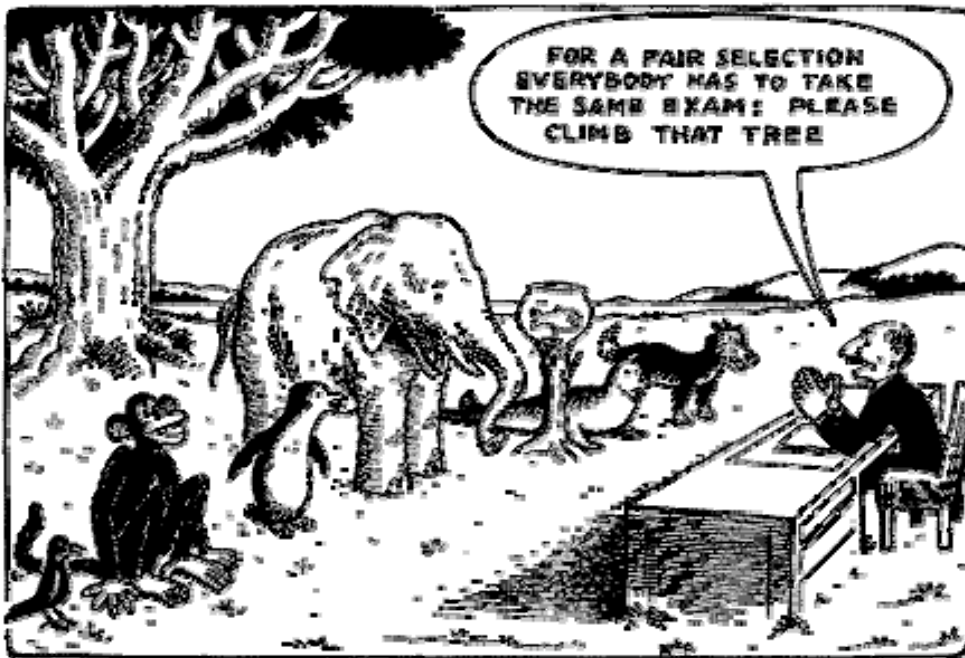


Bank of teaching strategies

Teacher Intervention and Differentiation

Wave 1



Use these strategies to support teaching student with SEN

Strategies for:

- ✓ Cognition and Learning
- ✓ Speech, language and communication needs
- ✓ Social, Emotional and Mental Health (BESD) difficulties
- ✓ Other needs

Main Category: Cognition and Learning

Sub category: General (MLD)

1. Use TA for pre-tutoring – preparing pupil for a task so that they come to it already knowing the key vocabulary and concepts
2. Link new learning to what pupil already knows – e.g. start lesson with class mind map of what they already know about a subject
3. Tell pupils the three key points of the lesson, teach them and recap on them at the end
4. Break new learning down into small steps
5. Provide multiple examples of new concepts, and take these examples from children's own real-life experience rather than talking in the abstract.
6. Use visual and kinaesthetic learning - learning from pictures, diagrams, mind-maps, using practical equipment, handling objects, moving and doing rather than sitting.
7. Use scaffolding – having a peer or adult work alongside the pupil at first, then gradually withdraw as confidence grows, or having pupil finish a task that has already been part-done for them.
8. Use short simple instructions. Give one at a time and check for understanding. Write down and leave up instructions after saying them.
9. Question pupil after some other pupils have given examples of what is required.
10. Give pupil time to think, 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 xxxx.'
11. If pupil can't answer a question, scaffold/support till they can rather than saying 'Can anyone help x?'; echo back the pupil's answers in expanded form
12. Buddy the pupil with a more able peer
13. Have any text that the pupil will struggle with read to them by a 'study buddy' or TA
14. Put up a list of key vocabulary for a particular topic or lesson and teach the meaning of each word
15. To help pupil extract the salient points from information they are given, use highlighter pens or provide cards telling them what they have to look out for on a visit, in a text or from sources such as film
16. Make learning strategies explicit by 'thinking aloud' yourself
17. Help pupil develop and generalise effective learning strategies – when successful, ask them to identify what they did to solve the problem/find the information
18. Model to the pupil that making mistakes is OK and a part of the learning process
19. Agree a private signal the pupil can use to show you they have not understood
20. Pair a higher attaining group with a lower attaining one and provide a range of collaborative activities so pupils can help one another
21. Prepare pupils for writing – have them work in a group with you or a TA to rehearse orally what they want to say, then plan the writing together
22. Enable pupil to record their ideas using alternatives to writing: PowerPoint presentations, making posters, oral presentations, dramatic reconstructions, mind maps, matching labels to pictures/diagrams/maps, sorting statements or pictures into categories

