

2.3 Additional Learning Needs / SEN & EAL Policy



Date of approval by governors' committee: 10th January 2019 (tbc)

Next review date: Spring 2020

Author of Policy: SENCO (ALNCO)

Rationale

At The British School, Alexandria we aim to offer an education of the highest quality; we believe that each and every pupil should be given the opportunity to achieve their best. This policy outlines the way in which such support is provided, so that all pupils can be included in, and benefit from, a broad and diverse curriculum. We use the term ALN (Additional Learning Needs) to encompass both SEN and EAL.

The British School models this policy on the principles of the English educational guidance document entitled "Special Educational Needs Code of Practice (revised 2011)" as well as the more recent SEND code of practice January 2015, which amongst several ideas, promotes the principle that a child with SEN should have their needs met and that there should be high aspirations for SEN students. It is also important that there is early identification of SEN, followed by early intervention and that the student themselves is involved in decision making in relation to any special provision.

The areas of need are usually defined as:

Communication and interaction – speech and language disorders, autistic spectrum.

Cognition and learning – poor memory, specific learning difficulties, including dyslexia, dyscalculia.

Social, Emotional and Mental Health (SEMH) – isolated, disruptive, hyperactive behaviour; lack of concentration; immature social skills, eating disorders; challenging behaviour.

Sensory/physical needs – visual/hearing/multi-sensory impairment; physical disability; medical conditions.

Key features

1) Areas of Support

At The British School, each student is seen as an individual and the initial support is provided within the classroom as teachers differentiate work and teach to the highest standard. When a student is not making the expected progress, the Additional Learning Needs Coordinator (ALNCO) will further observe children and work with teachers to write a learning plan (L.P.). This provides additional support from the class teaching assistant, Learning Support Assistants (LSA), the ALNCO and the class teacher; students may then be selected to work in a target group which would focus on the student's specific area of weakness.

2) Learning Plans (L.P.)

An L.P. is a document created by the teacher(s) and ALNCO and is shared with the parents and the student. It outlines specific strategies that will be put in place to enable the student to achieve their best.

L.Ps are reviewed at least three times a year with parents. However, these are working documents for teachers and as such are reviewed more often and the targets are referred to in planning. A register is kept of students with an L.P.

An L.P. can be written for a student with a specific learning difficulty (which is long term, e.g. dyslexia or a physical disability) or an additional educational need (which is shorter term, e.g. E. A. L., social or emotional). The ALNCO and Assistant ALNCO are responsible for ensuring the maintenance and review of the register together with the provision and use of L.Ps where applicable. To a large extent, quality teaching should help address the needs of students with SEN and teachers are expected to differentiate in their normal course of teaching. We therefore try and avoid lots of students having L.P.s – we only issue L.P.s for students with more severe SEN.

3) English as an Additional Language (E.A.L.)

Over 90% of the students at The British School have English as an Additional Language. All staff are therefore expected to use EAL friendly strategies in all of their lessons. While most students confidently access the curriculum in English, others have more difficulty. These students are supported by class teaching assistants and may also have an LP written to provide specific support as well as accessing additional English Language support, either through class support, specialist resources and strategies. Students who have particular difficulties are identified through NGRT tests.

4) Pastoral Support

Social, Emotional and Mental Health (SEMH) difficulties have an impact on a student's academic progress and at The British School we believe in educating the whole person. The pastoral system is based around the class teacher and in Senior School the Form Tutor. In cases where more support is needed, the class teacher/form tutor would ask for the support of the Head of School and in some cases a TA will be used to help. PSHCEE and assemblies also look at a range of pastoral issues.

Appendix – Practical guidance for ALN

Dyslexia

How to identify it:

