



**ALDER TREE PRIMARY**

BELIEVE - BELONG - BECOME



# STAFF HANDBOOK SEND





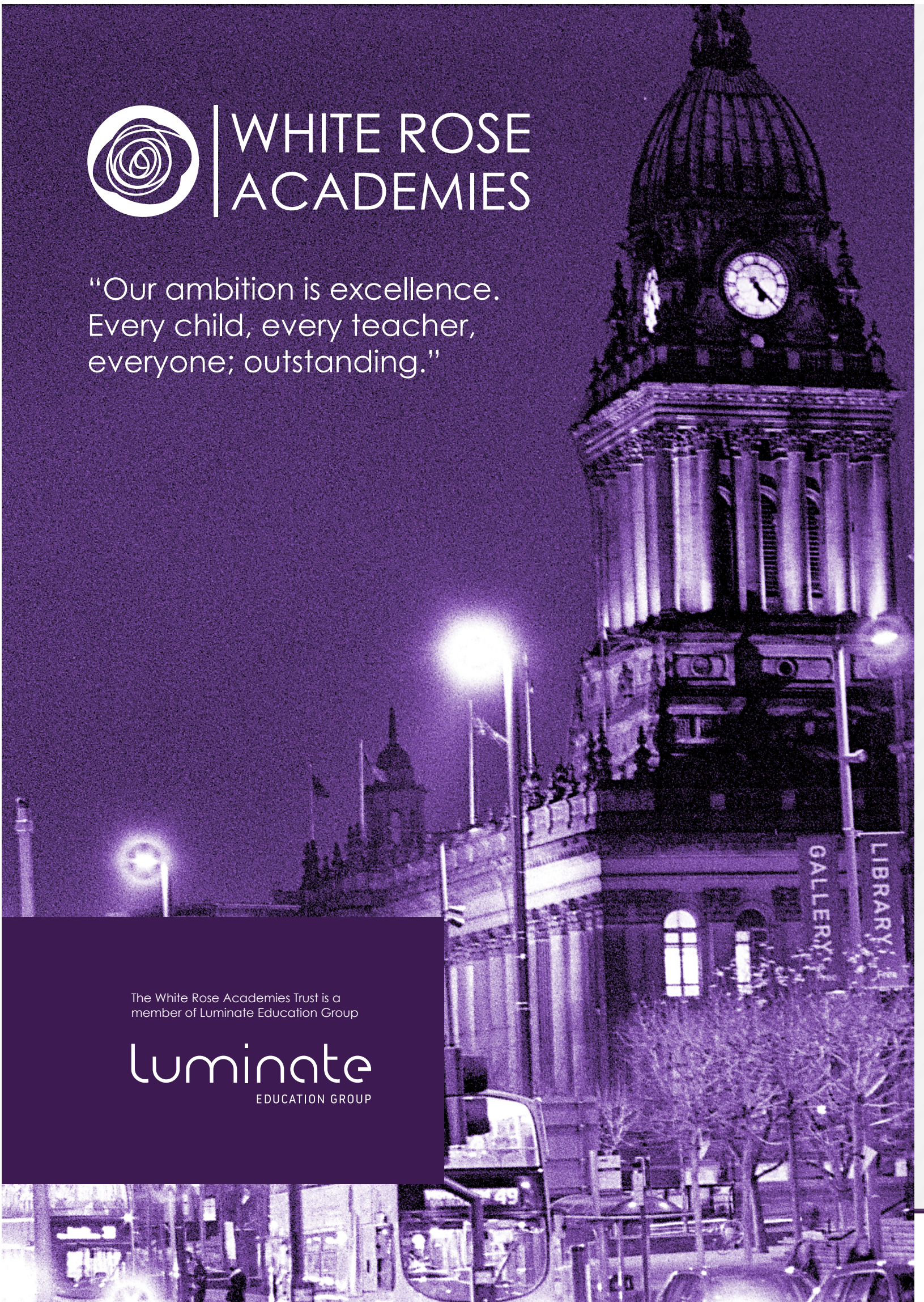


# WHITE ROSE ACADEMIES

"Our ambition is excellence.  
Every child, every teacher,  
everyone; outstanding."

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# OUR MORAL COMPASS AND INTENT



## CREATE A POSITIVE AND SUPPORTIVE ENVIRONMENT FOR ALL PUPILS WITHOUT EXCEPTION.

An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils.

At Alder Tree Primary we:

- promote positive relationships, active engagement, and wellbeing for all pupils;
- ensure all pupils can access the best possible teaching and provision.





# THE IMPLEMENTATION OF OUR PROVISION STRATEGY



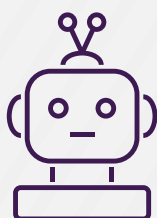
## SCAFFOLDING

Scaffolding offers temporary supports, such as a writing frame, that is gradually removed as the pupil becomes increasingly independent. Scaffolding is commonly considered part of guided practice in explicit instruction. Scaffolding can also be used to reinforce consistent expectations for behaviour – for example, what equipment is needed for each lesson and classroom routines within the school day.



## FLEXIBLE GROUPING

Flexible grouping describes an in-class approach that sees groups formed with an explicit purpose. They focus on a specific learning need and are purposely disbanded when the purpose is met. Allocating temporary groups can allow teachers to set up opportunities for collaborative learning, for example to read and analyse source texts or complete graphic organisers.



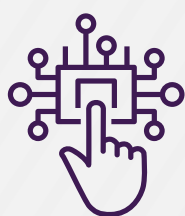
## TECHNOLOGY

Technology can assist teacher modelling. For example, a teacher may use a visualizer to model worked examples in English. To increase pupils' practice, technology applications, such as online quizzes can prove effective. Speech generating apps to enable note-taking and extended writing can be helpful. Technology, as a method to provide feedback to pupils and/or parents can be effective, especially when the pupil can act on this feedback.



