

Scoil San Treasa

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SPECIAL EDUCATIONAL NEEDS (SEN) Policy - Working Document 2017

Whole-School Approach

Scoil San Treasa is an inclusive school. We strive to use available resources to enable pupils with special educational needs to access, participate in and benefit from a broad range of learning experiences in our school. Our Mission Statement informs our overall approach: *“At Scoil San Treasa, our mission is the provision of primary education of the highest quality for all our pupils in a happy, safe, Christian environment. While we value high academic achievement, the social, personal and moral development of our pupils is of primary importance and we view the school as a learning organisation which is open to change and innovation while it cherishes the best educational, cultural and religious traditions of our society. Acknowledging that their parents are the primary educators of our children, we are inspired by a shared vision of excellence and we espouse a partnership approach in its pursuit”.*

“All pupils have needs including the need to feel a sense of belonging, the need to feel safe, the need to communicate and to be communicated with and the need to be respected and valued. In meeting these needs, teachers need to view their pupils as learning not only within their classroom setting but also within the context of the ethos and culture of the school.” (Special Educational Needs: A Continuum of Support – Guidelines for Teachers *DES 2007*) In Scoil San Treasa, we are mindful of how the culture, ethos and learning environment of the school demonstrates to each pupil that he/she is respected and valued and we endeavour to promote the moral, social, emotional, cultural, intellectual and physical development of all learners.

Enrolment of children with special educational needs:

If a pupil has special educational needs (SEN), it is the responsibility of the parents to notify the school in a timely way. Please refer to our current Enrolment Policy in this regard. *(Note: Our Enrolment Policy is an important document. Accordingly, parents of all applicants are required to confirm on the enrolment application form that they have read the current Enrolment Policy prior to submitting the enrolment application.)*

Procedures for early prevention and intervention re learning difficulties, for screening/ referral of children with SEN and for deployment of teaching resources to meet their needs:

In view of the substantial international evidence that early-intervention and prevention programmes can lead to improved outcomes for pupils, Scoil San Treasa promotes a policy of early prevention and intervention in order to minimise the risk of development of learning, social and emotional difficulties and to optimally address such needs where they are manifest. Additional teaching resources are deployed in junior classes.

The staged approach is followed and *Guidelines for Primary Schools Supporting Pupils with Special Educational Needs in Mainstream Schools – DES 2017* together with DES Circular SP ED 02/05 and *Special Educational Needs: A Continuum of Support – Guidelines for Teachers - DES 2007* have informed our practice. Priorities highlighted in

- *the DES Learning-Support Guidelines 2000,*
- *‘Literacy and Numeracy for Learning and Life’ – The National Strategy to Improve Literacy and Numeracy among Children and Young People 2011-2020 DES 2011 and*
- *the Staffing Schedule e.g. Circular 001/2016 (class sizes at infant level)*

are also reflected in our deployment of resources and in our methodologies and approaches as we seek to identify and address needs and monitor and report on progress.

