



Kingsbridge Community College

framework for SEN and Inclusion map of provision: May 2006 revised June 2009

- 1. Curriculum Provision Map (2)**
- 2. Personal, social, behaviour provision map (7)**
- 3. Management provision map to ensure needs of students with difficulties are being met (11)**
 - Appendix A Strategies for promoting inclusion: Aspergers & ASD (13)**
 - Appendix B Strategies for promoting inclusion: Down's Syndrome (16)**
 - Appendix C Strategies for promoting inclusion: Dyslexia & literacy difficulties (18)**
 - Appendix D Strategies for promoting inclusion: Dyspraxia (25)**
 - Appendix E Strategies for promoting inclusion: Hearing Impairment (29)**
 - Appendix F Strategies for promoting inclusion: Speech & Language difficulties (33)**

I. Curriculum Provision Map

Wave 1: quality first teaching	Wave 2: group & individual work	Wave 3: specialist focused provision
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Differentiation of schemes of work by class teachers to overcome barriers and meet the learning needs of all students

<ul style="list-style-type: none"> • Modified tasks: to match ability and preferred learning style (including extension tasks) • Use of writing frames and thinking frames • Material re-written or enlarged to make it accessible to students • Variety of resources at different reading/conceptual levels • Class organisation structured in a variety of different ways: paired, grouped collaboration; buddy support • Presentation accepted in variety of models: prose, outline notes, bullet points, diagrams, mind maps, models, photographs, cartoons 	<p>Recording accepted in a variety of forms: handwritten, scribed, word processed, recorded (cassette or video) or on disc / flashpen</p>	<ul style="list-style-type: none"> • Appropriate outcomes negotiated with student
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Targeted teaching/learning strategies which demonstrate an understanding of particular difficulties such as:

- **Dyslexia**
- **Autistic Spectrum Disorder/Asperger's Syndrome**
- **ADHD**
- **General Learning Difficulties**
- **Physical difficulties and sensory impairment**

- Emotional/Behaviour Difficulties

Varying class sizes which tend to be smaller for the weaker sets, especially at KS4

Additional staffing/time for weakest students in English/Maths in KS3

- One period per week of English and Maths in Year 7 has 2 teachers in order to deliver Progress Units/Catch Up Programme
- Extra English period per week in Years 8 and 9

Target setting for students: targets focused on improving learning and may be set for one lesson or for a longer period of time

<ul style="list-style-type: none"> • set by teachers with whole class • Subject assessment criteria in exercise books and displayed in classrooms 	<ul style="list-style-type: none"> • set by teachers for different ability groups • behaviour barometer for key groups 	<ul style="list-style-type: none"> • set by teachers with individuals • set by TAs with individuals in consultation with teachers • set by tutors with individuals in consultation with parents • set as part of an IEP with individuals in consultation with student, parents, teachers, TAs and sometimes outside agencies • personalised target cards
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In-class support by TAs

<ul style="list-style-type: none"> • for weakest sets in English, Maths and Science 	<ul style="list-style-type: none"> • for blocks of Humanities, Creative Arts, PSHE and Games where there is a need to support access to the curriculum for individuals or groups • TA works with selected NVQ 6th form students to monitor progress and maintain support beyond KS4 	<ul style="list-style-type: none"> • for targeted individuals who may be struggling • on request for individual students for specific activities (e.g. practical work, amanuensis, reader in a test, etc.) • TAs may sometimes extract students for short periods of specific supported work
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Literacy support using Sounds~Write

<ul style="list-style-type: none"> • Sounds~Write support strategies for reading and spelling used by TAs across the curriculum • Sounds~Write spelling strategies encouraged by teachers across the curriculum • 'Sound' reading in MFL • Key strategies for decoding in student planners 	<ul style="list-style-type: none"> • Small-group focus in class for spelling key vocabulary 	<ul style="list-style-type: none"> • one-to-one or small group intervention sessions for students lacking word level fluency at KS3
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Individualised skills programme

<ul style="list-style-type: none"> • Alternative Curriculum (in development) – for SEBD, Life skills, Social Skills etc 	<ul style="list-style-type: none"> • Use Extra English to build key skills for specific students 	<ul style="list-style-type: none"> • one-to-one or small group sessions focusing on individual need to develop skills of independent living
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Study Option choice at KS4 (semi-selected)

<ul style="list-style-type: none"> • 3 periods a week for whole-class literacy, numeracy & study skills 	<p>Extra time & support for coursework, homework & classwork</p>	<ul style="list-style-type: none"> • Individual focus on basic key skills • Study book in staffroom for teachers to record individual pieces of work to be done
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Assessment

<ul style="list-style-type: none"> • Cognitive Abilities Testing in Autumn of Year 7 • literacy screening of all Year 7 students • consideration and assessment for Access Arrangements for exams and SATs • regular subject-specific monitoring & assessment of NC / P levels at end of 	<ul style="list-style-type: none"> • literacy monitoring of weakest students throughout KS3 • TA Literacy / numeracy Co-ordinator • Progress reports for literacy work included in main reporting structure 	<ul style="list-style-type: none"> • On-going assessment of 1:1 literacy work • Weekly review of personalised target cards
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<p>each scheme of work</p> <ul style="list-style-type: none"> • annual report cycle of interim reports and annual reports which may include a learning support report • assessment criteria provided for students (subject-specific differentiation) 		
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Triggers for further action as an outcome of reporting and assessments include

		<ul style="list-style-type: none"> • low CAT scores or discrepancies between CAT battery scores • reading levels below 8.5 • discrepancies in achievement noted through student tracking • concerns expressed by staff, parents or students • concerns raised at transfer by previous school or parents
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ICT programs to support learning: revision guides, literacy and numeracy ‘games’, typing tutors, VR software, Clicker, MFL language programmes etc

