



Adaptive teaching in action

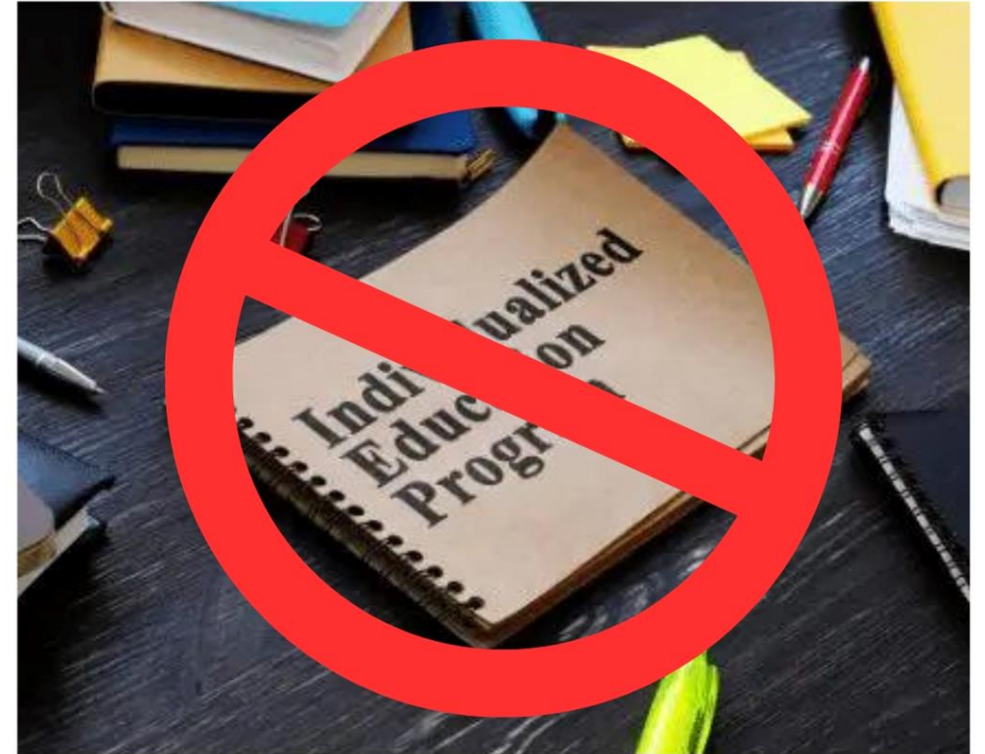
Sofia Keigher



A farewell to IEPs (Individualised Education Plans)

Adaptive teaching has prompted a move away from target-driven IEPs because:

- Teachers planning to meet targets rather than the **needs present in the moment.**
- IEPs don't recognise how needs differ in different environments.
- Box ticking.



A hello to passports

- Constructed with pupil, parents and school, following a triangulated approach to support.
- Follow the **Assess-Plan-Do-Review** cycle.
- Pre-load teachers with knowledge that they can use to make real time adaptations to their practice - both inside and outside the classroom.



An autistic pupil's passport



HYPOTHETICAL EXAMPLE

- Wave of Need
- Any diagnosis
- Umbrella area of need

- Pupil strengths

Area of Need / Diagnosis:

SEN 2

Autistic Spectrum Condition

Communication and Interaction

Pupil Strengths

Pupil E is an incredibly vibrant and enthusiastic student, bringing a contagious energy to the classroom and the sports field alike. Her friendly nature allows her to connect easily with her peers, fostering a positive and inclusive environment. Pupil E's love for reading, particularly her deep fascination with the Harry Potter series, fuels her passion for English and literacy-based subjects, where she consistently excels. Pupil E also is a big Taylor Swift fan and knows all the lyrics to every song, as well as having an in depth biographical knowledge. Additionally, her dedication to both basketball and football showcases her teamwork and determination, making her a well-rounded and admirable student.

Picture of Need

- A pen portrait of the barriers faced by the child both in and outside of the classroom.
- Informed by pupil, teacher, teaching assistant and parent.
- Adaptive teaching is responding to needs as they arise - being armed with knowledge of how or when they may arise makes your adaptive practice stronger.

Picture of Need:

Pupil E has passionate but limited interests. In conversation, Pupil E can struggle to fully understand the needs of the listener - she can find verbal turn taking a challenge and tends to dominate conversation.

Pupil E finds wearing her school tie and school shoes very uncomfortable.

Pupil E does not like rooms lit by strip lighting such as the CFIT.

Pupil E does not like the monsoon season and responds in an extreme way to thunder - she will sometimes hide under the table.

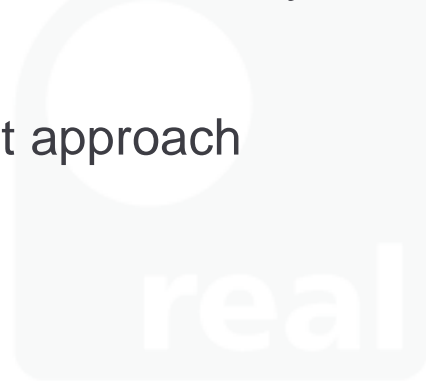
Pupil E is very sensitive to perceived criticism or making mistakes and can become very distressed in class if she is called upon and does not know the answer.

Pupil E finds it a challenge to eat in the canteen because of the strong food aromas.

Pupil E dislikes mental Maths and any tasks that are timed.

Adaptive strategies - in the classroom

- When needs are apparent that need support, how am I going to address that in a way that is best for the pupil?
- A joined-up and consistent approach



Adaptive strategies: In the classroom

When using questioning in class, ensure pupil E is quietly pre-warned and has an answer ready to go.

If you are giving the class a timed task, ensure pupil E is reminded that she can take as much time as necessary - she finds running out of time very difficult and time frames panic her.

Always allow pupil E a paper and pencil in Maths. She has a solid understanding but likes to write things out on paper before answering questions. Pupil E also benefits from the use of time table square.

Pupil E dislikes the canteen and generally finds eating in school very difficult. This sometimes means she is especially tired in the afternoon.

Adaptive strategies - beyond the classroom

- When needs are apparent that need support, how am I going to address that in a way that is best for the pupil?
- A joined-up and consistent approach

Adaptive strategies: Out of the classroom

If you find that Pupil E is giving too much information or is having a hard time taking turns in conversation, remind her of the nuances of conversations. Once prompted, Pupil E will usually remember to also ask questions and comment on response.

If pupil E has removed their tie or shoes in lesson, please do not comment on this. Pupil E fixates on these sensory experiences and then cannot focus on the learning.

Be aware of Pupil E's sensory environment and support this. Where possible, avoid having Pupil E in the CFIT with strip lighting. If it is not possible, pupil E has sunglasses in her cubby and finds these help her in such environments.

If you notice that a storm is coming, please allow pupil E to remove her magic wand from her bag and complete her work in the sensory room.

Interventions, arrangements and pupil voice

- What additional ways can we support?
- Formal arrangements
- Are we listening to the pupil?



Resources/Strategies/Interventions that support me...

- Social Skills
- Catch Up Numeracy

Access Arrangements

- 25 % Extra Time
- Separate Rooming for Assessments

I would like you to know that...

I love Harry Potter and Taylor Swift! I do not like being rushed and I don't like the CFIT and the canteen. I don't want to wear shoes, especially school shoes. Feeling carpet under my feet helps me to focus and I like to rub my feet up and down the carpet because it makes me happy.