



## **ST MARTIN'S SCHOOL**

# **SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY**

**3b(i)**

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## Introduction

At St Martin's School, we believe that pupils have the right to receive high quality teaching that is differentiated to promote optimal educational outcomes for all, including those with a special educational need or disability (SEND). We want every pupil to feel that he is a valued member of our school community. We value every pupil as an individual and respect that he may have different aspirations and requirements for learning than his peers. The school understands that we may need to offer a range of approaches for teaching and learning in order for every pupil to achieve success.

The SEND Policy is informed by and informs a range of other St Martin's policies, including: the Curriculum Policy, the Exam Policy, the Accessibility Plan and the Admissions Policy. In addition, the school expects all teachers at St Martin's to adhere to the Teaching Standards 2012, providing a differentiated approach and adapting their teaching to respond to the strengths and needs of all pupils.

The SEND Policy adheres to the SEND Code of Practice (2014) in the Early Years Foundation Stage (EYFS) and has regard to the relevant recommendations for pupils in Years 1-8. The SEND Policy also has regard to the Equality Act 2010 and is reviewed annually.

The aims of the St Martin's School SEND Policy are to describe:

- How we define SEND;
- How we identify and assess the needs of pupils with SEND;
- How we ensure that pupils and parents participate in our procedures;
- Which staff are responsible for teaching and learning outcomes for pupils with SEND;
- The nature of Learning Works provision for pupils with SEND;
- Reasonable adjustments and access arrangements for pupils with SEND;
- Where and how our procedures differ in the Early Years.

## Defining SEND

We use the definition of SEN described in the 2014 Special Educational Needs and Disability Code of Practice: 'Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.' The code considers children to have a learning difficulty 'if they have a significantly greater difficulty in learning than the majority of children of the same age'. The code also points out that many children and young people who have SEN may have a disability under the Equality Act 2010; they have a physical or mental impairment, which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.

A pupil with SEND may have needs in one or more of four broad categories described in the Code of Practice:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health;
- Sensory and/or physical.

## How we identify and assess the needs of pupils with SEND

At St Martin's we believe that all pupils have the right to receive high quality, differentiated teaching which allows them to achieve optimal educational outcomes of at least the expected level of progress based on their individual circumstances. To this end, the school measures, records and tracks pupil attainment using a range of informal devices and formal assessments.

All class and subject teachers monitor whether the pupils they teach are making the expected level of progress based on their individual circumstances. If a pupil is not making adequate progress, the school adopts a graduated approach following some of the steps listed below. Class Teachers, Form



Teachers and Heads of Section are all kept informed of any concerns subject teachers have about a boy's progress in their subject.

#### Step 1

Class or subject teachers first consider any factors in their teaching, which can be modified to improve the outcome for the pupil. If they are not themselves the pupil's Class or Form Teacher, they will alert the Form Teacher to any concerns they have about the pupil's progress. Class or subject teachers may consult with heads of subject department or the Assistant Head (Academic). Suggested changes are implemented and the impact on the pupil's progress is evaluated.

If the pupil is still not making adequate progress, after implementing modifiable teaching factors, the teacher will proceed to investigate whether there is an environmental factor which can be altered to improve the outcome for the pupil. Pastoral section heads or the assistant head-pastoral may be consulted at this stage. These changes are implemented and then the impact on pupil progress is evaluated.

#### Step 2

If the pupil is still not making adequate progress after changing modifiable teaching and environmental factors, then the teacher will consider whether the pupil may have a difficulty with learning, which they need to bring to the attention of a member of the Learning Works team. This would be the Learning Works Coordinator in the Main School and the Pre-Prep SENCO in the Pre-Prep, including EYFS.

At this stage, parents are informed, and more detailed investigation may follow. A member of the Learning Works team may carry out observation or further assessment and may suggest changes the teacher can make. A Learning Works intervention based on specialist knowledge or skills within the team may also be suggested at this time. The Pre-Prep SENCO and Learning Works Coordinator regularly meet with Class Teachers, Form Teachers, Heads of Section and members of the Leadership Team to discuss concerns about pupils' progress.