Homework Club run every lunch time

<ul style="list-style-type: none"> • supported help from TAs • access to resources: dictionaries, thesaurus, PCs, tape recorders • staffed area in canteen 		
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Access to lunchtime & after-school Homework Clubs at Horizons, Prawle and East Allington or the at the college

<ul style="list-style-type: none"> • Coursework Clinic for all subjects once a week 	<ul style="list-style-type: none"> • Catch-up coursework clinics • Revision classes for GCSE, AS & A2 	<ul style="list-style-type: none"> • I:1 with KS4 students missing coursework
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<ul style="list-style-type: none"> • Subject-specific homework / coursework clubs • Subject-specific coursework day across the curriculum at KS4 		<ul style="list-style-type: none"> • subject-specific 1:1 tutorials with students in 6th form on key areas of difficulty
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Access to technical tools

<ul style="list-style-type: none"> • use of PCs in classrooms, Library, ICT rooms, Learning Support • loan of laptop word processor / Alphasmart • loan of hand-held tape recorder • loan of electronic spellchecker • adapted equipment such as special keyboard and mouse 	<ul style="list-style-type: none"> • small groups working outside the classroom using ICT equipment in Learning Support during the lesson 	<ul style="list-style-type: none"> • adapted equipment such as special keyboard and mouse
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Opportunities at KS4 for:

<ul style="list-style-type: none"> • alternative accreditation: Entry Level GCSE, WJEC CoEA. Asdan • support for revision through scheduled revision sessions, use of revision guides (some of which have been modified to make them more accessible) and websites • subject-specific revision conferences 	<ul style="list-style-type: none"> • FE college placement one day per week 	<ul style="list-style-type: none"> • work experience (usually half day) • Asdan accreditation for life-skills work with individuals • Modified curriculum e.g. small-animal Asdan accreditation instead of Child Care
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Opportunities for involvement in a range of extension activities, usually run in the spring and summer terms

<ul style="list-style-type: none"> • After-school activities & projects 	<ul style="list-style-type: none"> • In-college one-off activity days • SATs booster classes for lower achieving and borderline students 	
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TAs developing specialist areas of skill: ASD / Asperger; social skills; S&L / Communication skills; SEBD; Retracking; Dyspraxia

2. Personal, social, behaviour provision map

Wave 1: quality first teaching	Wave 2: group & individual work	Wave 3: specialist focused provision
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Before transition / at change of secondary schools

<ul style="list-style-type: none"> • Year 6 student will be visited in the primary school and have a chance to meet the pastoral staff who will be most involved at transfer, e.g. form tutor, HoY, HoKS, SENCo • Discussion with Yr 6 teacher about strengths / weaknesses of every student • Year 6 students visit KCC for 1 day • Year 6 students invited to KCC for subject events & meet pastoral team • Year 6 Parents evening • Staggered start in September – Year 7 / 10 / 12 only 	<ul style="list-style-type: none"> • SEN parents' information evening (open to all parents) • ASD parents' evening • Small-group visits arranged with TAs if necessary 	<ul style="list-style-type: none"> • the student's needs will be discussed fully <ul style="list-style-type: none"> • with the parent to note any points of concern • with the student to provide reassurance • with the feeder school to discover what provision is needed • with EP or other specialist who may be involved • as many visits as necessary to the college will be arranged so that the student learns what to expect at transfer • KS3 admissions interview to assess areas of strength / weakness, SEN, interests etc for tutorial placement • KS4 formal admittance process with HoKS – options agreed to suit needs
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Mentoring

<ul style="list-style-type: none"> • personal (academic) tutoring programme in place for all students • buddy system for all Year 7 tutor 	<ul style="list-style-type: none"> • anger management group sessions • Retracking group sessions • Buddy system of peer support 	<ul style="list-style-type: none"> • additional individual mentoring by form tutors with tutees or, in some instances by class teachers
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<p>groups with 6th form peer listeners</p> <ul style="list-style-type: none"> • 6th form personal targets set regularly in conjunction with tutor and subject teachers • Drop-in sessions run by 6th form students • Tutorial programme to address poor behaviour and its effect – followed up by discussion in tutor time 	<ul style="list-style-type: none"> • KS3 self-esteem Outdoor Ed group • Pastoral Support Assistant • Year 11 Coaching for underachieving students • E-mentoring scheme for C/D or A/B borderline students 	<ul style="list-style-type: none"> • individual mentoring by Heads of Year & tutors • individual 6th form mentoring if needed • TAs monitor and support some students to improve behaviour and social integration • Retracking Programme in place for Year 7 and 8 students to build self-esteem and learn strategies for dealing with problems • ASD TA sees students on daily / weekly basis • Circle of Friends • Coaching training for all staff for personal mentoring with students • Individual reward systems e.g. cookie vouchers for Year 10 boys • External mentors e.g. YES, Connexions
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Reward system to build self-esteem as part of Behaviour Policy: stickers, commendations, Tutor / HOY / Principal's / Governor's awards for kS3; stickers, commendations, Silver / Gold awards for KS4 (tokens)

Behaviour support system of referrals and reports: parental involvement; college support plan

Bullying dealt with proactively by class teachers, form tutors, HoY and HoKS as soon as it is discovered (part of Health Provision in KS3)

Connexions Personal Adviser available for confidential advice or counselling – HOY or self-referral

Access to Connexions Career Adviser

<ul style="list-style-type: none"> • Individual discussion with each student when choosing options in Year 9 • planned careers programme in KS4 		<ul style="list-style-type: none"> • by request • Connexions included in all statement Annual Reviews Yrs 9-11
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College support for teacher or self-referral to Youth Enquiry Service for advice or counselling

