**Russell Lower School Special Educational Needs and Disability Policy**

**Date agreed by Governors Spring 2020**

**Date for renewal: Spring 2021**

Our named SENDCo is Mrs Sarah Knight, who achieved the National Award for SEN Coordination in 2018 and has attended a range of professional development around the area of SEND.

**COMPLIANCE**

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0 – 25 (2014) and has been written with reference to the following guidance and documents:

* Equality Act 2010: advice for schools DfE Feb 2013
* SEND Code of Practice 0 – 25 Sept 2014
* Schools SEN Information Report Regulations
* The National Curriculum in England Key Stage 1 and 2 framework document 2014
* Child Protection and Safeguarding Policy
* Accessibility Plan
* The SEN and Disability Act (2002)

This policy was created by the school’s SENDCo in liaison with the SEND Governor, the Headteacher, teachers and other staff.

**Integration**

All pupils of the school, including children with special educational needs, are expected to join in all activities unless there are exceptional circumstances, (i.e. to do so would be dangerous or would unduly highlight the child’s difficulty or disability.) Children who receive specific help from an adult other than the class teacher will normally receive that help in their own classroom. However, there are occasions when some pupils receive specialist help outside of their own classroom, e.g. for speech therapy, when a period of specific quiet concentration is required or when help is given to a group of children from more than one class.

**Definition of Special Educational Needs**

Children have special educational needs (SEN) if they have a ***learning difficulty*** that calls for ***special educational provision*** to be made for them.

Children have a ***learning difficulty***if they:

* Have a significantly greater difficulty in learning than the majority of children of the same age.
* Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
* Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. (Education Act, 1996, Section 3:12). See EAL policy.

Nor must a child be discriminated against due to a disability or be necessarily regarded to have a SEN because of having a disability. See disability and equality policy.

A person has a disability if she/he has a physical or mental impairment which has a substantial and long term adverse effect on his/her ability to carry out normal day to day activities. (Section 1 (1) Disability Discrimination Act 1995)

**Aims and Objectives**

This SEND policy details how the school provides a broad and balanced curriculum for all children. We aim to create an environment that meets the special educational needs of each child, in accordance with the Every Child Matters ethos.

The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges which are delivered through a thematic approach and take into account the diverse learning needs of children. The school will aim to ensure that teachers are able to identify and provide for those children who may have special educational needs and/or particular learning requirements.

Through various provisions teachers and/or LSA’s will support individuals or groups of children with special educational needs and thus enable them to participate effectively in curriculum and assessment activities alongside, so far as is reasonable, pupils who do not have special educational needs. It is the teacher and SENDCo’s role to ensure that those needs are made known to everyone who will teach them. At Russell we believe it is important to focus on the expectations and outcomes of our pupils rather than hours or provision. Therefore, careful consideration is given to how to best meet the needs of individual pupils.

The school will have regard to the Special Educational Needs Code of Practice 2014, which sets out a framework for effective school based support monitoring the progress of children with special educational needs towards identified goals. Once it has been decided that a child requires additional provision and is to be placed on the SEN register the school will notify parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. Teachers need to ensure that parents sign the permission slip before the child can be placed on the SEN register. A Pupil Profile Record also needs to be completed by the class teacher or LSA.

This policy is based on the key principles that underpin the Code of Practice (CoP):

* All pupils have the right to a broad, balanced and relevant education.
* The recognition of a continuum of need.
* Early intervention
* Responsibility for SEND lies collectively with all staff
* The use of best practice can minimise the impact of SEN
* That pupils should have a voice in commenting on their progress
* Parents as partners in education
* Integration of all agencies involved with the pupil

The policy will assist the whole school to work together, consistently and coherently with the identification, resource provision, implementation, monitoring and reviewing of the education of those who are perceived to have a special educational need or needs. The policy will be available to parents in school to inform them of the practices and provision within Russell Lower School regarding children with special educational needs.

It is also acknowledged that some pupils will be ‘more able pupils’ and will because of their particular ability, also have special educational needs. This issue is addressed in the school’s ‘Excellence for All’ Policy.

**Identification, Assessment, Provision and Reviewing procedures**

Initially the identification of a pupil with special educational needs will be by the class teacher, parent, health or social services professionals. This is usually carried out through observations and teacher assessments. Any child about whom concern is expressed, will be brought to the attention of the SENDCo/Head Teacher with evidence as to how the teacher has already differentiated the learning environment and resources.

There are 4 broad areas of SEND which are:

* **Communication and Interaction** (children and young people with speech, language and communication needs and also likely to apply to children and young people with ASD – including Aspergers and Autism)
* **Cognition and Learning** (including moderate and severe learning difficulties through to profound and multiple learning difficulties, in addition to specific learning difficulties such as dyslexia, dyscalculia and dyspraxia)
* **Social, emotional and mental health difficulties**
* **Sensory and/or physical needs** (children and young people who require special educational provision because of their disability. This includes vision and hearing impairment – or multi-sensory impairment – and some children with a physical disability who may require additional support to access all the opportunities available to their peers).

