

Version:	Date:
1	08/2018
2	09/2018
3	
4	
5	



Getting it Right for Every Child

Meeting Support Needs

Guidance for Inclusive Practice

Staged Intervention

Handbook for Staged Intervention

CONTENTS

- 1. Introduction to Staged Intervention**
- 2. Education Staged Intervention Framework**
- 3. Staged Intervention Checklists**

Universal – the inclusive classroom Checklist

Stage 1 Checklist

Stage 2 Checklist

Stage 3 Checklist

- 4. Strategies**

Nurturing Environment and Positive Relationships

Appropriate Differentiation in Planning, Teaching, Learning and Assessment

A Range of Pedagogical Approaches to Suit a Range of Needs

Multisensory Approaches to Teaching and Learning

Cooperative Learning and Active Literacy

Continual Summative Assessments of Learner Skills to Ensure Teaching and Learning is Appropriate

School Tracking and Monitoring Processes Support Early Intervention –used by Class Teachers to Ensure Learning is Appropriate

Effective use of pupil self-evaluation (including P7 and S3 profiling)

Dyslexia Friendly Environment

English as An Additional Language (EAL) Advice and Consultation

Autism Friendly Environment

Whole School Approach to Positive Behaviour (Including Restorative Practice and Right's Respecting Schools)

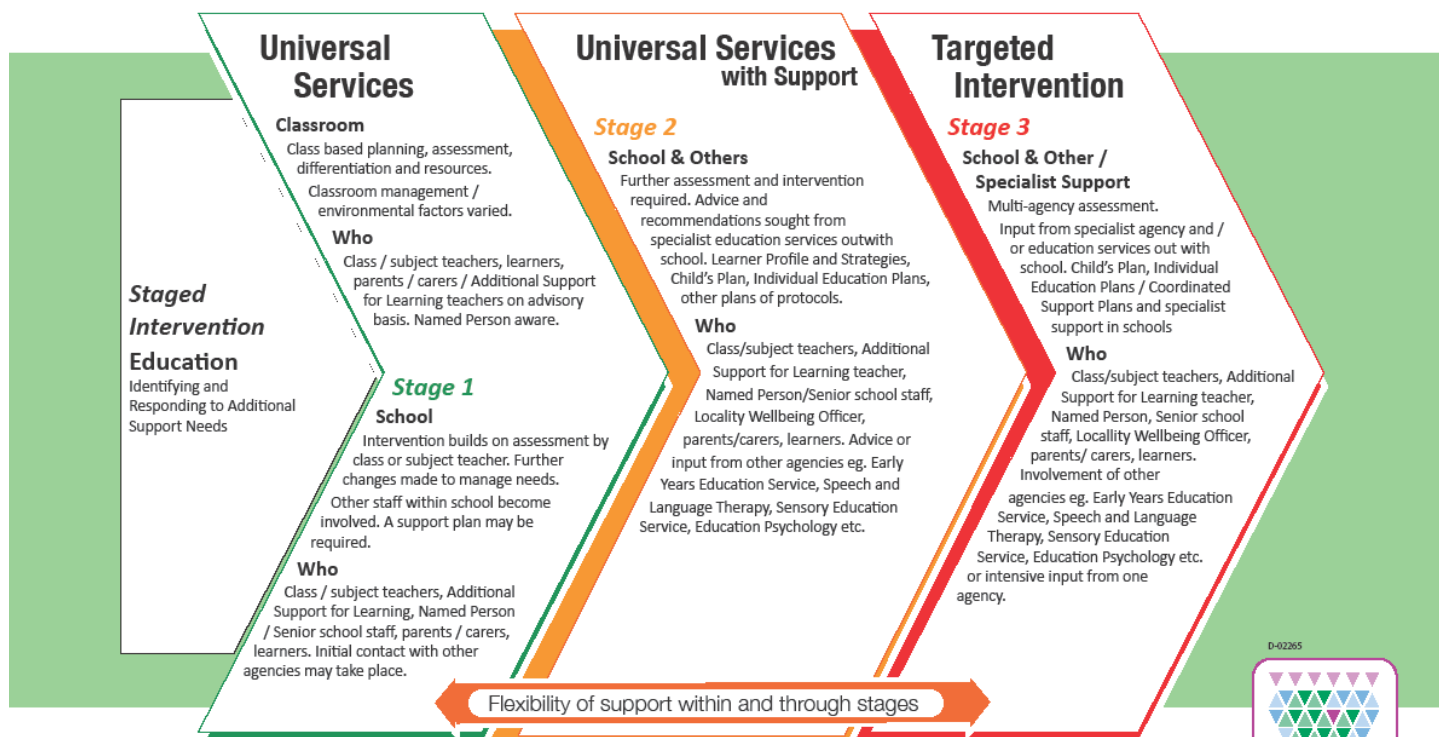
ASfL Advice and Consultation

INTRODUCTION TO STAGED INTERVENTION

Staged intervention is used as a means of identification, assessment, planning, recording and review to meet those needs which require further intervention and support. It provides a solution- focused approach to addressing concerns and meeting needs at the earliest opportunity with the least intrusive level of intervention. The process involves the child, parents/carers, school staff and, at some levels, other professionals working in partnership to get it right for every child.

The staged process is designed to be flexible and allows for movement between stages depending on progress. A pupil placed at any of the 3 stages may move up or down depending on needs and outcomes of support. Movement to a higher stage of intervention usually follows exhaustion of the provisions at the level below. In some cases acceleration through the stages will be required to meet the needs of the individual child or young person. Equally where actions and supports are successful in removing barriers to learning, pupils may move to a lower stage of support or staged intervention may cease for that child or young person.

The starting point for supporting all learners is at the universal services level within the inclusive classroom. In Moray, when further needs arise, the staged approach is made up of 3 stages.



This structured framework is used to identify, assess and meet learners' additional support needs through three stages of increasing levels of support as outlined in more detail on the next pages in the: 'Education Staged Intervention Framework'

