



**ILKLEY GRAMMAR  
SCHOOL**

**A Specialist School in Science and Humanities**

# **Learning Support Department Handbook for Inclusion How Needs May be Met**

**2016-17**

**HOW NEEDS MAY BE MET DOCUMENT**

## **FOREWORD**

Ilkley Grammar School seeks to provide an environment in which each individual can flourish and fulfil his or her own potential.

Our commitment to students with Special Educational Needs continues to place them at the heart of the process, allowing them to be heard and to take part in the decisions about their education.

This document seeks to inform and address each student's difficulties and offer guidance as to how their needs may be met. Inclusion for us as a school and a community is vital. We aim to incorporate all students recognising their strengths and abilities.

Through Positive Behaviour we reward success, reaching all students. We continue to work on removing barriers to Achievement and strive to achieve the following aims.

- Remove barriers to learning by embedding inclusive practice in classrooms, clubs and activities.
- Raising expectations and achievement by developing our skills and strategies as teachers, sharpening our focus on the progress our students make.
- Delivering improvements in partnership with parents, students and the wider community.

We embrace all 5 strands of every child matters and work with other agencies to offer a co-ordinated approach. Education Bradford has seen our commitment to SEN as an exemplar model through this document which was featured in the first issue of Education Bradford's SEN update. It continues to have a high profile as the document supporting Inclusion.

The How Needs... documents are circulated to staff as i-books (year specific) at the start of the academic year. Regular updates are made to this and our skilled helper team support status. This information can also be accessed via the school SIMS system.

NB HNMBM advice is generated for School Action Plus and Statement students only. School Action Plus and Statements of SEN will be replaced in September 2015 by a 4 range model and Education and Health Care Plans.

Ms H Williams  
Headteacher

Mr J. A. Gutch  
Assistant Headteacher: Inclusion

Ms Beth Donkin  
Head of Learning Support

# SEN CODE OF PRACTICE

## The Graduated approach in the Secondary Sector

### Range 1 & 2 (formerly School Action)

When staff identify that a pupil has SEN – Subject teachers, in consultation with the Head of Learning Support and Key Stage Learning Support Coordinators devise interventions **additional to** or **different from** those provided as part of the school's usual differentiated curriculum offer:

- Subject and pastoral teachers remain responsible for working with the student on a daily basis and for planning and delivering an individualised programme.
- Head of LS/ Key Stage LS Coordinator could take the lead in:
  - Planning future interventions for the student in discussion with colleagues
  - Monitoring and reviewing the action taken
  - Ilkley Grammar School entry into “How Needs May be Met” communicates need and strategies to all staff.

### Range 3 (formerly School Action Plus):

- An ILP, Provision Map will be devised and individual target setting from curriculum areas advised.
- Head of LS, Student Support Managers, in consultation with parents, ask for help from external services.
- Teachers and Head of LS are provided with advice or support from outside specialists.
- Additional or different strategies to those at Range 1&2 (*School Action*) are put in place.
  
- Head of LS/ Key Stage LS coordinator should take the lead in –
  - Any further assessment of the child/ CAF meetings, Safeguarding issues and assessment for EHC Plans
  - Planning future interventions for the child in discussion with colleagues
  - Monitoring and reviewing the action taken
  - Working with partner colleagues from Education, Health, Social Care and the Voluntary Sector.

# GENERAL ADVICE FOR PUPILS WITH SPECIFIC LEARNING DIFFICULTIES/DYSLEXIA

**One way of looking at this is – “If a child cannot learn the way we teach, we must teach him the way s/he can learn”.**

The teacher needs to recognise that the SpLD or dyslexic child in the classroom has a different way of learning and therefore needs a different way of teaching.

**The main problems are:**

- (i) Poor sequencing skills;
- (ii) Poor auditory discrimination and memory;
- (iii) Poor visual discrimination and memory;
- (iv) Poor short term memory.

**Boost self-confidence**

- Not surprisingly most dyslexics have low self-esteem and lack confidence. You need to focus on their achievements and encourage their efforts. They really appreciate it if they feel you regard them as people, not just a problem.

**Marking work**

- When correcting work with very poor spelling, tick what is correct rather than drawing attention to the errors. For older children help them to proof read by ticking lines with no errors and placing a dot for each mistake in the margin.

