



# Special Educational Needs *Differentiation Handbook*

December 2018



# List of Contents

<b>Introduction</b>	<b>4</b>
<b>SEN Support</b>	<b>4</b>
<b>Special Educational Needs</b>	<b>4</b>
<b>Individual Education Plans (IEPs) and Academic Records</b>	<b>5</b>
<b>Lessons</b>	<b>5</b>
<b>Educational Visits</b>	<b>6</b>
<b>Exam considerations</b>	<b>6</b>
<b>Access Arrangements</b>	<b>7</b>
<b>Further support</b>	<b>7</b>
<b>Attention Deficit Hyperactivity Disorder (ADHD)</b>	<b>8</b>
<b>Autistic Spectrum Disorder (ASD)</b>	<b>9</b>
<b>Autistic Spectrum Disorder (Aspergers)</b>	<b>10</b>
<b>Behaviour, Emotional and Social Difficulty (BESD)</b>	<b>11</b>
<b>Hearing Impairments</b>	<b>12</b>
<b>Moderate Learning Difficulties</b>	<b>13</b>
<b>Semantic Pragmatic Disorder</b>	<b>14</b>
<b>Speech, Language and Communication Needs (SCLN)</b>	<b>15</b>
<b>SpLD: Dyscalculia</b>	<b>16</b>
<b>SpLD: Dyslexia</b>	<b>17</b>
<b>SpLD: Dyspraxia</b>	<b>18</b>
<b>Special Needs and Parents</b>	<b>19</b>
<b>Access to Specialist Input</b>	<b>19</b>

---

---

---

---

## Introduction

---

The aim of this handbook is to provide a general overview of a range of learning difficulties that we may encounter and strategies that can be applied in lessons to support teaching and learning of our young people.

---

## SEN Support

---

All students educated within The CE Academy are classed as SEN Support with staff and the SENCO determining any students who have high level needs and high incidence. This means they are receiving support in addition to or different from the usual school curriculum. This is because of the very different interventions we employ to address the underlying needs of the young people in order to improve his or her access to the curriculum.

Many of our young people also receive support and input from other external agencies, such as the Youth Offending Team, Social Services and the Children and Families Service.

Generally young people with a Statement of Special Education Needs (SEN) or Education, Health and Care Plan are educated within the ILP provision. Others without an SEN are educated within one of our campus sites with the exception of Overleys and Oaklands where education is only offered for school age mothers.

---

## Special Educational Needs

---

Statements of Special Educational Needs are being phased out and replaced with Education, Health and Care Plans (EHCP). These are a family centred, single assessment process and will integrate education, health and care services into one plan that will follow a child/young person until they are 25. They will give parents/carers the choice of having a personal Special Educational Needs and Disabilities (SEND) budget to meet the outcomes in the plan. The following is a guideline of the codes that may be used to specify learning needs:

**a) Communication and interaction needs**

- Speech, Language and Communication Needs (SLCN)
- Autism Spectrum Disorder (ASD)

**b) Cognition and learning needs**

- Specific Learning Difficulty (SpLD)
- Severe Learning Difficulty (SLD)
- Profound and Multiple Learning Difficulty (PMLD)

**c) Social, mental and emotional health**

- Unrecognised conditions e.g. depression, anxiety, substance abuse, self-harm
- Recognised conditions:
  - Attention Deficit Disorder (ADD)*
  - Attention Deficit Hyperactivity Disorder (ADHD)*
  - Oppositional Defiance Disorder (ODD)*
  - Autism Spectrum Disorder (ASD)*

**d) Sensory and/or physical needs**

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

---

## Individual Education Plans (IEPs) and Academic Records

---

During the initial meeting IEP targets should be developed collaboratively with parents/carers and the young person. Please ensure that the targets:

- Meet the SMART (Specific, Measurable, Attainable, Relevant and Time-bound) criteria.
- Ensure that the targets are written in clear, comprehensible language.
- Ensure targets are applicable to individual lessons as well as applicable to the whole school day.
- Ensure that progress towards the targets is monitored with the young person, parents/carers and with staff at least half-termly.
- Focus on learning needs relevant to the young person's specific areas of recently assessed need.
- Are recorded onto Academic Records and updated as required.
- A list of examples of behaviour targets can be found on the intranet ([www.ce-academy.org](http://www.ce-academy.org)) and as an appendix in this document.
- Where a referral for a Statutory Assessment is to be made then the IEPs are written in conjunction with the Educational Psychologists.

