

# Classroom adaptations to support learning in years 1–8

A suggestion for implementing the strategy

'Prepare for a new student with additional needs in the classroom' from the Guide:

[Transitions – managing times of change](#)

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## **Includes:**

Support time and task management

Plan inclusively from the outset

Walk in your student's shoes

Student perspectives

Useful resources

Inclusive Education

From

Guide: [Transitions – managing times of change](#)

Strategy: [Prepare for a new student with additional needs in the classroom](#)

Suggestion: [Classroom adaptations to support learning in years 1–8](#)

Date

16 July 2025

Link

[inclusive.tki.org.nz/guides/transitions-managing-times-of-change/classroom-adaptations-to-support-learning-in-years-1-and-ndash8](https://inclusive.tki.org.nz/guides/transitions-managing-times-of-change/classroom-adaptations-to-support-learning-in-years-1-and-ndash8)

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## Support time and task management

Support student success  
with a flexible approach.

Consider:

- ✓ altering the amount of work or size of projects
- ✓ completing work in small, manageable chunks. Students beginning a big project may need help organising a plan for completing it
- ✓ working on smaller projects with a gradual work up to working on larger ones (for students who tire easily)
- ✓ allowing more time to complete in-class tasks
- ✓ strategies for dealing with perfectionist behaviour (for example, being too fussy and not completing tasks on time)
- ✓ flexible time schedules that have assignments due over the course of several days or even weeks.

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# Plan inclusively from the outset

Some students with a disability will not need any adaptations because of their disability. However, like other students, they may require adaptations for other reasons such their limited prior learning.

When planning a unit of work, ask:

- Do I need to make any adjustments?
- Would technology help some/all students?
- Do some students need material presented differently?
- Should some students present their work differently?
- Will all students be assessed in the same way?
- Will some students need additional or different goals?

When you adapt or differentiate the curriculum be careful not to simplify it unnecessarily. Give students opportunities to achieve the same learning outcomes as their peers.

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# Walk in your student's shoes

View the classroom from the new student's perspective and consider any changes that you could make.

Consider:

- ✓ the classroom environment – loud noises, colour stimulants, the location of desks in relation to light and sound, reaching hooks for bags and coats
- ✓ classroom routines and ways of working – welcoming and packing-up routines, buddy systems, quiet times and busy times, teacher-led, group work and independent learning, homework and time given for homework
- ✓ making a physical space in your classroom for the teachers' aide. This will help them feel included and avoid putting a focus on individual students. It will also help them to work as an assistant to all students and to you as the teacher.

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## Student perspectives

Students with ADHD share how different teaching approaches affect their learning.



Video hosted on Youtube <http://youtu.be/LkaXauVLPgs>

No captions or  
transcript

Source:

[ADHDVoices \(UK\)](#)

<http://www.adhdvoices.com/>

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## Useful resources



### Assistive technologies

School stories, snapshots of learning, and resources to support using assistive technologies in the classroom. The Enabling e-Learning website is part of TKI.

Publisher: Ministry of Education NZ

[Visit website](#)



### Assessment for learning

Leading local curriculum guide series on using the right tools and resources to notice and respond to progress across the curriculum.

Publisher: American College of Allergy, Asthma & Immunology

[Visit website](#)



### Introduction to differentiation and adaptation of the classroom curriculum and school environment worksheet

Worksheet from Ministry of Education workshops on adaptations and differentiations. Worksheet includes useful template for identifying adaptations and differentiations.

[Download PDF \(5.9 MB\)](#)

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