

Meadow Vale Primary School



SEND Handbook

Information about how we support our pupils in their learning

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THE SPECTRUM OF NEEDS AT MEADOW VALE PRIMARY SCHOOL

Currently, we have 73 pupils on the SEND register, encompassing a wide range of different needs. Of these pupils, 19 have an EHCP which includes pupils from each of our specialist Resources. We understand that every child is an individual, with his or her own unique range of needs that we must support. Pupils with EHCPs and many of those listed as having additional needs have key support and a range of planned provisions.

PASSING ON SEND CONCERNS

Please log ALL concerns and requests using the SEND concern forms located in the staffroom on the SEND learning display and then place in the SENCo pigeon hole.

SEND CODE OF PRACTICE

The SEND code of practice published April 2014 (SENDI4) made some significant changes to how we manage, identify and support pupils with Special Educational Needs.

The term 'Additional Need – coded **K**' replaced both 'school action' & 'school action plus' under SENDI4. 'Statements' have been replaced with Education and Health Care plans, linking NHS, social care and education within a single plan. EHCPs cover birth to age 25.

The four **areas of need** are:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

The needs of pupils under these four sections are explained later in this booklet.

At Meadow Vale Primary School, we have adopted the following approach: Following formal assessment, pupils with EHCPs and those with additional needs follow a Personalised Learning Plan, stating their needs and the appropriate provisions that have been or are intended to be put in place. EHCPs are reviewed at least annually alongside parents, with the impact of their associated provisions analysed termly by the class teacher in partnership with the SENCo. The Learning Plan is reviewed at least twice each year and shared with parents at Consultations in October and February. Learning Plans are different for each pupil and include SMART targets. All staff need to be aware of pupils' needs and make use of the Personal Learning Plans when planning and delivering lessons. Copies are kept in class SEND folders as well as on the EDUKEY programme that the school uses. The SENCo also stores signed copies in the individual pupil files. All pupils on the SEND Register have a Learning Plan.

USING SUPPORT IN THE CLASSROOM

Learning support in the classroom can offer support in a number of ways:

1. Supporting the pupils
2. Supporting the teacher
3. Supporting the school

SUPPORTING THE PUPILS

- Developing an understanding of the specific needs of the SEND pupils
- Establishing a supportive relationship with pupils and developing methods of promoting and reinforcing their self-esteem
- Helping pupils to learn as effectively as possible in both group situations and independently
- Clarifying and explaining instructions
- Ensuring the pupils are able to use the materials and equipment needed
- Motivating and encouraging pupils when necessary
- Assisting them in their weaker areas
- Helping pupils to stay on task and finish the work set
- Helping pupils organise and complete their homework during after-school homework club

SUPPORTING THE TEACHER

- Providing regular feedback about pupils to the class teacher
- Liaising with the class teacher to devise differentiated and/or personalised learning activities
- Contributing to the maintenance of pupils' records and files

SUPPORTING THE SCHOOL

- Contributing to established links between home and school
- Liaising with other members of the team to support SEND pupils
- Attending relevant in-service training
- Being aware of and following established school procedures

THE INCLUSIVE TEACHING CHECKLIST

How inclusive and accessible are your lessons?

How can you better meet the needs of all your pupils?

How many of these strategies do you routinely plan and use in your teaching?

Inclusive Teaching Checklist	✓
Use a calm, even tone of voice when talking.	
Interactive strategies e.g. pupils having cards to hold up or mini-whiteboards	
Use of visual and tangible aids e.g. real objects, signs or symbols, photographs, computer animations	
Pupil groupings used so pupils are able to draw on each other's strengths and skills	
New or difficult vocabulary is clarified, written up, displayed and returned to	
Questions are pitched so that they challenge all pupils at all levels	
Time and support is given before responses are required e.g. personal thinking time, partner talk	
Tasks are modelled then related to success criteria	
Different resources are available on tables/working walls e.g. word lists, dictionaries of terms, glossaries, visual prompts, scaffolds	
Scaffolding is used to support learners e.g. problem-solving grids, talk and writing frames, clue cards	
Arrangements are in place to ensure that all pupils can access written text or instructions e.g. buddying, adult support, taping, simplified/enlarged version	
There are planned alternative recording methods where appropriate for some pupils and/or tasks. Where Learning Plans identify that a pupil would find handouts that they can annotate helpful to progress, please supply them. Reduce to an absolute minimum the need to copy from the board.	
Homework tasks are differentiated to meet the needs of specific learners and support is given when recording the task.	

OFSTED GUIDELINES FOR TEACHING PUPILS WITH SEND

Every teacher is a teacher of SEND.

