



TOOLKIT RESOURCES

Tools that may be useful to use at home in order to support the work we do in school could include (but are not exhaustive);

THE INCREDIBLE FIVE POINT SCALE

The Incredible 5 Point Scale is used to assist students in becoming aware of their emotions, such as anger or pain, and the stage or level of the emotion. The scale can be used with a variety of students but can be particularly effective for students with Asperger's and Autism Spectrum Disorder. One to one instruction is suggested as the best way to introduce this strategy. Using the scale, the student rates his emotions or status of a condition or state. Possible areas of focus may include: anger, worry, anxiety, voice level, body space, etc. This then allows the student to; (a) provide information to the teacher about how he is feeling, (b) become more effective in managing his thinking process, and (c) implement the desired behaviour as a proactive approach. Giving a number instead of trying to describe or name an emotion helps students think efficiently in order to make good decisions in a variety of situations. Buron and Curtis (2003) suggest pairing the scale with a story or narrative to provide additional information about using the scale. The following steps may be used when implementing a 5-Point Scale with a student

How to Develop a Five Point Scale

1 Choose the target behaviour. Any kind of behaviour or status can be a target behaviour if rating the level or status of the behaviour enhances adaptability. Anxiety or other feeling that usually result in problem behaviours may also be also targeted for rating.

2 Decide on the content for each scale point associated with the target behaviour. In the Incredible 5 Point Scale, each of the 5 stages represents the level or magnitude Of the target behaviour.

3 Develop a story or visual cue for the story if necessary. The story or visual cue should be developed carefully based on the student's interest or level of understanding. It should explain how the scale is to be used.

4 Introduce the scale to the student. To use the scale successfully the student must learn how to discriminate and identify each stage

5 Practice the scale with the student, revising it if necessary. Peers who understand the student can support her as she practices the appropriate behaviour or interaction by using the scale. Adults, including Parents, Teachers, or other, in the setting, can help by using the scale with the student in various situations.

The Angry Birds Five Point Scale

		How I feel	What I can do
5		I'm ready to explode! I feel like screaming or hitting and I've lost control.	Find a calm, quiet place
4		I'm starting to lose control and I'm upset! I may feel like saying things that are hurtful.	Take slow, deep breaths
3		I'm a little out of control. I may feel frustrated or excited and move all over. I'm starting to get overwhelmed.	Do something I like that helps me feel calmer
2		Something's bothering me. I might feel worried or be getting frustrated.	Tell an adult how I feel!
1		I feel good! I'm completely in control of myself.	Now I'm all calmed down!

SPECIAL EDUCATIONAL NEEDS AND DISABILITY SUPPORT AT VALE OF YORK ACADEMY

If your child has a disability and you would like to know more about what we offer at Vale of York Academy please call us on: 01904 560000 or email Gavin Kumar (SEND Lead) on g.kumar@voy.hlt.academy

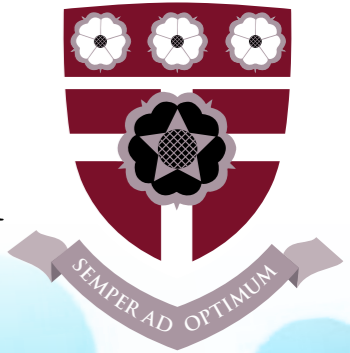


VALE OF YORK ACADEMY

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VALE OF YORK ACADEMY



Be the best...

Special Educational Needs and Disability Support at Vale of York Academy



Supporting you to be the best



At Vale of York Academy we welcome everybody into our community. We recognise that every child is unique and special and will need to be recognised and known as an individual. Currently we work with students with a wide range of additional needs including, Dyslexia, physical difficulties, speech language and communication difficulties, Autistic Spectrum conditions, more general learning difficulties, those with rare syndromes, hearing and visual impairment and attention deficit disorders. We have a fully accessible building that is DDA compliant.

KEY PERSONNEL IN OUR SEND TEAM

- **Mrs F Hunter**
Special Educational Needs Coordinator (SENDCo)/ Specialist Teacher of Dyslexia/ Thinking Reading Teacher
- **Mrs A Elsworth**
Higher level Teaching Assistant in charge of literacy intervention
- **Mrs J Edwards**
Autism Champion and ELSA Support
- **Mrs J Simpson**
Classroom-based Teaching Assistant

The main areas of support on offer at Vale of York Academy

LITERACY SUPPORT

As a school every member of staff values the importance that literacy plays in accessing all subjects. This ethos has steered the provision that is on offer to our most vulnerable students, above that of additional weekly literacy lessons within a student's timetable. Literacy intervention support follows the format below.

