



SEND/Inclusion Policy 2023/24

Aspire not to have more but to be more

Saint Oscar Romero

+ Honourable Purpose + Respect + Compassion + Cooperation +
Stewardship +

Issue Date:

October 2023

Review Date:

October 2024

Inclusion/SEND Policy

Recognising Common Learning Difficulties and Strategies to Support Students in Class

1. Introduction

'Inclusion is about the quality of children's experience; how they are helped to learn, achieve and participate fully in the life of the school'. (Removing Barriers to Achievement, 2004)

Inclusion is:

- Valuing all students and staff equally
- Increasing participation in all aspects of community life
- Restructuring policies and practices to respond to diversity
- Reducing barriers to learning for all students not just those with impairments or classed as SEN
- Learning from attempts to overcome barriers to access for the benefit of all students
- Viewing differences as resources to support learning and not just a problem to overcome
- Acknowledging right of students to be educated in locality
- Improving schools for staff and students
- Emphasising role of school as developing community values as well as measuring achievement
- Fostering mutually sustaining relationships between school and community
- Recognising that inclusion in school is one aspect of inclusion in society

(Index of Inclusion, Tony Booth and Mel Ainscow)

Defining Special Educational Needs and Disabilities (SEND)

The 2014 Code of Practice says that:

A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory college age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream colleges. (Taken from 2014 SEN Code of Practice: 0 to 25 Years – Introduction xiii and xiv)

This SEND policy is written to comply with the 2014 Student and Families Act and its SEN Code of Practice together with the Equality Act 2010.

The SEND Leadership Team at All Hallows Catholic College

Headteacher: Tim Beesley principal@allhallows.org.uk

Inclusion Leader: Alex Cook a.cook@allhallows.org.uk

SENDCo: Ben Mercer b.mercer@allhallows.org.uk
(National Award for Special Educational Needs Coordination)

Assistant SENDCo: Matthew Geagea m.geagea@allhallows.org.uk

SENDCo Officer: Maisy Cooke m.cooke@allhallows.org.uk

SEND Link Governor: Lisa Alberti

Inquiries about an individual student's progress should be addressed at first to the form tutor or subject teacher. Other enquiries can be addressed to either the Principal or the SENDCo. To make an appointment, please contact the College on 01265 426138.

2. Christian Ethos

All Hallows Catholic College has developed a clear and consistent approach to Inclusion that encompasses our Christian Ethos.

We practice

- a strong ethos based on Christian values and respect for the individual wrapped in our core values.
- An emphasis on the whole student in a holistic Catholic education.
- Teaching and learning strategies that reflect outstanding practice.

All Hallows Catholic College seeks to ensure that all students are equally valued, treated with equal importance and given equal opportunities to be successful. Every student is entitled to a full and balanced curriculum. However, programmes of study may be modified to allow all students to access the curriculum at their level. It is intended that all students should be able to learn in a safe and reassuring environment, despite any difficulties they may have with the learning process. The whole staff advised and supported by the SENDCo, Key Stage Managers and Year Learning Leaders, shares the responsibility for the needs of student with learning difficulties.

3. Objectives

At All Hallows Catholic College, we are committed to providing an inclusive curriculum and environment to ensure that all students can develop to their potential and make progress, whatever their needs or abilities. We aim to provide an environment where all students have equal opportunities to develop their talents and make progress, and their contributions to college life are valued.

Our objectives are:

1. To identify, at the earliest possible opportunity, barriers to learning and participation for students with SEND
2. To ensure that every student experiences success in their learning and achieves to the highest possible standard
3. To work in partnership with parents

4. To enable all students to participate in lessons fully and effectively
5. To value and encourage the contribution of all students to the life of the College
6. To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
7. To work closely with external support agencies, where appropriate, to support the need of individual students
8. To ensure that all staff have access to training and advice to support quality teaching and learning for all students

The College keeps a record of all students who have Special Education Needs and Disabilities on our Student Overview document and SIMs database. Using the Student Overview, teachers are asked to note any students who have SEND on their seating plans.

4. Identification and Assessment of Special Educational Needs and Disability

According to the 2014 SEND Code of Practice, a student of compulsory college age or a young person has a learning difficulty or disability 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 facilities of a kind generally provided for others of the same age in mainstream colleges or mainstream post-16 institutions*

As concerns are raised about students' achievement or progress, over and above that level at which a class teacher with good practice will deal with, they will be assessed and may be placed on the Student Overview.

