

CURRICULUM POLICY FOR LEARNING SUPPORT (SEND): Identifying, assessing, and providing for students with learning difficulties / disabilities and special educational needs

Policy reviewed by PSK 13/12/022, reviewed every 2 years or earlier due to legislation.

This policy has been impact assessed by Paul Kelly in order to ensure that it does not have an adverse effect on race, gender, disability or equality.

The aim of this policy is to ensure that we raise the achievement of all our children, regardless of their needs, ability, social backgrounds or ethnicity.

INCLUSION MEANS:

- all children have a sense of belonging to their community
- all children are educated within their own communities unless there are compelling reasons to do otherwise
- everything possible is done to minimise barriers to children's learning; at the earliest opportunity personalised provision will be supported to enable all children to achieve their full potential
- parents and carers will be active participants in the decisions affecting their child's education
- children's views are actively sought at all stages of their education

RATIONALE

Our aim at Phoenix Academy is to value the individuality of all of our children. We are committed to giving each child at our school every opportunity to achieve the highest of standards, to cultivate an attitude of caring for learning and enabling the opportunity for every student to shine. This policy helps to ensure that this happens for all the children in our school – regardless of race, religion and belief, cultural background, linguistic background, gender, SEN or disability.

We aim to give all children at Phoenix Academy the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of students to ensure that all students are achieving to their potential. We also make ongoing assessment of each child's progress and teachers use this information when planning their lessons. It enables them to take into account the abilities of all children.

We expect our staff to ensure that children:

- feel secure and know that their contributions are valued.
- appreciate and value the differences they see in others.
- take responsibility for their own actions.
- are taught in groupings that allow them all to experience success.
- use materials that reflect a range of social and cultural backgrounds, without stereotyping.
- have a common curriculum experience that allows for a range of different learning styles.

- have challenging targets that enable them to succeed.
- are encouraged to participate fully, regardless of disabilities or medical needs.

This policy should be read in conjunction with the Staff Handbook (Staff only) and the following school policies:

- Equal Opportunities
- Accessibility
- Behaviour
- Anti-Bullying
- Safeguarding (Child Protection)
- Special Educational Needs
- Most Able

It has been written to comply with the statutory requirement laid out in the new Special Educational needs and Disability (SEND) Code of Practice 0 – 25 (July 2014) and has been written with reference to the following guidance and documents:

- Children and Families Act 2014
- Equality Act 2010: Advice for schools DfE (February 2013)
- The Equality Act in Schools 2014
- Special Educational needs and Disability (SEND) Code of Practice 0-25 years (July 2014)
- Special Educational Needs and Disability Regulations 2014
- Supporting Students at school with Medical Conditions (September 2014)
- Schools SEN Information Report Regulations 2014
- Statutory Guidance on Supporting students at school with medical conditions (April 2014)

INTRODUCTION

Children and young people have a **learning difficulty** if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools
- c) are under compulsory school age and fall within the definition at a) or b) above or would do so if special education was not made for them.'

Children and young people must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Children and young people who are **most able** have one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities). They are likely to present themselves to in one or another of three groups:

- Those whose outstanding ability is so evident (and in some cases linked with behaviours that cause difficulties in the classroom), that teachers seek to develop specific strategies to cope with their high ability,
- A much larger group of children with high levels of ability and achievement
- Children with high levels of ability, but who are not achieving at a high level.

Most Able students can have/be:

- Good all-rounders
- High ability in one area only
- Of high ability but with low motivation
- Of good verbal ability but having poor writing skills
- Very able with a short attention span
- Very able with limited interpersonal skills
- Keen to disguise their abilities
- SEN (i.e., children on the Autistic spectrum)

This area covers the following categories:

Exceptionally able: learners who have the ability to excel in any discipline. It refers to those students who consistently achieve higher than the average in many areas of the school curriculum.

Gifted: learners who have the ability to excel academically in one or more subjects in the statutory curriculum other than art and design, music and PE.

Talented: learners who have the ability to excel in practical skills such as sport, Music, Drama, leadership, artistic performance, or in an area of vocational skill.

In all cases, the achievement is in relation to the rest of the class and identified students may well change over time. Some have the potential to be high achievers but, for some reason, may not at present be at that level.

OBJECTIVES

The school will:

- Plan and deliver lessons that personalise learning and meet the needs of all students
- Ensure that all those teaching or working with a child named in an EHC plan, are aware of the pupil's needs and that arrangements are in place to meet them.
- Value and build on prior learning
- Plan ahead to identify potential barriers to learning and make reasonable adjustments to ensure that all students are achieving and participating fully in every aspect of school life
- Where appropriate use the Common Assessment Process (CAF) to support early intervention for children and their families
- Ensure that exceptionally able students receive appropriate recognition, support and challenge.
- Use a variety of teaching and learning approaches and access strategies to enable all students to learn effectively
- Constantly monitor and evaluate student progress
- Monitor and eliminate all forms of discrimination, harassment and bullying
- Value and respect the linguistic, cultural and religious diversity which may exist in our school and in our wider community
- Use systematic encouragement and specific praise
- Listen to students' views and encourage independence and self-assessment
- Promote the social and emotional skills of all learners
- Accelerate and expand learning wherever possible
- Exploit the potential of ICT and other learning resources
- Use staff development to embed good inclusive provision across the school and in every classroom
- Work in partnership with parents and ensure effective communication and access to good information and advice in supporting their child's education

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- Do all our children achieve as much as they can?
- Are there differences in the achievement of different groups of children?
- What are we doing for those children who we know are not achieving their best?
- Are our actions effective?
- Are we successful in promoting racial harmony in preparing students to live in a diverse society?
- Do we provide every opportunity for all our students to have a participatory role in every aspect of their school life?

