

Appendix 2

Reasonable adjustments in the classroom: a check list

This is not an exhaustive list of every aspect of planning; it is a list of practical classroom arrangements that teachers may find useful when thinking of any adjustments they can make.

	Tick/date
<p>1. Pre-planning information</p> <ul style="list-style-type: none">• Have you been given information on the nature and degree of impairment and the access needs of disabled pupils in the class?• Have you been shown or do you know how these disabled pupils access needs and personal care needs whilst in class? <p>*If you are uncertain seek advice from the SENCo or Key Stage Leaders</p>	
<p>2. What preparation have you made with the class/group for:</p> <ul style="list-style-type: none">• One to one peer support• Collaborative teaming• Group work• Valuing difference of race, gender, ethnicity or religion• How do you ensure mutual respect is encouraged in your classroom? Are you clear about how to deal with bullying and harassment in the class or at playtimes?	
<p>3. Lesson Planning: how will you support the needs of all learners?</p> <p>Consider:</p> <ul style="list-style-type: none">• Timing• Variation of activities• Types of activities (concrete/abstract)• Reinforcement of key ideas• Extension work• Recall of previous work• Links to future work• Clear instructions• Will the content of the lesson engage all pupils from the beginning? Will there be sufficient variation in activities and pace to engage all?• Are you able to access specially adapted equipment for some pupils to enable them to participate fully?• If not, can alternative way be found?	

<ul style="list-style-type: none"> • Will the diversified and differentiated work allow all pupils to experience success at their optimum level? 	
<p>4. What different teaching styles are you going to use?</p> <ul style="list-style-type: none"> • Visual e.g. use photos, mind maps, maps and diagrams, pictures, film clips, wall displays? • Auditory e.g. use story-telling, talking, effective questions, problem solving, clear sequencing, music singing? • Kinaesthetic e.g. use movement, role play, artefacts, use the environment 	
<p>5. Prepared materials</p> <ul style="list-style-type: none"> • Are written materials accessible to all: formats, readability; length; content? • Scaffolding (practical materials) e.g. writing frames, pictograms, sounds, pictures, objects, artefacts, word lists, number lines, etc, are they accessible to all? • Appropriate use of augmented communication and ICT 	
<p>6. Self-Presentation</p> <ul style="list-style-type: none"> • Have you thought about how you will: react to situations of stress, humour, seriousness, embarrassing questions; offer encouragement to all; challenge the behaviour not the child? • Are all the students aware that you might approach the behaviour of some students in a different manner to the rest of the class? • How will you use your voice in the lesson, e.g. volume, tone and make sure all children are understanding you? • Where will position yourself in the classroom and when? 	
<p>7. Use of support staff</p> <ul style="list-style-type: none"> • Have you met with or at least communicated with support staff before the lesson? • How are you going to use other adult support in the lesson? • Does their use allow all children to be equally included in the class activities? • If you are using support staff for withdrawal, how do you know the pupils are gaining from this? • If you are using withdrawal, how are the groups organised? 	

<p>8. Classroom Organisation</p> <ul style="list-style-type: none"> • Is seating carefully planned and/or the activity accessible for pupils with: <ul style="list-style-type: none"> - Mobility impairments e.g. circulation space, chair and table height - Hearing Impairments e.g. sight line for lip reading / hearing / no glare / interpreter - Visually impaired e.g. maximise residual sight, if touch can reach - Pupils with challenging behaviour e.g. in adult gaze; at front for eye contact - Pupils with short attention span / easily distracted, e.g. sit on own or distraction free zone - Learning difficulties who need a lot of support, e.g. next to peer supporter • What seating plans are you using and why? • Will seating plans make use of peer support and how? 	
<p>9. How will you organise and group pupils in lessons?</p> <ul style="list-style-type: none"> • Friendship groupings? • Mixed sex / same sex groupings? • Mixed ability / same ability groupings? • Specific pairs of pupils working together e.g. stronger reader / weaker reader? 	
<p>10. How will you deal with unexpected incidents?</p> <ul style="list-style-type: none"> • Are you aware of the systems for dealing with unexpected incidents, e.g. evacuation, fainting or fits, medical emergencies? 	
<p>11. How will you ensure that all students feel equally valued through their experiences of:</p> <ul style="list-style-type: none"> • The allocation of teacher and support staff time; • Being listened to / paid attention to; • Being respected; • Achieving • Interacting with their peers 	
<p>12. How will you assess the outcome?</p> <ul style="list-style-type: none"> • Do you have a scheme for assessing the achievements of all? 	

<ul style="list-style-type: none">• Have you looked for alternative forms of assessment? E.g. video recording progress, peer evaluation and self-evaluation?• How will you involve pupils in assessing their progress?	
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