

SLCN (speech language and communication need)	ASC Autistic Spectrum condition	Dyslexia	MLD (moderate learning difficulty) (difficulty in basic literacy/numeracy/concepts)	ADHD/ADD (Attention deficit hyperactivity disorder)
<ul style="list-style-type: none"> <li>• Model effective talk when reading e.g. by reading longer texts aloud to class.</li> <li>• Promote group and paired oracy tasks within lessons</li> <li>• Allow thinking and speaking time</li> <li>• Provide opportunities for speaking in front of others in a safe and supportive environment, providing scaffolding to support.</li> </ul>	<ul style="list-style-type: none"> <li>• Get the students attention before giving an instruction</li> <li>• Teacher will be consistent with classroom routines</li> <li>• Link more abstract concepts to real life experiences – use props to help understanding</li> <li>• Speak to students prior to major changes in lessons or prior to fieldwork, so students are clear on what will be different and what will be happening.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide list of key terms within each unit</li> <li>• Clear font size and type used. No italics. Bold used for key information.</li> <li>• Keep worksheets uncluttered</li> <li>• Read longer pieces of text to the class so students can concentrate on the text. Number each line of text where possible.</li> <li>• Use dual coding to support understanding of key terms and concepts.</li> </ul>	<p>Check understanding at various points within the lesson.</p> <p>Ask student to repeat back tasks in their own words to teacher or LSA</p> <p>Use scaffolding and modelling for planning and longer pieces of writing.</p> <p>Use the same methods of calculations as used in Maths to build confidence.</p>	<ul style="list-style-type: none"> <li>• Consider seating plan and where best to put student so that they can focus on the lesson</li> <li>• Follow the mantra of: <ul style="list-style-type: none"> <li>• Routines in class</li> <li>• Praise publicly (positives)</li> <li>• Reprimand privately</li> </ul> </li> <li>• Explain explicitly the behaviour expected, keeping the focus on the behaviour. (especially important during fieldwork)</li> <li>• Use a range of resources / tasks to assist with keeping focus, such as videos, demonstrations.</li> </ul>