As part of our role as a Pupil Referral Unit the CE Academy also admits students with an Education, Health and Care Plan. Wherever possible they are given access to a campus setting. However they are usually on a bespoke package with us on a temporary basis, pending the local authority finding them suitable specialist provision.

---

## Lessons

---

The campuses are all fully accessible to any pupils should they require a wheelchair either on a temporary or permanent basis. Should they require a Hair and Beauty course then this could be offered to them at the Cromwell Campus which is at ground floor level (Spring Gardens Hair and Beauty is on the 1<sup>st</sup> floor).

- Learning objectives for lessons could follow the 'must, should, could' model so different students can achieve tasks that are appropriate and attainable for them as well as giving the opportunity to complete higher level tasks.
- Make lesson expectations clear in terms of outcomes, time allowed and success criteria.
- Ensure differentiation in lessons by catering for the different needs in your classroom. For further ideas please see the rest of the booklet.
- Offer 'open tasks' within lessons, whereby students can achieve at different levels. For example, 'design a poster encouraging people to recycle their waste'. Less able students could benefit from a key words list to act as prompts and to avoid difficulties with spelling.

- Text related tasks could be:
  - Sequencing – students rearranging statements into the correct order. This also supports kinaesthetic learning.
  - Text Completion – students organising information into categories
  - Text Marking – students using coloured pens to underline or highlight key themes or questions.
  - Cloze Activities – Pieces of text with words/phrases missing.
  - Diagrams, flow charts – great visual method of organising ideas
- Image/photo displays
- Mind maps – lots of information condensed into few words and presented in a diagram format
- Posters and Comic Strips – great for students with artistic talent
- Writing frames.
- Where possible a choice of different tasks may be given, giving students the opportunity to achieve tasks according to individual learning styles and ability.
- Use ICT in lessons where appropriate either as a tool for research, presentation or as a visual aid.

---

## Educational visits

---

The 2001 SEN and Disability Act along with the Equality Act 2010 both make it clear that schools must not discriminate against young people because of their Special Needs. Schools must make 'reasonable adjustments' to enable the young people to access all aspects of the wider curriculum.

If a visit is planned which involves a young person with specific needs or requirements, a personalised risk assessment should be carried out as part of the initial planning in addition to the usual risk assessments. So, for example, a young person who suffers from epilepsy to participate in a visit to the theatre by train, it is necessary to consider:

- all staff have information about the needs of the young person;
- that a trained member of staff authorised to provide medication is on the visit;
- extra medication is carried;
- extra water is carried;
- additional food is available.

The theatre may also need to be contacted beforehand.

The risk assessment takes into account disabilities, visual and hearing impairments as well as Health and Safety factors.

---

## Access arrangements

---

Due to a special need, a young person may be allowed extra considerations for their assessments. Young people should also be allowed this in tests, coursework and in class activities.

- 1 Extra time – young person is allowed up to 50% more time (usually 10 or 25%).
- 2 Prompt – young person is to be prompted to remind them to stay on task.
- 3 Reader – young person can have questions read to them (no explanation).
- 4 Transcript – test paper is rewritten so that it is more accessible.
- 5 Scribe – the young person speaks an answer and someone else writes it down for them.
- 6 Laptop – young person can use a laptop if necessary.
- 7 Physical assistant – usually due to disability.
- 8 Supervised rest breaks eg for those with a medical diagnosis of ADHD.
- 9 Access to a small room as a low distraction setting for those on the autistic spectrum.

---

## Further Support

---

Any support offered would normally result from either a standardised formal assessment by the SENCO or as a result of a medical diagnosis which results in access arrangements for exams being offered.

Please contact SLT if further support or advice is required.

