

**SUPPORTING CHILDREN WITH
SEND AT COLINDALE SCHOOL**



We are all on spectrums of ability and, we move up and down these spectrums during our lives ...

Specific learning difficulties



I have dyslexia

Motor



I use a wheelchair

Emotional & behavioural

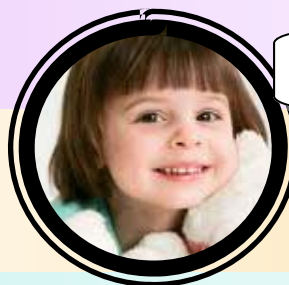
Autistic spectrum condition



I have autism

Mental health

Sensory hearing sight



I wear hearing aids

Genetic disorders



I have Haemophilia

DOWN'S SYNDROME

INFORMATION

It is a genetic condition caused by disruption in cell division process

TYPICAL BEHAVIOUR

- Delayed motor skills — fine and gross
- Auditory and visual impairment
- Speech and language delay both in expressive (talking) and receptive (understanding)
- Short term auditory memory deficit
- Shorter concentration span
- Difficulties with learning and retaining what they've learnt
- Generalisation, thinking and reasoning difficulties
- Difficulties with sequencing
- Uses avoidance tactics
- Compulsive like behaviours
- Talking to themselves
- Can exhibit anxiety
- Doesn't persevere with a task
- Easily distracted
- Strong willed

STRATEGIES

Use visuals

- Pictures, objects, Makaton signing, gesture, symbols,
- Timetable, now & next, frames, sequencing
- Social stories

Speech and language

- Make eye contact
- Keep sentences short and use familiar language
- Break instructions into small steps
- Use good behaviour prompts — photos

Focus

- Allow breaks
- Have ready extra / alternate activities and allow child to choose
- Repeat previous learning
- Allow child to watch others before participating /model for the child

Curriculum

- Ensure work at appropriate level inc length of task

Recording

- Provide alternative methods e.g. pictures, symbols, flash cards, Clicker 7, yellow cards

SPECIFIC LEARNING DIFFICULTIES DYSLEXIA

INFORMATION

Persistent and unexpected difficulties in acquiring basis literacy skills in relation to general intelligence or development in other areas.

Einstein, Leonardo Da Vinci Thomas Edison and Churchill all had dyslexia.

See also **Speech + Language and Dyspraxia / Motor Skills Difficulties**

TYPICAL BEHAVIOUR

- A big difference between what the child can say or think and what they can write
- Marked difference between a child's potential and his/her written work
- Many dyslexics hide this or mask their difficulties
- Weakness in reading, writing, spelling, numeracy
- Strengths in visual/spatial skills and creativity & visualisation
- Difficulties in time management and organisation of equipment and getting thoughts onto to paper
- Spoken language—difficult getting thoughts out as words
- Weak speed of processing spoken and written language
- Short-term memory
- Finding words 'thingummy'
- Sequencing e.g. days of week
- Weak phonological knowledge. 'knows it one day but not the next'
- Visual perception & processing letter shapes, words, sentences, similar looking words e.g. horse, house
- Visual disturbances e.g. words seem wobbly, difficulty in tracking text
- Laterality—mixing up left and right, reversing of symbols b/d, writing dog and god
- Reversed words, letters

STRATEGIES

- Use the child's strengths (there may be lots!)
- Enhance self-esteem, child will feel 'stupid', 'dumb'
- Enlarged text
- Coloured overlay/ print on yellow background (some books in library have this)
- Coloured lines
- Small chunks to read or process/understand at a time
- Mark for one thing at a time (don't correct every spelling)
- Stile
- Reciprocal Reading or SQ3R Survey text, Question, Read, & highlight Recall, Review
- See-through book marker to keep place when reading
- Different ways of recording—see Differentiation sheet
- **Visual**—graphs, pictures, colours e.g. highlighting text see Differentiation sheet
- diagrams, mapping, visualisation, film
- **Auditory**—talking, listening, recording, music, discussion, explaining, verbal summaries of key points, songs and raps, audio books
- **Kinaesthetic**—movement, handling items acting, sorting, making models, role play, using humans as prefixes or suffixes!
- Individual/small group tuition
- Multi-sensory approaches—rainbow writing (going over same word in lots of colours)
- Multi-sensory activities
- Breaking words in syllables—teaching each syllable will have a vowel or y in it
- Teachers will adapt planning to accommodate preferred ways of learning
- Clicker 7
- Speech-to-text software
- Onset and rime (**back hack Jack**) approach

AUTISM

INFORMATION

It is a difference in thinking style which affects behaviour.

