

MOORLANDS LEARNING TRUST SEND AREAS OF NEED TOOLKIT

It should be noted that high quality teaching for children and young people with special educational needs and disabilities is the same as it is for all children and young people. The suggestions below are firmly based in inclusive classroom practice and are likely already in place for many teachers. Where they are not, they are easy adaptations to make.

Some students will require additional support on top of what is ordinarily available in the classroom, and suggestions around this are outlined in the third box: Waves 2 and 3-targeted interventions and specialist support.

The Four SEND Areas of Need

Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and Physical
Moderate learning difficulties Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia, dysgraphia, Irlen syndrome Severe learning difficulty Profound and multiple learning difficulty	Autism PDA Speech, language and communication needs, such as speech sound disorder and delay, verbal dyspraxia, language delay or disorders, social communication difficulties, fluency, situational mutism.	ADHD ODD Anxiety and depression Attachment difficulties ACE EBSA	Hearing impairments Visual impairments Sensory processing difficulties Multi-sensory impairment Physical disabilities Fine and gross motor skills

Inclusive Classroom Practice (strategies in bold are applicable across the areas of need)

Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and Physical
1.Types of Mnemonics: Keyword strategy: recode new word into a keyword that is easy to picture and has a similar sound to the target word, e.g. cirrus clouds/circus top. Both high and thin. Pegword strategy: rhyming substitutes for numbers (one is bun etc). Goes well with visuals too. Letter strategy: acronyms used to remember lists or spellings, such as	1. Visual reminders, timers, resources and rewards. Visual timetable clearly displayed, tasks removed as they are done to show progress through the task. Individual visual timetable if needed. 2. Modelling and dual coding. Where TA support is available, dual code during teaching input.	1.Environmental considerations, e.g. position of seat in room, facing away from window/door etc. Verbo primary environmental audit Verbo secondary environmental audit 2.Support with organisation-day to day and within tasks set. 3. Visuals, such as colour-coding, mind maps etc. 4. When students call out, remind them of the rules while listening to	1. Environmental considerations, (see SEMH). 2. Modified documents, such as enlarged font/texts as indicated by individual need. 3. No copying from the board. 4. Assistive technology. 5. HI: ensure student can fully see your face before talking. Make eye contact first if possible.

<p>Big Elephants Cause Accidents Under Small Elephants for BECAUSE. Mnemonics</p> <p>Dual coding: associating visual images with verbal constructs.(Mitchell et al, 2020) Memory</p> <p>How students can use dual coding</p> <p>2. Explicit, systemic instruction, such as chunking, choral responding, recall and retrieval tasks, spaced learning, mastery and knowledge tests. Explicit instruction</p> <p>3. Explicit teaching of metacognitive strategies: think ahead, think during, think back. Graphic organisers, Frayer models, Graphic organisers</p> <p>Questioning for metacognition</p> <p>Graphic organiser templates</p> <p>4. Pre-teaching and explicit teaching of key vocabulary. AI for literacy</p> <p>WELLCOMM vocab building resources*</p> <p>5. Opportunities for structured and metacognitive talk for learning. Metacognition 7 step model</p> <p>Questions to support metacognitive regulation-Planning tool</p> <p>6. Digital technology, such as apps, speech to text recognition, reading pens etc.</p>	<p>3. Act as a prompt to draw back to task.</p> <p>4. Using student's name to gain attention</p> <p>5. Sensory profile and observation - sensory adjustments, such as fiddle toys, wobble cushions etc. Sensory processing in learning</p> <p>Sensory processing in teens</p> <p>6. Clear routines, with prior warning of any planned change to routine.</p> <p>7. Now, next and then cards.</p> <p>8. Be understanding of stimming and sensory behaviours-incorporate brain and movement breaks. Consider a system for the child to signal that this is needed.</p> <p>9. Use questioning to check understanding and for misconceptions.</p> <p>10. When asking questions, simplify language and chunk information into small sentences. Blanks level questions-meet the child where they are. Blank Levels of Questioning Information</p> <p>11.Avoid using rhetorical questions, instead use statements. Use direct language and avoid language of choice e.g. would you like to.. which could illicit a negative response.</p> <p>12.For longer writing tasks, provide a box or lined post it for the</p>	<p>their response rather than issuing an immediate sanction. Don't expect them to wait too long to give an answer.</p> <p>5. Always use when and then for instructions, e.g. James, when you have finished that sentence, then you can go to break. Support with a visual.</p> <p>6. Make sure rewards and sanctions are as instant as is possible in line with your behaviour policy (taking into account the importance of reasonable adjustments).</p> <p>7. Give transition warnings.</p> <p>8. Allow and encourage brain breaks. Notice when this might be needed and plan for when they could happen within a lesson. Be proactive rather than reactive to sensory needs.</p> <p>9. Use wait time when asking questions.</p> <p>10. Encourage and support a clear desk.</p> <p>11. Allow movement breaks.</p> <p>12. Avoid power struggles and give sanctions away from an audience of peers, reconnecting or having a 'fresh start' after a sanction.</p> <p>13. Provide an element of choice where possible.</p>	<p>6. Check in 1:1 once task has been set to ensure understanding.</p> <p>7. Audio equipment such as radio aids are used effectively.</p> <p>8. Use of buddy system for access and support.</p> <p>9. Pencil or pen grips, sloped writing desk.</p> <p>10. Exercise books with larger line gaps or squares.</p> <p>11. Pastel backgrounds on PowerPoints.</p> <p>12. Immersive reader to space letters/lines or create a reading window.</p>
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<p>Microsoft immersive reader Immersive reader guide video</p> <p>7. Alternative forms of recording routinely used.</p> <p>8. No copying from the board-printouts provided routinely.</p> <p>9. Modelling.</p> <p>10. Explicit instruction. EEF explicit instruction</p> <p>Scaffolding-problem solving-fading scaffolding. Writing frames/sentence starters that are gradually phased out. Modelling for independence EEF Scaffolding resource</p> <p>11. Light coloured background on PowerPoints, blue ink, dyslexia-friendly fonts, individual use of overlays where indicated by SEN team. Dyslexia style guide</p> <p>12. Reading aloud to support struggling readers. Microsoft immersive reader</p> <p>13. Mark for content, with no more than 3 spellings corrected per piece of work.</p> <p>14. Value and acknowledge spoken as well as written answers.</p> <p>15. Alphabet strips, word banks, addition or multiplication grids, number squares, number lines, numicon.</p>	<p>student to write in, so as to demonstrate how much you expect them to write.</p> <p>13. Do not insist on eye contact.</p> <p>14. Give instructions in short steps, reinforce with checklist on board or whiteboard to refer to. Give instructions in the order they are to be carried out. See also explicit instruction.</p> <p>15. Access to a distraction free environment (could be within the classroom-screen for example). Distraction free classrooms</p> <p>16. Hold the expectation but give choice as to how the task can be completed allowing a level of control for the child (PDA). See disguising demands</p>	<p>14. Repeat and reinforce expectations and support with a visual.</p> <p>15. Be specific about praise. What have you seen that has impressed you today?</p> <p>16. Relational strategies e.g. PACE. PACE</p>	
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16. Ensure reading material is accessible. This may be through use of pre-highlighting key information or a glossary for example 17. Extra time to process and answer questions. 18. Working walls and displays are accessible, distraction free and systematically modelled and referred to. 19. Promote scaffolding, clueing and modelling rather than correcting (EEF making best use of teaching assistants) EEF teaching assistants scaffolding framework			
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Targeted interventions and specialist support

Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and Physical
Educational Psychologist. Read Write Inc. Read Write Inc Fresh Start. Rapid Plus. IDL. Tutor Trust (Primary). BSquared. Paired Reading. Paired Numeracy. Outreach service support for individual LAs.	Speech and language therapist support, referrals and advice. Verbo. Access LA outreach service for training and advice. Black Sheep. Nuffield Early Language Intervention. Interoception. Zones of Regulation. AET's Progression Framework (https://www.autismeducationtrust.org.uk/framework-documents). Social stories. Comic strip conversations. Circle of Friends. PECS.	North Yorkshire: Compass. MHST Trailblazers. Bradford: SCILLS Team. Leeds: SENIT Team. Interoception. Zones of Regulation. Boxall Profile. Use of practical tools such as weighted blankets, chewable jewellery, spinning toys, sensory rooms or tents, ear defenders. Worry monster. Emotions lanyard.	Braille, orientation and mobility training for students and for staff supporting students with visual impairments. Communication systems such as signing, radio aid training and support. Physiotherapy and occupational therapy referrals/support. Support from LA hubs (or similar) for referrals and advice, such as the Support Team for Deaf Children at Bradford.

	<p>Lego therapy. Colourful semantics. Talk Boost. In line with sensory profile, use of practical tools such as weighted blankets, chewable jewellery, spinning toys, chair resistance bands, sensory room or tent, ear defenders. Worry monster. Emotions lanyard. Incredible 5 Point Scale.</p>	<p>Incredible 5 Point Scale. Chair resistance bands. Mentor/key worker in school. Morning check in to go over the day and gauge level of regulation. Afternoon check out to look at and build on successes. Enhanced home school contact to build on positives.</p>	
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Where needs overlap: <https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/EEF-Plotting-overlapping-needs-for-pupils-with-SEND.pdf?v=1733235538>

Making best use of TAS: <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants>

SEND in mainstream schools: <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send>

