

Ealing Independent College

Special Educational Needs, Disability and Learning Support Policy (Including Provision for students with an EHC Plan)

This policy applies to all pupils and staff in the College



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Every teacher is a teacher of every child or young person, including those with SEN.

School Setting

Ealing Independent College is a co-educational non selective independent school for pupils of the age of 13 to 19 years.

School beliefs

Ealing Independent College believes that all pupils are entitled to high quality, well-planned and well-organised teaching, which will enable them to participate in a broad and balanced curriculum and to be part of the social life of the school.

Reviewed October 2017
by Admissions Coordinator

Checked by
Dr Ian Moores, the Principal
Allan Cairns, Director of Studies
31/10/2017

Next Review October 2018

Special Educational Needs, Disability and Learning Support Policy

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

The Equality Act (2010) sets out the legal obligations that schools and early years providers have towards disabled children. In line with this act, we are committed to not directly, or indirectly discriminate against, harass or victimise disabled children. We will make reasonable adjustments to ensure that disabled children are not at a substantial disadvantage compared with peers.

We are aware of the non-statutory documents Mental health and behaviour in schools (March 2015) and Counselling in schools: a blueprint for the future (March 2015) and are considering guidance found in these in order to support children who suffer from, or are at risk of developing mental health problems.

Special Educational Provision

The Equality Act 2010 retains the previous definition of disability:

‘A physical or mental impairment which has substantial and long term adverse impact on a person’s ability to carry out normal everyday activities’.

This has some overlap with the definition of ‘special educational needs’ in the Children and Families Act 2014 (which includes pupils with significantly greater difficulty in learning than the majority of children of his/her age, or a disability which means that a pupil cannot make full use of the general educational facilities provided for pupils of their age in mainstream state schools) but not all pupils are disabled by their SEN and vice versa.

At Ealing Independent College, we endeavour to secure special educational provision for pupils for whom this is required, that is **‘additional to and different from’** that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice:

- Communication and interaction
 - Cognition and learning
 - Social, mental and emotional health
 - Sensory/physical
- (New Code of Practice September 2014) (See Appendices for definitions)

At Ealing Independent College, we believe that a pupil has special educational needs if:

- He or she has a learning difficulty or disability which calls for special educational provision to be made
- A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age

Ealing Independent College recognises that high achieving children are recognised as having a ‘special educational need’ and provision will be made to meet these needs. (See Gifted and Talented Policy).

1 Aims

- 1.1 The Policy describes the philosophy, principles, procedures and performance measures to help support those pupils with learning support needs, special educational needs and/or disabilities ('SEND') at Ealing Independent College ('the School').
- 1.2 At Ealing Independent College, we aim to:
 - afford opportunity to all pupils with SEND and ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all pupils with SEND
 - ensure compliance with the Equality Act 2010
 - have regard to guidance issued by the Equality and Human Rights Commission as is in force and amended from time to time
 - detect and manage learning difficulties whilst having regard to the SEND Code of Practice or any substituting or amending code of practice as issued from time to time
 - to ensure that all pupils with SEND are offered full access to a broad, balanced and relevant curriculum
 - to work in partnership with parents to enable them to make an active contribution to the education of their child.
 - To ensure that all students receive equal opportunities with regards to exam access arrangements, while satisfying the best practice guidance of the Joint Council for Qualifications (JCQ).

2 Introduction

- 2.1 The School subscribes to the ethos and requirements of the Equality Act 2010 and the broad principles of the DfE Assessment for learning strategy.
- 2.2 The School values the contribution that every child and young person can make and seeks to raise the achievement, remove barriers to learning and increase physical and curricular access for all. As such provision for pupils with SEND is a matter for the School as a whole.
- 2.3 SEN: *A pupil has SEN where their learning difficulty or disability which calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age (SEND Code of Practice 2014).*
- 2.4 Disability: A pupil is disabled if 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**' (as defined by the Equality Act 2010).
- 2.5 Pupils will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.
- 2.6 Not all pupils who are disabled have a special educational need.

3 Philosophy

3.1 The School believes that:

All pupils with SEND should:

- (a) be as fully integrated into the life of the School and its educational programmes as can reasonably be achieved
- (b) have full access to the curriculum provided by the School
- (c) not be discriminated against either in terms of the academic or pastoral environment, or in the School's aims to strive for excellence, to develop self-reliance and to promote the exploration of individual talents

All staff have a responsibility to:

- (a) maintain an up to date awareness of pupils' individual learning needs
- (b) cater proactively for pupils' particular learning needs
- (c) ensure that additional, specialist support is available, where reasonably practicable, to help pupils achieve their academic potential.

