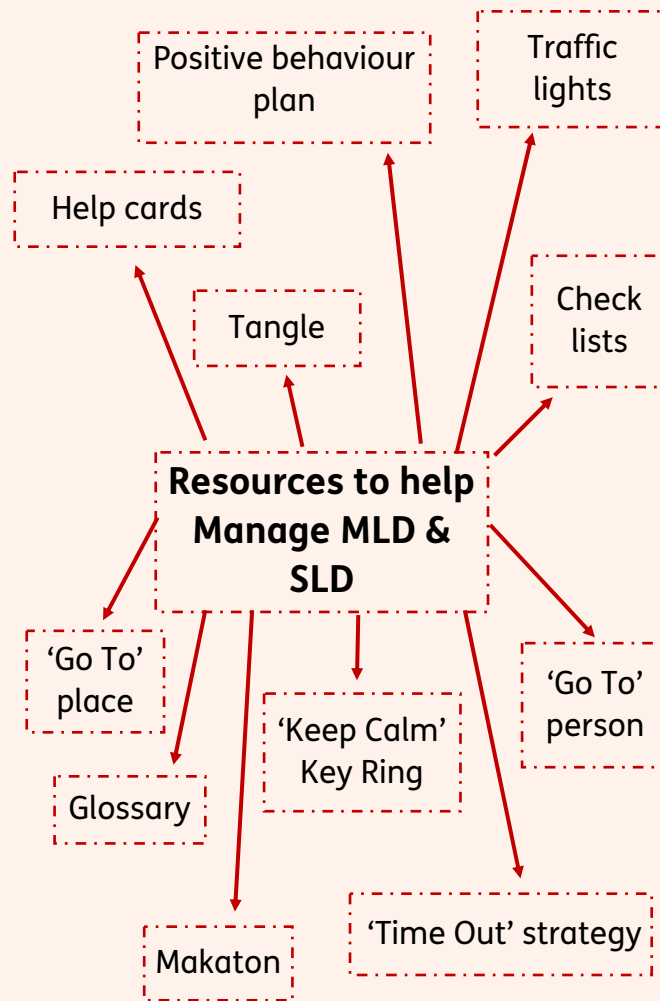


Personal Strategies Based on ALS 5

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MLD & SLD

Top Tips Tool Kit

Always Check the Students support plan (ALS 5) to meet individual needs

If you have any more question or need any more support and guidance please contact: the:

ALS Co-ordinator

ALS Department

Tel: Ext 769

Email : ALS@barnsley.ac.uk

Further information can also be found on the ALS Buzz page : <https://www.barnsley.ac.uk/student-life/additional-learning-support/>

Web page: <https://www.mencap.org.uk/>





Consistency

Explaining reasons



Clear expectations and boundaries



Maintaining **professional** boundaries



Having consequences explained

Limited text in **written** instructions

Using visual images/ instructions



Use Makaton



Hello

Explaining appropriate relationships - private / public

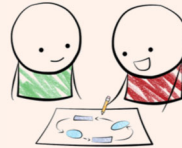


Promoting peer working

Turn taking



Listening and be respectful to each other



Pictorial timetable

Monday	Tuesday	Wednesday	Thursday	Friday

Glossary



Opportunities to participate and be fully included.



Allow **extra** processing **time**

Use of word processor



Use and promote appropriate language

Asking for **help!**



Repeating and simplifying - limit to **1** step instructions



Restricted choices

Writing frames



Encourage the use of Mind maps

Sentence starters



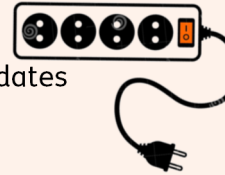
Breaking down information into chunks

Frequent **cHaNge** of lesson styles to keep learners engaged



Provision of additional time to complete tasks

Extensions to course work due dates



Use of a live scribe or Dictaphone to record lessons

Class handouts / lecture presentations provided online prior to the scheduled class



Flexibility in assessments i.e. oral presentation, slide presentation, portfolio or project



Opportunity to **submit** assessment **drafts** for feedback and guidance



Group work activities where students with an SLD are able to focus on their strengths



Routine and structure.

High expectations.

Giving the young person responsibilities.



The potential for success. Encourage, praise, reward - not just for work and achievements but for positive behaviour



Building on the child's knowledge and understanding

Ensuring learning **objectives** are **realistic** for every lesson, and that success is **achievable**.

Giving clear instructions. Careful questioning to ensure the learner knows what is expected of them and of the task.



Checking understanding at every stage.



Carefully planned and differentiated work, broken down into small manageable tasks.



Regular **reinforcement** of tasks to be mastered and the opportunity to practise and apply skills in

Showing how things are done rather than just explaining. Providing plenty of opportunities for multi-sensory, practical learning.



Working on tasks, such as handling money and telling the time, in short, frequent bursts.



Monitoring, recording and reporting of progress and the strategies that are successful.



Students who are not confident reading excused from reading out loud in class

