



1. GENERAL STRATEGIES FOR ALL

- Clear routines and expectations and specific praise
- Visual timetable displayed and shared daily
- Whiteboard/active pages with clear information (not too much information on one page)
- Whiteboard/active pages on pastel coloured background (avoiding black text on white background)
- Ensure texts are coloured/highlighted in sections on whiteboard/pastel coloured background to avoid black text on white background
- Ensuring SEND pupils always have access to class teacher time
- Multi-sensory approaches used as appropriate.
- Use of manipulatives
- Use of word banks/sound buttons
- Differentiated levels of questioning (what/where vs when/why or closed vs open)
- Learning environments uncluttered and adhere to school policy eg: displays. Clear routines and expectations linked to learning environments e.g. moving around school.
- Adult modelling
- Personalisation e.g. Using pupil's interests, motivations and strengths to increase motivation and engagement, linking reading material to interests



2. COMMUNICATION AND INTERACTION



- Buddy / peer mentor systems for break / lunch.
- Sound buttons
- Use of visuals (Widgit)
- Visual support including class timetable etc.
- Using pupil's name to gain attention.
- Whole class supports to gain attention e.g. Musical instrument / hand signal etc.
- Specific activities linked to speaking and listening.
- Chunking instructions
- Task boards/strips/checklists
- Asking pupils to repeat back instructions and explain what they have to do.
- Seating for specific activities or in class to reduce distraction.
- Using an appropriate level of language eg: short, simple instructions.
- Additional processing time.
- Sentence starters.
- Pre-teaching of new vocabulary or subject specific e.g. visual knowledge organiser.
- Using individual strategies for processing info (eg: silent rehearsal, identifying key word. NB these might have to be taught first).
- Talk partners / trios including modelling of language in social contexts ('my turn....your turn').
- Advance warning of change to routine or activity/transitions
- Use of resources to support time limited tasks e.g. timers etc.
- Use of language 'first, then etc' supported by visuals.



3. COGNITION AND LEARNING



- Clear expectations of learning using I do, we do, you do approach
- Use of visuals (Widgit)
- Alternative forms of recording e.g. IPADS, photographs.
- Reduce visual stress e.g. coloured overlays, backgrounds etc.
- Reading buddies / partners.
- Systematic phonics teaching through RWI
- Explicit teaching of reading skills through reciprocal reading
- Spelling support e.g. personalised spelling or creating pupil dictionary.
- Supports for handwriting difficulties eg: writing slopes, pencil grips etc.
- Regular handwriting practice/fine motor skills
- Sound buttons
- Teaching of alternative recording methods eg. drafting, mind maps, ICT etc.
- Supported recording eg. writing frames, scribes.
- Multi-sensory approaches to spelling eg. root words, morphology, word families etc (Decision spelling)
- Adaptive teaching approach
- Concrete apparatus.
- Pictorial approaches.
- Working memory strategies
- Knowledge organisers
- Vocabulary mats
- RWI phonics
- Tasks are clearly explained, modelled and scaffolded with regular check-ins.
- Task planners/task strips
- Linking new learning to prior learning.
- Examples of new concepts taken from real life.
- Use of Widgit
- Teaching avoided cognitive overload



4. SOCIAL, EMOTIONAL AND MENTAL HEALTH



- Strategies linked to positive whole school behaviour policy (Relational approach).
- Zones of regulation approach
- PHSE curriculum (Jigsaw)
- Use of visuals (Widgit)
- Growth mindset culture
- Consistency in relation to rewards and sanctions.
- Buddy system, friendship strategies, circle time.
- Adult led peer mediation.
- Flexible seating plans.
- Recognition of trigger points and alternatives planned for.
- Pastoral support / Family liaison officer support.
- Buddy / play leaders system at break / lunch time.
- Teaching of self-regulation strategies e.g. mindfulness, calming etc.
- Regulation stations in every classroom.
- Outdoor learning
- Access to sensory rooms
- Daily Physical Activity (DPA)