## COGNITIVE & METACOGNITIVE STRATEGIES: CHUNKING

Cognitive strategies are skills like memorisation techniques or subject-specific strategies like methods to solve problems in maths. Metacognitive strategies help pupils plan, monitor and evaluate their learning. Chunking the task at each stage will support pupils with SEND – this may be through provision of checklists or providing one question at a time to make the information easier to process.



## EXPLICIT INSTRUCTION

Explicit instruction refers to a range of “teacher-led” approaches, focused on teacher demonstration followed by guided practice and independent practice. Explicit instruction is not just “teaching by telling” or “transmission teaching”. It usually begins with detailed teacher explanations, followed by extensive practice, later moving to independent work.

**IMPROVING HIGH QUALITY TEACHING FOR ALL PUPILS WILL IMPROVE OUTCOMES FOR PUPILS WITH SEND. TEACHERS SHOULD DEVELOP A REPERTOIRE OF THESE STRATEGIES THEY CAN USE FLEXIBLY IN RESPONSE TO INDIVIDUAL NEEDS AND USE THEM AS THE STARTING POINT FOR CLASSROOM TEACHING FOR ALL PUPILS, INCLUDING THOSE WITH SEND.**



# THE NON-NEGOTIABLES: WHAT YOU ARE EXPECTED TO DO

## YOUR ROLE AS A TEACHER

Your main role is to help identify and overcome barriers to learning inside and outside the classroom.

- Teachers are 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.
- Teachers should work closely with any Teaching Assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCO, teachers should revise the support considering the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.
- Through professional development, secure knowledge, understanding and skills around SEND.

## THE SPECTRUM OF NEEDS AT ALDER TREE PRIMARY

We have pupils on the SEND register, encompassing a wide range of different needs. We understand that every child is an individual, with his or her own unique range of needs that we must support. If you require any further information about a particular pupil, please do not hesitate to contact Louise Reavey.

## PASSING ON SEND CONCERNS

Please log **ALL** SEND concerns and requests, including suggestions for SATs access arrangements, using the assessment documents and then forward these to Louise Reavey. Please see Louise Reavey for SEND concern forms and documents.







## SEND CODE OF PRACTICE

The SEND code of practice published April 2014 (SEND14) made some significant changes to how we manage, identify and support pupils with Special Educational Needs.

The term 'Additional Need – coded K' replaced both 'school action' & 'school action plus' under SEND14. 'Statements' have been replaced with Education and Health Care plans, linking NHS, social care and education within a single plan. EHCPs cover birth to age 25.

### **The four areas of need are:**

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

The needs of pupils under these four sections are explained later in this booklet.

### **At Alder Tree Primary we have adopted the following approach:**

- Following formal assessment, pupils with EHCPs and those with complex special educational needs follow an Individualised Learning Plan, stating their needs and the support package that has been put in place. EHCPs are reviewed at least annually.
- Pupil Passports are different for each pupil and include teaching strategies and access to high quality teaching (HQT). All staff need to be aware of pupils' needs and make use of the Pupil Passports when planning and delivering lessons. Passports will be kept in a SEND file and must be stored in a locked cupboard in the classroom.
- Additional Support Documents, including Pupil Passports are in place for pupils identified with less complex SEND which may affect their ability to make expected progress. These contain information pertinent to supporting the individuals.
- Both the Targets and the Additional Support Documents are available under SEND documents on Arbor.
- All pupils on the SEND register have a Pupil Passport. Some pupils who are being monitored may also have a Pupil Passport.



## USING SUPPORT IN THE CLASSROOM

### SUPPORTING THE PUPILS

- Developing an understanding of the specific needs of the SEND pupils.
- Establishing a supportive relationship with pupils and developing methods of promoting and reinforcing their self-esteem.
- Helping pupils to learn as effectively as possible in both group situations and on their own.
- Clarifying and explaining instructions.
- Ensuring the pupils can use the materials and equipment needed.
- Motivating and encouraging pupils when necessary.
- Assisting them in weaker areas such as English, behaviour and presentation skills etc.
- Helping pupils to stay on task and finish the work set, this may include allowing additional time.

### SUPPORTING THE SCHOOL

- Contributing to established links between home and school
- Liaising with other members of the team to support SEND pupils
- Attending relevant in-service training
- Being aware of and following established school procedures.





# THE INCLUSIVE TEACHING CHECKLIST

**How inclusive and accessible are your lessons?**

**How can you better meet the needs of all your pupils?**

**How many of these strategies do you routinely plan and use in your teaching?**

INCLUSIVE TEACHING CHECKLIST		✓
Use a calm, even tone of voice when talking. Do not shout.		
Interactive strategies e.g. pupils having cards to hold up or mini-whiteboards.		
Use of visual and tangible aids e.g. real objects, signs or symbols, photographs, computer animations, maths resources, phonics mats for spelling.		
Pupil groupings used so pupils are able to draw on each other's strengths and skills.		
New or difficult vocabulary is clarified, written up, displayed and returned to and could be shared with pupils prior to the lesson.		
Questions are pitched so that they challenge all pupils at all levels.		
Time and support is given before responses are required e.g. personal thinking time, partner talk.		
Tasks are modelled then related to success criteria.		
Different resources are available on tables/working walls e.g. word lists, dictionaries of terms, glossaries, visual prompts, scaffolds.		
Scaffolding is used to support learners e.g. problem-solving grids, talk and writing frames, clue cards, letter and alphabet grids/charts, word banks and sentence stems.		
Arrangements are in place to ensure that all pupils can access written text or instructions e.g. buddying, adult support, taping, simplified version, talking whiteboard or talking tins.		
There are planned alternative recording methods where appropriate for some pupils and/or tasks. Where learning plans identify that a pupil would find handouts that they can annotate helpful to progress, please supply them. Reduce to an absolute minimum the need to copy from the board.		



# EVERY TEACHER IS A TEACHER OF SEND

The Special Education Needs and disability review states that the following characteristics are found in the best lessons observed. Although these features are true for good teaching generally, they are particularly true for the teaching of disabled children and young people and those with Special Educational Needs.

