

Possible adaptations to provision for SEND learners in the classroom

PSHE – Mrs K Clark

Possible adaptations to ensure pupils access learning

1/ Evidence of adaptation to the curriculum

e.g. content, grouping

Revisit prior learning and make links;

Curriculum enhancements, e.g. external visitors, Life Education Van;

Provide advance warning of challenging themes, activities, images or videos.

2/ Evidence of adaptation to teaching style / strategy

e.g. pre-teach, chunking

Pre-teach vocabulary and knowledge;

Chunk tasks into small steps;

Avoid the need for copying lots of information;

Use roleplay and drama to explore themes;

Use visual aids or concrete supports when dealing with abstract topics;

Provide opportunities for children to experience and celebrate successes;

Reframe questions.

3/ Evidence of adaptation of teaching materials and resources

e.g. font size, overlays, manipulatives

Visual prompts and routines;

Use of technology;

Use of social stories to explain challenging concepts or themes;

Limit vocabulary to that which is necessary to ensure progress;

Use assistive technology according to the needs of the child;

Interactive whiteboards are non-reflective to reduce glare;

Instructions are given clearly and reinforced visually;

Wording of questions is planned carefully, avoiding complex vocabulary and sentence structures;

Text, visual aids, etc, are checked for clarity and accessibility, e.g. adapted printed materials (font, print size, background).

4/ Evidence of adaptation of recording

e.g. scribe, use of IT

Use of a scribe to record work;

Alternative ways of recording, e.g. comic strip, pictures; videos, dictation, Seesaw;

Use assistive technology according to the needs of the child.

5/ Evidence of adaptation of / innovative use of support

e.g. focused use of support

1:1 support or small group support;

Flexible grouping, e.g. mixed ability;

Seating allows for peer and/or adult support;

Tasks are carefully scaffolded;

Staff to adapt tasks in the lesson if children are finding work/concepts too challenging (provide extra resources, restructure the task, provide scaffolding, recap instructions, etc).

6/ Other adaptations

Good lines of communication with parents/carers;

Children have a seating position where they can see and hear clearly;

Children have a seating position free from distractions to enable them to focus;

Pupils with mobility difficulties have room to obtain their own resources, equipment and materials;

Furniture is suitable. Consider the choice of chairs and desks, e.g. adjustable height tables, raised boards.