fiddle with a piece of blu-tac, 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 he or she has 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 'drift off'. |
| ☐ Do not use hands up use randomiser or lollypop sticks. This pressure can keep students focused. |

| |
|---|
| 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. |
| Have a quiet `do now` activity to settle students |
| 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 writing partner." Be firm with instructions.* |
| Give regular updates on time remaining for tasks, use the digital clock on the IWB. |

## Impulsive / Disruptive Behaviour

| |
|---|
| Try to seat the student well away from areas other students need to walk through. |
| Use visual prompts to remind students about the type of learning taking place. i.e. a picture of a student working on their own for 'quiet working' tasks, a picture of students with their hands up for class discussions. |
| During longer tasks and longer periods of teacher-talk / Q&A, work in a 'movement break' with clear boundaries – i.e. give them a specific errand (such asking them to fetch stationary from next door) or allow them to go to the toilet (sometimes they will request this as a way of self-managing their restlessness). |
| Establish a quiet place where the student can go to work should they become overly excited or agitated. |
| During extended writing activities provide support in the form of writing frames, word mats and prompts with ideas for 'Five things to do if you are stuck'. |
| Have a set of familiar task types (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 lesson and at the end of 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 |
| 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 target for two weeks (such as "do not interrupt when I am speaking") 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 student 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 ....."*. Or make a point of praising a student who is keeping the rule-*"A, I like the way you ....."*. |
| When correcting unacceptable behaviour, say what you want him or her to do, rather than what you don't – *'N., I want you to ....."* instead of *'N, stop bothering P'*. |
| Use language that labels the behaviour but not the student – i.e. "N, quieter please." 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". |
| Some impulsive behaviour can be driven by the habit of trying to gain adult and peer attention. One way to counter this is tactically ignore such behaviour and praise good behaviour. |




# Strategies for students with Dyslexia

Dyslexia is a Specific Learning Difficulty (SpLD) that primarily affects the skills involved in accurate and fluent reading and spelling. However dyslexia is not only about literacy. Dyslexia causes lots of other difficulties like being organised, remembering spoken information, recalling someone's name or memorising a telephone number.

## The characteristic behaviours displayed by students with dyslexia

- Difficulties in effectively using short and long-term memory in sequencing numbers, letters and mathematical procedures and with remembering information, such as messages and phone numbers
- Difficulty in processing information at speed
- Organisational difficulties, including problems with maps or finding the way to a new place
- Phonological difficulties, such as word recognition when reading or speaking out loud
- Visual difficulties in relation to reading words, caused by blurring or moving letters
- Co-ordination difficulties, e.g. With controlling a pen - leading to untidy handwriting, that makes it difficult to get ideas down on paper
- Difficulties in utilising meta-cognitive strategies, such as explaining how they arrived at an answer.

## General

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|---|
| 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. Try to use strategies such as checklists, reminder notes, visual timetables 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 for them in numbered steps – to make this quicker and more discreet, write in 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 school day stressful and are at risk of becoming disengaged and gravitating towards other disengaged students. |
| Don't expect them 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'. Some dyslexics are both auditory and visual learners. |

## 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 them up with a 'reading buddy', 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

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| Always look for alternatives to extended writing – PowerPoint presentations, making posters, making a picture gallery, oral presentations, dramatic reconstructions / role-play, mind maps, matching labels to pictures/diagrams/maps |
| Allow extra time for written tasks to be completed. Focus feedback on ideas content rather than on time spent, neatness, spelling etc. Scaffold writing with writing frames, VCOP grids, cloze procedure, word lists etc. |
| Minimise copying from the board. Provide pre-prepared information for them to have on their desks / stick in their books. |

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| ☐ | 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 he asks for a spelling. Praise when he spells words correctly. |
| ☐ | Give out printed copies of PowerPoints and board work. |
| ☐ | Don’t ask them to dictate what you are saying in class |

# Identifying dyslexia in the classroom

Signs of dyslexia usually become more obvious when children start school and begin to focus on reading and writing. Here are ten of the most common warning signs!

## 10 warning signs

**1. Reversing numbers when writing**

A dyslexic might write the answer to 6×7 as **24** instead of **42**.

They know the answer is 42 but output of the information becomes muddled.

**2. Spelling**

Mixing up the sequence of letters when spelling

Words and letters are often jumbled in the minds of dyslexic children.

**3. Unable to remember times tables and number sequences**

A multiplication fact may seem to be learned and then a few days later has been forgotten again.

The same goes for phone and pin numbers. Difficulty remembering a sequence of numbers is a sure sign of dyslexia.

They will struggle to learn multiplication times tables.

**4. Writing**

- Lots of ideas but has difficulty putting them into writing
- Taking much longer to write and producing less than other students  Writes long rambling sentences with no punctuation  Not knowing how to get started.

**5. Reading**

- Immediately forgetting what has just been read.
- Slower reading speed.
- Missing out words or skipping lines as they read.

Have you ever read a page, got to the bottom and realized you've just forgotten everything you read? This happens all the time to dyslexics. Words and their meanings don't stick very well. Reading becomes slow when you have to work out every word and expends so much mental energy on the process that no memory capacity is left to comprehend.

