

SEND Toolkit

*Embedding
inclusive practice
into Quality First
Teaching*

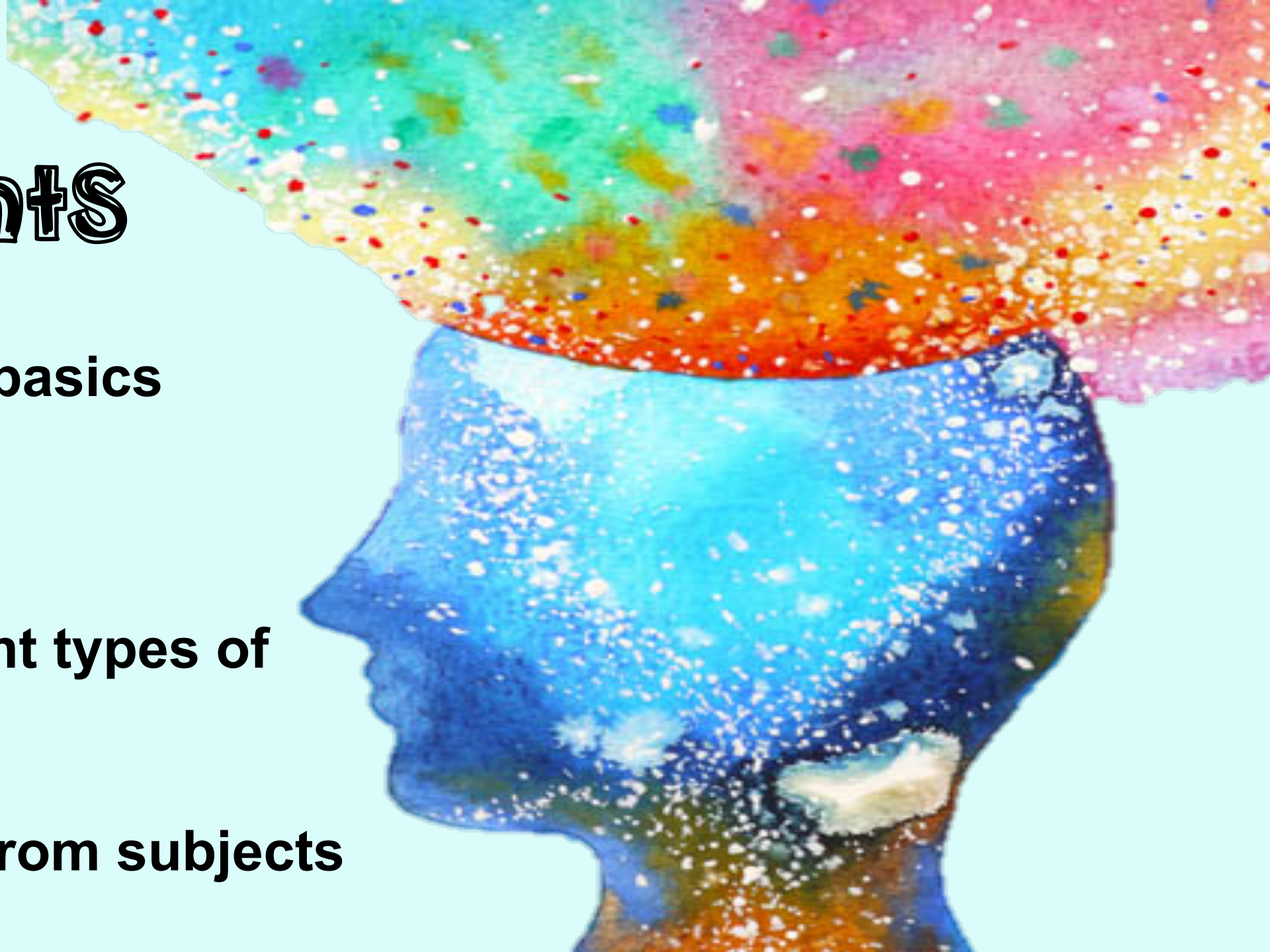
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2.Top tips

