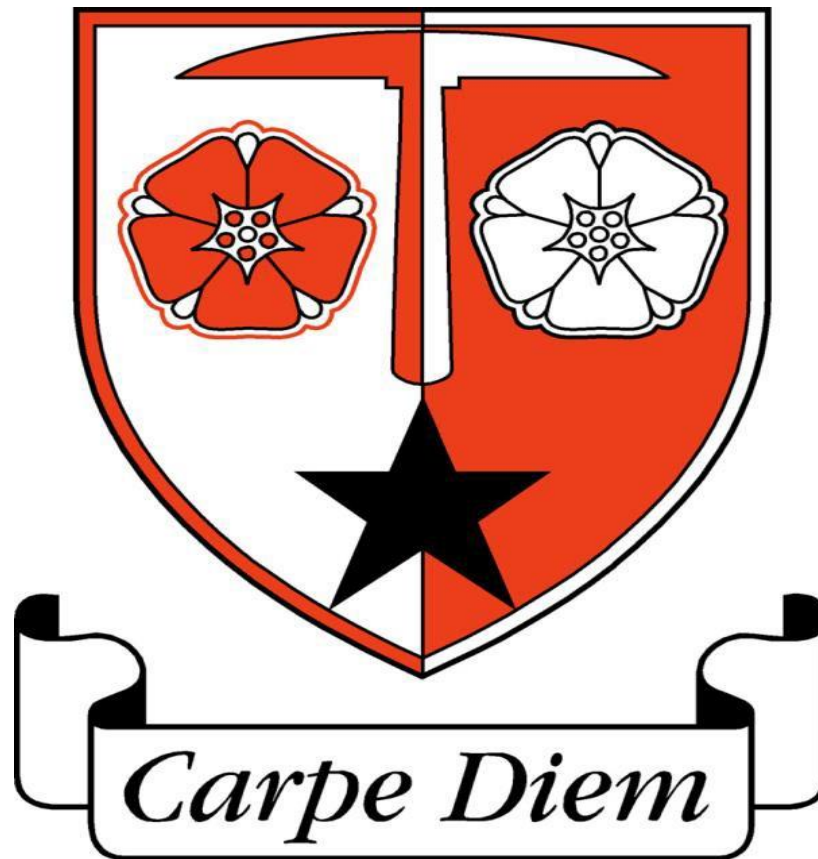# Audenshaw School

TEACHING & LEARNING POLICY

This policy is reviewed every two years by the Standards Committee.
History of Document

Issue No	Author/Owner	Date Written	Approved by Standards	Received by Governors	Comments
Draft A	Tim Dyson / Liz Warner	18 January 2013			
Issue 1	Tim Dyson / Liz Warner	28 March 2013			Amendments made
Issue 1.1	Liz Warner	18/07/2013	30/09/2013	01/10/2013	Minor amendment made
Issue 1.2	Liz Warner	17/09/2015	30/09/2015	30/09/2015	Reviewed and updated
Issue 1.3	Liz Warner	29/06/2017	10/07/2017	10/07/2017	Minor amendments
Issue 1.4	Liz Warner	11/07/2019	08/08/2019	08/08/2019	Minor amendments
Issue 1.5	Brad Cunningham	24/08/2020	05/10/2020	05/10/2020	Minor amendments
Issue 1.6	Brad Cunningham	21/02/2023	16/02/2023	16/03/2023	Amended to include SEND information

OUR MISSION

The school aims to provide a quality education in a caring community based on an ethos of respect and discipline and a relentless pursuit of excellence in all that we do.

OUR VISION

Audenshaw School will be recognised as a fully inclusive, aspirational, high achieving centre of excellence, firmly rooted in the local community.

We will create, develop and maintain a challenging and stimulating personalised learning environment where no student is overlooked or left behind and where teaching and learning is high quality, inspirational and innovative.

We will consistently have high academic standards and expectations for every individual and continue to place considerable value on sport and healthy living and developing strong links with the community.

All members of the school community will be valued and every success will be celebrated.

Audenshaw School will maintain a safe, secure and caring environment in which to work and learn.

