

## UNIVERSAL OFFER – All lessons could include...

<b>Routines, Expectations and Relationships</b>	<b>Learning and Teaching</b>
<ul style="list-style-type: none"> <li>being consistent and clear in rules, routines and policy</li> <li>offering warm greeting at the door</li> <li>encouraging and supporting listening and questioning skills</li> <li>praising effort as well as results</li> <li>fostering independence and responsibility for own learning</li> <li>using restorative approach – each lesson is a fresh start.</li> </ul>	<ul style="list-style-type: none"> <li>clear instructions</li> <li>checking of understanding of instructions before beginning a task</li> <li>checking in regularly to ensure students are focused on the task</li> <li>giving time for students to process information</li> <li>revisiting key vocabulary and definitions regularly</li> <li>ensuring classroom displays support literacy</li> <li>encouraging students to include key terms in written and verbal responses</li> <li>providing spelling prompts/writing frames/sentence starters/word banks/vocabulary mats etc.</li> <li>chunking lesson content</li> <li>providing visual cues to clarify expectations for a task</li> <li>using dual coding</li> <li>producing PowerPoints in a large, clear font</li> <li>teachers being well informed on student specific approaches through the SEN record and incorporating these into planning and delivery</li> <li>teaching responsible use of IT and online resources.</li> </ul>
<b>Communicating with Others</b>	
<ul style="list-style-type: none"> <li>placing students in supportive peer groups</li> <li>considering group dynamics with classroom layout and seating plans</li> <li>monitoring contributions and outcomes of group work</li> <li>considering roles and spaces with group tasks</li> <li>modelling good standards of speech by speaking clearly with appropriate pace</li> <li>providing opportunities to discuss ideas in pairs/small groups regularly</li> <li>speaking to students individually and re-explain expectations where required.</li> </ul>	

## TARGETED OFFER – Additional support may include...

<b>Communication and Interaction</b> (including ASC and speech, language and communication need)	<b>Cognition and Learning</b> (including dyslexia, dyspraxia, dyscalculia and moderate learning difficulty)	<b>SEMH (Social, emotional, mental health)</b> (including anxiety, emotionally based school avoidance, ADHD, ADD)	<b>Sensory and Physical</b>
<p><b>Students may find it difficult to...</b></p> <ul style="list-style-type: none"> <li>express themselves</li> <li>understand facial expressions, gestures, tone of voice</li> <li>understand jokes or sarcasm</li> <li>relate to others and know what to say and do in social situations</li> <li>make and maintain relationships</li> <li>engage with eye contact</li> <li>imagine what other people around them are thinking or feeling</li> </ul>	<p><b>Students may have difficulty with...</b></p> <ul style="list-style-type: none"> <li>reading, writing and spelling</li> <li>numeracy</li> <li>comprehension</li> <li>processing difficulties such as sequencing, inference, coherence and elaboration</li> <li>working memory</li> <li>short term verbal memory</li> <li>other types of executive function difficulties</li> </ul>	<p><b>Students may present as having...</b></p> <ul style="list-style-type: none"> <li>emotional outbursts</li> <li>difficulty in regulating mood</li> <li>difficulty in forming positive relationships</li> <li>low self-esteem</li> <li>anxiety</li> <li>depression</li> <li>school avoidance</li> <li>ADHD traits</li> </ul>	<p><b>Students have one or more of the following disabilities...</b></p> <ul style="list-style-type: none"> <li>hearing impairment</li> <li>visual impairment</li> <li>physical disability</li> </ul>
<p><b>Strategies could include...</b></p> <ul style="list-style-type: none"> <li>opportunities for time out and to regulate</li> <li>opportunities to study topics of specific interest</li> <li>use of pupil's name before individual instructions are given</li> <li>movement breaks built into the lesson</li> <li>thoughtful, effective use of LSA support</li> <li>familiarity with and practice of access arrangements</li> <li>option to work away from main class group if sensitive to loud noise and agreed by HoD/SENCo.</li> </ul>	<p><b>Strategies could include...</b></p> <ul style="list-style-type: none"> <li>cloze activities for dyslexic students for written activities</li> <li>check list of tasks/ now and next cards</li> <li>encouragement to use coloured overlays</li> <li>paired reading option</li> <li>being aware of and removing threat regarding reading aloud</li> <li>thoughtful, effective use of LSA support</li> <li>familiarity with and practice of access arrangements</li> <li>evaluation of appropriate exam entry options.</li> </ul>	<p><b>Strategies could include...</b></p> <ul style="list-style-type: none"> <li>adjusted groupings</li> <li>checklist of tasks so sense of achievement is enhanced</li> <li>where possible, advance warning of any adjustments/changes to the classroom/ working practices</li> <li>regulation/movement breaks</li> <li>timetabling to consider optimum lesson times for pupils</li> <li>thoughtful, effective use of LSA support</li> <li>sixth form mentoring</li> <li>familiarity with and practice of access arrangements</li> <li>Talking Time/ ELSA.</li> </ul>	<p><b>Strategies could include...</b></p> <ul style="list-style-type: none"> <li>groupings – buddy up students to support others</li> <li>teacher aids (e.g. microphone)</li> <li>facing pupils to aid lip reading/clarity of hearing</li> <li>enlarged resources</li> <li>thoughtful, effective use of LSA support.</li> <li>familiarity with and practice of access arrangements</li> </ul>