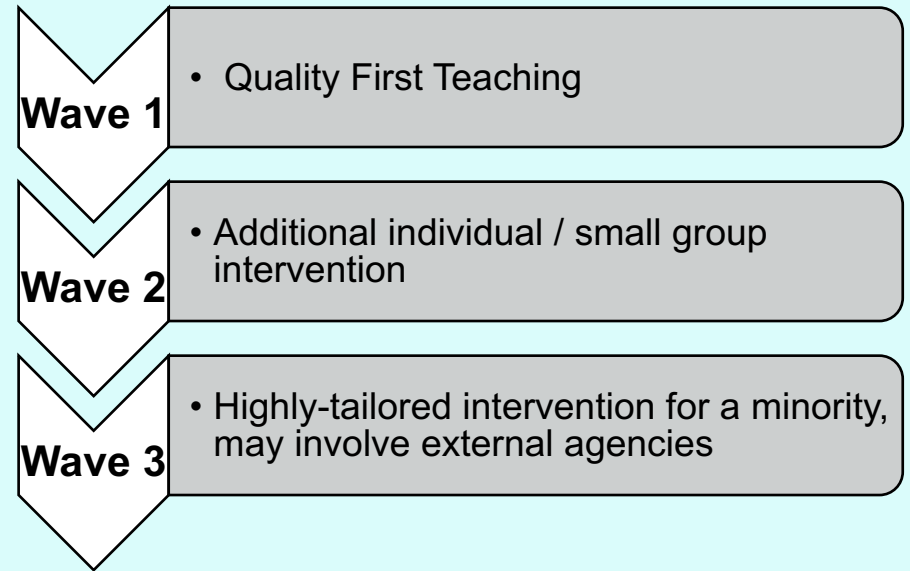
**3.The different types of
SEND**

4.Examples from subjects



SEND: the basics

“Special educational provision is underpinned by **high quality teaching** and is compromised by anything less... Some children and young people need educational provision **that is additional to or different from this**”. SEND Code of Practice, 1.24 (2015)



Key vocabulary:

EHCP = Education, Health and Care Plan

SLCN = speech, language and communication needs

SEMH = social, emotional & mental health needs

ASC = Autistic Spectrum Condition

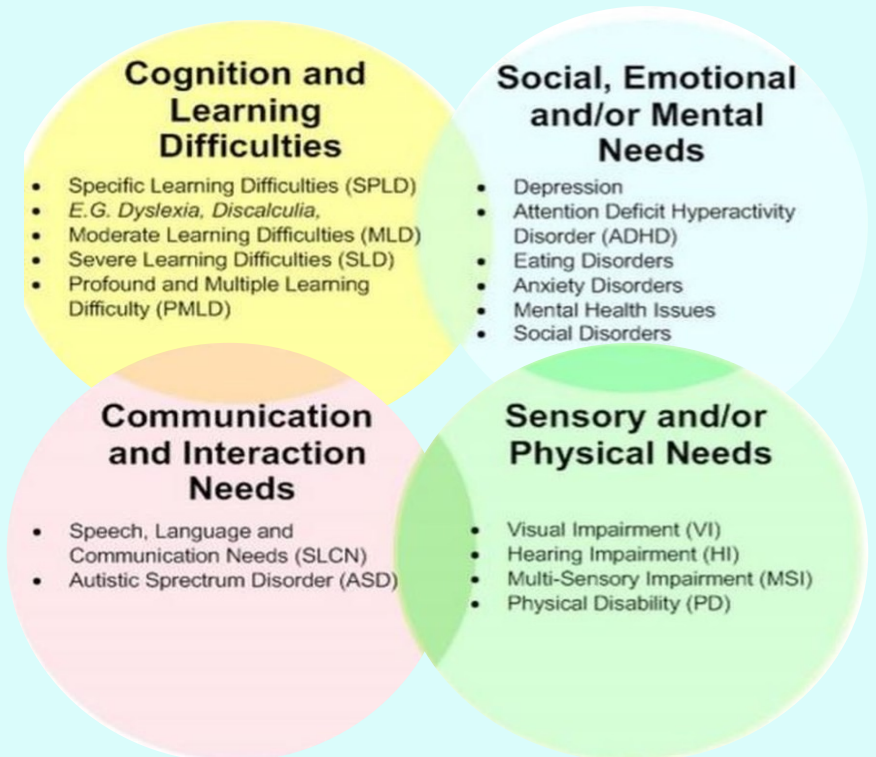
ADHD = Attention deficit hyperactivity disorder