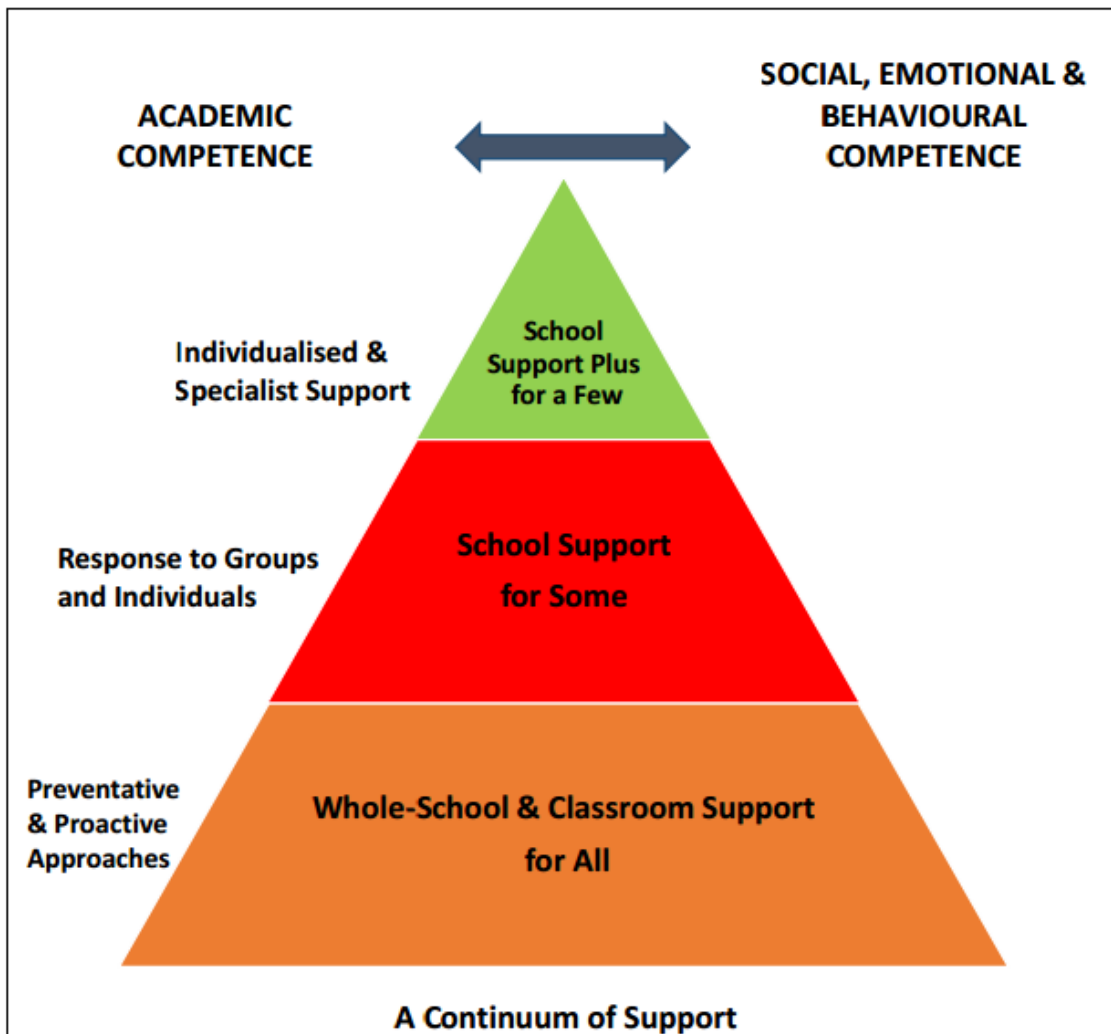
Supports available regarding all of the above are dependent on allocation of resources from the DES/NCSE.

The staged approach to Assessment, Identification and Programme Planning:

The SEN team i.e. special education teachers (historically referred to as 'learning-support'/'resource' teachers and co-ordinated by the Deputy Principal/SEN Coordinator, with involvement by the principal, as appropriate), and other relevant teachers adopt a staged approach to intervention (see model of Staged Approach below). If concern remains after intervention and additional support from the teacher and SEN team, the school may advise a consultation and/or assessment of the pupil's need through the National Educational Psychological Service (NEPS) or with another relevant external service. Such consultations/assessment are dependent on available resources and require parental permission in line with NEPS protocols and procedures at that time and protocols/procedures relating to other agencies/services as may be relevant. *Note: "The class teacher has primary responsibility for the progress and care of all pupils in the classroom, including pupils with special educational needs" (Guidelines for Primary Schools Supporting Pupils with Special Educational Needs in Mainstream Schools – DES 2017).*

The 'Continuum of Support' framework recognises that special educational needs occur along a continuum, ranging from mild to severe, and from transient to long term, and that pupils require different levels of support depending on their identified educational needs. Use of this approach helps to ensure that interventions are incremental - moving from class-based interventions to more intensive and individualised support - and that they are informed by careful monitoring of progress. Pupils' educational needs include academic, social and emotional needs, as well as needs associated with physical, sensory, language and communication difficulties.

