

# The Manor C of E Primary School

## Our School Offer for SEND



## The Manor CE Primary School Aspire, Believe, Achieve

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*Philippians 2:15*



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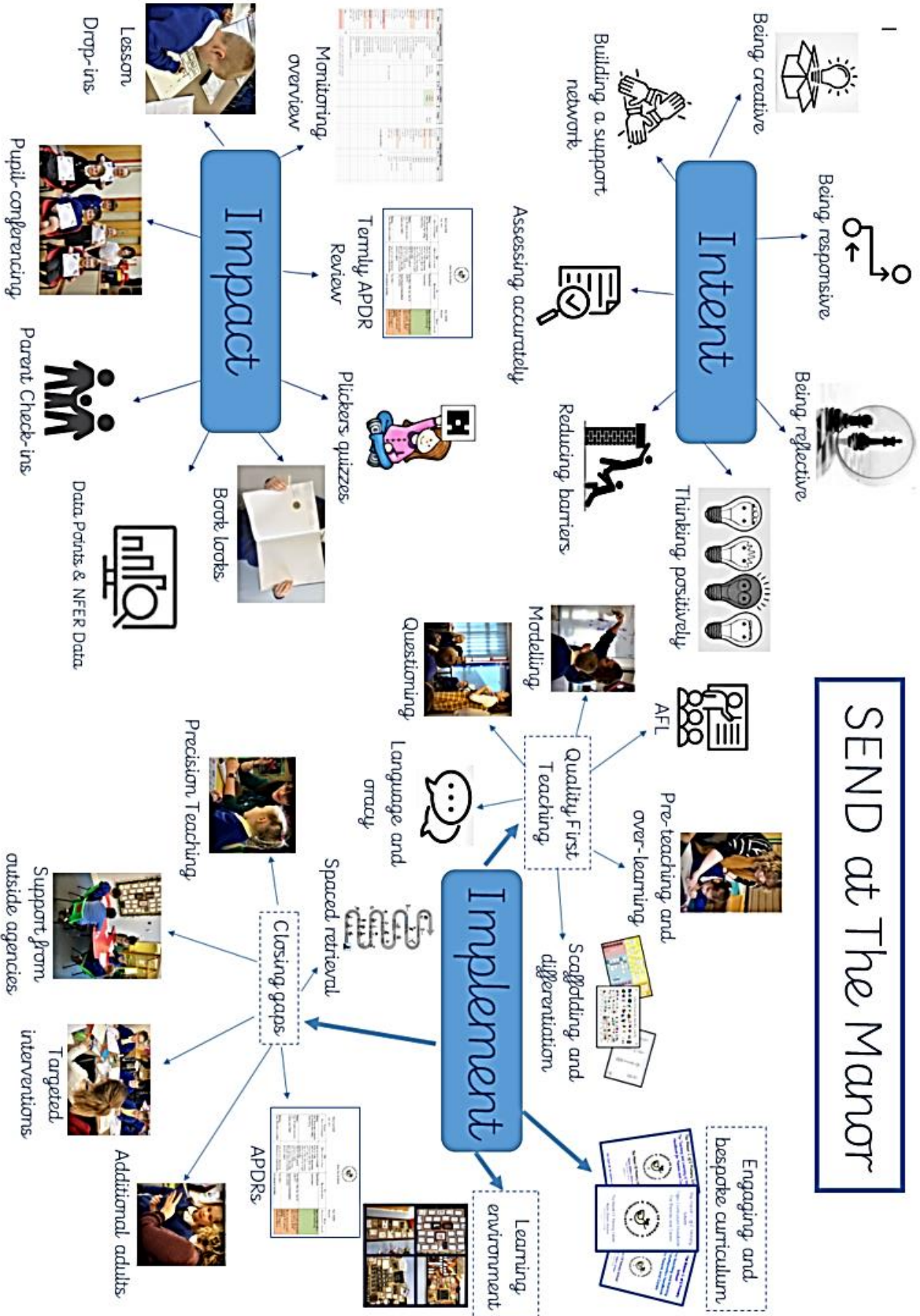


## Our vision for the teaching of SEND pupils

At The Manor Primary School **we aspire** to make the curriculum inclusive and accessible to all, **we believe** that all successes should be valued and celebrated and we adapt our practice so that all children **can achieve** their full potential.

The Manor CE Primary School is committed to ensuring that every child is provided with high quality learning experiences which will enable them to thrive academically and emotionally.

In our school, every learner is special. Through high quality teaching, matched carefully to the needs of all children, we provide an exciting, broad and balanced curriculum which offers academic rigour and creativity through a range of stimulating learning themes. All staff at The Manor CE Primary are inclusive practitioners and as part of our ongoing assessments, we carefully track the progress of every child and provide support where necessary. Sometimes a child may require additional support to enable them to make progress. How this is decided and what we can offer as a school is detailed in this handbook.