Bromcom codes:

K = SEN K (students with a SEND diagnosis, but no EHCP)

E = EHCP

F = issued a fidget toy



Top tips – from the I team!

If we move too quickly towards consequences, without taking the time to connect with the child's experiences, we are more likely to cultivate mistrust, increase emotional dysregulation and contribute to shame.

KEY CONCEPT:

PACE is a way of thinking, feeling, communicating, and behaving that aims to make the child feel

Understanding Trauma

Dan Hughes identifies key features that can help a child grow a healthy sense of themselves. These features help with emotional learning.

- P**layful- Attuning- being alert and understanding
- A**ccepting- It is alright to feel the way they are feeling
- C**urious- Asking how a child is feeling
- E**mpathy- Be empathetic, try to understand

PACE

PACE as part of the classroom

TS1: Set high expectations which inspire, motivate and challenge pupils

C) Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

TS5: Adapt teaching to respond to the strengths and needs of all pupils

B) have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these

C) demonstrate an awareness of the physical, social, and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development

TS7: Manage behaviour effectively to ensure a good and safe learning environment

C) manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them

D) maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.



PLAYFUL STRATEGIES

'Mindful Minutes' allow classes to reset and refocus. Where possible allow for movement.

ACCEPTANCE STRATEGIES

'Attune and Retune' Accepting the emotion behind the action reduces the potential for shame and helps the child to be more able and willing to make up for their behaviour.

CURIOSITY STRATEGIES

'Wonderful Wondering', This involves saying out loud what the child might be feeling, based on what we are observing. 'I'm wondering if.... I'm thinking....'

EMPATHY STRATEGIES

'Catch it Match It!' Mimicking the child's presentation can show that we are connected to what is going on inside them.

| FIGHT | FLIGHT | FREEZE |
|---|---------------------------------------|---|
| Sabotaging the lesson | Disengaged from the learning | Becoming verbally or physically abusive towards you or others |
| Leaving the lesson | Shutting down | Tense body language |
| Not coming to lesson | Head on desk | Throwing objects around the room |
| Appearing restless- fidgeting a lot, moving around the room | Non-responsive and refusing to answer | Baiting others /provocative |
| Unsettled behaviour incapable of focusing and engaging | Staring into nothing/blank face | Ripping up work |
| | Disassociating | Acting over silly |
| | Ignoring your requests | Calling out and not letting you teach |

Top tips – from the A team!



Routines

Consistency is key! Give students advance warning when these will change

Environment

Make this low-sensory if you can and avoid non-natural lighting where possible

Clear tasks

Chunk instructions, don't give too many tasks at once and use checklists or taskboards to keep students on track

Pace

Slow everything down; read and give instructions slowly, and give students the time they need to process and complete tasks

Visual cues

When introducing new ideas or vocabulary. Be careful not to overdo it with visuals; this can be overwhelming!

Tone of voice

Use a calm tone to avoid over-stimulation

Scaffolding

Provide supportive scaffolds such as pre-created tables or sentence starters to remove barriers

Non-negotiables:

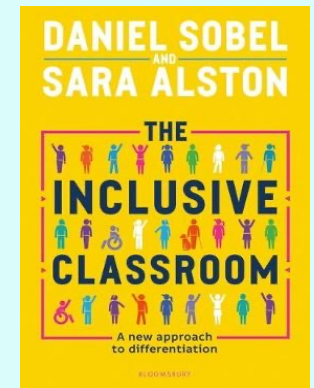
Follow the school policy of:

- Font Arial size 12 (14 for students with dyslexia) on worksheets and size 28 on PowerPoint
- Pastel backgrounds.

