**Learning Support Policy**

**St. HUGH’S SCHOOL**

**MISSION STATEMENT**

*To welcome, value and support the diverse learning needs of all pupils in St. Hugh’s and have processes in place to enable them to attain the goals of education.*

Reviewed: March 2017

Next review: September 2017

**Learning Support Policy**

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**POLICY STATEMENT FOR ADDITIONAL AND SPECIAL EDUCATIONAL NEEDS**

**Guiding Principles**

This policy has been formulated with regard to the 2014 SEN Code of Practice: 0-25 Years, the Equality Act 2010 and the Children and Families Act 2014., Special Educational Needs and Disabilities Regulations 2014, Teacher Standards 2012 and the Statutory guidance on Supporting Pupils with Medical Conditions, 2014. This policy is applicable to all pupils, including those in the EYFS.

* In this school we have high expectations and set suitable targets for all pupils.
* In this school a special educational need is defined in accordance with the 2014 SEN Code of Practice: 0-25 Years.
* All pupils are entitled to access across the full school curriculum and to take part in every aspect of school life, unless there is a specified modification or disapplication outlined in an individual pupil’s Statement of Special Educational Need or Educational Health Care Plan.

**Terms**

* SEN refers to a Special Educational Need. *A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her making use of facilities of a kind generally provided for others of the same age in mainstream schools. Taken from 2014 SEN Code of Practice :0-25 Years- Introduction xiii and xiv.*
* AN refers to Additional Need. Not identified as a Special Educational Need but a need none the less that is creating a barrier to learning. This could well include a social need.
* SEND is a broader term that refers to an additional or special educational need or a need arising from a disability that requires service additional to that which is normally offered in school.

**Objectives**

* To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND.
* To ensure that every pupil experiences success in their learning and achieves to the highest possible standard.
* To enable all pupils to participate in lessons fully and effectively.
* To value and encourage the contribution of all pupils to the life of the school.
* To work in partnership with parents.
* To communicate with the Governing Body to enable them to fulfill their monitoring role with regard to the Policy Statement for SEN.
* To work closely with external support agencies, where appropriate, to support the need of individual pupils.
* To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

**Responsibilities and resources**

The Head of Learning Support, in collaboration with the Headteacher and Governing Body, takes responsibility for the operation of the SEN policy and co-ordination of special needs provision, working closely with staff, parents and carers, and other agencies. The Head of Learning Support also provides professional guidance to colleagues to secure high quality teaching for pupils with SEN.

Mrs Cook-James currently holds this post. Her responsibilities include:

For Early Years see Code of Practice 2014: 0-25 years section 5

For Primary see Code of Practice 2014: 0-25 years section 6

The Headteacher has responsibility for the day-to-day management of all aspects of the school’s work, including provision for children with SEND issues.

The Governing Body, the duties of the Governing Body are set out in the SEN Code of Practice. The SEN Governor for this school is Andrew Willoughby.

**Staff specialisms:**

Mrs Cook-James - Head of Learning Support- Special Educational Needs, Autism

Mrs Turbin- BA (Hons) Social and Behavioural Studies;

Madame Griffiths- Cert in Special Needs (Dyslexia)

|  |  |  |  |
| --- | --- | --- | --- |
| Mrs. O. Read |   | Ind. Special Needs consultant, | Dyslexia Institute |

**Learning Support Staff-**

Miss. C. Ellicker

Mrs. K. Prue

Mrs. J. Turbin

Mrs. K. Veasey

Mrs J Hillsmith

|  |  |
| --- | --- |
| Mrs. S. Thomas |   |

**Facilities For Pupils With Special Educational Needs**

The school is a building with many steps and stairs. There is, however disabled access throughout most of the building and disabled toilets. The school will have regard to the Equality Act 2010, the Children and Families Act 2014 and the Code of Practice 2014: 0-25 Years in terms of admitting pupils with disabilities.

There are facilities for small group/ individual teaching in the Beehives and the library. The Beehives are used for 1:1 Dyslexic lessons every week.

All members of the school community, including pupils, are invited to inform the school of any disabilities they have.

