

1. Have clear daily classroom routines (e.g. visual timetable, visual sequences for getting ready for an activity or transition)

2. Use a multi-sensory / multi-modal approach to teaching where concepts are presented in a variety of different ways (including use of practical activities and concrete materials)

3. Consider class layout and seating plans (e.g. quiet or reduced stimulus areas, seating near class teacher, seating to minimise distractions, seating to enable clear view of whiteboard)

4. Use visual information to support verbal information (e.g. symbols, word webs, pictures, models, mind maps)

5. Use familiar scripts and routines to reduce the need to process new information and to help develop self-regulation

6. Present information in manageable chunks (verbal and written information)

7. Give learners time to process questions / information before providing additional information and check for understanding by seeking pupil feedback

8. Repeat key information if required (verbal repetition or also providing written / symbolised information)

9. Explicitly teach learners how to set learning goals, organise and effectively manage their learning independently (e.g. using planning formats, checklists, visual sequences, routines)

10. Encourage a growth mindset where learners believe they can improve through practise, hard work and determination, feedback is given in relation to success criteria and promote an ethos where mistakes are seen as part of the learning process