School nurse available weekly for confidential advice – drop-in clinic

Educational Welfare Officer available for individual or family support – all individuals <80% attendance discussed and actions agreed by pastoral team every week. Pastoral Support Assistant involved in many referrals

Referrals available for

	<ul style="list-style-type: none"> • Advice for key groups within college e.g. behaviour management 	<ul style="list-style-type: none"> • Educational Psychologist for advice or assessment • Speech and Language therapist for advice or assessment • Hearing Impairment advisory teacher • Autistic Spectrum outreach teacher • Communication / Interaction advisor
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Options for unresolved and on-going problems

	<ul style="list-style-type: none"> • Substance Misuse Worker available for small-group or individual work 	<ul style="list-style-type: none"> • Purchase of time from Behaviour Support Team, including Youth Worker and Family Support Worker • Involvement of Youth Offending Worker • College Support Plan developed in consultation with student, parents,
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		<p>Connexions, pastoral team, SENCo (& EP if necessary)</p> <ul style="list-style-type: none"> • short-term placement at Chances (2 places purchased) • additional TA support, especially at difficult points of the day (e.g. start and end of lessons, between lessons) • Pastoral Liaison multi-agency meeting every half term • Referral to YES • Pastoral Support Assistant • Mentoring from Youth Work Team • College counsellor • Supported return to school – Link Ed provided via EWO
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Opportunities for all students to become involved in extra-curricular activities

3. Management provision map to ensure needs of students with difficulties are being met

Deputy Principal with responsibility for Individual Development

- **oversee the behaviour management system**
- **manage the provision made through outside agencies**

Head of Learning Support (SEN Co-ordinator)

- **provide staff with knowledge of students' skills and abilities so that teachers can provide appropriate ways of accessing the curriculum for each student**
- **liaise with and advise teachers, provide in-service training for staff**
- **facilitate and manage assessments when concerns are raised about a student; plan any action and review as needed**
- **ensure appropriate record keeping, including management of IEPs and reviews**
- **liaise with external agencies**
- **strategies for support for key groups or areas of SEN**
- **oversee Study Option**
- **Create & circulate IEPs & SIS to all teaching and support staff**
- **Maintain and circulate Watch Out List of students with difficulties which might require teachers to differentiate with particular care**
- **Email information and reminders about strategies, students, reviews & training sent to all staff**
- **SEN Update sent to all staff in September and January**
- **Liaise with subject teachers to ensure Access Arrangements for exams (must reflect usual practice)**

KS3 & KS4 TA Co-ordinators

- **day-to-day co-ordination of provision to meet the needs of students**
- **line-manage key stage TAs**

Literacy & Numeracy TA Co-ordinator with specialist literacy qualifications to provide advice, intervention and assessment

- **Work with SENCo on Access Arrangements**

Each curriculum area has a named teacher with SEN responsibilities to

- **represent the department at SEN Liaison Group meetings**
- **promote the provision in the subject for students with difficulties**
- **promote good practice on teaching and learning in the subject for students with differing needs**
- **raise profile of strategies to address areas of SEN**
- **disseminate information & strategies on students' needs – share paper copies of Watch-Out List, IEPs & SISs**
- **raise concerns about specific students**
- **in consultation with HoD and subject teachers, ensure a system is in place in the subject to monitor the progress of students and identify students not progressing even with a differentiated teaching style**
- **SEN a standing item on agendas of department meetings**

Teacher to manage Retracking programme and liaise with teaching staff, support staff, HoY and SENCo

Teacher to manage Able and Talented enrichment programme and liaise with teaching and support staff, HoY and SENCo

- **all teachers involved in identifying A&T**
- **all teachers aware of students identified as A&T**

Learning Support teacher to work with teaching and support staff in developing and providing the differentiated curriculum for students with general learning difficulties

- **TAs linked with specific departments to assist with subject differentiation for groups & individuals**
- **TAs developing areas of skill to support students with specific difficulties (as above)**

Behaviour management system involving teachers and support staff, HoD, HoY, HoKS, Deputy Principal and SENCo as necessary

Appendix A

Strategies for promoting the inclusion of students with Autistic Spectrum Disorder and Asperger's Syndrome

To promote inclusion

- provide clear, appropriate and manageable goals in a positive, tolerant yet directed environment
- work with the student to reduce or remove those aspects of himself and his behaviour that create social isolation

To access the curriculum and develop learning skills

- where possible, provide the student with classroom management that is highly structured, orderly and strong on routine
- guide the student step by step through activities which peers will pick up from observation
- provide information, instructions, rules, timetables, etc in written or visual form
 - provide clear, written step by step guidelines for assignments, homework and other work requirements
 - limit choice – too much choice creates confusion
 - be concrete rather than abstract
- forewarn of any changes to the regular routine of the classroom; however, don't avoid change as the student must learn to cope with it
- be aware of potential difficulties in the first few weeks of a new year or new teacher
 - give warnings that an activity is about to end or change
- use the student's strengths of recall of facts and good long-term memory to promote self-esteem and social acceptance
 - respond politely but firmly to obsessional or inappropriate responses
- open-ended problem solving activities will need more structure
- individual work will be most successful; co-operative group work will need supporting – make roles & purpose explicit
 - access to taped materials or ICT may be more helpful than increased one-to-one attention
 - literacy intervention may be better tackled through ICT than relationship-oriented strategies such as paired reading
- written information and instructions may be better understood in list format with superfluous language removed
- GCSE choices need careful consideration: subjects requiring empathetic and creative thinking may be more difficult

