**The challenges of online learning for students with SpLDs**

When preparing online lessons and choosing tasks, please do bear in mind that learners with SpLDs may find particular challenges with online learning. I hope that the following table is helpful:

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| **Difficulty** | **Has an impact on** | **Strategies to help** |
| Slow and/or inaccurate reading | Accessing long text documents;  Research tasks;  Comprehension;  Note-taking;  Picking out main point; | Support text with images;  Provide links to audio versions;  Remind students to use Read Aloud or Text to Speech facility on documents and PPTs;  Reduce reading load – provide summaries;  Provide skeleton notes; |
| Visual disturbance | All reading tasks but particularly reading from screens | Change page colour of your documents and slides;  Avoid busy slides and handouts;  1.5 line spacing;  12 pt sans serif font best (this is Century Gothic);  Avoid underlining and italics; |
| Weak working memory | Planning tasks;  Structuring writing;  Following multi-step, complex instructions;  Keeping track of a story, plot or argument; | Chunked-up instructions;  Writing frames and paragraph planners;  To do lists and task checklists;  Model answers;  Examples and samples; |
| Organisation | Creating schedules;  Managing time;  Prioritising | To do lists and task checklists;  Explicit help to plan tasks and workload;  Clear, mini-deadlines;  Pinned post for group timetables and deadlines; |
| Speed of processing | Assimilating new information; | Clear, concise explanations that pupils can refer to often;  Opportunities for over-learning;  Lots of repetition;  Practise, practise, practise; |
| Slow speed of written work | Offer a choice of ways for students to record their learning, eg:  audio recording; comic strip; script; monologue; poster; graphic; ppt slides; drawing  Consider a variety of assessment methods, eg:  puzzles; quizzes; multi-choice (could use Google forms); wisdom walls; padlets | |
| Attention difficulties | Staying on task;  Self-directed learning; | Study in short bursts;  Regular breaks and rewards;  Interactivity;  Opportunities to move;  Change of pace |
| Social & communication difficulties | Managing change;  Chat tasks;  Group work; | Routine where possible;  Flag up changes to routine in advance;  Be aware and pre-empt;  Plan groups and pairs carefully |
| **NB strengths too!**  These learners may also exhibit particular strengths which will help them (and all of us) through these strange times:   * Creativity * Stickability * Sensitivity * Motivation * Problem solving * Ability to visualise * Big picture thinking skills | | |