



PONTARDDULAIS COMPREHENSIVE SCHOOL
YSGOL GYFUN PONTARDDULAIS



Additional Learning Needs

Universal & Targeted Provision

Learn to live...
live to learn

Byw I ddysgu...
dysgu byw

A PERSON CENTRED - APPROACH

Person-centred provisions are essentially methodical ways to ensure that education is meeting the needs of each child or young person, recognising that each has a unique style of learning, communicating, building relationships and making decisions. Placing focus on children as individuals against the range of provision that can be used to put them at the heart of all school planning leads to happier, contented learners.

A person-centred approach seeks to identify and utilise strengths that already exist. This is particularly relevant for learners with ALN, as the very identification of them as having ALN promotes a deficit perspective of them. It is essential that we seek to promote balance, identifying strengths and barriers to learning to ensure inclusive practice in education.

Inclusive practice can be defined as attitudes and methods that ensure all learners can access mainstream education. Everyone works to make sure all learners feel welcome and valued, and that they get the right support to help them develop their talents and achieve their goals. When education is truly inclusive it can benefit all learners, not only those with additional needs.

‘The Welsh Government considers that an inclusive education, where all pupils access common opportunities in ways relevant to their needs, and which ensures that they fully belong to the school community, is of benefit to all.’

ALNET Code of Practice (2021) 3.18

WHO HAS ALN, DISABILITY AND/OR MEDICAL NEEDS?

An ongoing challenge is the identification of those learners with ALN, those who are Disabled and those with medical needs. It sounds obvious, but in fact, it remains one of the most talked about issues. How to distinguish between a learner with ALN and a learner who is low attaining? The reality is that children can fall behind in their learning for all sorts of reasons. Perhaps they have not been attending school? Perhaps they have recently moved to the country and have not yet learnt to understand English? Perhaps they are experiencing change or trauma which is impacting on their ability to access learning opportunities? Perhaps the learning opportunities are not effectively differentiated? Or perhaps the child has a ‘learning difficulty or disability that calls for special educational provision’.

In other words, having ALN is only one reason why a child may fall behind with learning, so not every child who is falling behind necessarily has ALN. However, in order to support our learners, it is essential that we are able to identify the area of need and remove barriers to learning.

BARRIERS OF LEARNING

As a school we have a collaborative intent for teaching and learning across a breadth of subjects. We work hard to develop a clear and purposeful curriculum and are able to articulate the rationale for its design or intent, implementation, and impact. Curriculum entitlement is the right of all learners, and it is essential we continue to ensure that this entitlement remains accessible to all. ALN identification is not seeking to provide an alternative or replacement to the curriculum, but rather to inform 'additional or different' requirements that will ultimately support learning and increase access to the curriculum. Once the barrier to learning is identified, consideration can be given to action that could overcome and/or remove the barrier for that learner.

COGNITION & LEARNING DIFFICULTIES

Within the theme of Cognition (meaning thinking), consideration is given to the pupil's strengths and barriers to learning that relate to specific areas of cognition. These include:

Working Memory – Working memory is different to other types of memory and can be considered as the capacity to 'hold' and manipulate information. It is almost the information before it goes into storage. Auditory working memory as measured using a digit-span recall-type task, can indicate capacity to hold 'verbal' information such as when listening to instructions. Visual working memory as measured using recall of pictures or images, can be used when copying information from the board. It can be useful to consider working memory as 'capacity' rather than as 'good or bad'. Once a child exceeds the age of 14 years old, they tend to keep the capacity they have. As such, our focus needs to be on efficiency of working memory, aids that will support and an awareness of how realistic the demands of tasks are on working memory.

Speed of Processing – This refers to the time taken to assimilate or take on board information. Our capacity to assimilate and interpret information and the time taken to do this, can be highly significant to our ability to follow and absorb information during a lesson or when reading individually. In reality, if we have a slower speed of processing, we may perceive that the pace of information is moving too quickly and, we may struggle to keep up. Needing more time to assimilate information can also impact on friendships as learners may struggle to keep up with conversation or peer 'banter'.

Inference – This cognitive skill relates to our ability to use information and to extract meaning in order to make predictions. This is an executive or higher order functioning skill, and one that is essential to aid insight and application of learning. Learners are asked to infer meaning from text, conversation, or direct engagement, but to do this they must 'notice' the information, extracting key aspects and then apply these aspects to possible implications.

Anticipation – Anticipation is the skill of pausing, considering, and identifying possible outcomes and responding accordingly. Often this requires a delay in response in order to consider and evaluate options or implications. Learners are required to regulate any impulsive responses and to visualise or hypothesise consequences or implications. It

can involve the application of prior experiences as well as an evaluation of the likelihood of a particular outcome.

Reflection – Reflective practice by adults or children involves noticing and considering actions and their impact. Conscious ‘noticing’ or ‘recalling’ involves sequencing and organisation as well as ‘labelling’ and language. Learners who reflect are asked to ‘look back’ and to consider actions with the benefit of hindsight. They may wish to identify lessons they consider they have learnt and whether they would act in the same way again.

Evaluation –The skill of evaluation utilises the skill of reflection and requires the process of weighing up and making judgements. Such critique requires a perception of criteria and intended objectives. It also requires a confidence in one’s own worth and capacity to offer an evaluation, as well as the ability to express this.

Analysis – Analysis is the skill of isolating and or combining information against different criteria to extract further information. If children and young people are able to apply the skills of analysis, they are able to form a view which may help them to express their developing perspective. They are able to identify similarities and differences and extract information from these.

- **Dyslexia**
- **Dyscalculia**
- **Global Development Delay**
- **General Learning Difficulties**

Overcoming and Removing Barriers to Learning:

Cognition and Learning

Barriers to Learning	Strategies to Overcome	Strategies to Remove
Remembering Instructions (Working Memory)	Mind mapping, paraphrase work instructions, key word prompts	Targeted memory games and activities
Reading & Spelling	Provide key word lists, provide electronic presentation of words	Daily rehearsal of sounds targeting fluency and accuracy, individual spelling and reading programme
Handwriting	Writing slope, pencil grips, typing	Fine motor skills, touch typing
Speed of Processing	Additional time and advanced warning of questions	Reaction time activities, fluency games against the clock
Number Sequencing	Use of number line, Numicon, and other visual aids	Daily rehearsals of sequencing numbers
Planning & Organising	Adult or peer support, structured questions, now and next, lists and reminders	Mind mapping, topic webs, now and next, story boards
Fear of Failure	Encouragement, reward, reassurance	Experience of success, CBT techniques linked to negative schemas

COMMUNICATION & INTERACTION

The theme of Communication and interaction requires consideration to the pupil's strengths and barriers in relation to:

Expressive Vocabulary – Expressive vocabulary is the ‘pool’ or number of words known and used by a learner. These words enable the expression of ideas, emotions, and speech. A learner may attempt to describe objects rather than naming them and they may need additional time to find specific words. For example, a child may say “you know, it has red and black spots” and an adult or peer may say “a ladybird?” And the learner says, “Yes a ladybird”. When evaluating this area, it may be useful to consider the following questions: Can the learner talk fluently and variedly using subject and category words? Do they have an age-appropriate vocabulary and are they able to identify, name and describe objects accordingly? Can they name words and objects and answer questions?

Articulation – This skill relates specifically to the accuracy of pronunciation and the clarity of spoken sounds. It may be that the learner finds it hard to say a particular word or sound. This could impact on their ability to be understood as well as their ability to recall and hear sounds in words, as they may retrieve a ‘different’ sound when they say it. A child may also have a stutter or may stumble when pronouncing specific sounds.

Language and Comprehension – When considering this aspect of learning, consideration is given to the child or young person’s capacity to understand spoken or written language. It is interesting to note that some children who find language difficult to understand will attempt to dominate conversations and will talk incessantly about topics of interest. Intentionally or unintentionally, this can result in adults seeking to ‘move away’ from the chattering child or adult failure in getting a word in edgeways! An effective strategy to promote the avoidance of language that may not be understood. It is also important to note that a learner may be able to identify individual words in isolation, but they may struggle to extract the meaning of key words when presented in sentences (known as oral discourse comprehension).

Collaborative Conversation – This theme is included as a way of recognising that conversation involves more than the simple application of spoken words. It requires turn-taking in speech as well as the capacity to respond or ask questions, adapting one’s own contribution in light of what has just been heard. It also requires social understanding of communication and the value of a collaborative exchange.

Listening – Listening is not the same skill as hearing. Listening involves attending and extracting information from speech to ascertain a view or perspective expressed. It requires focus and attention as well as the identification of the meaning of key words. It also requires motivation and a desire to listen as part of a social interaction.

Social Communication (Output) – Social communication and social interaction are often used interchangeably specifically when referring to children with autism. However, it can be useful to consider the two skills as different. Social communication is defined here as the use of verbal and or non-verbal communication for expression, i.e.,

the skills used to 'output' communication. This includes an awareness of one's own personal space, the use of eye contact and initiating conversation.

Social Interaction (Input) – Social interaction is defined here as the reaction and or response to verbal and non-verbal communication from others, i.e. communication that is received as 'input'. This includes reacting to comments from others, jokes, humour, personal space as well as responding to a question or comment within a social exchange.

- **Speech Language and Communication Needs**
- **Autism Spectrum Disorder**

Overcoming and Removing Barriers to Learning: Communication & Interaction

Barriers to Learning	Strategies to Overcome	Strategies to Remove
Speech (expressive vocabulary)	Use of picture cards or word banks	Intervention from Speech Link or SALT, use of key vocabulary, sentence starters
Language (receptive vocabulary)	Visibly demonstrate work expectations, positive peer models	Individual programme to include category words, subject specific words
Answering Questions	Visual prompts, preparation time, closed questions	Explicit rehearsal of responding to questions, identification of key words
Social Communication	Adult mentor, peer support, visual prompts, key phrases	Social stories, rehearsal of verbal and non-verbal communication skills
Social Interaction	Adult mediator to broker responses from others, sign posting and appeasing	Use social stories and scenarios to rehearse possible responses
Making Friends	Adult mediator, circle of friends, targeted interest groups	Teach and rehearse social skills
Keeping up with 'Banter'	Peer buddy, established friendships, shared activities	Language games, rehearsal of questions and answers

SOCIAL EMOTIONAL BEHAVIOURAL DIFFICULTIES

In this theme consideration is given to the pupil's strengths and barriers relating to:

Generation of Ideas –What a wonderful skill it is, to be able to generate and share original ideas and thoughts. From my experience many children and young people have original and at times 'random' or quirky thoughts, revealing a capacity to think outside of the box. Yet do we currently assess or value this? Or are we more likely to redirect them to the 'fact' we are attempting to teach them? This theme encourages the active 'noticing' of ideas and suggestions and the 'connections' that the learner has made across topics.

Problem-solving –This skill requires using initiative to find and sometimes create solutions. One of the greatest privileges associated with working with children is the opportunity to hear how they would 'resolve' problems including perhaps avoiding the creation of the 'problem' in the first place. This skill involves the application and adaptation of prior knowledge to achieve a specific outcome.

Attention – Attention involves sustained focus and the ability to exclude or filter other sources of noise or information. Often, we focus on attention as a missing or underdeveloped attribute, yet rarely we define or value it as a skill for learning, instead taking it for granted or assuming it as a 'given'. Those who have the capacity to sustain focus and concentration are able to maximise learning opportunities independently or with others. It is an incredible skill but one that is predominantly referenced when in 'deficit'. Its inclusion within the 7 Cs is intended to encourage recognition of it as a strength as well as for those where it is an area for development.

Motivation – This refers to an eagerness and willingness to engage. Motivation can of course be extrinsic or intrinsic, implying that the trigger for participation is either linked to factors within the child or young person or are external or tangible factors such as the view of others or a specific consequence or reward. Sustaining motivation when a task is challenging or not deemed of huge relevance or interest is a significant skill.