Teachers respond to children's needs by:

- Providing support for children who need help with communication, language, literacy and other curriculum area.
- Developing the students' understanding through the use of visual, kinaesthetic and auditory methods as well as varied other experiences.
- Planning for children's full participation in learning, including physical and practical activities.
- Helping children to manage their behaviour through stepped strategies and to take part in learning effectively and safely.
- helping children to manage their emotions, particularly trauma or stress so that they can take part in all aspects of learning
- Helping children who are from a vulnerable group by providing the relevant support, this could be one to one tuition.

ROLES AND RESPONSIBILITIES

Inclusion is a team effort. The Head of Learning Support has a strategic role in co-ordinating inclusive provision for identified groups of pupils and in implementing and monitoring this inclusion policy.

The following staff have key responsibilities:

- Head of Learning Support – Paul Kelly
- Designated Safeguarding Lead – Gena Areola
- Deputy Designated Safeguarding Lead – Paul Kelly
- Designated Teacher for Children Looked After – Paul Kelly

The Head of Learning Support is responsible for:

- overseeing the day-to-day operation of this policy
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other staff
- helping staff to identify pupils with SEND and those children who fall into the vulnerable groups
- carrying out detailed assessments and observations of pupils with specific learning problems

- co-ordinating the provision for pupils with SEND and those who fall into the vulnerable groups
- supporting class teachers in devising strategies, drawing up Individual Education Plans (IEPs), setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEN and on the effective use of materials and personnel in the classroom
- liaising closely with parents of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- maintaining the school's SEND and vulnerable children register and records
- assisting in the monitoring and evaluation of progress of pupils with SEND and those who fall into the vulnerable groups through the use of school assessment information, e.g., class-based assessments/records, end of year assessment
- contributing to the in-service training of staff
- managing the deployment of support staff
- managing the day-to-day operation of this policy
- liaising with colleagues and planning interventions for those at risk of underachievement
- supporting and advising colleagues
- overseeing the records of all children with SEND
- acting as a link with parents
- acting as a link with external agencies and other support services
- managing a range of resources, both adults and material resources, to enable appropriate provision to be made
- **evaluating** the effectiveness of the provisions (and advising on adapting or changing strategies if they are not working)
- writing the Annual EHCP Reviews for children with an EHCP
- supporting teachers to write IEPs
- reporting to the Head Teacher and Governing Body; ensuring that they are aware of effective practice within this field and regularly seeking to improve own knowledge through published and web-based sources
- exemplifying effective inclusive practice and advising staff on inclusive teaching and learning approaches and access strategies
- initiating the common assessment process (CAF) where it would be beneficial for a child and their family, in consultation with the Head Teacher,
- supporting smooth transfer and transition between Learning Centres or Year Groups
- collaboratively planning and/or leading staff development meetings and updating staff on new initiatives

The Head Teacher is responsible for:

- The management of all aspects of the school's work, including provision for pupils with SEND.
- Keeping the Board of Governors informed about SEND issues at regular Board of Governors and Education Committee meetings.
- Meeting regularly with the Head of Learning Support to ensure that the provision for the children is in place.
- Working closely with the SEND personnel within the school.
- Ensuring that the implementation of this policy and the effects of Inclusion

- Policies on the school as a whole are monitored and reported to governors.
- Ensuring that the statutory SEND information is displayed on the school website.
- Initiating and overseeing the development and regular review of the Inclusion Policy
- Establishing a whole school strategy for inclusive education which includes the views of all groups of learners.
- Checking the quality of teaching and learning in partnership with the Deputy Head Teacher and Head of Learning Support.
- Keeping the Board of Governors fully informed about inclusion
- Establishing effective systems for safeguarding pupils.

The Governing Body will check that:

- SEND provision is an integral part of the School Development Plan.
- The Head Teacher ensures necessary provision is made for any pupil with SEND and those who fall into vulnerable groups.
- The Head Teacher ensures that all staff are made aware of the need to identify and provide for pupils with SEND.
- Arrangements are made for a pupil with SEND to join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils.
- They have regard to the requirements of the SEN Code of Practice (2014) and any future legislation and guidelines issued by the Government.
- They are fully informed about SEND issues, so that they can play a part in school self-review.
- The quality of SEND provision is regularly monitored.
- The Head Teacher ensures that all governors are aware of the school's SEND provision.
This policy and the Equal Opportunity and Accessibility Policies are regularly reviewed.
- Where appropriate the school is supporting the parents of different pupil groups

Supervisors and Other Teachers are responsible for:

- Including pupils with SEND and those who fall into vulnerable groups in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the Head of Learning Support for advice on assessment and strategies to support inclusion.
- Making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEND and those who fall into the vulnerable groups.
- Involving and giving feedback to parents of pupils with SEND and those who fall into the vulnerable groups.
- Sharing their planning and pupils' targets with support staff.
- Utilising a range of teaching strategies to match pupils' preferred learning styles.
- Using appropriate assessment to measure and monitor the progress of all pupils.

