



# The Avon Valley Way 2021-2022

THE AVON VALLEY SCHOOL  
AND PERFORMING ARTS COLLEGE

SEND Guide



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# The Spectrum of Needs at AVS

We have approximately 174 students on the SEND register, encompassing a wide range of different needs. Of these, 31 have an EHCP and 57 have additional needs. We understand that every child is an individual, with his or her own unique range of needs that we must support. If you require any further information about a particular student, please do not hesitate to contact me or consult Provision Map.

Students with EHCPs and many of those listed as additional need have mentors. Mentors are happy to go through individual students' needs and support plans, as they are very knowledgeable about the students they support and have the advantage of seeing a range of strategies being implemented throughout the school.

## Passing on SEND Concerns

Please email our SENDCO Mrs Bearpark [abearpark@avonvalleyschool.uk](mailto:abearpark@avonvalleyschool.uk) if there are any concerns about a student.





# Introducing the Inclusion Team

## Name

## Title and role

<b>Laura Bindley</b>	SLT Link
<b>Alison Bearpark</b>	SESCO
<b>Angela Mahon</b>	SEN Administrator
<b>Sharron Chalmers</b>	HLTA - Transition & Maths
<b>Pat Chamberlain</b>	HLTA - Timetable & Functional Skills
<b>Yvonne Marsella</b>	English, Handwriting & Lifeskills
<b>Rebecca Randal</b>	EAL Co-ordinator ,English
<b>Julie Durston</b>	Nurture & Lead for Childen Looked After
<b>Donna Partridge</b>	Hub 2 Support Lead
<b>Ruth Armstrong</b>	Science, Mentoring & Mindfulness
<b>Laura Partridge</b>	PE & Performing Arts
<b>Karl Challenger</b>	ICT, Business, Media, Outdoor Ed & Maths
<b>Sam Pocknell</b>	Social Studies, VI & Hearing
<b>Rachel Vaughan</b>	DT, Maths, VI & Hearing
<b>Natalia Demaj</b>	Science, Art, English
<b>Kelly Turner</b>	English, Nurture & Mentoring
<b>Sheila Hirons</b>	Maths, English & Alternative Provision, ASD Mentoring



# Additional Staff Members Supporting the Inclusion Team



## Name

## Title and role

**Darren Walden**

Deputy Headteacher - Pastoral/DSL

**Laura Bindley**

Assistant Headteacher - DSL

**Wendy Fletcher**

PA to Safeguarding

**Leanne Hicks**

Student Welfare Leader - Apollo House

**Sarah Masters**

Student Welfare Leader - Garrick House

**Juliette Ranger**

Student Welfare Leader - Phoenix House

**Nigel Cunningham**

Student Welfare Leader - Fortune House

**Petra Pidgeon**

Healthcare Assistant

**Antoinette McSweeney**

Attendance Officer

**Emma Bishop**

Home/School Link Worker

**Sue Ogden**

The Bridge Coordinator

**Garry Bonser**

Pastoral Mentor

**Garry Linnell**

Pastoral Mentor



# SEND Code of Practice

The SEND code of practice published April 2014 (SEND14) made some significant changes to how we manage, identify and support students with Special Educational Needs.

The term 'Additional Need – coded K' replaced both 'school action' & 'school action plus' under SEND14. 'Statements' have been replaced with Education and Health Care plans, linking NHS, social care and education within a single plan. EHCPs cover birth to age 25.

The four **areas of need** are:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

The needs of students under these four sections are explained later in this booklet.

At The Avon Valley school we have adopted the following approach:

- Following formal assessment, pupils with EHCPs and those with complex special educational needs follow a Personalised Learning Plan, stating their needs and the support package that has been put in place. EHCPs are reviewed at least annually. The Learning Plan is reviewed at least twice each year. Learning Plans are different for each student and include teaching strategies. All staff need to be aware of students' needs and make use of the Personal Learning Plans when planning and delivering lessons. They are easily located on Provision Map (Edukey).
- Each student with SEN will have a passport which identifies their needs and individual information .
- Students with an EHCP will have a both formal annual reviews and informal termly reviews.



# Hub 1

This area is designated to support all students with their social, emotional and academic needs.



Nurture and Maths intervention are held on most days giving the extra support that some students require. Teaching assistants will also hold mentoring sessions on a 1:1 basis at least once every fortnight.

Hub 1 also offers students a quieter area at break and lunch times as well as providing some students a safe place when their anxiety levels are running high.

Other intervention groups are also held within Hub 1 to support students with improving their memory retention and emotional wellbeing.