Areas of difficulty

- Supporting SEND can feel overwhelming in a mainstream setting
- However, many SEND students present with the same challenges in the classroom, allowing us to focus on specific strategies to support with these.

Similar traits of students with ASC, ADHD and Dyslexia



Dyslexia



WHAT IS IT?

A specific learning difficulty which affects the way that information is processed, stored and retrieved.

Dyslexia primarily affects the skills involved in accurate and fluent word reading and spelling. Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed.

Students may also struggle with organisation and sequencing.



Useful strategies

- Give extra time for completion of tasks
- Give extra practice and rehearsal time (eg/ paired reading) and explain their thoughts orally before writing
- Don't ask students to read text aloud unless they have practised
- Use multisensory approaches
- Provide support with writing (eg/ writing frames, word banks)
- Give chunked instructions and use non-fading techniques
- Break tasks down into small parts
- Provide key word lists to aid spelling
- Use partners/ scribes for getting down initial ideas
- Avoid copying from the board
- Use coloured overlays and 'off-white' background for text
- Use plain, reasonably large font
- Give extra strategies like mnemonics, rhymes and pictures, and make personal, meaningful links to aid long-term memory
- Teach spelling rules and model the process of writing, talking through as you go
- Use alternative methods of recording work (eg/ mindmaps, pictures, IT)
- Help them to write work in their journal or print out instructions
- Mark work sensitively, only correcting high frequency or key words

DLD



WHAT IS IT?

Children with DLD start as “late talkers” acquire their first words later than expected and often have vocabulary difficulties throughout development. Studies showed that deficits in phonological short term memory contribute to their slow development of vocabulary.

For a number of children with DLD vocabulary learning may not be such an easy task.



Useful strategies

- Directly by teaching words explicitly, using word learning strategies, and becoming word conscious.
- Specific word instruction
- Word learning strategies
- Intensive work
- Repetitions
- Active engagement
- Increase Phonological Awareness Skills
 - Word Boundaries
 - Counting words
 - Rhyming
 - Syllables
 - Sentence imitation (chants)
- Reinforcing Categories e.g. Letters / Numbers / Food etc.)
- Using a **word map** which is a visual organizer that promotes vocabulary development
- Using a graphic organizer, students think about terms or concepts in several ways.

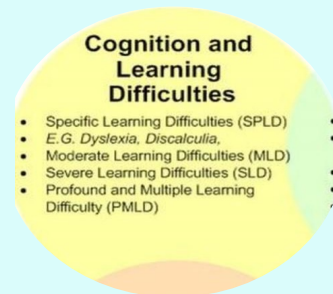
DCD (dyspraxia)

WHAT IS IT?

A specific learning difficulty causing difficulties in activities requiring coordination and movement.

Students may present with difficulties with self-care, writing, typing, riding a bike and play.

Students may also experience difficulties with time management, planning and personal organisation



Useful strategies

- Use a writing slope and adapted pen and/or pencil grip
- Avoid copying from the board
- Allow more time to complete written tasks
- Reduce nearby distractions
- Keep instructions simple and clear
- Use visual cues
- Have explicit routines
- Give chunked instructions and use non-fading techniques



