



Wychwood School

## **SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY**

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Wychwood School is committed to providing equal access for all pupils to a broad, balanced and relevant curriculum, recognising that pupils with special needs may at times require a different or more specialised programme than the majority of girls of the same age, in part or in all of their school work.

In accordance with our Mission Statement that:

- we aim to provide education of the highest quality in a well-rounded and happy environment
- our small size and family atmosphere allow us to achieve the best possible outcome for each individual girl without intense pressure;
- we are deeply committed to producing young people with integrity, a strong sense of self-worth, independence of thought and the confidence to build careers and personal lives that will do them great credit;

we place a high priority on the need to provide the best education for such pupils, no less than for girls who display no learning difficulties or other problems.

The purpose of this policy is:

- to ensure that all pupils with special educational needs and disabilities (SEND) are identified and supported in the school
- to ensure that there is support for teachers to meet the learning needs of all pupils
- to ensure that appropriate resources are available for pupils with temporary or long-term special needs
- to work effectively with parents in supporting all pupils with SEND

This Policy has regard to the **Special Educational Needs Code of Practice 2015** (CoP), the **Disability Discrimination Act 2005** (DDA), and **The Education (Independent School Standards) Regulations 2015** and should be read in conjunction with the School's **Admissions Policy, Disability Inclusion Policy, Equal Opportunities Policy** and **Accessibility Plan**.

The policy is reviewed annually by the Head, the member of the Board of Management with an interest in SEND (ASh) and the SENDCo and ratified by the Board of Management.

## Policy Summary:

1. **General definitions**
2. **Information:**  
Admissions; Inclusion and individual lessons; Facilities and Resources; Finance; Examination Access Arrangements
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## 1. General Definitions

According to the **Special Educational Needs Code of Practice 2015**:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

‘A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- 16.
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions’ (CoP p. 15).

Special Educational Needs therefore refer to any circumstances resulting in an individual pupil requiring **additional** or **different** help in order to take full advantage of the educational opportunities offered to pupils of the same age.

**The Equality Act 2010** defines a person with a disability as follows:

- (1) A person (P) has a disability if—
  - (a) P has a physical or mental impairment, and
  - (b) the impairment has a substantial and long-term adverse effect on P's ability to carry out normal day-to-day activities.

Schools must make reasonable adjustments to ensure that disabled pupils are not placed at a substantial disadvantage.

The five Principles of **Every Child Matters** are:

1. that children stay safe.
2. that they are healthy.
3. that they enjoy and achieve.
4. that they make a positive contribution.
5. that they achieve economic well-being.

In the context of SEND, the third objective is particularly important.

**Those identified with Social, Emotional and Mental Health needs (SEMH) will be added to the SEND & SEMH list with permission from parents and where appropriate an IEP/PP created by the SENDCo with parents and shared with staff in order to ensure the girl's needs are met.**

**All information is kept secure and confidential in line with latest GDPR regulations.**

**Throughout this Policy the term Special Educational Needs and Disability (SEND) is used.**

## **2. Information**

### **a) Admissions**

Girls with special needs are admitted to Wychwood according to the same criteria as other pupils, provided that admission is compatible with the provision of efficient education for the pupils with whom they will be educated, and the efficient use of resources.

Interviews, discussion with parents, Assessment reports and liaison with junior schools will endeavour to identify any special needs prior to the Entrance Examination.

Access arrangements for the Entrance Examination will observe any recommendations made in Educational Psychologists' reports, including the granting of up to 25% extra time or the use of a computer.

### **b) Inclusion and individual lessons**

Girls with Educational Psychologists' Assessments may not be required to study a Modern Foreign Language to GCSE. Individual support lessons may be held during these periods in a class timetable.

Every effort is made to ensure that girls do not miss any academic, creative or practical lessons for individual support lessons. Free periods, early morning, lunch times and prep times may be used.

### **c) Facilities and Resources**

There are no special facilities at the school for pupils who are physically disabled, nor any special units. Most individual support lessons are held in Mouse Hole which houses

the books and other resources used for Literacy and Subject support. A list of these resources is filed in the English Department Handbook.

#### **d) Finance**

Individual support lessons are charged to parents. Lessons missed by girls with no prior warning and for no adequate reason may be charged. Any Assessment by the School's Dyslexia Consultant, an Educational Psychologist or another specialist may be recommended and facilitated by the School, but will be financed by parents. This may be directly between the parents and the consultant, psychologist or external specialist or the School may pass on an invoice or add the costs to the pupil's termly school account.

The short courses on Study Skills are charged to parents.

There is an annual allowance to purchase resources or training.

#### **e) Examination Access arrangements**

Access arrangements follow the regulations issued annually by the Joint Council for Qualifications and are allowed, if ratified by JCQ. A report from an Educational Psychologist or other specialist with a recognised qualification who has an established working relationship with the school and which details written recommendations may be used to support an application for up to 25% extra time in GCSE and A Level examinations, provided there is clear evidence of need in normal working practices. Girls who require such access arrangements are closely monitored to assess need in each subject; they are given extra time in school examinations and may be granted extensions for written preps and coursework.

