SEN Policy & Handbook

2019-20

KAA Mission Statement

INTREPIDUS (adj.)
Definitions: Undaunted, fearless, bold

KAA has at its core the pursuit of the very highest standards in education, both inside the classroom and beyond it. We believe all children can exceed their expectations, no matter what their prior attainment and experiences. At our school no child will be labelled; we will treat them all as intelligent and individual. Through our ethos, our extended curriculum and our entrepreneurial approach we will develop students into confident, rounded individuals, equipped for anything that life throws at them. Our motto – INTREPIDUS – will help us to realise our ambition.

As KAA staff we aim to:

- Create a culture of high aspirations, high motivation and high achievement for all
- Build a strong community based on fairness and personal responsibility
- Welcome, value and respect all who come into the school
- Be reflective and committed to our ongoing development as teachers and leaders, in our continuous strive for excellence
- Promote positive dialogue and partnership with our community

Our four core values are:

Excellence

Creativity

Resilience

Citizenship

We know they will guide our work to create an outstanding academy which transforms the lives of our students.

"We are all different. There is no such thing as a standard or run-of-the-mill human being, but we share the same human spirit.

What is important is that we have the ability to create. This creativity can take many forms, from physical achievement to theoretical physics.

However difficult life may seem, there is always something you can do and succeed at."

Professor Stephen Hawking

London 2012 Paralympic Games Opening Ceremony

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Section 1: Introduction

Ethos and Principles

At KAA we recognise that some students may need different or additional support at specific times during their school career to meet learning challenges, whilst others may need ongoing support. KAA makes a commitment to provide outstanding support to all students, planned and delivered to the highest standard by all teaching and support staff.

The *principles* that underpin all support activity at KAA are:

- **Support is available** for all students of all abilities who require it, which includes those who are gifted and talented, and those for whom barriers to learning exist.

- *Inclusion is everyone's responsibility.* We recognise that success for every student is dependent on a whole-school approach to inclusion, and that this must form the core of all teaching and learning activities at KAA.

- **No child is a label.** At KAA we never assign labels to our students, as we recognise the damage that this can cause to self-esteem and outcomes. While we understand that some diagnoses can be helpful for students to understand their difficulties, we ensure that those difficulties do not define them or our expectations.

- **Early identification** of needs is critical for maximising progress. Intelligent and accurate assessment techniques are utilised to provide data informing the deployment of tried and tested interventions.

- **Careful monitoring of progress** ensures that individuals receive appropriate, carefully planned and personalised support.

- **A pro-active approach** to employing interventions is used to predict areas of the curriculum that may present additional challenges. Interventions are pre-planned where possible, to ensure continuing success rather than simply responding to failure. At KAA we do not wait for pupils to experience failure and frustration, we support them to meet the challenges of learning and succeed.

Learning Support at KAA

All students will experience quality first teaching in all mainstream lessons, in addition to this the learning support department will:

- Provide targeted in-class support, as specified in the Learning Support Plan (LSP), delivered by experienced and trained learning support assistants in liaison with teaching staff.
- Engage students in 1:1 or small group reading activities to boost their confidence and proficiency in this critical skill.
- Withdraw students from lessons for specific interventions, when and where it is considered appropriate (for example, additional literacy lessons replacing timetabled MFL lessons where pupils are significantly below expected levels for literacy).
- Seek specialist advice and guidance from external agencies for particular special educational needs and disabilities (for example, access arrangements, special equipment to support pupils who have a sensory impairment).
- Work with classroom teachers and subject leaders to support them to differentiate effectively.
- Manage the referral and monitoring system for students who present with an academic or pastoral concern.
- Provide specialist assessments for students to better understand their difficulties and act to redress these.
- Maintain good communication with teachers, parents and external professional with regard to their child's progress and where appropriate support an application for an Education Health and Care Plan.

INCLUSION AT KAA

At KAA inclusion means inclusion. Full participation in all mainstream classes is the overall aim, so that each pupil can benefit alongside their peers from the planned schedule of tailored lessons offered as part of a rounded curriculum. At KAA we make every effort to ensure knowledgeable and experienced subject teachers deliver the curriculum to all pupils.

KAA adopts the following definition of Inclusion:

> **"Inclusion is a sense of belonging: feeling respected, valued for who you are; feeling a level of supportive energy and commitment from others so than you can do your best work."**
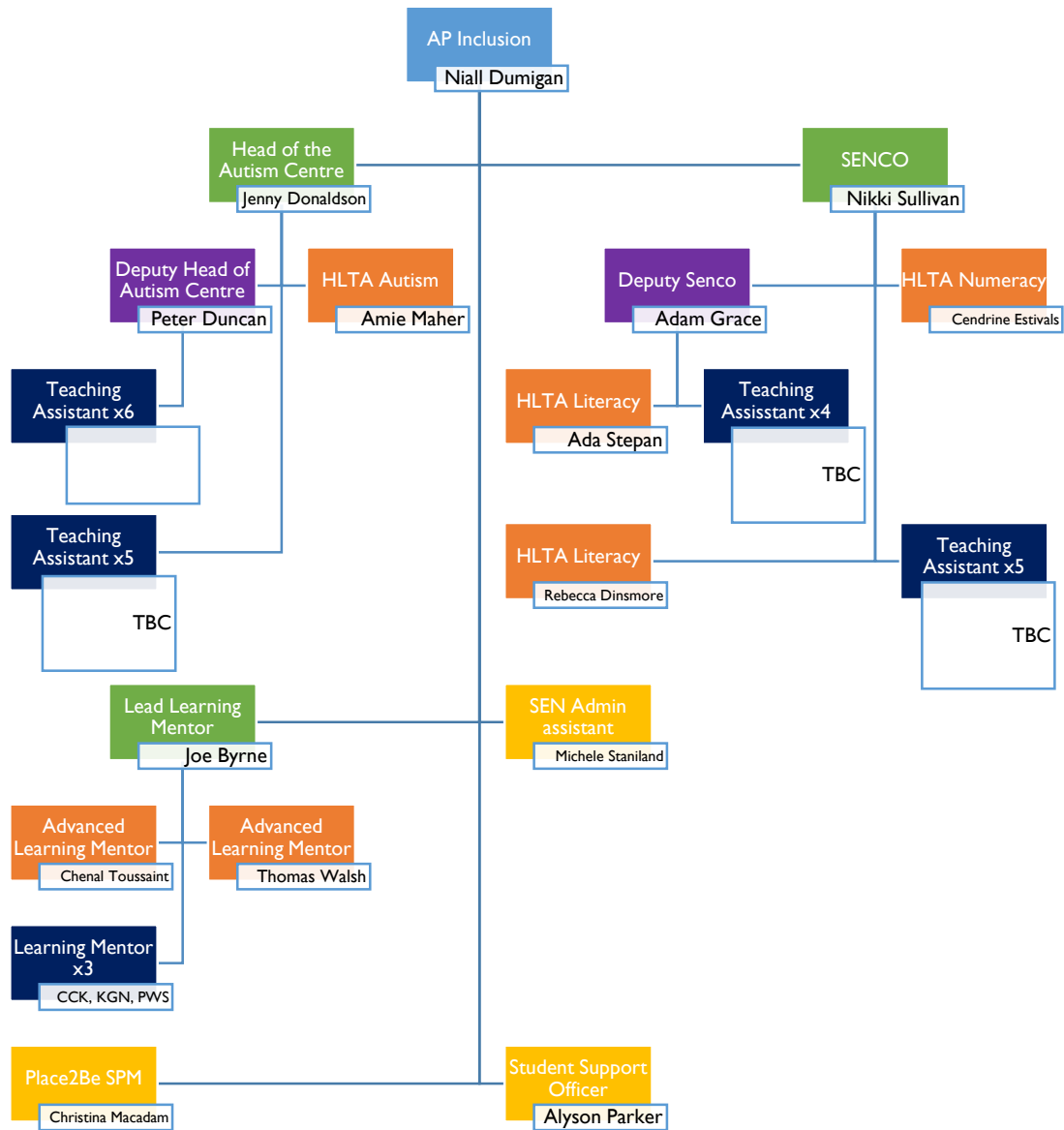
> *Miller and Katz (2002)*