Behaviour issues are no longer identified as a need but may well be an underlying response to one of the needs listed above.

At Russell, we work following the graduated approach of: **assess, plan, do, review.**

First we **assess** the needs, drawing from a range of resources and people. We believe that provision for children with SEND is a whole school ethos and early identification is vital. It is a collective responsibility of the governing body, the school’s Head Teacher, the SENDCo and all other members of staff to ensure that identification is accurate and provision is in place and being carried out for those children with SEND.

On entry, the school will assess each child’s current attainment. If the child already has an identified special educational need, they will be placed on the SEND register at the stage deemed appropriate and necessary whilst following advice from their previous placement. If the child enters the school in later years with an IEP already in place, an assessment of their SMART targets will take place and the IEP will be rewritten following our school procedures.

Through following the school’s systems for observing and assessing the progress of individual children it will highlight those who are making inadequate progress.

Adequate progress is that which:

* Closes the attainment gap between the child and their peers
* Prevents the attainment gap growing wider
* Is similar to that of peers starting from the same attainment baseline but less than that of the majority of peers
* Matches or betters the child’s previous rate of progress
* Ensures access to the full curriculum
* Demonstrates an improvement in self-help, social or personal skills
* Demonstrates improvements in the child’s behaviour.

If a child is deemed as making inadequate progress the teacher may need to consult the SENDCo to consider what else might be done.

Next we **plan** what needs to happen in order to reduce the barriers to learning (write a MAP with SMART targets – Specific, Measurable, Achievable, Realistic, Time Scaled) Through identification of need, we are then able to match provision accordingly. We consider the needs of the whole child which may stretch further than just the area of SEN. For example, including such factors as:

* Disability
* Attendance and Punctuality
* Health and Welfare
* EAL
* Being in receipt of Pupil Premium Grant
* Being a Looked After Child
* Being a child of a Serviceman/woman

Following this, we **do** the additional support that has been identified. At Russell we adopt a **graduated response** as outlined in the Code of Practice and follow the staged response as directed from Central Bedfordshire Council.

Firstly, teachers will demonstrate **‘quality first teaching’** across all lessons for all pupils (see appendix 1 whole school provision plan).

Within the day to day running of the class the class teacher should demonstrate the following:

* A clear structure to a lesson with a workable learning objective and success criteria to be followed
* Differentiation – either by task or outcome
* A variety of teaching and learning styles
* Use of talking partners
* Clear manageable instructions and visual cues for those who require them
* A variety of groupings across lessons
* Activities that cater for a range of learning styles
* Appropriate and usable displays around the classroom
* Multi-sensory, active learning
* Scaffolding
* Use of ICT

(See appendix two for Quality First Teaching classroom tips for specific learning difficulties.)

If this is deemed ineffective they will be placed at **Stage One** where additional provision may be appropriate. Here, the class teacher and SENDCo identify, with reference to the criteria from the Code of Practice, that a pupil has a SEN. Together and along with parents and if appropriate the child, they discuss interventions additional to or different from those provided as part of the school’s usual differentiated curriculum (see appendix 1 whole school individual pupil profile). At this point a My Action Plan (MAP) will be written and signed by all parties.

Possible triggers could include:

* Little or no progress even when teaching approaches are targeted particularly in a child’s identified area of weakness
* Shows signs of difficulty in developing English or mathematics skills which result in poor attainment in some curriculum areas
* Presents with persistent social, emotional difficulties
* Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment
* Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

The SENDCo can support in:

* Any further assessment of the child.
* Planning further interventions for the child in discussion with colleagues.
* Monitoring and reviewing the action.

If this level of support is still ineffective the pupil will be placed at **Stage Two** and the advice of outside agencies may be called upon. The SENDCo works closely with parents and teachers to plan appropriate programmes of intervention and support. The class teacher, LSAs and SENDCo will record the steps taken to meet the needs of individual children and the SENDCo will have responsibility for ensuring that the records are kept and available as needed.

Possible triggers could include:

* Continues to make little or no progress in specific areas over a long period
* Continues working below age related expectation
* Continues to have difficulty in developing English and mathematics skills
* Has social, emotional difficulties which substantially and regularly interfere with the child’s own learning or that of the class group
* Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
* Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

The SENDCo will support in:

* Any further assessment of the child possibly by outside agencies.
* Planning future interventions for the child in discussion with colleagues and parents.
* Monitoring and reviewing the action taken.
* Completing the SEND Support Plan as required by Central Bedfordshire if deemed appropriate

Finally, we **review** the outcomes of the child. This will involve measuring the impact of the support provided and consider any changes that need to be made to the provision.

It is the responsibility of the class teacher, the SENDCo and the Head Teacher to assess and monitor the children’s progress in line with existing school practices. The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENDCo can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators using P Levels where appropriate. On some occasions the SENDCo may carry out more specialised assessment procedures in order to gain a more holistic view of the child.

