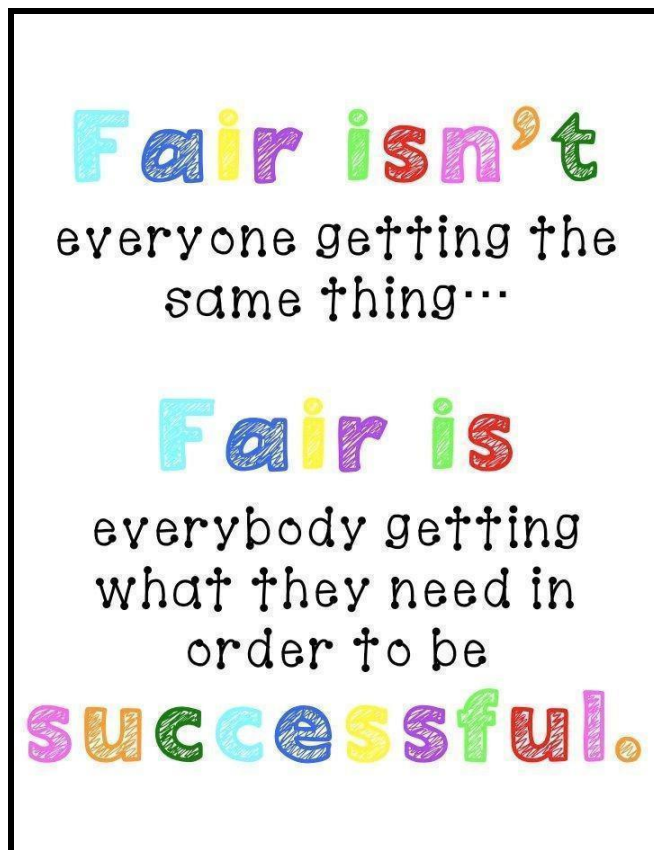


# Beechen Cliff School

## Special Educational Needs and Disabilities Handbook



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## Defining Special Educational Needs

The definition given below is taken from the *Special Education Needs and Disabilities Code of Practice, January 2015*:

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

A child or young person has a learning difficulty or disability if he or she:

- has a **significantly** greater difficulty in learning than the majority of others of the same age
- has a **disability** which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age.’

Quality First Teaching (QFT), differentiated to meet the needs of individual pupils, is the first step in responding to all pupils’ needs. If Quality First Teaching is in place and the pupil is still significantly behind their peers or has a physical disability which prevents or hinders him from accessing any aspect of school life, then they will be placed on the SEN register by the SENDCo.

The SENDCo will ensure consistent application of the assess, plan, do and review process to ensure the pupil’s needs are clearly identified; appropriate provision delivered by a suitably qualified professional is in place and that progress is regularly reviewed. A summary of this will be shared with staff through the pupil’s Support Plan.

Teachers remain responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.



## Identification

On transition to Beechen Cliff, students with SEN will have been identified by their primary school and relevant information passed to the SENDCo. However, sometimes Special Educational Needs are identified during secondary school. Cognitive ability testing on entry, rigorous assessment in the classroom and reading tests are all used to identify students who may be struggling to access the curriculum. If a student fails to make the expected progress over a period of two terms, the SENDCo will carry out some further educational tests in order to identify the area of difficulty.

Any member of staff, parent, carer or the pupil themselves can make a referral for an SEN investigation into needs. Information to support the referral will be gathered from one or more of the following as relevant:

- Class teacher observations and assessments to ensure that Quality First Teaching is in place
- Previous schools data and paperwork
- Results of standardised tests e.g. CATs
- KS2 results
- Results of other tests available in school such as word recognition, spelling, reading, words per minute
- Tutor and Head of House observations or records
- Parents/carers
- Examination or data collection results as appropriate

### How are students recorded on the SEN Register?

All students who have been identified as having Special Educational Needs will be registered on the school SEN register at School Support (K) or as having an EHCP (E). Information recorded will include the category of need.



## **The Role of the Teaching Assistant**

The primary role of the teaching assistant is to work with teachers, the SENDCo, parents and other outside agencies to raise the learning and attainment of pupils while also promoting their independence, self-esteem and social inclusion.

Teaching assistants are an integral part of the school workforce representing a substantial investment of school funding. Teaching assistants give assistance to pupils so that they can access the curriculum, participate in learning, close a learning gap and experience a sense of achievement. Decision-making about the effective deployment of teaching assistants is crucial in making a difference to pupil achievement. Senior leaders, the SENDCo and class teachers should work closely with the teaching assistant team to ensure the deployment is matched to the needs of the pupils and the skills of the individual teaching assistant.

## **Maximising the Impact of Teaching Assistants**

Large-scale studies exploring the effectiveness of teaching assistants conducted in 2009 (Deployment and Impact of Support Staff Study) and 2012 (Effective Deployment of Teaching Assistants) found that:

- Teaching Assistants worked predominantly with small groups or 1:1
- When a pupil had an EHC the work was predominantly 1:1
- Teaching Assistants had a higher level of interactions with SEN pupils than the class teacher (up to 9x more frequent)
- Teaching Assistants hardly ever worked with higher attaining pupils
- Pupils working with Teaching Assistants had fewer peer interactions

This research also found that:

- Teaching Assistant, not teachers had 'quality' time with lower attaining pupils
- Teaching Assistant support led to separation from class, peers and teacher interaction



- Teaching Assistants unprepared and tuning into 'teacher talk' for instructions and then differentiating 'on the hoof'
- 75% of Teaching Assistants did not have allocated planning or feedback time with class teachers
- Teachers Assistants often used as an informal teaching resource to replace teacher (most common for lower ability, high needs pupils)
- Additional support from Teaching Assistants did not lead to greater outcomes; it led to diminished outcomes

The above highlights the need for effective training for teachers and teaching assistants in knowing how to best deploy extra support in and out of the classroom.




#### **Best Practice for Teaching Assistants and Teachers**

- Discuss the term's learning outcomes with your Teaching Assistant at the start of each term (email PPTs, resources etc)
- Discuss the needs of the individuals in your group with your Teaching Assistant
- Agree the role of the Teaching Assistant in your classroom together (remember, this can be using the Teaching Assistant with the more able pupils whilst you support those with a learning gap to close)
- Share seating plans/lesson plans/model answers/learning outcomes/guiding questions
- Support the Teaching Assistant to focus on learning outcomes in the classroom, rather than task completion
- Agree feedback opportunities
- Teaching Assistants should be used to support teaching, not as a replacement



## Supporting Pupils in the Classroom

A teaching assistant may work in several different ways in the classroom. Three possible ways are explained below:

|  |   |   |
|--|---|---|
|   |    |    |
| <b>velcro</b>  | <b>helicopter</b>   | <b>bridge</b>   |
| A Velcro TA may stick with a pupil throughout the lesson. The pupil may have medical or SEMH needs. This should not be the expected approach for most pupils (remember the research findings above). | A helicopter TA stands and roams around the classroom, stopping and giving targeted support to a variety of pupils as and when needed. This TA doesn't sit with a pupil or group. | This TA delivers focused support which has been pre-agreed with the teacher or SENDCo. They know what they are teaching and how best to deliver it to support a pupil to close a gap. |

## Other ways may include

|  |  |   |  |   |  |
|--|--|---|--|---|--|
| <b>Helicoptering</b><br>Hovering to support where needed |  | <b>Bridge</b><br>Teach 1 to 2 priority pupils a focused task        |  | <b>Supervising larger group</b><br>Allow intensive teacher input for small group/individual |  |
| <b>Zoning</b><br>Monitor & support an area/group         |  | <b>Facilitating</b><br>Equipment, recording HW, access to resources |  | <b>Velcro</b><br>Assist with activities that pose risk                                      |  |

### **What a Teacher Needs to Know About Each Class**

The new Special Educational Needs Code of Practice says that teachers are both 'responsible and accountable for the progress and development of all pupils in their class, including those pupils who access support from teaching assistants or specialist staff. Where support staff work with pupils with SEN, the teacher has overall responsibility for those pupils and must ensure that they make appropriate progress'. It also says that class teachers should make 'regular assessments of progress for all pupils and that where concerns are identified, teachers should work with the special educational needs co-ordinator (SENCO) to assess whether the pupil has SEN' and requires support above and beyond that of Quality First Teaching.

Teachers therefore need to know who is already on the SEND register and requires additional classroom differentiation to access learning. Support Plans should be considered when planning lessons and SEN needs should be identified on classroom seating plans, along with reading ages. Staff should also know the mechanism for reporting concerns to the SENDCo. At Beechen Cliff staff may email or chat to the SENDCo who will then explore their concerns and identify if the pupil has SEN needs.

