

5 Top Tips

1. Communication

Use visual aids (like objects of reference, symbols, schedules, timers) to create structure for the child, ensuring they know what to expect.

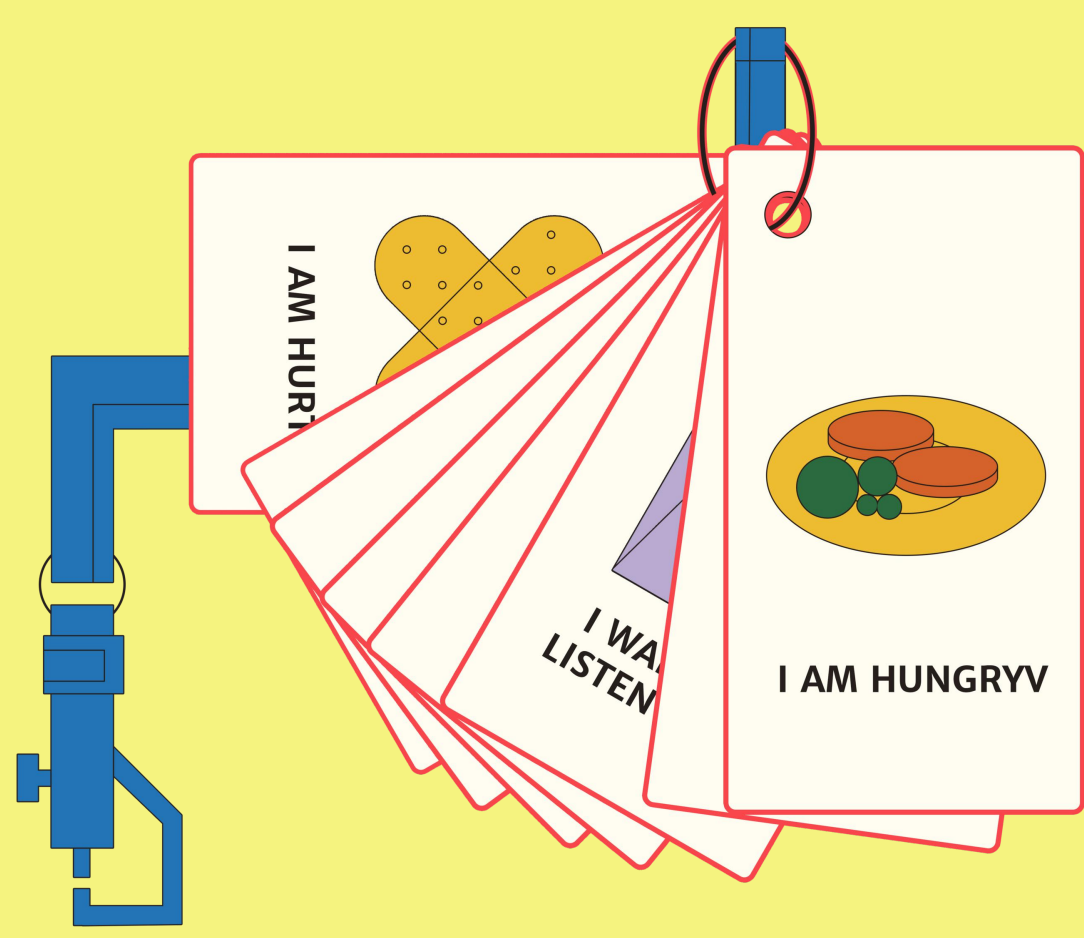
Make sure all forms of communication is readily available, to increase communication opportunities.

Communicate clearly with short sentences and adapt your style to their abilities.

Always start with child's name to confirm you're addressing them.

Build trust by joining the pupil in their world. Engage with their play and interests, follow their lead, and be fully present.

Be present and give them their voice.



By ensuring that pupils have regular chances to make choices and communicate their preferences, we can enhance their engagement and independence within the learning environment.

2. SEMH

ALL behaviour is a form of Communication.

What is the function of the behaviour?

When a child displays certain behaviours, these communications are often signalling of an unmet need or a desire to communicate something. Staff should carefully observe and analyse these behaviours to identify their function. Is the child expressing discomfort, seeking attention, or needing a sensory break?



Understanding the purpose of the behaviour is essential for determining the best response.

It's important to observe the subtle signals the child may give prior to the behaviour, such as body language or small changes in facial expression.

These micro-signals can provide valuable clues about what might be triggering the behaviour and allow staff to intervene earlier to prevent escalation.

