

LATIFA SCHOOL FOR GIRLS



LEARNING SUPPORT DEPARTMENT HANDBOOK

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LEARNING SUPPORT DEPARTMENT

Vision Statement

Latifa School for Girls promotes respect, pride in our achievements and the desire to do our best.

We encourage students to:

- Discover and develop their individual interests and abilities;
- Develop their skills, knowledge and understanding in order for them to take full advantage of the opportunities life has to offer;
- Show respect for other people and cultures, as well as for our environment;
- Build on the values, traditions and culture of the U.A.E. and the wider Arab world whilst recognising our role in the global community.

Learning Support Department Aims

The Learning Support Department aims to:

- promote the aims of Latifa School's Vision Statement;
- raise the self esteem and confidence of students with SEN;
- facilitate inclusion of students with SEN within Latifa School;
- enable students to have access to a broad and balanced curriculum;
- enable students to achieve their full potential academically and personally;
- enable students to develop their skills in basic literacy and numeracy;
- promote cooperation and dialogue between students;
- promote self reflection and encourage independent learning;
- provide a safe and stimulating teaching environment;
- provide an excellent learning experience which challenges and motivates;
- encourage staff development and to share good practice;

What are Special Educational Needs (SEN)?

Special educational needs arise from difficulties in or barriers to learning. Students with special educational needs will have greater difficulty in learning than the majority of children of the same age. Their difficulties may manifest themselves as a problem in grasping or retaining concepts or skills in areas such as Language, Mathematics, Science or the Expressive Arts.

There are various categories of SEN:-

- *Cognition and learning* – this will include students with general learning difficulties (moderate, severe or profound) and specific learning difficulties (such as dyslexia).
- *Behaviour, emotional and social development* – for example, these students may be withdrawn or isolated, disruptive, hyperactive, have immature social skills or present challenging behaviours.
- *Communication and interaction* – these students will have difficulties in one or more areas of speech, language and communication. Autism will come under this category.
- *Sensory and/ or physical* – sensory difficulties include hearing and visual impairment, physical impairments may arise from physical, neurological or metabolic causes. Some students can have multi-sensory impairment.

Note however, that a student's SEN may overlap these categories. For example, a dyslexic child may also have communication difficulties or even behavioural difficulties.

Medical conditions may not necessarily imply SEN but a medical condition, if not properly managed, may hinder a student's progress in school.

What factors can affect a student's progress?

As well as cognitive and learning difficulties, many factors may affect a student's achievement such as:

- the delivery of the curriculum and the students' learning needs may not be matched
- social factors may play a part in the capacity of a student to learn
- emotional and behavioural problems
- there may be unidentified sensory impairment
- medical conditions or trauma

For some students therefore, school is stressful and they may have trouble succeeding. This will lead to lack of confidence and low self esteem. In a school environment where students want to be admired and feel successful, learning difficulties can make this time in their lives a difficult and anxious one.

The results of a poll conducted at Latifa School in October 2005, show where teachers felt their concerns were regarding Latifa Secondary students. (See Appendix ii, page 19)

How can we best provide for students with special needs?

The essence of effective Learning Support provision is teamwork with consultation and co-operation paramount amongst team members. The team consists of everyone involved with the education of the students:

- Head Teacher
- Heads of Department
- Learning Support Department
- Subject Teacher
- Head of Year
- Form Tutor
- Matron
- Parents
- Student

(Specialists such as educational psychologist, speech specialist, audiometrist, ophthalmologist may be involved too, where applicable.)

Should every teacher be a teacher of SEN?

As SEN is a whole school responsibility, every member of staff should contribute to the education of SEN students.

It is of note that the UK SEN Code of Practice 2001 states that "All teachers are teachers of special educational need. Teaching such children is a whole school responsibility."

Learning Support staff support a range of subjects across the curriculum. Staff who are not receiving support are very welcome to seek advice from the department. Information about the department, advice on teaching dyslexic students, and IEPs are accessible in the staffroom library. Requests for further information are always accommodated. Useful information will be added to the library resource and also on Latifanet as an ongoing process.

The Learning Support Department has a base. Resources, etc., are housed there and all staff are welcome to look at the resources produced by the department.

Teachers of SEN students need enough knowledge of students' problems to make sensible decisions with confidence. For Latifa Support Plus students, the Learning Support Teacher who has particular responsibility for that student should be contacted for consultation and advice

Students do not respond equally to their opportunities. The rate of learning and style of learning varies from student to student, whether they have special needs or not. They do not learn in same ways or in the same sequence. Each student is an individual with individual difficulties and individual ways of learning. Teachers are aware of this when planning lessons.

No line divides students with and without SEN. There are no principles of learning that can only be applied to those with SEN. Any student could fail because a task has been unwisely chosen or presented. Tasks or teaching may need to be changed and differentiation within the classroom is very important.

Staffing 2009 - 2010

There are currently five members of staff in the department with a wide range of experiences and expertise.

CAD	Carol Davies	Head of Learning Support
KAG	Kerry Gillette	Learning Support Teacher
LJA	Lesley Anthony	Learning Support Teacher
LNS	Lynne Shirlaw	Learning Support Teacher
AFY	Asmaa Younis	Arabic Learning Support Teacher

It is essential aspect of effective teamwork is the dissemination of In-service Training and a commitment to personal staff development. Time is set aside in Departmental meeting for this.

Resources

Learning Support has two classrooms, one with six computers and an interactive whiteboard and one with two computers and an interactive whiteboard. In addition there are printers and Coomber audio equipment in each room.

The department has equipment and numerous resources for teaching Literacy and Numeracy. These are stored in cupboards outside room 60. The reading materials have associated work collected as/when teachers use these books. All books are vetted as to content suitability. These are stored according to reading ages. As well bought in resources, Learning Support staff develop their own resources to suit the needs of their students which are stored in the Learning Support base or on Latifanet.

Both Learning Support rooms have display boards. These boards are updated regularly to reflect recent work. Often displays have an interactive component. Care is taken to avoid putting students' full names on the work and also photographs do not have students' faces depicted. Students often assist in planning the display.

Student information is securely stored in a filing cabinet in room 60.

