



ST JOHN RIGBY COLLEGE

**LEARNING SUPPORT
HANDBOOK**

Contents

MISSION STATEMENT 3

POLICY STATEMENT..... 3

TYPES OF LEARNING SUPPORT 4

LEARNER SERVICES/ OLC 5

LEARNING SUPPORT ORGANISATION 6

ROLES WITHIN LEARNING SUPPORT 7

THE STUDY SUPPORT PLAN 20

SPECIFIC LEARNING DIFFICULTIES 24

 Characteristics of Neurodivergent learners. 24

 Learning Implications for Neurodivergent Learners 25

 Teaching Implications for Neurodiverse Learners..... 25

Epilepsy..... 27

Hearing impairment 30

Visual Impairment 32

Mental Health..... 35

Other medical conditions 38

MISSION STATEMENT

We are a Catholic College dedicated to the education and development of the whole person and supporting all students to realise their full potential. As an outstanding learning organisation SJR will have a strong sense of purpose and a commitment to shared values within a Christian community. We will establish a unique, safe and challenging environment where every individual is valued, talents are recognised and nurtured, achievements are celebrated and dedication is rewarded. To achieve this as a community we will:

- Welcome all students who are happy to be educated within a Christian environment
- Value the uniqueness and dignity of each individual
- Deliver the highest standards of teaching and learning
- All show a commitment to our work, to the Christian values of the College and to the safety of all in our community
- Provide equality of opportunity, with mutual respect and positive encouragement
- Build and further develop local, national and international partnerships

Core values in daily life at St John Rigby College are expressed as:

- Genuine concern for others
- Support for and challenge of one another
- High standards and expectations
- Consistency and perseverance
- Recognition of talents, progress and achievements.

POLICY STATEMENT

Learning Support is the organisational framework that enables the College to respond to individual learning needs. Its aims are: -

- To ensure all learners are safe
- To provide support, information, advice and guidance to ensure that students with additional needs are enrolled onto appropriate courses
- To ensure that learning is accessible
- To support learners with additional needs so that their progression opportunities are maximised
- To secure effective support networks
- To provide support within an environment of self-advocacy and collaboration
- To promote effective liaison between the College and other agencies.

TYPES OF LEARNING SUPPORT

The following list should clarify what types of support can be delivered.

Pre-Entry	Invite into college for numerous transitional visits with students and parents Extended/additional interviews Transition meetings-schools Review meetings – schools Taster sessions Liaison with other agencies
1-1 Support	Transition and Induction support Social, Emotional, Mental Health Support SpLD support Spelling programmes Reading Programmes Personal care Literacy Numeracy IT Study Skills Portfolio building Organisation/Planning Accessing information Question/Task interpretation Presentation skills Handwriting Examination preparation (concessions) Revision planning Revision techniques Proof reading Careers interview support Workshops – Literacy/Numeracy referral to coaches I270 support
In-class support	Full support for specific needs such as Asperger’s, anxiety disorders Small group workshops In class support at all levels
Examination Support	Preparation for examination support – 1-1/small group work working with students and practicing using their exam concessions before final exams. Scribe Extra time Adapted papers Reader Communicator Prompter Isolation Rest Breaks Word Processor
Educational Visits and Work Experience	Support replicated on Educational Visits and Work Experience as appropriate
Equipment allocation	Computers

	SpLD Sensory Impaired -Specialist support software Visually Impaired - Specialist support software Voice Activated Recorders – SpLD Specialist pens Individual training for equipment uses and software use
Liaison time to ensure a student-centred approach	Outside agencies Heads of Departments Tutors – LMs contact all subject teachers to introduce student and discuss the needs of the student and the LM role within the classroom Parents – LMs contact parents at the beginning of the academic year to introduce themselves and this relationship continues throughout the year. Progress Tutors/Coaches – PTs to invite LMs into meetings with parents subject teachers and students to input on the support being offered to students. Learning Support Manager Team Leaders Local Authority
Reviews	1-1 sessions (in partnership with Progress Tutors/Coaches when it is Assessment Checks) Progression reviews – 3 a year, two with student, and one with parents, outside agencies if applicable and LA
Exit Guidance	CV's Disabled Student Allowance Careers interview support Support for applications for apprenticeships and employment UCAS application support Support with visits to university open days

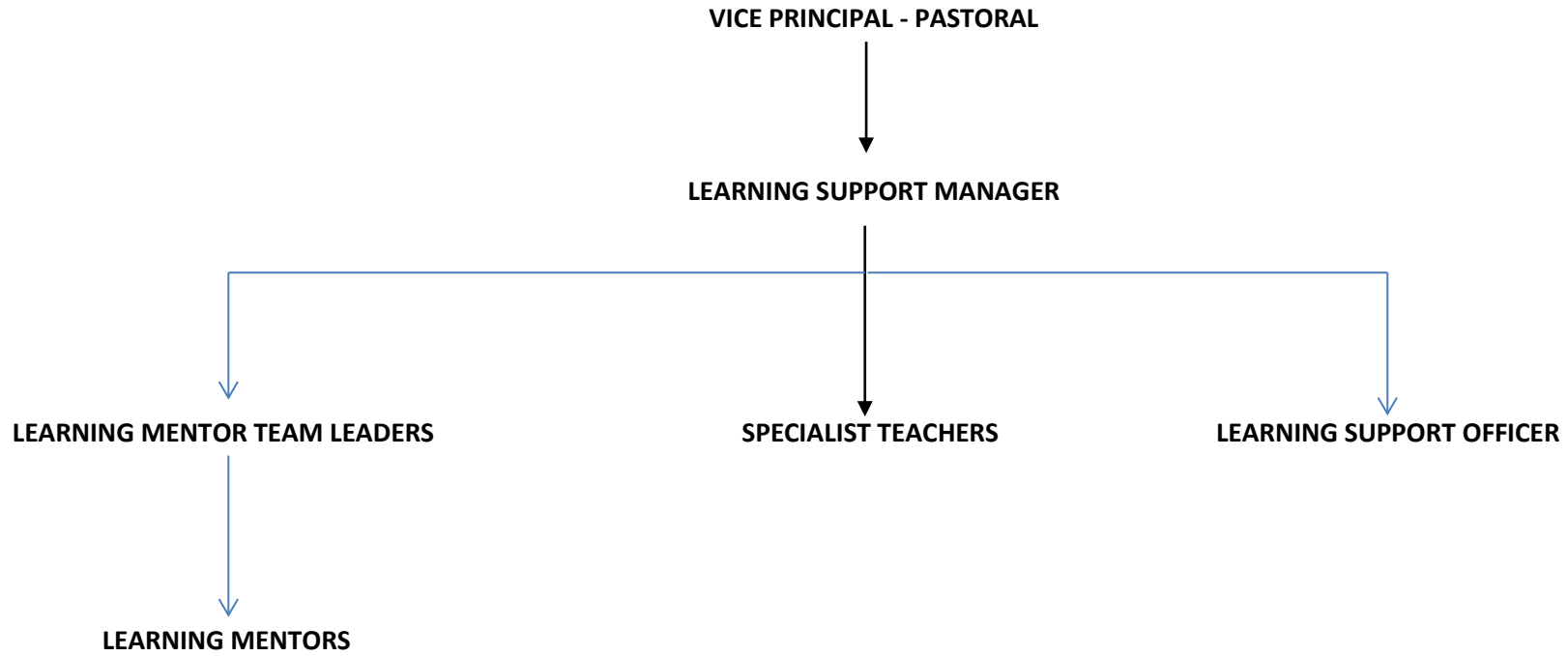
When support is requested, it should be through the Learning Support Manager or Learning Support Officer. The Learning Support Manager will then assess and allocate support.