### **What a Teaching Assistant Needs to Know About Each Class**

It is important that a teaching assistant knows about the needs of the pupils in the classes that they support. Teachers are expected to have a seating plan for each class that they teach; this plan should indicate which pupils are SEND and which are Pupil Premium (PP). Teaching assistants should ensure that they have copies of these seating plans and work closely with the class teacher to identify which pupils they are expected to support, how, when and why. Teaching assistants and teachers should also have copies (electronic or hard) of PP and SEND Support Plans for all pupils in the classes that they work with. Support Plans can be found in the SEND Information for Staff Google Drive folder. The 3 Step Plan resource in the appendix of this handbook can help to focus a meeting between a teaching assistant and a teacher when agreeing the role of the teaching assistant in the classroom.



## Exam Access Arrangements (EAA)

The Equality Act 2010 states that 'reasonable adjustments' may be made to ensure access to examinations for all students, including those with SEN or temporary injuries.

Access Arrangements are pre-examination adjustments for candidates based on evidence of need and 'normal way of working'. Access Arrangements fall into two distinct categories: some arrangements are delegated to centres (this is known as a 'Centre Delegated concession, indicated by CD below), others require prior JCQ awarding body approval and these are highlighted in blue. In 2019 the rules around readers changed and this is also now a centre delegated concession, but our school policy is for students to have a standardised score of 84 or below to ensure that only those who need to can access this limited resource.

### Access Arrangements Available:

- Supervised rest breaks (CD)
- 25% extra time (more time can be granted but this depends on individual cases. A candidate won't necessarily qualify for ET in all subjects – it'll depend on need).
- Computer reader/reader (CD)
- Reader and/or the use of an examination reading pen (CD)
- Scribe/Speech recognition technology (CD)
- Word processor (as with all, this must be a normal way of working though) (CD)
- Prompter (i.e. remind someone with ADD whereabouts on the page they are working) (CD)
- Coloured overlays (often used by students with dyslexia) (CD)
- Oral Language Modifier (re-phrases questions without changing subject specific language)
- Practical assistant (for student with significant disability) (CD)
- Alternative site for the conduct of examinations (CD)
- Bilingual translation dictionaries with 10% extra time (CD)



Before a pupil can be awarded EAA for public exams, the SENDCo must collect evidence from teachers that this is their 'normal way of working'. This evidence may include:

- A copy of the pupil's Support Plan
- Use of red pen to show where extra time has been used in a timed exam
- Comments from staff on how they differentiate to meet the pupil's needs

This information must be collated and stored centrally by the SENDCo. It is inspected at least annually as part of the exams inspection process.

For an up-to-date list of all students with Exam Access Arrangements, visit the SEND Information for Staff folder in Google Drive and look in the Exam Access Arrangements folder.

If you know of any pupils who do not have EAA but do have it as their normal way of working, then do let me know. Yr 11 pupils must be assessed before 21<sup>st</sup> February each year but, ideally, a pupil would be flagged well in advance of this deadline.

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## **Individual Support Plans**

All staff who come into contact with pupils in a school setting need to have an understanding of common special educational needs. Teachers and teaching assistants also need practical strategies for supporting these pupils in the classroom.

All pupils who are on the school's SEND register have a Support Plan in place. This Support Plan is created by a member of the SEND team with the pupil, their parent/carer and any other relevant agency support where applicable.

Plans are designed to give an overview of need which includes academic progress, attendance and other key information such as whether a pupil is also Pupil Premium (PP) or has English as another language (EAL). Plans also contain information on how to differentiate to meet the pupil's needs in the classroom. Information on each pupil's strengths and sparks is also included so that staff can link learning or conversation to their areas of interest. It is essential that class teachers and teachers are aware of where to access these Support Plans and that they use them to plan and assess pupil progress. These plans are stored electronically in the SEND Information for Staff folder in the Shared Drive.

A copy of the template for these plans can be found in the appendix of this handbook.

The summaries of the four areas of SEND as defined in the Code of Practice for Special Educational Needs 2014 are given below. Following these summaries, you will find more detailed guides to each area of SEND in this handbook. These will hopefully act as a reference guide and are intended to enhance the Support Plans which are shared on Google Drive and updated three times each year.

Be careful not to use the terms given in this handbook with parents or pupils, unless it specifically outlines that they have a diagnosis of this SEN need in their Support Plan. If, after reading about one of the areas of need, you feel that a pupil may have this difficulty then please refer this to the SENDCo for further investigation and triangulation with the parents and pupil.



|  |   |
|--|---|
| <p style="text-align: center;"><b>Communication and Interaction<br/>(C&amp;I)</b></p> <p>Children and young people with <b>speech, language and communication needs (SLCN)</b> have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.</p> <p>Children and young people with an <b>Autism Spectrum Disorder (ASD)</b>, including <b>Asperger's Syndrome</b> and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication social interaction and imagination, which can impact on how they relate to others.</p> | <p style="text-align: center;"><b>Cognition and Learning<br/>(C&amp;L)</b></p> <p>Support for <b>learning difficulties</b> may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including <b>moderate learning difficulties (MLD)</b>, <b>severe learning difficulties (SLD)</b>, where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to <b>profound and multiple learning difficulties (PMLD)</b>, where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.</p> <p>Specific learning difficulties (SpLD), affect more specific aspects of learning. This encompasses a range of conditions such as <b>dyslexia, dyscalculia and dyspraxia</b></p>   |
| <p style="text-align: center;"><b>Social Emotional and Mental Health Difficulties<br/>(SEMH)</b></p> <p>Children and young people may experience a wide range of <b>social and emotional difficulties</b> which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as <b>attention deficit disorder (ADD)</b>, <b>attention deficit hyperactivity disorder (ADHD)</b> or <b>attachment disorder</b>.</p>   | <p style="text-align: center;"><b>Sensory and/or Physical Needs<br/>(SN/PN)</b></p> <p>Some children and young people require special educational provision because they have a <b>disability</b> which prevents or hinders them from making use of the educational facilities generally provided. These difficulties may fluctuate over time. Many children and young people with <b>vision impairment (VI)</b>, <b>hearing impairment (HI)</b> or a <b>multi-sensory impairment (MSI)</b> will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment</p> <p>Some children and young people with a <b>physical disability (PD)</b> require additional ongoing support and equipment to access all the opportunities available to their peers.</p> |



## Communication and Interaction Needs (C&I)

### 1. Speech, Language and Communication Needs (SLCN)

#### Possible difficulties

Pupils may have problems with expressive and receptive language (speaking and listening). Additionally, some students may have problems with the practical use of language – for instance working effectively in groups or adapting language to fit situations. Pupils with language difficulties can be those with behaviour difficulties as they can be frustrated and overwhelmed in classrooms. They can also be pupils that ‘act in’ – being withdrawn or quiet and avoid work and being expected to communicate in class.

#### Strategies

- Use routine – this will enable you to cut down on the number of new instructions in lessons
- Use visuals
- Use and explain key words – activities to develop understanding and familiarity (it is now a T&L expectation in school that all teachers will display the key words on their board throughout lessons and make reference to them throughout the lesson)
- Use displays and mini ‘dictionaries’ or word mats so the pupils have plenty of opportunities to see and use any subject vocabulary
- Model how to phrase answers by giving verbal sentence openers just as you would a writing frame for an extended written task



- Use peer support and scaffolded activities. Consider sentence starters
- Consider your questioning – ‘why’ questions are hardest. Move from the concrete to the abstract, closed to open (this technique is particularly useful for students with ASD)
- Use direct and simple instructions in the right order with gestures (give copies of these instructions written down for students to check off as they work through the tasks)
- Chunk tasks and provide written and visual back up
- Teach group work and presentation skills explicitly. Model good work with examples
- Give pupils thinking time to answer questions
- Be on the look-out for responses or behaviours that suggest a lack of comprehension – especially following poor behaviour or avoidance strategies
- Give pupils ways to remember new information – mnemonics, rhymes, links to other info
- Cut down distractions when giving information (try using a ‘Serious 60’ whereby you set a timer and ask the class to listen without interruption for a 60 second verbal input from the teacher)



## 2. Autism Spectrum (ASD/ASC)

### Possible difficulties

Autism has a range of features that vary between individuals. Typically, there are issues relating to social communication, social interaction and social imagination.

Pupils with autism or autistic tendencies may well find it difficult to work with their peers as they may have difficulties with adapting their language, body language and eye contact as well as tone of voice and can have literal understanding of language. Pupils may also find some sensory aspects e.g. strong smells, loud noises, close proximity, lighting etc difficult to cope with.

Rigid thinking means that sometimes abstract subjects like RE or literature can be particularly difficult. Once an idea has been formed it can also be very challenging to move their views which can mistakenly come across as inflexible or arrogant.

