

Table 3.1 Meeting the needs of pupils with high incidence SEN

Communication and interaction	Cognition and learning
<p><b>Which children:</b> Speech, language and communication needs (SLCN), Specific learning difficulties (SpLD), Autistic spectrum disorders (ASD), hearing impaired (HI)</p> <p><b>Barriers to learning:</b></p> <ul style="list-style-type: none"><li>• Difficulty with communication because they don't understand what others have said, or they can't form sounds, words or sentences (SLCN) (HI)</li><li>• Difficulty recognising words, difficulty with fine motor skills (writing) and coordination (SpLD)</li><li>• Difficulty with comprehending/understanding some communication and instructions (masked by learned phrases or echoing what a teacher says) (ASD)</li><li>• Difficulty with social interaction and imagination (ASD)</li><li>• Easily distracted, cannot cope with any change in routine, and gets upset by certain stimuli, e.g. loud noise (ASD)</li></ul> <p><b>Strategies to meet needs:</b></p> <ul style="list-style-type: none"><li>• Use shorter sentences</li><li>• Speak clearly and avoid speaking too quickly</li><li>• Pair the pupil up with another peer who is a good language role model, and with a supportive group of friends</li><li>• Give the pupil simple messages to take to other peers or staff (verbal and written)</li><li>• Use open questioning, giving pupils time to respond</li><li>• Read aloud and use commentary to improve pupils' listening skills</li><li>• Use discussion and visual cues (symbols, pictures, photographs) to support written communication</li><li>• Use props to encourage pupils to talk more, e.g. telephone, audio recorders, digital camera, digital video camera, iPad</li><li>• Engage the pupil in sequencing and matching activities to develop language</li></ul>	<p><b>Which children:</b> Moderate learning difficulties (MLD), Severe learning difficulties (SLD), Profound and multiple learning difficulties (PMLD), Specific learning difficulties (SpLD)</p> <p><b>Barriers to learning:</b></p> <ul style="list-style-type: none"><li>• Difficulties with reading, writing, spelling and number; poor coordination; poor concentration and lack of spatial awareness; mismatch between achievement and ability; poor behaviour as a result of being a frustrated learner (SpLD)</li><li>• Learn at a slower pace; difficulty acquiring basic skills in literacy and numeracy; difficulty understanding concepts; low self-esteem; some language delay; poor concentration; underdeveloped social skills; (MLD, SLD)</li><li>• Poor self-help skills; poor coordination and perception; severe and multiple learning difficulties with physical or sensory impairment (PMLD)</li></ul> <p><b>Strategies to meet needs:</b></p> <ul style="list-style-type: none"><li>• Give extra time where needed, allowing pupil to work at own pace</li><li>• Break learning and tasks down into smaller steps</li><li>• Give step-by-step instructions and write down homework for them</li><li>• Model what you want the pupil to do (demonstration)</li><li>• Provide breaks between learning tasks</li><li>• Support written tasks with mind maps, writing frames, prompt cards, word lists, visual prompts, symbols</li><li>• Check pupil's understanding by asking them to repeat back what you have said and asked them to do, and to say what they have learned in the lesson</li><li>• Allow pupils to present their work/responses in a range of ways to writing, e.g. using multi-media, ICT</li><li>• Utilise a range of multi-sensory teaching and learning approaches (VAK)</li></ul>