If a child is considered to have made sufficient progress and is therefore to be removed from the SEND register they will be reviewed for one cycle (Period from the last MAP date to the next) and then signed consent will be given by the parent agreeing to this.

Some children who are not deemed significantly poor enough to be placed on the SEND register but are seen to require some ‘catch-up’ support may receive support via additional provision. These will be set up and reviewed on our online provision mapping tool. This will be monitored by the SENDCo, learning support assistants and class teachers. The impact of the provisions should be reviewed carefully and provisions adapted to suit the needs of the child.

**School request for Education Health Care Plan (EHCP) needs assessment**

Where a request for an Education Health Care Plan needs assessment is made by the school to the LA, the child will have demonstrated significant cause for concern. The documentation will include all relevant evidence from the school and other outside agencies over a period of time. It will need to be made clear the child’s special educational needs and any action taken to deal with those needs including any special arrangements put in place. The school will provide this evidence as will be required under the new government legislation in September 14.

This information may include:

* My Action Plans for the pupil
* Records of regular reviews and their outcomes
* The pupil’s health including the child’s medical history where relevant
* National Curriculum indicators in English and mathematics
* Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
* Views of the parents and of the child

CBC will then consider the request and decide whether or not further advice/evidence is required from professionals. Following the completion of evidence, the request will then be considered by the SEND Panel and a decision will be made to either agree the assessment or not. If agreement is made a draft EHCP will be issued, if not the children will continue to be supported at Stage 2 by the school.

**Annual review of an EHCP**

All Education Health Care Plans must be reviewed at least annually (if children are under statutory school age this is every 6 months) with the parents, the pupil, the LEA, the school and professionals involved invited to consider whether any amendments need to be made to the description of the pupil’s needs or to the provision specified in the plan.

The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved. At the review in Year 3, the aim should be to give clear recommendations as to the type of provision the child will require at the middle school. It will then be possible for the parents to visit the middle schools and to consider appropriate options within the similar timescales as other parents. The SENDCo of the receiving school should be invited to attend the final annual review in lower/primary schools of pupils with EHC Plans, to allow the receiving school to plan appropriate provision to start at the beginning of the new school year and enable the pupil and the parents to be reassured that an effective and supportive transfer will occur.

**Staff Training**

SEND training will be addressed as part of the school’s annual Professional Development Plan. The school will also ensure that staff are up to date on current policy and practice concerning special needs. This will usually be by attendance at in-service courses provided by CBC or external agencies, and the dissemination of information by in-house meetings. Teachers and/or LSAs requiring specific training to enable them to support particular children would receive priority within the limitations of the budget. All school staff and school helpers will be made aware of appropriate approaches, resources, materials etc., to enable a whole school consistent and collaborative approach.

**Time and Resources**

The Head Teacher, together with the SENDCo are responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education Health Care Plans.

The Head Teacher/SENDCo informs the Governing Body of how the funding allocated to support special educational needs, has been deployed.

The Head Teacher plans the use of funding directly related to EHCPs in consultation with the SENDCo.

The SENDCo draws up actions throughout the year that may include bid/s for resources. This will provide information for the School Improvement Plan.

**The role of the SENDCo**

The SENDCo will monitor the impact of the provisions taking place and written MAPs vie an online provision mapping tool.

Some of the SEND Coordinator duties may include:

* Overseeing the day-to-day operation of the school’s SEND policy
* Supporting teachers to write and review MAPs for children
* Coordinating provision for children with special educational needs
* Liaising with and advising fellow teachers
* Liaising with SENDCos from other local schools
* Liaising with the governor with a responsibility for SEND.
* Overseeing the records of all children with special educational needs
* Liaising with parents of children with special educational needs
* Contributing to the in-service training of staff
* Maintaining and enhancing SEND resources held by the school
* Liaising with external agencies including the LEA’s support and educational psychology services, health and social services, and voluntary bodies
* Organising and attending the annual internal and external planning meetings

The SENDCo and Head Teacher will be jointly responsible for:

* Meeting regularly to discuss SEND provision.
* Reporting three times a year to Governors on the SEND provision.

**The Role of the Governing Body**

The Governing Body has decided that children with special educational needs will be admitted to the school in line with the school’s agreed admissions policy.

In co-operation with the Head Teacher they establish the appropriate staffing and funding arrangements and ensure that SEND provision is an integral part of the SDP.

All Governors, especially the SEND Governor, (Mrs Catherine Norris) are up to date and knowledgeable about the school’s SEND provision.

The SEND Governor visits regularly to discuss with, challenge, and support the school in its duty to implement the SEND code of practice. The SEND Governor then feedbacks on his/her findings, to the Full Governing Board.

They are fully involved in developing and monitoring the school's SEND policy.