To develop communication skills and improve social relationships

- **give explicit instructions using words which mean what they say**
 - **start instructions with the student's name first**
 - **accompany verbal instructions with gestures illustrating what you want done**
 - **use few words and be consistent in the terminology used**
 - **Makaton signing may be helpful for some students**
- **if the student has difficulty with pronouns, use names: e.g. 'Give it to Sue' rather than 'Give it to her'**
- **encourage eye contact when speaking**
- **use an impersonal style of language: e.g. everyone, one, all of us**
- **protect the student from teasing and bullying**
- **build a supportive circle of friends**
- **provide a safe area, e.g. library, tutor room, homework club, which is stress-free and gives respite from the struggle to fit in**
- **provide a mentor so student knows there is someone to turn to**
- **use social stories**
- **pre-select groups where possible to avoid poor role-models for behaviour or always working with the same people; encourage peer-support**

To encourage inclusion in physical activities

- **co-ordination may be poor and activities to improve this may be helpful**
- **extra help may be necessary to learn physical and manipulative skills**
- **a fitness programme in Games/PE may be a more appropriate option than team games**
- **it may be helpful to have access to word processing if handwriting is poor**
- **activities may need adapting as unusual sensory responses may mean touching is uncomfortable or pain is enjoyed or not felt**

To manage behaviour

- **if the student is not doing what is expected, repeat what you do want him to do**
- **set a clear aim and objective for every activity**
- **rules may not be generalised and application may need to be explicitly explained**

- **reinforce appropriate behaviour explicitly and positively**
 - **turn taking**
 - **active listening**
 - **conversational skills of topic introduction, maintenance and change, how to end a conversation**
 - **appropriate responses in different situations**
 - **how far to stand from others**
 - **how to interpret body language**
- **give the student the expectation that you expect him/her to do as you ask**
- **never confront head on**
- **firm, clear guidelines are needed and should be provided without emotion and repeated as often as necessary**
- **use praise as much as possible, avoid the word naughty**
- **promote self-help skills such as self-calming or relaxation strategies to reduce anxiety**

Appendix B

Strategies for promoting the inclusion of students with Down's Syndrome

A brief summary of ideas from: 'Accessing the curriculum – Strategies for differentiation for students with Down syndrome'

Down syndrome students have these specific strengths

- **Visual awareness**
- **Visual learning skills**
- **Can learn and use signs, gestures and visual supports**
- **Can learn and use the written word**
- **Can learn from and with peers**
- **Sensitivity to emotional cues**

Good practice for all students will benefit Down syndrome students

- **Well-structured lessons**
- **Transitions that are signalled clearly**
- **Feedback to students that is clear and frequent**
- **Delivery with enthusiasm, clarity and rapid pace**

Differentiation for teachers

- **Plan what you want your student to understand based on the objectives for the whole class – beginning with the most fundamental objective for every student to understand**
- **Think about and prepare any additional materials for teaching – for presenting information, activities for participation and activities for responding**
- **Think about, vary and evaluate the success of your different styles of interaction with the student with Down syndrome and other students during the lesson**
- **Find ways to help your students to enjoy and participate in learning activities, to help them to attend, interact and to demonstrate their understanding**

Checklist for planning for Down's Syndrome Students

- **Relate content to previously acquired knowledge and skills**
- **Decide upon the main facts that you wish the student to learn. For some students, this may involve teaching one key point only**
- **What is the most suitable pace and quantity of work to allow for completion?**
- **Decide upon suitable strategies for differentiation including who is to do what**
- **Are any particular resources needed?**
- **Are any alternative activities necessary to allow a student with individual educational needs to participate and demonstrate progress?**
- **What are the learning strengths and weaknesses of the student?**
- **How can the student's personal skills such as independence and co-operating with others be developed?**
- **How can progress be monitored and recorded so that small advances are not missed?**
- **How can skills be generalised?**

Copies of the booklet 'Accessing the curriculum – Strategies for differentiation for pupils with Down syndrome' (Down Syndrome Educational Trust, 2000) are in each department. The complete set of information booklets are in the LS Office.

Appendix C

Strategies for promoting the inclusion of students with Specific Learning Difficulties (Dyslexia) & literacy difficulties

To promote inclusion

- **present tasks in a multi-sensory way to ensure students are taught to their strengths, whether they are visual, auditory, kinaesthetic or a combination**
- **try to ensure a variety of different learning tasks and outcomes, e.g. speaking out loud, completing a table, filling out cards, talking about a topic with a partner**
- **have high expectations of dyslexic students and remember that dyslexic students are often bright with excellent oral skills**
- **allow extra time for literacy or language tasks; remember how tiring reading and writing can be for dyslexic students**
- **teach students to value and learn from their mistakes and the mistakes of others**
- **recognise and celebrate individual differences**
- **focus on strengths rather than weaknesses**

To develop organisation

- **each dyslexic student should have a ‘tool kit’ of highlighters, coloured pencils, ruler, pencil sharpener, calculator, scratch sheet spelling notebook / notes pages in planner / back of exercise book**
- **use registration time to encourage self-organisation, when student checks he has pens, pencils for the day, knows what lessons are happening; ensure he has planner; has gone to locker to collect right books**
- **encourage the use of pocket notebooks, personal organisers, personal checklists and planners**
- **encourage student to begin each lesson with necessary equipment out**
- **use colour to assist organisation**
 - **use highlighter pens to assist organisation of ideas**
 - **use colour coding to match books to timetable**

- **use number for order of use**
- **for better organisation of written work (using ideas from Edward de Bono):**
 - **identify aims, goals, objective; rephrase the title**
 - **brainstorm and list**
 - **prioritise by numbering**
 - **identify plus, minus, interesting for comparison activities**
 - **identify similarities and differences for compare and contrast activities**
- **have an organised classroom with things labelled and in their place**
- **provide a binder or folder for loose sheets, particularly if much work is word processed and printed off**