Learning difficulties and more complex problems come under the SENDCO, whilst emotional and behavioural difficulties are the responsibility of the Key Stage Managers and Year Learning Leaders. As the level of concern increases, and the amount of support needed increases, students can be placed at higher levels of the graduated response for the identification and assessment of special needs.

As concerns are raised about students' achievement or progress, over and above that level at which a class teacher with good practice will deal with, they will be assessed, and subject teachers will be made aware. This may happen before they enter secondary education and they will be identified through consultation with primary schools and parents/carers. Learning difficulties and more complex problems come under the SENDCo, whilst behavioural difficulties are the responsibility of the Key Stage Managers and Year Learning Leaders. As the level of concern increases, and the amount of support needed increases, students can be placed at higher levels of the graduated response for the identification and assessment of special needs.

During the summer term the SENDCo and members of the pastoral team will visit the main feeder primary schools. Discussions with the Year 6 teacher, SENDCo and Principal will give transition information to ensure staff have information on the new intake in the autumn term. This, with Key Stage 2 prior attainment data, will allow initial setting of students for ability groupings.

At the end of Year 6 primary students are given the opportunity to attend a transition residential at Liverpool Hope University and a Transition day where they meet their form tutor. Part of their transition includes a test in reading and spelling. This, with Key Stage 2 SAT results and other available standardised test results, is used to identify those students who have most difficulty with written tasks. These students will then complete further assessments for reading comprehension and non-verbal skills to further refine which students have specific literacy difficulties or more global learning difficulties.

Staff members are informed of students who have been identified as needing additional support and should therefore offer an appropriate level of differentiation, plan lessons accordingly and monitor

progress towards targets set. This support is regularly reviewed, and student may be removed from being termed SEN action if they no longer meet the criteria.

Those with reading and spelling difficulties will have a reading and spelling session using an online intervention called Indirect Dyslexia Learning (IDL). This will involve 15-minute withdrawal sessions from classes. This will be done as an additional homework each night with the students spending 15 minutes completing the activities set. These students may also be offered the use of a Chromebook in lessons to help them with writing large pieces of work.

A smaller number of students, who have more complex learning difficulties, will work on a multisensory language programme with the specialist teacher, who is suitably qualified.

At half yearly intervals the students accessing this type of support are reviewed, through further testing and comments from teaching staff. The SENDCo will be available at Parents' Evening and all students are reviewed regularly academically using the college academic review process. Generally, a reading age of 10 years and spelling age of over 9 years 6 months would be considered a functional age, although some students will have reached an ability appropriate level earlier.

This process of assessment will be repeated for all Year 8 students to ensure that no student's needs are missed who arrive during the college year. Similarly, new students to All Hallows will be tested to assess their needs. Some students will have more complex difficulties or will not make adequate progress despite appropriate support. These students will be referred to other professionals at Student's Services at Cheshire East, such as the Educational Psychologist. If further advice is given the student will be considered at College Action Plus and may access support through Individual Student Funding or more specific programmes of study in line with the Cheshire East Graduated Response. All of this process will only be investigated and explored in consultation with parents. Parents are encouraged and welcome to contact the SENDCo/Asst SENDCo or the Year Learning Leader at any point to discuss the progress of their student. Please refer to the SEND Information document that is also available on the College website.

Where there are concerns regarding the progress of a student, discussion should centre around the parents, subject teacher and the student. Where the concerns are in a number of subjects then these discussions should involve the Year Learning leader.

For students who are not making the necessary progress across a number of subjects and for whom concerns have been raised by parents and teachers, with a concern that there is a special educational need, then a Student Profile will be written using the Local Authority model and based on the graduated approach to SEND. These Student Profiles will identify the views of the student and their parents and summarise the needs of the student as well as what would work best for them in the classroom as part of Quality First Teaching. These will be reviewed with the student, parents, and any relevant others at least twice a year.

A small percentage of students will meet the Local Authority criteria for an Education, Health and Care Plan (EHCP). Students at this level will be given a Student Profile and key worker. These students will normally perform at the first or second centile on standardised tests or have more complex needs than those normally met through the college's own resources. Some students will have Teaching Assistants attached to them through funding in their EHCP. This support will mostly be in-class across the curriculum. Teaching Assistants will enable students to access the curriculum and respond appropriately, encourage students to stay on task, focus on the work set, and make progress in line with their ability whilst fostering independent learning and emotional development. The normal reporting system will be maintained but will also include annual review meetings involving parents, staff and the student.