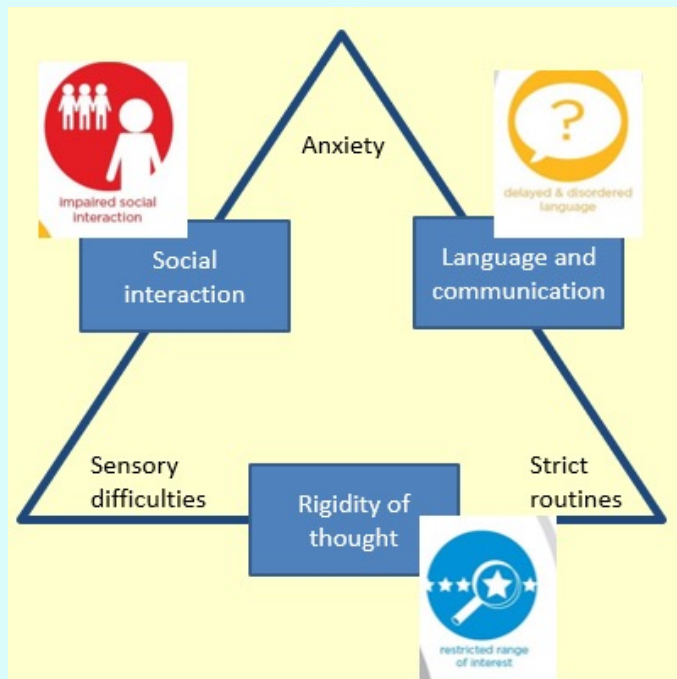
ASC



WHAT IS IT?

A lifelong developmental disability that affects how a person communicates with and relates to other people, and experiences the world around them.

Centres around a triad of impairment:



Useful strategies

- Make daily activities into routines
- Giving meaningful and motivational rewards
- Be calm, predictable, consistent and reliable
- Check for understanding
- Avoid abstract terms and jokes
- Avoid negatives (e.g. don't), instead talk about what behaviour you do want
- Use visual prompts, signs and symbols
- Allow extra processing and response time
- Give chunked instructions and use non-fading techniques
- Break tasks down into small parts
- Use the student's name to gain their attention
- Repeat instructions if they appear to have 'zoned' out'
- Have a low stimulation classroom
- Don't enforce eye contact or social interaction
- Teach social skills explicitly, where possible
- Allow sensory breaks (eg/ handing out equipment, moving chairs, going for a walk) to help regulate emotions
- Ask yourself what particular behaviours are telling you about the child's feelings – anxiety? Attention? Means of escape?

SLCN



WHAT IS IT?

A difficulty with speech production (expressive language) or understanding speech (receptive language).

Students may struggle in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.



Useful strategies

- Clear, chunked instructions – repeat verbatim after giving take up time
- Avoid long rambling sentences
- Visual prompts
- Ask clarification questions and check their understanding
- Teach key words, abstract language, sarcasm
- Use the student's name to gain their attention
- Break tasks down into small parts
- Give extra time for completion of tasks
- Give extra practice and rehearsal time (eg/ paired reading) and explain their thoughts orally before writing
- Model good language use – repeat back using correct grammatical form
- Model written answers (if they can't say it, they can't write it)
- Teach planning and structuring of ideas
- Sit next to someone with good language skills
- Encourage students to ask a peer for help

ADHD



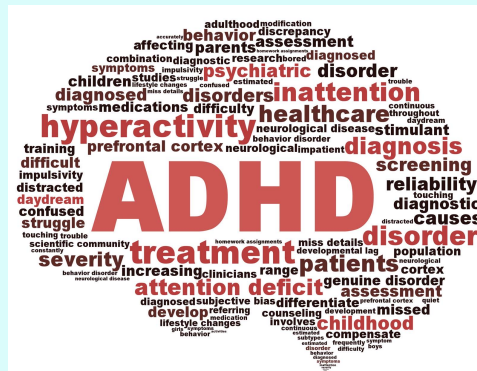
WHAT IS IT?

Thought to be caused by under functioning of the frontal lobe and an imbalance of dopamine in the brain. Results in a group of behavioural symptoms that include inattentiveness, hyperactivity and impulsiveness.

