

SEND Adaptations for Engagement, Progress and Achievement in PE

- The majority of adaptations in PE relate to STEP – Space, Task (differentiated), Equipment (resources need to be accessible), People.
- Consideration of cognitive over load – less talk, explicit instruction, clear modelling and expectations.
- Care should always be taken when allowing pupils to “pick sides” this can create exclusions for individual pupils.
- Celebration of disabled athletes/sports persons to show all pupils what is possible.
- Pre-teaching of rules and expectations.

	Hearing Impairment	Visual Impairment	Dyspraxia (fine/ gross motor)	Memory/ processing	ASD	ADHD	Cognition	SEMH
Barriers to Learning and Solutions	• Difficulty in hearing instructions from teacher/peers due to the changes in acoustics within hall/outdoor PE • Positioning of learning space • Visual modelling -print/signals – signing if needed • Use of videos and/or instruction in classroom before lesson • Audio equipment • Peer Support	• Difficulty in seeing targets/objects (ball, shuttlecock etc) • Difficulty navigating space • Talk directly to child – use positional specific language – left/right. Do not use hand gestures. • Peer Support. • Use of tactile resources if needed. • Gently led child around the layout, at the same time as giving verbal instructions.	• Throwing and catching • Holding bat, racquet, stick • Foot control • Balance • Spatial awareness • Resourcing: malleable balls to make catching easier, easy grip on bats.	• Recall of instructions • Memorising routines • Delay between instruction and task results in forgetting • Reduction in verbal instruction- use of visual stimuli. • Teach one skill at a time – then build upon it.	• Noise and movement – overstimulating. Ear defenders if needed. • Sharing space/equipment with others • Interpretation of what is fair/unfair • Safe space and safe staff/peers identified for learning • Breakdown of rules/expectations/instructions. • Clear lesson structure/routine	• Difficulties in waiting for their turn • Noise and movement – overstimulating • Interpretation of what is fair/unfair • Sharing space/equipment with other • Careful planning on groupings. • Too many rules/instructions	• Understanding of rules • Teach one skill at a time – then build upon it. • Recall of prior learning/instructions	• Difficulty in taking turns/sharing • Difficulty with not winning/ succeeding – developing resilience. • Difficulty with boundaries/following rules • Difficulty sharing space/ equipment with others • Careful planning on groupings.

SEND Adaptations for Engagement, Progress and Achievement in Geography/History/RE/PSHE

- Consideration of cognitive over load – less talk, explicit instruction, clear modelling and explanations and clear expectations/end points.
- Tasks need to be differentiated – how are children to record their answers.
- Pre-teaching of topic when needed.

	Hearing Impairment	Visual Impairment	Dyspraxia (fine/ gross motor)	Memory/ processing	ASD	ADHD	Cognition	SEMH
Barriers to Learning and Solutions	• Difficulty in hearing instructions from teacher/peers due to acoustics within classroom • Positioning of learning space in the classroom • Visual modelling/representations -print/signals – signing if needed. • Vocab lists and explanations/dictionaries so words can be revised • Simple instructions • Checklists/Task planners • Ensure mini- mic is working and check hearing aids daily if required • Peer Support	• Difficulty in reading maps/grids/compasses • Enlarged resources • Technology for recording • Use of Braille if needed • Separate screen linked to whiteboard if needed • Speak directly to child • Peer support	• Simplification of diagrams/grids • Alternative ways of recording	• Difficulty recalling instructions and prior learning (long and short term) • Checklists/Task planners • Word banks • Access to printed PowerPoints to refer back.	• Noise and movement – overstimulating. Ear defenders. • Sharing space/equipment with others • Difficulty in understanding cause and effect • Visual timetable/now and next • Clear expectations/end points • Use of visual representation • Practical learning if possible • Step by step instructions – checklists/task planner. • Use of sensory/fiddle toys • Use of social stories	• Organisation of resources • Maintaining attention and focus. • Sitting still. • Movement breaks • Break down tasks into small chunks • Step by step instructions – checklists/task planner. • Visual timetable/now and next • Use of sensory/fiddle toys – e.g., blu tac on the carpet • Practical learning if possible • Partition on desk	• Difficulty in understanding cause and effect • Difficulty recording and recalling learning • Word banks • Alternative methods of recording • Checklists/Task planners	• Consideration on who is partnered with them – 1:1/group. • Sharing materials • Movement breaks • Break down task into small chunks (• Use of sensory toys – blu tac on the carpet • Practical learning if possible

SEND Adaptations for Engagement, Progress and Achievement in Reading and Phonics								
• Tasks need to be differentiated – how are children to record their answers. • Some children may require whole word reading (Precision Teaching) as blending and segmenting is difficult. They will need to memorise each sound as a separate unit. • Children with Dyslexia often have good oral comprehension skills. • Ensure that books are interesting to children bear in mind that their decoding skills may be in line with a child who is of a younger age, but they will be too mature for books suited to this age.								
	Hearing Impairment	Visual Impairment	Dyspraxia (fine/ gross motor)	Memory/ processing	ASD	ADHD	Cognition	SEMH