In-service Training

It is essential that the Learning Support Department works effectively as a team, sharing information about students and sharing the experience and expertise of staff. All Department members are alerted to generic and subject specific INSET opportunities by the Senior Teacher and the Head of Department. The school INSET information board is in the staffroom and new courses are regularly posted. To apply for INSET involves completing an application form and submitting it to the Senior Teacher. The Head of Department should be informed at this stage.

The Headmistress has the final say on whether an application for INSET is accepted or not. As a BSME school, we receive both formal and informal INSET opportunities, including the BSME Special Needs Forum, which at the moment meets each semester to share professional expertise.

Performance Management

Staff focus on three or four areas for action, setting targets for the year which are then discussed and reviewed by the member of staff and Learning Support Head of Department. Targets are then mutually agreed and drawn up with an action plan for implementation. One area of focus should be linked to the School Development Plan; one area of focus should be related to teaching and learning; one area of focus should be personally challenging.

Copies of the completed performance management documentation are forwarded to the Headmistress.

Lesson Observation

The Head of Department observes a lesson of each department member at least once a year. One focus of the observation will be related to the performance management target of the teacher being observed. New members of staff are also observed by the Headmistress.

Staff are encouraged to share ideas and to observe teaching and learning strategies being used by the team, subject to timetable constraints.

Due to the cross-curricular nature of in-class support, the department is in the unique position of being able to regularly observe lessons. This enables us to identify and share good practice across subjects.

Departmental Review and Target Setting

Development of the department is an ongoing process and, as such, is monitored and reviewed on a regular basis. Each year the department's progress is reviewed and priorities are identified for development in line with the School Development Plan.

All members of the department are involved in discussions in the review and there are obvious links in personal staff development plans and INSET provision

Whole School/ Cross- Curricular Involvement

Learning Support teachers support across a range of subjects and year groups. This overview places them in an ideal situation to positively contribute to whole school and cross-curricular initiatives. Learning Support staff are regularly actively involved in working groups for whole school Initiatives, contributing strongly to resourcing and strategies for cross curricular use. Recently the Learning Support team has contributed to Literacy across the Curriculum, Assessment for Learning and Healthy School working groups.

Liaison with Latifa Primary School

Extra English groups link with Primary through a variety of projects which involve our students 'teaching' or working with younger classes at Primary (usually Year 1). These have proved to be very beneficial in raising the self esteem and confidence of our Learning Support students.

Events at Primary such as Open Day and Book Fair are attended by Secondary staff.

In preparation for transition, Secondary Learning Support staff liaise with Primary Learning Support staff to obtain information and meet the new intake students.

A sample Extra English lesson is given to the transfer students on 'Taster Day' (usually in June prior to transfer) to introduce them to the Secondary Learning Support base and staff.

Students

Although students mainly transfer from Latifa Primary, there is occasional intake to the Secondary from other schools.

The predominant needs of students at Latifa Secondary fall in the cognitive category. Literacy difficulties are the main concern especially since the girls usually have English as a second language. All staff play an important role in the vocabulary development of the girls, especially of subject related key words.

The Learning Support Department has extensive experience of supporting students with a range of needs including specific learning difficulties (dyslexia), general learning difficulties, hearing impairment and emotional/ social and behavioural difficulties.

What kind of support is available for students at Latifa School?

A variety of support is available at Latifa School; in-class support, one to one tuition and small group teaching.

In line with UK Special Needs Code of Practice (2001), there is a staged approach to support at Latifa School. There is no statementing process and hence a two stage system has been adopted.

Latifa Support Plus: Students receiving this level of support have an IEP and are taught 'Extra English' by Learning Support staff for two lessons per week in place of French from years 7 to 9. IEP targets are addressed in these lessons and the course is mainly designed to improve literacy skills (speaking, reading and writing), although numeracy is also addressed as the need arises. ICT is used throughout the course and raising self esteem and confidence is given a high priority. See Extra English Course Guide (Appendix v) page 23.

Latifa Support Plus students receive in-class support across a range of subjects.

Latifa Support: Students receiving this level of support are given in-class support in some subjects. Their progress is monitored by support staff.

There are hyperlinks on the Learning Support Register to access information about students receiving support. The Learning Support register is reviewed twice yearly.

Students not on the register who are causing concern are referred to the Learning Support Department by HODs and HOYs for investigation and possible inclusion in the register.

For students with significant SEN who are finding the curriculum demands too challenging, even with support, an individual timetable is devised, usually from year 9. Care is taken to maintain mainstream curriculum and social integration with peers whenever possible but the programme also includes a course based on the ASDAN scheme of work. See details on page 13. These students will remain at Latifa Support Plus in order to fully monitor their progress.

Sometimes students may have only minor or temporary difficulties, or it may be that only one teacher has concerns about a student. The Learning Support team will give advice and may also offer to observe the student in a lesson or carry out suitable testing.

To date departments have been willing and able to cope within their own spheres of expertise in addressing the challenges presented by gifted students.

Learning Support Register

The Learning Support register actually contains a list of all of the students in the school with Latifa Support Plus and Latifa Support students highlighted. Many supported students have hyperlinks to access further information. Also hyperlinks on the register allow staff to access spelling, reading comprehension and Midyis results for all students.

The Learning Support register is reviewed and updated twice a year and maintained by the Learning Support Department.

Identification of students requiring support

In preparation for transition, Secondary Learning Support HOD liaises with Primary Learning Support HOD initially. Visits are then arranged to Primary to observe the new intake students in lessons and to meet with Primary Learning Support staff for more detailed information on the student. Samples of work are provided by Primary along with previous test results for the year group. Background information is obtained from these discussions with Primary staff such as social and educational groupings, areas of strength and weakness and interests. Secondary Entrance Test results are examined to be used diagnostically and to flag any potential concerns about students. This information is shared with the HOYs.

However, assessment is a continuous process. At Secondary we will refer to:

- evidence from teacher observation and assessment
- evidence from classwork
- standardised tests and other assessment tools
- the student's level of attainment
- concerns raised by HODs, HOYs and other staff working with the student.

The assessment of children whose first language is not English requires particular care. The school needs to establish whether the problems they have in the classroom are due to SEN or to limitations in their command of English which will affect the students' achievement.

