Part 3 D Individual Educational Plans and Resources Teacher Training for Students with Neurodiversity SpeechtoSpelligCode Provide on year, they can be the trad and year. Funded by Manchester Manchester Municipal Manchester Municipal Manchester Manch	
What have we covered?	
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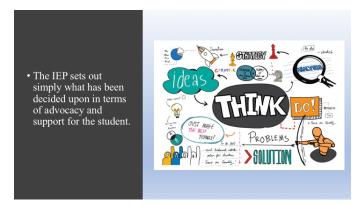
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Toolkits
Individual Educational
Plans
Resources
Books
Links to further support
Further TTFSN Training



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Hard	MAC	ZOT
Hard	Das	\sim

- Too long
- Too hard
- Too much



	İ	With your students help (and maybe even parent for younger students) decide which will have the most impact and which are the most important.
Prioritise	稟	Identify between 3-8 of the targets to the IEP. An IEP should never have any more than 3-8 targets on it.
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Be Realistic

- Not based on how much you can teach the child, but on how much the student will realistically learn.
- Update regularly

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Specific

Measurable

Attainable

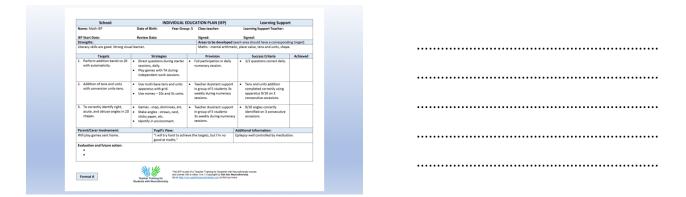
Relevant

Timely

Once you have drawn up your profile from your checklist, an IEP might be necessary. This should be drawn up with the Learning Support Teachers at your school. We have provided several examples of these.



Multiple Control of the Control of t	ıltiple IEP Exa	mples		
The state of the s				
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Poses Reprove of hors 1 Garage	On Observation Throught Selection Se			
Hornoh	Strengths Stational Annies Stational			
Use self-orizon Since queed of antizing	Note the behavior and incomes would be the fining of your of the No. The design and indicate good in the design design, fining any a monthough on the sile of the control of the second to the least of the second of the sile of the second o			
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Officially forming indications[see] Harmys from all operations with unequated role, centure materials, she shall Early destinated for extreme materials, she (Early destinated for extremes materials), she (Early destinated for extremes materials)	wheatac Crite of French as an effective transversion to just threadings. Wask with a CT to device a discontilution programme. Could's copporting plantal environment - countiles sating in relation to a comparison plantal environment - countiles sating in relation to the plantal countiles and the countiles are countiles and the countiles are countiles and the countiles are considered and			
under Officially maintaining formulation In some analysis to contain students of Distancy levels south of students of	under addition of the colors would place the size of a size of the colors of the color			
Difficulty recognising the appropriate enablementical strategy	One persons grounds or sequence of plantagraphs to meath activity plan. One concrete examples e.g. is given pay minus it games ago. It games play. Thy and one seel life characters which may make some seriou			
Takes a long time to complete multient tasks	Provide one clear worked example of new concepts in a separate marks book Ensure masters of one concept before introducing portform			
Problems with estimating	Draw on Normah's long term memory of personal experiences to make the activity meaningful. The sects of objects from the environment to practice addition, subtraction etc for extracts of givens pign! Ask parents to use memorying copie etc. to make a			
Treblems with the planning of muths solitions. A poor understanding of place value an use to calculations.	canhors be the daily for the size. Second pages the daily control of the daily discount for the size of the daily discount for the size of the daily for the size of the daily discount for the daily discount for the size of the daily to the daily discount for the daily discount for the daily were the daily discount for the daily discount for the daily were the daily discount for the			
High levels of debitating anxiety relate wattra	Present assignments in small amounts Fellow a less desirable task with a more desirable one			
Difficulties recolling basis mutte. facts/repartions/ornes tables	Faramental Difference and left and the transproporation bound) for appropriate their infends for completion of feature from the sense of the inspection during design demandation. The state of the inspection of any demandation demandation of the sense of the inspection of a demandation of the inspection of the inspect			



School:	NOW	DUAL EDUCATION	(PLAN (EP)	Learning Sus	port
Ephe	Date of Birth:	Year Group: 5 Clin	ns teacher:	Learning Support Teacher:	
	Review Date:	Ser	pedi	Squeli	
keegha				ch area should have a correspon	
Good at maths and enjoys playing: Relates well to adults.	ng creen.		Spelling.	eticularly remembering equipm	_
Good comprehension.	Strategies		Completing tasks/giving Provision	in homework on time. Success Griteria	Adviewed
				Chart completed successfulls	
equipment ready at the	instructions, where no for each subject.	cessary, materi	rials. Subject specific	for 80% of week for half a term.	i
	Beg with sections for: Onen checked at begin	materials Teache	er's aide to initiate sonbor shart with seen		
	and and of lesson.	partne			
		- 7841			
. To complete written teals in	Use agg timer/phone within	- Step to - Tit to 1	eatch.	 Testic completed in class - of subjects 4/5 	
	Work to a simple plan work into a real section	(divide with p		 Homework given in on time 4/5. 	
	Pencil in time taken to complete - best own:	· Galace	nuia home school		
	Peer to monitor.				
To be able to spell 2 additional subject specific words in each	highlighted and put in	to pupil to	from the school list of	 All words spelt correct when tested at the end of half 	
subject taken.	spelling log.	subject	d words.	term.	

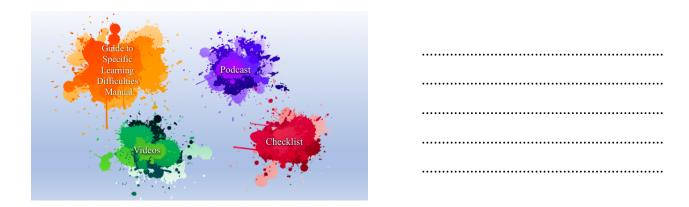


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Plan for Change

- Adopt a whole school approach to Neurodiversity and make this part of school policy
- Regularly recognise and celebrate neurodiversity throughout the school: That can include the school community as well as students
- Raise students' awareness of learning differences & strengths
- Include the voices of students and parents and your school community wherever possible
- Ensure that everyone has access to this training and information



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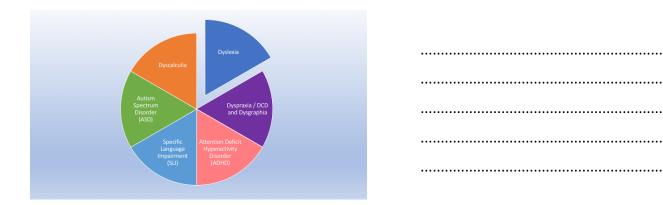
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 Observe, use your checklists and toolkits and get started right now.



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Neurodiversity is everywhere. • Ann Lewis and Brahm Norwich's work (2001; 2004) suggests that there is as much variation between individuals within so-called 'Specific Learning Difficulties' as there is between individuals across these so-called categories.



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End of Part 3 D	
Up next: Your Guide to SpLD	
Teacher Training for Students with Neurodiversity	
SpeechtoSpellingCode Ryser older on starts to read and spell. SWAP Options and Larring Manage Company Mana	
Funded by The Ten Minute Department Manchester Manchester Manchester Manchester The Ten Minute Department Manchester	
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Association where life need definite CONVENTION	
Removing barriers to learning for every student	