23. Use software that supports writing , with on-screen word grids from which they can choose the words they need

24. Scaffold writing:

25. Provide writing frames and templates (e.g. writing up a science experiment) to help structure thinking

26. 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

27. Provide clue cards.

28. Use cloze procedure (where the pupil fills in missing words in text)

29. Print off an IWB page used in whole-class session and have pupils add to it/annotate

30. Give homework instructions on a sheet and make time to explain them. Allocate a homework buddy they can ring if they need help ('phone a friend')

Sub category: specific learning difficulties (dyslexia / dyslexic traits)

1. Have pupils work in pairs – dyslexic pupil who has good ideas but difficulty with spelling and handwriting with a pupil who is good at writing but not so strong on ideas
2. Have any text that the pupil will struggle with read to them by a 'study buddy' or TA
3. Avoid asking pupil to copy from board - have them work with a study buddy, or quickly jot things down for them, or use a photocopied transcript
4. Be aware that the pupil may find it hard to hold questions, information or instructions in their head for long enough to act on them, and: 5. repeat instructions/questions 6. 'chunk' them rather than saying in one long string 7. jot them down on a sticky note, or encourage the pupil to do so 8. allow time for processing (for example paired discussion with a partner before putting hands up)
9. Be aware that dyslexic pupils may know something one day and forget it the next, may lose or forget equipment they need, or may forget what they are supposed to be doing in the course of a lesson. Avoid criticism when this happens; instead, talk with them about strategies they can use to help them remember things
10. Use ICT supports – audio taped texts, laptop, predictive word processing , speech-supported texts, spellcheckers, mind mapping software
11. Mark for content rather than presentation. When marking, praise for two correct spellings, target two incorrect spellings and use these errors as teaching points. Suggest a way of avoiding the mistake in future - for example, the similarity of the spelling to other known words, or 'the tricky bit' that has to be learned.
12. Enable pupil to record their ideas using alternatives to writing: PowerPoint presentations, making posters, oral presentations, dramatic reconstructions, mind maps, matching labels to pictures/diagrams/maps , sorting statements or pictures into categories
13. Scaffold writing: 14. Provide writing frames and templates (e.g. writing up a science experiment) to help structure thinking 15. 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 16. Provide clue cards 17. Use cloze procedure(where the pupil fills in missing words in text) 18. Print off an IWB page used in whole-class session and have pupils add to it/annotate 19.
20. Do not expect pupil to easily remember sequences such as days of the week, months of the year, the alphabet, times tables, number facts. Provide aids (for example, a pocket alphabet or calendar, table squares, calculator}
21. Avoid embarrassing pupil by asking them to read aloud in front of others, unless they volunteer
22. Overcome problems in learning by rote by helping pupil recognise patterns, use mnemonics, or use memory strategies that create relationships between items in a list in order to aid recall.
23. Allow extra time to complete tasks and be aware of the fatigue the pupil may experience because of the amount of effort they have to put in to learning
24. Teach pupil strategies to improve organisation, such as diaries, workplans, checklists of equipment they have to bring to school each day
25. Provide the pupil with a study pack – spellchecker, highlighter pens, glue sticks, post-it notes, a line tracker for following text, blank audio tapes, index cards for subject vocabulary or spelling mnemonics, dictionary sheet of high frequency words, alphabet strip, memory jogger card for b/d confusion, sticky labels to use to correct or conceal, a tables square, a calendar, a calculator

26. Write down homework for pupil, or give it on a pre-printed sticky label or sheet they can stick into their book, or record your instructions on a dictaphone. Allocate a homework buddy they can ring if they have forgotten what to do ('phone a friend')