## Children and young people learn best when:

- Assessment is secure, continuous and acted upon.
- Teachers plan opportunities for pupils to collaborate, work things out for themselves and apply what they have learnt to different situations.
- Teachers' subject knowledge is good.
- Teachers understand pupils' needs and how to help them.
- Lesson structures are clear and familiar but allow for adaptation and flexibility.
- All aspects of a lesson are well thought out and any adaptations needed are made without fuss to ensure that everyone in class has access.
- Teachers present information in different ways to ensure all pupils understand.
- Teachers adjust the pace of the lesson to reflect how pupils are learning.
- The staff clearly understand the difference between ensuring that pupils are learning and just keeping them occupied.
- Respect for individuals is reflected in high expectations for their achievement.
- The effectiveness of specific types of support is understood and the right support put in place at the right time.

## The Children and Families Act of 2014 was passed as law in March 2014 and reforms legislation relating to the following areas:

- adoption and children in care
- aspects of the family justice system
- children and young people with special educational needs
- the Office of the Children's Commissioner for England
- statutory rights to leave and pay for parents and adopters
- time off work for ante-natal care

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## SEND: THE THREE WAVES OF SEND SUPPORT

SEND structures support/intervention into three waves (National Strategy: Three Waves of Intervention):



# Universal Provision

## HIGH QUALITY TEACHING

High quality teaching as part of 'Narrowing the Gap' agenda has key characteristics embedded within the ATP Model for Learning and inclusive teaching checklist, including:

- Highly focused lesson design with sharp learning objectives and outcomes.
- High demands of pupil involvement and engagement with their learning.
- High levels of interaction for all pupils.
- Appropriate use of teacher questioning, modelling and explaining
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups.
- An expectation that pupils will accept responsibility for their own learning and work independently.
- Regular use of encouragement and authentic praise to engage and motivate pupils.

## NASEN EVERY TEACHER CAMPAIGN

The Every Teacher campaign by The National Association for Special Education Needs (NASEN) has five key messages: **(linked to the teacher standards- specifically standard 5 & 7)**

1. Every teacher is a teacher of children with special educational needs and is responsible for every pupil in their class.
2. Every teacher is accountable for every pupil's progress.
3. Every teacher is entitled to high quality professional development.
4. Every teacher should understand the individual needs of all their pupils.
5. Every teacher should have the support of a qualified and experienced SEND team.

### Examples:

- Clear objectives/intentions shared with all pupils at the start of the lesson and returned to during or at the end of the lesson.
- New vocabulary carefully explained and put into context – pre and post-teaching.
- Lively, interactive teaching styles deployed when appropriate.
- Visual and kinaesthetic learning methods deployed whenever possible as well as auditory/verbal learning.
- Carefully planned long-term differentiation and scaffolding. Children need to have high expectations of themselves.

**High Quality Teaching of this nature is the best way to reduce, from the outset, the number of children needing additional help with their learning or behaviour as they move through school.**



# Targeted Provision

Wave 2 outlines the additional interventions for those pupils whose needs may fall into one or more of the SEND categories (see SEND Code of Practice).

## Wave 2 Interventions at Alder Tree Primary include:

- Additional Maths interventions
- Additional ICT access/provision to support class learning
- SEMH interventions/mentoring and support
- Attendance support programmes
- Differentiated/scaffolded class work
- Extra-Curricular activities access
- Handwriting support and provision
- Individualised learning programme
- English catch-up interventions including IDL (Spelling programme)
- Maths catch-up
- Progress monitoring
- Pupil Passports document to share strategies with staff
- Quiet lunch club
- Reasonable adjustments support (Wave 1 provision)
- Referral to Early Help Cluster
- Referral to SENCO
- Regular communication with parents
- Relevant rewards systems
- Report system and behaviour logs -Arbor
- Small group learning programmes
- Social skills intervention
- Speech and Language learning programmes
- Star Reader
- Targeted in-class shared support
- Time-out support/wellbeing room
- Transition management and planning with SENCO





# Specialist Provision

Wave 3 outlines the highly personalised interventions overseen by the SENCO for pupils whose needs fall into one or more of the four SEND categories outlined above.

## **Wave 3 Interventions at Alder Tree Primary include: IN HOUSE PROVISION:**

- 1:1 or small group English support
- 1:1 or small group TA support
- 1:1 or small group Numeracy support
- 1:1 or small group teaching
- Access arrangements for exam concessions
- Access to specialised ICT support
- Access to alternative provision (AIP)
- Detailed inductions and transitions programmes
- Inclusion strategies
- Individual rewards systems
- Mentoring support
- Modified timetable
- individual Programme of Learning
- Phonics programmes
- Regular monitoring of intervention impact
- SEND Pathways advice
- Social Stories
- Statutory reviews of progress
- Strategies for teachers
- Support/Sensory/wellbeing room
- Visual timetables (NowNext/Then)

## **SPECIALIST INTERVENTIONS FROM OUTSIDE PROVIDERS:**

- Specialist Teaching Team (SENIT)
- ASD Outreach (STARS)
- CAMHS - Child and Adolescent Mental Health
- Early Help Network
- Education Psychologist
- Occupational Therapy (OT)
- Speech and Language Therapy (SALT) (Chatterbugs)





# INTERVENTIONS

Interventions help individual pupils catch up with their peers. Interventions take place in small groups or individually and are normally for several sessions (half a term or a full term).

## Current interventions include help for pupils with their:

- English – reading, spelling, comprehension and test technique
- Numeracy
- Dyslexia support
- Spelling
- Handwriting
- SEMH interventions
- Offsite educational interventions

Interventions are analysed to ensure they are providing positive impact and are logged and analysed.

## LEARNING PLANS & PUPIL PASSPORTS

All pupils with EHCP and many SEND Support pupils have a personalised plan, containing key SEND information to assist teachers and teaching assistants.

Pupil Passports (written alongside the pupil about how they learn best) and targets and information to support the APDR (assess, plan, do, review) cycle termly.

## PUPIL PASSPORTS

Pupil Passports are written from the pupil's point of view – what they enjoy, what they find difficult and how they prefer/would like to be supported.