**ALLOCATION OF RESOURCES**

Heads of department are responsible for the acquisition and deployment of suitable teaching/learning aides that enable all pupils to access the curriculum successfully.

In addition to this within the LEARNING SUPPORT area there is a range of computers and programmes available to support a pupil’s learning. In this area, allowing for the constraints of the department’s budget, there are also an increasing range of resources to help improve a pupil’s literacy and numerical understanding. In certain cases pupils are encouraged to use and, possibly buy, spellcheckers, electronic dictionaries and thesaurus.

The allocation of learning support assistants is decided on the best-fit scenario when considering the needs all those identified as requiring support.

Any learning support assistant’s time will be prioritized to help pupils;

1. With statements of SEND.
2. On SEND list who will benefit from extra support.
3. On Additional Needs whose PLP lists the need for such help.
4. Registered as showing cause for concern.
5. With problems relating to progress in English and mathematics.
6. The age of the pupil, pupils in years 3 to 5 will usually be given priority.

Such support may involve working with individual or small groups of pupils within or outside the classroom. The class/subject teacher will direct the tasks.

Where pupils are withdrawn from class to receive additional support and specialised help this will happen in the Learning Support area located in the Beehive, in rooms 9 and 10. The timetabling of such support will reflect the needs of each pupil and the availability of staff.

Under the constraints of the current Learning Support facilities the maximum number of pupils who can be allocated individual help is 20. This is equivalent to the bought in provision of two and a half days of 8 lessons, delivered by LA support staff. Once this limit has been reached pupils will receive support as timetable spaces become available.

**ADMISSION ARRANGEMENTS**

The parents of a child with Learning Support Needs previously identified should bring the relevant reports to the attention of the Head of Learning Support in order that an appropriate level of intervention can be judged.

On entering St. Hugh’s children will be given the opportunity to settle into the daily routine before time is taken to screen the pupil. This is usually, for any Learning Support problems undertaken by the Head of Learning Support after teachers have expressed concerns.

Any child, who appears to have learning support needs, may be referred for further assessments so that the school is able to provide the appropriate intervention.

St. Hugh’s exists primarily as a school which prepares children for Common Entrance at 13. As such, it is a school which endeavors to maintain a strong academic ethos whilst balancing the needs of all pupils.

**Identification, Assessment and Review**

The school follows the SEND Code of Practice 2014:0-25 Years’ graduated approach with regard to the identification, assessment and review of pupils with special educational needs. The four key actions are:

**Assess**

* The class/subject teacher and Head of Learning Support should clearly analyze a pupil’s needs before identifying a child as needing SEN support.

**Plan**

* Parents must be notified wherever it is decided that a pupil is to be provided with SEN Support.

**Do**

* The class or subject teacher should remain responsible for working with the child on a daily basis. Where the intervention involves group or 1:1 teaching away from the main teacher, he/she still retains responsibility for that pupil’s learning.

**Review**

* The effectiveness of the support should be reviewed in line with the agreed date.

Pupils receive a differentiated curriculum and those who fail to make the expected progress are initially identified by class teachers but also directly by the Head of Learning Support. The school has a system whereby any member of staff can raise concerns/issues with the class/form teacher, Head of Learning Support or Head about a child with a potential SEN or other barrier to learning.

We involve parents/carers and the young person in question as soon as we feel a pupil may have a barrier to learning.

**Assessments**

In school we use a range of assessment data eg, relevant family/ medical history, Foundation Stage profile, Reading Test results – Hertfordshire Reading Test and Group Reading Test, Spelling Test results – Single Word Spelling Test, Progress in Maths, Progress in English, Cognitive Ability Tests and Dyslexic Portfolio.

Internal school exam results, NC Test Results (note St. Hugh’s stopped entering these in 2008), Effort and Attainment grades from reports.

Separate tracking sheets are used to track performance in Reading, Writing and Mathematics each term for Years 2 to 6. Grading are determined by a combination of tests and teacher assessment.

The Lucid Rapid dyslexia screening results can be found in a separate database accessed through a link on the computers under the Assistance for Teachers program menu. An overview of SEN information can be found on the network but more detailed information can be accessed through the Head of Learning Support.

The school database iSAMS allows staff to view all previous report comments and grades.

