













Reasonable Adjustments

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| <p>Reasonable Adjustment</p> |  |  |  |  |  |  |
| <p>Purpose</p> | <p>Carpet Spot Listening and attention To support children, find a safe space to sit.</p> | <p>Work Stations Listening and Attention/Sensory Creates a distraction free environment</p> | <p>Adaptive scissors Fine Motor skills To develop scissor control.</p> | <p>Pencil Grips Fine Motor skills To support tripod pencil grip</p> | <p>Ear Defenders Sensory To mask environmental sounds and reduce exposure to loud noises.</p> | <p>Wobble cushion Sensory/Listening and attention Increases concentration and focus.</p> |
| <p>Reasonable Adjustment</p> |  |  |  |  |  |  |
| <p>Purpose</p> | <p>Chewelry Sensory Supports emotional regulation and provides sensory feedback to reduce biting.</p> | <p>Fidget Toys Sensory/Listening and attention Supports emotional regulation and enables children to focus during carpet sessions.</p> | <p>Timers Independence and self-regulation Supports children bring an activity to a close or complete an activity in an allotted period of time.</p> | <p>Visual Timetable Independence and self-regulation Reduces anxiety and encourages children to complete tasks.</p> | <p>Widgets Language and Communication Builds vocabulary and supports understanding of key vocabulary.</p> | <p>QR codes Language and Communication Supports language and communication development</p> |

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| <p>Purpose</p> | <p>Individual Reward Charts Support children's understanding of routines and expectations.</p> | <p>Alternatives to thinking time Supports children's understanding of consequences for their behaviour</p> | <p>Panda Protocol Children leave the class to an agreed safe space to provide the child with some space when dysregulated.</p> | <p>Exit Plan Provides children with choices when they are dysregulated within the classroom.</p> | <p>Sensory Diet Supports children with sensory processing needs.</p> | |
| <p>Reasonable adjustment</p> | | | | | | |
| <p>Purpose</p> | <p>Non-verbal gesture/Makaton signs Supports children's language and communication skills.</p> | <p>Evidence Me Use of photos and video recordings to capture children's learning from practical tasks.</p> | <p>Processing Time Additional time for children to complete a task or respond to a question.</p> | <p>Pre-teaching Teaching knowledge, skills and vocabulary required for an upcoming lesson.</p> | | |

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| <p>Scaffold</p> | | <p>Phoneme Frames</p> | | | | |
| <p>Purpose</p> | <p>Sound Mat Supports children to use and apply phonics knowledge.</p> | <p>Phoneme frames Enables children to build words using magnetic letters/post its</p> | <p>Letter formation Supports children's handwriting development.</p> | <p>Vocaroo Online voice recorder Enables children to hear dictated sentences or instructions from class teacher. Enables children to record ideas.</p> | | |
| <p>Scaffold Overdale Infant School - Maths Calculation Policies</p> | | | | | | <p>Jottings $32 + 5 = 37$</p> |
| <p>Purpose</p> | <p>Concrete resources Helps children understand the relationship between numbers and the number system.</p> | <p>Numeral Formation Supports children's numeral formation</p> | <p>Numeral Line/ 100 Square Supports children understanding of numerical patterns and sequence</p> | <p>Ten Frame Supports children number sense and subitizing.</p> | <p>Part/Part/Whole Supports children's understanding of place value.</p> | <p>Jottings Staff may use jottings to support children to understand the answer.</p> |

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| <p>Adaptive teaching examples to support memory</p> <p>Adaptive teaching</p> | | | <table border="1"> <thead> <tr> <th></th> <th>mammal</th> <th>amphibian</th> <th>reptile</th> </tr> </thead> <tbody> <tr> <td>skin</td> <td></td> <td></td> <td></td> </tr> <tr> <td>breathing</td> <td></td> <td></td> <td></td> </tr> <tr> <td>reproduction</td> <td></td> <td></td> <td></td> </tr> <tr> <td>heat</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Has fur or hair or blubber Breathes through skin Makes own heat Has wet skin Gets heat from surroundings Breathes through lungs Lays eggs with a shell Lays jelly eggs Gives birth to live young</p> | | mammal | amphibian | reptile | skin | | | | breathing | | | | reproduction | | | | heat | | | | <p>Red Riding Hood wore...</p> <p>She carried ...</p> <p>Her mother warned her ...</p> <p>Her grandmother needed food so...</p> | | <p>True or false? ✓ ✗</p> <p>Is it $\frac{1}{2}$ blue?</p> |
|--|--|---|---|---|--|--|---------|------|--|--|--|-----------|--|--|--|--------------|--|--|--|------|--|--|--|---|--|---|
| | mammal | amphibian | reptile | | | | | | | | | | | | | | | | | | | | | | | |
| skin | | | | | | | | | | | | | | | | | | | | | | | | | | |
| breathing | | | | | | | | | | | | | | | | | | | | | | | | | | |
| reproduction | | | | | | | | | | | | | | | | | | | | | | | | | | |
| heat | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Purpose</p> | <p>Matching</p> <p>Matching supports learning because learners only have to think about the links between items – not remember the things themselves.</p> | <p>Sorting</p> <p>Sorting supports memory demands because learners only have to think about properties, and not the things themselves which are held in memory for them. This can be used to sort information into examples and non-examples, or to sort into categories or sequences by time.</p> | <p>Word banks</p> <p>Giving information in word banks prior to asking learners to write an explanation holds the memory demands of the information so that the learner can think about crafting sentences, spelling and handwriting.</p> | <p>Sentence stems</p> <p>Providing sentence starters holds the memory demands of both aspects of the story or information and/or different sentence types.</p> | <p>Gap fill tasks</p> <p>Reduce cognitive load and allow children to focus on key vocabulary.</p> | <p>True or False</p> <p>Enables children to retrieve key knowledge.</p> | | | | | | | | | | | | | | | | | | | | |