## Glossary of SEND terms

ADHD & ADD	Attention Deficit Hyperactivity Disorder	Page 14 onwards
AEN	Additional Educational Needs	SEN, EAL, G&T
AR	Annual Review	The meeting that happens for all students with an EHCP or Statement
ASD	Autistic Spectrum Disorder	Page 14 onwards
APDR	Assess, Plan, Do, Review	Page 9 onwards
CAMHS	Child and Adolescent Mental Health Service	CAMHS is the NHS service that assesses and treats young people with emotional, behavioural or mental health difficulties. CAMHS support covers depression, problems with food, self-harm, abuse, violence or anger, bipolar, schizophrenia and anxiety, to name a few. There are local NHS CAMHS services around the UK, with teams made up of nurses, therapists, psychologists, support workers and social workers, as well as other professionals.
CCAT	Complex Communication & Autism Team	Part of the Local Authority's Inclusion Support Team
COP	Code of Practice	Guidance and legalities on the special educational needs and disability (SEND) system for children and young people aged 0 to 25, from 1 September 2014.
EHCP	Education, Health and Care Plan	The plan coordinates your child's educational, health and social needs and sets out any additional support they may need. They are for children requiring the most specialised additional or different support.
HI	Hearing Impairment	Page 12 onwards
IS	Inclusion Support	Sandwell Local Authority's team of specialist teachers, and educational professionals who work with schools, children and their families.
LSA	Learning Support Assistant	In-school Professionals who support teachers in-class to better meet the needs of SEND students.
LSC	Learning Support Centre	In-school provision hub that provides students with SEMH support.
LAC	Looked After Child	Children currently in care
LSP	Learning Support Practitioner	In-school Professionals who support teachers, sometimes in-class but more often away from mainstream lessons. They organise and run interventions on specific needs and areas our SEND students need additional support in. These sessions could be anything from literacy focused to work on friendships.
MLD	Moderate Learning Difficulty	Pupils with Moderate Learning Difficulties (MLD) will have attainments significantly below expected levels in most areas of the curriculum, despite appropriate interventions. Their needs will not be able to be met by normal differentiation and the flexibilities of the National Curriculum.
OCD	Obsessive Compulsive Disorder	Page 14 onwards
OT	Occupational Therapist	An occupational therapist helps people of all ages overcome challenges completing everyday tasks or activities
PASS	Pupil Attitude to Self & School	Student completed- used to inform the work of the Behaviour Support Team, LSC and SEND departments
PBAS	Pupil Behaviour & Attitude Survey	Teacher completed- used to inform the work of the Behaviour Support Teacher
PD	Physical Difficulty	Page 14 onwards
SEMH	Social, Emotional and Mental Health	The revised Behaviour, social, emotional (BSEN) Page 12 onwards
SENATL	Special Educational Needs Advisory Teacher for Learning	Part of the Local Authority's Inclusion Support Team
SENCo	Special Educational Needs Coordinator	The professional who has responsibility for the day to day management of special educational needs in a school.
SEN/SEND	Special Educational Needs (& Disabilities)	Legal definition; referring to children who have learning problems or disabilities that make it harder for them to learn than most children of the same age. Many children will have special needs of some kind at some time during their education.
SLCN	Speech, Language and Communication Needs	Page 14 onwards

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SpLD	Specific Learning Difficulties (Dyslexia, dyspraxia, Dyscalculia, ADHD, ADD)	Specific Learning Difficulties (or SpLDs), affect the way information is learned and processed. They are neurological (rather than psychological), usually run in families and occur independently of intelligence. SpLDs can also co-occur with difficulties on the autistic spectrum such as Asperger Syndrome.  Page 14 onwards
VI	Visual Impairment	Page 14 onwards



## Contact details

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## The Manor Primary: Our Commitment to SEND

The Manor Primary School aims to ensure that:

- SEND students have their needs met.
- The views of the students are sought and taken into account.
- Partnerships with parents/carers are based on mutual respect, trust and honesty.
- SEND students are offered full access to a broad, balanced and relevant education.
- SEND students have full access to all school activities.
- We work in partnership with external agencies to meet the needs of the student.
- There is a smooth transition between year groups and key stages.
- Teachers are aware of the importance of early identification and of providing for SEND students whom they teach.
- For any child with an EHC plan or Statement, our school will work with parents/carers and the child to help them fully understand the EHCP/Statement and draw up a profile that describes the child's needs and how they like to be supported so that it can be communicated quickly and easily to members of staff.

The Manor Primary School will:

- Ensure that the necessary provision for any student who has SEND is delivered.
- Ensure that parents/carers have good understanding of SEND changes that took place from September 2014 and also knowledge about the SEND provision that the school makes
- Ensure that teachers, TAs and LSAs in the school are aware of the importance of identifying and providing for those students who have SEND.
- Ensure that a student with SEND joins in the activities of the school together with students who do not have SEND, if he/she wishes to.
- Ensure that all staff are aware of the students' needs and know how to best support them.



## Definition of SEND

A child or young person has SEND if:

- They have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- They have a significantly greater difficulty in learning than the majority of others of the same age
- They have a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age.

The Special educational needs and disability code of practice: 0 to 25 years January 2015 can be found at:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SENDDD\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SENDDD_Code_of_Practice_January_2015.pdf); Reference DFE-00205-2013





## Identifying SEND

SEND students may be identified through assessments, teachers' observations, target setting, parental/carers' concerns, external agency concerns, or from the students' own observations. Most usually, any concerns are directly handled by the class teacher who, after discussions with the school SENDCo, will share these concerns with parents/carers.

All students' progress and achievements are regularly assessed by the class teachers. Academic achievement and progress information is collected for each student termly, in order to ensure that all students are making good progress towards their targets.

When students are identified as needing provision that is additional to, or different from, that provided as part of normal class activities, they will be supported through SEND support.

A child may be put on the SEND register if (despite receiving differentiated learning opportunities and Quality First Teaching) they:

- Make little or no progress even when teaching approaches are targeted particularly at a young person's identified area of weakness
- Show signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- Present persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques employed by the school
- Have communication and /or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.



## The Graduated Approach

The Manor Primary have adopted a graduated response to meeting special educational needs. If there are concerns about a child's progress and development, the school will intervene as described below.

### The Graduated Approach

Students who continue to face challenges in their learning, despite receiving high-quality teaching, are likely to need additional strategies, or different provision, in order to meet their needs. The SEND Code of Practice states that, for these learners, teachers are required to remove barriers to learning and put effective special educational provision in place through SEND support.

This SEND support takes the form of a four-part cycle (assess, plan, do, review). Through this cycle, actions are reviewed and refined as understanding of a student's needs and the support required to help them secure good outcomes increases. This is known as the graduated approach. Not all children placed on APDRs are classified as SEND. APDRs may be used to target particular short-term difficulties that a child is having.

### Assess

Initially, the graduated approach involves us using the information we gather from our on-going, day-to-day assessment to make judgements about the progress a student is making and to alert us to any barriers that may be getting in the way of them making comparable progress to their peers.

Where concerns about a student's progress continue, the class teacher organises further discussions with the student (if required), parents and the SENDCo. On occasions, a student may need to be assessed in more detail in order to explore the precise gaps in their learning or to move towards a formal diagnosis, if appropriate. This could include:

- Standardised reading, spelling or mathematics tests.
- Other diagnostic assessments such as cognitive abilities tests (CATs).
- Use of profiling tools to identify detailed needs, such as for speech, language and communication needs.
- Screening assessments, such as for dyslexia or dyspraxia.
- Request for advice from a specialist professional.

The school SENDCo will arrange for any additional assessments to take place however we ensure that our on-going assessment information is used to inform the overall picture of the student. Following additional assessments, all information will be shared with parents/carers and class teachers.