EDUCATION STAGED INTERVENTION FRAMEWORK

EDUCATION STAGED INTERVENTION FRAMEWORK							
UNIVERSAL LEVEL TEACHING AND PLANNING							
<p>The starting point for learning is a positive ethos where relationships are built upon a culture of mutual respect and trust, centred upon shared values. Staff will have high aspirations for learners in terms of both their learning and behaviour. Learners feel physically and emotionally safe. The well-being of learners is seen as the responsibility for all and children's rights are respected.</p> <p>In the Universal level, effective teaching and learning strategies include:</p> <ul style="list-style-type: none"> • Appropriate differentiation in planning, teaching and learning, assessments • A range of pedagogical approaches to suit a range of needs • School tracking and monitoring processes support early intervention, used and understood by teachers to ensure learning is appropriate • Effective pupil profiles of learning strengths and areas important for learning • Continual summative ongoing assessments of learner skills, to ensure teaching and learning is appropriate 							
	Participants	Assessment	Support Strategies	Planning	Implementation	Review and Evaluation	
UNIVERSAL THE INCLUSIVE CLASSROOM	<p>Class or subject teachers, pupils, parents/carers</p> <p>ASfL teacher, Guidance or named person on advisory basis</p>	<p>Planning and assessment mechanisms which apply to all pupils and which are ordinarily deployed by the class or subject teacher.</p> <p>These mechanisms will help to identify pupils who need a greater level of attention and adaptation of teaching strategy/ curriculum than is generally required by the majority in the class</p>	<p>Strategies for supporting pupils are identified in a process led by the class /subject teacher.</p> <p>These strategies include the use of differentiation and are based on good assessment and the resources and skills that are available in the classroom.</p> <p>ASfL teacher, Guidance or senior school staff can be consulted, if necessary to support this process.</p>	<p>Planning for support is evidenced through standard class/group/individual forward planning</p> <p>The purpose of planning and record keeping is to support the process of learning.</p> <p>The documentation should be completed in whatever way supports this and is school practice.</p> <p>REF: Code of Practice Ch. 3 Para 81</p>	<p>The class teacher with support from a classroom assistant or pupil support assistant where applicable</p>	<p>Review is on-going as part of the normal assessment & planning processes in the class.</p> <p>Ref. Code of Practice Ch. 3 para 89 -90</p>	<p>At all stages of the model, the strategies for support are kept under review by the participants. At each stage, active consideration is given to the following questions:</p> <p>Have the strategies for support been successful?</p> <p>Is the pupil benefiting from education/ the support provided?</p> <p>Is there clear evidence of a need to increase/ reduce intervention?</p>
	SCHOOL Stage 1	<p>Class or subject teachers, PSA, pupils, parents/carers.</p> <p>ASfL teachers, Guidance staff and /or senior staff in school become more actively involved.</p> <p>Initial consultation with an agency or education staff based out with the school may take place.</p>	<p>The class/subject teacher may make a referral for additional assessment from ASfL or senior school staff</p>	<p>Strategies for supporting pupils are identified and agreed.</p> <p>The strategies for support are primarily, targeted within the classroom setting and may require deployment of some additional school resources and/or additional adult support (e.g. ASfL teacher /PSA)</p> <p>Some support of work out with the classroom may take place.</p>	<p>At this stage, planning for support is evidenced through class/group/individual forward planning.</p> <p>Individual and group support plans may also be required. For pupils who need individual strategies, this will be in the form of a Learner Profile and Strategies (LPS)</p> <p>REF: Code of Practice Ch. 3 Para 81</p>	<p>Predominantly, the class /subject teacher directs learning and is supported/ advised by ASfL staff.</p> <p>Occasionally senior school staff may also support /advise.</p> <p>In cases where sustained support is required, ASfL staff will have a greater role (including in planning)</p>	<p>Review is on-going as part of the normal assessment & planning processes in the class.</p> <p>Support plans are subject to regular review.</p> <p>As part of each planning and review cycle, targets are agreed which are specific and measurable to ensure that outcomes can be evidenced.</p> <p>Ref. Code of Practice Ch. 3 para 89 -90</p>

Professional References:

Supporting Children's Learning Code of Practice 2010 (Revised Edition)

GTCS Standards for Registration 2012: Section 3.1, 3.2, 3.3

ACRONYMS: ASfL Additional Support for Learning; PSA Pupil Support Assistant; CA Classroom Assistant

EDUCATION STAGED INTERVENTION FRAMEWORK							
	Participant s	Assessment	Support Strategies	Planning	Implement ation	Review and Evaluation	
SCHOOL and others Stage 2 UNIVERSAL with support	<p>Class /subject teachers, in most cases, PSA, pupils, parents/carer</p> <p>ASfL teachers, Guidance staff and /or senior staff in school are actively involved.</p> <p>Agencies from out with school are likely to be involved e.g. EYES, SES, MAS, SEBN team, S&LT, OT, Physio, Social Care</p>	<p>School staff will continue the process of assessment and planning as meeting needs remains primarily the responsibility of the school.</p> <p>Further assessment may be needed by others (e.g. Educational Psychologist, SES, S&LT). This will usually be accessed and managed by ASfL staff/ Guidance and/or senior school staff.</p>	<p>The emphasis for support remains in the classroom although some dedicated support outwith the class (e.g. in a support for learning or nurture room) may be appropriate.</p> <p>Strategies will increasingly require additional adult support (e.g ASfL teacher, CA or PSA)</p> <p>Support could be provided from within and outwith the school. Support from other agencies may take a number of forms (e.g. advice/ direct support /or staff development.)</p>	<p>All pupils will have an Learner Profile and Strategies (LPS). In some cases an Individual Education Plan (IEP) will be required. All pupils will have a Child's Plan. Agencies out with the school will contribute to the planning process. Appropriate records will reflect and record planning.</p> <p>REF: Code of Practice Ch. 3 Para 81</p>	<p>Staff within the school as above with input and support from staff outwith the school. Support may also come from voluntary agencies.</p> <p>Implementation and coordination will be overseen by the lead professional.</p>	<p>Review is ongoing and relevant, support plans are subject to regular review with the relevant multi-agency partners.</p> <p>Ref. Code of Practice Ch. 3 para 89 -90</p>	<p>At all stages of the model, the strategies for support are kept under review by the participants. At each stage, active consideration is given to the following questions:</p> <p>Have the strategies for support been successful?</p> <p>Is the pupil benefiting from education/ the support provided?</p> <p>Is there clear evidence of a need to increase/ reduce intervention?</p> <p>What should the next steps be?</p>
	School and others Stage 3 TARGETED INTERVENTION Specialist support/	<p>ASfL teachers deliver specialist teaching, Guidance staff and /or senior staff in school are actively involved.</p> <p>Class /subject teachers, PSA, pupils, parents/ carers.</p> <p>The needs of the pupil necessitate a high level of multi-agency involvement (e.g. input from a variety of agencies or intensive support from a single agency.</p> <p>REF: Code of Practice Ch. 6 Para 27</p>	<p>Assessment will arise from multi-agency involvement – via a Child's Planning process and /or a Co-ordinated Support Plan (CSP)</p> <p>School assessment is an important part of this process.</p>	<p>The support provided by education and other agencies is identified and recorded. This collaborative support could be provided from within and without the school.</p> <p>Provision alternative to the classroom may need to be considered (e.g. part time or full time placement in an enhanced or alternative provision).</p>	<p>All pupils will have curriculum adaptations or an alternative curriculum (e.g. Milestones). All will have an LPS and Child's Plan. They are likely to have an IEP or other support plan. (e.g. Medical or Intimate Care)</p> <p>Multiagency planning will be provided through the Child's Plan and/or Coordinated Support Plan.</p> <p>REF: Code of Practice Ch 5.</p>	<p>Each agency involved will undertake to implement the different parts of the plan.</p> <p>Implementation and coordination will be overseen by the lead professional.</p>	<p>Review processes and timescales will be determined by the needs of the child or young person and by the process being followed (e.g. Child's Plan or Coordinated Support Plan).</p> <p>Ref. Code of Practice Ch. 3 para 89 -90</p>

Professional References:

Supporting Children's Learning Code of Practice 2010 (Revised Edition)

Chapter 3 – Meeting Additional Support Needs <http://www.gov.scot/Publications/2011/04/04090720/6>

Chapter 5 - Co-ordinated Support Plan <http://www.gov.scot/Publications/2011/04/04090720/8>

Chapter 6 – Transitions <http://www.gov.scot/Publications/2011/04/04090720/9>

GTCS Standards for Registration 2012: Section 3.1, 3.2, 3.3

ACRONYMS: EYES: Early Years Education Service , **SES:** Sensory Education Service **MAS:** Moray Autism Service **SEBN:** Social Emotional Behaviour Needs Service **S<:** Speech and Language Therapy

STAGED INTERVENTION CHECKLISTS

Provision	Are these in place?
<p style="color: #8B4513; font-weight: bold;">UNIVERSAL</p> <p style="font-weight: bold;">THE INCLUSIVE CLASSROOM</p>	
Nurturing environment and positive relationships	
Appropriate differentiation in planning, teaching, learning & assessment	
A range of pedagogical approaches to suit a range of needs	
Multisensory approaches to teaching and learning	
Cooperative learning and active literacy	
Continual summative assessments of learner skills to ensure teaching and learning is appropriate	
School tracking and monitoring processes support early intervention – used by class teachers to ensure learning is appropriate	
Effective use of pupil self-evaluation (including P7 and S3 profiling)	
Dyslexia friendly environment	
English as an Additional Language (EAL) advice and consultation	
Autism friendly environment	
Whole school approach to positive behaviour (including restorative practice and Right's Respecting Schools)	
ASfL advice and consultation	
Use of Meeting Support Needs Handbooks; Guidance for Inclusive Practice and other resources produced by the Inclusion Service: http://interchange.moray.gov.uk/ASN	
<i>All resources provided within the school Advice /consultation with ASfL or other school staff if required</i>	

