



"Inspiring minds to ignite lifelong learning"



Onchan Primary School
School Road, Onchan, Isle of Man IM3 4PD

email: OnchanEnquiries@Sch.im

tel: 01624 673465

Appendix 1

Pathway for children with SEN Onchan School

Please follow these steps before we consider placing a child on the SEN register.

You do not have to try all the steps.

Communication and interaction needs

| Pupils with expressive language difficulties have: | Implications for classroom practice | Tried for two weeks unsuccessfully | Tried for two weeks and was successful |
|--|---|------------------------------------|--|
| <ul style="list-style-type: none"> • May mispronounce certain sounds • May speak with a lisp • A reluctantly to speak in a group situation • Have limited vocabulary • Find it hard to put a word to things... • May be a hesitant speaker – taking time to 'find the words' | <ul style="list-style-type: none"> • Role model the correct way of saying a word or sound. • Don't ask the child to repeat it. • Encourage them to use visuals – to get their point across. • Support them with simple signing. • Check that the child understands the question. • Check they have the vocabulary for what you are asking. • Give them time to speak. • Comment on what is happening, rather than asking the child about what is happening. • Give them a choice of answer – so they don't have to 'word find'. • Use the words in a context. • Try the advice on this website – Good website SaLT - expressive language resources | | |
| | <p>When you have tried at least 5 of the above strategies for at least two weeks then</p> <ul style="list-style-type: none"> • Look at the Speaking games, if appropriate send one home once a week. • Refer to SENCO for an in class observation. • Possibly refer to SALT. <p>If SEN Support triggers are met SENCO and Class Teacher to see parents and explain intervention sheet and SEN register placement</p> | | |

| Pupils with receptive language difficulties have: | Implications for classroom practice | Tried for two weeks unsuccessfully | Tried for two weeks and was successful |
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| <ul style="list-style-type: none"> • May appear not to be listening to instructions • May have a limited vocabulary • May find lengthy tasks | <ul style="list-style-type: none"> • Give them simple one step instruction and if they can follow this increase the level. A child of five should be able to retain 4 or 5 pieces of information. • Paired learning – so they learn with a peer. • Chunk learning into small steps. • Use visuals to support the steps of learning. • Give them extra time to complete a task. • Encourage them to practice their instruction following skills. • Pre-learning of words related to the learning should be done. | | |

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| hard to complete | <ul style="list-style-type: none"> Ensure they understand abstract words like before, after, if, except, after that. Encourage them to ask for instructions to be repeated. Give structures instructions to find out what they can cope with ...e.g. get me the red pencil from blue tray and put it on the Turquoise table. Use a timer to support the activity completion. | | |
| | <p>When you have tried at least 5 of the above strategies for at least two weeks then</p> <ul style="list-style-type: none"> Refer to SENCO for an in class observation. Possibly refer to SALT. <p>If SEN Support triggers are met SENCO and Class Teacher to see parents and explain Pupil Intervention Sheet and SEN register placement</p> | | |

| Pupils with general learning difficulties- Cognition | Implications for classroom practice | Tried for two weeks unsuccessfully | Tried for two weeks and was successful |
|---|---|------------------------------------|--|
| <p>Pupils with learning difficulties have:</p> <ul style="list-style-type: none"> difficulty acquiring basic literacy and numeracy skills their speech and language development may be delayed in comparison to the majority of their peers pupils with learning difficulties will acquire and retain new concepts and ideas slowly | <p>Recommendation to support general learning difficulty:</p> <ul style="list-style-type: none"> Speak to parents about your concerns. Focus on their physical development in EYFS. Ask parents to check eyesight and hearing. Ensure glasses are worn appropriately. Break lesson down into small steps. Ensure that written text and spoken language is. Appropriately differentiated to take into account the pupil's learning difficulties and their interests. Base teaching on everyday experiences that the pupils will readily understand. Ensure that key concepts and vocabulary are revisited and reused. Encourage pupils to present information in a variety of ways – use <i>IPads, sound buttons</i>. Scribing what they want to say. Recognise and reinforce effort and success by rewards and praise. <p>Reading:</p> <ul style="list-style-type: none"> Precision monitoring – phonemes and then tricky words. Maintain a reading record book that monitors the pupil's miscues and records phonic errors in word families. Give technical vocabulary prior to the introduction of topics – send this home. Differentiate texts in class, check the length of sentences and the number of polysyllabic words. Simplify instructions, summaries or diagrams which accompany written tasks. Use a bookmark so they child reads a line at a time/Reading ruler Use repetitive books. use books which focus on common words. use role play to develop the story language. <p>Spelling:</p> <ul style="list-style-type: none"> Ensure that the pupil is using a multi-sensory method to learn spellings: look, say, cover, write, check, make the word using magnetic letters. | | |