AUDENSHAW SCHOOL SAFEGUARDING STATEMENT

This School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

CONTENTS

1. **Audenshaw School Teaching and Learning Vision Statement**

Our core purpose is to provide high quality teaching and learning for every single student.

Teaching and support colleagues are wholeheartedly committed to ensuring that a high-quality curriculum is delivered to all students. Colleagues are supported to do this effectively using research and pedagogy that impacts students' learning, knowledge and subsequent achievement. Teaching at Audenshaw School is driven by our values, Respect, Responsibility and Resilience. These values underpin our attitude to learning strategy. The full policy provides an outline of the ways in which we, as a single academy trust, will support staff to be the most effective teachers and the pedagogy and principles that we believe will be most effective in the delivery of the curriculum- for all of our students.

The policy is a live document and may be added to as the need arises to support best practice. The policy is also intended to support the creation of a lively and innovative teaching community that sets out the highest of ambition for every single student. We believe in a professional culture of teaching staff continually wanting to improve upon their practice. In order to achieve this all staff will; engage with the CPD Curriculum within Audenshaw School to be more effective in their classrooms and successfully impact upon student learning, use information about students' needs to tailor instruction and design appropriate tasks, understand the equalities act and make reasonable adjustments for students with additional needs.

Teachers will hold high expectations for all students within our organisation and use evidence informed strategies to ensure all students can learn effectively. Teachers on the Upper Pay Spine make a 'substantial and sustained contribution' to teaching and learning by supporting colleagues, including those who are less experienced, to develop their practice. All staff engage fully with the CPD curriculum to benefit their own development and students' learning.

Learning at Audenshaw School is an enriching experience, students are energised and challenged by our learning offer, they learn with purpose, enquiry and unrelenting passion- inspired by their teachers. Teachers' are expected to maximise the trust instilled within us from our parent and carer community to enable students to access high quality resourced activity, sequenced carefully to develop and aid progress, students will be expected to engage, excel and regard learning (both inside and outside of the classroom), as a way in which they can grow and increase their own self-esteem through rich knowledge, skills and engagement across all subjects.

At Audenshaw School many leaders have a responsibility for ensuring that teaching is effective and teachers have the right support and conditions to provide excellent teaching and learning experiences for students.

Great leaders are needed to create the conditions for great teaching and great classrooms. Every teacher is a leader of learning. In order for teachers to flourish, leaders must ensure that the conditions for effective teaching are right. Leaders are role-model engagement in research around student learning and work to disseminate best practice and key knowledge to their staff. Leaders have absolute clarity as to what excellent education should look like in their school, for all year groups and in each subject area. Leaders ensure that the curriculum taught focuses upon powerful knowledge and experiences that build students' cultural capital. Leaders must provide environments which manage student behaviour, promoting and developing positive learning behaviours and focus from students.

Please refer to the full handbook for further clarity around Leaders' and the expected roles that influence all teaching staff delivering high quality education.

2. ASSESSMENT FOR LEARNING - AFL – Ideal Classroom Practice

Rationale

Assessment for Learning (AFL) is the process whereby teachers and learners work together to identify the 'Next Steps' for the learner to take, and the most effective strategies to use. Audenshaw School believes that it should be used to complement both formative and summative assessments which demonstrate what has been learned.

1. **Putting the lesson in context**. Students need to know where this lesson fits with what has been learnt previously and also where they are regarding the 'wider context' of the learning journey, and the bigger picture. (This can be done verbally with questions, students recalling facts, stating something they learnt last time etc). It is also good practice to show students how the acquirement of new skills and knowledge will help them progress towards achieving their academic targets and their own personal development as an effective learner. Starter slides will be used to recap prior learning within the learning journey and to develop long term memory.

2. **Provide oral feedback to students**. The feedback should be focused on helping students identify what 'Next Steps' are need to be taken in order to make further progress. 'Touring' the room to give tips for improvement on work and learning are much more likely to develop the quality of the written work they hand in or any understanding they demonstrate. This also provides teachers with an opportunity to praise students for their achievements, although this should be done sensitively.