Monitors, Teaching Assistants and Learning Support Assistants should:

- Be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND and those who fall into

vulnerable groups.

- Use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

An Inclusive Curriculum

In order to ensure that inclusive strategies are used to secure curriculum access and to offer a broad and balanced curriculum to all pupils, the school has regard to the following three key principles for planning and teaching:

- Setting suitable challenges
- Responding to pupils' needs
- Overcoming potential barriers for individuals and groups of pupils

We aim to ensure that teachers and teaching assistants know how individuals learn best and wherever possible adopt a range of multi-sensory teaching and learning approaches across the curriculum to secure interest and motivation. Appendix 1 includes strategies for supporting students with SEN.

Assessment, Identification and Provision

The school understands the importance of early identification and that early effective provision will have long term benefits affecting the outcome of the child.

- The school uses a range of performance measures including teacher assessment and PACE test results to monitor and review the progress of all children. This information is used to establish pupil needs, identify underachievement and to ensure the effective targeting of resources to support these groups. The data is also used to review the impact of interventions and targeted support.
- Work samples, questioning, dialogue and observation provide further evidence to inform planning and teaching.
- Pupils are given effective feedback orally and in writing against learning objectives and success criteria and are involved in peer and self-assessment to help them to know what can be improved and how that improvement could be made.

Arrangements for Monitoring and Evaluation

The success of the school's inclusion policy and provision is evaluated through school self- evaluation and reporting activities such as:

- Monitoring of classroom practice by the Head of Learning Support and subject coordinators.
- Analysis of pupil test results for individual pupils.
- Review of the SEN policy.
- The school's annual SEND review, which evaluates the success of the policy and sets new targets for development.
- The school development plan, which is used for planning and monitoring provision in the school.
- Feedback from parents and staff, both formal and informal, following meetings to produce IEPs and targets, revise provision and celebrate success.
- SEND being a standing agenda item at all education sub-committee meetings and will be reported at the full Governing Body meetings through sub-committee reports, which are then discussed as necessary

STRATEGIES FOR SUPPORTING STUDENTS WITH SEN

Taken from Strategies for Supporting Students with Sen by City of Bradford MDC

This information provides support for staff in identifying classroom-based strategies, which may be useful in meeting students' needs within their studies. It does not pretend to provide all the answers and avoids suggesting that there is only one strategy which may work.

Instead, it represents a range of strategies which staff can consider and then use those which are most relevant to the subject content, their own teaching style and the student's immediate needs.

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- Students with specific learning difficulties (e.g., dyslexia)
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- Students with handwriting difficulties
- Students with a hearing impairment
- Students with memory difficulties
- Students with poor concentration
- Students with organisational difficulties
- Students with emotional and behavioural difficulties
- Students with low self-esteem
- Students who need attention
- Students who need to be in control
- Students who feel helpless

STUDENTS WITH GENERAL LEARNING DIFFICULTIES

Students with learning difficulties:

- have difficulty acquiring basic literacy and numeracy skills.
- may have their speech and language development delayed in comparison to the majority of their peers.
- will acquire and retain new concepts and ideas slowly.

Implications for Classroom Practice

- Lessons may need to be broken down into small steps.
- Written text and spoken language should be appropriately differentiated to take into account the student's learning difficulties.
- Teaching should be based on everyday experiences that the students will readily understand.
- Key concepts and vocabulary need to be revisited and reused.
- Students should be encouraged to present information in a variety of ways.
- Effort and success should be recognised and reinforced by rewards and praise.

Recommendations to Support General**Learning Difficulty: Reading:**

- Consider the possibility of paired reading at home to develop confidence.
- Maintain a reading record book that monitors the student's miscues and records phonic errors in word families.
- Encourage the student to expand his reading.
- Give technical vocabulary prior to the introduction of topics.
- Consider the readability of the text.
- Ensure that key vocabulary is recorded for the student before reading a text.
- Differentiate texts: with textbooks check the length of sentences and the number of polysyllabic words.
- Draw the student's attention to important sources of information other than the prose, e.g., maps, diagrams and photos.
- Simplify instructions, summaries or diagrams which accompany written tasks.
- Teach study skills, i.e., ways of extracting information, e.g., highlighting and word matching, spider diagrams sequencing, highlighting and prediction.

Spelling:

- Ensure that the student is using a multi-sensory method to learn spellings: read the word say the letters aloud, cover the word, write the word saying the letters aloud, and check the word.
- When learning spellings at home encourage the student to learn the spellings using the multi-sensory method and to check the words again 10 minutes later to ensure that the words go from the short term to the long-term memory – ensure parents are aware of this method.
- Identify high frequency words being misspelt and proofread these.
- Encourage the student to proofread approximately 3 new words each week.
- Ensure that the student is recording own high frequency word errors.
- Use a range of ways of learning to spell words

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Writing:

- Record the steps to complete a piece of work where it can be seen by the student.
- Give explicit directions for setting work out.
- Give detailed support with planning structures.
- Encourage a variety of ways of representing information to aid processing, e.g., cartoons, pictures, diagrams.
- Give extra time to take account of slower rate of reading and writing.

