HOLLY PRIMARY SCHOOL

Ambitious Curriculum Adaptations to Support Learners with SEND

At Holly Primary School we make sure we are an ambitious school for all of our pupils. We make sure that we put no ceilings up for any of our children, however we recognise that some children need something additional to or different from what is provided for the majority of children. This includes adapting our curriculum that will support and inspire all of our pupils no matter what their need.

By having a deep understanding of the four broad areas of need our teachers are able to identify barriers that some of our learners may face in different subject areas and strategies and ways to alter provision to support them.

The four broad areas are defined below:

Cognition and Learning

Within the SEND Code of Practice, Cognition and Learning needs are defined as support for learning difficulties when children and young people learn at a slower pace than their peers, even with adapted support. Learners with SEND may have greater difficulty than their peers in acquiring literacy and numeracy skills, or in understanding concepts, even with appropriate differentiation.

Communication and Interaction

According to the SEND code of practice a child or young person has a communication and interaction need if they have speech, language or communication difficulties. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

SEMH

Children and young people may experience a wide range of social and emotional difficulties, which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.

Physical and Sensory Needs

According to the SEND Code of Practice Definition children are considered to have a sensory or/and physical need if they require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Aims

At Holly Primary School, we aim to make appropriate provision to overcome all barriers to learning and ensure all pupils have full access to thrive in all areas of the National curriculum and school life. We intentionally plan for the success of all students, minimising the barriers that pupils may face in accessing and engaging with the curriculum. Here at Holly Primary School we use a range of approaches to build on every child's starting points to ensure all children reach the best possible outcomes in all areas of learning.

All children benefit from quality first teaching in the classroom, which recognises and caters for their individual needs and supports all children to make good progress. Our holistic vision for our curriculum and approach to learning supports children to foster their curiosity and nurture their self-belief. It is engaging, exciting and innovative, encompassing and celebrating all curriculum areas, helping to ensure that our children develop the knowledge and skills they need to excel. Provision adaptations are made according to our philosophy of 'knowing the child' so that we promote a love of learning through purposeful, modelled and scaffolded opportunities to meet every child's individual needs, pastorally and academically.

Some children in school will require more personalised or different provision, known as SEND support. This will be put in place in discussion with parents/ carers and the child. Adaptations may include additional work with a child on a small group or 1:1 basis, carrying out specific interventions. It may also include implementing personalised learning to support a child to meet their individual needs and targets set collaboratively by teachers, parents and on occasion pupils.

The Senior Leadership Team drive an ambitious curriculum underpinned by the belief that all pupils develop cultural literacy and a strong sense of self. They monitor provision to ensure all pupils' needs are met and that our teaching approaches optimise the experiences of all our pupils.

The SENCo works alongside class teachers and support staff to oversee SEND provision and monitor the progress of any child requiring additional support. Where appropriate, other agencies will be asked to work alongside the school to discuss a child and plan for their needs. At all stage's parents/ carers will be involved in this process.

Subject leaders champion the achievement of all pupils in their subject, including identifying and striving to remove barriers to learning and ensuring provision (including resources) is ambitious for all pupils. All subject leaders work to ensure that all pupils take key learning away from their subjects, at a level appropriate to the individual.

Class teachers are responsible for supporting all learners in their classes. Making sure they put in appropriate adaptations for pupils to access the ambitious curriculum set. They track and monitor progress in all areas and make reasonable adjustments to the classroom environment to support the progress of all.

Adaptations for English	
Cognition and Learning	
Barriers	Provision
Understanding Word finding skills Articulation Sequencing (including retaining instructions) Processing speed Attention and Listening Comprehension skills Understanding of key vocabulary	• Pre-teach key knowledge and vocabulary, then ensure multiple and regular exposure to these words. • Consider accessibility of worked examples. • Consider the use of displays and make sure vocabulary is related to learning for that lesson. • Use the working walls and whiteboard to show the focus of each lesson and how it fits in the sequence of lessons. • Use symbols, images or objects to make it more accessible. • Use of Grow the Code (Little Wandle Phonics Display) • Stem sentences and sentence starters. • Use of writing frames to prevent cognitive load. • A visual framework can be used as a consistent guide for paragraph planning or structuring extended writing. • Encourage use of mind maps/ pictures/ flow charts and visual organisers. • Choice of font and sizing. • Use of working walls. • Use of talking tins to support rehearsal and writing of sentences. • Consider short-bursts at timely intervals e.g. if writing an extended piece, chunk support into sections to avoid cognitive overload.
Communication and Interaction	
Barriers	Provision
Processing of instruction Retention Accessing texts Working memory Making links Linked low self esteem General gaps	• Avoid the use of figurative language and ensure that this is unpicked if part of the teaching focus. • Recognition that some vocabulary may be challenging for many children. Give specific contextual use of words, with images to support understanding. • Pre-teach key vocabulary, ensure multiple and regular exposure to these words. • Label equipment with symbols and words. • Check children's understanding by getting them to reiterate what you have asked them. • Give children time to process and formulate. • Reduce adult talk and length of input. • Consider short-bursts at timely intervals e.g if writing an extended piece, chunk support into sections to avoid cognitive overload.

