

Guide to identifying and helping pupils with learning difficulties and special educational needs (SEN)



Foreword

The Ministry of Education has the mission among others to ensure that children with learning difficulties and special educational needs (SEN) are supported with their learning in our schools. It is important that those children are supported to acquire foundational skills in English and Mathematics in P1-P3 as these are critical for their future learning.

It is in this context that Rwanda Education Board is honoured to avail this Guide for identifying and helping pupils with learning difficulties and SEN. The guide builds on information which is in REB's Guide to Inclusive Education for Pre-Primary, Primary and Secondary Education. The purpose of the guide is to enable teachers to identify children who have learning difficulties and identify actions that can be taken in the classroom to help those children learn more. The guide includes indicators of various learning difficulties which will help teachers identify and categorise the learning difficulty of a child. For each type of learning difficulty there are lists of actions which teachers can try to support the learning of children.

The guide also includes a record form to enable documentation of information about each child identified as having a learning difficulty. On this record form the teacher can document the learning difficulty or difficulties of the child, actions to take to support learning and the result of those actions.

When supporting a child with learning difficulties teachers should consult with the child's parents to both share information and receive information about the child. If the child has, or appears to have a disability, the teacher can advise the parents to take the child for a medical check-up and also seek support of any disability-focused organisation with local representation or other stakeholders who can provide support. The teacher should also work with other teachers. Often a learning difficulty of a child cuts across more than one subject. Teachers can work together to identify the difficulty and select actions with some consistency of approach to support the learning of the child as appropriate.

Therefore, I would like to call upon all stakeholders to work collectively and systematically to support the learning of children with learning difficulties and special educational needs so that they acquire the skills they need.

We sincerely thank all the people who have contributed to the development of this guide. We also take this opportunity to request its users to make suggestions on how the guide can be improved for the benefit of future users.

Dr NDAYAMBAJE Irénée

Director General of Rwanda Education Board

Guide for identifying and helping pupils with learning difficulties and SEN

This guide should be used to identify the learning difficulties of pupils and actions to support their learning.

Pupils with learning difficulties can also be described as having special educational needs (SEN). Special educational needs are the needs of a pupil who has a difficulty or other barrier which affects their learning.

The guide is based on information from the REB *Guide to Inclusive Education for Pre-Primary, Primary and Secondary Education* and also has inclusive teaching strategies from the BLF English and Mathematics Toolkits 1 and 2.

This guide will help you identify individual pupils who have a difficulty or difficulties compared to the majority of children in the class.

Four categories of learning difficulty are used:

- A. Sensory and physical difficulties
- B. Cognitive and learning difficulties
- C. Communication and interaction difficulties
- D. Behavioral, social and emotional difficulties

After identifying the learning difficulty or difficulties of a pupil you can also select actions to help the pupil. It is important to see if the actions help the pupil in the classroom. If you do not see any change, try different actions. What works for one pupil does not always work for another pupil. You may need to try a few different actions to find the best ones for your pupil.

It is also important to communicate with the parents of the individual pupil you have identified who may have a learning difficulty. If the pupil appears to have a disability you can advise the parents to take the pupil for a medical check-up and also seek support from any disability-focused organisation with local representation. You should also communicate with other teachers who teach the pupil as often a difficulty is relevant to more than one subject.

In some cases it may be possible for the pupil to be sent for an assessment by a specialist to support identification of their needs. This can result in an Individual Education Plan.

Remember, if a pupil has a physical disability, it does not always mean they will have difficulties with learning. For guidance on including pupils with mobility and physical difficulties see the *REB Guide to Inclusive Education for Pre-Primary, Primary and Secondary Education* p 20.

Information collected on the pupil should be put on the 'Pupil record of learning difficulties and SEN'. You will find this form in this guide. School leaders can use information from the forms as evidence of numbers of children identified as having a learning difficulty and what the school is doing to support those children.

Use the diagram on the following page to get an overview of the process to help pupils who may have learning difficulties or special educational needs (SEN).

You notice your pupil may have a learning difficulty/SEN



Collect information about the pupil

Is the problem external to the school?
Is there a problem with vision or hearing?



