



Rossett Acre Primary School



Support Strategies for Inclusive Classrooms

School Vision

Excellence and Happiness for All

School Values

At Rossett Acre, children are at the very heart of everything we do. Our welcoming and friendly environment is complemented by high quality teaching and learning experiences, enveloped within an inclusive and meaningful curriculum where each individual child's achievements are valued and celebrated. Our strong sense of community and commitment to nurture enables children to grow and develop to be successful, resilient lifelong learners, well-prepared for life now and in the future.

Our Ethos is driven by the Rossett Acre 3Cs of cultivating **Curiosity**, our unwavering commitment to **Challenge** at all levels and our recognition of the importance of our **Community**.

Our Trust Mission

Nurturing ambition, delivering excellence and enriching children's lives.



Our Trust Values



Collaboration

We pull together to deliver the best outcomes for every child in every school, working with professional generosity and openness for the common good. We share joy in our achievements - personal and collective.



Integrity

We put ethical leadership and excellent governance at the heart of our Trust, serving our schools and communities with fairness, honesty and transparency and a hunger for social justice.



Respect

We champion equity, equality and diversity. We treat our children, families, staff and partners with respect and kindness - modelling our values and wanting the very best for each other.

Our Trust Goals



We champion learning

Learning together creatively with a rich and broad curriculum, where great teaching and confident reading are fundamental to enriching children's lives.



We promote wellbeing

Ensuring the wellbeing of every child and member of staff in our Trust.



We invest in our people

Supporting every member of staff throughout their career to be the best that they can be.



We innovate with technology

Enabling all learners to harness technology, ensuring all have access at home, and innovating with technology for learning.



We are our Trust

Growing together collaboratively we will strengthen our Trust for the benefit of our children, our staff, our communities and our environment.



“High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and families Act 2014. Schools **must** use their best endeavours to ensure that such provision is made for those who needs it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.”

Code of Practice (2015)

Essential characteristics of high quality teaching:

1. Clearly designed lesson plans.
2. Plenty of opportunities to involve and engage pupils.
3. Appropriate use of modelling, explaining and questioning for pupils to engage with higher levels of critical thinking skills.
4. Providing pupils with the chance to talk both individually and in groups.
5. An expectation that pupils will accept responsibility for their own learning and work independently.
6. Regularly using encouragement and (authentic) praise to engage and motivate pupils.

This booklet outline strategies to employ in order to ensure inclusive high quality teaching for all pupils.



Part One: Whole School Approaches to Inclusive Teaching

General

- Teachers, teaching assistants and lunchtime supervisors know children well and are aware of individual needs.
- First Concerns Forms enable staff to highlight children causing concern.
- Consistent application of behaviour system based on recognition of positive behaviour and clear sanctions for unacceptable behaviour.
- The classroom environment is conducive for learning e.g. background noise is avoided, light source is in front of the teacher. It is tidy and uncluttered to avoid distraction
- Teaching Assistants provide support and promote independence.
- Formal and informal liaison with parents including positive feedback. Teachers should be a presence at the end of the day to enable communication.

Cognition and Learning

- Planning emphasises what children will learn based on an assessment of what the child already knows, understands and can do. 'Assessment for learning' principles in place.
- Teaching is personalised and differentiated, including questioning.
- Teachers draw on a variety of teaching styles and approaches (open and closed tasks, visual, auditory or kinaesthetic learning) matched to the needs of pupils.
- Previous learning is recapped at the start of each lesson.
- Learning is presented in small chunks.
- Errors are viewed as acceptable. How else will I know what help you need?
- Teachers use a range of access strategies that will help children overcome barriers to learning e.g. use of models and images.
- Tasks are clearly explained or modelled – success criteria are clear as are outcomes.
- Learning walls and visual prompts remind children of current and recent learning.
- Support is available for children to access the broad curriculum e.g. working in pairs, alternative to written recording.
- A dyslexic friendly background colour is used for presentations.
- Use of colour to support learning e.g. use colour to identify a specific phoneme in a word, colour code ideas on the whiteboard during discussion, group ideas using different coloured post it notes. (Be aware of possible colour blindness)
- Teachers/TAs provide constructive feedback/marking.
- All children are invited to read aloud but are allowed to pass; more able readers partner less able.
- Copying from the board is minimised.
- Provide relevant and accessible resources e.g. word lists, number lines, dictionaries including Ace dictionaries, Phoneme/grapheme prompt..
- Practical resources are available for modelling – on tables or accessible to pupils.
- Provide key words for a topic to support spelling.