The Learning Works team follow the assess-plan-do-review cycle for any interventions they make. A pupil will be considered to have a SEND if he needs provision to be made, which is different from and additional to the high quality, differentiated and personalised provision, which all pupils receive.

A personal learning plan or PLP may be written for the pupil at this stage. The PLP gives details of a pupil's strengths and learning challenges as well as the steps being undertaken in the assess-plan-do-review cycle, with a clear start date and date for review. PLPs are written in consultation with the pupil's parents, teachers and wherever possible the pupil themselves.

#### Step 3

If the pupil does not make adequate progress despite the teacher receiving Learning Works advice and/or the pupil receiving a Learning Works intervention, parents may be directed to seek more specialised advice from outside of the school. External specialists may include educational psychologists, speech and language therapists, occupational therapists, audiologists or optometrists.

The expert advice of external specialists will be incorporated into the pupil's PLP, the aim being to overcome any difficulties with learning.



The PLP will list a small number of individualised SMART targets, which have regard for the views of parents and the voice of the pupil whenever this is possible. SMART targets are specific, measurable, achievable, realistic and timebound and aim to overcome the pupil's difficulties with learning.

A PLP review could have one or more of the following outcomes:

- To continue the same intervention with the existing targets, because they have not yet been achieved, setting a new review date to determine if more time will help;
- To undertake further assessment to determine if needs or challenges have changed;
- To provide a different intervention;
- To adjust the targets, reflecting the progress that has been achieved so far, planning to continue with a broadly similar intervention;
- To cease all intervention as the pupil has achieved the targets and/or the barrier to learning has been overcome and the pupil is no longer considered to have a SEND.

#### How we ensure that pupils and parents participate in our procedures

Pupils and their parents are involved at all stages of the assess-plan-do-review cycle. Class and subject teachers keep parents informed of the progress their sons are making in school and alert parents to any concerns that progress is lower than expected. Teachers also give regular feedback to the boys they teach and suggest targets or areas for improvement. Teachers inform the parents of any pupil they consider may have a SEND, so that parents are aware that the teacher is seeking the involvement of the Learning Works team.

Once engaged, the Pre-Prep SENCO or Learning Works Coordinator will liaise closely with parents and teachers, informing them of any assessments to be undertaken, any recommendations or advice to promote teaching and learning and any interventions to be offered. Parents, teachers and pupils will be involved in the review stage of the cycle when the effectiveness of interventions is discussed, and any further assessments are recommended.

#### Responsibility for teaching and educational outcomes for pupils with SEND

At St Martin's, all teaching staff teach pupils with SEND in their mainstream classes. Class and subject teachers are responsible for the progress made by all the pupils in their classes, including those with SEND. Class and subject teachers retain this responsibility even when pupils with SEND receive additional provision from the Learning Works team.

#### Learning Works provision for pupils with SEND

Learning Works team members have a range of specialist qualifications, including training to support pupils with dyslexia, dyscalculia, autism spectrum and speech and language difficulties. Learning Works interventions may occur within pupils' classes or may take place by withdrawal from class. A great deal of care is given to the decision about which subject a pupil should miss to receive an intervention; the views of teachers, pupils and parents are considered. Interventions may take place individually or in small groups.

#### Reasonable adjustments and access arrangements for pupils with SEND

Some pupils with SEND require access arrangements or reasonable adjustments when taking tests and exams to ensure that they are not disadvantaged by any disability. In line with the practices of the senior schools our pupils move to on leaving St Martin's, we grant access arrangements for pupils based on the Joint Council on Qualifications (JCQ) guidelines. Using a computer to type answers instead of handwriting them is one possible access arrangement, extra time is another. In the case of



extra time, this is usually only granted if the pupil has an assessment report from an educational psychologist, or other qualified assessor, providing evidence of eligibility for this arrangement.

#### Where and how our procedures differ in the Early Years and Pre-Prep

At St Martin's, our nursery and reception cohort follow the EYFS statutory framework for children aged 0-5. We recognise the importance of the early identification of SEND and a clear 'assess, plan, do, review' approach is in place for identifying and responding to SEN. This graduated approach may include specialist advice from external professionals including speech and language therapists, occupational therapists, educational psychologists and paediatricians. Additionally, our EYFS has access to Hillingdon's Early Years Inclusion Team.

