



The Hundred of Hoo Academy

Guidance for teaching and supporting pupils with Special Educational Needs and Disabilities

Introduction

We believe in the huge potential of our pupils and focus relentlessly on high aspirations and high achievement for all whatever their ability or disability.

We provide excellent teaching, backed up with regular and robust assessment. We make sure that we know every pupil well through careful preparation and use of our Red Pupil Progress Folders, which contain the pen portraits and other SEN information on our pupils. This allows us to understand their needs and provide realistic and stretching goals for them. We adjust our teaching accordingly both in our planning and during the course of our lessons.

Young people develop emotionally, socially and academically at different rates and this development is affected by both genetic and environmental factors. Every pupil attending The Hundred of Hoo Academy is unique and has an individual profile of strengths and areas for development and have different requirements in terms of SEN support.

Pupils thrive in a culture defined by mutual respect and good behaviour and our pupils need guidance and support to achieve this. We use our knowledge of the pupils and where necessary the support of outside agencies to secure the best possible outcomes for our children.

Sometimes, even with careful planning and **quality first teaching**, pupils do not make adequate or expected progress in learning. It is at this point, where different interventions have been tried, that the class teacher should contact the Pupil Support Office and we can together ascertain whether or not a pupil has a Special Educational Need (SEN). **Do not** mention to parents that you think a child may have SEN before an assessment by the SEN team has been carried out.

At the Hundred of Hoo Academy we use three codes to inform our teaching:

M = Monitor. This makes you aware that there have been factors in the past or at present that require that we pay extra attention in our planning to these pupils. Some of these pupils have their own pen portrait or simply a description of their needs. General advice on how to adapt your teaching for these pupils is contained in this booklet.

K = SEN Support. The pupils SEN is significant enough to warrant extra support from the school from interventions such as SENCO support, Haven Support, Hub Support, Read, Write Ink, St Werburgh Centre support or another intervention.

E = Education Health and Care Plan. This means that the pupils SEN needs are significant enough to warrant an Education Health and Care Plan where there are statutory objectives the school must support and conditions we must meet.

This booklet describes:

- How the term 'Special Educational Needs' is defined.
- How a disability is defined
- The four areas of special educational needs (need types).
- Some of the conditions (in each area of need) that can present barriers to learning for pupils.
- How these conditions can impact on learning
- Strategies to support pupils with SEN in your lessons.

Meeting the needs of pupils with special educational needs (SEN) and/or disabilities

Introduction

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her (special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools for example the St Werburgh Centre).

A child of compulsory school age or a young person has a learning difficulty or disability (that leads to identification of an SEN) if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

(Note: a child or young person with a disability does not necessarily have an SEN so some ASD pupils appear as M on the SEN if their disability does not hold back their progress)

Part 3 of **The Children and Families Act 2014** sets out the law regarding educational provision for children and young people with SEN and disabilities. **The SEN Code of Practice** (statutory guidance on the duties, policy and procedure Sept 2014) makes it clear that there is the expectation that the **needs of most pupils will be met by high quality teaching in mainstream classrooms**. This will result in fewer pupils being identified as having an SEN.

The four broad areas of need set out in the Code of Practice

1. Communication and interaction (C&I)

Includes children and young people with:

- a. A speech, language and communication needs (SLCN)
- b. an Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism.

2. Cognition and learning (C&L)

Learning difficulties cover a wide range of needs, including:

- A. moderate learning difficulties (MLD),
- B. severe learning difficulties (SLD); children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication
- C. profound and multiple learning difficulties (PMLD); children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
- D. Specific learning difficulties (SpLD). This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

3. Social, Emotional and Mental Health difficulties (SEMH)

- A. Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety, depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.
- B. Children and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Note: Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has an SEN.

4. Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. This includes children with:

- A. **vision impairment (VI),**
- B. **hearing impairment (HI)**
- C. **multi-sensory impairment (MSI)** Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment.
- D. **physical disability (PD)**

Meeting the needs of pupils with

1. Communication and Interaction difficulties

Speech Language and Communication Needs (SLCN)

A pupil with speech, language and communication needs:

- May have speech that is difficult to understand
- May struggle to say words or construct sentences (weak expressive language skills).
- May have difficulties understanding the meaning of words and how they are linked to other words (Semantics)
- May not understand words that are being used, or the instructions they hear (weak receptive language skills)
- May have difficulties knowing how to talk and listen to others in a conversation (difficulties with the social use of language - Pragmatics)

Pupils with SLCN may have just some or all of these difficulties.

Pupils with SLCN may struggle to learn to read, present has having general difficulties with learning, show poor behaviour, or have difficulties socialising with others. Some children may become withdrawn or isolated.

Strategies to support pupils with SLCN

Many children with speech, language and communication needs have good visual skills. Visual support can be a very effective way of supporting understanding and promoting confidence and learning. For example:

- **Label equipment** and places for specific activities – use pictures, symbols, photographs or written labels.
- **Have visual displays of topics or current activities.** This can be used to reinforce information. Beware there isn't too much, though - for some pupils, vast displays on the wall can cause overload.
- **A communication supportive environment is beneficial for all children, including those with SLCN.**

General suggestions to help you establish a communication supportive environment:

- **Consider noise levels.** If the environment is too noisy, it can be difficult for pupils to listen effectively or focus on tasks in hand.
- Make the **routines of the classroom** or activity very explicit. Often pupils can benefit from rehearsing these routines several times to become more confident in the environment.
- Giving pupils **time to process and understand information**, and to respond is crucial. Give information in **small chunks**.
- **Actively promote good listening skills** – acknowledge and give praise when pupils have demonstrated that they have been listening carefully.
- **Support with asking for Help.** Provide pupils with strategies to ask for help or clarification is essential. Enabling pupils to monitor their own comprehension and then ask for help if required is an important skill.
- **Planning and organising language.** Using approaches like brainstorming and mind mapping can help develop many underlying skills, particularly in planning and organising language.
- **Using visual, tactile activities and real experiences.** Many people with SLCN learn more effectively through these channels, than they do through the auditory channel. For example, demonstrating a craft activity or science experiment is likely to enable a child to understand the activity more effectively than a verbal description.
- **Clear structure to the lesson.** This can be supported visually, by using timelines involving pictures of the activities or noting down the structure of lessons on paper or the board.
- **Encouraging frequent repetition and reinforcement as part of the learning.** This helps to embed the learning.
- **Reviewing adult 'talk'.** Sometimes within classrooms, there can be lots of verbal information presented rapidly, lots of questions asked and little time for children and young people to respond. Make sure that you are using the right level of language for the pupils you are teaching. Give them time to think about what you or their peers have said or asked. Ask them the question and then go back to them after giving them thinking time.
- Ensuring **instructions are concise** and easy to understand.
- Monitoring how much **idiomatic or figurative language** is used. Idiomatic language can be hugely confusing for pupils who take these expressions very literally.

Where an activity involves a large number of language based skills, consider if any of these skills can be reduced or supported directly. For example, if a piece of creative writing is required, pupils will need to think of ideas, plan sentences, check their grammar, check punctuation, spell words, and organise the structure of the piece. This is a lot for a child with SLCN. Try to break this down into a number of discrete activities that are done one at a time, or support some of these activities.

Further advice can be found on the individual pen portraits for a child and from the Pupil Support Office.

Autism Spectrum Disorders (ASDs)

ASD's include: Asperger's Syndrome (AS), Autism, High Functioning Autism (HFA)

All individuals with an ASD share a triad of impairments (no two pupils are the same and have different strengths and areas where they need support) in their ability to:

- Understand and use non-verbal and verbal communication (language and body language). Language processing difficulties. Sometimes auditory memory difficulties. Often cannot follow verbal multi – step instructions.
- Understand social behaviour which affects their ability to interact with others.
- Think and behave flexibly – which may be shown in restricted, obsessional or repetitive activities, but can also present as stubbornness, single-mindedness and resistance to change. This impairment also makes it extremely difficult for individuals on the spectrum to understand a situation from another's point of view and to predict what might happen based upon previous experiences. Remember, individuals on the Autism Spectrum **don't** lack imagination and are often very creative.
- In addition, many individuals on the Autism Spectrum:
- have a different perception of sound, sight, smell, taste and touch which can make the secondary school environment very challenging
- have difficulty with planning, organisation and seeing the 'big picture'.

