

Adaptive Teaching Strategies and Adjustments

At The Acorn Partnership, we strive to ensure that all of our children are able to fully access the curriculum and make progress. This document sets out the ways in which lessons can be adapted to meet the needs of individual pupils with needs in the areas of:

- Cognition and Learning
- Social, Emotional and Mental Health
- Communication and Interaction
- Sensory and Physical
- Specific learning difficulties: dyslexia/dyslexic traits
- ADHD
- Autism

These strategies can be adapted and threaded through the curriculum subjects where necessary. There is a combination of Wave 1 and Wave 2 adjustments that may be used if necessary. There is a list of specific interventions at the end of each section that may be of use.

Wave 1 Area of SEND – Cognition and Learning C&L

1. Use TA for pre-teaching, preparing a pupil for a task so that they come to it already knowing the key vocabulary and concepts.
2. Use visual and kinaesthetic learning – learning from pictures, diagrams, mind-maps, using practical equipment, handling objects, moving and doing rather than sitting.
3. Use scaffolding – having an adult or peer working alongside the pupil at first, then gradually withdraw as confidence grows, or having pupil finish a task that has already been part-done for them.
 - a) Provide writing frames and templates to help structure thinking
 - b) Provide prompt sheets: questions to answer, key words to build each section or paragraph around, sentences or paragraphs to put in correct order, paragraph openings.
 - c) Use cloze procedure
 - d) Print off an IWB page used in whole-class sessions and have pupils add to it/annotate
4. Prepare pupils for writing – have them work in a group with you or a TA to rehearse orally what they want to say, then plan writing together.
5. Have any text that the pupil will struggle with read to them by a 'response partner' or TA.
6. Enable pupil to record their ideas using alternatives to writing: PowerPoint presentations, making posters, oral presentations, dramatic reconstructions, mind maps, matching labels to pictures/diagrams/maps, sorting sentences or pictures into categories.
7. Break down new learning into small steps.
8. Provide multiple examples of new concepts and take these examples from children's own real-life experience rather than talking in the abstract.
9. Use short, simple instructions. Give one at a time and check understanding. Write down and leave up instructions after saying them.
10. Give pupils time to think, or talk to a partner before answering a question, or say, 'I'm going to come back to you in a minute to ask you xxxx.'
11. If pupil can't answer a question, scaffold/support till they can; echo back the pupil's answers in expanded form.
12. Buddy the pupil with a more able peer or pair a higher attaining group with a lower attaining one and provide a range of collaborative activities so pupils can help one another.
13. Put up a list of key vocabulary for a particular topic or lesson and teach the meaning of each word.
14. To help pupil extract the salient points from information they are given, use highlighters or provide cards telling them what to look out for on a visit, in a text or from sources such as film.
15. Make learning strategies explicit by 'thinking aloud'
16. Model to the pupil that making mistakes is OK and a part of the learning process.
17. Use PECs symbols to learn new vocabulary, communicate ideas and respond to questions.

Wave 1 Area of SEND – Social, Emotional Mental Health – SEMH

1. Seat pupil next to a more settled peer. If the pupil becomes wound up/anxious, allow him/her to remove self to an agreed calm-down area.
2. Deploy a teaching assistant to model, coach and reinforce group-work skills when the pupil is working collaboratively with other pupils. Pre-teach – giving them chance to talk about anything that may be troubling them and get themselves ready for learning.
3. Make tasks short, with frequent breaks and opportunities to move around.
4. Remember that children (and adults) who are stressed find it hard to take in and remember complex information; make instructions short and clear. When pupil is experiencing emotional turbulence or anxiety, provide low-key tasks and increased structure and predictability in the classroom environment.
5. To help pupil work independently:
 - a) Actively teach core routines for certain tasks, having pupil practise them with progressively less help until they can quickly tell you and show you what they have to do if you ask them to do that type of task.
 - b) Give independent tasks that have previously been modelled for the whole class
 - c) Use visual prompts in the form of pictorial task cards
 - d) Provide support in the form of writing frames, word mats, relevant classroom displays, and prompts such as a card with ideas for 'Things to do when you are stuck with your work' – e.g. Book, Brain, Buddy, Boss, visual timetable
6. When pupil is showing poor behaviour:
 - a) Say what you want him or her to do, rather than not do. E.g. 'I want you to keep your hands in your lap', rather than 'stop bothering xxx'.
 - b) Label the behaviour and not the pupil – not 'You are a bully' but 'That is bullying, which is not allowed in our school'.
 - c) Remind pupil of a rule rather than telling them off. E.g. 'Our rule is that we put up our hand to answer.' Or make a point of praising a pupil who is keeping the rule.
 - d) Use the language of choice, reminding pupils of the consequences of the various behavioural choices open to them.
7. Take steps to build pupil's self-confidence:
 - a) Find out what they know about or are good at, and have them share this with peers
 - b) Give them responsibilities, for example, being a playground buddy.
 - c) Have them keep records of new things they learn and can do.
 - d) Photocopy good examples of work to take home