Hub 2 has been up and running since May 2021.



Our main purpose at Hub 2 is to provide a caring nurturing environment that compliments the values and standards of The Avon Valley School. At Hub 2 we pride ourselves on providing an area that can facilitate any additional needs.

We have rooms available for a more structured way of learning, but in a quieter environment. We are able to support the students to find the best ways for them to adapt to become independent learners, before helping them to transition back into mainstream school.





## Hub 2

We also have a lovely outdoor area where we enjoy being part of nature. So far we have made pallet planters, bird feeders and decorated our outside space. We are hoping to be able to grow some fruit and vegetables in our new raised bedding area.



Some of the classes that we run here in Hub 2 include gardening, literacy, mindfulness, life skills and mentoring. But the list is growing and we are enjoying making plans with our students as to what they want to learn about at Hub 2.

Hub 2 is also the home of Mrs. Randall who is our EAL Co-ordinator. Mrs Randall helps students who speak English as an additional language, or who have come to our school from a different country. We feel very privileged to be able to support all of these students and we learn as much from them as they do from us.



# Using Support in the Classroom

Learning support in the classroom can offer support in a number of ways:

- Supporting the students
- Supporting the teacher
- Supporting the school

## Supporting the pupils

- Developing an understanding of the specific needs of the SEND pupils
- Establishing a supportive relationship with students and developing methods of promoting and reinforcing their self-esteem
- Helping students to learn as effectively as possible in both group situations and on their own
- Clarifying and explaining instructions
- Ensuring students are able to use the materials and equipment needed
- Motivating and encouraging students when necessary
- Assisting them in weak areas such as literacy, behaviour and presentation skills etc.
- Helping students to stay on task and finish the work set
- Helping students organise and complete their homework during after-school homework club.
- Supporting the teacher
- Providing regular feedback about students to the class teacher
- Liaising with the class teacher to devise differentiated learning activities
- Contributing to the maintenance of students' records

## Supporting the school

- Contributing to established links between home and school
- Liaising with all members of the team to support SEND students
- Attending relevant in-service training
- Following established school procedures.



# Inclusive Teaching Checklist

Use a calm, even tone of voice when talking. Do not shout.	<input checked="" type="checkbox"/>
Interactive strategies e.g. students having cards to hold up or mini-whiteboards	<input type="checkbox"/>
Use of visual and tangible aids e.g. real objects, signs or symbols, photographs, computer animations	<input type="checkbox"/>
Student groupings used so that students are able to draw on each other's strengths and skills	<input type="checkbox"/>
New or difficult vocabulary is clarified, written up, displayed and returned to	<input type="checkbox"/>
Questions are pitched so that they challenge all students at all levels	<input type="checkbox"/>
Time and support is given before responses are required e.g. personal thinking time, partner talk	<input type="checkbox"/>
Tasks are modelled then related to success criteria	<input type="checkbox"/>
Different resources are available on tables/working walls e.g. word lists, dictionaries of terms, glossaries, visual prompts, scaffolds	<input type="checkbox"/>
Scaffolding is used to support learners e.g. problem-solving grids, talk and writing frames, clue cards	<input type="checkbox"/>
Arrangements are in place to ensure that all students can access written text or instructions e.g. buddying, adult support, taping, simplified version.	<input type="checkbox"/>
There are planned alternative recording methods where appropriate for some students and/or tasks. Where learning plans identify that a student would find handouts that they can annotate helpful to progress, please supply them. Reduce to an absolute minimum the need to copy from the board. Allow students to photograph.	<input type="checkbox"/>
Homework tasks are differentiated to meet the needs of specific students and support is given when recording the task. Homework is on Google Classroom.	<input type="checkbox"/>



# Ofsted guidelines for teaching pupils with SEND

Every teacher is a teacher of SEND.

The Special Education Needs and disability review states that the following characteristics are found in the best lessons observed. Although these features are true for good teaching generally, they are particularly true for the teaching of disabled children and young people and those with Special Educational Needs.


Children and young people learn best when:

- They look to the teacher for their main learning and to the support staff for support.
- Assessment is secure, continuous and acted upon.

Teachers plan opportunities for students to collaborate, work things out for themselves and apply what they have learnt to different situations.

- Teachers' subject knowledge is good
- Teachers understand students' needs and how to help them.
- Lesson structures are clear and familiar but allow for adaptation and flexibility.
- All aspects of a lesson are well thought out and any adaptations needed are made without fuss to ensure that everyone in the class has access.
- Teachers present information in different ways to ensure all children and young people understand.
- Teachers adjust the pace of the lesson to reflect how children and young people are learning.



