

Strategies that can be used at home and will form part of quality first teaching within school to support your child.

This documents provides a range of strategies that can be used at home to support your child if they have or you suspect they have a specific need.

Included are strategies that may be used to support your child at school and will form part of the quality first teaching approach. The strategies provided are not exhaustive.

For additional support you may wish to contact the school's SENDCO Mrs Susan Kean (susan.kean@astreacottenham.org).

Additional support and advice can also be gained from the following organisations:

- SENDIAS- Email - sendiass@cambridgeshire.gov.uk
 - Confidential helpline open during term times: 01223 699 214
- The Local Offer - <https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer>
- Pinpoint - <https://www.pinpoint-cambs.org.uk/>
 - email: information@pinpoint-cambs.org.uk
 - phone: 01480 877333

Please click on the link to take you to the relevant strategies:

- Students with a diagnosis of ADHD or exhibit traits of ADHD
- Students with ASD
- Students with Concentration Difficulties
- Students with Dyscalculia
- Students with Dyspraxia
- Students with Memory Difficulties
- Students with Organisational Difficulties
- Students with Reading Difficulties
- Students with Spelling Difficulties
- Students with Moderate Learning Difficulties

Students with a diagnosis of ADHD or exhibit traits of ADHD

| Strategies that could be used at home | Exclusively School Based |
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| Reduce the amount of changes/disruptions as far as possible | Sit near the teacher, within the class setting and surround with good role models. |
| Allow your child to stand when they feel they need to. | Do not sit by windows or doors. If possible sit at the end of the row to enable the student to allow for movement |
| Suggest one task at a time and monitor progress | Use 'post its' for questions and ideas rather than interrupt |
| Have pre-established consequences for good and bad behaviour and stick to them | Control size and members of any group work – begin with positive peer buddy |
| Use a timer to measure and extend time on task | Use pupil's name and give eye contact before giving instructions |
| Allow your child to do some controlled kind of fiddling (but only if they can do this sensibly)– encourage highlighting, underlining | Consider marking the student's correct answers instead of their mistakes. |
| Stay calm and clear if behaviour is poor | Keep parents informed about upcoming tests and assignments |
| Give a set time for writing and do not extend into break time – your child will need these breaks | Reinforce positive behaviour and establish a system to signal good and bad |
| Chunk instructions and support with visual cues | Do a stop – 10 second count beforehand up/speaking |
| Check regularly that your child is on task | Task planners |
| Give your child credit for any improvement and efforts made | |
| Give your child credit for the amount of time and effort spent on work | |
| Support with organisation of reminders whether they are To Do Lists written down or something similar on an electrical devise | |

Students with ASD

Please remember that students with ASD are individuals—the spectrum is broad and they will have many different needs depending on the individual. Students with ASD should never be punished for behaviours that are part of their disability, for example, avoidance of eye contact; talking to self; slow response time; lack of respect for others; repeating words or phrases; upset in crowd or with noise; anxiety; persevering on topics of interest; upset caused by change

| Strategies that could be used at home | Exclusively School Based |
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| Use your child's name before giving instructions | An individual workstation can be helpful if they struggle socially |
| Give explicit, clear instructions, in the order of doing (may need to be only 1 instruction at a time) | Develop clear predictable routines. Give notice if there is a room change / supply teacher etc |
| Ask your child to repeat the instructions | There will be a need for rules for listening, talking, turn taking, sharing, waiting, working with others, starting, finishing etc. |
| Don't use phrases such as 'Do you want to?', 'Shall we.....?', as they may be taken as an option to refuse participation | Pupil needs to sit where the teacher can discretely assist and in a place free of distractions. |
| Use visual cues to make verbal information meaningful | Check homework, and when it has to be in, has been written down and pupil understands what is to be done. |
| Break task down into meaningful parts. | Provide preparation for new topic vocabulary where possible so they are aware of key terms. |
| Give explicit work targets which are achievable. | Give examples of completed work so that pupil knows intended outcome or can parallel model. |
| Allow your child time to think. | |
| Develop clear predictable routines. | |
| Language is taken literally, so abstract language will need to be explained at the time of use e.g it's raining 'cats and dogs'. | |
| Allow a Movement Break for your child to stim or clear their head if needed. | |

