BELS
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& Learning Service











Support Staff Induction Booklet

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The Role of Support Staff

Your role is vital in supporting pupils' learning, inclusion, and well-being.



You will work under the direction of a teacher but also build independent relationships with pupils.

Be proactive, flexible, patient, and positive.

Ask questions, share insights, and always prioritise children's dignity and safety.

Use initiative

Safeguarding Confidentiality

Always follow the school's safeguarding procedures.

Never promise confidentiality to any child.



Pass on concerns promptly to the Designated Safeguarding Lead (DSL).

Keep information about children confidential – do not discuss outside of school or with unauthorised staff.

General Strategies for
Inclusive Practice

Know the child – read their individual support plans and pupil passports, think about their strengths and needs.

Promote independence – avoid doing the work for them, scaffold instead.



Always be modelling positive behaviour and language.

Communicate regularly with the class teacher and SENCo.

Use inclusive relational language – avoid labels and always focus on the child, not the diagnosis.

Reflect and adapt – what works for one child may not work for another.

Use every interaction as an opportunity for learning.

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Summary Overview of Additional Needs

p07 Speech, Language and Communication Needs

p09 Social Communication Needs

p10 Social, Emotional and Mental Health Needs

p13 Cognition and Learning Needs

p15 Sensory and Physical Needs

p16 Down's Syndrome

p18 Autism

p20 ADHD

p22 Sensory Processing Differences

SLCN

Speech Language & Communication Needs

SLCN refers to differences with understanding or using spoken language. These needs can affect how a child communicates, learns, and builds relationships. Some children may have a diagnosed condition (e.g. Developmental Language Disorder), while others may have delayed or different language development.

- **Receptive language** – difficulty **understanding spoken language**, following instructions, or processing what others say.
- **Expressive language** – difficulty **expressing thoughts, needs, or ideas** using words, sentences, or grammar.



Possible Presentation

Receptive Language (understanding)

- May find it difficult to **understand spoken instructions**, especially if they are long or complex.
- May appear to **ignore instructions** – often due to needing more time to process.
- May **struggle to follow conversations** or classroom discussions.
- May **respond with unrelated answers** or seem confused.
- May need **visuals or gestures** to support understanding.

Expressive Language (Speaking)

- May be **slow to form sentences** or struggle to get started.
- May have difficulty **finding the right word** – sometimes described as "on the tip of the tongue."
- May use **short phrases** or simple sentence structures.
- May **mix up word order** or grammar.
- May have a **limited vocabulary** or use general words (e.g. "thingy")
- May **repeat words or phrases** to help themselves process or communicate.
- May **remember something one day but not the next**, especially under pressure.
- May become **frustrated** when unable to express themselves clearly.

General Communication Differences

- May rely on **gestures, pointing, or copying others** to communicate.
- May find it difficult to stay on topic or take turns in conversation.
- May struggle with social communication – e.g. understanding tone of voice, facial expressions, or body language.

Strategies

Supporting Understanding (Receptive Language)

- Use **visual supports** – symbols, pictures, gestures, and visual timetables.
- Give **short, clear instructions** – one step at a time.
- Say the child's **name first** to gain attention before speaking.
- Allow **extra time** for the child to process and respond.
- Use **concrete language** – avoid idioms or abstract phrases.
- **Check understanding** gently – ask the child to show or repeat what they have understood.

Supporting Expression (Expressive Language)

- Encourage the child to **use gestures, visuals, or signs** if they struggle to find words.
- Accept and build on **non-verbal communication**.
- Model correct language without correcting – e.g. if a child says "goed," respond with "Yes, you went to the park."
- Use **repetition and consistent routines** to support vocabulary development.
- Provide **sentence starters** or **word banks** to help with speaking and writing.