	• Use of working walls. • Further opportunities to embed language through application of it contextually, orally. • Planned opportunities for access to language-rich texts. • Curriculum adjustments according to child's interests. • Purposeful opportunities for speaking and listening.
Physical and/or Sensory	
Barriers	Provision
Artificial lighting Classroom noise/busy-ness Tone and volume of adult voices Core strength and fine-motor skills Fatigue Processing difficulties	• Label new equipment and processes to help develop vocabulary • Use of dual coding • Take pupil voice on choice of writing implement including material used to record on • Choice and size of font • Consider ventilation and positioning of children for anything that may have an odour • Pre-teach showing/experiencing anything that may have sensory implications • Ask for specialist advice on equipment for children with particular SEND e.g. tactile ridges on measuring glassware for children with a visual impairment. • Consider children hard of hearing when reading aloud. • Use of sensory aids as part of usual provision eg gloves, audio/visual support. • Consider pupil sensory audits and adaptations. • Use of technology including iPads and laptops. • Use of talking tins. • Break writing times up into small bursts with active breaks facilitated. • Use of concentration aids. • Finger-strengthening exercises and busy fingers tasks. • Use of working walls. • Use of standing desks, wobble boards, flexibility over where children write, thera-bands, writing slopes. • Wide range of texts which refer to a range of personalities and individuals. • Range of text and media used (including use of film and audiobook).
Social, Emotional and Mental Health	
Barriers	Provision
Emotional well-being	• Consistency of approach reduces children's anxiety - it allows children to predict what will happen.

Anxiety around completing tasks Changes in routine Lack of structure/open-endedness of task Blank page Lack of clarity- what is expected Feeling constrained by content/ outcome (demand avoidance)	• Provide an overview of the lesson elements so the children know what is coming. • Pre-teach the child some of the elements of the lesson etc. • Use of working walls • Consider carefully the groupings – prepare the children by ensuring they are aware of the group they will be working in. • Assign roles to each member of the group with a clear outline of job roles. • You may need to specifically teach the skills of cooperation and interaction for practical work. • Controlled choices • Clear expectations (i.e. 3 sentences, 1 paragraph) • Use of adult scribe, my turn your turn, paired work • Deliver task in short achievable bursts rather than all at once • First line provided in extended pieces • Use of laptop, whiteboards, choice of writing tool • Allow children to work to their own interests and write about these; remember in writing the focus is on the writing curriculum and not the wider-curriculum objectives – this is desirable, not essential. • Opportunities to develop social skills including being taught these discretely to support engagement in group work and collaborative learning. • Use of PSHE to discuss healthy relationships, promote wellbeing and explore emotive topics within learning. • Teacher modelling of 'getting stuck' and positive attitudes towards perseverance. • Rewarding and praising effort, not only academic content

Adaptations for maths	
Cognition and Learning	
Barriers	Provision
Information may not be understood or retained Accessing and understanding multi-step problems	• Retrieval practice to support (nothing new just review). • Explicit link and reactivation of prior learning as 'way in' to new learning. • Pre-teach new concepts and key knowledge.

Memory- consolidation skills	- Use the working walls and whiteboard to show the focus of each lesson and how it fits in the sequence of lessons. How do lessons link together to develop knowledge? - Use symbols, images or objects to make it more accessible. - Referring to working/enquiry wall. - Use of concrete, pictorial and abstract learning. - Adapt pace of delivery to processing speeds. - Mixed-ability pairings to support discussion. - Use of stem sentences - Worked examples used to support and remind pupils - Encourage the use of mind maps/pictures/flow charts. - Opportunities to apply maths skills and knowledge in other areas of the curriculum.
Communication and interaction	
Barriers	Provision
Understanding mathematical language Understanding mathematical concepts Understanding abstract concepts Processing multistep problems	- Recognise that the language of Maths may be challenging for many children – for example: The specific scientific use of everyday words such as 'square', or terms specific to maths, such as 'fraction'. - Pre-teach key vocabulary, then ensure multiple and regular exposure to these words including referring to knowledge organisers and make them clearly visual in the classroom environment. - Label equipment with a symbol and word (dual coding) - Explicitly teach the meaning of key mathematical vocabulary in lessons. - Provide flashcards with key vocabulary – with visual cues. - Check children's understanding by inviting them to reformulate reasoning in their own words or in other ways. For example, after articulating 3x5=15, reference to repeated addition, use of number line etc - Use real objects as a starting point for developing the concepts and the language needed to describe, discuss and explain what pupils have observed or experienced. - Give children time to process and formulate their answers to questions before responding. - Use of manipulatives. - Use of worked examples and sharing these with pupils as a frame.