3. **Providing written feedback to students**. Feedback should focus on how students have responded to the learning objectives, what they have been successful at and the 'Next Steps' needed to improve their performance further. Written feedback should provide the student with opportunities to respond and to show improvement through meaningful feedback. Where peer guidance is offered, the quality and accuracy of student feedback must be quality assured by the teacher in order to avoid misconceptions. Whole feedback is also an effective tool to address misconceptions and get students to close learning gaps through acting on next steps. For more information on Marking and Feedback, please see the School's Marking and Feedback policy.

4. **Providing opportunities for peer and self-assessment through the sharing of success criteria.** Students need to understand the success criteria against which they will be judged, or will be judging others. They also need to be taught how to work in collaboration with mark schemes and each other.

5. **Providing students with exemplar/ modelled material**. This allows self and peer assessment to be meaningful: if students have access to materials that provide them with a successful example of what they are aiming for, they are more likely to reach those levels. Furthermore, by proving 'what a good one looks like,' students and set themselves targets and work with those that have also been set for them. (This can be done through example answers, or exemplar responses from previous student or teacher modelled versions.)

Providing students with next steps Using end of key stage or interim progress targets/next steps is as a way of focusing students on what they need to do to improve, and how to do this. Linking written feedback to the targets specifically will aid progress and allow student to see how much further they have to go to reach their goal.

3. DIFFERENTIATION

3. i. Differentiation Within Lessons at Audenshaw School

Rationale

Differentiation is the process by which differences between learners are accommodated so that all students in a group have the best possible chance of learning.

A differentiated classroom provides students with different avenues to process or make sense of information and ideas, to understand and absorb content and to develop an end product. Differentiated support should ensure that the expected levels of student progress and attainment are met or indeed exceeded.

Lessons at Audenshaw School should be planned and executed by teachers- and supported by Learning Support Assistants- to ensure that all learners, regardless of academic ability, experience an appropriate level of challenge during their school day as they process essential information, ideas, and skills. Teachers should aim to pitch their instruction during lessons at the appropriate level and effectively lead students to engage with new ideas through building on prior levels of knowledge and understanding. Effectively differentiated lessons recognise that students are at different levels of readiness, and that students vary in their interests and preferred ways of learning. Differentiation aims to make appropriate accommodations to ensure that the lessons are engaging and appropriate for all learners.

How a differentiated classroom should look:

- Lessons are planned and executed based on diagnostic information about individual students' learning and their differing needs.
- The assessment criterion is shared with students in a meaningful way and individuals understand about strands of progressions, linked to their academic ability
- Where possible, work should be modelled for students so that they understand what they are trying to achieve looks like.
- Teaching and learning are entirely focused on key concepts, understandings and skills, as mapped out in departmental Learning Journeys.

Teacher and students work together to ensure continual engagement and challenge for each individual; students should also be encouraged to take on a variety of different and clearly defined roles in the classroom, such as 'Playing the Expert'.

- Extension tasks have been replaced with immediate higher order tasks. For students that struggle with these, support from teachers or LSAs will be given in terms of a framework or scaffolding.
- Teachers provide a variety of different types of work or tasks. 'One task fits all' should not be a feature of lessons at Audenshaw School.
- Teachers use effective questioning which should be differentiated to challenge all students at all different ability levels in the classroom.
- Classroom teachers must regularly check the understanding of all students.
- Next steps in books are tailored to individual students' needs, linked to their ability

3. ii Vulnerable Groups at Audenshaw School

Rationale

It is essential that every child is given the greatest opportunity to achieve their fullest potential at Audenshaw School. Consequently, it is vital that all our vulnerable groups are identified and their specific needs addressed.

The vulnerable groups in the School may include:

Special Educational Needs and Disabilities (SEND) (including behaviour and dual or multiple vulnerabilities).
- Pupil Premium students.
- Black and Minority Ethnic students.
- Looked After Children (LAC).
- Those with hidden vulnerabilities; for example, children with a parent in prison.
- The most/ more-able.
- Young Carers.

Identification and Outcomes

At Audenshaw School identification of vulnerable students will lead to more effective personalisation of learning via:

- Informed planning and marking.
- Increased vigilance in monitoring progress against aspirational target grades.
- Creation and use of specific resources related to students' needs.
- More effective use of School based locations.
- A closer working relationship with parents and carers.
- Learning Support Assistant targeted support.
- Early intervention strategies if students begin to fall behind.