The named SEND Governor will visit the school in line with the Governor Visits Plan to review the SEND policy and practice. The provision for pupils with SEND will be reported on as part of the annual School Profile.

**Partnership with Parents**

The school website (learning support and SEND tab) contains CBC’s local offer, the school SEND information report, details of how to access our policy for special educational needs and examples of templates that we use.

Parents play a vital role in the education of their child. The school strives to foster close working relationships with parents of all children. At all stages of the special needs process, the school keeps parents fully informed and involved. The school will endeavour to engage sensitively and effectively with parents, to resolve any concerns or complaints in the best interests of the child. This is achieved by informal meetings and more formal individual meetings at designated Parent Consultation Evenings.

We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child’s education. The progress of children on the SEND register is discussed with the parents each time a new MAP is issued. The previous MAP will be reviewed with the parent who can add their views. Areas where the parent can assist their child with the new MAP are discussed. Parents will be given the appropriate help and guidance in order to support their child.

We inform the parents of any outside interventions, and we share the process of decision-making by providing clear information relating the education of their children.

Any complaints about special educational need support given by the school, will be dealt with in accordance with the school’s Complaints Policy. (Available from the office)

The school (with appropriate advice from CBC) will provide parents with appropriate information about other CBC services, national/voluntary organisations etc., which might be able to provide information, advice or counselling.

**Partnership with Nurseries and Receiver Schools**

Meetings will take place between the SENDCo/Foundation Stage teachers and the local Nursery staff, when a Nursery aged child has already been identified as having SEND. Early Years Support Staff will also be consulted and a meeting will be arranged to aid transition where necessary.

The school will maintain close contact with local schools (particularly Alameda Middle) in order to foster smooth transfer of pupils across the various phases of education. In the Summer term, meetings are arranged between the class teachers and special needs co-ordinators/managers of both Russell Lower School and Alameda Middle school, regarding the transfer of pupils in September. Discussion will cover the children’s needs, progress, continuity of approach and any other relevant information. A follow up meeting is also held during the Autumn term. (See Transfer and Liaison Policy) The SEND record files of children on the SEND register will be passed on to the receiver schools.

**Links with Education Support Services**

The school will work closely and positively with other agencies to meet children’s needs and ensure their happiness and wellbeing. These could include:

* Educational Psychologists
* Advisory Support Teams
* Hearing Impairment Service
* Visual Impairment Service
* SEND Support Team
* School Nurse
* Speech and Language Therapists
* Child Development Centre
* Parent and Young Person Partnership Service
* Educational Welfare Service
* Social, Emotional and Behavioural Support Service
* Early Years Support Service
* Minorities Achievement Support Service (MASS)
* Traveller Education Service

If the school suspects a child has a medical problem it will first obtain the agreement of the parent before a referral to the relevant service is made. This is often done through the school nurse, although direct contact is made with medical professionals if necessary. The SENDCo is responsible for drawing together all information from other agencies e.g. health visitors etc., and keeping the medical and other reports on any children with special educational needs.

**Success of the Special Needs Policy**

The success of the Special Needs Policy will be highlighted by:

* Pupils being identified early in their school career.
* Every child will reach his/her potential and is progressing at a rate equal to his/her ability.
* Pupils views being sought and taken into account as is appropriate to their level of ability and age.
* SEND pupils experiencing success and developing high self-esteem.
* The movement of pupils in both directions through the stages as a result of regular evaluation and review.

**Appendix 1 – whole school provision plan.**

**Whole School Provision Plan**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Quality First Teaching** | **Stage 1**  **Children at this stage require a MAP** | **Stage 2**  **Children at this stage require a MAP, support will be accessed from outside agencies.** |
| **Cognition and Learning** | Differentiated Curriculum  Differentiated delivery &resources  Differentiated outcomes & expectations  Increased visual aids  Visual Whole class emotions register  In-class support from LSAs as required  Use of writing frames  Phonics groups  Talk Partners  Steps to success  Paired / guided Reading | Termly MAP with SMART focussed targets - review  Group support from LSA in English and maths – either within class or small group work outside of  Catch up programmes - Toe-by-Toe, Switch-On, Precision Teaching etc.  1:1 Activities (Additional reading, writing, maths support)  Withdrawal groups (across the KS with specific focus)  Multi-sensory intervention (handwriting/fine motor skills)  Memory skills training  Small group work – numicon/writing development  Possible liaison with external agencies (Ed. Psych)  Highly differentiated phonics group | Termly MAP with SMART focussed targets - review  Fully differentiated curriculum/planning  1:1 precision teaching – intense English/maths  1:1 support in class  Tailor made/specialist resources  Access to ICT for recording purposes  Support from external agencies e.g. Ed. Psych., EY advisory, ASD team |
| **Communication and Interaction** | Differentiated curriculum  Differentiated delivery & resources  Differentiated outcomes & expectations  Structured school and class routines  Increased visual aids  Visual Whole class emotions register  In-class support from LSAs as required  Simplified language use  Use of symbols - Widget  Phonics groups  Talk Partners | Termly MAP with SMART focussed targets - review  Group support from LSA with focus on speech and language  Use of ICT to support  Withdrawal groups (across the KS with specific focus)  Possible liaison with external agencies (S&L)  Highly differentiated phonics group  Social Stories | Termly MAP with SMART focussed targets - review  Speech and language support  1:1 support in class  Support for alternative forms of communication e.g. Makaton  Tailor made/specialist resources  Access to ICT – Writing with symbols (Widget)  Visual organiser  Support from external agencies e.g. Ed. Psych., EY advisory, ASD team |
| **Social, Emotional and mental health difficulties** | Whole school and class reward system  Whole school Behaviour policy  Whole school / class rules  Increased visual aids  In-class support from the LSAs as required  Circle time  PHSCE  Values | Termly MAP with SMART focussed targets - review  Group support from LSA  Withdrawal groups (across the KS with specific focus)  Social Stories  Individual reward system  Pastoral Support | Termly MAP with SMART focussed targets - review  1:1 support in class  Pastoral Support  Home – school record  Support from external agencies e.g. Ed. Psych., EY advisory, ASD team, Jigsaw |
| **Sensory / and or physical difficulties** | Staff awareness of implications of physical impairment  Differentiated Curriculum  Differentiated delivery &resources – writing slope, adapted scissors, pencil grip etc.  Additional resources e.g. sound loop  Differentiated outcomes & expectations  Increased visual aids  Visual Whole class emotions register  In-class support from LSAs as required  Handwriting support  Sensory Circuit | Termly MAP with SMART focussed targets - review  Group support from LSA  Withdrawal groups (across the KS with specific focus)  Additional Handwriting sessions (beyond whole class / year group teaching)  Sensory Circuit | Termly MAP with SMART focussed targets – review  1:1 support in class  Physiotherapy programme  Motor skills programme – provided by outside organisation  Support from external agencies e.g. Ed. Psych., EY advisory, ASD team, OT  Sensory Circuit |

**Appendix 2 – quality first teaching classroom tips for specific learning difficulties.**

**Specific Learning Difficulties**

(taken from Isle of White Children’s services)

**Dyslexia**

**AREAS OF DIFFERENCE (what to look out for)**

* Different levels of performance across the curriculum.
* Different levels of achievement in speaking, listening and written work.
* Slow rate of work – reading, writing, processing.
* Inaccurate reading and spelling (reading better in context, little words may cause more problems).
* Better understanding than expected.
* Sequencing, memory, motor skills (may impact on recall and presentation.
* Low self-esteem.

**STRATEGIES (things to put in place)**

**Reading**

* Use texts which reflect interests, particularly nonfiction for boys.
* Use coloured overlays, line guides, tracking guide.
* Use peer, adult, or taped support for texts. Use speech feedback on word processed texts.
* Pre-teach subject specific vocabulary.
* Use visual cues to aid recognition.
* Present text as clearly as possible. Highlight main points. Use bullet points.
* Use coloured/non-white paper. Use blue/red/green pens on white board.
* Teach 5 point plan technique to aid access to texts. Be explicit about signpost words.

**Writing**

* Use ICT – Clicker etc.
* Use mind maps.
* Use word mats.
* Use a coloured dot to indicate where to start (green for start, red for stop.
* Use alternative tasks to writing, e.g. charts, labeled diagrams, matching activities. Use pair/group work.
* Limit written responses to key points only.
* Provide writing frames to aid organisation and recall of content as well as reduce written requirements.
* Provide visual reminders of writing needs and routines, e.g. check/add punctuation, b/d orientation, and underlining.
* Use Dictaphone for pupil to record notes or make response.
* Provide text for reading as an alternative to copying tasks.
* Use lined or squared paper with deep spaces or large squares.

**Spelling**

* Use word banks on wall – in alphabetical order.
* Have alphabet strip/cue cards stuck to desk.
* Provide visual cued key word lists for task, topic and subject.
* Use word mats, word banks, personal wordbooks, and spellcheckers.
* Develop accuracy with Spelling Fractions.
* Respond to pupil’s work in a positive way. Do not penalise for errors.
* Bypass writing activities as above.

**Numeracy**

* Support with ICT to reinforce what has been taught.
* Set out page for recording – is the objective to set out the page or do the operation correctly?
* Have examples of four rules visually represented.
* Use coloured pens for hundred/tens/units.
* Draw answers and processes.
* To support weak short-term memory (mental maths, give whiteboards and extra time.
* Get pupils to explain to each other.
* Introduce mathematical language in structured, systematic way.
* Provide squared paper – use one square for a single digit.
* Teach number skills but accept the level that the pupil is capable of without frustration. Thereafter provide aids.
* Make maths multi-sensory – use concrete materials at all levels and ensure that they are used until you are sure that the pupil can manage without them.
* Check written work frequently so that errors can be dealt with while the pupil still remembers what the task was.

