

Seven Mills Primary
School



Inclusion at Seven Mills



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Communication and Language

Where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.

Children and young people with an Autistic Spectrum Disorder, including Asperger's Syndrome, are likely to have particular difficulties with social interaction.

Attention and Listening

Children with communication difficulties often also have difficulties maintaining attention and listening attentively.

Preferential Seating

Children with poor attention and listening should be seated as close to the teacher as possible, so that they can hear the teacher's voice clearly and see their face. Looking and listening is much more effective than listening alone.

Movement Breaks

The quantity, length and type of movement break will depend on the specific child's needs:

- Children need physical stimulation during a movement break. When a child begins to become distracted, take them out the classroom and

do a short burst of exercise (e.g. 20 star jumps, throwing a catching a ball).

- As children get older, some can self-regulate their movement breaks. Create an agreed signal with the child, e.g. 'can I get some water?' and allow them to take a quick break from the classroom.

Timers and Time Limits

Children who get distracted benefit from knowing how much time they have to complete a task. This can take the form of a whole class timer on the whiteboard, or can be personalised as a smaller timer on the child's desk. Make sure a manageable goal is agreed between you and the child before you set them off (e.g. I want you to complete 5 questions in the next 5 minutes).

If a timer is set, it's important that an adult remembers to go and check the child's work once the timer is done!

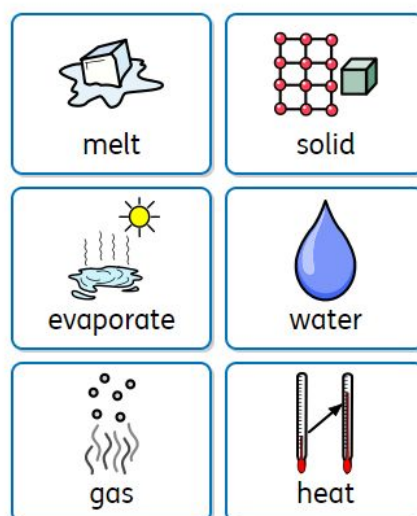
Adapting Your Speech

Tweaking the manner in which content is delivered can have a big impact on a child's ability to attend to your speech:

- Get the child's attention by saying their name before speaking to them, 'Matthew, what's your answer?'
- Keep it short! Information must be given in short chunks, with repetition and time for processing.
- Emphasise key words and phrases

Listen out for...

During an information heavy lesson, give children a list or grid of words (with visuals) to listen out for during the lesson:



When the child hears the word, they tick it off. When children get used to doing this, you can add a 'trick' word in which you know won't appear - the children have to find out what the trick word is.

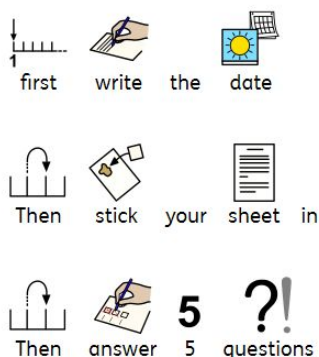
Structured Talk Partners

Talk partners can be ineffective for children who struggle to listen and attend to others - sometimes one person dominates the conversation while the other loses focus, and other times no one speaks at all.

Label partners 'A' and 'B'. Split talk partner time into 'Partner A talking/ Partner B listening' and vice versa.

Visual Cues

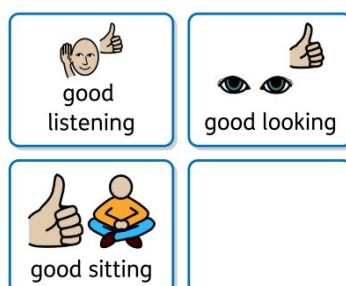
Use visuals to support the child refocusing if they do lose focus or forget an instruction:



Use the same visuals all the time to build understanding of what they mean.

Behavioural Cues

Use visuals to prompt children to show good listening behaviour:



Behaviour cards are saved [here](#). Everyone across the school should use the same behaviour cards, so that children can get used to them and transition easily between classes and classrooms.

Task Planners

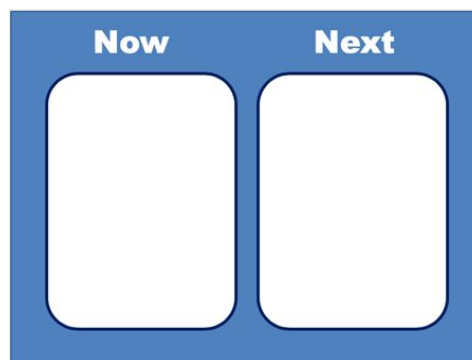
Whole class task planners should be used in every lesson, in every classroom.

