



Possible adaptations to provision for SEND learners in the classroom

Subject: English

Subject Lead: E.McKay

Date: March 2023

Adaptation to Curriculum

- Revisit prior learning- Where does this fit on our learning journey? Teaching sequence - adding new, linking to existing and reinforcing the core knowledge associated with the enquiry question.
- Mixed ability groupings to allow peer support.
- Peer collaboration. Seating allows for peer or adult support.
- Extra opportunities and visits available for all – author visits, writing workshops, world book day
- Whole class brain breaks.
- 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.
- 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.
- Ability appropriate texts used-moderations to texts when needed

Adaptation to Teaching Style/Strategy

- Chunk learning and tasks
- Key words written on a whiteboard, working wall, word bank for use within lessons
- 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 – phonics, writing (using technology for orally composing sentences)
- Explicit instructions, single step instructions
- Scaffolded tasks – build in support and independent parts of a task
- Modelled writing where needed-small group with support
- Summarise sequences of events through mind maps, spider plans, role-play, drama etc.
- Aids to support learning such as word mats, concrete resources, visual supports, breakdown of steps on whiteboard/step ladder, sentence stems
- Provide/prewrite information which is non-essential to the learning – Date/Steps to Success already provided
- High expectations for all – no ceiling on learning, STS 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.



Possible adaptations to provision for SEND learners in the classroom

Adaptation of Teaching Materials and Resources

- Use of Working Walls – key vocabulary documented here and referred to within lessons. E.g. Key Vocabulary, WAGOLL, gathering content with suitable language to suit all.
- 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. Include non-fiction as well as fiction
- 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 – font size/colour/font
- Support where possibly.
- Scaffolded worksheets/sentence stems to assist sentence writing
- Use of ICT for recording oral sentences
- Word discs to help with sentence structure
- Appropriate tools to write with
- Age/ability appropriate texts used

Adaptation of Recording

- Use of a scribe
- ICT can be used to offer alternatives to writing
- Seesaw
- Photos
- Floorbooks
- Notes – dictation
- Use of iPads for pupils to give verbal explanations
- 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.
- Use support staff to check in with children with SEND when working independently. Use of resources to support independent working such as visual timers.



Possible adaptations to provision for SEND learners in the classroom

- 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.