- 
- The staff clearly understand the difference between ensuring that children and young people are learning and keeping them occupied.
  - Respect for individuals is reflected in high expectations for their achievement.
  - The effectiveness of specific types of support is understood and the correct support is put in place at the right time.

## The Children and Families Act of 2014

Passed as law in March 2014 and reforms legislation relating to the following areas:

- Adoption and children in care.
- Aspects of the family justice system.
- Children and young people with special educational needs.
- The Office of the Children’s Commissioner for England.
- Statutory rights to leave and pay for parents and adopters.
- Time off work for ante-natal care.
- The right to request flexible working.



# Send14: The Three Stages of Intervention

SEND14 structures support / intervention into three stages

## Universal support

Universal support describes what we offer to all students: the effective inclusion of all students in high-quality everyday personalised teaching. This is known as Quality First teaching.

## Quality First Teaching

Quality First teaching as part of 'Narrowing the Gap' agenda has key characteristics embedded within *The Avon Valley School Model for Learning and Inclusive Teaching Checklist*, including:

- Highly focused lesson design with sharp objectives
- High demands of student involvement and engagement with their learning
- High levels of interaction for all students
- Appropriate use of teacher questioning, modelling and explaining
- An emphasis on learning through dialogue, with regular opportunities for students to talk both individually and in groups
- An expectation that students will accept responsibility for their own learning and work independently
- Regular use of encouragement and authentic praise to engage and motivate students.





# NASEN Every Teacher Campaign

The Every Teacher campaign by The National Association for Special Educational Needs (NASEN) has five key messages:

- Every teacher is a teacher of children with special educational needs and is responsible for every student in their class.
- Every teacher is accountable for every student's progress.
- Every teacher is entitled to high quality professional development.
- Every teacher should understand the individual needs of all their students.
- Every teacher should have the support of a qualified and experienced SEND team.

## Examples:

- Clear objectives shared with all students at the start of the lesson and returned to during or at the end of the lesson
- New vocabulary carefully explained and put into context
- Lively, interactive teaching styles deployed when appropriate
- Visual and kinaesthetic learning methods deployed whenever possible as well as auditory/ verbal learning.
- Carefully planned long-term differentiation.

Quality teaching of this nature is the best way to reduce, from the outset, the number of children needing additional help with their learning or behaviour.



# Targeted support

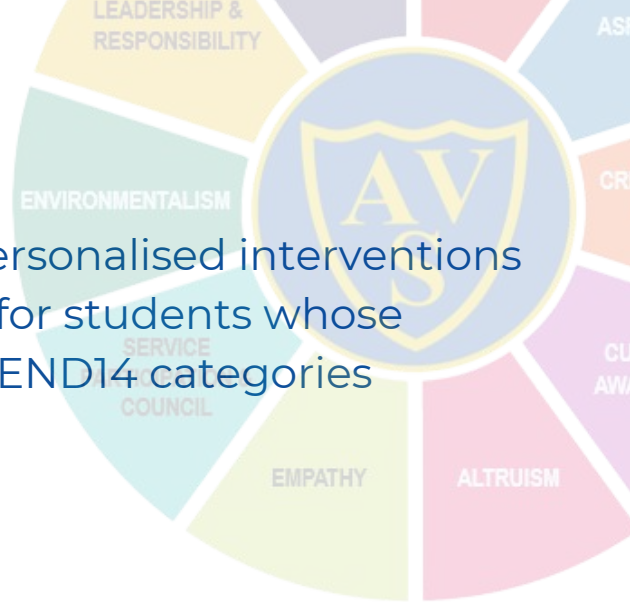
Targeted support outlines the additional interventions for those students whose needs fall into one or more of the SEND14 categories (see SEND Code of Practice, above).

## Targeted Interventions at The Avon Valley School include:

- Accelerated Maths
- Additional ICT access / provision to support class learning
- Anger management interventions
- Anxiety Workshops
- Attendance support programmes
- Differentiated class work and homework
- Work with our safeguarding and student welfare officer
- Extra-Curricular activities access
- GCSE preparation support
- Handwriting support
- Homework support / club
- Individualised learning programme
- Key worker support
- Life Skills
- Literacy catch-up interventions including Lexia Read, Read, Write Inc
- Maths mentoring and catch-up
- Mindfulness
- Nurture
- Outside providers ( e.g. Rugby Youth for Christ , Circles, etc.)
- Peer mentoring
- Progress monitoring
- Reasonable adjustments support
- Referral to Early Help Network
- Referral to SENCO
- Regular communication with parents
- Relevant rewards systems
- Report system and behaviour logs
- Small group learning programmes
- Social skills intervention
- Specialist study support
- Speech and Language learning programmes
- Student Profile document to share strategies with staff
- Study skills intervention
- Targeted in-class shared support
- Time-out support/ Support Room
- Transition management and planning with SENCO







## Specialist support

Specialist support outlines the highly personalised interventions overseen by the SENCO / Lead Teacher for students whose needs fall into one or more of the four SEND14 categories outlined above.