- ✓ Change of Environment – Encourage the child to move to a new setting, like outdoors.
- ✓ Change of face – Replace the supporting adult or introduce a new one.
- ✓ Motivators – Use favorite toys or sensory items to engage the child.
- ✓ Distraction and redirection are effective strategies when a child exhibits harmful behavior. Instead of directly addressing the behavior, staff can guide the child's attention to a more suitable and engaging task or activity, using preferred items or sensory input.
- ✓ Light/Deep Pressure – Light pressure boosts arousal for calm children, while deep pressure can soothe overstimulated ones.
- ✓ Time – Allow the child time to process information and expectation.
- ✓ Positive reinforcement – Offer praise to encourage repetition.

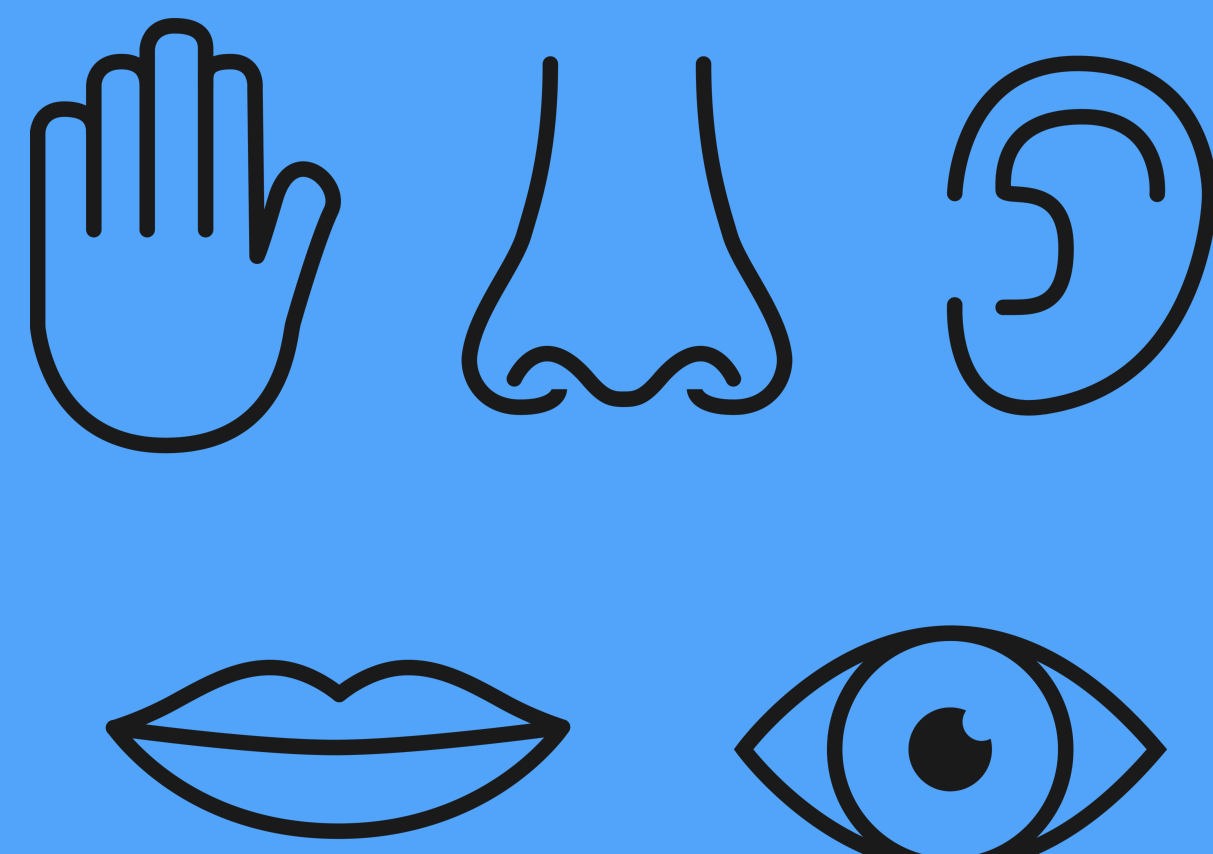
3. Planning

When planning for pupils with SEND, focus on their developmental level instead of age. A curriculum set too high can lead to feeling overwhelmed, increased stress, or disengagement from learning.

4. Sensory Processing

Sensory processing refers to how our brain receives, interprets, and reacts to sensory information. We gather input through eight primary senses: sight, hearing, touch, taste, smell, proprioception, vestibular and interoception.

While most people process this information seamlessly, those with autism, ADHD, or sensory challenges may find their systems overwhelmed or less responsive.



5. Be patient and respectful.

Every interaction can be an intervention.