These are key documents in supporting pupil voice and in making essential information available to staff to assist them in planning and supporting these pupils in class.

## PUPILS' NEEDS AT ALDER TREE PRIMARY

The list below refers to Alder Tree Primary on roll

This is not an exhaustive list, and we may become aware of other needs as the year progresses.

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• Dyslexia</li><li>• ADHD – Attention Deficit Hyperactivity disorder</li><li>• Autism (ASC)</li><li>• Dyspraxia – Developmental co-ordination disorder</li><li>• English</li><li>• Numeracy</li><li>• Dyscalculia</li><li>• Dysgraphia</li></ul> | <ul style="list-style-type: none"><li>• Pupils in a state of stress and/or SEMH needs</li><li>• Visual Difficulties</li><li>• Hearing Difficulties</li><li>• Muscular Dystrophy</li><li>• Cerebral Palsy</li><li>• Severe allergies e.g., nut allergy – anaphylaxis – require EpiPen and careful mealtime management</li></ul> |
|--|--|

# ACCESS ARRANGEMENTS FOR EXAMINATIONS

***“Access Arrangements are pre-examination adjustments for pupils based on evidence of need and normal way of working.”***

Access Arrangements allow pupils/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'.

## **ACCESS ARRANGEMENTS INCLUDE:**

- Scribe/word processor
- Reader/reading 'pen'/reading software (please encourage pupils to try these enabling technologies)
- Up to 25% Extra Time
- Smaller room
- Supervised rest breaks
- Accessibility aids for those with eyesight/hearing difficulties
- Prompters

Teachers and Teaching Assistants must bring any concerns they may have about any pupil in their class to the SENDco for those pupils to be assessed for intervention and/or monitoring with a view to a possible access arrangement. Teachers may notice that a pupil works to their best ability when the questions are read aloud, or that they need longer to process their answers. Others perform significantly better when word processing rather than handwriting their work.

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## INFORMATION AND STRATEGIES FOR DIFFERENT NEEDS

**The information on the following pages has been put together to help you devise strategies to support our pupils with different needs.**

**The information is of a general nature and may need tweaking to suit individuals.**



# DYSLEXIA / DYSLEXIC TRAITS

Dyslexia is a language-based learning disability, biological in origin and defined by a lack of phonological awareness (the ability to convert letter combinations to sounds and vice versa). The term, 'Dyslexia' refers to a cluster of symptoms, which results in people having difficulties with specific language skills, particularly reading. They may also have trouble with other language skills, including spelling, writing and speaking.

Dyslexia affects approximately 10% of the population to varying degrees and is best thought of as a continuum, as there are no clear cut-off points. Many pupils may display dyslexic traits, but Dyslexia can only be diagnosed by an Educational Psychologist.

About 4% of the British population are severely dyslexic. Dyslexia is identified as a disability as defined in the Equality Act 2010. Dyslexia occurs in people of all backgrounds and intellectual levels and often runs in families.

## **Problems experienced by dyslexics may include:**

- difficulty in decoding single words (reading single words in isolation)
- slow to learn the connection between letters and sounds
- confusing small words – at/to, said/and does/goes
- difficulty in transposing number sequences and confusion of arithmetic signs
- difficulty remembering facts
- slow to learn new skills, relying heavily on memorizing without understanding
- difficulty planning and sequencing
- awkward pencil grip (fist, thumb hooked over fingers, etc.)
- difficulty learning foreign languages/learning to tell the time
- poor fine motor coordination

## **The dyslexic pupil should be shown:**

- the big picture and then how the details fit into it
- from parts to whole
- from the simple to the complex
- from the concrete to the abstract
- from the visual to the auditory (kinaesthetic start even better)
- how new information fits in with what has been learned
- with much scaffolding, review and practice at every step of the way (pre-teach vocabulary)

## **Dyslexic pupils need:**

- a structured, orderly, consistent environment.
- no more than one or two verbal instructions – break into bite-size chunks.
- a simultaneous multi-sensory structured approach to language learning that uses all three pathways of learning: visual, auditory and kinaesthetic-tactile.
- time to respond/process what has been heard/allow additional time to complete work – consider Access Arrangements.
- key vocabulary on handouts or equipment – word banks.
- repetition of instructions – pre and post teaching
- Pupils who have difficulty following directions are often helped by teachers/TAs asking them to repeat the directions in their own words, use a task plan or a tick list. The pupil can repeat the directions to a peer when an adult is unavailable.
- help with note taking (handouts, allow photographs of the board/peer work etc...)

### The following suggestions can help pupils understand:

- if directions contain several steps, break down the directions into subsets (bite size chunks).
- simplify directions by presenting only one portion at a time and by writing each portion on a handout/the board as well as stating it orally. Provide a tick-list.
- when using written directions, be sure that pupils can read and comprehend the meaning. Read and explain written directions to the class/ individual(s).

### You should attempt to:

- use a balance of presentations and activities and scaffold the tasks.
- teach mnemonic devices and handouts to help them remember key words.
- reduce 'glare' by using an agreed background colour on IWB or coloured overlays as appropriate and ensure handouts have large-enough print.
- use accessible texts/websites and verbalise key facts.
- provide alternatives to copying from the board (photographing / handouts etc.)
- support use of word-processor/assistive technologies / audio books where appropriate and consider access arrangements.
- provide help with sequencing tasks.