STUDENTS WITH SPECIFIC LEARNING DIFFICULTIES

Students who have specific learning difficulties may experience any of the following problems:

- Poor fine motor co-ordination which will result in untidy handwriting and presentation of work.
- Poor working memory, both visual and auditory, which will affect their ability to follow instructions, take down dictation, and copy text from either book or board, learn spellings or tables.
- Poor organisation which will affect their ability to remember books or equipment, what homework they need to do and how to organise their thoughts into written work.
- Poor sequencing skills which can affect their ability to learn tables or spellings.
- Typically, they are students who learn some things easily while other aspects of their work present them with persistent difficulties.
- They will often be able to make valuable contributions to class discussions but find it difficult to present those ideas in the written form.
- Written work will often take these students much longer to complete than a similar piece written by their peers or be incomplete.
- The completed work often has a significantly restricted vocabulary when compared to the student's oral vocabulary. These problems can lead to frustration, poor self-image and sometimes result in behaviour problems.

Implications for Classroom Practice

- Where there are fine motor problems encourage the use of ICT.
- Recognise that effort will not reflect output. Work may often be incomplete, or when complete, may be the result of substantial extra time and effort on the student's part.
- To avoid unfinished work, help the student to complete core elements of the work.
- If copying from the board or dictating, allow the student additional time and speak more slowly to accommodate the student with a short working visual or auditory memory.
- Use techniques which require greater interaction with the text but require less recording, e.g., cloze, sequencing or prediction tasks.

*A **cloze test** (also **cloze deletion test**) is an exercise, test, or assessment consisting of a portion of text with certain words removed (cloze text), where the participant is asked to replace the missing words. Cloze tests*

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require the ability to understand context and vocabulary in order to identify the correct words or type of words that belong in the deleted passages of a text.

The PACE system works well for students with SEN because it regularly uses this method throughout the curriculum.

- If a student reads very slowly then encourage them when researching, to read the first and last sentences of a paragraph before deciding whether they need to read the paragraph in detail.
- Ensure that the student makes good use of his student diary/planner and records sequences of instructions and information to support their poor auditory memory. Clear, written notes of homework set, date due in and equipment needed next lesson, are essential.
- Encourage the use of planning activities before writing begins, e.g., concept maps, Key words, flow charts and writing frames. These techniques will help the student organise his or her ideas and reduce the need for re-drafting.
- Emphasise how indexes, chapter headings, words in bold type, pictures and diagrams can provide quick ways to identify information that is required from a text. *Again, this is a key concept within the PACEs.*
- Try to access as many different memories as possible (visual, auditory, kinaesthetic - see it, hear it, write it or draw it) to give the student the maximum opportunity to learn new vocabulary.
- Ensure that there are regular opportunities to reuse/recap key concepts and vocabulary to help compensate for poor memory. *Again, this is a key concept within the PACEs.*
- Praise and reward effort and achievement.
- It can be helpful to enlarge text, cut a text into paragraphs or cover some of the text to reduce the amount of text that the student needs to focus on.
- Some students find blue or green paper for photocopied information helpful.
- When making notes on a board divide the board to aid word recognition.

Recommendations for Specific Learning Difficulties

Reading:

- Use Directed Activities Related to Text (DARTs) activities to encourage higher order skills particularly close and sequencing which will help in the predicting of outcomes. *DARTs are activities which get students to interact with texts. Their aim is to improve students' reading comprehension and to make them critical readers. They can be done by individual students or in groups. DARTs can be divided into two groups: reconstruction activities and analysis activities.*
See APPENDIX 2. Again, this is a key concept within the PACEs.
- Encourage shared paired reading to develop fluency and understanding and to maintain enjoyment.
- Paired reading may also be useful to enable reading at a higher interest level.
- Give technical vocabulary prior to the introduction of topics.
- Texts may need to be differentiated.
- Teach study skills, i.e., ways of extracting information, e.g., 5-point plan, highlighting and word matching.
- Encourage personal reading and keep a record to highlight any words that need

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reinforcement.

- Encourage the student to record their reading. The student then plays it back to check for accuracy.

Spelling:

- Use a supportive marking policy which identifies high frequency words that need learning.
- Ensure that a student is using a multi-sensory method to learn spellings - read the word, say the letters aloud, cover the word, write the word saying the letters aloud, check the word.
- Encourage proof reading; encouraging the student to identify words he thinks are wrong.
- When students are learning to proofread encourage them to identify 3 miscues only.
- Record into a personal spelling book and proofread for these.
- Where possible use the student's own errors for developing word families - which then becomes a list for the student to learn.
- Continue using a spell checker at the proof-reading stage.
- Encourage the student to establish and maintain a personal spelling dictionary.
- Encourage the use of cursive handwriting to learn letter strings and word families.

