



INCLUSIVE LEARNING

**Strategies to support students with
SEND and/or**

Additional Needs

March 2020



Welcome to the SEND team of 2019 - 20

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Introduction

I hope you find this booklet useful, we have adapted it from a similar version sent to all teachers in order to provide strategies to support them in meeting the needs of learners in their classrooms. Many learners with additional educational needs have low self-esteem, so focusing on building this will enable them to become more confident, take risks and become more effective learners. In this booklet I have prepared generic recommendations for each type of need.

SEND Profiles There is a wealth of information on all students with SEND. If a student is marked on the SEND register, they will have a SEND profile. The SEND profile indicates the student's need/s, strengths, difficulties and strategies to support them.

Common Acronyms:

AEN – Additional Educational Needs

SEND – Special Educational Needs and Disabilities

ASD – Autistic Spectrum Disorder / sometimes ASC – C for Condition

MLD – Moderate Learning Difficulties

PD - Physical Disability

SEMH – Social, Emotional & Mental Health

SLCN – Speech, Language and Communication Need

SpLD - Specific Learning Difficulty (Dyslexia, Dyscalculia, Dyspraxia)

HI – Hearing Impairment

VI – Visual Impairment

EAL - English as an Additional Language

E – EHCP – Education Health Care Plan

K – SEN Support

Students with Autistic Spectrum Disorder/Condition – ASD/ASC

Generic Recommendations:

- Be aware of seating position in class if they are easily distracted avoid the back of the class and the windows
- use their name first when giving an instruction;
- break instructions down into chunks for the student, individually if necessary.
- keep instructions clear and concise, checking for understanding, allow for processing time
- use visual and concrete materials to support understanding of conceptual vocabulary
- provide visual access to instruction e.g. write/display them on the board.
- tell the child what should be done rather than what should not be done. Statements, not questions eg Lesley I need you to... rather than Lesley can you...
- try to ensure the student has made a clear note of homework – give the h/w assignment at the start or middle of the lesson. Printing off the homework helps.
- provide praise and positive reinforcement when possible.
- begin feedback with a positive always.
- ensure that there is an element of continuity - not too many changes at one time as this can be very distressing. Warn student about changes calmly and quietly.
- give a logical explanation when asking her to do something new
- avoid using figurative language and give clear instructions
- explain jokes, idioms and figures of speech as far as can be understood, or at least explain when something is a joke, etc
- give direction before an activity not during it.
- allow sensory breaks and time outside of the classroom if feeling anxious
- give them the opportunity to explain their anxieties
- be consistent with classroom routines and the management of behaviour
- ensure they understand that school and classroom rules apply to them
- speak in a calm and emotionless manner, with little variation in tone. Do not insist on eye contact.

Social

- Create opportunities for independence and social interaction
- Touching/personal space may be an issue - know your child - consistent boundaries
- Do not insist on eye contact
- Agreeing rules of games before hand

Classroom

- Time reminders/sand-timers
- Warn them you will be coming to them next for an answer—cold calling
- May not be able to interpret body language - use verbal prompts too

Teaching

- Teach social skills e.g group work and pair work protocols are explicit

Sensory consideration

- Noise Sensitivity - consider where the student should work in noisier activities
- Consider displays in class—do not overload with colour etc—can become over stimulated—Sensory overload—distracted

Students with speech and language difficulties - SLCN

Generic Recommendations:

- Use student's name before giving an instruction or talking to them to be sure the adult has her attention.
 - Break instructions down into more manageable components and deliver in ordered sequence. Chunk information. This needs to be considered in both a whole class/small group and 1:1 situation.
 - Allow extra time for processing and thinking
 - Use visual support as often as possible to support the language used in the classroom – symbols/pictures/gestures/written words.
 - Tell the student what should be done rather than what should not be done. Statements not questions eg Lesley I need you to... rather than Lesley can you....
 - Check with the student that they understand what they have to do. Ask them to re-explain it or repeat.
 - Give homework at the beginning or middle of the lesson not rushed at the end, print off H/W.
 - Provide praise and positive reinforcement when possible.
 - Begin feedback with a positive always.
 - Be aware of language overload – repeating can be helpful sometimes instead of explaining it in a different way with new words.
 - Consider the questions that you ask this student – are they appropriate to their level? Provide choice of answers if they do not respond
 - Give support to maintain the student's focus and engagement with the task
 - Create opportunities for repetition of new vocabulary and concepts introduced into the classroom.
- Pre-teach vocabulary so they are more familiar with the words when they arise

Receptive Language Delay

- Encourage them to repeat back.
- Sequencing activities
- Narrative approach - Who? Where? When?
- Clear labels and use of working walls and displays
- Speak clearly and not too fast
- Awareness of sequence of conceptual understanding - size, colour, shape
- Visual cues and prompts - objects, photos, pictures, symbols

Expressive Language Delay

- Use of non-verbal signals and gestures
- Model language - my turn, your turn
- Provide a commentary on what they are doing rather than asking them lots of questions

Pragmatic Language Difficulties (Social and Communication Difficulties)

- Try to avoid using idioms eg 'pull your socks up,' 'get your skates on' and if you are using them then

Students with indicators of Dyslexia - SpLD

Generic strategies

- Sit student close to the front for all activities. Use eye contact to maintain focus.
- Break down tasks and instructions into smaller component parts to minimise memory load
- Allow more time to process instructions, to respond to you and to plan their work.
- Present information in a variety of ways e.g. pictures, flow charts, mind maps, through drama, cards to sort etc.
- Student may not always understand what they are reading, or instructions, check for understanding.
- Provide copies of notes, homework, PPT slides etc to work from
- Use positive praise. Mark for success with content, correct key spelling, not all mistakes.
- Begin feedback with a positive always. Maintain self-esteem. Keep test results private.
- Colour background on IWB slides - not white – pale yellow/blue/green is dyslexia friendly
- Write clearly, minimally on board. Use colour for alternate lines, sections and columns. Allow extra time for any copying.
- Use numbers instead of bullet points on worksheets/when modelling etc
- Simplify worksheets – fewer words where possible, pictures/symbols where appropriate. Use pastel coloured paper rather than just white.
- Use structured formats for planning/organising ideas and responses
- Provide spelling and word banks for writing. Some students will need individual word books.
- Warm up texts by discussing content, main points and specific vocabulary.
- Minimise reading in lessons. Allow extra time for any reading. Student may have a coloured overlay/tinted reading ruler.
- Give them warning/support if choosing them to read from board etc—time to prepare/rehearse.
- Allow more time for writing and recording or reduce the amount of written work expected, to avoid overloading student.
- Promote use of ICT
- Remind class of dates/activities before events – ensure parents of very forgetful students are contacted directly.
- Mark for success with content, correct key spelling, not always all mistakes.

Praise Gives Power -Criticism Kills Confidence

- Boost self-confidence. Deep down they often don't believe they are capable of learning.
- Provide the opportunity to succeed and give praise for small achievements

Don't give out sanctions immediately for forgetting books or PE kit

- Poor organisation is a common trait, offer positive strategies.

Don't use the word 'lazy'

- Dyslexics have to work harder to produce a smaller amount. They will have difficulty staying focused when reading, writing or listening.

Expect less written work

- They may be verbally bright but struggle to put ideas into writing.

Prepare a printout of homework and stick it in their book

- Provide numbered steps, e.g. 1. Do this. 2. Do that etc.

Do not ask them to copy text from a board or book

- Give a printout. Suggest they highlight key areas and draw thumbnail pictures in the margin.

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Discuss an activity to make sure it is understood

- Visualising the activity or linking it to a funny action may help someone with dyslexia remember.

