

PRIMARY CLASSROOM CHECKLIST

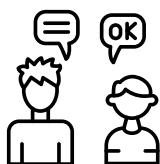


COMMUNICATION AND INTERACTION

- ☐ Use of **multisensory activities**, to support attention, understanding and listening skills.
- ☐ Promote **oracy and vocabulary development** across the curriculum.
- ☐ Use **visual timetables** and **clear routines** to support transitions.
- ☐ Use of **visuals** to **support teaching of vocabulary** and **new concepts** e.g., word maps, Frayer models, graphic organisers
- ☐ Language within the classroom adapted, and use of **clear language**, not abstract or ambiguous words or phrases.
- ☐ Break instructions down into smaller and more **manageable chunks**, **repeat** key points and **provide a model**.
- ☐ Provide **additional time** for the child to process spoken information.
- ☐ Use of visuals, e.g., **narrative planners** to help formulate ideas and the **structure** of a story.
- ☐ **Model back** the correct use of speech sounds and emphasise how sounds are produced.
- ☐ Emphasise syllables in a new word that is being taught, e.g., **clapping out the syllables**.
- ☐ **Remove the pressure** to speak for anxious pupils and provide other ways for them to communicate.
- ☐ All staff to recognise the importance of **consistently interacting** with the child even if their responses are limited.

AUTISM AND SOCIAL COMMUNICATION

- ☐ Tasks during lessons which involve **turn-taking**, and which are scaffolded so that children know the role they will be taking.
- ☐ **Acceptance** and **flexibility** in terms of how a child communicates.
- ☐ Provide visuals to remind children about social skills e.g., '**my turn, your turn**' **visual** with photos of the individuals involved.
- ☐ Use of **stories** to support with understanding of characters' emotions, thoughts, intentions and social interactions.
- ☐ Provide **specific, positive, process praise**, identifying social skills that a child has demonstrated.
- ☐ Provide **greater structure** for open ended/creative activities.
- ☐ Provide enhanced **structure, routine, and preparation** for changes through reminders, visuals and transitional objects.
- ☐ **Activity schedules** and **choice boards** for playtimes and unstructured free times.
- ☐ Approaches to develop the **mutual understanding**, communication, and **support** between autistic children and their peers.
- ☐ Have a **safe space** in the classroom that children can use if they are starting to feel overwhelmed.
- ☐ Keep routines as **consistent** as possible, **pre-warning** before things change or when something out of routine happens.
- ☐ Explicit teaching of comprehension strategies, **inferential understanding**, perspective taking and empathetic thinking.



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COGNITION AND LEARNING


☐

Provide simplified, **chunked** or **adapted texts** provided or additional time to read texts.

☐

Targeted **questioning** to identify misconceptions, followed by teaching that responds to this.

☐

Text presented in a **larger font**, with **less information** contained on a page and some visuals to support understanding.

☐

Teach and model **problem solving strategies** using worked examples, encouraging pupils to compare and contrast different strategies.

☐

Teaching of **reading comprehension** skills alongside decoding.

☐

Avoid **over scaffolding** or providing too much support too early.

☐

Use of highly **motivating approaches** to engage reluctant readers and to encourage fluency e.g., Readers Theatre, story sacks.

☐

Modelling and demonstration to show the **learning process** and **finished product**.

☐

Reading aloud to pupils as well as independent and **repeated reading** to build fluency.

☐

Key learning points reviewed at the end of each lesson and **concepts reinforced** over time. Interleaving and distributed practice are applied.

☐

Preparation at the whole class level before writing e.g., Talk for Writing style approaches.

☐

Explicit teaching of skills including **planning, monitoring, evaluation** and problem-solving across the curriculum.

☐

Regular opportunities for children to **explain their thinking** to themselves and others and to **reflect** on their learning processes.

☐

Well managed **peer support** including learning partners and peer assessment.

☐

Prompts to increase independence in writing e.g., an example answer, sentences starters, alphabet strips, word mats.

☐

Extra time to process and respond to information and to complete activities.

☐

Support for handwriting difficulties e.g. pencil grips, writing slopes.

☐

Provide print outs or laptop access so that a child has the **teaching content available** to them throughout the lesson.

☐

Explicitly **teach spelling** of new and topic specific words using **varied approaches** e.g. phonics, analogy, identify 'tricky' parts, visual.

☐

Tick list of tasks for pupils to independently check off or **visual task board**.

☐

Purposeful use of **manipulatives**, removed as a scaffold once pupils can complete tasks without them.

☐

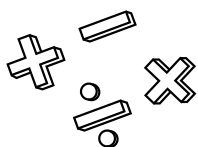
Retrieval practice e.g. **low stakes quizzes** to practice recall of key information at the start of a lesson.

☐

Building **concrete understanding** of different mathematical concepts before moving onto **abstract** number tasks.

☐

Teachers to **model metacognition** by using think alouds and describing their own thought processes.





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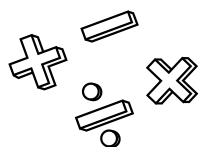
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SOCIAL, EMOTIONAL AND MENTAL HEALTH

- ☐ Foster a **relational approach** to behaviour and emotional regulation.
- ☐ Use of **peers to support** a child who is more anxious during lessons e.g., partner talk, group work with a closer friend.
- ☐ Reinforce an understanding of emotions and **emotional regulation strategies** to all pupils, and normalise difficult emotions.
- ☐ Provide a **safe space** in the classroom that children can use if they are starting to feel overwhelmed.
- ☐ Teach and model **social and emotional skills** including self-awareness, self-management, social awareness etc.
- ☐ Consider **underlying issues** which could be contributing to stress for pupils e.g., unidentified learning, social or communication needs.
- ☐ WOW boards – ‘what I did well today’ or achievement books to **identify** and **praise successes**.
- ☐ Staff to model resilience, **problem-solving** and **regulating strategies** throughout the day.
- ☐ A **soft start** to the school day for a child struggling to attend due to worries.
- ☐ Provide **structured opportunities** to engage with peers who have a shared interest.
- ☐ Staff to be aware of their own emotional responses and **prioritise a calm state** when supporting a dysregulated child.
- ☐ De-escalate emotional distress through **connect before correct**, wondering aloud, and providing coregulatory strategies.

PHYSICAL AND/OR SENSORY



- ☐ Provide **reasonable adjustments** (e.g., seating, sensory tools, assistive tech).
- ☐ Provide **natural learning breaks** in the lesson or whole class movement breaks.
- ☐ Ensure **seating posture** is optimal for handwriting and/or provide a **writing slope** or seating wedge.
- ☐ **Alternative seating** e.g., ‘Wobble Cushion’ to develop core muscles and posture for children with hypermobility, or for pupils seeking additional movement.
- ☐ Learning **breaks** to reduce fatigue and **extra time** to complete tasks.
- ☐ Ensuring the school environment and building are **accessible** to all students.
- ☐ Ensure school have a variety of **playground equipment and activities** (indoor and outdoor) to facilitate participation.
- ☐ **Visual schedules** to remind a child of the routine of tasks they need to undertake and the order of each step.
- ☐ **Assistive technology** or **devices** to support safety and independence.
- ☐ Reasonable adjustments to **reduce sensory information** e.g., ear defenders, adjustments to uniform, weighted blankets.
- ☐ Develop a **toolbox of sensory fiddle toys/objects** that can be accessed within the classroom.
- ☐ See **full OAP guidance** for strategies to support pupils with deafness or visual impairment.

