



# **The Complete Works Policies**

## **Special Education Needs and Disabilities Policy**

Updated July 2019

## SPECIAL EDUCATION NEEDS POLICY for The Complete Works

TCW caters for the needs of students of all abilities across the four broad areas of needs, and to fully challenge able students and those who have learning difficulties and disabilities, to attain high levels of achievement. We believe that teaching students in small mixed ability groups and on a one to one basis is a major strategy towards achieving this aim.

teachers will exercise with considerable care when devising tasks and activities. The nature, features and requirements of which must be accessible to students across the whole ability range concerned. When both devising and implementing tasks for specific groups of students, teachers must pay careful attention to the implementation of differentiated learning strategies.

Differentiation occurs when there is planned intervention by the teacher with the intention of maximising the achievements of students based on their differing individual needs. Differentiation can be described as having five main components:

- Resources
- Tasks
- Response
- Support
- Group Structure

Each of the five components of differentiation are explored in detail below. The most important prerequisite of good differentiation is good and accurate knowledge of the students. This relies upon liaison with those responsible for the care of each student.

### **Resources must:**

#### ***Have an appropriate readability level and/or be easily understood***

When students are taught together, teachers should provide differentiated assignments for each topic. This should also have staggered assessment deadlines. teachers must aim to use familiar language and everyday examples in discussions with the students. Teachers should use the IEP when planning resources.

#### ***Be easy to use***

Worksheets must be word processed with instructions clear to understand and to carry out.

***Be well designed***

Students must be provided with textbooks and quality worksheets/booklets. teachers may also wish to use their own designed materials.

***Be in many different forms***

Design/drawing materials, various props, texts (including library material), worksheets, booklets, PC, CD ROM, Tape/Video/DVD recordings, etc.

teachers must consider the extent to which, and the means by which, students with strong preferences for particular learning styles can be accommodated. More specifically, they must consider how they might cater for students who prefer to learn from visual sources, auditory sources or from being physically involved, e.g. engaging in role-play.

***Indicate a planned use of available resources***

Show progression and continuity within each particular programme of study.

***Be kept in well managed storage/retrieval systems***

All resources must be well managed and ordered. Specific staff, such as co-ordinators, are also responsible for managing the resources for certain students.

***Prepare students***

For the methods of study that they will be expected to use. teachers must inform the students at the start of their studies as to the methods of study that they will be expected to use. Students may also be provided with 'help-sheets' (e.g. how students are to write a formal letter).

***Build study skills***

teachers must return each student's written work with comments that clearly show what they expect to find in future work. When appropriate, teachers should produce book lists and study guides for use in the library. For GCSE and other formal examinations teachers should support the student's revision programme, by going over specific questions from past exams and clarifying the finer points of 'examination technique.'

**Tasks:*****Devising and implementing tasks***

When both devising and implementing tasks for specific groups of students, teachers must pay careful attention to a wide range of factors, including:

- The language in which the tasks are presented and explained.

- The way that explanations are constructed.
- The kinds of key terms and concepts involved.
- The cognitive levels at which the students can operate, and their ability to structure information.
- The students' abilities to engage in research and to study independently.
- The students' technical, organisational and (where appropriate) creative competencies.
- The nature and relative demands and hazards of the materials, tools, techniques, props and resources to be used.

In some instances, teachers may come to the conclusion that for the most able or gifted students in a group, they may need to devise some related and appropriate extended tasks. Conversely, teachers may also find that the 'less able' students in a group may need tasks to be broken down into component parts, require more instruction, or need additional aids and support of one kind or another.

**Tasks must:**

***Show variety***

Throughout a topic, and within a session if possible, be evident in each student's programme of study.

***Be suitable for the abilities of the students***

TCW has a variety of resources and strategies that can be used to match the student's ability. Teachers must review and assimilate the responses that students make, regarding the work they have found challenging. They must make a particular point of starting from a position of existing knowledge and skills, set in a familiar context. They should then move on to new experiences, after consolidating what has been learnt before. Both written and spoken questions/vocabulary must be structured to enable students of all abilities to understand and respond.

***Have a structure that enables the student to stay on task***

teachers must explain all tasks to the students and provide structured notes, as printed sheets, to enable students to understand the requirements of the subject they are studying. Additional source material may also be displayed, for students to refer to.

***Identify possible outcomes***

Work done by other students, may be used to illustrate possible outcomes and to inform and motivate students. Extended work should be accompanied by notes, to illustrate the areas that must be covered and to show the types of outcome that might arise, e.g. a design, a model, a report, a presentation, a play/sketch, video and DVD material or photographic images.

***Match the student's interests***

Teachers must review and assimilate the self-assessment responses that students make, regarding the work that they 'enjoyed' or 'did well at'.

***Allow for some choices to be made by the student***

In certain circumstances it may be possible for students, with the teacher's guidance, to choose the order in which to research their subjects. This includes the skills and techniques they use and the form of the presentation they wish to make.

***Allow the teacher to build a learning route through a study topic***

Each student's programme of study must be designed to allow for continuity and progression. The teacher and student will create their own route through the subject studied, which must be linked to the National Curriculum.

**The response**

The need for teachers to become appropriately familiar with their students' ability levels in the different areas and aspects of their education is fundamental to successful differentiation.

**The response must:*****Make study objectives clear to students***

Each programme of study must clearly detail the topics studied in each long term tuition period.

***Make assessment criteria clear to students***

teachers must involve students in assessing their own achievements and give them access to all assessment criteria.

***Create an atmosphere***

Where students discuss their own and each other's work. Teachers must encourage students to comment on and discuss each other's work in positive ways. Pieces of work may be read or shown to others, to encourage the identification of good practice.

***Be given to students in small groups***

The formation of small groups allows students to discuss matters and problems. It can increase communication skills and give greater opportunities to build confidence.

***Allow for individual action plans to be built for the students***

Students must be enabled to set their own targets and outcomes for an individual action plan through academic review.

***Reflect***

What the student has achieved and consider the student's previous achievements. teachers must endeavour to use constructive criticism and advice at all pertinent opportunities.