Students with social, emotional and mental health difficulties - SEMH

Discuss and negotiate via a Collaborative Problem Solving approach

Routines (*aim : to minimise anxiety around learning and the learning-environment*)

- Seating plan for each lesson
- Consistent behaviour management with school policy

Managing Expectations (*aim : to 'de-mystify' lesson & ensure student is ready to learn*)

- Recap prior learning
- Show examples and compare for quality
- Explain timings

Keeping On-Track and Focused (*aim : to recognise and narrate compliance*)

- Positive feedback : agree a signal to communicate 'on track' (eg thumbs up)
- Tasks broken down onto a list for student to self-monitor and highlight as completed
- Recording positives and use school's reward system

Correction and re-direction (*aim: to minimise opportunity for disruption and distraction*)

- Use directional language rather than requests ('Please sit down, thank you.' rather than 'Can you sit down please?')
- Ask for instructions to be repeated back. And/or : ask for them to be re-phrased

Social Awareness (*aim: to develop positive working relationships*)

- Model good manners (narrate instances where this happens)
- Give feedback to highlight where courtesy/politeness is demonstrated
- Practice non-verbal communication through: role play, 'freeze framing' (pictures, drama, TV drama etc), games, modelling
- Discuss and negotiate via a Collaborative Problem Solving approach

Routines (*aim : to minimise anxiety around learning and the learning-environment*)

- Seating plan for each lesson
- Consistent behaviour management with school policy

Students with little English - EAL

Induction

- Classroom rules and routines in picture/symbol form
- Google translation
- Use of good English speaking buddies and a buddy with same language as them if possible for routines/play and lunchtimes/transitions etc
- Celebrate their country/culture in class

In - class support

- Pair with good English speaking role models
- Speak clearly - clear diction - eye contact
- Use of non-verbal signals and gestures
- Concrete and visual resources
- Pre teach vocab and provide copies of text with key vocab and info already highlighted for them
- Picture cues with writing and diagrams on worksheets
- Provide word banks, writing frames, talk frames, etc

Teaching

- Use visual materials to introduce topics, texts, make meaning clear and stimulate thinking and discussion
- Give sentence starters
- Model writing answers
- Differentiate questioning
- Prepare them when you will be coming to them for an answer
- Processing / thinking and rehearsal time for answers
- Right is right—re model grammatically incorrect responses
- Starting points - eg if teaching Henry VIII—show not just his image but also images of a variety of historic cultural leaders including student's culture to reinforce context
- Use of writing frames and other recording frames eg flow charts
- Build in 'thinking time' to allow learners to reflect on the question before answering (remember they will understand more than they can quickly express).

Students with sensory impairment

e.g.

hearing/visual impairment – HI & VI

Visual Impairment

- Use of larger, clearer font
- Wider lines, use every other line
- Do not overload worksheets - minimal language and picture/diagram cues
- Be aware of glare on IWB and shiny surfaces - use of matt laminated sheets so no glare also
- Consider student's positioning in class—away from window for eg
- Do not stand in front of window when addressing them and/or class
- Seat student at front near board etc
- Position good ear near the speaker
- Visual prompts
- Consider how much information is up on working walls and that it is clearly labelled and set out—avoid overload of info and pictures/colour etc
- Enlarge resources
- Sensory and concrete resources
- Worksheets on coloured paper

Hearing Impairment

- Clear diction, face child when talking as they may use lip reading to support hearing
- Children with hearing aids may find loud and busy classrooms distracting - distorts how their hearing aids work - consider where they work in these situations
- Avoid walking around during whole class teaching, standing with your back to the window or talking whilst writing on the whiteboard.
- Use visual aids to reinforce teaching whenever possible.
- It is harder for HI students to write and listen at the same time.
- Repeat/paraphrase the contributions of others – to allow the student another chance to hear what's been said.
- It is helpful to have subtitles whenever DVDs are used in lessons.