Provision	Are these in place?
<p>STAGE 1 UNIVERSAL</p> <p style="text-align: center;">SCHOOL</p> <p><i>In addition to supports available within the inclusive classroom</i></p>	
Use of visual supports & adaptations to materials	
Flexible approaches and timetabling arrangements / Individual registration arrangements	
Pupils may access targeted group planning	
Intervention by ASfL teacher	
Shared support general access to CA or PSA within some classes	
Partnership working and collaborative interventions within school context	
Targeted support from PSA	
Alternative strategies to de-escalate emotion or behaviour	
Implementation of a Learner Profile and Strategies	
Advice from Central Services – SES, MAS, EAL, SEBN	
Informal consultation with Educational Psychology Service	
Supervised extra time/separate accommodation for assessment	
Alternative assessment arrangements	
<p><i>All resources provided within the school Planned ASfL teacher and/or PSA intervention. Advice if required, from specialist services</i></p>	

Acronyms:

CA – Classroom Assistant; **PSA** – Pupil Support Assistant; **ASfL** –Additional Support for Learning
SES –Sensory Education Service; **MAS** – Moray Autism Service;
EAL – English as Additional Language Service; **SEBN** – Social Emotional Behaviour Needs Service

Provision	Are these in place?
<p>STAGE 2 UNIVERSAL with support</p> <p style="text-align: center;">SCHOOL & OTHERS</p> <p><i>In addition to supports available at stage 1</i></p>	
Implementation of an Learner Profile and Strategies (LPS) and Child's Plan	
Regular contact with named staff member for support	
Targeted literacy intervention	
Flexible approach and timetable	
Access to quiet area	
De-escalation techniques used on a regular basis	
Access to Alternative Location e.g. nurture room, ASfL classroom	
Nurture group support	
Central support services outreach intervention SES, MAS, EAL, SEBN	
English as an Additional Language (EAL) – individual support, in <i>addition</i> to other additional support strategies	
Consideration of an IEP	
Additional transition visits	
Access to alternative activities such as swimming and other physical pursuits, social outings and trips promoting personal and social skills	
Formal consultation with EYES/ S</ Educational Psychology/ Allied Health Professionals may be appropriate	
Consultation with Social Work may be appropriate	
<p><i>Planned ASfL teacher and/or PSA intervention.</i></p> <p><i>Some resources accessed from out with the school</i></p> <p><i>Advice and interventions from specialist services out with school</i></p>	

Acronyms:

SES –Sensory Education Service; **MAS** – Moray Autism Service;

EAL – English as Additional Language Service; **SEBN** – Social Emotional Behaviour Needs Service

Provision	Are these in place?
<p>STAGE 3 TARGETED INTERVENTION</p> <p style="text-align: center;">SCHOOL & OTHERS/ SPECIALIST SUPPORT</p> <p><i>In addition to supports available at stage 2</i></p>	
All pupils will have an LPS and Child's Plan. They will have alternative curriculum arrangements and are likely to have an IEP. They may have an Intimate Care Plan, Risk Assessment, CRISP, CSP or other plan	
Highly differentiated curriculum, small group and individual tuition	
Therapeutic interventions, Significant use of quiet area	
Alternative and augmentative communication system	
Intimate care may be required	
Physical interventions may be required	
Personalised and enhanced transition arrangements	
Formal consultation with Educational Psychology may be appropriate	
Direct involvement from SEBN, MAS, SES and EAL services may be appropriate	
Direct involvement from other professionals may be appropriate: e.g. EYES, S<, Allied Health, CAMHS (Rowan Centre), Paediatrician	
Multi-agency support	
<p>Further resources may be accessed from outwith the school <i>Intensive Targeted Support: school with intervention and support from specialist services /multi-agency action as required.</i></p>	

Acronyms:

LPS – Learner Profile and Strategies; **IEP** –Individual Education Plan;
CSP- Co-ordinated Support Plan; **CRISP** – Crisis Intervention Support Plan
SES –Sensory Education Service; **MAS** – Moray Autism Service;
EAL – English as Additional Language Service; **SEBN** – Social Emotional Behaviour Needs Service
EYES – Early Education Service; **S<**- Speech and Language Service;
CAMHS – Child and Adult Mental Health Service

STRATEGIES

UNIVERSAL SUPPORT: THE INCLUSIVE CLASSROOM

For strategies for support within the inclusive classroom, click the links below or scroll through the document to find what you are looking for.

1. [Nurturing Environment and Positive Relationships](#)
2. [Appropriate Differentiation in Planning, Teaching, Learning and Assessment](#)
3. [A Range of Pedagogical Approaches to Suit a Range of Needs](#)
4. [Multisensory Approaches to Teaching and Learning](#)
5. [Cooperative Learning and Active Literacy](#)
6. [Continual Summative Assessments of Learner Skills to Ensure Teaching and Learning is Appropriate](#)
7. [School Tracking and Monitoring Processes Support Early Intervention –used by Class Teachers to Ensure Learning is Appropriate](#)
8. [Effective use of pupil self-evaluation \(including P7 and S3 profiling\)](#)
9. [Dyslexia Friendly Environment](#)
10. [English as An Additional Language \(EAL\) Advice and Consultation](#)
11. [Autism Friendly Environment](#)
12. [Whole School Approach to Positive Behaviour \(Including Restorative Practice and Right's Respecting Schools\)](#)
13. [ASfL Advice and Consultation](#)

1. NUTURING ENVIRONMENT AND POSITIVE RELATIONSHIPS

AREA	WHAT YOU CAN DO	EXAMPLES
Respectful relationships	<ul style="list-style-type: none"> • Welcoming and positive classroom ethos • Culture of respect and listening • Show you want to understand what they are saying /where they are coming from • Making eye contact (except where this is an identified difficulty) • Individual attention/ check-ins • Focus on strengths • Modelling of good /wanted behaviours • Focus on positive behaviours/ what you want (not the unwanted ones) • No shaming of pupils in front of their peers • Referring to behaviour, not the person if something is not acceptable 	<ul style="list-style-type: none"> • ‘Good morning, how are you?’ • Ensure pupils don’t talk over you or each other • ‘I think you said ..’ • Wait for calm/silence rather than shouting or raising voice • Ask if it is a ‘good/bad’ day • ‘I like the way...’ • All four legs on the floor, rather than ‘don’t rock’(chair) • asking pupils to step outside/ meet you privately to discuss issues
Physical environment	<ul style="list-style-type: none"> • Classroom temperature • Lighting • Space • Wall displays 	<ul style="list-style-type: none"> • Open windows for fresh air • too bright, not bright enough, disturbances e.g. strobe • too cluttered, sufficient leg and arm room, personal space • too many, too few, regularly refreshed/changed, personalized and relevant to pupils
Social	<ul style="list-style-type: none"> • Seating Plan • Pupils work in a variety of groups • Systems and procedures that encourage pupils to work/play together • Pupils are taught social and group skills 	<ul style="list-style-type: none"> • Grouping for the lesson /topic / learning outcomes • Peer support or challenge
Praise and encouragement	<ul style="list-style-type: none"> • Positive atmosphere, can do attitude • Repetition and reinforcement • Praise for effort • Praise for attainment • Rewards and motivators 	<ul style="list-style-type: none"> •
Classroom expectations	<ul style="list-style-type: none"> • Pupil engagement in classroom rules • Clear boundaries and expectations • Explicit rituals/routines established 	<ul style="list-style-type: none"> • Regular review of classroom rules /pupils agree them • Check for understanding by asking pupils what they think you expect
Balance	<ul style="list-style-type: none"> • Balance listening with active engagement • Balance teacher-directed activity with own choice (younger pupils) 	<ul style="list-style-type: none"> •
		11