Supporting pupils with ASD in the mainstream classroom

Many of the strategies that are helpful to pupils with SLCN are also extremely helpful to pupils with an ASD.

In addition:

- Be as consistent as possible with your classroom routines.
- Plan for the regular late arrival of autistic pupils who find the transition between lessons challenging. Allow them to leave if they show you a Haven Card or a St Werburgh Centre Card or if their TA wants to take them.
- A checklist detailing each activity and task for the lesson, (including tasks that you think are routine such as, 'Write the date, title and learning objective in your book' and 'listen to the class discussion – take part if you want to') will significantly reduce anxiety.
- Try to slow your speech and allow time for the pupil to process what is said.
- Use visual prompts and aids whenever possible (photos, diagrams, flow charts).
- If you are delivering a practical lesson *show* as well as explain what the pupil needs to do.
- Don't ask the pupil to answer a question unless they are volunteering an answer.
- On your seating plan, seat the pupil away from louder members of the group, preferably near sensible, hard-working pupils. Consider that the pupil may want to work away from all pupils.
- Be aware that they often have sensory issues, is the class too hot, too smelly, too light, too noisy, is their seat near a sink? If they refuse to sit where you want, offer them alternatives of **your choosing**. If they insist on a particular seat allow them to do so only on the condition that they work hard and behave and discuss with them later. They may not understand why themselves. For further advice, see the SENCO.
- Accept that a pupil with an ASD may not be able to participate in group work but encourage it and plan for it and have an alternative plan should the pupil find it difficult.
- Encourage them to stay on topic in their answer as they can go off in a tangent.
- Ask them if they want to read or demonstrate, some hate it and some love it so much you can't get them to sit down!
- Give praise quietly to start with– some pupils on the spectrum dislike receiving praise publically.
- Don't shout or exhibit anger directed at the pupil and avoid sarcasm. They may copy your tone and volume and it would be inappropriate to punish them for copying you.
- Give writing frames/worksheets to support organisation and presentation skills.
- If they misunderstand the language you have used suggest that you could have made it clearer. Let them know that it is OK to make mistakes.

REMEMBER: *Pupils on the Autism Spectrum often feel anxious in the school environment and are experiencing feelings of uncertainty and confusion. Most behaviours exhibited by pupils with ASD, from complete withdrawal to oppositional and challenging behaviour are caused by the anxiety they are experiencing.*

Further advice can be found on the individual pen portraits for a child or from the St Werburgh Centre.

2. Cognition and Learning

Moderate Learning Difficulty (MLD)

Pupils with moderate learning difficulties will have attainments well below expected levels in all or most areas of the curriculum, despite appropriate interventions.

Pupils with MLD have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self-esteem, poor memory, low levels of concentration and under-developed social skills.

The following (SLD) only likely to be found in our primary provision

Severe Learning Difficulty (SLD)

Pupils with severe learning difficulties have significant cognitive impairments. This has a major effect on their ability to participate in the school curriculum without support. They may also have associated difficulties in mobility and coordination, communication and perception and the acquisition of self-help skills. Pupils with SLD will need support in all areas of the curriculum. They may also require teaching of self-help, independence and social skills. Some pupils may use sign and symbols but most will be able to hold simple conversations and gain some literacy skills. Their attainments may be within the upper P scale range (P4-P8) for much of their school careers (that is below level 1 of the National Curriculum).