Courage and Determination – This theme acknowledges the attribute of courage and determination, defined here as being 'fearless to have a go' and sustain effort. As educators we often forget that learning involves risk, and for children and young people we ask them to engage with us and enter into the new and unknown every day! So many will join us in this 'adventure' that we may forget that this is a significant request requiring courage and determination, trust, and resilience.

Trust – Trust is at the heart of education both for adults and children, yet it has become an unspoken assumption. Our children who do not trust enough to 'risk' learning with us and who exhibit a fear of failure or a defiant refusal to participate, explicitly remind us why trust is an essential attribute that we should identify, assess, and value. Trust requires security and the perception of safety and value. It is key to the formation and sustainment of relationships.

Self-regulation – This skill refers to the ability to control and manage behaviour, language, thoughts, and emotions. We often prioritise the ability to regulate behaviour as this is visible and can be associated with risk and safety. However, alongside this are the skills of managing language, thoughts, and emotions. The reality with self-regulation is that when it is implemented effectively, we tend to not ‘notice’ it. For children and young people who lack self-regulation, we will prioritise it for development, but once it is achieved, we may not ever comment on it.

Behaviour for Learning – This attribute can be defined as a readiness to engage and participate in learning tasks. Readiness is an interesting word as it implies an ability to react or respond on demand. For children and young people, it demands an ability to switch between thoughts or tasks and follow direction. It assumes many of the skills already explored such as listening, attention, motivation, and language, as well as an understanding of the collaborative exchange that takes place between the teacher or TA and the child themselves.

Anxiety Management –The skill of managing anxiety is an attribute of an effective learner, as they are able to retain control over fear and manage their experience of anxious thoughts. For many, the curriculum and learning represent the potential for failure as they are new and diverse by definition. To retain control over anxiety and to manage a ‘fear of failure’ and continue to pursue the unknown is a wonderful attribute worthy of our consideration and recognition.

Confidence –To function with confidence is to function. A strong belief in oneself and one’s own capacity to contribute is an incredible asset for learning and indeed life. Those learners with confidence are able to attempt tasks and are able to grow both from success and failure as they experience these with the full knowledge of their existing skills. Confidence develops with a positive sense of self, value and worth (esteem).

Resilience – This refers to the capacity to ‘bounce back’ and try again. Resilience can be considered as a renewable energy source which becomes depleted but can be replenished. For some, however, the rate of depletion exceeds that of replenishment and as such they lose the capacity to bounce back. This is not a failing of the individual but a failing of their access to sources of replenishment. We must credit those who present with resiliency and support those who do not by facilitating their replenishment.

Language of Emotions – Fluency and accuracy with a language of emotions enables expression and understanding of feelings. This is essential to aid processing and to facilitate movement between emotions. It also aids understanding and is a tool that can aid the monitoring of mental health.

Independence – The capacity to work or play alone promotes self-sufficiency, contentment, and confidence. Utilising one’s own resources to achieve a task is an important developmental skill. It can be experienced and promoted in all tasks, including computer gaming. Independence suggests a security and belief in one’s own capacity to get on, as well as the ability to seek support if or when required.

Friendships – Initiating and sustaining friendships over time requires the application of many social communication and social interaction skills. It also requires acceptance, trust and often involves turn taking and shared interests. Sustaining friendships involves the management and resolution of conflicts and an ability to share and support others.

Turn-taking – This skill explores an individual’s ability to wait and to turn take. It involves self-regulation and the control of impulsivity, and a willingness to share.

Empathy – The skill of empathy is the insightful anticipation of the experiences of others – being able to consider the views from another perspective. It requires understanding, compassion, and care. A learner may reveal empathy if they are able to consider what an incident or event may feel like to someone else, even if they have not directly felt the same thing.

Sense of Justice – This attribute relates to the development of one’s own ethical code, including a clear sense of right and wrong. It promotes a social conscience and an understanding of consequences. It could include a passion for the environment and a love of nature.

- **ADD (Attention Deficit Disorder)**
- **ADHD (Attention Deficit Hyperactivity Disorder)**
- **Social/Emotional/Trauma/Attachment/ACEs**
- **Mental Health**
- **ODD (Oppositional Defiance Disorder)**
- **PDA (Pathological Demand Avoidance)**

Overcoming and Removing Barriers to Learning: Social, Emotional & Behaviour

Barriers to Learning	Strategies to Overcome	Strategies to Remove
Low Self-esteem	Noticing success, positive feedback, praise	Self-identification of success
Low Confidence Fear of Failure	Whiteboard, ‘have a go’ prompts	Positive experience of success and management of ‘failure’
High Anxiety	Peer support, rehearsal, advanced warning, visual timetables	Cognitive behaviour techniques exploring anxious associations
Low Resilience	Praise, intervention prior to failure, peer support	Targeted activities to build resilience
Obsessional	Visual timetable, advanced warning of change	CBT techniques exploring anxious associations
Limited Self-regulation	Adult mentor, direct incident intervention, time-out card	Language of emotions, noticing triggers
Anger	Adult mentor, direct incident intervention, time-out card	Noticing ‘triggers’, teaching of strategies to apply, keeping mood diary

PHYSICAL AND SENSORY

In this theme, consideration is given to the pupil's strengths and barriers relating to:

Fine Motor skills – These relate to the fluency and accuracy of the distal muscles and finger control, used for handwriting, cutting, threading, weaving and other such activities requiring the manipulation of fingers or fine motor movements. This control enables the completion of smaller or fine motor skills.

Gross Motor skills – These relate to the fluency and accuracy of larger movements including running, walking, jumping, hopping, skipping and control with kicking, catching, rolling and throwing a ball. The connection of these movements is also significant in terms of overall co-ordination. Is the child able to run and kick a ball? Hop, skip and jump? Or combine with other objects, such as riding a bike or using a trampoline?

Sensory – This relates to the experience and application of the senses, including the five senses of vision, hearing, touch, taste and smell plus the further two senses of proprioception (knowledge of our own body in space) and vestibular sense (balance.) When considering this, it is useful to notice if the child accesses information from each sense in the same way as others, or if there is any dominance, preference or difficulty. It is useful to seek additional assessment or checks of sensory information (such as an eye or hearing check) if there are emerging concerns.

Mobility – This relates to ease of movement and effective transitioning across space. Consideration should be given to whether the learner is able to walk, stand or run or whether they need to use aids to assist with movements. Useful questions include:

- Are they able to stand, walk, and run?
- Able to interact with others, or is a mobility aid a 'barrier' to engagement?
- Can they move independently with or without a mobility aid?
- Are they able to explore the environment and?

Stability and Balance – Consider the fluency and accuracy and control that the child or young person has over their movements. Observe whether they find running easier than walking, as this could suggest that they find it harder to 'stop' and control the physical movement. Notice their response to spinning and whether they regularly fall, trip or stand on others.

Posture – Consider the preferred positioning of the child or young person and whether they are able to sit up straight on a chair with their feet on the floor. Ensure that furniture is the right height for them and notice whether they rock or swing on the furniture or regularly change posture. Observe the application of core muscles in relation to the adoption of a working posture.

Sensory Processing – This skill relates to an ability to filter, respond or extract sensory information. Look for evidence of any heightened sensitivity to certain types of sensory information (hyper-response), for example, covering their ears to avoid loud or unexpected sounds, covering their eyes when the lights are on, or flinching when touched. Similarly, look for evidence of under-sensitivity (hypo-response), where the learner will seek sensory information, such as shouting, pressing hard, squeezing hard, seeking bright lights etc. It is essential that observations are shared with the parents/carers to consider if they are also present in other contexts. If there are concerns, it may be useful to seek additional assessment or advice.

- **Physical**
- **Visual Impairment/Habilitation**
- **Developmental Coordination Disorder**
- **Healthcare/medical**
- **Sensory Difficulties**
- **Hearing Impairment**

**Overcoming and Removing Barriers to Learning:
Physical & Sensory**

Barriers to Learning	Strategies to Overcome	Strategies to Remove
Organisation	'Now and next' visual structures	Teaching of mind mapping, lists and timetables
Sequencing	Post-its to prompt and sequence, visual structures	Teaching of sequential rules, rehearsal of tasks
Visual Impairment	Audio books, peer support	Appropriately personalised print, voice software
Hearing Impairment	Visual prompts, peer support	BSL, hearing aid, cochlear implant
Fine & Gross Motor Skills	Adult mediator to support with tasks, typing, pencil grips	Activities to promote distal muscle control – pincer tasks, cutting, threading, typing
Mobility	Avoid 'busy' times, adult, or peer support	Independent use of mobility aids, physio programme
Sensory Processing	Strategies to screen out sensory information – headphones, special workstation	Individually targeted programme of sensory experiences to aid integration

ARE PUPILS ABLE TO ACCESS THE CURRICULUM?

Looking at how the child is able to access the curriculum is a good starting point to facilitate discussion about what strategies to use. As a starting point you may wish to consider the child or young person's strengths and barriers in relation to:

English – Consider the learner's acquired skills in relation to reading, writing and spelling and whether they are able to use and apply these skills in a range of contexts. It may be useful to consider these questions:

- **Can the learner read, write and spell independently and at expected levels for their age?**
- **What are their levels of fluency and accuracy as well as confidence and presentation?**
- **Do they understand phonics and phonological awareness and have a developing sight vocabulary?**

Maths – Consider the acquisition and application of skills relating to number, shape, measurement, time, money and whether they are able to recall and apply prior subject knowledge. It may be useful to consider these questions:

- **Does the learner understand number value and have fluency and accuracy with addition, subtraction, multiplication and division?**
- **Can they apply these skills to money and time?**
- **Can they access the language of maths, recognising more and less than, big and small and do they have an awareness of shape and space?**

Science – Consider the skills and knowledge acquired in relation to science concepts and tools. Evaluate skills of investigation, prediction, recording and summarising information. It may be useful to consider these questions:

- **How confident is the learner in exploring stimuli, monitoring changes applying a methodical structure of evaluation?**
- **Do they ask questions and challenge answers?**
- **Can they identify similarities and differences and group and categorise?**

Expressive Arts – This attribute encourages consideration of the learner’s understanding and interest in exploring a range of materials and sounds as an expression of thoughts, feelings and imagery, in addition to their understanding and skills with each subject area. For example:

- **Is the learner able to utilise equipment (musical instruments or art materials) to replicate, create and express sounds or images?**
- **How do they respond to music and art works?**
- **Are they able to express their likes and dislikes across subjects?**

Humanities – This aspect of learning looks for evidence of strengths and/or areas for development in relation to understanding time and historical events, as well as the world around them. It may be useful to consider the following questions:

- **Can the learner describe, interpret and evaluate events from the past and assimilate knowledge of their present?**
- **Are they aware of their environment, location, weather and position in the world?**
- **What skills have they developed to aid analysis, reflection and evaluation of historical events and/or geographical and environmental realities?**

Computing – This attribute relates to the knowledge, confidence and experience with the application of IT including computer programming, software application and gaming. It may be useful to consider:

- **How confident is the learner to engage with technology utilising and programming equipment to achieve specific outcomes?**
- **How fluent and accurate is their understanding of the language of IT and its evolutionary role?**
- **Are they able to maximise the potential of IT resources to help them to achieve specific outcomes?**

Health & Wellbeing – This theme encourages consideration of fitness, physical and mental health and well-being as well as co-ordinated action within structured team games or individual activities. It may be useful to consider the following questions:

- **Can the learner understand and follow specific rules in games and sports?**
- **Do they demonstrate fair play, and can they respond and manage emotions linked to winning and losing?**
- **What types of activities or sports are strengths and/or require development?**



UNIVERSAL PROVISION

Universal Provision at Pontarddulais is the responsibility of all teachers and staff within the mainstream school to make learning and the environment as accessible and inclusive as possible for all learners.

It is support for the entire school population. This means whole class or whole setting/school. We must ensure all children have the appropriate support provided through good teaching and learning. This extends into identifying emerging needs that may require additional support.

The resources below are used to ensure Universal Provision is readily available to class teachers at Pontarddulais and are by no means exhaustive for Universal Provision. Please feel free to consult the ALNCo about using additional resources you may have or wish to purchase.

Staff should incorporate them into daily teaching and learning in their lessons.

Post-It Notes act as visual cues and reminders around the classroom and will encourage self-dependence (encourage pupils to get it themselves).

White Board and Pen can be used to practice handwriting or spelling to save messy errors in classroom exercise books as well as for writing down ideas before working in books.

Supportive Grips for hypermobile joints/left-handed pupils. They allow flexibility and avoid the rigidity of pen grip which often makes the hand hurt whilst writing for extended periods

Ear Defenders will help some pupils with sensory overload help maintain focus and help in classroom noise reduction

Overlays are claimed to alleviate visual stress and improve symptoms commonly related to dyslexia such as low reading rate, accuracy, and comprehension.

Reading Rulers help guide pupils to read an individual line of text and not to lose their place whilst reading or find themselves reading the same line over again.

Time Out Cards can be issued to pupils who feel overwhelmed emotionally in class.

The C- Pen will read text to pupils with reading difficulties. These pens are available for pupils who require access arrangements for examination. Departments/AoLEs are encouraged to purchase their own if they find them beneficial.

Coloured Exercise Books can be issued to pupils as they reduce the glare instead of white exercise books if needed. They can help with visual stress and dyslexia.

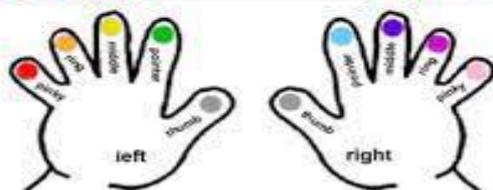
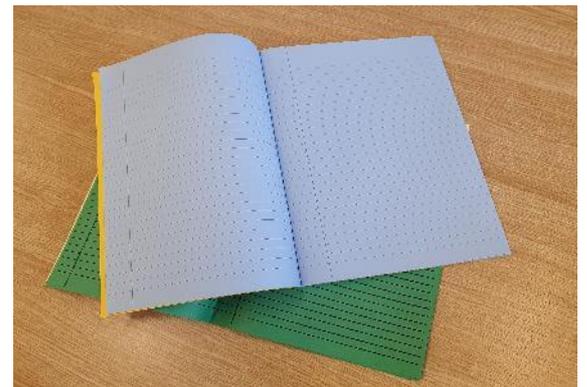
Chromebooks are available for pupils with poor spelling skills or pupils with dysgraphia and other difficulties whose handwriting may be difficult to read/untidy.

Room 8 is available to pupils who require pastoral support at any point throughout the school day.

Posture Pack & Seat Wedge is available to pupils to improve handwriting, encourage better posture.

Touch Type develops muscle memory, very useful when learning letter patterns and spelling. Touch typing makes writing easier for pupils who have handwriting difficulties such as dysgraphia.



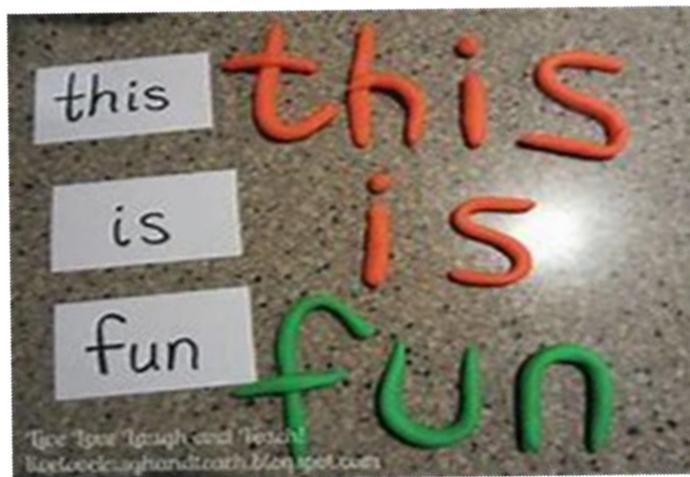




TARGETED UNIVERSAL PROVISION

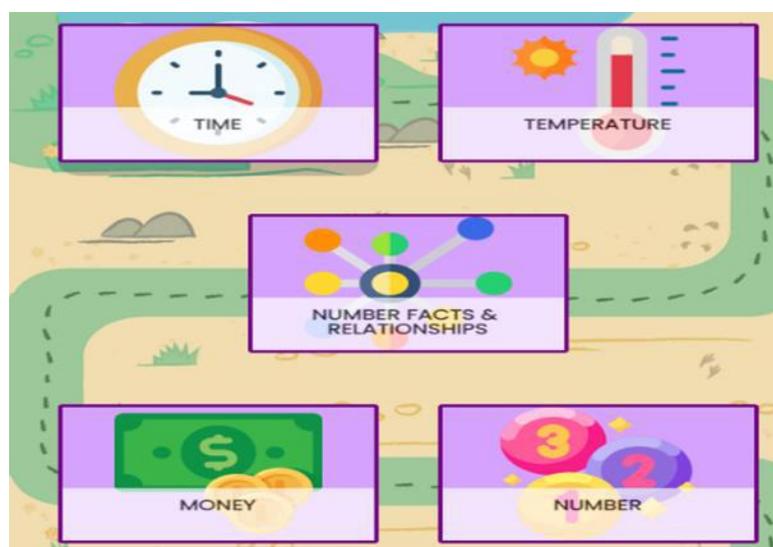
ROOM 2 LITERACY SUPPORT

Pupils with dyslexia and other literacy difficulties need the opportunity to over-learn skills and knowledge. Poor short term and working memory, as well as slow processing skills, can make learning arduous. Doing things in different sensory ways - visually, orally, and kinaesthetically – helps build neural pathways in the brain, and the more sensory pathways are built up, the more secure the learning.



NUMERACY SUPPORT

For pupils who struggle with numeracy, even outstanding classroom teaching is unlikely to address all of their needs. Research shows that even short interventions have as much impact as those that continue for longer. Pupils that record a below average standardised score in procedural tests are offered numeracy catch-up sessions in small groups. In these groups they are taught the key areas of numeracy.



TALKABOUT

Talkabout is a structured programme for teaching and measuring social skills. It is a whole scheme of work which helps you assess, teach, and measure your work easily. It uses a hierarchical method of teaching social skills which means that having assessed the child using the Talkabout assessment, teachers will choose the appropriate level or book to start work at. This means that you may start by developing a child's self-awareness and self-esteem before progressing onto body language. Pupils will then move onto conversation skills and then onto friendship skills and assertiveness.



SCERTS

The SCERTS Model is a comprehensive, multidisciplinary approach to enhancing communication and social-emotional abilities of individuals with ASD and related disabilities (Prizant, Wetherby, Rubin, & Laurent, 2014). The acronym SCERTS refers to Social Communication, Emotional Regulation, and Transactional Support, which we believe should be the primary developmental dimensions targeted in a program designed to support the development of individuals with ASD and their families.



SECONDARY LANGUAGE LINK

Secondary Language Link is a unique, comprehensive package for supporting students with SLCN and those new to English. The package combines a robust standardised assessment, with planned and fully resourced targeted small group interventions and a staff training toolkit. This powerful suite enables secondary schools to identify and support the language and communication needs of Key Stage 3 students aged 11-14 years.



LEXONIK LEAP

Lexonik Leap has been developed to support any student who is performing below the expected levels in early stages of reading and spelling English. It delivers the key information that they require to make rapid progress by delivering activities in a very fast and focused manner, specifically tailored to individual needs. The activities purposely do not cover every grapheme and phoneme. The aim of Lexonik Leap is to teach a strong literacy base, covering the most common letter patterns only.



BOXALL PROFILE

The Boxall Profile is an essential part of the graduated nurture approach and sits across all tiers of the nurture pyramid. The Boxall Profile is crucial to determine what level of support the pupil needs to receive: whether the child will require access to a targeted intervention such as a nurture group, or whether other nurturing interventions such as attending a lunch time group/afternoon club or implementing specific classroom strategies may be sufficient. The Boxall Profile can inform small group work by helping with the identification and selection of pupils with similar needs, planning targeted support and monitoring progress.

Gaps in cognitive, social and emotional skills are often the root cause of challenging behaviours including being aggressive, uncooperative or withdrawn – ‘strategies’ that children and young people often use to communicate that something is not right. The Boxall Profile allows schools to look past those challenging behaviours and to understand the social and emotional difficulties that may lead to those behaviours. Once social and emotional needs are identified, staff can put in place targeted support to help children and young people develop those skills, and this in turn will lead to improved behaviour and wellbeing.



The Boxall Profile

The following pages contain a list of potential pupil need in the four areas of learning.

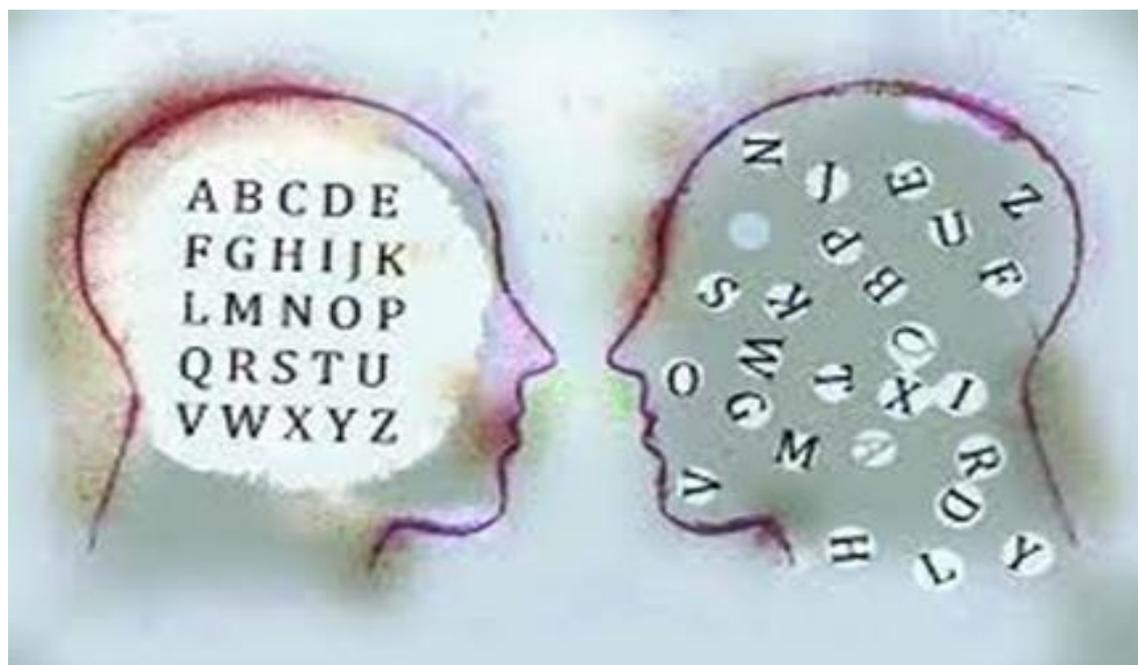
You will find a description or some background of the difficulty along with classroom strategies on how to support pupils with these particular needs.

COGNITION & LEARNING

DYSLEXIA

Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling. Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed.

Dyslexia occurs across the range of intellectual abilities. It is best thought of as a continuum, not a distinct category, and there are no clear cut-off points. Co-occurring difficulties may be seen in aspects of language, motor co-ordination, mental calculation, concentration and personal organisation, but these are not, by themselves, markers of dyslexia. A good indication of the severity and persistence of dyslexic difficulties can be gained by examining how the individual responds or has responded to well-founded intervention.



Strategies to support children who have Dyslexia

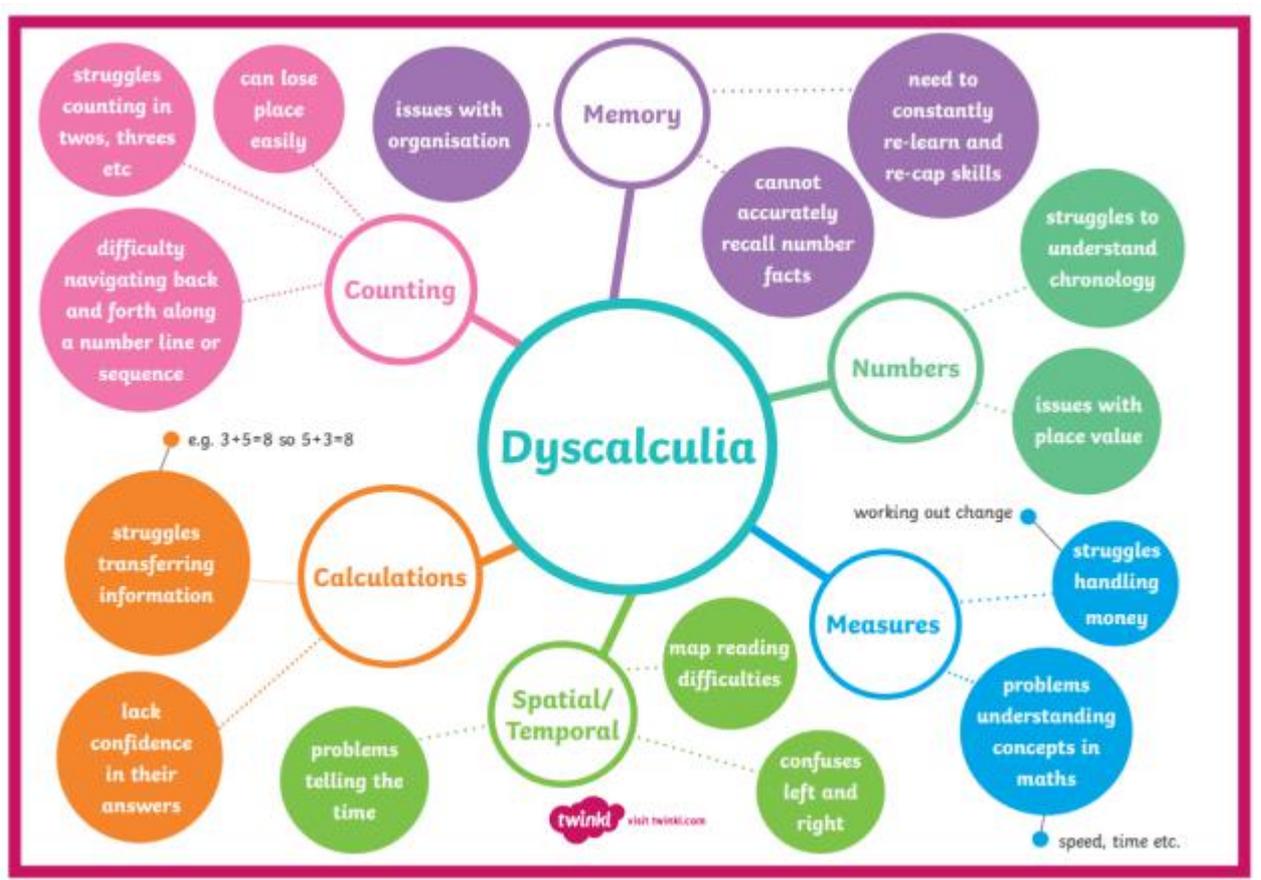
- ✚ Use mnemonic instruction. Mnemonic devices can be used to help students remember key information or steps in a learning strategy.
- ✚ Regular review of previous learning APK or lessons can help pupils connect new information with prior knowledge.
- ✚ For pupils who have difficulty with fine motor responses (such as handwriting), the response mode can be changed to underlining, selecting from multiple choices, sorting, or marking. Pupils with fine motor problems can be given extra space for writing answers on worksheets or can be allowed to respond on individual whiteboards.
- ✚ Provide an outline of the lesson. An outline enables some students to follow the lesson successfully and make appropriate notes.
- ✚ Encourage use of planners or calendars.
- ✚ The teacher can design worksheets with problems arranged from easiest to hardest. Early success helps students begin to work
- ✚ Allow use of instructional aids.
- ✚ Provide work samples and scaffold learning. Utilise samples of completed assignments can be displayed to help pupils realise expectations and plan accordingly.
- ✚ Use peer-mediated learning. The teacher can pair peers of different ability levels to review their work, read aloud to each other. Use flexible work times. Pupils who work slowly can be given additional time to complete written assignments.
- ✚ Provide additional practice. Students require different amounts of practice to master skills or content.
- ✚ Use assignment substitutions or adjustments. Pupils, where possible, can be allowed to complete projects instead of oral reports or vice versa. Also, tests could be given in oral or written format.
- ✚ Expect less written work.
- ✚ Allow more time for reading, listening, processing information and understanding.
- ✚ Do not ask them to copy text from a board or book unless providing extra time. Give a printout instead. Suggest they highlight key areas and draw thumbnail pictures in the margin to represent the most important points.
- ✚ Use of word mats.
- ✚ Underlining or highlighting the significant parts of the directions.
- ✚ Present a small amount of work.
- ✚ Reading rulers can be used to aid reading/keep track of place.
- ✚ Additionally, using larger font sizes and increasing spacing can help separate sections.
- ✚ Highlight essential information.
- ✚ Use an audio recording device in more severe cases (Not for lessons but for themselves).
- ✚ Use of assistive technology. Assistive technology products such as tablets, electronic C-Pen/dictionaries/ spellers, text to speech (Microsoft) programs, audio books.
- ✚ Repeat directions. Ask pupils to repeat the directions in their own words.
- ✚ Simplify directions by presenting only one portion at a time.
- ✚ Provide a copy of lesson notes if pupil is absent.
- ✚ Use step-by-step instruction. New or difficult information can be presented in small sequential steps.
- ✚ Simultaneously combine verbal and visual information. Verbal information can be provided with visual displays (e.g., on whiteboard or handout).

- ✚ Write key points or words on the whiteboard. Teacher can write new vocabulary words and key points on the whiteboard.
- ✚ Don't ask person with dyslexia to read aloud unless you know they are comfortable to do so because words are likely to be misread or skipped, causing embarrassment.
- ✚ Accept homework created on a computer.
- ✚ Word processors make life much easier. Allow them to use the Spell Checker and help with grammar and punctuation so that you can see the quality of the content.
- ✚ Given the opportunity to answer questions orally.
- ✚ Leave the writing on the board long enough to ensure the pupil doesn't rush, or that the work is not erased from the board before the child has finished copying.
- ✚ Don't ask pupils to read a book at a level beyond their current skills.
- ✚ All pupils in the class can benefit from structured and systematic exposure to rules and patterns that underpin a language simple rule such as 'i' before 'e' except after 'c'. (Works in most instances with a few exceptions/ the differences between there, their and they're etc.) Spelling rules can be given to the whole class.
- ✚ All children should be encouraged to proof read, which can be useful for initial correction of spellings. Dyslexics are unable to correct their spellings spontaneously as they write, but they can be trained to look out for errors that are particular to them.
- ✚ Encourage pupils to verbalize and to talk their way through each step of the problem
- ✚ Make sure a small reference chart is available to serve as a constant reminder for the cursive script in upper and lower case.
- ✚ If handwriting practice is needed it is essential to use words that present no problem to the dyslexic child in terms of meaning or spelling.
- ✚ The use of Chromebook for word processing.
- ✚ Provide coloured overlays.
- ✚ Provide handouts in lessons rather than asking pupils to copy text or take notes.
- ✚ Provide all handouts on pastel coloured paper.
- ✚ Use a sans serif font on all printed materials, such as Verdana, Arial or Calibri and make sure the font is at least 12 point or above.
- ✚ Change background colour when using a whiteboard or computer screen.
- ✚ Provide highlighters so learners can track text that has been read, or highlight important pieces of information.
- ✚ Provide access to assistive technology such as a computer, for pupils who find it difficult to write quickly enough in class.
- ✚ Use multisensory ways of teaching.
- ✚ Allow additional 'thinking' time.
- ✚ Use images to support text. Flow charts are ideal for explaining procedures. Pictograms and graphics can help to locate and support information in the text.
- ✚ Consider using bullet points and numbering rather than continuous prose.

DYSCALCULIA

Dyscalculia is a specific and persistent difficulty in understanding numbers which can lead to a diverse range of difficulties with mathematics. It will be unexpected in relation to age, level of education and experience and occurs across all ages and abilities.

Mathematics difficulties are best thought of as a continuum, not a distinct category, and they have many causal factors. Dyscalculia falls at one end of the spectrum and will be distinguishable from other maths issues due to the severity of difficulties with number sense, including symbolic and non-symbolic magnitude comparison, and ordering. It can occur singly but often co-occurs with other specific learning difficulties, mathematics anxiety and medical conditions.



A pupil with dyscalculia/mathematical learning difficulties may:

- Have difficulty when counting backwards.
- Have a poor sense of number and estimation.
- Have difficulty in remembering 'basic' facts, despite many hours of learning.
- Have no strategies to compensate for lack of recall, other than to use counting.
- Have difficulty in understanding place value and the role of zero.
- Have no sense of whether any answers obtained are right or nearly right.
- Be slower to perform calculations (give fewer examples, instead of more time).

- Forget mathematical procedures, especially as they become more complex, for example 'long' division. Addition is often the default operation. The other operations are usually very poorly executed (or avoided altogether).
- Avoid tasks that are perceived as difficult and likely to result in a wrong answer.
- Have weak mental arithmetic skills.
- Have elevated levels of mathematics anxiety which may cause them to be incredibly nervous in class.

Strategies to support children who have Dyscalculia

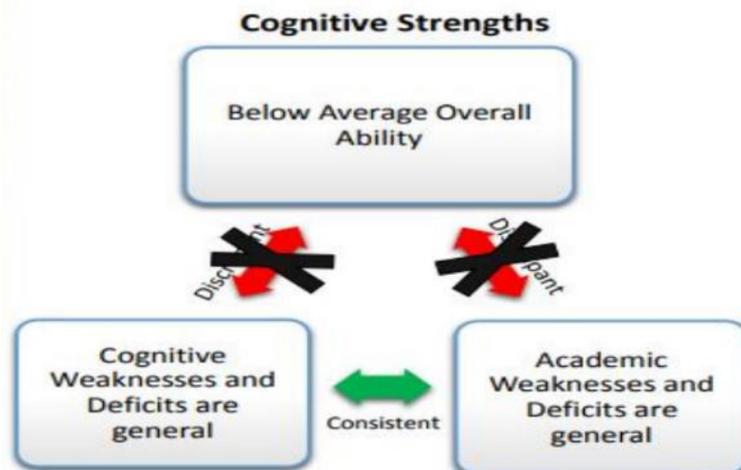
- ✚ Review what the student already learned before teaching new skills.
- ✚ Teach pupils to "self-talk" through solving problems.
- ✚ Encourage pupils to count on and back using their fingers or a ruler/blocks etc.
- ✚ Let the student write out charts or draw sketches to solve problems. (May need additional paper)
- ✚ Teach visual strategies e.g., bar math's
- ✚ Use graph paper to help line up numbers and problems.
- ✚ Use coins, weights, blocks, and puzzles to teach math ideas.
- ✚ Use attention-getting phrases like, "This is important to know because...."
- ✚ Use concrete examples that connect math to real life
- ✚ Check in frequently to make sure the pupil understands the work.
- ✚ Use graphic organisers to organise information or help break down math problems into steps.
- ✚ Create separate worksheets for word problems and number problems where possible.
- ✚ Highlight key words and numbers on wordy problems.
- ✚ Allow extra time on tests.
- ✚ Give step-by-step instructions and have the student repeat them.
- ✚ Provide charts of math facts, 'numeracy mats' or multiplication tables.
- ✚ Use visual aids or manipulatives when solving problems.
- ✚ Let the pupil use a calculator when computation is not what's being assessed
- ✚ Give a rubric that describes the elements of an assignment.
- ✚ Use an extra piece of paper to cover up most of what is on a math sheet or test to make it easier to focus on one problem at a time.
- ✚ Give more space to write problems and solutions.
- ✚ Break down worksheets into sections.

GENERAL LEARNING DIFFICULTIES

A child with general learning difficulties finds it more difficult to learn, understand and do things compared to other children of the same age. Like all children and young people, children with learning difficulties continue to progress and learn throughout their childhood - but more slowly.

The degree of difficulty can vary greatly. Some children will never learn to speak and so are likely when they grow up to need help with looking after themselves - feeding, dressing or going to the toilet. On the other hand, the difficulty may be mild and the child will grow up to become independent.

General learning difficulties are different from specific learning difficulties which means that the person has difficulties in one or two areas of their learning, but manages well in other areas of their development. For example, a child can have a specific learning difficulty in reading, writing or understanding what is said to them, but have no problem with learning skills in other areas of life.



A pupil with General Learning Difficulties may be:

- Aware of what goes on around them. However, their ability to understand and communicate may be limited, and they can find it hard to express themselves.
- Speech problems can make it even harder to make other people understand their feelings and needs.
- They can become frustrated and upset by their own limitations. When they compare themselves to other children, they can feel sad or angry and think badly of themselves.
- It can also be hard to communicate with the child, difficult to manage their behaviour and hard for other people to understand.

Strategies for helping with children with GLD

- ✚ Establish a supportive relationship with the pupil.
- ✚ Focus on what the student can do rather than what he/she cannot do and build on his/her strengths.
- ✚ Include praise and encouragement as part of the student's learning and teaching experience.
- ✚ Simplify language, repeat words and clarify meanings.
- ✚ Provide the student with tasks that are within his/her capacity.
- ✚ Enable the student to experience success through identifying realistic learning objectives for each lesson.
- ✚ Ensure tasks have a clear meaning and purpose.
- ✚ Consider a multi-sensory approach to spelling that provides opportunities for the student to follow the look, copy, trace, picture, cover, write and check sequence technique.
- ✚ Utilise semantic/concept mapping to build on the student's existing knowledge.
- ✚ Use short sequential steps when teaching.
- ✚ Build opportunities for over-learning and repetition into lessons.
- ✚ Differentiate questioning as well as teaching.
- ✚ Help students to realise that making mistakes is part of the learning process.
- ✚ Incorporate the student's interests, aptitudes, experiences and skills into learning and teaching.
- ✚ Utilise active learning, participation and collaboration with peers.
- ✚ Encourage the development of life skills, personal and social skills through all aspects of the curriculum and allow for the fact that these skills may also have to be taught explicitly.
- ✚ Pay particular attention to language and communication in all areas of the curriculum.
- ✚ Useful techniques to use include skimming, scanning and highlighting key words/key facts in written pieces of information, using subject dictionaries, sequencing activities and mind-mapping.
- ✚ Use a wide range of learning resources (e.g. visual aids (charts/artefacts), concrete objects, computer software and accessible texts).
- ✚ Provide handouts/worksheets that minimise the amount of writing required.
- ✚ Offer students curricular programmes with an emphasis on pre-vocational skills.
- ✚ Provide immediate feedback and opportunities for self-assessment.
- ✚ If using ICT, students may derive benefit from assistive technology (e.g. lowercase keyboards, keyboard overlays, optical mice, and voice recognition software or roller balls).
- ✚ Peripheral hardware items such as digital cameras and scanners allow the student to relate their work directly to their own experience.

COMMUNICATION & INTERACTION

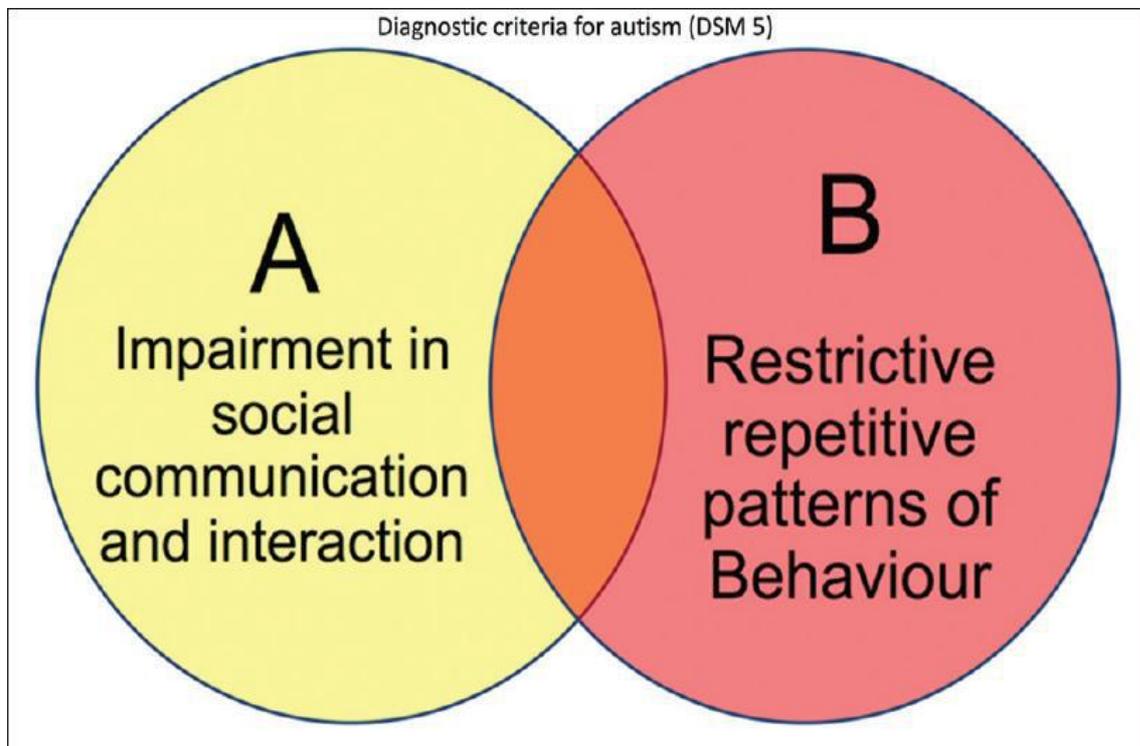
AUTISTIC SPECTRUM DISORDER (ASD)

Autism Spectrum Disorder (ASD) is a neurological, developmental disorder which effects how people with ASD communicate, socialise and interact with others. It is also characterised by restrictive, repetitive behaviours, interests and activities.

Many recent researchers add sensory difficulties as a key characteristic. People with high-functioning autism, with no learning disability and able to communicate and cope relatively well, used to be diagnosed with Asperger's Syndrome and this is still a popular term. However, it's no longer given as a diagnosis and people with this profile are now included under the umbrella term of 'autism spectrum conditions' or 'autism spectrum disorder'. The idea of an autism spectrum arose because the features vary so much, along with their strength.

Autistic Disorder (autism), Asperger's syndrome, Childhood Disintegrative Disorder and Pervasive Developmental Disorder not otherwise specified.

Autism Spectrum Disorder encompasses two main areas of impairments:



Pupils with Autism Spectrum Disorder (ASD) may have:

- Verbal difficulties that may include a delay in the development of language, comprehension difficulties, literal thinking and speech, poorly modulated intonation and delivery of speech, echolalia (echoing speech), unusual vocabulary, and repetitive use of language.
- Non-verbal difficulties that include difficulty in understanding social context, empathising with others and appropriately interpreting social cues, body language and facial expressions. Gestures are often stiff, stilted or over-exaggerated.
- Problems with social behaviour that sometimes arise from difficulties with understanding the changing context of social situations and with theory of mind or understanding the intentions of others. This may present as difficulties in interpreting facial expression, gestures and vocal intonation. Also, as pupils with ASD tend to be literal thinkers, they will have problems with knowing the rules that govern social behaviour and understanding jokes or idioms.
- Pupils with ASD can become anxious with changes in routine and have problems with sharing attention, turn-taking and with interactive, imaginative play with others.
- Participating in the activities or enjoyment of others is a particular challenge to teachers as it affects the student's ability to share and have varied interests, adapt behaviour according to the situation, accept changes in rules and routines, accept others' points of view, and generalise learning.
- Pupils with ASD may also experience erratic sleep patterns, display unusual eating habits, engage in self-injurious or aggressive or hyperactive behaviour, exhibit an unusual posture or gait, and have irrational fears or phobias.
- Teachers need to understand the strengths and difficulties experienced by each individual with ASD, in order to provide for effective teaching and learning for each pupil.

Strategies to help pupils with ASD:

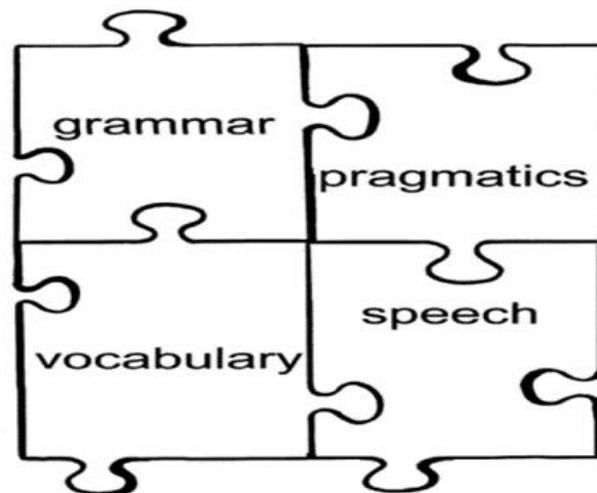
- 🚦 Remember that a pupil's ability to engage with work and perform to their best ability will vary from day to day, depending on other demands.
- 🚦 Aim for a quiet, calm, well-organised classroom which minimises sensory input, e.g. noise, light, decoration and crowding.
- 🚦 Offer the chance to work in a quiet area.
- 🚦 Display class or school rules and timetables clearly in a visual format and refer to them regularly.
- 🚦 Where possible, place the pupil in classes and groups where there are positive role models and minimal behavioural disruption.

- ✚ Set clear boundaries for behaviour, while staying flexible so that you can consider any emotional or sensory issues affecting the pupil.
- ✚ Pre-warn the pupil where possible of any change to routine, expectations, classrooms or staff.
- ✚ Support them with transitions, for example alert them that the task will end in a few minutes and remind them of what will happen next.
- ✚ Allow an early exit from lessons to avoid crowds in the corridors and long waits in canteen queues.
- ✚ Get their attention by using their name before engaging them in conversation.
- ✚ When asking questions, allow time for the pupil to process the information and respond.
- ✚ Keep your language clear and literal as they can take words literally and might not understand jokes, sarcasm, wordplay, metaphor and idioms.
- ✚ Offer a clear purpose, explaining why they are doing a task, how it fits into longer-term goals and how it will benefit them.
- ✚ Give clear, concise instructions in short, simple steps and offer them in a visual (e.g. written) format as well as speaking them.
- ✚ Use visuals, including pictures, graphs, charts, photographs and real objects.
- ✚ Tasks and homework should be broken down into manageable chunks.
- ✚ Offer scaffolding and extra structure.
- ✚ Provide a checklist for longer tasks.
- ✚ Give clear success criteria and show them examples of a successful outcome.
- ✚ Allow 25% more time for task completion and exams if needed, due to slower processing time, and extend the deadlines for homework.
- ✚ Use any special interest, passion or hobby to motivate and engage them, weaving it into the subject matter or examples where appropriate or using it as a reward.
- ✚ Allow short breaks and offer the use of a time-out card or pre-agreed signal to leave the class when they are overwhelmed.
- ✚ Strategies such as social stories and comic strips are useful alternative ways of explaining social situations or rules.
- ✚ Encourage them to choose a safe space where they can retreat when needed.
- ✚ Let them opt out of group work if this causes anxiety due to the demands of social interaction.
- ✚ Accept less eye contact – too much of it can be very uncomfortable for them and they are still listening, whether they are looking at you or not.
- ✚ Focus on the individual's strengths, offering praise, encouragement and genuine liking for them.

