**Meadow Primary School**

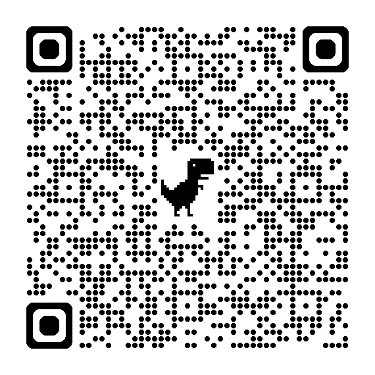
**Wimbish Primary Academy**

**SEND Toolkit**

*With thanks to Charlotte James (Fen Ditton) and Karen Graves (Linton Heights)*

This toolkit is designed to support high quality first teaching of all pupils and the strategies can be used for any child in your class regardless of whether they have SEN Support or not.

The toolkit should be used in conjunction with Cambridgeshire’s SEND Ordinarily Available Provision (OAP) Toolkit –

<https://www.cambslearntogether.co.uk/cambridgeshire-send/cambridgeshire-send-oap-toolkits/send-oap-toolkit>

The booklet is organised into a range of difficulties and under each section, there are links and resources that cover **Identifying barriers and understanding needs, Strategies and Resources**.

The booklet covers the following difficulties:

[**Cognition and Learning (Pages 2-5)**](#Cognition_and_learning)

**[Improving concentration](#Strategies_to_improve_concentration)** [(Page 6)](#Strategies_to_improve_concentration)

[**Supporting Dyslexic tendencies** (Pages 7-8)](#Supporting_dyslexia_tendencies)

[**Processing/memory difficulties** (Pages 9-10)](#Processing_memory_difficulties)

[**Fine Motor Skills and Handwriting** (Pages 10-11)](#Fine_motor_skills_and_handwriting)

[**ADHD** (Page 11 - 13)](#ADHD)

[**Autistic Spectrum Disorder** (Pages 13-16)](#Autism_Spectrum_Disorder)

[**Speech and Language Difficulties (Pages 16 – 18)**](#Speech_language_and_communication)

[**Social Emotional & Mental Health Difficulties (SEMH)** (Pages 18-20)](#Social_emotional_and_mental_health_diffi)

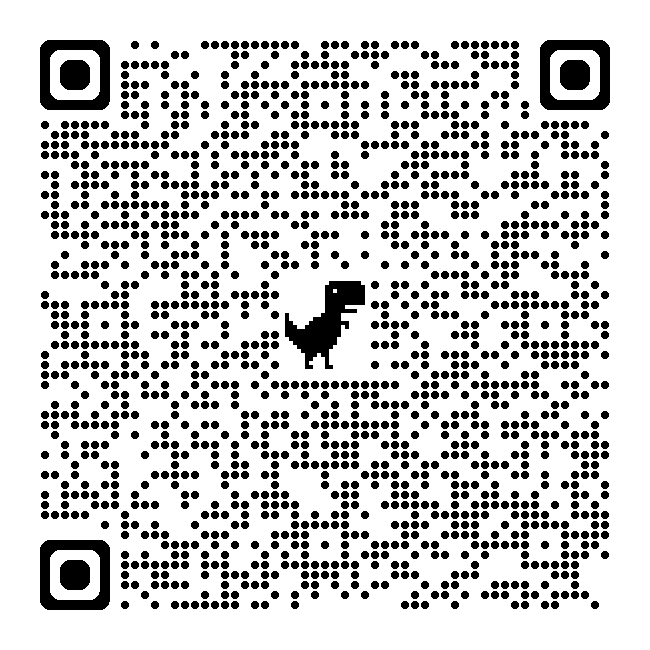
**If you have tried and reviewed different strategies with the pupil and referred to the Cambs OAP toolkit and they are still experiencing difficulties, then use the SENCO referral form and speak to** **Lizzie Beecroft-Sullivan**

**Cognition and Learning - General learning difficulties**

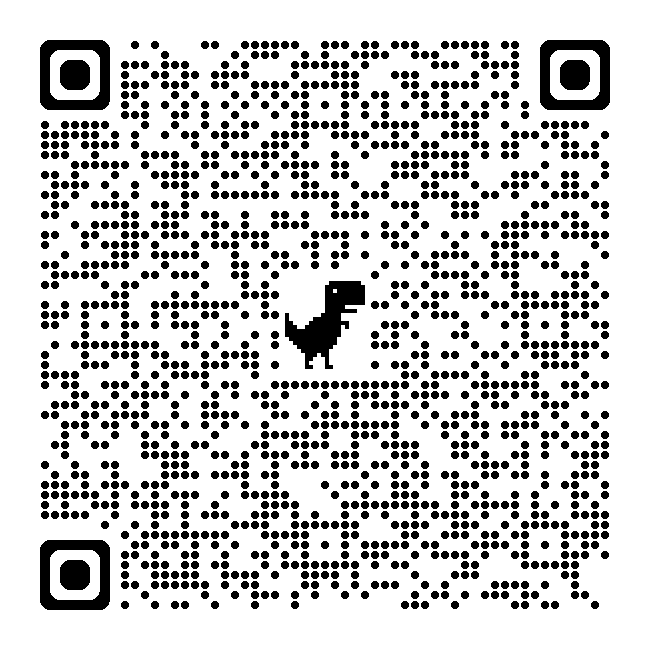
**Identifying barriers and Understanding Needs –** Use the links to Cambs SEND OAP Toolkit to identify barriers -

**Maths** –

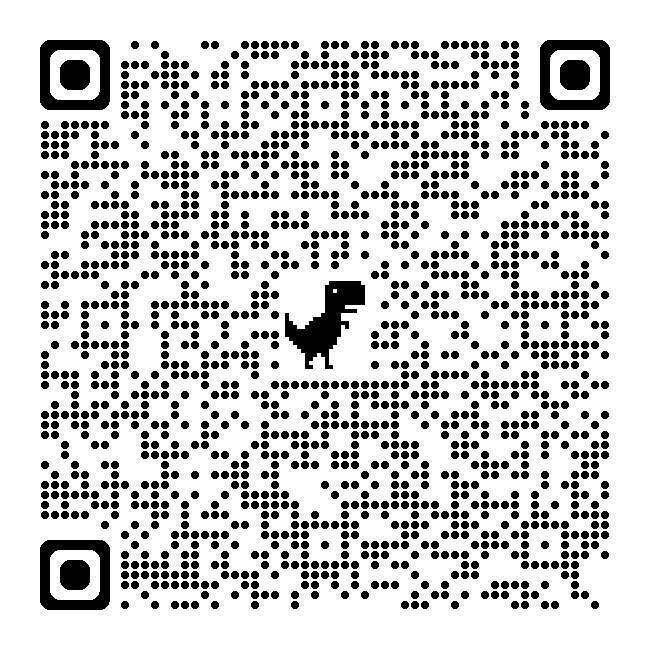
<https://www.cambslearntogether.co.uk/cambridgeshire-send/cambridgeshire-send-oap-toolkits/primary-and-secondary-send-oap-toolkit/cognition-and-learning/maths/identifying-barriers-and-understanding-needs>



**Reading** - <https://www.cambslearntogether.co.uk/cambridgeshire-send/cambridgeshire-send-oap-toolkits/primary-and-secondary-send-oap-toolkit/cognition-and-learning/reading/identifying-barriers-and-understanding-needs>



**Writing -** <https://www.cambslearntogether.co.uk/cambridgeshire-send/cambridgeshire-send-oap-toolkits/primary-and-secondary-send-oap-toolkit/cognition-and-learning/writing/identifying-barriers-and-understanding-needs>



**Resources available in school to identify barriers**

* Dyslexia checklist and strategies
* Sandwell Numeracy Test – see SENCo
* YARC reading test – see SENCo
* PhaB – Phonological Assessment Battery 2 – see SENCO
* GL Rapid Dyslexia Screener – see SENCO