Section 2:

Learning Support Roles, Responsibilities and Professional Expectations

Key roles and responsibilities

Role	Responsibility	Name	Contact
SEN Nominated Governor	Advocacy and oversight of matters relating to SEN at governance level	Emma Will	
Assistant Principal – Inclusion	Strategic responsibility for the SEN departments and outcomes of students all SEN.	Niall Dumigan	n.dumigan@kaa.org.uk
Head of the Autism Centre	Strategic responsibility for management of the Autism Centre and outcomes of its students.	Jenny Donaldson	j.donaldson@kaa.org.uk
SENCO	Strategic responsibility for the mainstream SEN department and outcomes of students with SEN in the mainstream provision.	Nikki Sullivan	n.sullivan@kaa.org.uk
2iC Autism Centre	Delegated responsibility for aspects of Autism Centre provision	Peter Duncan	p.duncan@kaa.org.uk
Deputy SENCO	Delegated responsibility for aspects of SEN provision	Adam Grace	a.grace@kaa.org.uk

SEN Staff Structure 2019-20

AP Inclusion
Niall Dumigan

Head of the Autism Centre
Jenny Donaldson

SENCO
Nikki Sullivan

Deputy Head of Autism Centre
Peter Duncan

HLTA Autism
Amie Maher

Deputy Senco
Adam Grace

HLTA Numeracy
Cendrine Estivals

Teaching Assistant x6

HLTA Literacy
Ada Stepan

Teaching Assisstant x4
TBC

Teaching Assistant x5
TBC

HLTA Literacy
Rebecca Dinsmore

Teaching Assistant x5
TBC

Lead Learning Mentor
Joe Byrne

SEN Admin assistant
Michele Staniland

Advanced Learning Mentor
Chenal Toussaint

Advanced Learning Mentor
Thomas Walsh

Learning Mentor x3
CCK, KGN, PWS

Place2Be SPM
Christina Macadam

Student Support Officer
Alyson Parker

SEN Management Team Responsibilities – September 2019

AP Inclusion – NDN			
Strategic	**Duties/Rotas/Schedules**	**Policies / Key Documents**	**Operational**
• Inclusion strategic overview and department planning • Therapy/Counselling services co-ordination • Overview of mentoring team • LAC Link • Medical needs co-ordination • Grenfell Response lead • Staff wellbeing • Whole-school referral systems	• Annual review / LSP meeting schedule • Keyworker allocations	• Line Management Aide Memoire • Medical Support Policy • Therapy Policy • Learning Support KAA Online Page	• Chairing Therapy and Counselling Hub • Coordinating SEN management meetings • Complex admissions • Staff recruitment
SENCO - NSN			
Strategic	**Duties / Rotas / Schedules**	**Policies / Key Documents**	**Operational**
• SEN strategic overview and department planning • Link with mentoring team • SEN team training and development • Whole-school SEND T&L • Science dept link • Maths dept link • Pastoral assessment hub link • Co-ordination of Teacher SEN support • Cognition and learning lead • ASD Strategic lead (mainstream) • SEMH Lead • EHCP outcomes • Physical & Sensory Lead • Budget responsibility • Exams access KS4 & KS5	• In Class support timetable • 1 – 1 timetable • In-class support learning walk week coordination	• Provision map • Website school offer • SEN Department Improvement Plan • KS4 Data Analysis • Learning Support Handbook & Policy • Student profile booklet • Staff training schedule	• New staff induction • Exams access arrangements KS4 & KS5 • Standardised assessment co-ordination • SEN Admissions • Y6 Transition • Specialist dyslexia teaching team link • Ed Psych Link

Deputy SENCO – AGE			
Strategic	**Duties / Rotas / Schedules**	**Policies / Key Documents**	**Operational**
• SpLD lead • SLCN lead • Literacy lead • Morning reading / prep link • EAL lead • English dept link • SEN enrichments • Exams Access KS3	• Absence Cover • SEN staff duties • Enrichment support timetable • Inclusion hub duty rota • Breaktime / Lunchtime rotas	• SEN register • KS3 Data analysis • SEN Behaviour Analysis • EAL Policy • SEN Outcomes Analysis	• Maintenance of SEN register • Exams access arrangements KS3 • 1 – 1 Quality assurance • SALT link • Department displays • Absence cover

HLTA Literacy – ASN/RDE	HLTA Numeracy – CES	SEN Administrator – MSD
- KS4 specialist literacy intervention - Whole-class literacy teaching - Line management of colleagues as directed - Support whole-school literacy initiatives - Develop resources for English and SEN departments - Co-ordinate and track in-class literacy provisions - Co-ordinate and track out of class literacy provisions - Conduct standardised assessments for small groups / individuals - Liaise with dyslexia specialist teaching team - Develop targets, objectives and outcomes for learning support plans/EHC plans/PEPs etc. - Marking and assessing student literacy work - Write progress reports for individual pupils - Audit and report on literacy interventions - Key work selected SEN students - Attend and contribute to English department planning meetings - Run KS3 and KS4 enrichment interventions for literacy - Run homework and lunchtime support clubs - Deliver Learning Support team and whole school training - Provide cover for absent colleagues in English Department - Conduct observations and appraisal systems for colleagues - Support in administering exams access arrangements - Support in co-ordinating the EAL provision	- KS4 specialist numeracy intervention - Whole-class numeracy teaching - Line management of colleagues as directed - Support whole-school numeracy initiatives - Develop resources for Maths and SEN departments - Co-ordinate and track in-class numeracy provisions - Co-ordinate and track out of class numeracy provisions - Conduct standardised assessments for small groups / individuals - Develop targets, objectives and outcomes for learning support plans/EHC plans/PEPs etc. - Mark and assess student maths work - Write progress reports for individual pupils - Audit and report on numeracy interventions - Key work selected SEN students - Attend and contribute to maths department planning meetings - Run KS3 and KS4 enrichment interventions for numeracy - Run homework and lunchtime support clubs - Deliver Learning Support team and whole school training - Provide cover for absent colleagues in maths department - Conduct observations and appraisal systems for colleagues - Support in administering exams access arrangements	- Collation and preparation of bulletin updates - Inputting of information to SEN register - Organisation and filing of SEN information - Tracking collecting and inputting SEN pastoral and academic data - Typing and preparing letters - Fielding telephone and email enquiries - Collating and preparing meeting agendas - Preparing and sending annual review paperwork - Scheduling meetings and organising diaries - Preparing room timetables and operating booking system - Collecting key information and documents from curriculum departments - Providing typing/diction service as required - Department and office resource management - Collecting and scanning student work samples - Collating teacher feedback on student progress - Organising the online SEN areas - Acting as "front of house" for students who report to SEN department - Inputting SEN info into SIMS - Disposal of confidential waste - Creating SEN resources - Maintaining Displays

The above lists are not exhaustive and are subject to change. All members of the SEN management team are responsible for the following:

Observation of colleagues	*Hosting and reporting annual reviews*	*key working selected students*	*Student target setting and appraisal*
Line management of colleagues	*Hosting and reporting LSP meetings*	*Teaching whole-classes as required*	*Attending parent evenings as needed*
Providing in-class support to students	*Hosting training sessions for colleagues*	*Attending lunch and break duties*	*Attending open evenings as needed*

Professional Expectations

All members of the Learning Support team at KAA are expected to adhere to the highest standards of conduct and professionalism at all times. In addition to the relevant whole-school policies. Members of the support team are appraised against the *KAA Professional Standards for Learning Support* through the academy performance review process.

The Professional Standards for Learning Support define high standards which are applicable to all learning support professionals at KAA. The main purpose of these standards is to recognise the status and professionalism of our learning support team and to position their central role within the academy community.

These standards are in line with the expected high standards already in place at KAA, and provide a framework for supporting professional development, new staff induction and coaching and mentoring through the performance management process.

KAA recognises the integral role that learning support professionals hold in educating and supporting some of our most vulnerable students. Learning support professionals should act with honesty and integrity to uphold comparable standards to other education professionals, to make the education of pupils their first concern. They constitute a considerable investment of school funding and KAA takes note of the national picture regarding poor outcomes for support staff-led intervention identified by *The Deployment and Impact of Support Staff (DISS) Project (2009)*

The four themes

The *Professional Standards for learning support professionals* are set out in four themes.

