

# Inclusive support series: enabling an inclusive environment

Use this strengths based tool to identify reasonable adjustments in learning settings (not all the strategies will be need to implemented at one time).

## Copy to:

- Inclusion team
- Class team
- Parents

Name:

Class:

Date:

Completed by:

## Adapted/seated support

Provide desk close to teacher
Adjust desk to child's height
Theraband on chair legs
Alternate seating (ball, T-bar)
Allow child to stand
Provide weighted lap blanket
Plan frequent breaks
Standing desk support

## Group time sitting

Provide a carpet square or wedge cushion
Mark child's spot with tape
Offer chair or beanbag
Sit next to teacher
Sit at edge
Sit at back
Allow child to change position (cross legged, kneeling etc).
Fidget toy

## Access to reading

Allow child to read aloud
Use bookmark to follow line
Minimize visual distraction on page
Allow breaks
Use Hi- Lo books e.g., Barrington Stokes and phonics books
Magnify print text
Audio version

Please ensure that these strategies are implemented across the school day.

## Supported writing

Use a specialist pencil grip
Writing slope, handle for ruler, pencil grip, left-handed equipment
Always use lined paper, highlighted lines to help pupil with height of letters
Provide visual instructions for common tasks
Assist with mind mapping prior to writing
Give extra time to finish
Allow dictation and a scribe
Use voice recorder to dictate ideas
Warm up hands using thera-putty/dough disco and fine motor games
Add text to speech support

## Independent learning

Allow child to move to quiet space/safe space or hallway
Repeat instructions 1:1 to child
Provide visual instructions
Provide only one or two problems at a time
Provide pencil case with all resources the child will need for the day
Provide scaffolded adult support
Access to Now & Next visual

## Homework help

Give extra time to complete
Modify homework so that less writing is required
Modify homework so less reading is required
Give options to draw instead of writing
Allow work to be typed
Allow work to be scribed
Decrease amount of work



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## Transitions

Use timer or verbal cue
Follow visual schedule accurately
Allow transition 'toy'
Allow child to have a role such as door holder or timekeeper
Allow child to be first or last
Remind child about personal space
Hand over vital information to key staff throughout day and year
Visual/verbal cues for positive daily greeting
Visual/verbal cue to access safe space in class

## Breaktimes

Do not take away playtimes for unfinished work
Provide lots of gross motor activities
Allow cooling and calming time before returning to class
Limit the amount of belongings taken to playground
Offer a playtime buddy
Brief playground staff
Positive behaviour plan in place

## Heavy work calming/alerting

Reshelve books
Move or stack furniture
Hold signs
Heavy backpack
Wipe down tables
Carry photocopy paper
Positive behaviour plan in place

Please ensure that these strategies are implemented across the school day.

## Sensory breaks

Class messenger
Hand out books at home time
Allow toilet and water breaks
Encourage whole class stretching
Five Alive

## Sensory

Provide warning before alarm drills
Use sensory tent/box or cloth over table for calm space
Noise cancelling headphones
Water bottle on desk
Blowing bubbles break
Calm music on headphones
Allow modifications to art and messy play to increase participation
Keep visual distractions to a minimum
Roll my sleeves up before any messy activity
Allow to wash hands
Provide separated plate for mealtimes
Provide adaptive cutlery

### 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)

Date of review: