

Brine Leas School Inclusion Policy

INTRODUCTION

The School has a responsibility to provide a broad and balanced curriculum for all pupils. The National Curriculum is seen as a starting point for planning a school curriculum that meets the specific needs of individuals and groups of pupils. Although this policy is extensive in its scope a more comprehensive view of 'Inclusion' can only be achieved after reference to the policies on attendance/truancy, pastoral care, equal opportunities, differentiation, developing numeracy and literacy, provision for gifted and talented children, etc. The Governor responsible for Inclusion is: **Pat Lockett.**

There are three principles which are essential to developing a more inclusive curriculum:

- 1) setting suitable learning challenges.
- 2) responding to pupils' diverse learning needs.
- 3) overcoming whole school and subject specific barriers to learning and assessment for both individuals and groups.

In addition to the strategies outlined in this policy the School has worked towards a more inclusive curriculum by:

- offering pupils other curricular opportunities outside the national curriculum, e.g. speech and language therapy and mobility training;
- taking into account any gaps in a pupil's learning resulting from missed or interrupted schooling, e.g. pupils who are, or have been, travellers, refugees, in care, suffering from long-term medical or degenerative conditions;
- managing the construction and implementation of Individual Education Plans (IEPs) across the curriculum for pupils on the SEN register at the appropriate level. This programme is involving all areas of the school in addressing pupils' individual needs.

However, this policy is concerned with the provision of effective learning opportunities for all pupils and outlines how staff attempt to modify the curriculum programmes of study to provide all pupils with relevant and appropriately challenging work.

SECTION 1 - SETTING SUITABLE LEARNING CHALLENGES

Teachers should aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. The curriculum programmes of study set out what most pupils should be taught at each key stage - but teachers should teach the knowledge, skills and understanding in ways that suit their pupils' abilities. This may mean choosing knowledge, skills and understanding from earlier or later key stages so that individual pupils can make progress and show what they can achieve. Where it is appropriate for pupils to make extensive use of content from an earlier key stage, there may not be time to teach all aspects of the age-related programmes of study.

Good practice would suggest that if successful application of the three principles of Inclusion are addressed then this should minimise the need for aspects of the curriculum to be disapplied for a pupil.

For pupils whose attainment falls significantly below the expected levels at a particular key stage, a much greater degree of differentiation may be necessary. Special needs should be identified and barriers to learning and assessment removed as much as is possible.

However, after all reasonable measures to remove barriers to learning and assessment have been taken it may still be necessary to discount certain aspects of the NC level descriptors when required to make a judgement regarding that pupil's achievement.

For pupils whose attainments significantly exceed the expected level of attainment within one or more subjects during a particular key stage, teachers will need to plan suitably challenging work. As well as drawing on materials from later key stages or higher levels of study, teachers may plan further differentiation by extending the breadth and depth of study within individual subjects or by planning work which draws on the content of different subjects.

SECTION 2 - RESPONDING TO PUPILS' DIVERSE LEARNING NEEDS

When planning, teachers set high expectations and provide a variety of opportunities within which all pupils can achieve some success. Planning should take account of the prior knowledge and experiences that pupils bring with them to school, e.g. cultures, languages, interests and abilities all influence the way in which pupils learn. Teachers plan their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively. Whole school and subject specific barriers to learning and assessment (for both individuals and groups) must be overcome if pupils are to be enabled to participate effectively in the curriculum and associated assessment activities. When identifying and responding to an individual's learning needs we also identify and try to overcome any barriers to learning and assessment.

Teachers take specific action to respond to pupils' diverse needs by:

- a) **creating effective learning environments** by:-
 - valuing the contributions of all pupils;
 - making all pupils feel secure and able to contribute (see anti-bullying policy);
 - challenging stereotypical views/behaviour relating to race, religion, gender, ability or disability, social group, material status, etc.
 - allowing pupils to take responsibility for their own actions;
 - making arrangements, particularly in subjects such as science, design and technology and physical education, for pupils to participate safely with due regard to the School's Health and Safety policy and the pupils' religious beliefs.

- b) **securing their motivation and concentration** by:-
 - using organisational approaches, such as setting, grouping or individual work as appropriate;
 - using a variety of teaching/learning approaches and styles during a course of study and during a lesson if possible;
 - planning and monitoring the pace of work so that all pupils have a chance to learn and experience success;
 - varying content and mode of delivery;
 - planning work which builds on their existing knowledge, interests and cultural/social background;
 - planning appropriately challenging work for all;
 - using materials which reflect social and cultural diversity and provide positive images of race, age, gender and disability;
 - taking action to maintain interest, continuity and progression of learning for pupils who have missed considerable amounts of work - may involve providing notes and allowing opportunities to catch up with missed practical work, e.g. during lunchtimes.