### Plan

This part of the cycle involves discussing, planning and agreeing what will be put in place as an outcome of the assessment information gathered. The planning stage often involves the student, parents, class teachers and the school SENDCo. Where other professionals are working with the child, their reports and advice also contribute to planning.

The initial step of the planning process includes agreeing targets for the student in order to focus attention on key areas and give them a clear idea of what they need to do to make progress. These targets are written into a APDR document, a copy of which is given to parents. Teachers set SMART targets in order to closely monitor children's progress towards set targets. Once the support has been agreed, it is recorded and shared with the child and parents/carers.

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## Do

The Code of Practice makes it clear that it is the responsibility of class and subject teachers to implement the plan on a day-to-day basis. The school SENDCo supports the class teachers to ensure that this is successful.

In practice, implementing the support plan will mean:

- Delivering high-quality teaching to the student in every lesson.
- Implementing any adjustments, specific strategies or approaches to classroom teaching that have been identified.
- Managing any teaching assistants who are supporting students with SEND in lessons.
- Implementing any targeted interventions or specialist provision where this requires the involvement of the teacher.
- Continually assessing and monitoring the student's progress and making any necessary adjustments to planning and teaching as a result.
- Communicating regularly with the student, their parents, the SENDCo and any other staff involved in order to establish how things are going and whether any changes are required.

Some students will be involved in interventions to develop the core curriculum areas of literacy or numeracy or to improve other key skills such as communication, social and emotional skills or motor skills.

## Review

The SEND review will provide an opportunity to focus on the specifics of the support plan and to formally evaluate how successfully the support is meeting the needs of the student.

At the Manor, class teachers review targets termly. APDRs are either edited, added to or signed off depending on the progress of the children. These are shared with the school SENDCo before being shared with parents. If there are any major changes, parents/carers will be invited into school to attend a meeting with the class teacher and SENDCo.

## A continual process

The Assess, Plan, Do, Review process is a cycle – the idea being that this process is continual. There are two possible outcomes to the APDR cycles.

1. If the review shows a student has made good progress, this may mean they no longer require the additional provision made through SEND support. If this is the case, the student is likely to be taken off the SEND record and, instead, will be monitored to ensure progress is sustained through inclusive high-quality teaching.
2. If the student is achieving their APDR targets, but are still not achieving in line with their peers, the assess, plan, do, review cycle will continue and targets, strategies and provision will be revisited and refined. In successive cycles, the process becomes increasingly personalised as everyone develops a growing understanding of the student's barriers to learning and the strategies needed to enable them to make progress.

## APDRs over time

If after three APDR cycles children are still making little or no progress, outside agencies are consulted and further action is needed. At this point, the SENDCo and class teacher may discuss the possibility of starting an EHCn for a child in order to provide further support.



## EHC Plan/Statement Support

If students have either a Statement of Special Educational Needs or, under the new legislation, an Educational, Health and Care Plan (EHC Plan), we as a school will ensure that we meet the needs and provision as outlined in the paperwork. Parents/carers are kept informed as to the provision provided by the SEND department and staff are always notified of needs and strategies to use with the student. For students with an EHCp, an Annual Review will be held where staff, parents and the student are able to share progress, strengths and areas for development with regards the outcomes outlined in their EHCp.

## In-school provision

The Manor Primary offers a range of in-school provision to address the needs of individual students. Such provision can include academic, social, emotional and even behavioural support. The type, level and amount of provision is discussed by the class teacher and parents and is monitored by the school SENDCo.

Some of the in-school provision that we provide includes:

- Children's Specialist programmes or a personalised curriculum.
- Access to Nessy (Reading Programme)
- Toe-by-Toe – a highly structured phonics-based reading intervention
- Specialist reading programmes
- Fresh Start Phonics – a phonics intervention for older readers
- Power of 2 – 1:1 adult led maths intervention for KS2
- Smart Moves – Intervention to aid physical skills development.
- Dough Disco – Fine motor skills development
- Socially Speaking – language and communication intervention
- Doodle Maths – Computer-based maths intervention
- Social Stories – Resources to support children with ASD understand a range of social situations.
- Colourful Semantics – intervention to support development of children's grammar, speech and writing
- ELSA – Emotional Literacy Support Assistant
- Additional or adapted resources from class teacher.
- Working in a small group – e.g. for an intervention.
- Peer support or extra support from an adult.
- Physical or personal care support.
- Precision teaching
- Additional time with the class teacher
- Mentoring from an adult (SEMH support)
- Involvement from outside agencies and professionals (eg. Educational Psychologists or Speech and Language Therapists)



## Parent/carer and Pupil Voice

At The Manor we use a range of tools to obtain pupil voice.

These may include:

- All about me
- Pupil Passports
- The 3 houses

These tools are intended to:

- enable the child or young person to have a voice which is listened to and acted upon
- enable the child or young person to give their view on the support they receive
- enable the child or young person to identify what help they would like and who from
- enable the child or young person to identify and share what is important to them
- enable practitioners to build positive relationships and gain a better understanding of the child or young person to best support their needs
- enable the child or young person to give their views on actions for change
- enable the child or young person to review what has worked or not worked for them
- improve outcomes and evidence what differences listening to the child or young person has made

We also encourage parents and carers to share their voice with regards their child.

This is done through:

- parental voice questionnaires (EHCp Annual Reviews)
- appointments offered to parents/carers to meet with the SENDCo during Parent and Carers Consultations Evenings
- Dedicated email to the school SENDCo
- Sharing APDR's and gaining insight from outcomes or progress from parents/carers



## Transition into school or between year groups

Prior to joining school in Reception, the school are notified if a child will be starting who has SEND and with whom the Early Years Inclusion Team have been involved. A transition meeting will be held where all parents, carers, staff from the current setting and professionals involved will be invited to a transition plan for the child. This may include a range of arrangements such as additional visits to the school, photo books and home visits.

When a child joins from another primary school, the Inclusion Manager of the child's current school will pass on information about the child's needs and current support they are receiving. This also happens when a child moves to a secondary school or a new primary school.

When moving from year to year, the child will be supported by being given the opportunity to meet their new teacher more than once and have additional visits to the classroom. The past and future teacher will meet before the start of the school year to discuss the child's needs and support.