Profound and Multiple Learning Difficulty (PMLD)

(FYI not likely to be found at the Hundred of Hoo Academy)

Pupils with profound and multiple learning difficulties have severe and complex learning needs, in addition they have other significant difficulties, such as physical disabilities or a sensory impairment. Pupils require a high level of adult support, both for their learning needs and also for personal care. They are likely to need sensory stimulation and a curriculum broken down into very small steps. Some pupils communicate by gesture, eye pointing or symbols, others by very simple language. Their attainments are likely to remain in the early P scale range (P1-P4) throughout their school careers (that is below level 1 of the National Curriculum)

Strategies to support pupils with Learning Difficulties

- Gain the pupil's eye contact/attention, using their name
- Use vocabulary and concepts at a level the pupil can understand
- Reduce working memory loads
- Ensure sure tasks are clear
- Encourage pupils to request forgotten information
- Focus on important information, regularly review
- Realistic pace of work, chunking information etc.
- Use word tree, mind mapping, icons, photos and other visuals/memory aids
- Differentiated outcomes/tasks
- Small steps, clear focus, structure, links

- Multi-sensory approach with visual/concrete aids
- Simple, familiar language with repetition.

Give opportunities for:

- Clarification/checking understanding
- Peer support
- Pre-tutoring, especially of vocabulary
- Use of visual prompts/reminders
- Use of ICT, physical equipment.

Specific Learning Difficulty (SpLD)

'Specific learning difficulty' is an umbrella term which indicates that pupils display differences across their learning. Pupils with SpLD may have a particular difficulty in learning to read, write, spell or manipulate numbers so that their performance in these areas is below their performance in other areas. Pupils may also have problems with short-term memory, with organisational skills and with co-ordination. Pupils with SpLD cover the whole ability range and the severity of their impairment varies widely.

Specific learning difficulties include:

Dyslexia

Pupils with dyslexia may learn readily in some areas of the curriculum but have a marked and persistent difficulty in acquiring accuracy or fluency in learning to read, write and spell. Pupils may have poor reading comprehension, handwriting and punctuation. They may also have difficulties in concentration and organisation and in remembering sequences of words. They may mispronounce common words or reverse letters and sounds in words.

Strategies to support pupils with Dyslexia in the classroom

- Use buff/non-white background for information and worksheets
- Use buff/non - white background for PowerPoint presentations.
- Display key words for the lesson.
- Consider pre-teaching key words and their meanings.
- Ensure that text is not too small and that words and lines are adequately spaced (both worksheets and on the whiteboard).
- Use writing frames where possible to support extended writing. Try using a logical starting sentence to ensure that written responses are more likely to answer the question.
- Encourage the pupil to make a mind map of text to develop understanding of what they have read.
- Encourage the pupil to break texts down into small, easily remembered pieces of information. This can be done with highlighting pens.
- When using text books, show how chapter and paragraph or section heading can be used to give the reader a summary of what is to come.
- Encourage pupils to look for an overall summary of what they have read.
- Be sensitive about asking pupils with Dyslexia to read aloud to the class.

Further advice can be found on the individual pen portraits for a child and from Pupil Support.

Dyscalculia

Pupils with dyscalculia have difficulty in acquiring mathematical skills. Pupils may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures.

- **Counting:** Dyscalculic children can usually learn the sequence of counting words, but may have difficulty navigating back and forth, especially in twos and threes.
- **Calculations:** Dyscalculic children find learning and recalling number facts difficult. They often lack confidence even when they produce the correct answer. They also fail to use rules and procedures to build on known facts. For example, they may know that $5+3=8$, but not realise that, therefore, $3+5=8$ or that $5+4=9$.
- **Numbers with zeros:** Dyscalculic children may find it difficult to grasp that the words ten, hundred and thousand have the same relationship to each other as the numerals 10, 100 and 1000.
- **Measures:** Dyscalculic children often have difficulty with operations such as handling money or telling the time. They may also have problems with concepts such as speed (miles per hour) or temperature.
- **Direction/orientation:** Dyscalculic children may have difficulty understanding spatial orientation (including left and right) causing difficulties in following directions or with map reading.

Strategies to support pupils with Dyscalculia in the classroom

Maths lessons

Pupils with Dyscalculia will have significant difficulty in making progress through the KS3 and KS4 curriculum. They will require highly differentiated tasks to support them to make small steps in progress. Pupils are likely to need to work as part a small intervention group.

