



Possible adaptations to provision for SEND learners in the classroom

Subject: PSHE

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Adaptation to Curriculum

- Revisit of prior learning. This will involve looking at prior and specific vocabulary.
- 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 – Life Caravan visit, Mental Health Ambassadors visiting The Valley.
- 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.
- Hand signals, for example, thumbs up.
- Movement breaks – class jobs – register/give out books etc.
- Visual timetable, Now and Next.
- Provide a warning if there is going to be a change, for example, lunch time/break time.
- Allowing the pupils enough time to finish or provided extra time if needed.
- Key words written on a whiteboard.
- 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.
- Practical and outdoor learning – active learning, for example, circle time, passing a toy around. Use of Now Press Play which includes drama.
- Explicit instructions, single step instructions.
- Scaffolded tasks – build in support and independent parts of a task.
- Summarise sequences of events through mind maps, spider plans, role-play, drama.



Possible adaptations to provision for SEND learners in the classroom

- Aids to support learning such as word mats, concrete resources, visual supports, breakdown of steps on whiteboard/step ladder, feeling books, stories/scenarios with drama.
- Provide/prewrite information which is non-essential to the learning – Date/Steps to Success/Reflect already provided.
- 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, for example, strategies/feeling words/emotions.
- 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. This will include feeling books and book about emotions/science/careers etc.
- Overlays provided for children that struggle reading from a white background and interactive whiteboard background in pastel/pale colours.
- Sloping board to support motor control.
- 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.

Adaptation of Recording

- Use of a scribe.
- Individual whiteboards to record learning.
- ICT can be used to offer alternatives to writing.
- Seesaw – videos.
- Photos.
- Floorbooks.
- Notes – dictation.
- Use of iPads for pupils to give verbal explanations as an alternative for scribing in exercise book.
- 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.
- 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.



Possible adaptations to provision for SEND learners in the classroom

- 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.