	Education Team Policy Document	
	Special Needs Education Policy	

Title : **Special Needs Education Policy**


Status : ***Current***

Approval Date : June 2015

Date for Next Review : June

20
19

Originator : **John Barker**

	Education Team Policy Document	
	Special Needs Education Policy	

CONTENTS

1. Introduction
2. Principles
3. Commitments
4. Roles and Responsibilities
5. Additional Support provided by the Parents

Appendix 1: Current Arrangements


Appendix 2: Interim Guidelines for the Employment of Educational Assistants

Appendix 3: A Framework For Identifying Developing Accommodations and Adjustments For Students With Disabilities in ESF Schools

Annex 1: Explanations Of Levels Of Adjustment And Accommodation

Originator: *John Barker, ESF Centre*

Originator: John Barker	Reviewed by: Andrew Sortwell	Approved by : Executive Committee
Date: October 2007	Date: November 2007	Date: December 2007


	Education Team Policy Document	
	Special Needs Education Policy	

REVISION STATUS TABLE

Revision No	Effective Date	Summary of Revision	Reviewed		Approved	
			By	Date	By	Date
1	March 08	Appendix addition	Jan Martin		Andrew Sortwell	

POLICY DOCUMENT ANNUAL REVIEW

This Policy document is subject to an Annual Review by ESF that is formally documented to ensure its continuing suitability, adequacy and effectiveness. Areas subject to review include, but are not limited to, follow-up action from previous reviews, policy conformity, review of complaints, status of corrective and preventive actions, and improvements for the forthcoming year. ESF reserves the right to amend this Policy by notice following such review in circumstances in which it considers such change to be necessary or appropriate.

	Education Team Policy Document	
	Special Needs Education Policy	

SPECIAL EDUCATIONAL NEEDS POLICY –

A POLICY FOR STUDENTS WITH DISABILITIES AT ESF SCHOOLS ONLY

1. Introduction

Children have special education needs if they have a learning difficulty that calls for special education provision to be made for them.

Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which either prevents or hinders them from making use of educational facilities of a kind provided in ESF schools for children of the same age.

ESF's policy takes account of and is influenced by:

- ESF's role as one group of schools within the system of international schools in Hong Kong;
- ESF's special role as both a subvented and fee charging organisation;
- ESF's long term strategic planning;

ESF will continue to discharge its responsibilities in the area of special educational needs under the subvention within the financial resources available to it. As a general principle ESF will seek to fairly apportion the true costs of the provision to service users.

2. Principles

2.1 ESF will offer a high quality education to all its students.


2.3 We can only educate our students well if we identify and meet their individual needs and talents and place them in the most appropriate educational setting.

2.4 We will promote schools in which the teaching and learning achievements, attitudes and well-being of every young person matter.

2.4 We will work in partnership with parents/carers and schools in the best interest of the young person.

2.5 All educators will work in partnership with parents and families.

2.6 The process of identifying and addressing the special educational needs of students will be clear, transparent and consistent.

	Education Team Policy Document	
	Special Needs Education Policy	

2.7 Educational resources will be allocated fairly and equitably and used effectively and efficiently.

2.8 We will recognize the right of children and young people to participate in decision making and will encourage student involvement in the process whenever possible.

3. Commitments

3.1 All our students are entitled to a full and balanced range of teaching and learning experiences. Each student will be included, as far as practicable, within the broad ESF curriculum in order to fully develop their talents.

3.2 In our schools there are students who may require support in order to gain access to and participate in a broad balanced curriculum. These students are likely to have a disability which will interact with their educational environment such that they require significant special educational support in order to be successful. ESF is committed to supporting these students.

3.3 ESF is committed to maintaining a diversity of provision to meet a wide range of special educational needs in the most appropriate setting. This includes adapting programmes and learning environments, specialized equipment or materials to support students. It recognizes that students' needs can change over the course of their schooling and is committed to accommodating these changes.

3.4 The ESF will give a high priority to early intervention with students in the early years of schooling.


3.5 ESF is committed to negotiating, documenting and reviewing regularly with parents an appropriate curriculum for students with special educational needs.

3.6 Resourcing mechanisms will be transparent and will ensure that the resources available are targeted effectively and equitably at students with special educational needs.