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| | <ul style="list-style-type: none"> When learning spellings at home encourage the pupil to learn the spellings using the multi-sensory method and to check the words again 10 minutes later to ensure that the words go from the short term to the long term memory. Identify high frequency words being mis-spelt and proof read for these. Spell two words at a time and once achieved add another word to spell. <p>Writing:</p> <ul style="list-style-type: none"> Use ICT to support writing. Give explicit directions for setting work out. Use writing frames but build up independence over the learning. Use pieces of paper to represent sounds in a word or words in a sentence. Encourage a variety of ways of representing information to aid processing, e.g. cartoons, pictures, diagrams. Give extra time to take account of slower rate of reading and writing. Have own 'special' independent writing book. Scribe for the child. Use sound buttons/iPads, so the child says the sentence they want to write and plays it back when writing it down. | | |
| | <p>When you have tried at least 5 of the above strategies for at least two weeks then</p> <ul style="list-style-type: none"> Refer to SENCO for an in class observation Complete appropriate assessment Complete PHAB Assessment Possibly refer to Educational Psychologist <p>If SEN Support triggers are met SENCO and Class Teacher to see parents and explain Pupil Intervention Sheet and SEN register placement</p> | | |

Cognition and learning needs

| Pupils with specific learning difficulties | Implications for classroom practice | Tried for two weeks unsuccessfully | Tried for two weeks and was successful |
|--|---|------------------------------------|--|
| <p>Pupils who have specific learning difficulties (Sp.L.D.) may experience any of the following problems:</p> <ul style="list-style-type: none"> poor fine motor co-ordination which will result in untidy handwriting and presentation of work poor working memory, both visual and auditory, which will affect their ability to follow instructions, take down dictation, and copy text from either book or board, | <ul style="list-style-type: none"> Speak to parents about your concerns. Ask parents to check eyesight and hearing. Ensure glasses are worn appropriately. Where there are fine motor problems - encourage the use of ICT. Recognise that effort will not reflect output. Work may often be incomplete, or when complete, may be the result of substantial extra time and effort on the pupil's part. To avoid unfinished work help the pupil to complete core elements of the work. If copying from the board or dictating, allow the pupil additional time and speak more slowly to accommodate the pupil with a short working visual or auditory memory. Quick ways to identify information that is required from a text. Try to access as many different memories (visual, auditory, kinaesthetic - see it, hear it, write it or | | |

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| <p>learn spellings or tables</p> <ul style="list-style-type: none"> poor organisation which will affect their ability to remember books or equipment, what homework they need to do and how to organise their thoughts into written work poor sequencing skills which can affect their ability to learn tables or spellings typically they are pupils who learn some things easily while other aspects of their work present them with persistent difficulties. they will often be able to make valuable contributions to class discussions but find it difficult to present those ideas in the written form. written work will often have taken these pupils much longer to complete than a similar piece written by their peers, or be incomplete. The completed work often has a significantly restricted vocabulary when compared to the pupil's oral vocabulary. These problems can lead to frustration, poor self-image and sometimes result in behaviour problems. | <p>draw it) to give the pupil the maximum opportunity to learn new vocabulary.</p> <ul style="list-style-type: none"> Ensure that there are regular opportunities to reuse/recap key concepts and vocabulary to help compensate for poor memory. Praise and reward effort and achievement. It can be helpful to enlarge text, cut a text into paragraphs or cover some of the text to reduce the amount of text that the pupil needs to focus on. Some pupils find coloured paper for photocopied information helpful. Use visuals to replace words they cannot read. <p>Recommendations for specific learning difficulties</p> <p>Reading:</p> <ul style="list-style-type: none"> Use cloze (frames) and sequencing which will help in the predicting of outcomes. Encourage shared paired reading to develop fluency and understanding and to maintain enjoyment. Paired reading may also be useful to enable reading at a higher interest level. Give technical vocabulary prior to the introduction of topics. Texts may need to be differentiated. <p>Spelling:</p> <ul style="list-style-type: none"> Use marking policy which identifies high frequency words that need learning. Ensure that a pupil is using a multi-sensory method to learn spellings – look, say, cover, write, check. Encourage proof reading; encouraging the pupil to identify words he thinks are wrong. When pupils are learning to proof read encourage them to identify 3 miscues only. Encourage the use of cursive handwriting to learn letter strings and word families. <p>Writing:</p> <ul style="list-style-type: none"> Provide a word bank to support free writing with visuals. Use planning and writing frameworks. Allow time for discussion with scribing as appropriate. Allow modified or limited outcomes. Allow represented materials, e.g. lists, charts, flow diagrams, cartoons. Encourage vocabulary extension and spelling correction at the planning stage. Use pair work with one partner writing. Give extra time to take into account the pupil's slower rate of reading and writing. Try different coloured paper to write on. <p>Handwriting:</p> <ul style="list-style-type: none"> Develop fine and gross motor skills for writing first. Dough gym and 'tummy time'. Check pencil grip, the pupil may benefit from using a triangle to correct hold. | | |
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| | <ul style="list-style-type: none"> • Encourage larger cursive writing. • If writing is slow, encourage the development of keyboarding skills. • Give a range of ways of representing large chunks of information. For example, storyboards, resequencing activities, writing frames, cloze procedure and multiple choice. • Use scribing to ease frustration if appropriate. | | |
| | <p>When you have tried at least 5 of the above strategies for at least two weeks then</p> <ul style="list-style-type: none"> • Refer to SENCO for an in class observation • Complete appropriate assessments • Complete PHAB Assessment • Possibly refer to Educational Psychologist • If SEN Support triggers are met SENCO and Class Teacher to see parents and explain Pupil intervention sheet and SEN register placement | | |