HODs and HOYs liaise with Learning Support for other students causing concern. Learning Support department will conduct further tests if necessary to identify areas of difficulty and to give advice and suggest strategies for the student. Where appropriate the student will be added to the learning support register and progress monitored. IEPs will be set up as appropriate.

Specific Learning Difficulties are initially investigated by the Department. The department will advise the student and subject teachers on strategies to enable the student to access the curriculum. Also the spelling programme for that student will take into account their specific needs. If there are significant concerns, a referral can be submitted to an educational psychologist for full assessment and guidance. This will also enable exam concession of scribe or reader to be applied for if necessary. Reports from the educational psychologist are summarised by HOD of Learning Support and distributed to HODs, with subject teachers having access as necessary. This student would be added to the learning support register and monitored with an IEP drawn up and implemented.

In some cases it can be difficult initially to tell if there is a problem since English is the second language for most students. Some difficulties can be as a result of ESL. Even in Arabic whilst the girls may have a good standard of oral Arabic (Gulf), there may be a poor written standard in Arabic as the greatest part of their education may have been in English.

Testing

As from 2009, all students on entry will be tested for reading comprehension ages and spelling ages using Access Reading test and Macmillan Graded Word Spelling Test. The English department accommodates this testing during English lesson time. At the end of each academic year these students are be retested to monitor progress.

Alpha and Omega stage tests are also used diagnostically to ascertain which phonics and spelling rules are required to be set as individual targets in the spelling classes. Progress can also be monitored by retest results at each stage.

Latifa Support Plus students are also tested using the BPVS (Vocabulary) and Graded Word Reading Test (single word reading test). The Holborn (sentence reading) can also be used.

SNAP (Special Needs Assessment Profile) can also be used as a diagnostic tool for students causing concern.

Recording and Assessment

Progress in spelling is tracked for all students in years 7, 8 and 9 by using the Macmillan Graded Word Spelling Test by testing on entry at the end of each year.

The reading comprehension of all students will be tested on entry and at the end of years 7, 8 and 9 to track progress using the Access Reading Test. This will be phased in from 2009 starting with year 7 students.

Extra English students' progress is also monitored through their IEPs and standardised tests for literacy and vocabulary. IEPs are set up and reviewed twice per year.

Results of the MIDYIS test are used to assess vocabulary development and also to help evaluate progress of students in classes supported by Learning Support staff. Comparison graphs of the class are plotted of their MIDYIS scores which are useful in discussions with the subject staff about the students.

Hyperlinks from the Learning Support Register have been set up for all staff to access tables of MIDYIS, spelling and reading comprehension tests results for all students.

IEPs

Students in years 7, 8 and 9 at Latifa Support Plus stage of support have IEPs. These IEPs are devised by Learning Support Staff and may be in the areas of literacy, numeracy or communication skills. The targets are addressed during 'Extra English' lessons which are taught by a Learning Support teacher. The targets are discussed with students and also with parents (usually at Parents' Evenings). IEP targets are reviewed with students during Extra English lessons and with parents at Parents' Evenings twice per year.

Copies of the IEPs and their reviews are signed by parents and stored in the staff room (Learning Support File in the staff library) for all staff to access. Parents have a copy of the IEP and its review and also the Learning Support teacher responsible for the implementation of the IEP. Students have a copy of their IEP targets and reviews, usually written in a simpler format, which is kept in the student's 'Extra English' folder. The student

therefore holds her own complete records of her intervention programme (See sample IEP: Appendix iii, page 20).

Extra English Course

Latifa Support Plus students have their needs addressed in 'Extra English' lessons which take the place of French on their timetables. Individual programmes are set up on the course to address the learning needs of the students. Literacy (speaking, reading and writing) is the main component of the course but skills such as numeracy and ICT are taught as the need arises. Raising the self esteem and confidence of these students has a high priority.

Full details of the course can be found in Appendix iv page 22.

ASDAN/ individual timetable for students with more significant SEN

An individual timetable is considered for students with significant SEN. Currently two year 9 students and three year 10 students are benefiting from this arrangement. Integration with peers is maintained as far as possible but in addition some courses have been set up specifically to meet the needs of these students. This year Science is teaching and Entry Level course and MFL are teaching an introduction to Italian course to these students.

In addition, KAG (Learning Support) has set up an ASDAN based course. The ASDAN curriculum is designed to provide a framework for the development, assessment and accreditation for social skills in preparation for adult life, through an activity based curriculum. ASDAN encourages students to become more skilled at improving their own learning and performance, working with others and problem solving. In addition, ASDAN challenges and activities will develop and provide evidence for communication, application of number and ICT skills. The ASDAN course also gives the students a good preparation for the Key Skills course in year 12 should they decide to take this.

Spelling Programme

Spelling tuition is carried out for years 7, 8 and 9 with the compliance of the English Department. In one of the 4 lessons of English, students attend library. During this lesson, whilst English teachers work with students, listening to them read and discussing books, the SEN teachers also work with the students either individually or in small groups on a spelling programme.

Alpha to Omega stage tests and the Macmillan Graded word test are used diagnostically to plan programmes of work. A variety of resources are used including resources prepared by staff for the IWB, worksheets, games, Alpha to Omega resources and a three part programme prepared by CAD.

Retesting at each year end enables progress to be monitored. Records of results are kept and the department takes pride in the fact that the students achieve good progress in this skill.

In-class support

Teaching support is supplied at subject departmental request and through recommendations from Learning Support within timetabling and staffing constraints . The majority of in-class support is in Years 7 – 9, although years 10, 11 and 12 are supported as the need arises and staffing level permits.

Subjects supported in 2009 -2010:-

Year 7							
English	Maths	Geography	History	Science			
Year 8							
English	Maths	Geography	History	Science			
Year 9							
English students)	Maths	Geography	History	Science	MFL	(ASDAN	
Year 10	Maths	MFL (ASDAN students)					
Year 12	Art						

The Learning Support Department assists both teachers and students. In general, support for a student with SEN can be achieved in one or more of the following ways:

- By assessment, planning and review
- By grouping for teaching purposes
- By providing additional human resources
- By differentiated curriculum and teaching methods

In-class support may be given to individual students, groups of students or general support can be available for the whole class depending upon need.

