



Cognition & Learning (inc Dyslexia / Dyscalculia)

Universal Strategies

- Differentiation / adaptive teaching
- Scaffolding tasks
- Chunking information
- Breaking down tasks into small steps
- Simplifying language
- Allowing time for processing
- Pre-teaching / over-learning
- Limit copying from board
- Use of colour backgrounds / overlays / paper / ex books

Targeted Intervention

- Use of visual cues / prompts / memory aids (literacy) – flashcards, phonic cards, sound / word / vocab mats
- Use of visual cues / prompts / memory aids (numeracy) – flashcards, digit cards, number lines, number squares, maths mats
- Use of multi-sensory resources for spelling
- Use of concrete resources / manipulatives
- Online / Apps (literacy based) – Spelling Shed, Hairy Phonics, Hairy Letters, Nessy Reading & Spelling
- Online / Apps (numeracy based) – TTRS, Numbots
- Alternative ways of recording – writing frames, mind maps
- Use of assistive technology – spellchecker, dictation software, lens reader, calculator, ipad

Specialist Intervention

SEN = Additional / Different

- Tailored Phonics / Reading / Spelling intervention (e.g. SNIP)
- Tailored Maths intervention
- Rapid Phonics / Rapid Read / Barrington Stoke books
- Access to laptop for certain written tasks
- Specialist Teacher – weekly 1:1 sessions (Y5/6 at BS only)
- External advice – Advisory Teacher / Ed Psych

Speech, Language and Communication (inc ASD)

- Scaffolding tasks
- Chunking information
- Breaking down tasks into small steps
- Simplifying language
- Allowing time for processing
- Visual timetable
- Use of visual cues / prompts
- Use of social stories / scripts
- Structured routines - advance warning of any changes where possible
- Consider grouping for collaborative work – provide child with a clear role
- Consider seating – low arousal – awareness of possible sensory overload (noise, smells etc)
- Sensory tools to reduce anxiety / support regulation – fiddle tools, doodle pads, ear defenders, move'n'sit wobble cushion, theraband
- Access to quiet area when needed (to reduce anxiety / sensory overload)

Additional / Different

- Speech / language / communication intervention
- External advice – Speech & Language - tailored programme

Social, Emotional and Mental Health (inc ADHD)

- Scaffolding tasks
- Chunking information
- Breaking down tasks into small steps
- Simplifying language
- Allowing time for processing
- Visual timetable
- Use of visual cues / prompts
- Use child's name first to gain attention
- Use active learning strategies
- Movement breaks
- Timers
- Consider seating – position - at front / back / side - awareness of visual / auditory distractions (doors, windows, noise etc)
- Sensory tools to reduce anxiety / support regulation – fiddle tools, doodle pads, ear defenders, move'n'sit wobble cushion, theraband
- Access to quiet area when needed (to aid focus / reduce anxiety)
- Informal 1:1 check-ins to support transition into school
- Zones of Regulation

Additional / Different

- Tailored social / emotional intervention (e.g. Zones of Regulation, Anxiety Gremlin, Drawing & Talking ...)
- SEMH HLTA – weekly 1:1 sessions

Physical / Sensory

- Physical / Motor
 - Use of pencil grips / specialist angled pencils / writing slopes
- Sensory / Regulation
 - Consider seating – position - at front / back / side - awareness of visual / auditory distractions (doors, windows, noise etc)
 - Consider seating – low arousal – awareness of possible sensory overload (noise, smells etc)
 - Sensory tools to reduce anxiety / support regulation – fiddle tools, doodle pads, ear defenders, move'n'sit wobble cushion, theraband
 - Access to quiet area when needed (to reduce sensory overload)

Additional / Different

- Handwriting programme – Printing Like A Pro
- Typing skills intervention – Nessy Fingers
- Access to laptop
- External advice – OT / Physio – tailored programme