

South Dartmoor Community College and The Atrium Studio School

Staff respond to the needs of all students and take care when planning to give all individuals the opportunity for success.




Communication & Interaction
Social Communication

What behaviours might I see?

- Uncomfortable with group work
- Does not understand sarcasm or ambiguous language
- Fixation on a specialist interest or topic
- Anxiety when there is a change to routine
- Difficulty making and maintaining friendships
- Struggles with unstructured social time
- Does not use or understand facial expressions or body language



Communication & Interaction
Speech & Language

What behaviours might I see?

- Short attention span
- Difficulty in following instructions
- Longer processing time required
- Unclear speech
- Reluctance to read aloud or take part in conversation
- Words being used incorrectly or out of context



Cognition & Learning

What behaviours might I see?

- Low levels of resilience with difficult tasks
- Reluctant reader
- Doesn't write in full sentences
- Difficulties with sequencing and ordering
- Poor self esteem
- Limited vocabulary
- Struggles with copying from the board
- Not managing to complete tasks



Social, Emotional & Mental Health

What behaviours might I see?

- Poor concentration
- Self-harm
- Seeking frequent adult reassurance
- Withdrawn and introverted
- Heightened and attention seeking
- Disengaged from learning

- Main Strategies**
- Use clear unambiguous language, front load instructions
 - Have an explicit classroom routine
 - Give advance warning of change

- Main Strategies**
- Use pictures and visuals alongside key vocabulary (dual coding)
 - Two part instructions: First, Then
 - Word banks of key vocabulary

- Main Strategies**
- Break the lesson into 3 smaller goals using the 3 tasks sheet
 - Scaffold writing tasks: sentence starters/ writing frames/ planning sheets
 - Additional processing time of 3 seconds before asking questions

- Main Strategies**
- Develop a supportive relationship
 - Be consistent in your application of rewards and sanctions
 - Increased contact with parents/carers

- Other Strategies**
- Build a relationship by hooking into specialist interests
 - Provide prompt/instruction cards for group roles or allocate a specific role
 - Alternative individual task instead of group work
 - Positively phrase any corrections needed
 - Provide visual resources
 - Plan for activities that will create high sensory demands

- Other Strategies**
- Teacher's position in the room-can they see your face clearly, are you making eye contact?
 - Repetition of key phrases
 - Provide prompt cards for class discussions containing key words and questions.
 - Short simple sentences and clear language.
 - Additional processing time.
 - Pace of teacher talk-speak slowly and clearly

- Other Strategies**
- Whiteboard to record initial ideas
 - Apply EAA from KS3 so this becomes their normal way of working
 - Visual aids to support learning
 - Over learning-re-visiting key skills and concepts
 - Be aware of the reading age of your class and adapt your texts accordingly
 - Minimal copying from board
 - Word banks of key vocabulary and definitions

- Other Strategies**
- Use positive language when making requests
 - Minimise choices: either or
 - Recognise when students are feeling emotional and provide reassurance
 - Find opportunities to praise success and build self-esteem
 - Try to make every lesson a fresh start
 - Make your classroom a calm environment with a predictable structure