**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:**

**Reading – accuracy**

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| --- | --- |
|  | Enlarge text/reduce the amount of visible text |
|  | Consider font and sizing – highlight key words |
|  | Change the background colour (of white paper/coloured overlay/colour veil sofware) |
|  | Provide a reading ruler/window/bookmark |
|  | Use accessibility features in sofware – text to speech e.g. read aloud, immersive reader, ChromeVox and VoiceOver |
|  | Provide an audio version |
|  | Systematic teaching of synthetic phonics – consider small group or individual teaching |
|  | Multi-sensory ‘precision teaching’ of phonic patterns/tricky sight words |
|  | Teach high frequency words to increase experience of success when reading real world texts |
|  | Use apps to support targeted practice of phonics and/or sight word recognition |
|  | Provide high interest – low difficulty books e.g. Barrington Stoke or Phonic Books |

**Reading – fluency, confidence, and enjoyment**

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|  | Paired reading |
|  | Echo reading |
|  | 60 second reads |
|  | Provide high interest – low difficulty books e.g. Barrington Stoke or Phonic Books |
|  | Allow the right to pass e.g. when reading out loud |
|  | Encourage enjoyment of reading through alternative formats e.g. digital audio books |
|  | Explore use of assistive technology e.g. reader pen, text to speech |
|  | Build confidence by reading to younger children |
|  | Agree a signal for help if the passage is too dificult |
|  | Use precision teaching fluency baseline to set appropriate reading fluency targets for new/target words/sounds |

**Reading – comprehension**

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|  | Pre-teach meanings of key vocabulary |
|  | Provide a summary when introducing new texts |
|  | Use the colourful semantics approach |
|  | Teach thinking strategies e.g. visualisation, making predictions, discussing prior knowledge |
|  | Ensure resources are clearly labelled in the learning environment |
|  | Provide an audio version that can be listened to another time and vary the speed of delivery |
|  | Reciprocal teaching approach |

**Writing – handwriting difficulties**

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|  | Check posture/table height/pencil hold/ paper position |
|  | Provide physical support – pencil grip/ writing slope/wider lined paper/left handed equipment |
|  | Model correct letter formation – aim for errorless practice |
|  | Start big (e.g. outside in the playground with chalk) then smaller (e.g. class whiteboard), then smaller (e.g. tray of salt/shaving foam), then writing |
|  | Draw a spaceman face on child’s opposite index fingernail to use as a spacer between words |
|  | Put a dot next to the margin to show where to start writing |
|  | Consider a specialist handwriting programme e.g. Write from the Start, Speed Up!, Start Write, Stay Right |
|  | Follow occupational therapy advice to develop fine motor skills and handwriting |
|  | Reduce the writing requirement – plan alternatives to written recording of ideas e.g. audio/video recordings, flow charts/ mind maps, drawings/cartoons, peer writing |
|  | Use an app to model and provide opportunities to practice letter formation e.g. Nessy |
|  | Give extra time to finish |
|  | Use accessibility features in sofware - speech to text e.g. dictation |
|  | Allow dictation and a scribe |
|  | Teach touch-typing e.g. ‘BBC Dance Mat’ |
|  | Minimise copying from the board – if copying, start each line with a different coloured dot to help pupils with tracking difficulties to find their place |

**Writing – spelling**

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|  | Make grapheme/phoneme correspondence mats available and model how to use them |
|  | Lay out an alphabet arc to aid ordering/ visual recognition of letters |
|  | Break down words using phoneme frames/ sound buttons |
|  | Use a multi-sensory approach to practice e.g. throw a dice 1) say it 2) trace it on the table with a finger 3) bubble write it 4) write in capital letters 5) make it in playdough 6) close your eyes and write it |
|  | Teach mnemonics for phonics/tricky words e.g. ight – ‘itchy green hairy tights’, rhythm - ‘rhythm helps your two hips move’ |
|  | Highlight the tricky parts of words e.g. wrong, laugh |
|  | Sound out and emphasise tricky parts of words e.g. Wed-nes-day, yog-hurt |
|  | Identify words within words e.g. library, believe |
|  | Develop child’s morphological/etymological knowledge to support spelling |
|  | Encourage child to use a magic line to denote the parts of the word they find tricky – enabling them to keep writing rather than getting stuck. They can return to the word later |
|  | Clearly label common words around the classroom/learning environment |
|  | Use word banks for key words/topic words |
|  | Use word processing sofware with spelling/ editing facilities |
|  | Use particular spelling interventions e.g. precision teaching, simultaneous oral spelling |

