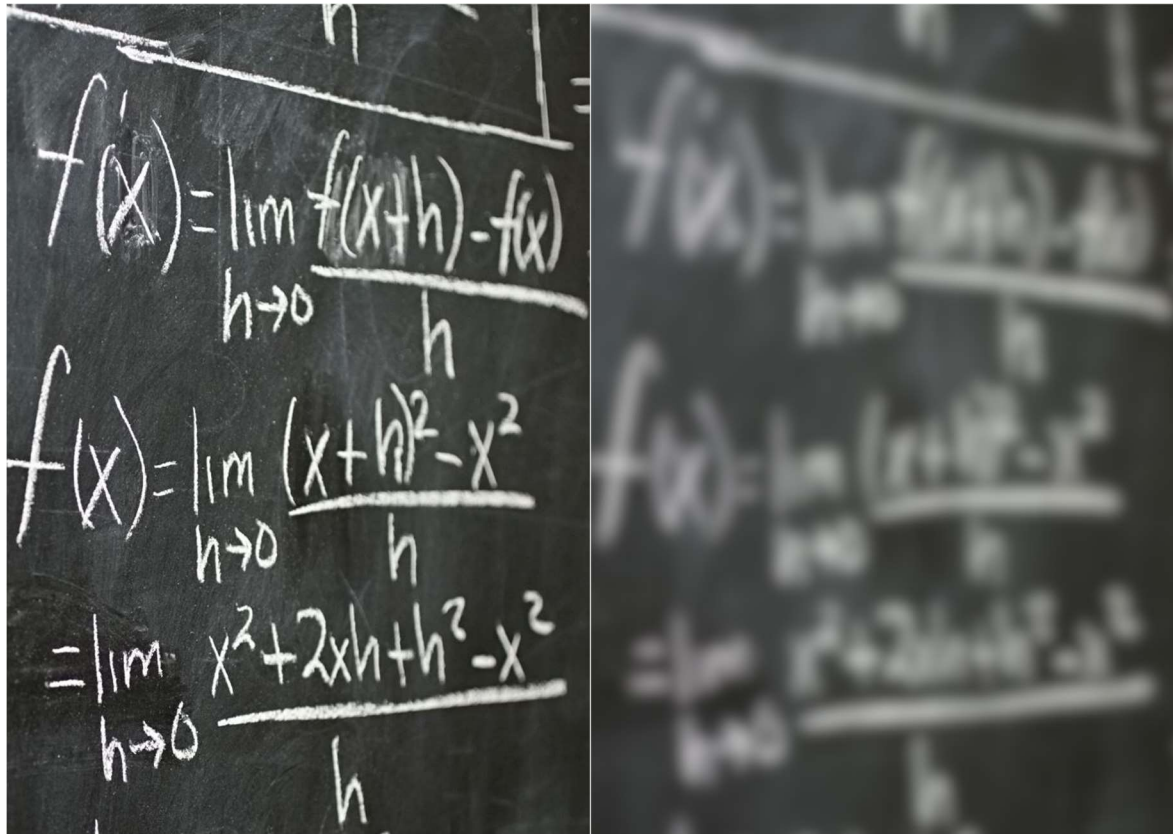


Special Educational Needs (SEN)

Guidance at SeaRegs



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Sunflowers

A sunflower symbol, sometimes a card, badge or lanyard discreetly indicates that the person has a hidden disability. A hidden disability can include:

- sensory loss, including difficulty seeing or hearing
- a physical disability that may not be obvious
- autism
- a learning disability
- dementia including Alzheimer's disease
- anxiety or any other mental health condition.

People wearing a sunflower lanyard or image encourages us to:

- us to ask for extra support (although they don't have to be wearing a lanyard to ask for this). Sometimes a lanyard will have the support required.



Because of the requirement for ENG1 and ML5 medicals, there are many people with disabilities who we just do not come across in our normal training as certain medical and physical requirements can restrict some people to some occupations at sea. This document lists the conditions that are most often seen at SeaRegs.

On short courses of a day or so, we may never really be in a place or know beforehand to help or change a course because of its relatively fixed nature, but there may be small things that we can do to help. On longer courses however, we need to work out a strategy that will enable the learner to best get the course and fulfil the outcomes they require.

In the main, people with Special Educational Needs will not be wearing a sunflower so it will be up to them to bring it up, or us to identify the traits where we can.