---

# Attention Deficit Hyperactivity Disorder (ADHD)

---

## What is it?

The terms ADD and ADHD are medical diagnoses that refer to a range of emotional and behavioural difficulties, which may include extreme impulsiveness, inattentiveness and continuous motor activity (movement).

---

### Strategies to try:

---

- 1 Consistently use an organised set of rules and routines.
- 2 Ensure that the young person is notified of any changes in routine well in advance.
- 3 Praise small achievements and set up an agreed reward system for good behaviour rather than using too many sanctions for inappropriate behaviour.
- 4 Provide opportunities for young people to be active whilst in the classroom, for example, brain gym, practical activities and responsibilities.
- 5 Use of direct eye contact when speaking to young people
- 6 Give short, simple instructions to encourage young people to discuss the expectations of set tasks before attempting it.
- 7 Let young people work in individual or paired settings rather than expecting them to work in groups.
- 8 Teach social skills – don't expect young people to just pick up or know how to behave.
- 9 Focus on effort rather than achievement
- 10 Be realistic in expectations – set short, clearly defined targets.

---

## Notes

---

---

## Autistic Spectrum Disorder (ASD)

---

### What is it?

Autism Spectrum disorders are a spectrum of pervasive development disorders also known as autism. The National Autistic Society (NAS) describes autism as ‘a lifelong developmental disability that affects the way a person communicates and relates to people around them’. Autism is a spectrum condition that affects individuals in a different ways, with varying degrees of severity. At the lower end of the spectrum, ASDs are often associated with learning difficulties. Young people with higher-end disorders, such as Asperger’s syndrome, tend to have an average or above-average IQ. However, all people with ASDs share difficulties with: communication, social interaction and thinking and behaving flexibly.

---

### Strategies to try:

---

- 1 Have a clear structure to the day/session, with a visual timetable displayed to show what is going to happen at what times.
- 2 Minimise disruption to expected routine – always inform young people of any changes that will occur well in advance so that young people are prepared.
- 3 Organise the classroom with clearly defined areas and places for resources.
- 4 Remember that a young person with ASD may not understand facial expressions and figurative language. Explain instructions clearly and concisely.
- 5 Refer to the young person by their name –she/he may not understand that ‘everyone’ also includes them.
- 6 Where possible use visual signs and symbols to support verbal and written instructions.
- 7 Set clear, highly structured tasks, with clear and precise instructions.
- 8 Be clear and firm about expected or appropriate behaviour and apply rules consistently.
- 9 Make use of ICT – computers are not demanding emotionally, as people often are, so may allow young people with ASD to take time out from the demands of social interaction.
- 10 Acknowledge the need for personal space, so for instance, allow the young person to sit at the end of a row or even create an area where they can go for time-out.

---

### Notes

---

---

## Autistic Spectrum disorder: Aspergers

---

### What is it?

Asperger Syndrome is a pervasive development disorder on the autistic spectrum. Usually it is a milder form of autism with normal or high intelligence. Thus, people with Asperger Syndrome will experience difficulties with communication and social skills which can lead to isolation and emotional problems.

---

### Strategies to try:

---

- 1 Establish routines in the classroom/school.
- 2 Be consistent.
- 3 Be direct when giving instructions, for example, 'we are going to pack away now' instead of 'shall we pack away now?'
- 4 Use visual aids to support spoken language where possible.
- 5 Remember the young person may take what you say literally, for example, 'pull your socks up', therefore, explain metaphors and idioms.
- 6 Have high expectations of achievement.
- 7 Always refer to the young people by their name, so they know that you also mean them.
- 8 Acknowledge the need for personal space.
- 9 Make good use of computers.
- 10 Establish a circle of friends or a buddy system to support the young person.
- 11 Be flexible and try not to take any comments personally.

---

### Notes

---

---

## Behaviour, Emotional and Social Difficulty (BESD)

---

### What is it?

Behavioural, emotional and social development and includes young people 'who demonstrate features of emotional and behavioural difficulties, who are withdrawn and isolated, disruptive and disturbing, hyperactive and lack concentration; those with immature social skills and those presenting challenging behaviours arising from complex needs.