A strong feature of the department is the advice and strategies given to teachers (e.g. alternative approaches suggested, differentiated resources made and/or techniques suggested which assist in the delivery of the curriculum, ideas for matching teaching and learning styles, assistance with monitoring students' progress, record keeping and team teaching).

Many resources have been prepared by the Learning Support department for subjects and copies of these can be found on Latifanet and in the filing cabinet outside room 62.

Working with a Support Teacher

Liaison

In order to maximise the benefit of the help available, it is important that the support teacher has some prior knowledge of the lesson content. If liaison time is not always possible, a copy of the worksheets to be used and lesson plan should be given to the teacher in advance.

Roles and Responsibilities

The roles of the subject teacher and support teacher should be discussed. The roles can be flexible, for example, the support teacher may take the lead in some lessons, allowing the subject teacher to do extension work with a group of pupils. Team teaching is also another option.

In the event of a discipline problem in the class, the teachers should negotiate whose responsibility (or shared) this should be. Report writing may be another area for shared responsibility.

Roles may need to be explained to the pupils so that they know whom to approach for help.

Support and Resourcing

Support teachers usually work with a number of subject teachers and often support across different subject areas. Thus, they have a unique opportunity to identify successful strategies for teaching individual pupils or classes. This cross-curricular overview gives an opportunity to share observed good practice with other teachers in the school.

The support teacher may also develop individualised teaching programmes that are directly targeting a pupil's particular area of difficulty.

The support teacher can play a key role in differentiation and lesson planning. It can be an effective use of the support time since the resources can be distributed to other staff and added to a department's bank of resources.

Assessment, planning and review

The support teacher can advise and support the subject teacher in assessing and reviewing the progress of SEN pupils and in setting appropriate targets.

Learning Support staff keep records of their support, noting information about the students' progress. These class support records are a useful addition for parents' evenings.

Some examples of how students can be supported in lessons:

- Re-explain instructions or vocabulary.
- Work with students to consolidate key ideas and learn key words
- Assist students in reading text.

- Make notes for students as necessary when aural attention is required (for example, when the teacher is speaking or when watching videos).
- Check students' work and encourage them to self correct mistakes.
- Act as a scribe when appropriate (for example, for dyspraxic or dyslexic pupils).
- Foster development of a student's social skills.
- Supervise small groups of students on tasks or in practical work.
- Help students catch up on missed work.
- Assist in student target setting and self evaluation
- Observe students in lessons in order to:-
 - feedback to teachers on student progress
 - identify students who are underachieving
 - identify students who have performed well
 - identify problems (learning and behavioural)
 - observe group dynamics and suggest changes in seating, pairing, groups, etc
- Encourage pupils to become more independent as learners (for example, encourage use of dictionaries, reference books or ICT).
- Give positive feedback to pupils in order to build their confidence and self-esteem.
- Keep pupils on task.
- Assist in implementing behaviour management programmes.
- Assist in target setting and monitoring of achievement.
- Development awareness of different learning styles of the students (visual, auditory, kinaesthetic, multi-sensory) and matching teaching methodologies to allow all students access to the curriculum.

How to support your Support Teacher

In order to maximise the benefit of support, it will be useful to provide the following for staff on support with you:

At the beginning of a course:

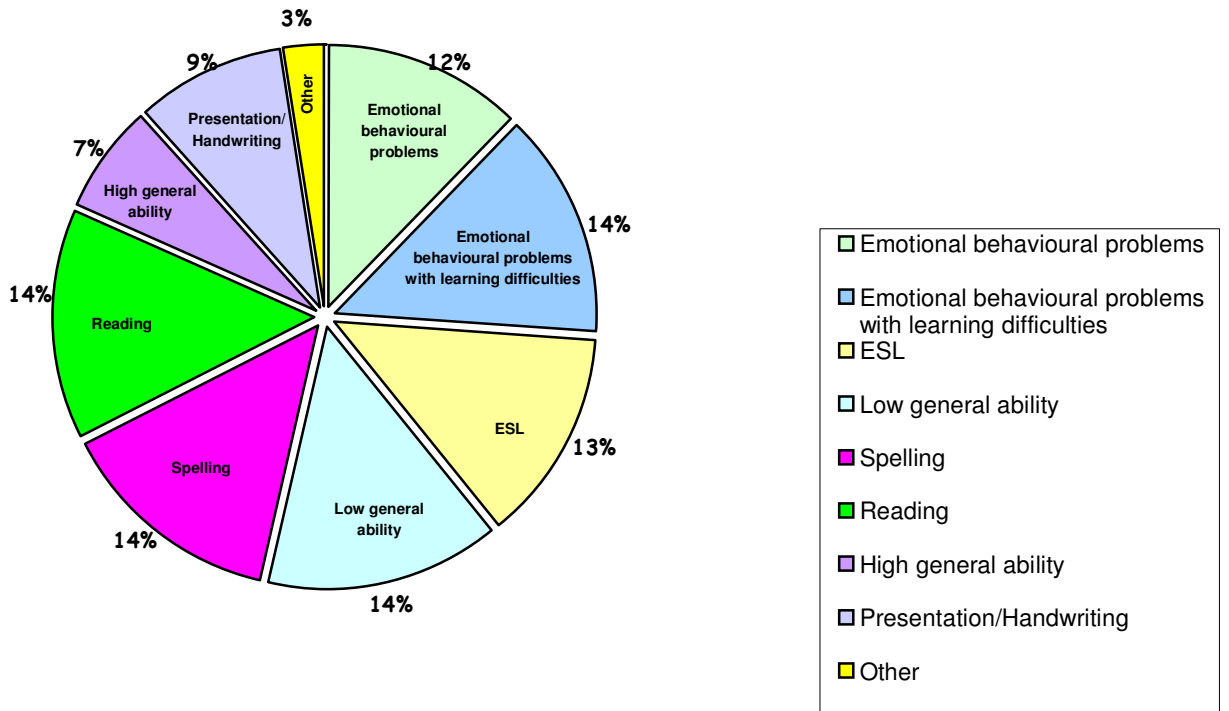
- Provide information on the syllabus, module or topic you are teaching (for example, course outlines or lesson plans).

