

<p align="center">Attention Deficit Hyperactivity Disorder ADHD</p> <p>Follow link for more details: Attention deficit hyperactivity disorder (ADHD) - NHS (www.nhs.uk)</p>	<p align="center">Autistic Spectrum Disorder/Condition ASD/ASC</p> <p>Follow link for more details: Autism - NHS (www.nhs.uk)</p>	<p align="center">Oppositional Defiant Disorder ODD or traits/behaviour management strategies</p> <p>Follow link for more details: Oppositional Defiant Disorder (ODD) – Signs, Symptoms & Treatment (nationwidechildrens.org)</p>	<p align="center">Sensory (hearing/visual) impairment</p> <p>Follow link for more details: HI - Hearing loss - NHS (www.nhs.uk); National Deaf Children's Society Supporting deaf children (ndcs.org.uk) VI - Blindness and vision loss - NHS (www.nhs.uk); Navigation - for resources for education professionals RNIB; Accessibility tools for vision - Microsoft Support</p>	<p align="center">Speech & Language Difficulties</p> <p>Follow link for more details: Speech and language difficulties (Sp&LD) The Good Schools Guide</p>
<ul style="list-style-type: none"> ○ Signal the start of a lesson with an agreed cue and outline your learning and behaviour expectations. ○ List the activities of the lesson on the board and return to the learning outcomes in mini-plenaries throughout the lesson. ○ Tell students exactly what materials they'll need for each task. ○ Establish eye contact with students when sharing key information or giving instructions. ○ Keep instructions simple and structured. ○ Vary the pace and include different kinds of activities. ○ Many students with ADHD do well with competitive games or other activities that are rapid and intense. ○ Break longer tasks up into smaller steps and give frequent reminders about the expected learning outcomes. ○ Use props, charts, colour-coding and other visual aids. ○ Have an unobtrusive cue set up, such as a hand signal or traffic lights, to remind the student to stay on task. ○ Allow frequent breaks. ○ Let the student to squeeze a stress ball, play with blu-tack or tap something that doesn't make noise as a physical outlet. ○ Seat the student away from windows, doors and sources of distraction. ○ Consider the seating plan carefully to allow the student to focus on the teacher and be supported by peers with good social skills. ○ Create outlines for note-taking and extended writing that organize the information for the student 	<ul style="list-style-type: none"> ○ Make social expectations explicit and use visual systems to communicate these, for example, posters, information sheets for planner, school rules. ○ Make any exceptions to rules clear – for example a change in seating arrangements for group work and how this impacts on expectations of behaviour. ○ Communicate social routines clearly using visual prompts as needed, for example, hands up to ask a question, routines for sharing equipment. ○ Support understanding by highlighting relevant and key points using visual systems such as whiteboards, sticky notes, colour coding and highlighting, mind maps. ○ Embed social coaching explicitly into lessons – for example, if you are not sure what to do, put your hand up and wait for me to say your name. ○ Ensure the nature and demands of a task are clearly understood, for example, with homework give approximate timings for each section and what needs to be covered in each. ○ Use checklists to support the completion of longer tasks and develop predictable routines for each type of learning activity. ○ Use routines to support independence and provide emotional 'anchor points' which are embedded into the lesson, for example predictable start and end routines. ○ Create a predictable and consistent environment within the classroom and use signals and preparation for changes and transitions. ○ Think about the skill to be taught and break it down into small, logical and sequential elements - teach one element at a time and link each new step to the previous steps. ○ Make learning as concrete as possible and eliminate any superfluous detail or confusing elements. ○ Consider incorporating any particular interests that the student may have. ○ Find relevant ways of extending/generalising skills – make skills explicit and name them and explore how they may be used in different situations. ○ Make learning meaningful by making comparisons and connecting ideas and events. 	