 First	
 Next	
 Last	

Task planners can be used on interactive whiteboard slides, or can be used on a 1:1 basis with specific children.

Now/Next Cards

Now and next cards help children maintain their concentration and know what they are expected to do. This strategy is particularly useful for children with ASD.



If a card is not available, use the language of 'now, next' to give instructions. E.g. 'Now shoes on, next climbing'.

Visual Timetable

Every classroom should have a visual timetable, which is updated daily. You can easily make a new visual timetable at: <https://widgitonline.com/login>.

Speech

Children with speech impairments may have trouble with articulation (production of speech sounds), voice (pitch, resonance or loudness) or fluency (flow of speech). Children with speech disorders will usually need input from a speech therapist, so it is important to refer children with speech difficulties to the SENCO as soon as concerns arise.

Seating

Ensure pupils with speech difficulties are seated at the front of the classroom, where they can clearly see your mouth correctly articulating sounds.

When working 1:1 or in small groups with adults, ensure the child is seated facing the adult who is speaking. Draw their attention to particular sounds by pointing at your mouth as you make them.

Modelling

Modelling is simply giving a clear example with no additional instructions, explanations or demands. When you notice a deviation from the normal pattern (e.g. if the child says 'damp' for 'stamp'), repeat the word correctly yourself, once, twice or three times in the context of the conversation. For example: If the child says 'damp' respond with 'Yes that's a stamp. A stamp.'

When making modelling corrections, remember:

(1) Not to distort the sound or word by over-emphasising it. It is better to draw the sound or word to the child's attention by saying it repeatedly.

(2) Not to ask the child to repeat the word back to you correctly. All you have to do is say the word clearly yourself several times, in a way the child will notice (e.g., as part of a conversation that you are both enjoying).

(3) Encourage the child to look at your mouth as you produce the desired sound. E.g. for the 'v' sound, we can explicitly state that our top teeth have to press on our bottom lip.

Makaton (signing)

Where a young child has significant difficulties being understood, consider introducing makaton symbols for important objects or routines. Make sure

that you use correct Makaton symbols, rather than made up ones, because these can be used by all professionals working with the child.

When introducing Makaton, introduce one symbol at a time, teaching the most important symbols first. Ensure all adults working with the child know which symbols they know and are learning, so that everyone can communicate with the child in the same way.

Wait Time

Allow pupils time to answer questions, without interrupting or correcting them. If a child has particular difficulties expressing their answers clearly, pre-warn them that they are going to be called on (e.g. Eva, I'm going to ask you third').

Rehearsal

Children can rehearse the answer they want to give to the class with a TA or supportive talk partner first, before being called upon. During the rehearsal, the TA or friend can model correct pronunciation of specific sounds.

Expressive Language and Receptive Language

Children can have difficulties learning, retaining and recalling new vocabulary. High-quality vocabulary instruction is beneficial for all children, so many of these strategies can be used as a whole class.

'Star' words

Start each lesson with a slide containing up to 5 words that will appear during the lesson:



tusks



feast



warts




poisonous

Words can be taught in a variety of ways:

- Guess the meaning from the picture
- Randomise the pictures and ask children to match picture to word correctly

- Describe a word, and ask children to guess which word you are describing.
- Select a challenge card for children when revising new vocabulary:

<p>Challenge card Say one thing about the word's meaning.</p> 	<p>Challenge card What is the first sound?</p> <p>b, c, t</p>	<p>Challenge card What does the word rhyme with?</p> 
<p>Challenge card How many syllables does it have?</p> 	<p>Challenge card Use the word in a sentence.</p> <p>..... XXXXX</p>	<p>Challenge card Say one thing about the word's meaning.</p> 
<p>Challenge card Act out the word.</p> 	<p>Challenge card How will you remember this word?</p> 	<p>Challenge card Which other word is a bit like this word?</p> 

Throughout a series of lessons, or a whole topic, return to these words often to reinforce them. They can be printed and displayed on your working wall, and children should be praised when they use them correctly in their speech or writing.


Repetition/ Rehearsal

Repetition is key to learning new words. Effective repetition of words should be embedded in tasks which use new words in context, rather than repeating teaching.