Further reading and advice:

Moray Council Educational Psychology Service is an excellent resource –

http://www.moray.gov.uk/moray_standard/page_89038.html

Occasional Papers:

- [No 2 - R Time Summary Paper \(PDF\)](#)
- [No 3 - Bereavement \(PDF\)](#)
- [No 6 - Working on What Works \(PDF\)](#)
- [No 9 - Supporting in Moray Classrooms - Jan 2013 \(PDF\)](#)
- [No 10 - Promoting Resilience in Looked After Children \(PDF\)](#)

Mini Papers:

- [No 17 - Seasons for Growth \(PDF\)](#)
- [No 18 - The Art of Effective Praise \(PDF\)](#)
- [No 21 - Self Harm: Information for Secondary School Staff \(PDF\)](#)
- [No 23 - The Effects of Shortened Sleep \(PDF\)](#)

Research Papers:

- [Research Paper 3 - Effective Feedback in Pre-school \(PDF\)](#)

Resources:

- [Self-harm - Information for Pupils \(PDF\)](#)
- [Self-harm - Information for Parents \(PDF\)](#)

2. DIFFERENTIATION IN PLANNING AND TEACHING

Differentiation can be defined as ‘the process by which differences between learners are accommodated so that all students in a group have the best possible chance of learning’ (*Training and Development Agency for Schools, UK*).

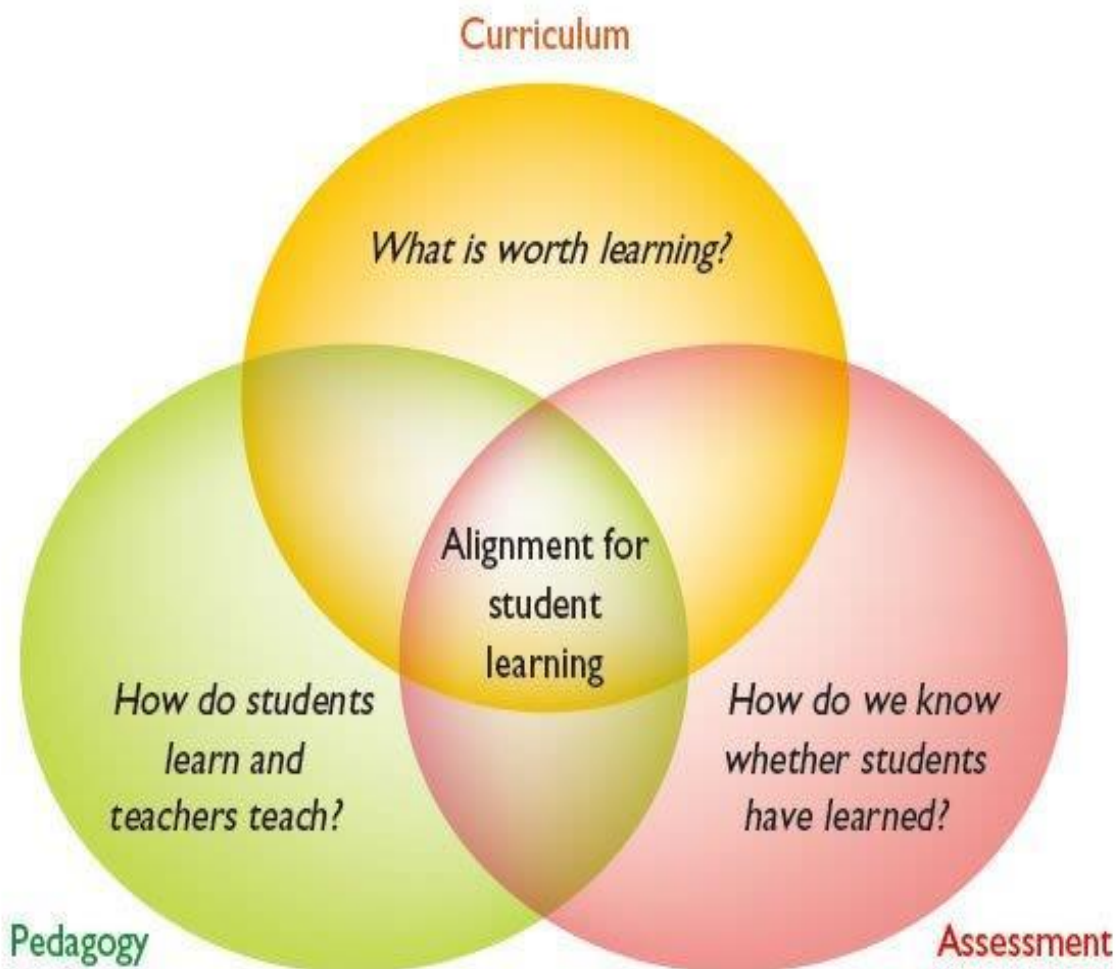
Differentiation is a key skill and requirement for all teachers to ensure the need of all their learners are met.

Differentiation by:	Areas of focus for differentiation
Task	<ul style="list-style-type: none"> • Designing learning and teaching tasks for different abilities • Ensuring appropriate challenge is included • Designing learning and teaching which becomes progressively harder and more complex for the learner to engage with and complete.
Grouping	<ul style="list-style-type: none"> • Co-operative learning approaches and activities which encourage the participation of all learners in the learning activity. • Small mixed group abilities • Peer support and learning
Resources /Support	<ul style="list-style-type: none"> • Consideration of developing and supporting the learner’s independent skills • Resource accessibility – consideration of resource design e.g. choice of formats, diagrammatic, visuals, digital, audio and film • Range of formats to record pupils’ cognitive ability and evidence of learning • Readability levels within textbooks and resources • Provision of printed notes/resources or electronic files • Provision of key words/glossaries • Staff, family and peer support
Pace	<ul style="list-style-type: none"> • Flexibility of teaching pace, time allowed for tasks and individual pupil requirements, supporting both able learners and those who require more time.
Outcome	<ul style="list-style-type: none"> • All students undertake the same task but a variety of results are expected and are acceptable
Dialogue & Support	<ul style="list-style-type: none"> • Teacher facilitates problem solving using appropriate levels of language to engage with learners • Use of targeted questions to produce a range of responses • Verbal support and encouragement
Assessment	<ul style="list-style-type: none"> • Assessment is used to support classroom learning and teaching • Use of summative assessment techniques • Use of feedback about quality of work and advice on making improvements • Involving learners in decisions about ‘what next’ and ‘who will help’ • ‘Building the Curriculum 5 a framework for assessment’ provides guidance for all teaching staff on the main areas of the assessment strategy for Curriculum for Excellence. https://www.education.gov.scot/Documents/btc5-framework.pdf • https://education.gov.scot/Documents/cfe-briefing-2.pdf