<ul style="list-style-type: none"> ○ Provide regular positive teacher recognition, for example, meet and greet the student at the start of the lesson. ○ Monitor behaviour closely and be proactive in intervening to redirect off-task students before mild misbehaviour escalates into more serious problems. ○ Speak calmly and respectfully to the student, modelling appropriate behaviours and avoiding shouting or sarcasm. ○ Make it clear that the behaviour, not the student, is the problem. ○ Ensure that responses to problem behaviour are clear, fair and consistently applied within an agreed framework of classroom expectations and routines. ○ Allow 'cool down' breaks within the classroom if necessary. ○ Use neutral, open-ended questioning to establish the cause of problem behaviours – avoid using 'why' as it may imply blame. ○ Avoid getting 'hooked' into arguments or discussion with a student – disengage and calmly repeat your request. ○ Keep instructions brief and business-like. ○ Emphasise the positive in teacher requests as it is less likely to trigger a power struggle and more likely to gain student compliance. For example, instead of saying, "If you don't return to your seat, I can't help you with your work", say "I will be over to help you with your work, just as soon as you return to your seat". ○ Give specific and descriptive praise to reinforce positive behaviour that meets expectations. ○ Listen actively and paraphrase student concerns in order to negotiate solutions to problems within the lesson. 	<p>Hearing impairment:</p> <ul style="list-style-type: none"> ○ Be aware that hearing aids do not restore hearing to normal. ○ Gain the student's attention before speaking. ○ Consider the pace at which you speak – allow the student to absorb one piece of information before moving on to the next. ○ Let the student sit towards the front and encourage them to pick the best place for them. ○ Allow the student to see your face, as he/she will need to make use of the extra clues to meaning that are provided by facial expressions and lip patterns. ○ Relay contributions from other students, whether right or wrong, as the deaf student may not have realised who was speaking or what they said. ○ Give the student time to respond – they may need additional listening and thinking time. ○ Ask open questions, which allow the student the chance to offer comment, explanation and description. ○ Give frequent verbal and non-verbal encouragement. ○ Avoid moving around too much or turning away. ○ Speak clearly and avoid shouting, whispering and mouthing, which distorts natural rhythm and intonation. ○ Bear in mind that recordings on CDs, DVDs and TV use disembodied voices which can be very hard to follow. ○ Be aware that darkened rooms can be a problem for lip readers. ○ Avoid standing in front of a bright light or window as your face will be in shadow and lipreading will be difficult. <p>Visual impairment:</p> <ul style="list-style-type: none"> ○ Consider classroom lighting and where you stand- don't stand in front of a window as it can create a shadow. ○ Limit inessential copying from the board. ○ Address the student by name to gain their attention. ○ Consider seating plan- students should sit central near the front to give them the best visibility. ○ Allow rest breaks as their eyes may tire easier. ○ Avoid shiny surfaces-they reflect light and can dazzle. ○ Adjust font size of any handouts to reflect the learner's needs. ○ Read out loud what is written on the board. ○ Support any demonstrations with verbal instructions. ○ Avoid students needing to share resources- it can prevent student from being able to position the resources in a place where their eyes can focus. ○ Presentations need to be plain and uncluttered. ○ Encourage the use of assistive technology for note taking and completion of assignments. ○ Allow students to take photos of what is on the board so they can zoom in to enlarge it. ○ Use language related to direction to explain where the students should be looking or where they need to be moving to. ○ Use auditory reinforcements. ○ Teacher feedback to be verbal or typed-not handwritten. ○ Avoid moving around the classroom when talking- students may struggle to focus. ○ When playing videos/clips on the board- make them available so the student is able to watch them on their own device, where they can enlarge/zoom in. 	<ul style="list-style-type: none"> ○ Whenever possible, try to ensure that students have direct experience of a concept before you use it. ○ Use non-verbal clues if you are using more challenging language to develop students' understanding. ○ Validate appropriate behaviour by describing it and rewarding it, perhaps through actions rather than direct verbal praise. ○ Ensure that students know that you are talking to them don't include a question in the middle of a string of less relevant talk. ○ Don't assume that 1:1 listening will generalise to listening to whole-class listening – use prompts and check on understanding individually. ○ If a student makes a linguistic error, give feedback in the correct form without pointing out the mistake. ○ Use feedback to encourage students that it is alright to make mistakes, for example, 'a good try' or 'can you tell me more about...?' Follow by further questions and prompts to support the student in understanding the error and moving towards a correct answer. ○ Use a hierarchy of questions to encourage talk – start with an open question to allow for extended responses. If they need some support, move to closed questions or forced alternative questions. ○ Use a prompt for the right answer, for example, a sign, gesture or picture cue. ○ Allow response time – let students know that you are going to be asking questions and encourage them to use thinking time to formulate their answer.