General Communication Support

- Use **Makaton** or other signing systems where appropriate.
- Create a **calm, low-pressure environment** for speaking.
- Avoid putting the child on the spot – offer choices or yes/no questions when needed.
- Use **social stories** to support understanding of social rules and routines.
- Incorporate **talk partners** or **structured peer interaction** to build confidence.

Curriculum and Learning

- Adapt tasks to **reduce language load** – use visuals, diagrams, and practical activities.
- Provide writing frames, mind maps, and sentence scaffolds.
- Allow alternative ways to record work – drawing, symbols, IT tools, or verbal responses.
- Repeat and revisit key vocabulary regularly.



Social Communication Needs

Possible Presentations

Social communication differences may present with:

- Delay in understanding and using spoken and non-spoken communication to engage socially, build relationships, and interrupt social cues
- Differences in understanding conversation rules, interpreting tone, facial expression and gesture
- Delayed speech development and delayed language
- Differences in their understanding of social reciprocity
- May have challenges in adapting communication and behaviour to new audiences and contexts

Strategies

- Think about and explore the child's sensory needs
- Create predictable and consistent routines
- Know the level of communication
- Work from the child's interests
- Follow their Lead
- Develop personalised regulation strategies

Social, Emotional and Mental Health Needs

Introduction



All behaviour is communication. There maybe a range of presenting needs associated with social experiences, self esteem personal experiences. **SEMHs** refers to how children experience and manage emotions, build relationships, and cope with challenges. Some children may need extra support to feel safe, understood, and ready to learn.

Typical Areas of Impact

Children may experience differences in the following areas. These are not "problems" to fix, but areas where thoughtful support can make a big difference.

- **Relationships and connections** – may find it harder to build or maintain peer or adult relationships.
- **Self-esteem** – may show signs of low confidence or self-worth.
- **Emotional regulation** – may struggle to manage big feelings or reactions.
- **Language and communication** – may find it hard to express themselves or understand others.
- **Response to behaviour** – may react strongly to boundaries, transitions, or perceived criticism.

What might this look like?

These behaviours are often signs of unmet needs or emotional overwhelm—not "naughtiness" or defiance.

- Appearing **emotionally flooded** – unable to listen, talk, or engage.
- **Avoiding demands** or becoming oppositional when overwhelmed
- Showing **attachment differences**
- Becoming **withdrawn** or disengaged
- Expressing **anger** or frustration
- **Verbal or physical responses** – shouting, hitting, or lashing out.
- **Calling out** or interrupting frequently
- **Name-calling** or using unkind words.
- **Low-level behaviours** – giggling, making noises, fidgeting.

Strategies

Whole-School & Relational Approaches

- Prioritise **relationships** – build trust and connection with pupils.
- Involve **parent and pupil voice** in planning and support.
- Create a **psychologically safe environment** – stable, predictable, and secure.
- Use of **whole-schoo**l approaches like:
  - **Emotion Coaching**
  - **Zones of Regulation**
  - **Relationships & Behaviour Policy**
- Support **smooth transitions** with predictability.

Sensory & Environmental Support

- Use a **sensory profile** to understand individual needs.
- **Minimise noise and distractions** in the classroom.
- Provide **multisensory learning tools** – objects, symbols, visuals.
- Offer **planned movement breaks** (e.g. message taking, fiddle toys).
- Ensure access to a **quiet space** when needed.
- Use **visual timetables** and prompts.
- Break tasks into **small, manageable** chunks.



Language & Communication

- Use **literal, concrete language** – avoid idioms or abstract terms.
- Give **short, clear instructions** with visual cues.
- Say the child's **name first** before giving an instruction.
- Use **specific praise** and the **language of choice**.
- Allow **processing time** – do not rush responses.
- Reframe instructions to focus on **what to do**, not what not to do.

Behavioural Regulation

- Teach and model **classroom rules** clearly.
- Use **visuals and scripts** to support routines and expectations.
- Provide **choices, countdowns, and wait time**.
- Use **small, achievable challenges** linked to rewards.
- Know each child's **triggers** and **motivators**.
- Keep consequences **same-day and in-school** where possible.
- Allow **adult swap-ins** to de-escalate situations.
- Reinforce that **behaviour is communication**.

