



SECONDARY CLASSROOM CHECKLIST

COMMUNICATION AND INTERACTION

AUTISM AND SOCIAL COMMUNICATION

☐

Use of **visuals** to support attention and listening, e.g., **help board** on the whiteboard, or by their desk, visual timers, visuals.

☐

Tasks during lessons which involve **turn-taking**, with designated roles.

☐

Place individuals with attention and listening difficulties **towards the front** of the classroom.

☐

Model and **explicitly reference** social skills including conversation initiation, non-verbal communication and turn-taking during the day.

☐

Remind students of good **active listening skills** at the start of the task and reinforce throughout.

☐

Refer **explicitly to texts** to support with understanding of characters' emotions, thoughts, intentions and social interactions.

☐

Use of **clear language** with abstract or ambiguous words and phrases explicitly taught and discussed in context.

☐

Provide **specific, positive, process praise**, identifying social skills that a young person has demonstrated.

☐

Use of **visuals** to support teaching of vocabulary and new concepts, consolidated across lessons e.g., Frayer model, word map.

☐

Model how others may think and feel in both real life and hypothetical situations.

☐

Break instructions down, **repeat key points** and encourage pupils to note down key information.

☐

Provide **longer** for a young person to respond and use **less verbal language** to increase their comprehension.

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Provide **additional time** to process spoken information.

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Make tasks and lessons more purposeful by being clear about the **purpose of a task** and how it fits into the larger programme of study.

☐

Provide opportunities for **structured talk** in all subjects (in line with an Oracy approach).

☐

Think about **pupil groupings** in the classroom so that young people are working alongside peers who will actively seek to include them.

☐

Provide **sentence starters** and examples of **key phrases** to support a young person in formulating their response.

☐

Develop the **mutual understanding**, communication, and support between autistic young people and their peers, and staff.

☐

Expand on what the pupil says, by repeating back what they've said but with additional information added.

☐

Provide clear instructions on **where to go and who to talk to** when pupils feel uncomfortable or overwhelmed.

☐

Use of **visuals and timers** to represent when an activity is finishing or changing.

☐

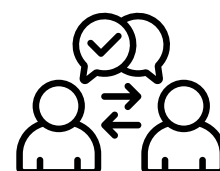
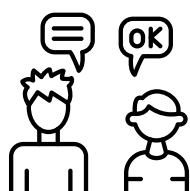
Have **prompt cards** of important rules which can quickly be referred to.

☐

Explicit teaching of **inferential understanding**, perspective taking and empathetic thinking.

☐

Providing **greater structure** for open ended/creative activities.



SECONDARY CLASSROOM CHECKLIST



COGNITION AND LEARNING


☐

Implement a '**disciplinary literacy**' approach in which there is explicit teaching and practice for subject specific literacy skills of speaking, reading and writing.

☐

Pupils encouraged to **problem solve out loud** and to record, in their own words, their definitions of methods and concepts.

☐

Provide **targeted vocabulary instruction** in every subject (focused on etymology and morphology).

☐

Address misconceptions as they arise during whole class teaching, following up with individual pupils to check retention.

☐

Text-to-Speech (TTS) tools such as reading pens, Microsoft immersive reader, Natural Reader, Google Read&Write etc.

☐

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

☐

Simplified, texts. extra reading time, repeated readings and/or a reading buddy.

☐

Make **clear the links** between facts, procedures and concepts and provide examples and non-examples of concepts

☐

Model **information retrieval** and inference skills.

☐

Build in **retrieval practice** including rehearsal of key information e.g., low stakes quizzes as starter tasks.

☐

Teach **planning skills** e.g., the components of an essay or longer written task, and how to review and monitor work through proof reading and editing. **Model these before each task.**

☐

Chunk instructions and concepts so that pupils only move onto the next step once they've **mastered**.

☐

Use of **assistive technology** including typing or speaking rather than writing, Google Docs Voice Typing, Microsoft Dictate, Mote etc.

☐

Key learning points **reviewed at the end of each lesson** with pupils encouraged to discuss or write their own summaries.

☐

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

☐

Use of **technology** to support planning and organisation of learning and recording of ideas e.g., reminders on phone/in planner for deadlines, timers, clocks and apps to support time management.

☐

Allow pupils to present their work in different ways and provide **additional time to discuss** and rehearse written responses.

☐

Teach **organisational strategies** as well as skills of planning, monitoring and evaluation.

☐

Fluency tasks during lessons to increase retention and recall of core skills.

☐

Tick list of tasks for pupils to independently check off and **equipment lists**.

☐

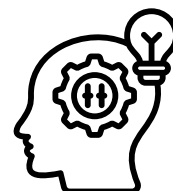
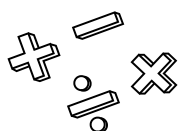
The use of **experiential** and **practical** tasks to teach concepts and purposeful use of manipulatives to make concepts concrete.