## ADHD

### Main traits:

- associated behaviour issues seen in school and at home
- poor attention skills
- associated with Dyspraxia
- limited concentration span; Hyper and Hypo
- fidgety e.g. toe tapping / flicking pencils etc
- impulsive
- hyperactivity

### Teaching strategies:

- provide a structured, orderly, consistent environment - seat away from obvious distractions
- have clear, fair, firm expectations
- give clear instructions both verbal and written
- make sure the pupil knows the lesson plan and what will happen next - avoid surprises – warn of changes to lesson routine
- give one task at a time
- break learning into bite-size chunks – a tick-list can be useful
- remain calm at all times
- plan movement breaks and allow the child to move around the room, when appropriate
- clear instructions or an action plan for 'time out'
- allow subtle use of a fiddle toy (e.g. tangle) when listening



# AUTISTIC SPECTRUM CONDITION

## Main traits:

- finds social interaction difficult to comprehend
- affects socialisation in all or most situations
- lack of adaptability and flexibility, especially to new situations
- may have restricted and repetitive patterns of behaviour, interests and activities
- lack of or heightened empathy and ability to read others' feelings
- struggle to feedback own feelings

## Teaching strategies:

- provide a structured, orderly, consistent environment
- use the pupil's name to gain attention
- don't expect the pupil to process more than one sensory input at a time
- avoid surprises - give warnings of any changes to the normal routine of the class/lesson, for example if going to be taught by a cover supervisor or supply teacher
- use specific, targeted praise and rewards and reward systems
- back up verbal instructions with written resources
- try to avoid irony or sarcasm, explain what is meant; there may be a tendency for literal understanding
- allow additional time to process information
- use 5-point scale and allow 'time out' as required.
- allow subtle use of fiddle toy e.g. tangle or a kick band
- use of post-it notes/task plan to support pupil who 'shout out' or who 'make comments that appear unrelated to the topic'

# DYSPRAXIA

## (DEVELOPMENTAL CO-ORDINATION DISORDER)

## Main traits:

- impaired spatial awareness, accuracy and grading of movement
- poor co-ordination
- difficulties with fine motor skills (small, specific movement)
- difficulties with gross motor skills (big movements)
- poor orientation
- poor concentration
- difficulties with handwriting and/or fine drawing skills

## Teaching strategies:

- break information into short sentences and bite-size chunks
- keep tasks short and precise, if possible one or two tasks at a time
- ensure the pupil hears all instructions. Repeat as necessary
- be understanding, firm and consistent
- award praise for effort, not just the outcome
- utilise task plans and tick lists / have spare equipment to support pupil organisation

# ENGLISH

## Teaching strategies to support English needs across the curriculum:

- Use subject specific terminology to develop pupils' vocabulary and encourage pupils to practice and use their new vocabulary – pre teach
- Provide a stimulating and English -friendly learning environment
- Display key terminology in the classroom and on handouts and refer to it on a regular basis – use of word banks for individual children
- Give pupils thinking time to rehearse oral responses. Allow pair/group discussion before asking for solutions to problems
- Discuss with SENDCo if you believe a pupil would benefit from an intervention



# DYSCALCULIA

## Main traits:

- Difficulty using specific tools, such as protractors and compasses
- Poor test results in maths compared to other areas of learning
- Negative/fidgety/withdrawn behaviours – particularly when asked to perform mathematical tasks
- Difficulty understanding place value; places numbers in the wrong column when trying to add up, multiply etc.
- Not grasping concepts at the same rate as others
- Frequent requests for information/ explanations to be repeated
- Poor retention of numbers

## Teaching strategies:

- Vary teaching methods and include visual mnemonics
- Allow additional time for pupils to work out math problems in their own way
- Use specialist equipment that is specific to the individual pupil
- Use concrete materials to help link mathematical concepts to real life
- Provide visual and kinaesthetic context to abstract mathematical ideas
- Provide much practice and repetition of new skills and concepts
- Reduce the need for memorisation by providing appropriate classroom resources



# DYSGRAPHIA

## Main traits:

- Difficulty in reading aloud in front of others
- Fidgety when asked to do writing activities
- Distraction techniques e.g. asking to go the toilet
- Difficulty copying from the board
- Leaning to one side/posture moves as writing across the page
- Writes over-short pieces lacking in detail

## Teaching strategies:

- **Do NOT** ask to read aloud without permission of pupil
- Break down written work into small, manageable bite-size chunks
- Speak slowly and clearly, using simple sentences to convey information
- Use story starters for creative writing assignments
- Draw out detail with questions and visualisation strategies
- Practise mind mapping for topics

# SEMH NEEDS

When dealing with pupils in a heightened state of stress we must acknowledge that our own stress levels may also become raised. Pupils are hyper-vigilant of others' stress levels, and we need to know where our own base line is.

## What is the best way to respond?

- Use ATP systems in the same way as for any other ATP pupil. Keep in mind that when in a state of stress, the pupil may be unable to process the situation and fully understand any conversations with staff.
- Be aware of personal space and do not touch the pupil unless necessary to keep them or others safe.
- Allow time for them (and possibly you) to calm down.
- Make a statement of understanding, e.g. "I can see you're angry" leave a pause for processing, "I am sorry that you feel angry" again leave a gap before giving any direction, such as speaking about the incident outside the classroom or sitting down to speak.
- Speak in short clear sentences and give time for the pupil to process this information.
- Heightened state of stress lengthens recovery time. Suggest time out.
- Only when the pupil regains a state of calm will it be possible to discuss the incident. Give the pupil opportunity to explain to you what happened from their own perspective first, this could be completed while the pupil is busy and engaged with another task e.g. colouring or use of comic strip cartoon conversations. Knowing that you have listened will make it easier when you next explain what you saw, and outline what will happen next.

# HEALTH CARE PLANS / IPRAS

Where appropriate, Individual Health Care Plans are implemented that may or may not link in with a pupil's status on the SEND register.

Not all pupils with a Health Care Plan are on the SEND register but all are recorded in the Medical Needs Register, linked with the pupil's medical profile in Arbor.

Individual Health Care Plans are reviewed at least annually.