**Strategies to support pupils with general learning difficulties -**

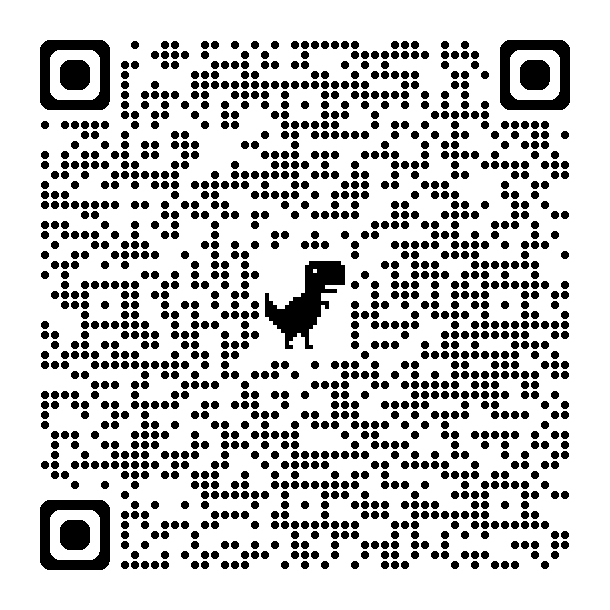
1. Differentiated planning and resources that target reading/spelling/maths ages and current age related attainment.
2. Pre-teaching – preparing pupil for a task so that they come to it already knowing the key vocabulary and concepts.
3. Link new learning to what the pupil already knows – e.g. start lesson with class mind map of what they already know about a subject and break new learning down into small steps.
4. Provide multiple examples of new concepts, and take these examples from pupil’s own real-life experience rather than talking in the abstract.
5. Use visual and kinaesthetic learning approaches to see if any support the pupil better- learning from pictures, diagrams, mind-maps, using practical equipment, handling objects, moving and doing rather than sitting.
6. Clear and simple instructions, breaking down longer instructions and giving one at a time.
7. Tasks are clearly explained, modelled or scaffolded – TA and CT’s check pupils have understood task e.g. use of task planners.
8. Ensure new learning is broken down into small steps – recap these steps during and at the end of the lesson.
9. Question the pupil after some other pupils have given examples of what is required.
10. Give pupil “thinking time” or to talk to a partner before answering a question, or say ‘I’m going to come back to you in a minute to ask you ………….’
11. Put up a list of key vocabulary for a particular topic or lesson and teach the meaning of each word.
12. Make learning strategies explicit by ‘thinking aloud’ yourself.
13. Help pupil develop and generalise effective learning strategies – when successful, ask them to identify what they did to solve the problem/find the information. This helps them to begin to identify useful strategies for themselves.
14. Model to the pupil that making mistakes is OK and a part of the learning process – Growth Mindset.
15. Agree a private signal the pupil can use to show you they have not understood e.g. use of traffic light visual prompt – Green –I feel confident, Amber – I’m not sure but I will give it a go, Red – I need help.
16. Provide a range of aids and resources to support learning and independence e.g. topic word mats, high frequency word mats, letter and number charts, practical equipment.
17. Provide opportunities for flexible pairings and groups e.g. mixed ability, study buddies.
18. Enable pupil to record their ideas using alternatives to writing: making posters, oral presentations, mind maps, matching labels to pictures/diagrams/maps, sorting statements or pictures into categories.
19. Use of the i pad and software that supports writing, e.g. speech to text for writing, popplet with on-screen word mats, planning grids,
20. Scaffold writing: Provide writing frames and templates (e.g. writing up a science experiment) to help structure thinking.
21. Provide prompt sheets: questions to answer, key words to build each section or paragraph around, sentences or paragraphs to put in correct order, paragraph openings.
22. Use cloze procedure (where the pupil fills in missing words in text) – **not for every lesson**

**Specific strategies for Maths –**

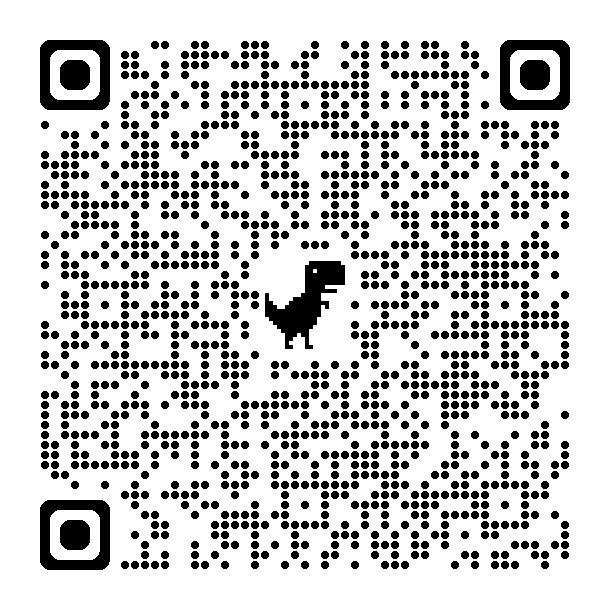
1. Link maths activities to real life and practical contexts
2. Scaffold each task by breaking it down into manageable steps and encourage the pupil to record every step.
3. Use a variety of visual and kinaesthetic resources – objects, image, counters, models and encourage the pupil to select equipment that will be most useful for them.
4. Provide a maths mat for visual reference to numbers/operations/general symbols and place in their books or on their desk.
5. Use a set variety of methods when teaching a new skill and allow the pupil to select the one they feel most confident/capable of using.
6. Provide number squares and prepared formats for recoding calculations/answers as a frame or template.
7. Provide opportunities for over learning the concept being learnt e.g. the start if every day.
8. Start with small, simpler numbers and build up as the child becomes more confident.
9. Play maths games that support the skill being learnt and/or reinforce previous skills learnt.
10. Ask lots of open questions. Encourage the pupil to explain reason and talk through everything they do, in their own words.

**For more strategies go to Cambs SEND OAP toolkit using the following links –**

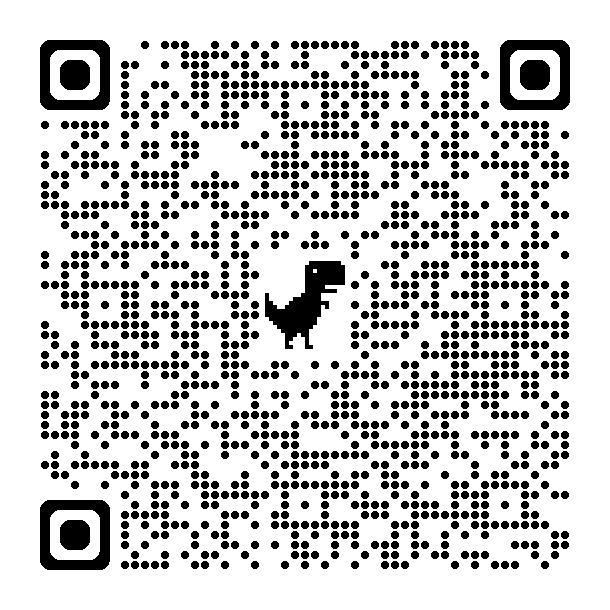
**Maths** - <https://www.cambslearntogether.co.uk/cambridgeshire-send/cambridgeshire-send-oap-toolkits/primary-and-secondary-send-oap-toolkit/cognition-and-learning/maths/strategies>

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**Reading** – <https://www.cambslearntogether.co.uk/cambridgeshire-send/cambridgeshire-send-oap-toolkits/primary-and-secondary-send-oap-toolkit/cognition-and-learning/reading/strategies>

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**Writing** <https://www.cambslearntogether.co.uk/cambridgeshire-send/cambridgeshire-send-oap-toolkits/primary-and-secondary-send-oap-toolkit/cognition-and-learning/writing/strategies>