Requests for Access arrangements involving use of a scribe, computer, reader, rest breaks, practical assistant or more than 25% extra time must be submitted to the JCQ either at the beginning of a course leading to an external examination or as the need arises and, if granted, must be followed throughout the course with written records kept by the SENDCo.

Detailed written records of all assessments, provision in normal working practices, examination invigilators' records and extra time requirements for each candidate are kept by the SENDCo for immediate inspection by visiting Examinations Inspectors.

When girls are granted extra time or other access arrangements the subject staff and support teachers ensure that practice in revision skills and examination techniques enables candidates to use the arrangements confidently and beneficially.

#### **f) Record keeping**

Records of all SEND assessments and provision are kept by the SENDCo.

In addition, the SENDCo maintains detailed records for each girl on the annual SEND lists, including copies of all correspondence, IEPs/Pupil profiles, records of meetings, statements and reviews, changes of provision, communication with parents and Examination Access records.

Assessment scores where relevant may be held on the school database and individual pupil records.

#### **g) Complaints**

Any problems with SEND provision should be raised initially with the SENDCo who will arrange a meeting to discuss the issues. Parents of pupils with SEND whose concerns cannot be resolved in this way should refer to the “Worries and Complaints (for Parents)” information sheet in the New Girls’ pack. The school has a formal Complaints Procedure, details of which are available on request.

### **3. Roles and responsibilities**

#### **a) The Board of Management**

The Board of Management seeks to ensure that the needs of all pupils are met and that provision made for girls with SEND is adequate and secure. The Member of the Board with a special interest in SEND is Dr Ann Sharpley.

#### **b) The Head**

The Head has the responsibility for the day to day management of all aspects of the school, including provision for girls with SEND. These responsibilities are met in collaboration with the SENDCo and other members of staff.

#### **c) SENDCo**

The Special Needs Co-ordinator is Mrs Mary Stephenson.

The SENDCo’s responsibilities are:

- to work with the Board of Management and the Head to determine and evaluate the school’s SEND Policy.
- to oversee the day-to-day operation of the SEND policy and devise systems for implementing it.
- to co-ordinate provision for girls with SEND and monitor the work of support teachers.
- to maintain regular consultation and discussion of progress of all girls with SEND.
- to compile IEPs/Pupil Profiles and maintain the records of all pupils with SEND.
- to liaise with and advise subject and pastoral staff and to contribute to the in-service training of staff.
- to inform and liaise with parents of girls with SEND and with SENDCos of junior schools.
- to liaise with external agencies, educational psychologists, and other specialists.
- to attend training and maintain awareness of research and developments.
- to forward relevant information to universities or other secondary schools.
- to interpret specialist assessment data and use it to inform practice.
- to liaise with the LEA over-EHCPs and chair annual and transition reviews.

#### **d) Support teachers**

Support teachers provide individual tuition which is charged to parents.

Support teachers assist in the identification of needs and work in collaboration with class teachers, developing methods appropriate to individual pupils. They help to provide effective learning strategies and extend the skills of their pupils, reinforcing and

consolidating the work covered in class. In collaboration with the SENDCo, specialist support teachers produce detailed IEPs/Pupil Profiles yearly which set targets, indicate resources, monitor progress and attainment and inform parents.

#### **e) All staff**

All teachers are teachers of pupils with special educational needs. The Code of Practice 2015 makes it clear that the first responsibility for identifying and providing for a pupil's special educational needs lies within the ordinary classroom. All teachers must be aware of their pupils' special needs and take steps to plan and deliver their teaching in an effective and appropriate manner.

All staff have access to a copy of the Special Needs area of the Staff Shared area, which includes this Policy, and "Differentiation in Practice at Wychwood", a detailed practical guide to a range of special needs, including advice on classroom teaching, prep setting, marking, resources and internal examinations. There is a small library of books on Special Needs kept in the staff library; others may be borrowed from the SENDCo.

Concerns about the progress of any girl or relevant information from parents should be discussed with the SENDCo, Form Teacher, and Progress Tutor or raised at a staff meeting. Specialist support teachers are available for liaison, advice and consultation, both informally in the staff room and formally at review meetings. Progress Tutors and subject teachers have access to relevant IEPs.

## **4. Identification, Assessment and Provision**

Usually on admission and always on discussion with the pupil, her parents, the support teacher and any relevant specialists, the level of support is agreed and the girl is placed immediately at the appropriate stage of the SEND list. Support at this level is continued for as long as desired; the list may include girls in need of temporary support but without the usual criteria to be listed with SEND.

The SEND list is compiled and updated as required by the SENDCo and given to all relevant staff on each update.