4. BEHAVIOUR

4. i Behaviour at Audenshaw School

Rationale

The School expects outstanding standards of behaviour, as detailed in the School's Behaviour and Safety Policy, as learning cannot take place unless there is a disciplined environment. Audenshaw School's pursuit for excellent behaviour both in and out of the classroom underpins its academic success.

Exemplary behaviour starts outside the classroom before the lesson begins in order to set the correct tone. Students are expected to enter classrooms quietly and sensibly. They are furthermore expected to show respect to adults and fellow students, to follow instructions exactly and to Continually demonstrate the School Values of respect, responsibility and resilience.

In providing a disciplined environment, Audenshaw School provides the opportunity for all students to maximise their learning and helps to prepare them for a successful working life outside the classroom.

Classroom management is the single most important skill an effective teacher must master. Nothing else you try to do with a class will be effective if discipline is lacking. It is easy to get it wrong but it is just as easy to get to right. Classroom management is a skill that can be learnt.

For a comprehensive guide to behaviour at Audenshaw School, please look at the Whole School Behaviour Policy.

5. MARKING AND FEEDBACK

Rationale

Marking has the potential to be a powerful and meaningful ongoing diagnostic record of a student's achievement, the results of which should feed into future planning and target setting. It is also a very effective medium for providing differentiated feedback to students about their progress.

All students at Audenshaw School are entitled to have their work marked in such a way that it aids progress Marking should also provide opportunities for a variety of meaningful assessment strategies.

Whole school marking procedures and marking standards should be consistently applied across the School in terms of quality and clarity.

See the School's Marking and Feedback policy for further details. Departments have also got their own departmental policies in accordance with their individual Learning Journeys and assessment models.

6. HOMEWORK

Rationale

In providing appropriate homework for all students, Audenshaw School intends to extend and enhance learning opportunities for students.

Our aims for the students are as follows:
- To organise themselves and their time in completing a task
- To develop independent learning
- To learn and practice study skills e.g. research, revision
- To enable them to develop their own individual abilities
- To enable students to enhance their ICT skills.

To develop our students' skills, Audenshaw School will:

- Encourage parental involvement with their children completing homework
- Provide opportunities to reinforce and prepare for classwork
- Use the time to help students meet controlled assessment/ coursework requirements.

For a more comprehensive guide to homework at the school, please look at the Whole School homework policy.

7. LEARNING SUPPORT ASSISTANTS IN THE CLASSROOM

Rationale

The successful deployment of Learning Support Assistants (LSAs) lies in understanding the nature of the support they can provide. The Special Educational Needs Coordinator (SENDCo) will allocate LSAs in response to an audit of students' needs and the skills and training of the learning support assistant.

The type of support that Learning Support Assistants should be engaged in can be divided into three strands: support for the student, support for the teacher and support for the curriculum.

Teachers at Audenshaw are encouraged to ensure that the collaborative work and planning with their LSAs means that they are able to support the students and the curriculum rather than being used merely as an assistant to the teacher.

Support for the student is support for all students with whom the LSA comes into contact. Many LSAs are employed with specific responsibilities to work with individual children with special educational needs. They will use specific skills, training and working knowledge of the students to motivate and encourage students to achieve.

Support for the curriculum is support where LSAs are used to develop resources and inform the planning of lessons to suit the individual needs of each person. They can use their own specific subject knowledge or training to create differentiated resources and to liaise with teachers to suggest tasks that may need revisiting or consolidation. Their feedback should be used to inform the planning of further lessons.

Support for the teacher involves LSAs in performing a number of routine tasks, such as escorting groups of students to work areas outside the classroom or handing out resources. It is now common and desirable for teachers also to allocate LSAs tasks that were once more often done by the teacher. LSAs should be encouraged to use planning and preparation time to prepare resources and tasks that can support the learning, such as spelling tests, group activities, quizzes and plenaries. Teachers will be expected to meet with LSAs weekly to plan and discuss what needs to be delivered to students to small groups.