Discuss problem with others in school

- With teachers of other subjects who teach the pupil to find out if the problem is also related to their subjects
- With Director of Studies and/or head teacher to keep them informed and to seek their advice

Discuss problem with pupil's parents

- Explain the concern and ask questions to identify problem
- Ask them to take pupil for medical checks if required
- Involve them in process and keep them informed



Identify the most likely area of difficulty

Use the checklist in the relevant difficulty table to help you decide if this is correct. If it is not correct, use the other difficulty tables



Select and try actions from the difficulty tables to help the learning of the pupil





Monitor and review progress regularly

Try other actions as necessary

Use the tables below to identify the most likely area of learning difficulty of the pupil and select actions to help the pupil. Note that a pupil may not show all of the signs of a difficulty. If the pupil shows just one or some of the signs of the difficulty you can still identify the pupil as having a learning difficulty.

Some pupils may appear to have more than one type of learning difficulty. In that case you could try actions related to those different learning difficulties.

When you have used the tables put the relevant information about the pupil and your actions in the 'Pupil Record of Learning Difficulties and SEN'.

A. Sensory or physical difficulties	
<p>If you notice a pupil who:</p> <ul style="list-style-type: none"> • does not follow instructions, or waits to follow others; • does not often speak in class, does not answer questions; • gives answers that do not match the question; • often asks you to repeat; • moves his/her head in the direction of the sound; • cannot keep a rhythm; • does not recognize sounds of the alphabet/numbers; • can't control volume of voice, or speaks very loudly or softly; • uses body language and gestures or sign language to communicate; • does not communicate well with other pupils; <p>he or she may have a hearing difficulty.</p>	<p>Hearing</p> 
<p>You can:</p> <ul style="list-style-type: none"> • Ask the parents to take your pupil for a hearing assessment • Use things they can see - gestures, pictures, diagrams, real objects, writing – as well as speak to the class/pupil • Give the pupil a seat where he or she can see you and other pupils • Let your pupil see your face when you are talking and look at the pupil when you give instructions • Make sure you do not speak to the class when you are facing the blackboard • Make sure you do not stand with bright lights behind you so your pupil can always see your face • Check that the hearing aid works and is switched on (if your pupil has one) • Repeat what you say loudly and clearly to the class/pupil if there is other noise such as talking or rain or music. <p> You can also add actions from the list of general inclusive teaching strategies from the units in the English and Mathematics toolkit 1 and 2. You can find the list below the difficulty tables.</p>	

For severe hearing problems:

- Agree some basic gestures or face/hand signals
- If the pupil uses sign language encourage them to teach you and the class some basic vocabulary. Check pupils who use sign language are grouped with others so that they can communicate. Also ensure they have opportunities to meet others who use sign language fluently.

If you notice a pupil who:

- Has difficulty moving around the room and bumps into furniture, people and things;
- holds reading materials very close or at a long distance away;
- is very slow when copying from the chalk board;
- has headaches;
- touches their eyes which may be red or painful;
- writing is below the level of most of the other children in the class;
- cannot see detail in images,

he or she may have a difficulty with vision.

Vision



You can:

- Ask the parents to take the pupil for an eye test
- If your pupil has glasses, check that he or she wears them.
- Give the pupil a seat near the board and near a window for extra light
- Use large, clear writing on the board. If the class has to copy from the board, check the pupil has copied everything before you clean the board.
- Look from the back of the room to check you can see and read your writing clearly
- Speak as well as write on the board and describe pictures or images you use
- Provide learning materials with information presented in large size and different colours
- Provide learning materials and teaching aids that the pupil can touch as necessary in place of pictures and diagrams
- Use clear instructions, repeat them and check that the pupil has understood them
- Provide the pupil with assistive learning devices such a magnifier or screen adjuster
- Tell your pupil of any changes to the classroom, such as the position of chairs and desks.



You can also add actions from the list of general inclusive teaching strategies from the units in the English and Mathematics toolkit 1 and 2. You can find the list below the difficulty tables.