Emotional Regulation

- Teach children to **identify and label emotions**.
- Use **emotion scaling tools** and **calming activities**.
- Provide a **toolbox of strategies** (e.g. breathing, sensory tools).
- Use **mindfulness** and **relaxation techniques**.
- Support with **social stories** and **comic strip conversations**.
- Use **emotion coaching** to guide reflection and growth.

Self-Esteem & Confidence

- Find out how each child **likes to receive praise.**
- Embrace a **growth mindset** – every day is a fresh start.
- Celebrate **strengths and successes** – catch them being good!
- Give pupils **responsibility** and opportunities to shine.
- Encourage **peer compliments** and mutual respect.
- Communicate **positives home** to families.

Relationships and connection

- Work in **partnership with families** – share successes.
- Ensure a **key adult** spends 1:1 time with the child daily.
- Use **circle time** to build trust and social skills.
- Implement **buddy systems** and thoughtful groupings.
- Teach **explicit friendship skills** – sharing, turn-taking, etc.
- **Be consistent and predictable** – routines build safety.
- Use **non-verbal cues** thoughtfully – eye contact if appropriate, posture, space.



Cognition & Learning Needs

Introduction

Cognition and learning needs affect how a child thinks, learns, remembers, and processes information. These needs can range from mild to more complex learning differences. Children may need extra time, support, or adapted teaching to help them access the curriculum and make progress.

Possible Presentations



- Learns at a **slower pace** than peers and may need **more repetition.**
- May struggle with **reading, writing, spelling, or numeracy.**
- Finds it hard to **organise thoughts** or follow multi-step instructions.
- May have **short-term memory differences** – "knows it one day, forgets it the next."
- May show a **big gap between verbal ability and written work.**
- May have **difficulty getting thoughts onto paper**.
- May use vague words like "thingy" when struggling to find the right word.
- May have **weak phonological awareness** – difficulty hearing and manipulating sounds in words.
- May reverse letters or words (e.g. "b/d," "dog/god") or mix up left and right.
- May experience **visual processing differences** – e.g. words appear wobbly or hard to track.
- May have **slow processing speed** for spoken or written language.
- May struggle with **sequencing** (e.g. days of the week, story order)
- May have **strengths in visual/spatial skills**, creativity, and visual thinking.
- May appear **disorganised** – difficulty managing time, equipment, or tasks.
- May become **frustrated** when work does not reflect their ideas or potential

Strategies

Build on Strengths & Confidence

- Identify and **use the child's strengths** – these may include creativity, visual thinking, or problem-solving.
- Focus on **enhancing self-esteem** – children may feel "behind" or frustrated.
- Celebrate **effort and progress**, not just outcomes.

Adapting the Curriculum

- Break tasks into **small, manageable steps**.
- Use **enlarged text, coloured overlays, or yellow backgrounds** to support reading.
- Use **coloured lines** or **see-through markers** to help track text.
- Mark for **one focus at a time** (e.g. content, not every spelling)
- Provide **alternative ways to record** – drawing, typing, voice notes, symbols.

Multi-Sensory Learning

- Use **visual tools** – diagrams, mind maps, colour coding, film, and highlighting.
- Use **auditory strategies** – discussion, verbal summaries, songs, audio books.
- Use **kinaesthetic activities** – movement, sorting, role play, model-making.
- Try **multi-sensory techniques** – e.g. rainbow writing (tracing words in different colours)
- Teach **syllable breakdown** – each syllable usually contains a vowel or 'y.'
- Use **onset and rime** (e.g. back, hack, Jack) to support spelling and reading.