Support for children with SEND may include reasonable adjustments within the classroom setting, differentiation of classwork, small group support and/or individual support with their Class Teacher, Teaching Assistant or Pre-Prep SENCO. A personal learning plan (PLP) may be written for pupils receiving SEND Support, which is reviewed at least termly. This is reviewed more frequently in EYFS.

Parental partnership is very important to us at St Martin's, especially in EYFS and Pre-Prep. All steps in our graduated approach are taken in consultation with parents, ensuring that the child's opinions and best interests are taken into consideration.



## APPENDICES

### Appendix 1. Education, Health and Care Plans

We expect all the needs of most pupils to be met by receiving high quality, differentiated teaching. We anticipate that all the needs of most pupils with SEND will also be met within the school using a combination of high quality, differentiated teaching and Learning Works interventions. However, if the needs of a pupil with SEND cannot be met within the St Martin's setting, an Education, Health and Care (EHC) assessment may be required so that the local authority can determine whether it needs to make provision for him according to an EHC Plan.



Appendix 2. Learning difficulties

ADHD	
Challenges	<p>Pupils with ADHD (Attention Deficit Hyperactivity Disorder) find it much harder than others to pay attention and maintain concentration. They are sometimes also extremely physically restless. Pupils with ADHD often show distractibility (poor sustained attention to tasks), impulsivity (impaired impulse control and delay of gratification) and hyperactivity (excessive activity and physical restlessness).</p> <p>Typical challenges for pupils with ADHD include:</p> <ul style="list-style-type: none"> <li>• Failing to give close attention to detail or making careless mistakes;</li> <li>• Having difficulty sustaining attention on tasks;</li> <li>• Not seeming to listen when spoken to directly;</li> <li>• Failing to follow instructions carefully and completely;</li> <li>• Losing or forgetting important things;</li> <li>• Feeling restless;</li> <li>• Fidgeting with hands or feet or squirming;</li> <li>• Running or climbing excessively;</li> <li>• Talking excessively;</li> <li>• Blurting out answers before hearing the whole question;</li> <li>• Having difficulty waiting their turn.</li> </ul>
How to help	<ul style="list-style-type: none"> <li>• Use clear language. Prompts, rules and instructions should be clear, brief and when possible presented visually in charts, lists, etc. Instructions should be explicit and detailed, for example “Turn to page 10, paragraph 2, starting with the word ‘Rivers’” and not the more general “Open your book”.</li> <li>• Make eye contact with the pupil before giving an instruction and check for understanding (saying, for example, “Tell me what you have to do?”). Encourage the pupil to repeat instructions out loud or say them quietly to himself while he follows them.</li> <li>• Go over the steps in a procedure before and during an activity.</li> <li>• Identify critical bits of information by saying, “This is something that you will need to pay attention to,” and use prompts such as, “What is it you need to do right now?”</li> <li>• Use memory aids. For example, use visual clues to control talking in class - green for go and red for stop.</li> <li>• Seat the pupil close to the teacher and position him to minimise distraction.</li> <li>• An assigned buddy can remind the pupil to focus on his work when distracted and help take his belongings from class to class.</li> <li>• Breaking down tasks into smaller, simplified steps with a logical progression should help pupils with ADHD organise and plan their work.</li> <li>• When class activities require independent and flexible work, pupils could be supported by checking they stay on task, making sure they understand the instructions and have a plan to follow. Designated buddies and/or the teacher could help.</li> <li>• Processing speed is often a relative weakness for pupils with ADHD. It may help them to have extra time with tests, exams and assignments if eligible.</li> <li>• Rewards and feedback for following rules should be delivered immediately and systematically. The pupil’s cooperation and understanding can be helped by being as specific as possible.</li> </ul>