### Strategies

- Create Routine: Pupils with autism can struggle to follow verbal instructions, so creating a routine can help to ensure they understand what is happening at any one time. Seeing other pupils following the same routine also helps to give a visual clue/context of what they should be doing and gives pupils with autism reassurance that they are doing “the right thing”.
- Notice of change: Pupils with autism can find change difficult and will need you to notify them in advance of the planned routine is going to be changed. This could be a change to room, teacher, seating plan, timing of test etc.
- Transition from one activity to another gently: Most pupils with an ASD also have difficulty in shifting their attention from one activity to another. They need time to process the given instruction. Repeating the instruction may not help such a pupil. This just adds more information that needs to be processed. This in turn may cause more frustration for the pupil. A visual timetable can help in these cases.



- Keep instructions concise: Many pupils with an autism spectrum disorder may have difficulty following instructions in class. Changing the phrasing of a question or instruction can be confusing and may lead to a lack of response. A useful tip is to keep instructions concise. Instead of saying “would you like to make a start?”, to which a pupil may respond “No” because they wouldn’t like to, try instructing “time to work for 15 minutes now” which is a more direct instruction and easier for a pupil with an ASD to understand and follow.
- Don’t rely on body language or vocal tone: Subtle nuances such as a raised eyebrow or change in tone of voice may fail to register, and even if they do, their meaning may be lost. Ensure you address that pupil directly, ideally using their name with an instruction that can easily be followed.
- Include visual demonstrations: Pupils with an ASD usually learn better when they see things. So, including demonstrations and visual teaching materials can be a huge help. If using pictures, try to use realistic ones – impressionistic or conceptual images can be difficult to process.
- Proceed from concrete to abstract: If a lesson includes an abstract concept such as learning about ‘feeling left out’, it is very helpful to start with concrete ideas such as relating this to real-life experiences.
- Provide a distraction-free, quiet area for learning: Many classrooms are filled with colourful displays, noisy chatting and books, resources, computers and all manner of other distractions. For a pupil with an ASD this can be hugely unsettling, and for some could amount to a sensory overload which could result in a “meltdown”. If you can, give a quiet, distraction-free workspace.
- Provide clear rules, rewards and sanctions: If you can, make rules exceptionally clear by using pictures, this can also be helpful for a pupil to understand what they should be doing/how they should be behaving. Display these in the classroom and be clear, consistent and fair in their application.



## Cognition and Learning Needs (C&L)

### 3. Dyslexia (this is known as a specific learning difficulty, SpLD)

#### What is dyslexia?

- Dyslexia affects the skills involved in accurate and fluent word reading and spelling. There are different aspects that can vary between individuals – those who struggle with the sounds of words and those that seem to have more visual difficulties in decoding. You can have both.
- Dyslexia is a combination of abilities as well as difficulties. It is the disparity between them that is often the give-away clue. A dyslexic learner, despite certain areas of difficulty, may be orally very able and knowledgeable, creative, artistic, or sporting. Alongside these abilities will be a cluster of difficulties.
- Other difficulties that are linked to dyslexia include: difficulties remembering and processing the written word, aural language processing and memory, motor coordination, mental calculation, concentration and personal organisation.
- Dyslexia can affect all sorts of pupils, irrespective of intelligence. We have a number of students in the VI form who have recently been given a diagnosis of dyslexia after they have exhausted their own personal strategies and been unable to keep up so have asked for support to understand why they are academically underachieving. After investigation, they have been diagnosed with dyslexia.

#### Signs of Dyslexia:

##### Written work

- Has a poor standard of written work compared with oral ability



- Has poor handwriting with badly formed letters or has neat handwriting, but writes very slowly
- Produces disorganised or messy written work, with repeated spelling errors
- Spells the same word differently in one piece of work
- Has difficulty with punctuation and/or grammar
- Confuses upper and lower case letters
- Writes a great deal but 'loses the thread'
- Has difficulty taking notes in lessons
- Has difficulty with organisation of homework
- Finds tasks difficult to complete on time

### Reading

- Is hesitant and laboured, especially when reading aloud
- Omits, repeats or adds extra words
- Reads at a reasonable rate, but has a low level of comprehension
- Fails to recognise familiar words
- Misses a line or repeats the same line twice/loses their place easily
- Has difficulty in pinpointing the main idea in a passage

### Numeracy

- Has difficulty remembering tables and/or basic number sets
- Finds sequencing problematic
- Confuses signs such as x for +
- Can think at a high level in mathematics, but needs a calculator for simple calculations
- Misreads questions that include words
- Finds mental arithmetic at speed very difficult
- Finds memorising formulae difficult



### Other areas

- Confuses direction - left/right
- Finds holding a list of instructions in memory difficult, although can perform all tasks when told individually

### Behaviour

- Is disorganised or forgetful e.g. over sports equipment, homework etc.
- Is immature and/or clumsy
- Has difficulty relating to others; is unable to 'read' body language
- Is often in the wrong place at the wrong time
- Is excessively tired, due to the amount of concentration and effort required

### Strategies

- Ask the pupil if they find text on coloured paper easier to read and also consider the background of your PPT slides (a cream or grey background reduces glare and is easier for a pupil with dyslexia to read from)
- Keep worksheets uncluttered and use a font and size that is easy to read – sans serif- 12 or bigger
- Avoid underlining and italics. Use bold instead and also bullet points
- Add visuals to help provide clues to unknown words and meanings
- Read texts with the class first and then ask the pupils to re-read
- Highlight key words before reading a text and explain their meaning
- Give plenty of time for reading activities with extensions for faster readers
- Don't assume that if the pupil can't read it that they won't understand it – high expectations (dyslexia does not mean low cognitive ability)
- Don't ask the pupil with dyslexia to read aloud in class and consider giving them thinking time before asking questions
- Check homework is written clearly and shared on SMHW with clear instructions
- Apply exam access arrangements as highlighted on Google Drive and on Support Plans. Use technology where appropriate



- When marking, don't correct every spelling – choose key ones/ subject specific
- Consider alternatives to writing such as presentations, mind maps, diagrams
- Use multi-sensory activities – physical and visual etc
- Avoid asking pupils to copy from the whiteboard – pupils could have printed notes or get photocopies from peers
- **Examples of reading and spelling levels**

Pupils' reading ages are listed on their Support Plans. It is important that you consider these when using textbooks or handouts.

### Reading

#### **8.0 years**

*Prince dropped the chicken on the back step, sat down and grinned at me. I picked up the chicken. It was dead.*

*Just then, Ann came around the side of the house. Her face was red from running.*

Note sentences are slightly longer, two syllable words are just beginning to be introduced.

#### **9.0 to 9.5 years**

*The others had not got much to tell us. But we all thought about what I had seen. We had certainly found a hidden entrance. But it was not an entrance to the chateau of Arx, but only the entrance to the house. However, we were sure there must be a passage between the house and the chateau.*

Note the longer sentences, more complicated words but still mainly single syllable words.

Small print also puts weak readers off reading.



## Using Microsoft Word to Check Reading Age Levels

If you want to find the reading age of a book or even a worksheet/text that you have created, then give this process a go:

First, you need to set up this function in Word:

- Click the File tab, and then click Options.
- Click Proofing.
- Under When correcting spelling and grammar in Word, make sure the Check grammar with spelling check box is selected.
- Select Show readability statistics.
- Once you have enabled this feature, scan or type in a section of the text into Microsoft Word. Give yourself a reasonable chunk - say around 300 words or so.
- Use the tabs at the top of the screen to select 'Review'.
- Go to the 'Spelling and Grammar' function (on the left-hand side with the symbol of 'ABC') and click on it.
- Work through the spelling and grammar notes which appear. You can simply ignore these or use them to check that you have not entered any of the text incorrectly.

At the end of the process, you will see a box which shows readability scores - this will tell you how many words, characters, paragraphs and sentences are in the passage. It will also give you a score for the percentage of passive sentences (we know that active sentences are easier to read, and passive sentences are harder). And lastly, it will give you a grade level score for readability of the text.

This grade level score is based on the US grade system, so may differ slightly for different countries. As a rule, add 5 to the grade score to get an actual reading age.



#### 4. Dyscalculia

##### Difficulties:

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.

##### Signs of dyscalculia

A person 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 practice/rote 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 in the Arabic/Hindu number system.
- Have no sense of whether any answers that are obtained are right or nearly right.
- Be slower to perform calculations. (Therefore, give fewer examples, rather than 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.

##### Strategies:

- Link mathematics to familiar, relevant and practical contexts
- Give pupils explicit instruction in procedure/strategy ensuring they understand the language.
- Take time to explain vocabulary and check understanding



- Allow time for practice and development of some security before moving to higher level or more abstract concepts
- Use a variety of objects, images and models
- Encourage children to discuss and explain in order to support the development of their mathematical reasoning
- Watch for misconceptions and deal with them explicitly
- Encourage learners to make choices about methods used
- Use partner work and peer support/tutoring – this can sometimes be more accessible
- Support accurate recording by providing frames or squared paper
- Display maths terms and symbols and include pullouts in the back of books
- Start with concrete materials to build understanding
- Use multisensory teaching techniques
- Use small numbers to introduce new concepts
- Allow sufficient time for practice and consolidation at each stage to build self-confidence.