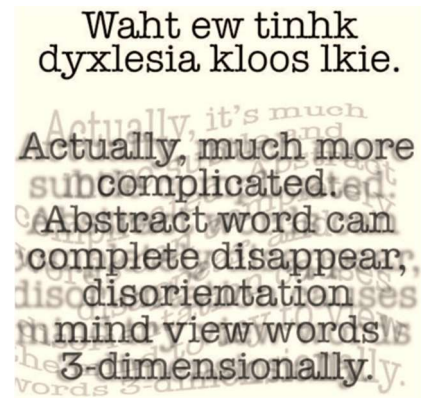
In some cases, they may not know that they have a condition – just find learning difficult.

Dyslexia

10% of people may be dyslexic

Affects:

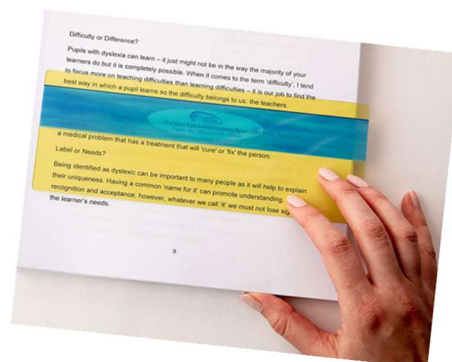
- Reading, writing & information processing skills
- Remembering information they see and hear
- Other areas such as problems with organisational skills, recording information in a logical order
- Putting letters the wrong way around or missing letters



It can mean that text looks 3d or wavy or letters and words move about on the page.

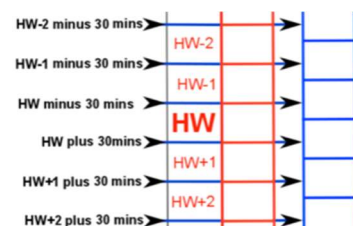
Reading and writing can be harder and takes approx 20% longer to process information. So, a handout may not get fully read through as others will finish faster than the dyslexic and they may not want to hold the class up.

We have found that there are many dyslexics in the maritime industry, so we maybe get 20% in a class because the industry attracts people wanting practical work and not paperwork.

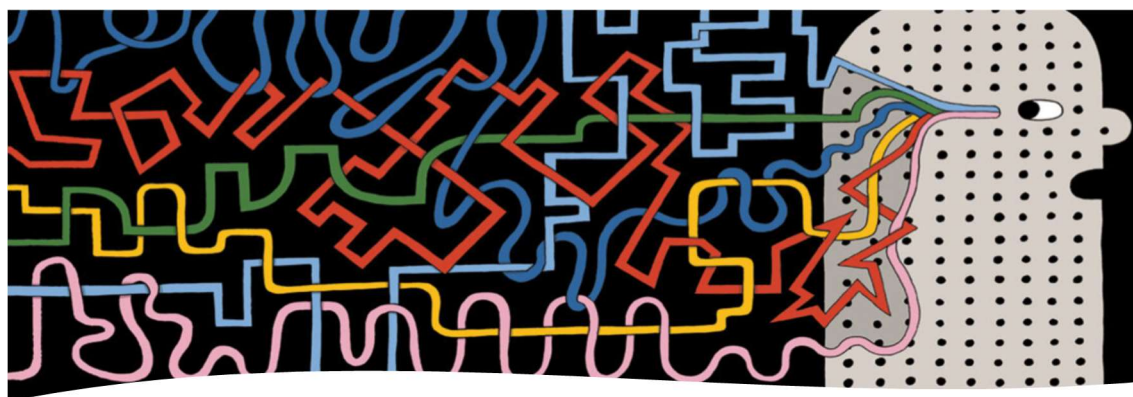


What we can do

- Coloured overlays can assist in helping with reading – we have some in the office and they can be borrowed by an instructor.
- Beware of coloured PPT slides and writing as some coloured backgrounds work well with one person and not with another. Coloured writing maybe mostly invisible to others.
- Consider using pro-formas for organising information on sums and drawings to assist in the learner picking the right information or data for the task. For instance this could be a three box proforma for a course to steer or a tidal data box.
- Lined or boxed paper can help people organise their notes.



Autism – Autism Spectral Disorder – ASD



Autism is a complex developmental disability that typically appears during early childhood and can impact a person's social skills, communication, relationships, and self-regulation. Autism is defined by a certain set of behaviours and is a "spectrum condition" that affects people differently to varying degrees. World Health Org state 1 in 160 have Autism.

