



The Springfield Primary School



Differentiation, Special Educational Needs & Support Policy

Name of the Policy	Differentiation, Special Educational Needs & Support Policy
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Differentiation and Special Educational Needs:

The classroom is a dynamic environment, bringing together students from different backgrounds with various abilities and personalities. Being an effective teacher therefore requires the implementation of creative and innovative teaching strategies in order to meet students' individual needs.

The Springfield Primary School is committed to utilizing and applying various teaching strategies to ensure an effective learning process. Various differentiated instruction and learning methods are continuously implemented to ensure an equitable learning process for all students. Teachers utilize various 21st century teaching methods to ensure higher order thinking skills are developed for each student.

Differentiated instruction is the key at The Springfield Primary School as we strive to meet and enable each student to reach his/her potential. Teachers differentiate within each class by utilizing techniques that meet the students' needs, while still challenging them. Each unit plan outlines the specific activities that must be covered during the specified time-period along with appropriate differentiation techniques.

Differentiate teaching by allocating tasks based on students' abilities, to ensure no one gets left behind. Assigning classroom activities according to students' unique learning needs means individuals with higher academic capabilities are stretched and those who are struggling get the appropriate support. This can involve handing out worksheets that vary in complexity to different groups of students, or setting up a range of work stations around the classroom which contain an assortment of tasks for students to choose from. Moreover, using an educational tool can save you hours of time because it automatically groups your students for you, so you can easily identify individual and whole class learning gaps.

Student Support System:

The student support system indicates the shared responsibility of teachers, students and parents for students' learning. It also recognizes the need for differentiated learning in order to students to reach their full potential. It ensures that students receive what is required to be successful in their learning environment.

Children, especially young children, have their own individual needs (and strengths) across all domains – cognitive, language/literacy, social-emotional, physical, and approaches to learning. They also come from different cultural, linguistic, and other contexts. To understand a



child's individual needs, a teacher must be aware of the contexts the child comes from, child him/herself (language, culture, etc.), the child's family, and the child's community.

The teachers and the schools provide supports to Primary School children based on their individual needs.

Teachers must be prepared to assess a child's needs and use their judgment and knowledge to adjust or change their instruction to support the child. Schools should provide an environment that supports teachers, such as professional development, and bring together parents, teachers, and others involved in children's education environments to determine children's needs and how to support them.

Family Engagement.

A shared responsibility in which schools and other community agencies and organizations are committed to engaging families in meaningful and culturally respectful ways, and families are committed to actively supporting their children's learning and development. Children learn – at home, in pre-Primary School periods. Family engagement from birth to third grade has also been described as "parents teaching" efforts to promote their children's healthy development and learning through activities that can be encouraged by parents and other family members.

The transitions are an important time period.

As children move from early learning experiences to Primary School, the policies, curriculum, pedagogy, the role of parents, and what is expected from children are often disjointed. Primary School serves as "the 'pivot' year, serving as the pedagogical bridge between nursery and the early elementary grades." The benefits of creating a smooth transition across the early childhood years have a vital role in child' education. Research shows that planned transitions that bridge across the different developmental contexts as children experience as they move between settings are essential to building upon early learning experiences for long-term improved child outcomes.

Every individual is unique with different IQ levels. Some students have the capability of grabbing fast and memorize for long. Others have less picking capacity. In Primary School both the active and weak students study. Teachers are supposed to take care of each and everybody as per their specific needs. Weak students or slow learners require extra attention.



Teaching methods for the Primary School students:

A classroom consists of the collection of little faces: some are curious, some are distracting, and some are struggling. It's necessary to treat all of them with equal love and care along with little extra attention to those who find hard to cope with the toppers.

1) Think

Teachers! The more you think about a particular student's flaws and strengths, the more you will be able to guide him/her in the right way. Understand the core problem. It may be anything like friends, family, society, food, sanitation, health or any personal condition.

2) Psychological analysis

Many times, it has been observed that weak students are unable to understand a lesson correctly because he/she has failed to grasp the previous lesson. Individual teaching can help in this regard.

3) Encouragement

Find the vulnerable students' strength and utter encouraging words for him/her. Confidence is the keyword. It will make him/her feel his worth and importance. Note: In case you are tutoring a child with special needs, proper education is important.

4) Timetable

Make a proper timetable for the weak student. Students are not matured. They make mistakes by not following the goal to study well and earn good grades. Teachers can help them in dividing the given time into various slots for completing each topic, revise and give exams. Doing the appropriate thing at the proper time can achieve the goal.

5) Recall

We all forget things and incidents. Some of us forget more than others. Similarly, forgetful students should be taken extra care so that they can recall and don't lose their confidence. Repeated revision of the same chapter, answering questions on the same topic over and over again can solve the problem. Mock tests also help.

6) Personal training

It's quite evident that good students will do well. So, the teachers usually concentrate more on the healthy children in the class. But, one must look after the weaks as well as they need personal preference from the tutors. Pleasant and polite behavior with individual care can boost the confidence and willpower, and the not so good students can come up with excellent grades in the future.



Tips to follow for bringing out the best from the weak students:

- a) Keep and maintain eye contact.
- b) Make use of manipulatives.
- c) Be patient.
- d) Be understanding.
- e) Update the parents with the latest information.
- f) Get support from doctors, psychiatrists, teachers who have undergone special training for teaching slow learners and special children, parents, internet, etc.
- g) Keep the consistency intact in your approach, expectations, and rules.
- h) Talk friendly with the students.
- i) Teach the students to get organized.
- j) Add creativity to the lessons.
- k) Reward the child for his/her achievements.
- l) Upgrade yourself to the latest training methods.

