


Staff respond to the needs of all students and take care when planning to give all individuals the opportunity for success.



Communication & Interaction
Social Communication

What behaviours might I see?


- Uncomfortable with group work
- Does not understand sarcasm or ambiguous language
- Fixation on a specialist interest or topic
- Anxiety when there is a change to routine
- Difficulty making and maintaining friendships
- Struggles with unstructured social time
- Does not use or understand facial expressions or body language



Communication & Interaction
Speech & Language

What behaviours might I see?


- Short attention span
- Difficulty in following instructions
- Longer processing time required
- Unclear speech
- Reluctance to read aloud or take part in conversation
- Words being used incorrectly or out of context



Cognition & Learning

What behaviours might I see?

- Low levels of resilience with difficult tasks
- Reluctant reader
- Doesn't write in full sentences
- Difficulties with sequencing and ordering
- Poor self esteem
- Limited vocabulary
- Struggles with copying from the board
- Not managing to complete tasks



Social, Emotional & Mental Health

What behaviours might I see?

- Poor concentration
- Self-harm
- Seeking frequent adult reassurance
- Withdrawn and introverted
- Heightened and attention seeking
- Disengaged from learning

Main Strategies

Use clear unambiguous language, front load instructions

Have an explicit classroom routine

Give advance warning of change

Other Strategies

- Build a relationship by hooking into specialist interests
- Provide prompt/instruction cards for group roles or allocate a specific role
- Alternative individual task instead of group work
- Positively phrase any corrections needed
- Provide visual resources
- Plan for activities that will create high sensory demands

Main Strategies

Use pictures and visuals alongside key vocabulary (dual coding)

Two part instructions: First, Then

Word banks of key vocabulary

Other Strategies

- Teacher's position in the room-can they see your face clearly, are you making eye contact?
- Repetition of key phrases
- Provide prompt cards for class discussions containing key words and questions.
- Short simple sentences and clear language.
- Additional processing time.
- Pace of teacher talk-speak slowly and clearly

Main Strategies

Break the lesson into 3 smaller goals using the 3 tasks sheet

Scaffold writing tasks: sentence starters/ writing frames/ planning sheets

Additional processing time of 3 seconds before asking questions

Other Strategies

- Whiteboard to record initial ideas
- Apply EAA from KS3 so this becomes their normal way of working
- Visual aids to support learning
- Over learning-re-visiting key skills and concepts
- Be aware of the reading age of your class and adapt your texts accordingly
- Minimal copying from board
- Word banks of key vocabulary and definitions

Main Strategies

Develop a supportive relationship

Be consistent in your application of rewards and sanctions

Increased contact with parents/carers

Other Strategies

- Use positive language when making requests
- Minimise choices: either or
- Recognise when students are feeling emotional and provide reassurance
- Find opportunities to praise success and build self-esteem
- Try to make every lesson a fresh start
- Make your classroom a calm environment with a predictable structure