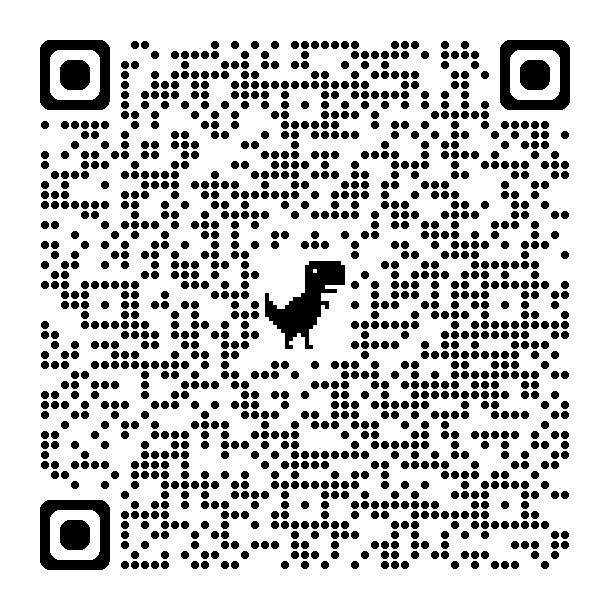


**Resources to support general learning difficulties –**

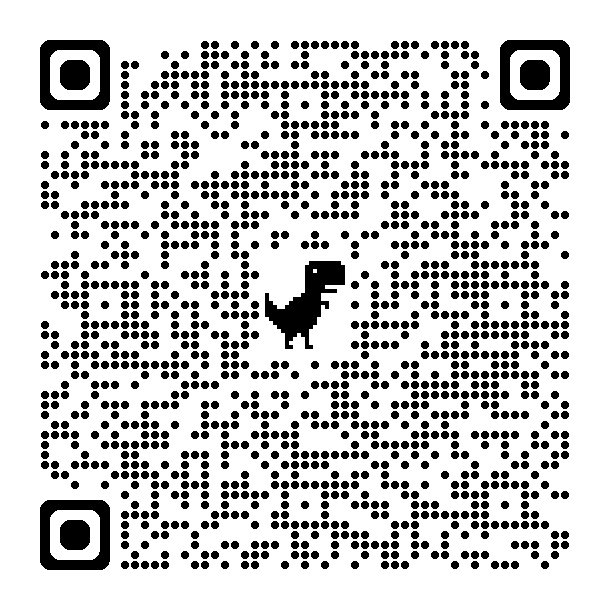
* 5 day High Quality teaching
* Metacognition strategies
* SEN Friendly Classroom checklist
* I pads to support numeracy/dyscalculia

**The Cambs SEND OAP Toolkit has a range of How to Guides**

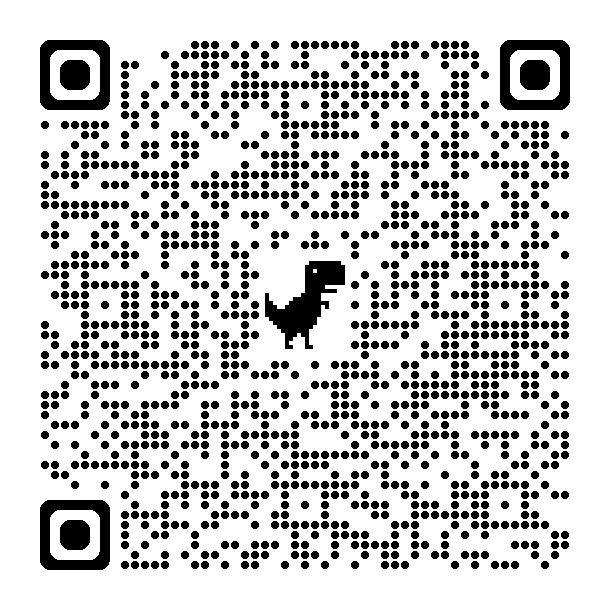
**Maths** - <https://www.cambslearntogether.co.uk/cambridgeshire-send/cambridgeshire-send-oap-toolkits/primary-and-secondary-send-oap-toolkit/cognition-and-learning/maths/how-to>



**Reading -** <https://www.cambslearntogether.co.uk/cambridgeshire-send/cambridgeshire-send-oap-toolkits/primary-and-secondary-send-oap-toolkit/cognition-and-learning/reading/how-to>



**Writing -** <https://www.cambslearntogether.co.uk/cambridgeshire-send/cambridgeshire-send-oap-toolkits/primary-and-secondary-send-oap-toolkit/cognition-and-learning/writing/how-to>

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**Strategies to support improving concentration**

1. Establish a set seat for the student that is ideally near the front with their backs to the majority of the class. Encourage pupils to pick sensible ‘role models’ that can work nearby.
2. Providing a ‘fiddler’ for the pupil to use during teacher input (blue-tac/squeeze ball). Together, decide rules for use e.g. must maintain eye contact with the teacher, must be put away during class work.
3. Ask the pupil to repeat single instructions back to you. Try to get them to show what they should be doing rather than simply ‘telling’ and reward prompt starts.
4. Avoid a ‘hands up if you can tell me…’ class discussion –use lolly sticks and talk partners
5. Use a timer or digital clock to help the pupil complete the task in a specified period of time.
6. Devise a private signal system to let the pupil know when they are off task and need to refocus.
7. Use visual prompts to remind pupil about the type of learning taking place and the class rules are used.
8. Use of task planners – to break task down into smaller chunks, pupil can tick off when completed.
9. Prevent the pupil getting ‘off-task’ by agreeing an allocated break within extended activities e.g. after 30 minutes.
10. Establish a quiet place away from distractions and busy displays where the pupil can work should they become overly excited or agitated.
11. Reduce ‘instructed time’ by providing mini challenges for the pupil to complete at the start or end of activities e.g. word or number puzzle/sorting/cutting etc.

**Resources to support attention and concentration**

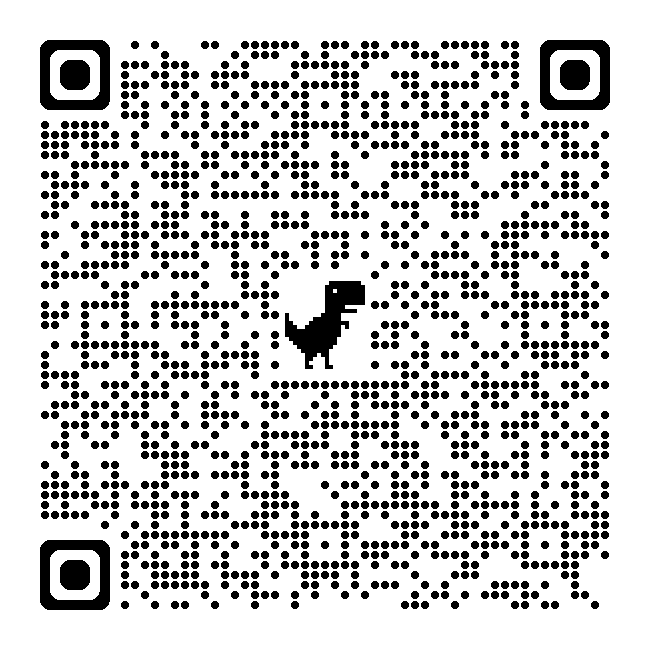
**Resources available in school to support**

* Time out cards, calming corners
* Sensory brain break exercises
* Activities to support attention and concentration

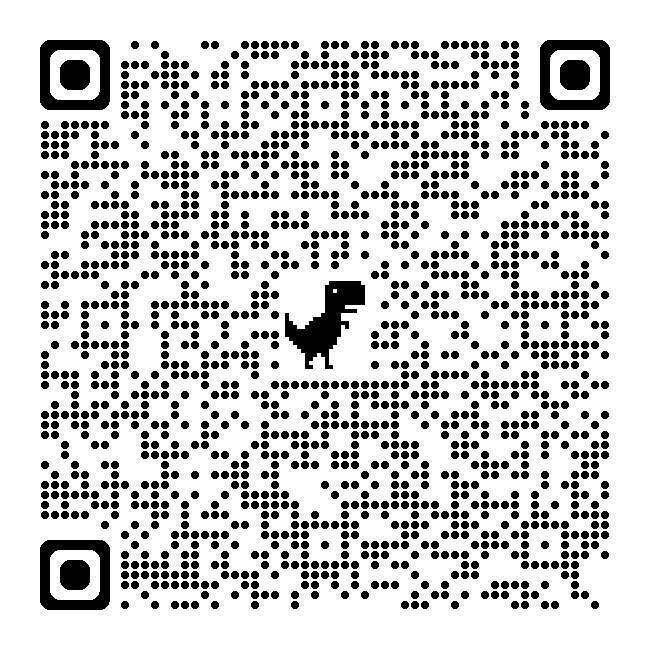
**Supporting Dyslexic tendencies**

**Identifying barriers and Understanding Needs –** Use the links to Cambs SEND OAP Toolkit to identify barriers –

**Reading** - <https://www.cambslearntogether.co.uk/cambridgeshire-send/cambridgeshire-send-oap-toolkits/primary-and-secondary-send-oap-toolkit/cognition-and-learning/reading/identifying-barriers-and-understanding-needs>



**Writing -** <https://www.cambslearntogether.co.uk/cambridgeshire-send/cambridgeshire-send-oap-toolkits/primary-and-secondary-send-oap-toolkit/cognition-and-learning/writing/identifying-barriers-and-understanding-needs>



**Resources available in school to identify barriers**

* Dyslexia checklist and strategies
* YARC reading test – see SENCo
* PhaB – Phonological Assessment Battery 2 – see SENCO
* GL Rapid Dyslexia Screener – see SENCO

**Strategies to support pupils with dyslexic tendencies -**

1. Give verbal instructions one at a time – ask pupil to repeat back to check understanding.
2. Stress key words when giving instructions
3. Back up instructions visually.
4. Ensure that at least one activity each lesson is as multi-sensory as possible (seeing, feeling, doing, discussing).
5. Sit pupil near the front facing the board.