## Concerns on the Medical Needs Register at ATP include:

- Asthma
- Attention-deficit hyperactivity disorder
- Cerebral Palsy
- Chronic Fatigue
- Colour Blindness
- Diabetes
- Eczema
- Epilepsy
- Hearing impairments
- Bowel and stomach complaints
- Allergies
- Nut allergies
- Neuropathy
- Visual Impairment





# MEDICAL NEEDS ARE LOGGED ON ARBOR



## VISUAL DIFFICULTIES

### Main Traits:

- Difficulties seeing items at distance
- Close vision may be compromised
- 'Blind' spots in field of vision
- Disruption processing visual information (in the eye or brain)
- Difficulties seeing colours, shades and tones
- Text appears to move around the page or over the top of other text

### Teaching strategies:

- Avoid copying work off the board, if needing to use the board make sure the pupil sits near to the front of the class or can see the teacher's computer or print out the slide. Use verbal description of the work being done, for example, "Write the title, 'Categories of Vegetables' in the middle at the top of your page, as it is on the board."
- When demonstrating practical elements of the subject, bring the pupils around the table where the demonstration is taking place, make sure the pupil with visual difficulties is close. If possible, allow pupils to pass around items being shown.
- Enlarge pupil's work sheets and use enlarged books.
- Pupil may have a magnifying glass ruler for use with smaller books.
- Label coloured pencils and other coloured items in the class. There are varying degrees of colour blindness, but the ability to distinguish between shades is often compromised.
- Ensure work is in a clear, bold print.
- Ensure diagrams/graphs etc. are clear.
- Coloured overlays may be useful to reduce glare.
- Consider providing pdf files that can be read & enlarged on a computer.

# HEARING DIFFICULTIES

## Main Traits:

- Missing some or all of instructions
- Particular difficulty when teacher's mouth obscured (many use lip-reading to reinforce what they hear)
- Especially difficult in areas with high background noise

While some pupils may have permanent hearing loss, many other pupils may suffer temporary losses from colds and ear infections. Since even temporary losses can have an effect on language development and access to curriculum, the strategies mentioned here are worth using by every teacher.

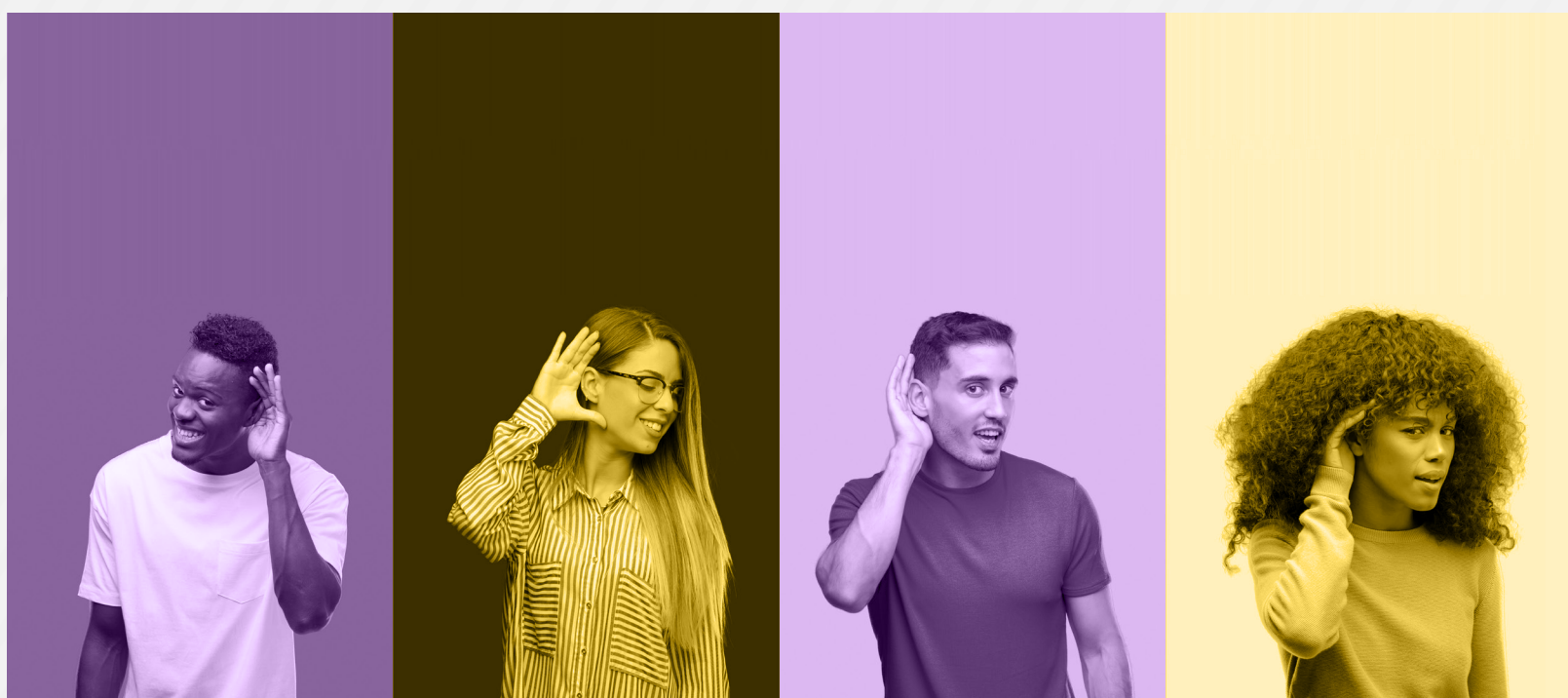
## Classroom Adaptations

When possible, turn off equipment that creates background noises, such as fans and projectors, when not in use. If your classroom has noisy heating or cooling systems, consider requesting a room change. Eliminating extra noise helps pupils with hearing impairments focus on the lesson. Remember that hearing aids amplify every sound, including tapping pencils and air conditioners. Carpets, curtains and tennis balls on chair bottoms can also eliminate a great deal of extraneous noise.