Triad of impairment—for a diagnosis child will have difficulties in all three areas; social and emotional understanding, all aspects of communication regardless of language level, lack of flexibility in thinking and behaviour

TYPICAL BEHAVIOUR

- Repetitive
- Socially aloof
- Lack of interest in social situations and making friendships
- Difficulties with turn-taking
- Difficulty listening to others' point of view
- Takes things literally e.g. goes in one ear and out the other
- Cannot make eye contact
- Over-sensitive to stimuli – hand dryers, fluorescent lights, perfume
- Difficulty processing sensory information
- World is a confusing place so like to create order where they can
- Lack of response
- Appears to not hear what is said
- Difficulty working with background noise
- Appears distracted or inattentive
- Everything seems confusing, unpredictable and strange
- Remember large amounts of information on certain topics and can be obsessive
- Doesn't like change
- Do not like to be too close in proximity to other children
- When stressed may 'flap' their hands or spin to calm themselves
- Unable to see another point of view or imagine what someone else is thinking
- What they say they mean and also think everyone else says what they mean too
- Cannot interpret people's feelings from their expressions
- May trip over people as cannot distinguish between people and objects

STRATEGIES

- Children with autism do not need to be changed—they need to be understood
- Visual timetable – key ring and/or on wall
- Keep work areas ordered and uncluttered
- Set routine—prepare for changes in the day
- Do not raise voice or have music too loud
- Talk in simple sentences and be explicit
- Use child's name when asking a question or giving instruction
- Don't ask a child to write about imagined experiences
- Use Makaton signs inc sign for 'finished'
- Have a quiet area where child can go if overwhelmed—need for 'time out' from learning
- Need consistency
- One new thing at a time and limit choices
- Use a child's special interests to engage them e.g. trains
- Social stories to explain situations—maybe use a diary
- Attend 20:20:20
- Games where everybody has a clear goal e.g. Lego therapy
- Work stations—green / red tray
- Give positive instructions 'put hands by your side' rather than 'don't flap'
- Buddies
- List of things to do and reminder cards
- Organisational strategies—can use mind maps, frames and story webs
- Teach metaphors and similes carefully using picture examples
- Be mindful of the sensory environment and adapt as necessary
- Double the time to wait for a response

SPEECH + LANGUAGE

INFORMATION

Expressive: being able to express self through spoken language

Receptive: listening to and processing language

TYPICAL BEHAVIOUR

- Slow to respond
- Slow to formulate a sentence
- Can't find the right word, word on 'tip of tongue'
- Difficulty in understanding language—processing a long sentence
- Lack of vocabulary
- Find it difficult to explain themselves and seems frustrated
- Delay in responses
- Mixes up words in a sentence
- Speaks in short phrases
- Remembers something one day, but not the next

STRATEGIES

- Colourful semantics—word order. Use colour coded lines to produce a complete, correctly ordered sentence
- Use language at child's level of understanding
- Keep language simple and unambiguous
- Make it concrete with visual support such as symbols, visual timetables, talking frames, pictures and props
- Ask closed questions—do you like chocolate?
- Ask closed questions with choice of answers e.g. a forced answer—do you like cheese or tuna in a sandwich?
- Ask appropriate open-ended questions e.g. what is the best thing about lunchtime?
- Give statements to discuss—tuna is better than cheese, what do you think?
- Give children time to process a question before they answer
- Role play, talk partners—work on developing speech before writing. If they can't say it—they can't write it
- Pre-teach
- Word mats and displays of topic and key words
- Write instructions on white board in front of the child
- Model good language—don't correct mistakes—repeat in an appropriate model
- Tool Kit programme
- Phonics teaching
- Support with vocabulary development, narrative skills, comprehension and inference, use of language, sentence structure, speech sound system, sequencing and active listening skills
- Different environments for different tasks
- 1:1 support with programmes from Speech Therapist
- Use Talking Mats

SOCIAL, EMOTIONAL + MENTAL HEALTH

INFORMATION

All behaviour is communication. Behaviour problems may also occur if the work is too difficult or too easy. Children who need the most love and attention often ask for it in the most unloving of ways. Behaviour problems can stem from a number of factors: Learning difficulty, bullying, parenting style which is inconsistent, family or marital problems, child abuse or neglect or circumstances that change at home e.g. hungry or just been rehoused far from school. See **ADHD**

TYPICAL BEHAVIOUR

- Attachment in the Classroom is a good book to read
- Emotionally flooded—will be unable to listen or discuss
- Challenging and oppositional behaviour
- Attachment disorder—children who unable to make attachments
- Withdrawn children
- Angry
- verbally and or physically abusive
- Calling out
- Name calling
- Low level behaviours e.g. giggling, making noises in lessons

