



SEND CPD 16th October 2017 (Draft)



Kingsbury School

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SEND Strategies



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Dyslexia

Classroom organisation

- Maintain a tidy, organised classroom.
- Change the part of the classroom in which you are teaching, for example writing on the desk, floor or whiteboard.
- Sit the pupil with dyslexia at the front of the class.
- Provide handouts with key points highlighted rather than expect pupils to copy from the board.
- Set up a buddy system for support.
- Provide teaching assistant support to help the pupil get organised and check their understanding of instructions

For pupils with visual stress

- The main considerations for meeting the needs of a pupil with visual stress include
- reducing the contrast between black text and white background and limiting the amount of visual information to be possessed.
- Consider using some of the following:
- Coloured overlays
- Cream paper for handouts and exercise books
- Pastel or cream background for computers and PowerPoint presentations
- Font size: minimum 12 point for paper and 28 point for PowerPoint
- Texts in a sans serif font such as Verdana, Century Gothic, Tahoma, Arial, Comic Sans, Trebuchet, Calibri
- Left-justified text
- 1.5 line spacing.

A metacognitive approach to writing





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Autism

Here are some simple things you can do to help:

- use a routine they have created or which has been mutually agreed
- make sure that you prepare them for any change to their routine
- use visual supports to help them better understand their routine and the school day, this can include resources such as a time timer
- simplify communication and allow time for them to process information
- try social stories to develop greater social understanding
- Consider the school environment and think about how you can make it more comfortable. For example, a pupil who struggles to block out background noise may benefit from wearing ear defenders
- deal with any bullying promptly. If a child or young person is unable to say what happened then it may help to ask them to draw a picture of an incident
- teach autism awareness and acceptance
- think about how you can incorporate their intense interest into lessons. For example, Minecraft have an education edition
- keep a behaviour diary/ABC chart
- use a stress scale to turn emotions into more concrete concepts. The Incredible 5 point scale is a much used resource
- have an agreed safe and quiet place for autistic pupils to go to when they feel anxiety building or are overloaded by sensory stimuli. This shouldn't be the same place as where pupils are sent as a form of punishment
- introduce social skills programmes such as time to talk and socially speaking
- allow autistic pupils to have a time out card or exit pass to indicate to teaching staff that they are feeling anxious and need to leave the classroom
- establish good communication with parents/carers. They know their child best and may be able to suggest interventions to use.



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ADHD

Use these tried and tested strategies:

- Seat the student away from doors and windows that may distract him or her. The student may work best closest to the teacher.
- Allow physical activity breaks (stretching) and incorporate movement activities into a lesson. If possible, allow for outdoor instruction time.
- When possible, provide academic instruction to these students with ADHD in the morning. Evidence suggests that on-task behaviors of a student with ADHD worsen over the course of a day.
- Write important information down where the student can easily reference it, most likely at their desk.
- Divide large assignments into small segments. Write these segments down. Have the student cross the items off as they are completed.
- Provide frequent breaks for the student to get a drink or walk around the room.
- Allow the student with ADHD to run errands for you (take a note to the office) or have them be in charge of sharpening the classroom pencils.
- Provide the student with a stress ball or other object for the student to play with discreetly at their seat, especially when they need a break.
- Write the schedule of the day on the student's desk and allow him or her to cross off each item as it is completed.
- Recognize and praise aloud all good behaviors. Be specific in what the student is doing correctly.
- Provide an assignment book for the student to keep track of homework and daily work. Encourage this book to be signed by parents so parents know what is going on in the classroom. Communicate with the parent as much as possible.
- Form small groups for students with ADHD to work in so as not to get distracted and lost in a large group.
- Allow the student with ADHD to work in a quiet zone within the classroom. This should be a place in the room that is quiet and free from visual stimulation.
- Establish a secret signal with the student to use as a reminder when he or she is off task.
- When giving directions, make eye contact with the student and be as brief as possible.



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- Use visuals. Highlight words in colored chalk or bright ink. Underline and circle important things to remember.
- Use auditory cues. Set a timer and encourage the student to work uninterrupted until the timer goes off. Allow the student a break following the work period.
- Provide specific, well-defined rules to the student with ADHD. Write these rules down and tape them to the student's desk. These rules should have clear consequences.
- Most importantly, students need guidance, compassion and understanding from their parents and teachers as they navigate the path of dealing with ADHD. It isn't their fault that they have been diagnosed with ADHD.