SPEECH COMMUNICATION & LANGUAGE NEEDS (SLCN)

The term speech, language and communication needs (SLCN) describes difficulties across one or many aspects of communication. Some SLCN are short term and can be addressed through effective early intervention. Others are more permanent and will remain with a person throughout their childhood and adult life.

Language is made up of four components as shown below. This is often referred to as the 'language jigsaw'. Children need to be competent in all four areas to be a successful communicator. Pupils in school may have difficulty in one or more component and their profile in relation to these components may change with age.



Pragmatics can be seen as whether the words they use are contributing to meaning by being in the correct context. Language is often considered as an input and an output. On the input side we have receptive language, comprehension, understanding and listening skills. This could be considered as the information which our brain takes in and processes. On the output side we have expressive language and speaking skills. This is our output, after we have considered the information and processed it. Children can have input and output language difficulties and these are often separated into receptive and expressive difficulties.

Pupils may experience problems with:

- Producing speech sounds accurately.
- Stammering.
- Voice problems, such as hoarseness and loss of voice.
- Problems understanding language (making sense of what people say).
- Problems using language (words and sentences).
- Problems interacting with others. For example, difficulties understanding the non-verbal rules of good communication.
- Using language in different ways to question, clarify or describe things.

Strategies to support children who have Speech, Language and Communication Needs (SLCN)

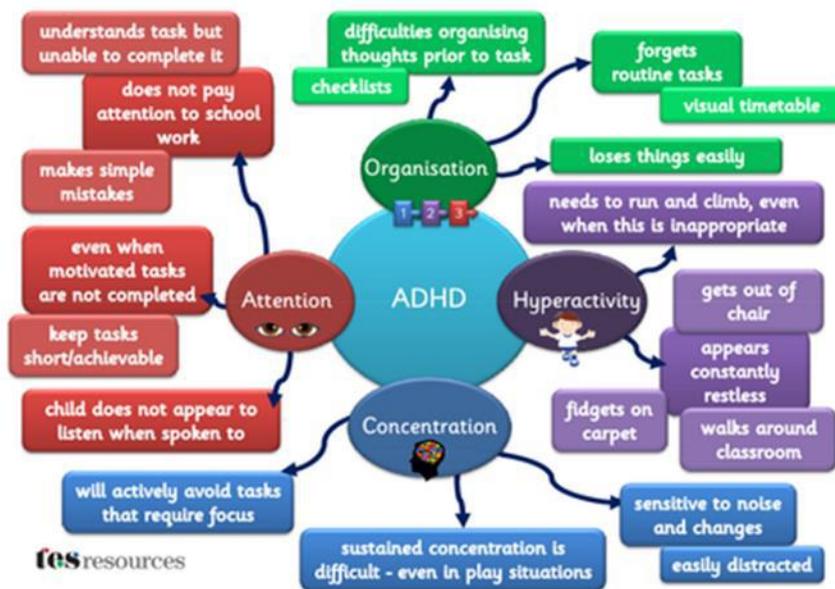
- ✚ Provide a breakdown of lesson activities, tasks and instructions.
- ✚ Structure activities. Use planners, discussion pointers and talk templates. Provide examples and be explicit about individual outcomes. Explain Clearly
- ✚ Provide context. Link new ideas to previous learning and personal experience.
- ✚ Teach/discuss the meaning of key vocabulary for the lesson using descriptors.
- ✚ Use confidence indicators and during input and throughout lessons.
- ✚ Support lesson content with photos, illustrations, diagrams and video.
- ✚ Give practical demonstration (modelling) and show finished examples.
- ✚ Develop working walls to build context and provide reminders
- ✚ Check understanding of vocabulary used in teaching e.g., what does 'evaluate' mean?
- ✚ Explain multiple meaning words, and be aware of their use in lessons.
- ✚ Take opportunities to explore the meaning of figurative language (i.e. idioms and jokes).
- ✚ Be explicit in communication; do not expect pupils with speech and language needs to 'take the hint'.
- ✚ Clear classroom routines are taught and reinforced to promote good listening skills
- ✚ Pupil's name and eye contact established before giving instructions.
- ✚ Classroom seating arrangements allow all pupils a good view of the teachers face when speaking.
- ✚ Adults take time to listen to what children are saying and model positive listening behaviours.
- ✚ Staff must ensure that the pupils have stopped working and are listening before new instructions are given
- ✚ Pupils should be given specific praise related to good listening and attention skills
- ✚ Language should be reduced, chunked and simplified to support accurate retention
- ✚ Instructions should be given in the order of necessary action
- ✚ Pupils should be seated with a good view of the teacher thus enabling use of nonverbal communication such as gesture and facial expression to support engagement
- ✚ Pupils should be supported through the use of verbal bullet points
- ✚ Staff ensure that pupils are only required to focus on one adult voice at a time
- ✚ Learning objectives should use child-friendly language
- ✚ Information and instructions are delivered in manageable chunks to prevent overloading memory capacity
- ✚ Adults should monitor the language demands of expected tasks to ensure successful engagement
- ✚ Adults should adapt language used in response to pupils' levels of understanding
- ✚ The classroom ethos should encourage pupils to ask questions to confirm, develop and secure their developing understanding
- ✚ Staff should ensure that the pace of lessons is modified to enable pupils to process learning successfully

SOCIAL EMOTIONAL BEHAVIOURAL DIFFICULTIES

ATTENTION DEFICIT DISORDER (ADD) & ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD)

ADD is the term commonly used to describe symptoms of inattention, distractibility, and poor working memory. ADHD is the term used to describe additional symptoms of hyperactivity and impulsivity. Both are included in the medical diagnosis of attention deficit hyperactivity disorder. Here, we explain its two distinct presentations.

ADD (attention deficit disorder) is the term commonly used to describe a neurological condition with symptoms of inattention, distractibility, and poor working memory. ADD symptoms include trouble focusing on school work, habitually forgetting to do things, easily losing track of time, and struggling with executive functions. People with these symptoms may have what clinicians now call Predominantly Inattentive Type attention deficit hyperactivity disorder (ADHD). ADD is an outdated term and no longer a medical diagnosis, though it is often still used to refer to a certain subset of symptoms that fall under the umbrella term, ADHD.



Pupils may present with:

Inattentiveness

The main signs of inattentiveness are:

- Having a short attention span and being easily distracted
- Making careless mistakes – for example, in schoolwork
- being unable to stick to tasks that are tedious or time-consuming
- Appearing to be unable to listen to or carry out instructions
- Constantly changing activity or task
- Having difficulty organising tasks

Hyperactivity and impulsiveness

The main signs of hyperactivity and impulsiveness are:

- Being unable to sit still, especially in calm or quiet surroundings
- Constantly fidgeting
- Being unable to concentrate on tasks
- Excessive physical movement
- Excessive talking
- Being unable to wait their turn
- Acting without thinking
- Interrupting conversations
- Little or no sense of danger

In addition, there may be:

- Carelessness and lack of attention to detail
- Continually starting new tasks before finishing old ones
- Poor organisational skills
- Inability to focus or prioritise
- Continually losing or misplacing things such as stationery
- Forgetfulness
- Restlessness and edginess
- Difficulty keeping quiet, and speaking out of turn
- Blurting out responses and often interrupting others
- Mood swings, irritability and a quick temper
- Inability to deal with stress
- Extreme impatience
- Taking risks in activities, often with little or no regard for safety

Strategies to support children who have ADHD/ADD

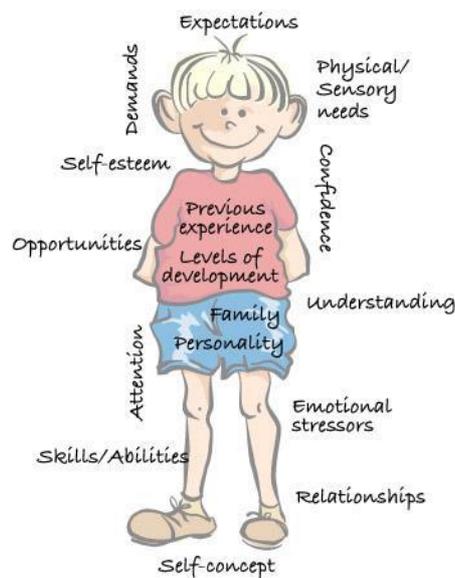
- ✚ Protect the pupil's self-esteem and not put him down in front of other children
- ✚ Have clear and consistent rules so that the child or teen knows what to expect
- ✚ Not get manipulated easily, but firm and kind
- ✚ Motivate and encourage
- ✚ Offer one-to-one help whenever possible
- ✚ Introduce more difficult learning tasks in the mornings or after breaks
- ✚ Use written, displayed rules in the classroom
- ✚ Keep the walls simple
- ✚ If possible, make the ADHD child sit up front, near the teacher to minimise distractions. Avoid placing an ADHD student near the door, heater, windows, air conditioner and other high traffic areas
- ✚ Allow frequent breaks
- ✚ Surround ADHD students with good role models

- ✚ If a teacher sees a student's attention wandering, call his name and ask a simple question he can answer
- ✚ Use reward systems for positive behaviour
- ✚ Check often for understanding
- ✚ Adjust time for test completion / shorten the length of test
- ✚ Establish a positive feeling about asking questions
- ✚ Have the student repeat the instructions
- ✚ Do not discipline the pupil when you feel you are out of control
- ✚ Stay calm, listen attentively, be kind but firm
- ✚ Visual cues and prompts.
- ✚ Clear and simple instructions, breaking down giving one at a time
- ✚ Tasks are clearly explained, modelled or scaffolded, and staff check for understanding.
- ✚ Key points/instructions are jotted down
- ✚ New learning broken down into small steps.
- ✚ Specific activities are differentiated appropriately. There are opportunities for practical and interactive, as well as pen and paper tasks
- ✚ Give pupils 'thinking time' or opportunities to work with talk partners before answering a question, or say "I'm going to come back to you in a minute for your idea"
- ✚ A range of lesson activities are planned to take account of different learning strengths, and practical activities offered where possible, e.g., learning from pictures, diagrams, using practical equipment, handling objects, moving and doing rather than sitting.
- ✚ Multiple examples of new concepts are provided and staff aim to take these examples from children's own real-life experience rather than talking in the abstract.
- ✚ Visual cues and prompts, visual timetables are used. The pupil should be alerted to changes on the way by these being pointed out on the visual timetable.
- ✚ Explicit teaching of independent and study working skills is routine. Pupils are encouraged to take charge of their learning and develop strategies that work for them.
- ✚ There are opportunities for flexible grouping and pairing, for example by ability and mixed ability, including buddy systems/study buddies.
- ✚ Celebrate positive aspects of pupils' work and how their work can be developed and improved.
- ✚ Homework and independent tasks are differentiated to present an equal level of challenge to all pupils
- ✚ Physical time out opportunities
- ✚ A fidget box or blue tack to allow them to use when needed

SOCIAL/EMOTIONAL/TRAUMA/ACEs

Children with social and emotional difficulties and those who have suffered trauma and ACEs, sometimes have severe difficulties in managing their emotions and behaviour. They often show inappropriate responses and feelings to situations.

This means that they have trouble in building and maintaining relationships with peers and adults; they can also struggle to engage with learning and to cope in mainstream education. These children will often feel anxious, scared and misunderstood.