4 Staff Responsibilities

- 4.1 Education and welfare provision for pupils with SEND is a matter for the School as a whole. All teachers are teachers of pupils with SEND. **All teaching staff** are therefore responsible for helping to meet an individual's learning needs, and for following the Schools' procedures for identifying, assessing and making provision to meet these needs.
- 4.2 The Director of Studies, who also acts as SENDCo is supported by an external consultant (Natalie Packer) who visits the School regularly and acts as an external consultant/advisor.
- 4.3 The **governing body** in co-operation with the Principal has a legal responsibility for determining the policy and provision for pupils with SEND as necessary.
- 4.4 The **Principal** has key overall responsibilities, which include:
 - The management of all aspects of the School's work, including provision for pupils with SEND.
 - Working closely with the SENDCo/Director of Studies to keep the governing body informed about SEND issues.
- 4.5 The **SENDCo/Director of Studies (Allan Cairns)** has key responsibilities, which include:
 - Working with the Principal to keep Senior Management informed about SEND matters, and to inform their evaluation of the suitability of the School as a provision for prospective pupils with SEND
 - Delegated responsibility for regular monitoring and reporting to the Principal and governors about the implementation of the School's SEND Policy
 - Liaising with senior management to ensure that SEND issues are given prominence and new initiatives driven forward and embedded across the School.
 - Overseeing the day-to-day operation of the School's SEND policy
 - Liaising with and advising teaching staff of strategies to aid their teaching of pupils with SEND
 - Co-ordinating provision for pupils with SEND

- Overseeing and maintaining the records of all pupils and ensuring the **Learning Support Register** is accurate and up to date, and maintained through the iSAMS system, and circulating information to teachers
- Liaising with parents of pupils with SEND as appropriate, in conjunction with Form Tutors
- Reporting progress to parents or guardians, in conjunction with Form Tutors
- Liaising with the School Examinations' Officer to ensure that Access Arrangements are accurately provided for. Both internal and external candidates must have an annual review of SEN need in order to ensure Access Arrangements are fair.
- Organising and attending meetings with parents or guardians, where appropriate
- Contributing to the in-service training of staff.
- Reviewing this Policy and reporting to the Principal as to its implementation and effectiveness

5 Principles

5.1 The School intends that:

- (a) Subject teachers, working closely with the SENDCo/Director of Studies, will have a responsibility to ensure that the learning needs of all pupils are recognised and catered for within a teaching and learning programme.
- (b) Appropriate access arrangements and examination concessions are made for pupils with specifically identified learning needs in School-based and external examinations, to fit the most recent guidance from JCQ. Pupils with specific learning needs who are seeking examination concessions will be required to have a valid, up to date assessment carried out by an Educational Psychologist, a qualified Specialist Teacher or other professional as appropriate. The College has made the decision to ensure that this is done 'in-house', with Nimisha Limbachia, teacher of EFL undergoing training to obtain her CCET (Certification of Competence in Educational Testing) and AAC (Access Arrangement Certificate) qualifications.
- (c) Student centric differentiation will be incorporated in lesson planning according to need, with the intention that students are included in every lesson regardless of ability or need.
- (d) Staff will have the opportunity to attend externally run courses in order to enhance their knowledge of learning differences and specific difficulties, as appropriate.
- (e) The SENDCo/Director of Studies will receive specialist advice and guidance from an external SEN consultant (Natalie Packer).

5.2 When assessing a pupil's needs, due regard will be paid to:

- (a) parents' and pupil's (in light of the pupil's age and understanding) wishes and views
- (b) feedback from staff within the School, including teaching staff
- (c) evidence from any medical and/or psychological assessments
- (d) evidence from pupils' performance in School
- (e) recommendations made by relevant professionals, such as Educational Psychologists, Access Arrangement testing

5.3 On the basis of the available evidence, the School will decide upon the nature and level of adjustments and support that can reasonably be made and provided, showing due compliance with the School's obligations under the Equality Act 2010.

6 Practices

- (a) Where possible, pupils' specific learning strengths and needs are considered when placing individuals within a given set or group.
- (b) All pupils with specific learning needs or who are receiving additional learning support will be recorded on the School's **Learning Support Register** database (iSAMS); this will be updated on a regular basis and staff will be informed of changes or additions.