## Communication Considerations

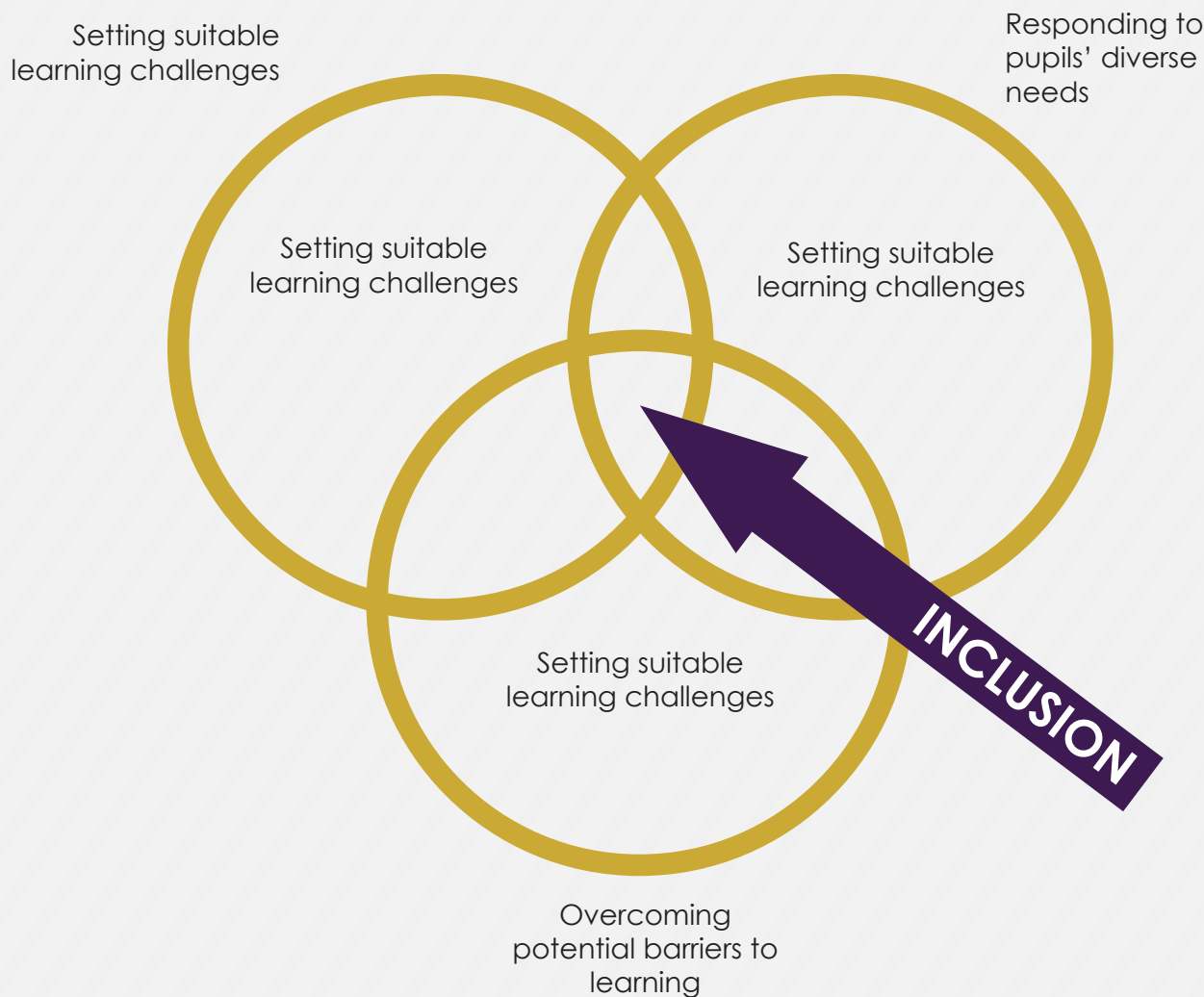
Effective communication is vital with a hearing-impaired pupil to ensure pupil success. Since many hard-of-hearing pupils rely on lip-reading, at least partially, it is important to keep a few points in mind when you are teaching:

- Look directly at and face the pupil when communicating. Do NOT cover your mouth.
- Say the pupil's name or signal their attention in some way before speaking.
- Assign the pupil a desk near where you plan to deliver most of your lessons.
- Speak naturally and clearly. Speaking louder may not help.
- Some pupils will have use induction-loop system. Wear this around your neck and remember to switch it OFF when addressing/helping other pupils!





# UNIVERSAL PROVISION/WAVE ONE INTERVENTION/HIGH- QUALITY TEACHING/INCLUSION



Alder Tree Primary considers the following essential to good inclusive teaching for all children, including SEND, and there is an expectation that they will occur regularly in the teaching and learning in every classroom:

### **The learning environment is inclusive because school staff:**

- Encourage positive learning behaviours and create a purposeful learning environment.
- Welcome children into the classroom.
- Have high expectations for all pupils.
- Celebrate the successes of all pupils.
- Describe the behaviours wanted.
- Model fairness, consistency and a problem-solving approach.
- Make the classroom a 'no put-down zone'.
- Treat all pupils positively (positive comments only - no negative comments for all pupils).
- Support and encourage ALL pupils to take risks.
- Teach pupils that getting something wrong is a normal part of the learning process.
- Recognise pupils with low self-esteem and put in place strategies to raise pupils' self-esteem.
- Explicitly train pupils how to assess each other's work and provide fair and helpful feedback so they actively participate in the assessment process through peer assessment and self-assessment.
- Support 'active listening' (good: sitting, looking, listening, thinking) with visual cues and provide support for focused listening (identifying prior to listening what to listen out for, providing frames for note taking). – These visual clues should be displayed and referred to.
- Provide visual timetables to help pupils organise the structure of the day. This should be display at the front of your classroom and referred to throughout the day.
- Explicitly teach the social skills needed for good group work and visual cues are available to reinforce this.
- Discuss learning styles with pupils and identify individuals' preferred learning styles. They use the information to inform a discussion with the children about the practices and resources that will support their learning and encourage them to develop their weaker areas.



