

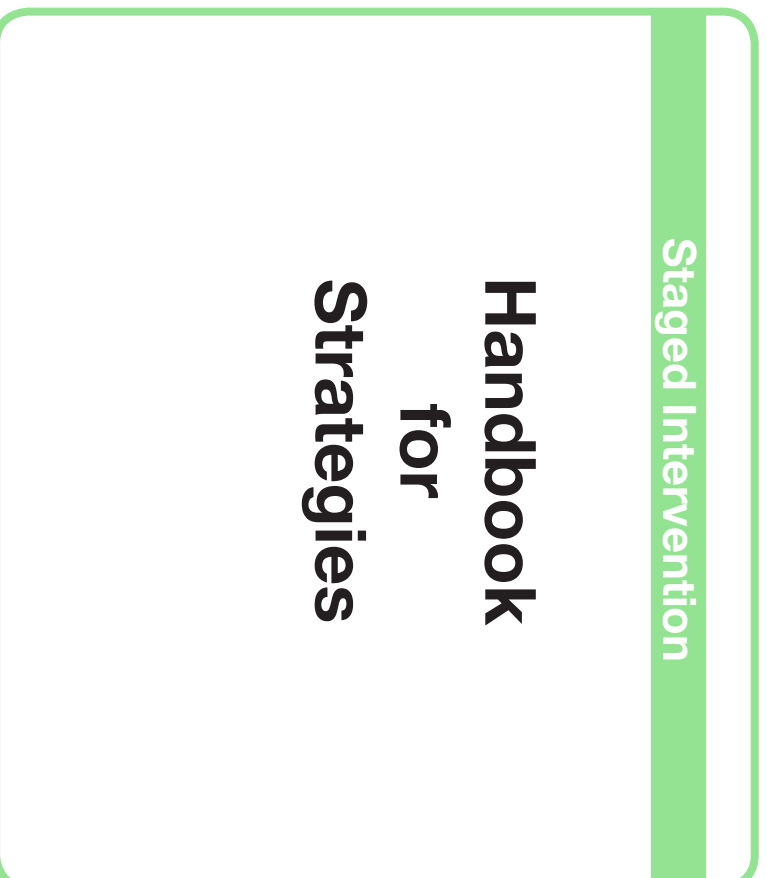
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Getting it Right for Every Child

Meeting Support Needs

Guidance for Inclusive Practice



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Support for all pupils within the INCLUSIVE CLASSROOM:

Planning

- Pitch learning at an achievable level.
- Use a variety of activities, teaching methods, tools.
- Liaise with ASFL teacher / PSA or PT ASFL.
- Give advanced warning of topics to allow collaboration and planning time.
- Consider seating arrangements carefully.
- Use ICT / electronic technology it is easier to copy, simplify and email.
- Allow extra time for tasks.
- Use group or paired work - where the teacher has organised the groups.
- Pair or group pupils with a range of strengths and difficulties.
- Build in time to describe teaching intentions and summarise each lesson.



Expectations

- Write the aim of lesson on board.
- Prioritise facts / information into "must learn, should learn, could learn."
- Set clear rules / boundaries expectations.
- Stick to routines, procedures and systems.
- Provide structure.

Monitoring progress

- Monitor regularly and closely.
- Prompt and encourage when necessary.
- Check that pupil is keeping up with work and homework.
- Check for understanding - at short, regular intervals.
- Plan for and warn of a change in task or activity.
- Encourage hard work and achievement - but at the right level for the pupil.



Self Esteem - praise and encouragement



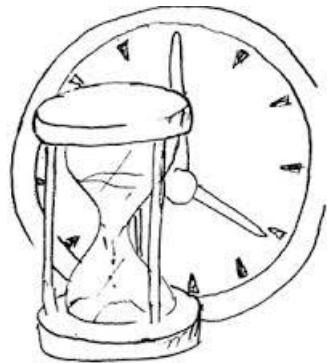
- Play to strengths.
 - Set achievable tasks, an experience of success and appropriate amount of work.
 - Avoid overwhelming and daunting tasks.
 - Set work that can be done with a degree of independence.
 - Praise achievement whenever possible; Pink slips, sincere verbal praise.
 - Reassure and encourage - they need a friendly face; "have a go", "best guess" etc
- Be positive, use a firm friendly approach.
 - Show that you approve.
 - Check for understanding by chatting to pupil.
 - Monitor progress closely.
 - Give degree of manageable responsibility.
 - Back off if something is hard and revisit later.
 - Be sensitive, flexible and patient - adapt task if no progress.
 - Intervene quickly if there are signs of frustration /stress.
 - Organise the groups / pairs so that no-one is left out or compromised.
 - Organise seating so that pupils feel less self conscious - back /front.
 - Be aware of changes in behaviour - face red, head down, avoidance, challenging behaviour or hiding.