Writing:

- Provide a word list to support free writing.
- Use planning and writing frameworks.
- Allow time for discussion with scribing as appropriate.
- Allow modified or limited outcomes.
- Allow represented materials, e.g., lists, charts, flow diagrams, cartoons.
- Encourage vocabulary extension and spelling correction at the planning stage.
- Use pair work with one partner writing.
- Give extra time to take into account the student's slower rate of reading and writing.

Handwriting:

- Check pencil grip, the student may benefit from using a triangle to correct hold.
- Encourage larger cursive writing.
- If writing is slow, encourage the development of keyboarding skills.
- Give a range of ways of representing large chunks of information. For example, storyboards, re-sequencing activities, writing frames, cloze procedure and multiple choices.
- Use scribing to ease frustration if appropriate.

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Students with Hearing Impairment

This is usually a permanent hearing loss of the high frequencies or tones.

People with high frequency loss:

- May not hear some of the consonants, such as 's'. Consonants provide the intelligibility of speech.
- The severity of the problem depends upon which tones are affected. This type of hearing loss cannot always be helped with hearing aids; again, this depends upon which frequencies need amplification.
- A high frequency hearing loss can cause misunderstanding or mishearing, even though the student appears to be hearing normally because he or she responds to speech.
- It may also cause the student to make spelling and grammatical errors, such as omitting verb and plural endings.

Recommendations to Support Students with Hearing Impairment

- Use a normal voice. Do not shout or exaggerate speech.
- The student may need to supplement hearing with speechreading, so ensure that he or she is seated in a favourable position, i.e., towards the front and to one side, in such a position that the light falls on the speakers' faces and not in the student's eyes.
- The student will also need to speech read classmates if there is evidence of mishearing other students' responses, repeat their contributions.
- Try not to speak behind the student with the hearing loss.
- Remember not to speak whilst writing on a board - the student cannot speech read from behind.
- Visual clues, such as pictures, diagrams, key words on the board, all help to reinforce the spoken word.
- Be aware that a student with a high frequency loss may have difficulty following recordings or television programmes. Some priming with key words beforehand may be very helpful.
- Students learning a foreign language may find recordings particularly difficult to listen to.
- Give clear instructions and check for understanding.

Students with Weak Auditory and/or Visual Memory

Recommendations to Support Students with Weak Auditory and/or Visual Memory

- Multi-sensory presentation of information.
- The students will learn best in small steps with frequent review of the key points.
- Encourage small group reinforcement of key points.
- Reduce the amount of copying of information from a board.
- Give low key adult support as necessary.
- Encourage the student to use his homework diary and general workbook as a

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planner.

- Provide routine support for key sequences e.g., months of year, days of week, and tables by recording these for reference in the student's general workbook.
- Write the key steps for the lesson on the board.
- Present the structure of the lesson at the beginning.
- When the working memory is limited give aural information in short chunks.
- Encourage the student to develop a picture dictionary each lesson to support understanding and memory of subject specific vocabulary.
- Encourage the student/class to build up a concept map of a topic over a period of weeks to enable connections to be drawn.
- Look for times when a student is off task or distracted since this may be a signal that he has not heard or recalled instructions given earlier.
- Repeat verbal instructions slowly and ask the student to repeat them to a peer.
- Be aware that a student with memory difficulties can easily become frustrated.
- For students with visual memory problems give the student small amounts of visual information at a time by covering part of a page with paper.
- Highlight or underline vital information and instructions.

Students with Poor Concentration Skills

Recommendation to Improve Concentration Skills

- To finish tasks within allotted time, give 10-minute checks, i.e., outline amount of work you expect student to complete in this time and check.
- Give praise/rewards for completion of tasks.
- Use student self-monitoring for certain lessons to identify whether work is being completed on time.
- Provide regular feedback on performance in class.
- Ensure eye contact when giving key instructions to these students.
- Ask student to repeat instructions/explain their understanding of a concept to a peer or teacher.
- Ensure that the student is sitting away from distraction, e.g., Traffic areas, materials.
- Work at availability/positioning of equipment which may distract.
- Give cues that vital instructions are about to be given.
- Ensure that the student is sitting in a suitable position in the classroom, close to teacher, with easy eye contact.
- Ensure that there is a quiet area where the student may work.

Students with Organisational Difficulties

Recommendation to support students with organisational difficulties

- Establish clear routines for handing in work.
- Establish a folder for keeping ongoing work in.
- Ensure that the student is given sufficient time to record homework, preferably not at the end of a lesson.
- Have established classroom routines.

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- Ensure that the student has access at home to his timetable and has a list of any materials that he may need each day.
- Reduce the number of worksheets which are used by the student or establish clear routines for their storage.

Students with Social Emotional and Behavioural Difficulties

Students with social emotional or behavioural difficulties exhibit behaviours which make it difficult for them to function effectively at school or disrupt the education of other students. Students may be withdrawn, have low self-esteem, exhibit anti-social, or uncooperative or aggressive behaviour.

Many students with social emotional and behavioural difficulties have special needs as great as those with a more obvious disability and therefore need special help.

They desperately need to develop a sense of worth before they can benefit from their education. Underneath, these students want to be liked, accepted and to feel successful. In many cases such students also experience significant difficulty in acquiring basic literacy and numeracy skills and often function at a frustration level and therefore feel that they fail all the time.