Wave 1 Area of SEND – Communication and Interaction

1. Use TA for pre-teaching, preparing pupil for a task so that they come to it already knowing the key vocabulary and concepts.
2. When you start a new topic, develop a class chart of vocabulary that pupils will find useful or need to learn.
3. Provide pupil with a study pack – glossaries of key subject vocabulary, highlighter pens, glue sticks, post-it notes, index cards to make their own mind maps/key word lists, templates for writing up science experiments etc.
4. Use a wide range of recording so that learning is not limited by the pupil's ability to write full English sentences:
 - a) Bullet points and mind maps, annotating a print-off IWB page
 - b) Ordering tasks – for example, ordering cut out words to make a sentence, or sentences to make a sequence of instructions.
 - c) Matching tasks, such as matching labels to pictures/diagrams/etc
 - d) Cloze procedures, where they fill in missing words in texts.
5. Support writing with writing frame and lists of vocabulary to choose from.
6. Use cued listening – give pupil a small number of questions that they will have to answer after listening to teacher presentation or video input.
7. Keep verbal instructions simple, and in the order you want them carried out. Be aware of how many 'information carry' words you are using e.g. 'Get your maths books from the pile on my desk; on a clean page, write the date, and copy down the calculations on the board' – has more information carrying words than many adults will be able to remember.
8. Give pupil time (at least 10 seconds) to respond and then, if necessary, repeat what you said. Use the same words unless you think the vocabulary was too difficult to understand.
9. Support oral presentation with pictures or real objects, or actions.
10. Use symbols to support spoken language and text (communication in print)
11. Put up a list of key vocabulary for a particular topic or lesson and teach meaning.
12. Given pupil time to think, or talk to a partner before answering a question, or say 'I'm going to come back to you in a minute to ask you xxx'.
13. Use visual summaries of discussions - mind maps, flow charts, diagrams, comic strip format.
14. Use a hierarchy of questions – start with an open question. (What do you think might happen next?), then if support is needed, frame the question as alternative.
(Do you think x or y)
15. Accept pupil's spoken utterances but rehearse and give them back in a grammatically correct and expanded version.
16. Support oral work with talk frames/key phrases (First...next...finally, 'I think...but on the other hand).
17. Communicate new vocabulary and new learning using PEC symbols

Wave 1 – Sensory and Physical

Hearing Impairment (HI)

1. Use TA for pre-teaching – preparing pupil for lesson, e.g. explaining new words and concepts.
2. Seat pupil at front where they are able to read text, hear and lip read.
3. Use a range of recording so that learning is not limited by the pupil's ability to write full English sentences:
 - a) Bullet points and mind maps
 - b) Ordering tasks – for example. Ordering cut-out words/sentences
 - c) Matching tasks
 - d) Cloze procedures
 - e) Annotating a print-off of IWB page
4. Allow extra time to complete tasks and be aware of the fatigue the pupil may experience because of effort they have to put in to listening.
5. Support oral presentations/explanations with charts, diagrams, pictures, real objects or gestures. Write topics or headings on the board as you introduce them.
6. Be aware that independent writing will reflect the pupil's spoken language levels and will not necessarily be grammatically correct.
7. Support writing with writing frames and lists of vocabulary to choose from.
8. Ensure light is on teacher's face – don't stand with your back to a window.
9. Face pupil when speaking to facilitate lip-reading; repeat any instructions that have been given when the pupil couldn't see the speaker; avoid writing on the board or IWB when speaking.
10. Don't make pupil concentrate on lip-reading for too long without a break.
11. Speak clearly, naturally and at a normal rate. Shouting or exaggerating 'mouthing' distorts normal lip patterns.
12. When other pupils contribute, ensure that they speak one at a time. Paraphrase their contributions back to the class.
13. Minimise background noise e.g. noisy heater buzzing light. Make other pupils aware of the need for a quiet working environment.
14. Use short, simple instructions. Give one at a time and check for understanding.

Repeat instructions first in same words, but if pupil doesn't understand, use a different word.
15. Ensure all teaching staff who are delivering learning wear the hearing impairment equipment (Rodger) to ensure no learning is lost. Equally, switch the 'Rodger' off when it is not needed to ensure pupils are not distracted.