The Director of Studies is responsible for assembling and analyzing the data in spreadsheets and on iSAMS. He will highlight areas of concern, including individual performances, strengths and weaknesses within the cohort and areas of exceptional strengths and weaknesses amongst individual pupils. These findings are discussed with the relevant Heads of Department and, when appropriate, at staff meetings. Actions may include identifying departmental targets, intervention by Learning Support, close monitoring by the form teacher, parental consultation or report cards. Results are also discussed in meetings which are held on a regular basis.

A range of diagnostic tests are used as appropriate and further tests are sort from outside support agencies as and when the need arise.

Pupils who fail to make expected progress on the basis of accumulated evidence are placed on an Additional Needs Register. Parents are consulted before this decision is made.

## ASSESSMENT OF THE PUPIL’S learning support needs and/or disabilities

The objectives of the assessment are to reveal;

1. The different perceptions of those concerned with the pupil
2. The immediate educational and/or behaviour concerns
3. The wider context of the pupil’s learning difficulties

The decisions to be made are either;

1. To continue the current educational arrangements, no help required
2. To seek further advice and support
3. To monitor, review progress and register the concern if necessary
4. To provide special help through curriculum differentiation

The key test of how far a pupil’s learning needs are being met is whether or not they are making adequate progress.

Adequate progress may mean progress which;

1. Closes the attainment gap between the pupil and their peers
2. Prevents the attainment gap growing wider
3. Is similar to that of peers starting from the same attainment baseline, but is less than that the majority of their peers
4. Matches or betters the pupil’s previous rate of progress
5. Ensures access to the full curriculum
6. Demonstrates an improvement in self-help, social or personal skills
7. Demonstrates an improvement in the pupil’s behaviour

**IDENTIFICATION AND COLLECTION OF INFORMATION ABOUT PUPILS CAUSING CONCERN**

There are a number of sources that can be drawn on for this task.

THE CLASS/SUBJECT TEACHER

1. Past and current class records
2. National Curriculum attainments, standardized test results/profiles
3. Records of achievement
4. Reports on the pupil in school settings
5. Observations about the pupil’s behaviour
6. Comments from colleagues and support staff
7. Discussions with the Head of Learning Support

Parents

1. Information regarding health and development
2. Their perceptions of their child’s performance, progress and behaviour at school and home
3. Any factors that may contribute to the child’s difficulties
4. Their views on what action the school might take

Pupils

1. Information about their own difficulties and how these might be addressed

OTHER SOURCES

1. Any information already available to school from health, social services or other similar agencies

## SCREENING AND ASSESSMENT PROCEDURES

Early year provision will concentrate on the development of motor, social and emotional skills. As such the close observation and communication between staff of their pupil’s development will form the basis of an on-going assessment.

Screening and assessment of pupils will follow the guidelines found in the School’s Recording and Assessment Policy. A copy of which is in the staff handbook.

Pupils entering during the academic year will be given the above screening procedure as appropriate. Their records from their previous school will also be studied.

If any evidence suggests the need for intervention then the Head of Learning Support should be informed. Before pupils are placed on the SEND, Additional Learning or Initial Concern List there will be liaison with all concerned. At this stage a full range of tests may be given.

When significant under performance is indicated then an assessment by an educational psychologist will be recommended.

The cost is to be met by the parents. On reading of this assessment appropriate learning practices will be implemented as proves practical.

Other agencies will, with the permission of the parents/guardian, be consulted as deemed necessary to identify the appropriate path forward for the individual child.

During year 8 the emphasis is on preparing the pupils for their external examinations. It would be unusual to identify existing pupils with learning difficulties and/or disabilities at this stage of their school career. Those identified previously will continue to be assessed and provided with support as deemed necessary.

## STAGED PROVISION IN CLASS

Pupils with **additional learning needs and/or disabilities** at St. Hugh’s are supported in the following ways and in accordance with the Code of Practice and is applicable to all pupils, including those in the EYFS.

INITIAL CONCERN

Tasks/reading/lesson delivery/language is differentiated and appropriate to the changing needs of the individual pupil.

Additional Needs

A PLP is set up and used as a working document if deemed necessary.