3. A RANGE OF PEDAGOGICAL APPROACHES

Pedagogical Approach	Method	Properties	ASN Context
<p>Direct Teaching</p> <p>Teacher presentation and passive learners</p>	<p>Intensive Teaching with explicit instruction</p> <p>Use of video power point / textbooks</p> <p>Demonstrations</p>	<ul style="list-style-type: none"> • Very structured • Easy to maintain routine • Can be differentiated • Passive for learner so no threat • Use of technology to meet literacy difficulties • Visual and Auditory Learning 	<p>Can suit pupils with Autism.</p> <p>Can be challenging for pupils with ADHD and attention difficulties</p> <p>May not be so effective for pupils cognition and processing difficulties</p>
<p>Indirect teaching</p> <p>Teacher and pupil engagement</p>	<p>Enquiry based learning</p> <p>Problem based learning</p> <p>Project based</p> <p>Research based</p> <p>Self- directed</p>	<ul style="list-style-type: none"> • Critical thinking • Organisational skills • Visual communication • Develops research and data processing skills • Executive function • Can use of breadth of skills and multiple intelligence • Visual and Active learning 	<p>Pupils with ASN often need scaffolding and structure for this to work.</p> <p>Provided opportunities to utilize strengths and interests.</p> <p>Pupils with literacy difficulties often need support with research and organisation of information</p>
<p>Interactive Teaching</p> <p>Teacher as facilitator of peer group</p>	<p>Whole class discussion</p> <p>Collaborative learning</p> <p>Constructivist approach</p>	<ul style="list-style-type: none"> • Communication • Conversation • Critical thinking • Active learning • Social participation • Auditory and kinesthetic learning 	<p>Requires good communication skills</p> <p>Needs strategies and structure for whole group involvement (Tapestry)</p> <p>Requires / develops higher order thinking skills</p> <p>Knowledge base is shared</p> <p>Mixed ability settings</p>

<p>Experiential Teaching And Practice</p> <p>Teacher as facilitator /student engagement</p>	<p>Active learning</p> <p>Pupil engaged in tasks</p> <p>Play based learning</p> <p>Skills practice</p> <p>Outdoor learning/ Physical Education</p> <p>Excursions/ Field / activity based</p>	<ul style="list-style-type: none"> • Requires social and Communication skills • Physical teaching materials • Multi- sensory – Visual Auditory and Kinesthetic • Skills Practice • Reinforcement • Transfer of knowledge and skills to variety of contexts • Pupils working at their own level and pace • Tangible 	<p>Can be project or theme based</p> <p>Suits all levels of learners</p> <p>Can be challenging for pupils with Autism unless there are clear rules and structure.</p> <p>Can cause sensory overload</p> <p>Concrete material and learning experiences</p> <p>Often requires follow-up work</p>
--	--	--	--



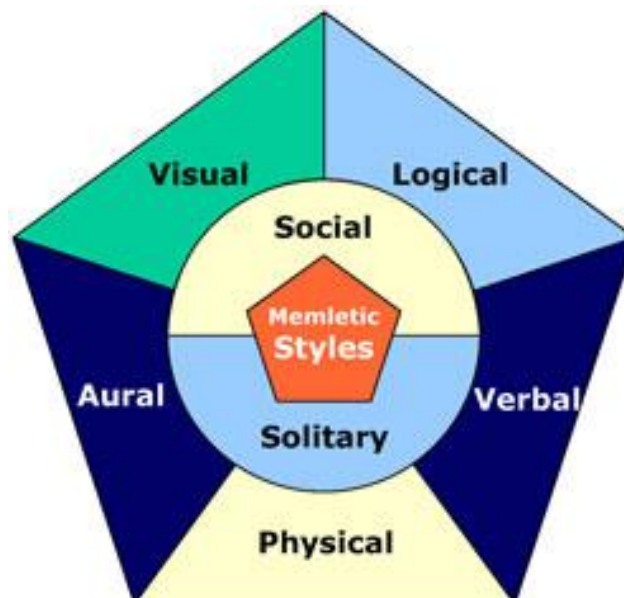
4. MULTISENSORY APPROACHES TO TEACHING & LEARNING

Overview of Learning Styles

We all learn in different ways with various levels of sensory stimulation. Traditional schooling used (and continues to use) mainly linguistic and logical teaching methods. However, it is now widely recognized that each person prefers different learning styles and techniques. Everyone has a mix of learning styles but some learners will have a dominant style of learning, with far less use of the other styles. Others may find that they use different styles in different circumstances.

When teachers and learners recognise and understand their learning styles, they can use techniques better suited to the learner. Research shows that each learning style uses different parts of the brain. By involving more of the brain during learning, we remember more of what we learn. This improves the speed and quality of learning.

The Seven Learning Styles



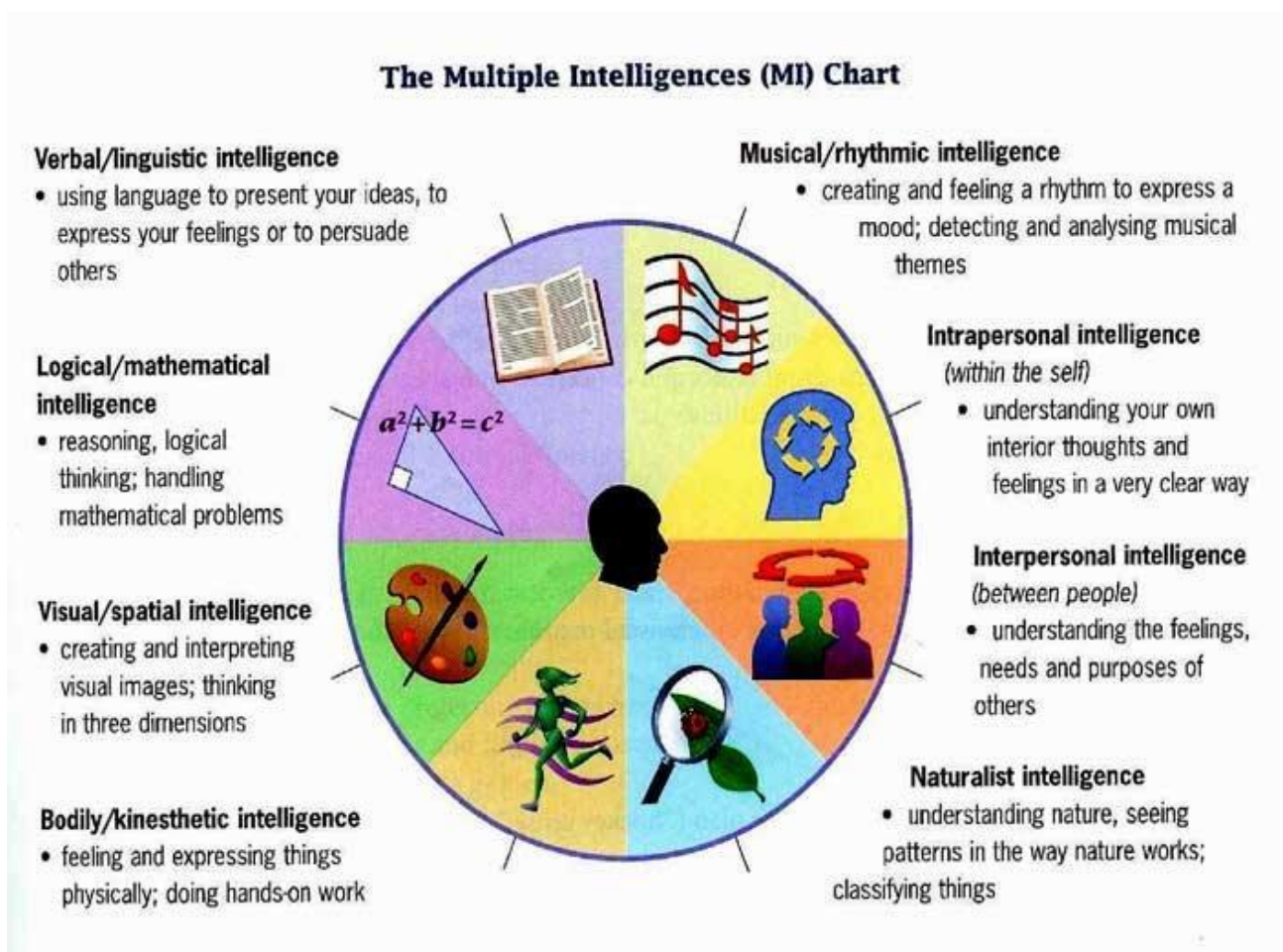
- **Visual (spatial):** Preference for using pictures, images, and spatial understanding.
- **Aural (auditory-musical):** Preference for using sound and music.
- **Verbal (linguistic):** Preference for using words, both in speech and writing.
- **Physical (kinesthetic):** Preference for using the body, hands and sense of touch.
- **Logical (mathematical):** Preference for using logic, reasoning and systems.
- **Social (interpersonal):** Preference for learning in groups or with other people.
- **Solitary (intrapersonal):** Preference for working alone and use of self-study.