1. **Reading problems.** Children will be below the average reading score and will have huge difficulties reading, decoding and understanding texts. They will be below in their phonic skills and level. **Look out for:** losing their place, skipping lines, missing words and letters out, slow reading speed than their peers, not recognising repeated words
2. **Spelling mistakes.** Children will often misspell simple words, rely heavily on phonic sounds and will create unusual spellings which are hard to decipher. **Look out for:** mixing up sequences of letters, leaving out letters (vowel sounds and double letters) adding extra letters (i.e. –e) spellings always phonetical, **sight words and homophones**, don't apply spelling tests.
3. **Writing difficulties:** Children may have these difficulties with formation, orientation of letters and distinguishing similar letters alongside above. **Look out for:** missing punctuation, long rambling sentence, unable to proofread effectively, unable to organise ideas and poor handwriting.
4. **Memory issues:** Children may show difficulties in memory, with their short term and working memory affected. May be visual memory or auditory memory affected or both. **Look out for:** children forgetting instructions and sequences; children forgetting what has been read to them, children needing repetitive support.
5. Possible knock on effect to other subjects - number reversal, difficulty in sequencing step by step processes i.e. long division, mixing up left and right and directions, confidence and behaviour issues.
6. **Discrepancy between potential outcomes and production/ assessment outcomes ie. what they can do and what is shown in assessments.**

Classroom Strategies		
Teaching Strategies	Communication Strategies	Behaviour Strategies
<ol style="list-style-type: none"> 1. Don't force reading in front of the class as this can knock confidence. 2. Adapt questioning to build up the use of the left-hemisphere of the brain which deals with developing logic to support understanding. 3. Read one to one often/ daily (can be with a t/a). 4. Spelling interventions (don't give normal spelling lists, teach the spelling rules, use mnemonics and acronyms to aid learning). 5. Provide word support tools in writing tasks 6. Keep lessons multisensory, with tasks chunked. 	<ol style="list-style-type: none"> 1. Parents may need to read homework tasks aloud in order for the child to understand and respond with fuller potential. It is important to inform support staff and parents of the needs of the child in order to aid with their progress. 2. Discuss activities again after carpet input to make sure tasks are understood 3. Give written/visual instructions in addition to verbal instructions prior to task. 	<ol style="list-style-type: none"> 1. Do not dismiss 'silly answers', these are signs of the child trying to use their left hemisphere, draw on these answers and discuss in order to build on their understanding. 2. Give children thinking time and keep praise positive – motivation and encouragement is key/ 3. Expect less written work. 4. Don't give sanctions for forgetting sports kits or poor organisation. 5.

ADHD

How to identify ADHD

1. **Early in childhood.** Appears before 7 but can become more evident as the child gets older – does not affect intellectuality but can present itself as hyperactivity or difficulties in attention or self focused behaviours.
2. **Hyperactivity.** Talks excessively, moves around constantly, often runs or climbs inappropriately. Can show difficult behaviours and high emotions.
3. **Inattention.** Forgets things frequently, short attention span, trouble organisation and presentation of work, unfinished tasks. Avoidance of mental tasks and many mistakes.
4. **Impulsivity.** Blurts out answers, acts without thinking, cannot take turns.

Classroom strategies		
Teaching Strategies	Communication strategies	Behaviour Strategies
<ol style="list-style-type: none"> 1. Minimise distractions in the classroom (seating plan, displays). 2. Provide a clear structure of the school day and communicate any changes 	<ol style="list-style-type: none"> 1. Parents should be aware of the importance of diet, exercise and home life as this can have a major impact on the severity of the case. 	<ol style="list-style-type: none"> 1. Become aware of what triggers bad behaviour, signs should be noticed all the time, at home, at school and at play. Make

<p>as children with ADHD need consistency. (Quick discussion with teacher/form tutor each morning, visual timetable)</p> <ol style="list-style-type: none"> 3. Break longer tasks down into shorter chunks with increased movement (brain breaks, multisensory tools) 4. Make specific and realistic goals for the child to reach. 5. Give children self-strategies to manage emotions or recognise when they need to take a break. Assign an activity/ space for this. 	<ol style="list-style-type: none"> 2. Make all communications with child clear and precise. 3. Set small goals together and reward child when these goals are met. 4. Create 'secret language' with child to decrease embarrassment in lessons whilst keeping communication frequent to encourage learning (e.g hand gestures or setting a child a 'task' outside the classroom, when it is clear they need alone time). 	<p>child aware of these to self-support.</p> <ol style="list-style-type: none"> 2. Set clear expectations for behaviour. 3. Create a behavior plan, with clear behaviour goals and daily positive reinforcement. 4. Give rewards/consequence directly following behaviour otherwise they will forget.
--	---	--

Literacy Difficulties

How to identify this:

1. **Lacking decoding skills.** Children have trouble segmenting (breaking words into smaller chunks) and blending words (joining familiar sounds together).
2. **Comprehension skills.** Lacking the ability to listen, read and understand language.
3. **Lacking phonological awareness.** This is knowledge of how sounds are organised.
4. **Limited vocabulary.**