7 Accessibility

- 7.1 The School is aware that difficulties may be experienced from time to time by the need for disabled pupils to move around school site and as a result of the School buildings.
- 7.2 The school is will make every effort to ensure that students with additional learning needs have full access to the curriculum, including reasonable adjustments that teachers make in lessons, assessment and homework setting.
- 7.3 The School's Accessibility Plan will consider ways in which accessibility may be improved, subject to planning and budgetary constraints. Accessibility will always be a factor when planning new buildings.

8 Admission Arrangements

- 8.1 The School aims to eliminate from the admissions process, as far as possible, any significant disadvantages which may be encountered by disabled applicants.
- 8.2 The School will treat every application for a place at the School in a fair, open-minded way.
- 8.3 The School will admit pupils who have SEND if:
 - (a) a pupil meets the level required by the School's Admissions Policy
 - (b) the School is confident that, having considered what reasonable and appropriate adjustments are needed and can be put in place, the pupil can access and cope with the demands of the curriculum and is able to benefit from the School's wider educational provision
- 8.4 An offer of a place will not be made where, after reasonable adjustments have been considered, the School cannot suitably accommodate the needs of a disabled applicant.

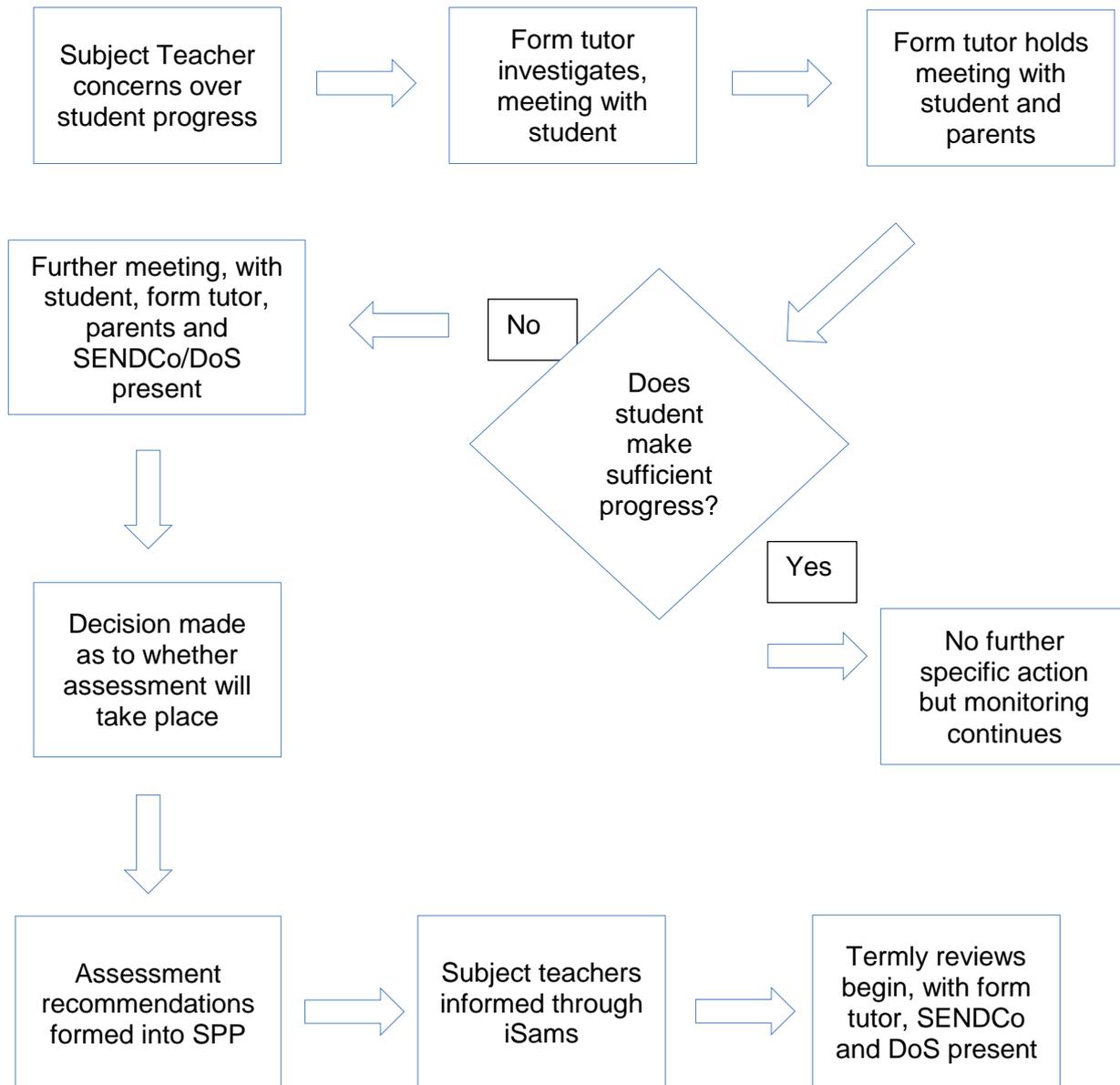
9 Identification and Assessment

- 9.1 For prospective pupils and before an offer of a place is made, the School will liaise with previous schools and parents to ensure sufficient information is obtained about any special circumstances affecting the child.
- 9.2 Some pupils may therefore enter the School with specific learning needs and/or disabilities already having been identified, mostly by an Educational Psychologist's assessment or in the form of a report from a previous school.
- 9.3 Once a pupil has entered the School, regular assessment of progress will be made by class and

subject teachers, supported by the senior leadership team, to ensure the progress of all pupils. These assessments should seek to identify pupils making less than expected progress given their age and individual circumstances or progress which, for example, is significantly slower than that of their peers starting from the same baseline and/or fails to match or better the child's previous rate of progress. Progress may also relate to other areas such as wider or social needs.

- 9.4 Staff will also take into account concerns raised by parents or pupils themselves.
- 9.5 Persistent disruptive or withdrawn behaviours may initiate further assessments to determine if undiagnosed learning difficulties, difficulties with communication or mental health issues are present.
- 9.6 The School uses a graduated approach where there is a concern for a particular pupil who does not have any diagnosed learning difficulty and/or disability:
