

<p style="text-align: center;"><b>Autism</b></p> <ul style="list-style-type: none"> <li>✓ Use clear, consistent routines and visual timetables.</li> <li>✓ Provide clear, literal instructions (avoid idioms).</li> <li>✓ Offer quiet spaces and sensory breaks.</li> <li>✓ Use visual supports (now/next boards, social stories).</li> <li>✓ Provide predictable transitions with advance warning.</li> </ul> <p style="text-align: center;"><b>Demand Avoidance</b></p> <ul style="list-style-type: none"> <li>✓ Reduce perceived demands (thoughtful language).</li> <li>✓ Build an individualised daily timetable - the learning tasks interspersed with blank spaces (child choses daily from an agreed grid of activities - "when you've finished the English, then we can do (your choice)").</li> </ul>		<p style="text-align: center;"><b>ADHD</b></p> <ul style="list-style-type: none"> <li>✓ Break tasks into small, manageable steps.</li> <li>✓ Seat child away from visual, noise, movement distractions.</li> <li>✓ Use timers and movement breaks. Provide something for the hands/body to do while listening.</li> <li>✓ Give frequent, positive feedback.</li> <li>✓ Provide checklists and structured routines.</li> </ul>	<p style="text-align: center;"><b>Developmental Language Delay/Disorder</b></p> <ul style="list-style-type: none"> <li>✓ Use simple, clear language, simplify instructions and repeat key points.</li> <li>✓ Check understanding regularly.</li> <li>✓ Support with visuals, gestures, and key word signing.</li> <li>✓ Give extra processing time before expecting answers.</li> <li>✓ Pre-teach vocabulary and revisit frequently.</li> </ul>
<p style="text-align: center;"><b>Dyslexia</b></p> <ul style="list-style-type: none"> <li>✓ Provide coloured overlays / paper and accessible fonts.</li> <li>✓ Allow extra time for reading/writing tasks.</li> <li>✓ Use technology (text-to-speech, spell check).</li> <li>✓ Give instructions verbally and in pictures/key words.</li> <li>✓ Focus on strengths and confidence building.</li> </ul>		<h2>SEND Support Strategies</h2> <p><i>Co-produced with local SENDCOs, this guide outlines potential strategies that may be used to support pupils at SEND Support, based on individual need and available provision.</i></p>	<p style="text-align: center;"><b>Dyspraxia</b></p> <ul style="list-style-type: none"> <li>✓ Provide pencil grips, sloped writing boards, or ICT alternatives.</li> <li>✓ Break down motor tasks into step-by-step instructions.</li> <li>✓ Allow extra time for handwriting and coordination tasks.</li> <li>✓ Offer movement breaks and fine motor skill practice.</li> <li>✓ Adapt PE and practical tasks for inclusion.</li> </ul>
<p style="text-align: center;"><b>Hearing Impairment</b></p> <ul style="list-style-type: none"> <li>✓ Face the child when speaking.</li> <li>✓ Use visual cues.</li> <li>✓ Minimise background noise.</li> </ul>	<p style="text-align: center;"><b>Visual Impairment</b></p> <ul style="list-style-type: none"> <li>✓ Provide large print.</li> <li>✓ Paper/print contrast.</li> <li>✓ Verbal descriptions.</li> <li>✓ Reduce visual clutter.</li> </ul>	<p style="text-align: center;"><b>Sensory and Physical</b></p> <ul style="list-style-type: none"> <li>✓ Keep environments clear and accessible. Reduce sensory load by minimising noise and visual clutter.</li> <li>✓ Use appropriate seating and positioning to support posture, focus, and sensory comfort.</li> <li>✓ Timetabled movement breaks, sensory circuits, support with transitions, and practical tasks; use backwards chaining where helpful.</li> <li>✓ Make reasonable adjustments to P.E. and games to support inclusion.</li> <li>✓ Be mindful of sensory sensitivities, offering supportive equipment, quiet spaces, or movement/sensory breaks as needed.</li> </ul>	<p style="text-align: center;"><b>Social Emotional Mental Health (SEMH)</b></p> <ul style="list-style-type: none"> <li>✓ Build strong relationships.</li> <li>✓ Use predictable routines.</li> <li>✓ Provide safe spaces.</li> <li>✓ Allocate a key person.</li> <li>✓ Agree reasonable adjustments to aid access (coming into school 10 mins early while quiet, uniform adaptations etc.).</li> </ul>