Specialist Interventions include:

### In-House Provision

- 1:1 or small group Literacy support
- 1:1 or small group TA support
- 1:1 or small group Numeracy support
- 1:1 or small group teaching
- Access arrangements for exam concessions
- Access to specialised ICT support
- Access to alternative provision e.g. Vocational KS4 provision Duke of Edinburgh , functional skills
- Detailed inductions and transitions programmes
- Inclusion strategies
- Individual rewards systems
- Key Stage 4 Options guidance
- Key workers
- Mentoring support
- Modified timetable
- Nurture
- Phonics programmes
- Regular monitoring of intervention impact
- SEND Pathways advice
- Social Articles
- Statutory reviews of progress
- Strategies for teachers
- Student Profiles
- Support from Student Welfare Leader
- Inclusion
- Visual timetables

### Specialist Interventions from Outside Providers:

- Vulnerable Learners Specialist Teaching Service
- Art Therapy & ASD Outreach
- CAMHS - Child and Adolescent Mental Health
- Education/Clinical Psychologist
- Therapeutic Interventions as and when required
- Occupational Therapy (OT)
- Speech and Language Therapy (SALT)



# Interventions

Interventions help individual students catch up with their peers. Interventions take place in small groups or individually and are normally for a number of sessions (half a term or a full term).

Current interventions include help for students with their:

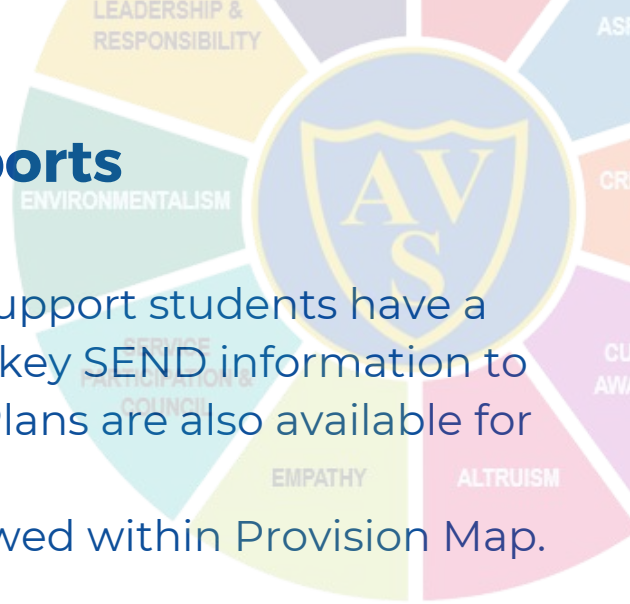
- Literacy – reading, spelling, comprehension and exam technique
- Numeracy
- Dyslexia screening
- Spelling
- Handwriting
- Anger management
- Offsite general educational interventions including support from approved alternative education providers

## Using Provision Map and Class Charts

Both Provision Map and Class Charts contain a wealth of data about the students you teach and are designed to help you differentiate learning tasks effectively:

- Gender
- Free School Meals
- Pupil Premium
- SEND Status
- (E = EHCP, K = Additional Need, N = no SEND)
- A brief description of SEND need





# Learning Plans & Pupil Passports

All pupils with EHCP and many SEND Support students have a personalised Learning Plan, containing key SEND information to assist teachers. Personalised Learning Plans are also available for other vulnerable students.

All individual Learning Plans can be viewed within Provision Map.

## Learning Plans

Learning plans are written from the student's point of view – what they enjoy, what they find hard and how they prefer to be supported. They use SMART targets that help them work towards improving their areas of need.

## Pupil Passports

All students with SEND support will create a Passport alongside their learning mentor. This gives their teachers a glimpse of the student's likes and dislikes including how to best interact with the student. It also shows how the student feels that they can be best supported with a view to optimising their learning experience as well as providing access to the curriculum.

## Seating Plans

All staff should be using Class Charts to draw up their classroom seating plan. Class charts allows teachers to seat students in their optimal learning position within the classroom using a behaviour tracking algorithm.



# Individual needs at The Avon Valley School

The list below refers to Avon Valley students on roll from September 2021. This is not an exhaustive list and we may become aware of other needs as the year progresses.

