

Possible Communication and Language Needs	Possible Cognition and Learning Needs	Possible Emotional, Social and Mental Health Needs	Possible Sensory and Physical Needs
<ul style="list-style-type: none"> • Hyper-verbal communication • Repetitive speech • Difficulties with keeping to conversational rules: Quality, Quantity, Relevance and Manner • Understanding of implicit and pragmatic meanings • Asymmetric discourse • Formulaic language use • Responding to questions and commands differently • Turn-taking and turn-holding in conversation • Concentrating when in social conversation • Literal understanding in spoken and written communication • Differences between verbal abilities and comprehension • Reading texts in various forms differently • Managing different text layouts 	<ul style="list-style-type: none"> • Abstract reasoning abilities • Executive functioning skills • Working memory, retrieval and recall skills • Visual memory and recognising visual patterns • Processing speed and skills • Concentration and maintaining attention on a task • Pathological inertia - organising and planning for learning • Multi-tasking • Transferring skills to new situations • Initiating and prompting • Concept of time, prospective memory and anticipation • Awareness of the passage of time • Numeracy skills like place value, symbols, overloading of instructions and processes • Understanding money values and budgeting 	<ul style="list-style-type: none"> • Making connections and building relationships • Feelings of frustration • Being motivated and on-task • Social behaviour • Appropriate behaviour for situation • Habitual or obsessive behaviours • Compromise issues • Eagerness to please or high compliance leading to vulnerability • Confidence and self esteem • Coping with change, leading to panic attacks • Understanding social cues • Reading facial expressions and body language • Expression of emotions • Self-regulation and impulsive behaviour • Low level anxiety • Varying levels of performance due to fatigue • Emotional and behavioural regulation 	<ul style="list-style-type: none"> • Perceptual abilities • Interpreting visual messages • Visual judgement • Figure-ground discrimination • Spatial orientation and awareness • Visual and perceptual inter-relation • Internal map issues • Sensory processing needs • Hypersensitivity to noise • Sensitivity to food textures • Proprioception • Co-ordination of movement • Fine motor skills or hand skills • Gross motor skills concerns • Vestibular system and balance • Habitual movements to ease vestibular issues

Communication and Language Strategies	Cognition and Learning Strategies	Social, Emotional and Mental Health Strategies	Sensory and Physical Needs Strategies
<ul style="list-style-type: none"> • Full attention by prefixing instructions with child's name • Avoid generic instructions • Use visual cues • Break down instructions • Adapt instructions to child's level of understanding • One instruction at a time • Checklists • Repeat instructions, a story, or process to check their understanding • Reiteration to consolidate a task • Writing frames • Avoid open ended questions in full class situations to reduce choices • Role play • Rehearsal of speech for different social situations • Practise schema of conversations and transactional language 	<ul style="list-style-type: none"> • Memory aids like mind maps and mnemonics • Routine and consistency • Multi-sensory memory prompts list • Diary to record reminders • Talk through activities • Rote learning cues, clues and 'scaffolding' • Consolidate learning • Personal digital photos • Clear sequencing • Colour-code books and equipment • Organise own workspace • Revisit previous work • Give fewer choices • Longer response time • Provide extra time • Shorten tasks • Quality rather than quantity • Paper copies of worksheets • Practical, hands on learning • Transference of skills • Practical Experience • SMART goals • Minimal Distraction • Regular prompts and updates • Monitor group and paired work 	<ul style="list-style-type: none"> • Encourage talk feelings • Descriptive praise • Praise and reward systems • Positive behaviour reinforcement strategies • Modelling appropriate behaviour • Playing games which require turn-taking or start and stop skills • TA or adult support facilitation • Child's difficulties in their one page profile • Consider one to one support in unstructured situations to establish desired play skills • Routines established throughout the school day, inside and outside the classroom • 'Circle of friends' or a 'buddy' seat' to relieve social anxiety and to reduce social isolation • Establish good communication links with parents and carers, who know their child best and have invaluable information to support teaching and learning 	<ul style="list-style-type: none"> • Practise moving about in a new environment with a partner at first, especially in a new school • Accessibility arrangements where steps and slopes hinder judging distance • Supervision when moving around school • Verbalise spatial activities to embed the sequence and movement required • Tracking from left to right may require prompts • A sloping desk or different coloured paper to overcome problems with following text • Removal of visual distractions • Classroom reorganisation should be kept to a minimum • Seating plans are ideal for providing feelings of security for a child • Specialised equipment aid learning or communication • Play games that require the use of visual discrimination • Construction toys and puzzles should be encouraged to fill skills gaps