- Discuss and agree with support staff their and your roles and responsibilities in your lessons.
- Provide information on where departmental resources are stored.
- Provide information on policies and procedures in your subject area.
- Provide Health and Safety information for your subject.
- Provide a class list.

For individual lessons:

- An outline of the lesson plan (may be already provided as part of the course outline).
- Risk assessment details for practical activities.
- Details of assessment criteria for tasks they are supporting, including the level of support allowed for an assessed task.
- Details of any record keeping you wish to be done in the lesson.

Main Areas of Concern about Students Identified by a Poll of Latifa Staff 2005



Appendix ii

Name: An Example Area/s of concern: Literacy + Communication Skills		Individual Education Plan			School Action + Review Date: Feb 2006
Class Teacher: MSD		Start date: Sept 05	DOB 8.7.1991	Year 8	Class EE IEP No. Secondary 3
Support by: AA- spelling remediation		Proposed Support: 2 hrs EE weekly MSD/support Maths MSD/SP Ren Support began 1999			
<u>Targets to be achieved</u> 1. To learn the spelling rule: 'squ', 'wa' odd words while knife and write, u-e rule and soft 'c' at end of words ' 2. To read level '7-9' of 'Alpha and Omega' reading scheme 3. To discuss / write about the structure of a story / play / poem. 4. To know, and use, the link with other letters when writing. 5. To be able to follow an instruction after a pause.	<u>Achievement Criteria</u> 1. The spelling rule is explained on request and applied in written work. 2. Reads with minimal support and is able to answer questions about the books. 3. Achieved on '3' occasions during a period of '3 months' 4. Observed to use correct handwriting joins within written classwork on '6' separate occasions. 5. Observed to work efficiently using prescribed strategies for auditory association, perception and short term memory.	<u>Possible resources/techniques</u> 1. Worksheets. Games to reinforce the rule learnt. Salt tray and watering can to encourage kinaesthetic, multisensory link. 2. Reading-scheme books and appropriate worksheets. Flashcards and games to reinforce sight-vocabulary. 3. Writing frames. Study notes. Diagrams 4. Handwriting sheets. Tracing activities. Cursive tactile letters. 5. Quiet room. Objects / pictures for use in instructions. 'Time to Listen' and 'Look Who's Listening Cards'	<u>Possible class strategies</u> 1. Teach the spelling rule and how to apply it. 2. Listen to ... read at least once a week. Maintain home-school reading record with tutor. 3. Discuss the text and demonstrate how to identify the structure. 4. Show how to form diagonal and horizontal joins. Encourage ... to join letters. 5. Activities for auditory association, perception and short term memory	<u>Ideas for support/assistant</u> 1. Show examples so that ... can see a pattern. Set exercises to practise applying the rule. 2. Listen to ... read at each session. Discuss the story. Provide activities to reinforce sight-vocabulary. 3. Show An how to set down the structure of a text. 4. set handwriting tasks to practise correct joins. 5. Provide activities / games involving following instructions within a small group.	<u>Outcome</u>
<u>Parents/career contribution</u> Listen to ... read. Write in the reading record book. Make sure books are returned to school each day. Give short, simple instructions for daily tasks					
<u>Student contribution</u> Try to apply spelling rules learnt to her own written work. Read as often as possible. Remember to bring books back to school Variety of auditory processing activities-use sub vocalization /visualization/mnemonics to assist memorization					

Copy for parent/student/teacher/support/file

Appendix iii) This sheet has been issued as one or more teachers have raised a concern regarding:

Student's Name _____ Year Group _____ Date _____

As a teacher of the student concerned, please fill in as much information as is applicable/possible. The areas of difficulty prompts may be useful. You are welcome to speak to Head of Learning Support or add additional notes on the reverse of this sheet.

Area of Difficulty	Tick	Comment
Reading (please specify decoding, comprehension etc)		
Spelling		
Handwriting/presentation		
Comprehension of written materials		
Writing (grammar, punctuation, sense)		
Numeracy		
Listening		
Following instructions		
Speech (clarity, speed, grammar etc)		
Work rate/completion of tasks		
Motivation		

Concentration		
Motor control		
Hearing or visual difficulties noted?		
Behaviour		
Co-operation with adults		
Co-operation with peers		
Self Esteem/confidence		
Personal organisation		
Memory (auditory, visual)		

Priority Area(s):

Additional Notes:

Please return to Head of Learning Support. Thank you.

Appendix iv

General Guidance for Extra English Course

Years 7 - 9

Learning Support Department

Latifa School for Girls



Extra English - Course Outline

This course is designed to improve basic skills in literacy, ICT, communication and sometimes numeracy. It also aims to increase self-esteem and confidence. It is offered as an alternative to French for students with weaker literacy skills. Typically, students on the course will have literacy levels below nine years and will have had extensive support in their primary school. The course is aimed at a small group size so as to provide a high level of support in order to address individual needs.

Topics are taught using a range of books, selected worksheets, ICT, IWB, project work, 'games' and practical activities with an emphasis on encouraging all to contribute and develop confidence and self-esteem. There is a combination of individual, group and project work. The students are actively encouraged to support and respect each other and to develop social skills through group activities.

The department has a range of reading books which is supplemented by the adjacent library resources. There are a variety of resources for teaching spelling, writing skills and numeracy. These are stored in rooms 60 and 62 and also in the cupboards outside room 60. Resources for multi-sensory teaching (auditory, visual and kinaesthetic styles) are available in rooms 60 and 62 (e.g. salt trays, tactile boards, water pourers and audio equipment). Both dedicated teaching rooms have IWB. Room 60 has two computers; room 62 has six computers.

SUMMARY OF AIMS OF THE COURSE:

- To raise self esteem
- To improve basic skills in literacy, ICT and numeracy
- To improve confidence in oral communication
- To improve social skills and confidence when working with others

TOPICS/ OBJECTIVES COVERED DURING THE COURSE:

The duration and depth of each topic will vary each year according to the particular needs of the students attending the course at the time. Courses are tailored to meet the needs of each group. IEPs are set up twice a year for each student by their Extra English teacher to address their individual needs. The targets are discussed and reviewed with the student. Parents are kept informed of the targets via parent's evenings and copies of the IEPs are sent home to be

read and signed by parents. Copies of the IEPs are stored in the staff room for subject teachers to access.

