



Supporting pupils with SEND at home.



General Learning difficulties

Difficulties	General Strategies
<ul style="list-style-type: none"> • Difficulty acquiring basic literacy and numeracy skills • Speech and language development may be delayed. • Children with learning difficulties will acquire and retain new concepts and ideas slowly 	<p><u>Reading</u></p> <ul style="list-style-type: none"> • Read together, model tricky words and sounding out. • Act out the story. They might be moving but they are still listening! • Talk about the text as you read. Ask questions using key question words such as what, why, who and where. • When reading new words, discuss the meaning of the word. Ask your child to put the word into a new sentence. • Make a visual list of key vocab (words that appear more than once in texts) • Draw your child's attention to visual supports e.g. maps, diagrams and photos • Simplify instructions when working through tasks <p><u>Spelling</u></p> <ul style="list-style-type: none"> • Use a multi-sensory way of learning spellings eg. Writing in different colour pens, writing words in sand/foam, cutting out letters from magazines or newspapers. • Check the words 10 minutes later to ensure words go from the short term to the long-term memory • Encourage your child to proof read and highlight anywhere they think they might have made a mistake. This will identify the words they are finding difficult. <p><u>Writing</u></p> <ul style="list-style-type: none"> • Use variety of ways of representing information e.g. cartoons, pictures, diagrams • Give a range of writing opportunities, shopping lists, lists for jobs around the house, house reports (this is a fun one when the child becomes the teacher!) • Use word buttons to ensure the correct number of words are written within a sentence. Children love this!: <ul style="list-style-type: none"> - Identify small objects that represent the number of words in a sentence. - Say the sentence out loud and count out the amount of objects per word. - When your child has written the word, the object that represents this is 'thrown away'. This stops them forgetting how many words they wanted to write and missing any words out.

General Strategies for EAL

EAL refers to learners whose first language is not English

General Strategies

- Use additional pictorial prompts – picture books , visuals (available on school website)
- Use vocabulary picture word mats
- Keep verbal instructions simple
- Check understanding by asking your child to repeat their instructions/task in their own words.
- Model language

General Strategies for Visual Impairments

General Strategies

- Prepare materials - enlarge reading materials and worksheets
- Avoid copying from whiteboards and laminated worksheets due to the glare
- Keep any worksheets or work books clutter free.
- Use bold black ink on pale coloured paper



General Strategies for Hearing Impairments

General Strategies

- Speak clearly, naturally and do not shout
- Do not talk and write at the same time. Being able to see lips is really important.
- Minimise background noise
- Simplify instructions



General Strategies for Autism Spectrum Disorder

General Strategies

- Use visual prompts and cue cards – photos and symbols
- Have clear rules, structures and routines (visual timetable)
- Prepare for any changes. This is hard in the current climate but talking through everything as and when it happens will help.
- Clear modelling of tasks
- Tasks boards – Now and Next, visual timetable
- Use fidget toys and stress toys to improve focus and reduce anxiety. Sensory breaks and activities are a good tool here (Activities and ideas are shared on the school website)
- Questions should be clear and direct using easy to understand language.
- Allow time to process any information or questions. Ask children to repeat or explain the task/instruction.

General Strategies for Dyslexia

General Strategies

- Use fonts as Arial, Verdana, Tahoma, TW Cen, Comic Sans when typing.
- Use a minimum font size of 12/14
- Double line spacing and a line between paragraphs
- Put headings or important points in bold
- Chunk numbers e.g. 752864 as 75 28 64
- Chunk instructions using simplified language.
- Check understanding by asking children to repeat instructions back
- Have key words visible with additional pictorial prompts
- Encourage different ways of recording information
- Provide a word list to support free writing
- Try to access as many different memories (visual, auditory, kinaesthetic - see it, hear it, write it or draw it) to give the pupil the maximum opportunity to learn new vocabulary
- Ensure that there are regular opportunities to reuse/recap key words to help compensate for poor memory

General Strategies for Social, Emotional and Health difficulties

General Strategies

- Give clear, precise instructions
- Negotiate targets and reward for children meeting them.
- Praise and encouragement should be used as much as possible
- Consider positive changes rather than negative ones
- Negotiate a clear set of rules
- Praise and reprimand based on these rules
- Avoid confrontation

Recommendation to build self-esteem:

- Give small structured targets and responsibilities
- Recognise strengths, have realistic expectations and praise for effort
- Encourage children to recognise their strengths as well as weaknesses
- Negotiate targets and give a reward when they are met
- Identify a few activities to be completed so that children are not overloaded

Building Independence

The current circumstances are providing time for children to be at home in a nurturing environment and a prime time to help them develop their independence. Below is a list of activities children can be achieving at home:

General Activities

- Tidying (putting toys away) Set a task to do it before a timer runs out, find tidy up music (Mission Impossible works a treat!)
- Dressing and undressing independently
- Help setting the table. A fun idea is to dress up like a waiter (why not include a bit of literacy and encourage them to take an order).
- Brushing teeth and hair. (We aren't going anyway so why not try out a range of funky hairstyles! Get the whole family involved).
- Helping to feed and care for pets
- Eating with a knife and fork.
- Making a bed
- Folding clothes

For all pupils supported in school with additional needs we always focus on what we want to achieve in the future. Support is given using additional adults, differentiation but most importantly identifying pupils individual needs and strategies that support them in their learning.

Lets encourage that 'Learning without Limits!'