To promote language processing and understanding

- **students with difficulties processing language will benefit from being given time to think before having to answer**
 - **having asked the dyslexic student the question, talk around it, move to the board, etc before the student actually has to answer**
 - **have a previously agreed signal which tells the dyslexic student the question is his to answer, e.g. eye contact, standing in front of him**
- **teach active listening where students learns to ‘stop, look and listen’ every time the teacher speaks**
- **word finding may be difficult, have key words accessible**
- **praise students for asking questions**
- **provide prompts or cues, e.g. first, finally, as a consequence, etc**
- **speak clearly and slowly; be explicit and concrete, use sentences that are short and grammatically simple**
- **chunk oral information; be clear when the context changes**
- **give instructions in a variety of ways; visual cues may help some students; modelling or scaffolding may help others**
- **be prepared to repeat instructions and clarify them by changing or redefining words and terms**
- **encourage students to rephrase instructions in their own words**
- **make the connections between one piece of learning and the next explicit and encourage discussion about them**
- **build in review at the end of each activity; ask a revision question at the beginning of the following activity**
- **build in opportunities to rehearse and consolidate**
- **have models of language & key words on walls and bulletin boards**

To promote accurate recording of information and the production of written work

- **be sure student knows what to do for homework**
 - ensure student has planner or writes **HW** in an obvious place in exercise book
 - give student the **HW** already written on a sticky backed label to go into planner or exercise book
 - set **HW** at the beginning of the lesson so the student has time to write it down and make sure it is understood
 - check that the student's own notes are clear enough for reading and understanding later
 - allow students with cassette recorders to record the task and note in planner that it has been set on tape
 - provide **HW** task on disk for students with PCs who are likely to word process the work
 - shared files on school Intranet allows students to download information or read it at home
- **avoid students having to copy much from the board or OHT: handouts / differentiated material**
- **if copying from the board is unavoidable, allow enough time for work to be copied down before rubbing it off or moving on to next task**
 - write on board with a different coloured pen for each sentence or each idea; or put a coloured dot at the beginning of each sentence
 - give student a copy of the notes as copying from the same plane is easier than copying off the vertical board, or provide a photocopy of notes from teacher's planner, an **OHT** acetate or printout of powerpoint or whiteboard to stick into exercise book
 - taking notes from the whiteboard is easier onto clearly lined pastel coloured paper as it helps the brain differentiate what is being copied
 - ensure handwriting on the board is large and clear; avoid writing in all capital letters
 - watch out for reflections on white boards from windows and lights / non-reflective whiteboards
 - an **OHP** should be used with a proper screen, not a whiteboard, to avoid glare
- **support note taking**
 - give student a partially complete set of notes which he has only to complete with key words, ideas or phrases
 - tell students which are the key points they need to ensure have been recorded
 - allow plenty of time for the dyslexic student to get his notes written or they may be so rushed and messy as to be unreadable
 - stop speaking during note-taking as a dyslexic student cannot take notes and listen at the same time
 - provide time for reviewing notes later to ensure they are legible and have included all the key information (especially important if trying to notetake and watch a video)

- suggest transferring linear notes to a more visual form
- allow alternative means of recording and presenting information
 - allow the use of ICT to word process, either on an AlphaSmart borrowed from Learning Support, or on classroom PC
 - use a scribe (amanuensis), particularly important that this is practised if it is going to be a special exam arrangement
 - use tape-assisted writing where student is helped to organise and record information on tape which can then be transcribed by him or TA or just left on tape for the teacher to listen to
 - encourage information to be presented in other than prose – bullet points, outline form, flow diagram, mind map, drawings or cartoons; story board, poster; table of information
 - use digital camera photos and add text
 - use a video camera; computer and web cam
- worksheets should be clear, well-spaced and uncluttered
 - some students find light coloured paper better than white
 - worksheets should not have too much reading
 - break up text with boxes and frames, use sub-headings, signposts and markers, diagrams, plenty of white space; use bullet points and lists rather than continuous prose
 - avoid justified margins
 - put each new instructions on a new line
 - enlarge worksheets; use large font
 - structure the language of worksheets so that sentences are shorter, verbs are active
 - worksheets should be written on and not copied out by the student
- before beginning to write, ideas should always be planned and organised with
 - mind-maps, bullet points, flow charts or other form of notes
 - student-created writing frame of key sentences for each paragraph
 - jumbled sentences presented by teacher to be ordered by student
- written responses in prose can be produced with the help of
 - writing frames to help limit the amount of writing required and structure it in the required way
 - sentence starters to avoid being faced with a blank page and not knowing how to begin
 - incomplete key sentences to assist paragraph organisation
 - cloze passages to show understanding and use of key words or ideas
 - diagrams to be annotated
- ask for drafts at each stage so that corrections and guidance can be dealt with as work progresses

- **encourage proof-reading**
 - **for a specific purpose such as content, spelling, punctuation/capital letters**
 - **proof-reading for spelling can be done by reading from the end so that words are seen out of context**
 - **focus on target words, not every spelling error; suggest scratch sheet spelling for words student needs to check**
 - **value the process of drafting as much if not more than the finished product**
- **use available software**
 - **Clicker, Word Bar, Cloze Pro**
 - **TextHelp and other text to speech programs**
 - **Inspiration and Mind Maps**
 - **Hot Potatoes**