The Continuum of Support suggests the following levels of support:



Stage I

The class teacher considers how to differentiate the learning programme effectively to accommodate the needs of all pupils in the class and over time monitors the response of pupils to the differentiated programme. A class teacher or parent may have concerns about the academic, physical, social, behavioural or emotional development of certain pupils. The teacher should then administer screening measures, which may include screening checklists and profiles, standardised, norm-referenced tests for older pupils and behavioural checklists where appropriate. Parent and pupil input into the process is sought as appropriate and as is feasible. Teacher observations over time are a valuable component of the overall process and especially at this early stage. The class teacher should then draw up a short, simple plan for extra help to be implemented within the normal classroom setting, in the relevant areas of learning and/or behavioural management. The success of the classroom support plan should be reviewed regularly, with appropriate parental involvement. If concern remains after a number of reviews and adaptations to the plan, the SEN team in the school may be consulted about the desirability of intervention at stage II. While the class teacher is responsible for Stage I, he/she is encouraged to consult/confer with a member of the SEN team at an early point in stage I so that available resources/screening tools/expertise may be optimally drawn on for the benefit of the child. Early communication between parent and teacher around concerns regarding a child's learning or general development is an important element of the process.

Stage II

If intervention is considered necessary at stage II, then the pupil should be referred to the SEN team, with parental permission, for further diagnostic testing. In the case of pupils with learning difficulties, if the classroom support plan fails to achieve the desired outcome the pupil should be referred to the SEN

team, with parental permission, for further diagnostic testing. If this diagnostic assessment suggests that supplementary teaching would be beneficial, this should be arranged as per available resources. The parents and the class teacher should be involved with the SEN team in drawing up the learning programme, which would include appropriate interventions for implementation in the home, in the classroom, and during supplementary teaching. The learning support/resource teacher and the class teacher should review regularly, in consultation with the parents, the rate of progress of each pupil receiving supplementary teaching. Following a period of intervention, some pupils may no longer require additional teaching supports, some may require the same level, while others may require more intensive supports. If significant concerns remain after a number of reviews and adaptations to the learning programme, then it may be necessary to provide interventions at stage III. In the case of pupils with emotional or behavioural difficulties, it is recognised that, with serious difficulties, more urgent action may be needed. In these cases the pupil's needs should, with parental permission, be discussed with the relevant NEPS psychologist and/or the case should be referred to the clinical services of the Health Services Executive. This may lead to a more detailed behavioural management programme to be implemented at home and in class, or to referral for further specialist assessment (stage III). For example, children may be referred for Speech and Language Assessment through the HSE. No such referral is made without parental approval.

Stage III

Some pupils who continue to present with significant learning needs will require more intensive intervention at stage III. The school may formally request a consultation and, where appropriate, an assessment of need from a specialist outside the school in respect of pupils with learning difficulties or with mild or moderate behavioural problems (or both) who have failed to make progress after supplementary teaching or the implementation of a behavioural programme and in respect of pupils with serious emotional disturbance and/or behavioural problems. Such specialist advice may be sought from psychologists, paediatricians, speech and language therapists, audiologists, etc. The class teacher and member/s of the SEN team, in consultation with the relevant specialist or specialists, should then draw up a learning programme that includes identification of any additional available resources that are considered necessary in order to implement the programme. The parents are consulted as part of this process. This programme should be the subject of regular reviews, leading to revisions of the learning programme and referral for specialist review, as necessary. In the case of pupils identified at an early age as having very significant special educational needs, intervention at stage III will be necessary on their entry to school. Support in the classroom will be an essential component of any learning programme devised for such pupils, and primary responsibility for the pupil will remain with the class teacher, in consultation with the SEN team.

Assessment/Screening re accessing supplementary teaching/additional support

We are constantly gathering information about children's overall progress. Some of this is on an informal (yet nonetheless valuable) basis such as through teacher observation and interaction and dialogue with pupils and parents. At other times, this is done in a more formal and structured manner such as through standardised testing. Such information informs our deployment of supplementary teaching resources. *(Note: The SEN Department in Scoil San Treasa maintains a bank of appropriate tests and checklists. On an ongoing basis, the school seeks to consider, augment and update a bank of other appropriate checklists and tests that may be helpful in terms of identifying particular difficulties that a child might be experiencing at all levels as resources allow and as needs and opportunities emerge. Our materials are under regular review. ICT is drawn on as appropriate e.g. re testing materials and analysis/interpretation re findings.*

Class-specific assessment and screening procedures in Scoil San Treasa include – but are not limited to – the following tests and profiling tools:

Junior Infants:

When the class teacher considers that a child is not making adequate progress, a consultation takes place with parents. With parental permission, the Belfield Infant Assessment Profile (B.I.A.P.), for example, may be administered.