- Personal and professional conduct

- Knowledge and understanding

- Teaching and learning

- Working with others

Why were these themes chosen?

Personal and professional conduct - In order for Learning support professionals to provide effective support to teachers and pupils, they need to be clear about their role and responsibilities and how these fit within the wider structure of the academy. In the same way as teachers, learning support professionals operate in a position of trust and are seen by pupils as role models. They should be able to maintain proper boundaries with pupils and their behaviours should reflect this responsible position.

Knowledge and understanding - Learning support professionals should have sufficient knowledge and skills to help teachers support pupils in achieving their maximum potential. School leaders are best placed to make judgements about the type and level of knowledge and skills that individual Learning support professionals need, as this will vary according to job role. This could include: subject knowledge, specialist skills and knowledge to support pupils with special educational needs or disabilities, knowledge of the curriculum, lesson planning and evaluation, and behaviour management strategies.

Teaching and learning - An important role of a learning support professional is to support the teacher in ensuring the best possible outcomes for all pupils. The standards in this theme recognise that learning support professionals work under the supervision of a teacher in accordance with arrangements made by the SENCO or Head of the Autism Centre.

Working with others - Learning support professionals work with other professionals, parents, carers and outside agencies as well as with pupils themselves. Although other themes require Learning support professionals to work collaboratively with others, these qualities and skills were considered so important and distinctive to the role as to merit their own theme.

The Professional Standards for Learning Support

Personal and professional conduct

Learning support professionals should uphold public trust in the education profession by:

1. **Having proper and professional regard for the ethos, policies and practices of the academy** in which they work as professional members of staff.

2. **Demonstrating positive attitudes, values and behaviours** to develop and sustain effective relationships with the school community.

3. **Having regard for the need to safeguard pupils' well-being** by following relevant statutory guidance along with school policies and practice.

4. **Upholding values consistent with those required from teachers** by respecting individual differences and cultural diversity.

5. **Committing to improve their own practice** through self-evaluation and awareness.

Knowledge and understanding

Learning support professionals are expected to:

1. **Acquire the appropriate skills, qualifications, and/or experience** required for the learning support professional role, with support from the school.

2. **Demonstrate expertise and skills in understanding the needs of all pupils** (including specialist expertise as appropriate) and know how to adapt and deliver support to meet individual needs.

3. **Share responsibility for ensuring that their own knowledge and understanding is relevant and up to date** by reflecting on their own practice, liaising with school leaders and accessing relevant professional development to improve personal effectiveness.

4. **Demonstrate a level of subject and curriculum knowledge** relevant to their role and apply this effectively in supporting teachers and pupils.

5. **Understand their roles and responsibilities within the classroom and whole school context** recognising that these may extend beyond a direct support role.

Teaching and learning

Learning support professionals are expected to:

1. **Demonstrate an informed and efficient approach to teaching and learning** by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities.

2. **Promote, support and facilitate inclusion** by encouraging participation of all pupils in learning and extracurricular activities.

3. **Use effective behaviour management strategies consistently** in line with the school's policy and procedures.

4. **Contribute to effective assessment and planning** by supporting the monitoring, recording and reporting of pupil progress as appropriate to the level of the role.

5. **Communicate effectively and sensitively with pupils** to adapt to their needs and support their learning.

6. **Maintain a stimulating and safe learning environment** by organising and managing physical teaching space and resources.

Working with others

Learning support professionals are expected to:

1. **Recognise and respect the role and contribution of other professionals, parents and carers** by liaising effectively and working in partnership with them.

2. **With the class teacher, keep other professionals accurately informed** of progress or concerns they may have about the pupils they work with.

3. **Understand their responsibility to share knowledge** to inform planning and decision making.

4. **Understand their role** in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers.

5. **Communicate their knowledge and understanding of pupils** to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision.

Professional Development and Line Management

Learning support professionals have access to high quality professional development opportunities in-line with the wider academy Line Management Policy. Due to the size of our team and our unique training and development requirements, professional development is addressed through the following channels:
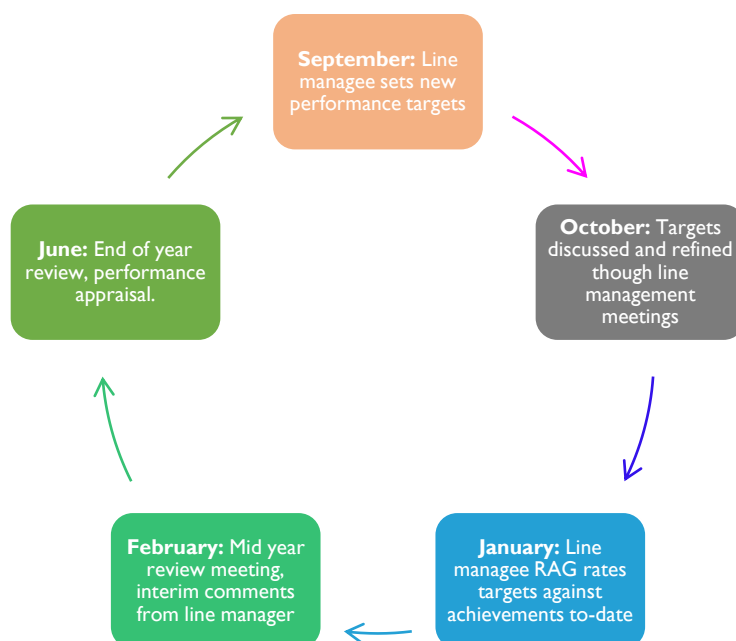
- Weekly team briefings
- Regular Department CPD published in the termly training calendar
- Regular 1-1 line management meetings (minimum 2 per half-term)
- A coaching and observation programme for classroom practice

For all new members of staff, a specific induction programme will be provided alongside more regular 1:1 line management alongside mentoring from an experienced member of the team.

Line Management Meetings and Performance Review:

All members of the Learning Support are subject to an annual performance review with their line manager. This is not a "top down" process, rather a supportive and coaching relationship, whereby all staff are encouraged to set themselves ambitious performance targets and identify their own training and development needs.

Performance Review Cycle:

September: Line managee sets new performance targets

October: Targets discussed and refined though line management meetings

January: Line managee RAG rates targets against achievements to-date

February: Mid year review meeting, interim comments from line manager

June: End of year review, performance appraisal.

Line Management Meetings

Notes:

- Line management meetings within the learning support team should take place at a minimum of twice per half-term. They should last at least 30 minutes and be timetabled in advance
- Meetings should consist of a professional dialogue, driven by discussion of the needs of key-worked students and the wellbeing and professional development of the member of staff
- The headteacher alone has the final say on any matters relating to financial issues, salary, leave, working hours and job descriptions. As such, these matters should not form the bulk of line management conversations.
- In a well-managed and planned line-management meeting, conversations should be driven and led by the line managee, rather than line manager – who should spend most of the meeting in "listening mode".

A helpful structure for meetings:

1. Wellbeing Check-in
- How are things going?
- Positives – what has gone well?
- Is there anything you are worried / concerned about?
- How can we support?

2. Actions / follow-up from previous meeting:
- What was agreed at the last meeting
- Have actions been followed up / acted on?
- What was the outcome?
- Do we need to take any more steps?