Supporting Language & Processing

- Allow **extra time** for thinking and responding.
- Use **speech-to-text** software or assistive technology where helpful.
- Provide individual or small group support for targeted teaching.
- Adapt planning to suit the child's **preferred learning style.**

Sensory and Physical Needs

Introduction

This may incorporate physical, hearing or vision. Each child will be unique and different it will be very important to find out how the child's need is supported in the classroom and what barriers they may experience from staff who know the child – always ask. There maybe therapy plans or particular protocols associated with the child.

General Strategies

Visual

- Provide **multi sensory experiences**
- Ensure the child is **wearing their glasses** and that they are clean
- Consider the **classroom lighting** and where you stand
- **Limit inessential copying** from the blackboard
- Say the child **by name** and cue them in

Physical

- Ensure the classroom is **accessible**
- Think about **seating and organisation**, check table heights
- What ways could you **capture work** e.g. oral, using a computer?
- Break activities into **smaller chunks**
- Think about **rest breaks and effort** needed

Hearing

- Think about **seating** - can the child sit at or near the front?
- Minimise classroom and environmental **noise**
- Check child's **understanding**
- Ensure **hearing aids** are being worn
- Allow **wait and processing time**
- **Repeat contributions** from other children
- Use **visual aids** as much as possible



Down's Syndrome

Introduction



Down's Syndrome is a genetic condition caused by the presence of an extra chromosome (chromosome 21). It affects a person's development in areas such as learning, communication, and physical health. Every child with Down's Syndrome is unique, with their own strengths, personality, and needs.

Possible Presentations

- **Delayed motor skills** – both fine (e.g. writing, cutting) and gross (e.g. walking, climbing)
- **Hearing and/or vision differences** – may impact learning and communication.
- **Speech and language delay** – may affect both expressive (speaking) and receptive (understanding) language.
- **Short-term auditory memory differences** – may struggle to retain verbal instructions.
- **Reduced concentration span** – may need shorter, more engaging tasks.
- **Learning and retention challenge**s – may need repetition and overlearning.
- **Differences with generalising skills** – may not apply learning across contexts.
- **Challenges with sequencing** – may find it hard to follow multi-step tasks.
- **Avoidance behaviours** – may try to avoid tasks that feel too hard or unfamiliar.
- **Signs of anxiety** – especially in unfamiliar or unpredictable situations
- **May give up easily** – particularly if tasks are too difficult or not stimulating enough.
- **Easily distracted** – may need support to stay focused.

Strategies

Communication & Understanding

- Use **visual supports** – pictures, symbols, objects, Makaton signing, and gestures.
- Provide **visual timetables,** "now and next" boards, and sequencing tools.
- Use **social stories** to explain routines, changes, or social situations.
- Make **eye contact** and use **short, clear sentences** with familiar language.
- Break instructions into **small, manageable step**s.
- Use **modelling** and **photo prompts** to reinforce expectations.

Focus & Engagement

- Allow **regular breaks** to support attention and regulation.
- Offer **choice of activities** to increase motivation and reduce anxiety.
- Use **"my turn, our turn, your turn**" to build participation gradually.
- Repeat and **recap previous learning** to support memory and retention.
- Prepare **alternative activities** to maintain engagement.

Curriculum & Learning

- Adapt and **scaffold** tasks to match the child's learning level.
- Teach **phonics** to support speech sound development.
- Use **multi-sensory approaches** to reinforce learning.

Recording & Expression

- Offer **alternative ways to record work** – e.g. drawing, symbols, or using IT.
- Encourage **verbal responses** or use of assistive tools where needed.



Autism

Introduction

Autism is a neurodevelopmental difference that affects how a person experiences the world. It can influence communication, social interaction, thinking patterns, and sensory processing. Autism is a spectrum, meaning every autistic child is different, with their own strengths, needs, and ways of learning.