TYPICAL FORMAT OF LESSONS:

Lesson timings will vary according to the activity and the needs of the group.

A typical lesson may have the following structure:

5 mins: Administration and statement of lesson content/ objectives.

5 - 10 mins: Starter activity (generally revision of previous topic work or introduction activity for new topic) - usually involving oral work/ active group work.

30- 40 mins: Main activity - e.g. worksheets, IWB, ICT, oral work, comprehension, reading, individual writing etc

5 - 10 mins: Plenary - promoting communication skills/ social skills (turn taking, co-operation, working together).

TOTAL = 60 mins

RECOGNITION OF ACHIEVEMENT:

Merit points are awarded in lessons for good work/ effort and collected on a card at the back of the student's filofax in line with school policy.

HOMEWORK:

Homework is set according to school policy and rewarded with merit points as appropriate.

Outline of topics taught in each skill area

NOTE: The course will be tailored to the needs of each group **therefore not all** topics will need to be covered by every group.

Communication Skills

Listening and Speaking:

LISTENING:	COMMENTS
To demonstrate good listening skills (look at speaker etc). To pay attention when whole class is addressed. To listen to and carry out simple individual instructions. To listen to and carry out simple class instructions. To listen to other students and wait quietly for own turn to speak.	

To listen to others giving appropriate eye contact and body language.
To listen to a story with sustained interest.
To watch a video/ listen to an audio tape with sustained interest.
To listen to another student giving a talk and ask appropriate questions.

SPEAKING

General skills:

To respond to a question appropriately.
To answer 5W and H questions.
To speak in complete sentences.
To use compound sentences in speech.
To speak clearly and audibly.
To understand and use topic vocabulary.
To speak fluently.

Sentence structure:

To use appropriate personal pronoun in speech.
To use appropriate pronoun of time and place in speech.
To use appropriate word endings in plurals.
To use correct tenses of verbs.

Conversation:

To make relevant responses in a conversation.
To take turn in a conversation, know when it is appropriate to speak.

Giving information/ description:

To describe on object/ scene/ event using simple sentences.

COMMENTS

To give simple instructions.

To give a series of instructions necessary for a task.

To convey a given message accurately.

To talk about a text that has been read or heard.

To recount an event or story in a logical sequence.

To talk about events using descriptive language.

Discussion:

To take part in class discussions.

To speak using intonation in order to keep the audience interested.

To carry discussions forward by giving more information/ asking questions.

To ask for help/ clarification/ further explanation when needed.

To express thoughts, feelings, opinions.

Talks/ presentations:

To present a talk using appropriate body language and eye contact.

To present a short talk to the class using cue cards or notes.

To give a short presentation to an audience using PowerPoint.

To present a talk using style of language and vocabulary appropriate to audience.

Auditory Processing:

Individual programmes can be set up for students with auditory discrimination difficulties. Activities are selected from "Auditory Processing Activities: Materials for Clinicians and Teachers" by JoAnn H. Jeffries and Roger D. Jeffries, ECL Publications, 1991. Copies are available in rooms 60 and 62. Areas covered are:

- Auditory discrimination

- Auditory memory
- Auditory perception
- Auditory Association
- Auditory synthesis
- Auditory comprehension

Other activities:

'Game' activities are also used to develop communication skills and also used to develop social skills such as turn-taking, group work, pair work.

"Look Who's Listening" activities are also available for auditory processing.

Writing Skills

Word Level: Spelling

The department runs a comprehensive spelling course for all students. Students are tested on entry to LSG using the Alpha to Omega level suitable for their ability level. From these results spelling programmes are compiled for the students which take place during part of their Library lesson each week. On completion of each stage of Alpha to Omega, the girls are retested using different words but the same rule or pattern as in the original test. The results determine whether the student is competent enough to move on to the next stage. Thus targets are set on an individual basis on the course.

In addition the Graded Word Spelling Test (Vernon) is used to determine the spelling age of the student at the **start** of the programme in year 7 and again at the **end** of each year to assess improvement.

Resources: A range of resources are used during lessons. These include interactive whiteboard, websites, worksheets, books, games, computer software and SSER spelling course (saved in shared work). Worksheets are stored in the filing cabinets outside room 61 and in trays in room 60. Books are stored in rooms 60 and 62. Games and equipment (flashcards, wooden letters, 'Snap' cards, board games etc) are stored in the cupboards outside room 60 and in rooms 60 and 62. Multi-sensory equipment (salt trays, tactile boards and water pourers) are available in rooms 60 and 62.

A range of Jolly Phonics resources are available for students with significant literacy difficulties.

Spelling Target	Stage 1 Alpha to Omega
Multisensory methods	
Short vowels	
Consonant blends	
Consonant digraphs sh, ch, th.	
Vowel consonant digraph ar, or, er.	
"W" rule 1 "a" after w saying o was, want	
2 "ar" after w saying or war, warm	
3 "or" after w saying er word work	
Long vowels (magic e)	
The "v" rule ("o" saying "u" love, mother)	
Soft "c" ice	
Words beginning with "k" Key	
Soft "g" gentle	
Walls ('u' after 'g', 'd' before 'g', 't' before 'ch')	
Review of high frequency words	
	Stage 2 Alpha to Omega
Long 'a' ('ai', 'ay')	
Long 'o' ('oa', 'ow', 'oe')	
Long 'u' ('oo', 'ew', 'ue')	
Long 'e' ('ee', 'ae')	
Vowel digraphs 1. 'oi', 'oy'	
2. 'ou', 'ow'	
3. 'au', 'aw'	
4. 'ir', 'ur'	
5. 'ear' saying 'er'	
Prefixes	
Suffix rules 1. CVC rule suffix	
2. Dropping the 'e' (suffix beginning with vowel)	
3. Suffix beginning with consonant	
4. Words ending in 'ce' or 'ge'	
5. Words ending in 'y'	
6. Adding 'ing' to words ending in consonant + 'y'	
7. Adding 'ing' to words ending in vowel + 'y'	
Irregular plurals	
	Stage 3 Alpha to Omega
Syllables	
Final syllables: 'tion'	
'le'	
'our' saying 'er'	
'ch' and 'que' saying 'k'	
'ch' saying 'sh'	
'ph' and 'gh' saying 'f'	
'ie' and 'ei'	
'ti' and 'ci'	
'sion' and 'ssion'	
'ture' saying 'cher'	
'ary', 'ery', 'ory'	
Homophones	
Silent letters	

Text and Sentence Level:

Programmes are tailored to the needs of the group. The following outline provides a guide to the order of securing text and sentence level skills.

