

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



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



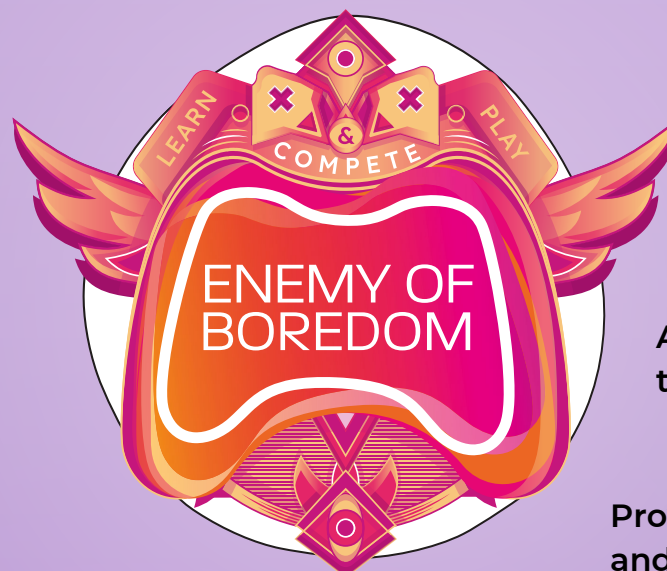
DYSREGULATION

- Make it safe
- Remove triggers or offer diversion
- Listen actively



NOTICE HOW STUDENTS SHOW-UP

CREATIVE EDUCATION FOR THE NEURODIVERSE



Start with a recap

Provide scaffolding, chunk instructions and break tasks into small steps

Ask questions to check they really understand

Provide models and examples

Guide students' practice and then let them try independently

Make sure everyone's successful before you move on

GIVE CLEAR INSTRUCTION

“Last lesson, last week, last month...”

“Just one new thing at a time...”

“What have I done wrong...?”

“This is a good/bad one because...”

“I do, we do, you do...”