<p>Moderate Learning Difficulties MLD</p> <p>Follow link for more details: Moderate Learning Difficulties (structural-learning.com)</p>	<p>Specific Learning Difficulties SPLD/Dyslexia/Dysgraphia/Dyscalculia</p> <p>Follow link for more details: British Dyslexia Association (bdadyslexia.org.uk)</p>	<p>Dyspraxia</p> <p>Follow link for more details: Dyspraxia in adults - NHS (www.nhs.uk); Developmental co-ordination disorder (dyspraxia) in children - NHS (www.nhs.uk)</p>	<p>Tourette's/tics</p> <p>Follow link for more details: 10 Things Teachers Can Do For Students with Tourette Syndrome - Tourette Association of America; Tourette's syndrome - NHS (www.nhs.uk)</p>	<p>Anxiety/SEMH</p> <p>Follow link for more details: Anxiety and panic attacks - Mind</p>
<ul style="list-style-type: none"> ○ Encourage students to work independently whenever possible and provide environmental cues, for example, keyword lists, dictionaries, reference posters. ○ Ensure that learning activities are broken down into small steps and are clearly focused on agreed learning outcomes. ○ Explain the context and use questioning and prompts to trigger previous learning. ○ Simplify, differentiate or abbreviate learning tasks and provide a multisensory approach to learning. ○ Use visual and concrete materials to aid understanding. ○ Keep language simple and familiar in guided group work. ○ Keep instructions short and concise and ask the student to repeat instructions in order to clarify understanding. ○ Use writing frames to structure extended writing tasks. ○ Provide alternative methods of recording, for example, labelled pictures, diagrams, flow charts, mind maps. ○ Ensure repetition and reinforcement within a variety of contexts. ○ Allow extra time to complete a task and work out responses. ○ Monitor and record progress so that each small achievement is recognised. ○ Organise activities to develop listening and attention skills. ○ Practise a range of sequencing activities, for example, pictorial activity or story sequences, word and sentence sequences. ○ Model ways of approaching a solution, give initial steps and gradually adding prompts only if necessary. ○ Break down the task into sub-tasks and use mini-plenaries to structure the learning towards the learning outcomes. 	<p>Supporting working memory difficulties:</p> <ul style="list-style-type: none"> ○ Present new information in small chunks and allow plenty of time for recall. ○ Make learning multisensory – use music, actions and graphics to reinforce text. ○ Ensure that targets are limited in number but challenging. <p>Supporting sequencing difficulties:</p> <ul style="list-style-type: none"> ○ Allow for frequent practice using rhyme, rhythm, games etc. ○ Have charts, lists of vocabulary, diagrams etc. on display in the classroom. ○ Encourage the use of spellcheckers. ○ Use memory strategies such as mnemonics. <p>Supporting speed of information processing:</p> <ul style="list-style-type: none"> ○ Allow extra time for processing information by slowing down presentation and allow response time. ○ Allow extra time to answer questions and complete work, particularly in assessment tasks. <p>Supporting visual and auditory perception:</p> <ul style="list-style-type: none"> ○ Make use of visual resources to aid association. ○ Use colour highlighting for word patterns, prefixes, suffixes etc. ○ Provide text and sound together. <p>Supporting reading and phonological processing:</p> <ul style="list-style-type: none"> ○ Introduce new material in a multi-sensory way – show it, listen to it, look at it, hear it, say it, write it. ○ Only ask a student to read aloud if they volunteer. ○ Use verbal presentation/audio to accompany printed materials. ○ Pair the student with a good reader where possible. ○ Be explicit about the style of reading required for different tasks and teach the skills explicitly, for example, exam questions, reading for information, reading for an overview. ○ Use ICT to support reading e.g., TextHelp, Immersive Reader etc. ○ Consider the use of line markers to help keep place, for example, a ruler. <p>Supporting writing and grammar difficulties</p> <ul style="list-style-type: none"> ○ Limit the amount of text to be copied from the board. ○ Allow the use of ICT to overcome handwriting difficulties e.g., typing, speech-to-text. ○ Provide written notes or cloze exercises to present key information. ○ Allow the use of other formats to present information, for example, ICT or verbal accounts. ○ Teach new vocabulary explicitly. ○ Teach grammar rules and build in lots of reinforcement. ○ Use diagrams and cards to show sequences and patterns of language. ○ Try drawing grammar concepts, for example, draw what a paragraph looks like. <p>Supporting spelling difficulties:</p> <ul style="list-style-type: none"> ○ Encourage the use of dictionaries and keyword lists. ○ Encourage the use of spelling strategies, for