## 5. 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 pupils and adults. It may also affect speech. DCD is a lifelong condition, formally recognised by international organisations including the World Health Organisation. DCD occurs across the range of intellectual abilities.

Pupils 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.

### What causes dyspraxia?

Although the exact causes of dyspraxia are unknown, it is thought to be caused by a disruption in the way messages from the brain are transmitted to the body. This affects a person's ability to perform movements in a smooth, coordinated way.



### Signs of dyspraxia:

- Have poor communication and be unable to speak clearly
- Have trouble finding the right word or words to use
- Speak in short sentences
- Have difficulty with grammar
- Have difficulty reading
- Read in a monotonous tone
- Have difficulty following or remembering instructions
- Have a short attention span
- Have trouble with maths
- Hold a pen or pencil awkwardly
- Write slow and laboriously
- Have poor scissor skills and difficulty cutting and sticking
- Fidget and be unable to sit still

### Strategies:

- Limit instructions: Rather than give pupils a string of instructions, focus on giving just one instruction at a time. Two or more instructions can cause a dyspraxic pupil to get in a muddle.
- Check-in: All pupils benefit from having instructions and messages repeated and dyspraxic pupils in particular. Constantly check that pupils have understood what has been said and what they need to do.
- Lists: Help pupils with ways to remember information by using lists and diaries so they can tick off things they do as they go.
- Avoid comparison: Never allow a dyspraxic pupil to be compared to an able pupil as this is disastrous. Don't compare full stop!
- Strategic placement: Dyspraxic pupils shouldn't be placed in the thick of the action but away from distractions where they can easily focus on their teacher.



- Materials: A sloping desk or angle board will help as will pencil grips or equipment specifically designed for dyspraxic learners. See also a video by Sharon Drew
- Praise: Applaud every effort and every accomplishment however small. Dyspraxic pupils will be used to repeated doses of failure so take every opportunity to boost their self-esteem and celebrate all successes.
- Chunk: Dyspraxic pupils will find it hard to absorb and interpret information so allow them plenty of time, teach in small bursts and chunk your time so they can achieve and rest.
- Routine and prior notice: Make sure pupils are prepared in advance for any changes to established routines as without doing so will be stressful.
- Reduce writing: e.g. pre-prepared sheets, multiple choice questions, less examples, allow short answers, notes, essay plans, Mind Maps, Thinking Maps and notes. Photocopy books and ask the pupil to highlight information rather than writing it out.



## 6. Moderate Learning Difficulties (MLD)

Pupils with moderate learning difficulties (MLD), or global development delay (GDD), experience great difficulty following the curriculum, despite receiving additional help and intervention. Pupils with moderate learning difficulties may appear immature and find it difficult to mix with their regular peer group.

### Possible difficulties

- understanding instructions
- acquiring sequencing skills
- understanding cause and effect
- personal organisation
- remembering information, directions, processes and instructions
- social skills and forming friendships
- comprehension skills
- basic literacy and numeracy skills
- investigation and problem-solving skills
- verbal and non-verbal reasoning skills
- transferring their knowledge to other areas.

### Strategies

- Differentiation for pupils should focus on easier tasks rather than different topics so they can learn with others in the class
- Look out for areas of interest or skills that can be used to support weaker areas
- Reduce the amount of work to be covered
- Chunking - to increase small successes and consequently motivation
- Scaffolding that gradually reduces over time towards independence
- Encouraging pupils to talk about texts before asking them to write about them



- Using classroom activities that encourage interaction with texts, like directed activities related to texts (DARTs) to improve students' reading comprehension. DARTS activities include: text completion (fill in missing words, phrases or sentences); sequencing (arrange jumbled segments of text in a logical or time sequence); grouping (group segments of text according to categories); table completion (fill in the cells of a table that has row and column headings, or provide row and column headings where cells have already been filled in); diagram completion (complete an unfinished diagram or label a finished diagram); prediction activities (write the next step or stage of a text, or end the text).
- Use texts on screen and make use of reading programmes that convert to speech
- Analyse tasks carefully and spot any barriers that may prevent pupils completing the work – try to find solutions
- Check homework is clearly explained on Show My Homework/Google Classroom/photographed from the board and that the pupil understands what they must do.
- Alter your language to ensure that it is clear and sequential. Use gestures.
- Differentiate questioning
- Put instructions in writing as well as saying them – use visuals also



## 7. Working memory

### Difficulties:

Working memory is used to hold information in mind and then manipulate it e.g. Tell me the 5th, 8th and 11th letters of the alphabet. You have to remember both the question and use the details to provide the answer.

Working memory is limited in its capacity and varies widely between individuals in a typical classroom.

Working memory is affected by distractions and can be overloaded.

A poor working memory can limit a pupil's academic progress – typically they become overloaded in structured learning tasks, forgetting crucial information or processes.

Signs of working memory difficulties include:

- Good social integration with peers, but quiet in group work.
- Poor progress in reading and maths
- Failing to follow instructions, keeping track of where they are in tasks
- Inattentive and distractible
- Task abandonment

### Strategies:

- Look out for warning signs of overload
- Ask the pupil what they are going to do next
- Evaluate the demands of tasks – length, new content, difficult processing task
- Reduce memory demands and amount of material
- Increase the relevance of material
- Restructure complex tasks
- Be ready to repeat things and use memory aids



- Get pupils comfortable in requesting help
- Rehearsal and note taking
- Chunking information so groups of facts can be linked together rather than as individual pieces.
- Ticking things off so it is easier to keep place in a sequence
- Use routines
- Consider the language and order of instructions – support aural materials visually and vice versa.



## Social Emotional and Mental Health Needs (SEMH)

### 8. Social, Emotional and Mental Health Needs (SEMH)

#### Possible difficulties

There are a range of possible causes for these sorts of needs and the pupils can behave very differently. Difficulties can include ADHD, attachment disorder, speech and language needs, anxiety and also issues related to self-esteem.

It can be helpful to try to work out what purpose a pupil's behaviours serve. e.g. if they seem to be trying to get sent out – are they avoiding work they cannot do? Or if they seem to be challenging all your decisions, are they trying to control situations as they have experienced a lack of control in other areas of their life?

#### Strategies

- Prepare pupils for change e.g. prior notice for a new new seating plan
- Often the right peer support can be effective
- Look for opportunities to praise pupils – consider doing this privately
- Build relationships where possible (see interests listed on Support Plan)
- Be consistent and explicit in expectations
- Try to avoid 'cornering' pupils – think of ways out of confrontations that can be win-win
- Have a fresh start every lesson and try to convey a positive regard – deal with the behaviour not the pupil
- Look for triggers for poor behaviour and try to avoid these
- Give take up time and avoid public confrontations



- Choices –with both options being good for the class – can be helpful
- Consider the seating plan – some pupils will feel more comfortable near a door or with their back to a wall
- If a pupil has lost their temper, it will take much longer than you might think for them to be able to talk about the situation. They will have too much adrenaline still going around their system
- Sometimes rude answers can mask a lack of understanding or difficulty in expressing themselves. Start with concrete questions before asking why something happened.
- Clearly structured lessons and activities should help – chunks that are achievable should be given as pupils are unlikely to attempt tasks that they don't think they can do to avoid damaging their self-esteem. Repetitive tasks can be calming.
- Don't insist on eye contact if they are upset
- Think about the emotional age of the pupil rather than chronological age and treat
- Show them you are thinking about them
- Use a calm and relaxed voice, but also use gesture and eye contact rather than lots of comments on behaviour
- Keep an eye on pupils that 'act in' i.e. withdrawn and quiet. Set expectations for work so they don't get forgotten and give them plenty of attention, even if it feels awkward.



## 9. Attention Deficit and Hyperactivity Disorder (ADHD)

### Possible difficulties:

Attention deficit hyperactivity disorder (ADHD) is a medical condition of brain dysfunction in which individuals have difficulties in controlling impulses, inhibiting appropriate behaviour and sustaining attention.

People with ADHD may also have additional problems, such as sleep and anxiety disorders and/or social communication difficulties.

The 4-minute clip below is a great way of showing what ADHD may feel like for an individual in school:

<https://www.youtube.com/watch?v=xfo1tZ95Ypk>

This video highlights just how hard it may be to focus in a lesson if you have ADHD.

The terms Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADHD) can be misleading as they suggest a shortfall or a deficiency in attendance, whereas in reality “it is not that ADDers do not attend - they just attend to everything!” (Derrington, C., 2017). There is also a tendency to associate ADD/ADHD with becoming easily distracted. Again it can be useful to flip this notion and recognise that if your brain ‘attends to everything’, this results in having to work much harder to avoid distraction. This ‘distraction’ can take the form of external stimuli, where environmental factors compete for attention, or the individual’s own thought processes, which can be hard to screen out.