- c) **providing equality of opportunity through teaching approaches** by:-
 - using materials which reflect social and cultural diversity and provide positive images and role models from different races, ages, genders and with disabilities or medical conditions;
 - ensuring that all pupils have entitlement to the whole curriculum by making provision, where necessary, to facilitate access to activities with appropriate support, aids or adaptations;
 - taking account of the interests of boys and girls and of their specific religious or cultural beliefs when designing activities and setting contexts for work. Differentiation should

allow for a variety of interpretations and outcomes, particularly in English, Science, Technology, ICT, Art and Design, Music and P.E.;

- avoiding stereotyping when organising pupils into groups, assigning them to activities or arranging access to equipment, particularly in science, technology, ICT, music and physical education.

d) using assessment techniques which are based upon sound principles such as:-

- employing a wide range of assessment methods to reflect the curriculum and learning opportunities;
- assessment is undertaken within a variety of different learning styles and pupils are therefore given the chance and encouragement to demonstrate their competence and attainment;
- during end of key stage assessments, teachers will not hesitate to employ special arrangements to support individual pupils, e.g. the use of translators, communicators and amanuenses;
- assessment is an integral part of the teaching and learning process, a valuable formative and summative tool;
- the outcomes of assessment should modify teaching methods, provide feedback on the national curriculum as well as indicate pupil progress;
- we recognise the potential for assessment in developing a positive self image in the pupil from clear, positive and constructive feedback and the feeling of success which encourages further learning;
- teachers in the department use a common framework for marking work which is fully understood by all the team;
- results of assessment are reported in a way useful for pupil, teacher, parents and other interested parties;
- assessment gradually builds up into a profile for each pupil over their school career;
- pupils are encouraged to be aware of the evidence and assessment techniques being used and to review their own progress by a procedure containing an element of self assessment;
- summative tests have an ongoing policy in their construction, marking and usage. These tests show what a pupil can do, i.e. be criterion referenced;
- assessment has a common procedure and should:
 - i. give teacher judgements which are as valid and reliable as possible, and consistent both within the School and with N.C. standards;
 - ii. promote a common interpretation of the N.C. and GCSE grade descriptors;
 - iii. give teachers confidence in their professional judgement and skill;
 - iv. be fair to pupils;
 - v. use material which is familiar to the pupils and for which they have been adequately prepared;
 - vi. use material which is free from discrimination and stereotyping in any form (see Anti-racist and Anti-sexist policies);
 - vii. assessment records should:
 - viii. be based on an agreed set of principles and purposes;
 - ix. assess pupil progress against N.C. and GCSE criteria;
 - x. not be administratively burdensome;
- assessment records should provide confidence between teachers across phases and enhance progression for pupils.

Principles specific to end of Module/Topic tests. These tests should:

- reflect national tests;
- have questions based on a related range of topics;
- show the marks allocated for questions on the test papers for pupil guidance;
- show teacher marking and percentage. The % and raw mark should be recorded on the front cover of the test paper;
- have an appropriate reading age;

- be structured so that the level of difficulty increases as one progresses through the test paper;
 - have the test format and construction reviewed regularly in the light of pupil experience and the changing national picture;
 - have a marking system which is agreed and standardised. The mark scheme may be discussed in whole or in part with a whole class or individual pupils as the teacher feels is appropriate in his/her professional judgement;
 - allow pupils with particular learning difficulties to be given help according to N.C. guidelines;
 - taken at a later date if missed due to absence.
- e) **setting targets for learning outcomes** which
- build on pupils' knowledge, experiences, interests and strengths to improve areas of weakness and demonstrate progression over time;
 - are attainable and yet challenging and help pupils to develop their self-esteem and confidence.

SECTION 3 - FACILITATING ACCESS TO LEARNING AND ASSESSMENT.

3a SPECIAL EDUCATIONAL NEEDS & DISABILITIES

Curriculum planning and assessment for pupils with special educational needs must take account of the nature and extent of the pupil's special needs. Teachers work closely with representatives of other agencies if they are also supporting the pupil. Early identification, assessment and provision for any SEN child is very important for the following reasons:

- it can minimise the difficulties that can be encountered when intervention and provision occur;
- it can maximise the likely positive response of the child;
- it can allow for a temporary learning difficulty to be overcome and for future learning to be unaffected;
- if the child's learning difficulty prove less transient when addressed by the School alone the external agencies can be brought in earlier and very likely with more success.

An individual education plan (IEP) is drawn up for each pupil at School Action Plan Plus, or Statement stage or on the SEN Register and progress is reviewed half-yearly.

Parents', pupils' and subject teacher's views are invited and highly valued as a contribution to the review process. Parents are informed about their child's learning and encouraged to participate fully in their child's education at all stages. The IEP consists primarily of Targets, Actions and Outcomes. In all cases we aim to help pupils to:

- manage their behaviour and emotions;
- safely take part in learning and physical and practical activities;
- prepare for life after school;
- develop better communication, numeracy and literacy skills;
- develop better powers of observation and description by showing them how to use all of their senses and experiences.

Pupils at Action Plus or who have statements also have a classroom support plan in place which is shared with all staff involved.

The following eight areas for consideration and their associated actions are relevant to the majority of pupils and can help find a strategy with which to address a child's disabilities or special educational needs.

N.B. After all reasonable measures to remove barriers to learning and assessment have been taken it may still be necessary to discount certain aspects of the NC level descriptors when required to make a judgement regarding that pupil's achievement.

