GOOD
PRACTICE
GUIDELINES

FOR SCHOOLS TO MEET THE SPECIAL EDUCATIONAL NEEDS OF PUPILS
AT THE SCHOOL-BASED STAGES OF THE CODE OF PRACTICE

CONTENTS

1 BACKGROUND

Context

These guidelines are intended to be a support to schools in providing details of the **reasonable adjustments and relevant and purposeful measures** that a Board would expect that a school may be able to provide for a pupil with special educational needs during the school-based stages of the Code of Practice and particularly at Stage 3 **prior to any consideration of a request for Statutory Assessment.** The recommendation that a school should make adjustments to accommodate the needs of pupils with special educational needs is in keeping with current guidance, as detailed in the Code of Practice (1998) and the Supplement to the Code (2005).

It is important to note that this guidance does not contain an exhaustive list of all strategies but rather is a useful reference point for teachers and SENCOs. For example, one significant adjustment that a school may be able to make is to enable staff to access specialist training, thus increasing their capacity to meet the needs of pupils with special educational needs. School Development Plans should take account of the training needs of staff and these should be regularly updated to cope with the range of special educational needs that can be present within in a school.

It should also be noted that while strategies have been listed under one particular SEN category, these are interchangeable eg many of the strategies suggested for speech and language difficulties may also be appropriate to use with a pupil who has a hearing impairment. The ASD strategies may also be applicable to a pupil with social, emotional and behavioural difficulties. The strategies given may also be useful in situations where a pupil is exhibiting difficulties but does not have a diagnosed condition. In considering the wide range of strategies provided in this guidance it is accepted that it may not be possible or appropriate for some or all of these to be undertaken by every school.

In considering strategies schools are reminded of the advice and support available from the wide range of existing resources, DVDs and publications which have been provided by the Department of Education and Education and Library Boards. A list detailing many of these is included as Appendix 1. Voluntary organisations can also be a valuable source of help and advice, links to which can be accessed via the information website www.education-support.org.uk The Supplement to the Code of Practice on the

Identification and Assessment of Special Educational Needs (DE 2005) and the Disability Discrimination Code of Practice for Schools (Equality Commission) 2005 provide other useful examples of actions that a school might take.

Specific support strategies for pupils with medical needs have not been included in this document. Schools should refer to the DE/DHSSPS publication "Supporting Pupils with Medication Needs" (2008) which contains comprehensive information on dealing with a range of medical conditions.

It is expected that schools will normally implement, monitor and review appropriate strategies at Stage 3 of the Code of Practice for at least 2 review periods and that this will be reflected in the pupil's Individual Education Plan. Teachers should use their professional judgement and consult with relevant Support Services and specialists regarding the appropriateness of strategies for individual pupils. It is only when a school has exhausted all available strategies, within the resources normally available to that school, that a request should be made for a statutory assessment of a child's special educational needs.

Process

When submitting a request for Statutory Assessment a school should complete Proforma SAR 1 and include details of the actions that have been taken at school level to meet the pupil's special educational needs. **(SAR1 is the 5-Board Statutory Assessment Request form which can be downloaded from the Board's website)**. This form replaces individual Board forms (ie SF1: BELB, SAL1: NEELB, SN1: WELB, SA1: SEELB, CP4: SELB.) and will be used by all Boards from **1 September 2009**. When completing this form schools are asked to provide details of the **reasonable adjustments and relevant and purposeful measures** that have been taken to:

a. meet the pupil's special educational needs;
b. ensure curriculum access;
c. include the pupil in the life of the school.

In order to fulfil the requirements of Part B of the Provisional Regional Criteria it is important that a school can demonstrate that it has made reasonable adjustments and taken relevant and purposeful measures to address a pupil's special educational needs. Evidence of all relevant and purposeful measures provided by a school will be considered. In considering a request for statutory assessment the Board will take into account factors such as the size of the school and relevant budget allocations for SEN which may impact on the range of adjustments and measures that a school can make. It is important to note however that statutory assessment will not be conducted without appropriate evidence that the school has made every effort to meet a pupil's special educational needs at the school-based stages of the Code of Practice.

NB: Where "he" and "his" are used in this document this includes "she" and "her"

2 SPECIAL EDUCATIONAL NEEDS SPECIALIST SUPPORT

(This section details examples of generic strategies which may be implemented in support of differing types of special educational need)

Relevant & Purposeful Measures (R&P)

- Whole school and individual teacher planning to ensure that clear and realistic targets are set for each pupil
- Individualised Education Plans should include specific targets relating to a pupil's special educational needs eg behaviour, literacy, numeracy
- Advice should be sought from specialist Board and external services, eg professional reports, to assist in the compilation of Education Plan targets
- Educational Psychology recommendations should be reflected in targets
- Needs-specific targets eg concentration, organisation, literacy/numeracy
- Learning goals should be clearly defined and shared with the pupil
- Activity tasks should be of interest to the pupil
- Opportunities should be provided for the pupil to generalise/transfer learning from one situation to another
- The school should have a policy on working with pupils with special educational needs and ensure that staff have access to relevant training
- The quality of teaching and learning should be reviewed and where appropriate improvements should be made
- School policies should be understood, agreed and implemented by staff in the classroom
- Staff should have access to relevant in-school training provided by Board services and other external agencies
- The school should develop a culture of sharing of good practice with opportunities for staff peer support and self evaluation
- The school should make use of Board & DE guidelines and publications to assist with training and development of staff