	• Provision of x-table squares to support pupils in conducting calculations. • Chunking up word problems and supporting pupils to identify steps in multi-step problems.
Physical and/or Sensory	
Barriers	Provision
Difficulties impacting eyesight, hearing, movement, touch etc. Sensory processing difficulties.	• Label new equipment and processes to help develop vocabulary. • Use of concrete manipulatives to support e.g Numicon. • Use of dual coding (symbols and words). • Take pupil voice on choice of implement including material used to record on. • Choice and size of font. • Consider ventilation and positioning of children for anything that may have an odour. • Pre-teach showing/experiencing anything that may have sensory implications. • Ask for specialist advice on equipment for children with particular SEND e.g. tactile ridges on measuring glassware for children with a visual impairment. • Consider children hard of hearing when reading aloud, sit them in front of you so they can see your face. • Use of sensory aids as part of usual provision e.g. gloves, audio/visual support. • Consider pupil sensory audits and adaptations. • Use of technology including iPads and laptops. • Use of concentration aids. • Finger-strengthening exercises and busy fingers tasks. • Use of standing desks, wobble boards, flexibility over where children write, thera-bands, writing slopes.
Social, Emotional and Mental Health	
Barriers	Provision
Anxiety Participation/ safety/ practical work	• Targeted question – consider in whole-class or group discussion supporting pupils to participate by asking low-threat questions you know they can answer to foster confidence to contribute. • Consistency of approach reduces children's anxiety - it allows children to predict what will happen. Provide an overview of the lesson elements so the children know what is coming, pre-teach the child some of the elements of the lesson etc. • Use of working walls.

- Consider carefully the groupings – prepare the children by ensuring they are aware of the group they will be working in. Assign roles to each member of the group with a clear outline of job roles.
- You may need to specifically teach the skills of cooperation and interaction for practical work.
- Controlled choices.
- Clear expectations.
- Use of adult scribe, my turn your turn, paired work
- Deliver task in short achievable bursts rather than all at once such as cutting-up question sheets.
- Use of whiteboards for working – pupils may be anxious about committing errors to paper.
- Opportunities to develop social skills including being taught these discretely to support engagement in group work and collaborative learning.
- Use of PSHE to discuss healthy relationships, promote wellbeing and explore emotive topics within learning.
- Teacher modelling of 'getting stuck' and positive attitudes towards perseverance.

Adaptations for Science	
Cognition and Learning	
Barriers	Provision
Information may not be understood or retained Memory/ consolidation skills	- Prepare the children prior to the lesson with a pre-teach introducing key knowledge/vocabulary. - Consider the accessibility of science demonstrations. Plan the demonstration area so that it is clearly laid out, uncluttered and gives all children a clear view. - Use the working walls and whiteboard to show the focus of each lesson and how it fits in the sequence of lessons. How do lessons link together to develop their scientific knowledge? - Use symbols, images or objects to make it more accessible. - Invite children to list the key points from the lesson under specific headings – e.g. in an investigation: what they were trying to find out, how they went about it, how they controlled the variables, what happened, suggested reasons for what happened and what they will do next? Review the sticky knowledge from the lesson and identify on the working/enquiry wall.

	• Use mnemonics to help children remember things like the order of the colours in a rainbow or the orders of the planets.
	• A visual framework can also be used as a consistent guide for planning an investigation in science. For example, headings of what am I finding out? What I need? What will I do? What to look for? What happened? Why did it happen? Each with picture support will simplify the method, results and conclusion format for many children.
	• Encourage the use of mind maps/pictures/flow charts.

Communication and Interaction

Barriers	Provision
Understanding and using scientific vocabulary	• Recognise that the language of science may be challenging for many children – for example: The specific scientific use of everyday words such as 'weight', or terms specific to science, such as 'electrical circuit'.
	• Pre-teach key vocabulary, then ensure multiple and regular exposure to these words including referring to knowledge organisers and make them clearly visual in the classroom environment.
	• Label equipment with a symbol and word (dual coding)
	• Explicitly teach the meaning of key scientific vocabulary in lessons
	• Check children's' understanding by inviting them to reformulate explanations in their own words or in other ways. For example, after an investigation of floating and sinking, ask children to explain what happened using diagrams, as well as explaining it orally or in writing. Use vocabulary flashcards and prompts.
	• Use real objects as a starting point for developing the concepts and the language needed to describe, discuss and explain what pupils have observed or experienced.
	• Give children time to process and formulate their answers to questions before responding.

Physical and/or Sensory

Barriers	Provision
Difficulties impacting eyesight, hearing, movement, touch etc.	• Check safety procedures are understood.
	• Label new equipment and processes to help develop vocabulary.
	• Colour water so it is easier to see.