### **a) Identification**

Early identification and assessment for any girl who may have SEND is a priority. Parents are requested to inform the School of Educational Psychologists' Assessments made in earlier years or former schools. Reports from previous schools, educational psychologists' reports, medical advice and discussion with parents are all used in the identification of SEND. Girls may be observed in class in Year 6 of primary school by the Director of Studies and SENDCo and procedures for admission are set out in the School's Admission Policy and Disability Inclusion Policy.

Copies of Educational Psychologists' and other specialists' Assessments are kept in the main school files and by the SENDCo. Each September a summary of all girls with SEND monitoring or provision is given to the whole staff by the SENDCo and details of individuals' provision are amended as necessary in staff meetings during the year.

IEPs/Pupil Profiles are available to staff together with Educational Psychologists' reports in the SEND folder in the Staff Shared area of the school intranet.

### **b) Support and Monitoring**

The key test of the need for action is evidence that current rates of progress are inadequate. Subject teachers use differentiation to make reasonable judgements of what may be considered "adequate progress" for each individual pupil within their curriculum area and Progress Tutors monitor each girl's progress across all subjects.

Adequate progress may be defined in a number of ways. It might, for instance, be progress which:

- closes the attainment gap between the pupil and the pupil's peers.
- prevents the attainment gap growing wider.
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of the class.
- matches or improves on the pupil's previous rate of progress.

When progress is not adequate, concerns are discussed with the SENDCo and at a staff meeting to explore whether it would be advisable to take additional or different action to enable the girl to learn more effectively.

Parents are made aware of any concerns by the SENDCo and individual support lessons may be recommended. These lessons could involve general tutorial support and study skills, specific literacy or mathematical support or additional help in any subject.

Girls receiving individual support lessons but with no current Educational Psychologist's Assessment may be named in the SEND List. Annual IEP/Pupil Profiles showing specific targets, resources, attainment and progress for all courses of support lessons are compiled by the support teachers and SENDCo, and circulated to the Head, relevant subject teachers and Progress Tutors before filing. Support lessons may be discontinued after consultation with the support teacher, the girl and her parents.

Also listed in this list are details of girls with previous difficulties or assessments of which the staff should be aware, but who are now at the stage of making adequate progress without specific individual support. Their inclusion in list ensures that all staff are aware of the possible need for differentiation.

Pastoral support from the staff or the school Counsellor may be offered to girls showing emotional or behavioural difficulties.

Difficulties in the areas of personal organisation or skills may be addressed by pastoral support from Form Teachers, Progress Tutors and Housemistresses. Where these issues arise from conditions such as Asperger's Syndrome and ADHD, it must be recognised that most staff are not qualified in mental health issues and specialist help may then be considered. The

housemother system may also offer support to individual girls with needs in social and personal areas.

### **c) Documentation**

Some girls listed in the annual SEND list will have in place a current Educational Psychologist's Assessment or other specialist recommendations and full documentation. They may be receiving individual support lessons with IEPs/Pupil Profiles and in most cases qualify for Examination Access arrangements. Some girls may have an LA statement now an EHC plan.

Class teachers will use differentiation in consultation with support teachers and SENDCo, especially in areas involving written coursework. Detailed records will be kept of all assessments and the use of access arrangements in internal and external examinations.

### **d) Referral for Assessment**

Girls may be referred for assessment as a result of a discussion of concerns at a staff meeting and after consultation with parents. They may be referred for assessment by the school's dyslexia Specialist or to any other Educational Psychologist or specialist. The SENDCo can advise on choice of an appropriate specialist or Educational Psychologist. If the results of the assessment are to be used to support an application to JCQ for access arrangements then in line with the latest regulations the SENDCo must organise the assessment and complete Form 8 section A & B prior to the assessment and send it to the assessor. Independently commissioned assessments cannot be used to support access arrangements.

### **e) Statements or Education, Health and Care Plans**

If a girl with a statement of SEND or EHC is admitted to Wychwood, the school will take into consideration the advice and provision recommended in the statement. The SENDCo will liaise with the LA, parents, pupil and external specialists named in the appendix to the statement and chair annual and transition reviews to which all relevant parties are invited.

There is no additional internal school funding for a pupil with an LEA Statement. Parents will be charged for any additional individual support required.

### **f) Academically More Able and Talented Pupils (prior to 2012 Gifted and Talented Pupils)**

The school understands "academically more able" to apply to pupils who consistently achieve or show the potential to achieve excellent results across a range of areas; they learn quickly and efficiently and have the capacity to extend their learning beyond the range of most of the class. Such candidates are likely to be on the Honours List. "Talented" denotes a pupil with a particular strength in one area which is not matched by ability or notable achievement in other subjects. This area is not necessarily academic – it can be sport, dance, drama, art, music etc.