	<ul style="list-style-type: none"><li>• Children with ADHD often receive repetitive negative feedback. This has a detrimental effect on their self-esteem and induces anxiety. While it is crucial for a boy with ADHD to learn about the consequences of his behaviour, it is also important for the teacher to try to “catch him being good” and offer positive reinforcement for good behaviour.</li><li>• If a pupil with ADHD experiences fatigue or restiveness during class time, he could undertake structured, brief, physical activities such as handing out materials or going to the office on an errand.</li><li>• The pupil with ADHD can be helped to identify for himself those situations and tasks that he finds difficult and devise simple, straightforward plans and strategies to help him. These may be short lists or diagrams, giving reminders about staying on task and checking by the end of the class that he has understood the material.</li><li>• Using countdown or kitchen timers can help with completing prep at home and with time-bound activities in the classroom.</li></ul>
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AUDITORY PROCESSING DIFFICULTY	
Challenges	<ul style="list-style-type: none"><li>• Auditory processing difficulty is not a problem with the hearing itself, but with the way auditory information is interpreted by the brain.</li><li>• Auditory processing difficulties affect a pupil's ability to focus and pay attention.</li><li>• The pupil may find it hard to understand the content of auditory information, even in optimal conditions when there is total silence and minimal distraction.</li></ul>
How to help	<p>Pupils with auditory processing difficulties may be helped by:</p> <ul style="list-style-type: none"><li>• Having simplified, clear, step-by-step instructions, with visuals to back this up</li><li>• Providing frequent checks on understanding</li><li>• Modelling or demonstrating tasks</li><li>• Making sure he can see the speaker/have sight of their face</li><li>• Having breaks or changes in activity to avoid him becoming overtired</li><li>• Having a quiet room or very low background noise levels</li><li>• Establishing automatic routines for starting and ending tasks and lessons</li><li>• Positively reinforcing behaviour that supports focus and learning</li><li>• Being warm and patient, while also firm and consistent.</li></ul>



AUTISM SPECTRUM DISORDER	
Challenges	<p>Pupils with autism spectrum disorder or ASD have difficulties in three areas: social interaction; social communication; and flexibility of thought and imagination. A diagnosis of ASD is based on identifying difficulties in all three areas. A fourth area of difficulty, in sensory processing and motor skills, may also be present.</p> <p>Children with ASD may have difficulty with:</p> <ul style="list-style-type: none"><li>• Making eye contact</li><li>• Literality (sayings, jokes, idiom and metaphor can be problematic as words are interpreted literally)</li><li>• Hyperlexia (reading/decoding more than they can understand)</li><li>• Changes to routines</li><li>• 'Fixating on things' and not being able to move past a situation or a topic</li><li>• Being over-focused on detail</li><li>• Echolalia (repetition/mimicry of the speech/sounds other people make)</li><li>• Echopraxia (repetition/mimicry of movements of others)</li><li>• Weak prosody of speech (stress, rhythm and intonation)</li><li>• Poor turn taking</li><li>• Lack of empathy</li><li>• Poor imagination</li><li>• Repetitive body movements.</li></ul>
How to help	<p>Pupils with ASD need a structured environment where rules are clearly stated and adhered to.</p> <ul style="list-style-type: none"><li>• Advice, warnings and reprimands need to be explicit and where possible should model the required behaviour.</li><li>• Children with ASD find alterations to their routines stressful, so any changes need to be signalled in advance and prepared for.</li><li>• Pupils with ASD have difficulty generalising from the specific. They will need help making links and transferring their knowledge and skills from one area to another.</li><li>• Children with ASD may need help in answering questions, as they will not necessarily realise that a question has been asked of them.</li><li>• Similarly, pupils with ASD will need guidelines on when they can/should speak as they do not possess typical thought-filtering processes which act as a check on what is said.</li></ul>



