

Holly Lodge College of Science



SEN and Disabilities (SEND) Handbook Jan 2017

Holly Lodge 11-19 Science College

Special Educational Needs and Disabilities Handbook Jan 2017

INTRODUCTION

This document has been updated to provide information regarding the new approach to SEND education set out in the Children and Families Bill and the updated SEND Code of Practice. These changes were introduced on September 1st 2014.

Suggested teaching and learning strategies can be found in more detail on 19 - 29. The handbook has been prepared to be used alongside a teacher's planner to inform differentiation.

SEND Profile

Holly Lodge has a small number of students with a Statement of Special Educational Needs (9) or Education, Health and Care Plan or EHCP (4) in January 2017. Statements are gradually being converted into EHCPs by the Local Authority. There are approximately 125 students classified on the school's SEND register as SEN Support and 138 in total. (Please note: from September 2014 School Action and School Action Plus were phased out and replaced with a single category of **SEN Support** identified as K. **This is because the Code of Practice is designed to ensure support is focused on individual need and personal outcomes rather than classifications.**)

The **GRADUATED RESPONSE** will target individual students to ensure they make progress.

The majority of **SEND** students will benefit from **WAVE 1** intervention, this is the Quality First Teaching or differentiation which occurs in class and is teacher led. See Chapters 1 and 6 of the SEND Code of Practice 2014.

WAVE 2 Intervention is in-class support and any additional targeted activities. This will benefit previously identified SA and SA+ students (who under the 2014 Code of Practice, revised in Jan 2015, are categorised as **SEN Support**). The Interventions work alongside the WAVE 1 strategies and do not replace them.

There are a minority of students who require **WAVE 3 intervention** which may include 1:1 work, small group work and outside agency specialist support from, for example, the Visual Impairment Team and Speech and Language Therapists (SaLTs).

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SEND Major Needs Codes	
Code	Description
SPLD	Specific Learning Difficulty
MLD	Moderate Learning Difficulty
SLD	Severe Learning Difficulty
PMLD	Profound & Multiple Learning Difficulty
SEMH	Social, Emotional and Mental Health
SLCN	Speech, Language and Communication Needs
HI	Hearing Impairment
VI	Visual Impairment
MSI	Multi-Sensory Impairment
PD	Physical Disability
ASD	Autistic Spectrum Disorder

NEW CODE 2014

0-25 Special Educational Needs and Disabilities Code of Practice

	What is involved?	Who is involved?
SEN Support	A graduated response – support is focused on individual need and personal outcomes Greater emphasis on quality first teaching	Specific support from external specialists following referral from SENCo Greater involvement of parents/carers
Education, Health and Care Plans EHCP	Birth to 25 years More emphasis on personalised goals Person-centred approaches	Statutory Assessment usually undertaken during early years for children with complex needs

It is important to bear in mind that a student's needs may change over time and therefore they may move to SEN SUPPORT or make sufficient progress that they no longer require additional support. Students may appear on the register for a specified period of time and a review is necessary to determine a change in needs.

The previous SA/SA+ system was phased out in 2014. Therefore A and P have been replaced by K in SIMS.

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The SEN register is a 'live' document and therefore these changes are updated regularly.

LSA/LSPs and coaches each have caseloads of 8-9 students, either with a Statement or at SEN Support. Caseloads are regularly updated and are emailed to staff.

The Code of Practice (revised Jan 2015)

- The Statement is gradually being replaced with an Education, Health and Care Plan for children from 0-25 years.
- There is a clearer focus on the participation of children and young people and parents in decision-making at individual and strategic levels.
- There is a stronger focus on high aspirations and on improving outcomes for children and young people.
- There is a greater focus on support that enables those with SEND to succeed in their education and make a successful transition to adulthood.
- More guidance on joint planning and co-operation between education, health and social care professionals has been provided and is regularly reviewed.

Provision

- "High Quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND."
- Classroom-based interventions are differentiated and personalised to meet the needs of the majority of children and young people, reflecting the school's high expectations.
- Support for SEND Students will be intervention-based.
- All interventions and in-class support included will be based on the

ASSESS> PLAN> DO> REVIEW model.

Schools must:

- use their 'best endeavours' to ensure that the necessary provision is made for any individual with SEND.
- cooperate with the Local Authority to develop the local offer.
- publish information on the school's SEN Policy and the measures and facilities put in place to assist access for those children with disabilities.

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Areas of SEND needs are:

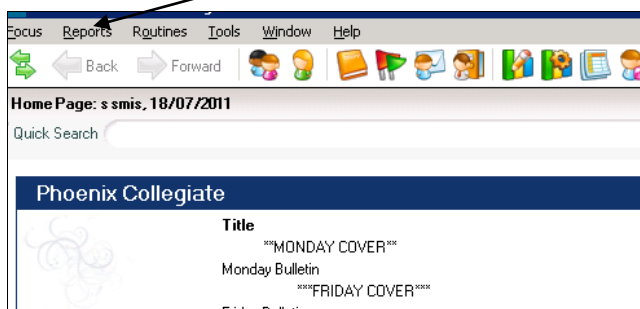
- Communication and interaction,
- Cognition and learning,
- Social, emotional and mental health
- Sensory and/or physical.