- (a) The first response for all pupils is high quality teaching, differentiated to target any areas of weakness. All teachers are responsible and accountable for the progress and development of all the children in their class. The teacher would therefore usually initiate the first steps of a graduated approach, initiating a dialogue with the form tutor, and subsequently, the parents of the student in question. Where this intervention fails to bring progress, the teacher will then communicate their concerns to the SENDCo who will discuss the issues raised with the personal tutor and parents. The quality of teaching is the subject of regular review and, where necessary, support is provided to assist teachers' understanding of strategies to identify and support those pupils in need of additional support.
 - (b) If a pupil is making less than expected progress (in light of their age and particular circumstances), members of staff should refer a pupil to the SENDCo/Director of Studies, following initial dialogue with the form tutor and parents.
 - (c) The SENDCo/Director of Studies will investigate the matter and, after initial intervention has failed, where they reasonably consider that a pupil may have a learning difficulty, may request that the pupil is assessed by a qualified specialist teacher and/or request that parents obtain a formal assessment, the cost of which will usually be borne by parents. Where parents wish to request a formal assessment from outside of school, they must ensure the School is given copies of all advice and reports received. Yellis, and ALIS tests may also be considered in the process of identifying pupils who may need additional support. Specialist assessment regarding vision, hearing, or other physical, behavioural or cognitive aspects which appear to be affecting learning may also be recommended.
 - (d) The outcome of any assessment will be summarised on iSAMS and appropriate support will be set in place, if necessary in all the circumstances including in light of the School's reasonable adjustments duty.
 - (e) Parents or guardians will be informed if any assessment suggests the need for additional support. The School will discuss with parents where the results of the assessment recommend additional lessons or other support to meet the child's needs and how the School proposes to implement such support, in light of their Equality Act 2010 obligations. Where pupils receive SEND Support, external services may undertake specialist assessments which feed into the planned intervention of specialist support. Parents will be informed where an external agency/service provider becomes involved with their child.
 - (f) The SENDCo, in consultation with parents and the pupil (where appropriate), the adjustments, interventions and support to be put in place a Student Pathway Plan (SPP), the expected impact on progress, development or behaviour and an agreed date for review.

