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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
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