At Key Stage 4 some students will need further assessment to comply with the examination board if special arrangements are to be made. These assessments cannot take place before the student starts year 9. Reading age, non-verbal and verbal skills, writing speed and accuracy are looked at to request the correct level of support to be requested in line with recommendations from the Joint Council for Qualifications. There will also need to be an associated history of need. Parents should contact Mr B Mercer well before their student is in Year 11 to discuss such matters.

5. Paperwork for Students with Special Educational Needs

Once a student has been identified as needing additional support, a Student Information document is created and used to record the student's strengths and interests, what they enjoy about College, what they find difficult and what helps them to achieve. The information may be updated during each term.

If the student has a more complex need, a Student Profile document will be created. This will be formulated through key workers, students and parents/carers and are there to target the specific requirements of students. Teachers are asked to study these documents so that they know how to support the students in their lessons.

The support provided consists of a four-part process:



This is an on-going cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions, which are most effective in supporting the student to achieve good progress and outcomes.

Assess

In identifying a student as needing SEND support, the subject teacher, working with the SENDCo, should carry out a clear analysis of the student's needs. This should draw on subject assessments, teacher observations, details of previous progress and attainment, comparisons with peers' and national data, as well as the views and experience of parents/carers. The opinion and feelings of the individual student are always considered. Advice from external agencies such as Speech and Language and the Sensory Inclusion Team will help formulate intervention work.

This analysis will require regular review to ensure that support and intervention matched to need; barriers to learning identified and challenged and that the interventions used are developing and evolving as required. Where external support is already involved, their work will help inform the assessment of need. Where they are not involved contact may be made if this is appropriate following discussion and agreement with parents/carers.

Plan

When decided to provide a student with SEND support, parents/carers are informed of this in writing. Planning will involve consultation between the teacher, SENDCo and, if required, the Form Tutor and Year Learning Leader. Parents/carers would agree the adjustments. The interventions and support that are required, the impact on progress, development and/or behaviour that is expected and a clear

date for review would then be decided. Parental/carer involvement may be further sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the student, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The form tutor, Year Learning Leader and subject teachers remain responsible for working with the student on a daily basis. They will retain responsibility even when interventions may involve group or 1:1 teaching away from the mainstream classes. They will work closely with teaching assistants and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching.

Review

Student progress is reviewed at least termly or before if requested by parents. The review process will evaluate the impact and quality of the support and interventions. The SENDCo will revise the support in light of student progress and development, making any necessary amendments going forward, in consultation with parents/carers and subject teachers.

Moving to an EHCP (Education, Health and Care Plan)

If student fail to make progress, in spite of high quality, targeted support, we may apply for the student to be assessed for an EHCP. Generally, we apply for an EHCP if:

- The student has a disability which is lifelong, and which means that they will always need support to learn effectively
- The student's achievements are so far below their peers that we think it likely that the student may at some point benefit from special college provision

Students, who we think will manage in mainstream colleges, albeit with support, are less often assessed for EHCP. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not necessarily mean that a student needs an EHCP.

If the application for an EHCP is successful, a member of the Local Authority will call a meeting for parents, the student and the college, together with any health or social care professionals who are involved with the family. The meeting will record the student's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHCP which will record the decisions made at the meeting.

Further information about EHCP can be found on the website below:

http://www.cheshireeast.gov.uk/student_and_families/special_educational_needs/special_educational_needs.aspx

6. Working with Parents and Students

We aim to have good and informative relationships with all of our parents. If a student is experiencing difficulties, parents will be informed either at Parent Consultation Day's or during informal meetings to discuss the student's progress. It shouldn't come as a surprise to a parent to learn that their student is being identified as having SEND.

Once a student has been identified as having SEND, the SENDCo will invite the parents to a meeting to:

- formally let them know that their student is being placed at SENS
- discuss assessments that have been completed
- agree a plan and provision for the next term
- This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice
- The student may be invited to attend all or part of the meeting
- Records are kept of these meetings and copies are available to parents

Thereafter, parents and student are invited to meetings to review progress made, set targets and agree provision.

Where parents are seeking particular advice from specialist organisations – please use the link shown below. This will take them to the council for disabled student – a national group who help affect positive change for SEND.

This link will help parents access information and advice.

www.councilfordisabledstudent.org.uk/getting-involved/sen-and-disability-reform-support-organisations/north-west

This link will take you to a number of websites for particular areas of special need.