For severe sight problems:

- Check there is nothing in the way of doors or pathways
- Paint white strips on stairs and steps
- Check floors for holes
- Check there are no hanging objects and windows that open onto walkways. If there are, tell the pupil.
- Provide your pupil with their own textbook.
- Provide short tasks and allow short breaks.
- Ask for advice about large print or Braille books (if required)
- Ask for support for the pupil to learn to use Braille and to maintain any equipment
- Ask for advice about any technology that may be useful to your pupil

If you notice a pupil who:

- cannot coordinate his or her movements;
- bumps into things when moving around the classroom or school;
- has difficulty moving in small spaces;
- has difficulty balancing, hopping, running and jumping;
- cannot organise and keep his or her things tidily;
- cannot complete detailed tasks,

he or she may have a difficulty with their motor skills.

Motor skills



You can use these activities in your class routines:

- Balancing by standing on one leg
- keeping a rhythm by clapping or stamping feet
- pointing to different parts of the body as they are said
- practice walking on a line (marked in the mud or sand, or drawn with chalk, or on a rope)
- hopping
- skipping
- throwing and catching a ball
- moving through or around obstacles



You can also add actions from the list of general inclusive teaching strategies from the units in the English and Mathematics toolkit 1 and 2. You can find the list below the difficulties tables.

If you notice a pupil who:

- cannot copy shapes or draw lines accurately;
- has difficulty holding a pencil;
- has very untidy handwriting;
- cannot write letters or numbers accurately,
- Cannot insert a rope in the small counters;

he or she may have a difficulty with their hand/eye coordination.

Hand/eye coordination



You can

- Allow the pupil to use a pencil rather than a pen. It is easier to control a pencil.
- Provide a large pencil, or use elastic or string around the pencil to help the pupil hold it.
- Help the pupil to copy over lines or to move across the page from left to right.
- Help the pupil practice using a pencil within two lines, or following a single line, or joining dots. This can be made more interesting by using different colours.
- Help the pupil follow footprints, making it into a game to add fun
- Help the pupil practice writing letters/numbers using different colours, the chalkboard, a finger in dirt or wet mud
- Give letters to trace and dots to follow to make letters/numbers.
- Help the pupil practice following shape outlines, such as circles, rectangles, square triangles
- Provide large size objects to use in Mathematics, and in other subjects as necessary



You can also add actions from the list of general inclusive teaching strategies from the units in the English and Mathematics toolkit 1 and 2. You can find the list below the difficulties tables.

B. Cognitive and learning difficulties

If you notice a pupil who:

- cannot remember how letters/numbers are formed correctly
- gets confused about different letter/number shapes
- gets confused about the direction the pencil or pen should move when writing letter/number shapes
- cannot spell words accurately
- writes slowly
- cannot organise writing

he or she may have a difficulty with writing.

Writing



You can try these actions to improve writing of letters and numbers and spelling
(some of these activities can also help pupils with reading difficulties)

- Help the pupil practice writing letters/numbers using different colours, the chalkboard, a finger in dirt or wet mud
- Give letters to trace and dots to follow to make letters/numbers.
- Give the pupil word activities, such as guessing a word beginning with a letter, identifying or guessing missing letters in a word, looking for small words in bigger words, finding words hidden in a grid of letters
- Ask the pupil to spell words with letters/ made from paper/card, or letters made from rice or beans stuck on card
- Give the pupil their own small personal board to practise spelling words/practice writing numbers before writing in his or her book
- Give the pupil small numbers of high-use words to learn to spell (between one and five words). The pupil should take each word, look at the word, says the word, hide the word, write the word without looking at it, and then check the original word which was given to see any differences.
- Sort words by spelling patterns.
- Give the pupil practice learning and making rhymes.
- Ask the pupil to repeat short rhymes and poems
- Give the pupil practice hearing and saying sounds and pointing to letters
- Give the pupil practice hearing and saying names of numbers and pointing to them.
- Play sound games to practice sounds and syllables
- Play word bingo



You can also add appropriate actions from the list of general inclusive teaching strategies from the units in the English and Mathematics toolkit 1 and 2. You can find the list below the difficulty tables.

