

SEND & INCLUSION · ALL GRADES

SEND Quick Reference

One page for mainstream teachers

How to use

Print, fold, keep on your desk. When you need a quick reminder of what generally works for the most common SEND profiles in mainstream classes, glance here. None of these replace specialist advice — they're the broadly-useful adjustments most class teachers can make tomorrow.

Autism — what often helps

Predictability Visual timetable. Warning before transitions. Same seat. Don't change routines without notice.	Clear language Say what you mean literally. Avoid sarcasm, idioms, vague instructions. 'Pencils down' not 'we're going to pause.'
Sensory awareness Reduce noise spikes. Soft lighting if possible. Allow ear defenders. Quiet space for breaks.	Time to process After asking a question, wait at least 10 seconds. Don't fill the silence. Their answer is coming.

ADHD — what often helps

Movement built in Standing breaks every 15 minutes. Errands. Fidget tools that don't disrupt others.	Short instructions ONE thing at a time. Write it down. Check back in 30 seconds. They genuinely heard, then forgot.
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Front-and-centre seating Near you, away from the window/door. NOT at the back where you can't keep gentle eye contact.	Low-stakes recovery When they've lost focus, don't shame publicly. A quiet hand on the desk and a smile gets them back faster.
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Dyslexia — what often helps

Decodable workload Read math word problems aloud. Don't penalise spelling on a science answer.	Cream paper or coloured overlays Some dyslexic readers find tinted backgrounds reduce visual stress. Ask if they have a preference.
Larger text, more spacing Print worksheets in 12pt+. Generous line spacing. Sans-serif fonts (Arial) reduce visual crowding.	Audio access Audiobooks aren't cheating. Text-to-speech for longer passages. The goal is comprehension.

Anxiety — what often helps

Predictability beats reassurance 'Everything will be fine' lands as 'you can't trust me.' 'Here's exactly what's going to happen' is what works.	An exit plan An agreed signal or place they can go to if overwhelmed. The fact it exists usually means they don't need it.
No public attention Don't single out, even with praise. Quiet private praise instead.	Low-stakes participation Don't force speaking aloud. Whiteboards, written answers, partner-sharing all work.

What works for ALL of them

1. KNOW THE CHILD. Ask them what helps. They often know. 2. ROUTINE. Same lesson structure every day reduces cognitive load for everyone. 3. RELATIONSHIP. A child who trusts you will tell you what they need. 4. TALK TO PARENTS. They've often been managing this for years. 5. ASK FOR HELP. The SENDCo exists. Use them. You don't have to figure this out alone.