Inattention: trouble getting started on work, doesn't follow instructions, difficulty staying on task, easily distracted

Hyperactivity: fidgets, need to wander around the class, often speaks too loudly

Impulsivity: difficulty waiting their turn, blurts out answers



Useful strategies

- Clear, chunked instructions – repeat after giving take up time
- Visual prompts
- Break tasks down into small parts
- Use alternative methods of recording work (eg/ mindmaps, pictures, IT)
- Try using a checklist that the student can tick off as they go
- Ensure students understand the end point of the task
- Give limited choices
- Avoid negatives (eg/ don't), instead talk about what behaviour you do want
- Limit distractions (away from window, door etc)
- Sit near the front and with peers who can act as good role models
- Use the student's name to gain their attention, have eye contact and speak clearly
- Praise others getting it right – don't keep focussing on the child
- Allow movement breaks (eg/ handing out equipment, moving chairs, going for a walk)
- A calm environment with clear, consistent rules and expectations
- Use 'Time Out' card if appropriate

RAD / DSED

WHAT IS IT?

Attachment disorder arises from a failure to form normal attachments to parental figures in early childhood. Usually resulting from neglect, abuse, abrupt separation from caregivers or frequent change/ excessive numbers of caregivers.

Reactive Attachment Disorder (RAD) - children are less likely to interact with other people because of negative experiences with adults in their early years. They have difficulty regulating and may seem to have little to no emotions when interacting with others.

Disinhibited Social Engagement Disorder (DSED)

Children with DSED do not appear fearful when meeting someone for the first time. They may be overly friendly, walk up to strangers to talk or even hug them.

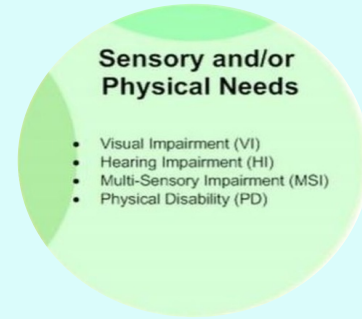


Useful strategies

- Seat near a wall so they feel more secure
- Avoid negative comments or sarcasm
- Build their self-esteem using specific praise
- A calm environment with clear, consistent rules and expectations
- Use the student's name to gain their attention, have eye contact and speak clearly
- Ensure they have a 'key' member of staff in school; have a plan for if that person is absent
- Avoid confrontation
- Discipline outside the classroom away from peers
- Use 'Time Out' card if appropriate
- Be aware that activities focusing on family trees/ childhood may be traumatic for these students



Hearing impairment



WHAT IS IT?

A partial or total inability to hear. This may occur in one or both ears. Students may or may not be wearing a hearing aid.

Hearing loss causes delays in the development of speech and language, and those delays then lead to learning problems.



Useful strategies

- Seat the student near the front and/or near a wall
- Speak to the student so that they can see your face/mouth
- Use visual supports and prompts
- Reduce distractions and have a quiet classroom
- Say the student's name before speaking to them
- Speak clearly- speaking louder won't help!
- Repeat other students' answers
- Use facial expressions/ gestures to convey your message
- Use videos with subtitles
- Display all instructions on the board (inc homework) in case the student misses what you say aloud

Visual impairment

Sensory and/or Physical Needs

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)

WHAT IS IT?

Visual impairment is a decreased ability to see to a degree that causes problems not fixable by usual means, such as glasses.