LEARNER SERVICES/ OLC

There are several networked PCs in the Learning Services central support bases/areas, and a range of support software can be installed on them.

Remote learning sessions, via Microsoft teams, can be offered to all EHCP /high need funded learners in the College's Learning Centre as a temporary measure if required but this will need to be agreed by both the Vice Principal -Students and Curriculum.

LEARNING SUPPORT ORGANISATION



ROLES WITHIN LEARNING SUPPORT

Vice Principal - Pastoral (Nuala Briscoe)

Learning Support Manager (Sandra McKeown)

Responsible for managing the support across college and managing the additional support budget, co-ordinating support staffing, subsequent audit evidence and additional support costs claim.

Specialist Teachers (Sandra McKeown, Charlotte Iddon, Emily McKeown)

Specialist teachers qualified to diagnose, support, and arrange examination concessions for SpLD students. (CERT ADS, MA Dyslexia, Joint Council for General Qualifications Accredited)

Learning Support Officer

- To provide administrative support to specialist teachers preparing all required tests and specialist reports
- To support students and staff with Assistive Software
- To provide IT support to students
- Apply through JCQ for EAA
- Book in EAA appointment advising, student, parent and relevant staff.
- Liaise with staff and parents

Learning Mentor Team Leaders/ Learning Mentors

Three Learning Mentor Team Leaders line manage a team of Learning Mentors and assist the Learning Support Manager in planning student support, being an integral part of the Learning Support quality assurance cycle and the PDR process.

The role of a Learning Mentor is to support students according to the Study Support Plan and to complete the necessary documentation as directed. Where there is any breakdown in the effectiveness of the support, the Learning Support Manager must be informed immediately. Learning Support Mentors are responsible for reviewing learners and feeding back to their Team Leader and Learning Support Manager as directed. To ensure a student-centred approach, Learning Mentors must liaise with all the learner's subject tutors as directed. This involves emails and 1-1 discussions regarding the support needs of the student and the role the LM will have in the classroom supporting the student.

In addition, LMs will be invited to Assessment Check Reviews with Progress Tutors/Coaches and/or Subject Teachers regarding the support students are receiving and to discuss any issues that are occurring.

Learning Support Mentors must make every effort to attend Learning Support meetings to remain fully informed, to feedback to the team and to assist in planning.

Effective working with a classroom Learning Mentor including remote learning sessions.

The Learning Mentor's role is to work in collaboration with other staff to enable a learner or learners to participate fully in their education.

To maximise the benefit of this collaboration, the teacher and the Learning Mentor need to have clear ideas about their roles, ways of working, and the potential pitfalls. However, it is important to remember that the teacher takes the ultimate responsibility for the learning process, and a Learning Mentor should never be left in charge of a class.

How should the teacher plan for work with the Learning Mentors in the light of the Study Support Plan?

The teacher needs to clarify the following:

- Discuss with the Learning Mentor what support the student requires
- How through working in partnership with the Learning Mentor they will meet the individual student needs
- Share with the Learning Mentor teaching and learning resources
- How they will use the skills and strengths the Learning Mentors brings to the teaching and learning environment
- The teacher should write the Learning Mentors role into their classroom planning and if appropriate their schemes of work.
- How they will communicate with the learning mentor during remote learning sessions as required.
- How they will deploy the Learning Mentor during remote learning if required.

Some or all of the following may be appropriate; depending on the needs of the student and the learning situation, (the list is not exhaustive).

- Prompt and encourage students to remain on task.
- Acting as a prompt by joining in and asking questions that students may not wish to ask, for example: could you go over that point again?
- Making notes for the supported student which can also be utilised for others in class who may be absent or struggle to make their own notes.
- Summarising the lesson
- Enlarging hand-outs
- Sitting near restless students
- Copying from the board so that those who cannot do this can have a copy
- Acting as scribe
- Become an active member of the class which may involve getting involved and supporting with group activities which the supported student is involved with
- Helping students identify key points
- Encouraging students to sit in suitable places
- Clarifying the meaning of notes
- Reading notes aloud to a group and helping them to underline or number points
- Providing an 'ideal framework' for students to refer to
- Helping students get started and provide useful 'linkers' for paragraphs
- Give examples of different types of note-taking
- Supervise related activities (such as group discussions/trips to the library) to break up long periods devoted to one task.
- Watching practice presentations on a one to one or small group basis
- Developing skills in active reading
- Practise handwriting
- Alerting teachers to changes in medication or when students are having particular difficulties.
- Support learners using new/updated ICT technology.
- Signpost for pastoral support

It is the teacher and the Learning Mentor's responsibility to agree together the most effective use of the Learning Mentor's time, and which of the above strategies/activities (or others) should be employed. This could be decided during early discussions with the LMs when they are discussing the student's needs via email or on a 1-1 basis. However, this can be updated and tweaked according to the needs of the student. A professional, supportive and co-operative relationship between the teacher and the Learning Mentors will ensure that the collaboration is effective. However, it is also important to note that Learning Mentors are not expected to have academic subject knowledge, they are there to support the student's individual needs as per the Study Support Plan or EHC plan.

If a subject teacher is concerned that the Learning Mentor is not fulfilling their role then in the first instance, they can report this to the relevant Team Leader who can address the issues being raised and if need be will discuss this with the Learning Support Manager.

What does the Learning Mentor need to know or understand?

The following points are important for Learning Mentors to be aware of

- The teacher oversees the teaching and learning process including classroom management
- Learning Mentors will attend all lessons and arrive promptly if there is a scenario in which they arrive late to the lesson they will inform the relevant subject teacher of the reason for this.
- Expectations about how they will work together with the teacher
- How to enable a learner rather than do the work for them
- Classroom ground-rules and routines to include remote learning situations if required.
- The resources available and their location
- The learners' strengths as well as their weaknesses
- The care implications of medical conditions
- The learning support offered (if any)
- College policies regarding behaviour, bullying, and confidentiality
- That although Learning Mentors are in lessons because of identified students; they may not always be working directly with them which can enable the Learning Mentor to offer whole class support at times.
- If the Learning Mentor feels that their role is not being fully utilised by the subject teacher/s they are expected to raise this with their Team Leader who can address this through relevant discussions with curriculum staff and the Learning Support Manager as required.

How does the Learning Mentor record progress?

The Learning Mentor will record the progress of the students in their Individual Learning Plan (ILP) this will outline the progress of the student and the actions of the Learning Mentor. In this document the student's attendance and achievement is also monitored.

