

Below is an outline of the main SEND needs at Wymondley and an overview of strategies you could adapt to support children at home with their learning.

Speech, language and communication needs (SLCN)

SLCN is an umbrella term to describe young people who have difficulty communicating with others

Different types:

- Speech and language delay – development isn't what would be expected for a child of that age.
- Receptive Language difficulty – problems with understanding words, sentences or instructions
- Expressive Language difficulty – issues with using language to express ideas, needs or feelings.
- Speech or articulation difficulty – difficulty saying words clearly using the correct sounds
- Social interaction difficulty – problems following the rules of communication and difficulty interacting socially with others.

How might it manifest itself?

- Misunderstanding other people's actions or intentions in communication.
- Their communication can come across as insulting or rude when they don't mean it to be.
- Becoming self-conscious or frustrated by their inability to communicate.
- Can lead to behavioural difficulties or negative social relationships eg becoming angry with peers because they can't make themselves understood.
- May withdraw from activities that involve communication.

Support strategies:

- Make sure noise levels are such that everyone can hear and be heard.
- Have clear and consistent routines around communication eg for turn-taking when speaking.
- Provide good models of speech by speaking clearly and not too quickly.
- Provide lots of opportunities for the child to talk.
- Ask the child (discreetly) to repeat what you've said in their own words so you can check understanding, particularly when you have given them instructions.
- Introduce keywords before the learning, then provide opportunities for them to review and revise keywords through fun activities eg 'What am I?' or 'Bingo'
- Allow them time to formulate their responses. Try not to jump in or speak for them as it undermines their efforts to speak for themselves.

Autistic Spectrum Condition (ASC)

ASC affects the way a person experiences the world around them, communicates and relates to others.

Main areas of difficulty:

- Social understanding – differences in understanding social behaviour and the feelings of others, which informs the development of friendships and relationships.
- Interests and Information Processing – Differences in perception, planning, understanding concepts, generalising, predicting, managing transitions, passions for interests and ability to absorb auditory or spoken information.
- Sensory processing - Hypo (low) sensitivity, Hyper (high) sensitivity which can affect all 5 senses, and proprioception which can lead to lack of understanding of personal space, or the overwhelming need for personal space.
- Communication and interaction – can be SLCN as per the previous slide, or range from highly articulate (which can mask a deeper misunderstanding) to non-verbal.

How might it manifest itself?

- Problems with recognising understanding the feelings of others and managing their own feelings.
- Difficulty forming friendships.
- Difficulties with non-verbal communication eg eye contact, facial expressions, tone of voice.
- Difficulty understanding inferred meanings of language eg idioms.
- Issues with understanding or predicting other people's intentions and behaviour.
- Difficulty imagining situations outside of their own experience.
- Inflexible thinking and behaviour due to difficulties with imagination.
- Struggle to manage transitions and resistance to change.
- Reactions to sensory stimuli that may seem 'out of proportion'.

Support strategies:

- Reduce unpredictability with very clear routines.
- Keep learning / working areas clear of clutter and keep noise to a minimum, including noise from open windows, speakers left on but not in use, etc.
- Try to use visual stimuli for instructions, routines and give advance warning about changes in routine.
- Speak clearly and break down instructions or processes.
- Avoid sarcasm or metaphorical language.
- Use child's name before speaking to them.
- Be very specific with what you want them to achieve, even for straightforward tasks eg "I would like you to think of 3 reasons and write them in your book."
- Carefully scaffold tasks that require imagination or empathy.

Moderate Learning Difficulties (MLD)

Pupils with MLD tend to find learning in all areas of the curriculum difficult, and struggle with Literacy.

Main areas of difficulty:

- Lack of basic Literacy skills
- Poor working memory – difficulty processing, retaining and recalling information.
- Poor listening skills.
- Limited vocabulary.
- Short attention span.
- Difficulty following instructions.
- Difficulty understanding abstract ideas such as time.