A dyslexic may read work out a word then further down the page not recognize it again. They have no visual memory for the word. Their eyes can seem to jump over words, missing them out, skip out whole lines, sometimes they just skip part of a word.

**6. Homophones – there – their – they're**

A homophone sounds the same as another word but is spelled differently.
They are a nightmare for dyslexics who usually have a poor memory for how a word looks and quickly learn to rely upon the strategy of learning to spell a word by building it phonetically. This doesn't work for homophones.

**7. Do you know the Alphabet? Backwards!**

Dyslexia causes difficulty recalling sequences accurately so it is very likely that learning the alphabet will be problematic.
Using songs and rhyme often helps but the real giveaway is whether they can say it backwards – a nearly impossible task for those with dyslexia!
Dyslexia is also likely to cause problems learning the names and sounds of letters.

**8. Mixing up left and right**

It has become a cliché but it's true that many dyslexics cannot learn to automatically remember left and right. They have to stop and think about it.

**9. Can't remember what you've been told.**

Difficulty carrying out a sequence of directions.
"Get out you book, turn to page 23, read the three pages" A dyslexic might remember one of these things and have to ask again. But having to ask again makes them feel stupid.

**10. Phonological awareness**

This is the ability to recognise individual sounds (phonemes) and that changing and manipulating phonemes can create new words and meanings.
Typical problems are

- confusing vowel sounds

- difficulty rhyming
- chunking words into syllables
- Blending sounds into a whole word

Dyslexic children that have been taught phonics can often learn to say the individual sounds but not blend them together. They can't hold the sequence of sounds in their head for long enough. They might just panic and guess wildly.

**Remember,** no two people with dyslexia are exactly the same, so any dyslexic child is likely to have a mix of these signs of dyslexia. Becoming exhausted by reading, writing and spelling activities.

# Strategies for students with Dyspraxia

Dyspraxia is a developmental disability of organisation of movement. It is caused by an immaturity of the brain resulting in messages not being properly transmitted to the body.

The Dyspraxia Foundation defines dyspraxia as 'Dyspraxia, a form of developmental coordination disorder (DCD) is a common disorder affecting fine and/or gross motor coordination, in children and adults. While DCD is often regarded as an umbrella term to cover motor coordination difficulties, dyspraxia refers to those people who have additional problems planning, organising and carrying out movements in the right order in everyday situations. Dyspraxia can also affect articulation and speech, perception and thought.'

(Dyspraxia Foundation 2013)

## The characteristic behaviours displayed by students with dyspraxia

- In the classroom, children with dyspraxia are often undiagnosed but are labelled instead as 'lazy', 'disorganised' or 'daydreamers', and the difficulties may be misinterpreted as a behaviour issue. The problems with physical coordination and sometimes delayed speech can lead to poor self-esteem.
- The child with dyspraxia may be able to understand tasks but may not be able to plan the sequence of actions to do them. This could range from basic tasks such as pulling in a chair to sit in the correct position at a table, to completing given assignments
- Children with dyspraxia are often of average or above average intelligence but find it difficult to concentrate and stay on task or transfer their ideas to paper, which can be frustrating in the classroom environment and lead to a low achievement rate.
- Difficulties with change in routine, and sudden noises can cause distress.

## General Strategies

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| □ Give the student as much encouragement as possible. |
| □ Be aware that protracted handwritten work may cause frustration. |
| □ Ensure that the student's pen and pencil grip is comfortable. |
| □ Allow extra time to complete tasks. |
| □ Do not provide too many verbal or visual instructions at once. |
| □ Give step by step instructions and check they are understood. |
| □ If necessary, place simple written instructions on the student's desk. |
| □ Sit the student near the board. |
| □ Use checklists and story planners. |

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| Allow access to computer technology. |
| Use lined paper with margins. |
| In Mathematics, use squared paper. |
| In Physical Education, a new skill may have to be fully demonstrated before the student can perform the task |

# Strategies for students with Dyscalculia

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.

## The characteristic behaviours displayed by students with dyscalculia

- Often have difficulty counting objects.
- May have difficulty processing and memorising sequences.
- Need extra support in counting forwards and backwards.
- Often have difficulties understanding place value.
- Fail to remember the variety of fact-derived strategies or mental calculation methods..
- May experience counting difficulties that will lead to subtraction errors.
- Find that mental arithmetic may overstretch the working memory.
- May need more clues to recognise, develop and predict patterns to help them solve problems.
- May be unsettled by the insecurity of estimation.
- Find the sequencing of time difficult.

## Strategies to support basic numeracy difficulties

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| 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 & consolidation at each stage and revisit the basic skills often. |
| Allow students as much thinking time as they need to complete a task or calculation, including oral / mental work. Avoid putting them on the spot by asking a question in front on 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 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'.

## General Teaching Approach

**Visual approaches**

- 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**

- 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 math problems were 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 math worksheet or homework paper, can help the student avoid these pitfalls.
- Often when problems are written too closely together, the student may become confused and frustrated.