Sensory processing difficulties.	• Consider ventilation and positioning of children for anything that may have an odour. • Pre-teach showing/experiencing anything that may have sensory implications -eg videos of heart, handling different materials. • Ask for specialist advice on equipment for children with particular SEND e.g. tactile ridges on measuring glassware for children with a visual impairment. • Consider children hard of hearing when teaching sound – follow guidance to develop children's understanding of how sound travels. • Use of sensory aids as part of usual provision eg gloves, audio/visual support. • Consider pupil sensory audits and adaptations. • Use of standing desks, wobble boards, flexibility over where children write, thera-bands, writing slopes.
Social, Emotional and Mental Health	
Barriers	Provision
Anxiety Participation/ safety/ practical work	• Consistency of approach reduces children's anxiety - it allows children to predict what will happen. • Provide an overview of the lesson elements so the children know what is coming. • Pre-teach the child some of the elements of the lesson etc. • Consider carefully the groupings – prepare the children by ensuring they are aware of the group they will be working in. Assign roles to each member of the group with a clear outline of job roles. • You may need to specifically teach the skills of cooperation and interaction for practical work. • When organising a practical session consider: - how you establish investigation routines - the level of supervision needed - consider the resources available – does there need to be close supervision? Do some resources need limiting? - how will resources be organised in the classroom – from a central point or at the table? - how the task can be broken down into manageable steps and the best way to present any instructions e.g. some children prefer diagrams, others a checklist. • Opportunities to develop social skills including being taught these discretely to support engagement in group work and collaborative learning. • Use of PSHE to discuss healthy relationships, promote wellbeing and explore emotive topics within learning.

Adaptations for Geography	
Cognition and Learning	
Barriers	Provision
Reading resource/ source materials. Recording of work using paper and pencil methods. Understanding the concept of time/ passage of time.	• Highlighting of key points to cue children in. • Whole class reading of source materials to support understanding. • Enlarging text and copying onto buff paper. • Use of visual and audio sources. • Shared reading opportunities to give children opportunity to practise. • Adapting reading materials such that they match pupils reading age/ability. • Sourced read through immersive reader or audiobooks. • Alternative methods of communication such as comic strips, pictures, annotated drawings. • Use of word processor, speech to text software. • Use of peer scribe, adult scribe, my turn your turn approaches. • Broken down success criteria • Scaffolds for writing.
Communication and Interaction	
Barriers	Provision
Complex subject specific vocabulary/ new vocabulary. Participation in lessons which are largely discussion based.	• Pre-teaching of key vocabulary or sending home key vocabulary prior to the topic. • Support key vocabulary with Makaton signs and with symbols/visuals. • Assess child's level of prior knowledge and vocab before the topic. • Enable additional thinking/processing time. • Give the child a whiteboard or method of jotting down ideas to support their participation. • Communication fans and other prompts to signal 'agree/disagree/I have a question' using nonverbal methods.
Physical and/or Sensory	
Barriers	Provision
Being able to view maps and other visual resources. Sensory overload. Fieldwork opportunities.	• Allow children to feel artefacts if possible/allowed. • Enlarged pictures/texts/detailed descriptions which paint a picture of an object. • Use of ear defenders or noise cancelling headphones. • Prior warning of anything unexpected. • Gloves to handle objects if sensory. • Removal to a space away from any smells.

	• Option to observe artefacts from a distance and relate/compare to a printed photo of the objects. • Consider pupil sensory audits and adaptations. • Use of additional adults to supports learners when visiting places for fieldwork in geography.
Social, Emotional and Mental Health	
Barriers	Provision
	• Prior warning of any sensitive topics. • Liaison with parents/carers in advance of any sensitive/triggering topics • Method of communicating that a topic is becoming too much/child may need time out and an appropriate/identified place to go to if needed. • Opportunities to develop social skills including being taught these discretely to support engagement in group work and collaborative learning. • Use of PSHE to discuss healthy relationships, promote well-being and explore emotive topics within learning.

Adaptations for History	
Cognition and Learning	
Barriers	Provision
Reading resource/ source materials. Recording of work using paper and pencil methods. Understanding the concept of time/ passage of time.	• Highlighting of key points to cue children in. • Whole class reading of source materials to support understanding. • Enlarging text and copying onto buff paper. • Use of visual and audio sources. • Shared reading opportunities to give children opportunity to practise. • Adapting reading materials such that they match pupils reading age/ability. • Sourced read through immersive reader or audiobooks. • Alternative methods of communication such as comic strips, pictures, annotated drawings. • Use of word processor, speech to text software. • Use of peer scribe, adult scribe, my turn your turn approaches. • Broken down success criteria • Scaffolds for writing. • Visual timelines with known points in history from prior learning and key points of reference.