Pupils who are experiencing difficulties in these areas are often:

- Disruptive, antisocial and uncooperative
- May have temper tantrums
- Frustration, anger and verbal and physical threats / aggression
- Withdrawn and depressed attitudes
- Anxiety and self-harm
- School phobic
- Involved with antisocial behaviour

Strategies to support pupils experiencing these difficulties:

- ✚ A warm, accepting climate and ethos accepting and supportive for our pupils
- ✚ Time out
- ✚ Quiet 'safe' space
- ✚ A calm, consistent learning environment with clear expectations, routines and rules, with secure and explicit boundaries in all curriculum areas and at times of less structure (for example, lunchtimes / transitions)

- ✚ Maintain a calm, firm and consistent approach to managing behaviour
- ✚ Introduce a circle of friends to help the pupil in building relationships.
- ✚ Positive relationships as modelled by adults
- ✚ Positive Teacher attitudes and behaviour
- ✚ A systematic approach to responding to behaviour: School Behaviour Policy
- ✚ An ethos and conditions that support positive behaviours for learning and for successful relationships
- ✚ Peer support and mentoring
- ✚ Use of Restorative practice
- ✚ Consistent Anti-Bullying strategies (School Anti-Bullying Policy)
- ✚ Close contact with parents
- ✚ Use direct planning, teaching and modelling to enable pupils to make emotional, social and behavioural progress
- ✚ Use a variety of social learning experiences/groupings which provide opportunities for peer modelling and positive social interaction.
- ✚ Frequently during the day share successes and provide specific praise (verbal, visual and written) in order to develop a sense of self and self-worth
- ✚ Consistently use logical consequences as part of a stepped approach in order to encourage pupils to self-regulate and make appropriate choices in order to develop their skills.
- ✚ Trust building activities to build relationships.
- ✚ Make expectations clear and offer elements of control.
- ✚ Role play scenarios and comforting routines
- ✚ Visual timelines and familiarity
- ✚ Allow elements of choice and 'control' at planned times

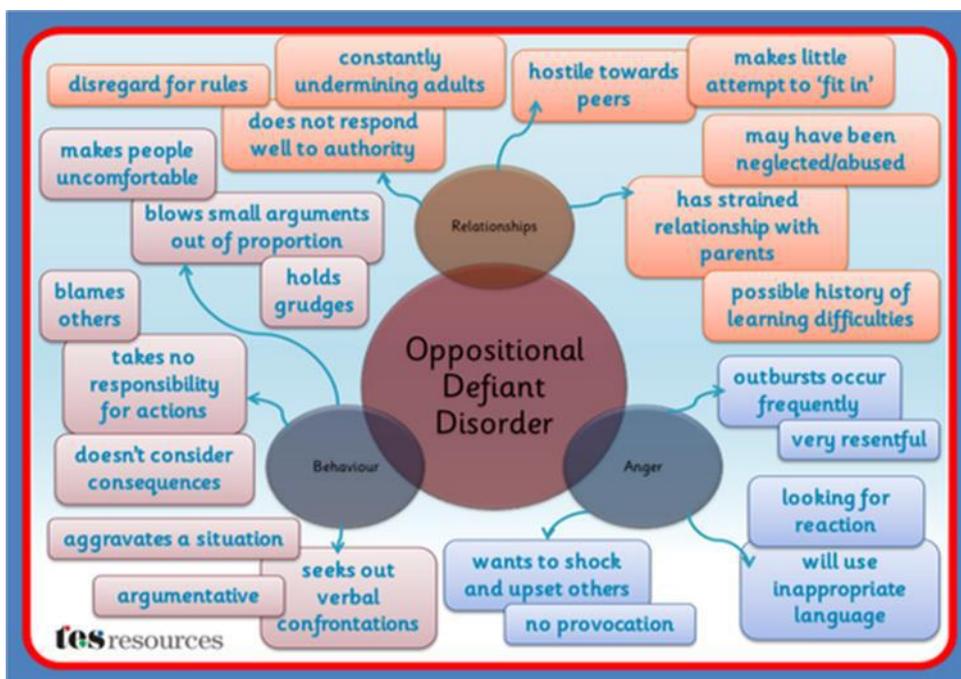
IMPORTANT TO REMEMBER

- Until we support a child to feel safe, they cannot learn. We can teach them to avoid conflict in a safe situation but this will not work in a real situation unless they feel safe. Ensure sure there is a connection before correction.
- Children may need to move, for example rocking stimulates the cerebellum when stressed. Rather than stopping them, allow them to move. Recognise the pupil; let them know you have noticed them. Use eye contact, say their name and use prosody in your voice (lilting tone- not monotonous voice).
- Work on developing expressive language skills.
- When frightened we lose control. Do not underestimate what might make these children frightened.
- Children benefit from an understanding of what is happening in their brain.
- Relationships are the key.
- Attachments influence neurodevelopment.

OPPOSITIONAL DEFIANCE DISORDER (ODD) & PATHOLOGICAL DEMAND AVOIDANCE (PDA)

ODD and PDA are behavioural disorders, that are characterised by uncooperative, defiant, negative, irritable, and annoying behaviours towards parents, peers, teachers and other authority figures.

Many children, particularly adolescents, can be oppositional. However, the oppositionality of ODD/PDA persists despite reasonable parenting and educating strategies. Many children, especially when they are tired, upset or do not wish to do something tend to disobey, argue with parents, or defy authority. However, in children and adolescents with ODD these symptoms occur more frequently and interfere with learning and social relationships.



Pupils may often present with:

- Frequent temper tantrums
- Excessive arguments with adult
- Refusal to comply with the simplest of adult requests
- Always questioning rules; refusal to follow rules and back chatting
- Behaviour intended to annoy or upset others
- Blaming others for his/her behaviours or mistakes
- It is never their fault!
- Easily annoyed by others
- Frequently has an angry attitude
- Speaking harshly or unkindly
- Frequently seeks revenge

Strategies to support children who have Oppositional Defiance Disorder (ODD)/ Pathological Demand Avoidance (PDA)

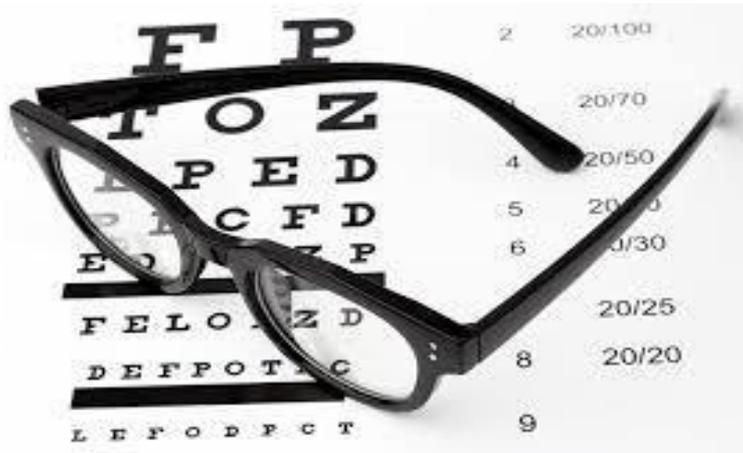
- ✚ The quality of relationship(s) is fundamental. A key teacher/TA system is usually most effective in the early stages.
- ✚ The keyworker can build up an intimate knowledge of the child and know when to pursue an objective and when to reduce pressure, making continual adjustments as needed.
- ✚ The relationship works both ways and the pupil will need to build up and accumulate trust in the individual worker, becoming more confident in their ability to adapt accordingly.
- ✚ It is usually best to sit back and observe at first, and to place few demands while the relationship develops. In practice a single relationship of this sort can cause organisational problems for a school, put undue pressure on the adult concerned and lead to over dependency. As time progresses, it is best if this role can be shared amongst a small group.
- ✚ The style needs to be highly individualised but less directive and more intuitive than would ordinarily be the case with children with autism. 'I wonder how we might...' or 'I can't quite see how to do...' is likely to be more effective than 'Now let's get on with your work'. Adults need to empower the child by giving more choices and where possible allow a feeling of self-control.
- ✚ Adults need to keep calm and level in their own emotions in the face of challenging or disruptive behaviour, or situations that they may find frustrating. The child is adept at reading these reactions and gains satisfaction from the excitement that their behaviour can bring about.
- ✚ Novelty and variety are often effective because the child may exploit routine and predictability. Variety in the pace of presentation and personal style can intrigue the child. Creating a sense of mystery and suspense can be helpful; many teachers describe the value of 'pulling rabbits out of the hat'. Building on a child's strengths and interests (however odd these may seem) provides opportunities for incidental learning.
- ✚ The visual clarification methods (symbol strips, written messages, cartoon drawings etc.) that are so successful for children with autism can also be useful, but often for slightly different reasons, in that they can be used in a way that de-personalises demands.
- ✚ Expectations should be disguised where possible and reduced to a minimum. Confrontation should be avoided where possible. This should be underpinned by an understanding the child does not make a 'deliberate choice' not to comply and cannot overcome the situation by 'an act of will.' They may, though, begin to make a series of achievements towards this end as trust and confidence builds.
- ✚ Ground rules need to be as few as possible but then maintained using techniques such as passing over responsibility (e.g. 'I'm sorry but it's a health and safety requirement'), de-personalising (through the use of imaginary characters, visual clarification etc.) and giving choices that allow the child a feeling of autonomy.
- ✚ Be flexible and adaptable. Strategies need to be changed much more frequently. What works one day, may not work the next, but it may be worth coming back to in the future.

- ✚ Using quite complex language can often be effective. This may go against the commonly accepted use of concise language styles for children with autism (based on an understanding of some of their processing and receptive language difficulties). Concise language can come across to the child as confrontational, while more complex language tends to feel more negotiative and may also intrigue the child.
- ✚ Humour can also be helpful and be used to coax and cajole the child.
- ✚ Develop strategies that reduce anxiety. Many of the above are aimed at doing just this by reducing the feeling of pressure that the child senses.
- ✚ Other techniques such as teaching relaxation, increasing the amount of physical exercise, giving the child a physical and psychological refuge within the school can all be valuable.
- ✚ Try to build personal understanding and self- esteem.
- ✚ The curriculum now gives a much higher priority to the concept of 'emotional literacy,' which presents real opportunities for children with complex social and communication differences.

PHYSICAL & SENSORY

VISUAL IMPAIRMENT (VI)

A visual impairment (VI) means that wearing glasses will not be able to correct your vision. It can be defined as a loss of clear vision. Most children and young people with vision impairment have some useful visual function and only a small proportion are totally blind.



Pupils with visual impairment may have difficulties with:

- Traditional reading and writing activities.
- Reading at a distance.
- Distinguishing colours
- Recognizing shapes
- Participating in physical education games which require acute vision.

Strategies to support pupils who have Visual Impairment

- ✚ Encourage the use of glasses and any other vision aids, if prescribed.
- ✚ Seat the pupil near to, and facing, the board, with back to the window.
- ✚ Good even lighting, but avoid glare on the board. Use window blinds as necessary.
- ✚ Provide a desktop copy of board work if required.
- ✚ Provide uncluttered, well-contrasted learning and assessment materials in appropriate size print (including the enlarged print for the tests, assessments and exams).
- ✚ Use RNIB 'Bookshare' the online resource to provide accessible curriculum materials.
- ✚ Utilise any available assistive technology
- ✚ The pupil should have their own individual copy of the learning materials.
- ✚ All staff need to be aware of the pupil's visual condition and educational implications.

DEAFNESS

Deafness is the inability of an individual to hear sounds adequately. This may be due to improper development, damage or disease to any part of the hearing mechanism. Hearing is a prerequisite for the development of normal speech & language. A child learns to speak by hearing the speech of others in the family and surroundings. Deafness is an invisible impairment. Keen observation is necessary in order to identify a deaf child/individual. Deafness at birth or in early childhood has disastrous effects on the child's overall development. These effects vary depending upon the age of onset, nature and degree of hearing impairment.