Social, Emotional and Mental Health

- Staff use a clear, calm and consistent approach with all pupils.
- Visual timetables, prominently displayed, support organisation, reduce anxiety and keep children focused.
- Staff give firm and clear instructions to minimise negotiating (as appropriate).
- Staff provide positive reinforcement and appropriate meaningful praise.
- A 'quiet zone' is available within all classroom areas.
- Children are seated carefully according to need.
- Pupils have opportunities to work with role models.
- Children in need are given a valuable role in activities where needed e.g. use of digital camera, supporting teacher.
- Use of check-in time to explore feelings and address issues.

- Lunchtime support is provided for children who find playtimes difficult.

Sensory and Physical Needs

- The classroom is organised to ensure that pupils can move easily around the room.
- Pupils have access to drinking water.
- Movement breaks are provided e.g. daily mile.
- Fonts on worksheets are dyslexic friendly – plenty of open space, double spaced, larger font (Century Gothic, Comic Sans or Arial)
- Pastel coloured paper is used.

Part Two

Communication and Interaction Needs

Where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.

Children and young people with an Autistic Spectrum Disorder, including Asperger's Syndrome, are likely to have particular difficulties with social interaction

The following suggestions are good practice not only for children and young people with SLCN but for all children.

SLC Toolkit for Schools. Strategies are from page 22 - 40:

[Microsoft Word - SLC Toolkit for Schools \[Feb 2020\]- FINAL .docx \(childspeechbedfordshire.nhs.uk\)](https://www.childspeechbedfordshire.nhs.uk/Microsoft%20Word%20-%20SLC%20Toolkit%20for%20Schools%20%5BFeb%202020%5D-%20FINAL%20.docx)

1. Difficulties in understanding language

Receptive language delay is where a child struggles to understand and process the messages and information they receive from others. This may cause difficulties in:

- Understanding what people have said to them.
- Following directions that are spoken to them.
- Organizing thoughts for speaking or writing.

Support strategies:

Check their understanding

- Support children to recognise when they do not understand
- Ask the young person to repeat back in their own words what you have said, then you will know how much they have understood

Help them focus on what is important

- Use a pupil's name
- Make sure you are facing the child or young person when giving information
- Use phrases like 'everyone needs to listen to this', however this instruction may be difficult for someone who has autism, for example
- Give an overview first
- Give pointers for what they should listen to such as, 'It's important you remember X from what I am going to tell you'
- Summarise where necessary before you go into detail

- Emphasise key words
- Pre-teach key vocabulary separately to using them in context

Give extra thinking time

- Allow extra time for them to listen and process language

Simplify your language

- Use simple language
- Use short chunks of language and only include the important points
- Repeat and rephrase where necessary
- Slow your speech and insert more pauses
- Use shorter sentences
- Avoid or explain difficult words or idioms for example say 'make' instead of 'produce'

Teach them strategies

- Encourage them to repeat what they have to remember 'in their head' or to visualise what they have to do
- Teach and encourage the use of clarification strategies such as asking 'What does X mean?'