Work samples, checklists and teacher observation (May Screening) are also used to consider the attainment/progress of pupils in Junior Infants.

Senior Infant Level

The Middle Infant Screening Test (MIST) is administered by the class teacher at end of the fifth term of schooling i.e. the end of the second term of senior infants.

First Class

The class teacher uses various checklists and screening measures – including the QUEST Screening (Number and Reading) in September. The QUEST Diagnostic Tests (Number and/or Reading), and other diagnostic tests (as available and as deemed appropriate) may be administered by SEN team or class teachers.

Second to Sixth Class

DPRT (Drumcondra Primary Reading Test), DPMT (Drumcondra Primary Mathematics Test) and DPST (Drumcondra Primary Spelling Test) are administered to all children, other than those who are exempted.

Cognitive Ability Tests are used in overall assessment on a case by case basis, with pilot initiatives underway in our school to administer such tests at whole-class level to inform further planning around teaching, learning and related interventions.

Engagement with the National Educational Psychological Service (NEPS)

It is usual practice that the overall learning needs in our school are regularly reviewed with a view to supporting pupils' learning as best we can with resources that may be available. A number of supports are available to schools to help us to enhance the learning of children with whom we work. NEPS (the National Educational Psychological Service) is one such support.

A generalised and routine planning meeting/consultation with NEPS (around lots of pupils, on an unnamed basis) takes place intermittently in the school, typically in the first term. Such meetings, together with concerns that may emerge or escalate in the course of the school year or over time, form a key part of the process of prioritising pupils for consideration for a formal consultation/assessment with NEPS.

Following discussion/s between school personnel and parents regarding pupils who are prioritised, a formal consultation / consultation and assessment with NEPS may follow (subject to available resources), if parents wish to avail of this service and if they consent to same as per NEPS protocols and procedures at that time.

As needs emerge further support/input may be sought from NEPS – in consideration of the overall needs of the school and available resources. (Access to/engagement with NEPS is dependent also on resources available at the time/over time).

Supporting the needs of children with learning difficulties/SEN in the Classroom:

The class teacher has primary responsibility for the progress of all pupils in his/her class, including those selected for supplementary teaching. Where a pupil is selected to receive supplementary teaching, the class teacher is involved in planning for and evaluating the learning outcomes for that child. Where supplementary teaching cannot be provided for a pupil, or is being phased out or discontinued, the class teacher develops and implements a support programme to address the pupil's changing needs, in consultation with the SEN team working with the children in his/her class as appropriate and in line with available resources.

Realistic learning goals and expectations, and goals associated with other needs e.g. behavioural/emotional/social, will be adopted in relation to the pupil's overall progress. Reasonable adaptations will be made to the curriculum, intended learning outcomes, activities, and resource materials through the use of differentiation (see Appendix A).

The teacher will vary the use of strategies to meet the learning needs of the pupils with SEN. Where the pupil is unable to participate in the class curriculum, an individual programme of work will be designed for the pupil in consultation with the SEN team. In line with our SNA Deployment Policy, person/s from the school's Special Needs Assistant cohort may be assigned to address the needs of child/ren in the

class with SEN. The teacher and SNA will encourage and promote active participation by the pupil with SEN in the class.

Our current staffing allocation (teachers) allows us to direct some time to in-class support and to a significant degree in the infant classes. This reflects the Staffing Schedule for our school and also reflects the importance attached to early prevention and early intervention.

Deployment of supplementary teaching resources:

At the end of a school year and at the outset of the following school year, planning takes place at school level with a view to optimally deploying available teaching resources to addressing the needs of the school.