- Dyslexia
- ADHD and ADD – Attention Deficit Hyperactivity disorder
- Asperger's and Autism
- Dyspraxia – Developmental co-ordination disorder
- Literacy
- Numeracy
- Dyscalculia
- Dysgraphia
- Pupils in a state of stress and/or anger management
- Visual Difficulties
- Hearing Difficulties
- Muscular Dystrophy
- Cerebral Palsy
- Cystic Fibrosis
- Severe allergies e.g. nut allergy – anaphylaxis – require epipen and careful mealtime management
- Omphalocele – internal organs displaced – high risk of bowel occlusion
- Galactosaemia – rare metabolic liver condition – severe lactose allergy
- Reflex Syncope – blackouts without warning
- Congenital Heart Conditions
- Growth hormone deficiency – requires daily injections
- Scoliosis



# The Five Point Scale

5	I AM GOING TO EXPLODE!!!
4	I AM GETTING ANGRY
3	I AM A LITTLE NERVOUS
2	FEELING OK
1	CALM AND RELAXED

The Five Point Scale is a tool we use with our students to help them identify and self regulate their emotional state. Through modelling the language of emotional intelligence we can encourage the student to recognise and identify the emotion that they are feeling, to rate it from 1 to 5 and then engage them with strategies to deescalate away from a full emotional outburst. In order to access learning a young person needs to be, ideally at a 1 on the scale (2 at the most)

We need to encourage students to identify and practise appropriate techniques and strategies that will enable them to self regulate and, where necessary, bring themselves down through the five point scale to a point where they again able to learn.

Strategies may include:

- Movement breaks
- Fiddle toys
- Finding a quiet space
- Reading
- Deep breathing techniques



# Access Arrangements for Examinations

Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. Access Arrangements fall into two distinct categories: some arrangements are delegated to centres, others require prior JCQCIC awarding body approval.

Access Arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. For example, readers, scribes and Braille question papers. In this way Awarding Bodies will comply with the duty of the Equality Act 2010 to make 'reasonable adjustments'.

## Special Consideration

Special Consideration is a post examination adjustment to a candidate's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment.”

Access Arrangements include:

- Scribe / word processor
- Reader / reading 'pen' / reading software (please encourage students to try these enabling technologies)
- Up to 25% Extra Time
- Smaller room
- Supervised rest breaks
- Accessibility aids for those with eyesight/ hearing difficulties
- Prompt





## Access Arrangements for Examinations

Teachers and Teaching Assistants must bring any concerns they may have about any student in their class to the SEND department in order for those students to be assessed for intervention and/or monitoring with a view to a possible access arrangement. Teachers may notice that a student works to their best ability when the questions are read aloud, or that they need longer to process their answers. Others perform significantly better when word processing rather than handwriting their work.

Students sitting their Year 9 exams will be asked to write the time they take to complete each paper. Teachers marking these papers should use this additional information to flag those students who have run out of time to the SEND department. Some students benefit from word-processing longer texts – again this needs to be flagged to SEND.

During the first term in Year 10 we are able to request access arrangement testing for those previously flagged students for whom we have evidence of regular use/need of arrangements. This is an expensive and rigorous process, conducted by an external tester/verifier. We are only able to put forward those students for whom we are able to demonstrate evidence of need and ‘normal way of working’.

It is vital that students awarded GCSE access arrangements practise using their arrangement throughout their GCSE course as, “Use it or lose it” can apply!



## Dyslexia/ Dyslexic traits

Dyslexia is a language-based learning disability, biological in origin and defined by a lack of phonological awareness (the ability to convert letter combinations to sounds and vice versa). The term, 'Dyslexia' refers to a cluster of symptoms, which results in people having difficulties with specific language skills, particularly reading. They may also have trouble with other language skills, including spelling, writing and speaking.

Dyslexia affects approximately 10% of the population to varying degrees and is best thought of as a continuum, as there are no clear cut-off points. Many pupils may display dyslexic traits but Dyslexia can only be diagnosed by an Educational Psychologist. About 4% of the British population are severely dyslexic. Dyslexia is identified as a disability as defined in the Equality Act 2010. Dyslexia occurs in people of all backgrounds and intellectual levels and often runs in families.