Identification of such pupils is a result of discussion at staff meetings, analysis of examination results and MidYIS data, standardised assessment quotients and national competitions such as the Maths Challenges. A staff co-ordinator seeks to identify pupils regarded as Academically Able (AA) or Talented, tracks their progress and makes recommendations for appropriate differentiation or extension activities, including out of school activities and opportunities.

Suggestions for differentiation and for encouraging the able under-achiever are included in "Differentiation in Practice" (see Appendix), a document drawn up by the SENDCo and based on experience and best practice in Wychwood over a number of years and across all teaching staff and departments.

## **5. Professional development and training**

The literacy, study skills and tutorial support teacher is Mrs Rosemary Trace.

The general support teacher is Mrs Joyce Wells.

The Mathematics support teachers are Mrs Rosemary Trace and Mrs Julia Hess.

Visiting consultant dyslexia specialist is Ms K Macdonald SpLD (Hornsby Institute).

The Literacy support teacher is Mrs Carola Beecham.

Ms Julia Woods is used for Emotional Literacy support.

Ms Maria Davis is the School Counsellor.

The SENDCo holds contact details of educational psychologists and other specialists known to Wychwood. Copies of assessor qualifications are held by the SENDCo and a copy is attached to each report in each girl's SEND file.

All staff are made aware of new concerns, identified girls' needs, Assessments and any developments in SEND provision by the SEND list, the sharing of baseline Assessments and IEPs and regular updates by the SENDCo at full staff meetings and in induction sessions.

Summaries of salient points and relevant advice from Educational Psychologist's reports is given by the SENDCo as appropriate at staff meetings. Staff have access to the relevant documentation in the SEND folder in the shared area of the school intranet.

Specific INSET training is given by the SENDCo or the visiting specialists as part of the routine programme of staff INSET.

The SENDCo attends courses such as those run by the GSA, Learning Works, the Dyslexia Association and the JCQ in order to keep abreast of new developments and legislation. Support teachers attend relevant courses to extend their knowledge and skills.

If a girl is admitted to Wychwood with a diagnosis and SEND with which the school is not currently familiar, additional, specialist advice and training is sought for example in cases involving physical or medical disability, impaired sensory difficulties, children in need of SALT (Speech and Language Therapy) or with ASD (Autism Spectrum Disorder). The SENDCo keeps contact details of specialists who have visited or advised.

## **6. Future developments**

- To improve the use of ICT resources for individual SEND pupils and purchase additional software.
- If the need arises in the case of an individual girl, to develop the use of a dedicated TA in classroom lessons.

## **7. Appendices**

- a) Differentiation in Practice – a document of advice gathered from best practice at Wychwood.

Appendix a)



Wychwood School

**Differentiation in Practice**

*A document compiled and written by Michèle Crawford by gathering ideas, experience and best practice from all staff and subject areas at Wychwood.*

Special Educational Needs at Wychwood.  
Differentiation in Practice.

Updated May 2010 GH

## Dyslexia

### Delivery of information in the classroom

#### **I. Black/Whiteboard, notes and general teaching**

Dictation or copying material from the blackboard may be a difficulty.

- encourage girls to do what they can but provide written sheet for those who find copying a problem.
- write all notes on board as clearly as possible so they can copy and have good notes to revise from.
- write prompts on Board especially key terms and difficult terminology with spellings and meanings.
- make subject specific key terms very clear and introduce new words carefully; use a glossary box.
- use specialist words frequently to familiarise pupils with meaning in specific context.
- teach useful abbreviations for specific subjects.
- teach strategies for proof-reading.
- use colour and underlining to separate points clearly; avoid writing in capital letters
- keep the delivery of information clear and well-structured.
- relate new concepts and work to previous knowledge.
- simplify and shorten ideas with bulleted notes.
- When using the interactive whiteboard set it for cream background with blue writing.

Prepared summaries or typed copies of notes and diagrams may be given. These help:

- to reduce the amount written under time pressure in a lesson and allow for copying up later;
- to avoid copying at a distance from the board;
- to clarify notes for future revision purposes.

It is sometimes difficult for a girl to do three learning activities simultaneously - to look at the board, to write and also to listen to the teacher.

It is particularly challenging if the teacher is speaking about a different topic.

#### **Questioning**

Many staff use girls' oral strengths to boost confidence and improve understanding. Material is usually discussed orally with the whole class before written notes or tasks.

When working with individuals, explanation is often at a slower pace.

- ask plenty of oral questions to reinforce understanding.
- speak clearly and use simpler vocabulary if necessary.
- choose girls to answer questions in the areas where they are confident.
- ask questions which you know they can answer to boost confidence.
- value all contributions, even if they are quirky.
- allow sufficient time for a girl to answer before moving on.

### **Instructions, prep setting**

Staff have many strategies for ensuring that instructions, prep and assignments are understood.

- use and check the prep planner; avoid setting prep at the beginning of lessons when girls may still be organising their equipment, or at the end of lessons when they are hurrying to pack up.
- write on the Board, using visual aids if appropriate.
- give tight, focused tasks with structured questions and some verbal prompts.
- in languages, give instructions in English if necessary.
- repeat instructions individually in straightforward language.

