

## DIFFERENTIATION

- Differentiation by expectation and targets
- Delivery style adjusted as required
- Support the setting of individual learning goals for English each term and after an assignment is returned
- Students supplied with separate worksheet or booklet where relevant
- Student seating plan to accommodate relevant range of learning needs
- Dyslexic students accommodated through combination of oral, written and visual instructions
- Check points to monitor progress and understanding.
- Opportunity for one on one conferencing
- Opportunity for extension activities
- Student specific adjustments detailed below

## SPECIFIC ADJUSTMENTS (FROM PLANS) RELEVANT TO SUBJECT AND STUDENT

### Specific Learning Disorder (Reading) (Dyslexia)

- Give both oral and written/ visual instructions
- Have student repeat instructions back to you
- Use visual aids including visual timetables, graphs, mind maps, videos, posters
- Support verbal instructions with visuals, pointing, gestures, cues and prompts
- Scaffold instruction using graphic organisers
- Provide multisensory experiences - (visual, auditory and tactile + as many other senses as possible)
- Provide advance organisers as preparation for instruction (outline/ vocabulary/ comprehension questions/ clues)
- Give an example or demonstration of final product
- Increased spacing between items
- Print handouts and worksheets on pale coloured paper/ provide a pale coloured plastic overlay
- Use Comic Sans font 14 point where possible
- Use highlighting and/ or bullet points to support organisation of information
- Support student reading
- Ask the student to repeat back task instructions to check for understanding
- Teach memory enhancing techniques
- Reduce copying from board/ provide copies of notes
- Promote the use of graphic organisers
- Allow short answer responses rather than paragraphs
- Seat so that distractions are minimised - away from distracting students, windows, doors, air conditioner and in front of as many students as possible.
- Monitor progress closely and offer 'checkpoints' in class and with assignments

- Allow extra time for processing information and completing tasks

## Autism Spectrum Disorder

- Subject learning goals are established
- Use social narrative strategies to guide specific behaviours (social story, power card, comic strip conversation)
- Provide preventative breaks so anxiety does not build during the day.
- Gain student's attention before giving instructions
- Use explicit language so that everything is clearly stated and in detail
- Use visual aids including visual timetables, graphs, mind maps, videos, posters
- Incorporate strengths and interests into learning
- Provide opportunities for repetition and practise
- Provide advance notice of any known changes to the regular routine