example, mnemonics, words within words, base words and suffixes etc. ○ Try not to correct every spelling mistake – focus on high frequency or key words. <p>Supporting planning difficulties:</p> <ul style="list-style-type: none"> ○ Use writing scaffolds to support planning. ○ Use calendars and checklists to structure homework tasks and meet deadlines. ○ Use concept maps to plan and identify overall themes and the relationships between ideas. ○ Use the marking criteria as a stimulus when redrafting work. <p>Utilising areas of strength</p> <ul style="list-style-type: none"> ○ Identify strengths and areas of interest by talking to the student, parents and other teachers. ○ Encourage curiosity and abstract thought. ○ Make use of spatial skills and the ability to interact with three-dimensional space. ○ Use creativity and problem-solving skills to think 'outside the box'. ○ Allow opportunities to visualise solutions and find patterns. 	<ul style="list-style-type: none"> ○ Provide modified equipment where appropriate, for example, pencil grips, adapted pens and scissors, highlighted texts, alternative methods of recording such as use of ICT. ○ Have appropriate expectations of written work, such as decreasing the motor output of a task without changing the cognitive expectations. ○ Use structure, routines and consistency and reinforce with visual cues. ○ Allow additional time to complete tasks and build in assistance for written tasks, for example, use of ICT or technological aids. ○ Use simple, short instructions which are repeated and reinforced by visual prompts. ○ Use a multi-sensory approach to build kinaesthetic skills. ○ Make allowances for homework tasks and support organisational skills by using task planners or checklists. ○ Plan opportunities to reinforce learning and develop the ability to reflect, recall and consolidate previous learning experience. ○ Model and coach language skills and develop spoken language through planned activities 	<ul style="list-style-type: none"> ○ Provide digital resources ahead of the lesson - Tics may physically prevent students from being able to hand write notes. ○ Handwriting can be very difficult due to the tic movements. Encourage the use of assistive technology to aid note taking - the use of a laptop or a Dictaphone may be beneficial. ○ Ensure access arrangements are in place for all in class assessments. ○ Be aware that students with tics may tire easily from trying to suppress their tics. They may benefit from using a time out card to take a movement break or provide a time for tics to be let out in private. It should be the student's decision if they want to use a time out card, it shouldn't be seen that they have to leave class if they need to tic. ○ Avoid seating the student where the tics will cause more disruption- discuss with the student if they would prefer to sit near the front, to help increase their concentration, or if they would prefer to sit near the door so they can exit easily if they feel a build-up of tics. ○ Allow them to be seated in an area with more personal space if their tics are physical. ○ Using a fiddle toy in lessons may aid concentration and reduce tics. ○ Reduce unnecessary stress and anxiety - these can cause a student to tic more frequently. ○ Ignore the tics that can be ignored. This demonstrates an acceptance and normalisation of the ticking. ○ Involve the student with planning strategies to deal with tics that cannot be ignored. 	<ul style="list-style-type: none"> ○ Students with severe anxiety will often feel very negative about themselves – remind them of their good points and give targeted, skill-specific praise. ○ Provide support for students to prioritise and organise their workload to avoid them feeling overwhelmed. ○ Encourage students to practice self-management strategies that they have been taught by CAMHs professionals, for example, grounding and relaxation techniques, mantras and positive thinking approaches. ○ Link your teaching into career aspirations to enable students to develop a sense of purpose and planning for their future. ○ If appropriate, provide a quiet area or space within your classroom or faculty area for time-limited withdrawal and respite. ○ Try to encourage the student to develop a problem-solving approach to their anxiety and maintain a supportive dialogue on how you can help. ○ Enlist friends and peers to provide emotional and practical support in your lessons. ○ Students with severe anxiety often rely on routines to predict what is required of them. Try to give notice of any significant changes or events so that they can feel prepared. ○ Be aware that students may spend an inordinate amount of time checking and rechecking their work. ○ Students with social anxiety may be reluctant to contribute to class discussion or performances – try to accommodate this whilst developing their resilience and confidence