3a.1. GENERAL CONSIDERATIONS

- We must use resources which:
 - i. use texts and other resources that are appropriate with respect to reading age and content;
 - ii. use a variety of materials and resources that pupils can access through sight, touch, sound, taste or smell, e.g. large print, symbol text and Braille;
 - iii. use activities in which the pupil is interested, feels safe and is able to engage;
 - iv. use translators, communicators and amanuenses;
 - v. provide support from adults or peers when needed;
 - vi. use ICT and other specialist and technological aids/equipment (see later section on the use of ICT) and audio tapes.
- We must allow pupil to develop appropriate skills by:
 - i. using positive behaviour management based upon a clear policy of rewards and sanctions;
 - ii. providing positive feedback to enhance pupils' self-esteem;
 - iii. allowing pupils to develop the skills for independent and group work;
 - iv. teaching pupils to value and respect the contribution of others;
 - v. teaching Health and Safety awareness.
 - vi. using alternative and augmentative communication, including signs and symbols.
- We must set tasks which:
 - i. feature short-term, easily achievable goals;
 - ii. involve pupils in normal school activities such as clubs, plays and visits;
 - iii. gradually increase the range of activities and demands placed upon the pupil;
 - iv. set realistic explicit targets;
 - v. adapt or provide alternative tasks/activities or environments as necessary.
- We must obtain further assistance/assessment from outside agencies with respect to the specific learning difficulties by:
 - i. contacting the Educational Psychology Service.
 - ii. contacting advisers with an expertise in using ICT to enhance the provision for SEN.
 - iii. contacting the Special Educational Needs Assessment Service.
- We must obtain appropriate careers advice by contacting the Specialist Careers Officers.
- We must plan what the pupil will do after leaving school, i.e. future career or further education by considering:
 - i. deciding which subjects will be studied in the sixth form?
 - ii. involving Connexions
 - iii. finding out what qualifications are needed for college.
- We must acknowledge that what is perceived as 'normal' class work can require a lot of concentration and/or physical effort and may take a long time. Such effort can contribute to subsequent tiredness and loss of concentration, e.g. when following oral work or interpreting text/graphics, particularly when using vision aids, tactile methods, residual hearing, lip reading or a signer.
- We must allocate sufficient time; opportunity and access to equipment must be planned – this is particularly important for experimental/practical work in Science, Technology.
- We must acknowledge that pupils with disabilities may need special arrangements to allow them to move between lessons, e.g. leaving a lesson 5 minutes before the scheduled end in order to move through uncongested corridors.
- We must try and understand or experience some of the problems that a pupil encounters, e.g. staff can wear a hearing impaired child's radio receiver and experience the distortion of background noise. Such an experience, particularly if experienced by the peer group can result in a much quieter level of noise from a working class.
- We must ensure that all pupils can be included and participate safely in fieldwork, local studies and visits to museums, historic buildings and sites - risk assessment and ascertaining facilities for the disabled well in advance are crucial for success. Such events give pupils access to stimuli, and materials and give them an opportunity to develop their vocabulary.

- We must acknowledge that some pupils who have disabilities may develop an uneven profile across the attainment targets or be unable to achieve certain aspects of a level descriptor because of their disability/special need. When a judgement against level descriptions is required, assessment of progress should indicate the levels of support that were necessary to complete the work, e.g. the singing requirements in music or the listening requirements in English. For external purposes, it may not be possible to assess certain pupils against certain attainment targets.

3a.2. BEHAVIOUR

a) GENERAL BEHAVIOUR

- We must help pupils to develop a clear understanding of acceptable and unacceptable behaviour by:
 - i. employing 'time out' strategies by arrangement with HOD/SENCO or Senior staff
 - ii. directing the pupil's behaviour and attention to the set task.
 - iii. employing behaviour management strategies, especially positive schooling, as agreed with all staff.
 - iv. making sure that all instructions are understood and by checking that the set work is of an appropriate level.
 - v. all staff monitoring and informing the form tutor and HOH.
 - vi. using small group placement.
 - vii. explaining/setting/enforcing clear reasonable classroom/school rules and standards.
 - viii giving opportunities to answer questions in class and to praise if a reasonable answer is given without showing off.
- We must help pupils to develop strategies to help gain greater self control by:
 - i. making seating arrangements conducive to order and calm. Isolate the pupil from peers and friends. Hopefully the pupil will try to think before speaking and not shout out.
 - ii. addressing the behavioural problems of attention seeking, calling out and regularly leaving the allocated work place.
- We must help pupils to develop age appropriate social skills and responsibilities by operating sympathetic/firm behavioural management and clear classroom rules.
- We must reduce the degree of apathetic behaviour a pupil displays by giving him/her a sense of achievement –by both praising positive work and behaviour and by organising a programme of work experience if appropriate.

b) CONCENTRATION

- We must help pupils to develop better concentration skills by allowing them to work in a quiet room on tasks with support. In the classroom sit the pupil alone near the front. Encourage the pupil to check what is needed when asking for advice.

c) SOCIAL SKILLS

- We must help pupils to develop better social skills and in particular co-operation with adults on a one to one/group basis by:
 - i. employing joint efforts when planning activities and by checking that all the required resources are available and ensuring that finished work will be displayed.
 - ii. staff praising if success is achieved at any time. The pupil should try and wait his/her turn for help.
- We must help pupils to develop better social skills and in particular co-operation with their peers on a one to one/group basis by:
 - i. rewarding positive actions towards other pupils. Pupil to avoid 'winding' others up. Instead of passing a comment think what others think of you for saying it. Staff to avoid letting pupil sit near to others where provocation is likely to occur.