| Pupils with weak auditory and/or visual memory | Implications for classroom practice | Tried for two weeks unsuccessfully | Tried for two weeks and was successful |
|---|---|------------------------------------|--|
| <ul style="list-style-type: none"> • Slow to pick up sounds/ tricky words in reading • Forgets words from one page to the next in a book • Unable to follow simple 3 step instruction such as go and get me the red pen and put it on the blue table | <p>Recommendations to support pupils with weak auditory and/or visual memory</p> <ul style="list-style-type: none"> • Speak to parents about your concerns. • Multi-sensory presentation of information. • The pupils will learn best in small steps with frequent review of the key points. • Encourage small group reinforcement of key points. • Reduce the amount of copying of information from the board. • Write the key steps for the lesson by the child. • Present the structure of the lesson at the beginning. • When the working memory is limited give aural information in short chunks. • Encourage the pupil to develop a picture dictionary each lesson to support understanding and memory of subject specific vocabulary. • Encourage the pupil/class to build up a concept map of a topic over a period of weeks to enable connections to be drawn. • Look for times when a pupil is off task or distracted since this may be a signal that he has not heard or recalled instructions given earlier. | | |



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| | <ul style="list-style-type: none"> Repeat verbal instructions slowly and ask the pupil to repeat them to a peer. Be aware that a pupil with memory difficulties can easily become frustrated. For pupils with visual memory problems give the pupil small amounts of visual information at a time by covering part of a page with paper. Highlight or underline vital information and instructions. Complete a set of instructions build up from 2 step to three step etc. to an instruction of their own age Use the exact sheet the child will be recording on for the modelling. Encourage the use of the learning wall to remind of previous steps of learning. Sing instructions and encourage chanting. Develop a core of three step instruction and then change one factor to develop memory retention. Play Kim's game – hide 5 items under a blanket and the child has to remember them...build this up to 10 items. | | |
| | <ul style="list-style-type: none"> When you have tried at least 5 of the above strategies for at least two weeks then Refer to SENCO for an in class observation Complete appropriate assessment Complete PHAB Assessment Possibly refer to Educational Psychologist If SEN Support triggers are met SENCO and Class Teacher to see parents and explain Pupil intervention sheet and SEN register placement | | |

| Pupils with poor concentration skills | Implications for classroom practice | Tried for two weeks unsuccessfully | Tried for two weeks and was successful |
|---|---|------------------------------------|--|
| <ul style="list-style-type: none"> May fidget or fiddle with things a lot May find it hard to sit still on a chair or the carpet May want to call out all the time May be a 'daydreamer' May only complete part of a task given May distract other learners | <p>Recommendation to improve concentration skills</p> <ul style="list-style-type: none"> Use a fiddle toy – call it a 'CONCENTRATOR' for carpet sessions. Speak to parents about your concerns. Link learning to the child's interest. To finish tasks within allotted time give 10 minute checks; i.e. outline amount of work you expect pupil to complete in this time and check. Give praise/rewards for completion of tasks. Use pupil self-monitoring for certain lessons to identify whether work is being completed on time. provide regular feedback on performance in class Ensure eye contact when giving key instructions to these pupils. Ask pupil to repeat instructions/explain their understanding of a concept to a peer or teacher. Ensure that the pupil is sitting away from distraction, e.g. traffic areas, materials. | | |

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| | <ul style="list-style-type: none"> • Work at availability/positioning of equipment which may distract. • Give cues that vital instructions are about to be given • Ensure that the pupil is sitting in a suitable position in the classroom, close to teacher; with easy eye contact. • Ensure that there is a quiet area where the pupil may work. • Give brain gym breaks – developing gross motor movements regularly over the school day • Give a time frame to complete the activity – use a timer to keep focus. • Buddy up with a more able pupil. • Ask the child to repeat back the learning. • Use reward systems. | | |
| | <p>When you have tried at least 5 of the above strategies for at least two weeks then</p> <ul style="list-style-type: none"> • Refer to SENCO for an in class observation • Complete appropriate assessments • Complete PHAB Assessment • Possibly refer to Educational Psychologist • If SEN Support triggers are met SENCO and Class Teacher to see parents and explain Pupil intervention sheet and SEN register placement | | |

| Pupils with organisational difficulties | Implications for classroom practice | Tried for two weeks unsuccessfully | Tried for two weeks and was successful |
|--|--|------------------------------------|--|
| <ul style="list-style-type: none"> • Always the last one to be ready at the end of the day • Often forgets book bag etc • Finds it hard to follow all of the steps in a learning task • Can be clumsy or falls over their own feet | <p>Recommendation to support pupils with organisational difficulties</p> <ul style="list-style-type: none"> • Speak to parents about your concerns. • Be visual to support them in knowing the steps they need to complete (e.g. picture of book bag, coat and lunchbox by coat peg.) • Give them special jobs for a specific purpose to complete daily. • Use a sticker chart for knowing they have to complete a given number of things before they ask for help. • Have established classroom routines. • Establish clear routines for completing learning. • Ensure that the pupil is given sufficient time to record. • Reduce the number of worksheets which are used by the pupil. • Monitor their gross motor skills and ability to balance. | | |
| | <p>When you have tried at least 3 of the above strategies for at least two weeks then</p> <ul style="list-style-type: none"> • Refer to SENCO for an in class observation | | |