Category: Speech language and communication needs

Sub-category: speech and language difficulties

1. Use TA for pre-tutoring – preparing pupil for a task so that they come to it already knowing the key vocabulary and concepts
2. Begin work on a new topic with pupil's existing knowledge and experiences - make a mind map or other visual representation of what they already know
3. When you start a new topic, develop a class chart of the vocabulary that pupils will find useful or need to learn
4. Use cued listening – give pupil a small number of questions that they will have to answer after listening to teacher presentation or video input
5. Use pupil's name before asking a question or giving an instruction
6. Give directions before, but not during an activity
7. Keep verbal instructions simple, and in the order you want them carried out. Be aware of how many 'information-carrying' words you are using : 'Get your maths book from the pile on my desk ; on a clean page , write the date and then copy down the calculations on the board ' has more information-carrying words than many adults will be able to remember.
8. Give pupil time (at least 10 seconds) to respond and then, if necessary, repeat what you said. Use the same words unless you think the vocabulary was too difficult to understand
9. Check for understanding - ask the pupil to tell you what they have to do
10. Agree a private signal pupil can use to show you they have not understood
11. Support your oral presentations /explanations with pictures, real objects or mime
12. Use symbols to support spoken language and text (www.widgit.com)
13. Use visual summaries of discussions – mind maps, flow charts, diagrams, comic strip format
14. Put up a list of key vocabulary for a particular topic or lesson and teach the meaning of each word
15. Cue pupil in to a change of topic of conversation/presentation- say 'Now we are going to talk about ...'
16. Question pupil after some other pupils have given examples of what is required
17. Give pupil time to think, 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 xxxx. But first I'm going to ask y a question
18. If pupil can't answer a question, scaffold/support till they can rather than saying 'Can anyone help x?'
19. Use a hierarchy of questions - start with an open question ("What do you think might happen next?"), then if support is needed frame the question as alternatives ("Do you think x or y?")
20. If you cannot understand what the pupil has said, do not pretend you have – ask for repetition in different words
21. Encourage conversation by commenting rather than asking too many questions
22. Pair pupil with a study buddy to repeat instructions and demonstrate tasks

23. Accept pupil's spoken utterances but rephrase and give them back in a grammatically correct and expanded version
24. Support oral work with talk frames /key phrases ('First...next...finally', 'I think ...but on the other hand')
25. Support writing with writing frames and lists of vocabulary to choose from
<p>26. Use a range of ways of recording so that learning is not limited by the pupil's ability to write full English sentences:</p> <ul style="list-style-type: none"> ▪ bullet points and mind maps ▪ ordering tasks – for example, ordering cut-out words to make a sentence, or sentences to make a sequence of instructions; ▪ matching tasks, such as matching labels to pictures/diagrams/maps; ▪ cloze procedure, where they fill in missing words in text; ▪ annotating a print-off of IWB page ▪ PowerPoint presentations ▪ making posters, oral presentations, dramatic reconstructions
27. Provide the pupil with a study pack – glossaries of key subject vocabulary, highlighter pens, glue stick, post-it notes, index cards to make their own mind maps/cartoon strips/key word lists, templates for writing up science experiments etc
28. Allow extra time to complete tasks and be aware of the fatigue the pupil may experience because of the amount of effort they have to put in to learning
29. Write down homework for pupil, or give it on a pre-printed sticky label or sheet they can stick into their book, or record your instructions on a dictaphone. Allocate a homework buddy they can ring if they have forgotten what to do ('phone a friend')

Sub category: autistic spectrum disorder (autism & ASD) + social & verbal communication difficulties

1. Prepare the pupil before the session/lesson by outlining what it will be about
2. Support oral presentations /explanations with charts, diagrams, pictures, real objects or mime
3. Set tasks with clear goals and write worksheets in step-by-step form
4. If pupil becomes anxious allow him/her to remove self to an agreed calm-down area
5. Seat pupil in an area of classroom free from busy displays and distractions
6. Teach/use clear classroom routines, e.g. have all pupils hold an object when it is their turn to talk. Display classroom rules and routines, illustrated by pictures, for pupil 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)
7. Use a visual way of showing the pupil what they/the class will be doing, such as a sequenced series of pictures (a visual timetable) , clock face divided into sections, or written list
8. Use timeline of events → → that branches ↓ to show where pupil will have to make choices
9. Use short simple instructions. Give one at a time and check for understanding. Repeat instructions in same words rather than different ones. Write instructions down as a list for pupil to tick off when completed
10. Use pupil's name before asking a question or giving an instruction
11. Avoid or explain metaphorical language and idiom like 'pull your socks up', 'it's raining cats and dogs', 'in a minute'
12. Explain any changes of routine to the pupil in advance
13. Involve the pupil by asking direct, concrete questions at their level of understanding
14. Support writing with writing frames, templates (e.g. writing up a science experiment), mind maps, gapped handouts
15. Allow pupil to work alone rather than in a group where possible. If in a group, give clear roles within the group and put the rules and roles into writing
16. Use visual prompts on cards or photos , or consistent non-verbal signs (sit, look, listen, hand up, wait , quiet) to show pupil the social behaviours expected
17. Prevent repetitive questioning by giving pupil a set number of question cards to give you each time they ask a question – when cards are gone, no more questions
18. Don't ask the pupil to talk or write about imagined experiences
19. Avoid tasks which depend on empathy (e.g. in literature, history, geography, PSHE and citizenship)
20. Set explicit and clear expectations e.g. how many lines to write, how many questions to answer, how long to listen (use timer)
21. Put a green 'start' dot on the pupil's book and a line to show where to finish. Use in and out boxes for work to be done and work that is finished.