The Special Education Needs and disability review states that the following characteristics are found in the best lessons observed. Although these features are true for good teaching generally, they are particularly true for the teaching of disabled children and young people and those with Special Educational Needs.

Children and young people learn best when:

- They look to the teacher for their main learning and to the support staff for support
- Assessment is secure, continuous and acted upon
- Teachers plan opportunities for pupils to collaborate, work things out for themselves and apply what they have learnt to different situations
- Teachers' subject knowledge is good
- Teachers understand pupils' needs and how to help them
- Lesson structures are clear and familiar but allow for adaptation and flexibility
- All aspects of a lesson are well thought out and any adaptations needed are made without fuss to ensure that everyone in class has access
- Teachers present information in different ways to ensure all children and young people understand
- Teachers adjust the pace of the lesson to reflect how children and young people are learning
- The staff clearly understand the difference between ensuring that children and young people are learning and keeping them occupied
- Respect for individuals is reflected in high expectations for their achievement
- The effectiveness of specific types of support is understood and the right support put in place at the right time.

The Children and Families Act of 2014ⁱ was passed as law in March 2014 and reforms legislation relating to the following areas:

- adoption and children in care
- aspects of the family justice system
- children and young people with special educational needs
- the Office of the Children's Commissioner for England
- statutory rights to leave and pay for parents and adopters
- time off work for ante-natal care
- the right to request flexible working

SEND I4: THE THREE WAVES

SENDI4 structures support / intervention into three waves (National Strategy: Three Waves of Intervention):

WAVE I

Wave I describes what we offer to all pupils: the effective inclusion of all pupils in high-quality everyday personalised teaching. This is known as Quality First teaching.

QUALITY FIRST TEACHING

Quality First teaching as part of 'Narrowing the Gap' agenda has key characteristics embedded within the Meadow Vale Model for Learning and inclusive teaching checklist, including:

- Highly focused lesson design with sharp objectives
- High demands of pupil involvement and engagement with their learning
- High levels of interaction for all pupils
- Appropriate use of teacher questioning, modelling and explaining
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- An expectation that pupils will accept responsibility for their own learning and work independently
- Regular use of encouragement and authentic praise to engage and motivate pupils.

NASEN EVERY TEACHER CAMPAIGN

The Every Teacher campaign by The National Association for Special Education Needs (NASEN) has five key messages:

1. Every teacher is a teacher of children with special educational needs and is responsible for every pupil in their class.
2. Every teacher is accountable for every pupil's progress.
3. Every teacher is entitled to high quality professional development.
4. Every teacher should understand the individual needs of all their pupils.
5. Every teacher should have the support of a qualified and experienced SEND team.

Examples:

- Clear objectives shared with all pupils at the start of the lesson and returned to during or at the end of the lesson
- New vocabulary carefully explained and put into context
- Lively, interactive teaching styles deployed when appropriate
- Visual and kinaesthetic learning methods deployed whenever possible as well as auditory/ verbal learning.
- Carefully planned long-term differentiation.

Quality teaching of this nature is the best way to reduce, from the outset, the number of children needing additional help with their learning or behaviour.

WAVE 2

Wave 2 outlines the additional interventions for those students whose needs fall into one or more of the SENDI4 categories (see SEND Code of Practice, above).

Wave 2 Interventions at Meadow Vale include:

- Differentiated class work and homework
- Extra-Curricular activities access
- Handwriting support
- Homework club
- Individualised Learning Plans
- Pupil Profiles (Passports)
- Relevant rewards systems
- Behaviour Support Plans
- TA support and guidance
- Pupil Progress Meetings
- Small group learning interventions
- Reasonable adjustments support
- Appropriate SEND resources
- Additional ICT access/provision to support class learning – e.g. laptops
- Nurture Room facilities
- Lunchtime Acorn Club
- Social Skills groups
- Confidence Building groups
- Occupational Therapy groups
- Speech and Language learning programmes/therapy sessions
- Regular communication with parents
- Referral to SENCo
- FSA involvement
- Transition management and planning with SENCo and FSA

WAVE 3

Wave 3 outlines the highly personalised interventions organised by the SENCo for pupils whose needs fall into one or more of the four SENDI4 categories outlined above.