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| | <ul style="list-style-type: none"> • Complete appropriate assessment • Complete Dyspraxia Screening • Complete PHAB Assessment • Possibly refer to Educational Psychologist <p>If SEN Support triggers are met SENCO and Class Teacher to see parents and explain Pupil intervention sheet and SEN register placement</p> | | |
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Social, Emotional and Mental Health Difficulties

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| <ul style="list-style-type: none"> • Pupils with social emotional and behavioural difficulties • Pupils with social emotional or behavioural difficulties exhibit behaviours which make it difficult for them to function effectively at school or disrupt the education of other pupils. • Pupils may be withdrawn, have low self-esteem, exhibit anti-social or uncooperative or aggressive behaviour. • Many pupils with social emotional and behavioural difficulties have special needs as great as those with a more obvious disability and therefore need special help. • They desperately need to develop a sense of worth before they can benefit from their education. • Underneath, these pupils want to be liked, accepted and to feel successful. | <p>Implications for classroom practice:</p> | Tried for two weeks unsuccessfully | Tried for two weeks and was successful |
| | <p>Recommendations to raise the achievement of pupils:</p> <ul style="list-style-type: none"> • PRASIE, PRAISE, PRAISE! • Be fair and consistent, don't make idle threats. • Target specific behaviour (e.g. calling out). Don't expect to put everything right at once – progress will be slow. • Notice and respond positively to pupils good behaviour. • In EYFS monitor Leuven scales – find an interest and build on it. • Praise is often more effective in private or can be a series of unobtrusive signals - thumbs up, wink, nod. • Set ground rules in the classroom so pupils know what is expected of them, be prepared to remind frequently. • Emphasise the positive, individual praise for good behaviour as well as good work. • Make sure that work is at the right level so pupils can succeed. • Take an interest in the pupil as an individual. • Use humour to create a positive classroom atmosphere. • Avoid confrontational situations - reprimand in private wherever possible, avoid sarcasm. • Tactically ignore some unwanted behaviour while praising even small successes. • Give them time to chill out, they decide when to return (but within acceptable time frame.) • Focus on the behaviour not the child's personality. • Use school and year group reward systems in addition to the reward system it might help to use | | |

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| <ul style="list-style-type: none"> In many cases such pupils also experience significant difficulty in acquiring basic literacy and numeracy skills and often function at a frustration level and therefore feel that they fail all the time. | <p>a contract and/or special rewards for individual pupils.</p> <ul style="list-style-type: none"> Ensure targets are very specific. Discuss problems with other staff, class teacher. Get them to focus on their breathing. Given them to vocabulary to express their emotions. | | |
| | <p>Recommendations to improve behaviour</p> <ul style="list-style-type: none"> Speak to parents about your concerns – discuss things which can be done at home and at school – so there is consistency. Give direct modelling of acceptable behaviour and suggest alternative ways of dealing with a situation. Reinforce rules frequently. Give clear, precise instructions. Stress positive, desirable outcomes. Provide frequent feedback and reinforcement. A home school book or communication system with home may be useful. To involve the pupil with recording in a home/school communication book (age appropriate) the pupil could describe the day by drawing smiley faces with a short explanation by the teacher if necessary. Negotiate targets and reward the pupil for meeting them. Praise and encouragement should be used as much as possible. Praise appropriate behaviour which is taking place nearby, to pupil who is behaving inappropriately. Target certain behaviour which all staff teaching pupil deem to be a priority and work on changing that. Consider positive changes rather than negative ones. Give a clear message to keep a pupil on task. Negotiate a clear set of rules within the classroom. Ensure that rules are recorded for class viewing. Praise and reprimand based on these rules. Give a pupil a verbal warning and offer a strategy to avoid escalation of the problem. Reward a pupil for improved effort and attitude as well as achievement – break this into VERY SMALL chunks of time – age dependent. Invalidate the behaviour at times by use of humour, redirection or removal. Avoid confrontation. For serious infringements, record antecedents so that consequences may be considered by pupil and staff. For minor misbehaviour, e.g. off task. | <p>Tried for two weeks unsuccessfully</p> | <p>Tried for two weeks and was successful</p> |
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| | <ul style="list-style-type: none"> • Check task is appropriate and understood by pupil. • Give non-verbal signal, stare, move nearer to pupil. • ignore • Follow behaviour management system - ensuring that they are thinking of new strategies are an essential part of the process. • Reminder of acceptable behaviour. • Withdrawal of privileges- | | |
| | <p>When you have tried at least 3 of the above strategies for at least two weeks then</p> <ul style="list-style-type: none"> • Refer to SENCO for an in class observation • Complete an ABC Chart for two weeks • Possibly refer to behavioural support <p>If SEN Support triggers are met SENCO and Class Teacher to see parents and explain Pupil Intervention Sheet and SEN register placement</p> | | |
| <p>Pupils with low self esteem</p> | <ul style="list-style-type: none"> • Implications for classroom practice | <p>Tried for two weeks unsuccessfully</p> | <p>Tried for two weeks and was successful</p> |
| <ul style="list-style-type: none"> • May be withdrawn • May be very vocal • May say things like 'I'm rubbish at maths and I can't do it' | <p>Recommendation to build self-esteem:</p> <ul style="list-style-type: none"> • Growth Mindset and develop the language of BLP (Building Learning Power- www.buildinglearningpower.com)(Guy Claxton) – • Develop whole class ethos where every child helps each other • Speak to parents about your concerns | | |

