



Types of differentiation

Teaching and learning can be differentiated by:

Outcome

Support

Teaching strategies

Task

Time

Resources

Presentation

Feedback

Grouping

Communication

Behaviour management

See [Differentiation Nasen.pdf](#) (egfl.org.uk) for more detail

Differentiation

VanTassel-Baska (2012) defined differentiation as 'tailoring teaching to attend to a specific individual's needs and the way they learn'. This can be achieved through modification of content, presentation, environment or expectations.

Differentiation can be carefully planned into specific activities but also covers a variety of in the moment adjustments that can be made (for example simplifying a question).

Differentiation is a key component of High Quality Teaching (SEND Code of Practice, 2015) and is necessary to meet the needs of all learners, including those with identified special education needs or those who may be gifted in a particular area.

The specific strategy used is dependent on the needs of the individual learner and what the learning intention is.

Differentiating our communication and delivery is one of the most crucial aspects of inclusive teaching.

Please note-

Differentiation that causes teachers to artificially create distinct tasks for different groups of learners or set lower expectations for particular children and young people is unlikely to be valuable. (OFSTED 2019).

The SEND Code of Practice (2015) makes it clear that 'making higher quality teaching normally available to the whole class is likely to mean that fewer learners will require such support. Such improvements in whole-class provision tend to be more cost-effective and sustainable.' (para. 6.15).

Possible differentiation strategies for...

Reading difficulties, including Dyslexia

- **Ensure reading material is accessible-** font type (e.g. arial, comic sans, calibri), font size (minimum of 12), avoid black writing on white background, avoid italics
- **Reduce amount of reading-** use read aloud software (e.g. read aloud pen [Scanning Pens - Sponsored Webinar | Nasen](#), read aloud books), summarise text, use diagrams, use videos

Writing difficulties, including Dyslexia

- **Assess content rather than accuracy**
- **Reduce the amount of writing-** ask for oral presentations, pictures, diagrams, videos etc.
- **Use technology-** Speech to text programmes, mind mapping tools, type vs writing, photographs
- **Provide spelling and grammar supports-** e.g. ACE resources. Nessv resources.

Autistic Spectrum Conditions

- **Give clear and precise instructions-**Avoid use of sarcasm, idioms and metaphors.
- **Provide software and resources** that supports their way of working
- **Be aware of social preferences**
- **Prepare learners in advance-** new people, change to routine etc.

Speech and language difficulties

Production and expression

- **Do not speak for them-**give extra time, give opportunities to practice
- **Use support systems** e.g., Makaton, core vocabulary mat, PECS, Widgit

Understanding (receptive)

- **Simplify language**
- **Do not use sarcasm, idioms or metaphors.**

Memory and attention difficulties, including ADHD

- **Provide written instructions** alongside verbal instructions
- **Use a range of presentation techniques-** pictures, diagrams, videos etc.
- **Build in regular short breaks-** sensory circuit, movement break etc
- **Provide clear structure for tasks- e.g.,** first, next, then; Now, next; visual timetable; visual timers.
- **Offer regular prompts**

Organisational difficulties, including Dyslexia

- **Provide written instructions** alongside verbal instructions
- **Use a range of presentation techniques-** pictures, diagrams, videos etc.
- **Build in regular short breaks-** sensory circuit, movement break etc
- **Provide clear structure for tasks- e.g.,** first, next, then; Now, next; visual timetable; visual timers.
- **Offer regular prompts**
- **Use of organisational software-** reminders, alarms

Visual Difficulties

- **Offer multi-sensory experiences**
- **Ensure correct seating** in relation to board, whiteboard, Smartboard
- **Consider lighting** – natural and artificial – which is most comfortable?
- **Avoid shiny surfaces** which may reflect light and cause dazzle
- **Always use verbal explanations** when demonstrating to the class. Read out aloud as you write on the board
- **Address the learner by name**

Hearing Difficulties

- **Keep background noise to a minimum**
- **Reduce rate of speech** whilst maintaining natural fluency
- **Maintain use of rich and varied language** – using short words and limited vocabulary can limit natural speech patterns and full meaning
- **Model and teach careful listening** along with signals when careful listening is required
- **Check that oral information has been understood**
- **Face the learner when speaking.**
- **Divide listening time** into short chunks

Resources:

[Teaching and Learning Toolkit | EEF \(educationendowmentfoundation.org.uk\)](https://educationendowmentfoundation.org.uk) - evidence on cost and effectiveness of different strategies

[Quality first teaching for pupils with dyslexia - teaching tweaks \(tts-group.co.uk\)](https://tts-group.co.uk)

[Home page | Nasen](#) - free resources and CPD for whole school SEND

[On-Library-SLT-Resource-Library-Directory-September-2023-Edition.pdf \(sheffieldchildrens.nhs.uk\)](#)

[\(31\) Take Time To Allow Time - Triple A Project - Autism in schools - YouTube](#)