You can try these actions to improve organisation of writing

- Ask the pupil to order pictures of events or pictures from stories into a correct or logical order
- Tell the pupil to read his or her written work aloud to check the organisation of the writing (can do this with a partner)
- Read the pupil's written work to him or so that the pupil can assess the organisation of the work (a partner could also do this)
- Provide sentences with missing words for the pupil to complete.
- Provide words which the pupil should try to order into sentences
- Provide unfinished sentences and ask the pupil to try to complete the sentences
- Order sentences to form short paragraphs
- Order short paragraphs into a complete text

Remember to sometimes allow the pupil to show their understanding and ideas in other ways than writing when the task is not writing practice. For example, the pupil could be asked to speak or draw or do some writing and also speak or draw.



You can also add actions from the list of general inclusive teaching strategies from the units in the English and Mathematics toolkit 1 and 2 . You can find the list below the difficulty tables.

If you notice a pupil who:

- has difficulties with remembering letter names and their sounds/number names;
- has difficulty saying sounds of letters in words;
- has difficulty with identifying and saying syllables in words;
- does not recognise simple words that are used often;
- does not understand that text has a connection to words;
- reads aloud very slowly;
- lacks expression to show meaning when reading aloud;
- does not use or notice punctuation when reading;
- has difficulty understanding what he or she reads;
- has difficulty answering simple questions about a text;
- has difficulty predicting what will happen next in a story;

he or she may have a reading difficulty.

Reading



You can try these actions to improve their reading of individual words

- Provide oral practice with syllable.
- Provide oral practice building words from sounds
- Daily reading practice (text or word problems)– either pupil reading, or being read to with the pupil being able to see the text/word problem.
- Help pupil notice writing– put signs on wall, display questions about, display class writing; you can read them aloud (or ask another pupil to)
- Play games using first letter sounds – eg - something beginning with a letter of the alphabet, finding an object beginning with a letter or sound, listening to a story and clapping every time they hear a word beginning with a sound
- Say words with missing sounds and ask pupil to say what sound is missing
- You (or another pupil) read a story aloud and pupil follows the text/word problem.
- Group words to make families of words
- Play word Bingo
- Give pupil practice with reading words/digits using flash cards; matching pairs; games such as, bingo, snap, or using words to fill gaps.
- Review the letter- sound relationship through flashcards and reading aloud. This should help pupils recognise the sound of each letter and build sounds into words.
- Develop memory skills – pupil looks at a set of objects, pictures or words and covers eyes while one is removed. Pupil says what is missing.
- Pupil matches letters and sounds.
- In pairs: one pupil writes a letter/number with their finger on the back of the other pupil – that pupil has to say the letter.



You can also add actions from the list of general inclusive teaching strategies from the units in the English and Mathematics toolkit 1 and 2 . You can find the list below the difficulties tables.

You can try these actions to improve their comprehension

- Practice in listening comprehension of a text or a word problem before responding to it.
- Filling missing words in sentences
- Practice ordering words to make a sentence
- Give opportunities to listen to stories and retell what happened
- Give opportunity to listen to word problems and rephrase them in their own words before solving it.
- Practice following and giving instructions
- Acts out a word while other pupils guess the word
- Give questions for pupil to find information in a text
- Pupil identify the information given in the word problem and the information which is missing.
- Pupil predicts what will happen before reading a text
- Based on the information given in the word problem, pupil first describe how he/she is going to solve it before putting on paper.

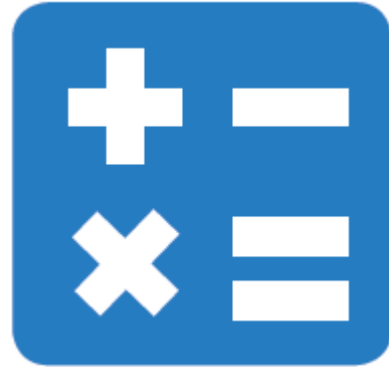


You can also add actions from the list of general inclusive teaching strategies from the units in the English and Mathematics toolkit 1 and 2. You can find the list below the difficulties tables.