22. Get pupil to use traffic light cards in their planners to show when they need help
23. Expect to teach pupil social skills e.g. what to say/do when praised, how to ask for help. Always tell the pupil what to do rather than what not to do.
24. Provide a structure for unstructured time e.g. chess club rather than breaktime outside
25. Model to the pupil that making mistakes is OK and a part of the learning process
26. Use incentives based on pupil's interests e.g. a pause every hour to focus on their interest or obsession, once they have completed their work
27. If pupil goes off at a tangent, direct conversation back to the topic in hand ;' Right now we are talking about volcanoes'
28. Use immediate and individualised reward systems e.g. collecting a number of stickers

Category: SEMH

1. Seat pupil by a more settled peer
2. If pupil becomes wound up/anxious allow him/her to remove self to an agreed calm-down area
3. Make tasks short, with frequent breaks and opportunities to move around
4. Remember that children (and adults) who are stressed find it hard to take in and remember complex information; make instructions short and clear. When pupil is experiencing emotional turbulence or anxiety, provide low-key tasks and increased structure and predictability in the classroom environment
5. Set tasks with clear goals , outputs and timescales
6. Teach/use clear classroom routines, e.g. have all pupils hold an object when it is their turn to talk. Display classroom rules and routines for pupil 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).
7. Expect to teach pupil specific behavioural skills e.g. how to ask for help
8. When pupil is misbehaving:
9. Say what you want him or her to do, rather than what you don't - 'N., I want you to keep your hands in your lap' instead of 'N, stop bothering P'
10. Label the behaviour but not the pupil – not 'You big bully' but 'N, bullying is not allowed in our school'
11. Remind pupil of a rule , rather than telling them off – 'N, our rule is we put up our hand to answer', or make a point of praising a pupil who is keeping the rule - 'A., I like the way you put your hand up when you knew the answer'
12. Use the language of choice, reminding pupils of the consequences of the various behavioural choices open to them
13.
14. 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 pupil how to reward themselves: 'You managed to concentrate on your work very well just then: give yourself a pat on the back'.
15. Devise a private signal system to let the pupil know when they are off task or behaving inappropriately
16. Use a planned reward system for appropriate behaviour
17. 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
18. To help pupil work independently: <ul style="list-style-type: none">▪ actively teach core routines for certain tasks, having pupil 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'
19. Take steps to build pupil's self confidence : <ul style="list-style-type: none">▪ Find out what they know about or are good at, and have them share this with the rest of the class or school▪ Give them responsibilities, for example organising a lunchtime or after-school club, being a playground buddy, helping those who are new to the school▪ Have them keep records of new things they learn and can do▪ Ask them to tutor another pupil with their work▪ Photocopy good pieces of work for them to take home
20. Take special steps to build the 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. Try to involve them in a lunchtime or after school club you run
- Invite them 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'*

21. Organise time – perhaps during registration - for a teaching assistant to chat with the pupil , giving them a chance to talk about anything that may be troubling them and get themselves ready for learning

22. Ask another pupil or a small group to buddy the pupil who is having difficulties, praising them when they achieve easily reachable behavioural targets

23. Deploy a teaching assistant to model, coach and reinforce group-work skills when the pupil is working collaboratively with other pupils.