Implications for Classroom Practice:

To raise the achievement of students:

- Make sure that work is at the right level so students can succeed.
- Take an interest in the student as an individual.
- Use humour to create a positive classroom atmosphere.
- Avoid confrontational situations - reprimand in private wherever possible, avoid sarcasm.
- Tactically ignore some unwanted behaviour while praising even small successes.
- Focus on the behaviour not the child's personality.
- Use school and year group reward systems.
- In addition to the reward system, it might help to use a contract and/or special rewards for individual students.
- Ensure targets are very specific.
- Discuss problems with other staff, supervisors, & monitors.
- Praise is often more effective in private or can be a series of unobtrusive signals - thumbs up, wink, nod.
- Set ground rules in the classroom so students know what is expected of them, be prepared to remind frequently.
- Emphasise the positive, individual praise for good behaviour as well as good work.
- Be fair and consistent, don't make idle threats.
- Target specific behaviour (e.g., calling out). Don't expect to put everything right at once - progress will be slow.
- Be sparing with punishment - they rarely work and can be counterproductive.
- Notice and respond positively to students' good behaviour.

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Recommendations to Improve Behaviour

- Give direct modelling of acceptable behaviour and suggest alternative ways of dealing with a situation.
- Reinforce rules frequently.
- Give clear, precise instructions.
- Stress positive, desirable outcomes.
- Provide frequent feedback and reinforcement.
- A home school link book or communication system with home may be useful.
- To involve the student with recording in a home/school link book (age appropriate) the student could describe the day by drawing smiley faces with a short explanation by the teacher if necessary.
- Negotiate targets and reward the student for meeting them.
- Praise and encouragement should be used as much as possible.
- Ensure stars recorded in homework diary.
- Praise appropriate behaviour, which is taking place nearby, to student who is behaving inappropriately.
- Target certain behaviour which all staff teaching student deem to be a priority and work on changing that.
- Consider positive changes rather than negative ones.
- Give a clear message to keep a student on task.
- Negotiate a clear set of rules within the classroom.
- Ensure that rules are recorded for class viewing.
- Praise and reprimand based on these rules.
- Give a student a verbal warning and offer a strategy to avoid escalation of the problem.
- Reward a student for improved effort and attitude as well as achievement.
- Invalidate the behaviour at times by use of humour, redirection or isolation.
- Avoid confrontation.
- For serious infringements, record antecedents so that consequences may be considered by student and staff.
- For minor misbehaviour, e.g., off task:
 - i) Check task is appropriate and understood by student.
 - ii) Give non-verbal signal, stare, move nearer to student.
 - iii) Ignore.
 - iv) Time out (up to 5 minutes which should then be taken from student's playtime) ensuring that thinking of new strategies are an essential part of the process.
 - v) Reminder of acceptable behaviour.
 - vii) Isolation within the classroom.
 - viii) Withdrawal of privileges.

Recommendation to Build Self-esteem:

- Give small, structured targets and responsibilities.
- Recognise strengths, have realistic expectations and praise for effort.
- Encourage the student to recognise his strengths as well as weaknesses.
- Negotiate targets and give a tangible reward when they are met.
- Recognise if a student has good oral skills and place the student with others of similar ability.

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- Give responsibilities within the classroom.
- Identify core elements of topics to be completed so that the student is not overloaded.
- Give negotiated periods of working independently with peers.
- Ensure all staff are alert to student's sensitivity and encourage positive comments.
- Try to think positively about each student, to look for the best so that they may become aware of their good points.
- Provide opportunities for students to support each other as far as possible, admonish or discipline a student away from others.

Recommendations for Students Who Need Attention

The child who needs attention will look for whatever kind of attention he/she can get from the teacher whether it's positive or negative. In order to help this child, succeed you need to plan to give them the maximum amount of positive attention to reinforce the behaviour you want.

When you give lots of attention for positive behaviour and minimal attention for negative behaviour, the child will learn to get the attention they need in an appropriate way.

Common behaviours of a child who is attention seeking:

- Continually engages in behaviour that demands excessive attention from teacher and peers.
- Frequently disturbs teacher and peers.
- Talks out of turn.
- Makes silly noises.
- Constantly gets out of seat.
- Interrupts lessons with attention-seeking behaviour.
- Works only when receiving attention.

Teachers can determine these goals by analysing their own feelings and reactions to students' behaviour, such as:

- To feel annoyed.
- To feel irritated.
- "For goodness's sake stop!"
- Feeling of relief when the annoying behaviour ceases.

Students misbehave because they know how teachers will react. Teachers' reactions can sustain and strengthen undesirable behaviour; therefore, they must learn not to follow their first impulse as this could feed the mistaken goal.

Having identified a mistaken goal a teacher can employ a number of strategies to help students develop better ways of behaving and one is to teach appropriate behaviour.

Step 1: Construct student behaviour profile:

Children who have behavioural difficulties may not understand the teacher's expectations for different activities and may need to be taught specific appropriate behaviour.

