



SUPPORTING LEARNERS WITH ADDITIONAL NEEDS: A THREE-TIER APPROACH

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Pressure on additional learning support funds is always acute, so it can be helpful to think through ways to ensure that learners can get the support they need without necessarily drawing on ALS funding. We also know that some learners don't want to be singled out as needing extra help or to have a member of support staff visibly assigned to them. Enabling learners with additional needs to make good progress is as much about differentiated, inclusive teaching and learning, as it is about high-quality learning support. And additional support does not always have to take the form of an ALS practitioner, as learners' needs can often be met through reasonable adjustments.

We recognise that, as teachers, you need to feel confident about applying inclusive practices in your teaching and learning and have at your fingertips an array of strategies to test out with individual learners.

We hope you will find these materials, produced by Milton Keynes College for use in prisons in the East Midlands, helpful in explaining

- how good support starts with good teaching and learning
- how reasonable adjustments can make a huge difference
- the range of support strategies that can be used to support learners with additional needs.

THREE TIERS OF SUPPORT: A TABLE SHOWING A GRADED APPROACH TO PROVIDING ADDITIONAL LEARNING SUPPORT

Tier	Explanation	Examples	Action required	Working together	Paperwork required	Generic support strategies (will help many learners with or without specific needs)	Useful links
<p>Tier 1 Does not require ALS</p> <p>NON-ALS funded</p>	Needs of the learner can be supported by good quality, differentiated teaching.	Learner likes to have all of his learning resources on the topic of cars.	Tutor to differentiate resources to meet individual needs. Tutor to manage individual expectations.	ALS will not generally be involved at Tier 1 but tutors can refer learners for a screening at any point should they have concerns.	ILP and enrolment forms.	<ul style="list-style-type: none"> • Clear objectives and outline of the plan for each session • Balance of individual, group and whole class activities • Engaging activities that do not rely on workbooks and worksheets. • Opportunities to explore real life issues in a safe classroom environment • Effective scaffolding and modelling by tutor or mentor 	<p>www.skillsworkshop.org</p> <p>www.bbc.co.uk</p> <p>www.geoffpetty.com</p>
<p>Tier 2 Requires reasonable adjustments to access whole class learning</p> <p>NON-ALS funded</p>	<p>Some learners will need some form of adjustment to enable them to access the teaching provided at Tier 1.</p> <p>Examples of this could be providing a coloured overlay or magnifying sheet for a learner with visual stress or ensuring that learners with hearing impairments are seated at the front of the class and have written prompts to refer to.</p> <p>Mentors/ Classroom assistants may support learners at this tier.</p> <p>Additional learning support practitioners</p>	Learner is visually impaired and wears glasses. He also has a hearing impairment and needs to lip read from the tutor.	Complete signposting and referral to ALS for a screening. ALS to identify what strategies can be put in place and provide any equipment or advice necessary for the tutor and learner. Tutor to update Learner profile.	ALS to screen learner and discuss support needs with learner and tutor. Advice, guidance and any necessary equipment to be provided to enable the learner to access the course independently but ongoing support is not put in place. Tutor to implement any recommendations and regularly review the effectiveness with the learner and if necessary ALS. Tutor to review planning to identify as early as possible if any additional activities may	Enrolment form, ILP detailing adjustments to be made for any difficulties, signposting for ALS referral, EdNeat (Educational needs evaluation and assessment tool).	<ul style="list-style-type: none"> • Consideration of learner positioning in the classroom • Resources provided on matt/coloured paper or enlarged. See link for accessibility guidelines • Access to overlays • Resources simplified to avoid overwhelming learner • Short 1:1 tutorials on daily basis to check comfort levels in classroom and to give praise for progress made. • Agreed rest breaks • Distraction activities to avoid escalation of any frustrations • Provision of stress ball or tangle • Use of mini white boards for working out • Provision of writing frames, use of personal dictionaries • Support from mentor 	<p>www.dyslexiaaction.org.uk</p> <p>www.rnib.org.uk</p> <p>www.autism.org.uk</p> <p>www.mind.org.uk</p> <p>Dyslexia style guide (see bdadyslexia.org.uk)</p> <p>Brain Injury Rehabilitation Trust www.dtgroup.org/brain-injury</p> <p>www.adhdfoundation.org.uk</p>

