



ADAPTIVE TEACHING



**AT
ST JOHN
PAYNE
CATHOLIC
SCHOOL**



Adaptive Teaching strategies to support the progress of learners with ...



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“Every teacher is a teacher of SEN” SEND Code of Practice (2014)

Adaptive Teaching strategies to support the progress of learners with **Attention Deficit Hyperactivity Disorder (ADHD)**



Always have **routines** in place.



TO-DO LIST
1. ☐
2. ☐
3. ☐

Give task **instructions** verbally and in writing

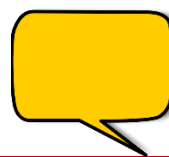
Make tasks accessible & achievable by:

- Chunking into sub-tasks with **no more than 3 instructions** at a time **1 2 3**
- Clarifying the **end result**
- Giving **explicit timings**

Say...

“ Tell me what you are going to do now”

... as a check learners have understood and to help keep them on track



Expect and insist on **silence** **when a task requires it** and use routines to reinforce this with the class



Pause for **brain** and **movement breaks**



Allow quiet **fidget toys**



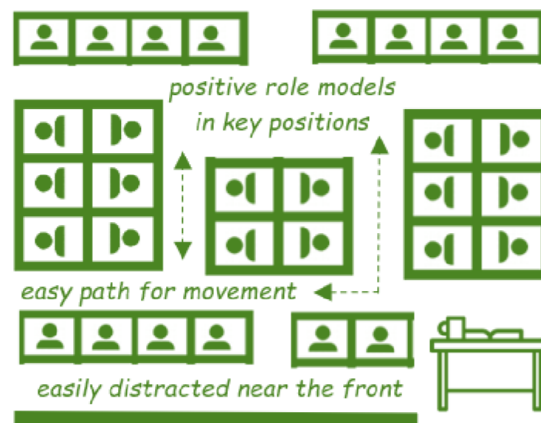
Help learners focus with **‘time left’ reminders**



Be liberal with **task specific authentic** praise

Excellent job working in silence Jamie.	Well done for waiting your turn Billy.	Thank you for putting your hand up Jane.	I like that you used a key word Holly.
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Carefully design the **seating plan**



Move around the classroom **reviewing / reading learners' work** to help support their focus



Use **alternatives to 'hands up'** (e.g. mini white boards) to avoid learners' frustration at not being selected

Ensure **instructions for homework are clear and concise** so that it is understood, but not overwhelming. **Always attach required resources** (e.g. worksheets) in case they have been lost.



Say the **learner's name** before asking a question

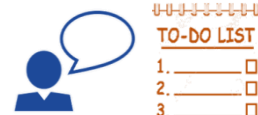
Adaptive Teaching strategies to support the progress of learners with **Autistic Spectrum Disorder (ASD)**






Always have **routines** in place.





Give task **instructions verbally and in writing** and **support with pictures**, diagrams, or real objects



Make tasks accessible & achievable by:

- Chunking into sub-tasks with **no more than 3 instructions** at a time 
- Having **clear goals** 
- Providing a **step by step checklist** 

Prepare the learners at the start of the lesson by **outlining what will happen**

	Task 1 <i>Independent Work</i>
	Task 2 <i>Share ideas with partner</i>
	Task 3 <i>Answer questions From the board</i>

Support learners to use their **time-out card** to manage anxiety and take a minute to **reassure** them when they return



Avoid or explain metaphorical language and idioms such as 'sitting on the fence', 'give me a second'

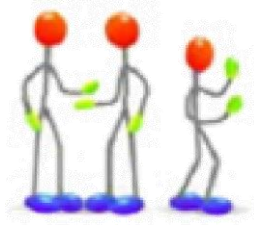


Say the **learner's name** before asking a question

Reassure learners that 'getting it wrong' is part of the learning process



Be sensitive to stress caused by proximity to other people and **carefully plan pair and group work**



Always say what to do - NOT what not to do



Ensure **instructions for homework are clear and concise** so that it is understood, but not overwhelming



Use **alternatives to 'hands up'** (e.g. mini white boards) to avoid learners' frustration at not being selected

Adaptive Teaching strategies to support the progress of learners with **Dyspraxia / Developmental Coordination Disorder (DCD)**



Always have **routines** in place.



Allow learners to **choose writing tools** that are most comfortable for them

✓ pencil ✓ pen ✓ felt pen



Design presentations, worksheets and resources so that the **layout is uncluttered**

✓ **Sans serif font** (e.g. Arial, Candara) at least font **size 14**

SERIF

SANS SERIF

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Aa

✓ **Highlight keywords**



✓ **Information in sections**




Provide **support with organisation**:

- Note on the board **equipment** required for the lesson

- Write **instructions** down on a **sticky note** or encourage the students to



Prepare the learners at the start of the lesson by **outlining** what will happen

	Task 1 <i>Independent Work</i>
	Task 2 <i>Share ideas with partner</i>
	Task 3 <i>Answer questions From the board</i>

Minimise need for extensive handwriting:

- **Photocopied** & enlarged notes
- Enlarged **printout of presentations** for learners to annotate
- **Bullet points**
- Mind mapping / Flow charts
- Gapped handouts
- ICT (predictive word processing, text to speech apps)



Pause for **brain and movement breaks** as concentration and motor effort are demanding



Provide **larger-lined** or **-squared paper**



Adaptive Teaching strategies to support the progress of learners with a **Hearing Impairment (HI)**



Always have **routines** in place.



Give task **instructions** verbally and in writing

Minimise background noise and make sure other students know the importance of a quiet working environment



- **Face the learner** when speaking to support lip reading
- **Avoid writing on the board while speaking** as you will not be facing the learner



When other pupils contribute, ensure that they **speak one at a time** and **then paraphrase their contributions** back to the class



Help learners to focus on what you're saying:

- Give **directions before an activity**, not during
- **Don't talk while students are writing**

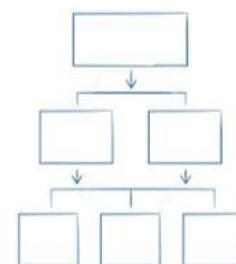


- With video resources ensure **subtitles** are on
- **Don't ask the learner to make notes while watching** a video

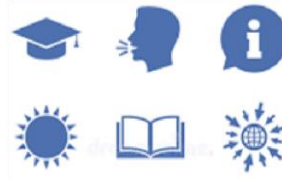


Use **visual summaries of discussions**

- mind maps
- flow charts
- graphic organisers
- story boards
- diagrams



Be aware of the **fatigue** the learner may experience due to the amount of effort they have to put in to listening

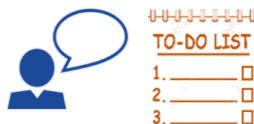


Use **symbols to support spoken language**

Adaptive Teaching strategies to support the progress of learners with a **Moderate Learning Difficulty (MLD)**



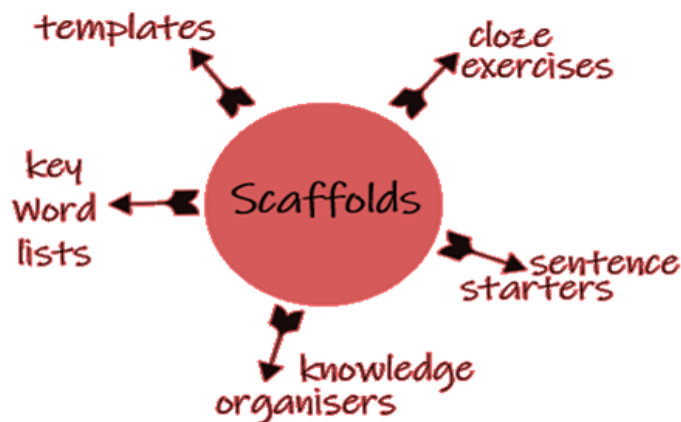
Always have **routines** in place.



Give task **instructions** verbally and in writing

Make tasks accessible & achievable by:

- Chunking into sub-tasks with **no more than 3 instructions** at a time
- Having **clear goals**
- Providing a step by step **checklist**



Avoid writing heavy tasks

- Provide **photocopied transcripts** that learners can **highlight / annotate**
- Allow learners to **consolidate large texts** and only **copy key words or phrases**

Prepare the learners at the start of the lesson by **outlining what will happen**

	Task 1 <i>Independent Work</i>
	Task 2 <i>Share ideas with partner</i>
	Task 3 <i>Answer questions From the board</i>

Allow for processing time (e.g. by talking to a partner before answering a question, or saying **"I'm going to come back to you in a minute to ask you xxxx"**)

Say...

