**Reasonable adjustments in the classroom: a checklist**

This is not an exhaustive list of every aspect of planning, it is a list of practical classroom arrangements that teachers working with the Project found useful in thinking of a range of adjustments they might want to make.

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| **1. Pre-planning information.**   * Have you been given information on the nature and degree of impairment and the access needs of the disabled pupils in the class? * Have you been shown or do you know how these disabled pupils access needs and personal care needs will be met in the class? * If you don’t know how the disabled pupils needs will/can be met seek advice from SENCO, Head of Department, Head or Deputy, or from other agencies such as Educational Psychologists, Advisory Teachers or Health Professionals. |
| 2. What preparation have you made with the class/ group for:   * One to one peer support * Collaborative teaming * Group work * Valuing difference of race, gender, ethnicity, disability or religion * How do you ensure that mutual respect is encouraged within your classroom? Are you clear about how to deal with bullying and harassment in the classroom? |
| **3. Lesson planning: how will you support the needs of all learners?**   * Consider: * - 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 students to enable them to participate fully? If not, can an alternative way be found? * Will the diversified and differentiated work allow all pupils to experience success at their optimum level? |

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| **4. What different teaching styles are you going to use?**   * 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 |
| **5. Prepared materials**   * 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 |
| **6.Self presentation**   * 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 you position yourself in the classroom and when? |
| **7. Use of support staff**   * 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? |

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| **8. Classroom organisation**   * Is seating carefully planned and/or the activity accessible for pupils with:   - mobility impairments e.g. circulation space, table height  - hearing impairments e.g. sight line for lip reading/ interpreter/ no glare  - 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. 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? |
| **9. How will you organise and group pupils in lessons?**   * Friendship groupings? * Mixed sex/same sex groupings? * Mixed ability/same ability groupings? * Specific pairs of pupils working together, e.g. stronger reader/weaker reader? |
| **10. How will you deal with unexpected incidents?**   * Are you aware of the systems for dealing with unexpected incidents, e.g.: evacuation, fainting or fits, incontinence, medical emergencies? |
| **11. How will you ensure that all students feel equally valued through their experiences of:**   * the allocation of teacher and support staff time? * being listened to/paid attention to? * being respected? * achieving? * interacting with their peers? |
| **12. How will you assess the outcomes?**   * Do you have a scheme for assessing the achievements of all? * Have you looked at alternative forms of assessment? e.g. video recording progress, peer evaluation, self-evaluation? * How will you involve pupils in assessing their progress? |

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