WE ASPIRE

Wellbeing – How is the students wellbeing and what action we have taken to improve wellbeing.

Enrichment and wider ambition – How are we encouraging our students to participate in any enrichment activities or wider ambition |

Attendance – How is our students' attendance? What actions have been taken to address attendance issues.

Study Skills and Progress -How are our students study skills, how are they responding to the class topic, what progress is being made, how are they performing in test and assessment checks.

Independence -Goals and Personal Development – What are our students' goals and personal development targets.

Resilience –What strategies are in place to increase attendance and decrease anxiety, how can we increase our student's resilience.

Employability – Any links to careers, focus on a specific job or pathway in relation to our students career intentions, what are we directing our learners to in relation to careers.



The Learning Mentors use the College ASPIRE model to monitor the student's success.

The Teaching Learning and Assessment Framework (EXCEL)

Teachers, along with the support of Learning Support Mentors and Progress tutors, will apply the principles of the EXCEL framework in their work with students to ensure that all students are:



Engage learners in their studies

Develop positive relationships with high **eXpectations**

Challenge and Support students in their learning

Use **Effective** learning approaches

Promote and demonstrate **Learning Over Time** (progress)

Engagement
Teachers should design learning that engages, inspires and enthuses students.
Teachers should ensure that students understand the relevance of their learning and skill development beyond the classroom.
All teachers should design and deliver schemes of work and assessment plans which are carefully sequenced. Students should be aware of the sequencing and how this builds their knowledge and skills as lifelong learners.
eXpectations
Teacher should have high expectations, both whole College and those which are classroom specific. They should be made clear and be consistently applied and reinforced throughout the year.
ASPIRE learning behaviours should be integrated into each curriculum area and these should be made clear to all students.
Teachers are to model good attendance, punctuality, preparedness and organisation.

The Annual Quality Assurance Cycle

Action	Purpose	Who	When
Observation of Learning Mentors.	To allow LMs to reflect on their performance and consider possible professional development opportunities while receiving standardised and validated feedback on their own work.	Team leaders/LSM/	October- Dec 2025
Observation of Team Leaders observing	For quality assurance and parity across the department. Ensuring all observations are standardised and validated.	LSM Vice Principal for Students.	October-Dec 2025
First review of SEND learners.	To investigate and review the first term of in class support for SEND learners' and update support as required. For Yr 13 emphasis on developing independence in student's own learning – link to i270 For Yr13 introduce 'next step' to discuss this earlier in year to ensure all Yr13s have a successful transition after leaving college.	LM/Team Leaders LSM	November 2025
Completion of ALS SAR	Review of ALS provision for 2024-2025.	DOS/LSM / Team Leaders	November 2025
Second review of SEND learners to include EHC review and planning with LA	To review the effectiveness of EHC plan and plan the following years provision in consultation with the VP for students.	LSM/learner/parents/ LM/LA	January-March 2026
Annual internal audit	To review the effectiveness of the college ALS provision.		February 2026
Third review of SEND learners Review of destinations.	To review the effectiveness of learning support and plan following years progression and or destination.	LM	May 2026
Review of Learning Support Handbook.	Update Learning Support Handbook.	VP/LSM	May 2026
ALS student evaluations	To review the effectiveness of the college ALS provision.	LM/LSM	May 2026
New SEND applicant parents' forum	Opportunity for parents of new applicant SEND learners to discuss college support systems with ALS staff and parents of existing SEND learners.	LSM/ALS staff	June 2026
LA High cost learner audit	To ensure all LA funding learners are appropriately funded	LSM	June/ July 2026
Mentor training	Attend and complete appropriate training from guest speakers, online and in house training.	Learning Support Manager Learning Mentor Team Leaders VOS and outside guest speakers	June / July 2026

Observations of Learning Mentors

Learning Support Mentors play a crucial part in enhancing the quality of teaching, learning and assessment for individual students and, therefore, as with teaching colleagues, observations will be carried out to recognise good practice and provide a focus for professional development. Learning Mentors will be observed by their Team Leader once during the academic year, with an opportunity for a 'follow up observation' with an agreed focus, should it be requested by either party.

In order that the observations are standardised and validated, Team Leaders will first undertake paired observations of Learning Mentors with the Learning Support Manager or Vice Principal - Students. This will only take place with the agreement of the Learning Mentor.

Observations are ungraded and will provide an opportunity for Learning Mentors to reflect on their performance and consider possible professional development opportunities while receiving feedback on their own work.

The observation will be organised by Team Leaders, who will liaise with each Learning Mentor to agree suitable timings for the observation to take place.

Observations of Learning Mentors should occur after October half term and before Christmas. Feedback should occur within five working days and should include self-reflection from the Learning Mentor.

It is recommended that reflections focus on:

- How the mentor enhances students' personal and social development
- How attainment and progress is being aided by the mentor
- How the work of the mentor is enabling students to develop as independent learners
- How the mentor liaises and communicates with teaching staff
- Professional development opportunities.

The Learning Support Manager will hold records of observations of Learning Mentors.

LEARNING DIFFICULTY AND/OR DISABILITY, MEDICAL/HEALTH, SAFEGUARDING DISCLOSURE PROCEDURE

- There are opportunities for disclosure pre-enrolment, at enrolment and on-programme.
- Disclosure may be made to any member of the College staff.
- Once a disclosure has been made then the College as a whole is deemed to know.
- Any Safeguarding disclosure must be referred to either the Designated Safeguarding Lead (Vice Principal – Students), the Deputy Safeguarding Lead (Safeguarding and Welfare Officer), a Senior Tutor or a Progress Tutor/Coach. These individuals are all part of the College’s Safeguarding Team and if required will trigger the College Safeguarding procedures.
- If there are safeguarding concerns around an individual student, the safeguarding team will work in partnership with the Learning Support team to ensure the individual’s needs are met and that they are safe.
- Any medical / health disclosure must be recorded on the Learning Difficulties, Disabilities and Medical Condition Disclosure Form (LDDM) and, with the exception of minor ailments; a referral must be made to the Learning Support Manager or their designated deputy. Further Learning Support documentation will be completed and securely stored by the Learning Support Manager.
- Referral for Personal Emergency Evacuation Plan (PEEP) assessment should be made to the Health, Safety and Facilities Manager.
- The collation and dissemination of the LDDM information is the responsibility of the MIS and Funding Manager.
- The Learning Support Manager ensures all serious Medical/Health Disclosures are screened and will initiate the Medical Support Plan where necessary.
- The Medical Support Plan will be completed by the Learning Support Manager in consultation and with the student and parents, (medical professionals will be consulted when necessary).
- The Learning Support Officer collates the Medical Support Plans and makes them available to staff granted permissions as appropriate.
- Learning difficulties and disabilities must be referred to the Learning Support Manager who will screen and assess using the Learning Support documentation as appropriate.
- The Learning Support Manager will liaise with both the MIS Manager as required to ensure information is disseminated to the relevant staff.
- All Health/Medical disclosures including temporary injuries and conditions should be confirmed on the LDDM or on the relevant Parental Consent/ Health Declaration Form when there is an Educational Visit. The Learning Support Manager ensures all serious Medical/Health Disclosures are screened and will initiate the Medical Support Plan where necessary. Any student who needs a PEEP assessment should be referred to the Health, Safety and Facilities Manager.
- When there is an Educational Visit, the Educational Visit leader should retain a copy of the Parental Consent Form and Health Declaration Form for the duration of the trip and a copy of any new disclosure should be given to the Learning Support Manager.
- New disclosures sometimes occur as a result of First Aid and the Health, Safety and Facilities Manager will ensure that the LDDM is completed and passed on to the Learning Support Manager.
- Where there are College events involving 14 – 16 year old high school students who are not directly supervised by their own schoolteachers, then those students involved should complete Medical Information disclosure documentation and the College will ensure that appropriate support or arrangements are in place. These disclosures must be returned to the MIS and Funding Manager to be incorporated into REMS.
- The Medical Support Plan will be assessed by the Learning Support Manager for access arrangements for examinations and forwarded to the Examinations Officer for information and necessary actions.
- The Medical Support Plan will be copied to the Health, Safety and Facilities Manager if a PEEP assessment is required. PEEPs will be carried out by the Learning Support Manager, Health, Safety and Facilities Manager, Learning Mentor Team Leaders with the assistance of a Learning Mentor where relevant.