---

### Strategies to try:

---

- 1 Be consistent in using an organised set of rules and routines, but make sure that the young person is notified of any changes in routine well in advance. Be firm and fair.
- 2 Praise small achievements.
- 3 Provide opportunities for young people to be active in the classroom, for instance, groups work or kinaesthetic tasks.
- 4 Ensure ability appropriate accessible tasks are set. Provide creative methods for recording of information such as mind maps, posters, etc.
- 5 Provide opportunities for multi-sensory learning particularly kinaesthetic and visual.
- 6 Teach social skills through paired, group work, role play, decision making, etc.
- 7 Create a calm and ordered classroom environment.
- 8 Intervene by reminding and explaining what behaviour is undesirable and what behaviour you expect. Use the words "make the right choice".

---

### Notes

---

---

## Hearing Impairments

---

### What is it?

Hearing impairments occur when there is a problem with or damage to one or more parts of the ear. This includes full or partial deafness.

---

### Strategies to try:

---

- 1 Deciphering the best seating position by discussing this with the young person, (for example, sitting away from the hum of computers or the laptop units). Finding out when the young person has a 'good side' for hearing.
- 2 Standing so that the young person can see your face clearly so that they can lip-read and interpret facial expressions. Ensure that you say their name when talking to them.
- 3 Speak to the young person in a normal tone at normal speed.
- 4 Introduce new topics in the classroom, so that the young person can anticipate vocabulary that may be used. For example, introducing rivers as a topic, so terms such as "meanders" can be lip read.
- 5 Provide a list of new vocabulary for new topics.
- 6 Supervise class discussions so that one young person speaks at a time while main points are noted on the board.
- 7 Check that aids are working (remember they tend to boost all frequencies including ambient noise, so background noise does interfere with what a young person needs to listen too).
- 8 Allow the young person to move around to see other young people while they are talking.
- 9 Ensure that the young person has understood instructions, remember that high-frequency hearing loss often causes ambiguity.
- 10 Be aware that difficulties with spelling can result from hearing loss, particularly with word endings.

---

### Notes

---

---

## Moderate Learning difficulties

---

### What is it?

A delay of 3 years or more behind in their learning. Usually coupled with a lower than average IQ score. Low self-esteem and motivation. Possibly highly reliant on further support – lots of encouragement needed for independence.

---

### Strategies to try:

---

- 1 Encourage independence wherever possibly.
- 2 Ensure that learning activities are broken down into small steps.
- 3 Simplify and differentiate tasks.
- 4 Provide a multi-sensory approach to learning (VAK).
- 5 Keep language simple and familiar.
- 6 Ensure instructions are short and concise.
- 7 Provide alternative methods to record, for example, labelling, pictures, diagrams, bullet points, flow charts, mind maps, story boards.
- 8 Use visual and concrete materials to aid understanding.
- 9 Ensure repetition and reinforcement throughout the lesson.
- 10 Allow extra time to complete a task.

---

### Notes

---

---

## Semantic Pragmatic Disorder

---

### What is it?

This is a speech, language and communication disorder. It describes young people who struggle with the meaning (semantics) of what they hear and their use of language correctly (pragmatics). Young people with semantic pragmatic disorder are unable to process complex information in social situations. They have difficulties with social relationships and any situation involving communication. They are very inward-looking and are unable to empathise or demonstrate any perceptive responses.

---

### Strategies to try:

---

- 1 Give young person practical, hands-on tasks.
- 2 Provide a quiet, orderly environment.
- 3 Use visual cues whenever possible.
- 4 Break instructions into short sentences.
- 5 Stick to set routines as much as possible and help them to cope when change is unavoidable.
- 6 Avoid abstract concepts whenever possible (for example, guess and pretend).
- 7 Give literal instructions. (for example, 'put the paper in the bin', rather than simply 'tidy away').
- 8 Help young person to learn strategies for socialising – discuss group and paired work and how to do this.
- 9 Explain metaphors, sarcasm and jokes when they are used.
- 10 Give constant encouragement and praise.

