



ASC (Autism Spectrum Condition) ASC affects the way a person experiences the world around them, communicates and relates to others		
Main areas of difficulty: <ul style="list-style-type: none">• Limited proactive social communication, interaction and imagination• Sensory issues• Obsessive interests• Repetitive behaviours• Love of routine• Self-stimulating• Lack of understanding from the perception of others	What does it look like? <ul style="list-style-type: none">• Problems with recognizing understanding the feelings of others and managing their own feelings.• Difficulty forming friendships.• Difficulty with non-verbal communication e.g. eye contact, facial expressions, tone of voice.• Difficulty understanding inferred meanings of language e.g. idioms• Issues with understanding or predicting other people's intentions and behaviour.• Difficulty with imagination.• Inflexible thinking and behaviour• Struggles to manage transitions and change.• Reactions to sensory stimuli that may seem out of proportion.	Strategies: <ul style="list-style-type: none">• Routine• Prepare and warn of changes• Timer/countdown• Keep language simple• Allow them time to think• Keep instructions short and simple• Use their name• Offer a choice• Set expectations, be consistent and follow through• Model and scaffold for them to follow• Help with organization• Avoid sarcasm or idioms• Use visual stimuli for instructions and routines.



ADHD (Attention Deficit Hyperactivity Disorder) A condition in which people find it difficult to focus their attention or control their behaviour.		
Main areas of difficulty: <ul style="list-style-type: none">• Hyperactivity• Inattentiveness• Impulsiveness	What does it look like? <ul style="list-style-type: none">• Struggling to focus on conversations• Struggling to stay on task and is easily distracted• Unable to appropriately prioritise tasks• Difficulty adjusting to frequent changes of activity• Not always realizing or considering the consequences of their actions or seeing things from another's perspective• Unable to sit still• Unable to wait or turn-take• Problems sequencing words when expressing themselves• Poor working memory• Slower to process or recall information• Displays their emotions without restraint	Strategies: <ul style="list-style-type: none">• Keep rules clear and consistent• Routine• Limit distractions• Reward good behaviour• Give them a break where suitable• Keep instructions clear and simple.• Use their names and make sure you have their attention before you give instructions• Ask them to repeat instructions back to you or show you what they should be doing• Chunk the work up – they will become overloaded and defeatist when presented with what they perceive to be large volumes of work• Support with organisation• Support with making and maintaining friendships



DYSLEXIA

A specific learning difficulty (SpLD) that can cause problems with reading, writing and spelling.

Main areas of difficulty:

- Difficulties in phonological awareness
- Difficulties with verbal memory
- Difficulties with verbal processing speed.
- Difficulty processing and remembering information
- Sequencing and organizing ideas
- Copying from the board
- Working memory
- Fine motor skills

What does it look like?

- The person may frequently lose their place while reading
- The person may make a lot of errors with the high frequency words, have difficulty reading names, and have difficulty blending sounds and segmenting words.
- Reading requires a great deal of effort and concentration.
- The pupils' work may seem messy with crossing outs
- Similarly shaped letters may be confused, such as b/d/p/q, m/w, n/u, and letters in words may be jumbled, such as tired/tried.
- Spelling difficulties often persist into adult life and these pupils become reluctant writers.

Strategies:

- Praise
- Practice, practice, practice- give lots of opportunities to over-learn
- Allow time to think
- Help with organisation
- Use clear, unambiguous language
- Use a multi-sensory approach (visual and kinaesthetic, pictures and objects)
- Avoid presented work that is too busy
- Use headings to break up text and bulleted lists to organise information
- Use overlays for reading
- Use off white background for writing



DYSCALCULIA

A specific learning difficulty (SpLD) that can affect the ability to acquire mathematical skills.

Main areas of difficulty:

- Basic number concepts
- Time concepts e.g. 'yesterday'
- Difficulty processing and remembering information
- Sequencing and organizing ideas
- Copying from the board
- Working memory
- Fine motor skills

What does it look like?

- Anxiety- fear of being wrong
- Difficulty subitising – looking at a group of objects/dots and knowing how many are there.
- Difficulty identifying which digit symbol represents the bigger numerical quantity.
- Difficulty counting forward, and particularly backwards, from a given number.
- Learning known number facts and mathematical language.
- Unlearning misconceptions with number eg $6+8=16$
- Poor mental maths
- Poor sense of direction and left and right
- Difficulty with time management

Strategies:

- Chunk information – manageable chunks
- Repeat, repeat, repeat
- Practice, practice, practice
- Slow and steady – processing speed is limited
- Use mini-whiteboards/rough working out – motivate and vanish
- Allow self-voice for rote learning ie talk back to themselves or to you
- Emphasise connections
- Provide a number line for counting
- Practice presentation
- Allow additional time



DYSPRAXIA

A specific learning difficulty (SpLD) that can affect the way in which the brain processes information, resulting in messages not being properly transmitted.

Main areas of difficulty:

- Controlling movements- fine and gross motor skills
- Limited social skills which results in frustration and irritability
- Some articulation difficulties
- Limited concentration
- Difficulty processing and remembering information

What does it look like?

- Difficulty in co-ordinating movements, may appear awkward and clumsy
- Difficulty with handwriting and drawing, throwing and catching
- Difficulty following sequential events, e.g. multiple instructions
- They may misinterpret situations, take things literally

Strategies:

- Chunk information – manageable chunks
- Slow and steady – processing speed may be limited
- Ask the pupil questions to check his understanding of instructions/tasks.
- Check seating position to encourage good posture
- Check that they have understood what has been said and what they need to do.
- Help pupils with ways to remember information by using lists and diaries so they can tick off things they do as they go.
- Lots of praise- celebrate successes
- Make sure they are prepared in advance for any changes to established routines as without doing so will be stressful.



SPEECH, LANGUAGE AND COMMUNICATION NEEDS (SLCN)

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

Main areas of difficulty:

- 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

What does it look like?

- Misunderstanding other people's actions or intentions in communication.
- Becoming self-conscious or frustrated by their inability to communicate.
- May withdraw from activities that involve communication
 - May have difficulty listening to and processing speech sounds.
 - May have difficulty understanding the meaning of what others say.
 - May use words incorrectly with inappropriate grammatical patterns, have a reduced vocabulary, or find it hard to recall words and express ideas.
 - May have difficulty using and understanding eye-contact, facial expression, gesture and body language.

Strategies:

- Provide good models of speech by speaking clearly and not too quickly.
- Ask them to repeat what you have said in their own words so you can check understanding, particularly when you've given them an instruction.
- Make sure that they can hear you clearly- reduce background noises.
- Correct words which have been mispronounced.
- Give them time to think before answering a question.
- Provide lots of opportunities for them to talk
- Make sure that instructions are clear and break them into chunks.



Supporting our Special Educational Needs (SEN) pupils

Helpful Tips for Teachers and Parents

following the rules of communication and difficulty interacting socially with others.		
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