Reasonable Adjustments (RA)/Accommodations to include the pupil in the life of the school and to ensure curriculum access (CA)

Adjustments to the environment
- Modify workspaces to avoid clutter and minimise distractions
- Provide visual timetables
- Noise level and lighting should be conducive to work
- Consideration should be given to seating arrangements eg facing board, neighbouring pupil compatibility, height for writing
- Appropriate resources/equipment should be organised and readily available for all pupils when needed

Pupil access to curriculum & examination materials

- Opportunities should be provided for:
  - alternatives to written assignments/tests/examinations
  - provision of lesson summaries
  - structured teaching programmes
  - use of individualised worksheets
  - use of picture dictionaries
  - modification of the language used for internal tests/examinations
  - use of reader
  - peer support
- The needs of the pupil should be systematically assessed by the school and other relevant professionals using:
  - any standardised test results
  - key Stage results
  - teacher observations and observation records
  - regular monitoring and recording of progress occurs
  - standardised test results/school reports/any relevant assessment

Adjustments to curriculum materials

- The arrangements for teaching should be sufficiently flexible to allow the pupil to experience success and to complete tasks without undue stress
- Teaching should be broad and sufficient to engage the pupil in learning and to promote independent learning in a variety of contexts
- Opportunities should be provided for:
  - use of materials in alternative formats eg audio, large print, use of chapter summaries
  - use of cues for spelling, written work, eg word lists, wall posters, charts
  - prepared handouts and notes to be made available
  - individualised directions and instructions
  - differentiated homework
  - short work assignments
  - use of spellcheckers, etc
  - use of ICT interactive software

- peer readers/paired reading
- variety of teaching approaches
- pupils to respond in a variety of ways eg oral, practical, written

– Books and materials should be matched to pupil's reading level
– Sympathetic marking practices should be adopted
– The pupil should be included in extra-curricular activities
– Progress should be regularly monitored, progress recorded and achievement recognised with favoured activities available as rewards for effort and achievement
– Opportunities should be provided for pupil involvement in decision making and recording
– Opportunities should be provided to involve parents eg attendance at meetings, home-school diary, liaison, formation of education plans

Accommodation of pupil's production of work

– Opportunities should be provided:
  - to allow extra time to complete tasks and internal examinations
  - to use a scribe

Social factors/relationships

– Classroom procedures and rules should be made clear, understood by all pupils and consistently applied
– Clear instructions should be given about the tasks in a variety of ways (oral, visual, gestures)
– Changes between tasks should be managed smoothly and effectively
– Pupils should know what to do next without asking
– Class should generally be on task
– A variety of different actions (academic and behavioural) should be frequently noticed and praised
– A variety of praise and rewards should be used
– Pupil should be monitored sufficiently during a task to ensure understanding and continuing progress
– Good communication and feedback on progress should be maintained between the teacher and pupil
– Any disruptive or off-task behaviour should be effectively managed

3 AUTISM STRATEGIES

Relevant and Purposeful Measures (R&P)

– Advice, support and training provided by the Autism Specific Service will be reflected in targets and working practices taking cognisance of information provided by appropriate specialists

– Activities/tasks are presented in an accessible and meaningful way

– Consider ASD policy and/or relevant amendments to existing school policies (eg SEN, Health and Safety, Discipline)

Reasonable Adjustments (RA)/Accommodations to include the pupil in the life of the school and to ensure curriculum access (CA)

– Pupils should be encouraged to communicate their needs

– Involvement of parents eg attendance at meetings, training, parent information evenings

– Pupil to make effective use of specific equipment or resources provided

Specific Support Strategies

– Seek advisory support from the ELB ASD service and other relevant partners

– Obtain training for whole staff

– Obtain specific training for key staff eg behaviour management, Boardmaker

– Complete risk assessment and management plans for individual pupils

– Identify high risk settings and times. Provide additional supervision and support

– Establish strong communication links with parents/carers

– Share information with all relevant staff

– Draw up an Individual Pupil Profile highlighting difficulties relating to ASD

– Use pupil specific motivators and interests throughout the day

– Focus on Functional Life Skills

– Provide physical and temporal structure in classroom and school

– Use visual cues to augment communication

– Moderate verbal instructions

– Use visual strategies to teach new skills

- Establish routines and prepare for change eg 'change card' or advanced verbal notice
- Designate a 'low stimulus' area for pupil to relax
- Consider impact of additional difficulties (eg epilepsy, dyslexia, dyspraxia)
- Understand sensory issues and the impact of the school environment on individual pupils (eg heating, lighting, smells)
- Include ASD specific targets on Education Plans for individual pupils

