

Communicate any changes to routine in advance to minimise impact to the lesson



Use visual prompts

objects to support and clarify

Use video clips, images or

Use their name before addressing them, eye contact is also important

Use checklists/task lists to

sequence tasks and help

students organise their learning.



Think LOW Attainment NOT LOW ability!

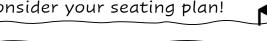
Allow thinking time!

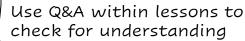


Reduce extended periods of listening by keeping info concise, clear and where possible chronological

Have clear rules

Consider your seating plan!





Allow time for Peer to peer discussion about their work, this can be structured using prompt sheets

Build relationships



Scaffold the learning

Supporting students with SEN in lessons

Be consistent

Target your open questions. Give some Q's to SEN students you know that they will be able to answer to build confidence before giving them challenging ones!

Have HIGH expectations!

Consider the font you use and the background colour on your power point slides/handouts.

BE REALLY POSITIVE! Use praise

to build confidence

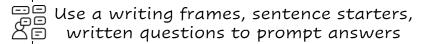
Use technology – especially if handwriting is an issue, let them type.

> Use printouts if there is lots of copying to be done from the screen.



Speak clearly in the direction of VI and HI students.

Use a visualiser and model the learning



Use groupwork/buddying up to support learning

Give word banks/vocabulary ahead, display key vocab/words alongside visual examples if possible



Break work down into manageable chunks