4. Roles and Responsibilities

The Role of English Schools Foundation

- to set out our policy
- to provide a strategic overview of needs and provision for children with SEN
- to oversee the admissions of young people with Special Education needs

	Education Team Policy Document	
	Special Needs Education Policy	

- to plan the range of special provision and number of places that we are able to provide
- to plan the range of special provision and number of places that we are able to provide.
- to monitor and evaluate the effectiveness of our special needs provision
- to seek to provide mainstream placement for young people when appropriate
- to support schools in meeting the needs of individual students within the resources available
- to provide a range of provision within our special school and learning support classes to meet the needs of young people with special educational needs.
- to support the training needs of teachers

The Role of our Schools


- to make appropriate arrangements within resources available to meet the needs of students with SEN
- to regularly review each student with special educational needs have access to appropriate training.
- to ensure that staff working with children with special educational needs have access to appropriate professional development opportunities
- to ensure there is an identified teacher named as a Special Needs Co-ordinator
- to plan, implement and review individuals' progress regularly
- to liaise and review with parents as required on individual progress

The Role of Parents and Carers

ESF expects that parents and carers will:

- work in partnership with the school, other agencies and ESF in the best interests of the student
- maintain close contact with the school with regard to the progress of their child and to attend review meetings.
- work with school staff to support any agreed programmes at home
- discuss any difficulties they or their child may be experiencing with the school at the earliest opportunity
- ensure that ESF/school are aware of any social or medical information that could affect the child's progress.

ESF cannot provide for all types of special educational needs of all international students in Hong Kong. ESF believes that other international schools must continue to accept responsibility for a fair proportion of this provision.

	Education Team Policy Document	
	Special Needs Education Policy	


The Role of the Assessment & Review Panel

It is chaired by the Special Needs Adviser, includes Heads of all the learning support classes, deputy from Jockey Club Sarah Roe and up to 2 Principal representatives. Its role is to:

- receives and acknowledges applications for places at Jockey Club Sarah Roe and learning support classes
- prioritises these applications based on standard ESF admissions criteria and makes recommendations to Principals and the Head of Jockey Club Sarah Roe
- plays a role in reviewing students already in the system to ensure appropriate provision is available

5. Additional Support provided by the Parents

Dependent upon the needs of each individual child, ESF schools may enter into a contract whereby parents pay for an additional Educational Assistant to better support their child's needs. This currently may be up to 17 ½ hours per week. The school will appoint the Educational Assistant following the completion of a formal written agreement with the parents to fully meet the costs of recruitment and employment.

	Education Team Policy Document	
	Special Needs Education Policy	

Appendix 1


Current Arrangements

ESF caters for the special educational needs of students by providing a range of options with different types and levels of support. There are a number of different options.

- The Jockey Club Sarah Roe School and the learning support classes will cater for up to 1.5% of the total ESF student population who require significant levels of curriculum adaptation and support in order to access and achieve at school. These students may have intellectual disabilities, autism spectrum disorders, physical disabilities and/or health care needs. In order to achieve and attain these students are likely to require ongoing support throughout their schooling.
- ESF currently has 60 places at Jockey Club Sarah Roe School for those students requiring the most intensive level of adaptation and support.
- We have 126 places in 8 learning support classes in the following 8 schools:

<u>School</u>	<u>Places</u>	<u>Age Range</u>
1. Beacon Hill	21	Learning Support Class Primary
2. Kowloon Junior	14	Learning Support Class Primary
3. Clearwater Bay	7	Learning Support Class Primary
4. Bradbury	21	Learning Support Class Primary
5. Peak	7	Learning Support Class Primary
6. Quarry Bay	7	Learning Support Class Primary
7. KGV	28	Learning Support Class Secondary
8. South Island	21	Learning Support Class Secondary
(New Provision) 9. West Island School	8 > 24	Learning Support Class Secondary

- Students whose individual needs require less extensive adaptations to teaching and learning are catered for within mainstream classes in all schools. These students may have difficulties in maintaining attention, delays in language, delays or difficulties in the development of literacy, numeracy or other academic skills or difficulties in self regulation or behaviour. In these settings students may be supported by adaptations implemented by classroom teachers or by direct support for limited amounts of time by specialist teachers or educational assistants. ESF is committed to providing the latter type of support to up to 5% of its total student population while recognizing that a greater number of students, perhaps another 5% are supported by classroom teachers.