**General**

* Use Brain Breaks – finger exercises.
* Give information in small chunks. Repeat key points.
* Provide visual reinforcement.
* Present instructions in small steps. Use flow charts, task boards.
* Reduce homework to essential and manageable tasks.
* Write instructions for pupil.
* Provide visual timetable for day/week. Indicate where equipment is needed.
* Praise, praise, praise. Provide ‘pack up and sort out’ time.

**Attention Deficit Hyperactivity Disorder (ADHD)**

**AREAS OF DIFFERENCE (what to look out for)**

* Waiting – may cause stress.
* Short-term memory – forgetting rules and instructions.
* Sitting and concentrating.
* Impulsivity.
* Classroom stress.
* Self-monitoring.

**STRATEGIES (things to put in place)**

* Seat near the teacher, within the class setting and surround with good role models.
* Reduce the amount of changes/disruptions as far as possible (if possible have a quiet place to escape to such as a story corner).
* Maintain eye contact when giving verbal instruction.
* Give one task at a time and monitor progress.
* Have pre-established consequences for good and bad behaviour and stick to them! Work with the pupil to determine these – may vary from red slip process.
* Use a timer to measure and extend time on task.
* Allow pupil to scribble, draw, squeeze Blu-Tack whilst you talk – encourage highlighting, underlining (provide a seat/place for input time).
* Use ‘post its’ for questions and ideas rather than interrupt.
* Do a stop – 10 second count before hand up/speaking.
* Stay calm and clear if pupil’s behaviour is poor.
* Reinforce positive behaviour and establish a system to signal good and bad!
* Control size and membership of any group work – begin with positive peer buddy.
* Risk assessment – e.g. carpet time provide alternative seating.
* Provide the right tools/equipment, e.g. pens, handled ruler, lined paper with large spacing (reduce writing), desk at elbow height, sloping surface.
* Give a set time for writing and do not extend into playtime – your pupil will need these breaks.
* Seating – central, away from displays with clear view of the teacher without turning.
* Use pupil’s name and give eye contact before giving instructions.
* Chunk instructions and support with visual cues.
* Check regularly that the pupil is on task.
* Work with home.
* Consider Sensory Circuit.

**Autistic Spectrum Disorders**

**What are the characteristics of autism?**

There are three major areas, which cause people with autism serious problems.

1. Social interaction - difficulty with social relationships, for example appearing aloof and indifferent to other people
2. Social communication - difficulty with verbal and nonverbal communication, for example not really understanding the meaning of gestures, facial expressions or tone of voice
3. Imagination - difficulty in the development of play and imagination, for example having a limited range of imaginative activities, possibly copied and pursued rigidly and repetitively

Autism is also associated with repetitive behaviour and difficulties with changes to routine.

**How do these characteristics affect learning?**

Teachers need to be aware of the following when planning and delivering the curriculum:

1. Central Coherence deficit – Children and young people with ASD tend to see fragments rather than the whole, often recognising details which relate to their interests and experiences rather than the context within the learning situation. Children might have difficulty linking fragments of information to make sense of the content, and have difficulty recognising that the linked information has application.
2. Executive Function deficit – Pupils can experience severe difficulty with organisational skills: getting to the right place at the right time with the correct items. Similar difficulties affect the ability to initiate and complete tasks: pupils may require structure, initiation and small step sequencing for there to be successful outcomes.
3. Theory of Mind – Children with ASD have difficulties with empathy and social interaction.
4. ‘Dual’ Curriculum – Schools can be exhausting places for children and young people with ASD: most children struggle with the challenge of the academic curriculum, in addition children with ASD have to deal with the bewildering complexities of the social curriculum.
5. Sensory Issues – Many children are greatly affected by sensory stimuli which can cause anxiety and distress.
6. As with other types of special educational needs, teaching has to reflect the way children learn. For children with ASD it is necessary to shape the learning environment to match the way they see the world.

It is not unusual for children with ASD to have other difficulties which hinder learning and the development of skills: problems with attention, motor skills, perception, epilepsy, dyslexia.

However, it is important to understand:

1. Every child with ASD presents individuality – although each possesses the characteristics of autism (or Asperger syndrome) there are wide differences.
2. These are not autistic children but children with a diagnosis of autism – there is more to the child than a diagnostic label.
3. Children with ASD can succeed within mainstream settings – you can make a positive difference.

