

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



Use checklists/task lists to sequence tasks and help students organise their learning.

BE REALLY POSITIVE! Use praise to build confidence



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



Use visual prompts



Think LOW Attainment **NOT** LOW ability!



Use video clips, images or objects to support and clarify

Allow thinking time!



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

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

Have clear rules

Consider your seating plan!



Supporting students with SEN in lessons



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



Use Q&A within lessons to check for understanding

Be consistent

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



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!

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

Build relationships

Have HIGH expectations!



Speak clearly in the direction of VI and HI students.



Scaffold the learning

Use a visualiser and model the learning



Use a writing frames, sentence starters, written questions to prompt answers



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



Break work down into manageable chunks



Use groupwork/buddying up to support learning