### Strategies:

- The key is to develop consistent routines for learning while retaining the flexibility to deal with some of the minor distractions and incidents that will occur.



- Remember that part of ADHD is the tendency to be impulsive such as shouting out remarks, some of which may not be appropriate to the task or situation. Offer a time out if this is happening and allow the pupils an opportunity to refocus themselves rather than sanction as a first step.
- Seat the pupil near the teacher.
- Seat the pupil with his/her back to the rest of the class, keeping others out of view.
- The pupil may benefit from a tangle toy/stress ball or something to fidget with (we can supply these so email if you think they need one. (Avoid fidget spinners as these can distract others.)
- Surround the pupil with good role models.
- Encourage peer tutoring and cooperative learning.
- Avoid distracting stimuli. Try not to place the pupil near heaters, doors or windows etc
- If space allows, create a reduced-stimuli area or workstation in your classroom.
- Maintain eye contact with him/her during verbal instruction.
- Make directions clear and concise and be consistent with daily instructions.
- Make sure she/he understands instructions and what is expected before beginning a task
- Break tasks down into manageable chunks.



## **10. Attachment Disorder**

### **Difficulties:**

Attachment disorder is an example of a Social Emotional Mental Health (SEMHs) issue. It can be seen in the behaviour of some pupils that 'act out' – aggression, attention seeking and disruption or in pupils that 'act in' – withdrawn, lack of concentration, isolation.

Attachment disorder is the result of ineffective attachment between the young child and the significant adults in the child's life. It occurs when the baby/child's physical/emotional needs were not consistently understood or met by adults. It can also result from bereavement. Babies need a 'secure base' which gives them the confidence to develop independence and try new things in order to learn. For pupils with these issues – school can become a type of 'secure base' to support them.

Poor attachment experiences affect the structure of the brain – areas such as language, self-regulation, reasoning, sense of time, memory and empathy can all fail to develop effectively. However, work undertaken at a later stage can begin to forge the undeveloped pathways.

There are three types of attachment disorder that loosely relate to the child's experiences.

### **Avoidant:**

The pupil will try to avoid contact with adults and can't ask for help easily. They have learnt 'to fend for themselves'. Deep down they want contact, but they don't want to be rejected. They may ignore the teacher. They may refuse to attempt tasks that they can't do unaided.



**Resistant/Ambivalent:**

Relationships formed with adults were unpredictable, with perhaps the adult's needs prioritised. There could be difficulties with separation. This may result in the pupil becoming clingy or controlling. In the classroom they may try to control the teacher or attention seek as they will be hyper-sensitive to the relationship with adults. They may have good language skills for persuasion.

**Disorganised Attachment:**

High levels of stress in their interactions with adults. Often feeling unsafe and hyper-vigilant. Bodies tuned to fight, flight or freeze responses. Lack of empathy. Sensitive to perceived slights. Don't understand their own emotions. Lack of trust in authority.

**How does Attachment Disorder show itself in the classroom?**

Pupils will often stand out in the classroom, as they may constantly seek attention in ways that are disruptive to the learning of themselves and others in the classroom. They might:

- Calling out
- Moving around
- Throwing things
- Refusal to work
- Use of inappropriate language, including being verbally abusive
- Challenging the teacher/TA
- Arguing with the teacher/TA
- Fidgeting constantly
- Avoiding eye contact
- Developing physical complaints eg sickness, headaches
- 'Zoning out'
- Being over-familiar



- Appearing to be manipulative
- Being unable to cope with change
- Having specific difficulties eg lack of fine or gross motor skills
- Not responding consistently to the rewards/sanctions system
- Overreacting to 'normal' situations
- Lack of self-awareness
- Having difficulty making or keeping friends
- Being socially awkward
- Being clingy
- Constantly seeking affirmation
- Lack self-esteem

These behaviours can be very difficult to manage, and it might be helpful to remember that much of it is fuelled by anxiety. It is also helpful to see their behaviour as their way of communicating feelings that they themselves might not be aware of or be able to label. It is not personally directed at the teacher/TA present.

#### Key Strategies:

Consistent routines, boundaries. Occasionally the teacher might model empathy and suggest what emotions they are feeling. Use mechanical, repetitive tasks to reduce stress. Time out and staying calm.

#### Further strategies for attachment disorder:

- Communication amongst staff and with parents
- Consistency of routine and staff wherever possible (including a consistent key adult/TA)
- Routine
- Positive regard



- Give them responsibilities for tasks not people
- Reassure pupils that you are still thinking of them with occasional comments when helping others
- Differentiate to the ability of the pupil, not through outcome
- Prepare for changes and transitions
- Discuss themes of separation and loss with sensitivity
- Meaningful praise even if rejected
- Games that involve structure and teach people skills
- Outline the structure of the lesson
- Timing for tasks
- Personalising tasks
- Giving pupils classroom 'jobs'
- Follow up absences
- Avoid unstructured times
- Repetitive, mechanical or rhythmical tasks to relax
- Calm in crisis – not too much talking at this point
- Give pupils time to calm down – they cannot think when wound up
- Opportunities for success
- Explain the behaviours you want to see – don't focus on negatives.
- Do not insist on eye contact when upset
- Opportunities for practice
- Notice good behaviour
- Respect emotions even if not logical
- Spot anxiety early and distract
- Follow through with consequences at an appropriate time
- Choices – all positive and appropriate
- Avoid sending out – they may have time out cards



## Sensory and/or Physical Needs (SD/PD)

### 11. Sensory Needs

#### Possible Difficulties

Pupils with sensory difficulties process the information they get through their senses unevenly. Pupils can be over (hyper) or under (hypo) sensitive and this can vary through the day. It will not necessarily be consistent. Pupils with hyposensitivity may seem bored, tired and not respond quickly to their names. They may use a voice that is too loud. They may also be the sorts of pupils that tap and fidget and push and shove. In this way they are getting feedback from their environment to keep themselves more alert. Pupils with hyper-sensitivity may appear anxious and watchful. They may dislike sitting too close to their peers and may be very bothered by loud noises and smells.

#### Strategies

- Use the pupil's name to ensure they are listening and use simple, chunked instructions
- Use visuals and consider coloured paper to be more stimulating
- Active lessons with opportunities to move around e.g. handing out books
- Some pupils can be trusted with a 'fiddle toy'
- Give them feedback and time limits on how well they are concentrating
- Pupils with hypersensitivity may be able to tell you where they would prefer to sit
- Give notice of any planned activities with loud noises or strong smells along with an option for the pupil to withdraw and work in a different area if needed



## 12. Hearing Impaired pupils

Some people are born with hearing impairments, while others lose their hearing through injuries, infections, or even loud noises.

Hearing-impaired pupils may use hearing aids that fit inside or behind the ear. Cochlear implants are surgically implanted devices that bypass the damaged inner ear and send signals directly to the auditory nerve.

### Possible difficulties for pupils with a hearing loss.

- Similar sounding words can be confused.
- The formation of their word endings may be missing, particularly plurals and past tenses.
- New words will not be lipread or de-coded easily. Pupils will need visual clues.
- Unstressed words in speech (especially prepositions eg in, on, up) may be missed.
- Verb tenses may be incorrect as the /s/ and the /ed/ cannot be heard.
- Both peers and adults may be misunderstood, especially unfamiliar adults.
- Swift understanding may depend on the ability to see the speaker's face clearly
- Don't take for granted knowledge of basic words.
- Remember: hearing aids are not like glasses (which totally correct sight); they do not restore perfect patterns of sound or compensate for the length of time the pupil was unaided before diagnosis.

### Pupils with a cochlear implant or hearing aids:

- Can't hear all frequencies in speech or all sounds equally loudly
- Cannot 'select' meaningful sound from background noise
- Can't overhear words and phrases and will miss out on informal learning opportunities



- May have a limited 'word bank'
- Can't hear voice-overs/ commentaries on the TV
- Aren't always immersed in sound and language and will have huge gaps in their work / general knowledge

#### Other things to remember:

- Noisy environments make listening difficult for everyone, but especially for pupils with hearing impairment
- For every metre away the listener is from the speaker, the noise level of the sound signal reduces by 8 decibels.
- Group discussions are even more difficult for a hearing aid user.
- As staff walk around the classroom the levels of sound/ direction of sound change, some pupils have only one side effectively aided so sound location can be especially problematic.
- There are additional safety issues in lessons with hearing aid and especially cochlear implant users, especially in PE and Science.

#### Strategies:

- Encourage and support hearing-impaired pupils to participate in all classroom and extracurricular activities.
- Most hearing-impaired pupils can speech-read to some extent, but ensure you know how well they can do this by reading their Support Plan.
- To help your hearing-impaired pupils lipread, make sure to face them when you talk, talk slowly and clearly, and don't yell. If they have their amplifiers on, you can speak in a normal tone.
- Try to minimize background noises.
- Use lots of pictures, graphics, and text labels to aid word meaning.
- Try not to turn your back and speak while writing on a board. Remember:
- Consider arranging chairs in your classroom in a circle so your hearing-impaired pupils can interact with classmates.



