Learning from Home: Supporting Students with Additional Needs

Individual Planning

Barrier	Adjustments	Action
Skills to access technology	Activate accessibility functions on technology	• Teach how and which settings to apply • Check functions have been activated • Monitor and review their effectiveness
Unfamiliarity with virtual classroom	Establish effective communication channels	• Establish system for regular check-ins and feedback about progress
	Provide digital scaffolds	• Create teaching videos with demonstrations, explanations and task directions, that can be accessed at any time
	Offer a platform for submitting questions and concerns	• Allow multi-modal questions – voice recording, email • Establish a timeframe for response
	Monitor student learning	• Make use of shared documents to allow for transparent and timely feedback • Establish timeframes using timers • Implement mechanisms for tracking work completion e.g. checklists • Record progress in a diary/electronic calendar
	Make all resources easily accessible	• Maintain resources and materials in central location • Set up clearly labelled folders • Use QR codes to take students directly to online activities
	Establish consistent routines	• Include time outside, morning tea and lunch breaks • Use visuals to display timetable • Organise dedicated space with all required learning tools and resources nearby • Include movement/brain breaks
	Reduce distraction from technology	• Turn off phone and notifications on devices

	Garner parental support	• Regularly seek home advice about the effectiveness of the virtual leaning provided
Limited Independence	Provide closer adult supervision through Learning Support Teachers or Assistants/Aides	• Ensure all personnel have adequate understanding of the technology in use • Provide individual instruction and supervision
Social/Emotional Wellbeing	Establish regular check-ins via email/phone/video conferencing	• Confirm specific staff member responsible for contact • Confirm a schedule for contact
	Clearly explain the issues and structures of social isolation	• Use social stories, visual supports, videos to assist with understanding
	Introduce a range of tools to monitor mental health	• Provide access to feeling charts, journals, mood trackers, rating scales
	Facilitate access to mental health support	• Ensure students (and parents/carers) are familiar with processes and protocols for accessing school-based support remotely (as appropriate) • Provide all students with details for alternate access to mental health support, e.g. KidsHelpline or other local mental health services
	Incorporate proactive mental health strategies	• Use meditation or mindfulness activities • Facilitate circle time with class
	Maintain social connection with peers	• Establish small study or pastoral groups using school approved platform such as zoom, skype,