Wave 3 Interventions include:

IN HOUSE PROVISION:

- 1:1 or small group English support
- 1:1 or small group TA support
- 1:1 or small group maths support
- 1:1 or small group teaching
- Access arrangements for SATs
- Access to alternative provision
- Inclusion strategies
- Individual rewards systems
- ELSA sessions (with trained TAs)
- Modified timetables
- Regular monitoring of intervention impact
- SEND Pathways advice
- Statutory reviews of progress – EHCP Annual Reviews
- Strategies for teachers
- Visual timetables

SPECIALIST INTERVENTIONS FROM OUTSIDE PROVIDERS:

- Play Therapist
- ASD Outreach Team
- CAMHS - Child and Adolescent Mental Health Service
- Early Help Network
- Education Psychologist
- Educational Welfare Officer
- Occupational Therapy (OT)
- Speech and Language Therapy (SaLT)

INTERVENTIONS

Interventions help individual pupils catch up with their peers. Interventions take place in small groups or individually and are normally for a number of sessions (half a term or a full term).

Current interventions include help for pupils with their:

- English – phonics, spelling, reading, comprehension, handwriting
- Maths
- Emotional Wellbeing
- Motor skills

Interventions are analysed to ensure they are providing positive impact and are logged using the Edukey programme or in Class Teacher files.

It is possible to see which Nurture interventions have been in place for a particular pupil by scrolling down to provisions on their Edukey profile.

LEARNING PLANS & PUPIL PASSPORTS

All pupils with an EHCP and SEND Support pupils, have a personalised Learning Plan containing key SEND information to assist teachers and teaching assistants. Personalised Learning Plans are created, stored and reviewed on Edukey. Depending on the pupil, there may also be further relevant documents attached at the end of the pupil profile.

Learning plan



Learning Plan for

Stage: E

Date of birth: Gender: Male Year group: 2 Class:

Start date: 10/9/2019 Review date: 10/2/2020 Teacher:

Areas of concern:

First language: POR FSM: no Medical: no PP: no

Summary:

Was in the Rainbow Resource.
ASD
He had 1:1 and small group learning in Rainbow.
EAL

Learning Plan for: Meadow Vale Primary School - 1



Area of concern	Target	Desired outcome	Strategies & Provisions	Key staff
Fine and Gross Motor Skills	To improve his fine and gross motor skills	To maintain consistent pencil grip to make sure letter formation is correct.	Fine motor skills activities. Look into sensory diet. OT group. Support with written tasks and changing for PE.	
Communication	To communicate effectively with others	To be able to communicate his thoughts and feelings with adults and children.	Use of a small/white board. Emotions chart. Reminders to slow down and speak clearly.	
Emotional	To manage emotional	To understand that advice does not always mean he is being sanctioned.	Use of emotion chart. Clear explanations given by adults.	

Pupil Passports are a one-page document providing an overview of the individual – what they enjoy, what they find hard and how they prefer to be supported etc.

Pupil Passport - Meadow Vale Primary School

Date: 10/9/2019
Teacher:



Date of birth:
Year group: 3
Class:

About me and my interests

Diagnosis

**** is a playful and funny child. He loves being around people and is kind natured. He loves trains.

- ASD
- Suspected ADHD

Area of need

Professionals involved in helping me

Interventions and Provision to support me

**** has a diagnosis of ASD. This manifests in speech delay. He has delayed language and communication skills. He enjoys the company of others but sometimes finds it hard to understand the social context of games and social situations. He has sensory needs and dislikes loud noises. He has poor muscle control and finds fine motor activities particularly difficult. **** has very poor listening and attention skills.

- CAMHS
- OT - awaiting assessment of motor skills and sensory needs
- ASSC referral to be made
- SALT assessment in reception with recommendations

- now and next board
- work station
- timers
- visual cues
- Visual timetable to take home
- Communication book

These are key documents in supporting pupil voice and in making essential information available to staff to assist them in planning and supporting these pupils in class.

PUPILS' NEEDS AT MEADOW VALE

The list below refers to Meadow Vale pupils currently on roll.

This is not an exhaustive list and we may become aware of other needs as time progresses.

- Dyslexia
- ADHD and ADD – Attention Deficit Hyperactivity disorder
- Autism
- Dyspraxia – Developmental co-ordination disorder
- English
- Maths
- Dyscalculia
- Dysgraphia
- Pupils in a state of stress and/or anger management
- Visual Difficulties
- Cystic Fibrosis
- Severe allergies e.g. nut allergy – anaphylaxis – require epipen and careful mealtime management
- Epilepsy
- Type One Diabetes
- Congenital Heart Conditions

INFORMATION AND STRATEGIES FOR DIFFERENT NEEDS

The information on the following pages has been put together to help you devise strategies to support our pupils with different needs.

The information is of a general nature and may need tweaking to suit individuals.