To help children be more successful you need to identify' the exact circumstances in which

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they behave inappropriately and develop a behaviour profile. It will include the following information:

- The activities during which the child is non-compliant
- The specific behaviour that occurs during those activities
- The appropriate behaviour you want the child to engage in

Step 2: Teaching appropriate behaviour:

- a) Talk to the child individually when no other children are around.
- b) Discuss the exact nature of the problem.
- c) Choose one area to work on at a time.
- d) Give an explanation about behaviour e.g. "When you talk during individual work time you don't finish your work and you stop other children from getting on with theirs".
- e) State the exact behaviour that you expect from the child during a specific activity.
- f) Check that the child has understood the instructions. Get them to repeat the behaviour you are expecting.
- g) Remind the child of appropriate behaviour before each activity.
- h) Reinforce the child as soon as they behave appropriately.

Other strategies for children who are attention seeking:

- Use planned ignoring. Ignore the child behaving inappropriately and praise a child nearby who is behaving appropriately.
- "What gets attention will increase." Acknowledge and reinforce appropriate behaviour.
- Sometimes do the opposite of what is expected - give permission to a child to continue unwanted behaviour. This works best where behaviour was intended to irritate, antagonise or annoy the adult. If permitted openly the activity loses all its attraction.
- Make expectations about behaviour very clear. Establish rules and boundaries and reward compliance.
- Use stickers, certificates, badges and letters home.
- Develop a whole class reward system. This will encourage a feeling of belonging and working towards a common goal.
- Teach friendship skills to enable child to make and maintain relationships.
- Pair with good role model. Use a 'work buddy' system. Make them feel valuable by organising a special job or responsibility.
- Teach child new skills e.g., juggling, to achieve a valued role.
- Label the behaviour and not the child as this will keep their self-esteem intact. Use "I" statements and acknowledge feelings: "When you talk during story time, I feel very irritated, and the other children cannot hear the story."
- Teach other children to use "I" statements: "I like you Wayne, but I don't like it when you push in the line."
- Offer consequences for misbehaviour as a choice: "If you continue to poke Michael you will have to sit by yourself. The choice is yours. I am disappointed Wayne, but I did speak to you about letting Michael get on with his work. You have chosen to sit by yourself." This makes children responsible for their behaviour and takes the stress of failure away from the teacher.

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- Take an interest in the child and their hobbies. Share relevant information about common out of school activities.
- Use Circle-time activities to encourage co-operative group work, and place problems in a social context.
- Foster a sense of belonging where every member is valued and valuable. Create an environment where it is safe to take risks and make mistakes.
- Introduce 'special person ' once a week in Circle-time. This will provide another opportunity to affirm the positive attributes in the child.
- Give as much unconditional positive strokes as possible. This means the child gets lots of positive regard 'just for being themselves' - they don't have to do anything to earn it.
- Extend feelings vocabulary, as when expressed appropriately they will be a powerful tool in getting needs met.
- Plan for success and celebrate when it happens.
- Focus on children's abilities and strengths rather than on disabilities and weaknesses.

Suggested Strategies for Children Who Need to Be in Control:

(These will also be effective for the child seeking revenge)

- Keep calm! Avoid a power struggle with the child.
- If the child is off-task, redirect and then walk away - as if you expect the child will do what you've directed. This is called 'expectation of compliance' (Bill Rogers 1992) and is powerful as it avoids a confrontational situation and allows the child to 'save face'.
- Be careful not to praise too soon. The child will not want to appear to be working to please you, so delay your reaction. A casual nod or smile will often reinforce the behaviour you want.
- Keep praise low-key. The child will not want to appear to conform and so a 'quiet word in the ear' will be more effective than praise in front of the whole class.
- Give power to the child in the form of special responsibilities.
- Organise opportunities for the child to feel important - help younger children with their work.
- Give control to the child by statements such as "You're working quietly", instead of "I like the way you're working quietly".
- Establish firm limits and boundaries. Negotiate rules so that the child feels ownership.
- Use logical consequences that are applied to the whole class and therefore seen as 'being fair'.
- Develop a positive friendly manner and don't take the child's behaviour personally.
- Be prepared to listen rather than accuse.
- Avoid audiences. Speak to the child about inappropriate behaviour privately.
- 'Reframe' their actions and attribute positive reasons for their behaviour. "I can see you're not joining in the group discussion but that's probably because you need some extra thinking time".

Suggested Strategies for The Helpless (Avoidance of Failure):

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- Build confidence.
- Focus on improvement. Notice contributions. Build on strengths.
- Acknowledge the difficulty of the task.
- Set time limits on tasks.
- Focus on past success. Analyse past success. Encourage and support child in order to repeat past success.
- Make learning tangible. Foster an "I can" atmosphere in the classroom. Get child to make a list of "I cans". Accomplishment albums. Checklist of skills.
- Provide tutoring. Extra initial help from teacher to get started. Peer tutoring.
- Provide group work to encourage co-operation and collaboration.
- Teach positive self-talk - encourage positive self-talk before beginning tasks.
- Put positive signs around the classroom.
- Make mistakes okay.
Everyone makes mistakes - we can learn from them. Our work doesn't always have to be good - good enough will do. Minimise the effect of making mistakes.
- Take the blame - "This must be my fault; I didn't explain it very well".
- Recognise achievement. Celebration assemblies. Certificates and stickers. Positive time-out. Self-approval. Clapping and standing ovations.
- Modify teaching methods. Use concrete learning materials. Attractive computer programmes. Self-explanatory worksheets. Self-correcting assessment. Teach one step at a time.
- Show the child that they are capable. This child will want you to do everything for them - "learned helplessness". Do not 'rescue' as this is unhelpful. Encourage child's attempts, not the end product. They are capable.