Privacy and Data Protection Statement

Information collected on the Learning Difficulties, Disabilities and Medical Condition Disclosure Form is sensitive personal data and therefore requires explicit consent from the student for its collection and processing. The College

collects this information so that it can safeguard the health, safety and well-being (vital interests) of the student and also so that the College can meet its obligations under the Equality Act (2010).

The information disclosed will only be shared with those College staff who have a direct interest in the student, such as: class teachers, trip leaders, first aiders, the Examinations Officer. In the case of an accident or emergency, relevant information may be shared with the emergency services.

ASSESSMENT, SUPPORT, REVIEW AND ACCESS ARRANGEMENT PROCEDURES

Pre-enrolment

1. Assessments are made at the following stages:
 - a) Enquiries and information given at Open Evenings
 - b) New applicants who are considering applying to the College and have disclosed additional support needs and do not have an EHCP will trigger the Learning Support Manager to collect evidence. This evidence will come from the high school, external agencies and the family to build a case for College to receive additional funding from the Local Authority so that the individual's needs can be met.
 - c) Enquiries and information given from learners, parents, relevant staff in partner high schools, careers advisors, external agencies.
 - d) Application form
 - e) Initial course consultation.
 - f) Enrolment
 - g) Enrolment packs, which include the Medical Information Disclosure Form.

Where a learning difficulty, disability, medical/health, mental health or safeguarding disclosure is made, an immediate referral should be made according to the Learning Difficulty, Disability, Medical/Health Disclosure Procedure above.

The Pre-Enrolment Additional Interview Form is used to gather and record assessment information. The Learning difficulties, disabilities and medical condition disclosure form is also completed for all students¹. The Admissions Officer ensures that relevant learners who have made disclosures are interviewed by the Learning Support Manager. Pre -enrolment assessment information, support and access information is coordinated by the Learning Support Manager.

Enrolment

- The Admissions Officer ensures that relevant learners are enrolled by the Learning Support Manager, or other Specialist Teachers where students have made previous disclosures prior to enrolment
- All enrollees complete the Enrolment Form & Learning Agreement with their enrolling tutor. This includes information about disability, learning difficulty, medical information.
- Where a medical condition, learning difficulty, disability is disclosed, an immediate referral is made to the Learning Support Manager.
- Those students who are coming without an EHCP but appear to be receiving additional support at school will need to provide evidence from their school outlining the support that they receive. College's Learning Support Manager will work with the student and their school to build a case to request additional funding to be allocated to the individual. The Learning Support Manager will make it clear that there is no guarantee that additional support can be provided if the local authority does not view the evidence as enough to identify an additional need.

The Learning Support Manager then coordinates:

- Further pre - induction assessments and reassessments
- Access to College (e.g. mobility) arrangements
- ALS costs (high cost predicted)

- Submission of High-Cost ALS documentation to LAs and subsequent reconciliation of data included in the ILR for funding purposes
- Resource needs reports to SLT
- Induction support needs
- A prioritised list for initial interviews including students who have progressed to Year 13 or into Year 12 again from a one-year course.
- A prioritised list for diagnostic assessment
- A prioritised list for referral to external agencies
- The release of study support plans to teachers where this is essential pre-induction
- Staff training needs regarding individual learners
- Referral for PEEPs
- Medical Support Plans

On Programme

Learners may be referred during their programme via:

- Subject teachers (adhering to College internal deadlines).
- Progress Tutors/Coaches
- Members of CMT
- Self and family referral

Referral form for Examination Access Arrangements will be coordinated by the Learning Support Manager;

- Blank referral form, to be used for general request for additional support.
- Referral form for Examination Access Arrangements - to be used if subject teachers feel learner needs assessing.
- The Learning Support Manager coordinates the required response to these referrals including:
 - ALS provision and circulation of the individual Study Support Plan which also details the individual / differentiated review of support schedule
 - Reports and communications with parents
 - Updating the Learner Record database with Subject specific access arrangements, which the Examinations Officer has access to, bearing in mind the examination board deadlines for Access arrangements.
 - Assists the Examinations Officer by allocating Learning Mentors to learners requiring examination access arrangements on a 'best fit' basis.

There is an internal deadline for referrals after which access arrangements for the next examination series cannot be guaranteed.

SEND Learner Review Cycle.

1st Review November.

Progress review:

All high need learners will have their progress reviewed by their Learning Mentor (LM) during **November** following completion of a first half term.

Completed review paperwork will be forwarded to LSM (electronically) for comments and completion and then attached onto the learner's Pen Portrait/Study Support Plan to produce a chronological record of support reviews and any adjustments made. Hard copies will also be stored on the learner's individual file.

2nd Review January-March

EHC review:

The LSM will conduct EHC reviews jointly with the LA. The LSM will arrange annual reviews of EHC plans and invite parents, LA and other relevant outside agencies to EHC annual review meetings.

Review meetings take place and learning support in College is agreed in relation to the EHC for the following year and the Study Support plan is updated.

Completed review paperwork will be forwarded to the LA and loaded onto the learners Pen Portrait/Study Support Plan. Hard copies will also be stored on the learner's individual file.

3rd Review April-June

Destination / progression review:

Final progression and intended destination and progression to be reviewed by LM and forwarded to LSM (electronically).

Completed review paperwork forwarded to the LA and loaded onto the learner's Pen Portrait/Study Support Plan. Hard copies will also be stored on the learner's individual file. Destination information forwarded to MIS for inclusion in the ILR.

Specialist Diagnostic Assessment

Following recent JCQ updates for 2025 examinations candidates with existing Examination Access Arrangements will no longer be entitled to such arrangements unless if they have 2 standard scores below 85. In all cases, for any previous Examination Access Arrangements to be rolled forward, the college must have a signed copy of the JCQ Form 8 from the candidates previous educational setting.