8.   LITERACY AND NUMERACY AT AUDENSHAW SCHOOL

Audenshaw School endorses the fundamental principle that improving our students' literacy and numeracy skills is the key to improving learning and raising standards of achievement and attainment. The explicit teaching and learning of effective reading, writing, speaking and listening skills alongside numeracy skills will enable students to gain access to all the subjects studied in School. Literate and numerate students will ultimately emerge as confident and articulate, being fully prepared to enter the adult world, whether they continue their academic studies or enter the world of work.

The teaching of literacy and numeracy is not just for the English and Maths departments alone at Audenshaw School, all teachers should aim to share responsibility for the teaching of literacy and numeracy across the curriculum. See the School's Literacy and Numeracy policy for further details.

9. QUALTY ASSURANCE (QA)

At Audenshaw School, Quality Assurance of Teaching and Learning takes place throughout the year in various forms. This is vital in maintaining standards of excellence and also to plan for further improvement.

- To highlight excellent practice
- To enable support to be provided where needed
- To inform Audenshaw School self-review and improvement planning
- To influence Career Professional Development
- To improve student attainment and raise their outcomes and standards

Quality Assurance will be monitored by all Middle Leaders in regards to lessons, book looks, student voice, curriculum review or form time. Quality Assurance will be calendared and will take place through department meetings or line management meetings, where good practice will be captured. Curriculum Leaders will also have specified periods where they will carry out a department QA cycle and give feedback on actions and findings in Line management meetings.

The QA framework consists of 7 steps/stages as follows:

1. Drivers/triggers
2. Foci
3. Choice of QI Activity(ies)
4. Planning, Doing and Recording
5. Inference
6. Effective feedback
7. What next after the QA?

For more detail on QA, please see our separate Audenshaw QA Toolkit.

10. CAREER PROFESSIONAL DEVELOPMENT (CPD)

CPD has been one of the crucial elements leading to the recent improvements in Teaching and Learning. The most effective CPD has been when employees have continued to share their own good practice with others.

Audenshaw School is committed to providing high quality CPD in teaching and learning to all employees. This will happen in a variety of ways, such as:

Whole School training

- Workshop or carousel activities where teachers share their ideas and good practice with small groups of other teachers.
- Modelling of good practice.
- Discussion and sharing of good practice through strategies developed through Tom Sherrington's

Walkthrus
- The use of IRIS Connect to self and peer review.
- Scheduled CPD Teaching and Learning specific sessions led by specialist members of the teaching body.
- Peer observations.
- Coaching and mentoring.

- The Aspiring Middle Leaders programme
- NPQs in Leading Teaching, Leading Teacher Development, Behaviour, Literacy or the NPQSL
- Shadowing opportunities of a Middle or Senior Leader

Increasingly, we would like CPD to become personalised to individual employee needs. We ask employees to identify aspects of their teaching that they need or would like to develop further and we endeavour to formulate a CPD Programme that will address those needs.

Sharing good practice amongst employees will remain at the heart of CPD and we invite all employees to identify aspects of strength or expertise in their own teaching that they can share with others

We support our employees to meet Performance Review targets with internal and external training provided, after an audit of requirements. See the School's Appraisal Policy for further details.

11. THE USE AND RATIONALE OF BLENDED LEARNING

Rationale

In the event of a partial/local/School or complete Lock-down, plans have been put in place to ensure that 'Blended Learning' can take place. This can be in the form of uploading work onto Show My Homework and teaching normal lessons in school alongside using online platforms like Microsoft Teams to talk students through online resources from lessons that can not take place on the school premises.

Please see the separate Blended Learning Policy for more details.

Appendix 1

Quality First Teaching in Practice

A guide for teaching and support staff

Adapted by N Kenny (2023)

Contents

Strategies by Need:

Strategies to support pupils by specific area of need.

1. ADHD (ADD)

- Build confidence/rapport upon entry: 'Hi John, how's football going?'

- Reward good choices/take no interest in the negative.

- Single instructions

- Clear written and verbal directions

- Ask student to repeat instructions back to you.

