

SLD Checklist of Adjustments

As defined by the Nationally Consistent Collection of Data on School Students with Disability, or NCCD, adjustments are 'actions taken to enable a student with disability to access and participate in education on the same basis as other students.'

This checklist of questions provides a range of examples of adjustments that can be made to planning, teaching, assessment and reporting, the environment and resources to assist students with SLD to access the curriculum.

Planning

Do you group students according to educational need or ability?	
Do you use strategies to support students' organisational adjustments?	
Do you cater for students learning strengths or weaknesses when planning adjustments?	
Have you met with parents to discuss the student's program/academic needs?	
Have you met with relevant teachers to discuss learning needs or difficulties?	
Do you use student specific data collection? (eg. Standardised testing, diagnostic testing, screeners?)	
Do you provide students with work ahead of time?	
Do you provide student with appropriate technology to support their learning difficulties, text to speech, Microsoft 365 suite?	
Do you regularly review and refine adjustments depending on student need?	
Do you prearrange frequent breaks for students?	
Do you have staff members to support the student's social – emotional needs? (eg. School psychologist, student's services co-ordinator or school chaplain).	

Teaching

Do you breakdown instructions into small steps?	
Do you highlight keywords/concepts?	
Do you modify the complexity of the task to meet different student needs?	
Do you use a variety of teaching styles or programs specific to address individual student needs?	
Do you present information in a variety of modes? (eg. Visual, auditory, kinaesthetic)	
Do you use pre-teaching of vocabulary modes and concepts?	
Do you use basic curriculum visual supports e.g. timetables, phonic charts, graphs?	
Do you modify the pace of presentation?	
Do you reduce the amount of workload expected from the student?	
Do you provide additional time to complete work tasks?	
Do you, where appropriate, provide a study guide for students with key terms and concepts?	
Do you provide access to online versions of course outlines and/or relevant material where appropriate?	



Do you discuss with student, specific methods to assist their learning?	
Do you discuss students specific areas of difficulty and how they perceive this?	
Do you provide and explain the lesson outcomes or key understandings at the beginning of a lesson?	

Assessment and Reporting

Do you use a range of assessment methods?	
Do you use checklists?	
Do you provide immediate, specific and constructive feedback?	
Do you provide multiple opportunities for students to demonstrate what they know?	
Do you set practical tasks for assessments?	
Do you provide ongoing feedback on academic performance?	
Do you offer assignments in alternative formats? (e.g. oral presentation)	
Do you substitute assignments in specific circumstances?	
Do you provide individual advanced notice of assignments?	
Do you provide multiple choice questions in assessments?	
Do you allow additional time for reading exams and handing in assignments?	

Environment

Do you utilise flexible student groups?	
Do you use flexible seating arrangements to support students?	

Resources

Do you ensure all text and material are clear and legible?	
Do you integrate technologies to support curriculum?	
Do you use a task schedule and daily calendar?	
Do you colour code books and materials?	
Do you use graphic organisers? (e.g. visual representation of a task)	
Do you enlarge print or change font size and line spacing?	
Do you support the students by photocopying others' notes?	
Do you use adaptive computer software? (e.g. audio book)	
Do you use concrete examples to explicitly teach certain skills?	
Do you allow think time before expecting an answer?	
Do you provide a daily timetable? (e.g. visual/pictures)	
Do you use 'on desk goals' and reminders?	
Do you use a help card or break card? (i.e.. for relief staff)	