Only subject Teachers may make referral for Specialist Diagnostic Assessment, which may be undertaken by:

- The Learning Support Manager
- Charlotte Iddon
- Emily McKeown

One of the Specialist Teachers must attend annual staff development via Communicate-ED/Patoss conferences and disseminate the information to the other Specialist Teachers.

Diagnostic Assessments for purposes of Examination Access Arrangements will only be accepted from:

- The Specialist Teachers at St John Rigby College
- The Sensory Impairment Service, Wigan
- An Approved Educational Psychologist
- An Approved Optician

It is St John Rigby College policy to roll forward, where possible, any Examination Access Arrangements learners have previously been allocated at school.

Where Examination Access Arrangements have been disclosed by a learner, but evidence of need is not available, Specialist Teachers will need a referral from a subject teacher to initiate an assessment.

The Diagnostic tests used by Specialist Teachers at St John Rigby College must be tests approved by Communicate-ED. St John Rigby College Specialist Teachers may also use additional tests in line with their qualifications.

The diagnostic tests currently used are:

- WRAT 4 Single Word Reading
- WRAT 4 Single Word Spelling
- Roehampton Reading accuracy (passages)
- Roehampton Reading Speed
- Roehampton Reading Comprehension
- Detailed Assessment of Speed of Handwriting 17+ (DASH17+)
- The Comprehensive Test of Phonological Processing 2nd edition (CTOPP2).
Phonological awareness
- Scotopic Sensitivity Diagnostic Assessment
- Sensory Impairment Specialist Diagnostic Assessment
- TOMAL 2 Test of Memory and Learning 2nd Edition

Additional tests (dyslexia) include:

- Reading miscue analysis
- Writing analysis
- Spelling error analysis

and their subsidiary tests e.g.

- Irregular word lists
- Regular word lists

These tests are in line with the qualifications of the Specialist Teachers: 'Certificate in Adult Dyslexia Diagnosis and Support', London Literacy and Language Unit, South Bank University London. MA Dyslexia, LJMU.

Specialist Diagnostic Assessments:

- Meet the need of the individual learners
- Enable relevant and timely recommendations to be made to the Examinations Officer
- Meet Examination Board deadlines where the learner needs are known in advance of the relevant JCQ date
- Give relevant and timely feedback to the learner and their parents/guardians which include the importance of accepting the recommendations
- Give relevant and timely feedback to learners and their parents/guardians who are found not to be eligible for Examination Assessment Arrangements

- Give relevant and timely feedback to all relevant teaching and support staff via updates on the Study Support Plan.
- Access Arrangements are agreed, by explicit consent by both students and parents/guardian/carer, before an examination and are agreed and specific to the subjects being examined.

Examination Access Arrangements

Access arrangements are agreed before an examination. They allow candidates/learners with special educational needs, disabilities or temporary injuries or illnesses to access the examination. Resulting examination concession arrangements will be rehearsed during the spring term prior to the summer examinations. Examination access arrangements reflect the learner’s ‘normal way of working’ in so far that the arrangement has been tried in the classroom environment which may include in-class assessments and mock examinations.

Access arrangements include and are determined as follows and will be trialled with students before their external exams:

Deadlines for submitting applications for access arrangements and modified papers online for GCSE and GCE qualifications

Access arrangements may cover the entire course and for GCSE and GCE qualifications must be processed using Access arrangements online as early as possible. Arrangements must be processed and approved before an examination or assessment.

The Learning Support Manager will process the applications for Access Arrangements using the JCQ Online system and in accordance with the deadlines below:

Month of external examination	Access arrangement	Deadline for Referral
November 2025	Modified papers	5th September 2025 GCE 19th September 2025 GCSE
November 2025	All other access arrangements	26th September 2025 (GCE) 26th September 2025 (GCSE)
January 2026	Modified papers	3rd October 2025
January 2026	All other access arrangements	17th October 2025
June 2026	Modified papers	30th January 2026
June 2026	All other access arrangements	27th March 2026

If a referral to an awarding body becomes necessary, there may not be sufficient time to process the application, if it is made after the respective deadline.

N.B Please note that candidates may not be able to have the modified papers requested, if applications are not received by the deadlines

THE STUDY SUPPORT PLAN

<p>Name: (Photograph) Progress Tutor/Coach: Learning Mentor:</p>	<p>Reason for support</p> <p>See Learning Support handbook for general information on the above conditions. (link)</p>
<p>Education Health & Care Plan (insert hyperlink) Medical Support Plan PEEP Referral Timetable (insert hyperlink)</p>	<p>WHAT I LIKE TO DO</p>

CURRENT PROGRAMME OF STUDY:	EDUCATION HISTORY	
	GCSE Grades	
SUPPORT PROGRAMME		
DIAGNOSTIC RESULTS AND RECOMMENDATIONS FOR EXAMINATIONS		
TEACHING IMPLICATIONS:		
EHCP Targets:	Achieved - comments	
Targets 24-25	Achieved - comments	

Targets 24-25	Achieved - comments
REVIEWS COMPLETED	
<p>November</p> <p>November</p> <p>November</p> <p>January- March: YES/NO Reason (EHC 2nd review with LEA)</p> <p>January- March: YES/NO Reason (EHC 2nd review with LEA)</p> <p>January- March: YES/NO Reason (EHC 2nd review with LEA)</p> <p>May review: YES/NO Reason</p> <p>May review: YES/NO Reason</p>	

May review:	YES/NO	Reason

STUDENT SIGNATURE:

Date

(I agree to this information being passed onto all relevant staff)

LEARNING SUPPORT MANAGER: S McKeown

Date

Additional notes:

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Copies to be held by the Learning Support Manager, Progress Tutor/Coach, Learning Mentors and Subject Tutors.

SPECIFIC LEARNING DIFFICULTIES

Neurodiversity

Neurodiversity is a concept that recognises and respects neurological differences. These differences include those labelled with conditions such as Autism Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD), Dyslexia, Dyscalculia, Dyspraxia, and Tourette's Syndrome, among others.

Characteristics of Neurodivergent learners.

Neurodiverse learners exhibit a wide range of characteristics, which vary significantly within each condition. Key traits include:

Autism Spectrum Disorder (ASD)

Strengths:

- Strong attention to detail.
- Exceptional memory for facts or specific interests.
- Logical thinking and problem-solving skills in structured contexts.
- Creativity and innovation in focused areas.

Challenges:

- Difficulty with social communication and interpreting nonverbal cues.
- Sensory sensitivities to noise, light, or textures.
- Rigidity in thinking, with a preference for routine.
- Struggles with executive functioning (planning, flexibility, organisation).

Attention Deficit Hyperactivity Disorder (ADHD)

Strengths:

- High energy and enthusiasm.
- Creativity and out-of-the-box thinking.
- Strong problem-solving skills in dynamic environments.

Challenges:

- Difficulty sustaining attention on non-preferred tasks.
- Impulsivity, which may disrupt learning or social interactions.
- Poor time management and organisational skills.
- Emotional regulation issues.