	Education Team Policy Document	
	Special Needs Education Policy	

Appendix 2

Interim Guidelines for the Employment of Educational Assistants

1. Target Student Group


- 1.1. Students with special educational needs as identified at Stage 3 or 4 of the ESF Code of Practice. That is the school has sought advice or support in relation to the student from sources outside of the school.
- 1.2. Students have an IEP which documents the need for EA support.

2. Some general principles

- 2.1. Teachers still maintain their responsibility for managing the learning of all students in their class, even though a student is supported by an EA.
- 2.2. Schools should explore all other sources of support for students before examining the option of a parent funded EA.
- 2.3. Apart from where they purely support the access of the student to the school an EA's role should be one of supporting student learning and growth. It should not be 'child minding' nor should it result in increased levels of dependence on the part of the student.
- 2.4. Ideally the use of an EA is a temporary measure which will facilitate learning which results in greater independence for the student and lessens the need for support. This obviously will not be possible in all circumstances.
- 2.5. Schools should set out clear goals for the use of EAs described in terms of student learning outcomes. Progress towards these goals should be monitored regularly.

3. Types of needs that can be supported

- 3.1. Health and personal care needs
 - 3.1.1. Students whose health or personal care needs are such that they cannot safely access or participate in school without EA support. This support may not be required all the time the student is at school but is required on a persistent ongoing basis. EAs undertaking this work may require specialist skills. An example would be a student with a severe physical disability who requires assistance with toileting and eating while at school.
- 3.2. The safety of students and staff
 - 3.2.1. Students with special needs and/or a disability whose behaviour may pose a threat to their own, other students' or staff members' safety and

	Education Team Policy Document	
	Special Needs Education Policy	

who require ongoing support to manage this behaviour in the school setting.


- 3.2.2. This issue may arise only in the context of particular curriculum areas (e.g. design and technology) or it may be more pervasive and affect all aspects of the student's life at school.
- 3.2.3. In the later situation the appropriateness of the school placement may need to be considered in the longer term.

3.3. Curriculum access

- 3.3.1. EAs can be used to support a student in accessing the curriculum. This support may take a variety of forms. It may involve working with a student in a small group or large class to facilitate their participation in teaching programmes. For instance the EA may support students in accessing texts or in developing written response; they may assist students in remaining focused and on task or they may work with students developing appropriate social skills.

4. General Guidelines

- 4.1. The central ESF process for employing parent funded EAs should be used by schools.
- 4.2. Schools should select the EA, involving parents as appropriate in the process.
- 4.3. Parent funded EAs should be responsible to and be supervised by school staff. They should have a role statement.
- 4.4. Parent funded EAs should be able to access appropriate training and development.
- 4.5. School staff should communicate with parents about students' learning this should not be done by the EA.

	Education Team Policy Document	
	Special Needs Education Policy	

Appendix 3

A FRAMEWORK FOR IDENTIFYING DEVELOPING ACCOMMODATIONS AND ADJUSTMENTS FOR STUDENTS WITH DISABILITIES IN ESF SCHOOLS

1. Introduction

1.1. Purpose

The purpose of the framework is to:

- 1.1.1. Provide a framework for identifying and documenting the need for adjustments or accommodations for students with disabilities who attend or have applied to attend ESF schools.
- 1.1.2. Provide a framework for identifying and documenting the appropriate reasonable accommodations and adjustments which can be put in place to cater for these needs.
- 1.1.3. Ensure compliance by ESF with its obligations under the DDO and the Code of Practice for Education


1.2. Conceptual basis

1.2.1. Disability

This framework adopts the definition of disability outlined in the Disability Discrimination Ordinance.

1.2.2. Accommodations and adjustments

The Disability Discrimination Ordinance requires educational institutions to make appropriate accommodations and adjustments to cater for the needs of students with disabilities. Accommodations and adjustments are modifications that need to be made for a student or within an environment to minimize the discriminatory effect of a person's physical, emotional, or learning disability. Such accommodations must be reasonable, that is the provision of the adjustment should not give the student an unfair advantage, do not fundamentally alter the nature of the course and which do not place an undue financial or administrative burden upon the institution.