	• Key 'time' vocab provided – before, after, past, - Key vocabulary cards with phrases (old, new, long time ago, before, after, past, present, then, now, BC, AD, decade, ancient, century)
Communication and Interaction	
Barriers	Provision
Complex subject specific vocabulary/ new vocabulary. Participation in lessons which are largely discussion based.	• Pre-teaching of key vocabulary or sending home key vocabulary prior to the topic. • Support key vocabulary with Makaton signs and with symbols/visuals. • Assess child's level of prior knowledge and vocab before the topic. • Enable additional thinking/processing time. • Give the child a whiteboard or method of jotting down ideas to support their participation. • Communication fans and other prompts to signal 'agree/disagree/I have a question' using nonverbal methods.
Physical and/or Sensory	
Barriers	Provision
Being able to view artefacts and other visual resources. Sensory overload (feeling of old objects). Unusual/ unexpected noises (wartime topics in particular).	• Allow children to feel artefacts if possible/allowed. • Enlarged pictures/texts/detailed descriptions which paint a picture of an object. • Use of ear defenders or noise cancelling headphones. • Prior warning of anything unexpected. • Gloves to handle objects if sensory. • Removal to a space away from any smells. • Option to observe artefacts from a distance and relate/compare to a printed photo of the objects. • Consider pupil sensory audits and adaptations.
Social, Emotional and Mental Health	
Barriers	Provision
Talking about the past could be a trigger for children when talking about their own past/ history. Talking about particular topics in history such as wartime topics could be a potential trigger for some children.	• Prior warning of any sensitive topics. • Liaison with parents/carers in advance of any sensitive/triggering topics • Method of communicating that a topic is becoming too much/child may need time out and an appropriate/identified place to go to if needed. • Opportunities to develop social skills including being taught these discretely to support engagement in group work and collaborative learning. • Use of PSHE to discuss healthy relationships, promote well-being and explore emotive topics within learning.

Adaptations for PSHE	
Cognition and Learning	
Barriers	Provision
Ability to comprehend certain concepts particularly around SRE.	- Ensuring correct body part names are introduced according to the scheme so that this becomes embedded across school. - Support with Social Stories which may need to be revisited a number of times to ensure understanding. - Discussion with parents in advance.
Communication and Interaction	
Barriers	Provision
Complexity of language and processing skills. Discussion or role placed based learning makes participation more difficult. Difficulty communicating or identifying their own emotions.	- Use of social stories to help children understand key concept or routines with overlearning/repetition to embed them. - Visual supports/prompts. - Pre-teaching of any new vocabulary - Scaffolded sentence starters 'I think that…' - Additional thinking time after posing a question before returning. - Emotions fans or cards. - Supporting by reasoning aloud 'I think you might feel…'
Physical and/or Sensory	
Barriers	Provision
Child not feeling represented in the curriculum. Sensory sensitivities.	- Ensure all children's individual needs are represented in the discussion – if talking about keeping healthy/safe include hearing aids, mobility aids etc. in the discussion. - During discussions around exercise and healthy living ensure that Paralympian's and other disabilities are represented. - Teach children about a diverse range of people through Art, Science, PE who have disabilities. - Be aware of sensory sensitivities around handwashing, tasting of 'healthy foods and any smells and offer alternatives – pictures or plastic food to look at. - Consider pupil sensory audits and adaptations.
Social, Emotional and Mental Health	
Barriers	Provision
Sensitive or triggering subjects particularly around families and SRE.	Advance warning of particular topics with knowledge of the child and their background/history (discussions around families for example if child is adopted).

Ability to express emotions appropriately. Difficulty with seeing/understanding an alternative viewpoint.	• Depending on the subject and the child there may need to be a trusted adult who can debrief after the lesson if there is anything they wish to discuss. • Be prepared for any potential disclosures and how you will support any child who discloses. • Seek support from CFSW/ELSA/SENCO around child's understanding of their own history. • Visual representation of emotions so adults can see non-verbally if the child is becoming uncomfortable with the discussion. • Verbalising the emotions for the child to enable them to understand what they may be feeling. i.e. 'I think you might be feeling angry, is that right? "some people may feel _____ and that is OK" • Support through social stories prior to the lesson. • Support from a trusted adult. • Sentence prompts to scaffold discussion. 'I disagree because…' • Opportunities to develop social skills including being taught these discretely to support engagement in group work and collaborative learning. • Use of PSHE to discuss healthy relationships, promote wellbeing and explore emotive topics within learning.

Adaptations for Art	
Cognition and Learning	
Barriers	Provision
Remembering multi step instructions.	• Step by step reminders of key processes using visuals or task boards. • Broken down success criteria with clear reminders. Many children with learning difficulties are able to excel in art and technology therefore need to be aware of individual profile of need.
Communication and Interaction	
Barriers	Provision
Understanding the vocabulary and descriptive language used.	• Capitalise on the opportunities to model and teach new vocabulary. If soft, allow the child to feel it and repeat back the word soft. • Provide key vocabulary for the child to choose from to scaffold their language. • Label equipment with a symbol and word (dual coding)

	• Allow a choice between two using choice boards or Makaton if speech is significantly delayed. Encourage the verbal response and support with repeating the vocab 'You've chosen soft – yes it is soft'.