Provide other cues

- Support what you are saying with visual cues, gestures, diagrams pictures and so on
- Use visual timetables to help their understanding of the sequence of events
- Use a mini whiteboard to record instructions in 'First/Then' format
- Provide sentence starters
- Mind maps may help some children and can be used to capture ideas
- Narrative frames including cues such as 'who?', 'where?' 'when?', 'what happened?'
- Demonstrate where possible

Help them make links

- Link new information to what the children and young people already know

2. Difficulties in expressing themselves

Expressive language delay is where a child struggles to get their meaning or messages across to other people. They may:

- Struggle to put words together into a sentence or may not string together words correctly in their sentences.
- Have difficulties finding the right words while speaking and use place holder words like "um".
- Have a low vocabulary level compared to other children the same age.
- Leave words out of sentences when talking.
- Use tenses (past, present, future) incorrectly.

Support strategies:

- Listen and show your interest by maintaining eye contact and using their name but be aware that excessive use of eye contact may be difficult for some children, particularly those with autism
- Be patient and let them know you will wait
- Give positive feedback for effort
- Build on what they have already said, follow their lead
- Increase opportunities for real dialogue and conversation, take short turns
- Sometimes you may have to say (kindly) that you cannot understand and perhaps there is another way to explain it
- Offer help and support when they ask for it
- Make sure they are not rushed or feeling rushed
- Do not correct, instead provide the right model of spoken language
- Respond to what they are trying to say rather than how
- Provide sentence frames with examples of how to use more complex language
- Prompt with cues such as 'first', 'then', 'last'

3. Difficulties with Social Communication (Pragmatic Language Difficulties)

Children with pragmatic language impairment have difficulty in using language appropriately in social situations and may have difficulties with the following:

- Following conversational rules (often 'off topic' or 'one sided')
- Changing language according to the needs of a listener or situation (too little or too much background information; adjusting language appropriately to the situation to friends, familiar adults, teachers)
- Extracting salient points from a conversation, story or information
- Understanding jokes, idioms, metaphors and sarcasm (resulting in over literal comprehension)
- Understanding and using non-verbal communication
- Making and maintaining friendships
- Tendency to be concrete or prefer facts to stories
- Reading comprehension
- Prediction, inferencing and narrative
- Organisational skills
- Intonation (may lack variation)

Support strategies:

- Praise good listening skills
- Economy of language when giving instructions.
- Keep the instructions clear, simple and direct.
- Tell the child what should be done rather than what should not be done.
- Statements not questions e.g. John I need you to... rather than John can you....
- Model the language you would like to hear
- Teach useful phrases such as 'Can I just say...' 'Sorry to interrupt but...' and 'Sorry, you go ahead'
- Try to avoid using idioms e.g. 'pull your socks up,' 'get your skates on' and if you are using them then teach what they are and what they mean.

- Explain the effect on the listener when social communication rules are broken and perhaps explore through role play
- Encourage them to wait for a gap, or a clear signal from the speaker before joining in
- Encourage children to look at the non-verbal cues which help us understand what the other person thinks and feels, for example when a person pauses, that means you can have a turn
- Make explicit class rules about who can speak and when, for example is it always hand up to ask a question and does the same rule apply for every lesson?
- Explain about different ways of speaking in different contexts and how it is useful to have more than one way, as it widens your choices and options in the future
- Discuss the effects of saying the wrong thing to the wrong person
- Point out what you feel is rude and why
- Track how much of a conversation each person has, is it equally shared?
- Use social stories to explain how turn taking works and why it is important to listen to other people's views
- Specifically teach negotiation skills
- Discuss how people manage their emotions
- Discuss how tone of voice and posture give clues to emotions
- Encourage them to think about and discuss how stories, current events and discoveries make them feel

If they do not have enough language

- Focus on pronouncing new words well
- Encourage the development of new words
- When teaching a new topic, ensuring the new words that are associated are taught

4. Speech Disfluency - Stammering/Stuttering

A speech disfluency is any interruption in the normal flow of speech e.g. stammering or stuttering.

Support Strategies

- Be calm and patient; Speak slowly to reduce time pressure.
- Give them time to think before responding
- Allow them time to finish what they are saying rather than finishing their sentence for them
- Do not put pressure on them to speak or read aloud
- Do not tell the child to slow down or take a deep breath. While well-meant, the former is impossible and the latter can become part of the struggle to talk
- Focus on what they say rather than how they say it

5. Speech Sound Disorder and Articulation Difficulties

Speech sound disorder is a communication disorder in which children have persistent difficulty saying words or sounds correctly.