	Education Team Policy Document	
	Special Needs Education Policy	

2. The Framework

2.1. Matrix format

The framework is a matrix defined on one dimension by various dimensions of school life and on the other dimension by the level of adjustment required in order for that student to access and achieve in that dimension. It is based closely on similar work in Western Australia and Birmingham. These two dimensions are detailed below

2.2. Dimensions of schooling


The framework considers 7 different dimensions which impact upon how a student is able to access and achieve in the school environment. These are:

- Curriculum differentiation
- Facilitating Communication
- Understanding language
- Using language
- Social competency
- Self regulation
- Health care

2.3. Levels of adjustment

The framework considers 6 general levels of adjustment. These levels move from the most comprehensive adjustments at level 6 through to the least comprehensive adjustments at level 1. Detailed descriptions of these are provided in Appendix 1.

		Levels of adjustment					
		1	2	3	4	5	6
Dimensions of Schooling	Curriculum differentiation						
	Facilitating communication						
	Understanding language						
	Using language						
	Social competency						
	Self regulation						
	Health Care						

	Education Team Policy Document	
	Special Needs Education Policy	

2.4. Process

The framework is designed to be used by school personnel (at this stage members of the Admissions and Review Panel). The judgments primarily require a general knowledge of teaching and learning and in some circumstances knowledge of specialist settings and methods. The following data sources should be used in completing the framework:

- 2.4.1. Information from professionals such as psychologists, speech therapists, occupational therapists etc.
- 2.4.2. Information from parents
- 2.4.3. School records/reports
- 2.4.4. Information from current teachers
- 2.4.5. Classroom observations

2.5. Moderation

To ensure consistency of judgements across ESF the framework process should be peer moderated. Currently two members of the ARP complete the process together. As the framework is more widely used other forms of peer moderation need to be adopted.

2.6. The Individual Profile and its use


The completed framework for each individual provides an individualised profile of their needs and the adjustments and accommodations required to meet these needs.

The completed profile can then be used in a number of ways.

- 2.6.1. To make appropriate enrolment/placement/resourcing decisions i.e. whether in the ESF system;
 - the identified adjustments and accommodations can be provided at all;
 - if they can be provided, then where – special school, learning support class or mainstream;
 - the resourcing implications of providing these adjustments and accommodations.
- 2.6.2. In general terms where most adjustments required within the matrix fall into the same levels these accommodations are generally provided by ESF in the following settings:


Levels 1&2 mainstream school placement with some support

Levels 3&4 learning support class placement

	Education Team Policy Document	
	Special Needs Education Policy	

Levels 5&6 Jockey Club Sarah Roe School

- 2.6.3. For other students with more idiosyncratic profiles the framework provides a means to discuss if and how the particular accommodations required may be provided; particularly in a mainstream school setting.
- 2.6.4. The profile should be used to guide the development of an individualised education plan where appropriate.

	Education Team Policy Document	
	Special Needs Education Policy	

Annex 1

EXPLANATIONS OF LEVELS OF ADJUSTMENT AND ACCOMMODATION

Planning for Curriculum Differentiation

For the student to successfully access the curriculum and achieve learning outcomes, it is essential that the teacher:

Level of Adjustments 1

Implement class based teaching and learning adjustments. E.g., adjustments made in recognition of the range of student learning needs.

Level of Adjustments 2

Implement individualised teaching and learning adjustments, as a result of class based assessments. Modifications may include adjustment of objectives, materials or equipment as a result of assessments and teacher judgment.

Level of Adjustments 3

Adapt the learning environment with structured prompts/cues or use specialised equipment as per documented plan to enable access to the regular curriculum. E.g., same objectives and same content, presentation modified.

Level of Adjustments 4


Adapt teaching strategies, language, routines and lesson content for specific learning areas with structured prompts/cues and specialised equipment as per documented plan to access the regular curriculum. E.g., similar objective, modified presentation and content.

Level of Adjustments 5

Develop strategies to teach explicitly generalisation/transfer of key learning outcomes. Implement documented plan with individualised objectives and lesson content in most learning areas. Use specialist equipment/materials. E.g., Compic. Teach explicitly daily routines and functional skills. E.g., modification of Fundamental Movement Skills program.