DYSCALCULIA	
Challenges	<ul style="list-style-type: none"><li>• Dyscalculia is characterised by difficulty with the concept of number. Children with dyscalculia struggle to determine the relationship between pairs of numbers and patterns in sequences. They may also have difficulty estimating numbers, relative sizes and quantities.</li><li>• Learning the basic number facts, number bonds and times tables for example, is more challenging for dyscalculic pupils, but it is not impossible. Rote learning can help.</li><li>• While dyscalculia predominantly affects a child's progress in Maths, it can also hinder his progress in other subjects that involve counting, sequencing, rank-ordering, measuring and timing for example. Remembering facts that include numbers, for examples dates in History, is also more problematic for the dyscalculic pupil. Quantities with positive and negative numbers and BC/AD dates can be particularly tricky.</li></ul>
How to help	<ul style="list-style-type: none"><li>• Dyscalculic children need additional support with concrete materials as early as possible to help them build their concept of number.</li><li>• They also need explicit teaching of the relationship between a number of real objects and the symbol used to represent that number.</li><li>• Multisensory materials such as Numicon kits or Cuisenaire rods may be needed to establish relationships between numbers.</li><li>• Pupils with dyscalculia will need number lines and number squares or grids to help with addition (counting on) and subtraction (counting back).</li><li>• Pupils will typically need to spend much more time than is average for their age in learning number bonds and times tables. They will need support for this at home as well as in school as daily practice is best.</li><li>• Parents and teachers can try to introduce opportunities to engage with numbers whenever possible. For example, counting trees when walking, looking at numbers on road signs, counting items or measuring quantities in the kitchen.</li></ul>



DYSLEXIA	
Challenges	<ul style="list-style-type: none"><li>• Dyslexia is a specific learning difficulty that is characterised by problems with the written word.</li><li>• Despite receiving good teaching, pupils with dyslexia find it much more difficult than others the same age to learn to read and spell accurately, often because of a weakness in phonological processing.</li><li>• Many dyslexic pupils also have problems with working memory: the ability to hold facts in their mind while they manipulate them. This impedes the ease with which they can transfer information into and retrieve information from their long-term memory.</li><li>• Dyslexic pupils may also have difficulty with sequencing and organisation.</li></ul>
How to help	<p>Until dyslexic pupils' literacy skills have been raised to a level typical for other boys their age, they may need additional support in all activities that involve reading and writing. Some suggestions are:</p> <ul style="list-style-type: none"><li>• The text they need to read could be broken down into manageable chunks and presented one chunk at a time rather than all at once.</li><li>• Where possible text can be accompanied by visual information that aids understanding, for example pictures, diagrams or charts.</li><li>• Instructions can be given orally and in writing, with a printed copy for pupils to refer to if they are very detailed.</li><li>• Dyslexic pupils often (but not always) have difficulty following lists of instructions and may need a hard copy to refer to.</li><li>• Copying large amounts of writing from the board is often difficult for dyslexic pupils. Where possible this can be circumvented by providing handouts for a boy to interact with by, for example, highlighting key words, completing sentences that have been started or filling in blank spaces in the text (cloze procedures).</li><li>• Pupils may need support with spelling, where this is not being specifically tested, and could be given spellings of keywords or allowed to use dictionaries, spellcheckers, etc.</li><li>• Where possible boys could be given opportunities for 'overlearning', where they have repeated interactions with the teaching material.</li><li>• Initially, until independent learning is established, dyslexic pupils may need much more support at home than their peers with revision for tests and exams, the organisation of bags and folders, completing homework, etc.</li></ul>