**STRATEGIES (things to put in place)**

* Use the pupil’s name before giving instructions.
* An individual workstation can be helpful.
* Give explicit, clear instructions, in the order of doing (may need to be only 1 instruction at a time).
* Ask the pupil to repeat the instructions.
* Don’t use phrases such as ‘Do you want to ……..?’, ‘Shall we……?’, as they may be taken as an option to refuse participation.
* For ASD pupils work is play, play is work.
* Use visual cues to make verbal information meaningful.
* Pupil will need a visual timetable.
* Give examples of completed work so that pupil knows intended outcome or can parallel model.
* Break task down into meaningful parts.
* Give explicit work targets which are achievable and shared with pupil.
* Make initial eye contact, but do not expect to maintain it.
* Allow the child time to think.
* Develop clear predictable routines.
* Language is taken literally, so abstract language will need to be explained at the time of use.
* There will be a need for rules for listening, talking, turn taking, sharing, waiting, working with others, starting, finishing etc.
* Pupil needs to sit where teacher can discretely assist and in a place free of distractions.
* Check homework, and when it has to be in, has been written down and pupil understands what is to be done.
* Check on social skills and friendships through observation and buddy type schemes.
* Social skills may need to be taught discretely.
* Unstructured times e.g. break times can be difficult – allow a place of refuge if break times become too much (such as the library or SEN room).
* Deal with issues at the time they happen whenever possible.
* Try to stay calm and give clear consistent messages (across school).
* Some pupils may need a card, which allows them to signal the need to leave the classroom when stressed to a pre-agreed place.
* Consider Sensory Circuit.

**Dyspraxia**

**AREAS OF DIFFERENCE (what to look out for)**

* Poor levels of concentration – attention to all – impatient.
* Difficulty sitting still – high levels of motor activity (hand flapping).
* Balance – falls over – bumps into things.
* Visual perception.
* Co-ordination, e.g. eating, dressing, riding a bike, writing.
* Poorly established dominance.
* Delayed milestones may include language.
* Sensitive to touch.
* May have phobias, obsessive behaviour.
* Slow rate of work.
* Physical symptoms, e.g. feeling sick.
* May have features of dyslexia.
* May have social problems.
* Does not understand body language, comfort zone.
* Delayed/sloppy speech.
* Literal language.
* Receptive language may be complex but irrelevant – may not process.
* Low self-esteem

**STRATEGIES (things to put in place)**

* Complete a risk assessment, e.g. carpet time, provide an alternative.
* Provide the right tools – allow choice of pen, pencils, handled ruler, scissors.
* Consider choice of writing style.
* Provide lined paper wide enough for child’s handwriting. (Attach paper to desk).
* Reduce writing with prepared sheets – representing.
* Give a time limit for written work – do not extend into playtime.
* Use ICT, e.g. Clicker.
* Make seating central to the classroom with a clear view of the teacher and few distractions.
* Use Brain Gym activities prior to writing, e.g. Lazy 8s.

**Children with Severe and Complex Learning Disability**

* Talk to the child directly if you need information. Gain back up from the accompanying adult if necessary.
* Give one instruction at a time and use the child’s name to gain attention.
* Use signing (Makaton) to reinforce spoken information if the child is a signer. (Courses available via Speech and Language Therapy Service and/or Medina House School Outreach).
* Use visual materials such as real objects, photos, symbols and/or the written word as a permanent reference for information, e.g. visual timetables, reward systems, emotion indicators etc.
* Expect high but reasonable standards of behaviour.
* Use visual materials to indicate the passage of time.
* Many pupils will not understand how long a task is going to go on for, how long they have to work before a reward will be given, how long a reward will last for until work commences again etc. A visual ‘count back’ clock/time tracker is a very useful resource.
* Rewards for good behaviour may need to be given immediately and regularly. The child may not be able to link ‘Golden Time’ on a Friday afternoon or a certificate with what they did on Tuesday morning.
* This works equally for sanctions. If the child is working towards a reward, they should not be reinforced if they have not complied. Manufacture a ‘new beginning’ and work towards the reward again. Do not take rewards away but ensure that the child has worked for and achieved their chosen reward.
* Children are motivated by different things. Give the child a choice of rewards (if they are able to choose) before a period of work to ensure that they are motivated enough to comply with the task. Change the choices every so often to ensure they do not get bored.
* Regularly praise the child so that they know they are achieving. If a child is not able to choose a reward, give them a choice of a reward you know they like alongside a choice that you know they really do not like.
* Try to avoid an excess of emotion on your part when communicating with the child so as not to confuse the information you are conveying.
* Differentiate the child’s work to meet their P-level ability. (Assessment tools and schemes of work for children working within the P-levels are available through Outreach).
* Use multi-sensory, concrete apparatus and resources to make all learning activities relevant to first hand knowledge and experience.
* Make tasks visually strong and obvious as to when they are complete.
* Recording does not always have to take the form of writing/worksheets. You can photograph work, record visual and sound responses, stick on the correct answer, e.g. numbers/symbols etc.
* Decide upon the focus skill you are requesting from a task and do not expect a variety of skills to be integrated, e.g. in a piece of writing work are you focusing on sentence construction, handwriting, spelling etc? Scaffold the other skills and concentrate on one skill at a time – A ‘Breakthrough to Literacy’ approach enables a child to use word cards to make a sentence without requiring fine-motor and spelling. These skills can be practiced at another time.
* Skills are far more likely to be retained in the long term memory if they are practiced repetitively and regularly, e.g. 15 minutes each day. Skills such as handwriting, reading, spelling, phonics, number, speech and language targets need to be over-learned and practiced daily.