- ii. asking the pupil to teach someone in the group something he/she has learnt and then to present the work to the rest of the class. Remind groups of what is expected from an activity. Pupil to be removed for a timed session if others are disturbed or prevented from working.

3a.3. LEARNING & GENERAL LITERACY

a) READING & COMPREHENSION SKILLS

- We must provide a variety of modes of access to text, e.g. by the use of tape recordings.
- We must provide suitable resources for pupils who using tactile methods such as Braille. In such cases, for the assessment of reading (English NC) we use equivalent materials provided for the appropriate tactile medium.
- We must help pupils to develop better reading skills by:
 - i. employing assessment of ability by NFER non-verbal & comprehension tests.
 - ii. using School tests to identify appropriate learning styles.
 - iii. employing small group activities focused on literacy
 - iv. using a variety of reading cues (phonic, graphic, syntactic, contextual).
 - v. the pupil monitoring his/her own reading and correcting his/her own mistakes.
 - vi. starting with simple examples and readable text.
 - vii. giving verbal/visual clues to begin with, i.e. bold print, context of work.
 - viii. using a staged reading programme supported by withdrawal and support on a one to one basis using appropriate strategies.
 - ix. entering the pupil onto the paired reading programme.
 - x. improving comprehension by giving the pupil the questions before a passage is read/studied so as to indicate what needs to be noticed.
- We must help pupils to develop better comprehension skills by:
 - i. asking regular questions to see if the work is understood.
 - ii. focusing on the structural elements of the narratives, i.e. setting, character, plot, etc.
 - iii. the pupil reading a whole section, to try and grasp the meaning, and checking with the teacher before writing any answers.
 - iv. identifying the main areas of the text.
 - v. guessing meanings using textual clues and previous knowledge.
 - vi. waiting to see if the text gives more clues to help with understanding.
 - vii. the pupil rereading difficult sections carefully before asking for help.
 - viii. the pupil reading more of the text to see if information can be gained.

b) SPELLING

- We must support pupils in developing better spelling and understanding of spelling systems by:
 - i. using a variety of reading cues (phonic, graphic, syntactic, contextual).
 - ii. giving praise content, ideas and effort to increase the pupil's sense of achievement and motivation.
 - iii. using **TOPIC WORD**. Use 'look it up, recite it, cover it up, write it up, check again' technique. Parents are encouraged to use the lists with their children. If the booklet is too difficult a short list of one syllable words will be provided.
 - iv. using **PHONICS**. Sound out regular spellings syllable by syllable for a long word and sound by sound if the word is monosyllabic.
 - v. using **SPELLING RULES AND EXCEPTIONS**. Learn about the six spelling rules which are really useful.
 - vi. using **PREFIXES AND SUFFIXES**. Use games and exercises to help pupils become familiar with the concept of prefixing and suffixing.
 - vii. using **LETTER STRINGS**. Use the SEN Department's booklet aimed at encouraging pupils to practise letter patterns. Use rhymes to help organisation and memory.

- viii. using **HOMOPHONES**. Pupils are encouraged to develop a visual approach in mastering these. Games exercises and computer software are useful in this context.
- ix. using **SELF-VOICE ECHO**. Using a tape recorder to say the word to split it into syllables - to spell it out, and then to replay the word a number of times - writing it down and checking the spelling.
- x. using **MULTI-SENSORY APPROACH**. Say words out loud - sounding out each syllable - tracing the word with finger writing over a word or wooden letters. Give kinaesthetic feedback and feel the flow of letter/word formation by writing in a tray of sand or salt.
- xi. using **PROJECTS AND STORY WRITING**. Use projects and story writing as motivating ways of encouraging children to express their creative thoughts.
- xii. using **PROOF READING**. Encouraged the identification of a small number of mistakes in the pupil's own work and correct them. Ultimately the pupil should be able to check for incorrect spellings.

c) **HANDWRITING**

- We must provide opportunities to use specially adapted software and hardware to help pupils record information and communicate with others – see section on the special place of ICT.
- We must support pupils in developing fluent and legible handwriting by:
 - i. checking and developing: posture; position in relation to desk; positioning of the paper; relaxed style; correct pressure; correct pen holding technique; direction of letter formation; the methods of joining - appropriate or inappropriate?
 - ii. encouraging a correct grip of the pen, e.g. by a triangular pencil sleeve to correct the grip.
 - iii. using a multi-sensory approach with sand, salt trays, felt tips, blackboard and chalk - the larger motor movements help with co-ordination and aid motor memory.
 - iv. using a handwriting scheme with content designed specifically for secondary pupils.
 - v. using the 'cursive script' writing scheme which leads to the development of joined, looped handwriting.
 - vi. reducing the effect on the handwriting of being left handed by taking care in lighting, seating and use of correct writing tools. Allow for appropriate space and for the paper to be placed to the left side of the writer. A nylon tipped pen for left-handers is recommended.
 - vii. showing pupils how to plan, draft, revise and edit their own writing in a range of fiction and poetry genres.
 - viii. showing pupils how to write with awareness of a sentence as a unit - using full stops, capital letters, etc.
 - ix. showing pupils how to write a chronological account of events by drafting and revising after discussion.
 - x. showing pupils how to use a range of sentences and how to write a cohesive passage by joining sentences into larger sections and eventually paragraphs.

