

SLCN (speech language and communication need)	ASC Autistic Spectrum condition	Dyslexia	MLD (moderate learning difficulty) (difficulty in basic literacy/numeracy/conce pts	ADHD/ADD (Attention deficit hyperactivity disorder)
<ul style="list-style-type: none"> • Carefully planned paired and group work to facilitate good communication. • Visual support for learning keywords on worksheets and in Powerpoints • Allow extra time for students to answer questions in discussion activities. • Model effective models of speech by speaking clearly. 	<ul style="list-style-type: none"> • Give clear instructions when completing tasks • Ensure consistency with rules and routines and carefully explain any changes to routines • Link abstract concepts to real life experiences and use artefacts and videos to help understanding. • Give thinking time when answering questions. 	<ul style="list-style-type: none"> • Use of dyslexic friendly font in worksheets and powerpoints • Read longer pieces of text to the whole class and read to individuals when required. • Use of visual support in powerpoints and on worksheets • Recap and revisit Key Religious Vocabulary in lessons 	<ul style="list-style-type: none"> • Keyword homework embedded in each unit of work • Use of sentence starters in lessons for students who need them • Powerpoints to include step by step instructions where necessary 	<ul style="list-style-type: none"> • Seating plans designed to meet individual needs • Check in with student during the lesson • Refocus student if and when necessary • Encourage use of regulation breaks if needed • Provide extra time on tasks if needed