Possible Presentation



- May prefer **repetitive routines or behaviours** (e.g. lining up objects, repeating phrases)
- May appear **less interested in social interaction** or find it hard to make and maintain friendships.
- May struggle with **turn-taking** or understanding others' perspectives.
- May take language **literally** – e.g. not understanding idioms or sarcasm.
- May **avoid eye contact** or find it uncomfortable.
- May be **sensitive to sensory input** – e.g. loud noises, bright lights, strong smells.
- May find it **hard to process sensory information** – leading to overwhelm or shutdown.
- May **seek to create order or predictability** in a world that feels confusing.
- May not respond immediately – **could appear to ignore instructions** or seem distracted.
- May find it **difficult to filter background noise** or focus in busy environments.
- May have **strong interests** and retain large amounts of information on specific topics.
- May **resist change** or become anxious when routines are disrupted.
- May **prefer personal space** and avoid close proximity to others.
- May **use self-soothing behaviours** (e.g. hand-flapping, spinning) when stressed.
- May find it **hard to understand facial expressions** or others' emotions.
- May **struggle with abstract thinking** or imagining others' thoughts.

Strategies

Communication and Understanding

- Use **visual supports** – timetables, keyrings, "now and next" boards, symbols, and Makaton (e.g. sign for "finished")
- Speak in **clear, simple sentences** – avoid idioms or abstract language.
- Always use the child's **name first** when giving instructions
- Avoid asking for **imagined experiences** – focus on real-life contexts.
- Allow **extra time** for processing and responding.
- Use **social stories** or visual diaries to explain routines, changes, or social situations.
- Explain **figurative language** (e.g. metaphors, similes) using visuals and examples.

Focus and Engagement

- Keep workspaces **uncluttered** and **organised**.
- Provide a **quiet area or calm spac**e for breaks or sensory regulation.
- Introduce one new thing at a ti**me – avoid overwhelming with too many choices.**
- **Use the** child's special interests (e.g. trains, animals) to motivate and engage.
- Offer **structured games** with clear goals (e.g. Lego Therapy)
- Use **positive modelling** phrasing – e.g. "hands by your side" instead of "don't flap your hands."
- Provide **reminder cards** or a to-do list to support independence.

Curriculum and Learning

- **Adapt** and **scaffold** tasks to the child's level and pace.
- Use workstations with clear systems (e.g. green tray = to do, red tray = finished)
- Incorporate **organisational tools** – mind maps, writing frames, story webs.
- Avoid sensory overload – **keep background noise low** and avoid loud music.

Recording & Expression

- Offer **alternative ways to record work** – drawing, symbols, IT tools, or verbal responses.
- Use **"my turn, our turn, your turn"** to build confidence and participation.



Social & Emotional Support

- Use **buddy systems** to support peer interaction.
- Be **consistent and predictable** – routines help reduce anxiety.
- Prepare for **changes in advance** – use visuals or verbal warnings.
- Be mindful of **sensory sensitivities** – adjust lighting, noise, and smells where possible.

ADHD

Introduction

ADHD (Attention-Deficit/Hyperactivity Disorder) is a neurodevelopmental disorder that affects attention, impulse control, and activity levels. Students with ADHD may struggle with sustaining attention, following instructions, organising tasks, and regulating behaviour. There are three main types:

- **Inattentive** (trouble focusing, forgetfulness)
- **Hyperactive-Impulsive** (fidgeting, interrupting, acting without thinking)
- **Combined** (a mix of both)

Possible Presentations

- **Demand attention** by talking out of turn or moving around the room.
- Have **trouble following instructions**, especially when they're presented in a list, and with operations that require ordered steps, such as long division or solving equations.
- Often **forget to write down homework assignments**, do them, or bring completed work to school.
- Will **avoid starting** tasks
- Often **lack fine motor control**, which makes note-taking difficult and handwriting a trial to read.
- Have **problems with long-term project**s where there is no direct supervision.
- **Not pull their weight** during group work and may even keep a group from accomplishing its task.
- **Key things to remember**
  - Your most effective tool, in helping a child with ADHD is a positive attitude and working in partnership with the student e.g "Let's figure out ways together to help you get your work completed."
  - Assure the child that you'll be looking for good behaviour and quality work and when you see it, reinforce it with immediate and sincere praise.