---

### Notes

---

---

## Speech, Language and Communication Needs SLCN

---

### What is it?

SLCN may affect a young person's ability to:

- listen to and understand information and instructions;
- make sense of concepts and ideas;
- learn new words and use them well;
- answer questions and share ideas with others;
- use language to solve problems and ask for further help or explanations;
- read, write and spell;
- play, work collaboratively, socialise and interact with others.

---

### Strategies to try:

---

- 1 Be aware of the vocabulary you use in explanations and check a student's understanding at frequent intervals.
- 2 Keep instructions clear, sequential and brief.
- 3 Allow sufficient time for cognitive processing.
- 4 Minimise distractions (screensavers can be distracting).
- 5 Use visual cues.

---

### Notes

---

---

## SpLD: Dyscalculia

---

### What is it?

Young people with dyscalculia have difficulty in acquiring mathematical skill. They may have difficulties understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures.

---

### Strategies to try:

---

- 1 Link mathematics to familiar and relevant contexts, using a variety of objects, images and models.
- 2 Provide time to practice and consolidate.
- 3 Encourage young people to make choices about methods used..
- 4 Use peer support.
- 5 Establish a routine of 'estimate-calculate-check'.
- 6 Support accurate recording by providing squared paper or prepared formats.
- 7 Display maths terms and symbols on the walls, using particular colours for different operations, eg all blue for subtraction.
- 8 Use number squares with alternate rows shaded for ease of use.
- 9 Use small numbers to introduce new concepts.

---

### Notes

---

### What is it?

Dyslexia is a specific learning difficulty (SpLD), which mainly affects the development of literacy and language-related skills. IT is best thought of as a spectrum. Young people with dyslexia usually find it difficult to analyse and work with sounds of spoken words. Many may also have problems with short-term memory, sequencing and organisation. This means that it is more difficult for them to learn how spoken sounds map on to letters and words. This affects their ability to spell and decode or 'sound out' words. There may also be continuing difficulties with spelling, writing, memory and organisation.

---

### Strategies to try:

---

- 1 Give careful consideration to the design and layout of activity/information sheets – size of font, colour of paper, spacing, etc.
- 2 Highlight and explain new/subject-specific words: display them in the classroom (lower-case print).
- 3 Support young people in accessing text (eg read text aloud in class, pair young person or put texts on CD).
- 4 Provide easier texts if necessary – short sentences, plenty of pictures, difficult words explained.
- 5 Encourage the use of a range of recording methods, for example, story boards, bullet points, mind maps, flow charts, labelling diagrams or pictures.
- 6 Allow extra time for written tasks.
- 7 Include multisensory learning opportunities in every lesson.
- 8 Mark written work for content rather than spelling and presentation; highlight one or two words to be learnt at a time, rather than correcting all mistakes.

---

### Notes

---

---

## SpLD: Dyspraxia

---

### What is it?

Dyspraxia is an impairment or an immaturity in the way the brain processes information. It affects coordination of movement, speech and thought.

---

### Strategies to try:

---

- 1 The young person's seating position: both feet on the floor, table and chair height appropriate, sloping writing surface may help.
- 2 Anchoring the paper or book to the table to avoid slipping, providing a 'cushion' (an old magazine, used paper stapled together) to write on.
- 3 Try different sized pens for grip, avoid using a hard-tipped pencil or pen.
- 4 Provide opportunities to practice handwriting patterns and letter formation.
- 5 Providing guide-lines to keep writing straight.
- 6 Limiting the amount of writing required by providing ready-printed sheets or alternative means of recording.
- 7 Teach keyboard skills.

---

### Notes

---

---

## Special Needs and Parents

---

As is advised by the SEN Codes of Practice all staff within CE Academy aim to work in close conjunction with parents. For example, the support can be:

- sharing strategies to manage certain behaviours;
- feeding back information to parents to assist in the diagnosis of certain types of medical conditions (ADHD/ASD);
- assisting in form filling to access disability benefits.

Reviews are regularly arranged involving parents closely in the identification of SEN.

---

## Access to Specialist Input

---

For various medical conditions and disabilities access to external expertise may be required. All requests are sent to the SENCO in the first instance, who liaises with Educational Psychologists, Speech and Language Therapists and the Special Educational Needs and Disability specialists accessible within the county.