If you notice a pupil who:

- does not understand mathematical signs
- does not read numbers correctly
- does not order numbers correctly
- has difficulty with direction (left/right, front/back)
- does not recognise or match shapes
- does not identify or repeat patterns
- does not understand relationships between the four operations: addition, subtraction, division and multiplication
- pupil has difficulty with time, money and measurement

he or she may have a difficulty with Mathematics

Mathematics**You can select from these groups of actions****Differentiation, practice and consolidation**

- Give easier tasks as appropriate for his or her understanding of the topic you are teaching (for example, giving lower numbers or simpler numbers in tasks)
- Provide lots of opportunity to practice and consolidate tasks

CPA approach: Concrete → Pictorial → Abstract

- Relate mathematical tasks to the real life of the pupil
- Use and provide objects, including real life objects, to support the pupil's learning in the concrete stage for tasks and topics
- Use and provide materials such as pictures and diagrams to support the pupil's learning at the pictorial stage for tasks and topics
- Encourage the pupil to self-select concrete and pictorial materials as necessary when you do not directly provide those materials
- Give the pupil lots of time on the concrete stage for different tasks before moving to the pictorial stage (give more time on this stage than other children who do not have a difficulty with Mathematics)
- Give the pupil lots of time on the pictorial stage for different tasks before moving on to the abstract stage (give more time on this stage than to other children who do not have a difficulty with Mathematics)

Checking understanding and use of language

- Check understanding by asking the pupil to explain his or her thinking and processes
- Provide guidance based on the pupil's understanding and the processes that he or she uses
- Pay special attention to checking the pupils' understanding of key mathematical conceptions such as commutativity of addition and multiplication, inverse relationships between addition and subtraction and between multiplication and division, different types of subtraction and different ways of doing division
- Check the pupil's understanding of mathematical language and explain differences between mathematical language and everyday language

- Provide lots of opportunity for the pupil to use mathematical language by answering questions during whole class teaching sessions, and in pair and group work

Symbols, calculations and number patterns

- Use objects with symbols to help understanding and progress to abstract stages
- Use pictorial information with symbols to help understanding and progress to abstract stages
- Teach and encourage the pupil to use jottings and notes to support mental calculation
- When teaching a written method of calculation keep the pupil on the expanded methods until you are sure that the pupil fully understands the methods
- Use rhymes and songs to help reinforce basic number patterns

Place value

- When teaching place value use real objects to also represent the numbers
- When teaching place value use pictorial representations of the numbers
- Continue using place value charts as necessary to consolidate understanding



You can also add actions from the list of general inclusive teaching strategies from the units in the English and Mathematics toolkit 1 and 2 . You can find the list below the difficulties tables.

C. Difficulties with Communication and Interaction

If you notice a pupil who in their mother tongue:

- has a poor vocabulary
- has a poor use of grammar
- does not pronounce sounds clearly
- only uses very simple or short sentences
- has difficulty understanding spoken language and is slow to respond.
- does not develop and express ideas
- finds it difficult to give opinions
- has difficulties with creative thinking and writing
- does not demonstrate critical thinking skills

he or she may have a difficulty with speech and language.

Speech and language



You can

- Provide information visually as well as verbally to support learning (for example, through pictures, real objects, gestures, text and drama/role play)
- Use songs and rhymes
- Provide plenty of opportunity to practice speech and language by asking the pupil questions in whole class teaching and during individual work
- Include pair and group work in your lesson, including role play.

- Give sufficient time for the pupil in speaking and listening activities, and when responding to questions and following instructions
- Give instructions in short, simple sentences
- Provide tasks in small steps and repeat instructions.
- Provide practice in listening to stories and retelling what happened
- Ask the pupil to order pictures or sentences to tell a story.
- Provide practice for pupil to predict what will happen next in a story
- Provide practice for listening comprehension; describing events; describing objects; following verbal and written instructions; giving instructions;
- Give practice in reading aloud individually, in pairs or small groups
- Provide key words and reminders to guide discussion and/or writing
- Check understanding of subject-specific language giving explanation of any differences with everyday use of the same words



You can also add actions from the list of general inclusive teaching strategies from the units in the English and Mathematics toolkit 1 and 2 . You can find the list below the difficulty tables.

If you notice a pupil who:

- has difficulty understanding others
- prefers to be alone
- has difficulty participating in groups
- does not understand body language
- does not understand emotions
- is badly behaved
- uses bad language

he or she may have difficulty with social interaction and communication.

Social interaction and communication



Note: Pupils with difficulties with social interaction may be teased and rejected by other pupils. You may need to stop this happening.