Learning Implications for Neurodivergent Learners

General Learning Implications

- **Cognitive Load:** Neurodiverse learners may experience cognitive overload when processing information in traditional ways.
- **Engagement:** Traditional methods of teaching may fail to engage neurodiverse learners, who often thrive on novelty and hands-on activities.
- **Executive Function:** Difficulties in organisation, time management, and task initiation can hinder performance across subjects.
- **Social Integration:** Challenges with communication or peer interactions can lead to isolation or anxiety, affecting participation.
- **Self-Esteem:** Academic struggles or social misunderstandings can result in low self-confidence, impacting motivation.

Teaching Implications for Neurodiverse Learners

To support neurodiverse learners, educators need to adopt flexible, student-centred teaching approaches. Key strategies include:

Creating an Inclusive Classroom Environment

- **Flexibility:** Provide flexible seating, lighting, and sensory tools to accommodate sensory sensitivities.
- **Predictability:** Establish routines to reduce anxiety for learners who thrive on structure.
- **Positive Reinforcement:** Focus on learners' strengths to build confidence and engagement.

Differentiated Instruction

- **Multi-Sensory Learning:** Use visual, auditory, and kinaesthetic materials to cater to diverse learning styles.
- **Chunking Information:** Break down tasks into manageable steps to avoid overwhelming learners.
- **Choice and Autonomy:** Offer choices in assignments or projects to align with learners' interests and strengths.

Assistive Technology

- Tools such as text-to-speech software, audiobooks, and speech-to-text applications.
- Visual schedules and organisational apps can help learners with executive functioning challenges.

Individualised Support

- **Individual Learning Plans (ILPs):** Collaborate with specialists to tailor support for each student's needs.
- **Small Group Work:** Provide opportunities for neurodiverse learners to learn collaboratively in smaller, less intimidating settings.
- **One-on-One Support:** Offer additional time and individualised feedback when needed.

Collaboration and Professional Development:

- Work closely with parents, and specialist staff to tailor interventions.
- Develop Individualised Learning Plans to address the student's specific needs.
- Engage in training to deepen understanding.
- Stay informed about best practices for accommodating neurodiverse learners.

Epilepsy

What is it?

Epilepsy is the most common serious neurological condition. It is the tendency to have repeated seizures and blackouts. A sudden, temporary interruption or disturbance in some or all of the nerve cells on the brain (neurones) results in a seizure. A seizure can also be caused by a temporary lack of oxygen or glucose although this is rarer. Seizures tend to start in infancy or by late adolescence and the likelihood rises once more after the age of 65. A single seizure does not mean that someone has epilepsy.

We all have the capacity to experience a seizure under certain conditions as part of our genetic makeup, and we all have a level of resistance to seizures. Family tendency to seizures plays an important part. However, a severe injury due to, for example, a traumatic birth or a road accident may cause epilepsy to develop. Seizures are sometimes attributed to stress but this is not the underlying cause of epilepsy. Epilepsy is not determined by race or social class. About one in 200 children and adults have epilepsy in the UK.

Those with epilepsy may experience blackouts or periods of confused memory, episodes of staring, and unexplained periods of unresponsiveness, involuntary movements of arms and legs, or fainting spells with incontinence. Excessive fatigue may follow a seizure.

Students with epilepsy often have poor self-confidence and low self-esteem.

Epilepsy is covered by the Disability Discrimination Act because it is a physical impairment which for many students has a substantial and long-term adverse effect on their ability to carry out normal day to day activities.

If you have an epileptic student who is photosensitive then the following may trigger a seizure:

- Flashing or flickering lights
- Video games and computer graphics
- Certain geometric shapes or patterns
- Strong changes in light e.g. from darkness to bright light

If this is the case then it may be necessary to minimise the exposure to the above.

What to do if a major seizure occurs

1. Make sure that the person that is having the seizure is out of harm's way. Move any chairs, electrical wires or cables etc. to make the area safe. Make sure there is nothing in their mouth which could slip down their throat. Be very sensitive and careful. Send for first aider.
2. Cushion the head with something soft, such as a pillow or jacket.
3. Loosen any tight clothing from around the neck. Care must be taken because this could frighten someone who is semi-conscious.
4. Once the convulsions have ceased, turn them onto their side, into the recovery position.
5. Somebody should stay with the person until consciousness is regained.
6. If the student recovers well and is confident that they are okay, resume activities.
7. If you are unsure that the person has hurt himself or herself, call a first aider who will decide whether medical attention is required.

What not to do

1. Never try to restrain the convulsive movements.
2. Never put anything between their teeth.
3. Don't give them anything to drink as this could cause them to choke, vomit or swallow the fluid into their lungs.
4. Do not send for an ambulance or doctor, unless the seizure continues or a series of seizures occur without them properly regaining consciousness in-between.

At the end of the seizure

1. Stay with them, talking quietly to reassure them, until you are certain that they are able to look after themselves.
2. Don't rush their recovery, it may take time.
3. Don't give them anything to drink, until you are sure that they are fully recovered.
4. Some people need to go home, or lie down for a while, check with the person.

Implications for Learning

Students with epilepsy may experience difficulty in sustaining attention. Short-term memory may be impaired. Concentration and attention levels may be poor. Students may be distracted by background noise in the classroom. They may also experience difficulties with problem solving, decision-making, and language skills. Hand/eye co-ordination may be poor and reaction times slow. Such students will need time to think about and answer a question. Auditory memory may be poor due to mental breaks. The student may need visual materials to supplement gaps in learning.

Implications for Teaching

Classroom management

The teacher should repeat key points and summarise at the start and end of each lesson. Students may need support to help them keep up to date with work.

Health and safety

Water sports, climbing, and contact sports should be carefully supervised but not avoided. Those with epilepsy should avoid scuba diving and sky diving. On field trips or educational holidays, no limitations on travel are necessary as long as there is access to medical care.

Examinations

Students with epilepsy may be granted special examination provisions. These will be agreed by the examination boards according to circumstances. The special provisions may include extra time in exams, provision for rest breaks, use of prompt, and provision for sitting the exam in a small room. Such special provisions should be taken into account for internal tests and examinations.

Be positive

Ask the student what makes learning a positive experience for them. Remember that self-esteem may be low and in need of boosting.

Hearing impairment

What is it?

Hearing impairment is the partial absence of hearing, including profound deafness, partial deafness and distorted hearing. The impairment may have been present from birth or more recently acquired.

Hearing loss or impairment occurs when there is a problem with one or more parts of the ear. A student with hearing loss or hearing impairment may be able to hear some sounds or none at all. People also use the words 'deaf', 'deafness', or 'hard of hearing' when they are talking about hearing loss/impairment.

Some students with hearing impairment use British Sign Language. Some will depend on lip-reading. Others use standard hearing aids or radio hearing aids. These are improving but remain imperfect solutions.

The self-esteem of those with hearing impairment may be low. They may have been subjected to ridicule and bullying in the past. This means that it is important to try to create a positive learning environment.

The Disability Discrimination Act applies to hearing impairment, as it is a physical impairment, which has a substantial and long-term adverse effect on a student's ability to carry out normal day-to-day activities.

