

ADHD

- Pre-teaching of key vocabulary & concepts
- Appropriate seating position
- Reduced visual stimulus with clear communication of instructions & key information
- Time out or break out space available according to child's personal plan

ASD

- Pre-teaching of key vocabulary & concepts
- Appropriate seating position
- Processing time given
- Visual cues & resources
- Consideration given to group activities & support with social expectations as needed
- Sensory breaks

Cognition and Learning Needs

- Pre-teaching of key vocabulary & concepts
- Processing time given
- Word banks with visual cues for new information & vocabulary
- Repetition of instructions
- Scaffolded tasks e.g. writing frames, cloze procedures

Dyspraxia / Physical Impairment

- Appropriate seating position, with adequate space
- Clearly communicated instructions
- Visual cues
- Processing time given
- Use of appropriate equipment e.g. writing slope, laptop, pencil grip

Strategies to support children in History



Dyslexia / Dyscalculia

- Font size 12 or above
- Avoid copying from board
- Chunking of text Pre-teaching of key vocabulary
- Visual cues
- Use of digital resources, including text to speech technology, where appropriate

Hearing and Visual Impairment

- Enlarged text & pictures, appropriate font and/or use of braille
- Appropriate seating position
- Pre- and post-teaching of key vocabulary & concepts
- Use of digital resources where appropriate e.g. text to speech

Speech, Language and Communication Needs

- Processing time given
- Instructions & new information given in clear, short sentences & at a slow pace
- Visual cues
- Opportunities to communicate with a partner or small group
- Check understanding throughout

Gifted and Talented

- Challenge/extension tasks to stretch learning
- Wide range of vocabulary & sources
- Providing peer support
- Directed questioning and support to develop deeper answers, such as developing analysis & evaluation skills