It is important that a pupil with difficulties with social interaction and communication feels safe in the classroom and can succeed. It will take time to develop a strong, supportive relationship with the pupil

You can

- Seat the pupil near or at the front of the class but not separated from other children who do not have difficulties
- Use praise and encouragement for effort and achievement
- Use the pupil's name frequently in lessons
- Set clear limits and restrictions for behaviour
- Try to avoid giving a lot of attention to the pupil when he or she behaves inappropriately or negatively

- Provide plenty of opportunity to practice communication by asking the pupil questions in whole class teaching and during individual work, and through pair group activities, including role play.
- For pair and group work provide sufficiently details instructions and guidance for the pupil's actions and roles, and the role of others
- Provide opportunities for the pupil to share any special skills
- Enable the pupil to apply their own experience and interests to tasks
- Use games and role play to encourage development of social skills
- Use games to with facial expressions and emotions in which the pupil has to guess the feeling or emotion
- Support the pupil to respond and contribute



You can also add actions from the list of general inclusive teaching strategies from the units in the English and Mathematics toolkit 1 and 2 . You can find the list below the difficulties tables.

D. Behavioural, social and emotional difficulties

If you notice a pupil who:

- is easily distracted
- is restless and cannot sit still
- shouts out answers when they instructed not to shout out
- has difficulty taking turns or waiting
- makes a lot of mistakes in their work due to lack of care
- does not follow instructions carefully
- loses things and forgets easily
- has difficulty starting tasks
- has difficulty with time management
- disturbs and distracts others
- is sleepy in class

he or she may have a difficulty with attention

Attention



You can

- Sit the pupil close to you, but separated from other children, and use eye contact
- Use praise and encouragement for effort and achievement
- Use the pupil's name frequently in lessons
- Set targets for behaviour and reward progress frequently- eg- set a target and if achieved in a lesson the pupil could put a smiley face on a chart
- Plan and implement lessons with a variety of activities, such as whole class work, pair work, group work and individual work with opportunities to access visual and tactile materials
- Enable the pupil to apply their own experience and interests to tasks

- Give tasks in small steps and agree amounts of time that the pupils should apply concentration on each step and task
- Gradually increase the amount of time expected for attention or concentration
- Allow short breaks from work as necessary



You can also add actions from the list of general inclusive teaching strategies from the units in the English and Mathematics toolkit 1 and 2 . You can find the list below the difficulty tables.

If you notice a pupil who:

- is disruptive
- is verbally or physically aggressive
- gets angry
- is depressed or sad
- is quiet and often alone

he or she may have difficulty with managing moods and emotions

Moods and emotions



You can

- Help the pupil build confidence and create positive emotions by giving praise for effort and achievement
- Use simple rules and use them fairly
- Communicate roles for the pupil and other pupils for pair and group work
- Avoid giving a lot of attention to the pupil when he or she behaves inappropriately or negatively
- Give a lot of attention to the pupil when she or he behaves appropriately
- Use other actions from the previous section on children with difficulties in attention



You can also add actions from the list of general inclusive teaching strategies from the units in the English and Mathematics toolkit 1 and 2 . You can find the list below the difficulties tables.

If you notice a pupil who:

- does not interact with adults and other pupils at the level for his/her age
- is often alone during break times
- has difficulty in group or pair work

he or she may have difficulty with social skills and relationships

Social skills and relationships



You can

- Use roleplay to help the pupil explore and understand appropriate social skills and behaviour
- Give a lot of instructions and guidance to the pupil in relation to his or her role and actions in pair and group work
- Use any appropriate actions from previous sections on pupils with difficulties in attention and difficulties in managing moods and behaviour



You can also add actions from the list of general inclusive teaching strategies from the units in the English and Mathematics toolkit 1 and 2 . You can find the list below the difficulties tables.



Many general inclusive teaching strategies can help children with difficulties/SEN to learn more. You can add actions to help the pupil from the list of general inclusive teaching actions below. These actions come from the units in the English and Mathematics Toolkits 1 and 2. You can find more details about these inclusive teaching actions in the toolkit units where you find these icons .

