



Universal Design for Learning (UDL)

Present information in multiple formats (text, audio, visuals).

Allow students to express learning in different ways (writing, speech, drawings, models).

Offer multiple means of engagement to maintain motivation and attention.

Adaptation mat for Computing



Learning Environment



Arrange seating to minimise distractions.

Provide quiet areas for independent work or assessments.

Provide access to adapted equipment or ICT to support difficulties with mobility or manipulative skills.

Ensure interactive whiteboards are non-reflective to reduce glare.

Provide ear defenders for some pupils during sessions.

Allow regular breaks outside the classroom where needed.

Ensure technology is positioned correctly and that children's faces are not too close to screens.



Flexible Assessment

Use a variety of assessment types: oral presentations, projects, written assignments, or practical tasks.

Allow extended time or alternative formats where needed.

Focus on progress and understanding rather than accuracy alone.



Resources

Provide adapted equipment or ICT to support mobility or manipulative difficulties.

Use coloured screens to support specific pupils.

Provide assistive resources such as templates or diagrams.

Consider using a wireless keyboard and mouse to support teacher-pupil interaction with minimal

Communication/Oracy



Use multi-modal communication strategies.

Encourage metacognition and reflection.

Teach students to plan, monitor, and evaluate their own communication.

Use self-assessment and peer feedback to build awareness of effective strategies.

Provide structured speaking opportunities.

Use visual and auditory supports, including task plans and timetables.

Scaffold oracy development.

Use inclusive assessment of communication. Allow alternative ways to demonstrate understanding (oral, written, visual, or digital).



Flexible Grouping and Peer Support

Use pair or small-group activities to encourage peer learning.

Rotate groups so students work with different classmates.

Encourage cooperative learning, mentoring, and peer feedback.

Use high performer learning grids.



Multi-Sensory Approaches/metacognition

Use visual prompts and routines, especially for pupils with autism.

Teach concepts at an appropriate level (e.g. modelling grammar rather than using complex terminology).

Use film and video to support learning.

Provide subtitles for deaf pupils or those with speech and language needs.

Use visual aids and concrete supports for abstract topics.

Use active strategies such as drama.

Encourage pupils to illustrate and annotate texts.

Use drama techniques such as hot seating and role-play.

Use mind maps, spider diagrams, and sequencing activities.

Use symbols, pictures, and puppets to support understanding.

Use symbols, pictures, puppets etc to support understanding of character, setting and story events



Familiar Learning Environments

Prepare pupils thoroughly for visits.

Use social stories to explain trips.

Share images of the venue or people involved.

Provide a clear itinerary in advance for pupils and parents.



Cultural and Emotional Sensitivity

Respect diverse backgrounds and learning needs.

Build positive relationships and maintain a supportive classroom climate with positive regard.

Recognise effort, celebrate success (e.g. house points), and encourage resilience (e.g. Commando Joes).



Encouraging Self-Regulation and Metacognition

Use the PACE model.

Apply emotional coaching strategies.

Teach students to plan, monitor, and evaluate their learning.

Use self-assessment and peer feedback to build awareness of effective strategies.



Assistive Technology



Use platforms such as Seesaw to allow pupils to record learning in their preferred way.

Use text-to-speech, speech-to-text, and reading software.

Provide digital graphic organisers and mind-mapping tools.

Use visual timers, calculators, and interactive learning apps.

Create compositions directly on screen using programs such as Cubase, Dance eJay, and Sibelius Compass.

Encourage independent listening and research using online resources.

Use digital image technologies (still and moving) to support learning.

Use ICT as an alternative to writing (e.g. presentations with images).

Use structured ICT tools such as Spelling Shed and other engaging practice games.