Visual Impairment (VI)

1. Use TA for pre-teaching – preparing pupil for lesson, e.g. explaining concepts that rely on vision for understanding.
2. Use clear, well-spaced print that is suitably contrasted with the background according to individual pupil's needs. Use non-glossy, non-reflective paper. Use photocopies of masters, not of faint blurred versions.
3. Use tactile experiences to replace/supplement visual input (for example, if class are watching sugar cubes dissolve in a beaker, pupil can put their hand in beaker and feel it dissolve.)
4. Ensure pupil has an individual copy of print material being read in the appropriate format (e.g. large print, Braille). This applies to information on classroom walls too (posters, key vocab lists etc.)
5. Use tactile indicators – blue-tac, paper clips-to help pupil find information, locate where they need to be on the page, or keep track of which question they are on in a series.
6. Don't ask pupil if they can see what's on the board/IWB etc (they may not know). Check by using symbol/word etc that the pupil knows, and then use the same size font/background/colour as this word/symbol is written in.
7. Use larger-lined paper, columns or boxes to place numbers in. Have pupils use dark pen instead of pencil.
8. When alerting pupils to an action, artefact, illustration or example, don't just point-describe what you want pupils to take notice of and if necessary, describe what it is.
9. Ensure pupil has all the curriculum materials and equipment ready to hand and that the materials are organised and contained consistently and securely (Use non-slip mat, a high sided tray or container with compartments).

Physical difficulties (PD)

1. Use of drawing activities: mind mapping, flow charts, photocopied transcript of notes, post-its with information the pupil can pick up and place on the page, print off IWB page for pupil to annotate.
2. Design worksheets so that the layout is uncluttered. Use cream or buff paper, large print (12-14 point) and a clear font such as Arial. Set information out in panels. Signpost sections with key words, symbols and pictures. Put important information in bold or colour.
3. Check seating – desktop should be at elbow height, pupil should be able to sit right back in their chair with knees bending back at right angles and feet flat on the floor. Put box or large book under feet if necessary. Seat pupils away from distractions with plenty of space on each side of them-pupil should have writing arm on the outside edge of the shared table. Pupil should be able to see the teacher without turning their body.
4. Use aids supplied – portable writing slope, not-slip mats etc.
5. Encourage an adult to scribe if the pupil becomes too fatigued with writing.
6. Use a reminder of handwriting, alphabet and numeral formation at top of desk.
7. Use larger-lined book or paper, columns or boxes to place numbers in squared paper.
8. Provide the pupil with study packs – everything needed for each subject/lesson in a separate folder, plus pack of highlighter pens, post-it notes, a line tracker for following text, various sized card 'windows' to limit vision to one area of page, sticky labels to correct or conceal.
9. Help pupil follow text on board or IWB by writing/highlighting alternate lines in different colours.
10. Enlarge pages from textbooks, cut out the particular part needed and then mount it on a separate page.
11. If pupil needs to work through a series of questions, help them keep their place by using a paper clip or blob of blu-tac to indicate which question they are on.
12. Pair pupil with a more coordinated study buddy for work involving fine motor skills.
13. Choose resources which don't require manipulation – e.g. number line rather than counters in maths
14. Allow rest periods as concentration and motor effort is demanding and pupil will be easily fatigued.
15. Colour code spatially confusable items, e.g. X sign in one colour and + in another
16. Adapt equipment in PE as necessary – e.g. large or brightly coloured ball.
17. Provide Sensory/Physical breaks when required to ensure their physical need is regulated.

Wave 1 Specific learning difficulties

Dyslexia/dyslexic traits (DT)