d) **INCREASING VOCABULARY AND ITS USE**

- We must help pupils to develop a more extensive vocabulary by:
 - i. displaying word walls in each subject area
 - ii. using subject glossaries and a thesaurus effectively in all subject areas.
 - iii. using alternative terms and words.
- We must help pupils to their knowledge and understanding of language and vocabulary by encouraging them to ask for help with understanding new words.

e) **SPEAKING & GENERAL COMMUNICATION**

- We must obtain further assistance/assessment regarding speech impairment and/or language and communication skills by contacting the Speech Therapy Service

- We must help pupils to develop better understand speech by clearly rehearsing the sounds found in words.
- We must help pupils to develop the quality and quantity of their oral contribution both within and without the classroom by encouraging them to answer questions in a class situation. Care should be taken to ensure that answers that are to be offered are reasonable.
- We must provide encourage pupils to use their voices expressively.
- We must provide opportunities to communicate by other means as well as by speaking and listening – this may involve helping a pupil to record or translate their ideas into a drawing or express those ideas by gestures or symbols.
- We must provide opportunities to use specially adapted software and hardware to help pupils communicate – see section on the special place of ICT.

f) NUMERACY

- We must help pupils to develop better numeracy skills by focusing on:
 - i. applying what is already known in order to work out answers by mental calculations.
 - ii. explaining methods and reasoning using correct mathematical terminology.
 - iii. explaining and making predictions from the numbers in graphs, charts and tables.
 - iv. applying different strategies to check answers or to verify accuracy.
 - v. using fast mental recall of number facts, e.g. number bonds, times-tables, doubles and halves.
- We must help pupils to develop better accurate application of calculation by reinforcing accurate calculation, both mentally and with pencil and paper by using a range of calculation strategies. The pupils should be able to recognise when it is/is not appropriate to use a calculator.
- We must help pupils to comprehend the size of a number and where it fits into a number system by using examples from everyday meaningful contexts, i.e. those involving money or measures.
- We must help pupils to develop an interest in solving numerical problems by setting them in everyday meaningful contexts, i.e. those involving money or measures and those including non-routine problems.
- We must help pupils to develop skills in presenting numerical information (graphs, charts, tables) and to select the most appropriate mode of presentation for numerical information by implementing the whole school policy on graph drawing and by displaying pupils' work.
- We must help pupils to accurately apply counting and measuring skills in the gathering of numerical information and to be able to suggest suitable units for measuring, and make sensible estimates of measurements. Pupils should be able to select the most appropriate method to gather numerical information. Support on a one to one basis and regular praise are successful in this area.

g) GENERAL LEARNING SKILLS

- We must help pupils to improve upon the presentation of work by referring to and using all help sheets provided by subject staff.
- We must help pupils to improve upon the rate at which they work by offering support on a one to one basis and regular praise.
- We must help pupils to complete tasks more frequently by focusing on good time management skills. Using break time and lunch time to complete the tasks if necessary. Ensuring that work covers the topic and available marks.
- We must help pupils to improve upon the quality of extended writing and essays by referring to and using all help sheets provided by subject staff.
- We must help pupils to improve upon the child's powers of creativity by offering opportunities for original and creative work and insisting upon the pupil's own ideas being used.

- We must help pupils to improve upon the child's powers of information storage and retrieval by demonstrating techniques for improving memory and recall, e.g. associations, mneumonics and rhymes.

h) ORGANISATIONAL SKILLS

- We must help pupils to improve upon their organisational skills by checking that pupils:
 - arrive with the correct equipment and books.
 - take care of/organise books, files & equipment.
 - plan the work and stick to the plan.
 - set out work neatly and keep pages clear.
 - draw margins, rule off, head and date work.
 - organise own homework diary and hand assignments in on time. To support this target the tutor should monitor the situation and remind the pupil. Parents can support by providing a quiet area and time to complete work undisturbed.
 - ensure correct books taken home for homework.
 - ultimately to take responsibility.

i) PLANNING AND PROJECT SKILLS

- We must help pupils to develop **conceptualising skills**. This is the ability to organise information and form a concept or to generalise what has been understood so that an idea is clearer and easier to understand.
- We must help pupils to develop **hypothesising skills**. This is the ability to use hypotheses to predict, assess trends and to make judgements.
- We must help pupils to develop **investigative skills**. 1. The ability to identify questions and issues, and to establish an appropriate sequence of investigation. 2. The ability to identify and collect evidence/information and make use of a variety of sources of information, e.g. books, photographs, film, video, artefacts, statistics and computers. 3. The ability to observe, select and record information accurately using appropriate methods of recording.
- We must help pupils to develop **interpretative skills**. This is the ability to extract, analyse and interpret information from data from a variety of sources.
- We must help pupils to develop **evaluation skills**. This is the ability to evaluate (assess validity and limitations) and draw valid conclusions or reasoned judgements from data, evidence, methods of collecting or methods of presenting.

- We must help pupils to develop **communication skills**. This is the ability to record and present information, and to describe it clearly using correct terms and techniques, e.g. sections such as Introduction, Apparatus, Method, Results, Analysis, Conclusion, Transformation of data to graphs, diagrams, maps and extended writing to describe hypotheses, methods, results and interpretations/conclusions.