**Mnemonics**

- Normally used as a memory aide in spelling, like the mnemonic, "i before e, except after c; a student can also use mnemonics to memorize numbers and number sequences. E.g.; by relating numbers to words 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. An example would be: 2+2=4, Nancy and Nelly like Rod. The number 2 is associated with the letter n, because it is created using two strokes, and the number 4 represents the letter r, because the word "four" ends in an r.

# Strategies for students with Hearing Impairment

Pupils with a hearing impairment range from those with a mild hearing loss to those who are profoundly deaf. They cover the whole ability range. For educational purposes, pupils are regarded as having a hearing impairment if they require hearing aids, adaptations to their environment and/or particular teaching strategies in order to access the concepts and language of the curriculum.

Pupils with Hearing Impairments can be very self-conscious and often do not want their friends or peer group to know. It is important for teachers to be very aware and discreet when dealing with hearing impaired students as quite often. If they have an FM system or Mic, they will not remind the teacher that they need to be using this in order to access the learning (teachers can forget they are wearing these, so whispered conversations are heard by the student, so private conversations are not private). They can easily fall behind their peer group and underachieve.

**Hearing aids can distort noise, as background noise is not automatically removed. Don't shout or speak loudly as the noise will distort even more.** The hearing aid can be faulty, run out of batteries, or the tube to the ear can get blocked. The student may not realise this, so will miss a lot of what you are saying in class. A fan whirling or someone tapping the table can mean that sound can be distorted.

## Whole Class Speaking and Listening

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| Identify which side, if they have one, is the students 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 the sounds 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 & listening. |
| Speak clearly, naturally and at a normal rate – shouting or exaggerated 'mouthing' distorts normal lip patterns. |
| Ensure when some 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 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 simple instructions. Give one at a time and check for understanding. Repeating instructions first in same words, but then if these are not understood substitute different words. |
| Support oral 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 wholegroup approach. |
| Agree private signal that student can use to show you when they have not understood. |

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| Try to use video with subtitles; if not available, allow student to borrow video material after lesson to through it again. Don't ask student to make notes while watching |
| Ensure that homework instructions are written on the board or in the student's planner (write on a post-stick beforehand and give it to them discreetly) as well as given verbally. |

## Literacy

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| Students with 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. |

## 1-2-1 Conversation

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| During discreet 1-1 conversation, accept student's spoken utterances but rephrase and give them back in a grammatically correct version. |
| Use the student's name before asking a direct question or giving a direct instruction. Actively include the students 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. |
| Give hard copies of instructions e.g. homework (i.e. post on Google Classroom), so they know exactly what is required to do |

# Strategies for students with Visual Impairment

A visual impairment is generally defined as an eyesight problem that cannot be corrected by wearing glasses or contact lenses or by surgery. The terms partially sighted, low vision, legally blind, and totally blind are used in the educational context to describe students with visual impairments. They are defined as follows:

- "Partially sighted" indicates some type of visual problem has resulted in a need for special education;
- "Low vision" generally refers to a severe visual impairment, not necessarily limited to distance vision. Low vision applies to all individuals with sight who are unable to read the newspaper at a normal viewing distance, even with the aid of eyeglasses or contact lenses. They use a combination of vision and other senses to learn, although they may require adaptations in lighting or the size of print, and, sometimes, Braille;
- "Legally blind" indicates that a person has less than 20/20 vision in the better eye or a very limited field of vision (20 degrees at its widest point); and
- Totally blind students learn via Braille or other non-visual media.

## General

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| 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 with VI next to peers they can work well with - they will need to ask questions from time to time, a helpful partner is worth their weight in gold. |
| Try to have a quiet working environment - students with VI 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 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 VI don't know what other students are doing around them. Explain what is happening, be aware that no hand up 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. |
| Try to make PowerPoint 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 PowerPoint 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. |

