

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

Mixed ability

Use of concrete resources and pictorial methods

Deeper learning challenges for More Able

- problem solving,
- connecting the knowledge to a bigger curriculum picture, and
- transference into cross-curricular and real-life contexts.

Seating for SEND (Maths):

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

Individual pre-teach with TA and Teacher before lesson. Making effective use of teaching team.

Intervention and strengthening book

Multiple choices / Scaffold

Maintain high expectations

Make use of formative assessment strategies

Provide opportunities for children to experience success

Build in additional practice

Reframe questions – greater scaffolding or greater stretch

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.

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)

Place Value Cards / Arrow Cards

4/ Evidence of adaptation of recording

e.g. scribe, use of IT

Enhanced and enlarged copies of workbook

Making use of well designed resources and 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, 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