**Strategies to promote inclusion of pupils with visual impairment in the classroom.**

* Give as many first-hand, “real”, multi-sensory experiences as possible.
* Ensure correct seating in relation to board/CT, taking into account levels of vision in either eye.
* When writing on whiteboards use good quality, blackboard markers to ensure maximum contrast.
* Consider levels of natural and artificial light which may be causing glare.
* Shiny surfaces should be avoided, e.g. plastic covered worksheets reflect light and cause dazzle.
* Encourage use of raised work board if recommended and check that the table and chair are the right height.
* For reading, a piece of dark card can be used as a guide to help the pupil keep their place. A mask revealing single words may also help.
* Print needs to be black on white matt paper. Spacing can be even more important than size. Tinted paper and coloured print should be avoided. However, individual needs vary.
* Highlighting text of other dark outlines (e.g. for a drawing to be coloured in) with a fluorescent text highlighter may also assist the child to locate the relevant information.
* Working with print can be tiring for the pupil. Short spells of visual activity should be interspersed with less demanding activities.
* Changing focus from board to desk and back again causes difficulty but can be minimised by having individual copies and by eliminating inessential copying.
* A fine felt tip black pen is easier for the pupil to see than a pencil. Marking needs to be visible too!
* Always use plenty of verbal explanation when demonstrating to the class. Read out aloud as you write on the board and do not expect wall displays to be accessible.
* Address the pupil by name to get their attention as they will probably be unaware that you are looking at them.
* Avoid standing in front of a window – your face becomes invisible when lit from behind and you become a silhouette.
* Tone of voice is more meaningful than facial expression.
* Demonstrate manipulative skills from behind, with your hands in front.
* Avoid the sharing of texts/monitors, unless doing so is a priority for social reasons. Children need their own copy.

**Strategies to help a pupil with hearing loss.**

* A favourable seating position that enables the child to see the teacher clearly and scan the room for other speakers (back to the window is best).
* Gain the children’s attention before important information is given.
* Keep background noise to a minimum.
* Try to slow down your speech rate to give pupils easier access to the fleeting unstressed words in our sentences. Be careful not to exaggerate this, so that the fluency of speech is not lost.
* Be confident in using rich language and appropriate words – if we always talk in short phrases “put it here”, “stop that”, we are seriously limiting natural speech patterns and full meaning.
* Allow children more time to think and talk.
* Question less and inform more – children are less likely to put their thoughts into words following a question than when the teacher makes a personal comment.
* Encourage the use of hearing and show that this is important “I want you to listen carefully”; “I’m going to tell you something important, are you listening?”
* Repeat contributions from other children in class discussions, as children’s voices are usually softer than the teacher’s.
* Occasionally check that information given orally has been understood.
* Make use of activities to improve listening and concentration skills.
* Make use of opportunities to increase language skills, e.g. reading aloud to an adult and discussing the text and creating opportunities for individual and small group discussion.

**English as an additional language**

**AREAS OF DIFFERENCE (what to look out for)**

The pupil may not:

* be able to understand, or respond to, instructions in English
* understand rules or expectations
* make friends
* be able to communicate or participate in lessons
* want to be here!

The pupil may:

* have different experiences of school
* feel overwhelmed by the task of learning a new language
* miss their culture and the people they have left
* worry about fitting in

**STRATEGIES (things to put in place)**

Initial Strategies:

* An early parental conference will provide information about the educational experiences of the pupil, as well as linguistic and cultural information
* Pair the child with a supportive “class friend”, who can act as a guide between lessons and introduce members of staff to the new pupil
* Ensure the older child has an English/first language dictionary, if possible, and a means of recording new vocabulary relevant to each subject
* Avoid speaking in a stilted fashion as the child needs to hear the correct pronunciation and rhythm
* Make sure the child sits near the front of the room, with access to visual and gestural cues from the teacher and other pupils
* Group the child with strong English language peer models (low ability/SEN groupings may be inappropriate and unhelpful)

Ongoing Strategies:

* Provide lots of visual support; objects, pictures, non-verbal gestures, facial expressions, peer actions, demonstrations
* Provide verbal support through repetition, closed questioning, clear instructions
* Provide friendly group support through collaborative activities where interaction and co-operation are central to the activity
* Provide opportunities to listen and watch, e.g. to be the last in turn taking games
* Provide opportunities to hear language, experience reading in meaningful contexts
* Provide culturally/linguistically familiar resources, wherever possible, linking home/school, promoting self-esteem and confidence
* Encourage the literate beginners to use their first language in drafting ideas or taking rapid notes. The use these as a basis for written translations into English.