SEND

A PLP is set up and used as a working document. Individual structured programmes may be set up to monitor the progress of the pupil’s learning.

EDUCATIONAL HEALTH CARE PLAN (STATEMENT)

A Formal request for a EHC has been processed and sent to the Local Authority. If the referral is accepted then;

1. Provision is then made in accordance with the statement.
2. Statements are available for staff to read.

*It is imperative that you are aware of the contents of the EHC of each child you teach.*

Be aware that learning support is cumulative; therefore, when a pupil moves to the next level, they carry any previous support with them.

# EXAMINATION AND TEST PROCEDURES

It is the school’s policy that children should be able to show what they know, rather than what they do not know, in tests and exams.

During internal tests and examinations the needs of pupils with **learning support needs and/or disabilities** will be taken into consideration.

In public exams the official government guidelines for all such pupils will be followed at St. Hugh’s.

Future schools are contacted to discuss the necessary use of extra time etc. for Common Entrance or scholarship papers.

**Additional Needs**

At this stage a Personalized Learning Plan is drawn up in consultation with parents/carers where possible, and the pupil. Occasional advice may be sought from external agencies to inform effective intervention. The format in use allows for close monitoring of progress towards short-term outcomes, agreed with pupil and parents/carers, which is reviewed termly. If a pupil fails to make the expected progress advice may be sought from external agencies which may include social as well as educational services. At this stage, an SEN may be identified.

**Personalized Learning Plans (PLP’s) may include;**

1. Agreed targets and teaching strategies underpinned by the pupil’s strengths and successes
2. Recommendations for *SMART* targets and understanding of less measurable but accessible targets
3. Key short term personal, achievable targets relating to identified issues of concern set for/by the pupil
4. The teaching strategies to be used
5. The provision to be put in place
6. A review date, at least every 6 months
7. Success and/or exit criteria
8. Outcomes (to be recorded when PLP is reviewed)
9. Signatures of pupil, parent, Head of Learning Support and all appropriate teaching staff
10. Copies, to be kept with staff’s short term planning
11. Copies to be found on the staff network

**Four categories of SEN- Broad Areas of Need**

***Communication and Interaction****,* including:

* SLCN (Speech, Language and Communication Needs)
* ASD

***Cognition and Learning****;* when children learn at a slower pace than their peers, even with appropriate differentiation. They include:

* MLD (Moderate Learning Difficulties)
* SLD (Severe Learning Difficulties- where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication.
* PMLD (Profound and Multiple Learning Difficulties- where children are likely to have severe and complex learning difficulties as well as physical disability or sensory impairment).
* SpLD (Specific Learning Difficulties affecting one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia).

***Social, Emotional and Mental Health Difficulties.*** They include:

* Wide range of difficulties that manifest themselves in many ways e.g. becoming isolated, withdrawn, displaying challenging behavior and disruptive behavior. They may reflect underlying mental health conditions such as anxiety, depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.
* ADD (Attention Deficit)
* ADHD (Attention Deficit Hyperactive Disorder)
* Attachment Disorder

***Sensory and/ or physical Needs, including:***

* Vision Impairment
* Hearing Impairment
* Multi-Sensory Impairment
* Physical Disability

**Special Educational Needs**

If a child is formally identified has having SEND or SEND by an external agency, with the agreement of parent/carers, they are placed on the SEN list. If they are either not making expected progress or achieving at a considerably lower level than is within the national expectations for their age, a decision may be made to request formal assessment for an EHC Plan (Educational Health Care Plan). An application can only be made following two full cycles of Assess, Plan, Do, Review (mentioned earlier) covering at least two terms.

On gathering all relevant advice about a pupil’s progress the SEN team may contact Lincolnshire County County to start the process of trying to obtain an EHC Plan outlining outcomes to be met and additional provision to be provided.

All staff has access to the three lists defining each pupil and their needs. This can be found on the SEND board in the staffroom. Further information is passed on during meetings and on an individual basis.

**Review Meetings**

Review meetings are available termly for all pupils on the Additional Needs List should the parent wish to have a meeting. During the term, any concerns arising will be presented to the parents either by telephone, in person or by email so termly meetings may not be held as the parents are regular informed of their child’s progress. The children are involved in their own target setting as well as all staff and parents. Representatives from external support agencies may also be invited, if appropriate.