How to set up the SEND Register to run from your Home Page on SIMS

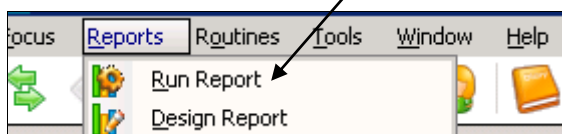
The SEND Register has been set up so that you can run it directly from SIMS as and when you need it. This will mean no more paper copies (safeguarding the sensitive nature of this information) with the bonus that the information is always up to date.

Students are identified as SEN on the EMB and Reading ages are in Years and months, which may help when designing differentiated resources. There are a few simple steps to follow in order for you to be able to run the registers straight from your homepage, You will only have to follow steps 1-5 once, they are as follows:-

1. Go to Reports

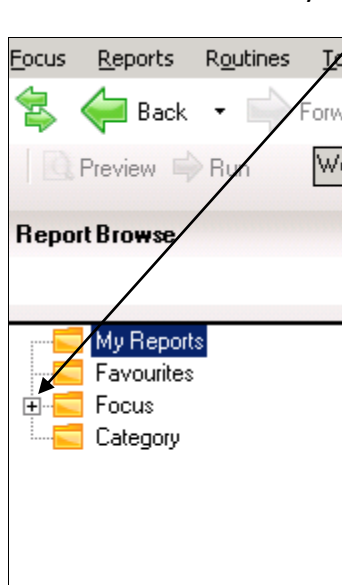


2. Click on Run Report

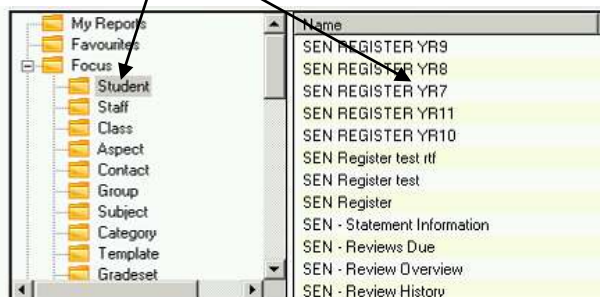


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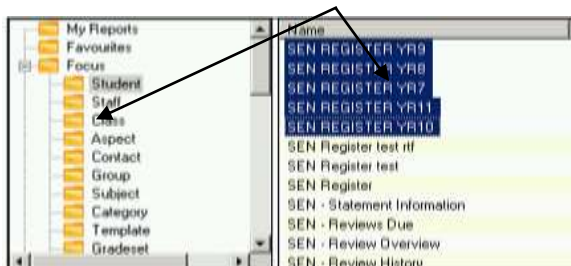
3. Click on the + by Focus



4. Click on Student and scroll down (on the right under Name) to SEN Register – Year 07 etc.
5. The SEN Register has now been set up so that you can run it directly from SIMS as and when you need it. There are a few simple steps to follow in order for you to be able to run the registers straight from your homepage, You will only have to follow steps 1-5 once, they are as follows:-

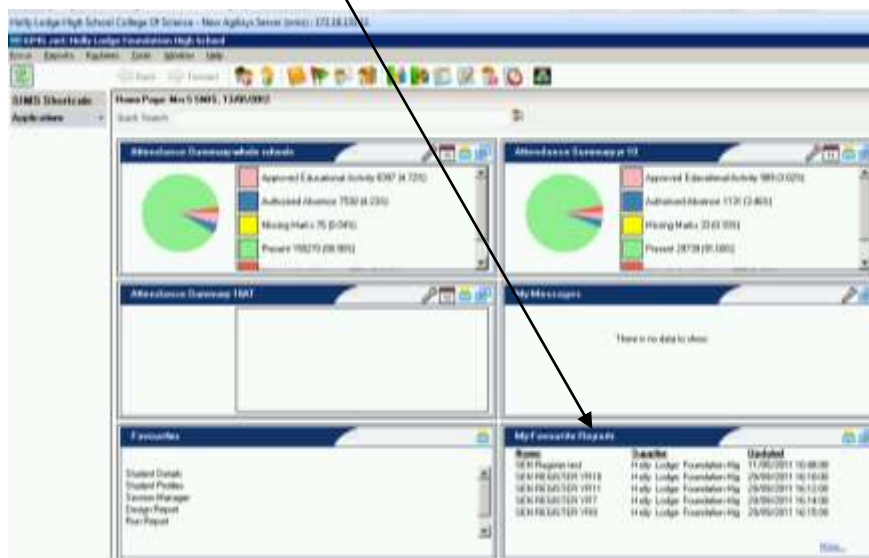


6. Click on SEN Register – Year 10, hold down the shift key and click on SEN Register – Year 9, this will highlight all 5 SEN Registers Blue. Then with the mouse cursor over the blue highlighted registers, left click and drag into favourites. You may need to drag them one at a time.



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7. Now go to your HOME page. (If you cannot see the My Favourite Reports panel, follow the instructions on the configuring your homepage document).
8. In the Panel – My Favourite Reports will sit your SEN Registers for all year groups. To view any report, double click on it.