INTERFACE DESCRIPTION LANGUAGE (IDL)

IDL Literacy Intervention is a speaking-computer based multi-sensory system which supports learners to increase their reading and spelling ages. IDL is delivered

four times per week in fifteen minute sessions for a focused period of time. Students are assessed at the beginning and end of this intervention programme to measure progress.

THINKING READING

Thinking Reading is a research based, systematic reading programme proven to increase an individual's chronological reading age, with every 30 minutes of delivery. This bespoke, one-to-one reading intervention programme is for some of our most vulnerable learners who may not normally be able to access the curriculum to his/her full potential due to literacy difficulties.

The programme therefore equips Thinking Reading teachers to resolve reading problems with students and enable them to reach their full potential. Students are assessed rigorously over a number of weeks prior to delivery, in order to inform a personalised literacy programme that will be delivered three times a week in thirty minute sessions. Students will not exit the programme until their literacy abilities are in line with fellow peers.

SPECIALIST DYSLLEXIA ADVICE AND SUPPORT

The SENDCo will contact parents/guardians where she feels there is evidence that a student may be facing literacy difficulties due to the Specific Learning Difficulty Dyslexia. Specialist advice and guidance will be given on how to support an individual at home and additional strategies that can be implemented in the Academy.

ASC SUPPORT

On-site support will take into account the young person's individual needs and will be personalised to supporting them the best we can. Much of the individual support sessions are ran by our Teaching Assistant Mrs Edwards who is our Autism Champion who regularly attends city wide meetings.

Some of the support you would see at Vale of York Academy may include:

- Invite to the *Meet and Greet* session every day at 8.30am – 8.45am for your check-in

- *Check-in* and *Check-out* in form time from a trusted adult
- Guidance and support with organisation strategies
- Invite to homework club every day (or chosen days) between 3pm – 4pm
- Invite to small *Social Communication* group work
- Invite to *Zones of Regulation* group work
- Targeted one-to-one bespoke support from Mrs Edwards

EMOTIONAL WELLBEING SUPPORT

At Vale of York Academy we work as a team and liaise with external agencies to support young people who may be experiencing emotional wellbeing difficulties.

Our approach is to empower an individual by teaching them a range of tools so that they can take ownership of their worries and over time be able to manage their own feelings with a range of strategies that have been taught. Onsite support includes;

- Emotional Literacy Support from our trained ELSA support assistant
- Access to drop in ELSA sessions during set times each week
- One-to-one or small group support from our ELSA specialist or our Inclusion Worker
- CBT and mindfulness sessions
- External support from City of York Council wellbeing Services.

TOOLKIT RESOURCES

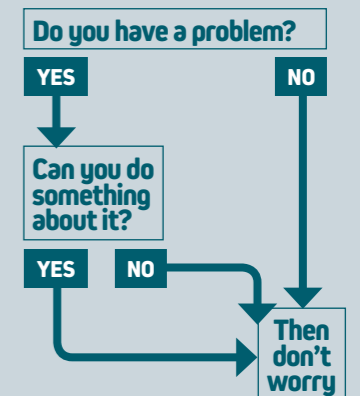
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THE ANXIETY CURVE

The anxiety curve model has been used by Buron and Curtis to visually illustrate the power of anxiety and its influence on student behaviour. Box '1' is meant to identify typical anxiety producing triggers such as loud noises, illness, late bus, etc. Box '2' holds basic information about how the person looks, what they might say or do when their anxiety is starting to increase. It is also a place to direct the person to the individual's calming sequence and or other relaxation strategies that are known to be effective. Boxes '3' and '4' are primarily for the caregiver to assist with the calming process in a very quiet and calm manner. The individual with autism at a '4' is not able to manage many choices or decision-making. Box '5' represents the crisis or most heightened stage of the individual's anxiety. Find out more: www.autismempowerment.org/wp-content/uploads/2013/12/Incredible-5-Point-Scale-Fact-Sheet-rev.pdf

WORRY CHART

Worry Chart is used to help identify that there is very little need to worry. It helps students to think about their worries and identify solutions to their problems which in turn will help them to remain calm.



LAZY 8 BREATHING

Lazy 8 breathing is used to help students to slow their breathing down and self-regulate their feelings of anxiety.