Physical and/or Sensory	
Barriers	Provision
Sensory issues working with certain materials such as clay. Potential higher noise level/busier classroom during practical activities. Accessibility of the equipment. Child's ability to use the equipment safely	• Use of alternative less messy equipment such as play dough • Consider pupil sensory audits and adaptations • Use of ear defenders or noise cancelling headphones. • Ensure that instructions are not given over a busy classroom so that they can be heard and understood. • Ensure that equipment is stored and put away appropriately to aid access and to avoid trips or hazards for someone visually impaired. • Provide adapted resources such as pencil grips, larger pencils, paintbrushes with appropriate grips, spring loaded scissors. • Slanted surfaces and clips to grip the paper to the surface. • Ensure that the child is near to the adult so that they can see/hear safety demonstrations. • Use hand over hand approach to support/model appropriate safety. • Allow more time for the use of tools and equipment – child may have their own to enable this rather than sharing with others.

Social, Emotional and Mental Health	
Barriers	Provision
Less structured lesson format may make it harder for self-regulation behaviours. Focus and attention on extended pieces of work	• Clear expectations in advance of the lesson and explanation of what is happening during the lesson. • Time out or movement breaks if needed. • Supported by resources which allow visual representation of self-regulation strategies – emotion thermometer etc. • Allow movement breaks and incorporate alternative tasks to break the activity up into smaller chunks. • Opportunities to develop social skills including being taught these discretely to support engagement in group work and collaborative learning. • Use of PSHE to discuss healthy relationships, promote well-being and explore emotive topics within learning.

Adaptations for Design and Technology	
Cognition and Learning	
Barriers	Provision
Remembering multi step instructions.	• Step by step reminders of key processes using visuals or task boards. • Broken down success criteria with clear reminders. Many children with learning difficulties are able to excel in art and technology therefore need to be aware of individual profile of need.
Communication and Interaction	
Barriers	Provision
Understanding the vocabulary and descriptive language used.	• Capitalise on the opportunities to model and teach new vocabulary. If soft, allow the child to feel it and repeat back the word soft. • Provide key vocabulary for the child to choose from to scaffold their language. • Label equipment with a symbol and word (dual coding) • Allow a choice between two using choice boards or Makaton if speech is significantly delayed. Encourage the verbal response and support with repeating the vocab 'You've chosen soft – yes it is soft'.
Physical and/or Sensory	
Barriers	Provision
Sensory issues working with certain materials such as clay. Potential higher noise level/busier classroom during practical activities. Accessibility of the equipment. Child's ability to use the equipment safely	• Use of alternative less messy equipment such as play dough • Consider pupil sensory audits and adaptations • Use of ear defenders or noise cancelling headphones. • Ensure that instructions are not given over a busy classroom so that they can be heard and understood. • Ensure that equipment is stored and put away appropriately to aid access and to avoid trips or hazards for someone visually impaired. • Provide adapted resources such as pencil grips, larger pencils, paintbrushes with appropriate grips, spring loaded scissors. • Slanted surfaces and clips to grip the paper to the surface. • Ensure that the child is near to the adult so that they can see/hear safety demonstrations. • Use hand over hand approach to support/model appropriate safety. • Allow more time for the use of tools and equipment – child may have their own to enable this rather than sharing with others.

Social, Emotional and Mental Health	
Barriers	Provision
Less structured lesson format may make it harder for self-regulation behaviours. Focus and attention on extended pieces of work	• Clear expectations in advance of the lesson and explanation of what is happening during the lesson. • Time out or movement breaks if needed. • Supported by resources which allow visual representation of self-regulation strategies – emotion thermometer etc. • Allow movement breaks and incorporate alternative tasks to break the activity up into smaller chunks. • Opportunities to develop social skills including being taught these discretely to support engagement in group work and collaborative learning. • Use of PSHE to discuss healthy relationships, promote well-being and explore emotive topics within learning.