9. This will then open the report, it will be minimised at the bottom of the screen.



The Range of Needs

The New Code of Practice outlines 4 broad areas of need:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional and Mental Health Difficulties**
- **Sensory and/or physical Needs**

Communication and Interaction Difficulties

- The difficulties experienced by students with communication and interaction difficulties are wide ranging. Some students may have difficulties with speech, language or communication or all three. Difficulties may be mild or complex. These students include those who demonstrate features within the autistic spectrum.

Strategies for Teachers (see pages 19 -29 for specific teaching and learning strategies for Literacy, SEND and EAL students)

- Remind students to listen at regular intervals

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- Keep instructions precise and clear
- Check student understanding through questioning and discussion
- Give the student extra time to listen and respond
- Use repetition and demonstration
- Use words and text that the student will understand
- Use Reading Ages to inform work sheets and resources
- Produce word banks showing the meaning of words and the context in which they are used and display them with images in the classroom
- Explain the meaning of new words
- Make regular eye contact and use non-verbal cues to emphasise important points



Autistic Spectrum Disorders, ASD

The National Autistic Society describes autism in the following way,

“People with autism are not physically disabled.....They do not require wheelchairs and they look just like anybody without a disability. Due to the invisible nature it can be much harder to create awareness and understanding of this condition. Autism is a lifelong developmental disability that affects the way a person relates and communicates with people around them. Children and adults have difficulty relating to others in a meaningful way. They can have accompanying learning disabilities but everyone with the condition shares a difficulty in making sense of the world.”

Asperger’s Syndrome is a form of autism which affects the way a person communicates and interacts with others. Language may be affected to a lesser degree, although words may be formal or stilted and social language limited. Asperger’s Syndrome may not cause learning difficulties but the person will be of average or above average intelligence.

The common characteristics of ASD are:

- Difficulties with social interaction and making friends, or appearing aloof and indifferent to others
- Difficulty with communication, including facial expressions, gestures or tone of voice
- Difficulty in understanding the world, social norms and empathising with the feelings or experiences of others
- Difficulty in understanding humour, nuanced language or idiomatic phrases often resulting in a very literal interpretation of text, events etc

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- Difficulty streaming information from stimuli



Quality First Teaching

Strategies for teachers (see pages 19 – 29)

- Point out students who are already following instructions - for example those listening for instructions
- Give clear, explicit instructions - use prompts if necessary – “when you have, then you ...”
- Encourage a supportive environment - use names
- Back up oral instructions with a diagram or visual stimulus
- Check understanding through targeted questioning - providing cues where necessary
- Cut down on unnecessary distractions
- Develop learner confidence and strengths
- Maintain clear routines and warn of any changes in advance - ensure the learner understands this change in instructions.
- Be consistent in delivery, expectations etc.
- Organise resources to ensure skills are learned in context. Autistic students have difficulty in generalising learning, for example concepts may be difficult to understand - such as Space
- Learners may benefit from a seating plan - and remaining in this seat throughout the year.
- Ignore repetitive movements such as rocking as this is a self-calming strategy - it creates order and helps to soothe the anxieties associated with streaming the stimuli to make some sense
- Try not to use idioms - as they will confuse- such as “it’s raining cats and dogs.”
- Keep calm - explain, recap, check for understanding and wait for the situation to calm down - ASD learners find it difficult to read your mood and those around them.

Cognition and Learning

Students who have cognition learning difficulties (MLD) can usually be recognised by their inability to meet the desired standards in school, in particular the appropriate level identified in the National Curriculum. They may also have difficulties in acquiring literacy and numeracy skills. The concept of abstract ideas may also pose a problem.

Strategies for Teachers

- Simplify language and repeat words to clarify meaning.
- Be aware of the student’s preferred style of learning and incorporate this wherever possible such as ICT, making models or drawing.
- Teach the same concept in a variety of ways. Adapt resources to include visual, auditory and kinaesthetic approaches.
- Allow time for frequent repetition - such as with key words with examples in context, tables.

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- Adapt worksheets and talk to The Learning Support Team for specific guidance.
- Make sure that there are tasks where the student can succeed. This will develop confidence and involvement.
- Differentiate questions in question and answer sessions - this will help to develop subject confidence.

Barriers to Learning

The school curriculum and organisation can present a range of barriers to participation and learning for students identified with Cognition and Learning Difficulties. These may relate to students' difficulties with:

- Understanding instructions and what is required of them
- Acquiring sequencing skills
- Co-ordination
- Understanding how they are affected by and relate to their immediate

surroundings

- Personal organisation over the short, medium and long term
- Remembering information, directions, processes and instructions
- Social skills and forming friendships
- Comprehension skills
- Basic literacy and numeracy skills
- Investigation and problem-solving skills
- Verbal and non-verbal reasoning skills
- Transferring their knowledge to other areas

Quality First Teaching

When preparing lessons that include students identified with Cognition and Learning difficulties, you can **differentiate** by:

- focusing on a narrow area of a programme of study in comparison to the rest of the group.
- breaking tasks down into small steps so that chances of failure are minimised and small gains in progress are acknowledged by student and teacher.