Year 7: Writing

Text Level	Sentence level	Resources/ topics	Comment
<p>Introducing paragraphs Beginning, middle and end of a story leading to story planning.</p> <p>Creative Story Writing Examples: Descriptions of characters. Descriptions of settings. Story beginnings. Story endings. Sequencing of a story.</p> <p>Story planning Story planning leading to writing short stories with beginning, middle and end. Retelling of a story. Recount of a story.</p>	<p>What is a sentence? Simple connectives Sentence openers</p> <p>Basic punctuation: Capital letters Full stops Commas Question marks Exclamation marks</p> <p>Grammar: Nouns Adjectives Verbs</p> <p>Proofreading (basic punctuation, high frequency words)</p>	<p>Treasure Chest Myths/ legends/ Fairy tales Dazzle Peak</p>	
<p>Poetry Acrostic poems Shape poems Repetitive lines</p>		<p>Poetry collection</p>	
<p>Informal letter writing Invitation Letter to a friend Postcards</p>	<p>Layout Sentence openers Paragraphs</p>	<p>Templates Resource books in teaching rooms.</p>	
<p>Writing a sequence of events Personal diary. Record of a visit or holiday</p>	<p>Sequencing of events</p>		
<p>Factual writing Newspaper articles</p>	<p>Layout Headlines Sub headings</p>	<p>Newspapers (vocabulary - editor, reporter etc)</p>	

Year 8: Writing

Text Level	Sentence level	Resources/ topics	Comment
<p>Creative Story Writing Story planning leading to writing longer stories with beginning, middle and end. Descriptive writing (characters, settings etc). Paragraphing: STEPP (speech, time, event, people, place).</p>	<p>Punctuation: Speech marks Contractions</p> <p>Grammar: Pronouns Adverbs Verb tenses More complex connectives. Increasing variety of sentence openers. Extending vocabulary (WOW words).</p> <p>Proofreading (basic punctuation, high frequency words, tense, consistent use of pronouns in longer writing).</p>	Children's Story Project (linked to Primary) Treasure chest.	
<p>Poetry Limericks Riddles</p>		Poetry collection	
<p>Instructional writing</p>	Layout	Rules Instructions Recipes	
<p>Writing a sequence of events</p>	Sequencing	Recipes Autobiography	

Year 9: Writing

Text Level	Sentence level	Resources/ topics	Comment
<p>Creative Story Writing Planning, drafting and writing stories with more than three paragraphs. Genre. Proofreading</p>	<p>Topic sentences Continue work on tenses and verb agreements. Proofreading for punctuation, grammar, spelling, sense. Use of adjectives appropriate to genre.</p>		
<p>Playscripts Write a scene for a play (pair/ group work). Use of conventions of scripting (stage directions, settings, dialogue and layout).</p>	<p>Use of contractions. Informal and formal dialogue. Direct speech.</p>		
<p>Formal letter writing e.g. letter of complaint. Layout, ways of starting and ending, use of paragraphs.</p>	<p>Formal style, no contractions.</p>		
<p>Note Taking leading to non-fictional writing (e.g. report, article, presentation) Bullet pointing, selecting key words/ phrases, ordering, cue cards, PowerPoint.</p>	<p>Using index, glossary Scanning Skimming Writing notes (e.g. bullet pointing)</p>	<p>Projects leading to presentations/ talks: Keeping a Pet. Wedding Planner. Primary School Link: Countries.</p>	

Reading

High priority is given on the course to the improvement of reading skills. Paired reading, group reading and individual reading activities are used along with the development of strategies e.g. pictorial, contextual clues and phonics. Standardised tests are used to assess reading ages (Access: Reading comprehension, McMillan Graded Word: Word reading) on **entry** to year 7 and at the **end** of years 7, 8 and 9 to assess progress. Results are recorded in a table which can be accessed by all staff through a hyperlink from the SEN register.

Individual reading targets are set for students in their IEPs. Reading skills targeted are: Word attack/ decoding skills, comprehension skills and fluency skills.

A range of reading materials is available in the cupboard outside room 60 and also in the library. These include fiction, non-fiction, plays and poetry.

A summary of reading materials (+ TN shows teaching notes/ book also available) within the department is listed below:-

Reading age	Resources	Comments
Up to 7 yrs	Ginn: Level 5 Skyways: Level 3 +TN Dr Seuss series Wellington Square Level 1 + 2	
7 - 8 yrs	DK Beginning to Read Level 1 Ginn: Levels 6 + 7 Lightening Reads (Brown level) +TN Happy Families Meg Parker Mysteries Sets 1 and 2 +TN Premier Readers: 7 + 8 yrs Scoop Dougan Mysteries Sets 1 and 2 +TN Skyways: Levels 4 + 5 +TN Wellington Square Levels 3 + 4	
8 - 9 yrs	Blitz It Series DK Beginning to Read Level 1 DK Beginning to Read Level 2 DK Elementary A First Base Five Minute Thrillers with tapes Ginn: Level 7 Happy Families High Noon: Ecology Kids +TN Lightening Reads (Brown level)+ TN Livewire Investigates Premier Readers: 8 + 9yrs Ten Minute Thrillers Skyways: Levels 6 + 7 +TN Wellington Square Level 5	
9 - 10 yrs	DK Beginning to Read Level 2 DK Reading Aloud Level 3 DK Proficient Readers Level 4 High Noon: Four Corners Series +TN High Noon: High Adventure +TN	

Over 10 yrs	Collins Soundbites DK Proficient Readers Level 4 DK Elementary B DK Intermediate Longman Originals (one copy of each - for independent reading)	
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Handwriting

Some students experience difficulties with handwriting. Cursive script is encouraged and resources are available within the department. For students requiring support with this skill, samples of written work will be used along with observations of the student writing text to determine aspects to focus on.

