

SEND Knowledge Organiser

- Universal Provision



1. What behaviour do you see?

<p>1. Communication and Interaction Speech and Language</p> <ul style="list-style-type: none"> <input type="checkbox"/> Finds it difficult to listen <input type="checkbox"/> Finds it difficult to understand text <input type="checkbox"/> Difficulty following instructions <input type="checkbox"/> Doesn't start tasks independently <input type="checkbox"/> Produces short and inaccurate sentences <input type="checkbox"/> Repeats behaviours even after correction <input type="checkbox"/> Unclear Speech <input type="checkbox"/> Swears without meaning to <input type="checkbox"/> Runs away when frustrated <input type="checkbox"/> Struggles with every day processes e.g. remembering equipment <input type="checkbox"/> Find it difficult to take part in discussions <input type="checkbox"/> Short attention span <input type="checkbox"/> Doesn't ask for help <input type="checkbox"/> Limited vocabulary 	<p>1. Communication and Interaction Social communication</p> <ul style="list-style-type: none"> <input type="checkbox"/> Struggles in group work <input type="checkbox"/> Prefers to talk to adults or younger children <input type="checkbox"/> Difficulty making and maintaining friendships <input type="checkbox"/> Anxiety in busy or unfamiliar places <input type="checkbox"/> Sensitivity to touch, light, taste or sound <input type="checkbox"/> Can't cope in unstructured social times <input type="checkbox"/> Refuses to complete homework <input type="checkbox"/> Struggles with change <input type="checkbox"/> Low self-esteem <input type="checkbox"/> Difficulty understanding when information should be 'private' <input type="checkbox"/> Doesn't use or understand facial expressions 	<p>2. Cognition and Learning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low levels of progress <input type="checkbox"/> Difficulties sequencing or ordering <input type="checkbox"/> Increasingly low self-esteem <input type="checkbox"/> Can't carry out routine mental arithmetic etc. <input type="checkbox"/> Won't persevere with difficult tasks <input type="checkbox"/> Relies on adults to get through lessons <input type="checkbox"/> Limited vocabulary <input type="checkbox"/> Limited comprehension <input type="checkbox"/> Reluctant reader <input type="checkbox"/> Doesn't write in full sentences with consistent SPAG 	<p>3. Social, Emotional and Mental Health</p> <ul style="list-style-type: none"> <input type="checkbox"/> Difficulty remaining on task <input type="checkbox"/> Seeking frequent adult support/reassurance <input type="checkbox"/> Disruptions of attention seeking behaviours <input type="checkbox"/> Won't accept adult instructions or help <input type="checkbox"/> Shows signs of frustration <input type="checkbox"/> Repeats visits to IE <input type="checkbox"/> Poor attendance <input type="checkbox"/> Self-harm <input type="checkbox"/> Withdrawn or tearful <input type="checkbox"/> Gets upset easily and takes longer than expected to calm down <input type="checkbox"/> Difficulty in making and fixing relationships with peers
<p>4. Physical and Sensory Needs - Please refer to individual Student Passports</p>			

2. Things to try in the classroom

<p>Communication and Interaction Speech and Language</p> <p>3 to try</p> <ol style="list-style-type: none"> 1 Use picture-word flash cards regularly for key vocabulary 2 Use a mini whiteboard to record instructions in 'now, then, next' 3 Plan time to pre-teach key vocabulary separately to using them in context <p>Other Strategies</p> <ul style="list-style-type: none"> 👉 Sentence Starters 👉 Visual guides for classroom rules and expectations 👉 Talk Buttons 👉 Always use student's name 👉 Clear and simple explanations (SMART) 👉 Chunking instructions 👉 Check understanding regularly 👉 Extra time to process verbal questions or instructions 👉 Model correct sentences 👉 Guided reading for decoding, comprehension and inference 👉 Visual word mats 	<p>Communication and Interaction Speech and Language (ASD)</p> <p>3 to try</p> <ol style="list-style-type: none"> 1 Use visual prompts for instructions and routines 2 Have an explicit and regular classroom routine 3 Keep language clear and unambiguous at all times <p>Other Strategies</p> <ul style="list-style-type: none"> 👉 Time-out card 👉 Explicit spoken instructions and meanings - no sarcasm 👉 Support with transitions 👉 Expectations made explicit 👉 Use a mini whiteboard to record instructions in 'now, then, next' 👉 Social Stories 👉 Prompt cards for group roles and conversation skills 👉 Calm learning environment -Including teacher. 👉 Corrections are positively phrased 👉 Anxiety monitoring cards, e.g. traffic lights or rating scale
<p>Cognition and Learning</p> <p>3 to try</p> <ol style="list-style-type: none"> 1 Visual word mats with key vocabulary for every topic 2 Use cue cards 3 Scaffold all writing tasks with a sentence starts and modelled answers <p>Other Strategies</p> <ul style="list-style-type: none"> 👉 Use of ICT to record learning 👉 Use students to support learning - paired reading, work buddy etc. 👉 Pre-teach vocabulary 👉 Now, then, next board 👉 Increase processing time 👉 Talk buttons 👉 Explicit use of phonics 👉 Link new concepts to student's real work experience 👉 Less teacher talk 👉 Pre-prepared book pages with date/LO etc. 👉 Coloured overlays and paper where appropriate 👉 Use talk-tools to help with spellings (e.g. Siri) 	<p>Social, Emotional and Mental Health</p> <p>3 to try</p> <ol style="list-style-type: none"> 1 Take time to develop relationships with students, emphasise-shared interests 2 Equal use of sanction and reward 3 Keep calm and be the adult if child seeks to escalate a conversation <p>Other Strategies</p> <ul style="list-style-type: none"> 👉 Use fiddle toys 👉 Seek out information about their background and context 👉 Structure student's social interactions 👉 Positive language 👉 Use tasks as motivation 👉 Structured routines 👉 Use restorative approaches 👉 Check that medication has been taken, if relevant 👉 Regular communication with parents 👉 Use lots of positive incentives like merits