

Educational Support Strategies

quick reference (example)

Physical

Fatigue

- Part-time attendance
- Designated place where young person can go to rest
- Young person able to step out of classes when needed
- Reduced homework or assistance in school from teaching assistant/key worker

Mobility

- Young person able to change lessons 5 mins early
- Rearrange timetable so lessons are on ground floor
- Buddy to help with movement round class/school, carrying heavy bags etc
- Know emergency evacuation procedure

Balance

- Young person able to change lessons 5 mins early
- Buddy/assistant aid during PE
- Give time to stand and balance before moving
- Know emergency evacuation procedure

Co-ordination

- Use laptop rather than pen & paper
- Record ideas/work onto voice recorder
- Allow to leave PE early (and lesson before) to get changed
- Simplify tasks and allow young person to learn each step separately before combining

Visual

- Sit young person in best place to see teacher/board
- Use laptop with text reader or larger font
- Print handouts in larger font
(at least 14 point Arial, but same size paper (A4))
- Handouts to be clear – use high contrast, lots of white space; avoid glossy paper, italics, underlining, words using all capital letters

Auditory

- Smaller class sizes
- Place to go at break/lunch with small group of friends away from noisy crowds
- Leave lessons early to change classes/avoid crowds
- Sit young person in best place to hear teacher

Physiological

Seizures NB can be 'vacant episodes'

- Separate, private area for young person if feels seizure coming on
- Staff member to stay with young person throughout seizure
- Reassure
- Time the seizure

Bowel habits

- Young person has a pass or agreed phrase to use the toilet at any time
- Access to separate, more private toilet e.g. staff toilet
- Keep spare change of clothes at school/college
- Eat good, balanced diet at school/college and home

Endocrine issues

- Young person allowed to eat several small meals throughout the day
- Kitchen staff aware of controlled portion sizes
- Young person allowed out of lessons to take/be given medication
- Young person allowed to take buddy when given/taking medication

Pain/peripheral neuropathy

- Young person allowed to move round if this helps
- Young person allowed to remove shoes
- Young person allowed out of lessons to take/be given medication
- Separate area for young person to relax

Temperature regulation

- Young person allowed to remain indoors during cold weather
- Relaxation of uniform rules e.g. able to wear extra layers, gloves or remove ties, shoes etc
- Be aware of room temperature and open or close windows as appropriate
- Sit young person away from window



Cognitive

Attention/concentration

- Break down tasks into small, manageable chunks
- Use clocks/timers
- Keep noise to a minimum/create quiet space
- Set realistic and achievable goals/targets and give rewards

Communication difficulties

- Use short, concise, repeated instructions
- Give extra time to respond
- Use prompt cards
- Use different forms of communications

Memory/learning

- Repeat, write down or record instructions
- Break down tasks into small, manageable chunks
- Use memory aids
e.g. personalised dictionary, calculator, wall charts, mind maps, mobile phone camera
- Rehearse important information
- Encourage asking for help

Processing speed

- Give extra time to understand and respond
- Write down instructions in single steps
- Provide templates and lesson notes
- Reduce number of tasks
- Encourage asking/emailing questions after lesson

Reasoning/problem solving

- Explain ideas and connections in a concrete way
- Give analogies/examples the young person can relate to
- Talk through potential scenarios
- Teach different approaches to solving problems

Planning/organisational skills

- Make use of clocks, timers, planners, calendars, mobile devices
- Use colour coding to separate tasks or mark which are important
- Use checklists, including time estimate for each step
- Give young person plenty of prompts to get them started

Emotional

Mental health/psychological

- Encourage talking to trusted friend/staff member
- Focus on strengths
(what you can do, rather than what you can't)
- Regular sessions with pastoral care/counsellor
- Prepare support for times when things may not go as expected
e.g. exams, scan results

Behaviour/personality changes

- Maintain calm environment
- Separate area for young person to cool off
- Identify triggers and try to avoid them
- Regular sessions with pastoral care/counsellor

Social

- Supportive play/social interaction to aid integration with peers
- Support for young person to take part in PE, extra-curricular activities, school trips
- Maintenance of contact between school, young person and their friends/peers
e.g. messages between home and school, recording of key assemblies/events
- Encourage understanding to prevent bullying

Learning checkpoints

Taking exams

- Extra time and/or rest breaks
- Use of scribe or laptop
- Separate room, or venue
e.g. home, hospital
- Early sharing of information with exams officer to ensure all appropriate applications are made

Transition points (returning to/changing/leaving school)

- Consider repeating a year/re-joining the year below
- Consider applying for a statutory EHC assessment, or a Statement of Special Educational Needs (Education, Health and Care Plans have replaced Statements in England and Wales)
- Ask questions about learning support capabilities of new school/college/workplace
- Pass on as much information as possible (NB with young person's/parent's permission)
- Focus on strengths and be open to other areas of learning
(what you can do, rather than what you can't)