For support with dyslexia please use the following websites: Dyslexia Action (Based in Wilmslow)

www.dyslexiaaction.org.uk

Or the British Dyslexia Association: www.bdadyslexia.org.uk

To access information on Cheshire East services and for information on how the Local Authority works within SEN please use the following link:

https://www.cheshireeast.gov.uk/student_and_families/services_for_parents.aspx

To access the Cheshire East local offer please use the following link:

<http://www.cheshireeast.gov.uk/home>

To access support from the Parent Partnership please use this link:

https://www.cheshireeast.gov.uk/colleges/parents/parent_partnership.aspx

7. Links with External Agencies

The SEND Leadership Team will liaise with the Student's Services team at Cheshire East Council, and will co- ordinate referrals to the Educational Psychology team and the Cheshire Autism Support Team CEAT, medical services, such as Speech and Language Therapy, Occupational Therapy and Student and Adolescent Mental Health, and other professionals from the Sensory Impaired Service. The college also liaises with Social Services and contributes to care reviews and Personal Education Plans for Student.

8. Teaching and Learning

We believe that all students learn best with the rest of their class. Our aim is for all students to be working independently, in class, at the cusp of their potential. Students with SEND are entitled to be taught by their teacher, not always by a TA. Teachers aim to spend time each day working with all student with SEND, individually or as part of a group.

When allocating additional TA support to student, our focus is on outcomes, not hours: We aim to put in sufficient support to enable the student to reach their challenging targets, but without developing a learned dependence on an adult.

The college has a range of interventions available which are listed and costed on a provision map. When considering an intervention, we look first at the student's profile of learning in order that we can select the intervention which is best matched to the student.

Targets for student at SENS are deliberately challenging in the attempt to close the attainment gap between the student and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher- who monitors progress towards the targets during the intervention - and by the Headteacher and SENDCo who monitor overall progress after the intervention. • At the end of each block, student's progress towards their targets is assessed and recorded.

• A decision is then made as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class.

The SENDCo monitors interventions to identify 'what works'.

9. Access to extra-curricular activities

All of our students have equal access to before college, lunchtime and after college clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our student. Subject trips are part of our curriculum and we aim for all student to benefit from them. No student is excluded from a trip because of SEND or medical needs, although adaptations may have to be made.

10. Staff Expertise

All of our teachers and TAs are trained to work with student with SEND. Some are very experienced, and others less so, but all have access to advice, information, resources and training to enable them to teach all student effectively. We offer training and self-help opportunities through access to in-house or LA courses, provision of books or guidance towards useful websites.

If we identify information we cannot access without the aid of additional, more specialist help, the college is able to buy-in additional expertise from elsewhere. The college is supported by the Educational Psychology Service. The Service can be used for assessment of individual student, advice to parents and teachers and attendance at reviews. Speech and Language Therapists and other Services, such as Audiology or other health professionals, may also provide assessment where possible. In the Early Years, staff liaise with health professionals such as Health Visitors and the Early Years Team, as well as having access to the above services.

11. Governors

It is the statutory duty of the Governing Body to ensure that the college follows its responsibilities to meet the needs of students with SEND following the requirements of the Code of Practice 2014.

The Governor with particular responsibility for SEND is Lisa Alberti. She meets with the SENDCO or Inclusion Leader to discuss actions taken by the College.

12. Complaints

The college works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting students' needs. All complaints are taken seriously and are heard through the College's Complaints Policy and Procedure.

13. Cheshire East's Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Cheshire East's Local Offer is available from the website www.cheshireeast.gov.uk/localoffer

In addition, Cheshire East Information, Advice and Support (CEIAS) group provides support for student and young people with additional needs and disabilities. It includes information about activities and breaks available for Cheshire East student with SEND as well as information for parents about benefits, and about how Cheshire East aims to support student through education, health and social care. <http://www.ceias.cheshireeast.gov.uk/home.aspx>

14. Equal Opportunities

The college is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of college life. We promote self and mutual respect and a caring and non-judgmental attitude throughout the college.

15. Key Areas of Need

The key SEND areas largely include those areas that we come across within All Hallows Catholic College on a regular basis. They include dyslexia and related specific learning difficulties such as dyspraxia and dyscalculia. It also includes disabilities that have more of an emotional or behavioural component such as attention deficit/ hyperactivity disorder (ADD/ ADHD) and the milder end of the autism spectrum. The effects of these are different, but similar approaches in terms of assessment and support are often needed. The key similarity is that the individual experiences barriers to learning and work as a result of specific difficulties which are not immediately visible. Often the individuals themselves are unaware that they have such difficulties.