# ‘Quality First Teaching’ (QFT) in the classroom

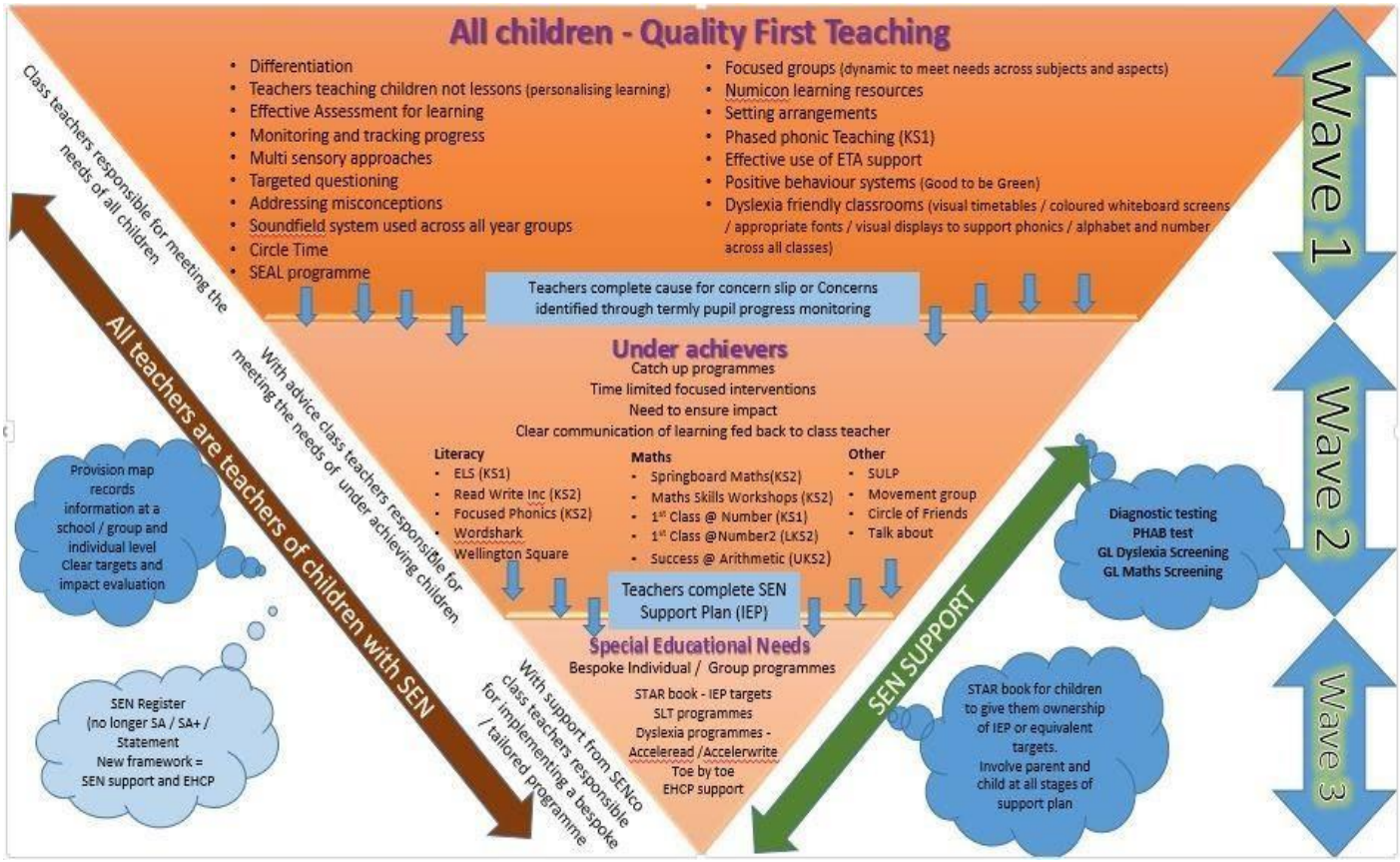
**A graduated approach to SEND support is adopted by the school. This Graduated Approach means that provision for a child with a SEND is a continuum between whole class QFT at the one end and highly personalised 1:1 teaching at the other.**

**This begins with ‘Quality First Teaching’, the first step in responding to pupils who have or may have SEND.**

Quality First Teaching (QFT) means high quality inclusive teaching together with our continuous whole school processes for assessing, planning, implementing, tracking, monitoring and reviewing individual progress.

- The teacher has the highest possible expectations for your child and all pupils in their class
- All teaching builds on what your child already knows, can do and understand
- Lessons are appropriately differentiated, which means different ways of teaching are in place so that students can access the lesson and is fully involved in their learning. Some examples of differentiation are: additional resources to support their learning, opportunities for paired work or small group work, different ways of presenting their work
- Specific strategies (suggested by the SENDCo and specialists) to support individual learning
- On-going assessment within the day-to-day framework of the classroom to identify any gaps in their understanding/learning

**Class teachers are responsible for directing any TA in their classroom, as the teacher will always be the lead educator in the classroom.** All children have access to quality first teaching, but where a potential SEND has been identified, the approach to a child’s teaching and learning becomes increasingly personalised as our understanding of the individual child and his/her need grows.



## QFT for all students

- Classroom well organized and labelled (with picture symbols)
- Plan by deciding what everyone can learn then 'differentiate up'
- Clear lesson structure with learning objectives presented orally and visually
- Instructions given in small chunks with visual cues
- Understanding checked by asking pupils to explain what they have to do
- Understanding is demonstrated in a variety of ways
- Range of groupings within the class including some random pairing activities
- Activities and listening broken up with breaks for more kinaesthetic activities
- Five positive comments to each negative
- Praise is specific and named, recorded where possible, and fed back to PAM and parents where possible
- Memory supported by explicit demonstration and modelling of memory techniques
- Classroom assistants planned for and used to maximize learning

## QFT for students with Speech, Language, and Communication Needs (SLCN)

- Photographs of staff and pupils displayed in foyer and classrooms
- 'Rules' of good listening displayed, taught, modelled and regularly reinforced
- Pupils aware of pre-arranged cues for active listening (e.g. symbol, prompt card)
- Pupil's name or agreed cue used to gain individual's attention – and before giving instructions
- Key words/vocabulary emphasized when speaking and displayed visually with picture cues
- Range of multi-sensory approaches used to support spoken language e.g. symbols, pictures, concrete apparatus, artefacts, role-play
- Instructions broken down into manageable chunks and given in the order they are to be done
- Checklists and task lists, simple and with visual cues
- Delivery of information slowed down with time given to allow processing
- Pupils are given a demonstration of what is expected
- System of visual feedback in place to show if something has been understood
- Pupils are encouraged, and shown how to seek clarification
- Prompt cards using a narrative framework (who, where, when, what happened etc.) used to support understanding of question words
- Talking buddies or similar used to encourage responses
- LSAs are used effectively to explain and support pupils to ask and answer questions
- Classroom furniture and groupings consider whether pupils with speech & communication needs can see visual prompts and the teacher
- Access to a quiet, distraction free work station if needed
- 'Word walls' or similar to develop understanding of new vocabulary
- Parents advised of new vocabulary so it can be reinforced at home
- Appropriate use of visual timetables, personalised to the child
- Minimise use of abstract language
- Ensure that preferred methods of communication (as well as level of eye-contact) known by all staff within school

