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Continuum of Learning and Inclusion for Schools

School Offer for Students with Additional and Complex Needs.



Table of Contents

Introduction

The School Offer

Cognition and Learning – Literacy

Cognition and Learning – Numeracy

Communication and Interaction

Speech, Language and Communication

Social, Communication and Interaction

Social and Psychological Wellbeing

Physical, Sensory and Medical

Introduction

A significant emphasis on the Continuum of Learning and Inclusion has been placed on the universal offer for children with additional/complex needs. There is not a specific teaching pedagogy for SEN, which means that the teaching methods used to support children with SEN are not significantly different from those used to teach all children. High quality classroom and subject based teaching (Quality First Teaching) should be the first response to target areas of weakness and where progress is not at expected levels (DfE, 2015)

Our School Offer

The aim of this document is to communicate our specific, additional and complex needs offer. The provision in each school can be different and should reflect the needs of their local school community, which means that each school should have a different offer.

Cognition and Learning

The Cognition and Learning domain of the COLI includes advice and guidance on the profile of need for children and young people along the continuum of learning and inclusion in relation to

[Specific learning needs](#)

[Generalised learning needs](#)

It encompasses the range of needs from moderate difficulties to severe, profound and multiple learning difficulties. These may have associated physical and sensory needs. Students with specific learning needs alone would not generally meet the threshold for complex educational needs, as it would be expected that these needs should be adequately provided through differentiation and adaptation without the need for specialist provision. Specific learning needs combined with needs in other AEN domains may warrant the need for significant adaptation to educational provision and could be identified as complex needs.

Specific learning difficulties (SpLD)

Children who have specific learning difficulties (SpLD) may experience any of the following problems:

- 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, learn spellings or tables.
- Poor organisation which will affect their ability to remember books or equipment, what home learning 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.
- They may learn some things really easily while other aspects of their work present them with persistent difficulties.
- They may often be able to make valuable contributions to class discussions but find it difficult to present those ideas in written form.
- Written work may take these children much longer to complete than a similar piece written by their peers, or be incomplete.
- Their 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 challenges.

Weak auditory and/or visual memory

Pupils may be:

- Find it difficult to pick up sounds/tricky words in reading.
- Forgets words from one page to the next in a book.
- Unable to hold on to information or can be inconsistent with their prior knowledge.
- Unable to follow simple 3 step instruction, such as - "go and get me the red pen and put it on the blue table"

Weak concentration skills

Pupils may:

- Fidget or fiddle with things a lot.
- Find it hard to sit still on a chair or carpet
- Want to call out all the time.
- Be a 'daydreamer'
- Only complete part of a task given
- Distract other learners.
- May leave the classroom when focus is required.
- May create a distraction to distract from their lack of focus.

Poor organisational skills

Pupils often:

- Are the last one to be ready at the end of the day.
- Forgets book bag etc.
- Finds it challenging to gather resources needed for a task.
- Finds it hard to follow all of the steps in a learning task.
- Can be clumsy or fall over their own feet.

Willaston Pathway for Cognition and Learning (Literacy)

Universal Offer:

Universal Offer:	Date	Notes	Impact
Display key vocab on working wall or whiteboard			
Pre-teach new vocabulary			
Audio books using Oxford Owls, Epic reading or Tonies			
Follow the Read Write Inc scheme for phonics			
Use of Word Walls in Rec/Y1/Y2			
Visual support to promote understanding of text – eg. Using pictures to tell the story or diagrams to assist understanding			
Using the Talk for Writing approach to learn the language of			

stories and to scaffold the writing of text.			
Alphabet displayed in Rec/Y1/Y2 classrooms			
Use of alphabet strips, sound mats, letter formation mats, vocab mats etc			
Time given to pupils to review their work both independently and with staff to check errors.			
Pencil grips available to use.			
Activities/instructions broken down into manageable chunks.			
PM Benchmark			
Spelling Shed			
YARC reading assessment			
Whole Class reading approach.			
Extra reading with volunteers.			
Flexible seating available/use of quiet spaces			

Additional Offer:

Additional Offer:	Date	Notes	Impact
Small group activities to address specific targets that are			

explicitly reinforced in whole school activities to aid the transfer of skills.			
Paired or group work to share the thought processes that led them to make inferences.			
Whole class reading develops higher order reading skills by participating in reading above their decoding level. This should increase enjoyment, confidence and self esteem.			
Touch typing			
Use of dictation			
Toe by Toe			
Precision teaching			
Five minute box			
Nessy			
Use of ICT to remove barriers – taking photos of instructions/model text/success criteria etc			

Complex Offer:

Complex Offer:	Date	Notes	Impact
Use of a scribe to write for them.			