STRATEGIES

- Remember it is not personal. No-one really wants to be angry and upset
- Stick to the Behaviour Steps and Class Rules to de-personalise situations—remain neutral
- Use yellow card as a non-verbal warning. Red card should be used very sparingly
- Keep body language calm including facial expressions—Use positive verbal and non-verbal language
- Keep voice calm and low—it is within teacher's powers to escalate or de escalate a problem
- Tactically ignore behaviour
- Always think before you respond, remain respectful and use your authority appropriately - avoid confrontation
- Have positive relationships within the class—child needs to feel you care about them
- Work on self-esteem - Circle time sessions and Social Stories
- Re-direct behaviour to something positive—help to put on the computers
- Don't demand immediate action—Give 'take up time' , give clear instruction and move away and give pupil time to respond without being in the spotlight
- Use sensory and fiddle toys if aids concentration
- Whole class rewards—marbles in a jar. Personal reward chart for good behaviour
- Home-School communication—ensure positive behaviour is reported—even send a note home
- Layout of the classroom—positive role models seated nearby, time out places, tables facing a blank space with less distraction
- Take note of learning styles and differentiation. Children misbehave when they cannot do the work!
- Prepare some calming activities or journal to write their thoughts
- Buddies and circle of friends
- Use Sensory Room and Soft Play Room for Time Out
- Have an agreed signal that a child will need to leave the room for Time Out
- Give choices to get out of difficult situation—get out 'without losing face'
- Don't always give directions, ask a question—rather than 'sit in your seat' ask 'where should you be sitting?'
- Use Restorative Justice approach—only when the child has calmed down. What rule did you break? What was the effect? What are you going to do to put things right? What will you do next time?
- Reprimand privately rather than public humiliation
- 20:20:20 Club at lunchtimes and extra curricular activities

ATTENTION DEFICIT HYPERACTIVITY DISORDER - ADHD

INFORMATION

Chemical imbalance in the brain; some may take medication
See also **Social, Emotional + Mental**

TYPICAL BEHAVIOUR

- Not focussed
- Impulsive
- Fidgety
- Distracted
- Distracts others
- Hyperactive
- Wandering around class
- Failure to give in homework
- Untidy
- Forgets PE kit and other equipment
- Short attention span
- Short term memory problems
- Shouts out answers
- World can appear unpredictable and chaotic

STRATEGIES

- Do not discuss medication publicly
- Expect work to take longer
- Involve in extra curricular activities
- Write answers on a whiteboard and silently show them to teacher immediately
- Develop private signal system to notify child if s/he is off task or acting inappropriately
- Simple instructions
- Break up work into small chunks
- Visual prompts
- Quiet working area
- Pre-teaching
- Tell an assistant what you have to do
- Writing frames
- Clicker 6
- 20-20-20 lunchtime split into manageable parts—eating, playing outside, activity club indoors
- 1:1 time to with appropriate adult to talk about difficulties and solutions
- Buddy system
- Know when to ignore bad behaviour – reward positive behaviour
- Avoid comments about previous undesirable behaviour
- Use computers and other aids
- A structured day—visual timetable
- Defined areas in classroom
- Do not rephrase an instruction—use the same words each time giving time for processing
- Use both aural and written/pictures instructions
- Model the instructions
- Give specific instructions—put the cards in the box rather than tidy up
- Rewards should be immediate - change rewards regularly so they don't lose their appeal
- Regular breaks

MOTOR SKILLS DIFFICULTIES

DYSPRAXIA

INFORMATION

Dyspraxia is a developmental disability of organisation of movement. It is caused by an immaturity of the brain resulting in messages not being properly transmitted to the body. See also separate booklet on **supporting children with physical disabilities**

TYPICAL BEHAVIOUR

Difficulties with:

- Negotiating movement around objects—clumsy
- spatial awareness
- Carrying out movements in the right order
- Self-care
- Writing—can be messy
- Typing
- Riding a bike
- catching balls
- Memory
- Perception
- Processing
- Planning

- Avoids PE and games
- Experiences great difficulty in copying from the board
- Writes laboriously and immaturely
- Unable to remember and /or follow instructions
- Is generally poorly organized
- Lack of self belief
- Fight, flight or fright responses
- Anxiety or stress
- Refusal to interact so lack of practice