**Reading**

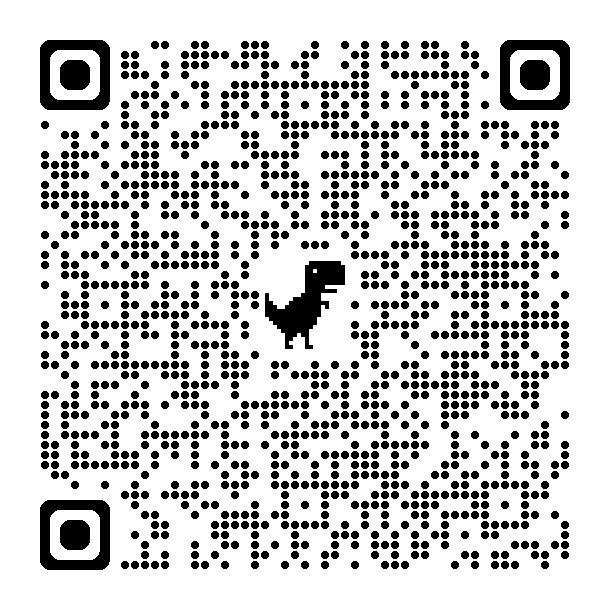
1. Avoid putting the pupil on the spot with reading out-loud. Encourage them to volunteer by having a system of support for words they do not know such as tapping the desk or hand signal.
2. Use pastel coloured backgrounds and blue/green and red pens on interactive whiteboard to reduce stark contrast and aid visual processing. Use a coloured overlay if the pupil complains that the text jumps around.
3. Use dyslexia friendly fonts for displays, worksheets etc.
4. Use highlighters in comprehension tasks to avoid having to look for information again.
5. Support reading by pairing pupils with a buddy.
6. Encourage pupils to ‘line-track’ with a ruler and cover large extracts of writing so that pupils look only at one paragraph/line at a time. Use a reading ruler to keep place while reading

**Writing**

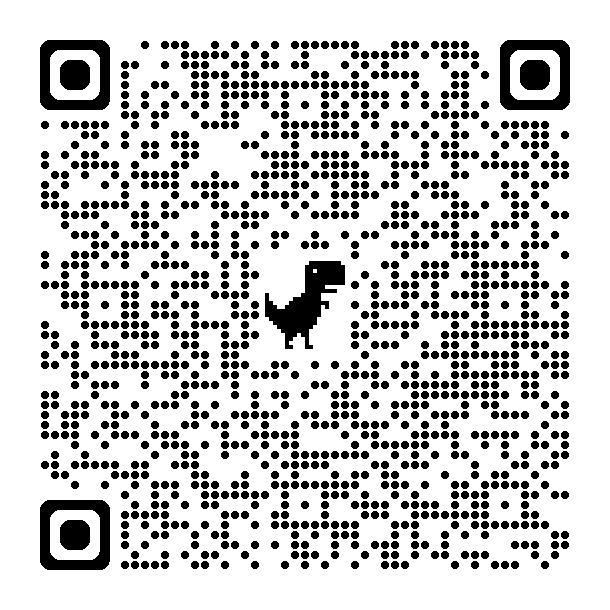
1. Scaffold writing with writing frames/grids/word lists etc. have a key vocabulary mat nearby during writing activities.
2. Use mind maps to organise and record ideas.
3. Have a visual nearby with letter/number formation reminders to help with reversals
4. Provide grapheme/phoneme correspondence mats with picture clues where possible
5. Minimise copying from the board.
6. Use drawing activities: mind mapping, flow charts, photocopied transcripts of notes, pre-prepared post-it with information the pupil can pick up and place on the page, print-off the power point slide for pupil to annotate.
7. Design worksheets so that the layout is uncluttered. Use buff or cream paper, large print (12-14 point) and a clear font such as Arial. Set information out in panels. Signpost sections with key words, symbols and pictures. Put important information in bold or colour.
8. Use alternatives for presenting ideas such as posters, PowerPoint or oral presentations, role play, mind-mapping, diagrams, matching labels to pictures etc.
9. Use a multi-sensory approach for spelling words – alphabet arc, chunky letters, writing in sand/foam, actions connected to tricky words or spelling games
10. Pair a pupil with another writer in the class who has different strength/weaknesses. E.g. pupil A has good ideas but struggles to record and pupil B has neater handwriting/spelling but lacks ideas.
11. Have mini whiteboards or a notepad at the desk to check if spelling looks right
12. Use mnemonics for spelling tricky words
13. Have a visual nearby for the different graphemes for vowel or consonant digraphs.
14. Use of I pads as alternative way of recording – e.g. talk to write function.
15. Provide the pupil with study packs – everything they need for each subject/lesson in a separate folder, plus pack of highlighter pens, post-it notes, a line tracker for following text, various sized card ‘windows’ to limit vision to one area of page, sticky labels to use to correct or conceal
16. Teach the pupil strategies to improve organisation, such as diaries, work plans, checklists of equipment they have to bring to school each day

**For more strategies go to Cambs SEND OAP toolkit using the following links –**

**Reading** – <https://www.cambslearntogether.co.uk/cambridgeshire-send/cambridgeshire-send-oap-toolkits/primary-and-secondary-send-oap-toolkit/cognition-and-learning/reading/strategies>



**Writing** <https://www.cambslearntogether.co.uk/cambridgeshire-send/cambridgeshire-send-oap-toolkits/primary-and-secondary-send-oap-toolkit/cognition-and-learning/writing/strategies>

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**Resources to support dyslexia**

**Resources available in school**

* Dyslexia Friendly Classroom – tips
* Use of iPads/assistive technology
* Spelling strategies
* Mnemonics
* Precision Monitoring
* ERT

**Processing/memory difficulties**

**Identifying barriers and Understanding Needs -** Use the document “Working memory Classroom guide “to identify barriers.

Characteristics can include -

* Rarely volunteering answers and sometimes not answering direct questions.
* Behave as though they have not paid attention, for example forgetting part or all of instructions or messages, or not seeing tasks through to completion.
* Frequently lose their place in complicated tasks that they may eventually abandon.
* Forget the content of messages and instructions
* Make slow academic progress during the school years, particularly in the areas of reading and mathematics.
* Difficulty remembering sequences of three or more numbers or unrelated words (e.g. *5, 9, 2, 6* or *cat, lion, kangaroo)*
* Difficulty remembering and successfully following lengthy instructions (e.g. *Put your sheets on the green table, arrow cards in the packet, put* *your pencil away, and come and sit on the carpet)*
* Difficulty keeping track of the place reached in the course of multi-level tasks (e.g. writing a sentence down either from memory or from the white board.

**Strategies to support pupils who have processing/memory difficulties**

* 1. Reduce the amount of material to be remembered by shortening the length of the task or the number of instructions given.
  2. When giving the pupil a new tasks/helping them learn new skills, do so based around familiar material that they can extend and develop.
  3. Use visual demonstrations or cues to help instructions become more memorable.
  4. Simplify language used in oral and written sentences (no more than two/three key words).
  5. Break down multi-step tasks into separate independent steps and allow the pupil to complete each step before giving next instruction.
  6. Provide visual or written checklists of the lesson/day/week for the pupil to tick as they complete each step. These can act as prompts for the child. Use memory aids that are kept close by the pupil and model how to use these often.
  7. Use aids for writing such as spelling word banks, posters, writing frames etc. Maths aids include number line, grids, fingers, cubes and checklists of steps.
  8. Use paraphrasing where you ask the pupil to retell you information/instructions in their own words and repeat.
  9. Do not ‘overload’ the pupil with information. Select the most important information for them to learn (e.g. number bonds) and go over this daily. Do not drop this newly learnt material; add to it as they get faster.