Links with other schools are maintained to ensure a smooth transfer on entry. The SENCo will liaise with secondary schools to ensure that the pupils feel supported when moving on to the next phase of their school life.

## Liaison and Involvement with Outside Agencies

The Manor Primary supports a multi-disciplinary approach to maximise the educational provision for SEND students. Many agencies and support services are able to help identify, assess and provide support for SEND students. Such agencies and support services include a wide variety of specialist teachers and other professionals. The school has a named school nurse, Educational Psychologist and Speech and Language therapist. In addition, there are dedicated school mentors and specialist SEND LSAs to support SEND students with social, emotional and mental health difficulties.

The school works with the following services:

- Child and Adolescent Mental and Health Services (CAMHS)
- Speech/Occupational/Physiotherapists Therapists- medical paediatricians
- Social Services; Child Protection Plan, Child In Need
- Inclusion Support Specialist Teachers (Autism and Specific Learning Difficulties)
- Educational Psychologist Service (EP)
- Behaviour Support Teacher/ Team
- Sensory Advice Team- Teacher of the Blind & Visually Impaired, Teacher of the Deaf & Hearing Impaired
- School Health Nurse - drop in clinic in school and referrals

The School may procure the aid of the above specialist services at any time that it is deemed appropriate, e.g. advice on identification, assessment and effective provision of resources. Co-operation between the School, LA, health services and social services is vital if we are to secure the most effective assessment, intervention, deployment of resources and progress for students with SEND. If you would like further information about the South Gloucestershire Local Offer for pupils with SEND then please follow this link. [SEND Local Offer | South Gloucestershire \(southglos.gov.uk\)](https://www.southglos.gov.uk)



## Academic assessment of children with SEND

### Aims

The teacher's role is central to ensuring quality assessment within schools. Teachers and schools must have sound knowledge of assessment and the professional skills to develop and apply this in practice. Webb defines assessment literacy as:

'knowledge about how to assess what students know and can do, interpret the results of these assessments, and apply these results to improve student learning and program effectiveness' Webb, 2002

Improving assessment literacy is essential for developing teachers' competency to assess pupils' learning. This will help them to be more consistent and understanding in their professional judgements.

### Types of assessment

#### 1. Diagnostic Assessment

Diagnostic assessment identifies strengths and areas for improvement and informs the next steps. It normally takes place at the beginning of a learning programme. It involves the teacher working closely with the pupil to identify their strengths and learning needs. Teachers identify the nature of a pupil's learning difficulties and use this information to plan interventions to address the issues discovered. They should then share this information with the pupil to plan the next steps to improve their learning.

#### 2. Formative Assessment (Assessment for Learning or AfL)

Formative assessment, often referred to as Assessment for Learning (AfL), is part of the everyday teaching and learning process. Teachers gather evidence about a pupil's learning, for example by observing, listening, questioning, discussing and reviewing pupil work.

They can then use this evidence to:

- identify progress and gaps in learning (including individual support needs);
- set learning goals and success criteria; and
- provide feedback to pupils.

#### 3. Summative Assessment

Summative assessment gives pupils, parents and teachers valuable information about a pupil's overall performance at a specific point in their learning. It provides information about a pupil's progress in subject knowledge, understanding and Thinking Skills and Personal Capabilities (TSPC). Summative assessment in the primary school can occur at different intervals such as weekly, on completion of a topic of work, at the end of each term, or at the end of the year. The information it gives indicates pupil progress and achievement in the knowledge and skills in a particular area of learning, sometimes in grade-related or numerical terms. Short summative assessments can be relevant and valid when they are part of a wider range of assessment methods used to form a holistic picture of each pupil's achievements.

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Teachers can use this information to inform the next steps in their planning or to highlight gaps in pupil knowledge and identify areas that they may need to re-emphasise. The information gathered from summative assessment can also be analysed at whole-school level for benchmarking and target setting.

### 3. Evaluative Assessment

The main purpose of evaluative assessment is to ensure that there is appropriate accountability at all levels for the performance of our school system (CCEA, 2011). Evaluative assessment informs curriculum planning and provides information for monitoring and accountability. For evaluative purposes, the Department of Education requires information on end of Key Stage 1 and Key Stage 2 assessment outcomes for the Cross-Curricular Skills. Schools can use this data for school development and action planning. Teachers can also use this data to set class targets to improve specific pupil outcomes.

## Accessibility

The main school building is one storey. It has three formal hard outside spaces areas and an enclosed playing field and these are fully accessible for wheelchair users. We have an accessible toilet. There are no steps to access the building via the car park, main entrance and playgrounds.

Equipment to support children is often purchased directly by the school. In the case of a large piece of equipment e.g. a hoist, needed for a particular length of time, we would look to hire or loan it.

In line with the Equality Act, 2010, The Manor has an Accessibility Plan, which is reviewed and updated every two years. This Accessibility Plan is available on the policies page of our website.



# Special Educational Needs and Disabilities



## Cognition and Learning Difficulties

- Specific Learning Difficulties (SPLD)
- *E.G. Dyslexia, Dyscalculia,*
- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulty (PMLD)

## Social, Emotional and/or Mental Needs

- Depression
- Attention Deficit Hyperactivity Disorder (ADHD)
- Eating Disorders
- Anxiety Disorders
- Mental Health Issues
- Social Disorders

## Communication and Interaction Needs

- Speech, Language and Communication Needs (SLCN)
- Autistic Spectrum Disorder (ASD)

## Sensory and/or Physical Needs

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)



## Communication and Interaction Needs

### Autistic Spectrum Disorder (ASD)

ASD is a very complex condition and looks different in every person who has it; many students with this condition will find it difficult to cope with school life. Children and young people with Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, have difficulty in making sense of the world in the way others do. They may have difficulties with communication, social interaction and imagination. In addition they may be easily distracted or upset by certain stimuli, have problems with change to familiar routines or have difficulties with their co-ordination and fine-motor functions.