3. Agenda – items for discussion from line managee:
- Progress of key-work students
- Upcoming deadlines to be mindful of
- Advice and support needed from line manager

4. Agenda – items for discussion from line manager:
- Progress of key-work students
- Upcoming deadlines to be mindful of
- Feedback on performance – positive and developmental

5. Review of actions and timeframes
- Agreed by all
- Support to be provided agreed

Roles and responsibilities:

Line Manager	Line Managee
• Schedule meetings in in good time • Provide line managee with necessary agenda and expectations in advance • Be on time and reschedule only when necessary • Read and annotate key documents in advance • Listen and allow line managee to steer discussion • Make notes and record actions from meeting • Share actions in writing to line managee	• Provide necessary documents in advance of the meeting • Come prepared with everything you need • Be on time and reschedule only when necessary • Be-proactive and solution focussed • Be prepared to direct discussion / ask questions or request support • Take personal notes to jog your memory later • Take responsibility for any actions identified

Section 3:
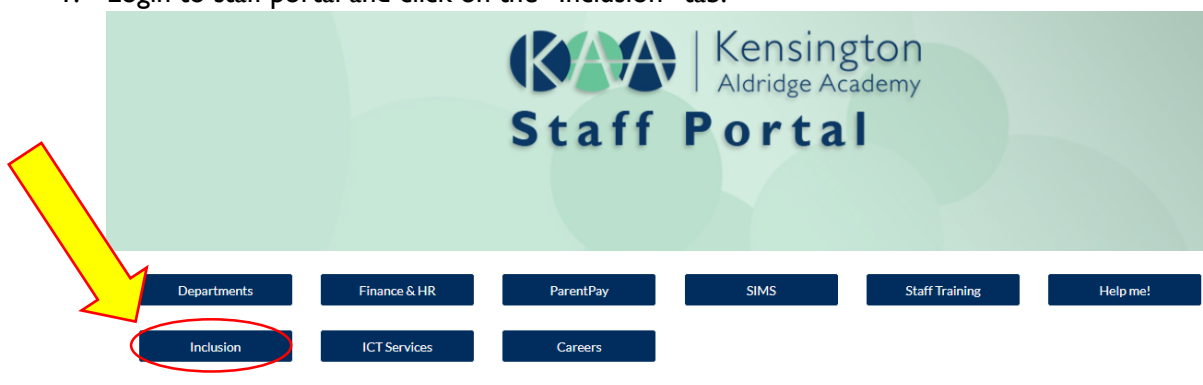# Identification, Assessment and Review of SEN

Raising a concern

A concern about a pupil may be raised by anyone involved with the child. This could include teachers, parents, carers, or occasionally, the pupil themselves.

Teacher referrals

If you have a concern about a pupil you can raise this at any time using the single online referral point on the staff portal:

1. Login to staff portal and click on the "Inclusion" tab:

2. Then the 'Referrals' tab.
3. Fill out the google form, providing as much relevant information as you can

Parent referrals

If as a parent or carer you believe your child may have a special educational need, you can email the SENCO, Nikki Sullivan at n.sullivan@kaa.org.uk

Miss Sullivan will arrange an appointment where your concerns can be discussed.

The Pastoral Assessment Hub

- The pastoral assessment hub meets once per half term to discuss and allocate provision to pupils who have been referred regarding an SEN need or other pastoral difficulty
- The following members of staff will be in attendance and will share their views:
    - o The SENCO
    - o Lead Learning Mentor
    - o Director of Learning for the year group
    - o Place2be lead therapist
    - o External professionals as appropriate

At the hub meeting a decision will be taken as to whether any further action is required. Possible outcomes include:

1. That no further action is necessary.

2. The School will continue to monitor the pupil for an agreed period of time with a view to all parties agreeing to conduct a further review of the pupil's progress.

3. Place the pupil on the SEN Support Register if external agencies are involved.

4. For those pupils already receiving provision through the SEN register, a Learning Support Plan will be drawn up by the SENCO in consultation with the pupil and family

Triggers for SEN Support

With the agreement of parents, a pupil will be identified for SEN support if at least one of the following applies.

- Despite differentiated and personalised learning opportunities there is little or no progress in developing literacy or numeracy skills.
- There are on-going communication/interaction difficulties, which impede progress, despite the implementation of a differentiated curriculum and support
- There are continuing on-going persistent emotional and/or behavioural issues, which are not ameliorated by management techniques and the differentiated strategies employed.
- The pupil has sensory or physical problems, which impede progress, despite the provision of specialist equipment and support.

SEN Support

SEN Support is the initial provision that will be made by the Academy to meet the pupil's needs. This provision will reflect the wide variety of needs of pupils placed at SEN Support in order to monitor provision and pupil progress the following will now take place:

- An SEN File will be set up to include all SEN documentation pertaining to the pupil
- The pupil will have access to Academy based provision, as appropriate to their needs. For example, HW club or lunch time club in the Learning Support Department
- Staff will be notified through the SEN Bulletin entry that the pupil has been added to the SEN Support Register

- Teachers will be expected to develop intervention strategies for their individual lesson planning which is monitored through observation
- LSAs where possible, are deployed to support pupils
- LSAs may be written into subject teacher's interventions
- Parents will be kept informed of all intervention and support implemented

Triggers for additional SEN Support

Concerns may be raised about pupils who fail to make adequate progress in spite of the provision at SEN Support. Where it is felt appropriate the school or Parent/Carer may wish to make a referral to an outside agency. Concerns will be raised at the review or at a meeting called for this purpose. All pupils will have their LSPs/SSPs reviewed at least twice a year, in line with the assessment points at the end of each term.

Referrals to external agencies, made with parental agreement, will be made if at least one of the following applies:

- There is still little or no progress in the development of literacy or numeracy skills, despite access to quality first teaching through the academy curriculum.
- National Curriculum levels or KAA Assessment Progress is substantially lower than that expected despite access to school-based provision.
- There are continuing, on-going communication issues, despite access to school-based provision.
- There are continuing ongoing behavioural issues that have not been ameliorated at SEN support, despite access to school-based intervention.
- The pupil has sensory or physical problems, which impede progress, despite the provision of specialist equipment and despite access to school-based provision.

Additional SEN Support

A pupil is given additional SEN Support when the Academy's graduated response is supported and enhanced by the advice and/or provision of specialists from an external agency. e.g. an Educational Psychologist, Speech and Language Therapist.

- Parents will be consulted regularly and invited to Annual Reviews.
- Teachers will be consulted regularly regarding pupil interventions and progress.
- A Learning Support Plan will be drawn up using targets identified by some or all of the following: the pupil, teachers, parents, Head of Year, Head of Learning Area.

- The pupil will have access to school based provision, as appropriate to their needs.
- The pupil will have access to external provision/advice, as appropriate to their needs. (This may be in-Academy or out of Academy support.)
- Staff will be notified through SEN Bulletin and on the SEN Register
- LSP/SSP is made available to all staff involved with pupil
- Teachers will be expected to identify intervention strategies for their individual lesson planning which is monitored through observation
- LSAs where possible, are deployed to support SEN Support pupils
- LSAs will be written into subject teacher's interventions.

The Statutory Assessment

Triggers for Statutory Assessment

In some circumstances, the academy may decide to seek a *Statutory Assessment* for an Education Health and Care Plan for a student who is struggling despite repeated intervention.

An Education Health and Care Plan is a document issued by a local authority outlining the provision a school must provide to support a student's SEN Needs. It may also stipulate support from other agencies such as Speech and Language Therapy services and CAMHS.

The SENCO, in liaison with all involved with the pupil, submits a request for Statutory Assessment.

Statutory Assessment Process

When a pupil is issued with a EHC plan the Academy has a legal duty to make reasonable adjustments to meet the provision outlined in the EHC Plan.

Following the formal presentation of an ECHP, the SENCO will:

- Undertake to co-ordinate provision for the pupil based on the EHC plan
- Hold an initial planning meeting with the Parent(s)/Carers and all involved professionals and within 6 weeks of the EHC Plan issue date.
- Allocate the pupil to a Learning Support Assistant or learning mentor, if appropriate, and ensure that all support, as specified in the EHC Plan, is put in place for the pupil.
- Ensure that a pupil profile is written and available for all staff.
- Oversee the formulation of an LSP.
- Ensure that the EHC Plan is delivered and monitored effectively.
- Liaise with, and ensure access to, external agencies as appropriate.
- Coordinate the Annual Review, inviting parents/carers and all professionals involved in the pupil's education.
- Ensure that KAA have received the necessary funding from the relevant LEA

KAA will ensure all aspects of the personal budget are explained to parents impartially to allow them to decide how their child's needs will be supported. This will be achieved in consultation with outside agencies and RBKC.