**Resources to support processing and memory difficulties**

**Resources available in school**

* Working memory Classroom Guide
* Classroom support for working memory

**Fine Motor skills and handwriting**

**Strategies to support fine motor skills**

1. Check seating – desktop should be at elbow height, pupil should be able to sit right back in their chair with knees bending back at right angles and feet flat on the floor. Put box or large book under feet if necessary
2. Use aids supplied – portable writing slope, clipboards to attach paper to, non-slip mats
3. Use of pencil grips and adapted handwriting pens.
4. Use a handwriting alphabet prompt and numeral formation guide at top of desk or in a fold out flap in pupil’s books.
5. Use larger-lined book or paper, columns or boxes to place numbers in, squared paper.
6. If the pupil needs to work through a series of questions, help them keep their place by using a paperclip or blob of blu-tac to indicate which question they are on.
7. Provide pre-prepared formats (diagrams, charts and graphs) on which the pupil can record information.
8. Teach the pupil to talk themselves through visual and spatial tasks – e.g. learn verbal model for letter formation(‘b - start at top, down, up, round’) down’,
9. Seat the pupil away from distractions with plenty of space each side of them – the pupil should have writing arm on the outside edge of shared table. The pupil should be able to see the teacher without turning their body
10. Choose resources that don’t require manipulation (e.g. number line rather than counters in maths)
11. Colour code spatially confusable items e.g. x sign in one colour, + sign in another
12. Allow ample rest periods as concentration and motor effort is demanding and the pupil is easily fatigued.
13. Provide opportunities to use alternatives for writing e.g. typing.
14. Provide opportunities for fine motor skill exercises e.g. cutting along lines, shapes etc., finger gym using tweezers to pick up beads, playdough to warm up fingers ( see resources section for support)

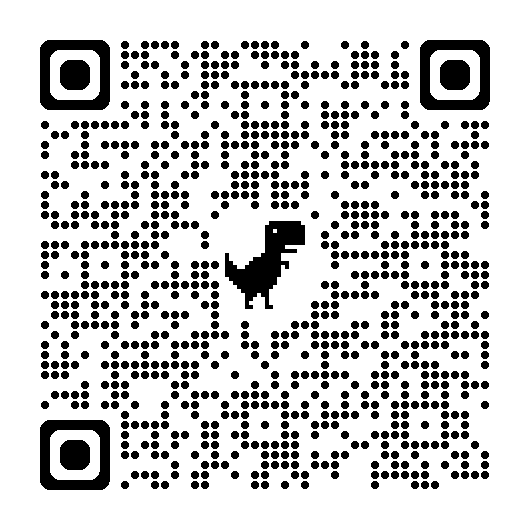
**Resources to support fine motor skills and handwriting**

**Resources available in school**

* Fidgety fingers activities – to develop fine motor skills, includes warm up exercises.
* Bubble handwriting
* Write from the start
* Analysis of writing skills

**For more information and ideas for strategies, please go to Cambridge Occupational Therapy website –**

[**https://www.cambscommunityservices.nhs.uk/cambridgeshire-children's-occupational-therapy**](https://www.cambscommunityservices.nhs.uk/cambridgeshire-children's-occupational-therapy)

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**ADHD**

**Identifying barriers and Understanding Needs –**

Signs and symptoms **may** include –

**Inattention** –

* Does not pay attention.
* Fails to finish tasks.
* Cannot organise.
* Avoids sustained effort.
* Loses things - is ‘forgetful’
* Easily distracted.

**Hyperactivity**

* Fidgets.
* Leaves seat in class.
* Runs/climbs excessively.
* Cannot work quietly.
* Always ‘on the go’.
* Talks excessively.

**Impulsivity**

* Talks excessively.
* Blurts out answers.
* Cannot wait their turn.
* Interrupts others.
* Intrudes on others.

**Strategies to support pupils with ADHD**

Organisation –

1. Provide a predictable routine – visual timetable and pupil checklists
2. Have an uncluttered environment.
3. Give visual warnings for transitions – 5 minute sand timer or countdown clock
4. Give time guidelines for work – e.g. work on plan for 10 minutes, write for 15 minutes and then check over for 5 minutes
5. Use strategic seating position – away from windows, doors and other pupils who distract.
6. Have a workstation or quiet area for independent work that is away from distractions and has organisational tools e.g. checklists, task planners, and success criteria.
7. Build movement breaks into the routine e.g. take a message to another class, move seats mid task, and hand out equipment.
8. Set short, achievable tasks.
9. Use colour coding or visuals to support organization.

Behaviour Management (see also ASD and SEMH section)

1. Have simple classroom rules on display with visuals to support understanding.
2. Give specific praise – e.g. well done for finishing all five sentences rather than just well done.
3. Give immediate praise or consequences linked to behaviour.
4. Give pupils time to reflect on behaviour and allow calming down time in an agreed safe space.
5. Praise effort as well as work produced.
6. Give frequent feedback

Impulsivity

1. Minimize waiting times – give an activity to do while the pupil is waiting for something.
2. Give quick non- confrontational feedback when pupils shouts out e.g. hands up card
3. Give lots of reinforcement for positive behaviours
4. Set up a contract to outline expectations of behaviour
5. Use visual prompts as a reminder of expected behaviour

Hyperactivity

1. Use a sit and move cushion.
2. Use fiddle toys during listening activities.
3. Give breaks between activities.
4. Vary task types – physical movement tasks, relaxing tasks, noisy and quiet tasks.
5. Chunk tasks into shorter pieces – use a task planner so pupils can tick off when a section is completed.

**Resources to support ADHD**

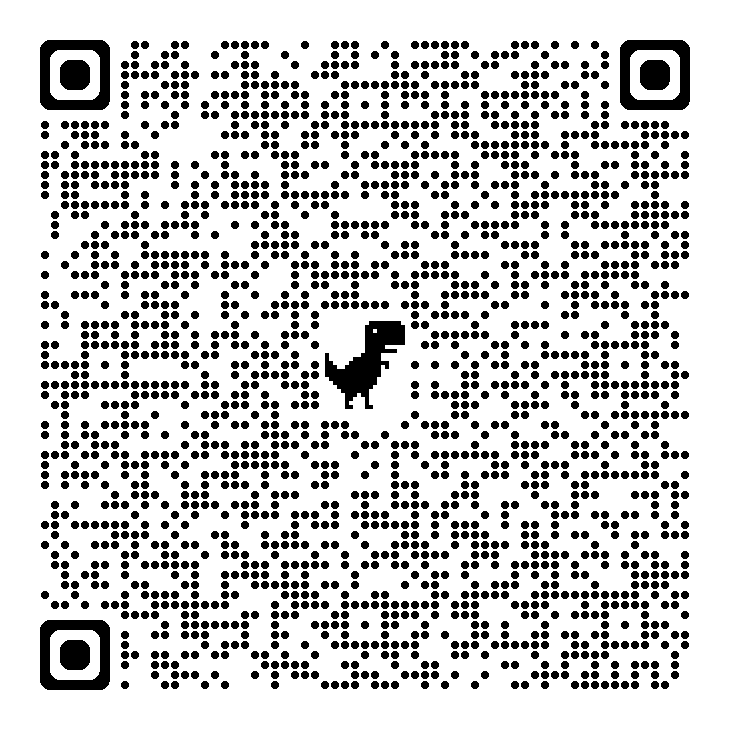
**Resources available in school**

* Ideas for Brain breaks
* Sensory brain break exercises
* Activities to support attention and concentration

Please see SEMH and ASD sections for strategies and resources to support social and emotional needs.