Students with ASD:

- May appear unresponsive, have unusual or absent eye contact, gestures and expressions.
- Sometimes use unusual or repetitive language.
- Will often struggle to make friends or interact with their peers.
- May also have a fascination with object parts.
- Could have difficulties with sensory integration. They are more likely to notice smells, sights, sounds, movement and tactile stimuli which may act as distracters.
- Need a consistent routine and can become uncomfortable in unexpected situations. Even the slightest changes to their daily routine can have a negative impact on their confidence, behaviour, engagement and concentration. Whole Class Strategies should ensure any change in routine is carefully considered and communicated to minimise the impact on the rest of their day/week. Ensure clear and concise information. Students with ASD often struggle to recognise important information.
- Students with ASD find extended periods of listening problematic and therefore this can have a negative impact upon their behaviour.
- Students with ASD can become easily distracted. It is therefore important to avoid creating learning environments that have lots of distractions; try to avoid cluttered classrooms.

### Focused Additional Support

- Students with ASD will be literal in their understanding. Instructions should be short, clear and chronological.
- Ensure the sequence and content of instructions are understood. You could use a task check list or summarise key information.
- Show understanding and patience as many students with ASD will not be aware of their behaviours or why they are 'different'. Many will also be unaware of their diagnosis.
- Flexibility – be prepared to try different approaches.
- Consistent reinforcement - new skills need to be taught and re-taught in every new situation.
- Positive language - when correcting behaviour, give the student something positive to do.
- Use visual prompts.
- Where possible, address the student using their name; often students with ASD do not understand that general group instructions apply to them.



## Speech, Language and Communication Needs (SLCN)

This is a broad area of need and the difficulties students experience are varied.

Students with SLCN:

**SPEECH:** (The speech sounds children use to build up words, saying sounds accurately and in the right places)

- Students may not speak fluently, they may hesitate, prolonging/ repeating words or sounds.
- Students may not speak with expression and a clear voice, using pitch, volume and intonation to support meaning.

**RECEPTIVE LANGUAGE:** (understanding what people say to them)

- Students may struggle when processing speech and making sense of what's said.
- Students may not understand words being spoken.
- Students may not show understanding of grammar rules.

**EXPRESSIVE LANGUAGE:** (formulating and expressing thoughts)

- Students may not have the words to describe objects, actions and attributes.
- Students may struggle to use words to build up sentences and then to use these sentences to build up conversations and develop ideas.
- Students may struggle to follow the rules of grammar, so that things make sense.

**COMMUNICATION:** (the way language is used to interact with other people)

- Students may not be able to use language in different ways; to question, clarify, describe and debate.
- Students may not be able to use non-verbal rules of communication: listening, looking, and knowing how to take verbal turns and how to change language use to suit the situation.
- Students may not have the ability to take into account other people's perspectives, intentions and the wider context.

Focussed additional support

- Referral to our SALT team
- Focussed therapy sessions to develop speech and language.
- Structured class routines
- Using songs for routines
- Increased visual aids including dual coding
- Visual timetables at eye level of children
- Use of sign language/basic Makaton
- Use of key words/vocabulary emphasised when speaking
- Multi-sensory approaches used to support spoken language eg.
- Symbols/pictures/concrete apparatus/artefacts/role-play
- Instructions in manageable chunks
- Checklists and task lists
- Delivery slowed down with time given for processing
- Prompt cards used to support understanding



- Talk partners used
- Classroom seating plan considered so children can see teacher and visual prompts
- Access to a quiet work station
- 'Word walls'/displays to develop understanding of new vocab
- Minimise use of abstract language/language tailored to individuals
- Eye contact as necessary for the child

## Cognition and Learning

This label covers the widest range of areas a child may struggle with. A child with 'Cognition and Learning' needs may experience difficulties in:

- Processing
- Recording
- Recall
- Organisation
- Memory skills
- Comprehension
- Auditory memory
- Visual memory

### Moderate Learning Difficulty (MLD)

Students with MLDs will have attainments significantly below expected levels in most areas of the curriculum despite appropriate interventions. Their needs will not be able to be met by normal differentiation and the flexibilities of the National Curriculum. Their literacy and/or numeracy age will be roughly 4 years below their chronological age.

Students with MLD may:

- Have great difficulty in acquiring basic Literacy and Numeracy skills.
- Find it hard to understand most things and struggle to concentrate.
- Can struggle with speech and language and have low self-esteem.
- Can find it difficult in social situations.

### Whole Class Strategies

- Maintaining an inclusive learning environment
- Give pupils time to consider questions.
- Word banks.
- Use browsers that simplify website presentation (eg cut down the number of pictures).
- Repeat information in different ways (use the same language for instructions but discuss complex issues from different angles).

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- Put up writing/symbol/picture posters showing ways to behave/tackle a learning task.
- Structured questioning with teacher support/scaffolding of response.
- Multi-sensory approaches
- Use drama and role-play.
- Use visual timetables, prompt cards with pictures to remind pupils what to do.
- Make an audio recording to record steps in the task.
- Display key words on the wall, with pictures/symbols.
- Physically demonstrate tasks.
- Use 'concrete', visual or audio materials to support pupils' understanding. Working with additional adults
- Work with the TA to check pupils' understanding of questions and tasks.
- The TA goes over key vocabulary and ideas with the pupil before the lesson.
- Support managing peer relationships effectively
- Use buddying to support the pupil.
- Adult-pupil communication
- Formative assessment/ assessment for learning
- Plan self-checks at each stage of a task – eg a self-tick flow chart on laptop including ICT.
- Motivation
- Targeted praise.
- Writing frames.
- Enlarge print.
- Minimise writing to concentrate on physical activity.
- Make a mind map or other visual representation of what pupils already know.

## Specific Learning Difficulty (SpLD)

### Signs of SpLD

- Students with SpLD may have trouble with one or more aspects of learning. Specific learning difficulties include Dyslexia, Dyscalculia and Dyspraxia.
- Students with Dyscalculia have difficulty understanding simple number concepts, facts and procedures.
- Students with Dyslexia struggle to read, write and spell. They may also struggle with handwriting and punctuation. Mispronunciation of common words and reversed letters and sounds are also common.
- Students with Dyspraxia often appear to be clumsy. Gross and fine motor skills are under-developed therefore they often have poor balance and coordination. Dyspraxia can lead to frustration and problems with self-esteem, which can further lead to either withdrawn behaviour or to acting out.