To promote accurate and fluent reading

- **encourage the student to say what he can see in the word – a sound for each grapheme – and then to blend the sounds and chunks of sounds together into a meaningful word**
- **require every word read to be a meaningful English word (except in MFL); do not allow guessing**
- **encourage the student to make choices of sound and choices of stress to create a meaningful word**
- **help students understand the purpose of reading by using PQRS**
 - **Preview the text for clues as to what it is about (pictures, headings, boxes; scanning, skimming)**
 - **raise Questions to be answered from the reading**
 - **Read the text, predictive processing will now be in place to support understanding of context**
 - **Summarise by briefly saying what the text was about or what the answers are to the questions raised**
- **give handouts and texts to be read prior to the lesson so the dyslexic student is familiar with it**
- **pre-read the text with student prior to him reading it independently**
- **carry out whole class discussion of the text prior to individual work**
- **do not ask the student to read out loud unless he has volunteered to do it**
- **strategies in back of planner for parental support**

To develop numeracy and mathematics skills

- **provide visual and tactile support to embed concepts; use a multi-sensory approach**
 - **learn tables to rap music**
 - **write out tables in a variety of vivid colours**
- **teach the interpretation of the language of maths word problems**
- **create a symbol sheet as a reminder of which symbols are associated with which language**
- **use puzzles, games, construction equipment, calculators and software to help with number bonds and tables**
- **a calculator is an invaluable aid for dyslexic students, helping students to speed up and recognise patterns**
 - **ensure student can read and record from calculator correctly**
- **estimation may help overcome problems with memory, transferring skills and assimilating information**
- **make use of pictorial representations, number lines, table squares for number concepts and counting**
- **don't impose solutions; discuss what works with individuals and find ways of building on it**
- **link the development and practise of maths skills to real life situations to provide context and meaning**

To promote revision and coursework planning

- **if short-term memory is a problem, encourage 'active revision' strategies**
 - **Read the work – aloud on tape so it can be played back**
 - **Reduce it – highlight key words, note associated ideas, mindmap or draw a diagram, use coloured pens or arrows to link ideas, list key facts and number them**
 - **Write it – writing down main points helps commit to memory; notes can be transferred to large sheets and hung on wall at home**
 - **Say it – reading notes aloud helps to reinforce memory**
 - **Check it – confirming you know and understand**
- **ready-made revision notes can be created if students are encouraged to write a summary at the end of each topic throughout the year**
- **devise a simple project planner that breaks down the overall task and sets mini-deadlines to complete set pieces of the work**
- **support the creation of a revision timetable for different activities and subjects**

- **support the development of meta-cognitive strategies that involve the student thinking about the study skills needed and how to develop them effectively by asking himself**
 - **Why am I doing this? (purpose)**
 - **What is the required end product? (outcome)**
 - **What strategy should be used? (strategy)**
 - **Was it successful? (monitoring)**
 - **How can it be improved (development)**
 - **Can it be transferred to another skill? (transfer)**
 - **Thinking skills work to promote explicit links between subjects**
- **revision should consist of more than just reading through something**
 - **explain something to someone else**
 - **convert notes from one form to another, e.g. written notes to mind maps**
 - **produce question and answer cards**
 - **copy diagrams and label from memory**
- **study periods should be short but frequent**
- **provide reminders of deadline dates**
- **review progress frequently**

To prepare for exams and tests

- **learn common examination words and sentence structures**
- **use past papers to gain experience of what to expect**
- **provide examples of good and bad essays; details of marking criteria**
- **Access Arrangements need to be in place and practised as part of normal way of working**

Appendix D

Strategies for promoting inclusion: Dyspraxia

- Difficulties in learning to plan and carry out sequences of co-ordinated movements – may involve spatial and directional difficulties
- Sometimes linked with ADHD, ASD & Dyslexia.
- May include slower speech & language development
- 3 main elements of difficulty: sensory integration; the planning of actions; carrying out plans

To promote inclusion:

- teach social conventions
 - turn-taking
 - personal space
 - interrupting
 - pushing in
 - rules
 - taking responsibility for actions
- pre-select pairs or groupings to provide peer support
- circle of friends
- present tasks in a multi-sensory way to ensure students are taught to their strengths, whether they are visual, auditory, kinaesthetic or a combination
- buddy support
 - help student to find seat
 - get out correct equipment
 - sensible involvement
 - remind of personal targets
 - remind student of strategies when upset

- try to ensure a variety of different learning tasks and outcomes, e.g. speaking out loud, completing a table, filling out cards, talking about a topic with a partner
- avoid pressurising a student with dyspraxia to speak in front of the whole class
- teach students to value and learn from their mistakes and the mistakes of others
- recognise and celebrate individual differences
- focus on strengths rather than weaknesses
- reward successes to promote self-esteem & positive self-identity

To promote conversation:

- pick out words you have heard and feed them back to the student (“You saw x?...”)
- Keep listening for recognisable words & feeding back
- Maintain eye contact, a positive listening body posture & turn taking
- Help the student to sequence the information by feeding back
- Encourage the use of natural gestures / signs
- Use the college planner to share information between home and school about relevant issues in the student’s life
- Use pictures or symbols as a resource to help communication
- Be positive to help build confidence and self-esteem

To promote literacy

- Use Sounds~Write strategies
 - say the sounds to decode the word
 - say the sounds as you write the letters
 - give a choice of graphemes for the student to choose
 - use scratch-sheet spelling to trial choices – at the back of the exercise book, on a notes page in the planner or on a scratchsheet notebook / jotter
- follow the line of print with a ruler
- increase the font size where possible
- use a reading buddy to reduce stress
- some software available in Learning Support to develop reading & writing skills via ICT

To promote writing

- sit at the desk at a slight angle or angle the paper
- consider triangular grips for pens & pencils
- wide lined paper or clear guidelines to promote distinct handwriting appropriately spaced
- use a sloping surface to rest on – e.g. a ringbinder
- attach paper to the surface
- clear view of the board
- minimise need for copying from the board – paper copies or copies to stick into book
- story planners / writing frames
- provide key words & phrases
- accept alternative methods of recording: mind maps, flow charts, ICT, bullet points, cartoons, dictaphone, work on disc/flashpen
- use coloured dots at the left of the page to remind the student where to start a new line
- allow extra time in tests or for assessed work
- display key vocabulary in the classroom
- outlines of diagrams
- enlarged graphs

