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| **Cognition & Learning** | **Communication & Interaction** | **Social, Emotional Mental Health** | **Sensory & Physical** |
| * Adapted curriculum – planning, learning, resources, scaffolding etc. * Pre-teaching of subject vocab * Teaching sequencing as a skill * Text presented clearly – bullet points, clear font, headings * Pupils encouraged to explain what they have to - check understanding * Links to prior learning explicitly made /retrieval practice integrated into lessons * Key learning points reviewed throughout lesson * Conceptual variation in Maths * Alternative ways of demonstrating understanding e.g. Diagrams, mind maps, use of voice recorders * Provide a range of writing frames * Word mats designed for specific subjects/lessons * Opportunities to work with a scribe or use ICT when necessary * Use of ICT/apps to reinforce what has been taught * Use of ICT/apps as solution to difficulties e.g., dictation, typing * Coloured overlays, coloured paper for worksheets & coloured background on SMART board * Extra time to complete tasks * Learning ladders to break down steps * Next steps display in classroom * Learning buddies/B’s before me * Tactile resources e.g., Lego phonics * Dual coding devices | * Structured class routines * Using songs for routines * Increased visual aids including dual coding * Visual timetables at eye level of children * Use of sign language/basic Makaton * Use of key words/vocabulary emphasised when speaking * Multi-sensory approaches used to support spoken language e.g., Symbols/pictures/concrete apparatus/artefacts/role-play * Instructions in manageable chunks * Checklists and task lists * Delivery slowed down with time given for processing * Prompt cards used to support understanding * Talking partners used * Classroom seating plan considered so children can see teacher and visual prompts * Access to a quiet workstation * ‘Word walls’/displays to develop understanding of new vocab * Minimise use of abstract language/language tailored to individuals * Eye contact as necessary for the child | * Emphasise positives in front of others to develop children’s self-confidence * Give pupils classroom responsibilities * Refer regularly to school/classroom rules * Calming music * Weighted blankets * Team around the child approach * Use of ear defenders to support focus * Breaks between tasks * Moving around/sensory breaks * Interactive strategies eg. Whiteboards to hold up answers * Clear behaviour expectations modelled by staff * Quiet zone or sensory space * Visual timer/stopwatch * Use post-it’s for questions rather than interruptions * ‘Fiddle’ toys * Concrete resources easily at hand to support * Give a ‘set time’ for written work * Personalise teaching to reflect pupils’ interests * Transition from whole class work to independent is taught and actively managed * Reward system for older pupils * Learning ladders to break down steps * Wobble cushion/resistance bands to support sitting in chairs or on carpet spot * Meet and greet at key transition points e.g., start of day, lunchtime etc. | **Visual**   * Coloured overlays/ different coloured paper * Consider lighting – natural and artificial * Eliminate inessential copying from the board * Where copying is required, ensure appropriate print size photocopy is available or use full page magnifier to enlarge * Read aloud as you write on the board * Avoid standing in front of windows – your face becomes difficult to see * Use iPad/Chromebook for reading if text is too small in physical book * Consider seating – sat at the front closer to board/resources   **Hearing**   * Careful seating – closest to the teacher * Keep background noise to a minimum – if severe use felt in pencil pots etc., reduce use of Velcro * Slow down speech rate * Allow more thinking time * Repeat contributions from other children – their voices may be softer and speech more unclear * Check that oral instructions have been understood * Face the pupil when speaking & keep hands away from mouth   **Co-ordination**   * Sat at table where there is sufficient space * LH & RH pupils not next to each other with adjacent hands * Desks at elbow height * Sloping desk stand if appropriate * Seated with minimal distractions. * Encourage oral presentations or use of ICT as an alternative to written work where appropriate. * Lined paper with sufficient wide spaces between lines to accommodate pupil’s handwriting. * Dough disco to support fine motor * Range of fine motor and gross motor activities |