Multiple Intelligences

The theory of multiple intelligences was developed in 1983 by Dr. Howard Gardner. Whereas **learning styles**, are the ways in which an individual **approaches a range of tasks**, **multiple intelligences** represents **different intellectual abilities**.

The 8 Types of Intelligence are:

- Verbal/ Linguistic Intelligence.
- Logical/ Mathematical Intelligence.
- Bodily/ Kinaesthetic Intelligence.
- Visual/ Spatial Intelligence.
- Musical / Rhythmic Intelligence
- Interpersonal Intelligence
- Intrapersonal Intelligence
- Naturalist Intelligence



A toolkit of teaching strategies and approaches increases the chances of more learners having a better learning experience for more of the time.

Be aware of too much sensory stimulation for some pupils with Autism. Get to know individual sensory triggers and comforters.

5. COOPERATIVE LEARNING AND ACTIVE LITERACY

Cooperative Learning is a term to describe working together to accomplish shared goals. Within cooperative situations, individuals seek outcomes that are beneficial to themselves and beneficial to all other group members. Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning.

Reference: <http://www.co-operation.org/what-is-cooperative-learning>

The Active Literacy programme was launched in North Lanarkshire in 2005. Active Literacy is a scheme aimed at improving literacy at primary age. Pupils taking part are encouraged to learn through group work and greater classroom interaction.

The programme gives advice and strategies for:

- **Teaching Phonics, Comprehension and Guided Reading:** A specific programme is provided for the teaching of phonics for each of the three school terms. Explicit guidance is also provided for before, during and after reading to improve pupils' comprehension and also provide strategies for word attack.
- **Teaching Writing:** strategies for teachers to implement the teaching of writing using contextualisation and dramatisation.
- **Partner Spelling and Dictation:** methodologies on how to develop more interactive and enquiry approaches to the teaching of Spelling.
- **Integrated Storytelling:** provides a storytelling context using well known Traditional Tales, and has a clear link with Purposeful Play, Storytelling, Drama, Art and Daily Writing.
- **Using the Classroom Environment:** provides ideas to facilitate a text drenched environment and a literate rich classroom.
- **Links with Play and Links with Early Years Experience**

For further information and to purchase the resource:

<http://www.northlanarkshire.gov.uk/index.aspx?articleid=17166>

6. CONTINUAL SUMMATIVE ASSESSMENTS

Continual summative assessments of learner skills are essential to ensure that teaching and learning is appropriate. Check and record that learning is taking place by use of:

Method	Description
Lesson Aims and Learning Intentions	<ul style="list-style-type: none"> • Use clear lesson aims and learning intentions and success criteria.
Task size	<ul style="list-style-type: none"> • Break tasks into small chunks and assess at every stage.
'SMART' targets	<ul style="list-style-type: none"> • Ensure that targets are SMART: Specific, Measurable, Achievable, Realistic, Time bound • Ensure that pupils are involved in setting targets and understand what they are working towards • Check short and long term targets frequently and with the pupils involvement
Questioning	<ul style="list-style-type: none"> • Chat with pupils – discuss their learning styles/progress/need for advice or support • Ask questions such as: <ul style="list-style-type: none"> ○ “Tell me/ explain what you are doing” ○ “Why have you done it that way/ chosen that” ○ “What made you think of” ○ “How do you know you are right” ○ “Is there anything else”. • Use hinge questions / wrong answers / true-false / common mistakes etc to test understanding.
Feedback	<p>Ask pupils for feedback:</p> <ul style="list-style-type: none"> • Was that easy or hard • Did you enjoy that? • What have I learned ? • Thumbs up thumbs down • Traffic lights • White boards • Post-it notes.
Checking for understanding	<ul style="list-style-type: none"> • Ask for information to be repeated back to you • Ask pupils to summarise what they have read/learned
Assessment and Recording	<p>Use a variety of assessment and recording methods to suit learning styles and ability:</p> <ul style="list-style-type: none"> • Peer assessment. • Role play and concrete results – ie cooking and creating • Presentations – (measure participation) • Taking photographs • Recording experiences (written /video / audio) • Social communication and discussion.

7. SCHOOL TRACKING AND MONITORING

School tracking and monitoring processes need to support early intervention and be used by class teachers to ensure that learning is appropriate.

- Individual school systems and reporting
- SEEMiS data needs to accurately record additional support needs
- National Curriculum Levels and Benchmarks
- Diagnostic assessments (refer to Handbook for Assessment)
- Mid YIS, YELLIS and PIPS

8. EFFECTIVE USE OF PUPIL SELF-EVALUTAION

- Information on SEEMiS
- School pupil profiling systems
- 'I can' statements
- 'Best Work' folders

9. DYSLEXIA FRIENDLY ENVIRONMENT

What is dyslexia?

The Scottish Government working definition: 'Dyslexia can be described as a continuum of difficulties in learning to read, write and/or spell, which persist despite the provision of appropriate learning opportunities. These difficulties often do not reflect an individual's cognitive abilities and may not be typical of performance in other areas.'

The impact of dyslexia as a barrier to learning varies in degree according to the learning and teaching environment, as there are often associated difficulties such as:

- auditory and /or visual processing of language-based information
- phonological awareness
- oral language skills and reading fluency
- short-term and working memory
- sequencing and directionality
- number skills
- organisational ability.

Dyslexia exists in all cultures and across the range of abilities and socio-economic backgrounds. It is a hereditary, life-long, neurodevelopmental condition.

RESOURCES

Refer to the **Handbook for Literacy Difficulties including Dyslexia** – in the Syndromes and Conditions section of the INTERCHANGE:

<http://interchange.moray.gov.uk/ASN>

The Addressing Dyslexia Toolkit is a free comprehensive online resource for all who are involved in the identification and support of learners aged 3-18 years who are showing signs of literacy difficulties. The toolkit was redesigned and launched in March 2017. It includes free online training modules for teachers.

<http://www.dyslexiascotland.org.uk/addressing-dyslexia-toolkit>

The first module is at:

<http://www.open.edu/openlearncreate/dyslexia-inclusive-practice>

Moray Educational Psychology Service papers:

http://www.moray.gov.uk/moray_standard/page_89030.html

Literacy

- [Assessing and Supporting Literacy Difficulties - A Moray Framework](#)
- [No 12 - Precision Teaching \(PDF\)](#)
- [No 15 - Introduction to www.addressingdyslexia.org \(PDF\)](#)
- [No 16 - Supporting Literacy Difficulties in the Classroom PDF\)](#)
- [Research Paper 4 - Precision Teaching Pilot](#)

10. ENGLISH AS AN ADDITIONAL LANGUAGE

Classroom Strategies for Primary and Secondary Teachers

Things to bear in mind	<ul style="list-style-type: none"> • EAL students are coping with a lot of changes in their lives – be sympathetic • It can be very stressful for the student when they understand very little • The student has knowledge and skills which they are unable to show at the moment because of the language barrier
First days	<ul style="list-style-type: none"> • speak clearly and simply using common words and simple instructions • say ‘Hello’ and ‘Goodbye’; expect a response to your register call • involve the pupil in lessons e.g. handing out textbooks
It is helpful for new bilingual pupils if teachers	<ul style="list-style-type: none"> • Give them the opportunity to listen. Listening is active learning: exposure to the language of the topic in general is as valuable as the comprehension of detail. • Allow them space to be silent and observe what is happening around them. • Place them in a group. This facilitates peer group support and gives them more access to relevant appropriate language. Ensure that an existing friendship group looks after them, especially between classes and during break and lunch hours. Placing bilingual students with a common language together in the same class/working group can enable problem-solving and learning through both languages. • Ensure they are seated by able students, so that a competent record of classwork is produced (photocopying another student’s notes is another possibility). Give them access to the same books and worksheets as the rest of the class: initially, but make no demands on them: after about a week ask them to attempt one or two tasks related to classwork.