All pupils in need of additional teaching support, both what has been heretofore termed 'learning-support' teaching (or high incidence needs as per the General Allocation Model, DES) and 'resource teaching' (or low incidence needs as per resource teaching allocation, NCSE), are identified. Needs around early prevention and early intervention are also considered. This includes information gleaned from teacher observation, standardised tests, diagnostic tests, professional reports (e.g. educational psychologist, speech and language therapist, occupational therapist), and parents. Priority is given to pupils in senior infants and first class (in line with our focus on early prevention and intervention) and children below the 15th percentile in standardised tests. Thereafter, a number of considerations are borne in mind regarding priority ranking of those needs, including: relative scores in standardised tests, history of accessing supplementary teaching or lack of same, acute nature of need as per staged approach above, learning patterns in evidence to date. It is not usual that pupils in junior infants are withdrawn for supplementary teaching unless there is a clearly defined need of a complex nature. *(Note: as referenced earlier, our current staffing allocation allows us to direct some time to in-class support and to a significant degree in the infant classes. This reflects the Staffing Schedule for our school and the relevant DES Circular.)*

In terms of supporting each individual pupil, one-to-one, group teaching, in-class support or a combination of those types of support may be decided upon by the school. The level and nature of intervention will be determined by the pupils' learning needs, the feasibility of combining pupils across various groups in response to their needs, and the available teaching resources and teaching spaces. Ongoing review and reflection on overall practice, interventions and outcomes inform future planning.

In line with our response to the Literacy and Numeracy Strategy and our School Improvement Plan for Literacy and Numeracy, to further support inclusion and differentiation at class level, and to facilitate access to additional support for a greater number of pupils (including pupils with exceptional ability), part of our allocation of supplementary teaching resources is specifically directed towards in-class support across the class levels, with the greatest degree of support being afforded to the infant and junior classes (early prevention/intervention re learning difficulties).

Parents will be informed and permission sought where specific intervention involving withdrawal from the classroom is planned. (See section on Staged Approach above).

Communication with Parents

- Prior to the child being offered learning support intervention, it is the class teacher who will alert the parent/s to the perceived difficulty the child may be experiencing and to the concerns re progress.
- Class teacher will discuss child's progress with parents.
- Class teacher will explain why the child is being considered for further testing and/or supplementary teaching with SEN team.
- A member of the SEN team will meet with parents to discuss the child's progress and possible intervention programmes.
- Parental involvement is deemed to be of central importance in implementing any such programme. Discussion with and feedback from parents will be used to inform the IEP/IPLP process (see below).

- Parents will be kept informed of progress in the specific area/s of difficulty with respect to supplementary teaching input.
- If a parent refuses supplementary teaching for his/her child, the Principal is informed. A written record of the refusal should be kept in the school.
- A balanced approach will inform communication approaches, bearing in mind the overall needs of all pupils.

Role of the special needs assistant (SNA):

Refer to our school's SNA Deployment Policy – available at www.sstreasa.ie

Learning Plans

Individual Educational Plan (IEP) & Individual Pupil Learning Profile (IPLP):

An IEP will be drawn up for each pupil who has a formally diagnosed special educational need (as per a relevant professional report), using the school's template for same. An Individual Pupil Learning Profile (IPLP) will be drawn up for other pupils who are withdrawn for supplementary teaching (learning support) This is broadly similar to an IEP – however, the learning targets in this document may reflect the group nature of the supplementary teaching.

Instructional Terms

Broadly speaking, we divide the school year into two instructional terms: September – late January; late January/early February - June. While ongoing planning and review is central to our approach to supplementary teaching, there is a particular focus on planning/review at the beginning and end of these instructional terms. Depending on a variety of factors including individual need, relative needs throughout the school, progress made to date and overall resources available, pupils may/may not continue to avail of supplementary teaching in following instructional term/s and/or for an entire instructional term.

Record keeping:

Appropriate records are kept by class teacher and special education teacher, in line with nature of needs as per the staged approach and school protocols. Guided by the relevant teacher, the SNA staff may assist with a communication journal, where warranted and appropriate. End-of-year pupil reports are completed by the class teacher (in consultation with the special education teacher as appropriate), while the special education teacher provides additional end-of-year 'comments and observations' re pupils at school support/school support plus level.

External Agencies

In seeking to optimally address the needs of pupils in the school, Scoil San Treasa engages with a range of external agencies. These include agencies such as NEPS (as mentioned previously), the NCSE (National Council for Special Education – the school liaises directly with the SENO – Special Educational Needs Organiser), the HSE (Health Services Executive – e.g. Speech and Language Therapists) who may in the course of their work have direct dealings with child/ren and also have professional discussions with staff, and agencies such as the Special Education Support Service (SESS)/Professional Development Service for Teachers (PDST)/National Induction Programme for Teachers (NIPT) who may provide professional development opportunities for individual teacher/s and/or whole staff.