### Whole Class Strategies

- Students with SpLD should be seated near the teacher.
- If the lesson requires students to copy from the board a printed copy should be available.
- A copy of the alphabet and/or a number line on the desk in front of them is useful as a reminder of sequence and formation.
- Work should be broken down into manageable chunks.
- Work on the teaching board, and on worksheets, should be well spaced, in Comic
- Sans font (minimum 12 on worksheets) and on a coloured background to reduce contrast.
- Key learning points reviewed throughout lesson
- Conceptual variation in Maths
- Alternative ways of demonstrating understanding eg. diagrams, mind maps, use of voice recorders

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- Provide a range of writing frames
- Word mats designed for specific subjects/lessons
- Opportunities to work with a scribe or use ICT when necessary
- Coloured overlays, coloured paper for worksheets & coloured background on SMART board
- Extra time to complete tasks
- Learning ladders to break down steps
- Next steps display in classroom
- Learning buddies/B's before me (board, buddy, book, basket etc)
- Tactile / 'hands-on' resources and equipment

## Students with Dyscalculia:

- Have difficulty understanding simple number concepts, facts and procedures.
- Have difficulty when counting backwards.
- Have a poor sense of number and estimation.
- Have difficulty in remembering 'basic' facts, despite many hours of practice/rote learning.
- Have no strategies to compensate for lack of recall, other than to use counting.
- Will default to the operation of addition. The other operations are usually very poorly executed or avoided altogether.
- Have weak mental arithmetic skills.
- Can experience high levels of mathematics anxiety.
- Focused Additional Support
- Students with dyscalculia should be seated near the teacher.
- If the lesson requires students to copy from the board a printed copy should be available.
- A copy of the alphabet and/or a number line on the desk in front of them is useful as a reminder of sequence and formation.
- Work should be broken down into manageable chunks.
- Students with dyscalculia tend to be slower to perform calculations therefore give fewer examples, rather than more time.
- Students struggle to remember mathematical procedures, especially as they become more complex; having a step-by-step guide can help.
- Avoid tasks that are perceived as difficult and likely to result in a wrong answer.

## Students with Dyspraxia:

- Often appear to be clumsy; Dyspraxia is a development disorder of the brain that means gross and fine motor skills are under-developed; therefore, students often have poor balance and coordination.
- Dyspraxia can lead to frustration and problems with self-esteem, which can further lead to either withdrawn behaviour or to acting out.
- Students with dyspraxia may struggle with reading and spelling; their literal use of language can also affect their abilities to read and spell. For some students, they may be able to read well; however, they may not understand some of the concepts in the language.
- Students may have limited concentration and poor listening skills.
- Focused Additional Support
- Do not ask students to copy from the board- make a printed copy available.
- A copy of the alphabet and/or a number line on the desk in front of them is useful as a reminder of sequence and formation.

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- If using dictionaries, students may need additional support as they have poor sequential ability.
- Work should be broken down into manageable chunks. Only give the student a maximum of three instructions at one time.
- Students should be encouraged to have a large lever arch file turned on its side to lean on; this encourages a more upright posture and helps the student with consistent spacing between words. It will also encourage wrist extension - thus decreasing pressure on the pen or pencil. Poor handwriting is often the result of too much pressure being applied.
- Students should be encouraged to develop the aid of coping strategies, such as visual prompts to reinforce verbal instructions: check-lists which break down tasks into component parts that can be crossed off are useful.
- Gentle reminders when packing away are helpful as students with dyspraxia find it difficult to remember what equipment is needed when, and typically will mislay their belongings at school.
- Handwriting and presentation are constant struggles. The presentation of work will be messy, unorganised and difficult to read. Students will struggle to keep up in class, to complete work and will most likely only write a few sentences. Give encouragement and positive feedback whenever possible which may help to reduce low self-esteem.
- Students with Dyspraxia will often appear to have a lot of information in their head, but cannot record that information in a logical and meaningful order. Their written work does not match their apparent verbal ability.
- A student with dyspraxia may be reluctant when faced with reading aloud. This may be due to articulation difficulties or they may lack self-confidence.

## Students with Dyslexia:

- Struggle to read, write and spell. They may also struggle with handwriting and punctuation.
- Mispronunciation of common words and reversed letters and sounds are also common.
- May seem tired or fatigued as they often need to work harder than other students.
- Have a slow processing speed.

## Whole Class Strategies

- When using a whiteboard writing should be large, clear and well-spaced and written in clear font.
- Allow additional time for children to read from the board.
- Worksheets should be written simply in large print with clear spacing.
- Students should be seated near the teacher and can also benefit from being seated next to a motivated and able peer who can offer advice and clarify instructions.
- A quiet classroom with little movement can help a student with dyslexia to concentrate.

## Focused Additional Support

- Students with dyslexia benefit from having resources printed on pastel coloured paper or the use of coloured overlays. (Yellow lined books for student work are also available from SEND).
- Students with Dyslexia may need help with pronunciation and dividing words into syllables with a pencil line.
- Explaining the task in a variety of ways to a student with dyslexia can be useful. Speaking slowly and being precise with your instructions allows the student to process the information.
- Multi-sensory methods of learning are beneficial as information can be processed and stored.
- If doing a question and answer session, give the student a warning that you will be asking them, this gives them time to collect their thoughts.
- Praise and encourage the student whenever possible.
- Use the student's name when talking to them and keep good eye contact so that you have their focus.



- When setting homework, consider the needs of students with dyslexia; it can take them much longer to complete tasks.
- Verbal feedback can be helpful. Written marking can also be of benefit where consideration has been given to the needs of the student, i.e. being mindful of how many spelling errors are highlighted, as this can become demoralising.
- Students with dyslexia should be encouraged to talk about their work and understanding as this allows them to 'shine'.
- It is important to be aware of the difficulties students with dyslexia face when reading; often they will be reluctant to read in front of their peers for fear of ridicule and bullying.

## Social, Emotional and Mental Health (SEMH)

### Attention Deficit Hyperactivity Disorder (ADHD)

ADHD is a complex condition that can affect a student's concentration, behaviour and learning.

Students with ADHD:

- Become easily bored, easily distracted and find it hard to sit still, often showing impulsive behaviour.
- Find it hard to concentrate; the work they produce can often under-represent their ability.
- Are often forgetful and disorganised.
- Can fail to recognise danger and put themselves at unnecessary risk.

Students with Attention Deficit Disorder (ADD) fit the descriptions of inattentiveness and impulsiveness but are not hyperactive.