Many adults will not be diagnosed and we will just encounter them and even they may just think that this is 'how they are'. In many, the symptoms are mild and only show small traits, which just have a small impact on their life, in others it can be quite severe meaning they require full time care. Some say we all have certain spectrum traits to one level or another.

There are many levels on the spectrum and we would often see people with milder conditions, however they may still show certain traits.

Signs:

- Finding it hard to understand what others are thinking/feeling
- Get anxious about social situations
- Sometimes hard to make friends - preferring to be on their own
- Seeming blunt, rude or not interested in others
- Finding it hard to say how they feel
- Avoiding eye contact – passive facial expression (not always)
- Taking things very literally may not understand sarcasm or phrases
- Same routine every day and very anxious if it changes e.g. separate foods on a plate
- They may be direct in their communication, which may come over as abrasive.

Outcomes:

- Often bright but other traits can make learning and integration difficult
- May get stressed if they lose an item that is important to them
- Need a routine or organisation and better if the days/weeks plan is known ahead
- Ensure communication is clear - if you sarcastically say 'ok - run aground then...', they may run aground as they will take it literally.
- They may have a combative/abrupt/questioning tone – don't take it personally.

Note: Asperger's syndrome is a 'high-level' ASD.

Attention Deficit Hyperactivity Disorder - ADHD

Attention deficit hyperactivity disorder (ADHD) is a condition that affects people's behaviour. People with ADHD can seem restless, may have trouble concentrating and may act on impulse.

Sometimes ADHD was not recognised when someone was a child, and they are diagnosed later as an adult. The symptoms of ADHD usually improve with age, but many adults who were diagnosed with the condition at a young age continue to experience problems. People with ADHD may also have additional problems, such as sleep and anxiety disorders.

Adults with ADHD may have problems with:

- Organisation and time management
- Following instructions
- Focusing and completing tasks
- Coping with stress
- Feeling restless or impatient
- Impulsiveness and risk taking



They often exhibit the following:

- Short attention span and easily distracted
- Making careless mistakes
- Being unable to stick to tasks that are tedious or time-consuming
- Constantly changing activity or task
- Being unable to sit still, especially in calm or quiet surroundings
- Excessive physical movement and talking
- Acting without thinking
- Little or no sense of danger.

They are often fidgety in class, looking out of the window, tapping feet.

Sometimes you think because of their actions you think they are not listening. This is sometimes true and other times they are listening and can recite back what you just said..

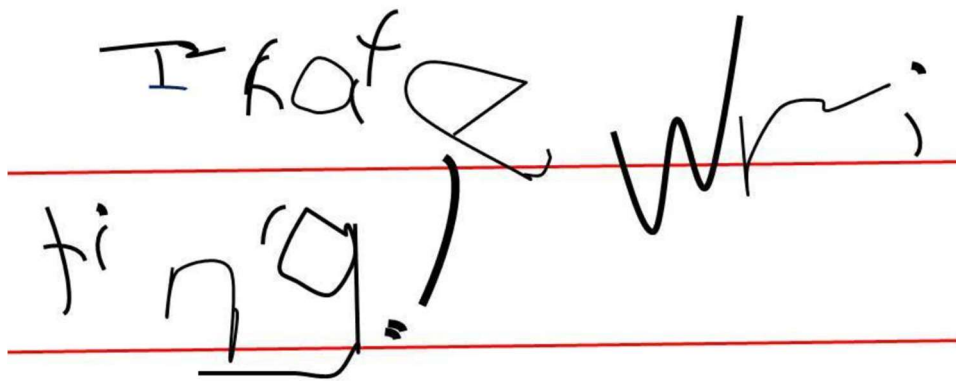
Illiterate/non-English writer

We get quite a few people who either cannot read and write or where they cannot read or write the English language.

Ideally if we get notice beforehand, we can help from the start.

Often the issues will be in any written tasks – looking at reports etc or on the assessment

- Often hide the problem
- Booking form may not give it away
- Sometimes partner will inform
- Often only find out at the end at the assessment
- Does not mean they are not intelligent



- At the start of the course say that there is an assessment and that it can be taken orally or written.
- Please let the instructor know beforehand or tell the office.
- May need to think about extra staffing for exam
- May need to think about some of the exercises on the course.

Note: If an oral assessment is required, someone from the office may need to sit with the course members during the assessment and the instructor orally examine the individual.

If the person does not want to be identified, you can examine them after everyone has gone and just tell them to make marks on the paper and hand it in, and then examine them later.