ENGLISH

Teaching strategies to support English needs across the curriculum:

- Use **subject specific terminology** to develop pupils' vocabulary and encourage pupils to practice and use their new vocabulary
- Provide a **stimulating and English-friendly** learning environment
- Display **key terminology** in the classroom and on handouts and make reference to it on a regular basis
- Encourage pupils to use a dictionary to spell words
- When marking pupils' work comment upon their **language, grammar and spellings** as well as commenting upon the content of the work
- Reinforce the need for **accuracy and detail**
- Encourage pupils to use English grammar and punctuation guides
- Support pupils in reading aloud in class (some become very anxious)
- Develop lesson plans with opportunities to practise speaking and listening skills
- Give pupils **thinking time** to rehearse oral responses. Allow pair / group discussion before asking for solutions to problems
- Ensure that pupils have access to appropriate intervention groups and pre-teach sessions
- Consider **assessment access arrangements**, use of **word processor / assistive technologies / audio books** for pupils who may benefit

MATHS

Tips to support maths needs across the curriculum:

- Make sure that the learning environment is stimulating and maths-friendly
- Keep your maths Working Wall relevant, informative and ensure its content is differentiated where possible
- Display maths related terminology in the classroom and make reference to it on a regular basis
- Have maths dictionaries available
- Ensure the pupils have access to a range of manipulatives, ensuring that they understand how to use them.
- Ensure that pupils have access to appropriate intervention groups as well as pre-teach sessions
- Give opportunities in lessons to interpret numbers, facts & figures. e.g. surveys, charts and graphs
- Consider **assessment access arrangements**

DYSLEXIA/ DYSLEXIC TRAITS

Dyslexia is a language-based learning disability, biological in origin and defined by a lack of phonological awareness (the ability to convert letter combinations to sounds and vice versa). The term, 'Dyslexia' refers to a cluster of symptoms, which results in people having difficulties with specific language skills, particularly reading. They may also have trouble with other language skills, including spelling, writing and speaking.

Dyslexia affects approximately 10% of the population to varying degrees and is best thought of as a continuum, as there are no clear cut-off points. Many pupils may display dyslexic traits but Dyslexia can only be diagnosed by an Educational Psychologist. About 4% of the British population are severely dyslexic. Dyslexia is identified as a disability as defined in the Equality Act 2010. Dyslexia occurs in people of all backgrounds and intellectual levels and often runs in families.

Problems experienced by dyslexics may include:

- difficulty in decoding single words (reading single words in isolation)
- slow to learn the connection between letters and sounds
- confusing small words – at/to, said/and, does/goes
- difficulty in transposing number sequences and confusion of arithmetic signs
- difficulty remembering facts
- slow to learn new skills; relying heavily on memorizing without understanding
- difficulty planning and sequencing
- awkward pencil grip (fist, thumb hooked over fingers, etc.)
- difficulty learning foreign languages / learning to tell the time
- poor fine motor coordination

The dyslexic pupil should be shown:

- the big picture and then how the details fit into it
- from parts to whole
- from the simple to the complex
- from the concrete to the abstract
- from the visual to the auditory (kinaesthetic start even better)
- how new information fits in with what has been learned
- with much **scaffolding, review and practice** at every step of the way

Dyslexic pupils need:

- a structured, orderly, consistent environment
- no more than one or two verbal instructions – break into **bite-size chunks**
- a *simultaneous* multi-sensory structured approach to language learning that uses all three pathways of learning: visual, auditory and kinaesthetic-tactile
- time to respond / process what has been heard / allow **additional time** to complete work – **consider assessment access arrangements**
- **key vocabulary** on handouts or equipment
- **repetition of instructions**
Pupils who have difficulty following directions are often helped by teachers/ TAs asking them to **repeat the directions in their own words**. The pupil can repeat the directions to a peer when an adult is unavailable.
- **help with note taking** (handouts, **allow photographs** of the board / peer work etc...)

The following suggestions can help pupils understand:

- if directions contain several steps, break down the directions into subsets (**bite size chunks**)
- simplify directions by presenting only one portion at a time and by writing each portion on a handout /the board as well as stating it orally. **Provide a tick-list.**
- when using written directions, be sure that students are able to read and comprehend the meaning. **Read and explain written directions to the class/individual(s).**

You should attempt to:

- use a balance of presentations and activities and **scaffold the tasks**
- teach mnemonic devices and **handouts** to help them remember **key words**
- reduce 'glare' by using an agreed background colour on IWB or **coloured overlays** as appropriate and ensure handouts have **large-enough print**
- use **accessible texts** / websites and **verbalise key facts**
- provide **alternatives to note taking** (photographing / handouts etc.)
- provide **alternatives to copying from the board** (photographing / handouts etc.)
- support use of **word-processor** / **assistive technologies** / **audio books** where appropriate and **consider assessment access arrangements**
- provide help with **sequencing**.