### **Other aids which may be useful**

Organization of material, storage and revision techniques can be an important issue. The following may be helpful:

- different coloured paper; coloured overlays (after testing for appropriate colour);
- files and dividers; index cards in a box;
- concertina files;
- personal dictionaries and glossaries;
- taped texts or recordings of own notes and revision materials;
- ICT and spell checkers; specific software;
- Mnemonics, games, cartoon, charts and all other memory aids.

### **Exams and Tests**

#### **Timing**

At KS3 it may not be appropriate to allow extra time because of tiredness or timetable practicalities. Other strategies include:

- cutting a question or reducing number of questions;
- cutting sections throughout the paper to allow all areas to be tested;
- designing the paper so that later questions are less important in content or take longer to do;
- tests may be completed at an individual girl's own rate.

Adjustment may be made in the marking of exams at KS3

- adjust mark to represent the amount of the paper actually covered.
- percentage marks out of a reduced total.
- mark more for communication than accuracy and do not penalise spelling.

At KS4 up to 25% extra time is allowed to girls with a Psychologist's report recommending it. School exams at KS4 must include this allowance.

Marking at KS4 is in accordance with the external Examination Assessment schemes.

Design of paper and question setting.

These techniques are often specific for each subject.

- give clear training in meaning of exam instructions and time management.
- encourage use of a highlighter to focus on key words in questions and instructions.

- ensure that command words are clear.
- give credit for points conveyed by diagrams.
- gradually incline towards extended writing and higher level skills.
- include some questions with more assistance available to provide answers.
- reduce demands of extended writing; credit use of symbols, formulae and numerical methods.

### **Dyscalculia**

Many of the suggestions given for helping girls with dyslexia can also be applicable in cases of dyscalculia. Choice of GCSE subjects may be limited and Foundation Tier may be more appropriate.

Suggestions for additional strategies:

- concentrate on factual knowledge and application of it in new situations.
- avoid more complicated calculations.
- check correct method of working has been applied.
- within correct method, allow for figures incorrectly written or in the wrong order.
- ensure simpler problems can be achieved so some attainment can be reached.
- guidance may be necessary with mathematical areas in subjects other than maths
- provide graphs with axes already filled in.
- provide calculations with gaps to be filled in rather than write it all out.
- Link maths to familiar and relevant practical contexts. Encourage children to discuss and explain in order to support the development of their mathematical reasoning.

### **Dyspraxia**

#### **Classroom**

Seating near the front of the class is considered very important. This helps the following practicalities:

- check that she is properly equipped.
- check that books are open at the right page and classwork has been started.
- check that assignments are correctly written into prep planner.
- help her to keep focused by verbal prompts and attention.

In practical or group work, a girl could be supported by her peers who are helpful and more organised, as well as by the teacher or a GAP Assistant.

- Break down activities and tasks into smaller components.
- Use closed questions rather than open-ended questions.
- Provide a distraction-free learning environment (sit pupil away from flickering lights, flapping posters, windows etc.). Also reduce social demands while learning.
- Teach the pupil strategies which will help with short-term memory and organisation (e.g. diaries and lists).
- Avoid giving long verbal instructions. When verbal instructions are given, ask the pupil to repeat these to you. Be clear and precise and explain fully even when this means stating the obvious.

- Do not expect the pupil to be able to copy large blocks of text. Where possible use different colours to mark different sections of text to be copied.
- Be aware that difficulties may be worse during sudden growth spurts.
- Allow access to a lap top computer where possible.
- In PE focus on the development of physical skills rather than team sports. Dyspraxics cannot plan movements at the same time as responding to a changing environment. If possible avoid ball skills and provide access to alternative sport activities that develop strength and stamina. Yoga and swimming are particularly appropriate; track running and cycling are also options, but young people with dyspraxia are more likely than others to trip, fall or knock into other people.
- Use role play and drama to develop social skills.
- Teach from 'concrete' to 'abstract'.
- Be aware that these difficulties will cause the pupil frustration and give as much encouragement and praise as possible.

### **Prep and writing tasks**

#### **Timing**

Staff recognize that girls may work at a slower pace and need more prep time.

Solutions include differentiation by task, outcome and support:

- use the allotted prep time and hand in work even if unfinished;
- setting graduated or staged tasks for slower workers;
- extend prep deadlines to allow work to be finished;
- allow extra time for learning tasks to be done "little and often" through repetition;
- reduce number of questions set or arrange for prep to be completed with the help of the support teacher.

In some subjects, the volume of written work can be reduced by the information being presented in other appropriate ways such as:

- accept diagrams instead of written text.
- elicit simple, shorter answers for small mark scores.
- choice boxes or statements; sentence matching exercises; prepared differentiated worksheets.
- tables, plans, bullet points, flow charts, cartoons, concept maps.
- alternative more practical activities.
- break up large work assignments into manageable chunks.