Level of Adjustments 6

Implement and review detailed prompt and reinforcement schedules based on analysis of frequent data collection. Implement a finely sequenced individual documented plan with modified objectives, different content, different presentation and detailed generalisation/transfer processes. Develop strengths, overcome barriers and use adjustments and extensive teaching resources across the curriculum. Use specialised equipment across all learning areas. E.g., jelly bean switch, 'Go Talk'.

	Education Team Policy Document	
	Special Needs Education Policy	

Facilitating Communication

For the student to understand and convey information it is essential that the teacher...

Level of Adjustments 1

Manage environmental distractions such as noise and lighting. E.g., use demonstration and visual stimulus materials.

Level of Adjustments 2

Monitor independent use of Braille or sign language. Teach and foster expressive communication in a group context / reinforce specific strategies. E.g., listen and retell.

Level of Adjustments 3

Monitor adjustments to classroom environment to enable use of acoustic modification and/or amplification. Provide visual support such as text enlargement. Pre-teaching to include vocabulary. Introduction of alternative communication system. E.g., develop vocabulary of signs such as Makaton.

Level of Adjustments 4


Teach sign language to support oral communication. Deploy a note taker in the classroom. Pre-teach vocabulary, themes and routines. E.g., develop English skills: L1 & L2 method, develop and use taped materials and provide close adult proximity across some learning areas.

Level of Adjustments 5

Use alternative communication technologies such as voice input or picture/symbol system. Use extensive ongoing instruction to support the introduction of Braille/Sign Language. Develop programs to manage the process of moving from oral communication to the full use of Sign Language. E.g., provide Braille materials and instructions.


Level of Adjustments 6

Deploy a note taker or sign interpreter for full Sign Language use. Intensively use assistive technology to support augmentative or alternative communication systems in all situations. E.g., deploy interpreter for visual demonstration and materials such as videos.

	Education Team Policy Document	
	Special Needs Education Policy	

Developing Social Competency

For the student to successfully interact with others, it is essential that the teacher:

	Education Team Policy Document	
	Special Needs Education Policy	

Level of Adjustments 1

Teach routines, rules and consequences. E.g., acknowledge, promote and integrate the values of the ESF curriculum framework into classroom teaching practice.

Level of Adjustments 2

Teach routines, rules and consequences with use of visual or auditory prompts to support student transition. E.g., provide structure to help students move from one activity to another and anticipate events.

Level of Adjustments 3

Implement structured self-management/social skills program to teach familiar routines, rules and consequences as per documented plan with frequent parental communication, e.g., communication books/homework diary, TEACCH.

Level of Adjustments 4

Implement structured self-management/social skills program to teach familiar routines, rules and consequences with individualised goals, reinforcers and prompts as per documented plan. E.g., include structured daily practice to support generalisation/transfer across a range of contexts, use social stories.

Level of Adjustments 5

Implement highly structured self-management/social skills program to teach a familiar routine and group participation skills. E.g., one step introduced at a time, correction procedure at the point of error. Structured practice to ensure mastery. Emphasis upon integration of Health and Physical Education Focus Skills across the curriculum.

Level of Adjustments 6


Implement highly structured, detailed self-management/social skills program within and across all school environments. Extensive teacher direction and continuous management with a highly detailed generalisation/transfer program. E.g., close physical proximity to support all interactions across the school site.

Planning for Self Regulation

For the student to participate safely in the school setting, it is essential that the teacher:

Level of Adjustments 1

Implement school-wide behaviour and safety management policies, procedures and guidelines.

	Education Team Policy Document	
	Special Needs Education Policy	

Level of Adjustments 2

Implement specific targeted strategies consistent with the school behaviour plan. Liaise with parent/care-giver and advisory staff. E.g.: Implement Anger Management strategies.

Level of Adjustments 3

Develop documented plan with individualised goals, strategies and planned adult interventions to develop self-regulation and compliance, e.g., visual timetable to assist self-calming, identification and management of possible triggers and patterns of frustration.

Level of Adjustments 4

Implement individual behaviour strategies as per documented plan targeting a range of behaviours. Collaborate with psychologist, advisory staff and other agencies. E.g., Individual Behaviour Plan targeting reduction of specific behaviours, requiring training of relevant staff.

Level of Adjustments 5

Implement individual behaviour strategies as per documented plan across all learning areas with a view to long term self-management of injurious behaviour. Adjust and manage individualised controlled learning environment. Consult with a range of professionals on a regular basis.

