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)
• Provide good models of speech by speaking clearly, giving concise instructions, and delivering instructions slowly. • Use of visuals in combination with words to help students identify processes and equipment. • Encourage, where appropriate, use of ICT for research, designing and evaluations, including where applicable use of voice and video recording.	• Avoid unnecessary seating plan changes. • Be consistent with rules, routine and policy. • Always get the pupils attention before giving instructions. • Ensure outcomes are clear, with a clear end point to the lesson, so students can identify when they have reached this. • Use simple, clear and specific instructions that are clear to understand. Give time for the pupil to process information.	• Use simple, clear and specific instructions that are clear to understand. • Model practical skills and tools so student have a clear understanding of the objective and how it may be safely achieved. • Target key words using visual prompts within subject specific vocabulary.	• Use visual prompts to break each stage of the project down to clear, manageable tasks. • Model practical skills and tools so student have a clear understanding of the objective and how it may be safely achieved. • Use of templates, jigs, and patterns where appropriate to aid accurate and safe completion of a task. • Provision of pre-prepared materials.	• Praise positive behaviour at each step to encourage self-esteem. • Ensure clear instructions are given throughout the lesson. • Ensure that step by step instruction are given so each child knows and understands the part of the lesson they are working on.