



**Manshead**  
CE Academy

# **Support for Learning Handbook**

**As a team we will support all students to fulfil their full potential academically, socially and personally. Supporting each child and meeting their needs, we will guide them to lead a safe, healthy and happy lifestyle.**

## **2017 - 2018**

**"I will lift my eyes to the hills" Psalm 121**

## **Contents**

	<b>Page</b>
Introduction	2
Support for Learning: Team Vision and Aims	3
Support for Learning	4
Consulting with Parents and Students	5
Assessing and Reviewing Student Progress	6
Teaching Students with SEND	7
Accessing Enrichment Opportunities	8
Central Bedfordshire – The Local Offer	9
Support for Learning: Staff Referral Form	10
Teaching Strategies to help with Special Educational Needs:	12
Teaching Pupils with ADHD	14
Teaching Pupils with an Autism Spectrum Disorder	15
Teaching Pupils with Cerebral Palsy	16
Teaching a child with Dyscalculia	17
Teaching Pupils with SpLD (Dyslexia)	18
Special Types of Need – Dyspraxia	19
Teaching Pupil with Dyspraxia	20
Teaching Pupils with Hearing Problems	21
Teaching Strategies to help with Special Educational Needs – Teaching Pupils with Speech and Language difficulties	22
Managing Emotionally Disturbed Pupils	24

## **Introduction**

The contents of this handbook have been determined following consultations with all current members of the Support for Learning Team. The contents are subject to frequent and regular review, and are amended as necessary, particularly in light of the changes in pertinent legislation, the adoption of new initiatives, or the publication of OFSTED reports.

Inclusion is much more than SEND, gender or race, it is about ensuring our school is a safe place for every child to learn, grow and develop. Every adult is responsible for inclusion and to be inclusive we must ensure that we continue to emphasise and value individual differences. By doing this we must constantly drive our standards and expectations so that all pupils, irrespective of social or cultural background, disability, or difficulty in learning, succeed both academically and socially.

Key principles around inclusion at Manshead CE Academy:

- All children are entitled to receive a broad, balanced and relevant curriculum
- All teachers are teachers of pupils with SEND
- All children are educable and should be equally valued regardless of their needs
- All pupils at some point may require support at some point in their school career
- Support is deployed for a wide range of resources and individual needs; it doesn't just focus on the least able

As staff we have a key responsibility to:

- Commit to maximise inclusion and minimise exclusion
- Understand and respond to a variety of needs
- Develop, adapt and promote appropriate learning environments and teaching strategies
- Raise aspirations of all children
- Support children to overcome their individual barriers and achieve their full potential

