

IEP Accommodations Bank

120+ accommodations organised by what the student actually struggles with — not by disability label.

How to use this: start from the barrier, not the diagnosis. Two students with the same eligibility category often need completely different supports. Circle what applies, then write only those into the IEP — an accommodation nobody delivers is worse than none, because it is a documented promise the school is not keeping.

READING

■ Text read aloud by an adult	■ Audiobook or text-to-speech
■ Enlarged print	■ Reduced text per page
■ Highlighted key vocabulary	■ Reading guide or window card
■ Pre-taught vocabulary	■ Chapter summaries provided
■ Extra time for reading tasks	■ Partner or choral reading
■ Decodable version of the text	■ Digital text with adjustable font

WRITING

■ Scribe for long responses	■ Speech-to-text software
■ Word bank provided	■ Graphic organiser for planning
■ Sentence starters	■ Reduced length requirement
■ Typing instead of handwriting	■ Spelling not counted in content grades
■ Extra time for written work	■ Notes or outline provided
■ Adaptive pencil grip	■ Paper with raised or highlighted lines

IEP Accommodations Bank (continued)

MATH

■ Calculator for non-computation tasks	■ Multiplication chart or number line
■ Formula sheet	■ Fewer problems, same skill
■ Graph paper for alignment	■ Steps written out on the page
■ Manipulatives available	■ Problems read aloud
■ Extra time	■ Work shown credit even if answer is wrong
■ Colour-coded operation signs	■ Worked example at the top of the page

ATTENTION & EXECUTIVE FUNCTION

■ Preferential seating away from doors and windows	■ Task broken into visible steps
■ Checklist for multi-step work	■ Timer visible for work periods
■ Scheduled movement breaks	■ Fidget tool permitted
■ One direction given at a time	■ Written directions in addition to spoken
■ Planner check at the start and end of day	■ Assignment posted in the same place daily
■ Cue before transitions	■ Reduced visual clutter on worksheets

IEP Accommodations Bank (continued)

BEHAVIOUR & REGULATION

■ Break card the student may use without asking	■ Access to a calm-down space
■ Private signal for redirection	■ Advance warning of schedule changes
■ Check-in at the start of the day	■ Check-out at the end of the day
■ Choice between two acceptable tasks	■ Reduced demand during known hard periods
■ Behaviour expectations posted visually	■ Access to a preferred adult
■ Non-public correction	■ Sensory tool available

ASSESSMENT

■ Small-group testing	■ Separate quiet room
■ Extended time (specify: _____)	■ Test read aloud (except reading decoding tests)
■ Answers dictated to a scribe	■ Breaks during testing
■ Test over multiple sessions	■ Answer directly in the booklet
■ Reduced number of items	■ Multiple choice instead of open response
■ Familiar adult administers	■ Directions repeated or clarified

IEP Accommodations Bank (continued)

COMMUNICATION & SOCIAL

■ AAC device available at all times	■ Extra wait time for responses
■ Yes/no or choice format for questions	■ Visual supports for routines
■ Peer buddy for unstructured time	■ Pre-teaching of social expectations
■ Scripts for common interactions	■ Small-group instead of whole-class response
■ Written instead of verbal participation option	■ Advance notice before being called on
■ Interpreter or captioning provided	■ Preferential seating for line of sight

PHYSICAL & SENSORY

■ Adaptive seating or positioning	■ Adjusted desk or table height
■ Extra time to move between classes	■ Materials within reach range
■ Slant board for writing	■ Noise-reducing headphones
■ Dimmed or natural lighting	■ Access to elevator
■ Second set of books at home	■ Rest breaks as needed
■ Assistive technology device	■ Reduced background noise during instruction

Writing Accommodations Into the IEP

The difference between an accommodation that gets delivered and one that gets forgotten.

Name the setting and the frequency

"Extended time" tells nobody what to do. "Extended time, time-and-a-half, on all classroom and district assessments" tells a general education teacher exactly what is owed, and lets a parent see whether it happened.

Avoid "as needed" and "when appropriate"

These phrases move the decision from the IEP team to whoever is in the room that day. If the support is genuinely conditional, write the condition: "movement break after 20 minutes of seated work."

Fewer, delivered beats more, ignored

A list of fifteen accommodations across seven teachers will not be implemented. Pick the ones that remove the actual barrier, and make sure every adult knows them — an IEP at a Glance page is the fastest way to do that.

Check that it is an accommodation, not instruction

If the support changes what the student is learning rather than how they access it, that is specially designed instruction and belongs in the services section, not the accommodations list.

Review what is actually being used

At the annual review, ask each teacher which accommodations they actually used. The ones nobody used either were not needed or were not communicated — both are worth knowing before you copy the list forward another year.

Tired of rebuilding these forms every year?

IEP Goal Writer saves each student's profile once, then generates goals, PLAAFPs, progress notes, and parent updates from the same data — free to try at iepgoalwriter.pro

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