APPENDIX 2

DIRECTED ACTIVITIES RELATED TO TEXTS - DART

Classroom activities that encourage interaction with texts, like directed activities related to texts (DARTs), improve students' reading comprehension.

- What are directed activities related to texts (DARTs)?
- What types of activities can you use in DARTs
- What type of texts can you use in DARTs?
- What are the advantages of using DARTs?
- How can you develop your own DART?

What are directed activities related to texts (DARTs)?

DARTs are activities which get students to interact with texts. Their aim is to improve students' reading comprehension and to make them critical readers. They can be done by individual students or in groups.

What type of activities can you use in DARTs?

DARTs can be divided into two groups: reconstruction activities and analysis activities.

Reconstruction activities

Definition: activities that require students to reconstruct a text or diagram by filling in missing words, phrases or sentences, or by sequencing text that has been jumbled.

Texts used: modified texts - the teacher modifies the original text, taking out words, phrases or sentences, or cutting the text into segments.

Types of activities:

- Text completion (Fill in missing words, phrases or sentences.)
- Sequencing (Arrange jumbled segments of text in a logical or time sequence.)
- Grouping (Group segments of text according to categories.)
- Table completion (Fill in the cells of a table that has row and column headings, or provide row and column headings where cells have already been filled in.)
- Diagram completion (Complete an unfinished diagram or label a finished diagram.)
- Prediction activities (Write the next step or stage of a text or end the text.)

Analysis activities

Definition: activities that require students to find and categorize information by marking or labelling a text or diagram.

Texts used: unmodified texts

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Types of activities:

- Text marking (Find and underline parts of the text that have a particular meaning or contain particular information.)
- Text segmenting and labelling (Break the text into meaningful chunks and label each chunk.)
- Table construction (Draw a table. Use the information in the text to decide on row and column headings and to fill in the cells.)
- Diagram construction (Construct a diagram that explains the meaning of the text. For example, draw a flow chart for a text that explains a process, or a branch diagram for a text that describes how something is classified.)
- Questioning (Answer the teacher's questions or develop questions about the text.)
- Summarizing

What type of texts can you use in DARTs?

You can base a DART on traditional language texts like poems and extracts from short stories, novels and plays. You can also base them on extracts from magazines, newspapers, pamphlets etc., and passages from history, geography, science etc. textbooks.

What are the advantages of using DARTs?

- When students interact with texts, their reading comprehension improves.
- They also become more aware of how texts are constructed.
- This makes them more critical of texts. They begin to ask questions about the information that has been included in, and excluded from, the text.
- And about the words and sentence constructions that the writer chose.
- As students' understanding of how text is constructed improves, so too does their own writing.
- Research has shown that interacting with texts also improves students' cognitive development.
- You don't need fancy equipment and resources to use DARTs. You can use textbooks from various subjects. Therefore, DARTs can be used in under-resourced schools.
- DARTs can make your students' textbooks more interesting.
- If you teach English in a context where English is the medium of instruction, but it is not the students' first language, using DARTs based on passages from the students' textbooks will help prepare them for the texts they will encounter in other subjects.
- It will also help prepare them for the types of tasks they will encounter in other subjects. For example, filling in tables, labelling diagrams, completing Venn diagrams etc.

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- DARTs also help students learn how to use texts without plagiarizing them.
- And they help students learn how to produce their own graphic information like tables, flow charts, branch diagrams etc.

How can you develop your own DART?

Here is one method you could use:

- Once you have chosen the text, read it carefully. As you read, interact with the text. For example, underline or circle important information, write questions which you think the text raises or doesn't answer, list the main ideas and the supporting detail, draw a table or a diagram etc.
- Take note of how you interacted with the text. Did the text lend itself to a particular type of interaction? For example, it is often quite natural to develop a graphic organiser when we are reading and interacting with some types of texts. So...

| If the text ... | You may have developed ... |
|---|------------------------------|
| ... compared and contrasted two or more things | a table or Venn diagram |
| ... described a process | a flow chart |
| ... described a fictional or non-fictional sequence of events | a flow chart |
| ... described how something can be classified | a branch diagram |
| ... described an object | a labelled diagram |
| ... presented an argument | a spider diagram or mind map |

- Decide whether you want your students to do a reconstruction activity or an analysis activity.
- Use how you interacted with the text as a basis for your DART.
 - For example, if you developed a flow chart while reading the text and you want your students to do a reconstruction activity, develop a relevant flow chart and then delete some of the information from the chart. Your students must fill in the missing information as they read. Write the instructions for the task.
 - Or, if you developed a flow chart while reading the text and you want your students to do an analysis activity, write the instructions that will help them construct their own flow chart. There might be several steps in this activity. Firstly, you might ask your students to underline the steps in the process that is being described. Then you might ask them to draw a flow chart and fill this information in to it.

Taken from <https://www.teachingenglish.org.uk/article/interacting-texts-directed-activities-related-texts-darts>