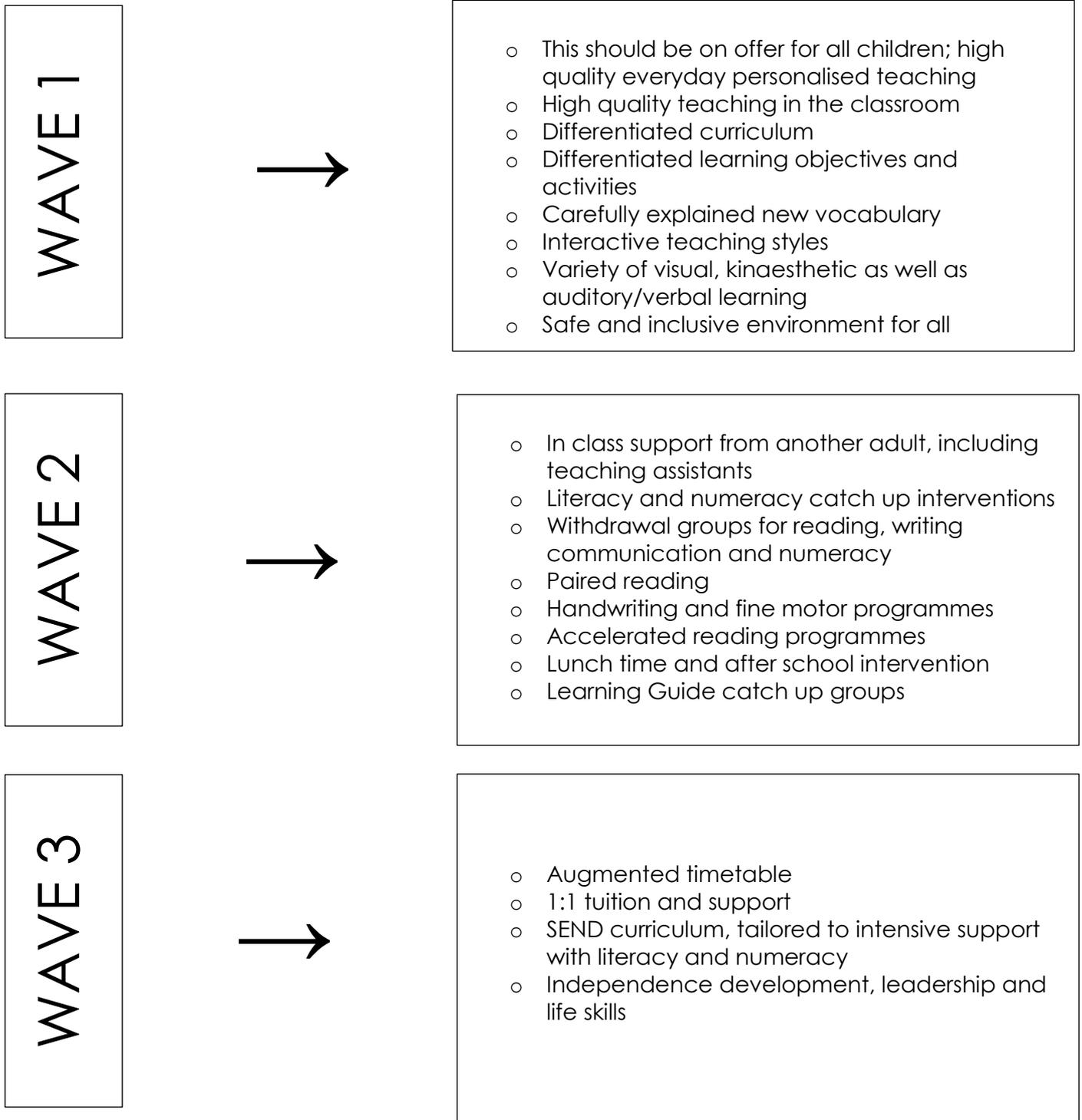
## **Support for Learning: Team Vision and Aims**

**As a team we will support all students to fulfil their full potential academically, socially and personally. Supporting each child and meeting their needs, we will guide them to lead a safe, healthy and happy lifestyle.**

1. Support all pupils according to their needs
2. Provide opportunities for pupils to achieve and flourish
3. Enable pupils to have a safe and positive school experience
4. Break down barriers to pupils learning
5. Support other colleagues in meeting the needs of pupils with special or additional needs
6. Provide pupils with life skills for them to go on and achieve in their future
7. Build confidence in pupils
8. Raise the aspirations of all pupils and their parents
9. Nurture those pupils with the highest needs and prepare them for adulthood
10. Prepare all pupils for post 16 and equip them with the skills, qualities, responsibilities and life skills to lead a healthy, happy and successful life

## Support for Learning

Support for pupils is based on a three wave approach:



## Consulting with Parents and Students

At Manshead CE Academy we consult parents of students with SEND and involve them in their child's education.

- Discussion reassessment
- Recorded Planning / Progress meetings
- Parent's Evenings
- Written reports
- Methods of communication: Meetings, letters, email and text
- SEND Reviews termly

At Manshead CE Academy we consult students with SEND and involve them in their education.

- Discussion reassessment
- Planning meetings
- Progress meetings
- SEND Reviews termly

Parents who have a concern regarding the provision for their child's SEND should contact the SENDCo via the Inclusion Administrator in the first instance. Should you remain dissatisfied your specific concerns should be addressed to the Headteacher.

**Contact us via our Inclusion Administrator who will liaise with the appropriate person at the Manshead CE Academy:**

Tel: 01582 679400 Extension: 261

Email: [inclusions@mansheadschoo.co.uk](mailto:inclusions@mansheadschoo.co.uk)

Please note: an email is the best form of contact.