Implications for learning

Learning styles

Students with hearing impairment are likely to depend a great deal on visual learning. For example, they will need to supplement verbal with written information. They may also need to make extra notes. Use of IT in lessons benefits many students.

Listening

The needs of students with hearing impairment vary widely. Some will need note takers in preparing notes for British Sign Language users. Some will depend on lip-reading; however, only 25% of words can be lip-read. Hearing aids may be used but they do not give perfect hearing as they amplify all sounds including background noise. A radio hearing aid may be used. This requires the teacher to wear a transmitter and microphone whilst the student wears a receiver linked by a loop. This cuts down background interference but can pick up other interference from computers and neon lights for example. It can also cut out other students' voices.

Reading/vocabulary

Students with impaired hearing will generally take longer to read. There may be significant gaps in understanding vocabulary, and students may misunderstand words with more than one meaning. The use of a spell checker, computer-based dictionary and a thesaurus may be necessary to support written work.

Speaking

Students who have had hearing in the past will usually have clear speech. Those who lip-read will usually have less clear speech. They do not have speech impediment, they simply do not pick up all sounds, especially word endings.

Implications for teaching

Classroom management

Ask the student what enables them to learn and what excludes them from learning. Ensure that they have clear view of your face. The arrangement of classroom furniture can help. For example a horseshoe shape allows visual contact with all students. Indicate when another student is speaking. Make sure you have attention before you speak. Avoid standing with a window or light behind you, covering your mouth whilst talking and talking while you bend down to pick something up or write on the board. Stand still when giving instructions. Be clear and precise

when referring students to a page or a chapter in a book. Keep background noise down and make sure that only one person talks at a time. Check that understanding has taken place.

Differentiation

Make handouts available in advance. Provide written transcripts of video and audiotapes. Use note-takers and microphones/transmitters (for radio hearing aids) when appropriate.

Instructions

Establish the topic you are talking about and introduce new vocabulary on the board at the start of the lesson. Clearly sequence your instructions. Use plain English for instructions and keep sentences short and simple. Avoid exaggerated mouth patterns and shouting. Use clear, suitable paced speech using natural rhythm with gestures where appropriate. If you need to repeat something, indicate that it is a repetition.

Readability

Ensure that the visual appearance of hand outs/text is appropriate, as this is an important aid to understanding.

Examinations/assessment

Students with hearing impairment may be granted special examination provisions. These will be agreed by the examination boards according to the circumstances. Depending on the exam/assessment, hearing-impaired learners may need especially prepared examination papers, extra time, a room on their own, use of a reader or scribe, or other provision. The special provisions should be taken into account for internal tests, mock examinations and extended coursework. Advise students on how to use the provision to best effect.

Be positive

Ask the student what makes learning a positive experience for them. Remember that self-esteem may be low and in need of boosting.

Visual Impairment

What is it?

People with low vision do not have the same characteristics as totally blind people, nor do they have the same visual abilities as those with normal vision. Low vision does not mean no vision at all. It includes people with some light perception as well as those who can read books and newspapers without using any aid or device. This is by nature an extremely diverse group. People with low vision constitute most of the visually impaired population.

A fully sighted person gets 80% of his/her information about the world visually. A person with low vision receives a vast majority of their sensory input by visual means. However, their visual impairment may affect their ability to see detail, the width of their visual field, their sensitivity to contrast and glare, their ability to see moving images and changing focus, their colour vision, and their response to changing light levels.

The Disability Discrimination Act applies to low vision because it is a physical impairment, which has substantial and long-term adverse effect on a person's ability to carry out normal day to day activities.

Implications for learning

For some students with visual impairment, visual learning may be appropriate if the right resources and equipment are available to enhance their vision. However, many visually impaired learners will learn best when visual learning is replaced by or augmented with other styles of learning. To maximise the use of vision, students may need:

Other sensory input (such as speech to supplement computer technology)

Enlarged print

Magnifiers or telescope aids

Screen-enlarging software

Some enhanced form of marking/labelling for practical activities. For example, in laboratory work where details such as units of measurement may be indistinct

Hand outs in the student's preferred print size and font

Suitable lighting and arrangement of classroom furniture

Implications for teaching

Reading and texts

Students with low vision will usually require extra time for reading tasks. Do not expect the learner to skim and scan for the points you wish to focus on; you should direct them. Make handouts available before each lesson in a suitable font and size. Check all photocopies for clarity before giving them out. Avoid double-sided photocopies, as this can reduce readability. Students will also need their own copy of information written on the board or on overhead transparencies. Draw attention to the location of any important notices (for example whether they are on the board or notice board)

Support

Set up a circle of friends or a 'study buddy' system to support the student as needs arise.

Giving instructions

Avoid standing with your back to the window/light when talking. Get the student's attention by using his/her name at the start of your sentence. Introduce the students to each other to familiarise them with names. There is no need to avoid normal talk such as, see you later, can you see how? However, if you are using directional instructions such as over there, down there, like this, make sure you also provide a verbal description.

Examinations

Students with low vision may be granted special examination provisions. These will be agreed by the examination boards depending on circumstances. The special provisions may include extra time in exams, a reader, amanuensis (scribe), use of a word processor, or specially adapted papers. Such special provisions should be considered for internal tests and examinations.

Be positive

Ask the student what it is that makes learning a positive experience. Remember that self-esteem may be low and in need of boosting

Mental Health

What is it?

Mental health is the way you feel in your mind. It is about the state that your feelings are in. Mental health problems may be long term and enduring or relate to short periods of distress. Mental health problems are not the same as learning difficulties, although study skills may be affected. The stigma, which often accompanies mental health problems, can be more difficult to deal with than the symptoms themselves.

There are many different types of mental health problem. These include obsessive-compulsive disorder, anxiety, depression, phobias, psychosis, panic attacks, fear of attention, anti-social behaviour, developmental disorders such as speech delay and social ability deficits, attachment disorders such as abnormal sleeping patterns or tics, post-traumatic stress syndrome, somatic disorders such as chronic fatigue syndrome, psychotic disorders such as bi-polar affective disorder (manic depression), schizophrenia and drug induced psychosis/paranoia. It is when the problems are particularly severe or persistent and are interfering with the student's normal everyday life that they can be said to have a mental health disorder.

Mental health difficulties are a major cause of ill health. Between one in four and one in six people will experience some kind of mental health problem. An estimated one in fifty people will experience serious mental health difficulties.

Mental health difficulties can affect anyone regardless of culture, class or education. The way that mental health problems manifest themselves is unique to the individual. Those with mental health difficulties may also have other non-related disabilities such as dyslexia or epilepsy. Those with mental health difficulties are rarely violent towards others. However, some do harm themselves when anxious and feeling out of control. Stress has a significant influence on mental health.

Students with mental health disorders will come under the definition of a disabled person within the Disability Discrimination Act if their condition can be regarded as an impairment which has a substantial and long-term adverse effect on their ability to carry out normal day to day activities.

Implications for learning

Effects of mental health difficulties

Mental health difficulties may affect the ability to learn, the methods of learning, communication, socialising, ability to cope, friendships and relationships.