Level of Adjustments 6


Implement individual, finely sequenced behaviour strategies as per documented plan with intensive data collection and analysis to address serious injurious behaviour. E.g., establish and maintain intensively monitored alternative learning environment.

UNDERSTANDING LANGUAGE

For the student to participate in the school setting, it is essential that the teacher:

Level of Adjustments 1

Differentiate spoken and written language in class and use it effectively to provide access to the curriculum. Adapts their own language to ensure curriculum access for all. Makes objects, pictures, signs and symbols available to enhance curriculum access. Establish good listening conditions. Students follow complex instructions within familiar context and understands concepts with occasional repetition and simplified language.

	Education Team Policy Document	
	Special Needs Education Policy	

Level of Adjustments 2


Identify the key concepts and structures of the language used in lessons and provide adaptations to address common targeted difficulties and individual needs in the classroom. Plan lessons to enhance communication, including use of objects, pictures, signs and symbols and provide access to additional objects, pictures, signs and symbols. Establish good listening conditions. Provide a language- and / or visually-enriched environment. Students follow complex instructions within familiar context, with frequent repetition and /or simplified language and understands concepts with frequent repetition and /or simplified language.

Level of Adjustments 3

Provide adaptations to key concepts, vocabulary and language used in lessons to match the individual I.E.P. target. Match their own language to meet individual needs. Access additional support from external agencies or therapists. Plan lessons to enhance communication, including use of objects, pictures, signs and symbols and provide access to additional objects, pictures, signs and symbols, which are used as reinforcers to promote understanding. Establish good listening conditions. Provide language- and / or visually- enriched environment reflecting level of learning. Provide facilities for small group as necessary. Students follow simple instructions in any context and are working towards an understanding of concepts through the use of frequent repetition and simplified language. Students may experience some difficulties with simple conversation.

Level of Adjustments 4

Provide adoptions to key concepts, vocabulary and language used in lessons. Adopt a flexible application of the curriculum to ensure all lesson content is used to develop the individual's understanding of language. Access to support from external agencies and specialist planning time in order to be able to identify and match language to meet individual communication needs. Access to appropriate reinforcers to promote understanding and reflecting individual need. Use ICT to enhance language understanding. Systematically use objects, pictures, signs and symbols as part of student's programme. Establish good listening conditions. Provide language and/or visually enriched environment reflecting level of learning and individual need. Provide facilities for small group and individual work as necessary. Student follows simple instructions in a familiar context, is working towards understanding concepts through the use of frequent repetitions, simplified language, visual reinforcers, context and cues and is able to understand simplified conversation with prompts and cues.

	Education Team Policy Document	
	Special Needs Education Policy	

Level of Adjustments 5

Provide adaptations to key concepts, vocabulary and language used in lessons. Provide careful planning of the curriculum to ensure that all lesson content is used to develop the individual's understanding of language. Access staff skilled in teaching language using written, Braille, symbolic, spoken and/or signed language through all lesson content. Systematically use of objects, pictures, signs, symbols and appropriate reinforcers, reflecting individual need, to promote understanding across all curriculum subjects. Use ICT designed to enhance language understanding. Establish good listening conditions. Provide language- and /or visually-enriched environment reflecting level of learning and individual need including pictorial / tactile / aural representation of concepts to be clearly displayed throughout the teaching areas. Provide facilities for small group and individual work. Student is working towards understanding simple information and routine instructions using a structured language approach, visual reinforcers, context and cues. Student is working towards understanding simplified conversation with prompts and cues.

Level of Adjustments 6


Carefully match curriculum targets to the student's level of understanding of language. Use appropriate communication techniques to elicit and interpret responses from the student. Use of multi-sensory approaches to communication. Access support from external agencies and specialist planning time in order to be able to identify and meet individual communication needs. Adapt or develop ICT to enhance individualised communication and to record students' responses to communication input. Use suitably designed attractive materials that strengthen communication links. Establish a flexible environment for multi-sensory work with capacity for reducing distracting stimuli and for enhancing the focus of learning (sound amplification, lighting levels etc). Student is working towards understanding people / objects / events in the immediate environment using a highly structured multi-sensory approach and working towards understanding the purpose of interaction.