The process is made clear in the flow chart below:



10 Learning support provision and review

- 10.1 All staff who work with a particular pupil will be made aware of their needs, the desired outcomes and the support to be provided and any teaching strategies or approaches to be used. Staff may draw upon a variety of sources of information in order to inform their planning such as reviewing any Statements / EHCPs and specialist reports, assessment data, progress grades, subject reports and consideration of teacher, pupil and parent feedback.
- 10.2 This information will be recorded in the pupil's Student Pathway Plan (SPP) on the School's information system.
- 10.3 The SENDCo will liaise with parents, pupils and teachers as appropriate to determine that the level of intervention and support is appropriate. Parental involvement is important to reinforce and contribute to a pupil's progress at school and at home.
- 10.4 The Personal Tutor is responsible for working with the child on a regular basis, including when the child is involved in group or one-to-one teaching away from the main class. They must work closely with all those involved with the pupil and plan and assess the impact of support and intervention.

and how these can be further developed in the classroom.

- 10.5 The SENDCo will support and assist teachers with further assessment and advise as to the removal of barriers to learning.
- 10.6 The effectiveness of support and intervention will be monitored regularly in accordance with agreed review dates. Such evaluation will include the views of parents and the pupil (where appropriate).
- 10.7 The personal tutor, supported by the SENDCo/Director of Studies, will provide evidence of effectiveness and revise the support in the light of progress and development made, taking into account the views of the pupil and parents. The personal tutor will ensure that parents have sufficient information to be able to make informed decisions about their child's education and support.
- 10.8 All pupils in need of additional support are able to receive such support during their Study Periods or outside of teaching time. Pupils in need of additional support may have lessons arranged on an individual basis.
- 10.9 It is expected that most pupils will follow the full curriculum for their year group. Any reduction in the number of academic courses taken occurs only with the agreement of senior staff within the School and following close liaison and discussion with the parents and the pupils, as appropriate. If a reduction of subjects has been agreed, it may be possible for pupils to access additional learning support in place of some of the lessons which they are no longer attending.
- 10.10 Pupils are welcome to seek additional support of their own volition; this can be on a regular, ongoing basis; as a single, specific tutorial; or for a short period of time, as and when the need arises.
- 10.11 Parents and the School may, at any time consider requesting an Education, Health Care needs assessment in accordance with local authority procedures.
- 10.12 EHC plans are in place for pupils who have a special educational need or disability that requires the support of different agencies (educational, health, social care). The school will work to ensure the provision meets the needs of any pupil with an EHC plan.

11 The learning support register and information on the School database

- 11.1 The **Learning Support Register** is available electronically to all staff through iSAMS.
- 11.2 Details:
 - (a) the pupil's name, year group and personal tutor
 - (b) whether the pupil is eligible for any specific examination concessions or special access arrangements
 - (c) the specific area of need (Cognition of Learning, Communication and Interaction, Sensory-Physical or Social, Emotional and Mental).
- 11.3 Pupils' individual records include:
 - (a) the date of the most recent assessment
 - (b) a brief summary of assessment findings
 - (c) the nature of the specific learning need and areas of key support

12 Access arrangements for examinations

- 12.1 All examination concessions are granted on the basis of evidence of need as stipulated by the requirements of the Joint Council for Qualifications. In addition, a valid assessment from an Educational Psychologist, Specialist Teacher or other relevant professional is necessary. In the case of the College, Nimisha Limbachia provides this service. In determining a pupil's requirements for specific access arrangements or examination concessions, the School takes into account evidence of need, based upon a pupil's normal manner of working in School.
- 12.2 The use of a word processing facility in examinations is only available to pupils who meet the criteria laid down by the Joint Council for Qualifications for examination concessions or access arrangements. Any pupil who considers that she may be eligible to use a word processor in examinations must be able to demonstrate evidence of need and have been assessed for eligibility.

13 School tests and examinations

- 13.1 Pupils should be able to access concessions for which they are eligible in their School-based tests and examinations. Where tests have occurred during lessons which, in most cases, preclude the accommodation of extra time, this will be recognised in test feedback.
- 13.2 The SENDCo/Director of Studies liaise with teachers, tutors, Heads of Year and Senior Tutors regarding pupils' individual needs and work in partnership to support pupils' specific learning needs within a classroom context.

14 Support for teachers

- 14.1 The School's INSET programme aims to be inclusive and seeks to embrace all aspects of teaching and learning, including specifically identified learning differences and difficulties.
- 14.2 As part of the Induction Programme for teachers who are new to the School, information is provided about the ways in which pupils are supported within School. Strategies for support within a classroom context are also suggested.
- 14.3 Training needs of staff in relation to SEND are identified as part of the School's professional review cycle and funding allocated to ensure all staff are trained to an appropriate level.
- 14.4 In order to maintain and develop the quality of teaching and provision to meet the needs of all pupils, all staff are encouraged to undertake training and development.