Examples of strategies by which bilingual pupils at an early stage of English language acquisition can be supported in a busy classroom:

Strategy	Examples / benefits
Discuss work already covered.	<ul style="list-style-type: none"> • This helps develop oral confidence in English using familiar concepts, contexts and vocabulary.
Introduce the topic to the pupils	<ul style="list-style-type: none"> • This is vital for subsequent comprehension. If possible, avoid using complex language. • State the topic of the lesson clearly at the beginning, setting the context. • Write the focus for the lesson in their jotters or on the board
Use visuals	<ul style="list-style-type: none"> • Diagrams /pictures /videos /textbook/ illustrations /demonstrations.

Careful use of questions	<ul style="list-style-type: none"> Always aim to build confidence. e.g. give a choice of two answers – What is the weather like today? hot or cold?
Ensure that instructions are understood	<ul style="list-style-type: none"> e.g. by using pictures or demonstrations. If appropriate, ask them to say what they have to do.
Look at the language and layout of worksheets. Supportive features include:	<ul style="list-style-type: none"> visuals yes/no answers sequencing - rearranging pictures and words to describe a process blank filling matching sentence beginnings and endings from a text completing sentences using glossaries - matching technical words and definitions
Highlight the key words/ phrases/ text in a worksheet.	<ul style="list-style-type: none"> This takes seconds to do and focuses the pupil instantly.
Use any of the following straightforward activities:	<ul style="list-style-type: none"> copy and label a diagram or map in the first language and English copy a key passage linked with classwork look up words highlighted on a worksheet and record in both languages complete a table based in classwork
Encourage the use of the computer. It can provide:	<ul style="list-style-type: none"> opportunities for peer group interaction a focus for listening and talking visual clues to meaning simple language tasks at a high interest level word processing (high quality presentation in the English script) opportunity for bilingual pupils to demonstrate their skills
Differentiated work: by task or by outcome.	<ul style="list-style-type: none"> E.g. a poster with pictures and key words/ideas rather than a 'project'.
Key words	<ul style="list-style-type: none"> Write key words on the board at the beginning of the lesson, writing clearly and with correct use of capital letters – and asking students to copy and look them up in a bilingual dictionary, recording both languages to enable future reference.
General strategies	<ul style="list-style-type: none"> Use models as part of the planning process so that pupils have a structure to follow. Use writing frames with sentences or paragraph beginning to structure writing. If a parent is willing to help, send useful texts or notes home

Contact the EAL teacher for queries or requests for further discussion or support.

11. AUTISM FRIENDLY ENVIRONMENT

What is Autism?

Autism is a lifelong developmental disorder sometimes referred to as Autism Spectrum Disorder (ASD). It includes conditions such as Classic Autism and Asperger's Syndrome.

The following are areas that may present difficulties for someone with Autism

1. Social Communication

Difficulty with emotional and social expression –such as:

- understanding gestures, facial expressions or tone of voice.
- knowing when to start or end a conversation
- choosing topics to talk about
- using complex words/phrases but not fully understanding what they mean.
- literal use of language
- difficulty understanding jokes, metaphor and sarcasm.

2. Difficulty with Social Interaction

Difficulty with initiating and sustaining social relationships - they may:

- struggle to make and maintain friendships.
- not understand the unwritten 'social rules' e.g stand too close to another person, or start an inappropriate topic of conversation.
- find other people unpredictable and confusing.
- become withdrawn and seem uninterested in other people or aloof
- behave in what may seem an inappropriate manner.

3. Difficulty with Social Imagination

People with autism can be imaginative in the conventional use of the word. Many are accomplished writers, artists and musicians. BUT they may:

- find it hard to imagine alternative outcomes to situations
- find it hard to predict what will happen next.
- not understand or interpret other people's thoughts, feelings or actions.
- not notice signals given by facial expression and body language
- have a limited range of imaginative activities, pursued rigidly and repetitively

4. Sensory Difficulties

In addition, many people with autism may have sensory difficulties.

This could be over or under sensitivity to (hyper- and hypo- sensitivity)

- Touch ●Noises ●Colours ●Textures ●Smells

5. Need for Structure and Routine

Many people with autism need structures and routines to make the world less confusing. On a good day they can sometimes be flexible but **routine and structure should always** be in place **for the times they cannot cope**. Change needs to be carefully planned and introduced.

STRATEGIES FOR SUPPORTING PUPILS WITH AUTISM IN THE CLASSROOM	
Individual Profiles	<ul style="list-style-type: none"> ALL PUPILS ARE INDIVIDUALS – Carefully read their Learner Profile and liaise with the ASfL department if you need input for your specific classroom situation.
Predictable schedules	<ul style="list-style-type: none"> Try to provide a predictable schedule. Whenever possible, give advance notice of changes in the expected timetable or events.
Visual Supports	<ul style="list-style-type: none"> Where possible, use Visual Supports - pictures, images and drawings alongside written text
Classroom climate	<ul style="list-style-type: none"> Foster a climate of tolerance and understanding in the classroom
Seating	<ul style="list-style-type: none"> Arrange seating carefully; Maintain a safe environment
Use their name	<ul style="list-style-type: none"> Address the pupil by name when you are speaking directly to them –say their name first e.g. “Peter, please copy the homework into you diary.”
Model behaviours	<ul style="list-style-type: none"> Support and model socially acceptable behaviours, expected greetings and responses, and group interaction skills.
Short sentences and processing time	<ul style="list-style-type: none"> Keep sentences short – be clear and concise. Allow extra time for processing.
Peer support	<ul style="list-style-type: none"> Use peer support where suitable e.g. support to get started with a task. Choose cooperative groups carefully and monitor/support progress of group.
Set clear expectations	<ul style="list-style-type: none"> Set firm expectations regardless of the assignment. In many cases, pupils with Autism may not want to do assignments that hold no interest for them.
‘Chunk’ work / small steps	<ul style="list-style-type: none"> Break assignments and projects down into small sections that can be completed one at a time. Allow more time to complete assignments, tasks or tests.
Positive reinforcement	<ul style="list-style-type: none"> Use positive reinforcement of good behaviour.
Build on skills and interests	<ul style="list-style-type: none"> Make use of the pupil’s verbal and intellectual skills. Fixations can be used by making their chosen subject the centre of teaching / using the pupil’s expertise.
Know triggers	<ul style="list-style-type: none"> Learn the usual triggers and the warning signs of an anxiety attack or “melt-down” and intervene early, before control is lost.
Crisis plans	<ul style="list-style-type: none"> Have a crisis plan in place in the case of emotional outbursts that might occur due to the pupil’s inability to cope or interact with others. This plan should be coordinated with ASfL guidance and may include providing a supervised quiet place for the pupil to go to if needed.