To promote numeracy

- allow time to practice the writing of numbers if necessary
- use a horizontal format to present calculations so that students can follow the process more easily
- highlight, underline or write the main number to retain focus when a calculation is chunked down
- link times table cards so that the sequence remains constant e.g. hole punch & treasury tag
- use non-slip materials glued onto the underside of a ruler to assist line-drawing
- relate to real-life scenarios – encourage use of the snack-shack or buttery (canteen may be too confusing)

To promote physical skills

- practice dressing and undressing in sequence e.g. put socks on feet then pull up leg; put trousers on before shoes
- Encourage parents to buy easy fastening clothes e.g. velcro – make the front/back of clothes obvious
- Allow students to use PE apparatus at lower heights
- Pre-select groups for peer support
- Chunk down instructions; be prepared to repeat and support with visual aids
- check use of ICT equipment e.g. keyboard skills – encourage correct posture and use both hands
- typing programmes available in Learning Support

To promote organisation

- encourage use of a visual timetable and homework timetable
- check that the student has the correct equipment during registration: planner, exercise books, pens, pencils, scissors, glue
 - ensure that left-handed equipment e.g. scissors are available in the classroom
 - keep work at school unless the student really needs to take it home
 - use a folder to protect sheets & homework – divide into sections to arrange by subject
 - colour code timetable, books & equipment
 - pack schoolbag the night before
- check that the student knows where to go for different lessons
- buddy with another student in the class
- lockers are available to all students
- check that the student understands the task by asking them to explain it to another student
- use pictorial cue cards to match labels on equipment
- chunk tasks down
- make timings explicit for class tasks and homework
- use a dictaphone to record information that a student needs to know later e.g. homework
- check that homework is written down accurately
- encourage the student to bring a small gluestick as part of their daily equipment – stick worksheets straight into exercise books
- if homework is not handed in, ask the student to check inside his/her schoolbag again!

Appendix E

Strategies for promoting inclusion: Hearing Impairment

To promote inclusion

- model a positive attitude and understanding towards deafness to pass on to hearing students
- seat the deaf student in a favourable listening position
- be tactful so as not to embarrass the student who needs to keep asking for clarification
 - encourage all students to ask when they do not understand
- build in pre-tutoring to introduce concepts and vocabulary to be covered in lessons; post-tutoring can clarify and confirm understanding
- support the teaching by using visual clues as well as written and spoken explanations
 - demonstrate a technique
 - use drama and role play to illustrate
 - use pictures, diagrams, illustrations, objects and artefacts
 - show videos (with subtitles) or slide shows
 - point to objects and pictures
- allow time for the deaf student to look at the visual clue or demonstration before focusing attention back on the speaker
- have high expectations
- help other students to learn that there are a few easy things they can do that will help the deaf student to follow conversations and know what is going on in lessons and social situations
 - speak one at a time
 - raise their hand before speaking so the deaf student knows who is talking
 - look at the deaf student when talking to him/her
 - maintain a quiet working atmosphere
 - avoid sharp noises which a hearing aid will amplify

To ensure a good listening and lip-reading environment

- close the classroom door or windows when it is noisy outside
- monitor the noise level from overhead projectors and other electrical appliances
- make sure the speaker's face is not in shadow or back lighting
 - if the lights are off to watch a video, be aware that the deaf student may not be able to lip read speakers in the room
- help the student to manage a radio aid without fuss
 - remember to switch it off when talking to other students
- remember that lip-reading requires concentration and is tiring, so consider the consequences for the deaf student
- give aural tests in person rather than using tapes

To promote good communication in the classroom

- ensure the deaf student is looking at the speaker before beginning to talk so that the first part of the conversation or instruction is not missed
- in order for the student to understand the context, always introduce a change of topic or a new activity
 - write lesson title, topic headings, questions on the board or OHT
 - display key or technical vocabulary – it must be read before it can be heard and understood
- keep sentences short, instructions simple; avoid long detailed explanations
- use an OHP in preference to a white board in order to remain facing the class
- when speaking to the deaf student:
 - speak clearly and at a normal pace without exaggerated mouth patterns
 - do not shout as loud noises can be painful when using a hearing aid
 - keep face clear and try not to cover it with hands or hair
- consider positioning
 - avoid seating the deaf student in a noisy part of the room
 - seat the student in a position that makes use of any residual hearing
 - seat the deaf student facing the teacher, but avoid towering over the student at the front of the room
 - the teacher should avoid walking around during the lesson, also avoid standing with back to the light source

- **for discussions or question/answer sessions**
 - **establish ground rules for the discussion which encourage other students to speak clearly and one at a time**
 - **arrange seating so that the deaf student can easily see other speakers**
 - **allow extra time for deaf student to turn around and see who is talking**
 - **identify other students clearly by name before they answer**
 - **repeat all answers**
 - **rephrase or repeat what has been said to make it easier for the deaf student to understand**
 - **create opportunities for the deaf student to ask questions about the discussion or go over points which may have been missed**
- **to make audio visual materials accessible**
 - **use programmes that have been subtitled**
 - **arrange for a transcript of the programme for deaf student to have prior to watching**
 - **allow an opportunity for discussion of the programme before viewing**
 - **loan a copy of the programme to the deaf student or make it available in the library**
 - **do not expect notes to be made when the programme is being watched**
 - **stop the programme occasionally so that main issues can be discussed and a check can be made on students' understanding of what is happening**
 - **make sure the deaf student is seated so that the TV can be clearly seen**