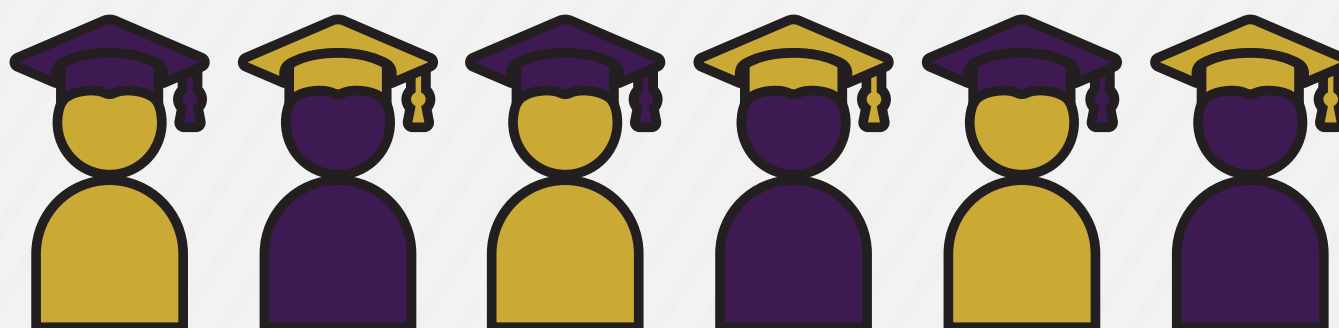
### **The lesson planning is inclusive, because ALL staff:**

- Plan to overcome the barriers to learning for pupils who have the cognitive ability to meet the age-appropriate expectations; and revise the learning objectives for those who don't by forming ones which are either:
- Linked to the age-appropriate objective but scaffolded so all children can achieve the aim.
- Distinct and different but met through the planned activities for the class and differentiated and scaffolded to ensure all children can access the learning.
- Support pupils in understanding any personalised targets, knowing what they will need to do to them and reviewing progress towards the targets with them.
- Set differentiated learning challenges so that all pupils experience success and failure.
- Plan work in whole class teaching sequences or shared reading or writing, so that the pupils have an example to follow.
- Plan to create learning opportunities which are 'low stress – high challenge' as these are



the ideal ways of making abstract concepts concrete e.g. acting out or modelling with resources in maths.

- Plan the key questions that will trigger and sustain the learning in the lesson planning. Knowledge of hierarchy of thinking skills, e.g. Bloom's taxonomy, and the questions to prompt different thinking skills allows them to plan differentiated key questions which can be targeted at different ability groups.
- Plan a range of tasks that reflect the different preferences of learners, planning lessons which consist of more than one related learning activities: being sympathetic to visual and kinesthetic and experimental learners.
- Plan the use of Visual and tangible aids e.g. story sacks, real objects, signs or symbols, photographs, pegs on a line, number lines, counting sticks and computer animations.
- Plan, where extra adult support is available, for pupils, who need it, to be pre-prepared or pre-teaching, where this would help them to access the lessons.



#### **The learning is inclusive because teaching staff:**

- Share learning goals, linked to curricular targets, with pupils in a way that is meaningful to themselves as individuals. All pupils could explain what they are trying to learn and why if a visitor asked them. LO are displayed and referred to.
- Ensure pupils are clear about the success criteria (sometimes formulating them themselves) and the outcomes against them. LO are displayed and referred to/use of task plans/post-it notes and tick lists.
- Have built up a bank of activities to use in starters and plenaries and repeat activities regularly so all pupils get skilled at using them and focus on the learning and not learning the activity.
- Simplify their language and are specific.
- Teach a variety of thinking skills and encourage pupils to use alternatives to written prose to record their thinking- for example: concept mapping, diamond ranking, flow diagrams, story graphs/ maps digital cameras, voice recorders, memory maps, story boarding, Venn diagrams, matching, sequencing, sorting and highlighting text.
- Ensure pupils have easy access to a range of writing frames, scaffolding, word walls, word mats and spelling strategies that they can use to develop their independence in writing across the curriculum.
- Provided pupils with and regularly reminded them of resources to help them be independent e.g. relevant material from a whole-class session kept on display, word lists or mats, acronyms like vocabulary walls, dictionaries of terms, glossaries, number lines and tables squares.
- Make arrangements (buddying [e.g. a more settled child next to a child who finds concentration difficult next to a more able next to less able], adult support, taping, bilingual dictionaries) where necessary to ensure that children can access written text or instructions.
- 'Pace' their delivery in response to the pupils' learning and are aware that they might need to slow down delivery in order to increase the pace of the pupils' learning.

- Take the time to build up concepts in small steps and do not assume prior knowledge or understanding.
- OVER TEACH the key things –again and again. (This method needs to be consistent)
- Use speaking and listening effectively to activate prior knowledge, cue pupils in, establish purpose and model processes and review learning.
- PRE-TEACHING – concepts that may be new or need additional time.
- Encourage oral work in the classroom through a selective use of brainstorming, rainbow, pair to four, statement game, talk diary and talk partners.
- Ask open questions and ask pupils to think of multiple answers ('Give me 5').
- Give time or support before responses are required e.g. personal thinking time, partner talk time,
- Persisting with progressively more scaffolding until the child can answer correctly.
- Use a range of techniques to include all pupils in sessions of teacher led questions, not relying solely on pupils raising their hands to answer, e.g. pupils holding up cards, paired discussions, own whiteboards, or coming to front to take a role.
- Make use of repeating similar questions but with different numbers/content - target individual pupils to answer as appropriate – starting with the more able and ending up with those who will need a few examples to get the idea.
- 'Chunk' lengthy instructions and give them in the order they are to be carried out. They include visual clues such as holding or pointing to any objects included in the instructions, draw a quick diagram or sketch on board, task plan, tick list or post-it notes
- Check for understanding of instructions e.g. by asking a pupil to explain them in their own words.
- Use word aware to teach new or difficult vocabulary, which is written up, displayed, and returned to.
- Clearly explain or modelled tasks – there are checks for understanding, task cards or boards They make sure a group can start immediately (e.g. pupils are sent away having already answered the first couple of questions orally).
- Use a seating plan and specifically think about where children are sitting, who they are sat with or where they would learn best.







**ALDER TREE PRIMARY**  
BELIEVE - BELONG - BECOME

WHITE  
ROSE  
ACADEMIES