Problems experienced by dyslexics may include:

- Difficulty in decoding single words (reading single words in isolation)
- Slow to learn the connection between letters and sounds
- Confusing small words – at/to, said/and, does/goes
- Difficulty in transposing number sequences and confusion of arithmetic signs
- Difficulty remembering facts
- Slow to learn new skills; relying heavily on memorising without understanding
- Difficulty planning and sequencing
- Awkward pencil grip (fist, thumb hooked over fingers, etc.)
- Difficulty learning foreign languages / learning to tell the time
- Poor fine motor coordination







# Dyslexia/ Dyslexic traits

The dyslexic student should be shown:

- The big picture and then how the details fit into it
- From parts to whole
- From the simple to the complex
- From the concrete to the abstract
- From the visual to the auditory (kinaesthetic start even better)
- How new information fits in with what has been learned
- With much scaffolding, review and practice at every step of the way

Students with dyslexia or dyslexic tendencies need:

- A structured, orderly, consistent environment
- No more than one or two verbal instructions – break into bite-size chunks
- A simultaneous multisensory structured approach to language learning that uses all three pathways of learning: visual, auditory and kinaesthetic-tactile
- Time to respond / process what has been heard / allow additional time to complete work – consider GCSE access arrangements
- Key vocabulary on handouts or equipment
- Repetition of instructions
- Students who have difficulty following directions are often helped by teachers/ TAs asking them to repeat the directions in their own words. The student can repeat the directions to a peer when an adult is unavailable.
- Help with note taking (handouts, allow photographs of the board / peer work etc...)



# Dyslexia/ Dyslexic traits

The following suggestions can help students understand:

- If directions contain several steps, break down the directions into subsets (bite size chunks)
- Simplify directions by presenting only one portion at a time and by writing each portion on a handout /the board as well as stating it orally. Provide a tick-list.
- When using written directions, be sure that students are able to read and comprehend the meaning. Read and explain written directions to the class/ individual(s).

You should attempt to:

- Use a balance of presentations and activities and scaffold the tasks
- Teach mnemonic devices and handouts to help them remember key words
- Reduce 'glare' by using an agreed background colour on IWB or coloured overlays as appropriate and ensure handouts have large-enough print
- Use accessible texts / websites and verbalise key facts.
- Provide alternatives to note taking (photographing / handouts etc.)
- Provide alternatives to copying from the board (photographing / handouts etc.)
- Support use of word-processor / assistive technologies / audio books where appropriate and consider GCSE access arrangements
- Provide help with sequencing.



# ADHD and ADD

## Main traits:

- Associated behaviour issues seen in school and at home.
- Poor attention skills
- Associated with Dyspraxia
- Limited concentration span; Hyper and Hypo
- Fidgety e.g. toe tapping / flicking pencils etc.
- Impulsive
- Hyperactivity
- Often associated with OCD



## Teaching strategies:

- Provide a structured, orderly, consistent environment - seat away from obvious distractions
- Have clear, fair, firm expectations
- Give clear instructions both verbal and written
- Make sure the student knows the lesson plan and what will happen next - avoid surprises – warn of changes to lesson routine
- Give one task at a time.
- Break learning into bite-size chunks – a tick-list can be useful
- Remain calm at all times.
- Plan movement breaks and allow the child to move around the room, when appropriate.
- Clear instructions or an action plan for 'time out'
- Allow subtle use of a fiddle toy (e.g. tangle) when listening
- Support use of word-processor / assistive technologies / prompt where appropriate and consider GCSE access arrangements.



# Autistic Spectrum / Asperger's Syndrome

## Main traits:

- Finds social interaction difficult to comprehend
- Affects socialisation in all or most situations
- Lack of adaptability and flexibility, especially to new situations
- May have restricted and repetitive patterns of behaviour, interests and activities
- Lack of or heightened empathy and ability to read others' feelings
- Struggle to feedback own feelings

## Teaching strategies:

- Provide a structured, orderly, consistent environment
- Use the student's name to gain attention
- Don't expect the student to process more than one sensory input at a time
- Avoid surprises - give warnings of any changes to the normal routine of the class/lesson, for example if going to be taught by a cover supervisor or supply teacher
- Use specific, targeted praise
- Back up verbal instructions with written resources
- Try to avoid irony or sarcasm, explain what is meant; there may be a tendency for literal understanding
- Allow additional time to process information
- Do NOT draw attention to the student.
- Use 5-point scale and allow 'time out' as required.
- Allow subtle use of fiddle toy e.g. tangle



# Dyspraxia (developmental co-ordination disorder)



## Key traits:

- Impaired spatial awareness, accuracy and grading of movement
- Poor co-ordination
- Difficulties with fine motor skills (small, specific movement)
- Difficulties with gross motor skills (big movements)
- Poor orientation
- Poor concentration
- Difficulties with handwriting and/or fine drawing skills

## Teaching strategies:

- Break information into short sentences and bite-size chunks
- Keep tasks short and precise, if possible one or two tasks at a time.
- Ensure the student hears all instructions. Repeat as necessary.
- Be understanding, firm and consistent
- Award praise for effort, not just the final outcome
- Utilise planners / have spare equipment to support student organisation
- Support note-taking by supplying handouts / allowing photography of board / peer notes etc.
- Allow word-processing / assistive technologies where appropriate and consider GCSE access arrangements.