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<ul style="list-style-type: none"> <li>• Teach language skills through games, e.g. 20 questions, role play, guessing games using verbal cues, hot seating</li> <li>• Provide a quiet area for talking and listening activities in the classroom</li> <li>• Provide key vocabulary and word lists</li> <li>• Pre-tutor a pupil before a lesson to familiarise them with new vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Give immediate positive praise and feedback to reward effort/outcomes</li> <li>• Provide opportunities for over-learning to consolidate, use peer-to-peer tutoring</li> <li>• Give pupils sufficient thinking time to process information</li> <li>• Enable pupils to work in pairs, in a small group, independently, and whole class</li> </ul>
Social, emotional and mental health difficulties	Sensory and/or physical needs
<p><b>Which children:</b> Attention deficit disorder (ADD), Attention deficit hyperactivity disorder (ADHD), Obsessive compulsive disorder (OCD),</p> <ul style="list-style-type: none"> <li>• Oppositional defiance disorder (ODD), Autistic spectrum disorders (ASD), including Asperger's syndrome and autism, bipolar disorder, anxiety disorder</li> </ul> <p><b>Barriers to learning:</b></p> <ul style="list-style-type: none"> <li>• Immature social skills, difficulty in making friends, withdrawn, socially isolated</li> <li>• Challenging, disruptive or disturbing behaviour; aggressive behaviour</li> <li>• Depression, mood swings</li> <li>• Self-harming, eating disorders, substance misuse</li> </ul> <p><b>Strategies to meet needs:</b></p> <ul style="list-style-type: none"> <li>• Consistently apply classroom/school rules for behaviour</li> <li>• Model good behaviour for learning, and pair the pupil up with a positive peer role model</li> <li>• Incorporate turn taking cooperative learning activities in lessons</li> <li>• Give one instruction and one task at a time, don't overwhelm the pupil</li> <li>• Catch the pupil being good, use positive praise, focus on the pupil's strengths, talents and interests</li> <li>• Defuse confrontation with humour, change the subject, send the pupil on a message, give them a classroom responsibility</li> <li>• Provide time-out in a quiet calm distraction-free area of the classroom</li> </ul>	<p><b>Which children:</b> Visually impaired (VI), Hearing impaired (HI), Multi-sensory impaired (MSI), Physical disability (PD)</p> <p><b>Barriers to learning:</b></p> <ul style="list-style-type: none"> <li>• Limited mobility, physical tiredness due to side effects of medication or medical condition, poor concentration (PD)</li> <li>• Unable to distinguish or hear sounds and speech (HI)</li> <li>• Unable to see fully or partially (VI)</li> <li>• Unable to see, hear or speak (MSI)</li> </ul> <p><b>Strategies to meet needs:</b></p> <ul style="list-style-type: none"> <li>• Ensure pupils can see the interactive whiteboard, TV, PC monitor who don't have a VI</li> <li>• Use a visualiser, enlarged text, or put text onto an audio player for those with VI</li> <li>• Dim bright light to reduce glare, use window blinds, or re-seat pupil (VI)</li> <li>• Provide a reader, where appropriate (VI)</li> <li>• Produce written text in a range of alternative multi-media formats</li> <li>• Provide extra time for completing tasks and tests</li> <li>• Face HI pupils when speaking so they can lip read</li> <li>• Use a hearing loop/lapel microphone for HI pupils</li> </ul>

(Continued)

**Table 3.1** (Continued)

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<ul style="list-style-type: none"> <li>• Provide them with anger management strategies, e.g. count to 10, deep breathing, use a stress ball, sit on hands</li> <li>• Seat pupil at the front of the classroom away from busy areas and distractions, e.g. away from windows or doors</li> <li>• Use non-verbal cues to deal with minor behaviour, e.g. raised eyebrows, being silent, making eye contact, using symbols, e.g. thumbs up, thumbs down; traffic light colours for mood, understanding</li> <li>• Incorporate social stories in lessons, where appropriate, to help them understand feelings, develop empathy</li> <li>• Use role play, hot seating, drama activities</li> <li>• Develop their resilience, it is OK to make mistakes, adopt a fresh start and 'can-do' approach</li> <li>• Use visual timetables, symbols, pictorial instructions</li> <li>• Prepare pupils in advance for any change in routines</li> <li>• Make teacher expectations clear</li> <li>• Provide access to multi-media technology for task completion</li> </ul>	<ul style="list-style-type: none"> <li>• Use subtitles on TV, video clips, and provide written transcripts (HI)</li> <li>• Make use of visual or talking timetables and pre-tutoring (HI, VI)</li> <li>• Ensure any misunderstandings, mistakes or misconceptions are dealt with sensitively and positively in the classroom</li> <li>• Give breaks between learning activities</li> <li>• Ensure safe movement around the classroom for wheelchair users (PD)</li> <li>• Ensure learning resources for pupil use are accessible and clearly labelled (PD, VI)</li> <li>• Seat pupils at the front of the class, away from busy areas (doors, windows) to avoid distractions, background noise</li> <li>• Pair pupils up with other peers, enable them to work in a supportive group of peers (VI, HI, MSI, PD)</li> </ul>