

Strategies

Modification to the Learning Environment

- Encourage learners to position themselves in the most appropriate position for a task and offer physical support if required.
- Develop alternative methods for recording information including use of ICT or use of scribes*.
- Utilise peers for modelling, demonstration, and support during tasks which involve movement.
- Consider adaptations to classroom furniture where necessary, such as seat and table height.
- Provide accessible storage for books and personal belongings to support organisation and transition between classes*.
- Provide options to support easier movement around school such as toilet/lift passes, and 'get out of class early' passes*.
- Use adapted equipment and aids for practical subjects*.
- Use specialist writing and/or ICT equipment*.

Establishing Structures and Routines

- Break down information and tasks that involve motor skills into manageable sections or steps.
- Allow learners to sit during practical tasks if this aids their concentration or fine motor ability for example during science experiments*.
- Consider opportunities to develop motor skills within school, such as taking part in motor skills groups, and sport or leisure activities*.
- Consider limiting amount of writing required by giving hand-outs or worksheets where appropriate.
- Give homework at the start of the lesson if learner needs to leave class early.
- Provide opportunities for physical movement within the class.

Approaches to Enhance Motivation

- Adapt motor tasks so that all learners are challenged but participate and experience success.
- Encourage learner to verbally rehearse tasks (talk through steps of a task internally if possible).
- Ensure the learner is comfortable asking for help and has an agreed way of doing so.
- Recognise talent and support selection for specialist sporting opportunities, including those for learners with additional needs*.
- Support independence - ensure the learner does as much as possible for themselves; scaffolding (gradually reducing the support given during tasks) can help this.
- Talk through physical tasks - what the learner is going to do and how they are going to do it - using positive language to support motivation.
- Use strategies which promote active learning, including opportunities for multisensory learning.

*See page 70