## Assessing and Reviewing Student Progress

Assessing and reviewing student's progress towards outcomes:

At Manshead CE Academy we follow the **Assess / Plan / Do / Review** model for SEND, this will include:

- Teacher assessments
- Manshead School data collection
- Comparison with national data
- Teaching Assistant support
- Learning Mentor support
- Review meetings
- Written reports
- Additional interventions
- Request for LA involvement
- Access Arrangements
- Requesting an EHC Plan
- Requests for assessment from relevant outside agencies

### Preparing for the Next Stage

Supporting students in moving between phases of education and in preparing for adulthood:

As students prepare for adulthood, outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society. At Manshead CE Academy we facilitate this transition in the following ways:

- Transition arrangements
- Enhanced Transition packages
- Information sharing
- TAC meetings
- LA involvement
- CAFs
- Careers advice

## **Teaching Students with SEND**

All students with special educational needs, whether physical, intellectual, social or emotional, should, wherever possible, be integrated in mainstream school having access to appropriate educational provision to allow them to experience a broad and balanced curriculum. It is intended that such provision should enable them to fulfil their potential. We recognise that many students will have Special Educational Needs at some time during their school life. As a school we follow the SEND Code of Practice.

All students with SEND are taught a full range of subjects by teachers with training and experience of adapting lessons to make them accessible, but appropriately challenging, for all students. Students have access to all aspects of the curriculum unless otherwise stated in a published EHC plan. The quality of every teacher's provision for students with SEND is observed, monitored and challenged as part of the Manshead quality assurance processes and the teachers' annual performance management arrangements. Manshead provides regular training throughout the year to support teachers in addressing specific SEND ensuring that students receive 'quality first teaching'.

Teaching Assistants provide additional support in the classroom to help students access the curriculum. Special Access Arrangements may be put in place for examinations. Targeted students may access additional learning opportunities, our aim is to encourage and prepare all students to become independent learners.

### **Accessing the Curriculum**

Adaptations are made to the curriculum and the learning environment of children and young people with SEND.

### **ASC Provision**

Manshead School also hold an ASC Provision for Central Bedfordshire, for students on a Statement of Special Educational Needs, with significant difficulties in accessing the curriculum, without extensive personalised support. Application for a place in the Provision is ONLY via the Local Authority.

## **Accessing Enrichment Opportunities**

Students with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND, this will include:

- Support to access clubs
- Arrangements re: day /residential trips

Extra Curricula activities offered by the SEND Department:

- Lunch Club - We meet daily to help encourage appropriate interaction between peers, this is achieved through games (board games, Uno, Scrabble) and social activities such as origami. This is also a chance to do homework with support from the SEND team.
- Break time Club – Our support staff are available in the Study Centre.
- Homework Club – We meet on a Thursday after school for an hour in the Library, to support students with homework and class work. They have full access to the curriculum via the school portal.

### **Pastoral Support**

As well as the pastoral support offered by our team of Form Tutors and Heads of Year the SEND Department is committed to improving emotional and social development. This includes extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying.

Some of the following may be involved:

- Manshead CE Academy ethos
- Pastoral contacts
- Mentoring schemes
- Coping Strategies
- Raising Self Esteem
- Protective Behaviours
- Early Help Assessment
- Aspire Group Work
- Risky Behaviour Work
- Support for unstructured times
- Personal care provisions
- Counselling provision
- CAMHS
- CHUMS
- Student surveys
- Parent surveys

## **Central Bedfordshire – The Local Offer**

Please link to Central Bedfordshire's Local Offer:

<http://www.centralbedfordshire.gov.uk/children/sen-disability/local-offer/overview.aspx>

## **Manshead School SEND Policy**

Our SEND Policy (this will be updated in 2018) can be found on the Policies page

<https://mansheadschool.co.uk/policies/>

## SUPPORT FOR LEARNING – STAFF REFERRAL FORM

**To be given/sent to Inclusion Administrator**

DATE OF REFERRAL: \_\_\_\_\_

REFERRED BY: \_\_\_\_\_

Name of pupil	
Year / LG	
SEND status and need	

Please tick the box that relates best to your concern (you may tick more than one)