When planning approaches for these students you need to consider:

- setting targets that are appropriate to their level of understanding but which are aspirational with a sufficient level of challenge.
- working with other adults to plan ways to scaffold the students' progress towards those targets until they can attain them independently.
- explore with the students their own strengths and areas of interests and utilise these to increase their motivation to learn.

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Specific Learning Difficulties

Dyslexia

Dyslexia affects the learning of literacy skills. Other symbolic systems such as those found in music and maths may also be affected.

The word dyslexia means 'dys' difficulty and 'lexia' language. Dyslexia is congenital which means people are born with it. Children with dyslexia may experience difficulty in

- motor control
- concentration span
- organisational skills
- sequencing skills
- directional confusion
- language skills
- poor concept of time

Dyspraxia

Children with dyspraxia have difficulty in 'doing' therefore coordination and fine motor control may be affected.

Quality First Teaching

Strategies for Teachers (see also pages 19 – 29)

- Acknowledge the effort made, not the content.
- Employ other forms of recording work to provide the student with an opportunity to show their understanding. Diagrams, pictures, paired work, group work, ICT
- Focus upon specific key terms for the student to learn. Don't overload with corrections.
- Discuss ways of remembering words by looking at their visual appearance, shape, beginning and ending.
- Allow the student extra time to make written responses and write **ET** in the margin to provide evidence for access arrangements.
- Encourage the use of spell checker.
- Keep instructions short and well sequenced.
- Have high expectations of success and a positive approach.
- If using Power point presentations provide the student with a personal copy to highlight.

Social, Emotional and Mental Health Difficulties

This relates to students who may have problems with their emotional and social development. These students demonstrate a wide range of difficulties ranging from being withdrawn to disruptive. This area often poses the most challenging in terms of initial identification and teaching and learning.

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Who are the SEMH Students? They tend to (but this is not an exhaustive checklist):

- achieve less praise for work
- have fewer positive interactions with staff
- have learning difficulties or underachieve
- poor social skills and few friends
- have poor self-regard
- have low academic self-image
- are emotionally volatile and easily upset by others
- a short attention span and poor concentration

Strategies for Teachers

- Focus on the Positive - catch them being good
- Deliberate avoidance - ignore minor issues
- Positive cueing - thank the student who is on task and clarify behaviour that meets expectations
- Use positive directions- say what behaviour you want, not what you don't want
- Rule reminders - keep it clear and precise. Provide students with clear expectations of your climate for learning
- Refocus with questions - ask casual questions to refocus the student
- Use procedural language e.g. 'When' and 'Then'. Establish the promise of a reward in exchange for a completed task.
- Don't change the goal posts. This will frustrate and demotivate.
- Follow through with an agreed sanction or consequence - if you have named a consequence for poor behaviour it must be followed through.



UNHAPPY

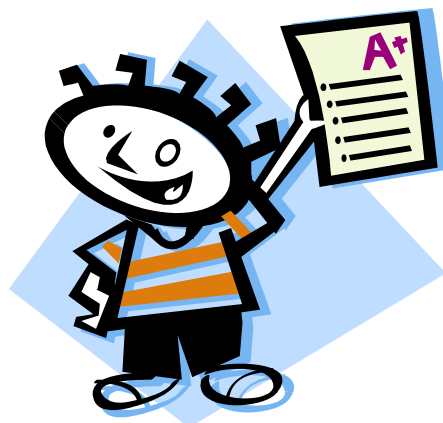


UNWILLING



UNABLE

- Provide an opportunity for taking responsibility in the lesson, leading or assisting
- Be aware of the issues the student may have outside the classroom which could provide 'flare up' points
- Give positive praise- verbally and in rewards or encouraging comments in marking
- Use seating plans and consider role models/ peer positioning
- Remember that all behaviours are indicators of need



Physical and/or Sensory Needs

Some students with physical and sensory needs have no 'academic' problems in school, however they may experience difficulty in accessing the curriculum and as a result they may need extra support or differentiated resources.

Hearing Impairment

Students with permanent hearing problems may be experiencing anything from a profound loss to a mild one. The impairment may be deteriorating, fluctuating or stable. Most

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students with profound hearing loss will be identified before school age and therefore have hearing aids. However some students may develop difficulties at a later stage. Many teenagers with HI 'choose' not to wear hearing aids at secondary school, this is due to a reluctance to accept their condition or to exercise a degree of independence. This poses problems for teaching staff and the following strategies may help.

Strategies for Teachers

- Make sure the room is well lit so the student can see visual cues such as posters, boards, charts and most importantly your face and mouth (for lip reading).
- Do not speak more slowly as most students lip read at normal pace.
- Make sure the student can see your face, if you are giving instructions face the class. When writing on the board, avoid giving cues at the same time.
- Try to avoid a noisy classroom, ensure that students have the opportunity to speak one at a time and listen to answers.
- Use gestures and visual prompts to support teaching.

Visual Impairment

Students with visual impairment may experience difficulties in different ways. A student has a visual impairment if their vision cannot be corrected by using glasses. The student may have difficulty with scanning or with visual fixation. They may experience difficulties in maintaining and changing focus both at long and short distances, or what they see may be grossly distorted. Their visual field may be restricted, they may suffer from visual fatigue, or they may have a problem recognising different colours.