Main category: OTHER

Sub- category: hearing impairment

1. Use TA for pre-tutoring – preparing pupil for lesson e.g. explaining new words and concepts
2. Seat pupil at front where able to read text, hear and lip-read
3. Position sign supporters alongside teacher where pupil can see both
4. Ensure light is on teacher's face, i.e. light source behind pupil – don't stand with your back to a window
5. Face pupil when speaking to facilitate lip-reading; repeat any instructions that have been given when the pupils could not see the speaker.; avoid writing on board or IWB while speaking as you will not be facing pupil
6. Don't make the pupil concentrate on lip reading for too long without a break
7. When other pupils contribute, ensure that they speak one at a time. Paraphrase their contributions back to the class
8. Speak clearly , naturally and at a normal rate – shouting or exaggerated 'mouthing' distorts normal lip patterns
9. Minimise background noise, e.g. noisy heater, buzzing light. Make other pupils aware of need for a quiet working environment
10. Use short simple instructions. Give one at a time and check for understanding. Repeat instructions first in same words, but then if the pupil does not understand a word use a different one
11. Support oral presentations /explanations with charts, diagrams, pictures, real objects or mime. Write topics or headings on the board as you introduce them
12. Prepare the pupil before the session/lesson by outlining what it will be about
13. Use pupil's name before asking a question or giving an instruction
14. Cue pupil in to a change of topic of conversation .presentation - say 'now we are going to talk about'
15. Question pupil after some other pupils have given examples of what is required.
16. Accept pupil's spoken utterances but rephrase and give them back in a grammatically correct version
17. Be aware that independent writing will reflect the pupil's spoken language levels and will not necessarily be grammatically correct
18. Support writing with writing frames and lists of vocabulary to choose from
19. Put up a list of key vocabulary for a particular topic or lesson and teach the meaning of each word
20. Use a range of ways of recording so that learning are not limited by the pupil's ability to write full English sentences: <ul style="list-style-type: none">▪ bullet points and mind maps▪ ordering tasks – for example, ordering cut-out words to make a sentence, or sentences to make a sequence of instructions;▪ matching tasks, such as matching labels to pictures/diagrams/maps;▪ cloze procedure, where they fill in missing words in text;▪ annotating a print-off of IWB page
21. PowerPoint presentations / making posters, oral presentations, dramatic reconstructions
22. Agree private signal pupil can use to show you they have not understood

23. Try to use video with subtitles; if not available, allow pupil to borrow video material after lesson to go through it again. Don't ask pupil to make notes while watching a video

24. Allow extra time to complete tasks and be aware of the fatigue the pupil may experience because of the amount of effort they have to put in to listening

Main category: OTHER

Sub- category: visual impairment

1. Use TA for pre-tutoring – preparing pupil for lesson e.g. explaining concepts that rely on vision for understanding
2. Don't ask pupil if they can see what is on board/IWB etc (they may not know) - check by using symbols that pupil knows then use same-size font/background/colour as the symbols you have checked
3. Avoid pupil having to look directly into a light source – do not sit or stand with the light behind you
4. Use clear well spaced print that is suitably contrasted with the background according to individual pupil's needs (for x, y colour on z background). Use non-glossy non-reflective paper. Use photocopies of masters not of faint blurred versions
5. Give verbal information to replace/supplement information from pictures, questions, facial expression
6. Use tactile experience to replace/supplement visual input (or example, if class are watching sugar cubes dissolve in a beaker, pupil can put their hand in beaker and feel it dissolve)
7. Ensure pupil has an individual copy of print material being read in the appropriate format (e.g. large print, Braille). This applies to information on classroom walls too (posters, key vocabulary lists)
8. Say pupil's name before asking a question or giving an instruction and indicate who is talking in a class discussion
9. Provide pupil with own copy of materials to be written on board or IWB; read aloud what you or other pupils are writing up
10. Use larger-lined paper, columns or boxes to place numbers in, squared paper. Have pupil use dark pen instead of pencil
11. When alerting pupils to an action, artefact, illustration or example don't just point - describe what you want the pupils to take notice of and if necessary describe what it is
12. Ensure pupil uses aids supplied - such as CCTV, hand held and portable video magnifiers, book stands, speech output software, digital accessible information system
13.
14. Ensure pupil has access to the most appropriate medium for recording work (heavily lined paper, lap top, Braille machine, tape recorder, headphones, digital accessible information system.) Access to power supply or space for Braille machine may be required
15. Ensure pupil has all the curriculum materials and equipment required to hand and that the materials are organised and contained consistently and securely (Use Dycem non slip mat, a high sided tray or container with compartments)
16. Raise position of text (e.g. use sloping desk, reading stands).
17. Minimise need for extensive handwritten recording – use ICT (predictive word processor, on-screen word banks, graphics packages), bullet points, mind mapping , flow charts, gapped handouts , buddy acting as scribe, photocopied transcripts of notes, print-off of IWB page for pupil to annotate
18. Use tactile indicators – blu-tac, paper clips – to help pupil find information, locate where they need to be on page, keep track of which question they are on in a series
19. Allow extra time to complete tasks and be aware of the fatigue the pupil may experience because of the amount of effort they have to put in to learning
20. Record your homework instructions on a dictaphone. Allocate a homework buddy they can ring if they have forgotten what to do ('phone a friend')

