



Possible adaptations to provision for SEND learners in the classroom

Subject: Phonics
2024

Subject Lead: Miss Ashworth

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Adaptation to Curriculum

- Revisit prior learning. Revisit and Review section at beginning of every Phonics session. Prior sound/s and tricky words focus. Key vocab and WAGOLs used.
- Mixed ability groupings to allow peer support.
- Peer collaboration. Seating allows for peer or adult support.
- The transition from whole-class to group or independent work, and back, is clearly signalled.
- Whole class brain breaks.
- There is room for pupils with mobility difficulties to obtain their own resources, equipment and materials. Furniture is suitable – chairs and desks appropriate for age of children. Use of adjustable height tables, raised boards when needed.
- 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.
- Promotion of a calm learning environment. Appropriate noise levels dependent on task. Quiet and individual workstations used when required. Ease transitions through use of yoga upon entry after a playtime. Use of hessian/natural muted colours and materials for displays where possible, to avoid sensory overload and distraction for pupils which can be caused by classrooms that are 'too busy' with clutter and/or too much colour.

Adaptation to Teaching Style/Strategy

- Chunking learning and tasks.
- Key words written on a whiteboard as well as appropriate symbols e.g. Focus sound, tricky word, scaffolded sentence starters etc.
- Pre-teach new vocabulary/concepts in small group or 1:1 basis.
- WAGOLL - Provide the children with a model to ensure the teacher's expectations for the session and task are clear.
- Multisensory approaches used. Practical and outdoor learning – active learning – Phonic aerobics, stand up bingo, popcorn pop, word hunts etc.
- Explicit instructions, single step instructions – talking pegs and additional adults used. - Scaffolded tasks – build in support and independent parts of a task – as above, e.g., sentence starter given but child challenged to write word with focus phoneme.
- Aids to support learning such as word mats, concrete resources, visual supports, breakdown of steps on whiteboard – Phonic sound mats, tricky word bookmarks, working walls etc.
- Provide/prewrite information which is non-essential to the learning – Date/Steps to Success, keyword mats, bingo cards etc. already provided.
- High expectations for all.
- Talking partners - gives children the opportunity to reflect on and discuss ideas.
- On the spot marking and feedback to correct any misconceptions promptly, ensure any intervention required and move pupils forward with their learning.

Adaptation of Teaching Materials and Resources

- Evidence, e.g. font-size, overlays, manipulatives .



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- Use of Working Walls – key vocabulary documented here and referred to within lessons. E.g. Words that use focus phonemes such as -ai in the middle of a flower then post-it notes added around with examples of words with that sound in, rain, pain, grain, etc.
- Range of accessible writing materials including, such as, chunky pencils and pencil grips for pupils who need them.
- Provide well-maintained and attractive reading area containing a range of texts that will appeal to pupils and also includes books which meet current reading levels.
- Overlays provided for children that struggle reading from a white background.
- Sloping board to support motor control.
- Resources available such as dictionaries, spelling cards, word-banks etc.
- Language is clear, unambiguous and accessible. Instructions are given clearly and reinforced visually, where necessary.
- Wording of questions is planned, avoiding complex vocabulary – careful preparation ensures all pupils have opportunities to answer open-ended questions.
- Adapted printed materials available and used when required – font size/colour/type.

Adaptation of Recording

- Use of a scribe, notes – dictation.
- ICT can be used to offer alternatives to writing –Phonics games testing application on iPads etc.
- Seesaw
- Photos
- Floor books
- Accessibility features on technology such as screen filters.
- Custom fonts (size, colour, style) and overlays on devices. Use of a clear font type such as Arial.
- Use of iPad/voice notes tool/talking tins. Can rehearse and record sentences to support writing them down.
- Use of Phonics journals.
- Use of whiteboards.
- Use of phoneme frames.

Adaptation of/innovative use of Support

- Support from additional adults is planned to scaffold pupils' learning, allowing them, increasingly, to work independently.
- Additional adults supporting children during teaching inputs, breaking down tasks further, simplifying instructions, use of equipment and visual supports, supporting and preparing pupils to feedback their ideas and answers.
- Use support staff to check in with children with SEND when working independently.
- Use of resources to support independent working such as visual timers.
- Sensory breaks incorporated into the school day for children as required to support availability for learning, staff to facilitate this. Time spent with trusted adult for emotional check-ins etc when needed.
- Staff adapt tasks in the lesson if children are finding work too challenging. For example, by providing extra resources, restructuring the task, providing scaffolding, recapping instructions etc.
- Use of Talking Partners to allow the children time to discuss their ideas and support one another before responding to the teacher.



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