

 Communication and Interaction Social Communication	 Communication and Interaction Speech and Language	 Cognition and Learning	 Social, Emotional & Mental Health
What behaviours might you see?	What behaviours might you see?	What behaviours might you see?	What behaviours might you see?
 Uncomfortable with group work Struggles with idioms/sarcasm/metaphors Fixation on specialist interest or topic Anxiety around changes to routine Difficulty making and maintain friendships May struggle with unstructured social time Does not use or understand facial expressions and/or body language	 Short attention span Difficulty following instructions Longer processing time required Unclear speech Reluctant to read aloud Words used incorrectly or out of context	 Low levels of resilience with challenging tasks Reluctant reader Avoids writing in full sentences Poor self-esteem Limited vocabulary Struggles with copying text from the board Struggles to complete tasks	 Poor concentration Self-harm Seeking frequent adult reassurance Withdrawn and introverted Attendance issues Heightened and/or attention seeking Disengaged with learning
Main Strategies for Support	Main Strategies for Support	Main Strategies for Support	Main Strategies for Support
1. Use clear unambiguous language, front load instructions 2. Have explicit classroom routines 3. Where possible, give advance warning of change	1. Dual coding 2. Two-part instructions (written) now and next 3. Word banks of key vocabulary (Keystone vocabulary)	1. Chunk all tasks/goals 2. Scaffold writing tasks using sentence starters/writing frames/planning sheets 3. Additional processing time of 3 seconds before asking questions	1. Develop positive, supportive Relationships 2. Be consistent with sanctions and rewards 3. Increased contact with parents and carers
Additional Strategies:	Additional Strategies:	Additional Strategies:	Additional Strategies:
Build positive relationships using specialist interests Alternative individual task instead of group work Turn and talk with the teacher Visual resources Plan for activities that require high sensory demands	Teacher's position in the room (pastor's perch/seen looking) Choral response (over learning vocabulary) Prompt cards for class discussion/script Direct instruction is clear and concise Pace of talk is appropriate	Whiteboards to record initial ideas (MWB) Be aware of the reading age of your class and adapt texts accordingly Avoid/minimise copying in all forms possible Visuals to aid understanding where possible Word banks of key stone vocabulary	Positive framing at all times Minimise choices Find opportunities to praise success Every lesson a fresh start Make your classroom a calm environment with a predictable structure (every lesson starts the same)