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| <ul style="list-style-type: none"> • May be unkind towards others • May avoid learning • Frequent visits to the toilet in lesson time | <ul style="list-style-type: none"> • Give small structured targets and responsibilities • Recognise strengths, have realistic expectations and praise for effort • Encourage the pupil to recognise his/her strengths as well as weaknesses • Negotiate targets and give a tangible reward when they are met • Recognise if a pupil has good oral skills and place the pupil with others of similar ability • Give responsibilities within the classroom • Identify core elements of topics to be completed so that the pupil is not overloaded • Give negotiated periods of working independently with peers • Ensure all staff are alert to pupil's sensitivity and encourage positive comments • Try to think positively about each pupil, to look for the best so that they may become aware of their good points • Provide opportunities for pupils to support each other as far as possible, admonish or discipline a pupil away from others • Encourage the child to be specialist, for other children –e.g. construction or reading • Send notes home for good learning | | |
| | <p>When you have tried at least 3 of the above strategies for at least two weeks then</p> <ul style="list-style-type: none"> • Refer to SENCO for ELS (Emotional Literacy Support) <p>If SEN Support triggers are met SENCO and Class Teacher to see parents and explain Pupil Intervention Sheet and SEN register placement</p> | | |

| Pupils who seek attention | Implications for classroom practice | Tried for two weeks unsuccessfully | Tried for two weeks and was successful |
|---|---|------------------------------------|--|
| <p>Common behaviours of a child who is attention seeking:</p> <ul style="list-style-type: none"> • Continually engages in behaviour that demands excessive attention from teacher and peers • Frequently disturbs teacher and peers • Talks out of turn • Makes silly noises • Constantly gets out of seat • Interrupts lessons with attention-seeking behaviour | <p>Recommendations for pupils who need attention</p> <ul style="list-style-type: none"> • The child who needs attention will look for whatever kind of attention he/she can get from the teacher whether it's positive or negative. In order to help this child succeed you need to plan to give them the maximum amount of positive attention to reinforce the behaviour you want. • When you give lots of attention for positive behaviour and minimal attention for negative behaviour, the child will learn to get the attention they need in an appropriate way. • Pupils misbehave because they know how teachers will react. Teachers' reactions can sustain and strengthen undesirable behaviour; therefore they must learn not to follow their first impulse as this could feed the mistaken goal. • Having identified a mistaken goal a teacher can employ a number of strategies to help pupils | | |



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| <ul style="list-style-type: none"> Works only when receiving attention | <p>develop better ways of behaving and one is to teach appropriate behaviour.</p> <p>Step 1: Complete ABC Sheet for two weeks</p> <ul style="list-style-type: none"> Children who have behavioural difficulties may not understand the teacher's expectations for different activities and may need to be taught specific appropriate behaviour. To help children be more successful you need to identify the exact circumstances in which they behave inappropriately and develop a behaviour profile. It will include the following information: <ul style="list-style-type: none"> The activities during which the child is non-compliant The specific behaviour that occurs during those activities. The appropriate behaviour you want the child to engage in. <p>Step 2: Teaching appropriate behaviour</p> <ul style="list-style-type: none"> Read Streaky – the story about a pig who always wanted to be first Talk to the child individually when no other children are around. Discuss the exact nature of the problem. Choose 1 area to work on at a time. Give an explanation about behaviour e.g. "When you talk during individual work time you don't finish your work and you stop other children from getting on with theirs. State the exact behaviour that you expect from the child during a specific activity. Check that the child has understood the instructions. Get them to repeat the behaviour you are expecting. Remind the child of appropriate behaviour before each activity. Reinforce the child as soon as they behave appropriately. <p>Other strategies for children who are attention seeking:</p> <ul style="list-style-type: none"> Encourage other children to reinforce good behaviours – "I like it when you sit down on the carpet". Use planned ignoring. Ignore the child behaving inappropriately and praise a child nearby who is behaving appropriately. "What gets attention will increase." Acknowledge and reinforce appropriate behaviour. Sometimes do the opposite of what is expected - give permission to a child to continue unwanted behaviour. This works best where behaviour was intended to irritate, antagonise or annoy the adult. If permitted openly the activity loses all its attraction. Make expectations about behaviour very clear. Establish rules and boundaries and reward compliance. Use stickers, certificates, badges and letters home. | | |
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| | <ul style="list-style-type: none"> • Develop a whole class reward system- Dojo. This will encourage a feeling of belonging and working towards a common goal. • Teach friendship skills to enable child to make and maintain relationships. • Pair with good role model. Use a 'work buddy' system. Make them feel valuable by organising a special job or responsibility. • Teach child new skills e.g. juggling, to achieve a valued role. • Label the behaviour and not the child as this will keep their self-esteem intact. Use "I" statements and acknowledge feelings: "When you talk during story time I feel very sad and the other children cannot hear the story." • Teach other children to use "I" statements: "I like you *****, but I don't like it when you push in the line." • Offer consequences for misbehaviour as a choice: "If you continue to poke !!!!! you will have to sit by yourself. The choice is yours. "I am disappointed \$\$\$\$, but I did speak to you about letting ZXY get on with his work. You have chosen to sit by yourself." This makes children responsible for their behaviour and takes the stress of failure away from the teacher. • Take an interest in the child and their hobbies. Share relevant information about common out of school activities. • Use PSHE activities to encourage co-operative group work, and place problems in a social context. • Foster a sense of belonging where every member is valued and valuable. Create an environment where it is safe to take risks and make mistakes. • Introduce 'special person ' once a week in PSHE. This will provide another opportunity to affirm the positive attributes in the child. • Give as much unconditional positive strokes as possible. This means the child gets lots of positive regard 'just for being themselves' - they don't have to do anything to earn it. • Extend feelings vocabulary, as when expressed appropriately they will be a powerful tool in getting needs met • Plan for success and celebrate when it happens. • Focus on children's abilities and strengths rather than on disabilities and weaknesses. • Allow child to come off the carpet if they are uncomfortable – sit on a chair near the carpet – without interrupting the learning activity | | |
| | <p>When you have tried at least 3 of the above strategies for at least two weeks then</p> <ul style="list-style-type: none"> • Refer to SENCO for an in class observation • Complete an ABC Chart for two weeks • Possibly refer to EP/CAMHS | | |