Strategies



Provide Structure and Routine

- Use **consistent schedules** and clear routines.
- Display **daily agendas** and review them regularly.
- Give **advance notice** of changes in routine.

Break Tasks into Manageable Steps

- Use **checklists** and visual cues.
- Divide assignments into **small, achievable parts**.
- Give **one instruction at a time**, and ask students to repeat it back.

Use Positive Reinforcement

- Offer immediate and **specific praise** for effort and good behaviour.
- Implement reward systems (e.g., token systems, points for on-task behaviour).
- **Focus on strengths** and **celebrate successes**.

Incorporate Movement and Brain Breaks

- Allow for physical movement throughout the day.
- Use standing desks, fidget tools, or allow movement-based roles (e.g., passing out papers).
- Schedule **short breaks between tasks** to help with focus.

Provide Preferential Seating

- Seat students in their preferred seating position.
- Allow flexibility in seating when needed for focus.

Use Visual Aids and Organisational Tools

- Provide **colour-coded** folders, planners.
- Post **visual schedules** and step-by-step instructions.
- Encourage use of graphic organisers and timers.
- **Model** how to use these

Offer Choices and Foster Engagement

- **Allow students to choose** how to complete assignments (e.g., orally, written, drawing).
- **Incorporate student interests** into lessons.
- Use **hands-on, interactive activities** to maintain attention.

Communicate with Parents and Staff

- Maintain **regular contact with families** via the school about progress and strategies.

Model and Teach Self-Regulation Skills

- Teach **coping strategies** like deep breathing or mindfulness.
- Use role-playing to practice social interactions and impulse control.
- **Set up calm-down areas** or tools students can use when overwhelmed.
- **Teach the school behaviour system individually** so they understand it
- Consider **Zones of Regulation** and **Emotion Coaching** if this is appropriate

Be Patient and Flexible

- Recognise that progress may come in small steps.
- **Adjust expectations** and supports as needed.
- Maintain a **calm, understanding, and supportive** classroom environment.



Sensory Processing Differences

Introduction

We all use eight senses to understand and respond to the world around us: proprioception (body awareness), interoception (internal body signals like hunger or needing the toilet), tactile (touch), vestibular (balance and movement), auditory (hearing), vision (sight), smell, and taste. Some children process sensory information differently. For some, these differences have little impact on their daily life. For others, sensory processing needs can significantly affect their ability to learn, participate, and feel comfortable in school.

Possible Presentation

- May be **over-sensitive** (hypersensitive) or **under-sensitive** (hyposensitive) to sensory input.
- May appear **anxious, distracted, or withdrawn** in busy or noisy environments.
- May **struggle with glare** or bright lights, especially from whiteboards or fluorescent lighting.
- May only read comfortably up close or miss parts of text when reading.
- May not see the interactive display clearly or avoid looking at it.
- May have **poor handwriting** due to differences with fine motor control or visual motor integration.
- May **trip over objects** or **bump into people,** especially in crowded spaces
- May have difficulty with peripheral vision or tracking moving objects.
- May be bothered by **smells** (e.g. perfume, lunch smells) or **textures** (e.g. clothing, food)
- May **chew on objects**, seek movement, or avoid touch.
- May **struggle to sit still** or appear constantly on the move.
- May **miss internal signals** (e.g. hunger, needing the toilet) or not recognise them until it is urgent.
- May show **strong reactions** to unexpected touch or noise (e.g. hand dryers, alarms)

Strategies



Hearing & Auditory Processing

- Encourage the child to **turn towards your voice** when speaking.
- Use short, clear verbal instructions with a calm tone.
- Avoid noisy environments where possible – consider **ear defenders** or quiet zones.
- Allow **extra time** for the child to process spoken information.