Example:


1) Read the passage together

The Gruffalo
The Gruffalo has two large, curved horns at the top of his head. He has bright orange eyes and a slimy, black tongue. The Gruffalo has an enormous, poisonous wart on the end of his wet nose. Running all down his back are sharp pointed prickles. His claws are as sharp as razors but his teeth are blunt and brittle. His fur feels as soft as a cotton wool but it is matted and tangled. He has knobbly knees and turned-out toes. His feet are gigantic and he stomps through the forest whilst swinging his long bushy tail. The animals are scared of him because he is so terrifyingly large.




2) Highlight key describing words

The Gruffalo
The Gruffalo has two large, **curved horns** at the top of his head. He has bright **orange eyes** and a **slimy, black tongue**. The Gruffalo has an **enormous, poisonous wart** on the end of his **wet nose**. Running all down his back are sharp pointed prickles. His **claws are as sharp as razors** but his **teeth are blunt and brittle**. His **fur feels as soft as a cotton wool** but it is matted and tangled. He has **knobbly knees** and **turned-out toes**. His feet are **gigantic** and he stomps through the forest whilst swinging his **long bushy tail**. The animals are scared of him because he is so terrifyingly large.




3) Label the picture



4) Complete the writing frame

NAME: _____ DATE: _____

MY GRUFFALO: _____



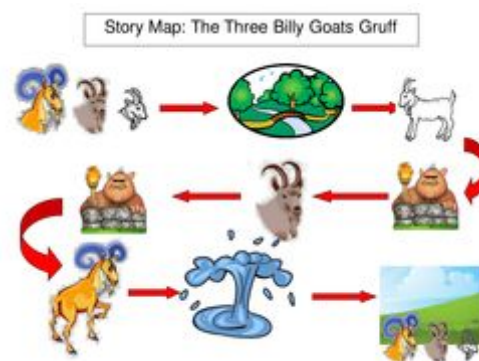
Provide Opportunities for Talk

Children with difficulties with expressive language and vocabulary need lots of opportunities to talk:

- Before completing a task, give children opportunities to discuss their ideas with an adult or talk partner
- Provide structure to talk (e.g. sentence starters, key words to use)
- Use puppets, role play and drama to explore stories
- Ask children to present their ideas before completing a task (e.g. talking an adult through their story map).

Story Mapping

Use a story map to plan writing opportunities. Children with delayed expressive language can benefit from planning their ideas, and talking them through before starting.



Forced Alternatives

If a child is struggling to express their ideas, use a forced alternative:

“Do you mean _____ or _____?”

Choice Boards

When a child has very limited expressive language, they might not be able to express their needs. A choice board presents a few different options for children to choose from. The number of options will depend on the child's developmental stage. They can be easily created using

<https://widgitonline.com/login>:



When using a choice board, work from the child's level. A child may only be able to choose between two options by pointing at first, progressing to using single words, then to selecting between multiple options.

Visuals

Accompanying words or instructions with visuals is the best way to improve children's receptive language and vocabulary.

Use visuals to teach new vocabulary and to emphasise important words or key instructions. Visuals can be made easily at <https://widgitonline.com/login>

Social Communication

Children with social communication difficulties present with atypical or stereotyped communication. They will typically have difficulties making friends, expressing their needs and understanding the social needs of others.

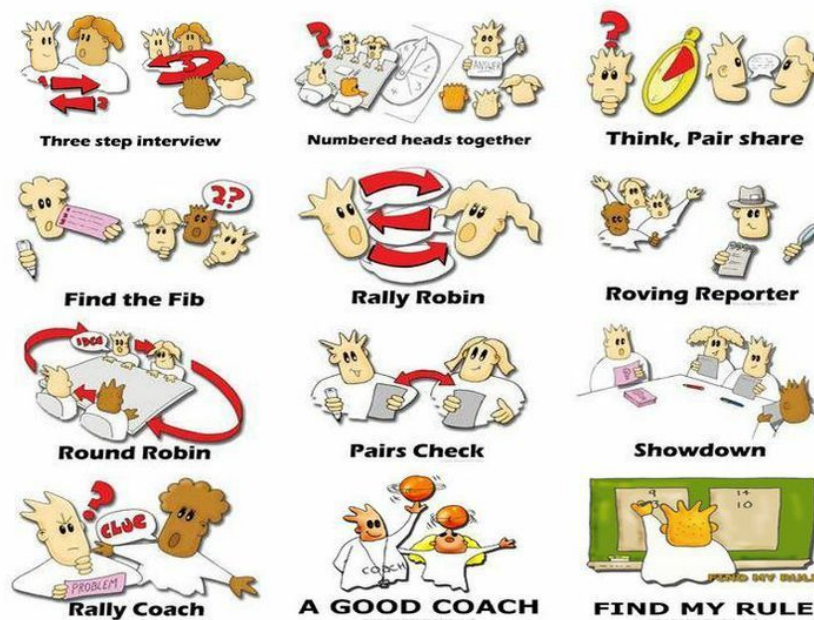
Opportunities to Communicate

Provide highly structured opportunities to learn the rules of social communication. Some examples include:

- Circle time with clear rules for when to talk, when to listen and sentence starters to structure speech
- Structured rule-based, turn-taking games
- Structured talk partners (e.g. A speaks, B listens)

Kagan Structures

Kagen structures are ways of organising talking in the classroom, to ensure that everyone gets a fair chance to talk and to listen to others:



Social Stories

Social stories can be created using <https://widgitonline.com/login>, although many have already been created and can be found online. There is also a book of social stories in the SENCOs office.

Social stories teach children how to behave in particular situations: for example 'when I feel sad', 'when I'm lonely on the playground', 'when I hurt myself'. The story is read with the child each day until they can tell it themselves and begin to apply it during their routine. Social stories can be illustrated with visuals, but are even better when used with photographs of the child doing the described activity.

Board games/ small group games

Board games or small group games are an effective way to teach social communication, as they are highly structured and rule-based. Children with social communication tend to struggle during less structured learning time (e.g. golden time, PE lessons), so could benefit from a TA leading a more structured activity.

Rehearsal

Children with social communication difficulties can find it difficult to join in with whole class social activities such as presenting work or giving ideas. If you want a child to present an idea, give them the opportunity to rehearse their answer first with a friend or TA.

Cognition and Learning

Where children and young people learn at a slower pace than others their age, they may:

- have difficulty in understanding parts of the curriculum
- have difficulties with organisation and memory skills
- have a specific difficulty affecting one particular part of their learning such as in literacy or numeracy

The term 'learning difficulties' covers a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple difficulties (PMLD). Specific learning difficulties (SpLD) such as dyslexia, dyspraxia and dyscalculia come under this term.

Generating and Organising Ideas

Cooperative learning

Cooperative learning is when a group is set a task to complete together, and can be used to practice a new skill or generate new ideas in preparation for independent work. Examples include:

- Generating a shared vocabulary bank
- Joint research around a topic
- Brainstorming ideas
- Creating shared story maps

During cooperative learning, give target children ways to record ideas to then use independently.

Kagen structures

Click [here](#)

Story mapping

Click [here](#)

Shared Planning for Writing

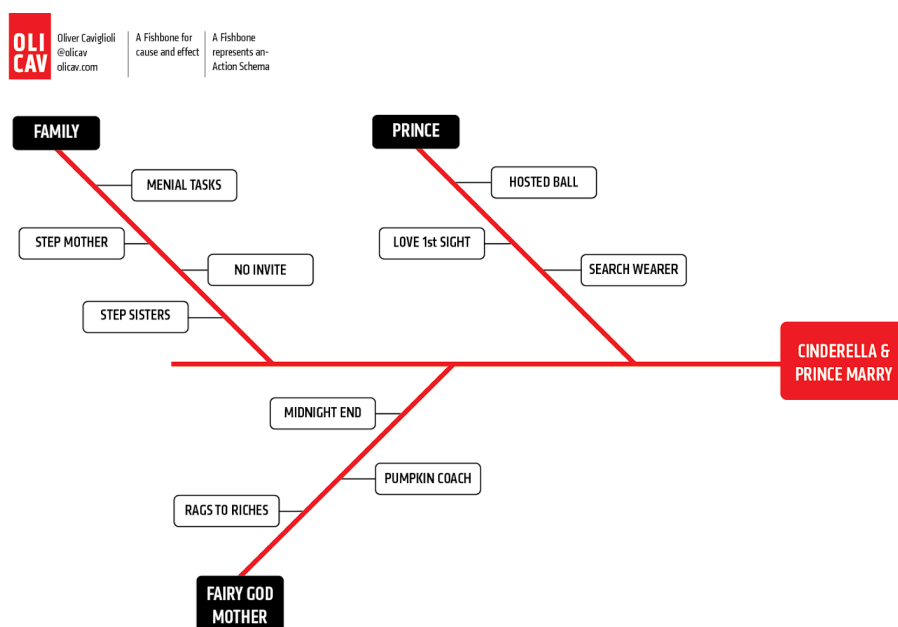
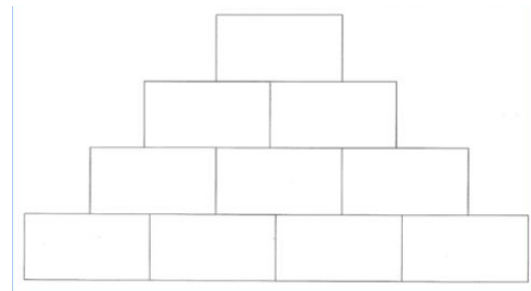
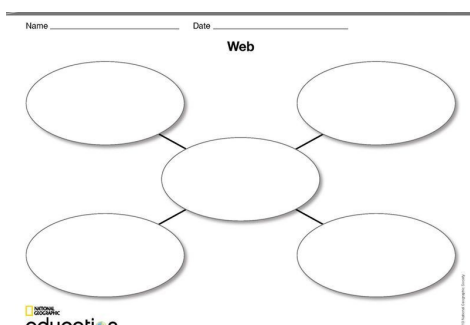
Shared writing is a powerful tool for helping children generate ideas. Seat children in mixed ability groups, ensuring there's a mixture between children who have lots of ideas and others who might struggle with generating new ideas themselves.

