SLCN (speech language and communication need)	ASC Autistic Spectrum condition	Dyslexia	MLD (moderate learning difficulty) (difficulty in basic literacy/numeracy/concepts	ADHD/ADD (Attention deficit hyperactivity disorder)
• Model effective talk when reading e.g. by reading longer texts aloud to class. • Promote group and paired oracy tasks within lessons • Use a variety of oracy objectives available in staff shared area to provide a specific oracy focus in lessons e.g.eye contact, summarising. • Provide opportunities for speaking in front of others in a safe and supportive environment, providing scaffolding to support.	• Ensure attention before speaking • Instructions given one at a time with visual reminders • Ensure rules, routines are clear and explained if they deviate from the normal, e.g., for this activity I don't want you to put your hands up, I will pick someone • Link more abstract concepts to real life experiences – use props to help understanding	• Provide list of key terms for each unit that students can refer to – e.g., unit overviews • Clear font size and type used. No italics. Bold used for key information. • Information spaced appropriately on worksheets and longer pieces of reading. • Read longer pieces of text to the class so students can concentrate on the text. Number each line of text where possible.	• Check understanding at various points within the lesson, particularly after a transition to a different activity/task. • Ask student to repeat back tasks in their own words to teacher or LSA • Break down the meaning of tier 3 vocabulary explicitly and explain meaning of tier 2 vocabulary • Use scaffolding and modelling for planning and longer pieces of writing, reduce use as confidence grows	• Consider seating plan and where best to put student so that they can focus on the lesson • Follow the mantra of: • Routines in class • Praise publicly (positives) • Reprimand privately • Use a range of resources / tasks to assist with keeping focus, such as videos, demonstrations.