**Autistic Spectrum Disorder/Condition**

**Identifying barriers and Understanding Needs –** Use the links to Cambs SEND OAP Toolkit to identify barriers and to understand range of needs, in the following – <https://www.cambslearntogether.co.uk/cambridgeshire-send/cambridgeshire-send-oap-toolkits/primary-and-secondary-send-oap-toolkit/autism-social-communication-speech-language-and-communication/autism-and-social-communication-asc/identifying-barriers-and-understanding-needs>



Resources in school:

* AET Sensory assessment checklist
* AET Progression framework

**Strategies to support pupils with ASD/ASC**

**Classroom strategies -**

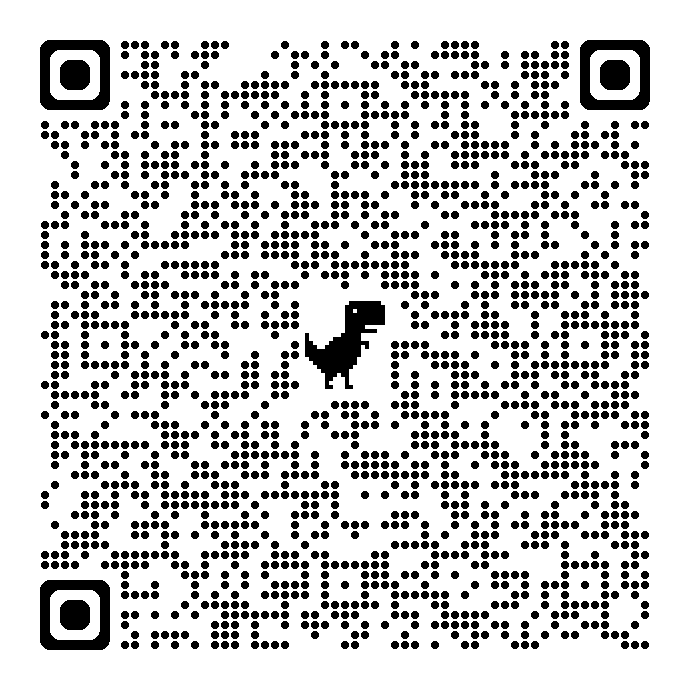
1. Use a visual timetable and picture cues for the pupil to refer to. This can be placed in front of the child or at the front of the room.
2. Teach and use very clear classroom routines e.g. lining up for assembly, equipment check, holding an object when it is time to talk.
3. Set tasks with clear goals e.g. write three sentences/answer 5 questions etc. rather than write about…
4. Use task planners with clear end point.
5. Use the pupils name before giving an instruction or asking a question.
6. Prevent repetitive questioning or comments during class discussion by giving the pupil a set of number cards to give you each time they wish to contribute to discussion. When the cards are gone, no more questions!
7. If in a group, give clear roles to each member to ensure all children are clear with their responsibility.
8. Use immediate and individualised reward systems that appeals to the pupils interests e.g. collecting a number of points to receive time focusing on a particular hobby (needs to be structured time and not free time!)
9. If the pupil becomes anxious, allow him/her to remove themselves to an agreed calm-down area, have a sensory break.
10. Seat the pupil in an area away from distractions and busy displays in the classroom.
11. Use a calm voice and do not speak too loudly.
12. Avoid abstract language.
13. Use explicit and unambiguous language.
14. Provide processing time when asking a question or giving instructions. Check for understanding and repeat instructions if necessary.

**Identifying behaviours and specific strategies**

|  |  |  |
| --- | --- | --- |
| **BEHAVIOUR** | **AFFECTS** | **STRATEGIES** |
| **Misreading of social situations and social communication** | * Lack of friendships * Arguments with peers * Alienation from peers * Exclusion from social groups * Preferring complex language / words rather than everyday language / words * Difficulty with non-literal language * Difficulty understanding social etiquette * Lack of interest in other people * Difficulty reading others thoughts and feelings * Taking phrases such as “my mum’s going to kill me when I get home” literally * Problems understanding exam questions | * Use rules to teach social skills – make sure they are clear, unambiguous and logical * Ensure consistency in consequences * Teach pupils the more subtle forms of communication – tone of voice, body language * Use language that is literal and explain language that is ambiguous * Practise intonation to understand how the same sentence can have a different meaning * Practise conversational skills such as taking it in turns to speak. * Teach pupils to read the facial expressions of emotions * Teach appropriate use of eye contact but do not force the use of eye contact. * Provide extra support for exams (exam questions can be ambiguous) * Don’t make assumptions about what they understand – check |
| **Being rude, disrespectful and defiant** | * Alienation from staff * Alienation from peers * Difficult reputation within school | * Understand pupils are not being rude when they state their case or use clever language * Offer consistent choices and consequences * Refer back to consistent rules and boundaries * Offer a sense of humour |
| **Being angry** | * Harm to self * Harm to others * Difficult reputation within school * Alienation from staff * Alienation from peers | * Learn to read their signs of becoming angry– e.g. finger tapping, rocking or humming and intervene before they become angry * Distract the pupil with a task / errand * Ask them to explain * Stay close so they know you are there for them * Ask them to draw in cartoon form the problem – this can be referred to later * Go for a walk with them * When they are calm make a plan to prevent the same thing happening again * Don’t make a big deal of the incident as this will affect how their peers treat them * Use of social stories and 5 point Incredible Scale. |
| **Being anxious** | * Fearful of new situations * Fearful of change * Withdrawal from new experiences and opportunities * Difficulty with school trips * Difficulty with supply teachers * Difficulty with new students * Inflexible * Repeatedly asking the same question | * Plan ahead and prepare for the day – visually and vocally * Talk through any changes to the day’s routine * Meet once or twice daily to explain any changes * Ask them to write their question down – write your answer. * Encourage them to list their worries and show them to you * Have an allocated member of staff who is the pupil’s trusted adult and who meets regularly with them |
| **Being highly stressed and emotional** | * Withdrawal from school life * Angry outbursts * Tearful | * Allow time out * Use of sensory room * Sensory breaks and movement breaks. |
| **Being obsessed with something** | * Alienation from peers * Withdrawal from new experiences * Refusal to follow instructions * Not adhering to conversational etiquette | * Be clear about what the rules are around this area * Use the pupil’s knowledge to teach others * Raise the pupil’s self-esteem by asking the class to test them on the subject * Use this obsession as a tool to calm down in times of stress * Use this obsession as a reward * Don’t treat the obsession as problem, create boundaries and rules around its appropriate use * Be creative with ideas about the obsession and how it can be put to use – it may lead to a future career |
| **Sensitivities** | * Anxiety * Angry outbursts * Refusal to follow instructions | * Make allowances for the pupil’s sensitivity to light / sound / touch, e.g. ear defenders, separate desk, own possessions * Prepare them for out of the ordinary sounds e.g. a fire drill * Sensory activities built into timetable. |
| **Being rigid** | * Refusal to follow instructions | * Use timers to clarify how long they have on a task or to follow instructions * Don’t get involved in a ‘battle of wills’ – give choices and consequences * Use Now and Next strategies. * Use of task planners. * Explain the rules and boundaries – be consistent * On most occasions the school needs to fit around the child rather than the other way round |
| **Difficulty working in a group** | * Anxiety * Alienation from peers | * Don’t say “get into groups” – organise the groups first * Give everyone in the group a task and / or a role |

**For more strategies go to Cambs SEND OAP toolkit using the following links –**

<https://www.cambslearntogether.co.uk/cambridgeshire-send/cambridgeshire-send-oap-toolkits/primary-and-secondary-send-oap-toolkit/autism-social-communication-speech-language-and-communication/autism-and-social-communication-asc/strategies>



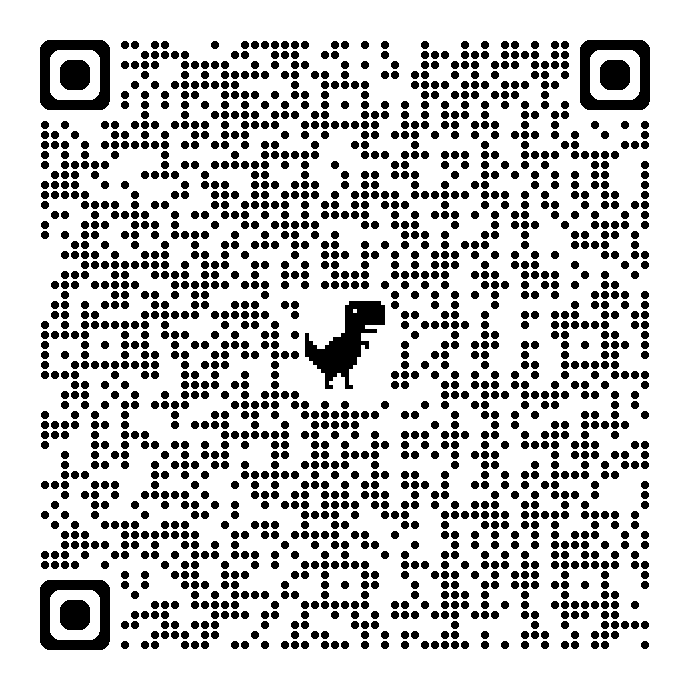
Resources to support pupils with ASD –

**Resources available in school**

* Now and Next Strategy
* Comic Strip conversations
* Picture of Me
* Sensory check lists
* Sensory activity cards
* Sensory brain breaks
* Supporting ASD pupils through transition