Learners experiencing mental health issues often prefer to be passive learners. Such students will be encouraged to join in and be active, as they do not wish to attract attention. They may need pastoral as well as academic support. The different types of mental health problem can affect learning in different ways. Advice should be sought from professionals such as Special Educational Needs Co-ordinators.

Implications for teaching

Although the needs of individuals vary, many of the strategies, which teachers should consider, are the same.

Support

Support is the responsibility of the whole organisation. All teachers must be involved. If a learner has disclosed a mental health difficulty it is important to ask them how the difficulty affects the learning process within your subject. It is also important to anticipate and plan for the fact that you could have a learner who experiences mental health issues in your class even if you do not have one now. Make sure the learner is aware of all the support that is available. This is important as study skills may be affected.

Be aware and make your students aware that there are a range of 'Self Help Guides' on the College intranet. These guides are to help students understand different psychological conditions and human behaviours and how to manage them better. The guides also provide other points of reference for support should they need any.

As well as these guides there are a full range of pastoral, welfare, counselling and learning support systems and people in College to help students. The self-help guides do not in any way take the place of any of the people in College here to support students. You may need to refer students to these services available in the College.

Managing behaviour

Make ground rules and make clear your expectations of behaviour. You will need to anticipate some behaviour, such as reactions to stress arising from group work. Troubleshoot by encouraging learners to seek help before problems get too big. Allow the student to indicate bad times by, say, encouraging them to place a red counter on their desk when they need to be left alone. Do not put them in a confrontational situation such as the student becoming argumentative. It will also give the student the chance to have a drink of water, which may be important to avoid dehydration (caused by some medications).

Observe

Watch how learning is taking place and record the information. Share your observations with others involved in the welfare of the learner.

Encouragement and social support

Ensure that students recognise their achievements and praise success. Encourage self-assessment. Do not wait for the learner to contact you. Consider setting up a 'study buddy' system where a student can access another's notes and handouts. Set up a 'circle of friends' to ensure that the learner feels valued and does not go home without talking to anyone throughout the day. Peer support and mentoring will help the student feel valued. Negotiate places to sit where the learner feels secure. This may mean reserving a place. Be aware of and discuss the implications of any change in routine such as a change in teacher or a field trip.

Teaching and learning styles

Ask students how their learning is progressing and how they best learn. Use a variety of teaching styles. Check that learning is taking place. Have one to one tutorial and offer emotional support. Break down large tasks and set achievable targets. Provide summary handouts. Keep a record of lessons and activities so that it easy to cater for missed lessons and concentration problems. Teach by giving examples where possible. Handwriting frameworks may be useful in getting students started on written work.

Examinations

Students with mental health disorders may be granted special examination provisions. These will be agreed by the examination boards according to circumstances. They could include students working in a room on their own or in small numbers, provision of rest breaks or use of a prompt. Extra time may be granted for coursework. These special provisions should be considered for internal tests, mock examinations and coursework. Advise students on how to best use the provision.

In schools, the Special Educational Needs Co-ordinator should take lead responsibility to ensure that the assessed needs of students with mental health disorders are met. Support and advice may also be offered from specialist professionals and school-based counsellors.

Other medical conditions

What are they?

There are numerous medical conditions with implications for teaching and learning, some of which are outlined below. Some of these are stable conditions, others are variable or progressive. In progressive conditions it is important to undertake regular assessments of the learning and teaching implications; low attendance may be due to illness, fatigue or medical appointments.

Diabetes

There are two distinct conditions: Type 1 diabetes and Type 2 diabetes. People with Type 1 do not produce enough insulin to control their blood sugar level, which becomes too high. The condition is treated by giving additional insulin. Students may need a special diet and often require injections. They need access to sugar free drinks as they can become very thirsty. They should be allowed to go to the toilet when they need to. Type 2 is less common among young people and occurs when the body does not produce enough insulin or the insulin it does produce is not working properly. Students with diabetes may behave erratically, become lethargic, sleepy or confused and suffer double vision. They can also cause fluctuating visual acuity (sharpness of vision), distortion of vision and possible impairment of visual field.

ME (Myalgic Encephalomyelitis – also known as chronic fatigue syndrome)

Symptoms include persistent fatigue, muscle pain, difficulties with temperature control, problems with vision and hearing, and poor concentration and memory. The onset of ME may follow an ordinary viral condition from which the person fails to make a full recovery. Generally, the person with ME is seen only when they feel well enough to get out, because of which the worst of the stress and fatigue is not always seen.

Asthma

The term 'asthma' derives from the Greek meaning 'to breathe hard'. Medical terminology defines the condition as Reversible Obstructive Airways Disease. Symptoms include difficulty in breathing, which can be extremely distressing and sometimes life-threatening. Attacks vary in their severity and are sometimes relatively mild but without the right conditions and treatment could spiral out of control. Air pollution and other factors associated with 21st Century lifestyles have resulted in an escalation of diagnosed cases. Teachers need to be mindful of likely causes and triggers for asthma attacks, such as exposure paint fumes, pollen, or cold air, and food allergies. Those with asthma may need to take medication in class.

Anaemia

Anaemia occurs when one of three things occur: red blood cell production decreases; red blood cell production decreases; red blood cell destruction increases; or there is significant bleeding. Blood loss may occur because of trauma, menstruation, inherited blood cell defects (such as sickle cell anaemia), dietary problems, kidney disease and treatments for cancer or HIV/AIDS. People with anaemia experience a general tiredness, often feeling weak and lethargic. They frequently suffer from depression.

Heart conditions

Many students with heart conditions are managing their condition very well. However, they may tire easily and must take medication that has side effects. Make allowances for the effects of fatigue and allow them to leave for rest breaks or medication if necessary.

Implications for learning and teaching

Students with such medical conditions may benefit from some or all of the following:

Attendance concessions

A note taker or facilities to tape lectures/lessons

A reduction in the number of subjects studied

To have long tasks broken down into smaller chunks

Clearly dated summary handouts for missed lessons
Information sent home for independent study
Repetition of important information and instructions
Staff who recognise that the learner may feel isolated due to absences which will affect self-esteem.

Teachers should try to:

Avoid putting students 'on the spot' when they return from absences

Recognise good and bad days

Recognise the effects of fatigue, stress, and depression, including poor concentration

Avoid over-reaction (many students will be managing their condition very well)

Have high expectations

Be flexible, and prepared to make and modify agreed plans of action

Consider setting up a 'study buddy' or 'circle of friends' system for copying missed notes, finding out about any programme changes and supporting on field trips.

Check on changes in conditions. Be prepared to reassess the implications for teaching.

Examinations

Students with medical conditions may be granted special examination provisions. These will be agreed by the examination boards according to circumstances. The provisions may include extra time in exams, a reader, rest breaks, amanuensis (scribe), or use of a word processor. Students who have experienced a lot of absence due to ill health may be given an aggregate mark rather than having to sit exams. Such special provisions should be considered for internal tests and examinations.

Be positive

Ask the student what it is that makes learning a positive experience. Remember that self-esteem may be low and in need of boosting.