Support Strategies

- Know sounds that are difficult—model back correct pronunciation but do not ask child to repeat.
- Provide opportunities to practice with a Teaching Assistant using mirrors.

6. Selective Mutism

Selective mutism is a severe anxiety disorder where a person is unable to speak in certain social situations.

- A child with selective mutism does not refuse or choose not to speak at certain times, they are literally unable to speak.
- Children with selective mutism are able to speak freely to certain people, such as close family and friends, when nobody else is around to trigger the freeze response.
- It is more common in girls and children who are learning a second language, such as those who've recently migrated from their country of birth.

Support Strategies

- Accept the child's level of communication as the first step to securing comfort.
- Do not put pressure on the child to speak.
- Enable non-verbal communication.

7. Poor Vocabulary

Children's vocabulary skills are linked to their economic backgrounds. By 3 years of age, there is a 30 million word gap between children from the wealthiest and poorest families. By 18 months, children in different socio-economic groups display dramatic differences in their vocabularies. By 2 years, the disparity in vocabulary development has grown significantly (Fernald, Marchman, & Weisleder 2013).

Strategies to Support:

- Focus on pronouncing new words well
- Encourage the development of new words
- When teaching a new topic, ensuring the new words that are associated are taught
- Use new and interesting words in natural conversations
- Use words in context. For example, it's easier for children to learn what a ukulele is when they can see and hear it as well as listening to you say the word.
- Use gestures and facial expressions to help children make sense of new words. For example, when introducing the word joyful, you might smile and wave your arms about to convey what it means.
- Sing with children and recite poetry and rhymes to playfully introduce vocabulary.
- Talk with children and encourage children to talk with one another. Keep the conversation going by asking questions, making comments, and inviting children to think and share their ideas.
- Read to children daily, taking time to go over new words. Look for books with illustrations that provide clues to word meanings.
- Think about new vocabulary words that might come up as part of the experience or school visit e.g. 'kneading dough' in role play.
- Give children ample time to learn the meaning and uses of new words before moving onto other words.
- Help families understand how important it is to talk with their children and share new vocabulary words.
- Advocate for equity. Make sure that all children have opportunities to learn and understand the meaning and uses of new words.

Pupils with Autistic Spectrum Difficulties/Disorder

Children and young people with Autism Spectrum Disorder (ASD) are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others. (Code of Practice p. 6.29)

(Ref Social Communication above)

Social

- Create opportunities for independence and social interaction
- Know your child and give consistent boundaries – Touching and personal space may be an issue
- Do not insist on eye contact
- Avoid sarcasm
- Make expectations explicit
- Provide support from buddies or adults to teach how to play etc. at play and lunchtime
- Make sure rules are clear, followed by all and applied consistently; agree rules of games beforehand
- Provide anxiety monitoring cards e.g. traffic card system
- Waiting may be difficult e.g. queues so structuring and organising time will help
- Empathy – seeing things from your point of view may be difficult so don't take it personally
- Holding conversations – you may have to spell t out when it is the parsons turn to talk in conversations

Classroom

- Provide a calm learning environment including the teacher!
- It is essential to identify ab area for the child to go when they need time out or when they become distressed
- Strategies for calming down may differ – possible a quiet place alone (overseen)
- It may be helpful to provide a distraction free area for working
- Routine is important- have a regular and explicit classroom routine, give notice of change whenever possible
- Personal visual timetable with 'oops cards'
- Use their name when giving instructions
- Visual material and prompts
- Use verbal prompts too – may not be able to interpret body language
- Economy of language when giving instructions; keep clear, simple and direct
- Allow processing time
- Give prompts and make it clear when to start and finish activities, a timer may help
- Tell the child what should be done rather than what should not be done
- Use statements rather than questions e.g. Tom, I need you to... rather than, Tom can you....
- Warn them you will be coming to them next for an answer
- Build in regular rest breaks