	will be needed for initial screening, provision of resources and ongoing monitoring of need.			pose a problem to the learner and adapt accordingly.			
<p>Tier 3 Require individual plans and ongoing ALS support to meet needs which are additional to or different from other learners</p> <p>ALS funded</p>	<p>Some learners will have additional learning needs that mean that they are unable to access normal classroom learning without significant levels of support or adjustment. These learners should be referred to the ALSP who will identify their needs and draw up a course specific support plan. Some of these learners may have needs which have already been identified through a formal diagnosis or recognition such as, a statement of special educational needs, an Educational Health and Care Plan, medical diagnosis or ACCT (Assessment, Care in Custody and Teamwork).</p>	<p>Learner struggles with reading and spelling. He has poor long and short term memory and forgets things from one session to the next</p>	<p>Complete signposting and referral to ALS for a screening. ALS to identify what strategies can be put in place and provide any equipment or advice necessary for the tutor and learner. ALS to create a Course Specific Plan (CSP) in conjunction with learner and tutor and identify regular timeslots for provision of learning support. ALS to share CSP with tutor and tutor to update Learner Profile.</p>	<p>Tutor and ALS to implement strategies detailed and ALS to support learner on regular basis. Tutor to share planning with ALS and ALS to support tutor with modification of tasks and resources where necessary and to facilitate learner involvement in full class and small group activities. ALS and tutor to review learner progress on a regular basis. ALS and tutor to identify if learner is at risk of not achieving and implement additional measures where this is the case. Tutor to discuss with ALS and inform ALS of any decisions to remove learner from the course should this arise.</p>	<p>Enrolment form, ILP detailing adjustments to be made for any difficulties, signposting for ALS referral, EDNeat, ALS CSP, and session plans</p>	<p>Essential at this tier that ALS and tutor are taking a joint approach to support and that this is clearly detailed on CSP. Strategies will be specific to the learner but may include the above and may also include:</p> <ul style="list-style-type: none"> • 1:1 support outside of the classroom • 1:1 support within the classroom • Use of modified/specific resources that are suitable for individual • Use of specialist reading programmes • Applications for access arrangements (where possible) 	As above

100 + STRATEGIES TO SUPPORT LEARNERS

Use the strategies on this list as ideas to discuss with your learner to see if they feel that any of the strategies in question would be of benefit.

SPELLING

- Look – say – cover – write – check method
- Word families – for example, learning 10 words that all end in – ough.
- Sounding things out phonetically and supporting the learners to do this themselves
- Tapping out the syllables/Clapping out the sounds of a word and putting it back together
- Physically covering up parts of the word and then putting it back together
- Personal dictionary/glossary of words that a learner struggles with or has recently learnt
- Re-cap on general spelling rules
- Re-cap common letter patterns – for example -ight
- Developing knowledge of letter / sound correspondence.
- Use spellcheck on PC
- Provide key vocational word list
- Develop and revise knowledge of homophones/homonyms – use of matching card pairs
- Revise / consolidate prefixes and suffixes – e.g. anti: antidepressant, anticlockwise, antibiotic, antisocial
- Practise kinaesthetic spelling techniques – writing word words in the air, closing your eyes to write a word
- Use overlearning techniques – speedwriting, verbal, aural and written repetition
- SUS – study, underline the difficult parts, say the work carefully
- Visual spelling techniques - Davis method, putting pictures into words
- Think of mnemonics – for example, **accommodation** – 2 cots, 2 mattresses
- Use shapes of words - for example 'bed' looks like a bed but 'deb' doesn't.
- Use of colours – show the learner to highlight the part that they get wrong
- Use of dictionary or ACE dictionary
- Different sized letters – WoMaN
- Look for words in words - 'There's a rat in *separate*'
- Use mini- whiteboards to practice difficult words.

READING AND COMPREHENSION

Word-level reading skills

- Breaking up words into chunks
- Checking and reinforcing knowledge of sound-symbol correspondence
- Checking and practising sight word reading
- Practise using / introduce difficult topic words – those that are not decodable phonetically
- Support looking up challenging vocabulary in a dictionary or an Aurally Coded English (ACE) dictionary
- Revise word attack strategies for difficult and unknown words such as whole word (visual) approach, breaking into syllables.
- Provide a picture dictionary of key vocational words.

Reading and comprehension at text level

- Breaking up texts into shorter paragraphs
- Encourage learner to take time and care over reading
- Show strategies for skimming and scanning
- Make own notes in own words for reference and understanding
- Encourage learner to Re-read and re-cap. Discuss content of the text to check understanding
- Simplify some parts of the text in order for the learner understand it.
- Highlight just key words to aid understanding
- Break text into more manageable chunks by covering up physical parts of it
- Read aloud with the learner – sentence each for example or alone
- Help the learner to use tabs/stickers to mark important information
- Help the learner to use note cards to document key things to remember
- Encourage peer reading if the learner feels confident
- Include pre-reading tasks – discussion and prediction before you read.
- Text to speech technology – Balabolka - freeware. Virtual overlay. TBar.

WRITING

- Provide a writing template
- Give the learner common words and phrases used in a particular circumstance – e.g. yours sincerely
- Show the learner how to keep a personal glossary for commonly used words

- Revising/revising/consolidating planning techniques such as bullet points, mind mapping and flow charts - use of colour if useful
- Proofread for the learner, explain errors.
- Show proofreading techniques such as re-reading for spelling errors, re-reading for full stops etc.
- Help the learner to generate a proofreading checklist
- Encourage peer proofreading
- Scribe/note take to ensure fluency of thought or understanding for the learner during taught sessions or discussion
- Discuss and clarify differences between formal and informal writing and markers of these.

