




















A Summary of SEND Categories and Strategies

This document provides a summary table of SEND conditions and disorders showing underlying issues and strategies which might be used to support learners.

SEND underlying issues:

 visual memory	 auditory memory	 short term memory	 long term memory	 working memory
 literacy	 phonic awareness	 auditory discrimination	 visual discrimination	 processing skills
 word finding	 semantic knowledge	 pragmatics	 motor skills	 spatial awareness
 numeracy	 organisation	 social communication	 self esteem	

Descriptions of Strategies:

MS: Multisensory- use as many of the senses as possible for any one activity.

S: Use symbols – e.g. Widget, Maketon, picture ‘clues’. Be consistent with pictures across all subjects. For pupils with autism and limited speech. Language and communication this can help make meaning very explicit

KL: Kinaesthetic learning – encourage a ‘hand’s on’ or ‘whole body’ experience e.g. games, role playing, sorting

- VP:** Visual prompts – use pictures/words to aid understanding and/or memory; maybe a picture relating to topic being taught so the pupil understands what is being said better.
- CM:** Concrete materials – things which can be seen and handled e.g. counters, blocks etc to reduce the abstract aspects in recording or making bar charts.
- SI:** Short instructions – stick to the bare minimum of what is wanted – no frills. Find out how many instructions are appropriate; this may be only one or two. Always give in expected order of execution. On average, the human brain can only remember seven pieces of information for less than 30 seconds!
- SSA:** Small step activities – break down the overall task into its components to ensure clarity and understanding and decide how many steps to give the pupil at any one time. The pupil can actually or mentally ‘tick off’ progress.
- ET:** Extra time – allow extra reading, processing and/or recording time. Give time to formulate an answer in oral situation – up to two minutes for some pupils. Make sure this is followed in internal tests/exams. 10-100% additional time available in external exams which requires evidence of need.
- VG:** Vocabulary guide – provide essential new vocabulary with a simple meaning (word wall, sheet in book etc). Pre-teach vocabulary, possibly during time given to extension work for the others and keep to the really key words that pupils need to know. Be aware of cross over between common and scientific usage of words and clarify. Reinforce the vocabulary in different ways
- TP:** Task plans – a clear list, in picture/words, of the steps of the task with objective and success criteria included. This can include any homework to show how it links in.
- CU:** Check understanding – revisit facts/concepts and check knowledge/understanding through appropriate questions or activities where pupils can demonstrate what they remember. Don’t judge written output only.
- R:** Repetition – overlearning is essential. Use different tasks to cover the same area until learning is secure. Revisit at regular intervals. Consider converting text to pictorial ‘notes’ to reduce literacy component for revision where appropriate.
- WF:** Writing Frames – provide ‘clues’ or scaffold to trigger written or symbol responses – maybe a first sentence for each section or an outline of what is needed there.
- D:** Scaffold diagrams – provide the bulk of the diagram for finishing/labelling. Draw graph axes/tables with input from pupil about headings/scales etc where appropriate
- MM:** Mind maps etc – keep note taking/revision notes very visual with pictures replacing words and relationships highlighted. Use to help pupils see links between different aspects of science
- E:** Adapted equipment e.g. grooved syringes: pencil/pen grips, platform to help pouring as well as commercial aids e.g. light probe for liquid levels, tactile tape measures. See CLEAPSS guide G077 (Available from CLEAPSS web site: <http://science.cleapss.org.uk/Resource-Info/G077-Science-for-Secondary-aged-Pupils-with-Special-Educational-Needs-and-or-Disability-SEND.aspx>)