### Whole Class Strategies

- Consistency is important; unpredictable situations can negatively impact their confidence, behaviour, engagement and concentration.
- Lessons shouldn't be over stimulating. Focused Additional Support
- Students with ADHD are poor at organising time; their work should be broken down into manageable chunks.
- Students with ADHD are often visual learners; the use of colours and shapes can help.
- Students with ADHD should be seated at the front of the class, nearest the whiteboard and where the teacher gives instructions.
- Use frequent eye contact.
- Take charge – have clear and precise rules.
- Praise and encourage when possible.
- ☑ Allow a 'time out' for the student to calm down.
- Handwriting can be difficult; the use of a keyboard can be of great benefit.
- Repeat instructions and remind students of the task in hand.





## Anxiety Disorders

Signs of Anxiety Disorders:

Anxiety is an excessive worry, fear or doubt, leading to interference in academic or social activity.

Students with anxiety:

- May experience panic attacks. This may include a racing heartbeat, feeling faint, sweating, shortness of breath, nausea and tingling fingers.
- Are reluctant or refuse to participate in aspects of school life.
- May convey inappropriate emotional responses.
- Have trouble concentrating, can be highly motivated but easily frustrated, are easily discouraged, may be irritable, and will often be tired in class.
- Frequently miss school and their grades can dramatically drop.

Whole Class Strategies

- Students with Anxiety may become nervous if they need to read aloud or do a whole class presentation. If possible, listen to the child on a one to one basis and allow them to present without an audience.
- Consistency is vital; an anxious child who can anticipate and predict future transitions will be calmer.

Focused Additional Support

- Express confidence in the child's ability to be brave and overcome anxious feelings.
- Sit the student by a peer who they trust.
- Take concerns seriously.
- Short answer and multiple-choice questions are easier for anxious students to access; Open questions with opportunities for discussion and debate can become overwhelming.
- Break larger tasks down into individual steps.
- Check on them through the lesson, praise them for their work and offer encouragement.
- If the student shows negative behaviour, approach them in a calm, quiet and reassuring manner.
- Some students who are identified as having an anxiety disorder may have a timeout card.
- Coping techniques such as breathing deeply and practising positive self-talk can also help.
- Ensure students are prepared for changes in their routine.

## Obsessive-Compulsive Disorder (OCD)

Signs of OCD Students with OCD:

- Will experience recurrent and persistent obsessions or compulsions.
- Often have behaviours including repeated hand washing, counting and repeating words quietly.
- Find it difficult to make decisions.
- May repeatedly ask the same question.
- Can have difficulty or slowness with writing because every letter/number must be 'just so'.
- Often set out materials in straight lines with equal spacing; this can take all their concentration until it is perfect.



## Focused Additional Support

- Allow the student to be the first to get any handouts; this allows them to avoid touching papers that were touched by other students.
- Provide the student with their own set of materials.
- Assign a book, topic, etc... Instead of asking the student to select it.
- Allow the student to use a spell checker to limit worry over spell checking.
- Provide the student with two sets of materials; one for at home and one at school.
- This reduces worry over whether the student has the materials at home to work with.
- A student with OCD needs additional time to organise materials.
- Allow the student to use a word processor to type assignments; this avoids the necessity to make sure letter formation is perfect.

## Depression

Depression is one of the most common yet under identified mental health problems of childhood and adolescence. Left unidentified and untreated, depression can have pervasive and long-term effects on social, personal, and academic performance. Depression is not easily recognised or may be mistaken as another problem, such as lack of motivation. Although severe depression might be displayed in symptoms such as suicide attempts, severe withdrawal, or emotional swings, the vast majority of cases are much milder and do not attract attention from adults. Moreover, children and adolescents are not as likely as adults to refer themselves for mental health problems.

## Focused Support

- Develop a Working and Collaborative Relationship with the Depressed Student:
- Do not be afraid to talk with depressed students about how they feel. Many times, they are seeking someone who cares about them, although it might not seem that way. Above all, don't give up on them!
- Avoid Negative Techniques: Strategies such as punishment, sarcasm, disparagement, or other negative techniques are not effective and likely will only reinforce feelings of incompetence and low self-esteem, which may deepen the depression. Remember that these students are not choosing to be depressed. They want to feel better and do well, just as you want them to do well. When depressed, they lack the personal resources to do their best work. As an analogy, we would not expect someone with a reading disability to read at grade level and would provide extra help and support, not punitive approaches. The student with depression needs to receive extra support and caring as well, not criticism, punishment, or indifference.
- Make adjustments or accommodations in Assignments or Tasks: This approach does not mean that expectations are lowered or that the student with depression should be given unearned grades. However, giving more time, breaking assignments into smaller pieces, offering extra help in setting up schedules or study habits, or pairing the student with others who express an interest in helping are examples. Such accommodations are provided often for students with learning disabilities. There is no reason that the student with depression cannot receive similar considerations.
- Plan for Success: To the extent possible, arrange experiences so that the student can be successful and be recognized for successes. Scheduling pleasant activities and providing opportunities for successful leadership are examples. It is very important that depressed students feel accepted as a part of the school and that teachers believe in their competence.

## Sensory and/or Physical Disability

### Sensory Needs

Sensory needs or issues occur when a child has difficulties receiving and responding to information from their senses. Children with sensory issues may have find it hard to cope with anything that triggers their senses, including sound, light touch, taste, or smell.

### The Senses

#### Hearing

##### Over sensitive

- Noise levels feel magnified
- Dislikes loud noise
- Is easily startled
- Is anxious before expected noise (school bell)
- Talks loudly

##### Under sensitive

- Enjoys really loud noise
- Fails to pick up expected cues

#### Vision

##### Over sensitive

- Dislikes bright lighting, prefers dark environment
- Is distracted by visual information



##### Under sensitive

- Takes more visual information to react
- Likes bright environment, reflective or spinning light

#### Taste/smell

##### Over Sensitive

- Dislikes strong tastes, preferring bland tastes
- Tastes or smells objects, clothes etc.
- Smells people
- Likes consistent or extreme temperatures of food
- Over reacts to new smells
- Gaga easily

##### Under sensitive

- Eats non-food items
- Has lots of hard, crunchy food in diet
- Craves strong tastes
- Under-reacts to strong, bad or good smell