Cognition and learning	Strategy	Why is this helpful?
	Mnemonics	Simplify and improve memory through easy-to-remember associations.
	Dual coding	Boosts memory by combining words with visuals.
	Chunking	Reduces overload and improves understanding and memory retention.
	Spaced learning	Strengthens memory by spreading study over time.
	Retrieval tasks	Strengthen memory by actively recalling learned information.
	Graphic organisers	Clarify ideas by visually organising information and connections.
	Freyer models	Deepen understanding by defining and contextualising concepts visually
	Metacognitive strategies	Improve learning by increasing self-awareness and control.
	Pre-teaching and explicit teaching of vocabulary	Enhances comprehension and retention of new content.
	Metacognitive talk for learning	Encourages reflection, improving understanding and problem-solving skills.
	Assistive Technology	Supports learning by providing personalised tools and accessibility.
	Alternatives to handwriting	Engages different skills, improving learning and expression.
	Scaffolding	Supports learning by providing gradual, step-by-step guidance.
	Faded scaffolding	Promotes independence by gradually removing support over time.
	Coloured background on PowerPoints, dyslexia-friendly fonts, use of overlays	Reduce visual stress, enhancing reading and comprehension.
	Reading aloud to students	Reduces demand. Improves comprehension, engagement, and language development skills.
	Do not correct every spelling error, mark for content	Encourages creativity and reduces anxiety.
	Value spoken answers	Boosts confidence and enhances verbal expression skills.
	Concrete support resources and manipulatives	Make abstract concepts more tangible and understandable.
	Pre-highlight key information in a longer text	Focuses attention and aids comprehension.
	Extra time to process and answer questions	Supports thinking, reduces pressure, and improves responses.
	Working walls and displays	Reinforce learning by providing visual, ongoing reference points.
	Clueing rather than correcting	Guides thinking, aiding understanding and recall of information.

Communication and interaction		
	Strategy	Why is this helpful?
	Visual reminders	Support memory and keep key information accessible.
	Visual timetables	Build routine, reduce anxiety, and support independence.
	Modelling and dual coding	Clarify concepts through visuals and examples.
	Prompting	Supports recall, encourages responses, and guides learning.
	Sensory adjustments	Reduce distractions and support focus and comfort.
	Clear routines	Provide structure, reduce anxiety, and support focus.
	Now and next	Motivation to complete the now to get onto the more favourable next.
	Brain and movement breaks	Boost focus, energy, and cognitive function.
	Questioning to check understanding	Clarifies concepts and promotes active learning.
	Simplify language, short sentences in questioning	Ensures clarity, improving comprehension and accurate responses.
	Avoid rhetorical questions	Encourages genuine responses and deeper engagement, avoids confusion.
	Mark writing 'territory' using boxes or lined post it notes to stick in book	Supports focus and organises thoughts for writing. Motivating.
	Do not insist on eye contact	Reduces pressure and anxiety.
	Short step instructions, reinforce with visual checklist	Enhances clarity and memory retention. Reduces confusion.
	Give instructions in the order they are carried out	Improves clarity and task execution.
	Distraction free environment	Enhances focus, learning, and productivity.
	Hold the expectation but give choice within the expectation (PDA)	Allows an element of control.

Social, emotional and mental health	Strategy	Why is this helpful?
	Environmental considerations	Reduce stress, improve focus, and support emotional regulation.
	Support with organisation	Reduces overwhelm, promotes focus, and builds independence.
	Visuals, such as colour-coding, mind maps	Aid clarity and organisation.
	Don't expect regular 'caller outers' to wait too long to give an answer	Waiting too long increases anxiety, disrupting focus and engagement.
	Use when and then for instructions	Provides structure, reduces anxiety, and clarifies expectations.
	Rewards and sanctions are as instant as is possible	Reinforces desired behaviour and improves emotional regulation.
	Give transition warnings	Reduces anxiety and prepares Students for upcoming changes.
	Notice when brain/movement breaks are needed	Improves focus, reduces stress, and supports regulation.
	Use wait time when asking questions	Reduces pressure, allowing thoughtful responses and emotional regulation.
	Encourage and support clear workspaces	Reduces distractions, promotes focus, and creates a calming environment.
	Avoid power struggles, clean slate after sanction	Reduces stress and encourages cooperation.
	Offer choice where possible	Empowers control, reduces anxiety, and encourages engagement.
	Reinforce expectation with visuals	Provides clarity and reduces confusion or anxiety.
	Be specific about praise	Reinforces positive behaviour and boosts self-esteem and motivation.
	Use of PACE approach	Builds trust, emotional safety, and supports self-regulation and connection.

Sensory and physical	Strategy	Why is this helpful?
	Modified documents, such as enlarged font/texts as indicated by individual need	Improve accessibility, comfort, and readability.
	No copying from the board	Reduces strain and supports focus and accessibility.
	Assistive technology	Enables access, independence, and effective learning support.
	HI: ensure student can fully see your face before talking. Make eye contact first if comfortable	Aids lip-reading and improves communication clarity. Able to pick up non-verbal cues.
	Check in 1:1 once task has been set to ensure understanding	Ensures understanding and provide needed support.
	Audio equipment such as radio aids is used effectively	Ensures clear sound and supports equal access.
	Use of buddy system for access and support	Provides support, safety, and social inclusion.
	Pencil or pen grips, sloped writing desk.	Improve comfort, control, and handwriting posture.
	Exercise books with larger line gaps or squares.	Improves readability, writing ease, and visual comfort.
	Pastel coloured backgrounds on PowerPoints.	Reduces visual stress, improves readability, and supports focus.
	Use immersive reader to space and chunk text.	Improves readability, reduces overload, and supports comprehension and focus.