

**Learning together – how special
education teaching strategies can
support communicative practice in
languages**

Led by TPTS as part of the CfBT
languages support programme

Introduction

- What did we want to find out?
- Why?
- When?
- Where?
- Who?

How?

- Project lead
- Observations (who? What focus?)
- How would findings be shared?

Meetings

- Why?
- How many?

What could transfer?

- Display
- Facial expression
- Objects
- Signing
- Spoken/auditory
- Talking aids
- Technology
- Multi-sensory
- Other (behaviour management)

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DANIEL



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LITERACY

S&L - To ask a range of people questions

R - To read books containing long vowel sounds ay, ee,igh,ow,ou

W - To write a single sentence 3- 5 words in legible handwriting

W - To use capital letters and full stops in a short piece of text (3-5 sentences) on the computer

LIFE SKILLS

L5: To accept change to a routine in the day

L5: To know strategies to calm himself down when upset.

NUMERACY

N: To make appropriate estimations for a group of objects

N: To know doubles of a number up to 10.

PHYSIO

P: To stand 3 times a week in standing frame

P: To sit on a bench

P: To lie on tummy and push up using his arms

P: To stand actively at a table with gaiters in



Our



Class



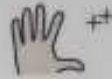
Behaviour



good



listening



hands up



be kind



be helpful



wait



for



your turn



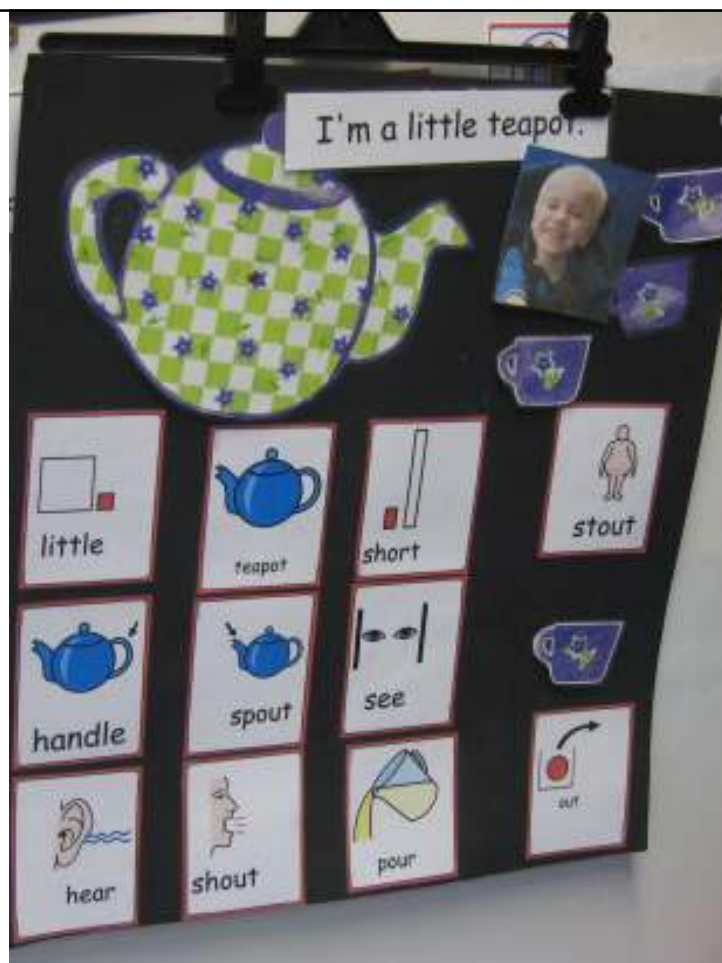
Have



fun













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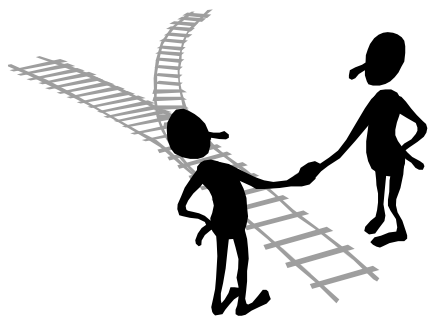
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