## QFT for

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### students with Cognition and Interaction Needs

Make sure you know the level of difficulty of any text you expect the pupil to read

- Key words/vocabulary emphasized when speaking and displayed clearly
- Pre-teaching of subject vocabulary
- Instructions broken down into manageable chunks and given in sequence
- Teach sequencing as a skill e.g. sequencing stories, alphabet etc.
- Pupils encouraged to explain what they have to do to check understanding
- Resources, equipment, homework diaries make use of consistent symbols and colour coding
- Links to prior learning explicitly made
- Key learning points reviewed at appropriate times during and end of lesson
- Colour coded word walls in alphabetical order
- Alternative ways to demonstrate understanding e.g. diagrams, mind maps, use of voice recorders
- Provide and teach the use of a range of writing frames to aid organisation
- Alphabet strips stuck to desks
- Key words and/or phoneme mats on desks
- Mark writing for content, and encourage pupils to highlight one or two words themselves that may be incorrect to be looked at later
- Occasional opportunities to work with a scribe, perhaps within a small group to produce a piece of writing for 'publication' e.g. displayed on the wall, read to other children etc.
- Use IT programs and apps. to reinforce and revise what has been taught
- To support short-term memory, have small whiteboards and pens available for notes, to try out spellings, record ideas etc.
- Range of coloured overlays/reading rulers available
- Coloured paper for worksheets and coloured background on smart board
- Texts which reflect interest and age range – good range of 'hi-lo' (high interest, low reading age) available
- Text presented clearly, uncluttered, use bullet points and clear font
- Diagrams and pictures to add meaning alongside text
- Cloze procedure exercises to vary writing tasks and demonstrate understanding
- Don't ask pupil to read aloud in class unless you know they have pre-prepared and are comfortable with this
- Additional time to complete tasks if necessary
- Teach and model memory techniques
- Use different coloured pens to support learning spellings, identifying different sections of text, one colour for each sentence etc.
- Mark starting point for each line with a green dot
- Minimise copying from the board, provide copies for pupil if necessary
- Teach pupil how to use planners, task lists etc.
- Teach keyboard skills

### students with Social, Emotional, and Mental Health Needs (SEMH)

Take time to find pupil's strengths and praise these. Ensure pupil have opportunities to demonstrate their skills to maintain self-confidence.

- 'Catch' the pupil being good and emphasize positives in front of other pupils and staff (where appropriate)
- Give the pupil a classroom responsibility to raise self-esteem

## QFT for

- Refer pupils regularly to classroom code of conduct, whole class targets and use consistently. Ensuring supply staff apply the same consistency
- Play calming music where appropriate
- Give breaks between tasks and give legitimate 'moving around' activities e.g. Brain Gym, wake up, shake up
- Provide lots of opportunities for kinaesthetic learning e.g. practical activities, experiential learning, multisensory resources
- Use interactive strategies e.g. pupils have cards/whiteboards to hold up answers, come to the front to take a role etc.
- Make expectations for behaviour explicit by giving clear targets, explanations and modelling
- Where possible, create a quiet area both for working and as a 'quiet time' zone Use a visual timer to measure and extend time on task, start small and praise, praise, praise
- Teach pupils how to use post-it notes for questions and ideas rather than interruptions (when appropriate) Provide alternative seating at carpet time if this is an issue
- Legitimise movement by getting pupil to take a message, collect an item, use a 'fiddle toy' if necessary
- Ensure that tools/equipment are easily accessible and available for use.
- Give a set time for written work and do not extend into playtime to 'catch up', as pupils need these breaks
- Use pupil's name and ensure you have their attention before giving instructions
- Chunk instructions and support with visual cues.
- Make use of different seating and grouping arrangements for different activities.
- Personalise teaching where possible to reflect pupils' interests
- Communicate in a calm, clear manner
- Keep instructions, routines and rules short, precise and positive
- Listen to the pupil, giving them an opportunity to explain their behaviours.
- Use Restorative Justice Harmer and Harmed question cards.
- Provide visual timetables and task lists, may need to be for a short period of time depending on the pupil Have a range of simple, accessible activities that the pupil enjoys to use as 'calming' exercises
- Communicate positive achievements, no matter how small, with home and encourage home to do the same.
- Could be in the form of a 'Golden moments' or 'Good News' book or 'Good notes' to be collected in a small plastic wallet
- Allow pupil to have a safe place to store belongings and fiddle toys
- Ensure groupings provide positive role models
- Transition from whole class work to independent or group work is taught, clearly signalled and actively managed