Vision & Visual Processing

- Avoid standing **silhouetted against a window** when speaking.
- Ensure the child is seated with the **light source behind them**, away from glare.
- Use non-glossy, non-reflective paper and high contrast print.
- Provide enlarged text and highlight key information.
- Use **yellow backgrounds** or coloured overlays if helpful.
- Include clear, uncluttered illustrations and real objects to support understanding.
- Allow the child to have their **own copy of the text** at the correct distance.
- Use **book stands or sloped boards** to support posture and tracking.
- Consider additional lighting or magnifiers if needed.
- Use **colour coding** to organise information visually.
- Teach **search and scan techniques** to help with reading.

Fine Motor & Organisation

- Use a **2B pencil or black felt tip** for clearer writing.
- Draw **dark lines** on paper to guide writing.
- Keep tools like pencils and rulers in **consistent places** – e.g. use trays to stop them rolling.
- Support with **organisation strategie**s – e.g. visual checklists, labelled trays.

General Sensory Support

- Provide **movement breaks** or access to **calm spaces** when needed.
- Use **multi-sensory approaches** to learning – visual, auditory, and kinaesthetic.
- Present food or materials in a **predictable, organised way** (e.g. “peas at 8 o’clock” on a plate)
- Be mindful of **smells, textures, and lighting** that may cause discomfort.
- Adapt the environment to reduce **sensory overload** and increase comfort.

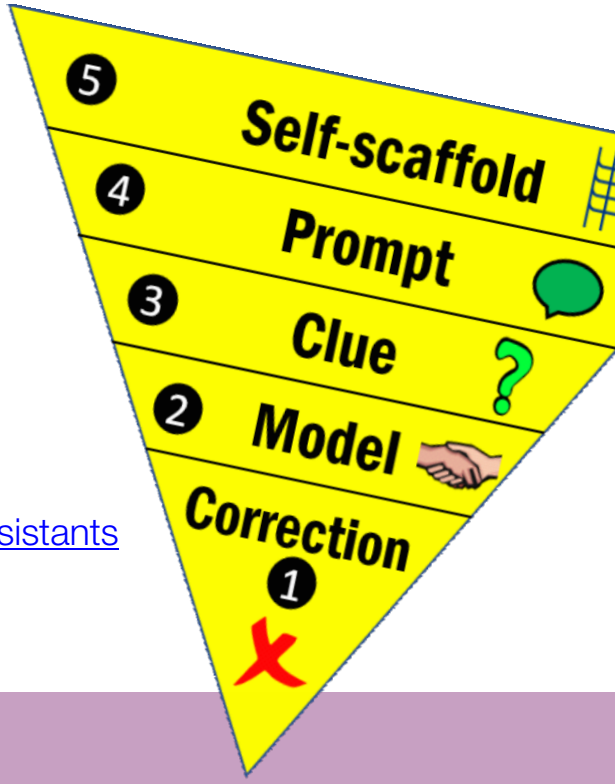
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SENCo Toolkits

- Quality First Teaching Toolkit
- Supporting SEMHS Needs: A Toolkit of Strategies
- Early Years & Early Education Resource Pack
- Tips for supporting learners with SEN
- Tips for working with support staff
- Memory Toolkit
- Supporting Refugee and Asylum Seeker Children Toolkit
- Literacy Toolkit
- Literacy Contents Kit
- Motor Skills Toolkit

Working as a Team

- Communication is key – check in daily with the class teacher and other staff as directed.
- Remember to work with the family
- Your ideas and observations matter – you are often the one who sees progress, concerns, or patterns first.
- Be open to feedback and ask for help if unsure.
- Read all relevant paperwork and be up to date with policies.
- Attend relevant training and CPD sessions.
- Familiarise yourself with the MITA principles:
  https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants



Use of Language

The Inclusion Advisory Team acknowledge the variation in language used to describe educational needs and disability.