Other SEN types

Dyscalculia

Dyscalculia is a learning difficulty that causes a student to have problems developing mathematical skills and understanding. Children with dyscalculia have a delay in counting and problems memorising arithmetic facts and rules.



Anxiety

Anxiety is the most common negative emotion that students experience. Although it can be completely normal and is generally considered as a mental health problem, anxiety can be a special educational need when it blocks students' ability to think clearly and engage in normal day-to-day learning activities.

In the classroom context, anxiety can be easy to identify – for example, when a student feels nervous before a test. On other occasions, identifiers could be: an upset stomach, the need to go to the toilet a lot, disruptive behaviour or showing some other learning disorder.

Among its many symptoms, anxiety can cause:

- Obsessive-compulsive disorder: When the learners minds are filled with unwanted and stressful thoughts, they have a tendency to perform compulsive rituals like counting or washing their hands.
- Selective mutism: They have a hard time speaking, like around the trainer/manager.
- Difficulties sleeping

Key strategies for helping students with anxiety:

Whilst their anxiety may seem completely irrational, students' worries and fears can be very real. Demanding they simply 'stop worrying' will do little to reduce anxiety or other challenging emotions. Instead, recognising and sincerely accepting what another is feeling can be the most effective response we can give.

Research has shown that validating and accepting another's emotions can have a soothing effect for that person. Validation and acceptance of another's feelings is done by identifying, naming and sincerely accepting their feelings.

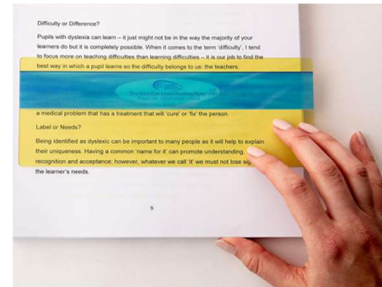
For instance, "I can see that you're very anxious about this assignment." By accepting and validating students' feelings, as well as the naming of their emotion, this can help them gain some control over their feelings, to help calm them. Your empathy may also increase the likelihood that they will accept your guidance and be more open with you in the future.

Things that can help

Talk to students at the start to see if there are any learning issues that you should know.
Stress that they don't need to say in front of everyone.

Look at the register/booking form to check if anything has been noted down.
Be aware and look out for signs within a class as we can then try to help

- Talk with the learners when you get chance to see if the way you are teaching them works for them.
- Chunking – break subjects down - ADHD
- Visual learning - ADHD
- Overlays – dyslexia
- Proforma's to keep info organized - dyslexia
- Short learning sessions
- Be aware that abruptness in answers or questions could be ASD and not be personal
- Be aware that some people take things you say literally - ASD
- Keep to routines for ASD
- Ask if its working for them



SeaRegs Training		Secondary port pro-forma				
Port name ↓	Date	HW Time	Ht	LW Time	Ht	Range
	Standard port					Hw
	Secondary diff +/-					Lw
	Secondary UT =					
	DST allowance +/-					Sp Np Mid
	Secondary port					

Assessments – we can consider:

- Extra time
- Reader
- Overlays
- Oral assessment
- Practical assessment

We can give extra time in certain circumstances – often stated by the examination body.
A person – reader can be used to read the questions if that helps.

We can do an oral assessment, sometimes it is possible to practically assess the person or use bits of kit to assess them.

If it is an apprentice – remember to inform the office and note down on their report forms as to the condition and what works and what does not.

At the start of the course remember to ask...

‘Please let me or the office know
if you have any learning needs.

I’m happy to help but can only do so if I know that
you need it.

You do not need to say now if you don’t want to, but
maybe catch up with me at a break’

If there starts to be an issue on a course

If you fear an issue arising, identify it early and deal with it. This could be a Learning Ability (SEN) issue or a personality clash.

1) Discuss it with the office – they may have more info on the person.

2) Talk to the learner (you may need to talk to all learners individually for fairness). Identify that there seems to be some barrier in communication and what can you do to help. Often, I ask ‘what can I do to help you learn’ or ‘it could be me, but I just feel as though there seems to be some barrier between us communicating – what can I do to change it’. These are disarming statements, indicating you are offering all you can, to help them. Issues could be:

- You trying to work out an issue where they can learn easier for instance
- Use and strategies of proformas and overlays
- Setting revision homework, or
- Communication issues where the person is combative and you are moving towards a communication breakdown, or
- Disruption in the class

3) Try to identify the issue if possible

4) Try to find a solution

5) Discuss it with the office and make a written note of the issue.