Give praise

Reduce pressure

Model



Give thinking time

Allow time for rehearsal

Give warning before asking to speak out loud

Do not rush

Language rich environments

Use gestures/facial expressions

Carefully pair/group learners



Indicate on your throat/mouth where sounds are coming from

Discuss/celebrate language

Display the spelling of mispronounced words

Explicit teaching of vocabulary

Use dual coding – visuals, colourful semantics

Time to learn and practise

Model & teach finding meanings/synonyms

Ask questions e.g. I wonder if she meant something else when she said that?



Model/praise verbal and non-verbal skills

Discuss communication seen in texts/films

Provide sentence stems/word banks

Use visual timetables/now and next boards

Have set routines

Staff have clear expectations for breaks/transitions

Tell learners what is going to happen in advance



Add structure into unstructured times – clear zones, rules displayed and enforced, queues are clear

Visual reminders/sentence starters

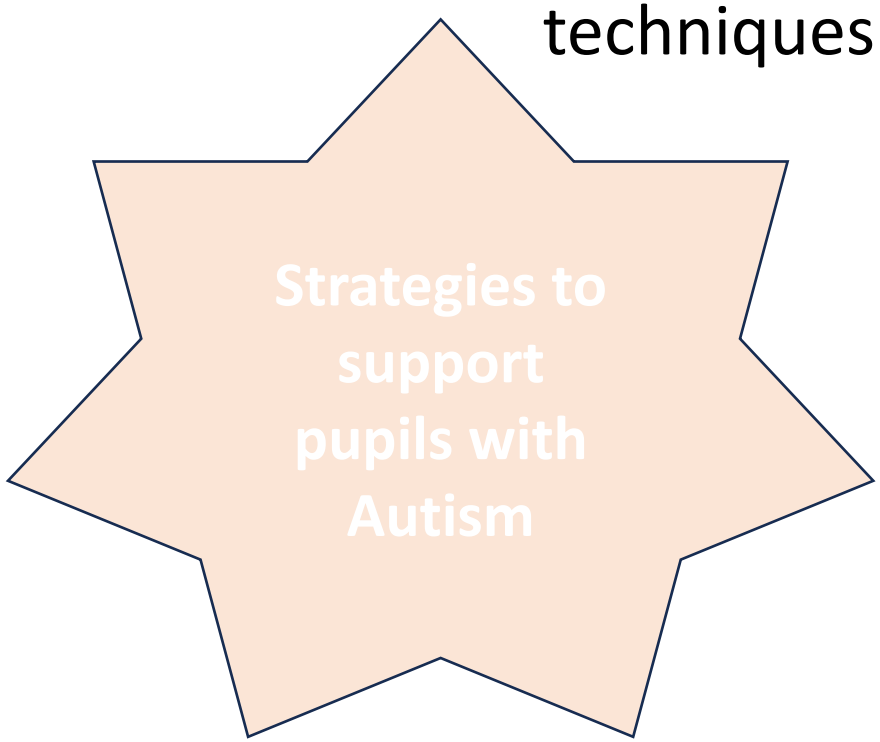
Friendship benches/games e.g. Dobble, chess

Managing feelings/emotions – 5 point scale/calming techniques

Explicitly teach social skills to all

Access to a quiet/safe space

Teach all children how to include others



Use of visuals/break down long instructions

Celebrate/praise inclusive practise

Peer support interventions – e.g. playtime buddies, Circle of friends

Use positive reinforcement and acknowledge good choices

Enable use of self-regulation/calming strategies for all



Trust & positive relationships

Allow alone time/quiet time

Welcome them, check in with them, ask their views

Provide reset/sensory zones for all

Use of ear defenders, fidgets etc.

See behaviour as communication

Share and explain boundaries/routines

Risk assess and plan to reduce risk



Unconditional acceptance of learners as people

Share own interests to build trust

Use unstructured times to build connections

Light-hearted tone, fun and joy

Show an interest – ask about things they are interested in

Don’t sweat the small stuff

Be non-judgemental

ELSA

Demonstrate an understanding of their behaviour



Emotion coaching strategies

Communicate a willingness to support them

Use humour

Have empathy – listen to understand

Don’t sweat the small stuff

Plan for movement

Reassure

Do not expect stillness



Teach and model tolerance

Use of fidget tools, resistance bands, stand up desks, laying on floor

Acceptance in our expectations

Respond with compassion and care

Risk assess and plan to reduce risk

Reduce cognitive load/teacher talk

Semi-structured social times

Multi-sensory learning experiences



Teach and model kindness

Chunk instructions

Scaffold work

Regular check ins

Use visual supports/dual coding

Reduce cognitive load/teacher talk



Remove non-essential information e.g. images that do not add to learning

Multi-sensory learning experiences

Avoid asking to read out – unless they want to or given rehearsal time

Chunk instructions/keep them simple

Chunk related information together

Use visual supports/dual coding

Extra time to process

Use headings to help learner navigate – headings should be 20% larger than other text

Ask the learner what helps them



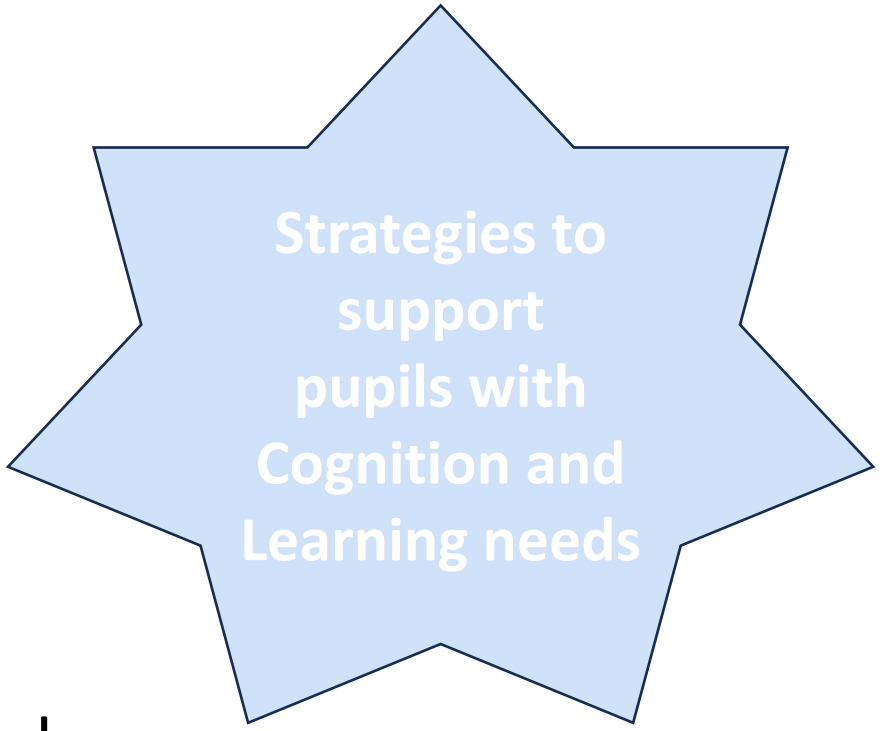
Use single colour backgrounds – consider alternatives to white

Use a clear font e.g. Sassoon with font size 12-14

Larger line spacing can help readability.

Reduce environmental noise

Vocabulary sheets, phonics charts, sentence frames



Use mind maps/talking tins/technology e.g. typing, speech to text

Use reading rulers/finger pointing for all

Use real objects/tactile methods

Regular, short, spaced out episodes of retrieval practise

Pre-teaching and repetition