**Copy to:**

**•Inclusion team**

**• Class team**

**• Parents**

Use this strengths based tool to identify reasonable adjustments in learning settings (not all the strategies will need to be implemented at one time).

**Name: Class: Date: Completed by:**

**Language and communication**

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|  | Verbal instructions are simple and clear, and given with natural pauses to allow for processing – 10 second rule. The language used is appropriate to child or young person’s language levels. |
|  | Language development is supported by staff repeating, emphasising and expanding responses from children and young people. |
|  | Vocabulary is taught within or before the lesson (pre-teaching) and key words are provided with visual support where possible. |
|  | Auditory and visual attention is gained before instructions are given, e.g. say the child or young person’s name first. |
|  | Staff work to develop a positive, communicative relationship with the child or young person based on the child or young person’s language ability and communication preferences. This may include using approaches such as SCERTS or May I Join You. |

**Learning and engagement**

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|  | Additional time is given to process and respond to verbal questions and written tasks. |
|  | Work tasks and rewards are linked to special interests to motivate and/or benefits of learning the topic are explicit. |
|  | Activities are organised and structured. Longer tasks are broken down into clear manageable tasks. |
|  | Modelling of activity, use of ‘what a good one looks like’. Activities/work are scaffolded. |
|  | Individualised visual supports are used to enhance understanding, e.g. timetable, now and next boards, task sheets or task management boards. |
|  | Use of ICT/assistive technology/alternative means of recording such as mind maps/ writing frames are used if recording is slow/ difficult. |
|  | Homework is differentiated and scaffolds are provided where necessary. |

**Learning environment**

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|  | Classroom environment is predictable, organised and consistent. |
|  | Clear expectations/boundaries of what is ‘expected’ are set and applied consistently, e.g. class expectations for learning are on the wall. |
|  | Seating is considered to cater for needs, e.g. to see/hear teacher or be near door if need to go to a safe space or de-escalate. |
|  | Access to structured activities or a safe space during break and lunch times |
|  | Demands of group working are considered, e.g. does a child or young person prefer to work independently, what peers would be supportive, do they need to access a strategy such as LEGO-based therapy? |

**Organisation and transition**

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|  | Careful transition arrangements are in place between activities and lessons, e.g. support with visual/concrete resources and verbal prompts. |
|  | Arrival at lessons, assembly and lunch hall is carefully considered – where will the child or young person wait? If lining up, where is their place in the line? |
|  | Provide advance warning of changes, e.g. supply teacher or timetable, wherever possible. |
|  | Organisation of equipment is supported by visuals or lists. What equipment is needed for the lesson? What equipment needs to be packed away at the end? |
|  | Enhanced transition support is carefully considered for larger changes. e.g. year groups, schools and settings. |

**Building relationships**

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|  | Ensure the child or young person has at least one key adult with whom they have a positive relationship. |
|  | Teaching and support staff have an appreciation of the child or young person’s interests, experiences and culture. |
|  | Teaching and support staff provide a calm, respectful, restorative approach utilising the fresh start principle. |

**Sensory support**

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|  | The child or young person’s sensory preferences are known, and reasonable adjustments are made to minimise the impact of sensory sensitivities, e.g. consider school/PE uniform, glare/harsh lighting, loud acoustics, busy environments, lunch hall smells. |
|  | Sensory needs are accommodated in planning for specialist subjects, e.g. smells, textures, tastes, sounds, balance and body awareness in DT, science, PE, etc |

**Emotional regulation**

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|  | Awareness of child’s behaviour as a way of communicating a need/anxiety. |
|  | Teach, model, practice, prompt de-escalation strategies and prompt to use when calm. This may include using approaches such as zones of regulation. |
|  | Emotional check-ins with children and young people to prompt and model effective regulation strategies. |
|  | Trusted adult and safe space that the child or young person can go in times of worry, stress or crisis. |

Date of review:

**Consider:**

• How long each adjustment has been in place?

• What impact is it having?

• Is this still the right adjustment? (i.e. have things changed or is it ineffective)

• Is it being used consistently? (by all in contact with the child)