N.B. To support the development of the above skills pupils should refer to and use all help sheets provided by subject staff. If no suitable ones are available then SEN staff produce them in association with the subject teacher.

j) INDEPENDENT WORKING

- We must help pupils to develop their ability to work independently by:
 - making sure the pupil understands the task.
 - work for 15 minutes without asking.
 - re check you are still on task.
 - plan outline for next section and then check the plan with the teacher/adult.
 - continue on own to complete the work.

vi. develop the child's ability to decide when their understanding is enough to complete the work. This is enhanced by providing the pupil with opportunities to make decisions.

k) **IMPROVING ASSESSMENT GRADES & PASSING EXAMS**

- We must help pupils to improve upon their assessment and exam grades by
 - i. identifying core skills in different curriculum areas.
 - ii. gathering evidence of skills mastered in a range of contexts.
 - iii. focusing on revision skills.

3a.4. ATTENDANCE & PUNCTUALITY

a) **COMING TO SCHOOL REGULARLY**

- We must help pupils to attend school regularly by:
 - i. establishing the extent and nature of learning difficulties and the effect of intermittent education by using school tests to identify any gaps in knowledge and any associated difficulties.
 - ii. aiming to integrate the pupil into school life and to establish a teaching support programme managed by the SENCO. This will involve implementing procedures as agreed with EWO, parents and pastoral staff.

b) **ARRIVING TO SCHOOL ON TIME**

- We must help pupils to arrive at school on time by implementing procedures as agreed with subject and pastoral staff.
- We must help pupils to arrive at school on time by having the canteen serve breakfast.

c) **ARRIVING TO LESSONS ON TIME**

- We must help pupils to arrive at lessons on time by staff monitoring punctuality and form tutor and HOH reviewing the situation regularly. Use of 'on report' can be used.
- We must help pupils to arrive at lessons on time by insisting that all staff work to correct times for lessons and make appropriate allowances for clearing up, etc.

3a.5. SENSORY IMPAIRMENT/MEDICAL

a) **MOBILITY & MANIPULATION**

- We may need to obtain further assistance/assessment regarding motor control exercises by contacting the Physiotherapy Service.
- We may need to obtain further develop bilateral integration (co-ordination in the use of both hands) in all practical subjects by using any support offered
- We may need to improve a pupil's fine motor skills and manual dexterity – this can be done by offering support with the accurate drawing of shapes.
- We must reduce the problems associated with being left handed or of having poor motor control. Pupil safety should thereby be enhanced particularly when using tools and equipment, e.g. knives, scissors, etc.
- We must provide alternative or adapted activities to overcome difficulties with manipulating tools, equipment/apparatus or materials/chemicals. Support could be provided by using alternative activities, adapting equipment or by using specialist items, including ICT, or providing adult or peer support. The use of ICT or adult support is exemplified in the use of computer-aided design and manufacture (cad/cam) to produce a product according to the pupil's instructions.
- We must provide support to enable them to engage in certain practical activities or types of movement, e.g. adapted instruments (music), technological aids such as talking weighing scales or specialist ICT software to help with sequencing and following instructions.

- We must provide access to specialist aspects of ICT to overcome difficulties with mobility or manipulative skills;
 - We must practice careful management of their physical regime (particularly in Dance and P.E.) to allow for specific medical conditions.
- b) PHYSICAL/SENSORY ACUITY
- We must help pupils develop better physical/sensory acuity by appropriate use of specialist ICT hardware/software.
 - We must help pupils develop an awareness of left and right by frequently using appropriate terminology and by providing opportunities to do the same.
- c) AUDITORY IMPAIRMENT/MEMORY
- We must provide help in interpreting or responding to oral directions when making mental calculations.
 - In studying the properties of sound support can be provided by the use of ICT and by exploiting the pupil's knowledge that all sound sources vibrate. Pupils can use physical contact with an instrument and/or sound source to feel the vibrations.
 - We must provide help in studying sound by the use of oscilloscopes and sound level meters to provide visual equivalents of the sounds.
 - We must provide staff INSET and use the expertise and assistance from outside agencies with respect to hearing impairment.
- d) VISUAL IMPAIRMENT/MEMORY
- We must provide help with number recall or the interpretation of data represented in graphs, tables, etc.
 - We must provide access, time and opportunity to use non-visual means (tactile and aural) and specialist equipment for work relating to written information, space/shape/measures and properties of materials – this includes evaluating different products using this information to generate ideas.
 - Additional time is particularly important when pupils are making observations and accessing information from experimental work. The extra time can be provided and effectively used by setting shorter assignments and studying two or more materials in an assignment.
 - In studying the properties of light support can be provided by the use of ICT and by exploiting the pupil's knowledge that many light sources also produce heat.
 - We must provide 3D maps and other resources to help visually impaired pupils study map work in geography – this may include using false colour maps or satellite images for colour-blind pupils.
 - We must provide specific help for number recall or the interpretation of data represented in graphs or tables.
 - We must provide staff INSET and use the expertise and assistance of outside agencies with respect to visual impairment.
- e) ALLERGY
- We must provide opportunities to work in ways that avoid contact or manage particular materials to which they may be allergic, e.g. clay dust;
- f) ADHD
- We must implement strategies to reduce the effects of ADHD such as:
 - i. going to the appropriate class seating position with minimal distractions, e.g. away from door and windows but near to the teacher.
 - ii. avoiding escalating a situation.
 - iii. ensuring eye contact with the pupil when giving instructions.
 - iv. giving plenty of visual clues in discussion.
 - v. following all instructions in the given order.
 - vi. not missing out stages in instructions.