For children issued with a Statement of Special Educational Needs or EHC Plan, there will be an additional review no later than six weeks after the issue date. The SEND team will be involved as well as other external agencies.

**SEND and Additional Needs Lists**

The lists are updated termly to take into account summative assessment results. Class teachers who wish to nominate additional pupils to be placed on the Additional Needs list will provide the following evidence to the Head of Learning Support.

* Class records (Record of Concern Sheets)
* Results from any curriculum tests
* Evidence of strategies already in place
* National Curriculum levels
* A piece of unaided work from the curriculum area deemed to be problematic
* Other relevant information e.g. medical, family circumstances, etc.
* Overall Teacher Assessment that shows the pupil is working at a level that is below the national expectations for their age or is progressing at a slower pace.

**Curriculum**

Pupils have access to a differentiated, broad and balanced curriculum with their needs identified in planning documents and Additional Needs.

To enable access to the curriculum for pupils with SEND, the school provides e.g.

* Specialist Teachers
* Teaching Assistants
* Individual teaching programs
* Individual timetables
* Intervention resources
* Specialist equipment

## INFORMATION FOR ALL STAFF

Your role is to ensure that information and strategies are communicated in a two way process between yourselves and the Head of Learning Support.

# Work in Departments

1.Appraisal of pupils’ needs within your area raising cause for concern with the Head of Learning Support where necessary.

2. The Head of each department should be able to advise on day-to-day matters concerning Additional Learning Support needs within their area. They are able to use the Head of Learning Support as a resource for advice/materials.

3. Staff should view and use their Head of Department as an important link, giving a focus for Head of Learning Support.

4. All staff should be given an opportunity to raise Learning Support issues at meetings and also bring the issues raised to the Head of Learning Support on an informal basis.

5. The Head of Learning Support will monitor the completion of PLPs so that the arranged deadlines are met. Advice to staff on how to set targets and review their PLPs may also be given.

**Complaints**

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils’ needs.

All complaints are taken seriously and are heard through the school’s complaints policy and procedure.

**External Support**

Agencies include:

The Educational Psychology Service

Sensory service (hearing/ vision impaired pupils)

Pediatric Therapy Service (Speech and Language, Occupational Therapy, Physiotherapy)

Behaviour Support Service

Autistic Spectrum Disorder

Children’s Service Unit

The School Nurse

Educational Welfare Services

Parent-Partnership Services

Special School

Specialist Inclusion Services

Children’s Social Care

Children and Adolescent Mental Health Service

**Liaison With Parents/Carers**

The school works in partnership with parents of pupils in accordance with guidance in the 2014 SEN Code of Practice: 0-25 Years.

* In the class teacher has an initial concern about a pupil’s progress parents will be invited to discuss this with the teacher at the earliest opportunity and be told of strategies in place to help their child.
* If a decision is being considered to move a pupil onto the Additional Needs list then parents will be asked for their views prior to the decision being made. Parents will be fully informed of any additional program in place for their child.
* Parents’/ carers’ views will be sought when a pupil’s Personalized Learning Plan is drawn up and suggestions as to how these can be supported at home will be given.
* Parents are invited to each review and their comments are taken into consideration when deciding upon future action.
* In terms of an Annual Review, parents’ and pupil comments are sought during the review and incorporated into the final report.

**Consulting Young People with SEND**

* Children’s views will be sought and taken into account during the review process and at other key times throughout the year.

**Transition Arrangements**

Transition reviews for leaving pupils are held, where possible, in the autumn term. The appropriate SENDCO from the next school is invited to the Annual Review. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc.

 **Equal Opportunities**

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school. A copy of this policy can be found on the website.

# INSET

All staffat St. Hugh’s receives regular conferences and training days on their own specialism and interests. There are also regular INSET days held at school on topics of general concern. Learning support needs are included in this general programme. Head of Learning Support has, and will continue, to contribute to these sessions.