USING LANGUAGE

For the student to participate in the school setting, it is essential that the teacher:

Level of Adjustments 1

Differentiate teaching and learning activities to ensure the development of expressive language and communication skills. Ensure the availability of objects, pictures, signs and symbols to enhance and encourage language use. Establish good listening conditions to encourage oral class and group work. Student is working on aspects of speech and/or the social use and/or language content in order to achieve effective communication with unfamiliar people.

	Education Team Policy Document	
	Special Needs Education Policy	

Level of Adjustments 2


Identify key concepts and structures of the language used by students in lessons and adapt these to address common targeted difficulties. Set IEP target to encourage the use of language. Provide a variety of opportunities for individuals to develop expressive language and communication skills. Establish guidelines for lesson planning to enhance communication, including use of objects, pictures, signs and symbols. Provide access to additional objects, pictures, signs and symbols. Establish good listening conditions to encourage oral class and group work. Establish a language- and/or visually-enriched environment which conveys complex information in context. Student is working on aspects of speech and/or language content in order to improve communication with familiar people.

Level of Adjustments 3

Provide adaptations to key concepts, vocabulary and language to be used by students in lessons to support individuals in their use of language. Ensure that IEP target focuses on the use of language and the development of specific expressive language. Provide a variety of opportunities for individuals to develop expressive language and communication skills, with access to additional support and/or external agencies. Establish guidelines for lesson planning to enhance communication, including use of objects, pictures, signs and symbols. Provide access to additional objects, pictures, signs and symbols, used as reinforcers to promote use of language. Establish good listening conditions to encourage oral class and group work. Establish a language and/or visually enriched environment reflecting level of learning with facilities for small group as necessary. Student conveys simple information in any context. Student is working on aspects of speech and/or social use and/or language content in order to achieve effective communication with familiar people in context.

Level of Adjustments 4

Adapt key concepts, vocabulary and language to be used by students in lessons to support individuals in their use of language. Adopt a flexible application of the curriculum to ensure all lesson content is used to develop the student's use of language. Access support from external agencies and specialist planning time in order to be able to identify and create language opportunities / activities to meet the individual's communication needs. Use appropriate reinforcers to promote language use reflecting individual need. Use ICT designed to enhance use of language. Systematically use objects, pictures, signs and symbols as part of student's programme. Establish good listening conditions to encourage oral class and group work. Establish a language and/or visually enriched environment reflecting level of learning and individual need. Establish facilities for small group and individual work as necessary. Student conveys most simple information in context. Student is working on aspects of speech and/or language content in order to achieve more effective communication with familiar people in context. Student is working towards effective expression of emotions and can consistently make basic needs known using speech and / or signs.

	Education Team Policy Document	
	Special Needs Education Policy	

Level of Adjustments 5

Adapt key concepts, vocabulary and language to be used by students in lessons are for the individual. Careful plan the curriculum to ensures that all lesson content is used to develop the student's use of language. Access staff skilled in teaching language using written, Braille, symbolic, spoken and/or signed language through all lesson content. Systematically use objects, pictures, signs, symbols and appropriate reinforcers, reflecting individual need, to promote communication across all curriculum subjects. Use ICT designed to enhance use of language. Establish good listening conditions. Establish a language- and /or visually-enriched environment reflecting level of learning and individual need. Ensure pictorial / tactile / aural representation of concepts are clearly displayed throughout the teaching areas. Establish facilities for small group and individual work. Student has occasional effective communication with peers / familiar / trained people and is working towards conveying simple information in context. Student sometimes uses pictures / speech / large print / Braille to communicate basic needs and emotions.

Level of Adjustments 6

Carefully match curriculum targets to the student's level of communication. Use appropriate communication techniques used to elicit and interpret responses from the student. Staff are skilled in use of multi-sensory approaches to communication. Increasingly access to support from external agencies and specialist planning time in order to be able to create communication opportunities and activities. Adapt or develop ICT to enhance individualised communication and to record students' communication responses. Use suitably designed attractive materials that strengthen communication links. Establish a flexible environment for multi-sensory work with the capacity for reducing distracting stimuli and for enhancing the focus of learning (sound amplification, lighting levels etc). Student is working towards making basic needs known, establishing a form of communication and understanding the purpose of communication. Student may communicate using non-standard sounds, signs / symbols occasionally recognisable and interpretable by a trained communicator.