Possible adaptations to provision for SEND learners in the classroom

Subject: Science
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Adaptation to Curriculum
- Revisit prior learning. Make explicit links from previous lesson/previous year. Discuss how the unit links with other subjects, for example, science – puberty/body parts.   - Mixed ability groupings to allow peer support.   - Peer collaboration. Seating allows for peer or adult support.   - Avoid the need for copying lots of information. For example, notes on interactive whiteboards can be printed off for all pupils.   - The transition from whole-class to group or independent work, and back, is clearly signalled.   - Extra opportunities and visits available for all, for example, a trip to Burnley College where pupils are given access to their science lab. Visits from parents, for example, GP/midwife.   - 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. Ear defenders available to support. 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
- Chunk learning and tasks.   - Giving learners a warning, for example, if it is time for lunch/break a few minutes before.   - Allowing enough time to complete work/extra time if needed.   - Key words written on a whiteboard/working wall.   - Pre-teach new vocabulary/concepts.   - WAGOLL - Provide the children with a model to ensure the teacher's expectations for the session and task are clear.   - Over-learning of concepts.   - Multisensory approaches used.   - Movement breaks, for example, giving books out/taking the register.   - Practical and outdoor learning – every lesson is child-led and investigations are planned frequently throughout each unit. Lessons are interactive and practical, for example, labelling body parts would involve drawing around each other and labelling with chalk on the yard as opposed to using worksheets. Making organs out of modelling clay. Use of Press Play to involve drama also.   - Explicit instructions, single step instructions.   - Use of hand signals, for example, thumbs up.

- Scaffolded tasks – build in support and independent parts of a task.
- Summarise sequences of events through mind maps, spider plans, role-play, drama.
- Aids to support learning such as word mats, concrete resources, visual supports, breakdown of steps on whiteboard/step ladder.
- Provide/prewrite information which is non-essential to the learning – Date/Steps to Success already provided.
- Visual timetable/Now and Next.
- High expectations for all – no ceiling on learning, Steps to Success to support this.
- 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

- Use of Working Walls – key vocabulary documented here and referred to within lessons. E.g. scientific concepts, definitions, diagrams, questions and key vocabulary.
- 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.
- Overlays provided for children that struggle reading from a white background. Interactive whiteboard also contains a pale/pastel background.
- Sloping board to support motor control.
- Resources available such as investigative equipment, science areas to explore, books.
- 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 – font size/colour/font
- Timers to prepare children, for example, if it is nearly lunch time.
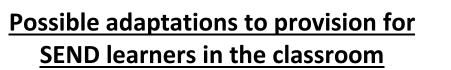
Adaptation of Recording

- Use of a scribe.
- ICT can be used to offer alternatives to writing.
- Seesaw.
- Whiteboard work – individual.
- Photos.
- Floorbooks.
- Notes – dictation.
- Use of iPads for pupils to give verbal explanations as an alternative for scribing in exercise 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 or Comic Sans.
- Digital Mind Maps and Padlets.
- Use of iPad/voice notes tool/talking tins. Can rehearse and record sentences to support writing them down.

Adaptation of/innovative use of Support

- Support from additional adults is planned to scaffold pupils' learning, allowing them, increasingly, to work independently.

Possible adaptations to provision for SEND learners in the classroom

- 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 to 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 before responding to the teacher.
- All children given thinking time to ensure responses from all.
- Support for children as a scribe, reader or prompter as required.