The Learning Support Plan (LSP)

The Learning Support Plan:

- Will be in place for all pupils with an EHC plan and for selected pupils with complex needs on the SEN Register
- Will be written by the SENCO or relevant LSA, in collaboration with the form/subject teacher, external professionals, parents and pupil
- Will be written in such a way as to make the targets accessible and meaningful to the pupil
- Will be available on the Academy network to all staff involved with the pupil
- Will outline the following:
    - 3 or 4 short term targets set for the child
    - the teaching strategies to be used
    - The provision to be put in place e.g. ICT literacy programmes such as Lexia or lunch time social club
    - A Short profile summary of the pupil including areas to be developed
    - When the plan is to be reviewed
    - The outcome of the action taken
    - A parental contribution
    - How funding is provided and distributed

Teachers will be asked for their feedback against the targets set on the LSP twice yearly. Parents will then be invited back in to school and a new LSP will be drawn up.

Review Procedures

The review procedure for SEN is viewed as an ongoing process at KAA, occurring at all levels of day to day school operation and management. The review of pupils on the SEN Register will be carried out in-line with guidelines from the 2014 Revised Code of Practice.

SEN Support Reviews

Students on the SEN register are reviewed annually by the SENCO

One of the following outcomes to the Review will be agreed with the parent/Carer and the pupil:

- The pupil continues to be supported through the SEN Register
- The provision for the pupil is revised to meet current needs
- Parents/Carers and Academy agree to a referral to an additional External Agency
- Support for the pupil is no longer necessary

Annual EHCP Review

Procedures for Annual Reviews for pupils with EHC plans follow procedures laid down in the Revised Code of Practice 2014.

Preparation for the Annual Review:

- For all pupils with an EHC Plan, a planning meeting will be held during the pupil's first few weeks in the Academy.
- The annual review is held near the anniversary of the issue date of the EHC Plan
- The SENCO consults RBKC and advises LSAs of annual review dates
- The SENCO invites parents and all external agencies to attend the annual review and requests appropriate reports from external agencies involved with the pupil.
- Parents and professionals involved are provided with the relevant pro-forma - Professional's View and Parental Advice.
- For all reviews where amendments to the EHC Plan are likely or where specific issues need to be addressed, a representative from the RBKC and/or an educational psychologist will also be invited.
- The SENCO/LSA circulates pupil report requests to all members of teaching staff.
- The LSA ensures that the Pupil View form is completed.
- Six weeks prior to Annual Review the SENCO collates all written advice from teaching staff into the Annual Review School report using the Teaching/ Support Staff Views report form.
- 4 weeks prior to Annual Review the SENCO submits a report.
- 2 weeks prior to Annual Review the SENCO sends all reports to parents/carers and all invited parties.

- 1 week prior to the Annual Review the SENCO confirms meeting with parents

The Annual Review

- The annual review meeting is chaired by the SENCO/Deputy SENCO. The relevant LSA will attend the meeting. A representative of the LEA may also be invited. Along with any other external agencies involved with the young person.
- At the meeting reports and pupil progress are considered. Long-term targets are set for the forthcoming year.
- A new EHC plan is drawn up by the SENCO with input from the parent and pupil.

Post-Review

- The SENCO completes the Annual Review Report and submits this together with all reports to the LEA within 10 days of the Annual Review.
- A copy of the Annual Review Report and new LSP is given to the parent/carer and to all those invited. The Parent / carer is required to sign this document.
- The LEA informs the SENCO and parents of the outcome.
- All review papers are filed in the pupil's confidential file in the Learning Support Office. One of the following outcomes to the Review will be agreed with the parent/Carer, pupil and the LEA.

    1. Maintain the EHC Plan
    2. The provision for the pupil is revised to meet current needs, the LEA is advised of this in the Review Outcome Report
    3. Parents/Carers and Academy agree to a referral to an External Agency
    4. The EHC plan is ceased and the pupil moves to an appropriate level of provision, as agreed with all involved

Section 4: Intervention

Waves of intervention

Wave 1 – Quality First Teaching

High-quality inclusive teaching is supported by effective whole school policies and frameworks clearly targeted on all learners' needs and prior learning. This teaching needs to be based in planning and schemes of work that are designed to move all learners from where they are to where they need to be. Where there are large numbers of learners who share the same learning needs the best solution is to adjust the planning to cater for them. It means setting a new trajectory for the learning programme to take learners to where they need to be in terms of age-related expectations. Effective Wave 1 teaching anticipates the needs of learners based on good use of yearly transition data.
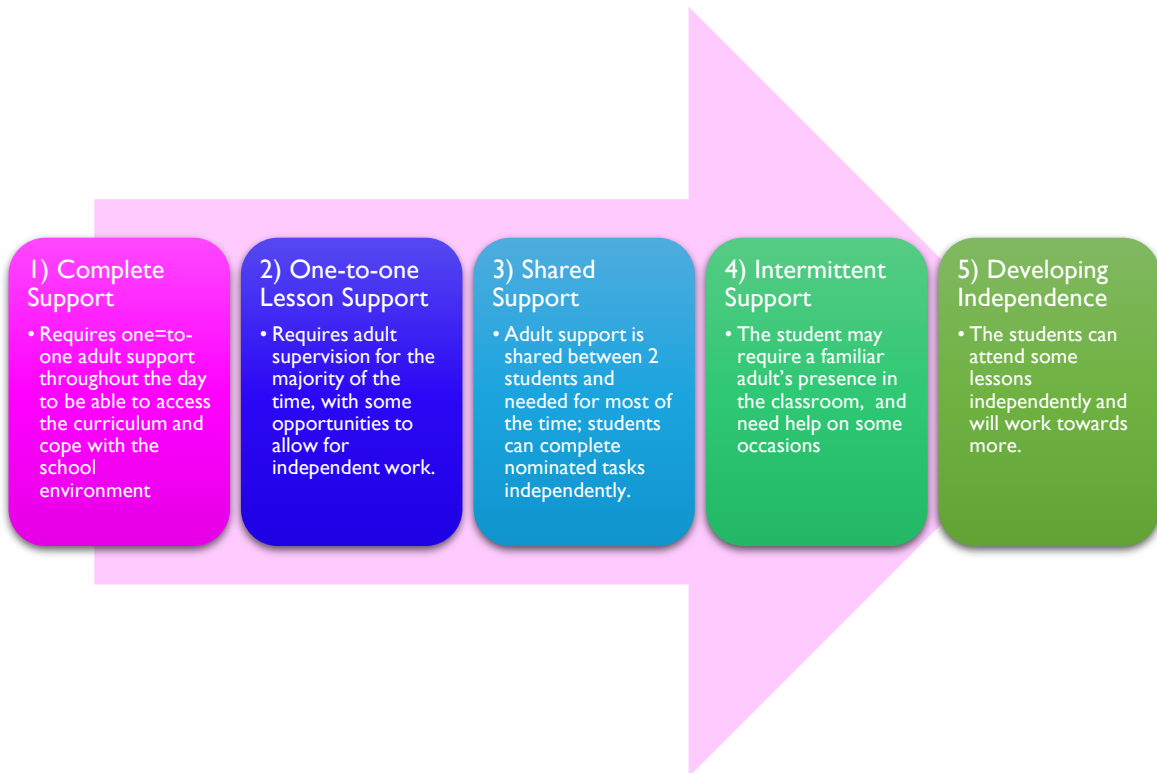
Wave 2 – Wave 1 plus additional time-limited, tailored intervention support programmes

Wave 2 progress is designed to increase rates of progress and secure learning for groups of learners that puts them back on course to meet or exceed national expectations. This usually takes the form of tightly structured programmes of small group support that has an evidence base of impact on support. The support is carefully targeted according to analysis of need and is delivered by teachers or teaching assistants who have the skills to help learners achieve their learning objectives. The progress of learners is closely tracked for impact. This support can occur outside (but in addition to) whole class lessons or be built into mainstream lessons as part of guided work. Critically, intervention support needs to help children and young people apply their learning in mainstream lessons and to ensure that motivation and progress in lessons is sustained. The outcome of Wave 2 intervention is for learners to be back on track to meet or exceed national expectations at the end of the key stage.

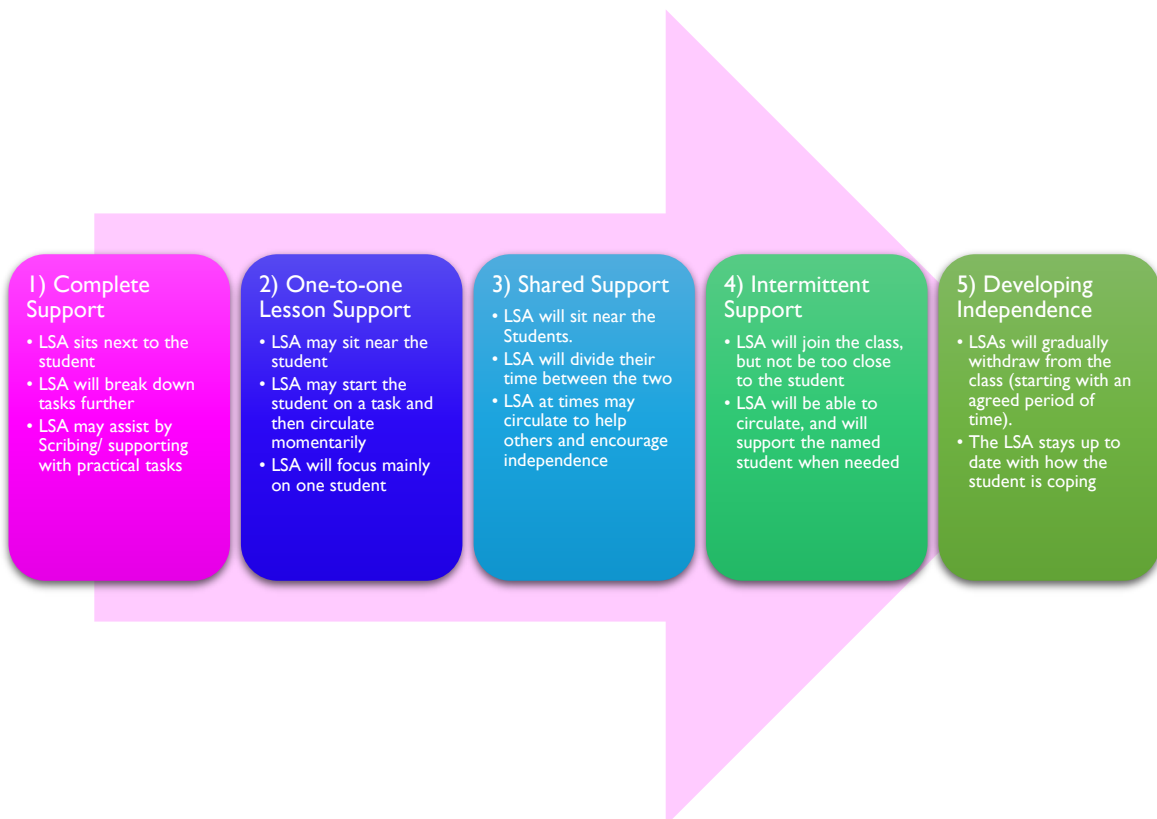## Wave 3 – Wave 1 plus increasingly individualised programmes based on independent evidence of what works

Expectations are to accelerate and maximise progress and to minimise performance gaps. This may involve support from a specialised teacher, highly trained teaching assistant or academic mentor delivered one-to-one or to small groups to support learners towards the achievement of very specific targets.

Skills for independence strategy

1) Complete Support
- Requires one=to-one adult support throughout the day to be able to access the curriculum and cope with the school environment

2) One-to-one Lesson Support
- Requires adult supervision for the majority of the time, with some opportunities to allow for independent work.

3) Shared Support
- Adult support is shared between 2 students and needed for most of the time; students can complete nominated tasks independently.

4) Intermittent Support
- The student may require a familiar adult's presence in the classroom, and need help on some occasions

5) Developing Independence
- The students can attend some lessons independently and will work towards more.

What this Support might look like:

1) Complete Support
- LSA sits next to the student
- LSA will break down tasks further
- LSA may assist by Scribing/ supporting with practical tasks

2) One-to-one Lesson Support
- LSA may sit near the student
- LSA may start the student on a task and then circulate momentarily
- LSA will focus mainly on one student

3) Shared Support
- LSA will sit near the Students.
- LSA will divide their time between the two
- LSA at times may circulate to help others and encourage independence

4) Intermittent Support
- LSA will join the class, but not be too close to the student
- LSA will be able to circulate, and will support the named student when needed

5) Developing Independence
- LSAs will gradually withdraw from the class (starting with an agreed period of time).
- The LSA stays up to date with how the student is coping

Provision mapping

For the purposes of ensuring that KAA is able to deploy a wide range of interventions and support to meet the needs of all pupils, provision mapping is an important aspect of Pupil Support Unit planning. Once identified, pupils are placed on a register of concern, with areas of need categorised as:

- Cognition and learning needs
- Communication and Interaction needs
- Social, emotional and mental health needs
- Sensory and physical needs

In order to provide support for these groups, a provision map informs team training and development, and the securing of any additional support required:

KAA provision map 2019

Name	Type	Description	Staff/Pupil Ratio	Potential hours per week	Actual / 40 hours
English Excel	LIT	Enrichment club to boost literacy skills	1: 10	1	
Maths Booster	NUM	Enrichment club to boost Maths skills	1:10	1	
Lexia	LIT	Lexia programme online reading intervention.	1:8	2 (½ daily)	
Read Write inc Fresh Start	LIT	Phonics catch-up programme, delivered by support team during morning reading	1:4 (average)	2.5	
Grandin Homework Support Club	ASD/ SLCN	Low sensory stimulation, supported homework club for students with ASD and SLCN	2:6	1	1
Learning Support Homework Club	Supp	Supported homework for targeted students with homework difficulties	2:5	2	1
Small Group Morning Reading	ALL	Reading age appropriate small group reading	1: 10>	2.5	2.5
Occupational Therapy circuits	All	30-minute morning OT circuit sessions.	1:5	2	1
Nurture English	SEN/ Supp	Differentiated small group lessons (modified curriculum)	2/3:7	5	
Nurture Maths	SEN/ Supp	Differentiated small group lessons (modified curriculum)	2/3:7	4	
Nurture Social Skills	SEN/ Supp	Targeted Social Skills lesson	2/3:8	2	
Shared LSA Support	SEN	LSA in-class support with 2-3 key students	1:2 or 3		
1-1 LSA Support	SEN	LSA in class support (1-1)	1:1	Variable on need	
LSA Keyworker Meeting	SEN	Weekly 1-1 meeting with keyworker to provide ongoing support with IEP targets, emotional literacy and problem solving.	1:1	1	1(due to start Dec)
Supported study (Grandin)	ASD	1-1 individual study support	1:1	1	1(due to start Dec)
Literacy Intervention	Supp	Individual or small group withdrawal to target core literacy skills	1:1or 2	1	
Grandin Family Dining	ASD	Supported small group lunchtime in Grandin Centre.	2:6	2.5	2.5
Grandin Lunch Club	ASD/ SLCN	Supported social activities in the Grandin Centre during lunch and break time (ASD and students with other SLCN)	2:8	2.5	2.5
Learning Support Lunch Club	SEN/ Supp	Supported social activities in the Learning Support following family dining (socially vulnerable/ isolated)	1:4	2.5	
Alternative provision	SEN	Off-site education at Golborne (PRU)	n/a	n/a	

The Grandin Centre

The Grandin Centre at KAA is The Royal Borough of Kensington and Chelsea's (and Tri- Borough's) specialist provision for students who have a specific diagnosis of Autism Spectrum Disorder/Condition (ASD/C). The purpose of the provision is to enable students with ASD who are attached to the Centre to benefit from the broad range of curricular and extra-curricular opportunities that are available to all students at KAA.   The Centre aims to encourage students to participate, progress and achieve both alongside their peers in mainstream lessons and in any targeted interventions in the Centre.

