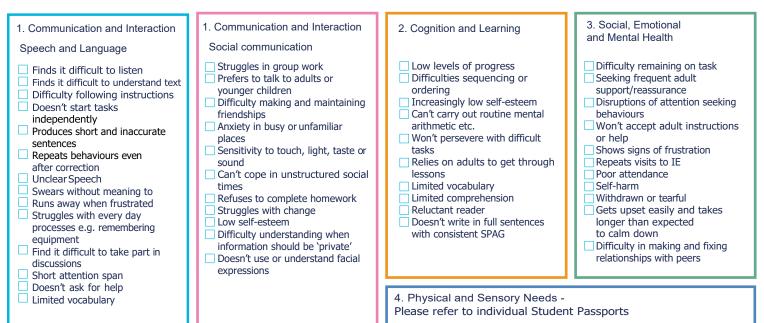
## SEND Knowledge Organiser - Universal Provision

## 1. What behaviour do you see?



## 2. Things to try in the classroom

Communication and Interaction Speech and Language		Communication and Interaction Speech and Language (ASD)	
3 to try	Other Strategies	3 to try	Other Strategies
<ol> <li>Use picture-word flash cards regularly for key vocabulary</li> <li>Use a mini whiteboard to record instructions in 'now, then, next'</li> <li>Plan time to pre-teach key vocabulary separately to using them in context</li> </ol>	<ul> <li>Sentence Starters</li> <li>Visual guides for classroom rules and expectations</li> <li>Talk Buttons</li> <li>Always use student's name</li> <li>Clear and simple explanations (SMART)</li> <li>Chunking instructions</li> <li>Check understanding regularly</li> <li>Extra time to process verbal questions or instructions</li> <li>Model correct sentences</li> <li>Guided reading for decoding, comprehension and inference</li> <li>Visual word mats</li> </ul>	<ol> <li>Use visual prompts for instructions and routines</li> <li>Have an explicit and regular classroom routine</li> <li>Keep language clear and unambiguous at all times</li> </ol>	<ul> <li>Time-out card</li> <li>Explicit spoken instructions and meanings - no sarcasm</li> <li>Support with transitions</li> <li>Expectations made explicit</li> <li>Use a mini whiteboard to record instructions in 'now, then, next'</li> <li>Social Stories</li> <li>Prompt cards for group roles and conversation skills</li> <li>Calm learning environment -Including teacher.</li> <li>Corrections are positively phrased</li> <li>Anxiety monitoring cards, e.g. traffic lights or rating scale</li> </ul>
Cognition and Learning		Social. Emotional and Mental Health	
3 to try	Other Strategies	3 to try	Other Strategies
3 to try1Visual word mats with key vocabulary for every topic2Use cue cards3Scaffold all writing tasks with a sentence starts and modelled answers	Other Strategies  Use of ICT to record learning  Use students to support learning - paired reading, work buddy etc.  Pre-teach vocabulary  Now, then, next board  Now, then, next board  Talk buttons  Explicit use of phonics  Link new concepts to student's real work experience  Less teacher talk  Pre-prepared book pages with date/LO etc.  Coloured overlays and paper where appropriate  Use talk-tools to help with	· · · · · · · · · · · · · · · · · · ·	