

Adaptive Teaching Strategies at All Saints

Area of SEND:	Cognition & Learning	SEMH (Social, Emotional and Mental Health)	Sensory and/or Physical	Communication and Interaction
Core focus and barriers to learning:	<i>Difficulty with working memory, processing speed, sequencing, and retaining information.</i>	<i>Anxiety, emotional regulation difficulties, low self-esteem or challenges with focus.</i>	<i>Sensory overload, fine/gross motor challenges, hearing or visual impairments.</i>	<i>Challenges with speech, language processing, understanding social cues or autism spectrum needs.</i>
Adaptable teaching techniques:	<p>* Scaffolding & Chunking: Break multi-step tasks into micro-steps with "now and next" instructions.</p> <p>* Dual Coding: Pair verbal explanations with visual cues, icons, or diagrams.</p> <p>* Overlearning & Retrieval: Use frequent, low-stakes quizzes and spaced repetition to embed key concepts.</p> <p>* Processing Time: Consistently implement a "10-second rule" before requiring an answer.</p> <p>* Guided Templates: Provide writing frames, sentence starters, and word banks across all subjects.</p>	<p>* Predictable Routines: Use visual timetables and advance warning for transitions or changes.</p> <p>* Emotional Regulation Tools: Integrate quick check-ins and establish a designated "quiet/safe space" in the classroom.</p> <p>* Task Chunking & Breaks: Schedule planned "brain breaks" or movement opportunities.</p> <p>* Choice and Autonomy: Offer structured choices to reduce demand avoidance</p> <p>* Low-Threat Environments: Use pair-share instead of cold-calling to reduce performance anxiety.</p>	<p>* Alternative Recording: Allow voice-to-text, video/audio recording, or typing instead of heavy handwriting loads.</p> <p>* Environmental Adjustments: Provide wobble cushions, ear defenders, or writing slopes; optimise seating to minimise glare or distraction.</p> <p>* Manipulatives & Tools: Use chunky or tactile resources (e.g., concrete materials / adapted scissors).</p> <p>* Sensory Breaks: Interventions like "heavy work" activities (carrying books, resistance bands) to help regulate physical energy.</p> <p>* Formatted Materials: Ensure worksheets use large, clear fonts (like Arial or Comic Sans) with plenty of white space.</p>	<p>* Visual Supports: Use concrete symbols (e.g., Widgit cards) alongside written text to define subject-specific vocabulary.</p> <p>* Pre-Teaching Vocabulary: Introduce key terminology to pupils <i>before</i> the main lesson (e.g., introducing keywords like <i>evaporation</i> before a Science lesson).</p> <p>* Structured Talk: Use heavily scaffolded talk partners with clear roles and physical prompts (e.g., talking tokens).</p> <p>* Literal & Clear Language: Avoid idioms, sarcasm, or ambiguous metaphors; keep verbal instructions short and direct.</p> <p>* Modelling Outcomes: Show "what a good one looks like" (WAGOLL) visually so pupils understand the end goal clearly.</p>