Literacy	
Numeracy	
Speech and Language	
Social communication and interaction	
Mental health and well being	
Physical impairment	
Behaviour	
Medical	
EAL	
Other	

Summary of your concerns:

Actions / adjustments / strategies used:

**To be completed by SENDCo**

DATE OF FEEDBACK: \_\_\_\_\_

NAME OF PERSON: \_\_\_\_\_

**Summary feedback**

Action required: Tick relevant boxes

Support with further differentiation and monitor progress	
Meet parents	
In class support	
SLT Intervention	
Pupil Passport	
Specific test to be carried out in school	
EP Referral	
Alternative provision referral	
CAF	
Augmented timetable	
On report to Head of Year	
SEND referral (Autism, SLCN etc.)	
Edwin Lobo referral	
CAMH referral	
Observation of learning in lesson	

**Detail of agreed action to be taken**

DATE: \_\_\_\_\_

SIGN: \_\_\_\_\_

# **TEACHING STRATEGIES TO HELP WITH SPECIAL EDUCATIONAL NEEDS**

## TEACHING STRATEGIES TO HELP WITH SPECIAL EDUCATIONAL NEEDS

What to look out for:

- The child can be overly passive,
- may be poor at understanding language/instructions,
- may have limited language to give instructions/communicate,
- doesn't seem to be able to control his activities or attention,
- has poor concentration, finds it hard to settle down and is always on the go,
- cannot remember things they should have learned
- is not good at organizing things,
- finds it hard to take part in anything requiring sustained effort
- may not wait for others,
- may not understand others' viewpoints,
- often acts without thinking,
- has difficulty following instructions or completing tasks,
- over reacts to emotional situations or show no emotion,
- may not understand that class instructions include them.

In Dyslexia, ASD and ADD, it is possible to have good learning in some areas, but show specific difficulties. Children who have significant problems in concentration and attention, without the over-activity are often described as ADD rather than ADHD.

As a school, we cannot and should not label children like this, since we do not have the power to diagnose the difficulty. This can only be done through referral to Educational Psychologists.

## TEACHING PUPILS WITH ADHD

- Try to seat pupils close to teacher and away from windows or doors.
- Try to sit pupil beside others who are good role models.
- Use worksheets which have broken the tasks down into simple steps.
- Try to alternate lessons, physical with sitting down activities.
- Set short, achievable targets and give immediate rewards on completion.
- Use large type and provide only one or two activities per page. Avoid any unnecessary illustrations.
- Keep classroom rules clear and simple.
- Give the child responsibilities; use him as a volunteer to write on board etc.
- Use praise and attention when behaviour is good.
- Maintain eye contact with the pupil during verbal instruction.
- Encourage the child to verbalise what is to be done, first to the teacher and then to himself.
- Use checklists for each subject which the child can tick on completion.
- Try to provide timetable of lessons or activities; children with ADHD like predictability. Have the timetable symbols on Velcro and when that activity is finished actually remove the symbol and place on the finished or done side. This gives a reminder of what has already happened and what is to come, it also allows for quick substitutions for the suddenlys. Build in a choice or two along the way to give the child some element of control.
- Use consistent routines for getting out and putting away equipment
- If child has a temper tantrum, remove him/her from class as quickly as possible. Remain calm, talking quietly. Do not let him/her see you are upset.

## TEACHING PUPILS WITH AN AUTISM SPECTRUM DISORDER

- Tell the child what should be done rather than what should not be done. e.g. Put your book in your schoolbag. (Rather than Don't put your book under the desk.
- Give the child an opportunity to explain things from his point of view.
- Use visual clues to help explain things, e.g. when it is time to get ready for P.E. you could show a picture(s) illustrating this. When giving instructions use simple language and keep them brief.
- Do not use sarcasm or idiom as the child will not understand it. e.g. Get your skates on! Is liable to cause confusion.
- Puppets or teddies can be used to encourage interaction. It might be easier for a child to communicate through them. Action rhymes can encourage eye contact or facial expression.
- You might also consider using a mirror in a one to one situation experimenting on making facial expressions and discussing what they mean.
- Children with ASD can become quite anxious and emotional and can throw 'tantrums'.