### 13. Visual Impairment

Visual impairment can range from short sightedness or problems with tracking words in texts effectively through to someone with little or no sight. Therefore, the strategies to follow will often be pupil specific and you will need to refer to a pupil's Support Plan for specific advice for the individual.

#### General strategies:

- Enlarging and modifying work is not about blowing things up to A3. This reduces the quality of text, makes it harder to find information on the larger page and, in reality, does not increase the font size very much. Think about simplifying the amount of info, alternative ways of presenting detailed diagrams, using layout effectively, altering font sizes and bold simple fonts. Any work for modification by support staff needs to be prepared well in advance. Don't forget homework sheets.
- Consider how technology can be used as the pupil gains control over how information is presented to them.
- Use the pupil's name before giving them an instruction and be aware when using gestures or facial expressions that these may not be picked up.
- Don't partner the pupil with a Teaching Assistant in group work activities.
- Think about demonstrations and health and safety with equipment
- The classroom needs to be organised with no trip hazards – warn the pupil about any changes to layout.
- Produce copies of ppts and make sure the pupil has their own copy and will not need to share things with others.
- Modified papers for exams and assessment have to be ordered very early with exam boards – contact the exams office as soon as you know that the pupil will be sitting exams.



- Pupils may take longer to complete work, but they will need to cover the key ideas and get the sense of satisfaction of completing work. Differentiate accordingly.
- Use contrasting bright colours if colour diagrams are used.
- Ask the pupil how they would prefer to access things like videos and computer work.
- Pupils may have strong personal preferences and may be reluctant to ask for help. They are often more socially isolated. Get to know them so you can help them feel comfortable in your lesson.



## Other Needs

### 14. Chronic Fatigue Syndrome (SFS)/ Myalgic Encephalomyelitis (ME)

#### Difficulties:

Chronic Fatigue Syndrome (CFS) is also known as ME (Myalgic Encephalomyelitis). It is an illness which leaves children and young people with debilitating fatigue that is not relieved by rest.

Children with CFS/ME feel tired most of the time and become exhausted for hours or even days following activities they were previously able to do without problems. They commonly have symptoms such as headaches, muscle and/or joint pain, and unrefreshing sleep. They may also feel sad or anxious and have lost confidence.

Fatigue also affects their cognitive function, such as concentration, and memory and consequently their learning.

#### Strategies:

- Academic work is high energy and can deplete a child's energy in the same way that physical activity may
- Energy management routine and graded exercise should be followed as advised by health professionals
- Peer support should be encouraged – asking someone to take notes so the pupil can concentrate on listening
- Access to a rest area in school for relaxation is desirable. They may have a time out card.
- Memory loss, 'fuzzy thinking' and lack of concentration are key factors of CFS/ME. Teachers may find that the pupil "loses the thread easily". Chunk work



and consider providing handouts and lesson summaries. Cover the most important ideas first before the pupil gets tired.

- Some pupils may have access arrangements for exams e.g. rest breaks, smaller room and extra time
- Part time timetable – this may be around essential subjects or at a time when the pupil's energy levels enable attendance
- On-line learning and packages of work to be done at home may be appropriate. This can be used to maintain links and communication with the school. Consider sharing info with the pupil via email
- Some pupils may have alternative educational provision which may include home teaching
- Seat pupils near friends for support
- Regular monitoring of provision and contact between families and schools is extremely important for these children/young people
- As the condition improves, careful consideration needs to be given to reintegration into school. Prolonged absence from school can lead to other problems such as raised levels of anxiety
- Children/young people who are unable to attend school can easily become isolated. It is important to ensure ongoing home/school links and communication. Sending home cards/letters from friends, newsletters and other pupil information can help the child/young person to feel he/she 'belongs'.



## English as an additional Language (EAL)

If a pupil is EAL this does not mean that they have Special Educational Needs. A pupil may, however, be EAL and SEN if they have needs when learning in their native language. At Beechen Cliff, support for EAL learners is coordinated by the Head of Languages and a qualified TEFL teacher is employed to provide small groups or 1:1 teaching input for EAL students. However, as we are used to supporting vulnerable learners and differentiating work, the TAs will often give support to EAL learners in the classroom, where possible.

### Tips for Effective Classroom Practice

- Prior to the start of lesson, create a keyword list for the pupil. This should be a list of the key subject specific words for that particular lesson. You could create a word list for the term and highlight the relevant ones each lesson if preferred.
- The pupil should sit where s/he can easily see the teacher and board.
- Make sure the pupil sits next to a sympathetic friend – not necessarily the same person throughout the day. If there is someone in the class who speaks the same language, then s/he should be encouraged to sit next to the newly arrived pupil and give mother-tongue support.
- Visual clues, gestures and intonation all help to provide meaning. Use as much visual support as possible, for example, equipment, diagrams, maps, models, photographs, pictures etc.
- Your speech should be clear; give the pupil short, simple, clear instructions about what to do. However, you should speak at normal speed and volume and with normal intonation.
- Your writing should be clear, and the board should be clean. Superfluous marks can cause confusion to a pupil copying an unfamiliar script.



- Pupils learning EAL should not have to share text books and worksheets as this creates extra reading difficulties for them. Nor should they be expected to decipher reduced size text, or unclear photocopies.
- Collaborative group and pair work allows the bilingual learner to hear normal patterns of language, and to learn with peer support. Activity based learning is best for bilingual pupils, as it creates situations for meaningful talk.
- Don't worry if at first the pupil says very little and seems unwilling to participate. Do not assume that because the student does not respond orally s/he has not understood. Comprehension of language is almost always some way ahead of its production.
- Do not insist on an oral response before the pupil is ready; s/he may need a few weeks/months of listening before feeling confident to speak. You can, of course, reasonably insist on the pupil answering the register and asking for things politely. Build in opportunities for pupils to have modelled and rehearse oral language before expecting a response to the whole class.
- Pupils learning EAL often communicate more easily with their peers than with their teachers. They may say more than you think they can.
- Use opportunities to revise and consolidate new and/or key vocabulary at the end of each lesson.



## Glossary of SEND Terms

| Acronym, word or phrase                              | Definition or information   |
|--|---|
| AD(H)D   | Attention Deficit (Hyperactivity) Disorder<br>A diagnosis based upon difficulties with attention and/or impulsiveness.  |
| ASD or ASC   | Autistic Spectrum Disorder/Condition (ASD/C). <ul style="list-style-type: none"> <li>• Understand and use non-verbal and verbal communication</li> <li>• Understand social behaviour, which affects their ability to interact with children and adults</li> <li>• Think and behave flexibly, which may be shown in restricted, obsessional or repetitive activities</li> <li>• Moderate their responses to sensory inputs such as noise, visual distractions or tactile experiences.</li> </ul> |
| APD  | Auditory Processing Disorder<br>A difficulty in the processing of auditory information that may be associated with difficulties in listening, speech understanding, language development and learning.  |
| Attachment Disorder                                  | A broad term intended to describe disorders of mood, behaviour, and social relationships arising from a failure to form normal attachments to primary care giving figures in early childhood.   |
| CAF<br>(now known as an Early Help Assessment - EHA) | Early Help Assessment (EHA)<br>The EHA is a standardised framework for conducting an assessment of a child or family's additional needs across a range of areas and deciding how those needs should be met. It aims to help the early identification of additional needs and promote coordinated service provision to meet them.  |
| CAMHS  | Child and Adolescent Mental Health Service.   |



|                 |  |
|-----------------|--|
| CLA             | <p>Child Looked After</p> <p>A child who has been in the care of their local authority for more than 24 hours is known as a looked after child. A child stops being looked after when they are adopted, return home or turn 18.</p> <p>Looked after children are:</p> <ul style="list-style-type: none"> <li>• living with foster parents</li> <li>• living in a residential children's home or</li> <li>• living in residential settings like schools or secure units.</li> </ul> |
| CoP or SENDCoP  | Code of Practice for SEN and disability  |
| C&I             | <p>Communication and Interaction</p> <p>This includes speech language and communication difficulties and Autism Spectrum Conditions.</p>   |
| C&L             | <p>Cognition and Learning</p> <p>This describes a wide range of difficulties with thinking and learning. It includes moderate, severe, and profound and multiple difficulties as well as specific difficulties with one of more particular aspects of learning (SpLD).</p>   |
| Differentiation | The way in which teaching and learning opportunities are adapted to meet a range of needs.   |
| Dyscalculia     | <p>Learners with dyscalculia have difficulty in acquiring mathematical skills. Learners may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures.</p>   |
| Dyslexia        | <p>Learners with dyslexia have a marked and persistent difficulty in learning to read, write and spell, despite progress in other areas. Learners may have poor reading comprehension, handwriting and punctuation. They may also have difficulties in concentration and</p>   |



