

Provision Expected at SEN Support (PEaSS) Guidance

Name:

Date:

3.3 Cognition and Learning

3.3.2 Provision Expected to be Available – Suggested SEN Support strategies in the classroom

Suggested SEN support strategies in the classroom:

General Support		Tick box
1	Adapt homework (including alternative recording methods) to enable the CYP to complete as independently as possible	
2	Provide accessible resources and strategies to promote independent learning (e.g. word banks, writing frames, assistive technology)	
3	Allow rest breaks, as concentration and motor effort are demanding and the CYP is likely to be easily fatigued	
4	Promote appropriate interpersonal skills with other CYP	
5	Ensure assessments focus on how the pupil is learning, more in-depth analysis of strengths and weaknesses and progress in relation to time	

Supporting memory		Tick box
1	Use simple, clear language in the right order when giving instructions	
2	Provide visual prompts as a reminder	
3	Revisit prior learning at the start of each session	
4	Model, coach and reinforce skills, providing examples of new concepts drawn from CYPs real-life experiences	

Supporting speed of processing		Tick box
1	Give time for thinking and processing (10 second rule)	
2	Check understanding regularly. Revisit prior learning at the start of each session	
3	Break down tasks into small, ordered steps to be completed one by one, building on prior learning	
4	Use pre-teaching and link new learning and vocabulary to what the CYP already knows	
5	Colour code spatially confusable items (e.g. x sign in one colour, + sign in another)	
6	Offer peer to peer support (e.g. give time to think and talk to a partner before answering a question)	

Supporting reading, writing and spelling		Tick box
1	Enable recording using alternatives to writing including the use of assistive technology (e.g. Clicker, PPT, poster, dictation speech to text, pictures/ diagrams/maps, sorting statements or pictures into categories)	
2	Provide materials which reduce the needs for note-taking or copying (e.g. technology, mind maps, flow charts, photocopied notes or slides)	
3	Provide technology to support with reading of texts. Text to speech is available on most devices.	
4	Use multi-sensory teaching approaches for spelling, wherever possible (e.g. letter formation on sandpaper, tracing, writing in the air)	
5	Consider small group or one-to-one evidence-based interventions e.g. What works for Literacy Difficulties?	

Supporting reading, writing and spelling		Tick box
1	Teach strategies to improve organisation (e.g. organisation of materials, use of diaries, workplans, checklists of equipment)	

Supporting fine/gross motor skills		Tick box
1	Refer to the OT digital library of resources on Just One Norfolk (you will need to create a professional login to access this resource)	
2	Check seating – desk should be at elbow height. CYP should be able to sit right back in their chair with knees bending back at right angles and feet flat on the floor. Put a box or large book under feet if necessary	
3	Ensure CYP are able to see the teacher and the IWB clearly without turning	
4	Seat CYP away from distractions with plenty of space each side of them – the CYP should have their writing arm on the outside edge of shared table	
5	Use writing aids (e.g. slope, non-slip mat, pencil grips, triangular or thick-barrelled pencils, pens or paintbrushes, easy-write pens, adapted scissors, adapted ruler, templates or stencils)	
6	Enlarge text. Use larger-lined books or paper, columns or boxes, squared paper or assistive technology	
7	Use visual reminders to support handwriting (e.g. alphabet (capital letters and lower case) and numeral formation guide on the table)	
8	Choose resources that don't require manipulation (e.g. number line rather than counters in maths) or pair with a buddy to support	
9	Teach the CYP to talk themselves through visual and spatial tasks (e.g. learn verbal model for letter formation: 'b - start at top, down, halfway up, round, down')	
10	Provide opportunities to develop keyboard skills and learn to use touch typing games and software to improve familiarity of keyboard and more efficient typing skills	
11	Timetable regular opportunities to develop fine or gross motor skills	

Notes