The Autism Centre facility provides an additional source of expertise and support for all students who have a diagnosis of ASC, other Social Communication or Speech and Language difficulties, but who are not specifically attached to the Centre. Staff in the Centre provide ASC awareness lessons to the wider school community, building an ethos of opportunity, tolerance and inclusion. The Centre also provides support and guidance for parents and staff who may have more specific questions.

Please see the *Autism Centre Policy* for further information.

Section 5:

Classroom Practice and SEN – Information and Guidance

Teachers and LSAs working in partnership

LSAs are employed to work mainly within the classroom, focussing on Statemented students who are on SEN and School Action Plus Students, whilst supporting the class as a whole.
They may be supporting the learning, emotional, medical, physical or behavioural needs of the students as well as the delivery of the curriculum by the subject teacher.

The discipline of the class remains the teacher's responsibility, although LSAs can be asked to support the teacher in this. LSAs have not been trained as teachers and should not be left to supervise a class.

The role of the LSA is not just in the classroom. They will be called upon to be present at Learning Support Plan meetings and to contribute a written report for the Annual Review meeting. This may mean that occasionally they will be absent from a lesson. Teachers should be informed of any planned absence by the LSA.

Ways in which LSAs can help teaching staff:

- Help students to learn and achieve their potential by:
    - Taking notes for students.
    - Encouraging good listening and concentration skills.
    - Clarifying and explaining instructions.
    - Checking understanding.
    - Reading to students.
    - Directing the students' attention to the relevant paragraph of text.
    - Keeping the student on task.
    - Helping the students to keep pace with the lesson.
    - Ensuring the students are able to use the equipment or materials provided (particularly in practical subjects).
    - Making revision cards (this could be completed as a task instead of supporting in a lesson).
    - Proof reading with the students.
    - Checking homework planners and helping with personal organisation.
    - Ensuring that homework is clearly written into the student's planner.
    - Building confidence and self-esteem.

- Share information about students.
- Support the teacher in the management of the classroom.
- Inform staff about any planned absence.
- Differentiating work for individual students using any of the strategies listed above.

Ways in which teachers can help LSAs:

- Provide a plan outlining topics to be covered each term.
- To take ultimate responsibility for their learning and behaviour of all students.
- Arrange a few minutes to meet with the LSA either at the end of each lesson or at a convenient time so that the work for the class is planned and the LSA can work with you effectively.

Building a Positive Partnership with LSAs

- Knowing what skills and strengths the LSA has and using them where possible.
- Talking to your LSA about the group. If the LSA has worked with these students in previous years they may have insights into their preferred learning styles.
- Discussing with your LSA how you would like them to work with you and discuss any changes you would like to make in the way they work in your classroom.

Top Ten Tips – Working with LSAs

1. All school staff are treated as integral members of the school team and as such are offered respect from all staff and students
2. Teachers and LSAs plan together – this will include discussion about learning outcomes, intervention or strategy to be used and resources that are relevant to the learning
3. There is an understanding of the purpose and aims of the lesson and how it fits into the curriculum
4. There is an understanding of the needs of the pupils and other relevant information and their learning targets (LSP)
5. Agreed ground rules about who should do what and when, within a lesson
6. There is regular discussion between teacher and LSA, especially about feedback in regard to pupil's learning and from observations and assessments they may have carried out
7. LSAs aim to build a pupil's independence, not encourage dependence
8. LSAs increase the opportunities to build a pupil's self-confidence by giving regular and meaningful feedback and praise
9. LSAs are skilled and informed in the lesson to be taught – know the overall objectives for the lesson and are clear about how they will support and help the pupil to achieve those learning outcomes
10. LSAs have a role when the pupil/s they ordinarily support are absent

Supporting Pupils with SEMH

No two pupils with SEMH are the same. Like any other pupils, what works with one may not necessarily work with another. The important thing is to keep trying to find the approach that works for the individual pupil. As a general rule, some of the following pointers may be helpful.

Active and interactive teaching strategies

Pupils who find it hard to sit still and concentrate may need opportunities to be 'doing' rather than listening, talking or writing. Make sure that pupils are given an active role, for example: when the class is reading and discussing text on the whiteboard you might give the pupil their own copy of the text to highlight or underline, or use of 'whole body' activities.

Classroom organisation

If a pupil can only sit and listen for five minutes at a time, don't expect them to sit still for 20 minutes. Set a target of six minutes at first, then seven, then eight... and plan something for the pupil to move away quietly to do when they have met the target.

Effective use of ICT

This often helps to motivate pupils who are switched off by conventional forms of presentation and recording. Possible examples include:

- Using the internet to research a topic
- Predictive word-processing software and on-screen word grids to support writing
- Opportunities to create presentations
- Using software that allows pupils to explore social situations from different viewpoints.

Structure and predictability

Pupils experiencing emotional turbulence or anxiety may need a great deal of structure and predictability in the classroom. This is easy to understand if you reflect on your own needs. When we are upset or worried, we may not feel able to cope with work or learning that is new or demands much mental energy. We need order, calm and fairly low-key tasks, and we need to know exactly what is expected of us. For pupils with BESD:

- Display and repeat rules clearly

- Firmly establish and practise classroom routines regularly, and give advance warning of any changes to regular events.
- Ensure that boundaries are explicitly clear and that the consequences for breaching them are consistently applied at all times

Help in learning to work independently

Many pupils with BESD find it difficult to work independently. They may need to be taught core routines for certain tasks. They can then practise these routines, with progressively less help, until they can tell and show you what they have to do when set a certain type of task. Give them independent tasks that have been demonstrated to the whole class – e.g. sometimes it helps to give them more complex independent tasks towards the end of the week, when they have seen other pupils demonstrate what they have learnt in the plenary.

Using clear guidelines

Give very clear guidelines, for instance: 'I expect you to have produced at least four sentences by ten past ten. I will be asking you then to share them with your writing partner'.

Visual prompts

Use visual prompts to support the pupil's learning, for example:

- Pictorial task cards
- Writing frames
- Word mats
- Relevant classroom displays
- A crib card listing self-management ideas, e.g. for 'Five things to do if you are stuck with your work'.

Focus on the positive

Pupils with BESD are usually on the receiving end of a lot of negative comment from everyone around them. If they start to feel bad about themselves as a result, it is likely to make their behaviour worse. It can really help if adults in school make a special effort to stay positive. Research shows that feedback is most effective in improving a pupils work or behaviour when it is *90% positive and 10% corrective*.

- Using eye contact and non-verbal signals, wherever possible, to let the pupil know when their behaviour is inappropriate
- Ensuring that corrective feedback is discrete and personal – try not to engage in a public classroom confrontation
- Labelling the behaviour and not the pupil – e.g. 'John, bullying is not allowed in our school' instead of, 'you big bully'
- Reminding pupils of a rule when they start to misbehave, rather than telling them off – e.g. 'John, the rule in this school is that we put up our hand to answer'
- Using the language of choice to remind pupils when they start to misbehave that they have not made a good choice − 'Not a great choice, Shahid − better think again'
- If the pupil does not respond when reminded about a rule, giving them the choice of following the rule or accepting a sanction or consequence that is part of the classroom/school agreement – e.g. 'John, the rule in this school is that we respect our own and other people's things − you need to choose whether to keep the rule or stay behind for an extra ten minutes after school'
- When a pupil misbehaves, making a conscious effort to 'catch them being good' and praise them as quickly as possible, to help rebuild the relationship and give the pupil a way back to behaving well.

Describe the behaviours that you want to see

Keep the language positive, for example:
- When the pupil misbehaves, saying what you want them to do, rather than what you don't want – e.g. 'John, I want you to keep your hands on the table' instead of 'John, stop bothering Paul'
- Making a point of praising a pupil who is keeping to the rule − eg 'Ashraf, I like the way you put your hand up when you knew the answer'
- Making sure that praise describes exactly what the pupil has done – e.g. 'Well done for…' rather than 'Good girl'.