15 Resources

- 15.1 The school is working towards ensuring that a wide range of text based resources are in place to facilitate outstanding teaching across all abilities; these include articles and documents providing information on learning differences, study skills and specific learning difficulties, as well as practical advice on ensuring sufficient differentiation is in place, all of which are available as sources of reference.

16 Liaising with Parents

- 16.1 Parents or guardians may contact the Form Tutor to discuss matters relating to learning support, who, where applicable, will escalate issues to the SENDCo/Director of Studies.
- 16.2 The School will provide a report to parents on their child's progress at least twice a year. The School will meet with parents once a year to discuss outcomes, progress, parental engagement activities to support their child and identify the responsibilities of the parents. In addition to the academic reports, an SEN review will be conducted termly, where the form tutor will be present, supported by the SENDCo/Director of Studies.
- 16.3 The SENDCo/ Director of Studies may need to contact parents or guardians regarding matters of support for learning or examination access arrangements.
- 16.4 Parents or guardians are welcome to discuss matters arising from an Educational Psychologist's report with the SENDCo.
- 16.5 Parental permission will be obtained for any assessments which may incur a charge.

17 Liaising with the Senior Team and Heads of Departments

- 17.1 The Director of Studies incorporates the role of the SENDCo at senior management level.

18 Liaising with Students

- 18.1 The School acknowledges the student's role as a partner in his or her education.
- 18.2 Students are actively encouraged to be involved in the decision making process by attending all reviews, and actively negotiating and evaluating their targets.
- 18.3 Student views are recorded as part of the review process. Their views are listened to and valued.

19 Links with other bodies and professionals

- 19.1 Documentation regarding a pupil's specific learning needs can be forwarded to the Student Support departments within a University upon request from the pupil concerned. Data regarding students is held at the College until the student reaches the age of 25 years.

20 Supporting pupils with Medical Conditions

- 20.1 The School recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children may be disabled and where this is the case the School will comply with its duties under the Equality Act 2010.
- 20.2 Some may also have SEND and may have a statement or Education, Health and Care plan, which brings together health and social care needs, as well as their special educational provision.
- 20.3 The School will support pupils with medical needs in light of published DfE guidance as amended from time to time.

21 Monitoring the implementation of the learning support policy and the quality of provision

- 21.1 The School will rigorously and regularly monitor the quality of provision through the following:
- Lesson observation drop ins
 - Work sampling
 - Marking and feedback sampling
 - Data analysis
 - Audits of the views of parents, pupils, staff and governors.
- 21.2 Any information gathered will be used to inform school improvement plans and share the outcomes of all the above with the Schools' Director and College Governors (Bellevue Education).
- 21.3 Heads of Department and Subject leaders monitor classroom practice to ensure that appropriate differentiation is occurring within their departments via the appraisal and Lesson Observation cycles.
- 21.4 The individual needs of pupils are reviewed as part of the School's reporting procedure, alongside termly reviews. Pupils and, where necessary, their teachers, are consulted in deciding the area of focus within support lessons.
- 21.5 The SENDCo/Director of Studies reviews pupils' progress regularly, teaching and learning strategies and matters arising; they monitor, with the personal tutor, the progress of pupils who are on the Learning Support Register (iSAMS).

22 Practical strategies for Teaching and Learning SEND students

- 22.1 The following are suggested strategies to deal with specific needs, and where met, actions which should be praised.

Behaviour/ADHD:

- Following adult direction
- Accepting responsibility for their actions.
- Not shouting out
- Remaining in their seat
- Interacting with peers appropriately
- Answering questions appropriately
- Avoiding inappropriate comments
- Independent learning skills
- Concentration
- Poor organisational skills
- Entering or leaving the room appropriately
- Having the correct equipment

Social communication needs:

- Social language skills
- Listening skills
- Self confidence

- Emotional skills
- Working as part of a group
- Sharing / taking turns
- Contributing to the lesson

Helping students with ASD:

Aspergers Syndrome is considered to be a high functioning autism. It is a neuro-developmental condition. There is a lack of intuitive ability to adapt socially and fit in with others. Students can be obsessively knowledgeable about a specific subject. They can appear eccentric and may be strongly attached to particular possessions.