## QFT for students with Visual Needs

Give as many first hand 'real' multi-sensory experiences as possible

- Ensure correct seating in relation to board, whiteboard, Smartboard taking into account levels of vision in each eye
- Try out different paper/Smartboard colours to try to find best contrast
- Consider lighting, natural and artificial. Which is most comfortable?
- Avoid shiny surfaces which may reflect light and cause dazzle
- Take advice from specialist teams related to font style and size
- Short spells of visual activity should be interspersed with less demanding activities
- Eliminate inessential copying from the board

## QFT for

- Where copying is required, ensure appropriate print size photocopy is available
- Ensure range of writing materials is available so that pupil can choose most appropriate to maximize vision
- Always uses verbal explanations when demonstrating to the class.
- Read out aloud as you write on the board
- Address the pupil by name to get their attention
- Avoid standing in front of windows, your face becomes difficult to see
- Avoid the sharing of texts/monitors unless doing so is a priority for social reasons e.g. working together on a project.

## QFT for students with Hearing Difficulties

- Careful seating that allows the pupil to see the teacher clearly and also see other speakers (back to the window is good)
- Gain pupil's attention before important information is given
- Keep background noise to a minimum
- Slow down speech rate a little, but keep natural fluency
- Do not limit use of rich and varied language, trying to stick to short words and limited vocabulary can limit natural speech patterns and full meaning
- Allow more thinking and talking time
- Model and teach careful listening along with signals when careful listening is required
- Repeat contributions from other children, their voices may be softer and speech more unclear
- Occasionally check that oral information/instructions have been understood
- Face the pupil when speaking
- Keep hands away from mouth
- Key words on board to focus introduction and conclusion
- Divide listening time into short (ish) chunks
- Use visual symbols to support understanding

## QFT for students with Sensory Needs

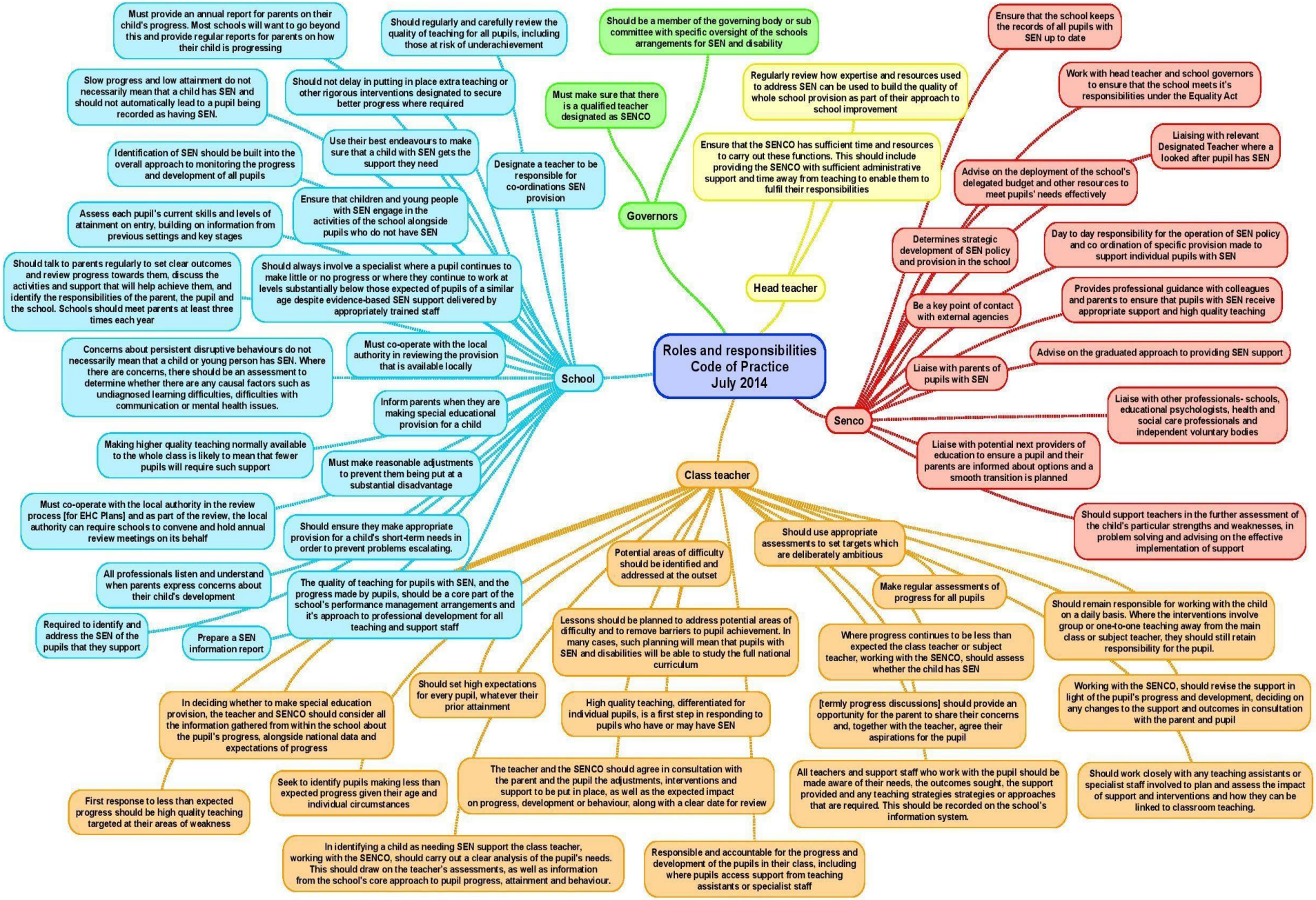
- Consider organisation of classroom to allow free movement
- Allow the child plenty of space to work, where space allows, could he/she be placed next to a 'free' desk?
  - Ensure that left and right handed pupils are not sitting next to each other with writing hands adjacent Seating should allow pupil to rest both feet flat on the floor, check chair heights
- Desk should be at elbow height
- Sloping desk provided if possible
- Positioned so pupil is able to view the teacher directly without turning the body. Close enough to see and hear instructions?
- Seated where there are minimal distractions e.g. away from windows and doors
- Encourage oral presentations as an alternative to some written work
- Lined paper with spaces sufficiently wide to accommodate pupil's handwriting
- Mark starting point for each line with a green dot
- Attach paper to desk with masking tape to avoid having to hold with one hand and write with the other Break down activities into small chunks with praise for completing each part
- Ensure range of different pen/pencil grips is available

