

Possible adaptations to provision for SEND learners in the classroom

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Possible adaptations to ensure pupils access learning

1/ Evidence of adaptation to the curriculum

e.g. grouping, content

Build confidence through working from the known. Make books based on pupils' own experiences using familiar vocabulary. (KS1)

Make explicit links between the content of a text and what pupils know already.

Choose texts for shared study that represent a range of interests and perspectives if possible.

Provide texts and forms of representation that are meaningful to pupils

Manageable mixed-ability grouping or pairing work well, except when carefully planned for a particular purpose. Sequence of groupings is outlined for pupils.

The transition from whole-class to group or independent work, and back, is clearly signalled. This is particularly helpful for pupils on the autistic spectrum

Seating for SEND (English):

Pupils can see and hear clearly, as necessary: "the teacher" each other, and "the board/TV/screens."

Seating allows for peer or adult support.

There is room for pupils with mobility difficulties 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.

Avoid the need for copying lots of information. For example, notes on interactive whiteboards can be printed off for all pupils.

2/ Evidence of adaptation to teaching style/ strategy

e.g. pre-teach, chunking

Visual prompts and routines are valuable for learners on the autistic spectrum, and many other pupils.

Use paired talk before and during activities such as shared reading/ writing. This gives pupils the opportunity to reflect on and discuss ideas, before offering them in these contexts.

Film and video are powerful tools to support English learning, particularly in relation to storytelling and the study of literature.

Carefully considered scaffolding of tasks for children to respond. (Build in support and independent parts of the task)

Provide the children with a model to ensure the teacher's expectations for the session and task are clear.

Use visual aids or other concrete supports when dealing with abstract topics – for example, teaching about rhythm in poetry through clapping and pacing.

Use activities involving drama skills such as hot seating.

In drafting use role-play as part of the preparation.

Summarise sequences of events through mind maps, spider plans, role-play, drama etc.

Use symbols, pictures, puppets etc. to support understanding of character, setting and story events.

3/ Evidence of adaptation of teaching materials and resources

e.g. font-size, overlays, manipulatives

Interactive whiteboards are non-reflective to reduce glare.

Make available a range of accessible writing materials including, for example: "chunky pencils "different coloured crayons "individual whiteboards and pens for writing in different contexts" pencil grips for pupils who need them.

Provide well-maintained and attractive library corner/shelves containing a range of texts that will appeal to pupils.

Allocate time for pupils to gather appropriate literacy resources such as dictionaries, spelling cards, word-banks, coloured overlays etc.

Language is clear, unambiguous and accessible.

Key words, meanings and symbols are highlighted, explained and written up, or available in some other way.

Instructions are given clearly and reinforced visually, where necessary.

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

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

Text, visual aids, etc. are checked for clarity and accessibility. For example, some pupils might require adapted printed materials (font, print size, background)

4/ Evidence of adaptation of recording

e.g. scribe, use of IT

ICT can be used to offer alternatives to writing as a way of responding to text, e.g. through creating an Electronic presentation, perhaps with images, as a response to text

Accessibility features are used to include pupils with SEN and/or disabilities, as appropriate, e.g. " screen filters to cut down glare "

Increased font sizes for work sheets and screen.

Clear font type (normally sans serif, such as Arial or Comic Sans)

Appropriate contrast between background and text,

A talking word processor to read out text.

Pupils with poor motor control may gain confidence and achieve success through writing/drawing on the computer.

Clicker

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, increasingly, 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