English curriculum delivered to the child at their level with support.			

Willaston Pathway for Cognition and Learning (Numeracy)

Universal Offer:

Universal Offer:	Date	Notes	Impact
Display key vocab on working wall or whiteboard			
Pre-teach new mathematical vocabulary			
Access to a wide range of resources eg. Numicon, number beads, counting teddies etc			
Maths working wall			
TT Rockstars			
Provide time for practice and consolidation of skills/strategies			
Activities/instructions broken down into manageable chunks.			
Flexible seating available/use of quiet spaces			

Additional Offer:

Additional Offer:	Date	Notes	Impact
Small group activities to address specific targets that are			

explicitly reinforced in whole school activities to aid the transfer of skills.			
Paired or group work to share the thought processes for mathematical development.			
Five minute box			
Precision teaching			

Complex Offer:

Complex Offer:	Date	Notes	Impact
Use of a scribe to record their maths			
Maths curriculum delivered to the child at their level with support.			
Maths put in to a real life context.			

Communication and Interaction

The category of communication and interaction includes advice, support and guidance to facilitate the inclusion of children experiencing difficulties including:

Speech, language and Communication

Social communication and Interaction

Where children have physical and sensory difficulties that are related to a diagnosis of a social communication difficulty, then these needs should be considered here.

Expressive Language Difficulties

Pupils may:

- Mispronounce certain sounds
 - May speak with a lisp.
 - Be reluctant to speak in group situation.
 - Have limited vocabulary.
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- Find it hard to put a word to things.
- Be a hesitant speaker - taking time to 'find the words'

Receptive Language Difficulties

Pupils may:

- Appear not to be listening to instructions.
- Have a limited vocabulary.
- Find complicated instructions hard to follow

Willaston Pathway for Speech, Language and Communication

Universal Offer:

Universal Offer:	Date	Notes	Impact
Display key vocab on working wall or whiteboard			
Pre-teach new vocabulary			
Provide suitable seating position in the classroom to minimise background noise and distraction.			
Visual timetables used in class.			
Use of interactive strategies in maintaining pupil involvement.			
Regular checks on pupil understanding through questioning and observation.			
Balance between teacher and pupil talking time.			
Pupil's given time to process and answer – use of peer to peer discussion/ thinking time to support with this.			
Activities/instructions broken down into manageable chunks.			

Whole school expectation of Whole Body Listening and Hands up for Silence for a calm learning environment.			
Language Link Reception whole class			

Additional Offer:

Additional Offer:	Date	Notes	Impact
Space, light and layout in the classroom with appropriate screening provided around work area.			
Use of ear defenders			
Individualised pictures and symbols to support learning.			
Provide additional opportunities for multi sensory approaches			
Verbal cues to be given directly to the pupil eg. 'Its time to listen...'			
Task board to break down learning.			
Explain idioms.			
Limited choices eg, you can do a or b.			
Language Link activities			
Activities directed by SALT eg Black Sheep			

Complex Offer:

Complex Offer:	Date	Notes	Impact
Work station located outside the classroom or in a quiet area of the classroom.			
SESO/ESO to support for with sustained work.			
Task boards with 'now, then, next, finally.'			
Pupil to have the choice to write or			

dictate learning.			
Language link 1:1 activities.			

Willaston Pathway for Social Communication and Interaction

Universal Offer:

Universal Offer:	Date	Notes	Impact
Pupils should be able to access quiet or alternative work areas if needed.			
Willaston meet and greet ensures consistency and welcoming approach			
Use of language when naming emotions eg I can see you are angry...			
Building relationships is key at Willaston – we take the time to get to know the children at their own pace.			
Behaviour blueprint helps children reflect on behaviour choices.			
Whole class social stories.			
Use other pupils as role models or cues to indicate what a child needs to do eg, I can see Bob is ready to learn because....'			
Use a buddy system to assist the pupils in unstructured time.			
Adapting instructions – one instruction at a time or repeat the instruction back to me.			
Provide clear and predictable routines including whole school relentless routines.			
Brain break as and when needed as a class.			