#### **Differentiation of tasks**

Sometimes it is felt appropriate to give extra consolidation exercises. Generally, repetition of the basics through use of practice questions is found to be an effective way of improving understanding and memory. There was difference of opinion on the value and use of open-ended questions: in some subjects they are avoided and in others are useful.

Other strategies include:

- make some questions available in an easier format.
- give more oral tasks than written if appropriate.
- aim for active learning, for example skeleton notes to be filled in.
- provide outlines or answer frames.
- set realistic goals that promote strengths.

## **Marking**

Let staff adopt a sympathetic marking policy, valuing content above accuracy. Some indicate key words to be corrected and ignore other mistakes. This enables a girl to follow standard corrections routines, but with only a small range of key words to correct. For some of the Remove and Inters this range may be based on a particular spelling rule, adapting as new rules are learned.

Many staff check whether the mistake is an inversion or confusion common to dyslexic pupils, or another type of error. Some try to give reasons for mistakes and ways of overcoming them.

Positive and constructive comments on work are very important. Most staff indicate what has been successfully achieved and what can be done to improve the outcome in future.

## **Individual personal support**

Staff offer a high level of personal support to girls, formally and informally, both inside and outside the classroom. Such individual support is central to our Aims at Wychwood.

For girls with special educational needs, sympathetic handling in class, praise and encouragement and a sense of reassurance that the teacher understands some of their difficulties enables them to work with increased confidence and independence. Some staff are able to check discreetly that work has been understood during the lesson or give extra help during a class; others give support outside lessons in individual tutorials or informal sessions.

Girls often need support with extended assignments and coursework.

## **Prep and written assignments**

Clear guidance and instructions in lessons need to precede prep assignments.

- break tasks into clear and manageable smaller units.
- ensure instructions are clear and written into prep planners with date due in.
- mark for content in spite of untidiness.
- encourage to set out and space work as well as possible.

Before exams, timing, instructions and practical organisation need to be explained clearly.

Short answers are most effective. Many staff mark totally for communication not accuracy or presentation. Extra time will be appropriate in some cases: SENDCo.

## **ADD and ADHD**

Our experience is quite limited and suggestions arise from our instinctive responses to a girl who was a pupil here for five years. Mild ADHD seems well controlled by Ritalin and therefore the behaviour has relatively little impact on teaching and lessons. We came to realise that regular medication was crucial and that the condition had inherent difficulties which increased with the onset of adolescence.

## **Classroom**

Behaviour and discipline were central issues. Specialist advice was sought and followed on the area of what behaviour to tolerate and when to insist and discipline. Sometimes inappropriate behaviour was better ignored, particularly in practical lessons when others could work undisturbed; behaviour in class was constantly monitored. Praise is essential to build developing self-confidence, both in class and privately.

- small tasks giving opportunities for praise were helpful.
- attention from the teacher is constantly sought; positive attention is better than negative.
- sitting at the front or in a quiet part of the room.
- make sure that the girl is focused and settled before starting work or listening to instructions.
- ask for her input regularly so that she is fully engaged and involved.

### **Prep and written tasks**

Most effective assignments were those which could be split into shorter units. These allow recognizable progress to be made in stages which a girl can herself see.

- set precise tasks with clear commands and a planned structure.
- check that prep is correctly written into the planner with date due and all details clear.
- use praise and alphas as appropriate.
- keep high expectations and don't let her get away with rushed or messy work.
- use scrappy work as a draft on which to build a better piece.

**Exams** are marked for communication. See SEND list for details of girls who have been approved for extra time. The SENDCo will issue a list detailing girls with access arrangements prior to all examinations. This will include extra time, details of a scribe or a reader, laptop use and when papers need to be modified (i.e. printed on coloured paper or enlarged.) The SENDCo will work with the examinations officer to ensure that all access arrangements are in place.)

### **Asperger's Syndrome**

A pupil with this syndrome finds it difficult to interpret other people's thoughts and mood through speech and body language. There is a lack of empathy and difficulty in expressing her own feelings; behaviour may seem inflexible and speech may be interpreted very literally. Problems which may to others seem minor can cause anxiety, loss of concentration and distress. Some subjects are more difficult for such pupils than others; abstract conceptual work and deductions from theories as in the sciences are more suitable at a higher level.

### **Classroom**

Routine is very important and unexpected changes can cause anxiety.

Staff can help in many ways:

- changes in routines should be forewarned if possible.
- if things go wrong, reassurance is important.
- verbal subtlety as in jokes, teasing and mild sarcasm may be misunderstood.
- sometimes help is not asked for when it is needed.
- understand and tolerate behavioural idiosyncracies.