DYSPRAXIA/DCD	
Challenges	<ul style="list-style-type: none"><li>• Pupils with dyspraxia (also known as developmental coordination disorder) have difficulties with the organisation and planning of controlled movements. It is a specific learning difficulty and is associated with pupils experiencing problems with movement, time, space and sequencing.</li><li>• Pupils with dyspraxia may appear to be clumsy, have poor posture and body awareness, poor handwriting, weak organisational skills, a poor sense of direction and may appear lethargic. They may find many activities that are part of physical education (PE) challenging, for example throwing and catching a ball, running, jumping and hopping, hitting a ball with a bat or a racquet, kicking a ball, etc.</li><li>• Children with dyspraxia typically require the intervention of a physiotherapist or occupational therapist to help build their strength and gross motor skills. They also usually need additional help with activities requiring fine motor control such as handwriting, doing up buttons and tying shoelaces.</li></ul>
How to help	<ul style="list-style-type: none"><li>• Children with dyspraxia need lots of additional opportunities to practise physical tasks such as doing up buttons, tying laces, using scissors and using a pencil or pen with an appropriate grip and amount of pressure.</li><li>• Pupils need actions to be modelled, not just described.</li><li>• Multi-step tasks should be broken down into single steps, which can be practised separately then together in the correct sequence.</li><li>• Seat pupils with dyspraxia near to the board so that their view is 'straight on' and not at an angle.</li><li>• Copying from the board is a particular challenge for pupils with dyspraxia. Give them handouts wherever possible that they can interact with, by highlighting key words, completing sentences that have been started or filling in blank spaces in the text (cloze).</li><li>• Repeat instructions as frequently as needed. This may be much more frequent than you might expect. Pupils with dyspraxia may not understand instructions the first or second time round.</li><li>• Give a written back-up for oral instructions for boys to refer to.</li><li>• Providing writing frames can help pupils who find it difficult to begin work on a blank sheet. This can be as simple as one or more boxes drawn on the page or a series of headings/subheadings.</li><li>• Provide help with organisation of folders, bags, games kit, etc. Pupils with dyspraxia are unlikely to be able to manage these things independently at the same age that their peers can.</li><li>• Checklists can help support pupils in learning to manage folders, equipment, etc, for themselves.</li><li>• Pupils with dyspraxia may benefit from having a personalised colour-coded timetable.</li><li>• Subject folders could be coded with the same colours to help them bring the right folder to each lesson.</li><li>• Drawing accurate diagrams in Maths, Science and Geography can be challenging. Model diagrams to trace over may be needed until pupils can manage independently.</li><li>• Judging time can be difficult for pupils with dyspraxia. They may need frequent reminders or countdown timers to show them how much time they have left for tasks.</li></ul>



PROCESSING SPEED DIFFICULTY	
Challenges	<ul style="list-style-type: none"><li>• Processing speed is not just another term for reaction time. It is also a measure of how quickly a pupil can: integrate new information, retrieve information from memory and perform tasks such as reading and writing.</li><li>• Slow processing speed is not caused by physical slowness of the body.</li><li>• Processing speed also affects how the brain organises information. It affects a pupil's ability to focus on important things while ignoring less important items and is what allows the brain to shift rapidly from one activity to another. How well a child understands what someone is saying, keeps up when someone talks quickly and blocks out other distractions can be affected by problems with processing speed.</li></ul> <p>Difficulties with processing speed affect many everyday activities, including:</p> <ul style="list-style-type: none"><li>• Organisation and planning</li><li>• Self-monitoring</li><li>• Getting started on tasks</li><li>• Keeping track of time and completing tasks</li><li>• Shifting/transitioning between tasks</li><li>• Underestimating how long tasks will take</li><li>• Keeping track of belongings</li><li>• Inhibiting impulses</li><li>• Forgetting to bring materials home or to school.</li></ul>
How to help	<ul style="list-style-type: none"><li>• Give pupils extra time to absorb and understand instructions and new information and to complete work.</li><li>• Pause after questioning to give time to formulate a reply.</li><li>• Think about your speech. Slow processors may need a slower rate of speech delivery, brief pauses between ideas/instructions and simpler language to aid understanding.</li><li>• Provide checklists/visual reminder of tasks, sequences.</li><li>• Establish classroom and homework routines, so the same or similar things are done in the same order each time.</li><li>• Keep classroom equipment in the same place so no time is spent looking for it. Label with words and/or pictures.</li><li>• If locating their personal equipment takes too long, try keeping a minimal set inside their subject folders.</li><li>• Try keeping a separate pencil case for them in each classroom.</li><li>• Reinforce pupils' awareness of time passing. Use countdown/sand timers to focus the mind on the task.</li><li>• Give deadlines to encourage doing/starting tasks 'now'.</li><li>• Limit choices as selection can be slow.</li><li>• Help pupils build speed and automaticity with basic skills.</li><li>• Give timed practice with tasks and aim to build speed/accuracy by charting performance.</li><li>• Use templates and scaffolding to help with recording.</li><li>• Printed instructions for classwork and prep can help to reduce the amount of writing pupils need to do.</li><li>• Give handouts or cloze activities of notes if pupils can't keep up with the volume and speed of having to handwrite everything.</li><li>• Consider whether a pupil may be able to type his work more quickly than he can handwrite it.</li></ul>