- Limit distractions

- Flexible seating options

- Independent work station

- Timer to aid with task completion management

- Chunk learning and tasks

- Provide fidgets

- Movement breaks

- Predictable routines

- Visual supports and examples (E.g. task lists, show 'WAGOLL.')
- Colour coding: E.g. Traffic light colours to scaffold a task. (First part: red etc.)
- Support with note taking
- Address by name
- Voice record ideas on Google docs/Microsoft word
- Highlight important words/phrases of given texts opposed to copying off board.
- Clear, dyslexia friendly font
- Prepare for change
- Strong, consistent boundaries
- Provide regular check ins
- Limited choices (You can choose to write in bullet points or full sentences)
- Friendship support/peer buddy

2. ASD (and/or Sensory processing)

- Visual timetable (personal)
- Now and next board/Task list
- Chunked learning
- Movement/sensory breaks
- Key adult
- Emotion coaching
- Emotion check in
- Visual supports
- Low-stimulus environment
- Fidget/comfort items
- Ear defenders
- Raised line paper
- Structured activities at break/lunch
- Predictable routines
- Clear, firm and consistent boundaries
- Single instructions
- Calm, quiet safe space
- Verbal and written instructions
- Steps to complete task
- Modelling
- Flexible seating options
- Independent work station
- Timer
- Predictable routines
- Build confidence
- Reward good choices
- Colour coding
- Support with note taking
- Address by name
- Social stories
- Prepare for change
- Limited choices
- Friendship support/peer buddy
- Open dyslexic font
- Take up time
- Allow reduced eye contact
- Play/Lego therapy Interventions
- Coloured lenses/sunglasses

3. Attachment

- 'Team around the child' approach
- State facts opposed to praise the person
- Motivate through tiered system
- Earn not sanction
- Provide warm safe space
- Key adult
- Emotional check in
- Emotion coaching
- Predictable routines
- Clear, firm and consistent boundaries
- Single instructions
- Address by name
- Modelling
- Independent work station
- Fidget toys
- Ear defenders
- Snacks
- Weighted blanket
- Build confidence
- Be relentlessly kind
- Rephrase negative language – not direct challenge
- Prepare for change
- Visual timetable and supports
- Now and next board
- Brain breaks
- Low-stimulus environment
- Seating – need to see the room
- Support with note taking and organisation
- Limited choices
- Responsibility
- Maintain professional boundary
- Manipulative and tactile resources
- Opportunities for play
- Teach facial expressions
- Teach tone of voice
- Calm, quiet classroom
- Depersonalise consequences
- Address behaviour, not person

4. Auditory processing/EAL (Supports both!)

- Seat at front
- Calm, quiet classroom
- Reduce background noise
- Repeat what you say
- Pause when speaking
- Be animated
- Provide visual prompts and supports
- Single instructions
- Develop phonological awareness through substituting, rhyme etc.

- Use multisensory approach
- Play memory sequencing and attention games
- Allow thinking time
- Face student when speaking
- Emphasise key words
- Slow speech
- Limit distractions
- Use a buddy to scribe

5. Dyscalculia

- Differentiate instruction – not task
- Chunk learning
- Modelling
- Concrete and Visual aids
- Manipulative resources
- Multisensory approach
- Regular review
- Real life connections
- Use a calculator if fast recall isn't the objective
- Provide more time
- Assistive technology
- Praise effort
- Personalise learning

Dyslexia (Difficulty with phonics, reading, spelling, working memory)

- Ensure text is appropriate for reading age
- Chunk learning
- Modelling
- Visual aids
- Manipulative resources
- Multisensory approach
- Regular review
- Real life connections
- Provide more time
- Assistive technology
- Praise effort
- Personalise learning
- Coloured overlays
- Coloured page text books
- Sloped writing frames
- Raised line paper
- Electronic spell checkers
- Speech to text software
- Typing
- Open dyslexic font
- Thinking time
- Clear and consistent boundaries
- Cream background on whiteboard
- Do not force reading in front of peers
- Whole word reading approach if phonics isn't working
- Build self-esteem
- Dyslexia reading books
- Rulers with attached handles.
- Magnetic letters/numbers.
- Handwriting sheets/handbooks.
- Pencil grips (various styles).
- Print outs of date/LO
- Highlight essential information.