General inclusive teaching strategies from the English and Mathematics Toolkits 1 and 2



You can add some of these general inclusive teaching strategies to your plan to help the pupil

Seating position

- Seat the pupil with learning difficulties near or at the front of the class but not separated from children without learning difficulties

Developing confidence and motivation

- Build confidence and motivation by giving encouragement and praising effort as well as achievement
- Develop a positive relationship with the pupil by using his or her name, and greeting and listening to him or her

Providing appropriate work, time and materials

- Use assessment and monitoring to find out about the knowledge and skills of the pupil in regard to the topic that you are teaching
- Give tasks to the pupil based on the knowledge and skills of the pupil in regard to the topic you are teaching (sometimes this will mean easier tasks are given compared to other children)
- Give additional time to the pupil to complete activities which may require extra tasks to be given to other pupils

- Provide lots of practice at each stage of learning to consolidate the pupil's understanding
- Include revision of learning for the pupil to ensure that long periods do not pass without attention to key concepts and skills
- Link your teaching to the daily life of the pupil
- Use teaching and learning materials, including real objects, in your teaching to help the pupil learn
- Give the pupil access to concrete (objects) and visual learning materials when he or she is undertaking individual, pair or group work.

Questioning

- Ask questions to the pupil when teaching the whole class
- Request no hands-up for some questions and often nominate the pupil to answer
- Ask the class questions less complex questions that require lower order thinking skills to give the pupil the opportunity to answer questions confidently
- Give the pupil and the class the opportunity to also answer more complex questions which require higher order thinking skills
- Give the class thinking time when asking questions to enable the pupil to develop his or her answers
- When available provide materials (such as 'show me' boards) which will enable the pupil (and the other pupils) to show answers to questions

Giving instructions

- Give clear instructions facing the class
- Give instructions in more than one way (for example, verbally, with gestures, and with visual information)
- Repeat instructions as necessary and check the pupil has understood them

Including pair and group work

- Include pair work in lessons to give the pupil a lot of practice of skills and opportunities to develop understanding
- Use the activity 'think, pair, share' to support the pupil to confidently participate in lessons
- Include group work in some lessons to give the pupil opportunities to learn with and from other children
- For pair and group work give clear instructions, and demonstrations as necessary, to support participation of the pupil in those activities

Monitoring participation and work

- Monitor the participation of the pupil in pair and group work and provide support as necessary
- Monitor the work of the pupil, checking his or her understanding and provide corrections positively as necessary

Use the 'Pupil record of learning difficulties and SEN' on the following pages to record information about the learning difficulty of the pupil and actions to help the pupil. Part 1 of the record should be used over the entire period of concern about the pupil. Use Part 2 of the form each time you select actions to help the pupil and when you review the progress of the pupil.

In some cases you may try several actions related to a difficulty but after some reviews there does not seem to be any improvement in learning. In that situation you could see if the child may have another type of learning difficulty and try actions relevant to that difficulty. Note this learning difficulty and put the date on Part 1 of the pupil record.

Pupil record of learning difficulties and SEN			
Part 1: Initial Identification, assessments and communication			
District			
School			
Pupil name			
Year group or class <i>(tick as appropriate)</i>	P1	P4	
	P2	P5	
	P3	P6	
Reason for initial concern and date			
Area of learning difficulty/SEN identified			Tick
			Date
A. Physical or sensory difficulties:			
Difficulties with hearing			
Difficulties with vision			
Difficulties with motor skills			
Difficulties with hand/eye coordination			
B. Cognitive and learning difficulties:			
Difficulties with writing			
Difficulties with reading			
Difficulties with concepts in mathematics			
C. Difficulties with communication and interaction			
Difficulties with speech and language			
Difficulties with social interaction and communication			
D. Behavioural, social and emotional difficulties			
Difficulties with attention			
Difficulties with managing moods and emotions			
Difficulties with social skills and relationships			
Other teachers/ Head teacher in school consulted	Names, designation and date		
	Meeting outcome		
Parents consulted	YES/NO		
	Date		
	Meeting outcome		
Any medical or specialist assessment undertaken	YES/NO		
	If yes, with whom		
	Date		
	Outcome (including if IEP in place)		

**Pupil record of learning difficulties and SEN
Part 2: Actions and review**

Actions to try	
Teachers involved in implementation	
Review date	
Review: Results of actions taken	
Details of any meeting with parents or other external person	
Does the pupil continue to be of concern?	
YES/NO	