Strategies for Teachers

- Use the student laptop with a facility for enlarged print.
- Provide a hard copy of any power point presentation prior to the lesson.
- Use clear graphics when preparing resources - font and letter size is important. Consider backgrounds and keep things simple and uncluttered - this applies to whiteboard resources too.
- Check on the seating arrangements within the group and ensure the line of vision is clear. Use blinds to prevent bright sunlight in the room.
- Use brightly coloured balls and games equipment to help participation in PE.
- Nystagmus is a condition of voluntary or involuntary eye movement, acquired in infancy or later in life, this may result in a 'head wobble' as the student tries to focus.
- Discuss lesson resources with the LSA/LSP prior to the lesson in order to differentiate.

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Cerebral Palsy

Students with Cerebral Palsy will not all demonstrate the same symptoms, these will depend on the severity of the condition. They may have difficulty in walking, or their speech may be affected. Some students will have involuntary movements and some may have problems with visual perception.

Strategies

- Issues may arise in movement around the school site.
- Tiredness and fatigue may be associated with long periods of physical activity or in standing/ sitting in the same position.
- Provide opportunities for the student to speak in class.
- Use a variety of teaching materials and stimuli.



In-class Support and interventions outside of the class

Many of the SEN students are **entitled** to ‘hours of support’, which is in response to an assessment of their level of need; therefore we must ensure that these needs are met.

Support has been allocated to teaching groups to address the learning needs of individuals. We all have a responsibility in terms of “ensuring the attainment of students with SEN” (Teacher Standards). However, not all interventions take place in the classroom and staff work with students 1 – 1 or in small groups to develop skills’ progression in additional classes at lunch time and after school.

Effective In-class Support is:

- Working within the whole class and not just focused on individuals.
- Common practice within the class where the teacher and other adults commonly work with a small group of students as part of lesson design.

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- Discreet so that students are not overwhelmed or embarrassed.
- Selective – used at particular times for specific purposes within the lesson.
- Focused on maximising students' independence through engaging them and building confidence.
- Planned wherever possible – the teacher and additional adult will at least have shared planning or discussed the lesson, their roles and assessment outcomes beforehand...
- Discourages overdependence and reliance.

Suggested Strategies

- ➔ Reinforce what they need to do.
- ➔ Structure the task so that students don't have too much to remember at once.
- ➔ Recap previous learning through questioning so that new learning fits into the framework of what the student already knows.
- ➔ Structure activities so that the student can make use of readily available resources, such as word banks or writing frames.
- ➔ Use visual or concrete ('real') materials, or activities involving movement, to reinforce their learning through a range of sensory experiences.
- ➔ Offer 'enjoyable' ways to consolidate new knowledge, praise and recognise 'small' achievements
- ➔ Support students to find their own way of remembering facts.
- ➔ Use sequencing activities to support students to complete a part of the task before moving onto the next.
- ➔ Pre-teach concepts or key subject specific vocabulary before the main activity such as in a Science experiment.
- ➔ Provide visual cues or symbols to support a text.
- ➔ Break down key information into a flow chart to represent information visually.
- ➔ Build confidence through working from familiar vocabulary or recent successes.
- ➔ Agree an outcome with the teacher so all learning is purposeful and relevant. If this can't be done on a daily basis, ensure that you know what the intended outcome for the topic or assessment task is and work backwards from that.
- ➔ Discuss with a key post holder which basic essential content needs to be revisited from KS3 to ensure a pass at GCSE for those who struggle with cognition/recall.

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Staff Referral Form for SEND/EAL Concerns

We will look at the details you provide before we make a further assessment.

Please save a copy and email to JHI/BBH					
Student Name:		Form:			
D.O.B:		Year:			
Referral Completed By:		Date Submitted:			
EAL :					
Date of arrival in UK:				Yes	No
Has this student been learning English for less than six months?				<input type="checkbox"/>	<input type="checkbox"/>
EAL stage:					
How many hours per week of EAL support does the student receive?					
Does the student have a record of poor attendance/extended absences and has therefore missed a significant amount of English schooling?				<input type="checkbox"/>	<input type="checkbox"/>
Does the student have poorly developed communication skills in his/her first language?				<input type="checkbox"/>	<input type="checkbox"/>
Has the student developed age appropriate skills in first language?				<input type="checkbox"/>	<input type="checkbox"/>
Indicators of Special Educational Need or Disability :					