DYSCALCULIA

Key traits:

- Difficulty using specific tools, such as protractors and compasses
- Poor test results in maths compared to other areas of learning
- Negative / fidgety / withdrawn behaviours – particularly when asked to perform mathematical tasks
- Difficulty understanding place value; places numbers in the wrong column when trying to add up, multiply etc.
- Not grasping concepts at the same rate as others
- Frequent requests for information/ explanations to be repeated
- Poor retention of numbers.

Teaching strategies:

- Vary teaching methods and include **visual mnemonics**
- **Allow time** for pupils to work out math problems in their own way
- Use specialist equipment that is specific to the individual pupil
- Use concrete materials to help link mathematical concepts to real life
- Provide **visual and kinaesthetic context** to abstract mathematical ideas
- Provide much **practice and repetition of new skills** and concepts
- Reduce the need for memorisation by providing appropriate **classroom resources**
- Consider whether **maths intervention / assistive technologies / access arrangements** would benefit the pupil

DYSGRAPHIA

Key traits:

- Difficulty in reading aloud in front of others
- Fidgety when asked to do writing activities
- Distraction techniques e.g. asking to go the toilet
- Difficulty copying from the board
- Leaning to one side / posture moves as writing across the page
- Prefers to word process longer pieces
- Writes over-short pieces lacking in detail.

Teaching strategies:

- Do NOT ask to read aloud without permission of the pupil
- Support note-taking by **supplying handouts / allowing audio recorder / photography** of board / peer notes etc.
- Break down written work into small, manageable **bite-size chunks**
- Speak slowly and clearly, using **simple sentences** to convey information
- Use **story starters** for creative writing tasks
- **Draw out detail** with questions and visualisation strategies
- Practise **mind mapping** for topics
- Consider use of **word processor / assistive technologies**
- **Allow extra time** for tasks - consider **assessment access arrangements**

DYSPRAXIA (DEVELOPMENTAL CO-ORDINATION DISORDER)

Key traits:

- impaired spatial awareness, accuracy and grading of movement
- poor co-ordination
- difficulties with fine motor skills (small, specific movement)
- difficulties with gross motor skills (big movements)
- poor orientation
- poor concentration
- difficulties with handwriting and/or fine drawing skills

Teaching strategies:

- break information into short sentences and **bite-size chunks**
- keep tasks **short and precise**, if possible one or two tasks at a time.
- ensure the pupil hears all instructions. **Repeat** as necessary.
- be **understanding, firm and consistent**
- award **praise for effort**, not just the final outcome
- utilise planners / have spare equipment to **support pupil organisation**
- support note-taking by **supplying handouts / allowing photography** of board / peer notes etc.
- allow **word-processing / assistive technologies** where appropriate and consider **assessment access arrangements**.

ADHD AND ADD

Main traits:

- associated behaviour issues seen in school and at home
- poor attention skills
- associated with Dyspraxia
- limited concentration span; Hyper and Hypo
- fidgety e.g. toe tapping / flicking pencils etc.
- impulsive
- hyperactivity
- often associated with OCD

Teaching strategies:

- provide a **structured, orderly, consistent environment** - seat away from obvious distractions
- have **clear, fair, firm expectations**
- give **clear instructions** both verbal and written
- make sure the pupil knows the lesson plan and what will happen next - avoid surprises – **warn of changes to lesson routine**
- give one task at a time.
- break learning into **bite-size chunks** – a **tick-list** can be useful
- **remain calm** at all times.
- plan **movement breaks** and allow the child to move around the room, when appropriate.
- clear instructions and planned movement breaks
- allow subtle use of a fiddle toy when listening
- support use of **word-processor / assistive technologies / prompt** where appropriate and **consider assessment access arrangements.**