**The Cambs SEND OAP Toolkit has a range of How to Guides –**

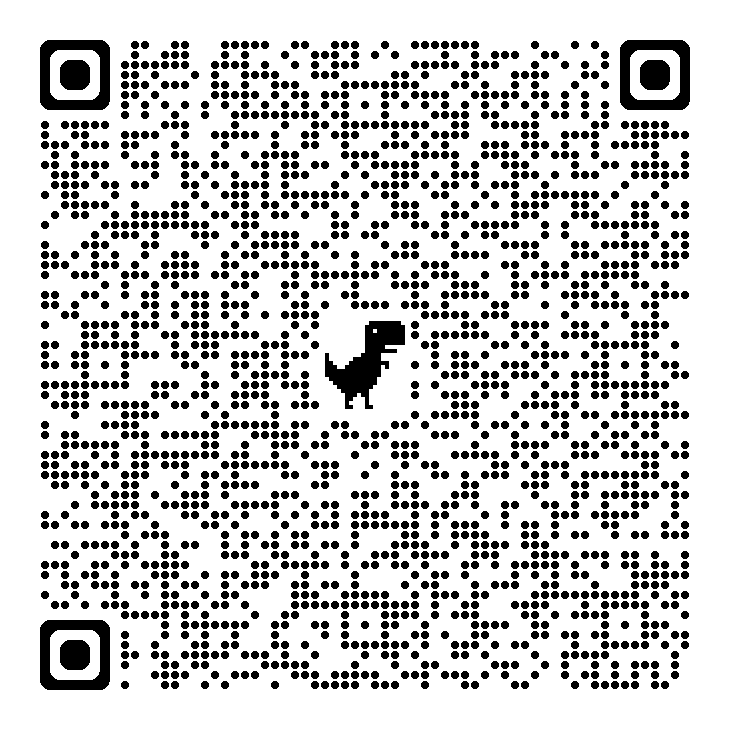
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**Speech, Language and Communication**

**Identifying barriers and Understanding Needs –** Use the links to Cambs SEND OAP Toolkit to identify barriers –

<https://www.cambslearntogether.co.uk/cambridgeshire-send/cambridgeshire-send-oap-toolkits/primary-and-secondary-send-oap-toolkit/autism-social-communication-speech-language-and-communication/speech-language-and-communication-slc/identifying-barriers-and-understanding-needs>



**Strategies to support Speech and Language difficulties**

**Supporting receptive language**

1. Use pupil’s name first to gain attention or cue them in visually.
2. Reduce and simplify language when giving instructions or input.
3. Give instructions in short sentences, one at a time.
4. Provide as much visual support as possible when giving instructions e.g. diagrams, objects.
5. Pre-teach any vocabulary needed to understand and access activities for that week. Display key vocabulary around the room and highlight any key words on worksheets.
6. Reinforce key words with word searches/crosswords and word games/rhymes etc.
7. Give the pupil at least 10 seconds of ‘thinking time’ about their response before answering a question. Position last in turn taking activities and encourage ‘pair share’ where the pupil can discuss ideas before contributing to group discussion.
8. Support the pupil when reading in class by modifying texts – e.g. by using shorter sentences, summarising texts, putting keywords in bold print, presenting texts as pictures/diagrams etc.

**Supporting expressive language**

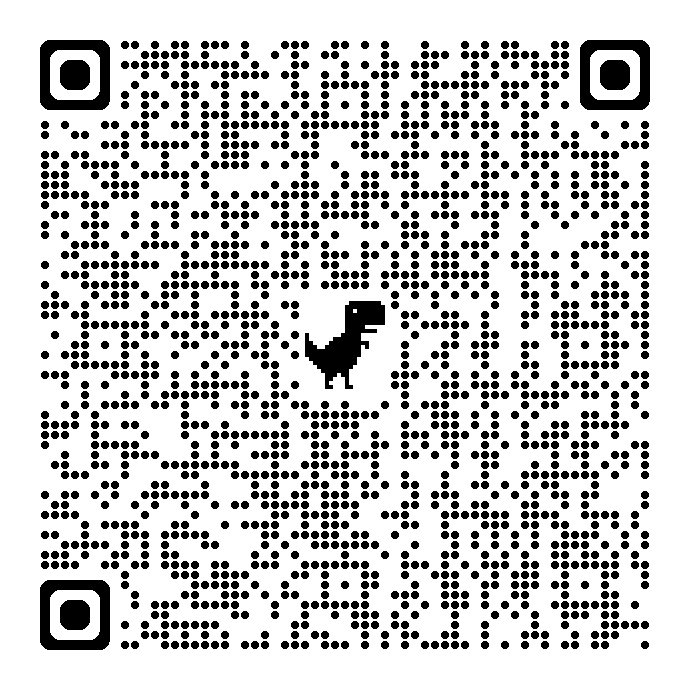
1. Provide many opportunities for pupils to practise talking e.g. group work, talk partners.
2. Model the correct language back to the student when mistakes are made by repeating back the correct form e.g. pupil - ‘they is going science next’, model; ‘oh they are going to science next.’
3. Encourage pupils to model language by repeating instructions for a partner to follow.
4. Encourage longer sentences to help the pupil explain through providing selected connectives to use and model how to do this successfully.
5. Ask open questions to encourage a greater range of response.
6. Provide word banks around key topics.
7. Support word finding difficulties by teaching students a wide range of words robustly. This can include exploring the meaning and sounds within words

**Strategies to support teaching new vocabulary or facilitating word retrieval skills.**

1. Ensure the pupil hears new wordsmany times in different ways / situations
2. Avoid presenting word definitionsimmediately yourself – this places the pupil in a passive role and means lasting learning is less likely to occur. Encourage the pupil to predict or guess what a word might mean on the basis of its use in context.
3. Relate new wordsto things the pupil already knows to encourage connections between new and previous knowledge e.g. “you’re right it is an instrument that looks a bit like a guitar, it’s called a violin”
4. Help the pupil incorporate new words into their expressive vocabularyby setting up tasks where they use the words in a meaningful way. E.g. If teaching the target words sink/float the pupil can be asked to describe what is happening during an appropriate experiment– “the brick is sinking”.
5. Sort words into categories when teaching vocabulary to help pupils understand it more easily.
6. Use a vocabulary wordbook – divided into topics and record new words that are taught in each lesson. This can be used to refer back to as a revision aid.