- use statements rather than questions sometimes; open ended questions can be difficult.
- sympathetic clear instructions with a firm, gentle tone are most appropriate.
- respond whenever possible to her hand going up; she assumes we know that she knows the answer.

### **Group work**

This may be a particularly difficult area. Social situations may be stressful and she may find it hard to interpret mood and to tolerate other people's behaviour if she feels it is incorrect or silly.

- keep a close eye on group work.
- give guidance and reassurance to all the group is necessary.
- structure group work so that all contributions are included and valued.
- discreet help, mediation and support may be necessary.

### **Co-ordination difficulties/cerebral palsy.**

#### **Classroom**

The physical environment is very important and sometimes adaptations need to be made.

Timing is also a factor:

- more time is needed to change tasks.
- allow for late arrival at lessons or slow packing up.
- allow time in lessons for explaining her questions clearly.

Practical work may be difficult. Give opportunities to participate to whatever degree is possible and encourage to join in, but be always aware of Health and Safety factors. Sometimes observation will be more appropriate. Sometimes good quality written work can support weaker practical/spatial skills.

#### **Prep and written tasks**

It may be more appropriate in some subjects to do written work on the computer.

- learn to decipher handwriting and credit content.
- ignore presentation and untidiness.
- help with diagrams may be needed.
- make allowance for tiredness and reduced volume of prep.
- extend prep deadlines if necessary.

#### **Exams**

Extra time is given by Examination Boards. Other allowances include the use of a computer or a scribe. The full range of aids is given in the Exam Board documentation held by SENDCo.

#### **Poor working memory**

A number of our pupils have problems with working memory, leading to particular problems with complex instructions. It will be helpful to:

- Make instructions as simple as possible.
- Break instructions down into structured steps.

- Use both visual and verbal format.
- If instructions are written on the board, use different colours for different steps.
- Repeat instructions as the task is being carried out. For some pupils it is helpful to encourage them to repeat the instructions to you.

Pupils with poor working memories also benefit from 'overlearning' new information. Often they practise only until they are able to perform one error-free repetition of the material. However, several error-free repetitions are needed to solidify the information.

To enhance short-term memory registration and/or working memory when reading, pupils should underline, highlight, or jot key words down in the margin when reading chapters. They can then go back and read what is underlined, highlighted, or written in the margins.

Pupils who have a weakness in working memory should not rely on mental computations when solving math problems, but should write down each step.

Long-term memory is enhanced when pupils practise retrieving information, so regular short tests are a helpful learning tool.

Other strategies may include such things as training in the use of memory aids. It is also important to encourage pupils to ask for forgotten information where necessary and to persist with complex tasks.

### **Girls who are struggling and making slower progress.**

With our mixed ability classes and particularly in the case of late entry to the school, we often find that there are in any class a number of girls who do not make progress as quickly as their peers and are in danger of falling behind or lacking understanding. While it might be appropriate in some cases to check for a Specific Learning Difficulty, it is also apparent that some girls may learn more slowly or be more limited in their academic ability and potential.

Within the classroom and in our setting of prep, especially at KS3, staff use differentiation strategies similar to those used in cases of dyslexia and inevitably differentiation will occur naturally by outcome. At KS4, choice of subjects for GCSE, grouping within some subjects and choices of Tier will all lead to differentiation.

Subject support lessons can be given at all stages. For girls entering Wychwood in LTs and above, a short course of Learning Support sessions may be given at no extra charge.

### **Prep**

Prep tasks may be limited in length or in focus, concentrating on basic or essential knowledge and skills.

It is helpful to show the relevance of prep tasks and explain clearly what is expected. Different tasks may be set if appropriate to show more simple application of knowledge; more often the same task may be adapted or shortened. Bullet points

could be used instead of extended prose to increase clarity and reduce length of task.

In marking prep, communication can be valued more than accuracy. It is helpful to mark with precision where mistakes have been made and give clear guidance on how to correct or avoid the mistake. Positive comments on the work can include basic advice on how to improve.

If the work is sufficiently poor to need to be repeated, extra help and explanation can be given before the second attempt, which is not a "Return".

### **In the Classroom**

- Questioning techniques are used to improve learning; easier questions are directed at the less able, often after other correct examples have just been heard. More time is allowed for responses if this is necessary.
- Praise is generously given to boost confidence.
- Individual attention is seen as crucial. Extra help and support may be given within lessons and classwork checked as well as prep, or help offered out of class. Personal support and reassurance are as important as help with lesson content, leading to increased personal motivation, confidence and independent learning.
- Tasks are set with a girl's limitations in mind. Assignments are given which are known to be within a girl's capacities or longer tasks are broken down into manageable units; goals are identifiable and achievable in the short term.
- A structured approach is very helpful, with clear stages of work to be tackled. Instructions should be precise, repeated if necessary and delivered both orally and in writing on Board or worksheet.
- Group work can help one who is struggling, especially if paired with a more able, competent worker.
- A range of learning methods may be used involving more visual or practical resources as well as text.
- Help with specialist vocabulary is beneficial.
- Resources used for dyslexia are given: memory cues, consolidation exercises, paragraphs for completion.
- Consistency - a kind but firm approach gives stability and security.