To promote language development and understanding

- **provide information on the concepts and vocabulary of the lesson in advance**
- **to promote the acquisition of new vocabulary**
 - **prepare vocabulary sheets which contain words specific to the subject**
 - **illustrate words with a picture**
 - **use display work for vocabulary and language development**
- **remember to explain any new vocabulary, technical terms or idiomatic phrases and include pictures to give meaning**
 - **idiomatic expressions may not be understood and jokes will be hard to follow**
 - **vocabulary may not be as varied as other students of the same age**

- **to check understanding**
 - **if you ask a question and the reply seems out of context, repeat or rephrase what you have said to ensure it is understood**
 - **pause between sentences and check understanding by asking the student to tell you what he understands/needs to do**
 - **use open-ended questions as these prevent the student just nodding without understanding**
 - **give the deaf student time to take in information before replying**
- **correct errors in understanding before they become fixed**
- **summarise, review or repeat the main points of a discussion at the end of the session**

Appendix F

Strategies for Inclusion: Speech & Language difficulties

- **Speech** refers to the sounds we use to say a word
- **Language** is the label and all we know about that word (semantic field)
- **Associated difficulty** with listening and attention

Strategies for inclusion

- **write tasks on the board as well as saying them to support short-term memory**
- **have copies of texts for students to follow as they are read**
- **keep instructions brief and simple**
- **structures & routines**
 - **structured lessons**
 - **visual timetable**
- **check understanding of a task by asking a student to explain it again**
- **pair with more able student for peer support**
- **promote social skills & model appropriate interactions**
- **cue student into discussions**
 - **check that she/he is looking**
 - **use names**
 - **ask a question but allow thinking time**
- **pre-select groups**
- **use non-directive approaches**
 - **reduce the number of questions**
 - **comment on what the student is doing**
- **praise & reward successes and downplay difficulties**
- **writing frames / cloze exercises**
- **clear learning objectives**
- **remind students of successes to boost self-esteem & maintain high expectations**

Strategies to develop speech

- **advice from Speech therapist**
- **Sounds~Write literacy programme**
 - **Say the sounds as you write the letters**
 - **De-code words by breaking into individual sounds**
 - **Show different ways of representing one sound**
- **repeat sentences that a student has said to enable her/him to check accuracy**
- **Reading aloud may help a student decoding sounds**
- **Provide opportunities to speak (commenting or asking questions)**
- **Give the student time to think**
- **Provide verbal choices if there are word-finding problems**
- **Teach specific language structures e.g. “I want...”, “Where is...?”**
- **Use deliberate mistakes to provoke a response**
- **Praise all attempts to use language in the classroom**
- **Develop a topic through more open questions**
-

Strategies to develop vocabulary

- **Pre-prepare new vocabulary**
 - **Different meanings (literal or idiomatic)**
 - **Key words for topic in exercise book – topic vocab scrapbook**
 - **Break up the forms**
 - **Sounds – how it is said**
 - **Morphology – adjectives, verbs, suffixes, plurals**
 - **Syntax – phrases and sentences when you could use the vocab**
 - **Break up the content – concepts, categories, how it relates to other words**
 - **Topic webs & mind-maps**
- **Use visual support**

- **Pictures**
- **Symbols**
- **Signs & gestures**
- **Photographs**
- **Colour**
- **Demonstrate activities**
- **repeating their sentence but add 2 or 3 new / alternative words**
- **copies of key topic vocab in exercise books & displayed in classroom**
- **Give a student 5 key words to use in a task**
- **Work on specific categories**
- **Things that go together (bucket and spade)**
- **Sorting & classification activities e.g. conversation cards, pictures families etc**
- **Talk about objects and focus on attributes e.g. colour, size, shape, composition, function etc**
- **If a student cannot access a known word**
 - **What is it for?**
 - **What group does it belong to?**
 - **Is there anything else like it?**
 - **Put the word in a sentence**
 - **Picture what it means in your head**

Strategies to develop broader understanding

- **restructure text as diagrams, pictures, mind-map, cartoon, flow chart etc**
 - **summarise long passages of information into bullet points**
 - **allow students to annotate the text with pictures / notes to support understanding**
- **Adapt adult language**
 - **Use repetition**
 - **Speak more slowly with pauses**
 - **Simplify the message**
 - **Shorten sentences**
 - **Emphasise key words**

- **Allow time to students to initiate or respond**
- **Don't ask too many questions**
- **Use simple words & adapt language to the child's level**
- **prepare for reading comprehension by using reciprocal teaching:**
 - **questioning – generating questions about a text**
 - **clarifying – looking at difficult words and trying to make sense of them**
 - **summarising – picking out the main ideas in a text**
 - **predicting – trying to predict possible outcomes**
- **ask students to create own comprehension questions**
- **use cloze exercises as more structure alternative to comprehension questions**
- **test by asking students to re-structure jumbled-up information or creating true / false statements**
- **avoid relying on memory**
 - **link new ideas to existing knowledge**
 - **use concrete examples**
 - **use multi-sensory ways of presenting new information – posters, mindmaps, post-it notes, colour, pictures, drama – and combine activities which engage different senses and learning preferences e.g. visual / auditory / kinaesthetic**
 - **use mnemonics, raps or rhymes to trigger recall**
 - **encourage learning lots of small pieces of vocab rather than one enormous list**

Strategies to promote listening & attention

- **use names**
- **ask the student to look at you to encourage eye contact**
- **use visual cues to maintain attention**
- **give simple instructions**
- **role-play good listening**
- **use closed questions to force answers and provide alternatives (“Was it ... or...?”)**
- **repeat key statements**