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	Please tick the most relevant indicators below. These indicators are prompts, not exhaustive. Click for more.	
	Sustained difficulty in acquiring basic age appropriate skills in understanding and manipulating numbers.	<input type="checkbox"/>
	Sustained difficulty in acquiring basic age appropriate skills in reading and writing.	<input type="checkbox"/>
	Articulate in verbal communication but difficulty in structuring/organising written work.	<input type="checkbox"/>
	Poor memory, especially short term memory e.g. difficulty remembering list of simple instructions.	<input type="checkbox"/>
	Almost illegible handwriting and/or presentation of work, holds a pen awkwardly.	<input type="checkbox"/>
	Difficulty in sustaining concentration/avoids tasks that involve sustained concentration.	<input type="checkbox"/>
	Symptoms of hyperactivity and or impulsive behaviour.	<input type="checkbox"/>
	Difficulties with personal organisation, time management and or personal appearance e.g. homework and equipment, dishevelled appearance. (Despite sustained effort)	<input type="checkbox"/>
	Clumsy, uncoordinated movement, poor balance and posture.	<input type="checkbox"/>
	Physical disability and/or medical problem with impact on academic work and overall wellbeing.	<input type="checkbox"/>
	Specific speech, language and communication need e.g. stammer, reluctance to speak aloud, vocalising specific sounds.	<input type="checkbox"/>
	Lack of interest/ability in engaging well in social interactions with peers and/or staff	<input type="checkbox"/>
	Difficulty in understanding and/or using non-verbal communication e.g. eye contact, gesture, facial expression.	<input type="checkbox"/>
	Relatively articulate in verbal communication in comparison with difficulty in written communication.	<input type="checkbox"/>
	Symptoms of hyperactivity and/or impulsive behaviour	<input type="checkbox"/>
	Poor problem solving skills, difficulty in generalising learning across contexts.	<input type="checkbox"/>

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	Indicators of potential hearing impairment e.g. trouble hearing slight differences between words.	<input type="checkbox"/>	
	Indicators of potential visual impairment	<input type="checkbox"/>	
	This student might benefit from exam access arrangements not already in place.	<input type="checkbox"/>	
	Summary of Concerns:		
	Where you have ticked an indicator above, please explain in more detail here. Any other concerns not listed above? What interventions have been implemented by teacher/department? How is this impacting on progress in your subject? Is there other information that would be useful for us to know? Please copy and paste from Word.		

Teaching and Learning Strategies

Processing & Remembering

Help your students to prepare for more demanding synoptic GCSEs by using some of these:

Strategy Title	Strategy Breakdown	Resources
F.T.N.A.F Magic Hand	<p>When providing students with a sequence of events, ensure that you break the information down into a 5 step sequence such as:</p> <p>first, then, next, after that & finally.</p> <p>It is imperative that students have access to this in written form, whether on the whiteboard or as text on paper. Some Faculties have made good use of literacy/numeracy mats to teach students a 5 step 'magic hand' sequence to either structure essays or break multi-step questions into manageable stages e.g. maths:</p>	Whiteboard and pen, text, learning mat

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	look for key words, look for the maths, decide which area you need to use, decide which calculation you need to perform, be confident and answer the question	
Post it Notes	Students can use post it notes to organise information into a written structure, such as essays.	Post it notes, markers
Bullet Points	Assist students in condensing paragraphs of detailed information into concise bullet points that effectively summarise the details.	Printed paragraphs of text, highlighters, pens
Student Made Visual Keywords	Staff will provide students with hollow bubble writing (use word art) key words. Once the definitions have been explained, students will be asked what the word reminds them of. They will then illustrate the keywords individually and keep them in their books to refer to them until they no longer need to. It is very important that the students create their own illustrations in this activity.	Pre-created bubble writing key words, pencils, felt tips/pencil crayons
Doodle Answer	Students will create a personal drawing that symbolises a question with multiple answers. This will be kept in the book as a revision strategy and can be photographed using smart phones to have the image handy at home.	Blank paper, pencils, felt tips
Acronyms/ mnemonics	Create funny acronyms to produce an emotional reaction from the student	Pen paper, an imagination ;)
Starter and Plenary Consolidation of Prior Learning	Use starters as an opportunity for students to recap prior learning, with a focus on keyword definitions. Use plenaries to briefly summarise the learning of the lesson before asking key students the definitions of the new/previous keywords. Always refer to any links to build memory through association.	Keywords
Create a	It is always useful to have the tune to a song they already know, even	imagination,

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Song/Rhyme	better if it can be topically linked somehow.	youtube, internet research
Comic Book Sequencing	Students will draw six frames to help them visually break down the stages in information, such as timelines, etc. Each frame will pack as much visual info in as possible, including speech and thought bubbles to help the learner recall several layers of information. Collages can be made instead of sketches for very poor artistic skills.	A4 blank paper, folded into sixths. Images of items in the story to assist with observational drawing, collage materials
Mind Mapping	Students will provide their own mind maps using any imagery that they think is relevant to break information into relevant chunks. This can then be used as a starting point to structure questions or associate links for revision purposes.	Blank A4 paper (landscape)
Skim & annotate	Students will receive pre-printed text that they will skim read before highlighting the essence of the information. Students will then link their own ideas to the information by annotating in the margins before condensing it into bullet points.	Pre-printed text, highlighters, pens
Mind Peg	This system uses “pegs” (such as constant concrete images that vaguely represent numbers 1 -10) from which students can anchor abstract concepts. The pegs are a permanent base for abstract concepts/keywords to latch onto. These provide students with the opportunity to remember intricate 10 part answers. The pegs themselves are static images but several memory lists can be attached to them at the same time.	Images of the pre-defined pegs
Mini Plenaries	Students with poor working memories will need to evaluate their learning after each meaningful task. These mini plenaries will provide a language structure for them to discuss their self-evaluation of the whole lesson during the final plenary that all students participate in.	Open and closed questions that help the student to realise what they are learning

