

SEN Friendly Classrooms Best Practice

<p>Use technology- ipads/laptops for typing supports all learners, not just those with handwriting difficulties. This multi-sensory approach is also helpful to embed spellings into children's long-term memory.</p> <p>Use an ipad/talking tins to dictate sentences or sets of instructions to aid memory problems.</p>	<p>Give children choices when appropriate but be concise with this; too much choice can be overwhelming</p>
<p>Implement multi-sensory teaching methods to improve memory retention, build connections and suit different learning preferences. Try and use two of these at the same time, regularly:</p> <ul style="list-style-type: none"> • Visual • Auditory • Kinaesthetic <p>This will also help maintain concentration</p>	<p>Speak more slowly and concisely and provide re-explanations where necessary</p> <p>Allow adequate response time to cater for slow processing speed</p> <p>Try and be literal in your language choices; avoid over using sarcasm, metaphors and idioms</p> <p>For some children, instructions should be given in a tick list format and in small manageable chunks- or recorded using ipad/talking tins</p>
<p>Use fonts such as 'Arial, Comic Sans, Verdana, Tahoma, Century Gothic, Trebuchet, Calibri, Open Sans' on off white pastel coloured paper and board slides</p> <p>If appropriate, provide hand outs of the board slides in at least size 14 and avoid asking for children to copy directly from the board if possible</p>	<p>Provide memory clues and visual aids</p> <p>Times tables squares 100 squares</p> <p>Prompt sheets for writing eg. Finger spaces, capital letters, full stops, ?</p> <p>Maths symbols/language prompt sheets</p> <p>High frequency word lists</p> <p>An alphabet</p> <p>Sound mats</p> <p>Time lines</p> <p>Tables or graph templates</p> <p>Provide easily accessible resources for learners who struggle to organise themselves; perhaps a basket on their desk</p>
<p>Plan for change and transition; preempt and prepare individuals</p> <p>Daily timetable on display (age appropriate)</p> <p>Give children specific time frames to complete activities and reminders to help them complete tasks in time and prepare for the next transition</p>	<p>Avoid rote-learning until a concept is fully understood</p> <p>Abstract concepts should only be used once concrete and pictorial concepts have been taught, consolidated and understood</p>
<p>Provide a clear line of sight for non-verbal communication.</p> <p>Consider careful placement in the classroom of learners to minimise distractions.</p>	<p>Schedule natural breaks to help avoid cognitive overload and help with concentration levels</p> <p>'Check in' on specific children regularly to see if they need a brief change of scenery or movement break to help engagement.</p> <p>Fidget toys can also help some children with concentration if used appropriately.</p>
<p>Personalise spellings for individuals if required</p> <p>Take spellings from specific spellings assessments or daily work to ensure they are targeted to individuals. These could be supplemented by year group spellings.</p> <p>Consider the child's self esteem or preference when doing so</p>	<p>Plan for inclusive homework</p> <p>Ensure there are a variety of activities to suit different learners and allow and encourage alternative ways to present work if possible.</p>
<p>Ensure texts are carefully selected and appropriate</p> <p>Provide a buddy to support where the text may be too hard but cannot be adapted</p> <p>Reading aloud in class should always be voluntary</p>	<p>Use writing frames or prompts when appropriate</p> <p>Allow learners the opportunity to record their work in different ways; using technology, mind maps, flow diagrams, drawings, posters, orally</p>
<p>Minimise distractions in the environment eg. overfilled displays, things hanging from the ceiling or too many resources to choose from. If possible have a quiet area or offer the use of booths if needed.</p>	<p>Provide lots of praise and reward; a higher level than for children without additional learning needs</p>