

Social, Emotional, and Wellbeing

What you might see:

You might see a child who:

struggles to begin work or stay focused on tasks.

appears distracted or disengaged during lessons.

talks during instructions or independent work.

finds it difficult to move between activities.

calls out or struggles to wait their turn.

leaves their seat frequently.

uses classroom equipment inappropriately (for example, swinging on chairs).

Executive Functioning

What you can try:

Reflective question: Before applying the strategies below, consider, 'what might this behaviour be communicating about their social development needs?'

- Use timers to support expectations for staying on task.
- Provide task boards or simple "to-do" lists.
- Ask questions and engage pupils in discussion to maintain attention.
- Adjust tasks so they are achievable and manageable.
- Build movement opportunities into teaching sessions.
- Provide sensory stations or sensory circuits where appropriate.
- Allow pupils to give verbal responses where writing may be a barrier.
- Support pupils to plan when and where homework or revision might be completed.
- Seat pupils away from distractions such as windows or doors.
- Use the pupil's name when giving instructions to gain attention.
- Provide calm transition activities after breaks to support re-engagement.
- Provide tactile sensory objects that may support focus during teaching.
- Offer seating options such as wobble cushions or wobble stools where appropriate.
- Provide pre-teaching and overlearning to support understanding and retention.