

Possible adaptations to provision for SEND learners in the classroom

Maths: C Pollard January 2023

<p>Possible adaptations to ensure pupils access learning</p> <p><u>1/ Evidence of adaptation to the curriculum</u> <u>e.g. grouping, content</u></p> <p>Revisit prior learning and connect Use of LBQ question sets and reading comprehension quizzes to reinforce learning Engage in extra opportunities and visits such as Alder Grange High School, Manchester University and Burnley College – reinforce key learning and vocabulary in a variety of contexts. <u>Seating for SEND (Science):</u> 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.</p>
<p><u>2/ Evidence of adaptation to teaching style/ strategy</u> <u>e.g. pre-teach, chunking</u></p> <p>Flexible grouping, mixed ability, explicit instructions, base investigations on child’s interests. Practical outdoor learning, line marking, active learning, varied input, r9ole play</p>
<p><u>3/ Evidence of adaptation of teaching materials and resources</u> <u>e.g. font-size, overlays, manipulatives</u></p> <p>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) Concept cartoons Seesaw – technology, varied recording activities which embraces technology</p>
<p><u>4/ Evidence of adaptation of recording</u> <u>e.g. scribe, use of IT</u></p> <p>Seesaw New apps Heart T-Shirts – Visual apps Digital Mind Maps and Padlets</p>
<p><u>5/ Evidence of adaptation of/ innovative use of support</u> <u>e.g. focused use of support</u></p> <p>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.)</p>
<p><u>6/ Other adaptations</u></p>