Support strategies:

- Pre-prepare the child by introducing key vocabulary before reading a text.
- Provide opportunities for children to practice specific comprehension skills, such as predicting, questioning, clarifying and summarising.
- Provide stimuli to help generate ideas in writing eg visuals, real-life objects, role play.
- Encourage your child to draft writing independently on whiteboards / scrap paper / notebook before writing their final version so they develop confidence in their own writing ability.
- Provide a 'graphic organiser' eg writing frame, mind-map, flow diagram, sticky notes that they can reorganise. <https://www.twinkl.co.uk/resource/t-l-5257-graphic-organisers-pack>
- Chunk down instructions and don't expect them to remember verbal instructions.
- Provide memory aids such as wordmats, numberlines.
- When introducing new content or ideas, especially abstract concepts, try to relate it to their own experiences, or build a narrative around it. Young people are more likely to remember a story, especially if you can include any personal anecdotes.

Specific Learning Difficulties (SpLD)

SpLD includes dyslexia, dyspraxia and dyscalculia.

Main areas of difficulty:

Dyslexia

- Accurate and fluent word reading and spelling

Dyscalculia

- Basic number concepts
- Time concepts eg 'yesterday'

Dyspraxia

- Controlling movement/fine and gross motor skills
- Following instructions
- Limited concentration

Overall

- Difficulty processing and remembering information
- Sequencing and organising ideas
- Copying from the board
- Working memory
- Fine motor skills

Support strategies:

The strategies used for students with MLD should also be used for SpLD, in addition to the following:

- Try using off-white/ cream or light coloured background for writing
- Avoid worksheets or powerpoint slides that look too 'busy'. If a sheet you are using looks busy, you can break this up into chunks by folding the page or covering text to only show the section they are working on.
- Use headings to break up text where appropriate, and bulleted lists to organise information.
- Use a multi-sensory approach - pictures, objects, physically doing a task
- Try to link concepts to real life & concrete examples.
- Use clear language and keep unnecessary information to a minimum.
- Provide visual support for new vocabulary.
- Keep clutter in the working area to a minimum.
- Help with organisation by providing timetables, checklists, equipment lists etc.

Attention Deficit Hyperactivity Disorder (ADHD)

Under the umbrella of SEMH. A condition in which people find it difficult to focus their attention or control their behaviour.

Main areas of difficulty:

- Hyperactivity - often restless, can't sit still, talks a lot, fidgets, runs or climbs excessively.
- Inattentiveness – lacks self-control, acts without thinking, interrupts or blurts out inappropriate comments, talks back, loses temper, can appear aggressive.
- Impulsiveness – disorganised, has difficulty keeping on task, appears easily bored, is forgetful, loses things, makes careless mistakes, doesn't seem to listen.

How might it manifest itself?

- Struggling to focus on conversations
- Struggling to stay on task
- Remembering to bring the right equipment and resources
- Difficulty organising their work
- Unable to appropriately prioritise tasks
- Difficulty adjusting to frequent changes of activity
- Not always realising or considering the consequences of their actions or seeing things from another's perspective
- Unable to co-ordinate their actions and/or sit still
- Unable to wait or turn-take
- Problems sequencing words when expressing themselves, both verbally and in writing
- Poor working memory
- Slower to process or recall information
- Struggle in afternoon lessons due to poor sleep patterns at night.

Support strategies:

- Sit away from distractions like windows, heaters etc.
- Have a clear and consistent routine for every working session
- Keep instructions clear and simple.
- Use the child's name and make sure you have their attention before you give them instructions.
- Ask them to repeat instructions back to you or show you what they should be doing.
- Give clear expectations of the minimum amount of work you expect to be completed by a given time.
- Provide regular time updates or give the pupil a clock/timer to monitor their own tasks..
- During longer tasks, build in a 'movement break' if it's appropriate or chunk longer tasks into sections.