Provide children with a [writing frame](#), [story map](#) or other method of recording, so that they can use the ideas generated during group work for their independent learning.

Graphic Organiser

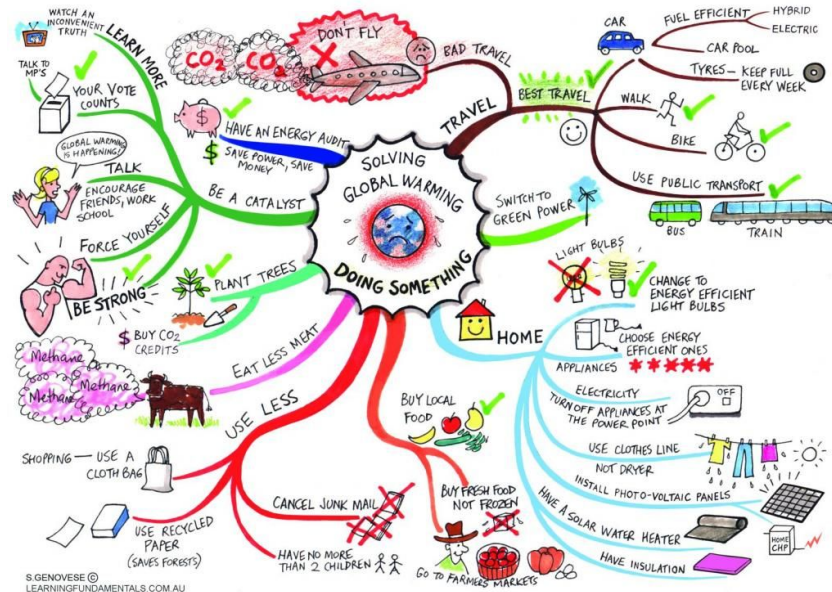
Graphic organisers can be useful to help children organise their ideas, recall information when learning goes across several lessons and makes the planning process more useful. Graphic organisers are commonly used for writing (story maps are a type of graphic organiser), but they can be used for many other reasons, such as to create a topic map or during reading lessons to remember story details.

A graphic organiser is any way of recording information using pictures or diagrams. There are some examples below, but it is important that children get used to **one** form of graphic organiser, rather than experiencing a new one every time.



Mindmapping

A mind map is a type of [graphic organiser](#), that can be used as a whole class tool, or with specific individuals.



Starting and ending lessons by revisiting and adding to a whole class mindmap is a powerful way of linking learning together and teaching specific facts. This can be especially useful for subjects which we usually only teach once a week (e.g. History) and which are fact heavy.

Moderate and Severe Learning Difficulties

Children with MLD and SLD can have multiple overlapping learning difficulties, but may not have a specific diagnosis. They are likely to be children who are making slower than expected progress and be attaining at a lower level to their peers.

Cloze Procedures

Cloze procedures are a strategy where words are removed from a sentence of passage and the pupil is asked to fill in the missing words. It can be useful for improving reading and/or writing comprehension whilst minimising the amount a child is expected to write:

Shark Cloze



Fill in the blanks with the words in the boxes.

Sharks: Basic Facts

rows	fish	gills	scales	fins
------	------	-------	--------	------

Sharks are _____. They have _____ to help them breathe and _____ to help them swim. They have _____ on their skin and _____ of teeth in their mouths.