Adaptations for PE	
Cognition and Learning	
Provision	Barriers
Ability to remember/understand verbal instructions.	• Break down instructions so that they are given 1 step at a time. • Where sequences of instructions are needed support with visuals or demonstration. • Give an individual instruction/recap following the main teach activity. • Mixed group abilities for peer support. NB many children with learning difficulties are able to excel in PE therefore need to be aware of individual profile of need.
Communication and Interaction	
Barriers	Provision
Processing lots of verbal information Understanding of subject specific vocabulary Difficulties working in a team/collaborating and negotiating.	• Break down instructions into small steps supported with signing, gesture and/symbols or pictures where applicable. • Be very clear with safety instructions – clear instructions with reduced language. • Key vocabulary supported by visuals • Repetition of key vocabulary and what it means. • Do not assume – clarify vocabulary and prior learning. • Working in smaller groups or pairs initially when developing turn taking skills. • Building up to larger team games as the child understands the rules.
Physical and/or Sensory	

Barriers	Provision
Ability to see and hear the instructions clearly. Child's individual health or medical needs. Ability to access equipment and task. Sensory overload- noise level, children running in and out of space, different physical environment. Difficulty changing for PE.	• Ensure that teacher can be seen and heard particularly if in a bigger or open space. • Gather children together for instructions. • Support with signing and demonstrations. • Ensure adaptations are made in accordance with child's own health care plan. For example No climbing above head height for a child with Epilepsy etc. Possible use of hoist. • Liaise with health professionals/physio/OT to incorporate children's individual targets/goals. • Adaptations to the equipment. A sponge ball is easier for a child to hold than a solid ball. Slow bounce balls can enable more time. • Adaptations to the success criteria- if 'hitting a ball with a bat' does this have to be in the air- could be across the ground, over a table etc. • Goals can be lower and larger. • Incorporate inclusive sports into your curriculum planning- Boccia etc. • Ensure that the child is in a more open space away from others. • Ear defenders (remove for any health and safety discussions) • Warning in advance of the change of space – visual timetable for PE or now/next. • Consider pupil sensory audits and adaptations • Provide verbal support to encourage independence – put your arm up, etc • Visual sequence or now/next to support the sequencing of changing. Can be a written checklist if no learning difficulties.
Social, Emotional and Mental Health	
Barriers	Provision
Anxiety around unfamiliar activities. Confidence to attempt new skills. Harder to regulate behaviour in a less structured environment. Anxiety changing for PE/Body concerns.	• Visual timetable ensuring child knows it is PE. • Inform child if PE time needs to change using visual timetable. • Encourage 'growth mind-set' around having a go but reassure that they will not be made to do anything they feel unable to do. • Timed warnings of a transition to the next activity 'In 2 minutes we are going to stop this activity' (particularly if the child is immersed) • Now and next prompts and visual timetables for PE • Clear expectations at the start of the lesson

- Enable the child to change in a more private area (whilst still being safe/supervised) or, where possible, attend school in their PE kit
- Liaise with parents about adaptations – wearing a vest on PE days etc so that child feels more covered up.
- Be aware/sensitive to safeguarding issues and report any new concerns.
- Opportunities to develop social skills including being taught these discretely to support engagement in group work and collaborative learning.
- Use of PSHE to discuss healthy relationships, promote well-being and explore emotive topics within learning.

Adaptations for Music	
Cognition and Learning	
Barriers	Provision
Difficulties following or reading music. Retention of long pieces of music for performance	- Support with colour coding of notes or providing the written letter to assist with music reading. - Opportunities for overlearning and repetition. - Child provided with their own music to listen to in advance of the lesson or listen to at home. NB many children with learning difficulties are able to excel in Music and therefore need to be aware of individual profile of need.
Communication and Interaction	
Barriers	Provision
Learning of new vocabulary/technical vocabulary.	- Explicit teaching of new and technical vocabulary. - New vocabulary displayed with visual aids, symbols, and demonstrations to illustrate the meaning. - Use recordings for children to demonstrate their knowledge rather than explaining it) for example can demonstrate and record change in volume or pitch rather than trying to explain it) - Carefully considered groupings/pairings
Physical and/or Sensory	
Barriers	Provision
Noise sensitivity – either through hearing aids or due to sensory processing difficulties.	- Child to be prompted to adjust hearing aids/radio aid if applicable. - Ear defenders for children who will find the noise level difficult.

Access to the instruments	• Warning of any loud or unexpected noises (clashing symbols etc) • Consider pupil sensory audits and adaptations • Access to adapted instruments (can be home-made adaptations to assist with grip etc) • Use of technological musical solutions to overcome physical barriers. • Liaison with outside agencies regarding specialist support and appropriate noise levels for hearing impaired children.

Social, Emotional and Mental Health	
Barriers	Provision
Anxiety about new or different experiences or having to perform. Difficulty regulating behaviour or coping with others who are not regulating their behaviour in a noisy/busy environment.	• Social stories and clear explanations before new experiences to explain what will happen and provide opportunities for children to ask questions. • Opportunities to share their work in different ways, (behind scenes, pre-recorded, quieter areas of school.) • Shared signals for stopping which are pre-agreed at the start of the lesson to provide security for the child. • Visual cards for child to show that they are feeling overwhelmed. • Opportunities to develop social skills including being taught these discretely to support engagement in group work and collaborative learning. • Use of PSHE to discuss healthy relationships, promote well-being and explore emotive topics within learning.