Professional Development for teachers/staff:

In line with available resources, Continued Professional Development (CPD) is encouraged and staff are alerted to opportunities as they arise. Sharing of best practice is actively encouraged within the school and a bank of teacher reference material is maintained and developed on an ongoing basis.

A bank of key resources (e.g. professional material) is available to teachers on log-out/log-in basis in SEN rooms. Access is routinely made available to relevant digital material through our ICT network. Teachers should consult directly with SEN team re such resources. .

Work Schedule of the SEN teachers:

The caseload for supplementary teaching will be coordinated by the Special Educational Needs Coordinator (SENCO) in consultation with the principal. This may be reviewed and adjusted in the course of the year as needs emerge and change over time.

Health and Safety:

Special Needs Assistants are present for the duration of yard breaks along with the teachers on duty. Relevant teachers and SNAs are alerted to specific safety needs relating to pupils with SEN.

Administration of medicine: *(refer to Administration of Medicine school policy)*

Code of Behaviour: *(refer to our Code of Behaviour school policy)*

Transfer to Post-primary and other Transitions:

Good planning and support for transition helps to ensure the successful transfer of pupils from pre-school to primary school, from primary school to post-primary school and between special and mainstream settings. In Scoil San Treasa, we acknowledge that effective transition support and planning can enhance the educational experience of the child and help reduce potential anxiety.

In line with our current Enrolment Policy, parents are required to advise the school of their child's special educational needs well in advance. (Please refer directly to our current Enrolment Policy).

It is the duty of the parents of the pupil(s) with SEN to inform the post-primary school of their child's needs. Information on all children in 6th class is transferred to the relevant post-primary school using the DES transfer form/s in use at that time. In consultation with parents, this may be supplemented by a Transition Support document.

Transition to post-primary school can be a challenging time for pupils and may necessitate additional support prior to the transition, at the point of transition and in the early stages of same. Preparation for transition to post-primary school is a feature of our SPHE (Social, Personal and Health Education) programme for all pupils in the senior cycle in Scoil San Treasa, and is reflected in pupil IEP/IPLP targets as needs determine.

This policy was ratified by the Board of Management on 11th September 2017

DIFFERENTIATION

Overview

Children learn differently. They have different learning rates and styles of learning. To cater for the range of learning needs in any class, mainstream class teachers will regularly need to differentiate their lessons.

Specifically, differentiation is about:

- **Manageable tasks**

Ensuring all children are given tasks that match their level of ability and attainment

- **Achievable tasks**

Presenting these tasks so that children can demonstrate what they know, understand and are able to do

- **Motivating tasks**

Allowing children to achieve success and feel the learning experience has been worthwhile

Different approaches work with different children. For example, some children have good visual memories and they will learn best with diagrams, maps, lists topic webs, flow-charts etc. and may find it easier to show their understanding in this form; some children remember what they hear (they have a good auditory memory) and they will find it easier to listen, talk about the task and respond verbally, while some other children need demonstrations by the teacher, and/or to watch other pupils doing the task and to start it themselves before understanding it.

This can be achieved by:

- Varying the level, structure, mode of instruction and pace of lessons to meet individual needs
- Adapting lessons to take account of pupils' interests
- Matching tasks to pupils' abilities and needs
- Adapting and utilising resources, including the use of technology
- Aspiring towards suitably challenging learning outcomes and assessing accordingly.

Teachers can make lessons accessible to a broad range of pupils through the use of a variety of appropriate teaching approaches and methodologies, including active learning, small-group tuition, individual teaching, and scaffolded instruction. This may also require environmental adaptations to promote curricular access.

(Guidelines for Primary Schools Supporting Pupils with Special Educational Needs in Mainstream Schools – DES 2017)

Planning for Differentiation

- Select the topic to be taught
- Identify the specific content to be included
- Identify learning goals and objectives for the majority of students in the class
- Decide on the way the lesson will be organised and conducted for most students
- Identify students who will need modifications to the general lesson format
- Prepare any necessary adaptations
- Teaching the lesson, and making any necessary additional changes while teaching
- Providing extra assistance to certain students while the lesson is in progress
- Planning appropriate methods for assessing students' learning, based on the goals and objectives.