They need a safe, organised and reliable daily routine. Students find it difficult to ask for help, even when they need it, and can be over sensitive to criticism. Students with more severe Autism have difficulties relating to others, problems in understanding the meaning of things and struggle with limited imagination. This makes it difficult to see things from the perspective of someone else, problematic to deal with verbal and non-verbal communication and tough to plan and make sense of things.

Students with Autism are best suited to detailed, repetitive tasks where attention to detail is a real asset. Work is usually accurate and consistently good performance is given where the work matches their skill levels.

- Keep instructions simple and straightforward
- Try to avoid complex language and abstract ideas
- To explain harder tasks, use lists, cards or pictures
- Write messages, use diagrams or concrete objects to make communication easier
- Assign work in small steps and not in long sequences
- Forewarn in case of changes in routine, location or teachers
- Give regular, gentle prompts to help meet deadlines
- Identify 'stress triggers' and then try to work around them
- Make sure that the student is motivated at the outset
- Capitalise on their mechanical memory skills
- Provide a predictable environment
- A structured – even rigid – routine works best

Helping students with Dyslexia:

Dyslexia is a neuro-developmental condition. It is hereditary and is the most common cause of reading, writing and spelling difficulties. Associated difficulties include Dysgraphia (poor handwriting) and Dyscalculia (difficulties with maths).

Among the factors associated with Dyslexia are speed processing, short-term memory, sequencing,, auditory and/or visual perception, spoken language and motor skills. Difficulties relate to mastering and using written language including alphabetic, numeric and musical notation.

- Take time at the start to discuss the best ways of working.
- Try to use as much visual information as possible.

- Rely on personal instruction rather than the written word.
- Go through new assignments and tasks face to face.
- Be direct and to the point.
- Use the student's social skills and creative capacities.
- Make lists – but try to keep them short.
- Avoid 'paper work' as far as possible.
- Let them use a computer.
- Allow for breaks – they will need to recharge their concentration.
- Where necessary they may need the help of a reader and / or scribe.
- Some students find the use of coloured overlays of benefit when reading text.

Helping students with Dyscalculia:

Dyscalculia is a difficulty in understanding and learning mathematics unrelated to intellectual capacity.

- There are difficulties in:
 - Conceptualising number.
 - Understanding number relationships.
 - Understanding the outcomes of numerical operations.
 - Understanding the outcomes of spatial operations. Commonly noticed difficulties include:
 - Have difficulty performing simple calculations such as addition.
 - Have difficulty knowing how to respond to mathematical information.
 - Substitute one number for another.
 - Invert numbers (e.g. 6 for 9).
 - Reverse numbers (e.g. 2 for 5).
 - Misalign symbols, for example when using a decimal point.
 - Name, read and write mathematical symbols incorrectly.

Helping students with Dyspraxia:

This is a Developmental Coordination Disorder characterised by impairments in movement planning and the development of motor coordination which interfere with academic achievement or daily living activities. Core problems involve difficulties in planning and carrying out complex, sequenced actions.

This will often affect all aspects of writing, with written work ranging from the untidy to the illegible. Issues with planning a sequence of events and setting out work can have a large effect on the academic achievement of students with this condition.

Helping students with Attention Deficit Hyperactivity Disorder ADHD

ADHD is a neuro-developmental condition. It causes difficulties with impulsiveness, inattention and hyperactivity. Students may be unable to sit still, plan ahead, finish tasks or, because of their short attention span, be unaware of what is going on around them. On some days they may behave fine leading people to believe that a person with ADHD can actually control his/her behaviour, often resulting in frustration and misunderstanding on both sides.

- Short activities requiring short bursts of concentration work best. A well organised environment and regular support also helps.

- Break larger assignments down into smaller blocks of work.
- Encourage the use of schedules and lists to help organise the day.
- Discuss and agree a structure and priorities.
- Set achievable deadlines for each block of work.
- Check work regularly and give feedback and encouragement.
- Allow short breaks as required.
- Encourage the use of a diary for notes and reminders.
- Keep routines consistent.

Appendix 1 – Student Pathway Profile – Academic support plan

STUDENT PATHWAY - ACADEMIC SUPPORT PLAN



Personal details

Name	
Date of Birth	
Parental details	
Address	
Telephone Number	
If child is LAC, under which authority?	
Form	
Course	
Subjects	
Date beginning	
Review date	

Practical strategies for improving teaching and learning for student:	
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Nature of Special Educational Need:	
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Progress:	
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Signed:	
Position:	