**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.
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| 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?
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| **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
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| **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
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| **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?
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| **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?
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| **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?
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| **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?
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| **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?
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| **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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Richard Rieser (C)From Reasonable Adjustment Project DfES (2006)