## QFT for

- Reinforce verbal instructions by repeating several times, give no more than one or two instructions at a time and ask the child to explain what is required to check understanding
- Once the child is confident with this, perhaps they could be asked to explain the task to another child or small group
- If copying from the board is absolutely necessary, use different colours for each line and leave a gap between lines
- Teach sequencing skills
- Cue cards may help the pupil to sequence a task e.g. 1. Clear your desk. 2. Collect the equipment you need (with visual cues). 3. Put the date at the top of the page etc.
- Can the 'WALT' or LO be photocopied or written into book for pupil?
- Equipment clearly labelled and kept in same place in class
- Teach pupil how to use planner, diary, lists to organize themselves as appropriate
- Allow additional time to complete tasks
- Where possible, allow the pupil alternatives to taking part in team games where he/she will be identified as 'letting the side down'
- Allow access to lap-tops/tablets etc. & teach key board skills (e.g. BBC 'Dance Mat' typing)

## QFT for students with Difficulties with Maths (may have Dyscalculia)

- Ensure links to prior learning are implicitly made
- Give access to a wide range of practical resources
- Ensure key learning points are reviewed regularly throughout the lesson
- Ensure understanding of mathematical vocabulary.
- Are learners using the correct language?
- Provide a talking partner for pupils to share/explain their mathematical thinking
- Give lots of thinking time
- Present tasks in a meaningful context
- Make close observations of pupils to fully understand the mathematical strategies being used to solve problems. Get them to 'talk through' what they're doing
- Ensure multi-step tasks are supported by jottings and model this
- Give a wide range of contexts for pupils to apply their learning
- Give opportunities for pupils to make up problems using skills learned for their talking partner to solve
- Give opportunities for pupils to check their solutions using a range of methods
- Don't rush into abstract and formal written work before understanding is secure
- Be prepared to explore, repeat and rehearse steps again to ensure understanding of abstract concepts
- Use squared paper, allowing one digit per square
- Different coloured pens for hundreds, tens, units


