05 Try a support menu

Aim

Choose supports rather than prescribe one strategy.

Prepare

Have the pupil sheet and relevant materials ready. Revisit one previously taught example; use a different example from any formal check.

Model - make the thinking visible

Offer water, movement, quieter space or adult help. "A strategy helps if it works for you; you can stop it."

Practise and record

Use items 1-2 for supported practice and items 3-5 for individual attempts. Give each pupil a turn on all five, preventing peer copying. Record the support actually used, including a model on practice items. The session total is a teaching record; formal checks provide the fresh-task comparison.

Suggested answers / success criteria

1. Reduce noise/quieter place/hearing support.
2. Clarification or visual steps.
3. Agreed movement break.
4. Stop and choose another safe support.
5. Trusted adult or chosen supportive person.

If pupils struggle

Offer two accessible choices and demonstrate each.

Next challenge

Explain how the support matches the barrier.

Classroom link

Agree which supports are actually available in class.

05 Try a support menu

Name or code: _____ Date: _____

Try the tasks with your adult. You can say, show, sign, point or write your answer. Your adult can help you record it.

1. Noise is the problem. Choose a support.

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2. Instructions are confusing.

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3. A character needs movement.

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4. A breathing activity feels uncomfortable.

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5. A character wants company.

Adult codes for tasks 1-5: ____ ____ ____ ____ ____

Correct: ____ /5 Independent: ____ /5 Useful support: _____