**For more strategies go to Cambs SEND OAP toolkit using the following links –**

<https://www.cambslearntogether.co.uk/cambridgeshire-send/cambridgeshire-send-oap-toolkits/primary-and-secondary-send-oap-toolkit/autism-social-communication-speech-language-and-communication/speech-language-and-communication-slc/strategies>

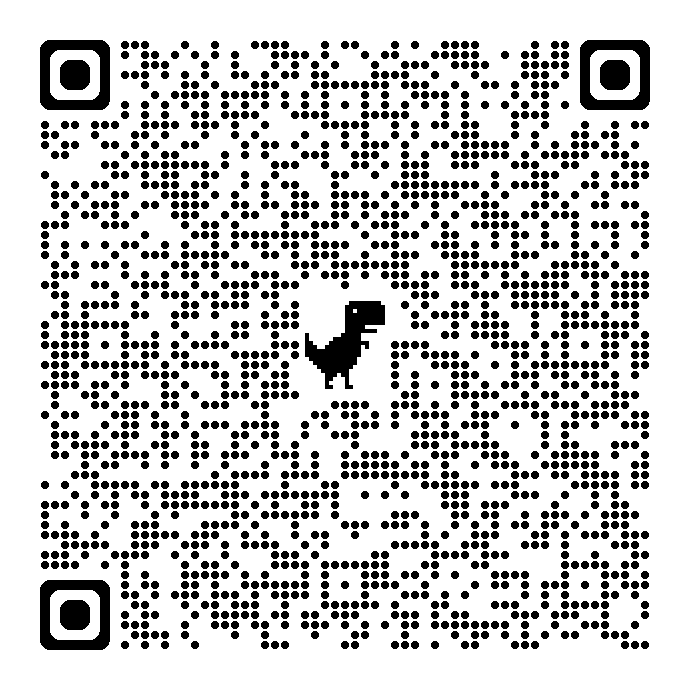
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Resources to support pupils with speech and language difficulties –

**Resources available in school**

* Colourful semantics
* Language for Thinking intervention
* Word Webs
* Widget

**The Cambs SEND OAP Toolkit has a range of How to Guides –**

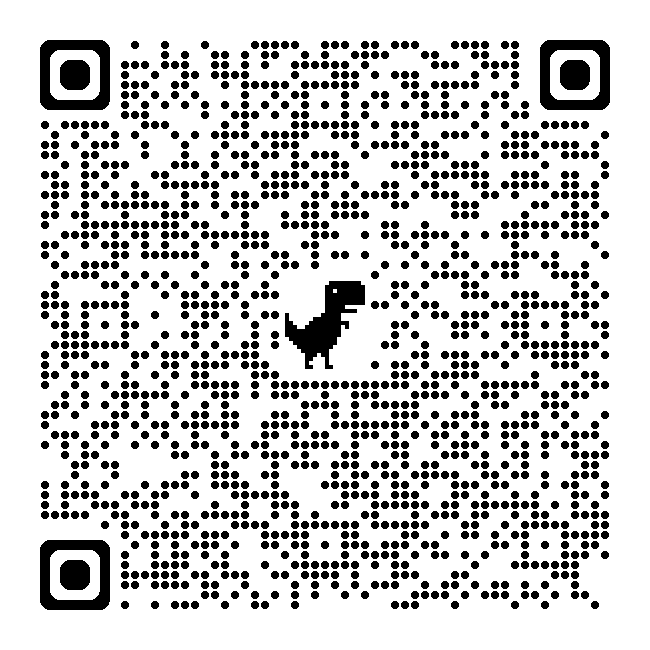
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**Social, Emotional and Mental Health difficulties**

**Identifying barriers and Understanding Needs –** Use the links to Cambs SEND OAP Toolkit to identify barriers –

<https://www.cambslearntogether.co.uk/cambridgeshire-send/cambridgeshire-send-oap-toolkits/primary-and-secondary-send-oap-toolkit/social-emotional-and-mental-health-semh/identifying-barriers-and-understanding-needs>



**Strategies to support SEMH.**

1. Take special steps to build a strong relationship with the pupil:

* Take extra care to greet the pupil each day and say a word or two individually to them
* Have lunch with the pupil from time to time.
* Invite the pupil to help you with daily tasks
* Listen without giving advice or opinions; show that you understand how the pupil feels …’That must have made you very angry/upset’
* When things go wrong, reject the behaviour, not the pupil … ‘This is not the behaviour I expect to see from someone as kind and helpful as you’
* Don’t be afraid to tell the pupil you like them and that what happens to them matters to you …’You really matter to me and it’s important to me that you do well this year

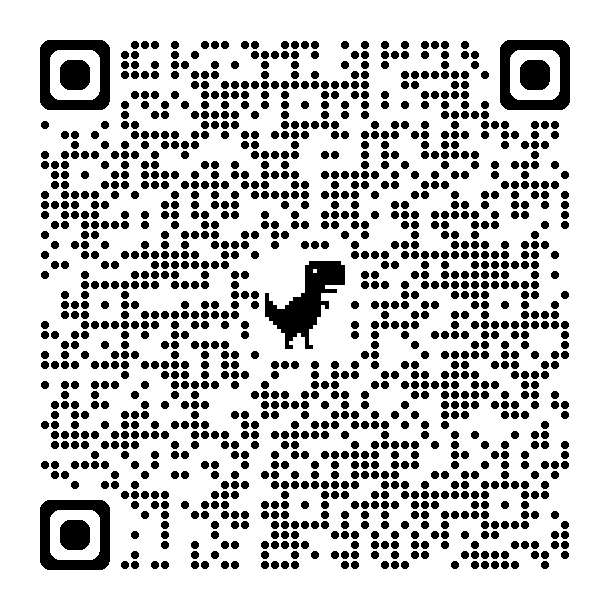
1. Take steps to build the pupil’s self-confidence:
   * + Find out what the pupil knows about or is good at, and have them share this with the rest of the class or school
     + Give the pupil responsibilities, for example job in the classroom, helping those who are new to the school
     + Help the pupil keep records of new things they learn and can do
     + Ask the pupil to support another pupil with their work
     + Photocopy good pieces of work for the pupil to take home e.g. Brilliant Book,
2. Provide an agreed calm place in the classroom or outside for pupil to access when needed. If pupil becomes fraught/anxious, allow him/her to remove self to an agreed calm-down area.
3. Offer clear choices for the pupil and be consistent with consequences.
4. Break tasks down into small chunks to help keep the pupil focused and motivated. Make sure the pupil is clear about the task being set and praise small ‘right choices; such as sitting still, listening carefully or getting started.
5. Make tasks short, with frequent breaks and provide opportunities for the pupil to move around.
6. Set tasks with clear goals, outputs and timescales
7. Remember that pupils (and adults) who are stressed find it hard to take in and remember complex information; make instructions short and clear. When a pupil is experiencing emotional turbulence or anxiety, provide low-key tasks and increased structure and predictability in the classroom environment
8. Teach/use clear classroom routines, e.g. visual timetable.
9. Display classroom rules and routines for pupils to refer to. Illustrate them visually – for example, use a traffic light system to indicate whether pupils can talk or not, or symbols for different noise levels (partner voices, group voices, classroom voice, playground voices).
10. Expect to teach a pupil specific behavioural skills e.g. how to ask for help
11. Make an effort to ‘catch the pupil being good’ and praise them. Aim for a ratio of four positive comments to one negative and teach the pupils how to reward themselves: ‘you managed to concentrate on your work very well just then: it means you have got more done’.
12. Enhance access to ICT - use of the internet to research a topic, access to predictive word processing software and on-screen word grids to support writing, opportunities to create presentations
13. To help a pupil work independently:

* actively teach core routines for certain tasks, support the pupil to practise them with progressively less help until they can quickly tell you and show you what they have to do if you ask them to do that type of task
* give independent tasks that have previously been modelled for the whole class
* give clear guidelines: ‘I expect you to have produced at least three lines by ten past ten; I will be asking you then to share these with your writing partner’
* use visual prompts in the form of pictorial task cards
* provide support in the form of writing frames, word mats, relevant classroom displays, and prompts such as a card with ideas for ‘Five things to do if you are stuck with your work’

1. Organise time – perhaps during registration - for a TA to chat with the pupil, giving them a chance to talk about anything that may be troubling them and get themselves ready for learning
2. Ask another pupil or a small group to buddy the pupil who is having difficulties, praising them when they achieve easily reachable behavioural targets
3. Use the TA’s skills to model, coach and reinforce group-work skills when the pupil is working collaboratively with other pupils.

**For more strategies go to Cambs SEND OAP toolkit using the following links –**

<https://www.cambslearntogether.co.uk/cambridgeshire-send/cambridgeshire-send-oap-toolkits/primary-and-secondary-send-oap-toolkit/social-emotional-and-mental-health-semh/strategies>



Resources to support pupils with SEMH–

**Resources available in school**

* There’s a Volcano in my Tummy
* The 5 point Incredible Scale
* Therapeutic Treasure Chest resources
* Bounce Forward intervention
* My Hidden Chimp Book

**The Cambs SEND OAP Toolkit has a range of How to Guides**

<https://www.cambslearntogether.co.uk/cambridgeshire-send/cambridgeshire-send-oap-toolkits/primary-and-secondary-send-oap-toolkit/social-emotional-and-mental-health-semh/how-to>