Across the curriculum

Teachers of other subjects must be sensitive to the difficulties pupils with dyscalculia have with the concept of number (dates, number vocabulary, sequencing, scaling, graphical representation, tables, page numbers etc.). **Departments should provide the colour exercise books / paper that a child needs from their budgets.**

Coloured overlays and stress tests are available from the pupil support office.

Further advice can be found on the individual pen portraits for a child and from Pupil Support.

Dyspraxia

Pupils with dyspraxia are affected by an impairment or immaturity of the organisation of movement, often appearing clumsy. Gross and fine motor skills are hard to learn and difficult to retain and generalise. **Fine motor skills** are small movements — such as picking up small objects and holding a spoon — that use the small muscles of the fingers, toes, wrists, lips, and tongue. **Gross motor skills** are the bigger movements — such as rolling over and sitting — that use the large muscles in the arms, legs, torso, and feet. Pupils may have poor balance and co-ordination and may be hesitant in many actions (running, skipping, hopping, holding a pencil, doing jigsaws, etc.) This means that active learning in many subjects may be held up by a pupil's inability to wield a pair of scissors or other piece of equipment well. You may need to pre-prepare some resources to reduce the amount of cutting or other physical activity that they may need to do, or adapt an activity slightly so that their learning time is not reduced by non-essential tasks. Their articulation may also be immature and their language late to develop. They may also have poor awareness of body position. Some practice of what they are not adept in is advisable.

Difficulties can include:

- Difficulties with physical activities such as in P.E. with the child having difficulty with eye hand and eye foot co-ordination (i.e. ball skills), running or using equipment easily
- Poor posture, body awareness and awkward movements
- Confusion over laterality with the pupil interchanging between left and right hand for different tasks
- Poor short term visual and verbal memory – copying from the board, note taking, following instructions
- Writing difficulties both with style and speed – frequently children have an awkward pen grip
- Poorly developed organisational skills and difficulty with planning writing tasks
- Activities which involve well developed sequencing ability are difficult
- Problems with awareness of time
- Often have poor exercise tolerance, tire easily and may require longer periods of rest and sleep
- Lack of awareness of potential danger, particularly relevant to practical and science subjects

Strategies to support pupils with Dyspraxia in the classroom

- Give the child as much encouragement and praise as possible when completing tasks they find challenging
- Be aware of their difficulties and give strategies to reduce the frustration they experience particularly when required to complete written work
- Break down activities and tasks into smaller components
- Teach the child strategies in order to help them remember and organise themselves (e.g. use of diaries and lists)
- Assist with short term verbal memory tasks by not giving too many words in dictation and asking the child to repeat instructions to you
- Help with short term visual memory by not expecting the child to be able to refer to large blocks of text. Use strategies to help with finding their place on the board by using different colours per line or giving a ruler to follow text for each line. If demonstrating activities, break down the tasks into stages and give a few at a time
- Allow the pupil to finish a task before moving on;
- In P.E./games, make sure you have read the medical diagnosis. Ensure that if the pupil is unable to join in a team game that he/she is given activities that will build up their particular abilities. Where possible allow the pupil alternatives from taking part in team games where the pupil will be identified as letting his/her side down
- Allow access to word processors/lap tops/palm tops if they are available
- Be aware that during sudden growth spurts difficulties may manifest themselves to a greater extent
- Encourage a close relationship with another child who can act as a guide/helper especially for the first few months following transfer to secondary school
- Ensure that all instructions are always clear and precise.

Further advice can be found on the individual pen portraits for a child and from Pupil Support.

3. social, emotional and mental health difficulties (SEMH)

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. This information can be found by contacting the SENCO.

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as:

- anxiety or depression
- self-harming
- substance misuse
- eating disorders
- physical symptoms that are medically unexplained

Other children and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

When the above difficulties have been identified and are impacting on the child's learning, the child has an SEN.

Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

If you notice any worrying behaviour or behaviour that is out of character then contact the DCPO's in the academy; Mr P Mortley, Mrs Sonia Sharma, Miss Lucy Wells or Miss Charly Small.

Strategies to support pupils with social, emotional and mental health difficulties

- Remain aware that pupils with these difficulties are highly likely to have low self-esteem.
- Remember that pupils identified as having SEN in the area of SEMH may present with challenging or unusual behaviours.
 - difficulty building/maintaining interpersonal relationships
 - compulsive behaviour
 - withdrawn behaviour
 - verbal and/or physical aggression
 - excessive fear or anxiety
 - depression
 - poor social skills
 - inappropriate crying
 - temper tantrums
 - non-compliant behaviour
 - low motivation
 - inattention and impulsivity
 - poor self-control

To support the behaviours and difficulties listed above, the most important aspect of your behaviour in your classroom will be consistency

Always:

- Ensure pupils know what is expected of them,
- Establish expectations and rules.
- Post established rules in a location where pupils can easily see.
- Make sure pupils are aware of the consequences of their actions prior to the behaviour occurring.
- Apply consequences consistently.
- **Praise appropriate behaviour as it occurs.**
- When using tangible reinforcements to improve pupil behaviour, ensure they are age appropriate and motivating for the pupils.
- With pupils who have **ADHD (Attention Deficient Hyperactive Disorder)** then requiring them to sit perfectly still may be difficult for some pupils. If they constantly move sit them on their own where they cannot distract others. Give planned opportunities for them to be able to move. They may benefit from something to keep their fingers moving. This should be done discreetly in their blazer pockets so as not to distract others.
- **ADD (Attention Deficiency Disorder)** pupils are more likely to need support to remain focussed on a task or would benefit from short tasks. Use their name to call them back to the task.

Finally: If you have concerns about a pupil's emotional well-being, always inform the DCPOs if of a serious nature and the Form Tutor if minor.

4. Sensory or Physical Needs

By the time pupils enter the Secondary phase of their education, any sensory difficulties they experience are very likely to have been identified. However, it is worth remembering that visual and hearing impairments can develop or worsen over time.

Visual Impairment

Signs that a pupil may be developing or has difficulties with vision:

- Physical symptoms; frequently swollen, sore or inflamed eyes, watery eyes or frequent rubbing of eyes after periods of close work;
- Indicators of problems with hand-eye coordination
- Indicators of problems with gross motor skill coordination such as unusual care in climbing or descending stairs
- Indicators of strain or effort when examining something visually such as frowning, screwing the eyes up, squinting, holding the material very close to the eyes or a long way from the eyes;
- Copying work from a neighbour rather than from the board
- Presenting written work that is regularly untidy, where writing is not in the line or is poorly spaced perhaps with occasional omissions.
- Becoming fatigued more quickly than other pupils when working on a task involving visual attention and concentration.

Strategies to support pupils with visual impairment in the classroom

- Keep ambient noise to a minimum as pupils with visual impairment are more reliant on listening carefully both for learning and to check their position within the room.
- Position demonstrations and presentations against a contrasting background and away from any glare.
- Ensure that reading and writing materials is on paper that is not shiny or glossy so that it is non-reflective.
- Ensure that text is sufficiently large and well - spaced.

If there is a pupil with visual impairment in your class you will be given strategies appropriate for their individual needs

Hearing Impairment

Signs that a pupil *may* be developing or has difficulties with hearing:

- Pupil is often slow to react to instructions or repeatedly asks what to do even though they have just been told.
- Watches others to see what they have to do and then follows;
- Constantly asks others to repeat what they have said;
- Hears sometimes and not others (could indicate hearing loss in one ear)
- Often misinterprets information and questions, or responds to only part of what has been said.
- Is unable to locate a speaker or source of sound, especially in a noisy environment;
- Unusually and unnecessarily loud voice
- Fixes eyes on face of speaker – lip reading?
- Sometimes becomes disruptive in lessons if class are required to listen
- Seems to have coughs and colds regularly.