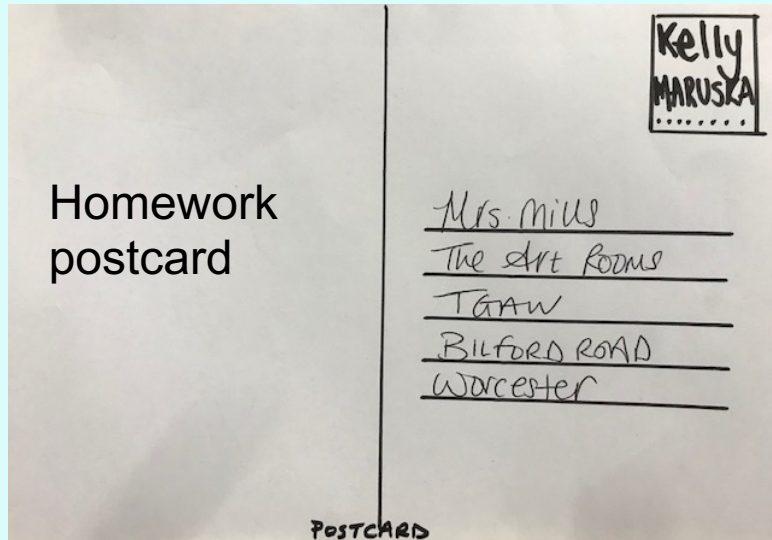


Useful strategies

- Seat the student near the front
- Provide verbal explanations
- Use multi-sensory techniques
- Don't ask them to copy from the board- print out all slides
- Seat next to a supportive peer who can repeat any instructions
- Print out homework instructions with large font
- Adapt curriculum materials appropriately (ensure you know what font size they require)
- Make sure classrooms have clean white boards and black pens available to increase contrast.
- Make sure images, words and information pointed to or written on the board are accompanied by a verbal description.
- Avoid asking "Can you see this?" but instead ask "Can you identify all the words, lines and numbers, without feeling like you need to guess any of them?"
- Use IT where appropriate

Art – 'back to basics'

- A highly personalised approach
- Copies are kept so they can be adapted in the future



A colour theory sheet

Colour

NAME: _____

PRIMARY

SECONDARY

Red

Orange

Yellow

Green

Blue

Purple

HOT

COLD

PRIMARY

SECONDARY

PRIMARY

SECONDARY

MIX TWO PRIMARY COLOURS TO MAKE A SECONDARY:

Red + yellow =

Yellow + Blue =

Blue + Red =

MIX ONE PRIMARY AND ONE SECONDARY TO MAKE A TERTIARY:

Green + yellow = LIME

yellow + orange = AMBER

Orange + red = SAFFRON

Red + purple = VIOLET

Purple + blue = LAVENDER

Blue + green = TURQUOISE

Colour the boys !!

WARM COLOURS: RED, YELLOW, ORANGE.

COLD COLOURS: BLUE, GREEN, PURPLE.

Add WHITE to a colour to create a Tint

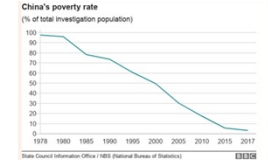
Add BLACK to a colour to create a Shade

Geography – Scaffolding

- ‘**GEOG**’ starter is predictable and allows a routine to be established with minimal teacher input
- Giving clear boundaries for how much work is expected of the students helps to manage expectations and make the work more manageable

Lesson 3: What was the impact of communism in China?

- G** Describe the location of Russia.
- E** What is a superpower?
- O** What is the capital of China?
- G** How has poverty changed in China?



What is life in China like for...

Chen Zhang – A man who has lived under the Communist Party's rules.

1978 to 1985 – The time of growth:

1989 – The time of protests:

2000s – The time of loyalty:

Gao Yilan, a 13 year old boy living near Beijing.

Similarities between my life and Gao's

Differences between my life and Gao's

Hu Siqin, a 33-year-old farmer who moved out of the city.













Why did Hu move to the farms?

What is the government worried about?

What incentives are there to encourage people back to the farms?

History – graphic organisers

- A scaffolding tool that helps guide and shape students' thinking
- In such a writing-heavy subject, it helps students to visually represent their ideas, organise information, and grasp concepts such as sequencing and cause and effect.

| Factor | | Explain how this factor helped Jack the Ripper get away with murder? | Was the factor environmental, social or political? | How significant was the factor in helping Jack the Ripper get away with the murders? |
|-------------------|---|--|--|--|
| Maze-like streets |  | | |  |
| Smog |  | | |  |
| |  | | |  |
| |  | | |  |
| |  | | |  |
| |  | | |  |