**Visual clues**

- If the dyslexic child in your classroom has a poor short-term memory, make it less frustrating to everyone by limiting the number of verbal instructions. Back them up visually, e.g. by writing on the blackboard.
- Verbal messages will probably be forgotten, written notes home are more effective.
- Homework tasks will need to be written, if the child does this, it will need to be checked.
- Poor concentration span can be helped by having the child sit at the front of the class. The child may be able to see the blackboard better too.
- Make sure your writing is clear on both the board and work sheets.
- 

## SPECIFIC HINTS THAT COULD HELP

- Give work in small amounts so it seems possible rather than totally beyond the child's reach.
- As the child's reading and writing speed is probably slower than others in the class, can you take this into consideration by setting fewer questions?  
*Keeping the child in at break will not help the child.*
- Do encourage cursive handwriting style, linked to the printed form, so that a movement memory can be established.
- Do check on the child's writing position, the pencil grip, paper angle and general balance. If the children sit side by side, are the left handers correctly placed so as not to crowd the right handed neighbour?
- Do encourage the child to survey each task and think what has to be done before starting to write. It will help the child if they tell you what they have to do. Do ask the child about the outcome and to think about why it was successful or not.
- Do use multi-sensory learning techniques to link all the pathways to the brain in the learning situation. *Research shown this is the most effective way.*
- Do give the child extra thinking time, his retrieval system may be less than instant.
- Do encourage alternative ways of recording the child's work; use of tapes, diagrams, flow charts, computers and word-processors.
- Do you teach spelling rather than test it? Show how to build up regular words and use the *look, say, name letters, write, check* routine for others.
- Do understand that the problems will apply to all subjects. Maths particularly will need to be taught in very tiny steps.
- Please give strategies for remembering, mnemonics etc.
- It is highly likely that under stress the child's performance will be badly affected. Coping with examinations is a skill which requires preparation.

# ASC

## What is Autistic Spectrum Condition?

Autistic Spectrum Condition (ASC) is a neuro-biological dysfunction, the causes of which are still unknown. Evidence points to the fact that something, somewhere is going wrong with the developing brain.

### There is a combination of impairments in three crucial areas of development.

1. The ability to enter into relationships. Child/Adult relationships may be easier than peer relationships.
2. Socially impaired use of language. Poor understanding of what communication is about.
3. Lack of imagination along with a rigid perception of the world.

Although all 3 areas need to be present for a diagnosis of ASC, they may not all be as severe in every child. Each child is unique in how they present these impairments. These differing degrees of impairments plus the child's background, personality and school setting results in each child with ASC being very different.

### Children with ASC can present with a number of behaviours, which include:

- Difficulty in making friends/tolerating other people.
- Vulnerability, easily led into misbehaviour, prey to bullies.
- Egocentricity and lack of tolerance of others wishes and desires.
- Difficulties with language in social situations. Understanding of non-verbal body language is often impaired.
- Difficulties with work that involves creativity or imagination.
- They may have areas of special interests (obsessions) that dominate and interfere with everyday events.
- Difficulties with changes in routine, causing stress and anxiety.
- Problems becoming more pronounced in unstructured situations as breaks, lunch and corridor times. Therefore choice needs to be structured. Variety is not the spice of life!

Asperger's Syndrome describes some people with autistic spectrum condition whose intellectual ability helps them overcome or mask a number of behaviours described above. To the untrained eye, their use of speech can hide the fact that these children can have quite pronounced difficulties in communication, even though they have apparently good speech patterns. Although the impairments are subtle they can create very real problems in relationships for these young people as they move into adolescence and adulthood.

To summarise, people with ASC have difficulties putting themselves into someone else's shoes and recognising that other people have thoughts, feelings wishes and desires different to themselves.

If you think of dyslexia as word blindness, think of Autistic Spectrum as mind blindness.

# STRATEGIES AND TIPS FOR WORKING WITH PUPILS WITH ASC

## 1. Structure

- Free choice can cause anxiety
- Things must have a beginning, middle and a clear ending.
- The person must always know:  
Where do I have to be?  
What am I doing?  
How much do I have to do?  
When will I know I have finished?  
And what will I do next?

## 4. Consider Regular Planned Breaks

- Social situations are stressful.
- Classrooms are social places. Allow individuals time to unwind, follow their obsession or preferred task.
- Consider short breaks between clearly defined tasks to increase output if motivation is a problem.