This strategy minimises the level of independence a child has, however, so should be used thoughtfully to teach vocabulary or basic facts, not as a 'simpler' version of what the class are learning.

Talking Tins

A talking tin is a simple recording device which allows the teacher or pupil to record instructions or ideas. The pupil can then replay the message as often as they need to in order to recall information.

Personalised Target Systems

A personal target system can be a helpful way to develop metacognitive skills, by drawing attention to specific parts of work that the child needs to work on (e.g. using full stops, specific spellings). The target should be negotiated between the teacher and the child, and be linked to a reward if relevant.

The target should be placed somewhere where the child can see it clearly and be referred to regularly. One system could be to place a post-it note on the front of the child's book, so that any adult working with the child knows what they are working on. When the child completes the target, it should be replaced with a new target.

Personalised target systems can also provide motivation for pupils who are working significantly below their year group, who may not be able to meet the success criteria provided to the rest of the class.

Practical Resources

Practical resources are useful for all children, especially in Maths, as they help pupils see connections between numbers and is multi-sensory. Take care to use the right resource for an activity - numicon is usually a good bet!

Pre-teaching

Pre-teaching is a strategy that involves teaching students concepts or skills prior to a lesson. It is a useful strategy for teaching:

- New vocabulary
- Mathematical processes (e.g. addition)
- Specific skills (e.g. using an apostrophe)

Pre-teaching will usually be done by a teaching assistant, so they will need advance warning.

Repetition/ Rehearsal

Click [here](#).

Working Memory

Working memory is the ability we have to hold in mind and mentally manipulate information over short periods of time. Working memory difficulties are often concurrent with ADHD, DCD, dyslexia, dyscalculia and many other developmental difficulties. If you are concerned about a child having poor working memory, look out for:

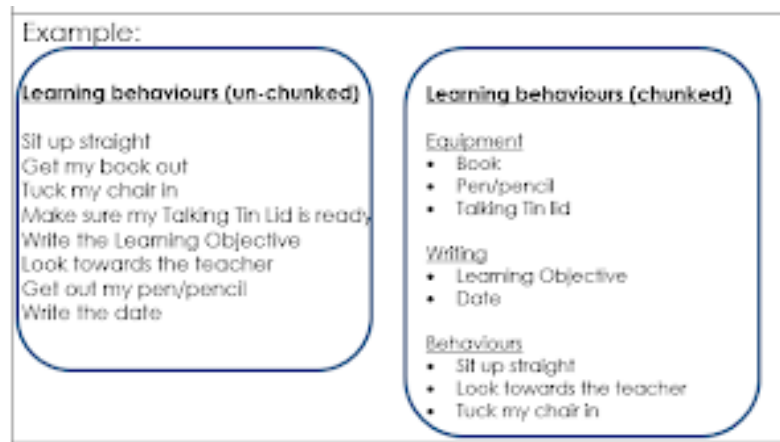
- Incomplete recall
- Failures to follow instructions
- Place-keeping
- Task abandonment

Talking Tins

Click [here](#).

Chunking

Chunking is a strategy used to reduce the cognitive load as the pupil processes information. The pupil (or the teacher) groups content into small manageable units making the information easier to process. Chunking helps the learner process by breaking long strips of information into bitesize chunks that are easier to remember:



Decreasing Working Memory Load

Reducing working memory involves looking at an activity, and removing any unnecessary information that could distract or overload the child. It also involves adding in resources that can act as an 'external memory':

- Simplify linguistic structures and vocabulary of verbal and written material
- Restructuring multi-step tasks into separate independent steps
- Providing steps to success or checklists
- Providing a [task planner](#)
- Provide [visuals](#) in place to support understanding
- [Pre-teach](#) subject specific vocabulary or concepts
- Teach children [note-taking](#) skills and provide a suitably structured page on which to capture notes
- Only use prompt sheets that are genuinely helpful - spelling lists and word banks are great, but they should be minimal, and only contain the information relevant to the task at hand.

Note Taking

Children need to be explicitly taught note-taking strategies in order for them to be effective - you can't just give them a blank page and say 'take notes', because the child will likely just record everything they hear, without being able to differentiate between what is and isn't important.

Printed out lesson slides that children annotate, or new word books, can be effective ways of note-taking. You may need to try out a few different strategies before finding one that works for each specific child.