Teaching

- Try to avoid using idioms e.g. 'pull your socks up,' 'get your skates on' and if you are using them then teach what they are and what they mean
- Use social stories to teach any aspect of routine/practice they are finding difficult

- Inference and deduction skills may be a weakness—will need extra practice and scaffolding—multiple choice answers
- Teach social skills and play skills

Sensory consideration

- Noise sensitivity - consider where the pupil may work during noisier activities e.g. small group outside the classroom
- Consider displays in class—do not overload with colour etc.—can become over stimulated—sensory overload—distracted
- Use of headphones
- Individual workstations; table with back to class or back to displays etc.

Part Three

Cognition and Learning

Where children and young people learn at a slower pace than others their age, they may:

- Have difficulty in understanding parts of the curriculum
- Have difficulties with organisation and memory skills
- Have a specific difficulty affecting one particular part of their learning such as in literacy or numeracy

The term 'learning difficulties' covers a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple difficulties (PMLD). Specific learning difficulties (SpLD) such as dyslexia, dyspraxia and dyscalculia come under this term.

Pupils with Memory Difficulties

Auditory Memory Difficulties

Auditory memory is the ability to take on information that is presented orally, to process that information, store it in one's mind and then recall what one has heard. It involves the skills of attending, listening, processing, storing and recalling.

A child with poor auditory memory may:

- Be unable to follow complex instructions
- Find it hard to sustain attention for a long period of time
- Appear 'in their own little world'
- Seem shy
- Find it hard to telling you about their day or telling you a story
- Be frustrated

Support Strategies

- Short, single instructions, one at a time if necessary - child to repeat—build up to multi step
- Give instructions in order of completion
- Use of Dictaphone for ideas for writing etc.
- Use of visual prompts
- Use of memory books/jotters and whiteboards
- Equipment/resource checklists

- Opportunities for over learning and practice - recalling and retelling
- Use of mnemonics
- Identify and pre teach new vocab with meanings and then opportunities to apply in a range of contexts
- Reinforce and repeat
- Use of concrete resources

Visual & Spatial Memory Difficulties

Visual memory is responsible for retaining **visual** shapes and colours (i.e., what), whereas **spatial memory** is responsible for information about locations and movement (i.e., where)

A child with poor visual memory may:

- Have trouble seeing the difference between similar letters, shapes, or objects
- Struggle to distinguish a shape or letter from its background
- Find it difficult to see shapes, letters, or words in the correct order; may skip lines or read the same line over and over
- Trouble using what they see to coordinate with the way they move; may struggle to write within lines or bump into objects while walking
- Struggle to remember shapes, symbols, or objects they've seen, causing issues with reading and spelling
- Trouble understanding where objects are in space; unsure how close objects are to one another
- Difficulty identifying an object when only parts of it are showing
- Switch numbers or letters when writing, or may mistake "b" for "d" or "w" for "m"

Support Strategies

- Routine important
- Memory buddy
- Checklist for starting an activity
- Photographs to aid personal/task organisation and also stages of learning e.g. stages of a science experiment
- Visual timetable
- Use of concrete resources
- Use of line guide for reading

Pupils with Poor Organisational Skills

Pupils with poor organisational skills may:

- Be generally disorganised e.g. lack an awareness of time frames or the materials needed to complete a task
- Struggle to get themselves ready on time
- Have difficulty putting multi – step tasks together
- Appear lazy and do not complete work, when in fact they may not know how to complete the task.
- Get distracted easily or shows poor attention to the task
- Have difficulty getting thought down on paper

- Have difficulty using language in an ordered and logical way to give instructions, tell a story or express ideas and thoughts
- Frequently lose personal items
- Appear disinterested in developing independence in self-care skills