Modification of Curriculum Content

- Students with learning difficulties may be required to cover less material
- The tasks or activities they complete may be easier to accomplish
- More able students may cover more material and in greater depth
- The nature of learning tasks set for students will be matched to their learning rate and abilities in so far as is practicable
- Differentiated content for homework can be used as one way of meeting the needs of pupils of all abilities

Differentiation by resource

- Simplify language when necessary
- Provide illustrations or diagrams
- Remove unnecessary detail
- Use cues or prompts where responses are required from students
- Access to ICT

Adapting Instruction

Some of the following strategies may be used:

- The teacher may give more or less assistance to individual students, depending on their needs
- The teacher may reteach some concepts to some students using simpler language and more examples
- Questions asked during the lesson may be pitched at different levels of difficulty for different pupils
- Closer monitoring of the work of some pupils may take place throughout the lesson
- The teacher may use particular tactics to gain and maintain the interest of less-motivated pupils
- Feedback may be given in more or less detail, according to student needs
- The rate at which the students are expected to work may be varied, with extra time allowed for some students to complete tasks
- Extension and independent work may be set for more able students

Types of Differentiation (Reference: *Special Educational Needs – A Continuum of Support*)

Differentiation by Input	Differentiation by supporting the learning process	Differentiation by outcome
<ul style="list-style-type: none">• Differentiation by instruction• Differentiation by task• Organisation of groups	<ul style="list-style-type: none">• Differentiation through pace• Differentiation through support given at different times in a task	<ul style="list-style-type: none">• Differentiation by quality• Differentiation by quantity• Differentiation by varying way

Examples of different types of differentiation:

Differentiation by instruction

- Presentation methods could include: written, spoken, demonstration, audio, video.
- Modelling and demonstrating the task while giving instructions and showing an example of the finished product
- Clarifying and shortening instructions – one piece of information at a time.
- Use different colours for each line of text on the board – this helps children who lose their place
- Underline key words
- Use pictures to support understanding
- Allow a few seconds thinking time for oral responses
- Ensure pupils have a clear understanding of what they have to do and why.
- Give summary of lesson – its aims, and its findings at the end.
- Ask pupils who have difficulty following instructions to repeat them back to teacher or a partner.

Differentiation of the task

- Varying types of tasks e.g. abstract oral activities vs. experiential, interactive activities.
- Having different levels of difficulty within a task.
- Modifying materials while all children are given a similar task e.g. written tasks, picture tasks, concrete, practical materials.
- Children can work on different parts of a task e.g. research different things of interest about Ireland.
- Use the different interests and talents of pupils.

Differentiation by groupings

This will depend on the topic being taught and the size and composition of the class. Use a variety of groups e.g.

- Whole class teaching
- Mixed ability group – (useful with regard to open-ended or creative tasks)
- Ability grouping – (it is felt that too much of this type of grouping may lower self-esteem but it may be used to effect in certain academic tasks.)
- Friendship groups
- Work in pairs
- Individual work
- Peer tutoring/buddy system
- Planning and preparation are needed and children may need to be taught to work in groups successfully. Expect higher noise levels. Seat pupils with difficulties where they can see and hear the teacher clearly

Advantages of group work

- *Prevents teacher dependence (children can problem solve with friends)*
- *Promotes collaborative and co-operative learning*
- *Enjoyable*
- *Encourages involvement in learning*

Differentiation by Output: quality, quantity and how pupils will respond

Using open-ended tasks can result in a variety of ways of doing the same activity some of which will be more developed than others. Giving children opportunities to record work in different ways e.g. instead of lots of written answers. The following suggestions might be helpful:

- Various use of ICT – to record/present information/findings
- Cloze Procedures
- Jotting down main points
- Sentence completion
- Topic webs/table completed with key words
- Yes/No
- True/False
- Joining up parts of a sentence e.g. the start of the sentence to the end
- Writing frames for story writing
- Rearranging sentences
- Drawing lines to join question to answer
- Sequencing written sentence/paragraphs (cut & stick)
- Sequencing cartoons with key words
- Drawing the main idea
- Verbal responses to partner or teacher
- Colouring in correct answers
- Dictate to tape and have work typed for them
- Dictate to another person
- Record response on tape