☐

Reduce the amount of information a young person has to hold in mind e.g., chunking instructions, shortening chunks of text, revisiting previous learning. **Teach and model ways of breaking tasks down.**

☐

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

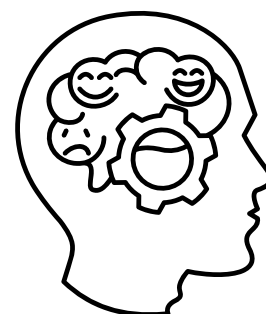


SECONDARY CLASSROOM CHECKLIST



SOCIAL, EMOTIONAL AND MENTAL HEALTH

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|--------------------------|--|--------------------------|--|
| ☐ | Behaviour policy which prioritises relational approaches , consistency, predictability and secure attachment. | ☐ | Staff to de-escalate potential signs of emotional distress through connect before correct , wondering aloud, and providing coregulatory strategies. |
| ☐ | Reinforce an understanding of emotions and emotional regulation strategies to all pupils, facilitating discussion about self-regulation strategies, normalising difficult emotions . | ☐ | Give take up time , clear choices and consistent routines and boundaries around learning. |
| ☐ | Reflecting on challenging behaviours and looking to identify if these are in fact attributable to unmet SEND. | ☐ | Tasks set to a level that enables the pupil to experience regular success , making changes to groupings or the activity if the young person seems to be struggling. |
| ☐ | Use RSE lessons to teach young people about the emotional brain and its responses as a form of psychoeducation . | ☐ | Aiming to be proactive and diverting a young person before their behaviour escalates or putting in a strategy to minimise the escalation. |
| ☐ | Staff to model resilience , problem-solving and regulation strategies throughout the day. | ☐ | Staff to be aware of their own emotional responses and prioritise a calm state when supporting a dysregulated young person. |
| ☐ | Encouragement to help-seek early before feelings escalate clearly signposted sources of support and pupil advocates. | ☐ | Reminders of rules, boundaries and social expectations reinforced with individual conversations. |
| ☐ | Postcards, emails or phone calls home to identify and praise successes . | ☐ | Reduce expectations of communication with a young person is stressed or anxious. |
| ☐ | For pupils with low attendance warning ahead of when the pupil is attending so that learning can be adapted accordingly . | ☐ | Consider the impact of suspensions e.g. excluding a pupil can reinforce their maladaptive behaviours that are unsupportive of their learning and healthy social relationships, increasing isolation and harming their emotional well-being. |
| ☐ | An agreed sign the young person can use if they need to use a quiet space or to make use of other supports. | | |
| ☐ | Warning and preparation before changes, giving time for the young person to process any change. | | |
| ☐ | Restorative conversations to mediate the repair of relationships between pupils when these have broken down. | | |





SECONDARY CLASSROOM CHECKLIST

PHYSICAL AND/OR SENSORY



☐ Provide **reasonable adjustments** (e.g., seating, sensory tools, assistive tech).

☐ Offer tools such as writing slopes or alternative seating options to **support posture and handwriting**.

☐ Encourage naturally occurring/ structured **movement breaks** throughout the day.

☐ Accommodate Left-Handed Writers to ensure **left-handed students** have suitable seating arrangements to avoid elbow clashes and paper placement and easy access to left-handed tools if needed.

☐ **Differentiate** physical and practical activities in PE, science, technology, and other subjects to ensure accessibility for all.

☐ Ensuring the classroom environment is **accessible** to all students.

☐ Support **organisation of personal belongings** required for activities i.e. personal organisers, calendars, phone reminders, diaries, visual timetable or lists, digital watch.

☐ **Reduce sensory information** in the classroom environment e.g., reduce noise, dim lights, ensure wall displays are not overly distracting.

☐ Adjust the **expectations** on a young person for activities they find more challenging e.g., reduce the time they need to attend assembly for.

☐ Provide a **low arousal starter task** to aid transition into the classroom e.g., quiet reading or low stakes quiz

☐ Develop a **toolbox of sensory objects** and between lesson movement breaks that a young person can access independently throughout the day.

☐ Allow pupils to use **different entrances** and to move through school **before or after** other pupils in between lessons and at the start/end of the day.

☐ Provide a **'time out pass'** from whole school activities.

☐ **Well-organised classrooms** with clear pathways.

☐ The use of **assistive technology** as well as low-tech aids or equipment (basic word processors, communication passport). Alternative pens/pencils/equipment-grips and enlarged lined paper/frames.

☐ Careful consideration of **timetabling and location of rooms**.

☐ Differentiation for P.E and all **movement based learning**, practical activities, use of equipment as appropriate.

☐ See **full OAP guidance** for strategies to support pupils with deafness or visual impairment.