Use of timers if appropriate.			
Wobble cushions			
Fidgets provided for when sustained focus and engagement is needed.			
Visual timetable			
Anticipate what will cause anxiety and discuss with the child.			

Additional Offer:

Additional Offer:	Date	Notes	Impact
Increased liaison with parents/carers a joint understanding of what strategies work or don't work.			
Clear use of language that is not likely to be misinterpreted.			
Clear labelling and identification of emotions 'I can see you are angry because...'			
Using the 'I wonder...' approach to tasks that may be a trigger.			
Use of a self regulation plan to identify calming activities as well as potential triggers.			
Viking Club is available at lunchtime for children who maybe overwhelmed with lunchtimes.			
Morning Club can be offered for a soft start to the school day.			
Children can attend activities through our Therapeutic timetable.			
Play therapy			
Greeba can be accessed as a regulation place for children.			
Seasons for Growth			
Sand therapy			

Advice may be sought from the ESC.			

Complex Offer:

Complex Offer:	Date	Notes	Impact
Modified timetable as required, which may involve curriculum adaptations and access to the therapeutic timetable.			
ESC support			
Risk assessments in place for managing challenging behaviour.			
Directed use of Greeba room to regulate.			
Use of social stories to prepare child for changes in routines or difficult social situations.			

Social and Psychological Wellbeing

Social and Psychological wellbeing covers children who require support for a wide range of needs including:

Pupils with social, emotional or behavioural difficulties exhibit behaviours which make it difficult for them to function effectively at school or may disrupt the education of other pupils. Pupils may be withdrawn, have low self esteem, exhibit anti social, uncooperative or aggressive behaviour.

Many pupils with Social and psychological difficulties have special needs as great as those with a more obvious difficulty 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.

Such behaviours may reflect underlying mental health difficulties such as anxiety or depression, although it is not necessary for a pupil to have a diagnosed mental health difficulty in order to access AEN support in the area. Schools should consult the CAMHS referral criteria and consider a referral if appropriate.

Low Self Esteem

Pupils:

- May be withdrawn.
- May be very vocal.
- May say things like 'I'm rubbish at Maths' and 'I can't do it'

- Maybe unkind towards others.
- May avoid learning.
- Frequent visits to the toilet in lesson time.

Pupil who is attention seeking

The child who looks for attention will look for whatever kind of attention he or she can get from those around them whether it's positive or negative. They may:

- Continually engage in behaviour that demands excessive attention from teacher and peers.
- Frequently disturb teacher and peers.
- Talk out of turn.
- Make silly noises.
- Constantly get out of seat.
- Interrupt lesson with attention seeking behaviour.
- Work only when receiving attention.

Pupils who need to feel they are in control

They may:

- Call out a lot.
- Want to always be at the front of the line.
- Rush to get ahead of everyone.
- Barge others out of the way.
- Appear to deliberately defy an adult.
- Do things in their own time - rather than the teachers time frame.

Willaston Pathway for Social and Psychological Wellbeing

Universal Offer:

Universal Offer:	Date	Notes	Impact
Pupils should be able to access quiet or alternative work areas if needed.			
Willaston meet and greet ensures consistency and welcoming approach			
Use of language when naming emotions eg I can see you are angry...			
Building relationships is key at Willaston – we take the time to get to know the children at their own pace.			
Behaviour blueprint			

helps children reflect on behaviour choices.			
Whole class social stories.			
Use other pupils as role models or cues to indicate what a child needs to do eg, I can see Bob is ready to learn because....'			
Use a buddy system to assist the pupils in unstructured time.			
Adapting instructions – one instruction at a time or repeat the instruction back to me.			
Provide clear and predictable routines including whole school relentless routines.			
Brain break as and when needed as a class.			
Use of timers if appropriate.			
Wobble cushions			
Fidgets provided when sustained focus and engagement is needed.			
Visual timetable			
Anticipate what will cause anxiety and discuss with the child.			
Worry Monsters are available in the Viking Room so children can write/draw worries to share them.			
Low arousal classrooms and use of music within the classroom to create a calm yet purposeful atmosphere.			
School values are Fair, Respect and Safe – teachers model this in their interactions within school and following these values are praised.			