Support Strategies

- Establish and stick to a routine.
- Use a visual timetable.
- Use photo prompts for sequencing e.g. changing for PE.
- Use checklists, visual cues and task plans – visual resource pack.
- Personalised cue cards (credit sized cards that can be carried around).
- Establish self – instruction strategies including self-questioning that the child can use independently across a range of tasks.
- Encourage child to visualise the tasks or environment to help determine what items are needed or what steps come next.
- Clear labelling around the classroom.
- Use a buddy to ask questions.
- Break large tasks into smaller ones.
- Metacognition – talking through how they will do something first, helps to commit to memory.
- Think in reverse- when it is hard to know where to start, start with the end in mind and work backwards – for some children this gives the task more functional meaning.
- Encourage independence e.g. trimming own work followed by “What do you need to do now?”
- Practice makes perfect.

Homework

- Simple steps with modelling.
- Personal folder/planner/system for organising and returning homework.
- Talk through homework with parent/care at the end of the day
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Pupils with Low Literacy & Maths Skills

Reading

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

Spelling

- Multisensory tasks and approach
- 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

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

Maths

- Access to first hand and concrete resources
- Number games
- Opportunities for overlearning and practice.

We have BSquared Assessment in school which can support small steps targets for children who are struggling to make progress in Maths and English. We also have Maths for Life for children who are struggling to move on in their learning.

Pupils with Indicators of Dyslexia

(Ref Supporting Children with Dyslexia S.Bohl & S.Hoult, NASEN)

The British Dyslexia Association provides the following information about dyslexia on its website (bdadyslexia)

- Dyslexia is a hidden disability thought to affect 10% of the population, 4% severely.
- Dyslexia is usually hereditary.
- A pupil with dyslexia may mix up letters within words and words within sentences while reading.
- They may have difficulty with spelling words correctly when writing; letter reversals are common.
- Dyslexia is not only about literacy.
- Dyslexia affects the way information is processed, stored and retrieved with problems of memory, speed of processing, time perception, organisation and sequencing.
- Dyslexia can also affect navigating a route, left and right and compass directions.

DfE Definition of dyslexia

Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling:

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

(Rose Review 2009)

Classroom Support

- Time for processing
- Coloured overlays for reading—provide a range—different colours work for different pupils (Visual Stress Test)
- Provide spelling and word banks for writing
- b and d prompts
- Pastel coloured paper to write on—avoid white
- Provide worksheets on yellow/blue paper (whichever colour works for the pupil)
- Colour background on IWB slides - not white
- Minimal language on worksheets—use of diagrams on worksheets and other visual cues
- Dictaphone to record ideas to work back from and also to record understanding
- Give more time for writing and recording
- Use of writing frames/mind maps and recording frames in science etc.
- Teach the whole word rather than phonic/word building approach
- Pupils with Dyslexia learn best when more than one sense is activated therefore use concrete resources/visual prompts and aids
- Give them warning/support if choosing them to read from board etc.—time to prepare/rehearse
- Ensure your writing on the board is large enough and print large enough on sheets
- Use larger, clear font and short sentences on sheets
- Use numbers instead of bullet points on worksheets/when modelling etc.
- Copying from the board can be hard - provide copies of notes etc. to work from
- Cross reference with memory difficulty strategies as many children with Dyslexia have a poor working memory and processing difficulties
- **Mark for success e.g. tick for each letter right**
- Consider Dyscalculia

Co-morbidity with dyslexia

People with dyslexia, dyspraxia, ADHD and ASD can share characteristics.

- Dyslexia and ADHD- over 30% of children with dyslexia have ADHD.
- Dyslexia and dyspraxia- up to 52% of children with dyslexia have symptoms of dyspraxia.
- Dyslexia and ASD – the National Autistic Society state that people with autism are very often diagnosed with other conditions such as dyslexia.
- Dyslexia and visual stress – up to 30% of children with dyslexia have visual stress.

Visual Stress

Pupils with visual stress may experience:

- Blurred letters or words that go out of focus.
- Moving letters which may present with back or front appearance.
- Difficulty tracking across a page.
- Upset by the glare on the page or oversensitivity to bright lights.
- Headaches from reading.