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School Road, Onchan, Isle of Man IM3 4PD

email: OnchanEnquiries@Sch.im

tel: 01624 673465

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| | If SEN Support triggers are met SENCO and Class Teacher to see parents and explain Pupil Intervention Sheet and SEN register placement | | |
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| <ul style="list-style-type: none"> Suggested strategies for children who need to be in control: | <ul style="list-style-type: none"> Implications for classroom practice | Tried for two weeks unsuccessfully | Tried for two weeks and was successful |
|--|--|------------------------------------|--|
| <ul style="list-style-type: none"> May call out a lot Will always want to be at the front of the line Will rush to get ahead of everyone Might barge others out of the way Might appear to deliberately defy an adult. Will do things in their own time – rather than the teacher's time | <p>(These will also be effective for the child seeking revenge)</p> <ul style="list-style-type: none"> Read Streaky – the story about a pig who always wanted to be first Give them options which allow them to 'feel' in control. Keep calm! Avoid a power struggle with the child. If the child is off-task, redirect and then walk away - as if you expect the child will do what you've directed. This is called 'expectation of compliance' (Bill Rogers 1992) and is powerful as it avoids a confrontational situation and allows the child to 'save face'. Be careful not to praise too soon. The child will not want to appear to be working to please you, so delay your reaction. A casual nod or smile will often reinforce the behaviour you want. Keep praise low-key. The child will not want to appear to conform and so a 'quiet word in the ear' will be more effective than praise in front of the whole class. Give power to the child in the form of special responsibilities. Organise opportunities for the child to feel important - help younger children with their work. Give control to the child by statements such as "You're working quietly", instead of "I like the way you're working quietly". Establish firm limits and boundaries. Negotiate rules so that the child feels ownership. | | |



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| | <ul style="list-style-type: none"> • Use logical consequences that are applied to the whole class and therefore seen as 'being fair'. • Develop a positive friendly manner and don't take the child's behaviour personally. • Be prepared to listen rather than accuse. • Avoid audiences. Speak to the child about inappropriate behaviour privately. • 'Reframe' their actions and attribute positive reasons for their behaviour. "I can see you're not joining in the group discussion but that's probably because you need some extra thinking time". | | |
| | <p>When you have tried at least 3 of the above strategies for at least two weeks then</p> <ul style="list-style-type: none"> • Refer to SENCO for an in class observation • Complete an ABC Chart for two weeks • If SEN Support triggers are met SENCO and Class Teacher to see parents and explain Pupil Intervention Sheet and SEN register placement | | |

| <ul style="list-style-type: none"> • Suggested strategies for the helpless (avoidance of failure): | <ul style="list-style-type: none"> • Implications for classroom practice | Tried for two weeks unsuccessfully | Tried for two weeks and was successful |
|--|---|---|---|
| <ul style="list-style-type: none"> • Gives up easily • Uses words like I can't do it • Frequent toilet trips in lesson time • Will copy others • Won't begin quickly • Takes a long time to put pen to paper • Doesn't like getting things wrong. | <ul style="list-style-type: none"> • Read the story of Peaches a dog who was different. • Or read Quackerline – the duck who wanted to be like the swans • Build confidence. • Focus on improvement. Notice contributions. Build on strengths. • Recap the Learning Heroes • Promote Growth Mindset – through sharing books • Acknowledge the difficulty of the task. • Set time limits on tasks. • Focus on past success. Analyse past success. Encourage and support child in order to repeat past success. • Make learning tangible. Foster an "I can" atmosphere in the classroom. Get child to make a list of "I cans". • Group work to encourage co-operation and collaboration. • Teach positive self-talk Encourage positive self-talk before beginning tasks • Put positive signs around the class room. • Make mistakes OK. Everyone makes mistakes - we can learn from them. Our work doesn't always have to be good - good enough will do. Minimise the effect of making mistakes. • Take the blame - "This must be my fault, I didn't explain it very well". • Recognise achievement. Celebration assemblies. Certificates and stickers. Positive time-out. Self-approval. | | |