|           |   |
|-----------|---|
|           | organisation, and in remembering sequences of words. They may mis-pronounce common words or reverse letters and sounds in words.  |
| Dyspraxia | Pupils with dyspraxia are affected by an impairment or immaturity of the organisation of movement, often appearing clumsy. Gross and fine motor skills are hard to learn and difficult to retain and generalise. Pupils may have poor balance and coordination and may be hesitant in many actions (running, skipping, hopping, holding a pencil, doing jigsaws, etc). Their articulation may also be immature and their language late to develop. They may lack awareness of body position and have poor social skills.  |
| EAA       | Examination Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. Access Arrangements fall into two distinct categories: some arrangements are delegated to centres, others require prior JCQCIC awarding body approval.<br><br>Access Arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. For example, readers, scribes and Braille question papers. In this way Awarding Bodies will comply with the duty of the Equality Act 2010 to make 'reasonable adjustments'. |
| EAL       | English as an Additional Language.  |
| EHCP      | Education Health and Care Plan.<br><br>A legal document that describes a child or young person's special educational, health and social care needs. It explains the extra help that will be given to meet those needs and how that help will support the young person to achieve what they want to in their life.   |
| EP        | Educational Psychologist  |



|                             |   |
|-----------------------------|---|
|                             | Educational Psychologists are trained in psychology, learning and child development. They give specialist support and advice to settings, schools, parents and learners.  |
| HI                          | Hearing Impairment<br>Learners with HI range from those with a mild hearing loss to those who are profoundly deaf.  |
| Key Worker                  | A key worker acts as the main link person for a pupil in school and liaises with SENDCo and class teachers to ensure needs are met.   |
| Local Offer                 | The Local Offer brings together in one place information advice and support for parents and young people about SEN and disability. It is also useful for professionals.<br>B&NES Local Offer can be accessed at:<br><a href="#">Special Educational Need or Disability (SEND) Local Offer   Live Well in Bath &amp; North East Somerset</a> |
| Occupational Therapist (OT) | Occupational Therapists are trained to advise on aids and adaptations that will help with daily living and curriculum access.   |
| Paediatrician               | A doctor with specialist expertise in babies and children. Community paediatricians are often involved with the early identification of additional needs.   |
| Paediatric audiologist      | The health team that assesses children's hearing.   |
| Parent                      | A parent is any person with parental responsibility for a child or who cares for him/her as set out in Section 576 of the Education Act 1996.   |
| Percentile range            | Percentiles are a means of comparing a pupil's performance with other pupils of the same age.   |



|                      |   |
|----------------------|---|
|                      | <p>A percentile rank of 50 means the pupil performed better than 50% of the pupils of the same age who took the same test – an average result. For most standardised assessments, ‘average’ ranges from the 25th to the 75th percentile. <i>(Also see Standardised Scores for information on how these are ranked.)</i></p>   |
| PD                   | <p><b>Physical Disability</b></p> <p>There is a wide range of physical disabilities and learners cover the whole ability range. Some learners are able to access the curriculum and learn effectively without additional educational provision. They have a disability but do not have an SEN. For others, the impact on their education may be severe.</p> <p>In the same way, a medical diagnosis does not necessarily mean a pupil has an SEN. It depends on the impact the condition has on their educational needs.</p> <p>Learners with physical disabilities may also have sensory impairments, neurological problems or learning difficulties.</p> <p>Some learners are mobile but have significant fine motor difficulties that require support. Others may need augmentative or alternative communication aids.</p> |
| Phonics              | <p>Phonics is a method of learning to read. Phonics works by breaking each word up into its individual sounds before blending those sounds back together to make the word. Children learn to 'decode' words by breaking it down into sounds rather than having to memorise 1,000's of words individually.</p>   |
| Physiotherapist (PT) | <p>Physiotherapists are trained to help with physical disabilities. They advise on and support special exercise programmes and provide specialist equipment.</p>  |
| PMLD                 | <p>Profound and Multiple Learning Difficulties</p>  |



|               |   |
|---------------|---|
|               | A profound and multiple learning disability (PMLD) is when a person has a severe learning disability and other disabilities that significantly affect their ability to communicate and be independent. Someone with PMLD may have severe difficulties seeing, hearing, speaking and moving.   |
| Provision Map | A provision map is a way of showing the range of support available to pupils with SEN within a school. It may be organised by age group or key stage and/or by area of need.  |
| SALT          | Speech and Language Therapy<br>Speech and language therapy is a healthcare profession, the role and aim of which is to enable pupils with speech, language and communication difficulties to reach their maximum communication potential.   |
| SEND          | Special Educational Needs and Disability<br>A pupil has special educational needs and/or disability (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for him/her.   |
| SEMH          | Social Emotional and Mental Health difficulties.  |
| SENDCo        | Special Educational Needs and Disability Coordinator<br>The member of staff of a setting or school who has responsibility for coordinating SEN provision within that setting school. In a small school the headteacher or deputy may take on this role. In larger schools there may be an SEN coordinating team.  |
| SENDIASS      | Special Educational Needs and Disability Information Advice and Support Service (formerly Parent Partnership).<br>SENDIASS provides impartial advice and information to parents whose children have special educational needs. They offer support on all aspects of SEN to help parents play an informed and active role in their child's learning. For parents in BANES, the link for this service is here:<br><a href="#">SENDias Bathnes</a> |



|                                |  |
|--------------------------------|--|
| SLCN                           | <p>Speech, Language and Communication Needs</p> <p>Pupils with SLCN have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.</p>  |
| SPLD                           | <p>Specific Learning Difficulty</p> <p>Dyscalculia, Dyslexia and Dyspraxia are all Specific Learning Difficulties</p>  |
| Specialist or Advisory Teacher | A teacher with specialist expertise who works across the county giving support and advice to settings and schools.   |
| Standardised Scores            | <p>Standardised scores compare a pupil's performance to that of a nationally representative sample of pupils from the relevant year group, who will have all taken the same test at the same time of year.</p> <p>The average score on most standardised tests is 100. About two-thirds of pupils will have standardised scores between 85 and 115 which is the 'average range'. Scores below mean a pupil will require differentiation and may entitle a pupil to exam access arrangements (EAA).</p> |
| Support Plan                   | An individual plan which sets out targets and actions for the pupil that are different from or additional to those that are in place for the rest of the class. The purpose of the Support Plan is to inform the teacher and others working with the pupil of specific targets and how these will be reached.  |
| TA                             | <p>Teaching Assistant</p> <p>Teaching Assistants will be directed by both the Special Educational Needs and Disability Coordinator (SENDCo) and the class teacher. They will sometimes work in the classroom with the teacher, and sometimes in a separate working space with small groups.</p>  |
| VI                             | <p>Visual Impairment</p> <p>Learners have a visual impairment if their sight is not correctable by wearing glasses or contact lenses.</p>  |



# Learning Support Plan \_\_\_\_\_

|   |                          |                     |  |                                  |                             |  |
|---|--------------------------|---------------------|--|----------------------------------|-----------------------------|--|
| Pupil picture here.   | <b>Year Group</b>        |                     |  | <b>Tutor</b>                     |                             |  |
|   | <b>PP</b>                |                     |  | <b>Area of need:</b>             |                             |  |
|   | <b>Summary of needs:</b> |                     |  |                                  |                             |  |
|   | <b>Key TA:</b>           |                     |  | <b>Date of next review:</b>      |                             |  |
| <b>My strengths and sparks (including future ambition):</b> |                          |                     | <b>How best to support me at school:</b> |                                  |                             |  |
| <u>Future ambition:</u>                                     |                          |                     |  |                                  |                             |  |
| <b>Data</b>   |                          |                     |  |                                  |                             |  |
| <b>CATS</b>   | <b>Verbal</b>            | <b>Quantitative</b> | <b>Non-verbal</b>                        | <b>Spatial</b>                   | <b>Mean</b>                 |  |
|   |                          |                     |  |                                  |                             |  |
| <b>SATS</b>   | <b>Reading</b>           |                     | <b>SPAG</b>                              |                                  | <b>Mathematics</b>          |  |
|   |                          |                     |  |                                  |                             |  |
|   | <b>English</b>           | <b>Mathematics</b>  | <b>Reading age</b>                       | <b>Average application score</b> | <b>Attendance % to date</b> |  |
| 2022/23 (RAG)   |                          |                     |  |                                  |                             |  |
| Term 2  |                          |                     |  |                                  |                             |  |
| Term 4  |                          |                     |  |                                  |                             |  |
| Term 6  |                          |                     |  |                                  |                             |  |
| <b>Outcomes And Interventions</b>                           |                          |                     |  |                                  |                             |  |
| <b>Intended Outcomes</b>                                    |                          |                     |  | <b>Interventions to support</b>  |                             |  |
|   |                          |                     |  |                                  |                             |  |
|   |                          |                     |  |                                  |                             |  |
| <b>Exam Access Arrangements:</b>                            |                          |                     |  |                                  |                             |  |
| <b>Progress Reviews</b>                                     |                          |                     |  |                                  |                             |  |
| <b>Review 1</b>   |                          |                     |  |                                  |                             |  |
| <b>Review 2</b>   |                          |                     |  |                                  |                             |  |



### Communication and Interaction (C&I)

Children and young people with **speech, language and communication needs (SLCN)** have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with an **Autism Spectrum Disorder (ASD)**, including **Asperger's Syndrome** and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

### Social Emotional and Mental Health Difficulties (SEMH)

Children and young people may experience a wide range of **social and emotional difficulties** which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as **attention deficit disorder (ADD)**, **attention deficit hyperactivity disorder (ADHD)** or **attachment disorder**.

