

LEARNING AT PILTON - SEND CLASSROOM STRATEGIES

1

Social, Emotional & Mental health (SEMH)



Nurture positive relationships from the very first lesson (and repair frequently).



List tasks on the board and discuss with the class



Give clear expectations and indications of support that can be readily accessed. (writing frames)



Avoid confrontation by giving an instruction followed with a 'thank you' at the end before walking away.



Keep calm - their response is not a personal attack on you.



Discreetly challenge minor behaviour issues.



Allow time out if appropriate.

2

Communication & Interaction



Nurture positive relationships from the very first lesson (and repair frequently).



Seat with students who offer modelling of language



Give thinking time, use scaffolding frequently.



Rephrase answers non-judgementally using grammatically correct versions; try to expand using new words.



Display key words, use picture/word flashcards



Break instructions into steps



Check for understanding



Ask students to use a mini-whiteboard to record instructions



Plan times to pre-teach key vocabulary separately to using them in context. Make links to existing knowledge/words.

3

Cognition & Learning



Nurture positive relationships from the very first lesson (and repair frequently).



Word mats with key vocabulary for every topic



Spaced repetition and interleaving



Scaffold all writing tasks with sentence starters and modelled answers.



Use other students to support learning through turn and talk



Talk sparingly as teacher



Pre and post teaching strategies



Use student interests to engage in the tasks



Allow use of a word processor or laptop where possible



Pre-prepared worksheets and packets can help

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4

Dyslexia

(nesssy.com is a great resource)



Ensure all text is a suitable size and not justified. The font should not have serifs. Century Gothic is good.

work
sheet

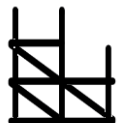
Prepare non-white work sheets for students with dyslexia, which will help with visual disturbance.



Give handouts of anything that needs copying so that students can use their hand to mark their place.



Prepare glossaries and pre-teach new vocabulary. Reduce the amount of text students are expected to read independently.



Scaffolding - have the same expectations for all regarding quality, although not necessarily quantity.



Check understanding and revisit frequently. Comment on the work without using negative language. Students with dyslexia frequently have low self-esteem.



Promote use of ACE dictionaries in your classroom. Consider the use of spelling journals.



Plan multisensory approaches.

5

ADHD



Nurture positive relationships from the very first lesson (and repair frequently).



Set short achievable tasks; make it clear that there are several.



Keep instructions simple, give task sheets



Have clear classroom routines and expectations



Give frequent feedback, specific praise - catch them being good.



Ensure that rewards and punishments are immediate.



Allow students to doodle when appropriate (not during 100%)



Keep calm as they are likely to mirror your behaviour.



Make eye contact

6

Autistic Spectrum Condition



Nurture positive relationships from the very first lesson (and repair frequently).



Keep instructions to a minimum, task sheets will help.



Seat away from clutter/noise/light (try to ask the student where is preferable).



Prepare the student for any changes of routine. (Cover teacher, different classroom, seating).



Avoid clutter on the board and handouts



Use visual prompts



Refer to the student by name so they know you are talking to them



Use student interests to engage in the tasks



Allow use of word processor where possible



Be aware of their rigidity of thought, deescalate and model your ability to listen to their opinion.



Avoid sayings or idioms that are not literal instructions.