Early Years settings

- Use visual cues (objects, pictures) around whole school to denote designated areas (including outside playground area)
- Consider classroom design to ensure designated areas for specific activities
- Provide designated area for relaxation (low stimulus)
- Use of a pupil specific visual schedule (eg objects, pictures, photographs)
- Teach the concept of 'change' to prepare for unexpected changes to routine
- Teach specific social skills through use of Social Skills Picture Stories
- Teach object play skills (eg how to manipulate and use play objects)
- Provide opportunities for social imitative play
- Use pictures or objects of reference to enable communication of needs
- Start home-school communication diary
- Draw up plan for transition to and from early years settings

Primary School settings

- Use visual cues around whole school to denote designated areas (including outside playground area)
- Design classroom to ensure designated areas for specific activities
- Provide designated area for relaxation (low stimulus)
- Use a pupil specific visual schedule
- Use a work system to provide information about work sequence and what to do when completed
- Use change card for unexpected changes to routine
- Use Social Stories & comic strip conversations
- Use pictures or objects of reference to enable communication of needs
- Use visual strategies to enable communication of feelings eg anxiety

- De-brief pupil especially after break times
- Use circle time to teach rules of participation, listening, turn-taking
- Provide specific teaching of social skills
- Provide specific teaching of common metaphors
- Use and maintain a home-school communication diary
- Consider a Buddy System
- Prepare pupil for transition at end of school year and for transfer to post primary school

Post-Primary settings
- Designate key member of staff to monitor intervention plan
- Consider subject specific ASD targets in Education Plan
- Use visual cues (eg colour coding, arrows) around whole school to denote key areas
- Use a colour coded timetable for all pupils
- Ensure homework is clearly and visually provided
- Provide visual reminders for deadlines
- Designate an area for relaxation and time to be alone if desired
- De-brief after unstructured periods such as lunch time
- Use visual strategies to enable pupil to communicate feelings
- Provide specific teaching of social skills eg how to start and maintain a conversation
- Use social stories & comic strip conversations for teaching of some social skills
- Teach understanding of common metaphors and slang
- Provide assistance with recording eg provided handouts or more time
- Consider peer mentoring
- Provide assistance with study, revision and examination preparation eg use of mind-mapping
- Consider special examination arrangements

4 SPEECH AND LANGUAGE STRATEGIES

Relevant and Purposeful Measures (R&P)

– Advice, support and training provided by Board Services will be reflected in targets and working practices taking cognisance of information provided by Speech and Language Therapists
– Activities/tasks are presented in an accessible and meaningful way

Reasonable Adjustments (RA)/Accommodations to include the pupil in the life of the school and to ensure curriculum access (CA)

– Pupils should be encouraged to communicate their needs
– Involvement of parents eg attendance at meetings, training, parent information evenings
– Pupil to make effective use of specific equipment or resources provided

Adjustments to the environment

– Be aware of the language demands of a whole class activity. Understanding group direction and coping with the distractions of class situations pose particular difficulties for some pupils with language problems
– Reduce background noise and distractions where possible. Be aware of the impact of visuals displays ie they may interfere with the pupil's attention and listening
– Consider where the pupil is sitting in the classroom
– Create distinct areas in the classroom for resources, for different areas of learning. Label equipment and containers
– Encourage a routine at the start of every lesson eg pencil case out with pen, pencil, rubber and ruler all ready, school diary out, subject specific books out

Pupil access to curriculum and examination materials

– Ensure pupil does not have a hearing loss
– Encourage the pupil to use strategies to process information – repeating, silent rehearsal, identifying important words in the instruction
– Make the pupil aware of the teaching objectives
– Make the pupil aware of good listening skills
– Encourage the pupil to explain what they have heard. The pupil will know that his listening will be checked, but the adult can also monitor the level of language that is understood and modify it accordingly
– When introducing new vocabulary consider using visual strategies eg attribute web, multiple meaning tree, spidergramme, word map. Also consider using mind maps when introducing or discussing topics

Adjustments to curriculum materials

- Be simple. Be aware of the complexity of the language you are using with the pupil. The language can be complex in terms of the length of the sentence, the structure (grammar) or the vocabulary used
- Before starting an activity, explain each step. Use clear, simple language, be visual if possible eg use real objects, pictures, photos, video and symbols. Also be aware of the benefits of using multi-sensory materials
- If there is a sequence of commands to follow, pause between each one to allow the pupil time to process the information ie chunk
- At times it can be helpful to emphasise key words by using slight stress and appropriate non-verbal communication
- Consider using visual task plans, action plans and frameworks
- If you have not understood what a pupil has said, say so and try to work it out between you ie using pictures, objects and guesswork. Try not to keep asking the pupil to repeat it
- If a pupil cannot think of a word then try giving prompts