**Review Framework**

This policy should be reviewed annually (or sooner in the event of revised legislation or guidance)

Reviewed: March 2017

Next review: September 2017

Appendix 1

**DIFFERENTIATION TECHNIQUES**

Departments will have types of differentiation outlined in their programmes of study. Within departments, pupils are given targets for their work. These can be used by pupils to record their achievement, while target setting has great potential in working with pupils with learning difficulties as it focuses their attention to task. If this is limited to small steps, then more suitable working strategies could emerge.

As the Code of Practice is developed then PLP reviews will increase the evaluation of Learning Support procedures. This will be based on performance in target setting. Many targets are short term but are developmental elements in a long-term process.

Differentiation is not a single event it is a process. This process involves recognising the variety of individuals needs within a class, planning to meet those needs, providing appropriate delivery and evaluating the effectiveness in order to maximise the achievements of individual pupils.

While pupils’ outcomes will vary, it is the teacher’s response to these outcomes that allows differentiation to take place. To deliver the content of the curriculum resources are necessary and tasks have to be designed to enable pupils to acquire knowledge and understanding as well as developing competencies. Whilst working at the tasks, pupils will have help and guidance to support them through the process.

It is the aim of staff to provide feedback by correcting and marking work and commenting on how it can be improved. In giving different comments and advice to pupils, according to their strengths and weakness, they are provided with a differentiated response.

The school needs to provide methods of differentiation over which the classroom teacher has control, these are differentiation by:-

1. Language
2. Classroom organization
3. Task
4. Resource
5. Outcome

Any performance management initiative should monitor methods of differentiation adopted by staff in the classroom.

**2. Differentiation by Classroom Organisation**

We all respond more positively if we are in a pleasant and stimulating environment.

**Pupils need to:**

1. Feel safe and at ease.
2. Feel valued.
3. Be encouraged.
4. Be given some individual attention.

**Teachers should:**

1. Be punctual to the lesson.
2. Organise groups and plan resources to meet pupils’ needs.
3. Be sensitive to and respect differing abilities.
4. Provide an atmosphere of encouragement and support.
5. Provide opportunities for social interaction.
6. Include the work of all pupils in displays.
7. Manage support staff sensitively and effectively.

**3. Differentiation of Tasks**

Tasks should be varied according to pupils’ abilities and aptitudes.

**Pupils should:**

1. Know what is expected of them.
2. Be able to work at their own pace which might be slow, this takes account of learning needs.
3. Be able to succeed.

**Teachers should:**

1. Build on interests and experiences.
2. Prioritise what must/should/could is learned.
3. Give a variety of tasks-multiple choice, cloze procedures, puzzles, extended writing, games, etc.
4. Allow for alternative ways of recording-tape recorder, drawings, diagrams, flowcharts, storyboard, use of I.T. e.g. computers, concept keyboards, Language Masters, Spellmasters.

**4. Differentiation of Resources**

For pupils with literacy problems, attention should be paid to the use of textbooks and general worksheets.

**Pupils should:**

1. Be given clear written instructions which make tasks explicit but which may need oral reinforcement.
2. Be given unambiguous language.
3. Be given sentences of an appropriate length, for some pupils a sentence of 10 words is the most that can be understood.
4. Be given clear, attractive, stimulating resources.

**Teachers should:**

1. Use ICT to create work of a clear, professional appearance.
2. Consider the layout of work-do not over face pupils with too much print.
3. Consider the language – keep it simple.
4. Consider the font when producing work, size 12/14, Comic Sans
5. Make worksheets attractive.
6. Highlight key words.
7. Use bullet points.
8. Use frames to keep information separate.
9. Use clear diagrams and drawings.
10. Use a variety of stimuli e.g. videos, tapes, photographs, objects, cartoons, etc.
11. Reinforce key words by using flashcards, labels, posters, etc.
12. Provide partially completed work to save time.
13. Use games where appropriate to reinforce learning.
14. Incorporate literacy and numeracy as an integral part of the lesson.

**5. Differentiation by Outcome**

Whatever the ability of the child, it is their diligence that should be rewarded.

1. Pupils should know that their effort will be valued and they should not feel threatened by the achievements of other students in the class.
2. Teachers should be sensitive to the different abilities within the class and avoid being judgemental.