Adaptive Teaching at Hawkinge Primary School

General Strategies

Assessment

- Staff are aware of pupils' starting points so that expected progress can be measured across each key stage.
- Assessment is used to inform planning and interventions.
- Pupils have regular opportunities to assess their own performance
- The impact of interventions is critically evaluated. Alternative approaches are explored to establish whether they may result in better outcomes
- Adaptions to assessment arrangements are made as part of everyday practice. This is used to establish the learner's normal way of working. Arrangements could include rest breaks; use of a reader, scribe or laptop; extra time etc. Adapted resources are used in class and assessments.

Pastoral

- There is a calm and purposeful climate for learning where pupils feel they belong and that their contributions are valued.
- The classroom is a 'safe base' for all children
- Language used in the classroom demonstrates unconditional positive regard for learners
- PSHE is used to develop wellbeing and resilience.
- Peer-awareness and sensitivity towards difference (including SEND) are raised at a whole school level. Work is done with classes, groups and individuals regarding specific needs or conditions as appropriate.
- Pupil voice is encouraged and acted on.

Teaching and Learning

- A whole-school structured and systems-led approach (e.g. visual timetables, clear concise instructions with visual prompts, consistent approaches).
- Awareness and mindful of activities that may cause anxiety for pupils.
- Learners are given time to process information before being asked to respond.
- Tasks are broken down into manageable steps.
- The pace and order of activities is varied to maintain interest and attention of all pupils.
- Modelling is used to aid understanding.
- Key vocab is displayed with visuals.
- Alternatives to written recording are used routinely. Pupils have access to additional support with homework which is differentiated appropriately for pupils.
- Interactive whiteboards are used to effectively to promote engagement and to scaffold the lesson.
- Strategies are used to actively promote independent learning, e.g. through pre-teaching, appropriately differentiated resources.
- Seating plans and groupings take account of individual needs
- Use of additional adults is planned to maximise their impact on learning. Pupils understand the role of additional adults in the classroom and are supported to develop independence.

Physical & Sensory Environment and Resources

- The physical accessibility of the building and individual learning spaces is assessed.
- Extra-curricular activities and educational visits are planned to fully include all pupils.
- Learners' sensory needs are known and taken account (e.g. seating arrangements and movement breaks.)
- Left and right-handed pupils are able to use equipment comfortably.
- Pupils who wear glasses and/or hearing aids wear them and are seated in the optimum position.
- Displays are meaningful and visually accessible to reduce sensory overload.
- Staff are aware of lighting in the room, e.g. use of natural light, glare from the board.
- Use of pale background and accessible font styles with good colour contrast on the interactive whiteboards.
- Resources are within easy reach of learners to promote independence.
- Learners have easy access to sensory equipment that they require, e.g. writing slopes, pencil grips, wobble cushions, fidget toys and ear defenders.
- Print size and font is appropriate. Coloured backgrounds and paper are used to reduce visual stress.
- ICT is used as an alternative and to promote independent learning.

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Provision – Examples of Strategies and Resources for Need Type

Communication and Interaction	Cognition and Learning
- Begin each lesson with a short review/quiz of previous learning - Alternative methods of recording (e.g. Cloze procedure, labelling, photos, Clicker incl. Clicker Talk) - Word banks - Pre-teaching vocabulary and key concepts - Language Through Colour (for sentence structure, note-taking, word banks etc) - Talking tins - Peer/partner work (mixed ability) - Adult support (group or 1:1 with opportunities to build independence) - Visual aids/ Checklists and Task Boards - Modelling, giving examples, step by step - Use of 'real' objects (e.g. artefacts, money) - Making links to other areas of learning - Makaton/Symbol Communication - Now and Next boards - Role Play - Simplify communication/instructions - Social Stories - Sensory/Brain Breaks - Use of timers to structure tasks - Highlight essential content - Adjusting level of challenge (e.g. Blooms, Red Hot Challenge)	- Begin each lesson with a short review/quiz of previous learning - Differentiated curriculums including Bespoke curriculums e.g. individual RSE for SEND need; Setting (for English, Maths and Phonics) etc - Word banks - Language Through Colour (for sentence structure, note-taking, word banks etc) - Shared and guided writing - Russian Scaffolding - Talking tins - Peer/partner work (mixed ability) - Adult support (group or 1:1 with opportunities to build independence) - Visual aids - Differentiated questioning (Blooms) - Modelling, giving examples, step by step - Alternative methods of recording (e.g. Cloze procedure, labelling, photos, comic strip, Clicker) - Use of manipulatives/resources (e.g. Numicon, times tables squares, Multilink, differentiated maps, pre-drawn tables) - Pre-teaching vocabulary and key concepts - Working walls incl. visual supports/prompts - Highlight essential content - A.I. opportunities
Social, Emotional and Mental Health	Sensory, Physical Disability and Complex Medical Needs
- Peer/partner work (mixed ability) - Adult support (group or 1:1 with opportunities to build independence) - Fidget Tools (provided by school) - Offer a 'safe' and familiar task when emotions are heightened. - Support verbal input with visuals (demonstration, images, objects, key words). - Think carefully about lesson content in relation to learner's known previous life experiences. - Giving responsibility for supporting someone else - Provide regular opportunities for exercise. - Use of timers to structure tasks - Adjusting level of challenge (e.g. Blooms, Red Hot Challenge) - Careful consideration of seating position	- Tinted screens on laptops/computers - Enlarged visual aids - Coloured overlays and paper used to reduce visual stress - Pencil grips/ specialist pens - Writing slopes and 'Wobble' Cushions - A.I. Opportunities - Ear defenders - Peer/partner work (mixed ability) - Adult support (group or 1:1 with opportunities to build independence) - Alternative methods of recording (e.g. Cloze procedure, labelling, photos) - Adapted equipment (e.g. larger/lighter balls in PE, pre-cut resources, adapted scissors) - Standing tables - Highlight essential content