Dyslexia, Dyspraxia, Dyscalculia and Comprehension Difficulties

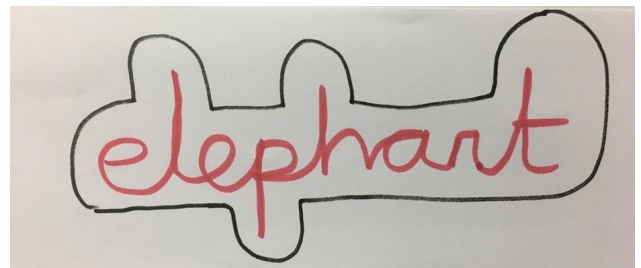
Children diagnosed with dyslexia, dyspraxia or dyscalculia have specific learning difficulties, which may overlap with other difficulties. Children with

literacy, maths or coordination difficulties will likely benefit from dyslexia friendly strategies, regardless of whether they have a formal diagnosis.

Spelling difficulties

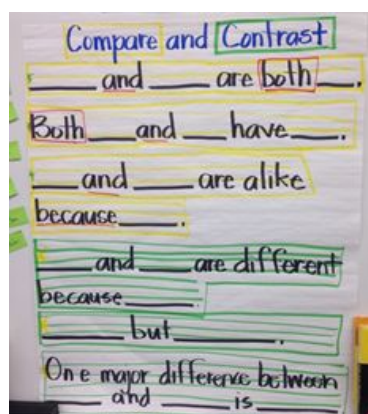
Multisensory spelling techniques are most effective at addressing children's specific spelling difficulties. Many of these techniques can be used as a whole class:

- Children should have specific spellings that they are working on, which are developmentally appropriate (there's no point teaching a child to spell 'disappointed' if they can't spell 'where'!)
- Use the 'magic pen' tool on smart notebook when teaching spellings. The word stays on the screen for 5 seconds, then slowly disappears. Once it's disappeared, ask the child to spell the word.
- Don't just practice writing words on a page - children can practice words by spelling with their finger in the air, writing with a finger on each other's backs, writing in foam, or making the words from blu tac.
- Use cut out letters or magnetic letters to spell words
- Use mnemonic devices to teach some words (e.g. **big** elephants **can** always understand **small** elephants = **because**)
- Teach children to draw pictures around target words, or a bubble around a word that helps children remember the shape:



Writing Frames

A writing frame consists of an outline to scaffold children's writing. They often include a template of sentence starters, connectives and sentence modifiers. Introduce new sentence types as children get more used to using basic ones.



Personalised Target Systems

Click [here](#).

Practical Resources

Click [here](#).

Alphabet Strips on Tables

Dyslexic children benefit from having an alphabet arc, rather than a letter list. This can be stuck onto their table, or readily available to them:



Key Word/ Sound Mats

Key word and sound mats cannot be printed straight from Twinkl and left in a drawer throughout the year!

The best mats are those which are specific to what the children are learning and accompanied by visuals. A word mat with 5 words that the children actually need is far more effective than one with 50 words that children have to hunt through.

Word mats can be made easily at <https://widgitonline.com/login>



Use of ICT

IT can be used effectively to support children; children with dyslexia find it much easier to produce work on Word, rather than on paper.

The caveat is that they need to be taught to touch-type in order to make this effective. Typing club is a useful way to teach children typing skills:

<https://www.typingclub.com/sportal/program-3.game>

Coloured Slides and Coloured Paper

All slides should be coloured, as this reduces visual stress. Light blue works best for most children, although this should be checked if you have dyslexic children in your classroom.

Worksheets can be coloured for children with dyslexia. Simply put one piece of coloured paper in the photocopier when you print your worksheets.

Avoid green and red/pink as these colours are more difficult to see.

Text Reduction

If a child in your class has significant comprehension difficulties, consider writing a simplified version of text for them to read independently or with a TA.

Social, Emotional and Mental Health

Children and young people may experience a wide range of social and emotional difficulties which present themselves in many ways. They may:

- have difficulty in managing their relationships with other people
- be withdrawn

- behave in ways that may hinder their and other children's learning or that have an impact on their health and wellbeing

This broad area includes attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder. It also includes behaviours that may reflect underlying mental health difficulties such as anxiety, depression, self-harming and eating disorders.

Challenging Behaviour

Most children present with some challenging behaviours at different times. When behaviour escalates, is related to other needs or is persistent, a child may have social and emotional mental health needs. The child may need a different approach to others in the classroom.

When the adult changes, everything changes...

The attitude of adults within the classroom towards specific children has a significant impact on the child's behaviour and self-esteem.

When confronted with challenging behaviour, remember that behaviour is a method of communication - the child is trying to tell you something, but they can't find the words, or sometimes aren't even aware of what they are feeling themselves.