Roles and responsibilities
Code of Practice
July 2014
School
Must provide an annual report for parents on their child's progress. Most schools will want to go beyond this and provide regular reports for parents on how their child is progressing
Should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement
Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN.
Should not delay in putting in place extra teaching or other rigorous interventions designated to secure better progress where required
Use their best endeavours to make sure that a child with SEN gets the support they need
Identification of SEN should be built into the overall approach to monitoring the progress and development of all pupils
Designate a teacher to be responsible for co-ordinations SEN provision
Ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN
Assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages
Should talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. Schools should meet parents at least three times each year
Should always involve a specialist where a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based SEN support delivered by appropriately trained staff
Concerns about persistent disruptive behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.
Must co-operate with the local authority in reviewing the provision that is available locally
Inform parents when they are making special educational provision for a child
Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support
Must make reasonable adjustments to prevent them being put at a substantial disadvantage
Must co-operate with the local authority in the review process [for EHC Plans] and as part of the review, the local authority can require schools to convene and hold annual review meetings on its behalf
Should ensure they make appropriate provision for a child's short-term needs in order to prevent problems escalating.
All professionals listen and understand when parents express concerns about their child's development
The quality of teaching for pupils with SEN, and the progress made by pupils, should be a core part of the school's performance management arrangements and it's approach to professional development for all teaching and support staff
Required to identify and address the SEN of the pupils that they support
Prepare a SEN information report
Governors
Should be a member of the governing body or sub committee with specific oversight of the schools arrangements for SEN and disability
Must make sure that there is a qualified teacher designated as SENCO
Regularly review how expertise and resources used to address SEN can be used to build the quality of whole school provision as part of their approach to school improvement
Ensure that the SENCO has sufficient time and resources to carry out these functions. This should include providing the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities
Head teacher
Senco
Ensure that the school keeps the records of all pupils with SEN up to date
Work with head teacher and school governors to ensure that the school meets it's responsibilities under the Equality Act
Liaising with relevant Designated Teacher where a looked after pupil has SEN
Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
Determines strategic development of SEN policy and provision in the school
Day to day responsibility for the operation of SEN policy and co ordination of specific provision made to support individual pupils with SEN
Be a key point of contact with external agencies
Provides professional guidance with colleagues and parents to ensure that pupils with SEN receive appropriate support and high quality teaching
Liaise with parents of pupils with SEN
Advise on the graduated approach to providing SEN support
Liaise with other professionals- schools, educational psychologists, health and social care professionals and independent voluntary bodies
Liaise with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
Should support teachers in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support
Class teacher
Should use appropriate assessments to set targets which are deliberately ambitious
Potential areas of difficulty should be identified and addressed at the outset
Make regular assessments of progress for all pupils
Should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil.
Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum
Where progress continues to be less than expected the class teacher or subject teacher, working with the SENCO, should assess whether the child has SEN
Working with the SENCO, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil
In deciding whether to make special education provision, the teacher and SENCO should consider all the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress
Should set high expectations for every pupil, whatever their prior attainment
High quality teaching, differentiated for individual pupils, is a first step in responding to pupils who have or may have SEN
[termly progress discussions] should provide an opportunity for the parent to share their concerns and, together with the teacher, agree their aspirations for the pupil
Should work closely with any teaching assistants or specialist staff involved to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
First response to less than expected progress should be high quality teaching targeted at their areas of weakness
Seek to identify pupils making less than expected progress given their age and individual circumstances
The teacher and the SENCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review
All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies strategies or approaches that are required. This should be recorded on the school's information system.
In identifying a child as needing SEN support the class teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessments, as well as information from the school's core approach to pupil progress, attainment and behaviour.
Responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff

# SEND TEACHER GUIDELINES (ONLINE LEARNING)

| | |
|---|---|
| **General** | Use TAs - give them copies of powerpoints and resources so they can help their students by sharing a google document with their student, making notes for/with the student and then provide additional time following the session.<br>If the TA is registered as a teacher, they can see what all the students are doing and edit the document in real time, even before it is submitted.<br>If they are doing a worksheet, have it as a Google Doc.<br>Pale green background and dark green print can be easier on the eyes.<br>Different paragraphs/subjects/points in different colours helps with attention<br>Key words in a different font or colour<br>Use simple language and avoid sarcasm - some of our students don't understand what staff are saying<br>Repeat instructions and put them up on a document so that students can refer to them as they tend to forget what they have been told to do.<br>When it is not a live lesson, give TA's the opportunity to work with student and support them with the classwork. |

| **SUSPECTED SEND NEED** | **FIRST AID-QFT BY THEIR CLASS TEACHER** |
|---|---|
| **Attention and/or Hyperactivity**<br><br>**(ADHD/ADD)** | • Mention them by name in the lesson to call them to attention<br>• Short tasks in class, to keep on track Higher teacher interactions e.g. check understanding (check-ins during lessons)<br>• Mark work submitted first before other students<br>• Awareness they rush through work<br>• May not 'fully' watch pre-recorded lessons<br>• Encourage them to use a fidget toy, chew gum (at home), clench their fists-tense their bodies from toes to head to keep focused |
| **Language processing** | • Chunking tasks in class<br>• Define and explain terms used<br>• Allow extra time for tasks<br>• May be slow to start task, so help in this<br>• Check in with them, that they have understood the task being set<br>• Send vocab sheet home or have it saved online for them & other students to download |
| **Dyslexia** | • Differentiated tasks-homework<br>• Give then core tasks to do, avoid overly wordy instructions.<br>• The will avoid word questions, use simple language<br>• Avoid asking them to read aloud in class<br>• Support for spelling difficulties<br>• Support for poor handwriting<br>• Allow extra time for tasks<br>• Suggest buddying up with other students to help gain understanding |

| | |
|---|---|
| **Autism** | • Stick strictly to the rules and timings (they need them)<br>• Make instructions/homework expectations crystal clear<br>• Awareness of the difficulties with change, Google Classroom is a huge change for them<br>• They may not enjoy pre-recorded lessons, preferring live teacher input<br>• Higher teacher interactions e.g. check understanding (check-ins during the day- use thread tool on Google Classroom)<br>• Awareness they will may have social difficulties, so may not have a learning buddy outside of your class<br>• OCD tendencies may need to be managed |
| **Dyspraxia** | • Higher teacher interactions e.g. check understanding (check-ins during the day- use thread tool on Google Classroom)<br>• Develop use of a laptop for homework and then in class use<br>• Check the ability to use a keyboard, many will struggle<br>• Ensure they have a suitable physical learning environment at home |
| **Social Emotional and Mental Health (SEMH)** | • • May avoid class input<br>• • May withdraw or not turn up to online classes<br>• Support with resilience/self-confidence<br>Pair up with a sympathetic student<br>May struggle with chat room type feedback, as they may not value their own views<br>• Follow through everything – lack of homework, attendance, behaviour.<br>• Ask for support from relevant staff if you are unsure |