

# Possible adaptations to provision for SEND learners in the classroom

## Possible Adaptations to ensure pupils access learning

### 1. Evidence of **adaptation to curriculum**

*e.g. content, grouping*

Pupils can see clearly, as necessary: the teacher, each other and the board.

Mixed ability groupings to allow peer support

Seating allowing for adult support

### 2. Evidence of **adaptation to teaching style / strategy**

*e.g. pre-teach, chunking*

Repetition of skills are repeated weekly within music lessons

Key words written on a word mat as well as appropriate symbols e.g. chords/tab for ukulele

Imitation when new concepts are introduced

Constant verbal, formative assessment

Maintain high expectations

Reframe questions – greater scaffolding or greater stretch

Provide children with opportunities to experience success and progress

### 3. Evidence of **adaptation of teaching materials and resources**

*e.g. font size, overlays, manipulatives*

Overlays provided for children that struggle reading from a white background

iPads with coloured filters on to support children when working with technology

Wording of questions is planned, avoiding complex vocabulary

Adapted printed materials – font size/colour/font

Cards when composing using notation to reduce need for drawing

### 4. Evidence of **adaptation of recording**

*e.g. scribe, use of IT*

Scribing on iPads and composing music on softwares such as YuStudio and Garage Band.

Make use of well designed resources

Peer and adult support when scribing music/composing music

### 5. Evidence of **adaptation of / innovative use of support**

*e.g. focused use of support*

Visual representations of notes/chords

Staff to adapt the task of the lesson if children are finding it too challenging (provide extra resources, ladders to success and keep instructions short and clear.

## 6. Other adaptations

Opportunities to learn about music through physical contact with an instrument and/or sound source where they are unable to hear sounds clearly or at all