Classroom Strategies

Classroom Strategies	
Teaching Strategies	Communication Strategies
<ol style="list-style-type: none"> 1. General: Make learning accessible for example provide a script when watching a video clip, pre teach vocabulary, provide written as well as oral directions. 2. Difficulties expressing themselves verbally: Provide prompts (start the sentence/picture cue), getting students to work in talk partners instead of larger groups, give time for student to respond. 3. Difficulty reading: Provide highlighted material, look for same content in another medium (video clip), provide experience before and after reading to develop understanding of new concepts. 4. Difficulties in spelling: Avoid traditional spelling lists, teach words by spelling patterns, provide constant visual cues, tactile/kinesthetic cues (foam/sand), get child to make flashcards and highlight difficult parts in the word. 	<ol style="list-style-type: none"> 1. Give explanations / directions in small, distinct steps. 2. Have child repeat instructions, to ensure clear understanding. 3. Be concise with verbal information. 4. Pause between speaking in order for child to gain an understanding of what is being said.

<p>5. Difficulties writing: Allow child to record ideas in lessons, children can dictate and teacher can scribe, provide samples of what is expected and model achieving this.</p>	
--	--

Autism Spectrum

What is ASD?

A condition that affects how children perceive and understand the world around them. It's lifelong and vary differently from child to child, therefore everyone is individual.

How to identify AS?

1. **Social interaction difficulties.** Children may have a lack of understanding of the tone of your voice and body language.
2. **Verbal or non-verbal communications.** Children may have a wealth of vocabulary or they may be completely lacking in language skills, using only or mainly non-verbal communication.
3. **Repetitive behaviour, habits and obsessions.** These may be consistent or change.
4. **Find change difficult.** In routines and actions. Transitions or new activities may be difficult.
5. **Sensory difficulties.** Tastes, smells, dislike being touched, may react to bright lights, colours or fast moving environments.

Classroom Strategies		
Teaching Strategies	Communication Strategies	Behaviour Strategies
<ol style="list-style-type: none"> 1. To create a visual concrete schedule and alert child of any changes to this. 2. Use visual aids when teaching new concepts. 3. Build on the 'Can Do' and not the 'Can't Do'. 4. Building on learning experiences in small steps. 5. Use age appropriate material (even if child has certain obsessions – as you don't want to single out the child in future). 6. Adapt environment or routines to suit needs and minimise sensory triggers. 	<ol style="list-style-type: none"> 1. Use concrete language to avoid miscommunication. 2. Think of each behaviour as an attempt to communicate (note these to gain a better understanding of the individual) 3. Use picture cards for non-verbal children. 4. Supervise social interaction with other students and re-inforce positive social interactions. 5. Make students in the class aware of AS (e.g reading and discussing a book) so that they learn to support their classmate. 6. provide a 1:1 or additional adult for children to work with/ go to if needed. 	<ol style="list-style-type: none"> 1. Reward positive behaviours and try to notice cause of negative behaviours and avoid these interactions. 2. To avoid 'meltdowns' when attempting something new, gradually introduce the child to the idea over time – using pictures/taking small steps. 3. Notice antecedent, then behaviour and then consequence, in order to develop an understanding of why the child behaves this way.

English as and additional language *EAL*

How to identify a child with **EAL**

1. **Slow progress.** May make little if any progress.
2. **Communication barrier.** May struggle to understand instructions, also may struggle with verbal communications.
3. **Reading and writing difficulties.** Below expected level.

Classroom Strategies	
Teaching strategies	Communication strategies
<ol style="list-style-type: none">1. Explicitly teach the technical subject specific language.2. Provide visual aids to help child interact with learning (multiplying – drawing or kinesthetic learning will help child link to any previous learning done in native language).3. Pre-teach vocabulary – give translations in native language.4. Differentiate appropriately (writing frames, images, word banks, assistance).5. Model what is expected in all lessons.6. Make learning culturally familiar to engage learners.	<ol style="list-style-type: none">1. Use clear concrete language.2. Face students when speaking and avoid covering mouth.3. Provide child with a buddy (confident English speaker who can help them develop vocabulary).4. Clarify key words, rephrase key content in a variety of ways, provide both written and oral forms of key words.