### The Senses

#### Touch

##### Over sensitive

- Avoids hugs
- Mouths objects
- Only likes certain textures
- Dislikes messy play
- Can react aggressively to another's touch
- Feels pain acutely and is very sensitive to temperature

##### Under sensitive

- Takes firm touch to respond to stimulus
- Seeks firm hugs
- Is sometimes heavy handed
- Holds objects too tightly
- Sometimes too close to others
- Has difficulty responding to pain/temperature

#### Movement

##### Over sensitive

- Hates spinning/jumping
- Becomes dizzy easily
- Hates a busy place full of movement
- Avoids feet off ground e.g. swings



##### Under sensitive

- Is always on the go
- Has difficulty sitting still
- Constantly fidgeting / tapping
- Runs rather than walks
- Takes risks
- Is fast but not always well co-ordinated

#### Body awareness

##### Over sensitive

- Does not like others being too close
- Creates own boundaries (e.g. preferring end of the line / queue)
- Removes self from crowds

##### Under sensitive

- Bumps into or trips over things / people
- Stands close to others
- Puts self into too small places or pushes against corners of the room
- Looks down at feet when going down stairs

There are a wide range of strategies school staff and professionals can implement for children with sensory needs. Following the completion of a sensory profile, we are able to identify a number of strategies that may support the child – a number of examples are outlined below.

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1. For the child who is overwhelmed by excessive noise, try offering them ear defenders, calming ear buds or allow them to use an MP3 player whilst concentrating.
2. For the child who becomes agitated by touch, allow them to stand at the front or back of the queue to avoid being bumped. Allow them to transition to the next lesson three minutes before others, to avoid corridor collisions.
3. For the child who finds it difficult to sit still, include regular movement breaks, try alternative seating, for example wobble cushions/stools to allow fidgety movement. Always have a variety of fiddle toys available to aid focus.
4. For the child who seeks hugs, try Lycra undergarments, rash vests and rugby base layers that are cheaply available from many sports outlets. Weighted lap pads and blow up canoe chairs are also useful.
5. For the child who finds black print on a white background difficult to read, change the paper to a buff colour and consider the font. This is less stressful on the eyes. Consider your presentation layout for PowerPoints too.
6. If a child is overwhelmed by smell, use a sweatband with a drop of oil, shampoo, or perfume/aftershave that they like. Allow the student to take this with them to mask the smell they find uncomfortable.
7. Food play should be encouraged for those children with a limited diet. There should be no pressure on the child and this should not be done at mealtimes. The aim is purely to reduce the fear of food.
8. The use of a quiet, calming room/space within the classrooms and at home are essential for calming. Use a pop-up tent, blanket over a table or under a cabin bed. Add bean-bags and other sensory equipment/toys.
9. For children who want to chew, offer alternatives like commercially available chew toys, crunchy bread sticks or carrot sticks. Drinks in a sport bottle also help those seeking oral input.
10. For children who dislike having their teeth brushed, try a vibrating toothbrush, Collis Curve toothbrush (this cleans all surfaces in one movement) and use unflavoured toothpaste such as Oranurse.

## **Visual Impairment (VI)**

### Signs of VI

Students with Visual Impairments generally have an eyesight problem that cannot be corrected by wearing glasses. There are four categories of VI, they are: partially sighted, low vision, legally blind and totally blind. Not all VI students are SEND, however, some will have other Educational Needs.

### Whole Class Strategies

- All resources should be made using contrasting colours; this helps the students to focus on the important aspects.

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## Focused Additional Support

- The student should be seated in a position that allows them to easily focus on the point of information i.e. whiteboard or teacher's desk.
- If using PowerPoint, provide the student with a photocopy of the slides.
- All worksheets and texts need to be printed in the recommended font size for that student. Failure to do so can result in unnecessary eye strain which can lead to significant headaches.
- Do not stand with your back to the window as this creates a silhouette and makes it harder for the student to see you.
- Make sure the floor is kept free of clutter and any spills are cleaned up.
- Students may have equipment in their bag for example magnifiers; prompt them to use these.
- All staff should be mindful of students with visual impairments in and around the school at non-lesson times. In an emergency they may not be aware of instructions.

## Hearing Impairment (HI)

### Signs of HI

Students with Hearing Impairments can range from being profoundly deaf to having mild hearing loss. Some students may rely on lip-reading and others have hearing aids.

### Whole Class Strategies

- Allow extra time for the student to process information.
- It is impossible for a student with a hearing impairment to listen, watch and take notes at the same time.
- If watching a clip, try to use sub-titles or provide a written summary.

## Focused Additional Support

- Point clearly to visual material being discussed.
- Provide visual support.
- The student should be seated appropriately, normally towards the front; facilitating good lip-reading conditions is often crucial i.e. be aware of walking and talking and turning your back to write on the board.
- Allow the student to turn around when other class members are speaking.
- Limit unneeded sounds and avoid multiple sounds at the same time.
- Ensure the student is prepared for changes in routine.
- Ensure the student has understood the task that has been set; write instructions down whenever possible.
- Teachers of 'active' lessons should be especially aware as the student can struggle to lip-read in these situations; background noise and movement will also reduce hearing.
- All staff should be mindful of students with hearing impairments in and around the school at non-lesson times. In an emergency they may not be aware of instructions.

## Physical Disability (PD)

### Signs of Physical Disabilities

Not all students with a Physical Disability are SEND some students are very academic, and their condition does not affect their ability to learn.

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Students with a Physical Disability:

- Could have difficulties with their mobility. These students may be diagnosed with conditions like cerebral palsy, spina bifida and muscular dystrophy.
- May also have neurological problems, learning difficulties or sensory impairments.
- Can become tired very easily because of the extra effort needed to complete everyday tasks.
- May struggle to communicate.
- Can have frequent involuntary movements and poor spatial awareness.

Whole Class Strategies

- Have an appropriate classroom layout.

Focused Additional Support

- Maintain high expectations.
- The student may be issued with an early leave pass which will allow them to leave the lesson 3 minutes early; this is to avoid busy corridors and give them time to get to their next lesson. (Homework should be set earlier in the lesson to avoid the student missing out).
- Let the pupil make their own decisions.
- Give alternative ways of recording work.
- Ensure access to appropriate IT equipment if needed.
- Be sensitive to fatigue, especially at the end of the school day.
- Arrange a work/subject buddy.