SPEECH, LANGUAGE AND COMMUNICATION (SLC) DIFFICULTIES	
Challenges	<p>SLC difficulties can affect input (receptive language) and output (expressive language) and may lead to low self-confidence and poor self-esteem. They can also affect cognitive development and learning at school as well as social interaction and friendships.</p> <p>A child's SLC difficulty may occur in one or more of the three areas of speech, language and communication.</p> <p><b>Speech:</b></p> <ul style="list-style-type: none"><li>• Saying the right sounds in the correct sequence;</li><li>• Speaking fluently;</li><li>• Speaking clearly and with expression to support meaning.</li></ul> <p><b>Language:</b></p> <ul style="list-style-type: none"><li>• Using words to construct sentences and build conversations;</li><li>• Understanding and making sense of what others say.</li></ul> <p><b>Communication:</b></p> <ul style="list-style-type: none"><li>• Representing concepts and thoughts with language;</li><li>• Using language for different purposes, such as describing and asking;</li><li>• Understanding non-verbal communication such as gesture, how to show active listening, taking turns in conversations, adapting language to suit the situation;</li><li>• Taking into account other people's perspectives and a broader context.</li></ul>
How to help	<ul style="list-style-type: none"><li>• Respond to what has been said rather than how clearly it is said.</li><li>• Repeat what the pupil says correctly so he can hear it spoken correctly but avoid asking him to repeat it after you.</li><li>• Encourage the use of gesture, drawing and writing to aid understanding.</li><li>• Avoid asking for constant repetition.</li><li>• Praise good speech.</li><li>• Praise other strengths.</li><li>• Encourage active listening, state pupil's name and gain eye contact before giving instructions.</li><li>• Use visual cues to support what is being said and stress key words.</li><li>• Consider the length and complexity of instructions and check if they have been understood.</li><li>• Give the pupil time to process a question (at least 10 seconds) before expecting a response.</li><li>• Ask open-ended questions.</li><li>• Provide prompts or clues if the pupil cannot find the right word.</li><li>• Use multi-sensory teaching methods to boost memory of new terms.</li><li>• Repeat a pupil's answer and expand on it with more details.</li><li>• Avoid finishing sentences or saying the word a pupil cannot find as this may make him frustrated.</li></ul>





VISUAL-SPATIAL DIFFICULTIES	
Challenges	<p>Pupils with visual-spatial processing difficulties often have low non-verbal reasoning skills and find it harder than their peers to understand visual information. They may find it difficult to:</p> <ul style="list-style-type: none"> <li>• Make visual images to “see something in the mind’s eye” or “get the picture”</li> <li>• Remember and distinguish left and right</li> <li>• Understand how parts combine to make a whole or how a larger pattern or structure can be separated into parts</li> <li>• Manipulate or mentally rotate simple visual patterns or shapes</li> <li>• Estimate and compare lengths, areas and volumes without measuring</li> <li>• Understand shapes, graphs and geometry in Maths</li> <li>• Read and understand maps in Geography</li> <li>• Draw cross-sectional diagrams in Science</li> <li>• Understand visual instructions</li> <li>• Organise objects in both 2-D and 3-D such as equipment on a desk or folders in a locker</li> <li>• Accurately observe key visual details</li> <li>• Copy information from near (a text) or far (whiteboard).</li> </ul>
How to help	<p>Pupils with visual-spatial difficulties need to be given clear verbal instructions (oral and written) and should be encouraged to use their stronger verbal skills when trying to understand and learn new information. It helps to:</p> <ul style="list-style-type: none"> <li>• Provide notes rather than expect lots of copying from the board</li> <li>• Give pupils more time if they are expected to copy and give them time to proof-read what they have written</li> <li>• In Maths, give pupils exercises on worksheets with enough space for them to complete calculations rather than ask them to copy questions from the board or a textbook</li> <li>• Remember that visual strategies which are beneficial for other pupils such as Mindmaps, webs, diagrams and charts, may be confusing for pupils with visual-spatial difficulties.</li> <li>• Limit how much visual information is on the page.</li> <li>• Try using a task windowpane to isolate one question at a time.</li> <li>• Consider reducing the number of visual displays involving manipulatives, drawings, diagrams and charts and replace them with verbal instructions.</li> <li>• Encourage the pupil to clear his desk to remove unnecessary visual clutter/distractions.</li> </ul> <p>Increase the emphasis on language for explaining concepts and procedures.</p> <ul style="list-style-type: none"> <li>• Explain in words all new skills and concepts, and all graphics and visually-based information and tasks</li> <li>• Provide the support of clear verbal instructions for tasks requiring spatial organization</li> <li>• Encourage the pupil to use verbal mediation (talk themselves through) visual or spatial work</li> <li>• Teach the pupil to use verbal mediation when copying from the whiteboard to their book, by saying each word or number or detail.</li> </ul> <p>Use number coding, colour coding and manipulative materials to help teach visual-spatial conventions such as left/right, top/bottom.</p> <ul style="list-style-type: none"> <li>• For example, when teaching writing, show the pupil how to write from left to right by using a green margin for “go” on the left and a red line for “stop” at the right-hand side.</li> </ul>