- Alternative recording
- Expect them to write less but record their ideas they give.
- Over learning
- Pre teaching
- Revision
- Copy of slides
- Join handwriting
- Toe by Toe intervention
- Precision teaching
- Highlight word lines in book

6. **Dysgraphia (Difficulty with Handwriting)**

- Use assistive technology
- Allow extra time
- Highlight lines
- Raised line paper
- Scaffold writing tasks
- Modelling
- Template
- Chunked learning
- Scribe
- Explicit instruction in phonics and spelling
- Build fine motor skills
- Build gross motor skills
- Therapy putty
- Strengthen fingers
- Sloped writing board
- Develop core strength
- Use graph paper in maths
- Provide slide handouts
- Promote cursive writing, but allow pre-cursive if easier)
- Pencil/pen grips
- Coloured text books
- Alternative recording (E.g. voice typing, word-processing)

- Cloze activities
- Extra time
- Low-stimulus classroom

7. Hearing impairment

- Seat near front – allow child to choose
- Slowed rate of speech
- Visual supports
- Ensure mouth is not covered
- Address by name
- Repeat instructions / information
- Hearing buddy
- Wear microphone
- Provide handouts of slides
- Animated speaking and facial expressions
- Visual timetable
- Use Makaton /sign
- Don't shout
- Reduce background noise
- Face class when talking
- Language-rich classroom – labelled resources
- Address pupil not interpreter (if in place)
- Avoid pacing
- Pre-teach new vocabulary

8. Processing speed

- Check in for understanding
- Extra time / take up time
- Single instructions
- Slowed speech
- Visual supports
- Checklist to complete task
- Personalised learning to interests

- Shorten tasks
- Chunked learning
- Brain breaks
- Sensory breaks/ fidget toys
- Cloze activities
- Assistive technology
- Talking tins
- Praise effort
- Provide handouts
- Reduce cognitive overload
- Personalised work station
- Reduce distractions
- Highlight key information
- Pre teach and overlearning
- Predictable routines
- Firm, clear and consistent expectations
- Start prompts
- Timer

9. Visual impairment

- Print out of slides in larger font
- Repeat instructions and key information
- Speech to text software
- Magnifying glass/screen
- Provide laptop to follow teachers slides
- Talking equipment
- High contrast (black and white e.g.)
- Well-lit room
- Don't stand in front of window
- Animated speaking
- Braille
- Assistive technology
- Contrast strips on steps or hazards
- Touch typing

- Talking books / e-books

- Allow to choose seat

- Large font

- Dyslexic friendly font

- Raised line paper

- Coloured text books and overlays

- Safe, clutter free classroom

- Predictable routines

- Use of real objects to support teaching

- Buddy

- Power source for technology

10. Overview: Reasonable Adjustments

Cognition & Learning	Language & Communication	Sensory & Physical	Social, Emotional & Mental Health
Classroom position	Teach social skills	Fidget toys	Positive reinforcement when making good choices
Single step instructions	Teach active listening	Wobble cushion/stool	Celebrate strengths
Chunked tasks	Teach non-verbal cues	Weighted blanket	Responsibility
Providing models/ sample work	Speech & Language Therapy	Movement breaks	Develop relationships with key adults
Step list to complete task	Visual supports	Touch typing	Develop relationships with senior leaders
Reduced length of task	Pre-teach new vocab	Sloping board	ELSA/pastoral support
Provide reader	Vocab walls	Voice recording	Structured activities at break
Scribe		Raised line paper	Social stories
Prompter		Provide handout/photos of board	Adult support as predicted trigger points
Brain breaks		Relax uniform	Social skills training
Ear defenders to reduce distraction		Provide snacks	Conflict resolution training
Timers		Prompt to eat/drink	Emotion coaching language
Use of computer		Chew toys	Personalised sanction/reward system
Teach memory techniques		Pencil grips	Administer top up medication
Work station		Therabands	Pair with role model buddy
Peer collaboration		Heavy labour/high energy breaks	Safe, calm space
Personalised interest topics			Extra warning for transition
Coloured paper/overlays			Play therapy
Dyslexia-friendly font			Strong boundaries
			Avoid public calling out
			Nurture activities