Aspects for consideration:

- To use a comfortable and efficient grip on the pen/ pencil.
- To position paper and sit in a suitable position for writing.
- To write with correct spacing between words.
- To maintain writing on the lines of the paper.
- To form letters with consistency in size and proportion.
- To maintain the same orientation of letters.
- To write letters in the correct sequence of movements.

For cursive writing:

- Diagonal joins to letters without ascenders (ai, ar, un)
- Horizontal joins to letters without ascenders (e.g. ou, vi, wi)
- Diagonal joins to letters with ascenders (e.g. ab, ul, it)
- Horizontal joins to letters with ascenders (e.g. ol, wh, ot)
- To build up speed, fluency and legibility through practise.
- To use a range of presentational skills (e.g. print script for labels, cursive script for text, capital letters for forms).
- To practise handwriting in conjunction with spelling and independent writing.

ICT

ICT is used throughout the course, in particular, Word and PowerPoint. Read and Write Gold is available on the network to assist with spelling. The Internet is used for research in project work, for images and research activities.

IWB is used within lessons.

Numeracy

For some students, targets may need to be set to address basic numeracy skills. Targets may be set to secure basic numeracy skills. The programme below is often used with these students and it enables a diagnostic profile to be built up.

I have shown that I...

TARGET	(a)	(b)	(c)	(d)	(e)
1. PLACE VALUE	Can complete simple sequences of whole numbers.	Know place value of digits in whole numbers up to 9999.	Can arrange whole numbers in order.	Know place value of digits in decimals down to 0.001.	Can arrange decimal values in order.
2. ADDITION	Know key terms of addition.	Add single digit numbers.	Add numbers up to 100.	Add numbers of up to three digits.	Can solve simple addition problems.
3. SUBTRACTION	Know key terms of subtraction.	Subtract single digit numbers.	Subtract numbers up to 100.	Subtract numbers up to 1000.	Can solve simple subtraction problems.
4. MULTIPLICATION	Know key terms of multiplication.	Know 2, 5 and 10 times tables.	Know 3, 4 and 9 times tables.	Know 6, 7 and 8 times tables.	Can multiply by a 2 digit number.
5. DIVISION	Know key terms of division.	Can divide numbers below 100 by 2, 4, 5, 10 and 3 exactly.	Can divide numbers below 100 by 6, 7, 8, and 9 exactly.	Can do division sums with no remainder.	Can solve division problems.
6. DECIMALS	Can work out addition sums with up to 2 decimal places.	Can work out subtraction sums with up to 2 decimal places.	Can multiply and divide a decimal by 10 and 100.	Can multiply and divide a decimal by 2, 3, 4 and 5.	Can multiply and divide a decimal by 6, 7, 8 and 9.
7. CALCULATOR SKILLS	Can use a calculator for addition and subtraction of decimals and whole numbers.	Can use a calculator for multiplication of decimals and whole numbers.	Can use a calculator for division of decimals and whole numbers.	Can do calculations using more than one function.	Can solve problems using a calculator.
8. MONEY	Can calculate change from £1.	Can add and subtract money values.	Can multiply and divide money values.	Can calculate with money showing working out.	Can work out simple money problems.
9. FRACTIONS	Can shade in fractions of a shape.	Can recognise the fraction of a shape which is shaded. (1/4, 2/3, 5/6, etc.)	Can convert a simple fraction to a decimal without using a calculator.	Can calculate a fraction of a value.	Can solve simple problems using fractions.
10. PERCENTAGES	Can recognise the % symbol.	Know fraction equivalents of 1%, 10%, 25%, 50%, 75%, 100%.	Can work out 10%, 1%, 20%, etc. of a quantity without a calculator.	Can use a calculator to find a percentage of a quantity.	Can use a calculator to add or subtract a percentage of a quantity in context.

11.	TIME	Can tell time using 'o' clock', quarter past and quarter to.	Can tell time to five minute intervals (5 past, 10 past etc).	Understand a.m. and p.m.	Can convert a.m. and p.m. times into 24 hour clock times.	Can solve simple problems with time.
12.	LENGTH & MEASUREMENT	Know length units: km, m, cm, mm, and their relationship.	Can use a ruler to measure an object.	Know mass units kg and g as weights.	Know volume units: Litre, ml (cm ³).	Know when different units are used.
13.	PERIMETER, AREA & VOLUME	Can calculate the perimeter of rectangles.	Can calculate the perimeter of complex shapes.	Can calculate the area of rectangles.	Can calculate the area of complex shapes by splitting into rectangles.	Can calculate the volume of cuboids.
14.	ANGLES & SHAPES	Can recognise the following basic angles. 90°, 180°, 360°	Can estimate angles and use a protractor to measure angles with accuracy.	Can draw angles of a given size up to 180°.	Can name and recognise basic shapes, e.g. triangle, kite, rectangle, circle, square, and parallelogram.	Can name and recognise basic solid shapes, e.g. cube, cuboid, cylinder, prism, pyramid, cone and sphere.
15.	GRAPHS	Can record information in tally charts.	Can recognise a bar chart, line graph, pie chart and pictogram.	Can draw a bar chart from information given.	Can plot a simple line graph on given axes.	Can read information from line graphs and/or bar charts.
16.	STATISTICS	Can find the mean of a set of data.	Can find the median of a set of data.	Can find the mode of a set of data.	Can find the range of a set of data.	Can find the mean, median, mode and range of a set of data.
17.	OTHER TOPICS PART A	Can draw lines of symmetry on shapes.	Know basic compass points and their equivalent 3 figure bearings.	Can work out 3 figure bearings from simple diagrams.	Can calculate with scales and read from scale drawings.	Can recognise odd, even, square and prime numbers.
18.	OTHER TOPICS PART B	Can read linear and circular scales.	Can use ratio to solve problems in context.	Can match probability words to the probability scale.	Can describe possible outcomes using probability words.	Can calculate probabilities for simple events such as tossing a coin.