AUTISTIC SPECTRUM / ASPERGER'S SYNDROME

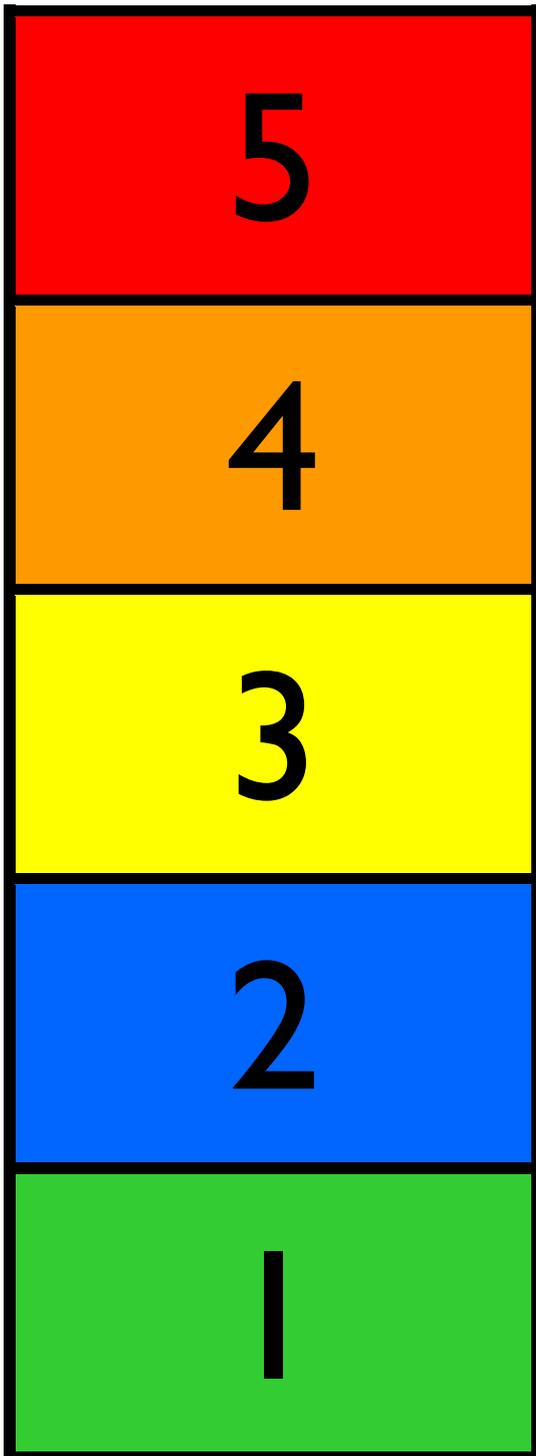
Main traits:

- finds social interaction difficult to comprehend
- affects socialisation in all or most situations
- lack of adaptability and flexibility, especially to new situations
- may have restricted and repetitive patterns of behaviour, interests and activities
- lack of or heightened empathy and ability to read others' feelings
- struggle to feedback own feelings

Teaching strategies:

- provide a **structured, orderly, consistent environment**
- use the **pupil's name** to gain attention
- don't expect the pupil to process more than **one sensory input** at a time
- **avoid surprises** - give warnings of any changes to the normal routine of the class/lesson, for example if going to be taught by a cover or supply teacher
- use specific, **targeted praise**
- back up verbal instructions with written resources
- try to **avoid irony or sarcasm**, explain what is meant; there may be a tendency for literal understanding
- allow **additional time to process** information
- **do NOT draw attention** to the pupil
- **use 5-point scale** (see next page) and allow **'movement breaks'** as required
- allow subtle use of fiddle toy

THE FIVE POINT SCALE



The five-point scale is a tool we use with young people to help them to identify and self-regulate their emotional state. Through modelling the language of emotional intelligence we can encourage the young person to recognise and identify the emotion they are feeling, to rate it 1 to 5 and then to engage with strategies that will allow them to de-escalate away from a meltdown or explosion. In order to access learning a young person needs to be, ideally at a 1 or a 2, if the young person gets to 4 or 5 they will not be able to access their learning.

We need to encourage students to identify and practise appropriate strategies that will enable them to self-regulate and, when necessary, bring themselves down through the five-point scale to a point where they can learn again. Strategies may include movement breaks, fiddle toys, finding a quiet place, reading for a short period, deep breathing, counting etc.

The scale can also be applied to staff! When we are aware of our own emotional state we can be mindful of its impact on our interactions with the young people in our care. It is worth noting that those with ASD are often hypersensitive to the moods of others and are likely to notice our emotional state even if we try to mask it!

STRESS AND ANGER MANAGEMENT STRATEGIES

When dealing with pupils in a **heightened state of stress** we must acknowledge that **our own** stress levels may also become raised. Pupils are hyper-vigilant of others' stress levels and we need to know where our own base line is.

There are 4 questions we should ask ourselves in this situation:

- 1 What am I feeling now? The pupil is waiting for our response. (What actually presses our buttons? We must know and acknowledge our own trigger points). Do this before we speak.
- 2 What does she/he feel/need/want? - This question links to the 4 goals of misbehaviour:
 - i. Seeking Attention
 - ii. Avoiding Failure
 - iii. Seeking Revenge
 - iv. Seeking Power
- 3 Is the environment affecting behaviour?
Does he/she have and is he/she playing to an audience?
- 4 Would speaking to her/him outside the classroom be appropriate?

What is the best way to respond?