Giving instructions

- Less is best. Keep instructions to a minimum.
- Provide verbal and written instructions always. (auditory and visual)
- Clear, short, simple.
- One step at a time.
- Repeat.
- Give specific instruction for some individuals.
- Use structure and routine.
- Demonstrate how to follow your own instructions.
- Use visual images pictures, models, mind maps, maps, tables etc.

Difficulties with cognition, processing and memory



- Allow time for thinking, processing, ideas, and answering
- Build from what is already known, learning in small steps.
- Check for understanding using questions.
- Provide linear step by step, chunked information.
- Shorten listening time.
- Use visual instruction and demonstration.
- Make learning tasks as practical as possible.
- Engage pupil in conversation.
- Help to develop automaticity. This comes with repeated practice and over learning.
- Demonstrate and suggest new ideas.
- Use mind maps, planning grids, group work and "who/what/when" questions.
- Help pupils with structuring ideas.
- End each lesson with a summary of the most important points.
- Recap from previous lesson before moving on.



questions.

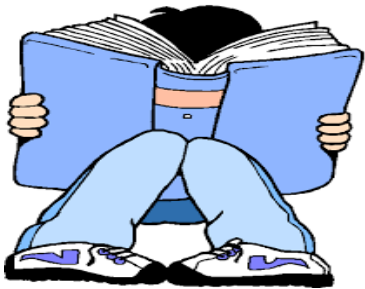
Difficulties with Focus and Attention

- Break lesson / learning tasks into short sections.
- Check on engagement throughout lesson.
- Support / prompt to stay on task.
- Sit pupil away from distractions.
- Use pupil's name to get attention.
- Prompt and encourage to get started.
- Provide a short break then encourage pupil to re-focus.
- Help pupil with organisation.
- Match learning tasks to attention span.
- Check that they know what they are doing.



For Literacy Difficulties

Reading and Comprehension

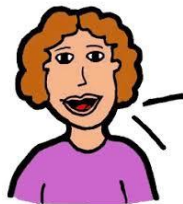


- Discuss topic with class before reading begins.
- Make good use of handouts & photocopies, instead of copying out, read through & highlight key points.
- Read instructions and passages out loud then discuss and explain.
- Check for understanding.
- Ask pupils to predict what will happen next.
- Ask pupils to summarise what has been read.
- Ask for volunteers to read out loud, rather than make it compulsory.
- Use readers.
- Use visuals cues, pictures to aid understanding and remember what has been read.
- Set reading at appropriate level.
- Read widely from a range of texts.
- Use text help - e.g. Ivona Reader /Read and Write gold.

Writing



- Avoid dictation
- Provide support with planning of tasks: pupil may require one to one support.
- Share your marking scheme so that pupils know what is required.
- Use modelling - give examples of good work.
- Use IT, power point.
- Provide time to complete work.
- Break writing tasks into small steps and short manageable chunks.
- Use writing frames that provide structure: planning sheets, copy & complete, unfinished sentences, cloze passages, word banks, key headings.
- Provide photocopied class notes, typed course notes.
- Allow pupils to work in pairs or use a scribe.
- Incorporate creative, artistic skills into written work.
- Encourage the use of a dictionary, spellchecker.
- Encourage full sentences, capital letters and full stops.
- Avoid overcorrecting written work; target one literacy skill or choose only the most important words.



For Speech and Language difficulties

- Encourage classroom conversation but don't force to speak in public.
- May require careful listening.
- May need alternative arrangements for talks.
- Correct grammar and sentence structure verbally where appropriate e.g. "I done it."

For numeracy Difficulties

- Make concrete materials available. e.g number square, times tables.
- Use visual or concrete examples.
- Provide step by step notes so that pupils do not lose track.
- Issue squared paper to help with organisation and presentation.
- If possible allow the use of a calculator.
- Reinforce basic skills.
- New concepts may need over learning.
- Allow extra time for processing.
- Don't ask pupils to answer mental questions verbally.
- May not cope with reading mathematical problem.



For difficulties when attempting practical tasks

- Use models demonstration and clear examples.
- Use flow charts to show sequence of steps.
- Provide visual instruction and demonstration.
- Encourage repeated practice and over learning.
- Break tasks into small steps.
- Monitor progress and support by prompting.
- Encourage participation and praise success.