We have a visual stress assessment pack in school which can be used for an initial assessment including the sourcing of a suitable coloured overlay. Parents should then be advised to seek further advice from an optician. We also have the Nessy Dyslexia Quest assessment which can highlight traits.

Part Four

Social, Emotional and Mental Health

Children and young people may experience a wide range of social and emotional difficulties which present themselves in many ways. They may:

- Have difficulty in managing their relationships with other people
- Be withdrawn
- Behave in ways that may hinder their and other children's learning or that have an impact on their health and wellbeing

This broad area includes attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder. It also includes behaviours that may reflect underlying mental health difficulties such as anxiety, depression, self-harming and eating disorders.

Pupils with Social, Emotional and Mental Health Difficulties

The Nurture Team is there to support. They have introduced a Nurture First Concerns Form for those initial concerns, followed by a referral if needed.

Support Strategies

In the classroom

- Consistent place to calm down e.g. a beanbag.
- Good role model partner.
- Be consistent in approach, management = emotionally constant.
- Give fixed choices - e.g. this or that?
- Use of non verbals for correction and for praise.
- Regular check in/thumbs up.
- Visual and photo checklists.
- Aspect of responsibility given to the child.
- Prepare child for answers if appropriate.
- Positive individual correction - not public—set others off on a task and then deal with the issue focussing on what to do and why—link to progress and learning - make what you are asking them to do is observable so you can check and acknowledge.
- Specific private praise

Systems

- Meaningful rewards and sanctions ensuring consistency of application - may need an individual reward system alongside the class systems.
- May need to work outside of the school's Behaviour Policy (or it may need adapting for the child) for a period of time.
- Traffic light cards so pupil can manage and communicate emotions.
- Break tasks into smaller chunks.
- Use of target cards.
- Time reminders and warnings – time to prepare.
- Individual Visual timetable.

Language

- Use problem solving/non-judgemental language.
- Narrate the positive and reinforce.
- Language of reassurance and reaffirmation.
- Clear instructions and expectations/success criteria.
- Language for self-esteem building.

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

- Have a seating plan.
- Visual timetable
- Display rules.
- Allocate personal space (marked/cushion) on the carpet.

Managing Expectations (Aim: to 'de-mystify' the lesson and ensure pupil is ready to learn)

- Meet pupil prior to session to deconstruct the lesson in the context of the broader timetable.
- Recap prior learning.
- Identify relevant materials & resources.
- Show examples and compare for quality.
- Explain timings and how these will be communicated.

Keeping On-Track and Focussed (Aim: to recognise and narrate compliance)

- Positive feedback: agree a signal to communicate 'on track' (e.g. thumbs up).
- Traffic Light cards? (Better to ask pupil to generate a way of showing how s/he is feeling).
- Recording positives on Post-its and display these or collect in a 'success book'.

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

- Use directional language rather than requests e.g. "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.
- ACTIVE PRACTICE: Role Play a range of interactions, e.g. asking for permission; asking for help; commenting on the behaviours of others; expressing likes/dislikes; giving feedback to others; queuing and waiting; expressing anger/disappointment.
- Ensure dialogue includes appropriate turn-taking and listening behaviours.
- Practice non-verbal communication through: role play, 'freeze framing' (pictures, drama, TV drama etc.), games, modelling.

Pupils with Attention Difficulties

Pupils with attention difficulties may:

- Fail to pay close attention to detail.
- Make frequent and careless mistakes during schoolwork or other activities.
- Have trouble keeping attention focused during play or tasks.
- Appear not to listen when being spoken to.

- Fail to follow instructions.
- Have difficulty completing tasks.
- Avoid tasks that require a high amount of mental effort and organisation, such as school projects.
- Frequently lose items needed to complete activities such as school supplies.
- Be excessively distracted.
- Be forgetful.
- Procrastinate and find it hard to begin and activity.
- Have associated problems such as low self-esteem, depression or anxiety.

