



Accommodating Students Needing Support

Background

Teacher may select a range of measures to implement within the classroom that accommodates the needs of students requiring support. Listed below are sets of accommodation strategies that teacher may consider. Note: This list is not exhaustive and others may be considered necessary to assist a student. Any accommodations should be documented in the student's IEP. Parents should be informed and some of the strategies could be used at home.

Organisation

- List and chart daily preparation processes for the student to see and follow.
- Requires specific organisers for school materials.
- Requires pictures/words to go on visual organisers.
- Uses a 'timer'.
- Provide additional time for tasks.
- Reduce tasks.
- Use Structured frameworks/scaffolding.
- Reduce written content of task.
- Use a "Communication Book" between parents and school.

Sensory

- ❖ Uses a sensory cushion for sitting.
- ❖ Uses sensory items for weight bearing, chewing and fiddling.
- ❖ Has specific pencils, pencil grips, rulers and erasers to assist with fine motor skills.
- ❖ Requires a wall to lean against or a chair when tires.
- ❖ Requires sensory breaks to refocus.
- ❖ Incorporate frequent tactile activities.

Visual

- Enlarge print, change font and line spacing.
- Uses coloured lined paper. (Occupational Therapist recommendation)
- Uses coloured paper for worksheets and writing.
- Requires visuals timetables - own/whole class.
- Uses black card to enable effective tracking.
- Task analysis used.
- Reward charts and reinforcements.

Written

- Often uses the computer as a means of writing.
- Uses assistive technology and programs.
- Uses a manual spell check device.
- At times has a scribe.
- Physical hand exercises.

Mathematics

- ✓ Uses a calculator at the appropriate time.
- ✓ Uses basic combinations charts at the appropriate time.
- ✓ At times has a scribe.