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Memory Palace	Students will associate elements of a complicated/multi-faceted answer by creating images and linking them to a relevant scene such as a room. The more imaginative the connections, the more memorable the answer.	An imagination, paper and a pen
Heads Up	Provide students with a breakdown of the learning activities on the board or on a separate sheet of paper. This must be broken down and resemble a tick sheet to keep students with poor working memories “on task.”	Whiteboard, typed list of task
Physical Prompting/ Signing	Attach physical movements to keywords or concepts to aid prompting students’ memory.	Knowledge of makaton/BSL or a good memory ;)
Visible Keywords	Make sure the list of keywords/concepts that are integral to the lesson are clearly visible throughout.	On the board or printed lists

Testing & Assessing

Strategy	Breakdown	Resources
Growth Mindset Traffic Light Cards	Students show understanding of a concept so far: GREEN = I’m There! AMBER = Almost There, RED = <u>Not There Yet</u>	Red, orange and green cards
Multiple Choice Cards	A, B, C, D, * and T (true) and F (false) laminated cards for every student. These will correlate with multiple choice answers that are displayed on the board (do not expect students to memorise your option). The * card allows students to give their own answer instead of choosing from the options available and is a good method for stretching G&T students.	Cards on a keyring
Thumbs Up/Down	To use as a quick voting tool as well as to indicate progress so far in a lesson.	Thumbs
The Success	Teacher provides students with a success tick list to ensure that	Broken down

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Criteria	all learners know what they need to do to achieve/progress during the lessons/activity etc.	success tick list of an activity
¾ Summative Assessments	Summative testing ¾ of the way through the topic so that teaching can then be altered to reflect the learners' needs before closing the topic of learning.	Mini test/quiz
Pre-determined Discussion Question	The teacher will post a question to stimulate higher thinking at the beginning of the lesson. It could have multiple choice answers to assist students with poor performing working memories.	Pre decided question posted before learning starts
De Bono's Thinking Hats	A way to get the student to think about a certain aspect of their learning (hats can be literal or metaphorical); Managing Blue - what is the subject? Information White - What are the facts? Emotions Red - intuitive or instinctive gut reactions. Discernment Black - using logic to be cautious and conservative. Optimistic Response Yellow - logic applied to identifying benefits. Creativity Green - statements of provocation and investigation.	6 multi coloured hats, or something that represents the colours
Peer Examination	Students design their own revision questions with correct answers to test each other.	Time, homework
Student v Teacher	Groups of students devise their own questions during a lesson to challenge/ask the teacher. This can then inform the next lesson's planning.	Paper and pens, group work
"Dear Teacher" postcards	Students write down what they are unsure of during the lesson on the back of a postcard. These personal gaps in knowledge can be used to see patterns in student understanding and inform planning the next lesson, etc.	Postcards

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Exemplar Answers	Models provided of 1 - 9 answers for students to use as marking criteria to grade their own work.	Examples of model answers and marking criteria
Basketballing	The teacher uses a soft ball to throw around as a vehicle to hit the same question about the class. This should encourage students to create more fully developed answers as a group.	Soft ball
Mini Dry Wipe Boards	A quick way for quizzes, recall and reviews to see who understands and who does not.	Boards, Dry wipe pens
4 Corners	Teachers display 4 keywords/images/shapes/colours in the four corners of the room. The teacher asks a question and the students travel to the corner in a multiple choice situation. This should lead to an immediate group discussion.	Symbols/key words for the corners of your room
Hot Seating	One student is in the hot seat and the others ask questions, if they cannot answer, the student who asked the question then moves into the hot seat.	Chairs grouped as an audience around a single chair
Class Poll	The teacher asks the students for their opinions or collects votes on an issue. Results are then displayed on the board as a starting point to a group discussion.	Ballot box, paper, display of results
Reflection/ Discussion Time DIRT	The students are explicitly given TIME to read your feedback in silence. Students will then discuss as a group the targets they received, if they agreed with them and peers can generate ideas about how they could meet agreed targets.	Marked books/work
Front View/Rear View	The teacher is mindful that feedback should describe where students are going, not what they have done.	
You, before I	Students always participate in peer assessment first, followed by self-reflection on the peer assessment.	