Attention Deficit Disorder or Attention Deficit Hyperactivity Disorder

Behaviours seen can include:

- difficulty in following instructions and completing tasks
- difficulty in 'sticking to' an activity
- easily distracted and forgetful
- often doesn't listen when spoken to
- fidgets, is restless, can't sit still
- interferes with other children's work

- can't stop talking, interrupts others
- runs about when inappropriate
- blurts out answers without waiting to be asked
- difficulty in waiting or taking turns
- acting impulsively without thinking about the consequences

Strategies that can be used in class can include:

- be consistent in using an organised set of rules and routines, and make sure that the child is notified of any changes in routine well in advance
- praise small achievements and set up an agreed reward system for good behaviour, rather than using too many sanctions for inappropriate behaviour
- provide opportunities for children to move in the classroom (for example: Brain Gym, practical activities and responsibilities)
- explain to others that it is the behaviour that is a problem, not the child as a person
- use time out as a benefit rather than a sanction, as a time to calm down and be away from distractions
- help pupils organise their written work by using writing frames and other alternative methods of recording
- give short, simple instructions and encourage the learner to talk through a task before attempting it
- let the pupil work in an individual or paired situation rather than expecting them to work in a group
- teach social skills – don't expect the pupil simply to pick up acceptable social behaviour
- incorporate suggested motor coordination exercises into group PE activities
- be realistic in your expectations – set short, clearly defined targets

Autistic Spectrum Disorder, Asperger's Syndrome

Difficulties experienced can be:

- difficulties with social relationships
- difficulties with communication
- difficulties with social imagination, imaginative play and flexible thinking
- socially awkward
- naive and gullible
- often unaware of others' feelings
- unable to carry on a 'give and take' conversation
- easily upset by changes in routines and transitions
- literal in speech and understanding
- overly sensitive to loud sounds, lights odours
- fixated on one subject or object
- physically awkward in sports

Strategies that can be used in class can include:

- provide an area in the classroom where they can have their own personal space and avoid distractions, perhaps facing the wall and possibly screened off
- ensure that the classroom has an element of continuity – not too many changes at one time
- prepare them well in advance for any changes in school routine, if possible, as this can
- use a daily visual timetable for younger children
- keep instructions clear and simple, checking that they understand by repeating the instructions to them individually as they may not understand that general instructions are for them unless their name is used
- use ICT to support their learning in a variety of ways

- use visual and concrete materials to support understanding of conceptual vocabulary
- explain jokes, idioms and figures of speech as far as can be understood, or at least explain when something is a joke, etc.
- teach pupils how to interpret social signals, such as facial expressions and gestures
- use games and activities to teach social conventions and interaction (e.g. turn-taking)
- give them the opportunity to explain their anxieties
- give a logical explanation when asking them to do something new
- ensure that they understand that school and classroom rules apply to them

Dyslexia

At present it is estimated that 1 in 10 students have dyslexia or dyslexic traits (British Dyslexia Association)

Barriers to learning can include:

- difficulties with reading
- poor standard of written work
- difficulties with speed of processing
- poor short-term memory
- difficulty sequencing
- organisation
- tiredness
- uneven performance profile
- poor behaviour often as a result of frustration

Strategies that can be used in class can include:

- staff are given regular reminders/updates and training in Dyslexic friendly strategies
- teach syllable count to help the learner hear how many syllables are in a word
- teach how to blend syllables
- teach onset and rime to help the pupils to discriminate between words aurally
- teach phoneme discrimination to help the pupil identify phonemes in words
- teach phoneme-blending to help with reading and spelling
- use multi-sensory methods to support learning
- ensure repetition of learning, using word and language games for enjoyment
- make use of coloured overlays and line trackers where necessary
- create a positive reading environment, with opportunities to listen to stories
- teach keyboard skills and encourage use of spell-checkers
- encourage alternative methods of recording, such as writing frames, diagrams, labelled drawings, flow charts or comic strip stories
- allow the use of a scribe where appropriate, especially for copying anything important, such as homework instructions
- make use of audio-visual aids
- keep oral instructions brief and clear
- revise and review previously taught skills at frequent intervals
- raise self-esteem and confidence with lots of praise and encouragement.

Students with dyslexia should not be expected to copy off the board and we ask parents to monitor this.