- Bear in mind that when in a state of stress, the pupil may be unable to process the situation and fully understand any conversations with staff
- Be aware of **personal space** and do not touch the pupil
- **Allow time** for them (and possibly you) to calm down
- Make a **statement of understanding**, e.g. "I can see you're angry" leave a pause for processing, "I am sorry that you feel angry" again leave a gap **before giving any direction**, such as speaking about the incident outside the classroom or sitting down to speak
- Speak in **short clear sentences** and **give time** for the pupil to process this information
- Heightened state of stress lengthens recovery time. **Suggest time out.**
- Only when the pupil regains a state of calm will it be possible to discuss the incident. Give the pupil opportunity to explain to you what happened **from their own perspective first**. Knowing that you have listened will make it easier when you next explain what you saw, and outline what will happen next
- If this form of response/behaviour from a pupil persists over time, you may want to consider using the **ABC Chart** (see next page) and/or a **Behaviour Support Plan** (see next page) which involves parental input and support alongside school support.

ABC CHART


Meadow Vale Primary School ABC Chart

Date/Time	Activity	Antecedent	Behaviour	Consequence	Function
Date/time when the behaviour occurred	What activity was happening when the behaviour occurred	What happened right before the behaviour that may have triggered the behaviour	What the behaviour looked like	What happened after the behaviour, or as a result of the behaviour	What do you think the pupil was trying to gain from the behaviour e.g. attention/safety/escape/communication/ a tangible item

BEHAVIOUR SUPPORT PLAN

Meadow Vale Primary School Behaviour Support Plan		
Name:	Date Started:	Class:
Date:		Plan Number: 1
What do I want school life to be like?	Easy, happy and fun	
What do I enjoy at school?	Playing with my friends Maths	
What do I find challenging at school?	Sounding out tricky words Being calm	
What do the school want from me?	Good listening Sitting still Staying at my table	
Targets	How will I achieve my target?	Have I achieved my target?
To stay at my table until I have finished	I will have a timer to let me know I will have a picture to remind me	
To stay calm and still in the classroom	I will have a carpet 'spot' I will listen to calm music	
To think about the best time to talk to an adult	I will count to 10 in my head and put my hand up	
Parent/Carer Contribution:		
Check and sign this Behaviour Action Plan each day and talk to **** about the positive choices he has made.		
Signed:		
Pupil Contribution:		
I will try my best.		
Signed:		

Meadow Vale Primary School Behaviour Support Plan						
Name:	Date Started:	Class:				
Date:		Plan Number: 1				
Targets						
1. To stay at my table until I have finished 2. To stay calm and still in the classroom 3. To think about the best time to talk to an adult						
	Monday	Tuesday	Wednesday	Thursday	Friday	
Morning 1						
Break						
Morning 2						
Lunch						
Afternoon						
Daily Assembly						
Teacher Signature						
Parent Signature						
Comments						

PERSONALISED TREATMENT PLANS

Where appropriate, Personalised Treatment Plans are implemented, that may or may not link in with a pupil’s status on the SEND register.

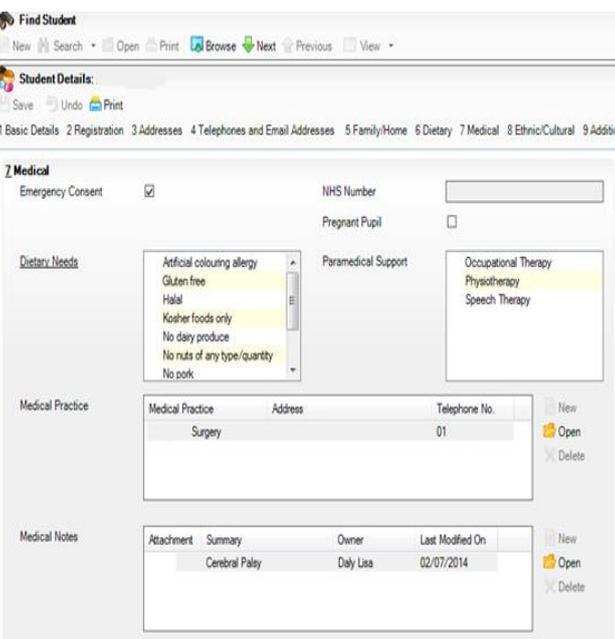
Not all pupils with a Personalised Treatment Plan are on the SEND register but all are recorded in the Medical Needs Register, linked with the pupil’s medical profile in SIMS. Their information is also displayed on the Medical Board in the Staffroom.

Personalised Treatment Plans are reviewed and updated at least annually.