1. Have pupils work in pairs – dyslexic pupil who has good ideas but difficulty with spelling and handwriting with a pupil who is good at writing but not so strong on ideas.
2. Design worksheets so that the layout is uncluttered. Use buff or cream paper, large print (12-14 point) and a clear font such as Arial. Set information out in panels. Signpost section with key words, symbols and pictures. Put important information in bold or colour.
3. Have any text that the pupil will struggle with read to them by a 'response partner' or TA.
4. Avoid asking pupil to copy from board – have them work with a response partner, or quickly jot things down for them, or use a photocopied transcript.
5. Be aware that the pupil may find it hard to hold questions, information or instructions in their head for long enough to act on them and:
 - Repeat instructions/questions
 - 'chunk' them rather than saying in one long string;
 - Jot them down on a sticky note, or encourage the pupil to do so;
 - Allow time for processing (for example paired discussion with a partner before putting hands up).
6. Provide the pupil with a study pack – spellchecker, highlighter pens, glue sticks, post-it notes, a line tracker for following text, audio recorder, reading pen, index cards for subject vocabulary or spelling mnemonics, dyslexia-friendly dictionary, sheet of high-frequency words, alphabet strip, memory jogger card for b/d confusion, sticky labels to use to correct or conceal, a table's square, a calendar, a calculator.
7. Use ICT supports – laptop, predictive word processing, grids of useful words, sound files attached to information/instructions, sound files of key texts/revision notes for MP3 players, portable electronic phonetic dictionaries, speech-supported texts, spellcheckers, mind mapping software, reading pens, digital audio recorders.
8. Enable pupils to record their ideas using alternatives to writing: PowerPoint presentations, making posters, oral presentations, dramatic reconstructions, mind maps, matching labels to pictures/diagrams/maps, sorting statements or pictures into categories.
9. Scaffold writing:
 - Provide writing frames and templates (e.g. writing up a science experiment) to help structure thinking.
 - Provide prompt sheets: questions to answer, key words to build each section or paragraph around, sentences or paragraphs to put in correct order, paragraph openings.
 - Provide clue cards.
 - Use cloze procedure (where the pupil fills in missing words in text)
 - Print off an IWB page used in whole-class session and have pupils add to it/annotate.
10. Do not expect pupils to easily remember sequences such as days of the week, months of the year, the alphabet, times tables, number facts. Provide aids (for example, a pocket alphabet or calendar, table square, calculator).

11. Avoid embarrassing pupils by asking them to read aloud in front of others, unless they volunteer.

12. Overcome problems in learning by rote by helping pupils recognise patterns, use mnemonics, or use memory strategies that create relationships between items in a list in order to aid recall.

13. Allow extra time to complete tasks and be aware of the fatigue the pupil may experience because of the amount of effort they have to put in to learning.

14. Be aware that dyslexic pupils may know something one day and forget it the next, may lose or forget equipment they need, or may forget what they are supposed to be doing in the course of a lesson. Avoid criticism when this happens; instead, talk with them about strategies they can use to help them remember things.

ADHD

1. Seat pupil near the front with their back to the class, between two good role models and well away from areas other pupils need to walk through.
2. Establish a quiet place where pupil can go to work.
3. To help pupil work independently:
 - a) Actively teach core routines for certain tasks, having pupil practise them with progressively less help until they can quickly tell you and show you what they have to do if you ask them do do that type of task.
 - b) Give independent tasks that have previously been modelled for the whole class.
 - c) Give clear guidelines: 'I expect you to have produced at least three lines by ten past ten; I will be asking you then to share these with your writing partner'
 - d) Use visual prompts in the form of pictorial task cards
 - e) Provide support in the form of writing frames, word mats, relevant classroom displays, and prompts such as a card with ideas for 'Five things to do if you are stuck with your work'.
4. Allow pupil to fiddle with a piece of Blu-Tack, rubber band, squeeze ball or another chosen object.
5. Use a kitchen or sand timer to help pupil complete a task in a specified period of time.
6. Make tasks short, with frequent breaks and opportunities to move around.
7. Give instructions simply and clearly. Make sure the pupil is looking at you first. Check that he or she has understood them.
8. Devise a private signal system to let the pupil know when they are off-task or behaving inappropriately.
9. Teach a relaxation strategy like slow breathing and cue pupil when they need to use it.
10. Display classroom rules and routines for pupil to refer to. Illustrate them visually –for example, use a traffic-light system to indicate whether pupils can talk or not, or symbols for different noise levels (partner voices, group voices, classroom voice, playground voices)
11. When pupil is misbehaving:
 - a) Say what you want him or her to do, rather than what you don't – 'N, I want you to keep your hands in your lap' instead of 'N, stop bothering P'
 - b) Label the behaviour but not the pupil – not 'You big bully' but '-N, bullying is not allowed in our school'
 - c) Remind pupil of a rule, rather than telling them off – 'N, our rule is we put our hand to answer', or make a point of praising a pupil who is keeping the rule – 'A, I like the way you put your hand up when you knew the answer',
 - d) Use the language of choice, reminding pupils of the consequences of the various behavioural choices open to them.

