

**Table 4.1a Priority rating chart**

Pupil name: Class, age:		
How important is it that s/he...	Priority level	Comments, rationale and plan
Completed in consultation with:	Date:	Next review of the above planned for:

**Table 4.3a Adaptation to task**

Class/group:	Date:
Task as planned by class teacher for the group	Task adapted for
Follow-up work for the group	Follow-up work for

**Table 4.8a Flexible visual schedule**

<p>Today is .....</p> <p>These are the choices today</p> <p>..... will be in class to help you today</p> <p>Please decide a timetable together with .....</p>		
<p><b>Lesson 1</b></p>	<p><b>Lesson 2</b></p>	<p><b>Lesson 3</b></p>
<p><b>Breaktime:</b> Choose:</p>	<p><b>Lunchtime activities:</b> Choose:</p>	<p><b>Home time jobs:</b></p>
<p><b>Free time choices for another day:</b></p>	<p><b>Work to finish another day:</b></p>	<p><b>Reminders:</b></p>

**Table 4.11a Maximising participation prompt sheet**

<p><b>THIS IS THE TASK...</b>          (this may be an everyday task, a piece of work, a new activity, etc.)</p>	
<p><b>How can I increase participation by considering...?</b></p>	
<p>What adaptations can I make to the environment?</p>	
<p>What adaptations can I make to the group?          The seating plan?</p>	
<p>How would it be helpful for me to introduce the task?</p>	
<p>Is this task an agreed priority?</p>	
<p>What motivators would be helpful?</p>	
<p>How should we deploy the staff available?</p>	
<p>How can I adjust the expectations? (not only by reducing them)</p>	
<p>What opportunities for choice can I offer?</p>	
<p>What opportunities can I offer for building on the pupil's strengths or interests?</p>	
<p>How will it be helpful to respond if the task goes well?</p>	
<p>How will it be helpful to respond if the task does not go well?</p>	

The learner is offered:

- Choice (what, when, how, where)
- Personal interests
- Support from trusted adult(s)
- Individual learning style

**What?**

**Curriculum areas covered**

Staff provide:

- Facilitated learning
- Various recording methods
- Guided support towards success
- Background work to support the timetable and curriculum

**How?**

**When/Where?**

*Figure 6.2a Personalising the curriculum*

**Table 6.4a Personalised curriculum checklist**

<p>Have we identified learning priorities?</p> <p>How have we done this?</p> <p>Who has contributed to the discussion? (e.g. young person, parents)</p>	
<p>Do the activities within the young person's timetable provide opportunities to address these learning priorities?</p>	
<p>Does the timetable take into account barriers to learning for this pupil?</p> <p>Have we made sufficient adaptations to expectations?</p> <p>Environment?</p> <p>School rules/systems?</p> <p>Who is co-ordinating the timetable?</p> <p>Have decisions about adaptations been approved by those co-ordinating/overseeing the curriculum?</p>	
<p>How are opportunities for engagement maximised?</p> <p>Are we using opportunities for personal interests?</p> <p>Are teaching methods engaging?</p> <p>Are we offering opportunities for extending or offering new interests?</p>	

<p>Who is involved in supporting the child? Who is their trusted adult? Which peers do they identify as their friends?</p>	
<p>Do we have sufficient resources to make a personalised curriculum work? Space? Staffing? Materials? Subject knowledge?</p>	
<p>Have we set learning outcomes that we can measure? (i.e. academic and non-academic areas) How will we demonstrate progress? What kind of evidence will support our judgements? How will we use this information to inform our planning?</p>	

**Table 7.2a Tutorial recording sheet**

<b>Pupil and tutor</b>	
<b>Date and length of session</b>	
Area(s) of focus	
Activities/features during session	
Significant occurrences	
Themes to follow up	
Links to other learning	
Information passed on from this session to:	



**Table 9.1a Reflective practice questions**

Pupil .....	Date .....
Staff .....	Action points fed into the following documents..... ..... ..... Staff informed ..... .....
<p>What did I do well?</p> <p>Do I know why these successful strategies worked well?</p> <p>How can I use some of them again in the future?</p>	
<p>Did I stand by the expectations I asked of him/her?</p> <p>If not, why not?</p> <p>Did I abandon them or postpone/adjust?</p> <p>If yes, were they realistic and reasonable?</p> <p>Were they non-negotiables?</p>	
<p>Did I overreact?</p> <p>If so why?</p> <p>Did that reflect pressures I am under and what are these?</p> <p>Can I access more support or advice?</p> <p>Was my reaction impacted upon by additional factors, e.g. other pupils?</p> <p>Environmental risks?</p>	
<p>What have I done to support keeping him/her regulated?</p> <p>Changes to the environment?</p> <p>Using personal interests?</p> <p>Sensory adaptations?</p> <p>Offering opportunities for choice?</p>	

<p>If asked in the right way can he/she tell me more about why that went particularly well or badly for them?</p> <p>How can I best have this conversation with him/her?</p> <p>What can I do with the feedback he/she provides?</p>	
<p>Did I get the balance right between encouragement and directness?</p> <p>What did I do to encourage?</p> <p>What did I do to instruct?</p> <p>What has this demonstrated to me about working with this pupil?</p>	
<p>Are there any other strategies I wish I had tried?</p> <p>If so, what are they?</p> <p>What prevented me from using them on this occasion?</p> <p>How can I increase the chances of using them in the future?</p> <p>If not, would it help to think about developing some different strategies?</p>	
<p>Have I repaired (as necessary) and continued to reinforce my positive relationship with him/her?</p> <p>What approaches did I use to do this?</p> <p>What have I done to facilitate repair following a difficult incident?</p>	
<p>What else do I want to log that I have learned recently that is important to share with my colleagues?</p> <p>Where should I log these thoughts?</p> <p>Who should I inform?</p> <p>How can these thoughts feed into revising our approaches, systems, timetable, staffings, etc.?</p>	