# Literacy

Teaching strategies to support Literacy needs across the curriculum:

- Use subject specific terminology to develop students' vocabulary and encourage students to practice and use their new vocabulary
- Provide a stimulating and literacy-friendly learning environment
- Display key terminology in the classroom and on handouts and make reference to it on a regular basis
- Encourage students to use a dictionary to spell words
- When marking students' work, comment upon their language, grammar and spellings as well as commenting upon the content of the work
- Reinforce the need for accuracy and detail
- Support students in reading aloud in class (some become very anxious)
- Develop lesson plans with opportunities to practise speaking and listening skills
- Give students thinking time to rehearse oral responses. Allow pair/group discussion before asking for solutions to problems
- Discuss with SEND Department if you believe a student would benefit from a literacy intervention
- Consider GCSE Access Arrangements, use of word processor / assistive technologies / audio books for students who may benefit

## Numeracy

Tips to support Numeracy needs across the curriculum:

- Encourage students to use websites such as MyMaths and Corbett maths to support their learning .
- Give opportunities in lessons to interpret numbers, facts & figures. e.g. surveys, charts and graphs
- Make sure that the learning environment is stimulating and numeracy-friendly
- Display numeracy related terminology in the classroom and make reference to it on a regular basis



# Dyscalculia

## Key traits:

- Difficulty using specific tools, such as protractors and compasses
- Poor test results in maths compared to other areas of learning
- Negative / fidgety / withdrawn behaviours – particularly when asked to perform mathematical tasks
- Difficulty understanding place value; places numbers in the wrong column when trying to add up, multiply etc.
- Not grasping concepts at the same rate as others.
- Frequent requests for information/ explanations to be repeated.
- Poor retention of numbers.

## Teaching strategies:

- Vary teaching methods and include visual mnemonics
- Allow time for students to work out math problems in their own way
- Use specialist equipment that is specific to the individual pupil
- Use concrete materials to help link mathematical concepts to real life
- Provide visual and kinaesthetic context to abstract mathematical ideas
- Provide much practice and repetition of new skills and concepts
- Reduce the need for memorisation by providing appropriate classroom resources.
- Consider whether Maths intervention / assistive technologies / GCSE Access Arrangements would benefit the student



# Dysgraphia

## Key traits:

- Difficulty in reading aloud in front of others
- Fidgety when asked to do writing activities
- Distraction techniques e.g. asking to go the toilet
- Difficulty copying from the board
- Leaning to one side / posture moves across the page .Prefers to word process longer pieces
- Writes over-short pieces lacking in detail.

## Teaching strategies:

- Do **NOT** ask to read aloud without permission of student
- Support note-taking by supplying handouts / allowing audio recorder / photography of board / peer notes etc.
- Break down written work into small, manageable bite-size chunks
- Allow extra time for tasks - consider GCSE Access Arrangements,
- Speak slowly and clearly, using simple sentences to convey information
- Use story starters for creative writing assignments.
- Draw out detail with questions and visualisation strategies.
- Practise mind mapping for topics.
- Refer to SEND department if intervention may be beneficial.
- Consider GCSE Access Arrangements, use of word processor / assistive technologies.





# Stress and anger management strategies

When dealing with students in a heightened state of stress we must acknowledge that our own stress levels may also become raised. Students are hyper-vigilant of others' stress levels and we need to know where our own base line is.

There are 4 questions we should ask ourselves in this situation:

1. What am I feeling now? The student is waiting for our response. (What actually presses our buttons? We must know and acknowledge our own trigger points). **Do this before we speak.**
2. What does she/he feel/need/want? - This question links to the 4 goals of misbehaviour: Seeking Attention, Avoiding Failure, Seeking Revenge & Seeking Power
3. Is the environment affecting behaviour?
4. Does he/she have and is he/she playing to an audience, would speaking to her/him outside the classroom be appropriate?

What is the best way to respond?