This can result in violent behaviour either towards self, others or equipment. It may be physical or verbal. Sometimes a soft play area is helpful if possible, or you could consider using a blanket to help calm child down. Chances of this happening can be reduced by warning him/her well in advance of any changes which are going to occur. Use humour when you see signs of distress to try and defuse the situation. You might consider asking him to walk up and down a corridor or similar to calm him down, with one of a 'circle of friends' if appropriate.

- For pupils who don't know what level of talking/shouting is appropriate, you could use a volume scale. Draw a scale, like a radio tuner with 0 to 10 on it; 0 being silent and 10 shouting loudly. You can use this to indicate how loud is appropriate at any one time

Some children with an ASD benefit from a very structured approach, e.g. tasks organised into colour-coded baskets which all necessary equipment. Once a task is finished the basket can be removed and the next one started. This helps because many children with an ASD cannot assess when an activity has been completed. TEACCH (involves *the use of visual schedules and work basket systems*) a method sometimes recommended.

## TEACHING PUPILS WITH CEREBRAL PALSY

- Children who find it difficult to communicate may express their frustration in bad temper or aggressive behaviour. This may mean keeping a note of what leads up to the bad behaviour; in other words, trying to establish the triggers.
- Try to keep the classrooms structured and keep the child aware of the pattern of the day

-you might use a picture timeline.

- Have a de-stressing area and teach child what to do if he/she feels angry and frustrated.
- Try to seat the child in an area of low distraction at least for some of the time. This could be made particularly attractive and could be made available to the whole class as an area where you go as a reward for hard work and good behaviour.
- Consult a physiotherapist or occupational therapist as to correct seating for the child.
- Allow him/her more space at a table as he/she will fidget more and this is likely to be annoying to those seated close.
- Lighting can affect some children with cerebral palsy. They may need to be seated in front of a light source so that there is no glare.
- Some children with cerebral palsy have poor memories. They may have short concentration span and difficulty in retaining new vocabulary. They may learn better from visual stimuli so it is useful to use picture clues for the main points of the lesson.
- Use reinforcement regularly and from lesson to lesson recalling previously learnt points.
- Chalk and talk is not the best way for children with cerebral palsy to learn. They learn best from sensual experiences, games and pictorial worksheets.
- Mind maps are good, as are songs and rhymes.
- Children with cerebral palsy can have difficulty with spatial awareness. As well as getting in other people's way it can cause problems with copying from the blackboard. If possible, get children to copy from paper with enlarged print and/or reduce the amount of writing necessary by using fill the blank activities, joining phrases, points etc.

## TEACHING A CHILD WITH DYSCALCULIA

- Don't expect the child to recite tables or other facts.
- Give him/her concrete reference materials wherever possible, e.g. a number square or calculator.
- Teach pupils to follow a given method with steps for problem solving.
- Provide wall charts/maths dictionaries etc. with maths language definitions.
- Put a list of numbers and their spellings on a prompt card.
- Make prompt cards with symbols and alternative names.
- Provide audio tapes of multiplication tables.
- Use headed columns for place value.
- Use arrows to explain direction of computation.

## TEACHING PUPILS WITH SLD (Dyslexia)

- Focus on what is done well and give praise and encouragement. Be wary of asking pupils to read aloud in a large class. If necessary for oral assessment etc. give them cue cards with small amounts of text rather than one long block of text.
- When marking tick the correct work- don't highlight all the mistakes. With older children a dot in the margin is a good way to indicate mistakes rather than using lots of red pen.
- Give written instructions for homework and in class, try to write instructions on board.
- Don't give out too much work at one time.
- If possible, consider other ways of recording work, e.g. tape recorders, diagrams, computer etc.
- Encourage the child to think what he/she has to do before starting and perhaps verbalise it to you.
- Display key words/subject vocabulary on walls; provide word banks.
- Provide photocopied notes; highlight or underline key phrases etc. Increasing the line spacing between rows of word may help. Try different fonts in word processed work, e.g. Comic Sans size 14/16 is reported to be quite successful with those who have SpLD: Even in 6th form where pupils are considered to be capable and relatively independent it is important to give them full sets of notes as they are not likely to be able to take notes and achieve full understanding at the same time. If possible provide the notes a day or so before the lesson so that the pupils can read them and be ready with questions; this can help where delayed processing is an issue.
- Provide support in form of frameworks for writing. The pupils may lack organisational skills. Mind maps and diagrams can be very helpful. These pupils may need longer than others to produce written work.
- Sometimes pupils with dyslexia find it hard to concentrate. Using a visual timetable/list of things which have to be done may help, e.g. *date*, *title* etc. when completing a piece of writing.