**Writing – composition**

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|  | Provide success criteria and exemplars of completed/partially completed work |
|  | Discuss the task and content ideas prior to attempting to structure a response |
|  | Provide structure – sentence starters, writing frames, substitution tables, graphic organisers |
|  | Support generation of ideas – mindmapping, storyboard, boxing up, role play |
|  | Use visual planning strategies e.g. sentence starters, word mats |
|  | Break tasks down into clear, manageable steps/chunks |
|  | Give opportunities for paired and small group discussion/writing |
|  | Use of audio/video recording to rehearse ideas and play them back |
|  | Use sentence in the hand, post-its or double-sided counters – to compose, count words, rehearse and refer to when writing. |
|  | Use jumbled scribe – adult scribes the words in non-linear fashion. Child can then rewrite them in correct order |
|  | Consider specialist sofware – e.g. Clicker |
|  | Develop vocabulary – word banks/concept maps e.g. the freyer model |
|  | Rainbow sentences – highlight sentences in different colours to support punctuation |
|  | Use coloured capital letters/full stops – green for go, red for stop |
|  | Sticky full-stops – balls of blu tack can be added to show where full stops should be |
|  | Teach proofreading strategies and provide checklists to support e.g. read writing aloud, read backwards, proofread for one kind of error at a time |

**Homework – home support**

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|  | Encourage regular practice of reading and spelling of phonics/sight words |
|  | Promote reading for pleasure |
|  | Adapt homework to reduce reading and writing requirements |
|  | Allow homework to be scribed/typed as well as allowing alternatives to written submission |
|  | Support parent-child reading activities e.g. parent reading to child not just child reading to adult |
|  | Share approaches like paired reading with families |
|  | Encourage everyday reading activities, such as supporting with finding items in a shop from the shopping list, reading traffic/ community signage, using a recipe to cook, writing a thank you or birthday card |

**Metacognition**

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|  | Encourage reflective talk in the classroom |
|  | Model thinking aloud |
|  | Teach the child that self-talk is needed to plan, monitor and evaluate their learning |
|  | Activate prior knowledge – encourage child to think back to what they already know from home and school experiences |
|  | Encourage child to revisit previously learned knowledge/skills before building upon this |
|  | Start with minimal prompts, only providing modelling and closed questions where necessary |
|  | Reciprocal teaching approach |

**Memory**

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|  | Provide step-by-step instructions (written, pictorially) |
|  | Acknowledge the challenges of holding everything in mind and teach child notetaking skills – jot down key words on mini whiteboards or use a task board |
|  | Limit copying – provide handouts |
|  | Use uncluttered learning materials/ worksheets, cover distracting information |
|  | Provide sufficient thinking time and pause to process verbal information |
|  | Explicitly link to prior learning and establish meaning to promote longer term retention |
|  | Spaced review – regularly revisit recently learned information to aid retention |
|  | Interleaved learning – practice new skills alongside secure ones |
|  | Give opportunities for over-learning of new information |
|  | Be mindful of distractions that may impact concentration e.g. noise |
|  | Use assistive technology to record thoughts e.g. talking tins |
|  | Use visual modelling to support understanding of tasks |
|  | Distributed practice – short sessions with a gap between each session (e.g. three, five minute sessions a day) |

**Time**

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|  | Set tasks that are short and achievable |
|  | Allow plenty of thinking time |
|  | Ensure homework has a time limit rather than a focus on task completion |
|  | Ensure loss of break time is not a consequence for not completing work – unpick and support barriers to not completing a task |
|  | Celebrate the process and successful changes rather than the end product |

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)