CHECKLIST FOR AUTISM FRIENDLY ENVIRONMENT

Classroom Autism Support Strategies and Interventions

Teacher Checklist: Am I using these Strategies?	✓
Whole Class Visual Timetable (Primary School)	
Now/Next Visual Support (Using physical object, photograph, symbol)	
Low sensory demand environment <ul style="list-style-type: none"> ○ Minimal furniture ○ Clean walls ○ No background music/noise ○ Ear defenders 	
Always using a quiet voice	
Using minimal language	
Using my name to alert me before you give me an instruction	
Phrasing instructions so I can't respond with 'No' as my answer eg 'Jack, jumper or coat?'	
Using simple verbal instructions – 'Cal, sit down....'	
Waiting 30 seconds to allow me to process what you want me to do	
Giving me time: I might have to finish what I am doing before I move on...to next task/instruction	
Giving a clear Start and Finish to an activity	
Giving me structure and routine to my day (Please try to keep to the same daily structure eg)	
Trying use of a "sing-song" voice for instructions	
Using my interests to engage me	
Using of Timers or Countdowns	
Rewarding task attempt/completion with a known incentive	
Using Positive Behavior Support Strategies	
Giving me a Choose Board (Starting with 2 choices)	
Using Social Stories	
Considering Talking Mats to seek my (pupil) voice	
Using a TEACCH booth	
Having a 'Place of Safety' in class eg Blackout tent	
Considered Circle of Friends and/or Social Skills Groups	
Other strategies tried:	

AUTISM FRIENDLY TRANSITIONS

At Transition: consider the following strategies

- Comprehensive individualised transition book (with photographs)
- Communication Passport
- Enhanced transition
- Extra visits
- Visual supports (eg staff photographs, class photographs)
- Social Story (Home and School Use)

More detailed information and resources:

Autism Toolbox

<http://www.autismtoolbox.co.uk/>

Scottish Autism

<http://www.scottishautism.org/>

The National Autistic Society Scotland:

http://www.autism.org.uk/?nation=scotland&sc_lang=en-GB

AUTISM TRAINING

Moray Autism Service (MAS) Training opportunities offered to schools:

- Autism Awareness
- Using Visual Support Strategies to Support ALL Pupils
- Social Stories
- Lego Therapy
- Autism Awareness for Peers
- Autism Awareness Group sessions for Parents/Carers

Contact the MAS team for further information.

Training information also available on the websites:

www.autismtoolbox.co.uk

www.nationalautisticsociety.org.uk

12. WHOLE SCHOOL APPROACH TO POSITIVE BEHAVIOUR

Behaviour Strategies in a nutshell! All behaviour is communication!	
Basics	<ul style="list-style-type: none"> • Be in charge - of mood and environment – don't allow inappropriate mood and behaviour to affect yours • Be Calm - follow procedures, use of body language, communicating positive messages. • Be organised and plan ahead - vital for patterns/routines/culture • Be explicit and consistent - with instructions and consequences and follow through
Keeping calm and in control	<ul style="list-style-type: none"> • Deep breaths • Use 'the look' (but not aggressively) • Use pupil's names • Set a task for rest of class (then focus on poorly behaved student) • Crouch beside them and quietly outline the choice that they must make • Walk away and give them / you time to think • If persisting – reinforce choice or apply consequence • Call pupil aside – don't belittle them in front of peers • Calm confident voice – develops trust and faith • Wait for quiet – be patient
Planning	<ul style="list-style-type: none"> • Have a seating plan (your classroom = your rules) • Set out your expectations • Explain and depersonalise the system (highlight how behaviour is hindering learning) • Allow pupils to generate a behaviour contract (to give them ownership) • Use positive language • Plan thoroughly for any difficult lessons – use a variety of teaching approaches / activities
Expectations	<ul style="list-style-type: none"> • Maintain 'uniform' standards • There should be no eating in classrooms • Expect high levels of productivity and quality from students • Ensure that all students are challenged • Be 'firm but fair' and clear about expectations • Challenge poor behaviour • Ensure focus and quiet before you begin

Body language	<ul style="list-style-type: none"> • Show that you like being around them • Communicate that you are the classroom manager • Walk around the room – be confident/open • Talk with your eyes and gestures instead of words at times (develop ‘the look’, etc) • Proximity – move close to incidents to show that you are mindful of what is going on
Positive language and genuine praise	<ul style="list-style-type: none"> • Frame requests positively – stop running ... walk please • Be explicit: Tell them what you want them to do, Tell them why they are going to do it, Model how they are going to do it, Tell them what they are going to do • State clear expectations on achievement - “ you have 10 minutes to....” Or “by the end of the lesson you should have...” • Don’t argue
Dealing with incidents	<ul style="list-style-type: none"> • Be calm but firm • Use procedures, Stick to your agenda – aim to prevent escalation • Don’t threaten what you can’t deliver • Offer a way out and but be consistent and fair • Don’t argue - find a way of moving on • If you’re wrong - apologise

13. ASfL ADVICE AND CONSULTATION

The Five Roles of the ASfL Teacher

- i. Consultancy
- ii. Cooperative teaching
- iii. Direct teaching / targeted support block
- iv. Diagnostic Assessment and specialist service
- v. Staff training

The needs of the school will dictate the balance of the five roles. This may change from year to year. The five roles are inter-connected, with consultancy being involved throughout.

i. Consultancy

The ASfL teacher will:

- consult with the class teachers on prioritising groups and individuals and on programmes of work and appropriate resources that will be provided
- assess pupils and communicate results of assessments to relevant staff
- consult with class teachers, support staff and parents/carers on the creation and management of pupil plans
- consult with nursery staff, relevant high school staff and special school staff at times of transition for pupils with additional support needs
- consult with parents and carers
- consult with external services where appropriate

ii. Cooperative Teaching

The ASfL teacher works cooperatively with class teachers and support staff. The general aims of cooperative teaching are:

- to work together to develop specific areas of the curriculum
- to cater for the range of pupil abilities
- to provide specific support for pupils with additional support needs

iii. Direct Teaching / short-term targeted support

The ASfL Teacher may carry out direct teaching with individuals or groups within the classroom or withdrawing pupils to a separate room. Direct teaching is beneficial for:

- pupils who have not yet mastered basic literacy and numeracy skills and who need an intensive, structured programme to address difficulties
- pupils with specific difficulties, who may have mastered early skills but who need individual teaching to achieve their potential
- pupils whose lack of concentration or behaviour in class is a barrier to their learning

Direct teaching should be seen as a supplement to normal classroom experience, not as a replacement for any part of it. The ASfL Teacher will coordinate their work with class teachers, provide guidance to class teachers and will continue to monitor a child's progress once they have completed a period of direct teaching. The only exception to this is for children at Stage 3 with complex additional support needs, who may need to access their education within an enhanced provision for some or all of their time.

Short term targeted Support: ASfL Teachers will provide short-term support for individual children with temporary additional support needs e.g. children who have missed school through illness or family circumstances, are new to area, or who are experiencing difficulties for whatever reason.

iv. Diagnostic Assessment and specialist service

The ASfL Teacher has a role in diagnostic assessment and ensuring that services are delivered to pupils in a coherent way. This may include:

- supporting class teachers with the assessment of need process
- collating information on individual pupils
- ensuring that information on pupils is appropriately disseminated
- working with external services

v. Staff Development

The ASfL Teacher may contribute to staff development in the school by:

- sharing insight and experience
- offering guidance on materials, equipment and approaches
- participating in curricular and policy developments in school
- disseminating information from courses attended
- induction to meeting pupil needs for new staff to Moray.

The Balance of the Five Roles of the ASfL Teacher

The balance of the five roles will be seen to reflect the pattern of needs of pupils and the expertise of the staff involved. This calls for flexibility on the part of all concerned. The balance will vary from year to year to meet the demand.