Strategies for SEND

Adaptions to teaching
- Language
- Pace
- Questioning
- Repetition, recapping, alternative explanations
- Sequence / chunking
- Considered/limited teacher talk
- Vocabulary
- Multisensory
- Modelling
- Mini plenary
- Peer talk / support

NB: Consider TA deployment: actively involved/best practice – teachers work with students with SEN

Communication and Language difficulties
- Spread speaking and listening opportunities throughout the curriculum
- Visual prompts and cues
- Gestures and signs
- Modelling language, grammar and pronunciation
- Speaking frames/sentence starters
- Differentiated questioning
- Adapted/simplified text/language
- Additional time to respond / re-wording
- Task cards
- Visual Timetable
- Now and Next Board
- Checklist for completing tasks
- Cue Cards for good sitting/good listening etc.
- Glossaries/word mats
- Vocabulary definition mats, What is it boards, traffic light word grids
- Written and/or pictorial instructions
- Demonstration of task
- Chunking texts/instructions into smaller sections
- Oral rehearsal (i.e. Talk partners)
- Drama, role play, hot seating, puppets
- Assign roles to young people in groups e.g. scribe, reader, reporter
- Use of IT e.g. dictaphones, talking tins etc.
- Calm time
- Calm space

On their desks
- Use of visual resources / cue cards
- Task management boards
- Provide high frequency and relevant topic vocabulary for reference
- Spelling aids
- Simplify written instructions
- Allocate an object to hold that supports concentration and maintaining attention
- Writing frames or sentence starters
- Planning templates
- Number lines/squares, counters
- Mini whiteboard
- Sticky notes, jotting

Assess / Plan / Do / Review

Reading Difficulties
- Learning activities which focus on PSS toolkit targets
- Check reading age of text
- Paired reading/buddy
- Appropriate language/picture cues
- Ipad/ICT or audio books
- Alternatives to worksheets – practical activities/use of ICT
- Chunk texts, reduce text on the page
- Simplify layouts
- Modelling reading
- Coloured overlays, reading rulers
- Reading slope
- Own copy of text rather than look at board/big book
- Colour coding of letter patterns/types of words
- Visual literacy
- Variety of texts/differentiated texts – wordless, shorter, larger fonts etc.
- Graphic books, comics. cartoons
- Additional time to clarify and orientate reader
- Pre-tutoring
- DARTS/Practical tasks e.g. matching questions and answers
- Differentiated questions

Writing Difficulties
- Use of ICT – laptop, Ipad, Clicker
- Additional time
- Scribe
- Record ideas using ICT
- Wordbanks, glossaries inc. visual supports or colour coded e.g. by subject/topic
- Mind maps and visual organisers
- Writing frames
- Sentence starters and sentence frames
- Story boards
- Alternative ways of recording e.g. bullet points, diagrams, cloze procedure
- Talk for writing
- Scaffolds for writing – alphabet strip, phonic mats, semantic dictionaries
- Punctuation pyramid
- Writer's toolkit – wow words, phrases, adjectives, adverbs, connectives etc.
- Working wall modelling expectations
- Reduce board copying
- Whiteboards to try out ideas and/or spellings
- Dots in margins to show starting point
- Darker lines/wider lines
- Pencil grips/alternative mark makers
- Colour paper

Social, Emotional and/or Mental Health
- Peer Awareness
- Visual timetable
- Time to talk
- Scripts/templates for communication
- Circle times
- Clear consistent routines
- Clear consistent expectations
- Warning of change
- Message box
- Modelling behaviours
- Learning buddies
- Playtime/break buddies
- Calm time
- Calm place
- Doodle book,
- Provide a reason to move around e.g. giving out resources
- Stress ball, Tangle Toys
- Variety of groupings
- Clear times/timers

Mathematics Difficulties
- Repetition/over learning
- Preview previous learning
- Visual supports
- Practical supports
- Real resources
- Diennes, multi-link, Numicon etc.
- Photographs, diagraphs
- Differentiated resources
- Peer support
- Sketching, jottings, drawings
- Vocabulary bank
- Working wall examples
- Number lines
- Number squares
- Size of squares/colour of paper
- Modelling processes
- Rhymes and songs
- Task management - to demonstrate the maths processes

Sensory/Physical Difficulties
- Wearing glasses?
- Wearing hearing aid/radio aid?
- Class teacher voice
- Use of sound field system
- Position of teacher in the classroom
- High visibility/contrast
- Lighting, task light, glare, blinds
- Task board
- Weighted cushion
- Fiddle toys e.g. tangle toy
- Reduce sensory overload – visual space/noise etc.
- Appropriateness of furniture
- Sloping desk
- Coloured overlays
- Worksheets adapted – e.g. contrast, letter size
- Exercise books – darker lines, wider line
- Items in classroom clearly labelled – appropriate to age and development
- Magnifying equipment
- Rest breaks, brain breaks
- Visual timers
- Classroom organised for ease of access/movement

PSS
Pupil and School Support

Access to Education