"Tell me what you are going to do now"

... as a check learners have understood and to help keep them on track



Be liberal with **task specific authentic** praise

Excellent job working in silence Jamie.	Well done for waiting your turn Billy.
Thank you for putting your hand up Jane.	I like that you used a key word Holly.

Help learners focus with **‘time left’ reminders**



Move around the classroom **reviewing / reading learners’ work** to help support their understanding



Link new learning to **prior knowledge**



Ensure **instructions for homework are clear and concise** so that it is understood, but not overwhelming. **Always attach required resources.**



Mitigate for **short term memory issues** by writing **instructions** down on a **sticky note** or encouraging the students to



Adaptive Teaching strategies to support the progress of learners with **Social, Emotional and Mental Health Issues (SEMH)**



Always have **routines** in place.



MUTUAL RESPECT



Ensure the classroom is a **safe** place by modelling, expecting and insisting on **respectful interactions**



Sensitive Content

Be **sensitive** when covering **subject content** that may be **upsetting or triggering**, and check with the student's HOY or SENDCO if necessary

Reassure learners that 'getting it wrong' or **making a mistake** is ok and a valuable part of learning



- *Very nice use of key words*
- *Good suggestion, even though you weren't sure*
- *Superb labelling of that diagram*

Be liberal with **task specific authentic praise**

Support learners to use their **time-out card** to manage anxiety and take a minute to **reassure** them when they return

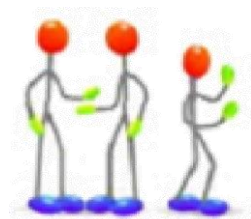


Be **sensitive to stress** caused by speaking in front of others and sometimes use **alternatives to direct questioning** (e.g. mini white boards)

Make tasks accessible & achievable by:

- Chunking into sub-tasks with **no more than 3 instructions** at a time **1 2 3**
- Making **outcomes clear**
- Providing a **step by step checklist**



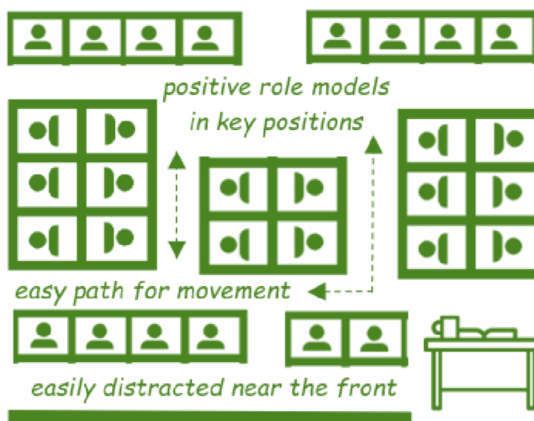


Be sensitive to any **relationship issues** in the class and carefully **plan pair and group work**

If you have **concerns**, **share** these with the relevant staff



Carefully design the **seating plan** (easy path for movement and near positive influences)



Adaptive Teaching strategies to support the progress of learners with **Severe and Persistent Literacy difficulties (SPLD)**



Always have **routines** in place.



Give task **instructions** verbally and in writing

Design presentations, worksheets and resources so that the **layout is uncluttered**

- ✓ **Sans serif font** (e.g. Arial, Candara) at least font **size 14**

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SANS SERIF

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- ✓ **Highlight keywords**



- ✓ **Diagrams** to support text

Mitigate for **short term memory issues**:

- ⑨ **Chunk instructions** 1 2 3

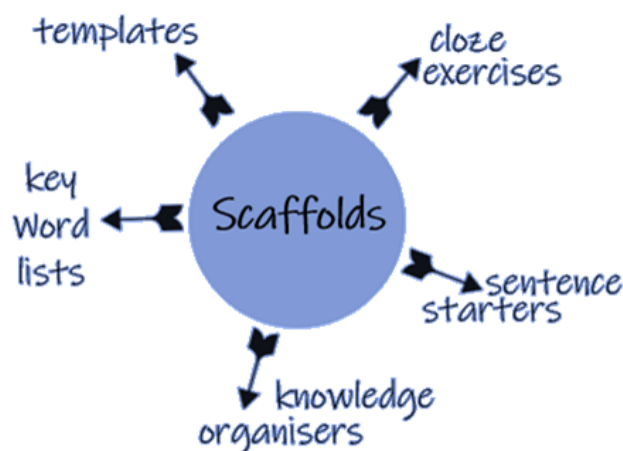
- ⑨ Write **instructions** down on a **sticky note** or encourage the students to



- ⑨ Allow **time for processing** (e.g. paired discussion with a partner before putting hands up)

Avoid writing heavy tasks

- Provide **photocopied transcripts** that learners can **highlight / annotate**
- Allow learners to **consolidate large texts** and only **copy key words or phrases**



Say...

“ Tell me what you are going to do now”

...as a check learners have understood and to help keep them on track



Encourage **pair and group work** and assign learners with **appropriate roles** - one to read out loud, one to talk through ideas, one to ask questions, one to scribe, etc



Move around the classroom **reviewing / reading learners' work** to help support their understanding



Mark for **evidence of knowledge and understanding** rather than presentation and spelling

Adaptive Teaching strategies to support the progress of learners with **Speech, Language & Communication Needs (SLCN)**



Always have **routines** in place.



Give task **instructions** verbally and in writing

Use **cued listening** - give learners a few questions they will need to answer after listening to your presentation / explanation



- Develop a **class resource of the vocabulary** learners will find helpful and/or need to learn in a new topic.
- **Explicitly teach key words** - what it sounds like, what it means, how it fits in a sentence

- Keep **instructions simple**, and in the order you want them carried out



- Be aware of how many **'information-carrying' words** you are using

Help learners to focus on what you're saying:

- Give **directions before an activity**, not during



- **Don't talk while students are writing**

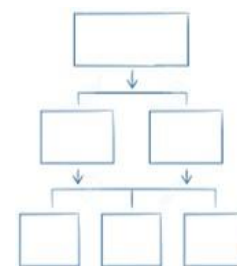
- Give learners **at least 10 seconds to respond** - then repeat if necessary



- Use the **same words**, unless you think the vocabulary was too difficult to understand

Use **visual summaries of discussions**

- mind maps
- flow charts
- graphic organisers
- story boards
- diagrams



Ensure **instructions for homework are clear and concise** so that it is understood, but not overwhelming. **Always attach required resources.**



Use **symbols to support spoken language**

Adaptive Teaching strategies to support the progress of learners with a **Vision Impairment (VI)**



Always have **routines** in place.



Ensure photocopies are not blurry



Arial 16
Arial 18
Arial 20
Arial 22
Arial 24

Ensure learners have an **individual copy** of any printed material being read, in the **appropriate format** for them (e.g. large print, Braille).

- **Say the learner's name** before asking a question or giving an instruction
- **Indicate who is talking** in a class discussion
- Give **verbal information** to supplement information from pictures or diagrams



Don't just point to an artefact, illustration or diagram - **describe what you want the learners to take notice of**



Provide **larger-lined** or **-squared paper**



Ensure learners are **sat at the front of the class**. Check with learners if they have a **preferential side** of the room (due to one eye being less impaired than the other)



Design presentations, worksheets and resources so that the **layout is uncluttered**

- ✓ **Sans serif font** (e.g. Arial, Candara)

SERIF SANS SERIF
Aa **Aa**

- ✓ **Highlight keywords**



Be aware of the **fatigue** the learner may experience due to the amount of effort they have to put in to their learning



Make sure **classroom displays** are in a **large font**, especially ones that aid learners with their work (e.g. key word displays, periodic tables)

A B C

Minimise need for extensive handwriting:

- **Photocopied** & enlarged notes
- Enlarged **printout of presentations** for learners to annotate
- **Bullet points**
- Mind mapping / Flow charts
- Gapped handouts
- ICT (predictive word processing, text to speech apps)