Handwriting skills

- Use double spaced lines and lined paper
- Use of spellchecker
- Use of writing frames
- Handwriting pens/pen grip – using an appropriate writing tools – e.g. pencil or rollerball, different options to a biro which often doesn't provide enough resistance for the learner to write carefully
- Handwriting sheets – patterns, letters, letter families, letter formation - see such as Handwriting Rescue Scheme, Fast track to Writing
- Encourage careful letter formation and appropriate spacing/positioning.

POOR CONCENTRATION

- Give learner a tangle or stress ball for non-disruptive fidgeting
- Work through 'Improving your concentration' booklet and resources
- Encouraging doodling
- Chunking tasks into manageable time frames
- Breathing and timeout techniques
- Structured break - activity within a break
- Use of timers – 1 min, 5 min, 10 min – develop self-regulation skills and build concentration
- Give the learner ownership of monitoring their concentration so that they can tune into their own behaviour. This enables the learner to know what works for him and when to take a break or change activity.
- Use of an extra analogue or digital clock so that the learner knows when break time is
- Regular timed breaks for re-focussing

- Working with peers
- Modifying task to make them more appealing/engaging for a learner
- Identifying motivators
- Positive reinforcement/praise
- Hands on/multisensory tasks
- Moving between activities.

POOR ORGANISATIONAL SKILLS/POOR MEMORY

- Encourage use of a diary or a calendar
- Encourage simple note taking
- Encourage use of to-do lists and to-bring lists
- Provide learner with appropriate folder/dividers to store work in. Ensure only essential resources are given to the learner to keep, in order to reduce stress levels.
- Play memory games
- Encourage and practice visualisation / auditory techniques.
- Use repetition and overlearning techniques for key information
- Use multi-sensory activities
- Discuss time management techniques for exams
- Act as a prompter.

STRESS, DEPRESSION AND ANXIETY

- Encourage the learner to ask for help, signpost the learner to appropriate support within the prison if they are not accessing this already
- Give reassurance, praise and encouragement
- Provide tangles or a stress ball
- Working through confidence and self-esteem activities booklet
- Provide a thoughts and feelings book in order for the learner to offload
- Help learners to identify what triggers their stress and anxiety within the classroom and mitigate these accordingly.

VISUAL STRESS, VISUAL IMPAIRMENT

- Seat the learner appropriately in the classroom
- Provision of a coloured overlay/resources on coloured paper
- Provision of a reading ruler
- Provision of wide line paper or large graph paper
- Encourage development of tracking strategies – eye exercises, covering and following text with paper

- Ensure appropriate font size
- Provide reading glasses for session. Encourage learners to remember to bring their own
- Enlarging and re-sizing resources
- Using a computer to enlarge print
- Encourage word processing
- Act as a reader
- Provide a magnifier
- Ensure handouts are provided rather than the learner copy from the board
- Ensure the learner has an appropriate PEEP (Personal emergency evacuation plan).

Hearing impairment

- Seat learner appropriately within classroom
- Recap and repeat information and instructions
- Encourage learner to be confident in asking to have information and instructions repeated
- Encourage learner to remind tutor to look at them when giving information
- Check understanding of tasks
- Schedule 1:1 time to catch up on anything missed
- Use visual aids to support understanding
- Loop systems
- Encourage and support working in a quiet room with minimal background noise
- Time out of classroom if overwhelmed, to process information or to catch up on work
- Help with recording verbal instruction – scribing.

SPEAKING, LISTENING AND COMMUNICATION DIFFICULTIES– general strategies (more specific strategies will depend on the reason for the speech, language and communication difficulty).

- Ensure that the learner can see your face and so can use your facial expressions in order to better understand what you are saying.
- Keep your language simple and talk clearly. Use hand gestures where appropriate to convey meaning.
- Allow the learner additional time to formulate verbal responses
- Support learner to clarify what is being asked of them
- Discuss and practice what skills are needed to carry out a discussion – turn-taking, appropriate language and listening to others. Use roleplay.
- Practice verbal gap fill and opposites/pairs.

STRATEGIES TO SUPPORT LEARNERS WITH AUTISTIC SPECTRUM DISORDER

- Encourage supported pair work and interaction with other members of the class
- Encourage and support participation in classroom activities
- Identify any over-sensory difficulties and adapt as appropriate – for example through discussion, identification of strategies and agreement with the learner
- Establish a regular seating position
- Keep to routine - provide visual reminders of routine, visual timetables
- Where possible, prepare learners for any change in routine
- Discuss with learners what an appropriate response to a given situation might be; help them to explore and understand the reactions of others
- Give clear and specific instructions in order for learners to carry out tasks; avoid ambiguity
- Pictures of facial expressions to develop awareness
- Clarify appropriate social boundaries if necessary.

PHYSICAL AND MEDICAL NEEDS

- Acting as a scribe.
- Supporting the learner to get to / move around in classes
- Ensuring the learner has a PEEP
- Ensuring that you are aware of any emergency medication that a learner may require in order to inform healthcare in an emergency – e.g. inhaler, epipen.