

Adaptive Teaching Strategies at Anson

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:	* Scaffolding & Chunking: Break multi-step tasks into micro-steps with "now and next" instructions. * Dual Coding: Pair verbal explanations with visual cues, icons, or diagrams. * Overlearning & Retrieval: Use frequent, low-stakes quizzes and spaced repetition to embed key concepts. * Processing Time: Consistently implement a "10-second rule" before requiring an answer. * Guided Templates: Provide writing frames, sentence starters, and word banks across all subjects.	* Predictable Routines: Use visual timetables and advance warning for transitions or changes. * Emotional Regulation Tools: Integrate quick check-ins and establish a designated "quiet/safe space" in the classroom. * Task Chunking & Breaks: Schedule planned "brain breaks" or movement opportunities. * Choice and Autonomy: Offer structured choices to reduce demand avoidance * Low-Threat Environments: Use pair-share instead of cold-calling to reduce performance anxiety.	* Alternative Recording: Allow voice-to-text, video/audio recording, or typing instead of heavy handwriting loads. * Environmental Adjustments: Provide wobble cushions, ear defenders, or writing slopes; optimise seating to minimise glare or distraction. * Manipulatives & Tools: Use chunky or tactile resources (e.g., concrete materials / adapted scissors). * Sensory Breaks: Interventions like "heavy work" activities (carrying books, resistance bands) to help regulate physical energy. * Formatted Materials: Ensure worksheets use large, clear fonts (like Arial or Comic Sans) with plenty of white space.	* Visual Supports: Use concrete symbols (e.g., Widgit cards) alongside written text to define subject-specific vocabulary. * 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). * Structured Talk: Use heavily scaffolded talk partners with clear roles and physical prompts (e.g., talking tokens). * Literal & Clear Language: Avoid idioms, sarcasm, or ambiguous metaphors; keep verbal instructions short and direct. * Modelling Outcomes: Show "what a good one looks like" (WAGOLL) visually so pupils understand the end goal clearly.