- vii. breaking down tasks into shorter sub steps even if it means folding a worksheet in half.
- g) THE DEVELOPMENT OF REFLEXES
 - We must help pupils to develop better reflexes by the use of ICT and appropriate hardware/software.
- h) AUTISM
 - We must help pupils with autism by using the expertise and assistance of outside agencies.
- i) PERSONAL HYGIENE
 - We must help pupils develop better personal hygiene by:
 - i. checking feeder school records for incidences of hygiene problems.
 - ii. referring to the school nurse for examination advice (with parental advice).

3a.6. EMOTIONAL

- a) MOTIVATION
 - We must help pupils develop better motivation by:
 - i. encouraging the pupil to join a club or extra-curricular activity.
 - ii. monitoring the foster placement but only in areas that affect school life.
 - iii. close liaison with outside agencies and foster parents.
 - iv. allowing opportunities for the pupil to experience success.
- b) SELF ESTEEM/CONFIDENCE
 - We must help pupils develop better self esteem and confidence by:
 - i. rewarding consistent application.
- c) CONTRIBUTION TO SCHOOL LIFE
 - We must help pupils contribute more to school life by:
 - i. encouraging the pupil to join a club or extra-curricular activity.
 - ii. encouraging the pupil to attend after school matches.
 - iii. encouraging the pupil to participate in assemblies.
 - iv. encouraging the pupil to be involved in charity and community events.

3a.7. DYSLEXIA

- We must: use ICT to enhance spelling, presentation and self esteem in order to reduce the effects of Dyslexia.
- We must work towards more fluent and legible handwriting by using the 'cursive script' writing scheme which leads to the development of joined, looped handwriting. This script is particularly useful for dyslexics as each word can be written as a continuous flow, helping the pupil to understand the idea of spaces between words.
- We must help pupils work towards more fluent and legible written work by the use of ICT and appropriate hardware/software, i.e. overlay keyboards to produce word processed work.
- We must help pupils develop a sense of achievement and success by:
 - i. using small teaching groups where appropriate.
 - ii. promoting pupil's self esteem.
 - iii. helping a pupil to come to terms with dyslexia by recognising their difficulty.
 - iv. recognising oral contribution.
 - v. setting an appropriate time for homework and a flexibility within the time limits.
- We must help pupils develop better ICT skills by encouraging the use of technical aids, e.g. use of lap top PC. and provide downloading facilities in the ICT suites.

- We must promote the use of other study skills such as planning essay work; giving sessions on mind mapping, note taking and proof reading.

3a.8. PERSONAL/RELIGIOUS BELIEFS

- We must provide alternative tasks to overcome any difficulties arising from specific religious beliefs they may hold in relation to the ideas or experiences they are expected to represent or activities they are expected to do.

3b ENGLISH AS AN ADDITIONAL LANGUAGE

The child's home, language, culture and community, will be considered when ascertaining if interpreters or bilingual support staff, etc. are required, even if the child is not SEN. The SEN Department always endeavours to make good use of any source of relevant and accurate ethnic advice. Pupils for whom English is an additional language (EAL) have diverse needs and planning to meet those needs should take account of such factors as the pupil's age, length of time in this country, previous educational experience and skills in other languages. Although the majority of EAL pupils quite quickly attain a level of understanding and a degree of fluency that make normal classroom communication perfectly possible careful monitoring is necessary to confirm that no learning difficulties are present during the period of language acquisition.

The ability of EAL pupils to take part in the National Curriculum is often ahead of their communication skills in English. Teachers take specific actions to help EAL pupils to develop their spoken and written English, e.g.

- by ensuring that vocabulary development is supported, e.g. by the issue of topic glossaries which include key words and their meanings, metaphors and idioms;
- staff do what they can to familiarise themselves with some basic words and gestures from the pupil's home/first language and culture – particularly those which are likely to prove useful in the context of the lesson;
- by showing how spoken and written English are structured;
- by using a variety of reading material which helps to explain British society and its cultures – particularly the pupil's own work and that of his/her peers;
- by enlisting the aid of any appropriately bilingual pupils in the group as a translator, or that of an available adult helper;
- by providing support by the use of ICT, video/audio materials, dictionaries, readers and amanuenses;
- by ensuring that there are effective opportunities for conversation and that verbal prompts are used to support writing;
- by repeatedly re-wording and re-phrasing any discourse in English with the pupil;
- by employing, and encouraging the pupil to employ, non-verbal modes of communication, e.g. gestures and drawings, to support any attempts at verbal discourse;
- by encouraging pupils to transfer experiences, knowledge, skills and understanding of their home/first language to English, focusing on the similarities and differences between them;
- by using accessible texts and materials that suit the pupil's age and level of learning;
- by the provision of multi-lingual signs within the School and translations for newsletters and information booklets;
- by using the home/first language when appropriate.

3c HOW ICT SUPPORTS ACCESS TO LEARNING & ASSESSMENT

In addition to using ICT to help identify, assess and address special educational needs the School also seeks to help its pupils:

- to develop their understanding of the use and effects of ICT, and their skills and confidence in employing it;
- to use ICT as a stimulating medium for learning and reinforcing basic skills;
- to become increasingly familiar with the hardware and software, and hence to become more aware of when and how to employ it in their work;
- to become increasingly and appropriately self-sufficient as learners.