## **TYPES OF SPECIAL NEED - DYSPRAXIA**

- Often known as 'clumsy child syndrome'
- May be mild to severe
- Can affect speech
- Can cause child to have low self-esteem and later mental problems.

This condition is a lack of development in planning of physical movement and organization. The affected motor problems result in difficulties in academic learning and also in daily life skills.

This may be seen in delayed crawling, walking etc. They often have difficulty coping with multi- sensory stimuli and can feel pain from too much sound or visual stimuli. Children with dyspraxia often appear to be above average verbally and this can lead teachers to believe they are more competent than they actually are.

What to look for:

In school the child will usually have difficulties in handwriting, in physical education, in tying shoelaces etc. He/she may knock over or drop things easily. Getting all the items he/she needs out of his schoolbag can require a great deal of effort. The child can be of high/satisfactory ability in verbal skills but writing/gross motor skills can be very poor.

This child can appear to be lacking in concentration and motivation and 'lazy'.

## TEACHING PUPILS WITH DYSPRAXIA

- Try to ensure that the child is sitting in an upright position with both feet flat on the floor.
- If possible try to give him/her a sloping surface to write on.
- The child should be seated away from doors and windows where there might be distractions. He/she should be close enough to hear and see instructions given by the teacher.
- Use sheets with spaces for answers to reduce the amount of writing required.
- Use lined paper and if possible, attach it to the desk so that the child doesn't have to hold it in place while writing.
- Tasks should be broken down into small components
- Repeat verbal instructions several times and keep them simple. If possible, tape record them.
- Use different coloured pens for each line when writing on board.
- Avoid use of 'right' and 'left' and when giving directions try to name visually distinctive landmarks.
- Try to indicate when lesson is nearing completion.
- Indicate to the pupil that you will answer his/her questions but at an appropriate time, e.g. when the others have started; he/she needs to learn not to interrupt constantly.
- *Post-primary*
- Encourage use of lists and diaries to help pupil get organized.
- Try to offer alternatives to team games so that pupil isn't put in a position where he/she might 'let the team down'.
- Help child to remember where he/she are meant to be, i.e. use of written reminders or by encouraging a 'buddy' to partner him/her between classes etc.
- Ensure that instructions are clear and precise. Pupils with Dyspraxia don't always understand irony or sarcasm.
- Pupils can often be late because of difficulties remembering where they are supposed to be; praise punctuality but don't challenge lateness, just find out why.
- Teach mnemonics to help short term memory- this is a good exam technique for all pupils!

## TEACHING PUPILS WITH HEARING PROBLEMS

- Be aware of background noise.
- Make sure that you have the child's attention before starting to talk. Eye contact is important; with young children you may have to get down to their level.
- Speak clearly, naturally and do not shout.
- Face the child and maintain a distance between you of about 1 or 2 metres to allow for lip reading.
- Try not to cover your face or walk around while you are speaking.
- Repeat what other pupils say so that a deaf pupil who isn't facing them, can become part of the conversation.
- Avoid having your back to the window as it creates a shadow.
- Encourage other children to speak one at a time and to put their hand up before speaking so that a deaf child knows who it is.
- Don't talk and write on the blackboard at the same time.
- Get into the habit of reinforcing and clarifying things.
- Try to give homework at a quiet period of the day.
- Allow time to study visual aids or instructions before talking.
- Encourage all children to get into the habit of saying when they don't understand something.
- It might be useful to have your lesson notes written up to share with the classroom assistant working with a deaf child.
- It might be useful to encourage the support worker to take notes during the lesson for the deaf child.