Support Strategies

Carpet Sessions

- Position near teacher/adult
- Stress or fiddle item
- Own space on carpet
- Break off earlier
- Own copy of IWB slides so focus not lost looking up etc.

At Tables

- Sit with a good role model
- Photos and visual cues and prompts
- Consider positioning e.g. not facing busy displays where they may get more distracted
- Verbalise understanding/repeat instructions so helps to commit to memory

Changes of Routine

- Visual timetable
- Prepare for change wherever possible
- Use of peer support Instructions
- Consistent order - NAME, SIMPLE INSTRUCTION, SINGLE STEP, ORDER OF COMPLETION for MULTI STEP
- State what is expected NOT what is not expected e.g. 'Walk please' NOT 'Don't run'

Part Five

Sensory and/or Physical Needs

Where children and young people have visual and/or hearing impairments, or a physical need that means they must have additional on-going support and equipment.

Pupil with sensory impairment e.g. visual or hearing difficulties

Visual Impairment

- Face the child when speaking and stand away from windows with light on your face.
- Seat pupil at the front near the board etc.
- 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 pupil's positioning in class—e.g. away from the window
- Do not stand in front of window when addressing them and/or class
- 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
- Use sensory and concrete resources
- Print worksheets on coloured paper

Hearing Impairment

- Ensure that the pupil's hearing aids and any supported technology e.g. radio aids are working optimally
- Position the child close to the teacher with a clear sightline of them
- Use clear diction and face child when talking as they may use lip reading to support hearing
- Allow pupil time to process information before responding
- Make it clear what the topic of conversation is
- Reduce background noise and speak one at a time
- Use visual support to aid understanding and vocabulary development.
- Get the pupils attention before speaking so they don't miss the beginning.
- Position good ear near the speaker
- Children with hearing aids may find loud and busy classrooms distracting - distorts how their aids work - consider where they work in these situations
- Use subtitles for audio visual materials where possible
- Repeat others contributions

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

Fine Motor Skills

Support Strategies

- Allow child 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 brick paper—one word in each brick
- Use of slope for writing
- Wide handled/specialist scissors and dotted lines to aid cutting with accuracy
- Thicker brush when painting—don't give small spaces/detail to paint/colour
- Use of pencil grips
- Use of → ... to indicate where to start on the line etc.
- Stickers with Learning Objective and date on to minimise writing
- Use of whiteboards and pens (That can be held by small hands)
- 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/Big Writes

- Strengthening and practice activities - hand gym, bead threading, tweezers and marbles/beads, pegs in peg boards, tracing, squeeze bottles, buttoning and unbuttoning, coins in a can, playdough
- Focus on gross motor first e.g. letters in air/sand
- Specialist and adapted equipment e.g. cutlery, scissors
- Use of blackboard for letter/digit formation—friction creates stronger memory

Gross Motor Skills

Support Strategies:

- Plan layout of classroom for easy access, enough space to walk between furniture etc.
- Cushion on chair, foot rest if appropriate to encourage core strength and posture
- Adult support in PE particularly when using apparatus
- 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

Part Six

Other Groups to Support

Pupils with no English and EAL

“Difficulties related solely to limitations in English as an additional language are not SEN.”
SEN Code of Practice 2015

Induction

- Classroom rules and routines in picture/symbol form
- Use of Google translation
- Use of good English speaking buddies and a buddy with the same language, if possible, for routines, play and lunchtimes etc.
- Celebrate child's country/culture in class

In - class support

- Pair with good English speaking role models
- Speak clearly - clear diction - eye contact
- Use of non-verbal's and gestures
- Picture dictionaries
- 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

Teaching

- Encourage child to write in their own language

- Give sentence starters
- Model writing answers
- Differentiate questioning
- Prepare them you will be coming to them for an answer
- Allow processing / thinking and rehearsal time for answers
- Re model grammatically incorrect responses
- Consider starting points e.g. if teaching Henry VIII—show not just his image but also images of a variety of historic cultural leaders including pupil's culture to reinforce context
- Use of writing frames and other recording frames e.g. flow charts