After the incident, reflect on:

- What was happening before the behaviour started?
- Was the lesson sufficiently engaging and interesting?
- What were the triggers for this behaviour? Is there a pattern?
- Is the child able to reflect on their behaviour after the incident?
- How did your feelings affect the outcome? Did you become stressed, anxious or angry? Did this affect the way you dealt with the situation?

Maybe you're feeling...

Children with social and emotional mental health needs often have underdeveloped emotional literacy: they don't know why they feel the way they do and don't know how to express it.

If a child cannot express themselves, you can help by verbalising how they might feel and empathising with them. E.g. if a child is angry that someone said something mean on the playground, you say "Maybe you're feeling

angry because X said X on the playground. I understand. I would feel angry if that happened to me too."

The principle behind this is to help the child understand why they feel angry, and that feeling angry is a normal reaction to an unpleasant situation. Once the child has acknowledged how they feel, you can teach them soothing strategies (see next item).

Teach Soothing Strategies

When a child is having a meltdown, they need to have access to something that makes them feel better. This might be a particular book they like reading, adult they relate to well or calm place within the school.

If a child has frequent meltdowns, discuss this with them when they are calm. Agree a list of strategies that help them and make a [choice board](#) which they can use when they have difficulties.

Communication with Parents

Communication with parents is very important when a child has behavioural difficulties. When communicating with the parent identify:

- What caused the behaviour
- What happened
- Whether there is a consequence, when it will take place and for how long
- If these behaviours are happening at home
- Whether anything has happened at home to cause a change in behaviour

Self-regulation

Where a child's behaviour is ongoing and not showing signs of improvement, teachers can speak to the SENCO and create a self-regulation system for the child. This may involve a traffic light behaviour system, a 5-point scale or creating STAR triggers chart. Once a child begins to identify when they are reaching a state of agitation, they can choose to go to a safe [place](#).

Social Stories

Click [here](#).

Anxiety and Emotional Wellbeing

Many children experience some anxiety at one time or another, but when this interferes with their ability to learn and grow at expected rates, they may have emotional needs which need further in class support.

Buddy or Peer Mentoring Systems

Children who experience anxiety may benefit from having a named friend or buddy who can help them navigate the school environment. The buddy needs to be carefully selected as someone responsible, kind and calm. Sometimes buddies from other year groups can be appropriate, but this would be arranged through the SENCO.

Positions of Responsibility

Children with anxieties often suffer from low self-esteem. Giving a child a position of responsibility within the school can help them feel more confident in themselves and their abilities.

Regular Contact with Home

Establishing a weekly meeting, or a daily 'contact book' can help build a better picture of a child's experiences, and inform both school and home about how a child is coping.

Safe Space

Providing anxious children with a quiet, safe environment that they can access independently is important to helping them feel contained and comfortable. Lots of children choose Matthew's office, the library or the sensory room as safe places, but each child is different.

Physical and Sensory Needs

Where children and young people have visual and/or hearing impairments, or a physical need that means they must have additional on-going support and equipment. There is a huge variation between physical and sensory needs in children, so each case should be monitored and reviewed uniquely.

Coordination Difficulties

Children with coordination difficulties may find PE challenging, can appear 'floppy' and have specific difficulties with handwriting. Any additional equipment is either available in the SENCOs office or can be ordered.

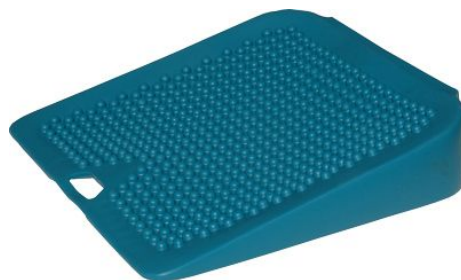
Pencil Grips/ Chunky Pens



Writing Slopes



Move N Sit Cushion



Movement Breaks

Click [here](#).

Use of ICT

Click [here](#).

Sensory Needs

Children with ASD commonly have sensory needs - they are either under or over stimulated in a particular sense - but other children can have sensory needs too. Sensory profiling can help identify what their needs are.

Fidget Toys/ Chew Toys

Speak to the SENCO about getting fidget or chew toys to provide sensory stimulation and aid focus and concentration.

Movement Breaks

Click [here](#).

Adaptive Equipment

Speak to the SENCO about what is most appropriate, but adaptive equipment could include:

- Ear defenders
- Desk partition boards
- Weight blankets
- Quiet areas
- Calming zones
- Sensory circuits