UNDERSTAND THE MIX OF NEEDS

COGNITION & LEARNING
SPLD (e.g. Dyslexia, Dyscalculia, Dyspraxia), MLD, SLD, PMLD

SOCIAL & EMOTIONAL
Anxiety, Depression, ADHD

SENSORY & PHYSICAL
Hearing (HI) or Visual (VI) Impairment, Physical Disability (PD)

COMMUNICATION & INTERACTION
Speech Language and Communication Needs (SLCN), Autistic Spectrum Condition (ASC)

KNOW THE PEDAGOGY

01 SCHEMA
A mental map of how information all fits together

02 SCAFFOLDING
Temporary support for tasks before students can do them independently

03 COGNITIVE LOAD
How much executive function (e.g. working memory) is needed for a task

04 METACOGNITION
Helping students reflect on the way they think and learn

05 IPSATIVE ASSESSMENT
Assessing progress against past performance rather than age or stage

CREATIVE EDUCATION FOR THE NEURODIVERSE

LEARN & COMPETE PLAY

ENEMY OF BOREDOM

NOTICE HOW STUDENTS SHOW-UP

MASKING
- Look for signs of burnout (e.g. "brain fog", disengagement)
- Allow recovery time
- Validate authentic behaviour

STIMMING
- Understand the purpose
- Reduce triggers
- Find safe alternatives

TICS
- Minimise attention
- Support relaxation
- Offer a focus

STAMMERING
- Use comments rather than questions
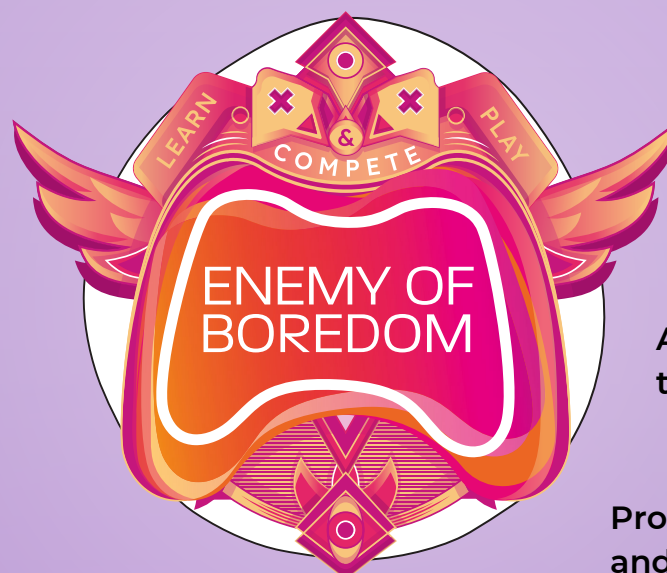- Speak calmly and allow time
- Welcome input

DYSREGULATION
SAFE ZONE
- Make it safe
- Remove triggers or offer diversion
- Listen actively

GIVE CLEAR INSTRUCTION

Start with a recap
"Last lesson, last week, last month…"

Provide scaffolding, chunk instructions and break tasks into small steps
"Just one new thing at a time…"

Ask questions to check they really understand
"What have I done wrong…?"

Provide models and examples
"This is a good/bad one because…"

Guide students' practice and then let them try independently
"I do, we do, you do…"

Make sure everyone's successful before you move on