Supporting students with communication and interaction needs

1. Always use a pupil's name when giving an instruction to 'cue them in'. Ensure that they are looking at you and attending. Ensure that the pupil is listening to what you are saying and listen to them when they are talking to you, so that you model good listening.
2. Give instructions one at a time if necessary and in sequential order. Keep them short and simple. Be careful about the use of passive sentences. Be clear in your use of non-verbal body language and facial expressions.
3. Use questions appropriate to their level of understanding and ensure that their understanding is checked, maybe by a support assistant. Check that the pupils understand the vocabulary you are using – avoid idioms and words that have more than one meaning, as well as irony and sarcasm. If you do use difficult words or sentences, make sure they are explained.
4. Ensure that pupils are in a position where they can see and hear you clearly and think carefully about grouping and who is sitting where – avoid seating them next to an open window or doorway where noise and disruptions may make it harder for them to pay attention and concentrate.
5. Where possible use symbol cards and other communication aids, have easily accessible topic word-banks to help with vocabulary and use visual timetables to aid the pupil's organisation skills.
6. Create opportunities for pupils to talk about what they are interested in and to share ideas/thoughts with a partner.
7. Adapt tasks by breaking down instructions, provide alternative inputs and suggest alternative ways of recording learning.
8. Use ICT, for example, a recording microphone instead of writing, word processing packages and speech recognition software.
9. Facilitate opportunities for pupils to develop awareness of what they do and don't understand and encourage them to recognise and employ learning strategies that help them most and encourage them to ask for clarification and further explanation when needed.
10. Provide individualised targets on their desk that remind them how to get on.

A learning environment that supports language and communication will aid the learning of all pupils.

Multi-sensory approaches

To provide the best possible opportunity for pupils to understand and retain information, we should use and incorporate a repertoire of multi-sensory approaches.

- Use a full range of media, for example, visual and hands-on materials such as symbol/vocabulary charts, written questions, concept maps, writing frames.
- Be aware of the different ways pupils like to learn.
- Use all forms of ICT (assistive technology and technology to enable learning).
- Offer a range of ways of recording responses to a task.

Working for pupil independence

All pupils should be able to participate in classroom dialogue. Plan for involvement by:

- Providing plenty of opportunity for pupil participation
- Carefully scaffolding questions to build confidence
- Ensuring that you and other adults hold back and give pupils time to talk
- Making explicit links to previous learning
- Ensuring that pupils are familiar with the range of resources they could use
- Identifying with the pupil a source of assistance when they have a problem in the lesson, for example, a named peer, an appropriate adult.

Adult–pupil communication: listening, questioning and talking

Think carefully about how you communicate with pupils. Consider your input with regard to length and complexity of language and type of questions.

- Prepare appropriate questions for individuals/groups and aim to use open questions. Consider the range and level of questions that can be accessed by different pupils and adjust accordingly.
- Give pupils time to think about answering questions.
- Encourage discussion with peers in advance of feeding back to the group or answering questions.
- Teach pupils to ask for help, using supports for this, such as a visual prompt on the whiteboard.
- Check for understanding, perhaps involving other adults in the class.
- Accept all attempts from pupils to show their knowledge and understanding, both orally and when recording.

Supporting students on the autism spectrum

Top tips:

- Clear instructions – step by step, one at a time, routines and consistency
- Visual prompts –
- Name first
- Allow processing time
- Same seat in class (move other pupils to them in group work if possible)
- If they may need to leave, sit them close to the door to minimise disruption
- Use literal language – no sarcasm e.g. 'great' when they have done something wrong or idioms like 'put your thinking caps on'
- Don't take offence – social boundaries are difficult to understand.

For more information, please consult the KAA *Autism Centre Policy*

Supporting students with dyslexia

Below are a few ideas for making your classroom more dyslexia friendly. This is not an exhaustive list and it should be remembered that every pupil will have different needs and favourite ways of recording, etc. Don't forget to ask the pupil what works for him/her.

Ideas for print and layout of text on the page	
Use off-white for paper and screen backgrounds on computers and interactive whiteboards. (Some pupils prefer pastel colours, while others prefer cream. Where possible, offer white or colour as a matter of course, so pupils have a choice.)	Use a minimum of 12 pt or ideally 14 pt type in written text.
Use fonts like Arial that are rounded and reflect a cursive script.	Keep lines left justified with a ragged right edge.
Use a line space between paragraphs to break up text.	Use wide margins and headings to break up text.
Use images (pictures and/or symbols) to support text.	Use bold to highlight, as italics or underlining can make words appear to run together.
Where possible, use bulleted or numbered lists rather than continuous prose.	Write clear, concise sentences and instructions.
Keep sentence length to a minimum.	The active rather than the passive voice increases readability.
Use flow charts to represent information visually wherever possible.	Keep paragraphs short, with headings and sub-headings.
Approaches that you can actively encourage	
Use, and encourage pupils to use, alternative ways of recording; • drawing • diagrams • voice recording • video • annotated still photographs.	Encourage pupils to use structured approaches such as mapping ideas out under different headings.
Multi-sensory approaches, eg making things visual and, where appropriate, using 'concrete'	Make sure pupils have 'buddies' to support them at appropriate times, eg when they are tackling a task in an area that they are not

objects, so that pupils can touch and smell.	confident in.
Build pupils' confidence through working from the known – eg using or making resources based on pupils' own experiences and that use familiar vocabulary, or developing vocabulary and understanding through modelling, questioning and asking for clarification.	Use frequent targeted praise as pupils achieve objectives. This may need to be discreet.
Always give out homework or other independent study tasks well before the end of the lesson, and make sure they remain available to pupils. Taking rapid notes accurately at the end of a lesson is not an easy skill to acquire for dyslexic pupils (or many others).	As discreetly as necessary, make sure dyslexic pupils can see prompts or displays showing ways to form letters and numbers, to help pupils get them the right way round – 'b' and 'd', for example.
Build in plenty of opportunities to develop speaking and listening skills. Research has clarified the role this has in the development of reading and writing.	

Note: You should also be aware of the demands of websites that pupils are likely to use when searching for information. Plan so that pupils use sites that you have checked for accessibility, including the capacity to change the font type and size and the background.

Supporting students with a hearing impairment

- Good Positioning – the STUDENT should sit near to and facing the teacher. If possible, the STUDENT should also be able to see the other students in the class. Make sure the lighting is good – so that the STUDENT can see the speaker's face clearly.
  Try not to move around the room when speaking.

- Keep background noise to a minimum – noise will mask a speaker's voice. This includes classroom chatter, noise from outside the class room eg corridors. KEEP THE CLASSROOM DOOR SHUT.

- Encourage Active Listening – all students need to be trained to be active listeners.
  Rules for Active Listening

  1. To look at the speaker.

  2. To sit quietly.

  3. Think about the words.

  Highlight the importance of good listening and make sure that you have the STUDENT'S attention – "I'm going to tell you something important, are you listening?"

- Encourage the use of repair/ clarification strategies – the STUDENT should be supported to ask for repetition or clarification if HE / SHE has misheard or misunderstood.
  Be prepared to repeat, re-phrase, explain, simplify or clarify if the STUDENT does not understand.

- Foster good turn taking – include the STUDENT in group discussions by making sure one person talks at a time and mark the speaker eg name the person speaking.
  Repeat or paraphrase what another student has said, as distant or quiet voices can be hard to hear.

- Reinforce oral language with visual aids – write key / new words on board with meanings. Use picture cards or objects as reinforcement tools.

- Give time for the STUDENT to process information or instructions – try to use short chunks of sentences.

Supporting students with EAL

1. Provide lots of visual support: objects, pictures, non-verbal gestures, facial expressions, peer actions
2. Consider physical placement- seating plan: towards the front of the class, in the centre
3. Provide verbal support: repetition, simple questions which requires yes/no single word respond, clear instructions and explanations
4. Group the pupil with strong English language peer models
5. Provide plenty of small collaborative activities where talk and interaction are central to the learning, new arrival may initially take a passive role but s/he will be learning a lot while listening
6. Provide lots of opportunities for the child to rehearse/practice new language items and to hear peer use before respond: being positioned last in turn taking games
7. Do not worry if s/he isn't offering any English: understanding comes before speaking!
8. Insisting on an oral response, provide the child with roles and some responsibilities: giving out equipment, non-verbal role play
9. Provide a wide variety of curriculum support materials: dual language with visual support. Provide modelling, simple writing frames