Autism/ASD

1. Prepare the pupil before the session/lesson by outlining what it will be about.
2. Support oral presentations/explanations with charts, diagrams, pictures, real objects or mime.
3. Support writing with writing frames, templates (e.g. writing up a science experiment), mind maps, gapped handouts
4. (If this is an identified need/support strategy) It may be for some tasks, that they work alone, rather than in a group. If in a group, give clear roles within the group and put the rules and roles into writing.
5. Use visual prompts on cards or photos, or consistent non-verbal signs (sit, look, listen, hand up, wait, quiet) to show pupil the social behaviours expected.
6. Set explicit and clear expectations e.g. how many lines to write, how many questions to answer, how long to listen (use timer)
7. Put a green 'start' dot on the pupil's book and a line to show where to finish. Use in and out boxes for work to be done and work that is finished.
8. Set tasks with clear goals and write worksheets in step-by-step form.
9. If pupil becomes anxious allow him/her to remove self to an agreed calm-down area.
10. Seat pupil in an area of classroom free from busy displays and distractions.
11. Display classroom rules and routines, illustrated by pictures, for pupil to refer to. Illustrate them visually. For example, use traffic-light system to indicate whether pupils can talk or not, or symbols for different noise levels (partner voices, group voices, classroom voice, playground voices).
12. Use a visual way of showing the pupil what they/the class will be doing, such as a sequenced series of pictures (a visual timetable), clock-face divided into sections, or written list.
13. Use short simple instructions. Give one at a time and check for understanding. Repeat instructions in same words rather than different ones. Write instructions down as a list for pupil to tick off when completed.
14. Explain any changes of routine to the pupil in advance.
15. Model to the pupil that making mistakes is OK and a part of the learning process.

Wave 2 Interventions

Cognition and Learning

- ❖ Group literacy intervention
- ❖ Group numeracy intervention
- ❖ HFW games/spelling practice groups
- ❖ Phonics intervention
- ❖ Reading comprehension intervention
- ❖ 1-1 reading practice with adult/peers
- ❖ Pre-teaching e.g. key vocabulary, skills, knowledge to ensure confidence and understanding during lessons
- ❖ SHINE interventions
- ❖ Accelerated reader
- ❖ SATS groups
- ❖ Nessie– dyslexia programme

SEMH

- ❖ Attachment object (keeping in mind)
- ❖ Regular, short sensory breaks
- ❖ Calming/Self-regulation strategies e.g. colouring activities, soft toys, playdough
- ❖ Movement breaks
- ❖ Use of calming or fiddle toys
- ❖ Use of sand timer to provide visual cues and limit on activities
- ❖ Individual reward systems
- ❖ Access to time out area or distraction free environment when required
- ❖ Use of risk assessments
- ❖ Use of behaviour plans
- ❖ Personal visual timetable
- ❖ Designated work space with possible screen to prevent distractions
- ❖ Incredible 5-point Scale activities
- ❖ Now/Next approach to break lessons into smaller chunks
- ❖ Personalised Social Stories to support the child with how to respond in different situations

Communication and Interaction

- ❖ Small social skills group intervention
- ❖ Small narrative skills group intervention
- ❖ Language group- vocabulary, verbs, negatives, pronouns etc.
- ❖ Application of specific speech targets during the day

Sensory and Physical

- ❖ Use of individual laptop
- ❖ Fine motor skills interventions
- ❖ Sensory audit and plans
- ❖ Specialist seating
- ❖ Toileting support
- ❖ Specialist equipment e.g. caring cutlery, writing slope, bumpy cushion, seating wedge – *could get these though?*
- ❖ Modified resources e.g. enlarged print
- ❖ Ear defenders
- ❖ Mouthing toys/soothers/chew toys – *should probably get these?*

Specific Interventions

<p style="text-align: center;">Cognition and Learning</p> <p>Nessie Precision Teaching 1st Class at Number Toe-by-Toe Accelerate Reader Colourful Semantics RWI Phonics Plus1 Power of 2</p>	<p style="text-align: center;">SEMH</p> <p>ELSA THRIVE Big Red Bus Play Therapy Lunch Club Drawing and Talking Forest School Nurture Blob Trees Anger Gremlins Meet and Greet Massage Incredible 5-Point Scale Zones of Regulation Positive Play Calm Box Circle of Friends Scales of Justice Emotional Literacy Social Stories</p>
<p style="text-align: center;">Communication and Interaction</p> <p>Lego Therapy Social Stories Narrative/Conversation Group Attention Autism ASD Toolkit PECS Makaton Black Sheep Press Time to Talk Social Skills Group Art Therapy Positive Play ECAT Curiosity Approach</p>	<p style="text-align: center;">Sensory and Physical</p> <p>Relax Kids Sensory breaks Dough Disco Mini/Play Leaders Physical Literacy Jungle Journey BBC Touch Typing Active Hands Physio Sensory Circuits Squiggle, Wiggle Fizzy balance Sensory Toolkit – DCC Brain Gym Movement breaks Fiddle Toys Wobble Cushion</p>