

Possible adaptations to provision for SEND learners in the classroom

DT: I. Wheatcroft January 2023

Possible Adaptations to ensure pupils access learning

1. Evidence of **adaptation to curriculum**

e.g. content, grouping

Mixed ability

Extension tasks for More Able

- Explanations for their choices within DT
- Linking ideas across other subjects

Seating for SEND (DT):

Pupils can see and hear clearly, including communication from the teacher, peers and interactive board/screens within the classroom. iPads are provided for those pupils for visual and hearing aids.

Pupils have clear access for movement within the classroom to obtain resources, materials and equipment for that lesson. Each classroom has available seating appropriate for the age criteria, additional resources are provided for those pupils.

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

e.g. pre-teach, chunking

Pre-knowledge is introduced at the start of each lesson with TA and Teacher.

Plans are produced to show high expectations from every pupil.

Make use of formative assessment strategies.

Provide opportunities for children to use their own ideas and show creativity

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

e.g. font size, overlays, manipulatives

Interactive whiteboards are non-reflective to reduce glare.

Instructions are given clearly and reinforced visually, where necessary.

Simple vocabulary is provided within Art lessons to allow all pupils to understand the outcome.

Questions are prepared in different styles/levels for different pupils – careful preparation ensures all pupils have opportunities to answer open-ended questions.

4. Evidence of **adaptation of recording**

e.g. scribe, use of IT

Use of iPads for SEND pupils to give verbal explanations as an alternative for scribing in workbooks.

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

e.g. focused use of support

Support from additional adults is planned to scaffold pupils' learning, allowing them, following their guidance to work independently.

Use support staff to check in with SEND children when working independently.

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

6. Other adaptations