### **Examinations**

Extra time in public examinations is granted only in specific circumstances (see the SENDCo for full details) and we therefore should not grant extra time in internal examinations without this justification. Many girls who are experiencing difficulties with academic work will not complete our examination papers in the allotted time, nor will all girls be expected to pass every examination.

At KS3 we have some flexibility and can adjust our mark schemes a little but at KS4 the criteria are set by the Exam Board and assessment grids have to be followed. Foundation Level papers may be more appropriate.

Careful advice on revision before exams and the planning and timing of exam answers will be particularly helpful to those who are finding a subject more difficult.

### **Academically Able and Talented.**

"Gifted" refers to pupils who consistently achieve excellent results across a variety of areas; they learn quickly and efficiently and have the capacity to extend their learning beyond the range of most of the class.

"Talented" denotes a pupil with a particular strength in one area which is not matched by ability or notable achievement in other subjects.

### **In the Classroom**

Most staff expect more both in terms of quality as well as in quantity of work. This is achieved by a range of differentiation practices:

- questions are open-ended and more probing to encourage thinking in depth. Answers are expected to be longer, more complex and expressed in a more sophisticated style.
- more difficult questions are targeted at girls and working at own pace is encouraged extension work is favoured by all staff as a means of stimulating and developing a girl's learning.
- This takes many forms: individual research; wider reading; supplementary videos; visits and
- exhibitions;
- new techniques to explore; more completed assignments expected by staff.
- able girls may be given leadership roles and asked to help explain topics to others.

Many of the above strategies are used when setting prep assignments generally a greater volume of work is expected, tasks are more complex and open-ended and extension work is widely used.

Higher expectations are made clear and praise is used, alongside detailed suggestions on how to develop further. Marking includes an expectation of more fluent and sophisticated style and excellent presentation.

### **Examinations**

Staff sometimes include an extra question, often open-ended and challenging, at the end of the paper which may not count in the final mark scheme.

A higher level of accuracy and more complex writing is expected.

### **The Able Underachiever**

Most staff aim to help able girls who are not using their ability by personal direction and motivation. A range of tactics includes: support, encouragement, humour, persuasion, and constant attention both in lessons and in individual tutorials. It is recognised that often confidence has to be boosted and this may also be attempted in class by encouraging oral participation and public praise. Disappointment, on the other hand, is better expressed privately.

Other strategies include:

- use of short term tasks which can show immediate success; setting short term goals.
- oral work in class where the girl gives a presentation.
- display of work.
- use of a variety of stimulating challenges.

### **Prep**

If prep is inadequate or disappointing, it could be returned as a draft for improvement with clear indication of where she should be gaining more marks. There could be a clear expectation of where "the extra mile" might be undertaken. Parents and other teachers may be consulted and asked for advice.

### **All Pupils**

**For all pupils**, it is helpful to plan lessons which differentiate according to pupils different learning styles.

This will benefit pupils of all abilities as well as making lessons more accessible for pupils with specific learning difficulties.

**Visual/verbal learners** benefit when information is presented visually in a written language format. Notes on the whiteboard, text books and class worksheets all work well for these learners. When revising, they learn best by writing revision cards and summarising information. 'Post it' notes of key facts stuck around the house are another good strategy for visual/verbal learners. They may benefit from writing out verbal explanations of diagrammatic or technical information.

**Visual/non-verbal learners** benefit when information is presented with the aid of maps, diagrams and charts. Websites with animations and video clips will also help them. When revising, they should use symbols and diagrams on revision cards. When learning complex mathematical or technical information they may benefit from drawing flow-diagrams showing the sequences involved. Where possible, they should use colour highlighting and symbols/diagrams in the margins of textbooks or class notes to help them remember the text.

**Auditory/verbal learners** benefit from listening to the teacher and taking part in class discussions. Audiobooks are helpful for these pupils, as is any recorded learning material. They learn well when they interact with others, listening and speaking. Auditory/verbal learners revise best when working with a fellow pupil, testing each other. Mnemonics, reading aloud from the textbook and strategies such as singing the times tables are all good methods for these learners. Free software such as Browse-aloud (which reads out web pages) could be useful.

**Tactile/kinaesthetic learners** learn best when they are engaged in a 'hands-on' activity. Laboratory work, field work, acting out scenes from a play or book and any other way of being physically active in the learning environment benefits these pupils. Tactile/kinaesthetic learners are best at the front of the classroom and older pupils can be encouraged to jot down notes while listening to the teacher. For revision, anything that makes learning tangible is helpful (making a model, acting as a character from a novel, visiting a museum). To learn any sequence or process, pupils can make a revision card for each step, shuffle the cards and then put them in the correct order.