### Cognition and Learning (C&L)

Support for **learning difficulties** may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including **moderate learning difficulties (MLD)**, **severe learning difficulties (SLD)**, where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to **profound and multiple learning difficulties (PMLD)**, where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect more specific aspects of learning. This encompasses a range of conditions such as **dyslexia**, **dyscalculia** and **dyspraxia**

### Sensory and/or Physical Needs (SN/PN)

Some children and young people require special educational provision because they have a **disability** which prevents or hinders them from making use of the educational facilities generally provided. These difficulties may fluctuate over time. Many children and young people with **vision impairment (VI)**, **hearing impairment (HI)** or a **multi-sensory impairment (MSI)** will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a **physical disability (PD)** require additional ongoing support and equipment to access all the opportunities available to their peers.



## Teaching Assistant 3 Step Plan for Classroom Support

|                     |       |          |
|---------------------|-------|----------|
| Term:               | Date: | Subject: |
| Teacher:            | TA:   | Class:   |
| Scheme of Learning: |       |          |

### 1. Additional Needs Survey Tick areas of difficulties for the SEND pupils:

| Attention and engagement    |  | Literacy |  | Language and communication                |  | Other   |  |
|-----------------------------|--|----------|--|---|--|---|--|
| Settling (first 10 minutes) |  | Reading  |  | Weak auditory (listening) skills          |  | English as another language (EAL)                   |  |
| Transitioning between tasks |  | Writing  |  | Vocabulary understanding and/or retention |  | Physical access (laptop, enlarged text, wheelchair) |  |
| Staying On-Task             |  | Spelling |  | Peer relationships                        |  | Numeracy  |  |
| <b>Notes:</b>               |  |          |  |   |  |   |  |

### 2. Priority Pupils

| Initials | SEND Status & Details (K/E etc) | PP/EAL ? | Difficulty Area(s): | TA Approach to Support: |
|----------|---------------------------------|----------|---------------------|-------------------------|
|          |                                 |          |                     |                         |
|          |                                 |          |                     |                         |
|          |                                 |          |                     |                         |
|          |                                 |          |                     |                         |
|          |                                 |          |                     |                         |







**3. General Approach** *Tick approaches to be used.*

|  |  |   |  |   |  |
|--|--|---|--|---|--|
| <p><b>Helicoptering</b><br/>Hovering to support where needed</p> |  | <p><b>Bridge</b><br/>Teach 1 to 2 priority pupils a focused task</p>        |  | <p><b>Supervising larger group</b><br/>Allow intensive teacher input for small group/individual</p> |  |
| <p><b>Zoning</b><br/>Monitor &amp; support an area/group</p>     |  | <p><b>Facilitating</b><br/>Equipment, recording HW, access to resources</p> |  | <p><b>Velcro</b><br/>Assist with activities that pose risk</p>                                      |  |
| <p><b>Notes:</b></p>   |  |   |  |   |  |







**End of Term Review** (including any changes to this plan for next term)

[illegible]

## Meet the Learning Support Team

|   |   |  |
|---|---|--|
| <p><u>Jo Blair</u><br/><u>SENDCo</u></p>  <p>Jo joined the team in September 2019 and is an experienced SENDCo from another local school. Before she became a SENDCo, Jo was a Head of English and has been teaching English since 2001.</p>   | <p><u>Anne</u><br/><u>Stapleford</u><br/><u>SEND TA</u><br/><u>and SEND</u></p>  <p><u>Administrative Support</u><br/>Anne joined the team in 1997 and is a very experienced TA. Anne has attended a number of SEND courses including SALT, ASD Outreach and Catch Up Numeracy. Having worked at the school for over 25 years, Anne knows everything there is to know about BCS.</p> <p>Anne is the Lead TA for Year 13.</p>    | <p><u>Andy King</u><br/><u>Teaching</u><br/><u>Assistant</u></p>  <p>Andy joined the team in 2017, but Beechen Cliff was his school from 2004-2011. Andy runs a social communication intervention for children with communication needs. Andy has attended many courses including 'Anger and ASD' and a 'positive handling' course. Andy is currently studying at Bath Spa university in Education Studies.</p> <p>Andy is the Lead TA for Year 12.</p> |
| <p><u>Sue Jones</u><br/><u>Teaching</u><br/><u>Assistant</u></p>  <p>Sue joined the team in 2013 having previously been the school nurse and lead for PSHE. Sue coordinates the Speech and Language therapy in school. Training history includes ASD, Attachment Disorder and Solution Focused therapy. She is a school Mental Health ambassador. Sue is the Lead TA for Year 8.</p> | <p><u>Jane</u><br/><u>Ballard</u><br/><u>Teacher and</u><br/><u>Teaching</u><br/><u>Assistant</u></p>  <p>Jane is a qualified teacher of Geography and has worked in a range of schools from inner city London to the private sector. More recently, Jane spent 4 years creating humanities resources for Teachit. Jane also has a son at BCS. Jane teaches GCSE Geography, Year 7 Achieve and is the Lead TA for Year 7.</p> | <p><u>Diogo</u><br/><u>DaSilva</u><br/><u>Teaching</u><br/><u>Assistant</u></p>  <p>Diogo joined the team in April 2020 and focuses on KS3 support. He coordinates the Touch Typing programme and supports boys in using a laptop as an alternative means of recording information.</p>   |



|  |  |   |
|--|--|---|
| <p><u>Sarah Stacey, Teaching Assistant</u></p>  <p>Sarah is a graduate in geography and before joining Beechen worked for The Princes Trust and also taught EFL abroad for a number of years prior to that.</p> <p>Sarah is the Lead Teaching Assistant for Year 9.</p> | <p><u>Aidan Petrie, Teaching Assistant</u></p>  <p>Aidan joined in 2022, working through Five Education agency. He graduated from Bath Spa in 2021, where he studied Graphic Communication. He is looking to build some experience working as a TA full time before undertaking a PGCE to become an Art teacher. Aidan is the Lead Teaching Assistant for Year 11.</p> | <p><u>Tracey Layton, Pupil Premium Lead</u></p>  <p>Tracey is Beechen Cliff's Pupil Premium Coordinator. Tracey also provides 1:1 maths tutoring. Tracey previously has worked as a secondary maths teacher, IT trainer and have also done exam invigilation.</p> <p>Tracey is committed to inclusion and opportunities for all.</p> |
| <p><u>Sharon Jones, Teaching Assistant</u></p>  <p>Sharon has years of experience working with pupils with ADHD and ASD.</p> <p>Sharon works with Year 8 and Year 11.</p>   | <p><u>Andrew Davies, Learning Mentor</u></p>  <p>Andrew, who was Head Teacher at Beechen Cliff for sixteen years, now works as a Learning mentor within the SEND Team. His work focuses on supporting a number of KS4 PP/SEND pupils who have learning gaps/difficulties or other barriers to learning.</p>  | <p><u>Jimmy Wall, Deputy SENDCo</u></p>  <p>Jimmy is a Teacher of Maths, Pupil Premium Lead and Deputy SENDCo.</p> <p>Jimmy is currently completing his SENDCO National Award.</p>   |



Pamela Cheung, Teaching Assistant



Before joining Beechen Cliff, Pamela spent 20 years as a social worker in Hong Kong. Pamela is passionate about supporting pupils with a diagnosis of autism to thrive in school.

Pamela works with Year 8.

Paul Wickens, Teaching Assistant



Paul joined Beechen Cliff in 2023. Prior to this Paul was a Teacher of Physical Education.

Paul works with Year 8.

Zoe Morris, Teaching Assistant



Zoe joined Beechen Cliff in 2023. When not working as a Teaching Assistant, Zoe is busy working as a private chef.

Zoe works with Year 7.

Christina Iacob, Teaching Assistant



Christina is passionate about supporting pupils for whom English is an additional language.

Christina works with Year 8.

Louise Punt, Teaching Assistant



Louise is joining the team at Beechen Cliff in January 2024. Louise has previous experience as a Teacher of Technology.

Louise works with Year 7.