Strategies to support pupils with Hearing Impairment

- Keep unnecessary noise to a minimum.
- Seat pupil away from any objects or devices that contribute to the ambient noise in the room (e.g. radiators, projectors, ticking clocks).
- Position yourself close to the pupil if giving verbal instruction or input.
- Be aware of your movement around the class as you speak.]

If there is a pupil with hearing impairment in your class, you will be given strategies appropriate for their individual needs.

If a parent of a pupil is hearing impaired, then you will be required to adapt communication accordingly. Please talk to the SENCO for further advice.

ENGLISH AS A FOREIGN LANGUAGE

Any lack of English should not be seen as a learning difficulty.

“Children must not be regarded as having a difficulty solely because the language of their home is different from the language in which they will be taught.” (Code of Practice)

It is however, **an additional need**, requiring a degree of personalised learning and can be tracked through the department’s provision mapping systems.

Consideration must also be given to how you need to communicate home if the parents do not speak the English well.

EAL learners will have access to quality first teaching. The routine and prolonged withdrawal from mainstream of children with EAL is not recognised as good practice and does not promote rapid language acquisition. Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.

At The Hundred of Hoo Academy the practice is for the child’s language needs to be assessed on entry by the pupil support office. Integration is individually planned for depending upon the needs of the individual.

EAL Pupils should be placed in sets according to their ability not their level of English as far as possible. This encourages them to aspire to the right levels, and when their English does improve (which it will with total absorption into the language) they will not lose the important teacher and peer relationships that they have established.

Strategies to support EAL pupils:

- On planning seating arrangements, try to pair the pupil with a responsible peer to repeat instructions and demonstrate tasks.
- Use starter activities for pre-tutoring subject-specific words. Identify and teach key vocabulary explicitly. Always use visual prompts and place words within the context of a sentence. Use writing frames and vocabulary lists where possible.
- Create a vocabulary sheet with key vocabulary translated into the pupil’s home language.
- Be aware that specific academic words such as ‘compare’, ‘discuss’, ‘highlight’, ‘describe’, ‘explain’, ‘example’, ‘investigate’, ‘analyse’ will all require some modelling – otherwise the pupil is likely to interpret them generically as ‘write’ or ‘talk about’.
- Use visual, actions and real objects to support teacher talk. Be aware of the length of time that you speak.
- Use active or practical tasks with opportunities for speaking and listening.
- Vary activities in lessons.
- Use a display board to display key vocabulary (with picture prompts) for a particular topic and regularly remind pupils that it’s there.
- Cue pupil into a change of topic of conversation/presentation – ask the pupils to stop what they are doing, allow for a silent pause / ensure eye contact and say “Now we are going to talk about.....” For pupils who routinely struggle with understanding language, verbal communication can become akin to ‘white noise’ and they will appear to have concentration issues.
- Use the pupil’s name before asking a question or giving a direct instruction. With EAL pupils, please ensure you are pronouncing their name correctly.
- Give pupil time (at least 10 seconds) to respond to a question or instruction and then, if necessary, repeat what you said. Say the same words unless you think the vocabulary was too difficult to understand.
- Break activity instructions down into steps rather than giving them as a whole. Give each part of the instruction before the step, allow time for the pupils to work on it – with support when necessary then provide the next instruction.
- Check for understanding by asking the pupil to show and tell you what they have to do.

- Give the pupil time to think, or talk to a partner before answering a question, or say “I’m going to come back to you in a minute to ask you about ----. But first I’m going to ask Y a question.”
- Use a hierarchy of questions – start with an open question (“What do you think might happen next?”), then if support is needed frame the question as alternatives.
- If you cannot understand what the pupil has said, do not pretend that you have – ask for repetition in different words.
- During whole class discussion, accept pupil’s mispronounced speech but repeat / rephrase in a phonetically and grammatically correct version. This is known as recasting: i.e. “It is in the front.” - “Yes, it is on the front.”
- Anticipate language demands that might create difficulties, e.g. language structures and tenses.
- Provide models of the language the pupils will be expected to use.