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Matching	The teacher lays out several pieces of work with a corresponding number of teacher assessments (on separate paper - which can later be stuck in). The students then work in small groups to ascertain which feedback goes with which book.	examples of work, marking on separate paper
Find the Fib	The teacher provides statements/images, etc for students to identify the odd one out. This activity can be extended by adding more options or having students work in pairs to create their own for their peers/teacher to be tested with.	Pre-printed images, whiteboard, paper & pen
Snow Balling	Students will develop concepts/vocabulary, etc, further by writing something on a piece of paper, scrunching it into a ball and throwing it to their peers. To add a competitive element, students could work in group (using the same coloured felt) and the group with the highest level comments get the point.	Spare paper, Felt tips
Keyword Bingo	Students have a pre-populated bingo card with definitions of keywords or concepts instead of numbers. The teacher acts as the bingo caller by calling out keywords/concepts.	Pre-made bingo cards
Spotlight	One student will speak about a specific point constantly for a minute to win a point for their team. If they make a mistake the team who spotted it steals the point.	*Group work
Whole/Part	Teacher creates a visual diagram that breaks down the parts of the whole of a topic/keyword/concept. Students fill in the diagram, labelling each part of the whole as well as commenting on what happens to the whole if each/a combination of parts are missing.	Pre-made diagram ready for students to complete
Penny for your thoughts	The teacher provides students with tokens/fake pennies/bits of cut paper at the start of the lesson which they lay out neatly at the edge of their desk. During discussion time, the teacher will take a 'penny' off a student each time they answer a question or make a point. This system allows the teacher to visibly assess who has been contributing and who needs to answer a question. The activity can be differentiated by the amount of 'pennies' you hand out to individual students and/or the level of thinking the question requires from the student.	Some form of tokens
Think, Pair,	Students work in pairs (for a clearly defined and visible amount	Consciously mixed

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Share	of time) to help each other generate ideas to a question that requires the generation of ideas or analysis of information/data. This should ALWAYS be lower/ higher ability pairings. The most confident student will then provide their answer to the group discussion.	ability seating plan
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Literacy, SEND and EAL Differentiation strategies

SLCN and MLD Strategies (Literacy and SEND)	Resources
Respond to what the student says, instead of how. Model good language in a passive way by repeating the correct language back casually.	N/A
Repeat language that was not initially understood.	N/A
Use concise language with minimum verbiage.	N/A
Use simplistic language when discussing new keywords/concepts.	N/A
Avoid the use of sarcasm.	N/A
Fully explain any idioms used.	N/A
Check SEN students' understanding of the tasks intermittently.	N/A
Praise students for correctly using keywords in context.	N/A
Do not speak until the class are silent.	N/A
State SEN students' names before asking them questions and ensure they are giving you eye contact.	N/A
Help the student to make links to prior learning.	N/A

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Emphasise the use of keywords with a slight stress when speaking or indicate break in syllables on the whiteboard to teach reading e.g. chem/ist/ry. Always provide an example of the word in the context of a sentence.	N/A
Use less complex sentences when giving instructions to the class.	N/A
Encourage the students to let you know if they do not understand, students with SLCN/MLD will not offer that information.	N/A
Provide processing time by pausing for 5 - 10 seconds after asking questions.	N/A
Provide word banks to allow students to participate.	Relevant word banks
Actively teach students with SLCN/MLD how to effectively listen in class using the 'Listen, Think, Hands Up symbols.	Listen, think, Hands Up symbols
Avoid becoming side tracked by interruptions coming from SLCN students and reinforce the task at hand.	N/A
Use visuals to help explain instructions, sequences and information.	Relevant images.
Use multi-sensory learning whenever possible (use sparingly with ASD students)	N/A
Reinforce auditory commands with non-verbal cues, gestures and directionality.	N/A
Provide 'talk time' during the lessons using the "Think, Pair, Share" technique.	N/A
Ensure that SLCN/MLD students are aware of the learning objectives.	N/A
Avoid the use of passive sentences.	N/A
Check that students understand the definitions of keywords. Do not expect students with SLCN/MLD to fully understand language you deem to be simplistic.	N/A
Provide students with options of connectives to assist them to extend their	N/A

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sentences.	
Encourage students with SLCNs to independently use strategies that they know work for them.	N/A
Have SLCN students write their keywords in their Student Planners and ask them to share them with their families. This will further embed new vocabulary.	N/A
Students should be encouraged to write down any questions they have so they can remember to ask them/give them something to contribute during class discussions.	Post it notes

EAL Strategies
<u>For beginners</u>
Give students a copy of the alphabet and initial sounds.
Make sure the student knows your name. Introduce yourself and write it down for him/her.
Involve the student in routine tasks such as giving out books and equipment.
Concentrate on communication rather than correction until the student is more confident with their English.
Wherever possible, include links within the curriculum to the culture and language of newly arrived students.
Identify the key vocabulary and language structures of the text/activity and build up subject glossaries in English.
Give list of key words at outset of lesson, or pre-teach.
Aim to present subject content in a more simplified form via <ul style="list-style-type: none"> • visuals, charts, photographs, maps • simplified worksheets

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- bullet points
- flow charts / matrix charts

Make good use of age-appropriate picture dictionaries.

For developing learners

Encourage the use of bi-lingual dictionaries to expand vocabulary, and to maintain specific glossaries.

Students may need specific teaching for note taking / extracting information from text / skimming and scanning

Lesson presentation – avoid long periods of “teacher talk” which have no supporting visuals for Students to use as a means of accessing content.

Give homework in good time to enable students to seek clarification of uncertainties.

For controlled assessments, coursework, extended writing or project-based work, provide simplified examples/layout sheets/writing frames etc. Be aware that Students may not fully understand the requirements or that this work is a % of final examination grades. Use a visual support where possible.

For revision purposes encourage students to develop/use their own models of:

- visuals / charts / photographs / maps
- simplified worksheets
- bullet points
- spider diagrams
- flow charts