STRATEGIES

- Large or textured balls
- Pencil with writing grip
- Motor Skills OT Programme
- Assistant to implement OT programme
- Break down tasks into small steps
- Minimising visual distractions. Check for clutter in classroom environment and on desks
- Multi-sensory handwriting programme
- Large scale lines on paper including different coloured lines to show where next line starts
- Use bigger squares for maths
- Use a vertical/sloping surface
- Use different types of pens and pencils
- Reduce amount of writing
- Reduce amount of reading—breakup text into smaller chunks
- Mind Maps, Thinking Maps for taking notes.
- Photocopy books and highlight information rather than writing long hand
- Access to laptop
- Coloured dots i.e. green for starting place, red for finish
- Templates for setting out of work
- Rulers – use non slip ruler, ruler with a handle
- Dycem mat to stop paper moving
- Talk buttons

VISUAL IMPAIRMENT

INFORMATION

Visual impairment is when a person has sight loss that cannot be fully corrected using glasses or contact lenses

TYPICAL BEHAVIOUR

- Can only read up close
- Cannot see the Interactive Display
- Misses out reading chunks of text
- Handwriting may be poor
- Tripping over and banging into things
- Vision in front and vision to the side may be affected
- May be affected by glare

STRATEGIES

- Encourage child to turn towards your voice
- Teacher not to stand silhouetted against a window
- Make sure seating has light source behind and away from glare
- Give additional time to complete work
- Use precise language
- Give short, clear verbal instructions
- Seat near the front
- Large font
- Yellow background
- Use non-glossy non-reflective paper
- Use good contrast of colour between print and paper
- Use pictures amongst text—clear and uncluttered illustrations
- Use real objects
- Organise pencils etc. in same place and wont roll—use Dycem
- Use book stand and sloping board and correct distance
- Child to have own copy of text
- Additional lighting or magnifiers
- Training in search and scan techniques
- Enlarged text
- Use computer with large font—check what size is best for the child
- Highlight text
- Mark text with blue tack
- Child to use 2B pencil or black felt tip
- Use black felt tip to draw dark lines on paper
- Colour code text
- Food on a plate organised as a clock—peas are at 8 o'clock

HEARING IMPAIRMENT

INFORMATION

A hearing impairment is a hearing loss that prevents a person from totally receiving sounds through the ear. If the loss is mild, the person has difficulty hearing faint or distant speech. A person with this degree of hearing impairment may use a hearing aid to amplify sounds.

TYPICAL BEHAVIOUR

Socially:

- require frequent repetition
- have difficulty following conversations involving more than 2 people
- think that other people sound muffled or like they're mumbling
- have difficulty hearing in noisy situations, like assembly, lunch hall
- have trouble hearing children and women as high pitched
- answer or respond inappropriately in conversations
- appear to not to be focussed or concentrating
- have ringing in their ears
- read lips or more intently watch people's faces when they speak with you

Emotionally:

- feel stressed out from straining to hear what others are saying
- feel annoyed at other people because you can't hear or understand them
- feel embarrassed to meet new people or from misunderstanding what others are saying
- feel nervous about trying to hear and understand
- withdraw from social situations that they once enjoyed because of difficulty hearing

STRATEGIES

- Attract the child's attention before speaking; make sure you are facing him/her
- Speak clearly; but avoid speaking artificially slowly, exaggerating your lips, or shouting as this affects the natural rhythm of speech
- Make use of natural gesture and facial expression as a clue to meaning.
- Make sure that there is adequate light on your face. Do not stand with your back to windows
- Position the student so that he/she can lip-read you easily and see the board and as much of the class as possible if there is to be a group discussion.
- Repeat questions
- Try to remain on one area when talking—don't talk when your back is to the child i.e. whilst writing on the board
- Sit child away from noisy areas
- Keep background noise to a minimum
- Make use of visual material, i.e. hand-outs, key vocabulary, diagrams, written instructions
- Indicate when you are changing the subject
- Check comprehension; encourage and direct questions
- Write important new words on the board
- If using DVD/video for teaching purposes, be aware that the child will not be able to follow the soundtrack and will need a transcript
- Induction loops or radio mikes to be worn by anyone speaking
- Digital recorders and sound buttons can be used for child to record
- Use Makaton —weekly signs taught to all staff

DIFFICULTIES IN WORKING INDEPENDENTLY

INFORMATION

All the children in your class will be working at the different levels and they will need to learn to work independently. Appropriate differentiation is vital to this.