Accomodation of pupil's production of work

- Focus the pupil's attention before giving instructions and ensure eye contact
- Observe the pupil's response to check that the information has been understood ie his expression
- Have realistic expectations
- Give the pupil time to talk. The pupil may need more time to understand a question, think about a reply and then say it
- Try to avoid finishing the sentence for a pupil but repeat back what the pupil has said clearly and correctly so that he hears good examples ie model
- Remember…difficulties with spoken language will be reflected in written language

Social factors/relationships

- Avoid using sarcasm, metaphors and idioms as these styles can be difficult for some pupils to understand
- Encourage the pupil to tell you when he does not understand
- Refocus the pupil's attention and use his name when necessary

5 SPECIFIC LITERACY STRATEGIES

Relevant and Purposeful Measures (R&P)

- Advice, support and training provided by the Board's Support Services for Specific Literacy difficulties will be reflected in targets and working practices taking cognisance of information provided
- Whole school awareness training in DE's "Understanding Dyslexia – A Guide for Schools" DVD and accompanying book (www.deni.gov.uk)
- Activities/tasks are presented in an accessible and meaningful way

Reasonable Adjustments (RA)/Accommodations to include the pupil in the life of the school and to ensure curriculum access (CA)

- Pupils should be encouraged to verbalise their needs by specifying what they can/cannot read and understand
- Involvement of parents eg attendance at meetings, training, parent information evenings
- Pupil to make effective use of specific equipment or resources provided

Adjustments to the environment
- Information presented on non-white paper
- Use of specific font type and size - comic sans
- Appropriate lay out - 1½ line spacing
- Use of colour coded lines to assist pupil when copying information
- Use of Memory aids
- Use of overlays where appropriate
- Use of visual aids for tracking

Pupil access to curriculum and examination materials

– Structured multi-sensory teaching programme

– Be aware of learning styles – all lessons should incorporate visual, auditory and kinaesthetic activities

– Keep verbal instructions clear and concise. Speak slowly and distinctly

– Use of individualised worksheets. Encourage pupils and teachers to underline/highlight keywords and phrases

– Show evidence of close contact between external agencies for example Learning Support Services, School Learning Support Teacher

– Shared practice within the school – to ensure a structured, cumulative phonic programme is in place. Liaison between Key Stages (1, 2, 3)

Adjustments to curriculum materials

– Use of standardised and diagnostic tests to inform target setting/planning

– Use of ICT interactive software eg Lexia (Foundation, Early Stage, Strategies to support older pupils); Nessy; Word Shark 3; Number Shark; Pen friend; Clicker; Writing with Symbols; Text Help - Read & Write Gold

– Books and materials matched to pupil's reading interest/interest level:

  - Book Banding (NASEN Guide)

  - Readability (Microsoft Word)

– Opportunities are provided for a variety of pupil responses eg recording tables, bullet points, haiku, poems, TV reports, model, pictograms, verbal feedback, mind mapping, etc

– Keywords, word banks should be clearly displayed on walls or tables or in subject specific books

– Resources should be clearly labelled with picture (visual) aids

– Visual timetables on desk for individual pupil

– Every class teacher should have a 'dyslexia friendly tool box' – magnetic letters, ICT software, electronic spellers, literacy games, 'good box' of resources (word mats, white boards, coloured filters, alphabet on the wall etc)

– Realistic targets to ensure success

– Reduce information and highlight important facts

– Encourage cursive handwriting

– Ensure structured, cumulative multi-sensory phonic and spelling programmes are in place

– Use word walls to support independent writing

Accommodation of pupil's production of work

- Use of ICT packages eg Read & Write Gold; Pen friend; Clicker 5
- Extra time to complete tasks/examinations to allow thinking time to process answers
- Extra time for copying from the board - leave notes on the board as long as possible. Handouts are more useful than copying for pupils with dyslexia
- Use scaffolding such as writing frames and plans

Social factors/relationships

- Classroom procedures and rules are made clear and understood by all pupils and consistently applied across all year groups
- Class is generally on task – personally call the pupil by name (discreetly). Ask him to repeat the instruction
- Programme for transition to post primary school implemented – liaise with Y7 teacher regarding pupil profile
- Teach organisational skills – colour code timetable, books, rooms
- Use/display pictorial aids in the canteen or send the menu home (during the summer) with other school information eg timetable and map of the school
- Marking policy – set marking criteria across all year groups
- Acknowledge the pupil's strengths, focus on achievement, encourage outside interests

6 VISUAL IMPAIRMENT STRATEGIES

Relevant and Purposeful Measures (R&P)

– Advice, support and training provided by the Boards' Support Services for the Visually Impaired will be reflected in targets and working practices

– Take cognisance of medical information provided by appropriate specialists eg Community Paediatricians, Low Vision Clinic, Eye Specialists

– Activities/tasks are presented in an accessible and meaningful way

– School may wish to carry out a risk assessment and develop a risk management plan for a visually impaired pupil