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Additional Offer:

Additional Offer:	Date	Notes	Impact
Increased liaison with parents/carers a joint understanding of what strategies work or don't work.			
Clear use of language that is not likely to be misinterpreted.			
Clear labelling and identification of emotions 'I can see you are angry because...'			
Using the 'I wonder...' approach to tasks that may be a trigger.			
Use of a self regulation plan to identify calming activities as well as potential triggers.			
Viking Club is available at lunchtime for children who maybe overwhelmed with lunchtimes.			
Morning Club can be offered for a soft start to the school day.			
Children can attend activities through our Therapeutic timetable.			
Play therapy			
Greeba can be accessed as a regulation place for children.			
Seasons for Growth			
Sand therapy			

Sensory circuits			
Panic Alarm			
Drawing and Talking			

Complex Offer:

Complex Offer:	Date	Notes	Impact
Significant alterations are required to the educational provision to enable pupils to access learning eg, ESC, life skills, forest school, therapeutic timetable etc			
The complex offer for pupils tends to be specifically tailored to the individual needs. It will normally include a similar offer to additional but with a higher level of intensity and support.			
ESC support			
Risk assessments in place for managing challenging behaviour.			
Directed use of Greeba room to regulate.			
Use of social stories to prepare child for changes in routines or difficult social situations.			

Physical, Sensory and Medical

Children with a diagnosed physical or sensory impairment do not necessarily have AEN although they may be considered as disabled. However, they may be considered to have AEN if their access to the full curriculum or educational attainment is impeded by their impairment. Some children with physical or sensory impairment may require specialist adaptations and equipment to ensure full access to the curriculum.

Hearing Impairment

This is usually a permanent hearing loss of the high frequencies or tones. People with high frequency loss may not hear some of the consonant, 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 the pupil appears to be hearing normally because he or she responds to speech. It may also cause the pupil to make spelling or grammatical errors, such as omitting verb and plural endings.

Visual Impairment

The learning process of students with visual impairment may be affected in the following ways:

- Students may need to 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 on the shelf may be impossible without assistance.
- Many will be unable to read handouts in standard print. Extra time should be considered when shifting from one reading medium to the next.
- There may be delays in starting writing because of the extra time needed for reading.

Sensory Processing Problems

May present as:

- Out of proportion reactions to touch, sounds, sights, movement, tastes or smells - this may be: 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.
- Unusually high or low pain threshold.

Motor skill and body awareness difficulties

- Fine motor delays (e.g crayons, buttons/poppers, 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.
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Oral motor and feeding problems

- Oral hypersensitivity.
- Frequent drooling or gagging.
- Picky eating.
- Speech and language delays.
- Poor attention and focus, often tunes out or acts up.
- Uncomfortably overstimulated in group settings.
- Difficulty with self confidence and independence.

Willaston Pathway for Physical, Sensory and Medical

Universal Offer:

Universal Offer:	Date	Notes	Impact
Inclusive learning environment that can make basic adaptations to accommodate pupils with motor skill difficulties (eg. Flexible seating, materials, equipment etc)			
Remove the barriers for accessing learning eg, use of iPad – dictation, photographing instructions etc			
Celebrate growth mindset- praise effort not academic achievement.			
Finger gym			
Morrells handwriting scheme.			
Sloping surface to angle work for child.			

Additional Offer:

Additional Offer:	Date	Notes	Impact
Classroom environment adaptations – location of classroom, layout of furniture etc			
Adaptation to seating – chairs with arms, OT chairs etc			

Smart hands (OT programme)			
Fizzy (OT programme)			

Complex Offer:

Complex Offer:	Date	Notes	Impact
Personalised learning plan which may involve a number of adaptations (eg. individually delivered programmes of work, adapted learning spaces etc)			
Provision of specialist equipment as required in school (eg. seating, standing frames, hoist, wheelchair access)			
There may be need for frequent individual support: <ul style="list-style-type: none"> • Practical lessons • Medical support for diabetes • OT programmes • Physical aids 			