Concerns on the Medical Needs Register at Meadow Vale include:

- Asthma
- Attention-deficit hyperactivity disorder
- Cerebral Palsy
- Chronic Fatigue
- Colour Blindness
- Diabetes
- Eczema
- Epilepsy
- Hearing impairments
- Bowel and stomach complaints
- Allergies
- Nut allergies
- Neuropathy
- Visual Impairment

Medical needs are logged on SIMS:



Personalised Treatment Plans:

Meadow Vale Primary

Personalised Treatment Plan for

Symptoms:

Treatment:

Management:

Contact information:

VISUAL DIFFICULTIES

Key Traits:

- Difficulties seeing items at distance
- Close vision may be compromised
- 'Blind' spots in field of vision
- Disruption processing visual information (in the eye or brain)
- Difficulties seeing colours, shades and tones
- Text appears to move around the page or over the top of other text.

Teaching strategies:

- Avoid copying work off the board, if needing to use the board make sure the pupil sits near to the front of the class or can see the teacher's computer. Use verbal description of the work being done, for example, "Write the title, 'Categories of Vegetables' in the middle at the top of your page, as it is on the board."
- Permit alternative note-taking methods including providing large-print handouts and allowing photography for instant enlargement
- When demonstrating practical elements of the subject, bring the pupils around the table where the demonstration is taking place, make sure the pupil with visual difficulties is close. If possible, allow pupils to pass around items being shown
- **Enlarge** pupil's work sheets and use enlarged text books
- Pupil may have a magnifying glass/ruler for use with smaller textbooks
- Label coloured pencils and other coloured items in the class. There are varying degrees of colour blindness, but the ability to distinguish between shades is often compromised
- Ensure work is in a **clear, bold print**
- Ensure **diagrams / graphs etc. are clear**
- **Coloured overlays** may be useful to reduce glare
- Consider providing files that can be read & enlarged **on a computer**
- Consider **assessment access arrangements** e.g. **enlarged print test papers, extra time, use of word processor / assistive technologies**

HEARING DIFFICULTIES

Key Traits:

- Missing some or all of instructions
- Particular difficulty when teacher's mouth obscured (many use lip-reading to reinforce what they hear)
- Especially difficult in areas with high background noise

While some pupils may have permanent hearing loss, many other pupils may suffer temporary losses from colds and ear infections. Since even temporary losses can have an effect on language development and access to curriculum, the strategies mentioned here are worth using by every teacher.

Classroom Adaptations

When possible, turn off equipment that creates background noises, such as fans and projectors, when not in use. Eliminating extra noise helps pupils with hearing impairments focus on the lesson. Remember that hearing aids amplify every sound, including tapping pencils and air conditioners. Carpets, blinds and tennis balls on chair bottoms can also eliminate a great deal of extraneous noise.

Communication Considerations

Effective communication is vital with a hearing-impaired pupil to ensure success. Since many hard-of-hearing pupils rely on lip-reading, at least partially, it is important to keep a few points in mind when you are teaching:

- Look directly at and face the pupil when communicating. Do NOT cover your mouth.
- Say the pupil's name or signal their attention in some way before speaking.
- Assign the pupil a desk near where you plan to deliver most of your lessons.
- Speak naturally and clearly. Speaking louder may not help.
- Some pupils will have use of an induction-loop system. Wear this around your neck and remember to switch it OFF when addressing/helping other pupils!

ACCESS ARRANGEMENTS FOR STATUTORY ASSESSMENTS

“Access Arrangements” are pre-examination adjustments for candidates based on evidence of need and normal way of working.

Access Arrangements allow learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. For example, readers, scribes and enlarged question papers. In this way Awarding Bodies will comply with the duty of the Equality Act 2010 to make 'reasonable adjustments'.

Special Consideration

Special Consideration is a post examination adjustment to a candidate's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment.”

ACCESS ARRANGEMENTS INCLUDE:

- Scribe / word processor
- Reader / reading 'pen' / reading software
- Up to 25% Extra Time (or 100% for those pupils with a visual impairment to allow for frequent rest breaks).
- Smaller room
- Supervised rest breaks
- Accessibility aids for those with eyesight/ hearing difficulties

Teachers and TAs must bring any concerns they may have about any pupil in their class to the SENCo in order for those pupils to be assessed for intervention and/or monitoring with a view to a possible access arrangement. Teachers may notice that a pupil works to their best ability when the questions are read aloud, or that they need longer to process their answers. Others perform significantly better when word processing rather than handwriting their work.

FURTHER INFORMATION

This is a working document. Please check the saved copy of this handbook regularly for updates and let the SENCo know if you have suggestions for improvement or are able to offer feedback. (Saved copy stored on the Staff Shared Drive in the SEND folder).

REFERENCES

ⁱ Children and Families Act of 2014

<http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted/data.htm>