Reasonable Adjustments (RA)/Accommodations to include the pupil in the life of the school and to ensure curriculum access (CA)

– Pupils should be encouraged to verbalise their needs by specifying what they can/cannot visually access at both near and distant vision level

– Involvement of parents eg attendance at meetings, training, parent information evenings

– Pupil to make effective use of low vision aids/specific equipment or resources provided

Adjustments to the environment

– Good lighting is essential – either an even light throughout the room or individual lighting

– Avoid glare. Position the pupil away from direct sunlight and adjust blinds/curtains accordingly

– Seat the pupil with a Visual Impairment (VI) near to the main teaching activity ie whiteboard, computer, demonstration in science lesson etc whilst taking into account their specific visual needs

– Keep passage ways in classrooms and corridors free of clutter

– Maximum contrast is important when presenting resources/information

– Resources/equipment organised, labelled and easily accessible to the pupil with a VI

Pupil access to curriculum and examination materials

- Appropriate modification of learning materials presented both at near and distance vision levels eg enlargements/individual written copy of work presented at a distance accompanied by verbal reinforcement of this information
- Use of large print dictionaries/atlas, talking calculator, heavy lined paper, high contrast rulers and other resources as recommended by Vision Support Teacher
- Examination concessions, both internal and external, eg extra time, modified/enlarged print papers, reader, etc
- Alternative methods of recording information in the classroom and for homework eg audio

Adjustments to curriculum materials

- Information should be available in alternative formats eg e-books, audio format, large print books. School should check with the publisher as well as adapting materials in-house
- Schools should be proactive and ensure that adapted material is available when the pupil needs it
- Pupils should not be required to complete the same volume of work as their peers. At times it may be appropriate to reduce the quantity of work whilst still fulfilling the objective of the lesson
- Employ text formatting strategies eg Font type - Arial, Font size - 14 point, etc
- Utilise "Accessibility Options" on computer to enable pupil to individualise settings eg changing cursor size, size of icons, contrast/backgrounds, where possible
- Provide opportunities for pupil to develop touch typing skills using recommended software
- Provide individual copy of text book/information
- Use contrast when presenting material eg black marker on whiteboard, good quality photocopying, etc
- Isolate the relevant section of maps/diagrams required to complete task in order to reduce the amount of information to be viewed/scanned
- Information should be presented in a structured/non cluttered format
- Use real objects and practical experiences to reinforce new concepts
- Provide information in advance of lesson so that the pupil has an opportunity to become familiar with the content
- Give additional time/guidance for completion of all written/reading activities
- Sympathetic marking practices eg credit given for measuring to an appropriate degree of accuracy
- Careful positioning of the pupil in class is important to enable him/her to maximise non-verbal cues/gestures/facial expressions/demonstrations by the teacher
- Address pupil by name before asking him a question
- Classroom resources should be clearly labelled and positioned so that the pupil can access them safely and independently
- Pupils and parents need to be made aware of safety issues relevant to subject areas eg Science/HE/TD. Some activities may require a risk assessment and risk management plan
- Make activities inclusive for all pupils
- Information in classrooms/corridors/notice boards should be displayed in an accessible format and position

Accommodation of pupil's production of work

- Employ a variety of methods for recording information eg class computer, dictaphone, diagram, mind map, etc
- Use of heavy lined paper, dark leaded pencils/black ink pens
- Use of a scribe in class where appropriate
- Extra time to complete tasks/examinations
- Reduce quantity of information required

Social factors/relationships

- Peer awareness of pupil's disability and associated needs (as appropriate and in agreement with the pupil/parents)

7 HEARING IMPAIRMENT STRATEGIES

Relevant and Purposeful Measures (R&P)

– Teaching, advice, support and training as appropriate provided by the Boards' Support Services for the Hearing Impaired will be reflected in targets and working practices, taking cognisance of medical information provided by appropriate specialists eg Community Paediatricians, ENT Consultants and Audiologists
– Activities/tasks presented in an accessible and meaningful way
– Obtain training from Specialist Teachers of the Deaf

Reasonable Adjustments (RA)/Accommodations to include the pupil in the life of the school and to ensure curriculum access (CA)

– Hearing impaired pupils will have immature and delayed language relative to the severity of their hearing loss. Access to the curriculum will be difficult and will require considerable differentiation
– The older pupil should be encouraged to indicate his needs by specifying when he cannot hear/understand what has been said
– Involvement of parents eg attendance at meetings, training, parent information evenings
– Pupil to make effective use of any amplification provided

Adjustments to the environment
– The pupil should be seated at a comfortable distance (approx 1-2 metres) from the teaching position. The teacher should face him to provide the best listening and lip-reading conditions
– The teacher should avoid positioning with his back to a window ie the pupil will be looking towards the light and the speaker's face will be in the shadow, preventing lip-reading
– The pupil should sit where he has the best view of the teacher and class peers (to facilitate lip-reading). This is usually on the window side of the room
– Seat pupil away from sources of background noise; eg heaters, computers, overhead projectors, busy sinks or cupboards etc
– Ensure table and chair legs have rubber feet to minimise classroom noise levels
– Close windows and doors to minimise external noise
– If appropriate, locate pupil in classroom away from noisy areas eg gym, canteen, playground, etc
– Use carpeted, soft areas when possible

- The pupil will find it difficult to lip-read and follow a teacher in many situations. Teachers should avoid teaching/speaking to the pupil:
  - while writing on a blackboard/whiteboard, etc
  - when bending over another pupil or equipment
  - when reading from a book which partially obscures the face
  - while operating apparatus
  - while walking around
  - when the pupil is not facing the speaker
  - while positioned too far away from the pupil

- Remember a deaf child cannot lip-read and write at the same time, therefore he cannot take dictated work
- As good lighting is essential it is normally advisable to position the pupil with his back to the window. Adjust blinds/curtains to avoid glare. The pupil may need to lip-read and use other visual clues to assist curriculum access

Pupil access to curriculum and examination materials
- The teacher should speak clearly, not shouting but using normal speed, rhythm and intonation, as these are important for comprehension. Lip movements should not be exaggerated
- Present material and instructions in a clear, logical sequence. Avoid long, complex sentences by breaking down instructions into shorter chunks of information. Where possible, use visual aids
- Ensure the level of language used is appropriate for the hearing impaired pupil
- Allow extra time for listening, thinking and responding
- Take opportunities to extend the child's language
- Emphasise key words in any sentence and use appropriate non-verbal communication to support understanding
- Do not assume that a hearing impaired child will understand what he is able to read. Check comprehension through discussion and sensitive questioning
- A hearing impaired pupil may have difficulty in expressing himself in written language. Be sensitive to the pupil's use of immature structures
- You may need to repeat pupil answers, useful contributions from the class or your own instructions. If a repeat is not successful, rephrase what you have said. Present things visually when possible. The pupil would need to be able to see his class peers. Ensure that only one person speaks at a time
- TV programmes or DVDs and also CDs/tape recordings generally have a high level of background commentary. To allow the pupil to access what is being said, outline the contents and draw attention to important features in advance of showing/listening
- Check that the pupil has understood instructions or information (especially if given in large group situations such as assembly). Ensure homework requirements are fully noted (preferably written in his homework diary)

- It may be helpful to seat the pupil beside a sensitive companion. This friend can keep the pupil alerted to changes in topic, place in book, teacher gaining the group/class attention, etc
- Appropriate modification of learning materials
- Examination concessions, both internal and external eg extra time, modified papers, reader, etc
- Alternative (to audio) methods of presenting information eg live speaker for lip-reading, use of flash cards, etc

Adjustments to curriculum materials

- Information should be available in visual format
- Pupils should not be required to complete the same volume of work as their peers. At times it may be appropriate to reduce the quantity of work whilst still fulfilling the objective of the lesson
- Information should be presented in a sequenced, structured format
- Use real objects and practical experiences to reinforce new concepts
- Provide information in advance of the lesson so that pupils have an opportunity to become familiar with the content
- Give additional time/guidance for completion of all written/reading/listening activities
- Careful positioning of the pupil in class is important to enable him to maximise non-verbal cues/gestures/facial expressions/demonstrations by the teacher
- Address pupil by name to gain attention before asking him a question/giving information
- Pupils need to be made aware of safety issues relevant to subject areas eg Science/HE/TD
- Make activities inclusive for all pupils

Accommodation of pupil's production of work

- Employ a variety of methods for recording information eg class computer, diagram, mind map, etc
- Use of scribe
- Extra time to complete tasks/examinations
- Reduce quantity of information required
- Allow the pupil extra time to take notes as it may be very difficult for the pupil to listen and take notes at the same time as lip-reading is used
- Be sensitive to the pupil's difficulty to access all speech sounds (spelling, word attack skills)

Social factors/relationships

- Peer awareness of pupil's disability and associated needs (as appropriate and in agreement with the pupil/parents). Encourage peer interaction

8 SOCIAL, EMOTIONAL AND BEHAVIOURAL DIFFICULTIES

Relevant and Purposeful Measures (R&P)

– The statutory range of pastoral policies in all schools encourages the promotion of positive behaviour management strategies and preventative strategies. Policies include; Behaviour Management Policy, Anti-bullying Policy, Safe Handling Policy (Risk Assessment/Management), Special Needs Policy, Pupil Protection Policy and Suspensions and Expulsion Policy/Procedures

– All school practices and procedures regarding behaviour management strategies must be communicated to all relevant school staff, parents, pupils and young people

– The Boards' Behaviour Support Teams and Educational Psychology Services are available to support capacity building within schools and advise in individual circumstances

The creation and maintenance of positive behaviour management within the class is a pre-requisite to effective learning and teaching for all pupils and will benefit and support pupils with SEBD. Research has found that strategies employed and reported as effective by teachers are reflected in the categories of organisation, teacher skills, rules, rewards and consequences, routines and curriculum delivery. Additional adjustments may need to be made for the pupil with SEBD and for the purpose of these guidelines some suggestions have been included. Additional relevant strategies can also be found in the DE publication 'ADHD – A Practical Guide for Schools'.
http://www.deni.gov.uk/adhd_-_a_practical_guide_for_schools.pdf

It is recommended that these guidelines are carried out in conjunction with the individual school Positive Behaviour Management Policy.

Reasonable Adjustments (RA)/Accommodations to include the pupil in the life of the school and to ensure curriculum access (CA)

– Pupils should be encouraged to communicate their needs
– Involvement of parents eg attendance at meetings, training, parent information evenings
– Pupil to make effective use of specific equipment or resources provided

Adjustments to the environment

The learning environment should have established supportive routines and should be:

- safe, caring and positive
- an environment of mutual respect
- neat, clean and orderly
- a 'No Put-down Zone'
- comfortable, inviting and stimulating
- organised so there is ease of access to resources and materials
- one that has a clear system for providing equipment for those pupils who do not bring, pencils, rulers, etc
- an environment that has appropriate storage of each pupil's belongings
- one that provides a quiet area for SEBD pupils to use when required
- an environment with appropriate temperature, ventilation and adequate lighting
- one that allows the pupil with SEBD to have ease of movement in the room to access resources without disrupting the learning of others

- Help the pupil with SEBD feel an active participant in adhering to the agreed classroom rules. It may be useful to display the pupil's photograph beside a desired classroom rule
- Consider the use of a Noiseometer to control noise levels
- Encourage pupils to develop ownership of the classroom and to care for their environment.
- Have an organised seating plan and a layout that is flexible for appropriate delivery of different activities. Pupils' seating arrangements should reflect social relationships
- Have a layout that allows pupils to hear and see the teacher and vice versa

Pupil access to curriculum and examination materials

A pupil with SEBD may benefit from the following:

- While there may be a visual timetable on display in the classroom the pupil with SEBD may benefit from an individual timetable/schedule/Now & Then Board on their desk
- Bubble time (IOU 1 minute cards)
- Token system eg 3 tokens given during whole class talking and listening time
- The use of additional responsibilities/special privileges
- Traffic lights (where orange is an opportunity for the pupil to use 3 or 4 pre-agreed strategies to help them get back to green)
- Feeling fans/meet, greet and gauge each morning
- Give choices – limited
- Reminder of consequences and pre-agreed strategies they can use to de-escalate eg listening to music

- Thinking zone/chill out chair
- Consistent weekly timetable visually displayed near the pupil's desk
- Golden time
- Friendship tree
- Golden moments box/book
- VIP dining
- Positive home/school diary – good news book
- Celebrate the pupil's work through displays and publications
- Establish with the pupils a classroom behaviour plan with clear expectations of pupil behaviour
- Have agreed rules, rewards and consequences that should be understood by pupils and clearly displayed
- Display rules that should be few in number, clearly phrased and positively framed
- Ensure behaviour is taught on how to meet the rules
- Establish and apply consistently and fairly the agreed rewards and consequences as supported by the individual school Positive Behaviour Management Policy
- Ensure rewards and consequences are structured and within a clear hierarchy
- Ensure consequences are never harmful nor humiliating
- Ensure that the incentives are valued by the pupils
- Ensure the reward system is regularly referred to and reinforced

Adjustments to curriculum materials

- Promote lessons that are well prepared – challenging, engaging, motivating, progressive and accommodating the individual needs of pupils
- Arrange timetables to best effect, aimed at minimising disruption
- Include opportunities to teach and model conflict resolution skills
- Provide opportunities for relationship and self-esteem building activities
- Have a balance and range of teaching strategies and activities eg whole group, small group, pairs, individual, practical, etc
- Ensure pupils have appropriate time to complete a task
- Use a balance of questioning techniques
- Use a range of teaching strategies and resources that promote different learning styles and multiple intelligences
- Employ self-monitoring and self-assessment techniques
- Provide pupils with positive and constructive feedback that promotes assessment for learning

- Promote pupil involvement at all stages of planning, implementation and review
- Inform parents of curriculum developments and their pupil's progress
- Ensure IEP targets are specific to the pupil's needs and address the concerning behaviours. Targets should take cognisance of recommendations from other professionalsinvolved with the pupil
- Ensure there is a system of record keeping in place to measure the pupil's progress:
  - teacher record keeping system
  - pupil individual reward system eg reward chart/daily record book
  - parental awareness of pupil reward system

  This needs to be shared with the pupil in a creative and motivating way at an appropriate cognitive level
- Ensure the pupil experiences success focus on limited achievable targets in line with those identified on the IEP eg for a KS1 pupil one target may be sufficient at a time
- Be realistic in your expectations of achievement ie the target may not be consistently achieved throughout the whole school day or if any change occurs
- Negotiate targets and strategies with the pupil and share with all relevant stakeholders. Ensure there is a review date planned when targets are being shared so the pupil is aware their achievements will be recognised and celebrated by all.
- The likelihood of achieving success with the agreed targets will be heightened when the agreed strategies are applied consistently by all for the duration of a realistic time span of, for example, 6 weeks. Allow flexibility for change in circumstances eg illness/change in family circumstances/change in school personnel.

Accommodation of pupil's production of work

A pupil with SEBD may benefit from the following:

- A Task Board
- The use of a timer to help stay on task
- Additional acknowledgement of appropriate desired behaviour both verbal and non-verbal
- Visual prompt cards
- Colour coding systems eg for books
- Work station
- In/Out Box
- Buddy system
- Target charts
- Social stories
- Encouragement to repeat clear and concise instruction that have been given prior to the task

- A reminder of IEP target
- Additional take-up time to respond
- Individual reward systems
- Time warnings eg so the pupil knows the task is about to end
- Shorter work periods interspersed with practical activities/brain breaks

Social factors/relationships

- Ensure that pupils feel they are known and valued members of the class and school community eg 'pupil of the day'
- Develop pupil's self-esteem through their approach to curriculum delivery
- Give clear, concise and coherent instructions
- Promote team-building activities that develop the cohesive bonding of the class
- Provide positive reinforcement at every available opportunity and acknowledge progress – no matter how small
- Actively listen to pupils and be aware of what motivates them
- Show trust in the pupils and give them responsibilities
- Encourage pupils to participate in decision making (where appropriate)
- Recognise and acknowledge individual pupil achievements eg positive reinforcement certificates, awards, tally chart, etc
- Ensure that pupils have a record of their progress and achievement
- Name and acknowledge appropriate desired behaviour
- Ensure peer support is used when appropriate
- Utilise adult support in an appropriate way to support the pupil
- Model positive behaviour management practice for other adults in the room eg having a positive relationship with the pupils
- Be familiar with and understand the requirements of pupils with SEBD
- Offer the pupil a dignified way out of conflict
- Give pupils regular feedback on how they are progressing
- Be reflective and actively seek support and training to up-skill in areas such as assertive discipline
- Consider in advance difficult to manage behaviour that may be encounted and plan professional responses eg contribute to Risk Assessments and Risk Management Plans

9 APPENDIX 1 - Additional Support Materials

Title	Date Published	Web Address
Supporting Pupils with Medication Needs	March 2008	www.deni.gov.uk/support_with_medical_needs.pdf
Standards and Guidance for Promoting Collaborative Working to Support Children with Special Needs	April 2007	www.deni.gov.uk/collaborative_working_document.pdf
Report of the Transitions Inter-Departmental Working Group	February 2006	www.deni.gov.uk/transitions.pdf
Supplement to the Code of Practice on the Identification and Assessment of Special Educational Needs	September 2005	www.deni.gov.uk/supplement.pdf
Guidance for Schools - Recording Children with Special Educational Needs	September 2005	www.deni.gov.uk/sen_categories.pdf
Evaluating Provision for Autistic Spectrum Disorders in Schools	September 2005	www.etini.gov.uk/autistic_spectrum_disorders.pdf
Developing a Dyslexia – Friendly Learning Environment	August 2005	www.deni.gov.uk/dyslexia_friendly_doc.pdf
Understanding Dyslexia Challenges and Opportunities video CD Rom	September 2004	N/A
Attention Deficit Hyperactivity Disorder (ADHD) - A Practical Guide for Schools	August 2004	www.deni.gov.uk/adhd_-_a_practical_guide_for_schools.pdf
Attention Deficit Hyperactivity Disorder (ADHD) - Your Child with ADHD: A Practical Guide for Parents and Carers	August 2004	www.deni.gov.uk/adhd-a_practical_guide_for_parents_and_carers.pdf
Deaf Friendly Nurseries and Pre-schools – A guide for people working with deaf children in early education settings	February 2004	N/A
Autism – An Introduction (Video)	June 2003	N/A
Autistic Spectrum Disorders – A Teacher's Toolkit (CD-Rom)	June 2003	N/A
Autistic Spectrum Disorders – A Guide to Classroom Practice	November 2002	www.etini.gov.uk/asd_classroom_practice.pdf
Report of the Task Group on Dyslexia	April 2002	www.deni.gov.uk/parents/special_ed_needs/dyslexia/dyslexia.pdf
Deaf Friendly Schools – A Guide for Principals, Staff and Governors	March 2002	www.deni.gov.uk/deaf_friendly_schools_guide.pdf
Report of the Task Group on Autism	December 2001	www.deni.gov.uk/parents/special_ed_needs/autism/index.htm
Code of Practice on the Identification and Assessment of Special Educational Needs	1998	www.deni.gov.uk/the_code_of_practice.pdf
Special Educational Needs - A Guide for Parents	1997	www.deni.gov.uk/parents/special_ed_needs/guide_parents/index.htm