



This is  
how  
we do  
it here

# THE ST JOHN'S WAY

## ADAPTIVE TEACHING

These adaptive strategies support learning for our disadvantaged students.  
These should be used alongside ST John's inclusive Teaching & learning principles

### COGNITION & LEARNING

Dyslexia, SpLD, Learning Difficulties

- Reduce cognitive load
- Allow for alternative ways to record my work: comic strips, diagrams, flow charts, etc.
- Allow me to photograph the board when copying/ following instructions
- Use off-white background and clear font.
- Demonstrate practical tasks & provide model answers
- Pre-teach vocabulary and concepts.
- Don't overfocus on spelling.
- Revisit learning more frequently
- Establish talk partners/ positive study buddies
- Use manipulatives and models.
- Use visualisers to model written processes.

### COMMUNICATION & INTERACTION

ASD, Social Communication, Speech & Language difficulties

- Give advance warning of change
- Get my attention before giving instructions/ information
- Maintain consistent routines, rules & expectations.
- Speak in a calm, logical manner.
- Use time markers & explicit expectations.
- Provide tick lists: First, Next, Last.
- Remove choices in open-ended tasks wherever possible.
- Use models, demonstration, & other visual aids
- If I'm heightened, give me time to calm down before addressing a problem
- Give me processing time.

### SOCIAL, EMOTIONAL & MENTAL HEALTH

ADHD, ODD, anxiety, ACEs

- Prompt me if I lose focus.
- Use positive distraction: bring me back into the lesson/activity.
- Avoid power struggles
- Reconnect following a sanction
- Provide movement breaks.
- Allow me to use my Time Out Card
- Maintain consistent boundaries
- Provide opportunities to be responsible
- Ignore non-dangerous, minor disruptive behaviour such as fidgeting.
- Seat me with good role models
- Use regular praise and reward
- Use timers and deadlines

### PHYSICAL & SENSORY IMPAIRMENT

Visual Impairment  
Hearing Impairment  
Physical Impairment

- Plan for my needs in advance.
- Adapt the environment as required.
- Adapt resources as required e.g. size, font, colour.
- Use seating plans to meet needs
- Allow for alternative methods of recording my work.
- Allow me time out to address problems as they arise.
- Support me to use ICT I may require: e.g. share resources electronically.

### DISADVANTAGED STUDENTS

Pupil Premium  
Free School Meals  
Looked After Child  
Service PP

- Notice if I am absent and plan accordingly to close that gap.
- Notice my strengths
- Use regular praise and reward.
- Talk to me about my learning and future ambitions.
- Maintain high expectations: scaffold to support me to reach them.
- Use seating plans to maximise my engagement.
- Homework may be difficult for me to access: please supply resources where required
- Encourage me into enrichment/ extracurricular opportunities