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| | <ul style="list-style-type: none"> • Clapping and standing ovations. • Modify teaching methods. Use concrete learning materials. Attractive computer programmes. Self-explanatory worksheets. Self-correcting assessment. Teach one step at a time. • Show the child that they are capable. This child will want you to do everything for them - "learned helplessness". Do not 'rescue' as this is unhelpful. Encourage child's attempts, not the end product. They are capable. • Give them easy tasks to build confidence and then increase complexity • Bring in Magic Moments from home to share in class. | | |
| | <p>When you have tried at least 3 of the above strategies for at least two weeks then</p> <ul style="list-style-type: none"> • Refer to SENCO for an in class observation • Refer to Emotional Literacy • Complete an ABC Chart for two weeks • Possibly refer to CAMHS • If SEN Support triggers are met SENCO and Class Teacher to see parents and explain Pupil Intervention Sheet and SEN register placement | | |

Sensory and/or physical needs

| Pupils with a hearing impairment | Implications for classroom practice | Tried for two weeks unsuccessfully | Tried for two weeks and was successful |
|--|---|------------------------------------|--|
| <ul style="list-style-type: none"> • This is usually a permanent hearing loss of the high frequencies or tones. People with high frequency loss. • May not hear some of the consonants, such as 's'. Consonants provide the intelligibility of speech. • The severity of the problem depends upon which tones are affected. This type of hearing loss • Cannot always be helped with hearing aids; again, this depends upon which frequencies need amplification. • A high frequency hearing loss can cause misunderstanding or mishearing, even though | <p>Recommendations to support pupils with a hearing impairment</p> <ul style="list-style-type: none"> • Use signing to support language development. • Use a normal voice. Do not shout or exaggerate speech • The pupil may need to supplement hearing with speech-reading, so ensure that he or she is seated in a favourable position, i.e. towards the front and to one side, in such a position that the light falls on the speakers' faces and not in the pupil's eyes. • The pupil will also need to speech read classmates if there is evidence of mishearing other pupils' responses, repeat their contributions • Try not to speak behind the pupil with the hearing loss • Remember not to speak whilst writing on the blackboard - the pupil cannot speech read from | | |

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| <p>the pupil appears to be hearing normally because he or she responds to speech.</p> <ul style="list-style-type: none"> It may also cause the pupil to make spelling and grammatical errors, such as omitting verb and plural endings. | <ul style="list-style-type: none"> Behind visual clues, such as pictures, diagrams, key words on the board, all help to reinforce the spoken word Be aware that the pupil with a high frequency loss may have difficulty following audio or television programmes. Some priming with key words beforehand may be very helpful; Pupils learning a foreign language may find audio particularly difficult to listen to give clear instructions and check for understanding. | | |
| | <p>When you have tried at least 3 of the above strategies for at least two weeks then</p> <ul style="list-style-type: none"> Refer to SENCO for an in class observation Contact the Hearing Impairment team for advice <p>If SEN Support triggers are met SENCO and Class Teacher to see parents and explain Pupil Intervention Sheet and SEN register placement</p> | | |

| How might visual impairment affect the student's work? | Implications for classroom practice | Tried for two weeks unsuccessfully | Tried for two weeks and was successful |
|--|--|---|---|
| <p>The learning processes of students with visual impairment may be affected in the following ways:</p> <p>Reading</p> <ul style="list-style-type: none"> Ability to read printed material or diagrams - students with visual impairment may access information in a variety of ways, for example Braille, audio, or enlarged print. Headaches often result from eyestrain. This may reduce considerably the study time available to these students. Finding books in the shelf may be impossible without assistance. Many will be unable to read examination questions and handouts in standard print or | <ul style="list-style-type: none"> Be patient Liaise with the VIT (Visual Impairment Team) regularly to ensure we are supporting the child correctly. Speak to parents about what already works for the child at home. Speak to previous class teacher about what worked well. Ensure glasses are worn – if needed Ensure glasses are clean at all times making sure there is access to a VI specialist, providing appropriate resources, such as low vision aids, braille, large print, specialist computer hardware and software etc using text with the highest possible contrast (light letters on a dark background may be more legible than dark letters on a light background), with large, bold fonts and simple typefaces (such as Arial), on an uncluttered background Make sure they are sitting on the carpet/at tables so they can see the board, text. Enlarge text and keep to a simple font at ALL times Preparation in Braille, large print or audiotape takes time, so planning well-ahead is essential if the student is to have texts available at the commencement of the semester. Specifying the order of reading within a text is helpful as it can take many weeks to have a book reproduced into audio or Braille. (We should be able to access through VI) Ensuring lines of text are widely spaced and providing thick paper (so that text does not come through from the reverse side), with a matt finish to cut down on glare, | | |

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| <p>read their own handwriting when answering examination questions. Extra time is needed to carry out some tasks, such as locating words in a text when shifting from one reading medium to another.</p> <ul style="list-style-type: none"> There may be delays in starting writing because of the extra time needed for reading. | <p>together with large felt pens and pencils and raised or bold lines to aid writing skills</p> <ul style="list-style-type: none"> Repeating instructions and giving plenty of opportunities for multisensory learning, through using taste and smell as well, when appropriate Providing opportunities for hands-on learning involving the use of real-life objects which the students can handle, and supporting verbal instructions with tactile pictures they can feel Helping students to become familiar with classrooms when other students are not there; furniture and flooring can be used to distinguish between different areas of the room, as can sounds and smells; helping students to be organised by having specified places for items to be kept Considering glare within the classroom with regard to reflection from lighting and the sun; means to reduce glare, such as blinds, indirect lighting and dimmers may be needed, and careful consideration given as to where the students sit Giving students specific strategies to help them gain social skills. | | |
| | <p>When you have tried at least 3 of the above strategies for at least two weeks then</p> <ul style="list-style-type: none"> Refer to SENCO for an in class observation Contact the Visual Impairment team for advice If SEN Support triggers are met SENCO and Class Teacher to see parents and explain Pupil Intervention Sheet and SEN register placement | | |

| Sensory impairments | Implications for classroom practice | Tried for two weeks unsuccessfully | Tried for two weeks and was successful |
|---|--|------------------------------------|--|
| <ul style="list-style-type: none"> Common Signs of Sensory Processing Problems Out-of-proportion reactions to touch, sounds, sights, movement, tastes, or smells, including: Bothered by clothing fabrics, labels, tags, etc. Distressed by light touch or unexpected touch Dislikes getting messy Resists grooming activities Very sensitive to sounds (volume or frequency) Squints, blinks, or rubs eyes frequently Bothered by lights or patterns High activity level or very sedentary | <ul style="list-style-type: none"> A sensory diet at school might include: Walking. Taking a brief walk at specified intervals, accompanied by an adult. Brushing. Going to the bathroom, where they can enter a stall and brush themselves using the deep touch pressure technique for sensory defensiveness taught by occupational therapist. Listening to calming music. Using an iPad, the child can listen to music that helps them regain composure: nature sounds, classical music, etc —whatever effectively organises their unique nervous system. Fidgeting with objects. Fidgets such as a Koosh ball, fabric tab sewn in to a pocket, or even a hair band can keep a student’s hands busy so they can focus better. A band of stretchy material around front chair legs that they can push their shins and ankles against may help. A carpet square or piece soft cloth he can touch attached to the underside of the desk or an inflatable cushion to sit on can make attending for long periods easier for every child. | | |

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| <ul style="list-style-type: none"> • Unusually high or low pain threshold • Motor skill and body awareness difficulties, including: <ul style="list-style-type: none"> • Fine motor delays (e.g., crayons, buttons/snaps, beading, scissors) • Gross motor delays (e.g., walking, running, climbing stairs, catching a ball) • Illegible handwriting • Moves awkwardly or seems clumsy • Low or high muscle tone • Oral motor and feeding problems, including: <ul style="list-style-type: none"> • Oral hypersensitivity • Frequent drooling or gagging • “Picky eating” • Speech and language delays • Poor attention and focus: often “tunes out” or “acts up” • Uncomfortable/easily overstimulated in group settings • Difficulty with self-confidence and independence | <ul style="list-style-type: none"> • Objects for chewing. Objects to chew on such as a Pencil Topper, ChewEase, or Chewable Jewel can provide soothing oral input to keep a pupil focused on learning rather than sensory cravings. • Push-ups and jumping jacks. Jumping jacks or just jumping in place, and push-ups done in a chair or against a wall provide organizing proprioceptive input at school. • Stretching. Stretching wakes up the body after a quiet activity. Everyone can benefit from stretching after sitting, but it’s even more important for a child with sensory issues. • Playground and gym opportunities. All children—especially those with sensory challenges—need opportunities to move before, during, and after school: throw or push objects, run, jump, and pull objects. Otherwise, it can be quite difficult to settle in to quiet classroom activities and follow school rules about “no throwing” and “no running.” We could try incorporate movement experiences such as Brain Gym, yoga, or other activities into to keep students on track and ready to learn. Daily mile • Appropriate demand for eye contact. A child with sensory issues may need to “block off” his visual sense in order to listen more effectively. He/she should not be required to maintain eye contact when answering a question requiring concentration. • Prepare for intense sensory experiences. The sensitive child should be warned in advance about fire drills, for instance, so they can be prepared for the intensity. They should be permitted to wear earplugs or sound blocking earmuffs during such a sensory onslaught. • Special place in line. When lining up with other children, the child should always be at the front or end of the line so they aren’t disturbed by other children crowding or bumping into them. • Special seating. A sensitive child needs a well-considered seat location in the classroom. The best spot varies from child to child and the parent, teacher, and OT may need to collaborate to determine the best location in a given room. Children with sensory issues often do best in the front of the classroom close to the teacher, away from distractions such as direct sunlight and vents and noisy radiators. A student may | | |
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| | <p>also need to sit where they can't see out the door or windows, or next to a wall for a sense of security.</p> | | |
| | <p>When you have tried at least 3 of the above strategies for at least two weeks then</p> <ul style="list-style-type: none"> • Refer to SENCO for an in class observation • Meet with parents • Complete appropriate assessment • If under 6 refer to OT – if over 6 refer to EPI/CAHMS service for advice • If SEN Support triggers are met SENCO and Class Teacher to see parents and explain Pupil Intervention Sheet and SEN register placement | | |