	<ul style="list-style-type: none"><li>• Use numbered or coloured boxes on worksheets and assignments to help with organisation and following a sequence.</li><li>• Provide grid/graph paper Maths exercises.</li><li>• Give the pupil direct instruction in reading and interpreting maps, graphs, charts, and diagrams.</li></ul>
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WORKING MEMORY DIFFICULTY	
Challenges	<ul style="list-style-type: none"><li>• Working memory (WM) is different from short-term memory (for example remembering a phone number long enough to dial it) and long-term memory (stored experiences from the past or knowledge acquired over long periods). WM is the ability to hold and manipulate information in the mind for short periods and can be thought of as a mental workspace or jotter and a short sound recording loop.</li><li>• WM allows pupils to remember sequences of instructions while they perform tasks, process information for storage to or retrieval from long-term memory and focus their attention on a single task or direct it from one task to another.</li><li>• WM has a finite size which varies from person to person. Difficulties with WM interfere with many aspects of schoolwork and learning, including:<ul style="list-style-type: none"><li>• Mental Maths calculations</li><li>• Remembering spellings during composition</li><li>• Remembering sequences of instructions while carrying out tasks</li><li>• Revising material to store it in long-term memory</li><li>• Retrieving information from long-term memory</li><li>• Sustaining attention on a task</li><li>• Switching attention from one task to another</li><li>• Keeping place in a longer task.</li></ul></li></ul>
How to help	<ul style="list-style-type: none"><li>• Repeat information. Give a visual copy of instructions.</li><li>• Use concrete materials and hands-on (kinaesthetic) activities to help children develop skills/remember facts.</li><li>• Help a pupil to rely more on his long-term memory than his WM by 'over-learning' information/skills to the point of automaticity and reducing the burden on WM.</li><li>• Supply or help the pupil make memory cards for difficulties with remembering specific facts.</li><li>• Give miniature memory cards on a keyring for all the general information pupils need or have covered so far. Add new information and vocabulary to the keyring. Remove old information and vocabulary once it is securely in long-term memory and the pupil can access it automatically.</li><li>• Teach single methods for processes and standard procedures and back these up with 'how-to' video clips or checklists to reinforce them.</li><li>• Encourage the pupil to ask for help if he is stuck or has forgotten important information.</li><li>• Encourage the pupil to rehearse verbally (say in his head) information needed for brief periods of time to support his short-term memory.</li><li>• Show the pupil how to make notes of important information and refer to them regularly throughout the activity. He can use a jotter, the mini whiteboard in his diary, back pages of an exercise book, post-it notes.</li><li>• Use mnemonics and acronyms to support memorisation.</li><li>• Pupils may also need help in keeping their place in longer tasks:<ul style="list-style-type: none"><li>• Help the pupil break down long tasks into separate parts and work against a checklist towards completing all the parts in the right sequence. A flowchart may help with this.</li><li>• In Maths, show pupils how to keep place when counting items by touching fingers to chin, moving fingers up or down when counted or physically moving a finger along a number line.</li></ul></li></ul>



	<ul style="list-style-type: none"><li>• Crossing off pictures of fingers or objects to be counted, or recording tally marks, can also help.</li></ul>
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