Dyspraxia

Physical and organisational difficulties can include:

- limited ability to concentrate

- difficulty picking up small objects
- language acquisition
- understanding spatial concepts
- following sequential instructions
- handwriting
- confusion with laterality
- inability to recognise potential danger

Strategies that can be used in class can include:

- give clear, simple instructions and constant reminders, both oral and written
- provide a reasonably quiet working environment
- organise activities to develop listening skills and attention skills, such as sound tapes
- encourage learners to present ideas using ICT
- incorporate recommended motor coordination exercises into a PE programme
- organise games and activities requiring cooperation and turn-taking
- practise a range of sequencing activities, such as pictorial activity or story sequences, word and sentence sequences, days, months or number sequences
- develop role-play and drama activities, including puppets
- help pupils organise their written work by using writing frames
- praise every effort and successful achievement of new skills
- practise tracking activities, such as mazes, dot-to-dot, tracing, letter shapes.

Hearing Impaired Students

We have a growing number of students who have sensory impairments and we are developing resources specifically focusing on hearing impairment.

Our resources include

- a trained teacher of the deaf
- a classroom that is set up for hearing impaired students
- a specialist hearing impaired TA
- close links with the local authority hearing impaired services
- a sound system in a number of classrooms that link to Cochlear Implants
- a sound proofed withdrawn support room

We are developing these resources consistently and are spreading our specialist knowledge through staff training, training for our learning community and signing courses for students.

Strategies that can be used in class can include:

- Ensure that hearing aid wearers wear their hearing aids and sit within 2 metres of the speaker.
- Encourage students with hearing losses to sit close to the speaker/source of sound.
- Attract the student's attention before you start speaking.
- Face the student when you are talking and ensure that the student can see your face clearly.
- Don't cover your mouth when you are talking, students may need to lip read.
- Lip reading involves a lot of concentration and is tiring for hearing impaired students, avoid speaking for long periods of time.
- Speak clearly and naturally, speaking too slowly or shouting will distort your lip patterns.
- Avoid walking around the room while you are talking.
- Use visual cues-point to what you are talking about.
- Make the topic of conversation clear and let the student know when it changes.
- Write key words, new vocabulary, homework etc. on the board.
- Some hearing-impaired students will rely on lip patterns to understand speech, will not be able to access information on CDs and will therefore need the information delivered by a live speaker.

- Some hearing-impaired students will not be able to listen and take notes at the same time,
- Stand with your face to the light.
- Avoid standing with your back to the window-this can turn your face into shadow.
- Use whole sentences.
- In group work, encourage students to speak one at a time.
- Ask the hearing-impaired student to repeat what you've said if you're not sure you have been understood.
- Keep background noise down to a minimum.

Moderate Learning Difficulties

General learning difficulties which can include:

- difficulties with reading writing and comprehension
- poor understanding of basic mathematical concepts
- immature social and emotional skills
- limited communication skills
- short attention span
- under-developed co-ordination skills
- lack of logical reasoning
- inability to generalise what they learn and apply it to other situations

Strategies that can be used in class can include:

- provide teaching assistant support at the beginning and end of a lesson, but encourage learners to
- work independently whenever possible
- ensure that learning activities are broken down into small steps and are clearly focused
- simplify, differentiate or abbreviate class tasks
- provide a multi-sensory approach to learning
- provide activities to develop motor skills
- use visual and concrete materials to aid understanding
- keep language simple and familiar in guided group work
- make use of songs, rhymes and rhythm to aid learning sequences (such as the alphabet, days of the week)
- keep instructions short and concise
- ask children to repeat instructions in order to clarify understanding
- provide alternative methods of recording, such as labelled pictures, diagrams or flow charts
- ensure repetition and reinforcement within a variety of contexts
- allow extra time to complete a task
- monitor and record progress so that each small achievement is recognised
- organise activities to develop listening and attention skills, such as sound tapes
- practise a range of sequencing activities, such as pictorial activity or story sequences, word/sentence sequences, days, months and number sequences
- develop role-play and drama activities including the use of finger and hand puppets to aid the understanding of new concepts
- help learners organise their written work by using writing frames
- praise every effort and successful achievement of new skills.

EAL Students (English as an additional Language)

EAL students are identified as students who

- have recently arrived in the country
- have had 2 or less years of schooling within the UK

These students are identified to staff via the Ethnic/Cultural section in Sims.

Students who may have an EAL background but have been in British education system for more than 2 years are categorised for staff. They may also be identified as EAL on sims.

Strategies that can be used in class can include:

- Students are offered a regular number of sessions to support their development of English. This includes both linguistic and written needs.
- Supportive key words and prior learning of key words will help.
- Within work on the board there should be reference to key words or these should be highlighted.