- Use the *The Avon Valley Way* in the same way as for any other student. Bear in mind that when in a state of stress, the student may be unable to process the situation and fully understand any conversations with staff.
- Be aware of personal space and do not touch the student.
- Allow time for them (and possibly you) to calm down.
- Make a statement of understanding, e.g. "I can see you're angry" leave a pause for processing, "I am sorry that you feel angry" again leave a gap before giving any direction, such as speaking about the incident outside the classroom or sitting down to speak.
- Speak in short clear sentences and give time for the student to process this information.
- Heightened state of stress lengthens recovery time. Suggest time out.
- Only when the student regains a state of calm will it be possible to discuss the incident. Give the student opportunity to explain to you what happened from their own perspective first. Knowing that you have listened will make it easier when you next explain what you saw, and outline what will happen next.



# Medical Plans

Where appropriate, Medical Plans are implemented that may or may not link in with a student's status on the SEND register. Not all students with a Medical Plan are on the SEND register but all are recorded in the Medical Needs Register, linked with the student's medical profile in Edukey.

Individual Medical Plans are reviewed at least annually. Concerns on the Medical Needs Register at Avon Valley School include:

- Asthma
- Attention-deficit hyperactivity disorder
- Cerebral Palsy
- Chronic Fatigue
- Colour Blindness
- Diabetes
- Eczema
- Epilepsy
- Hearing impairments
- Bowel and stomach complaints
- Allergies
- Nut allergies
- Neuropathy
- Visual Impairment

Medical needs are logged on Class Charts and a copy of the Medical Plan can be found on Edukey



# Visual difficulties

## Key Traits:

- Difficulties seeing items at distance
- Close vision may be compromised
- Blind spots in the field of vision
- Disruption processing visual information (in the eye or brain)
- Difficulties seeing colours, shades and tones
- Text appears to move around the page or over the top of other text



## Teaching strategies:

- Avoid asking students to copy work off of the board. If needed, make sure the student sits near to the front of the class or can see the teacher's computer. Use verbal description of the work being done, for example, "Write the title, 'Categories of Vegetables' in the middle at the top of your page, as it is on the board."
- When demonstrating practical elements of the subject, bring the pupils around the table where the demonstration is taking place, make sure the pupil with visual difficulties is close. If possible, allow pupils to pass around items being shown
- Encourage visual impaired students to use any visual aids they have.
- Pupils may have a magnifying glass/ ruler for use with smaller textbooks.
- Label coloured pencils and other coloured items in the class. There are varying degrees of colour blindness, but the ability to distinguish between shades is often compromised
- Ensure work is in a clear, bold print
- Ensure diagrams / graphs etc. are clear
- Coloured overlays may be useful to reduce glare
- For mock exams ensure that papers are ordered from the exam board directly.



# Hearing Difficulties

## Key Traits

- Missing some or all of instructions
- Particular difficulty when teacher's mouth obscured (many use lip-reading to reinforce what they hear)
- Especially difficult in areas with high background noise

While some students may have permanent hearing loss, many other students may suffer temporary losses from colds and ear infections. Since even temporary losses can have an effect on language development and access to curriculum, the strategies mentioned here are worth using by every teacher.

## Classroom Adaptations

When possible, turn off equipment that creates background noises, such as fans and projectors, when not in use. If your classroom has noisy heating or cooling systems, consider requesting a room change. Eliminating extra noise helps students with hearing impairments focus on the lesson. Remember that hearing aids amplify every sound, including tapping pencils and air conditioners. Carpets, curtains and tennis balls on chair bottoms can also eliminate a great deal of extraneous noise.

## Communication Considerations

Effective communication is vital with a hearing-impaired student to ensure student success. Since many hard-of-hearing students rely on lip-reading, at least partially, it is important to keep a few points in mind when you are teaching:

- Look directly at and face the student when communicating. Do NOT cover your mouth.
- Say the student's name or signal their attention in some way before speaking.
- Assign the student a desk near where you plan to deliver most of your lessons.
- Speak naturally and clearly. Speaking louder may not help.
- Some students will have to use an induction-loop system. Wear this around your neck and remember to switch it OFF when addressing/helping other students!



# Further Information

This is a working document. Please check the live online copy of this leaflet regularly for updates and let the team know if you have suggestions for improvement or are able to offer feedback. A live copy is stored in the Inclusion folder in Google drive.

## Reading List

A range of titles are available for staff loan from the SEND / NAS professional library in the Staff Room.

## References

SEN Code of Practice (2014)

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Exam Access Arrangements

[www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration](http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration)

Children and Families Act of 2014

<http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted/data.htm>

Ofsted guidelines for teaching SEND

[The New Ofsted Framework and SEND Best Practice · Strong teaching and learning · Accurate assessment and identification](#)