Homework Difficulties

- Limit homework/ no homework/ appropriate amount
- Give plenty of time and check that homework is written into diary.
- Write accurate details of task, send home a clear worked out example
- Give reminders about money, notes, etc
- Liaise with Additional Support Teacher

To encourage positive behaviour:

- Be firm; say what they should be doing.
- Set firm, fair, boundaries and use school behaviour management system.
- record behaviour to identify patterns and triggers
- Ask them to stop the inappropriate behaviour and explain why.
- Adopt a positive approach - "Chair down please" rather than "stop swinging on your chair"
- Give pupil the opportunity to keep /regain their dignity.
 - Explain how they are coming across and allow pupil to start again /correct behaviour.
 - Use humour.
 - Be aware of being drawn into an argument / discussion.
 - Avoid confrontation.
 - Avoid public telling off / singling out.
 - Avoid flippant comments / put downs.
 - Use distraction to move away from issue.
 - Monitor other pupil's influence and discourage laughing.



- Report to PT ASFL/ASfL teacher/ behaviour support.
- Make use of time out / place of sanctuary /"go out and count to 10."
- Monitor and report any at risk behaviour.
- Use positive but unambiguous prompts.
- Seat next to good influences.
- Encourage participation at an appropriate level.
- Encourage peers to support good behaviour.



For Absence / Attendance difficulties / School refusal

- Liaise with PT Guidance / PT ASfL / SLT Pupil Support.
- Provide help to catch up as required.
- Plan next steps make sure pupil knows what to do.
- Don't comment on absences.

Supporting pupils with Autism

- Liaise with Additional Support Teacher/ PT ASFL /PSA
- Explain what is going to happen.
- Give notice of change.
- Speak using a calm and firm tone.
- Use routine to minimise stress.
- Provide structure for the pupil and work within a clear structure.
- Use verbal and visual instructions.
- Short clear instructions or repeated information.
- Use check lists, visual prompts.
- One thing at a time.
- Countdown to change in activity or different cognitive process.
- Clarify boundaries.
- Check for understanding: pupil may get wrong end of the stick.
- Explain complicated language: words with double meaning, metaphors, inference.
- Avoid too much sensory stimulation.
- Avoid sarcasm: pupils don't get it.
- Be aware that the pupil may not get body language.
- Model and reinforce all appropriate social behaviour.
- Explain inappropriate behaviour and say what you want calmly.
- Teacher should organise groups.
- Accept first drafts where necessary.
- Avoid confrontation, use distraction.
- Allow pupil to use stress relief strategies ie leave the room, may fiddle, have stress relief objects.
- Reinforce and explain social rules before tasks - turn taking, hand up when speaking etc.
- Give praise for socially appropriate behaviour.
- Monitor stress levels.

For Sensory impairments

Visual:

- Seat appropriately for the task.
- Ensure pupil is wearing glasses / using visual support.
- Allow to copy notes from friends.
- Produce materials in a clear format, use size 12 font or above.
- Monitor and check for understanding.
- Contact PT ASFL /PT SES if you are concerned.
- Do not single out.

Colour:

- Be aware of potential difficulties when teaching with colour.
- Contact PT ASfL re exam arrangements.



Hearing:

- Look at the person you are talking to.
- Make sure that the pupil can see your mouth.
- Use of hearing aid / radio microphone.
- Seat appropriately for the task.
- Use subtitles.
- Provide visual instructions.
- Do not single out.
- Speak clearly but avoid shouting, emphasising your speech.
- Repeat comments from other pupils.

For EAL learners

Listening and talking

- Use objects, pictures, demonstrate, mime to support listening
- Write key words/main points on the board; organise information clearly
- When writing on the board, make sure it is clear; provide handouts, if possible
- Slow down your rate of speech & allow thinking time to process what they hear and to formulate a response, consider rephrasing question
- Encourage pupil to make connections with their home language (e.g. "How would you say that in...Polish/...Hindi?")
- Make use of paired/group activities

Reading and Comprehension

- Check for understanding
- Use visual cues, pictures to aid understanding and remember what has been read
- Ask pupils to predict what will happen next
- Provide key words
- For longer texts, check to see if the text is available in the pupil's first language

Writing

- Highlight key words by emphasising in speech and writing on board
- Provide glossary or translated word bank, or simply a few key words
- Provide word banks with relevant vocabulary
- Use pair work or small group work for structured activities - pupils learn a lot from listening & observing
- Provide writing frames or story boards
- Provide cloze passages
- Make subject-specific meaning of words explicit
- Make good use of handouts and photocopies and highlight key words so that the pupil can annotate
- Access to bilingual dictionary (available from G. McKain)

Other strategies that have been successful:

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