Proper identification and assessment of SEN may often indicate that it is the simplest of low-tech solutions that is appropriate. ICT will rarely provide an instant solution to long standing, complex learning difficulties such as Dyslexia but ICT and especially multi-media systems can:

1. Provide help in the identification and assessment of learning difficulties.
2. Provide partial or complete solutions to specific and general learning difficulties by:
 - patiently teaching and practising important skills such as:
 - i. sequencing;
 - ii storage, retrieval and manipulation of information, e.g. information can be associated with an image, a sound, and a hand movement to maximise recall;
 - iii. arithmetic and multiplication tables;
 - iv. recognising the difference between left and right;
 - v. organisation and planning of their thoughts and work;
 - stimulating the senses and helping to develop reflexes and motor control especially via educational games, e.g. senses can be enhanced by improving the degree of discrimination between different symbols and sounds;
 - giving a pupil a feeling of achievement and in so doing providing that pupil with a higher degree of motivation and self-esteem. This can be done by allowing them to check and correct their work before presenting it. Exercises which were repetitive, boring and possibly embarrassing for the learner can become positive experiences offering interaction between the learner and the computer;
 - develop social skills, e.g.
 - i. learning through ICT often requires active interaction between a pupil, teacher and computer (through the screen display and print-outs);
 - ii. pupils can collaborate, interact and support one another when there is a focal point to their work;
 - develop communication skills (in addition to speech), e.g.
 - i. quality and/or speed of handwriting;
 - ii. quality of spelling;
 - iii. quality and/or speed of reading;
 - iv. quality of the presentation of their work;
 - v. by presenting information in a variety of ways.
3. Provide support for everyday school (practical and written work) and domestic activities.

N.B. It is often advisable to employ the services of external agencies to assist in:

- the identification and assessment of a child's special educational needs;
- the choice of hardware and software systems;
- training of the relevant staff.

3d SPECIAL ICT HARDWARE AND SOFTWARE

Special hardware and software can enable pupils to practise and improve their basic skills, e.g. visual discrimination, visual memory, speed and accuracy of silent reading, sequencing, close procedure phonics (vowels, blends, digraphs), reversals, inversions and spelling rules. Pupils with learning difficulties find the personalised nature of the computer, its vividness and immediacy highly motivating. Pupils experience greater success and concentration is improved. Subjects can be introduced and reinforced in this way. There is

also a range of motivating and problem solving software which develops reasoning skills in both literacy and numeracy.

The word processor and printer are especially valuable for use with pupils who find presentation difficult. The screen display can help in layout organisation and spelling and the flexible choices of size and lettering of printing ensure that work produced in this way is motivating and builds confidence.

1. Suitable Software

In many cases a combination of different software and hardware packages can be used to address the learning difficulties. Such an approach will provide a degree of differentiation and will avoid monotony.

A dyslexic pupil may have a slow writing rate and/or want to avoid the tedium of re-writing work when errors are spotted. Fortunately by word processing and using a spell checker the work need not become a mess of corrections as the errors are transitory and the changes invisible. The dyslexic and others can also be supported by software which:

- provides ready made lists of words which can be added quickly from word banks;
- predicts the next word or words;
- teaches touch typing (Mavis Beacon Teaches Typing has been very effective);
- converts speech to text - see voice recognition software below.

Voice recognition/control software, e.g., Dragon Naturally Speaking, IBM ViaVoice Simply Speaking Gold or Kurzweil VoicePro. After initial voice recognition training this software can now convert continuous speech into on-screen text at up to 125 words per minute and may allow the user to navigate the desktop by voice commands. Voice recognition software can also read back the user's text entry thus enabling incorrectly spelt words to be heard, checked and changed. A single word can be registered to generate entire sections of text for frequently used phrases, etc. Recent editions have the facilities for multiple users – this is necessary as each user will need to produce their own user voice recognition files. These programs are demanding on processor speed and hard disk size. The ICT and SEN Departments have a large stock of software – full details are held in the Department inventories and the School copyright licence folder.

Most of the software purchased for special needs has been chosen to complement particular pieces of hardware/devices (Informax for overlay keyboards) or to:

- provide support for learners who have specific or general learning difficulties, e.g. software which encourages communication and self expression for learners who have emotional and behavioural difficulties, etc.;
- provide support for everyday school (practical and written work) and domestic activities, e.g. software for word processing, painting or DTP, etc.
- help in the identification and assessment of learning difficulties

Examples of the regularly used software that has been purchased after consultation between ICT and SEN staff are:

- Wordbar
- Wordshark
- Numbershark
- IDL (Indirect Dyslexia Learning)

2. Environment and Positioning

An important factor in ensuring individuals have effective access to the standard equipment is the position of the computer and its user – see the Health and Safety policy for details of correct posture, etc. A work room must be well ventilated and illuminated. It should also be comfortable in terms of temperature, humidity and noise level. It must be feasible to reduce glare from windows and other reflections to a safe

level. Work tables should be suitable in terms of height, leg room and space available for hands to effectively operate the keyboard. SEN pupils may need to be provided with specially adapted work tables – this can involve cutting an insert into the work table for wheel chair access and/or lowering of the table height.

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