## TEACHING STRATEGIES TO HELP WITH SPECIAL EDUCATIONAL NEEDS- TEACHING PUPILS WITH SPEECH & LANGUAGE DIFFICULTIES

- Auditory Processing Problems
  - Expressive Disorders
  - Receptive Disorders
  - (Elective) Mutism
- 
- Teach prepositions one at a time, perhaps using visual reinforcement.
  - Use gestures, repetition and choose words at the child's level of difficulty.
  - Talk to pupils as much as possible, using slower speech rate, shorter remarks, simpler sentences, repetition, exaggeration and gestures.
  - Choose questions carefully giving pupils opportunities to use language; how? Why? If- then ... Avoid closed questions with yes/no answers.
  - Encourage games which use the senses.
  - Play games that talk about making mistakes, then "fixing them". E.g. If I said "I want a baw" I would have to fix it and say, "I want a ball."
  - Reinforce self-corrections. i.e. if a child makes a mistake and corrects it himself, then praise him and say, 'Well done, you fixed that up by saying 'ball''.
  - Use labelled praise. E.g. "You read that well. I really heard the ch sound in cheese."
  - Make modelled corrections. E.g. child says, "Look at the bat cat". You respond by saying, "Yes, a black cat, a dark black one."
  - Don't ask the child repeatedly to say the correct word over and over. Just say it yourself several times so that the child will notice.
  - Verbalise thoughts and actions as they happen.
  - Use role play to give children opportunities to work in pairs where they take turns at being speaker and listener.
  - Encourage an atmosphere where children are not afraid to ask for clarification.
  - Try to find a 'buddy' for the child with speech difficulties - very often children can communicate better through each other.
  - Use carefully graded reading books. Oxford Literacy Scheme publish a list of commonly used books and have graded them according to difficulty.

## **Auditory Processing**

- Play listening games where children have to listen for the sounds around them. You could also record common sounds and ask children to identify them.
- In science use containers with different contents and get children to identify them by shaking.
- In music have children close eyes while teacher taps out a rhythm. Children can try to count the beats or can repeat pattern back.
- With closed eyes try to teach children to discriminate between near and far sounds, loud and soft sounds, high and low sounds.
- Play find the sound where a ticking clock or a music box is hidden.

## **Expressive Disorders**

- Teach vocabulary through examples and demonstrations.
- Keep instructions simple.
- Prepositions are best taught one at a time.
- Encourage children to speak by asking open-ended questions such as How? and Why?
- Verbalise actions as you do them.
- Have short role plays where child takes alternate parts in turn.

## **Receptive Disorders**

- Use gestures to help child understand your instructions.
- Talk to the child in short simple sentences.
- Encourage children to explore through their senses and talk about what they see, feel, hear etc.

## MANAGING EMOTIONALLY DISTURBED PUPILS

- If a child is in a potentially disturbing situation, try to remove him/her from it.  
E.g. If he/she is being confronted by another child in the class, divert his/her attention by asking him/her to fetch someone for you.
- Make sure all staff that are likely to be in contact with the pupil are aware of the problem and have an agreed strategy to deal with situations.
- Try to explain problem to peers and ask for their help in alerting you to potential problem situations.
- Introduce new work concepts very slowly and cautiously and give rewards regularly for success.
- Try to discover the interests of the child and build a sense of friendship through them.
- If the child does have a temper tantrum, do not confront him. If he/she is in danger of hurting himself/herself or others, he/she may need restrained. Try to put him somewhere he/she can be on his/her own.
- Encourage a pupil to indicate when he/she is feeling particularly upset. This could be done by drawing unhappy faces at particular stages of his/her work or in a daily record chart etc. Analysis of this might enable the detection of particular trigger factors.

### Reframing

This is a technique in which you change the viewpoint in relation to a situation which has been experienced. You are using the same facts to fit the situation. The idea is to help the pupil see a different aspect of a situation.

Examples:

When teaching, instead of pointing out particular children to answer a question, you might say, *"Now I wonder who will answer this question?"*

If a child is constantly out of his seat etc. you might say, *"Jimmy, you've got to choose whether you are going to sit down and listen or whether you will take some work into the classroom next door until we've finished this activity."*