## 2. Clear Rules and Consistency

- Check what has been understood by asking for repetition rather than saying do you understand?
- Using language that is clear, precise and concrete.
- Always forewarn:  
Tell the person what to expect.  
Give plenty of notice but a little is better than none.

## 5. Recognise Stress Triggers

- Avoid confrontations. Return to the problem after a period of time and everyone is calm.
- Do not crowd or lean over pupils if this is a problem for them. Seating may need to be considered. Near the door or at the back/front of the classroom may be preferable.
- Beware of overloading with information or using rapid questioning. Even able students may not be able to process long information sentences.
- Avoid ambiguities and explain 'figures of speech'.
- Teach turn taking and waiting skills. Large groups may be very difficult without support.

## 3. Do not Rely on Verbal Communications

- Put in writing, processing is slow and writing is there for longer!
- Use written plans and timetables to provide structure to the lesson.
- Use photos, symbols and drawings to scaffold learning and reinforce concepts.

## 6. When Teaching Skills

- Ensure you've got attention – begin with a name to focus him/her in.
- Do not assume the student is attending to you or that he knows class instructions include him/her. This may need teaching explicitly.
- Be explicit about what you will be talking about. Direct the student where to look.  
'At the board, poster, book etc'.

## FURTHER INFORMATION FOR SEN

### **ADD (Attention deficit disorder) / ADHD (Attention deficit hyperactivity disorder)**

ADD/ADHD refers to a range of problem behaviours associated with poor attention span. These may include impulsiveness, restless and hyperactivity, as well as inattentiveness, and often prevent children from learning and socialising well. ADD/ADHD is sometimes referred to as hyperkinetic disorder.

### **Irlens Syndrome**

Irlens Syndrome, also known as Scotopic Sensitivity Syndrome (SSS) is a type of visual perceptual problem but more specifically a problem with how the nervous system encodes and decodes visual information. Students with this difficulty see the printed page differently, distortions appear such as blurring, rivers forming. It affects reading, performance, behaviour, attention and concentration. Black text on white paper causes more problems! Coloured overlays are often prescribed after diagnosis to alleviate and correct printed text. Sometimes coloured lenses are prescribed and working on coloured paper can help.

### **Dyspraxia**

Dyspraxia refers to a range of difficulties in connection with co-ordination, balance, fine and gross motor skills, speech and language (pronunciation) and perception. Other difficulties can include planning and organisation, poor short term memory. This condition used to be known as “Clumsy Child Syndrome”.

### **Erbs Palsy .....we don't have anyone with this now what about PDA etc??**

This condition arises from difficulties during delivery of the baby. Often minutes away from Cerebral Palsy, i.e. head delivered, the baby is pulled with considerable force to reduce the risk of brain damage through lack of oxygen. This often results in damage to the neck, shoulder and arm and permanent nerve damage ensues for life. The result is restricted movement and disability of the arm and shoulder. This can be painful and cause gross/fine motor difficulties.

### **Key Websites for SEN and Inclusion:**

[www.dyspraxiafoundation.org.uk](http://www.dyspraxiafoundation.org.uk)  
[www.education.gov.uk](http://www.education.gov.uk)  
[www.ngfl.gov.uk](http://www.ngfl.gov.uk)

[www.addiss.co.uk](http://www.addiss.co.uk)  
[www.oasis.co.uk](http://www.oasis.co.uk)  
[www.hesleygroup.co.uk](http://www.hesleygroup.co.uk)

[www.sendgateway.org](http://www.sendgateway.org)  
[www.teachernet.gov.uk](http://www.teachernet.gov.uk)  
[www.irlens.co.uk](http://www.irlens.co.uk)

## Primary and secondary codes for students with an SEN status

BESD	Behaviour Emotional & Social Difficulties
SpLD	Specific Learning Difficulty
MLD	Moderate Learning Difficulty
SLD	Severe Learning Difficulty
PMLD	Profound & Multiple Learning Difficulty
SLCN	Speech, Language and Communication Needs
HI	Hearing Impairment
VI	Visual Impairment
MSI	Multi-Sensory Impairment
PD	Physical Disability
ASC	Autistic Spectrum Condition
OTH	Other Difficulty/Disability

## Personal Best Codes

<b>H</b>	Homework
<b>B</b>	Behaviour
<b>E</b>	Equipment
<b>W</b>	Work