5. SENSORY AND PHYSICAL

- Adapting classroom environments to reduce visual or auditory distraction.
- Ensuring eyesight and hearing checks.
- Pencil grips/writing slopes
- Use of visuals (Widgit)
- Enlarged print if needed
- Glasses are worn as appropriate.
- Pupil seating for seeing / hearing the board or focus of a lesson.
- Giving extra time to complete tasks.
- Keeping background noise to a minimum.
- Adults checking understanding by eliciting information.
- Environments clearly organised.
- Minimum glare on IWB's.
- Appropriate lighting.
- Appropriate resources with high quality print.
- Awareness of pupils with VI or HI to ensure access to instruction and information.
- Provide resources in advance of learning.
- Displays of key vocabulary or images for lessons.
- Appropriate access arrangements for assessments.
- Adults standing still when teaching, facing pupils not the board.

- Ensure quiet environments for group work if necessary.
- Signposting and sharing of information around activities and role models.
- Alternative approached for reading and homework.
- Dough Disco
- Daily Physical Activity (DPA)
- Squiggle while you wiggle





1. COMMUNICATION AND INTERACTION

- Now and next approach
- Social stories
- Visual timetables
- Visual supports linked to understanding e.g. Traffic light cards.
- Lego Therapy
- Language link assessment and groups
- Circle of friends
- Personalised social stories / comic strips.
- Social skills groups
- Music therapy
- Lunch club provision
- Language Enrichment Groups (LEG)
- NELI intervention
- Early Years Talk Boost intervention
- Attention bucket



2. COGNITION AND LEARNING

- Pre-teaching
- Vocabulary pre-teaching
- Guided reading groups
- Precision teaching
- Structured reading programmes e.g. RWI, Word First Series, Toe by Toe
- Trugs
- Touch typing (typing club/BBC dance mat)
- Booster sessions
- Targeted in class support
- Rapid recall intervention
- Music therapy
- Individual workstations
- Clicker
- Individualised visual timetables
- TEACCH tray approach
- Maths tutoring



3. SOCIAL, EMOTIONAL AND MENTAL HEALTH

- Co-regulation behaviour plans
- Risk assessments
- Visual supports linked to time out e.g. Feelings card, 5 point scale.
- Zones of regulation intervention
- Lunchtime club provision
- Lego therapy
- Baseline screening e.g. Strengths and Difficulties questionnaire, zones of regulation assessment
- Emotions wheels
- Anxiety groups
- Social skills groups
- Emotional regulation groups
- In house pastoral support through family liaison officer
- Outdoor learning groups (intervention)
- Music therapy
- Sensory room



4. SENSORY AND PHYSICAL

- Appropriate modified resources.
- Keyboard familiarisation skills e.g. BBC dance mat, typing club
- OT therapy programmes
- Fine motor skills intervention
- Funfit programme
- Clear understanding of any individual sensory profiles.
- Discussions with pupils and parents around managing sensory overload.
- Allowing pupils to remove themselves when they are not coping to a safe space
- Coloured overlays
- Move and sit cushions
- Movement breaks
- Sensory room
- Clicker
- Lunchtime small group provision (lunch club)



1. SPEECH AND LANGUAGE

Strategies set above plus:

- Targeted speech and language therapy programmes
- Communication and Interaction recommendations (external agency)
- BSL trained support for hearing impairments
- Cued speech approach



2. COGNITION AND LEARNING

Strategies set above plus:

- Small group or 1:1 individualised curriculum support
- Individualised timetables
- Advice followed from external agencies e.g. psychologists.
- 1:1 music therapy



3. SOCIAL, EMOTIONAL AND MENTAL HEALTH

- Alternative providers e.g. Forest school, Bales Farm, YMCA
- Small group or 1:1 work on developing social and emotional skills
- Counselling services
- Play therapy
- Outdoor learning 1:1
- Individualised timetables
- Advice from external agencies e.g. SEMH team/psychologists.
- External outreach e.g. SPACE, Be Your Best Mentoring



4. SENSORY AND PHYSICAL

- BSL trained support for hearing impairments
- Cued speech approach
- External agency support e.g. teacher of the deaf, specialist speech and language therapists
- Specialist equipment e.g. chairs
- Individual support for appropriate curriculum areas e.g. PE
- Specialist therapy programmes
- Funfit 1:1
- Music therapy 1:1