Students with Concentration Difficulties

| Strategies that could be used at home | Exclusively School Based |
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| Seating plans should take into account the best place to sit—away from distraction | Re-focus tasks as lesson goes on—or re-focus student individually every 5/10 minutes—what have you done so far, next you should... |
| Tasks should be short with clear expectations. | Normal sanctions for insufficient work (unless otherwise agreed) |
| Use of a timer to complete tasks (egg timer / digital timer on desk—you have 5 mins to complete task) | Use a task planner |
| Very short and clear explanations of task | Praise |
| Break lessons into 4 or 5 short activities where possible | Break tasks up into manageable chunks |
| Ensure your child understands the task—ask them to repeat task back (or use visual prompt— 'now.... / next....' so they are clear what they need to do | |
| Use visual checklists for lesson beginnings and ending—tick lists work well as your child can tick off when each task is complete | |
| Lots of praise for effort | |

Students with Dyscalculia

| Strategies that could be used at home | Exclusively School Based |
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| Provide concrete objects to aid calculation e.g. age-appropriate bricks, blocks, counters | At the beginning of each topic, use word banks displayed on the wall in alphabetical order |
| Allow the use of a number line | Praise and reward- reduce anxiety associated with maths |
| Play maths games | |
| Provide a list of maths symbols | |
| Print off any PowerPoints to restrict the need to copy from the presentation | |
| Use a calculator unless specifically told that your child cannot i.e., in test conditions | |
| Praise and reward- reduce anxiety associated with maths | |

Students with Dyspraxia

| Strategies that could be used at home | Exclusively School Based |
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| Give your child as much encouragement as possible | If necessary, place simple written instructions on the student's desk |
| Be aware that handwritten work may cause frustration | Sit the student near the board. |
| Ensure that your child's pen and pencil grip is comfortable | In PE a new skill may have to be fully demonstrated before the student can perform the task |
| Offer alternative ways of recording work— laptop / word pad / use of mind maps / story boards etc / Dictaphones | They may struggle with getting changed quickly before and after PE |
| Encourage extra time to complete tasks, particularly where there is lengthy writing, technical drawing etc | |
| Do not provide too many verbal or visual instructions at once | |
| Give step by step instructions and check they are understood | |
| Use checklists and story planners | |
| Use lined paper with margins to allow student to consider how to set out their writing | |
| In Mathematics, use squared paper | |
| In hands on subjects they may need support to manipulate equipment | |

Students with Memory Difficulties

| Strategies that could be used at home | Exclusively School Based |
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| Give clear instructions in short chunks—no more than 2 at a time | In order for information to be stored to long term memory the information needs to be linked to something meaningful—link to existing topics / information / create vivid personal examples that students can relate to, this will help recall in the future |
| Use a task list to allow your child to tick off once task is complete | Make key word cards with definitions—use at beginning of lessons to revise key ideas—keep it short and sharp and revise them every so often to help store in long term memory |
| Use short tasks, and refocus after 5 minutes to ensure that your child knows what to do | Use cards - write question on one side/answer on the other—ask students to test each other. |
| 'Chunk' information into 2 or 3 pieces maximum | |
| Allow for repetition and practise | |
| Use mnemonics to help remember e.g. Richard Of York Gave Battle In Vain—allow your child to create their own - perhaps even draw pictures to link to them. | |
| Make visual records of ideas and key words—use mind maps | |
| Record ideas and listen back to them to help revise | |

Students with Organisational Difficulties

| Strategies that could be used at home | Exclusively School Based |
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| Prompt your child with easier tasks or breaking them down to organise ideas | Monitor homework planner to make sure homework is written in—or print off homework to be stuck in / write in planner |
| Establish clear routines for handing in work / homework | Allow students to take a picture of homework written on the board so parents have accurate recording of homework |
| Establish clear routines for lessons | Provide folder for worksheets / time to stick in book |
| Check student has access to materials needed | Use a task planner |
| Use prompt sheet / reminders for tasks so your child knows how to approach a task | |