Pupils with poor fine motor skills and/or gross motor and co-ordination difficulties

Fine Motor Skills

- Allow them to print writing instead of cursive joined
- Use larger lines/spaces - or write on every other line
- Do not give them plain paper to record on
- Use of slope for writing
- Use of pencil grips
- Use of → to indicate where to start on the line etc
- Use of whiteboards and thick pens
- Pens instead of pencil or darker pencil/triangular/chunky pencils
- Work sheets / activities - fill in the gaps so less writing
- Use of laptop for extended writing
- Focus on gross motor first eg letters in air/sand
- Specialist and adapted equipment eg cutlery, scissors
- Use of chalkboard for letter/digit formation—friction creates stronger memory

Gross Motor Skills

- Plan layout of classroom for easy access, enough space to walk between furniture etc
- Go at the back of the line so they can have extra time to go up and downstairs
- Extra time to change for and from PE—photo sequence card to support with order of changing and unchanging

Students with memory difficulties

Auditory Memory Difficulties

- Short, single instructions, 1 at a time if necessary - child to repeat—build up to multi step
- Give instructions in order of completion
- Use of visual prompts
- Use of memory books/jotters and whiteboards
- Use of mnemonics
- Identify and pre teach new vocab with meanings and then opportunities to apply in a range of contexts
- Reinforce and repeat

Visual/Spatial Memory Difficulties

- Memory buddy
- Checklist for starting an activity
- Photographs to aid personal/task organisation and also stages of learning eg stages of a science experiment
- Link learning eg use spelling words for handwriting
- Small chunks of learning at a time - do not expect them to learn the same amount in a given time

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Students with low literacy and numeracy skills

Reading

- Own set of books to practise and learn
- Access to audio books/listening books - Calibre free resource
- Reading and telling stories
- Minimum reading on worksheets—use of symbols, pictures, diagrams to reinforce

Spelling

- Access to assistive technology e.g. Writeonline
- Reduce number of spellings weekly and try to ensure patterns and consistency with spellings eg following rule/phoneme/blend
- Give word-banks/high frequency word lists for reference when writing

Writing

- Writing frames and sentence starters, word banks on sheets to choose from
- Alternative ways of recording eg use of bullet points/story boards to reduce amount of writing
- Cloze procedure exercises

Number

- Access to first hand and concrete resources
 - Number Shark
 - Number games
1. Organise your seating plan so that SEND students are in easy reach of you. They can get to you if need be and you are reminded that they need different kind of support.
 2. Use AfL strategies such as mini whiteboards in the classroom to find out what misconceptions students have and then unpick these as part of whole class discussion. Make it part of the culture that everyone should be making mistakes at some point and that everybody see these as learning opportunities.
 3. Alternatively, use AfL to find out who is 'not getting it' and then target discreet support for them in the form of extra questioning, additional explanation, different starting points.
 4. Have strong routines and be organised, this makes everything runs more smoothly so you are then more flexible in responding to individual needs.

Students with poor organisational skills – All needs

Personal

- Photo prompts for sequencing eg changing for PE
- Checklist and task plans—visual resource pack
- Visual timetable
- Personalised Cue Cards (Credit Card sized prompts can be carried around)

Classwork

- Checklists to check against
- Clear labelling around classroom
- Buddy to ask questions
- Metacognition - talking through how they will do something first, helps commit to memory
- Encourage independence—eg trimming own work followed by 'What do you need to do now?'

Homework

- Simple steps with modelling
- Personal folder/planner/systems for organising and returning homework
- Check homework is written in – start a buddy checking system

Students with attention difficulties - ADHD

Classroom

- Position near teacher/adult
- Own space in classroom away from distractions
- Own copy of IWB slides so focus not lost looking up etc

At Tables

- Sit with a good role model
- Consider positioning eg not facing busy displays where they may get more distracted

Instructions

- Consistent order - NAME, SIMPLE INSTRUCTION, SINGLE STEP, ORDER OF COMPLETION for MULTI STEP
- State what is expected NOT what is not expected eg 'Walk please' NOT 'Don't run'