For some individuals, person-first language e.g. “person or individual with disability” is the preferred term. For others, their preferences is identity-first language e.g. “autistic”. The term “neurodivergent” is emerging as a preferred term to acknowledge individuals in all their diversity. To embed an inclusive approach the Inclusion Advisory Team will use all three terms interchangeably.

The Inclusion Advisory Team will always support a relational approach to language. We advocate finding out how a young person wishes to be referred to. We will always approach language from an inclusive perspective rather than from a deficit model. For example, we would talk about learning differences rather than difficulties.

Cognition & Learning

Ideas for Scaffolds/Adaptations or personalisations

Progression in language structures

- e.g. Sentence Substitution. Matrix Table etc.

Concrete Apparatus in Numeracy

- e.g. Numicon

Reading Action Research

- Mini-plenaries, Modelling etc.

Science Topic Boxes

- & Visual Vocabulary Sheets

Pre-Teaching Concepts

- Vocabulary
- Reading/preparing a text with an adult before guided reading.

Annotating photos/pictures

- Put speech bubbles/thought bubbles coming from characters/people/ animals

Use of scribe (adult or child)

- Assign roles to children during group activities.
- Scribe
- Resource Manager
- Planner

Marking

- Self-assessment
- Supporting children to self-assess
- Multiple choice questions
- Linking points with a line

Oral retelling

- Prepare prompt cards to keep children on task.
- Have a 'No pens day'
- Sound buttons

Synonyms

- Ask children to replace words in a text with synonyms or phrases that mean the same, or replace a word with a phrase

Eliminate having a daunting whole blank page to fill.

- Story frames
- Story sentence starters
- Comic strips
- Sequencing pictures/photos
- Write on a post-it notes



Use of ICT

- e.g. laptop
- predictive text
- voice recordings
- Clicker six

Use displays / resources in class.

- e.g. spellings / multiplication tables
- Either everyday spellings or topic vocabulary e.g. wall displays, different ability level dictionaries
- Word mats
- Prompts e.g. Story Starters

Support in constructing a sentence.

- e.g. Colourful Semantics
- Who Doing What Where How: The boy is patting the dog in the hall

Signs & Visual Symbols

- Gestures – Support your oral introductions and explanations with plenty of visuals

Drama

- Acting out a scene or freeze framing.
- Perhaps writing part of the script

Learning walls

- Teach how to use the scaffold

Rated tasks

- Rate a set of tasks into order of difficulty.
- Ask children to start at level THEY think they think is appropriate.
- Children can choose the order in which they do them – this will help you to see their preferred learning styles

Beginning, middle, ending prompts

- e.g. give children the middle part of story/ experiment and ask them to make up the beginning or end

Multi-sensory spelling techniques

- Plastic, wooden, sandpaper letters
- Look and cover and say and write and check.
- 'Rainbow writing'
- Alphabet strips in books



Recording

- Photocopies/photos of children's writing on whiteboards before it is rubbed off.
- Photograph or record a learning outcome

Cartoon strips

- Either children draw pictures having read the text or
- children write text having read pictures.
- Sequencing pictures

Mind-Mapping

- Mind-mapping to help structure writing/ thoughts and to aim memory and recall

Highlighting text

- e.g. highlight all descriptive phrases, all phrases that explain about how we use electricity

Start a lesson differently

- e.g. with children drawing their ideas, using a flow chart as a stimulus for writing

Drawing/Illustration

- Use this as a base if child enjoys this

Groupings of children

- Flexible grouping

Practical activities based on reading.

- e.g. make a model from instructions
- Graduated tasks
- Have a set of graduated tasks

Higher Order questioning

- e.g. inferential

Give opportunities for research challenges (NOT just googling)

- e.g. take seed packet draw up calendar of best times to plant

Open Ended Tasks

- e.g. “Roman Roads are better than Modern Roads. Discuss.”
- Philosophical questions and debates