Students with Reading Difficulties

| Strategies that could be used at home | Exclusively School Based |
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| Provide easier texts if necessary—shorter sentences, plenty of pictures, difficult words explained | Hear student read discretely if necessary to gauge accessibility of texts |
| Allow reading practise of texts before embarking on task | Provide and discuss definitions of subject specific key words - display or provide key words list for the lesson/topic. |
| Where necessary provide alternative means of accessing texts. E.g. listen to recording / pair with more able peer | On board write large and clearly, change colours every new idea if possible (to help students find and follow ideas more easily) |
| Discuss definitions of subject specific key words | Have on the board only the information needed for the lesson |
| When annotating change colours every new idea if possible (to help your child find and follow ideas more easily) | Use pictures / role play / videos—not just reading |
| Use immersive reader | When reading a large amount of texts, encourage students to use different coloured highlighters. One could be to highlight who, one for when, one for why etc. This then allows the student to find answers more easily and break down the text. |
| | Rather than having students read to the whole class, encourage paired reading so that students read to each other. |
| | If students do read to the class, tell them that if there is a word they don't know, they can miss it out and carry on. |

Students with Spelling Difficulties

| Strategies that could be used at home | Exclusively School Based |
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| Print off a copy of all resources for each lesson rather than asking your child to take notes | Provide copies of notes rather than asking student to take notes—they may miss out key points or not be able to read back what they have written |
| Use a key word lists | Provide key word lists |
| Allow your child to record their work in different ways e.g. voice recorder / parents scribe / use of laptop | Display key words / topic words so they are accessible in lessons |
| Correct spellings of these selected words (focus on errors which are unintelligible or are very common words) Don't correct every error (disheartening) and don't ignore all errors (prevents progress) | Mark 'target' spellings only – these might be key words / or high frequency words. |
| Allow time for your child to check their spelling / ensure they can use spell check if they are on laptop | |
| Support your child to use a dictionary (make sure they are confident to use them) | |
| Encourage strategies where your child is able to try—sounding out words / dividing into syllables for longer words | |
| Use the dictate function | |

Students with Moderate Learning Difficulties

The majority of students with special educational needs have Moderate Learning Difficulties (MLD), which means they have general developmental delay. They do not find learning easy, which affects their self-esteem and may result in poor behaviour. They have short attention spans, present difficulties with basic literacy and numeracy and their reasoning and coordination skills are underdeveloped.

| Strategies that could be used at home | Exclusively School Based |
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| Focus on main points of topics | Use differentiated worksheets, word banks, writing frames and ICT software |
| Use key word lists | Make sure that every lesson's learning objectives are realistic and allow some success to be experienced |
| Praise EFFORT and ACHIEVEMENT | Check understanding, building supportive relationships and using appropriate praise, encouragement and questioning to ensure participation |
| Allow extra time to complete tasks and tests | Keep tasks short, build in variety and repeat information in different ways - repetition is key, you will need to 'overlearn' by referring back to what has been done already. |
| Improve self-esteem by building on your child's strengths and interests | Keep it simple— |
| Break down new tasks into bitesize chunks | Teach key words—provide / bookmarks to use in lessons |
| Check understanding, using appropriate praise and encouragement | Establish what students already knows about a topic and be prepared to go back to the point where their knowledge is secure |
| Show your child what to do as well as talking about it, giving concrete examples. | If a student wants to answer a question allow them, where possible, to answer first otherwise other students will usually give their answer. Ask another student to expand on it. |
| Allow your child to explain back to you to check understanding | |
| Focus on big picture success, rather than word or spelling accuracy i.e. encourage 'thinking', not just 'reading' accuracy – in the right context 'butifull' is much better than 'nice' | |

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| <p>Often some students feel overwhelmed by having to write essay type answers to show their knowledge. Alternative methods of to achieve the same thing could be:</p> <ul style="list-style-type: none">• Mind maps showing who, what, why, where, when and how. These could include pictures with some words• Bullet points of the main points• Storyboards including pictures and captions• Table showing what, why, where, when and how• Use of dictation machines to record ideas (iPad app 'Dragon Dictate') | |
| Use dictate or immersive reader | |