TYPICAL BEHAVIOUR

- Very little if any work recorded
- Won't start work without being prompted
- Constantly asks what to do
- Wondering around the classroom
- Disengaged with work
- Doesn't ask what to do
- Constantly rubbing out
- Misbehaving
- Low self esteem

STRATEGIES

- Work at an appropriate level/ easier to begin with
- Move away from adults in class for different periods of time
- Give small manageable steps
- Chunk instructions
- Concrete materials
- Visual aids
- Scaffolds—see **Ideas for Differentiation**
- Provide extra work to take home to support parents
- Pre-teach
- Incentives / praise/ motivation
- Get them start and say you will be back in...minutes
- Model/ remodel
- Speak to teachers in year group/ phase below for advice
- Repeat rehearsed activity
- Use of mini white-boards and wait time
- Draw diagrams of what has been learnt to lead into activity
- Differentiated questions
- Ask children to repeat instructions
- Lollipop sticks
- In margins/ white boards key reminders e.g. beg, mid, end of story
- Environments should be enabling e.g. resources readily available, labelled, etc.
- Imagine they are a child you know personally
- Take time to find out what they are interested in and how they learn best
- Mix ability groups

Ideas for Differentiation

<p>Progression in language structures e.g. Sentence Substitution Matrix Table Etc.</p>	<p>Concrete Apparatus in Numeracy e.g. Numicon</p>	<p>Reading Action Research (mini-plenaries, Modelling etc. – INSET by Brigid De Riva Sept 2013)</p>	<p>Science Topic Boxes & Visual Vocabulary Sheets</p>
<p>Pre-Teaching Concepts Vocabulary Reading/preparing a text with an adult before guided reading</p>	<p>Annotating photos/pictures Put speech bubbles/thought bubbles coming from characters/people/animals</p>	<p>Use of scribe (adult or child) Assign roles to children during group activities Scribe Resource Manager Planner</p>	<p>Marking Green/purple pen comments Self-assessment supporting children to self-assess</p>
<p>Self-assessment Supporting children to self-assess</p>	<p>Multiple choice questions Linking points with a line (as found on SATs papers)</p>	<p>Oral Retelling – prepare prompt cards to keep children on task Have a 'No writing day'</p>	<p>Ask children to replace words in a text with synonyms or phrases that mean the same or replace a word with a phrase</p>
<p>Expand a sentence The ^ boy played football ^ The talented boy played football skilfully ^ The talented unknown boy played a stunning game of football skilfully and with tactical awareness</p>	<p>Eliminate having a daunting whole blank page to fill Story frames Story sentence starters Comic strips Sequencing pictures/photos Write on a post-it note</p>	<p>Use of ICT e.g. laptop predictive text Tape recordings Clicker 6</p>	<p>Use displays/resources in class e.g. spellings/multiplication tables Either everyday spellings or topic vocabulary e.g. wall displays, different ability level dictionaries Word mats Prompts e.g. Story Starters VCOP</p>

Support in constructing a sentence e.g. Colourful Semantics Who Doing What What Where How The boy is patting the dog in the hall	Story/Sentence starters (See Tower Hamlets booklet)	Signs & Visual Symbols gestures – Support your oral introductions and explanations with plenty of visuals	Drama – acting out a scene or freeze framing Perhaps writing part of the script
Differentiated WALT & Differentiated WILF Write it and stick it in for pupils who write/ process more slowly	Rate a set of tasks into order of difficulty Ask children to start at level THEY think they think is ap- propriate Children can choose the or- der in which they do them – this will help you to see their preferred learning styles	Beginning, middle, ending prompts e.g. give children the middle part of story/ experiment and ask them to make up the be- ginning or end	Multi-sensory spelling tech- niques Plastic, wooden, sandpaper letters Look and cover and say and write and check 'Rainbow writing' Alphabet strips in books
Photocopies/photos of children's writing on whiteboards before it is rubbed off Photograph or record a learning outcome	Cartoon Strips Either children draw pictures having read the text or children write text having read pictures Sequencing pictures	Mind-mapping to help structure writing/ thoughts and to aim memory and recall See Tony Buzan's book on mind-mapping for children	Highlighting text e.g. highlight all descriptive phrases, all phrases that explain about how we use electricity
Start a lesson differently – e.g. with children drawing their ideas, using a flow chart as a stimulus for writing	Drawing/Illustration Use this as a base if child is talented in this	Groupings of children Pairing of higher attaining pupils with less able pupils	Practical activities based on reading e.g. make a model from instruc- tions
Have a set of graduated tasks	Higher Order questioning e.g. inferential	Give opportunities for research challenges (NOT just Googling) e.g. take seed packet draw up calendar of best times to plant	Open Ended Tasks e.g. Roman Roads are better than Modern Roads. Discuss Philosophical questions and de- bates