Adaptations for MFL	
Cognition and Learning	
Barriers	Provision
Recall of vocabulary in English to be able to translate to Spanish. Different structure of sentences may be difficult for children whose sentence level knowledge is poor in English.	• Use of knowledge organisers, pictorial, real objects and representations with Spanish and English versions. • Embed vocabulary through chats, songs rhymes and other ways that will support recall. • Use visuals to represent masculine and feminine verbs in Spanish • Avoid the need for copying lots of information from the board. • Use sentence strips, coloured sentences etc to enable physical moving around of words. • Recording using alternative methods. • Use of talking tin so sentences can be played back to support appropriate sentence structure.
Communication and Interaction	

Barriers	Provision
Poor language levels in child's first language. Slow language processing skills. Anxiety speaking aloud in either language.	• Ensure that children know the language/vocab being taught in English prior to the introduction of a second language. • Pre-teach and key vocab to ensure a secure understanding. • Be aware that children with slow language processing skills will need even more time to verbalise in another language. • Give additional thinking time • Oral rehearsal time with a peer or trusted adult before asked to say it aloud. • Be aware receptive language skills may be better than spoken language skills. Do not assume that because they cannot say it that they do not understand – offer alternative ways to show knowledge (pictures etc.) • Model mistakes with language and ask children to identify. Foster learning in a culture of having a go/growth mind-set.

Physical and/or Sensory	
Barriers	Provision
Hearing language clearly if hearing impairment. Sensory overload during more conversational/interactive lessons.	• Ensure child is sitting near the front of the class and can see you as well as hear you. • Support language with gesture, signing and visuals to aid understanding. • Think about classroom acoustics and background noise. • Be aware of individual needs – children who may be uncomfortable in loud environments etc. • Practical role play may cause challenges for some children – shaking hands and saying Bonjour if child does not like touch etc.

Social, Emotional and Mental Health	
Barriers	Provision
Anxiety over making mistakes/looking silly. Difficulty regulating behaviour in less structured lessons.	• Foster an environment in which mistakes become learning points. Encourage a 'have a go' ethos. • Allow child to orally rehearse sentences to themselves or using a talking tin. • Visual representations of feeling overwhelmed. • Time out/breaks from the activity to calm down/reset. • Use of fidget aids, wobble cushions to aid concentration. • Opportunities to develop social skills including being taught these discretely to support engagement in group work and collaborative learning.

	• Use of PSHE to discuss healthy relationships, promote well-being and explore emotive topics within learning.

Adaptations for RE	
Cognition and Learning	
Barriers	Provision
Ability to demonstrate knowledge through written work. Retention of previous learning in RE as often a large gap between revisiting topics. Understanding of more abstract concepts/themes.	• Allow alternatives to writing or enable writing using sentence starters, scaffolds, or speech to text software. • Pre- teaching opportunities • Recap of prior learning prior to the topic. • Knowledge organisers outlining key prior knowledge • Visual prompts • Discussion prompts, regular revision of key themes, opportunities for overlearning and repetition.
Communication and Interaction	
Barriers	Provision
Learning of subject specific vocabulary. Participation is subjects, which are predominantly discussion based.	• Topic specific vocabulary supported by artefacts, pictures etc. • Practical learning assists with development of new vocabulary. • Word mats, knowledge organisers, pre-teaching of vocabulary. • Scaffolded sentence starters 'I think that…' • Additional thinking time after posing a question before returning. • Emotions fans or cards. • Supporting by reasoning aloud, 'I think that'… • Group / partner work with shared writing
Physical and/or Sensory	
Barriers	Provision
Ability to read or to see text sources. Sensory overload/unusual sensory stimuli.	• Sources of information / text could be converted to electronic format so they can be read aloud using immersive reader or shown to the child in a larger print and/or on buff paper. • Consider how different sources could be used to • Convey the information - physical resources such as prayer mats, bibles etc. may be of greater interest to the child than photos. • Be aware of any sensory stimuli such as the use of incense or religious music, which will be unfamiliar to the children.

	• Ensure they are sitting away from any sensory stimuli or are provided with ear defenders etc. if part of normal practice. • Advance preparation of any sensory stimuli. • Consider pupil sensory audits and adaptations
Social, Emotional and Mental Health	
Barriers	Provision
Anxiety about visits to new places with different expectations. Difficulty discussing topics/concepts that they find uncomfortable. Social appropriateness of discussing topics.	• Prepare the children in advance using social stories, pictures, and videos to enable them to know what to expect. • Prepare the children with any routines/cultural expectations they may be asked to follow. • Social stories around accepting different beliefs and views. • Clear expectations that no one will be made to share if they are not comfortable. • Emotions cards so that the child is able to communicate if they are uncomfortable with the discussion. • Sentence starters to aid productive discussion/avoid offence. • Bank of appropriate words to discuss topics if this is a concern. • Promote the use of the worry monster if children don't feel able to verbally speak about the topic.