Sub- category: ADHD

1. Seat pupil near the front with their back to the class, between two good role models and well away from areas other pupils need to walk through
2. Establish a quiet place where pupil can go to work
3. Allow pupil to fiddle with a piece of blu-tac, rubber band, squeeze ball or another chosen object
4. Make tasks short, with frequent breaks and opportunities to move around
5. Give instructions simply and clearly. Make sure the pupil is looking at you first. Check that he or she has understood them
6. Use a kitchen or sand timer to help pupil complete a task in a specified period of time
7. Aim for a ratio of four positive comments to one negative and teach pupil how to reward themselves: 'You managed to concentrate on your work very well just then: give yourself a pat on the back'
8.
9. Devise a private signal system to let the pupil know when they are off task or behaving inappropriately
10. Use a planned reward system
11. Teach a relaxation strategy like slow breathing and cue pupil when they need to use it
12. Teach/use clear classroom routines, e.g. have all pupils hold an object when it is their turn to talk. Display classroom rules and routines for pupil 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)
13. When pupil is misbehaving: <ul style="list-style-type: none">▪ Say what you want him or her to do, rather than what you don't - 'N., I want you to keep your hands in your lap' instead of 'N, stop bothering P'▪ Label the behaviour but not the pupil – not 'You big bully' but 'N, bullying is not allowed in our school'▪ Remind pupil of a rule , rather than telling them off – 'N, our rule is we put up our hand to answer', or make a point of praising a pupil who is keeping the rule - 'A., I like the way you put your hand up when you knew the answer'▪ Use the language of choice, reminding pupils of the consequences of the various behavioural choices open to them
14. To help pupil work independently: <ul style="list-style-type: none">▪ actively teach core routines for certain tasks, having pupil 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'
15. Ask another pupil or a small group to buddy the pupil who is having difficulties, praising them when they achieve easily reachable behavioural targets.

Sub- category: coordination difficulties

1. Use of drawing activities: mind mapping , flow charts, gapped handouts , photocopied transcripts of notes, pre-prepared post-its with information the pupil can pick up and place on the page, print-off of IWB page for pupil to annotate
2. 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
3. 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
4. Use aids supplied – portable writing slope, clipboards to attach paper to, non-slip mats
5. Use a reminder handwriting alphabet and numeral formation guide at top of desk
6. Use larger-lined book or paper , columns or boxes to place numbers in, squared paper
7. Provide the pupil with study packs – everything they need for each subject/lesson in a separate folder, plus pack of <ul style="list-style-type: none">▪ 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
8. Teach pupil strategies to improve organisation, such as diaries, workplans, checklists of equipment they have to bring to school each day
9. Help pupil follow text on board or IWB by writing/highlighting alternate lines in different colours
10. Enlarge pages from textbooks, cut out the particular exercise needed and then mount it on a separate page.
11. If the pupil needs to work through a series of questions, help them keep their place by using a paper clip or blob of blu-tac to indicate which question they are on
12. Pair pupil with a more coordinated study buddy for work involving fine motor skills
13. Provide pre-prepared formats (diagrams, charts and graphs) on which pupil can record information
14. Teach 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’, translate maths calculations into verbal problems
15. Seat pupil away from distractions with plenty of space each side of them – pupil should have writing arm on the outside edge of shared table. Pupil should be able to see the teacher without turning their body
16. Avoid criticism if pupil looks untidy
17. Choose resources that don’t require manipulation (e.g. number line rather than counters in maths)
18. Colour code spatially confusable items e.g. x sign in one colour, + sign in another
19. Allow ample rest periods as concentration and motor effort is demanding and pupil is easily fatigued
20. Write down homework for pupil or give it on a sheet or pre-printed sticky label they can put in their book. Accept homework written down by parents