Deaf awareness

All Deaf individuals will communicate differently and use a combination of methods. Ask your Deaf learner what is best for them as all Deaf learners are different. BSL is a visual language that uses handshapes, facial expressions, and has its own structure and grammar as previously mentioned.



Listening and Communication Challenges

For the learner to lip read make sure you are facing them. Deaf learners find it challenging to listen and write at the same time. Give them time to write the information before you carry on. Similar sounding words can be confused too. Never give up on a Deaf learner if they didn't hear or understand you. Try saying it another way, or you can always write it down. Group situations are hard for Deaf learners. It is also difficult for them to understand from a distance, or if there is background noise.

Listening and Communication Strategies

Look at the Deaf learner while you are speaking to them, this means they can lip read and see your facial expressions. Arrange the Deaf learner to sit where they can see the teacher clearly. They should be sitting away from noisy equipment. Try not to move around the classroom while you're talking. Videos should always have subtitles to enable equal access.

Language and learning challenges

Deaf learners are often expected to keep up with language and facts even though it might be unheard or misheard. Deaf learners may have trouble with:

- Phonics
- Spelling
- Reading and vocabulary. Particularly grammar, such as tenses, possessives and plurals.

Language and Learning Strategies

- ✚ Write key words on the board and use pictures to help with new vocabulary. Check for understanding often, especially before a task. During group discussions repeat what the other learners said.
- ✚ Deaf learners cannot listen and write at the same time- they will need extra help with recording information and notetaking. TA/Communicator will help with this. Check they've written the right information.
- ✚ If they have BSL Communicator/TA support the learner will need time for pre- and post-tutoring. The BSL Communicator/TA will take notes too.
- ✚ Social Challenges
- ✚ Deaf learners may struggle with social situations due to communication barriers. It is harder for them to socialise in a group. Deaf learners can also become tired because they are working harder than their hearing peers.
- ✚ BSL Communicator Strategies
- ✚ A BSL Communicator is a support worker who translates spoken English into BSL, or BSL into spoken English. Sometimes also known as a 'Communication Support Worker'. Allow the Communicator to sit opposite the pupil so they can interpret your lesson into BSL. The Communicator will need to sit/stand next to the Teacher so the Deaf pupil can refer to both.
- ✚ If possible, Communicators need to be given topics and work ahead of time. This means they can prepare and pass on to the learner to familiarise themselves with new vocabulary and key words. Whilst conversing, please speak to the Deaf learner directly not the Communicator. Speak at a normal pace. Don't over extenuate your lips because this distorts your lip pattern.
- ✚ Please avoid 'idioms' during your lessons. These do not translate well and create more work for the Communicator.
- ✚ Roger Touch Mic
- ✚ Some Deaf learners will have a 'Radio aid'. This will help the Deaf learner in noisy environments. It helps by transmitting your voice directly into the pupils' hearing aid/implant. Please mute the mic when shouting or having private conversations. The BSL Communicator/TA will be responsible for this device.

PHYSICAL DIFFICULTIES

A physical difficulty is a limitation on a person's physical functioning, mobility, dexterity or stamina.

Strategies to support pupils who have physical difficulties include:

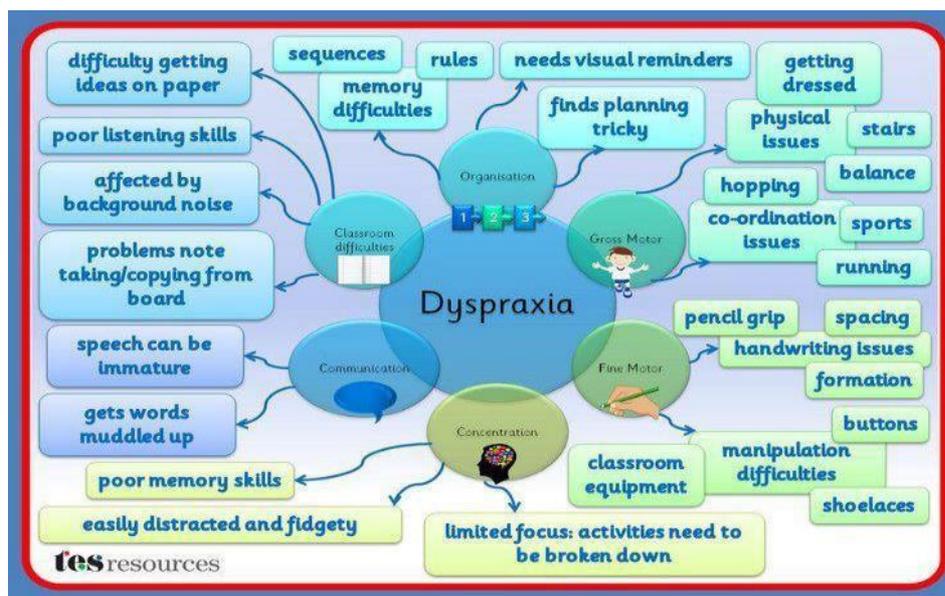
- ✚ Personalised planning is informed by regular audits of the school building, relevant procedures (especially in terms of administering medication) and minor additional access resources where necessary.
- ✚ Staff communicate regularly with parents to confirm and maintain access arrangements as well as how they can support their child's learning needs (considering factors such as possible fatigue).
- ✚ Access is maintained to all learning activities in class considering factors such as effective recording, appropriate seating and mobility.
- ✚ Appropriate seating placement is available to maximise the pupils' view of the teacher and to reduce distractions.
- ✚ Consider seating pupils with writing arm on the outside edge of a shared table.
- ✚ Potential fatigue factors may need to be taken into consideration for some physical impairments.
- ✚ School trips will need careful planning and risk assessment to ensure that reasonable adjustments are made for some limitations in mobility or likelihood of fatigue.
- ✚ Arrangements should allow for quieter as well as busier break areas.
- ✚ Additional time may need to be provided for written recording and other activities requiring both fine and gross motor skills.
- ✚ Pairing with a more coordinated peer/friend when engaged in work with higher use of physical skills is considered.
- ✚ Access to pre-prepared formats for graphical or other information to reduce written/drawn recording demand.
- ✚ Staff are available to monitor physical status and support the taking of medicines (if needed).
- ✚ Group approaches and peer partnerships maximise pupils' full participation and direct academic and social engagement.
- ✚ Differentiation and access arrangements maximise success in learning activities to ensure an appropriate level of challenge.
- ✚ 'Process feedback' and recognition are given (through specific feedback about: strategies, effort, perseverance, challenge-seeking and improvement) leading to greater confidence and intrinsic motivation
- ✚ Additional time may be taken for the pupil to move around school or be repositioned and there should be a reasonable expectation that classes & teachers can accommodate this.
- ✚ Pupils may have ICT support to help them access the curriculum. Teachers should familiarise themselves with the hardware/software being used and incorporate this into class lessons/support

DYSPRAXIA/DEVELOPMENTAL COORDINATION DISORDER (DCD)

Dyspraxia, a form of developmental coordination disorder (DCD) is a common disorder affecting fine and/or gross motor coordination in children and adults. It may also affect speech. DCD is a lifelong condition. DCD is distinct from other motor disorders such as cerebral palsy and stroke, and occurs across the range of intellectual abilities.

Individuals may vary in how their difficulties present: these may change over time depending on environmental demands and life experiences.

An individual's coordination difficulties may affect participation and functioning of everyday life skills in education.



Pupils with DCD may present with:

- Difficulties with self-care, writing, typing, riding a bike and play as well as other educational and recreational activities.
- There may be a range of co-occurring difficulties which can also have serious negative impacts on daily life. These include social and emotional difficulties as well as problems with time management, planning and personal organisation.
- Many people with DCD also experience difficulties with memory, perception and processing.
- 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.
- The child may present with clumsiness, move awkwardly, bumping into objects and falling over.
- Be awkward looking when running and climbing

- Have difficulty hopping and skipping in PE
- Have difficulty with balance
- Have difficulty catching and throwing a ball in classroom activities, grip awkwardly with both hands

Strategies to support children who have DCD/ Dyspraxia

- ✚ Use wide-stemmed pencils and pens, or by applying rubber grips to their writing utensils.
- ✚ Allow them to use computers or provide electronic copies of material in advance to reduce note-taking strain.
- ✚ Type homework and use a Chromebook in class
- ✚ Give opportunity to pause, get up from their desk, stretch and move around before continuing with a lesson.
- ✚ Write task instructions in short sentences and use check-lists for assignments with multiple parts.
- ✚ Use recorded materials and books to listen to.
- ✚ Help with tasks that require fine motor skills.
- ✚ Use visual timetables.
- ✚ Teach from 'concrete' to 'abstract' by making concepts relevant to child's own experience.
- ✚ Avoid disturbing pupil when on task.
- ✚ Promote a 'no-disturbance' culture showing respect for each child's work space.
- ✚ Get the attention of the child before giving instructions.
- ✚ Provide time to process the information.
- ✚ Have spring-loaded or loop scissors available.
- ✚ Provide different writing tools (thin markers, gel pens, etc.) to reduce pen pressure.
- ✚ Have the student dictate to a scribe or use speech-to-text software.
- ✚ Provide extra time for tests and writing assignments. Allow oral answers in tests.
- ✚ Provide pencil grips
- ✚ Teach each skill in all the possible contexts and in different ways.
- ✚ Provide other options if the pupil cannot overcome the sensory difficulty (Needs to write in Pencil).
- ✚ Permit time out if pupil is becoming over-stimulated.
- ✚ Seat the pupil closer to the board, teacher, and/or another student who could help.
- ✚ Adjust chair and/or desk height to ensure the student is in the proper position for desk work (Feet flat on the floor, shoulders relaxed, and forearms supported on the desk).
- ✚ Allow the student to work in different positions, like standing.
- ✚ Use of specialist seat support or sloping desk.

MEDICAL DIFFICULTIES

Parents of children with medical conditions are often concerned that their child's health will deteriorate when they attend school. This is because pupils with long-term and complex medical conditions may require ongoing support, medicines or care while at school to help them manage their condition and keep them well. Others may require monitoring and interventions in emergency circumstances. It is also the case that children's health needs may change over time, in ways that cannot always be predicted, sometimes resulting in extended absences. It is therefore important that schools will provide effective support for pupil's medical conditions and that pupils feel safe.



Supporting pupils with medical conditions:

- ✚ Any pupil with healthcare/medical needs should have an Individual Healthcare Plan.
- ✚ Arrange any training needed for staff to meet the requirements of the ind healthcare plan.
- ✚ HCP's should be reviewed at least yearly
- ✚ A safe space available for medication storage
- ✚ A space given for administration of medicines or in case of illness
- ✚ Opportunities for rest given
- ✚ First aid trained staff listed and informed
- ✚ Staff are all familiar and trained in specific needs
- ✚ Awareness of the impact the medical issue can have on the pupil's ability to engage/concentrate and to make reasonable adjustments to staff expectations
- ✚ Easy to access list of medical contacts linked to HCP- school nurse, specialist nurses, GP, consultants etc depending on heath/medical needs of the pupil.

LAC LEARNERS

Specific support for looked after children is essential if they are to thrive.

It is important that school staff are aware of the individual needs of looked-after pupils (while maintaining appropriate confidentiality) and promote high aspirations.

Tracking the attendance, attainment and progress of our looked-after pupils.

Putting together the PEP that all LAC should have, in partnership with the child, their carer and their social worker.

We must provide a consistent source of support to the pupil. That consistency alone can be invaluable. If things turn chaotic for the child, and other key adults in their life do change, school can provide the lifeline of a regular, reassuring voice.



Supporting our LAC learners includes:

- LAC coordinator in the school with up to date training
- PCP plan of support for learner shared
- Support from external agencies facilitated
- Staff are fully aware of needs of learner
- Close links formed with external agencies
- Learner has opportunities to access and talk to an adult
- Transitions are clear and effectively planned
- Good communication links made
- Relationship building and trust made