Barriers to Learning and Solutions	●Hearing distinctions between sounds and blending/segmenting ●Difficulty in hearing instructions from teachers due to acoustics in the classroom ●Positioning of learning space ●Difficulty with vocabulary ●Difficulty with comprehension ●Signing if needed ●Vocab lists and explanations/dictionaries - for revision ●Checklist/Task planners ●Ensure mini- mic is working and check hearing aids if required	● Reading text ● May struggle with contrasting colours on the board ● Enlarged texts/sources ● Technology for recording ● Use of Braille if needed ● Separate screen linked to whiteboard if needed ● Speak directly to child ● Peer support ● Enlarged texts ● Overlays ● Sound buttons ● Audio texts ● Separate screen linked to whiteboard ● Speak directly to child ● Peer support (vary the peer)	●Eye tracking weakness – difficulty following with ‘finger’ ●Sequencing and organising ●Missing words ●Reluctance to read aloud ●Limited concentration ●Comprehension difficulties ●Speech difficulties and phonological processing ●Planning difficulties ●Difficulty copying from the board ●Support with tracking text – use a ruler	●Recall of instructions ●Use of specific/unfamiliar vocab ●Comprehension and retelling ●Written/visual instructions	●Decoding words ●Phonics, they may not be able to blend and need whole word reading ●Comprehension especially inference and deduction ●Movement breaks	●Focus and concentration ●Comprehension ●Sensory toys to support focus/attention ●Partition on desk ●Movement Breaks	●Dyslexia (reluctant reader) ●Will struggle with decoding ●Comprehension may be good – but word reading is too slow to allow good understanding ●Read aloud to the child to develop comprehension and allow enjoyment. ●Allow child to answer orally	●Confidence and self-esteem – resilience when making errors. ●Unable to focus and concentrate. ●Reluctant reader. ●Movement breaks ●Short tasks with clear expectations.
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SEND Adaptations for Engagement, Progress and Achievement in Writing

- Consideration of cognitive over load – less talk, explicit instruction, clear modelling and explanations and clear expectations/end points.
- Tasks need to be differentiated – how are children to record their answers.

	Hearing Impairment	Visual Impairment	Dyspraxia (fine/ gross motor)	Memory/ processing	ASD	ADHD	Cognition	SEMH
Barriers to Learning and Solutions	• Difficulty in hearing instructions from teacher/peers due to acoustics within classroom • Positioning of learning space in the classroom • Visual modelling/representations -print/signals – signing if needed. • Vocab lists and explanations/dictionaries so words can be revised • Simple instructions • Checklists/Task planners • Ensure mini- mic is working and check hearing aids daily if required • Peer Support	• Enlarged resources • Technology for recording • Use of Braille if needed • Separate screen linked to whiteboard if needed • Speak directly to child • Peer support	• Alternative ways of recording	• Difficulty recalling instructions and prior learning (long and short term) • Checklists/Task planners • Word banks • Access to printed PowerPoints to refer back.	• Noise and movement – overstimulating. Ear defenders. • Visual timetable/now and next - checklist • Clear expectations/end points • Use of visual representation • Use of sensory/fiddle toys •	• Organisation of resources • Maintaining attention and focus. • Sitting still. • Movement breaks • Break down tasks into small chunks • Visual timetable/now and next – checklists • Use of sensory/fiddle toys – e.g., blu tac on the carpet • Partition on desk	• Difficulty recording and recalling learning • Word banks • Alternative methods of recording • Checklists/Task planners	• Movement breaks • Break down task into small chunks

SEND Adaptations for Engagement, Progress and Achievement in Mathematics

- Children will have strong areas e.g., shape even if they find other areas of maths difficult
- They will need to be able to access concrete resources
- Modelled examples will be helpful for children especially one on their desk as they may find it hard to refer to working walls
- Tasks need to be differentiated – how are children to record their answers.
- Pre-teaching of topic when needed.

Barriers to Learning and Solutions	Hearing Impairment	Visual Impairment	Dyspraxia (fine/ gross motor)	Memory/ processing	ASC	ADHD	Cognition	SEMH
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	● Difficulty in hearing instructions from teachers due to acoustics in the classroom ● Positioning of learning space ● Difficulty with understanding of mathematical vocabulary ● Signing if needed ● Step by step instructions – modelled examples ● Ensure mini- mic is working and check hearing aids if required	● Difficulty reading questions/grid lines/shaded ● Difficulty seeing the modelled examples ● May struggle with contrasting colours on the board/questions ● Enlarged resources/texts – larger squares in books. ● Adapted equipment ● Audio instructions ● Technology for recording ● Use of Braille if needed ● Separate screen linked to whiteboard ● Speak directly to child ● Peer support	● Difficulty recording and drawing ● Difficulty managing and using a range of resources to complete tasks e.g. protractor ● Alternative ways to record ● Set sums out in books for the child if needed so that they can stay organised and on task	● Difficulty in understanding mathematical vocabulary. ● Recalling calculation methods ● Recalling previous knowledge ● Alternative ways to record ● Written/visual instructions ● Step by step instructions – modelled examples. ● Computer/iPad access	● Difficulty in understanding mathematical vocabulary. ● Sharing space/equipment with others ● Step by step instructions – modelled examples ● Own set of equipment ● Visual instruction ● Movement breaks ● Now and next/visual timetable	● Focus and concentration ● Sensory toys to support focus/attention ● Partition on desk ● Movement Breaks ● Step by step instructions – modelled examples ● Movement breaks ● Now and next/visual timetable	● Difficulty in understanding mathematical vocabulary. ● Retention/ application of number knowledge to task ● Difficulty recording answers/reasoning ● Step by step instructions – modelled examples. ● Use of concrete resources (Numicon, cubes, counters Dienes etc.) ● Set sums out in books for the child if needed so that they can stay organised and on task	● Resilience – frustration if task is too difficult. ● Failure to complete task ● Confidence and self-esteem – resilience when making errors. ● Movement breaks ● Step by step instructions – modelled examples
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SEND Adaptations for Engagement, Progress and Achievement in MFL

- Implications for those children who are already speaking two languages
- Ensure that children have lots of opportunities to speak and practice

Barriers to Learning and Solutions	Hearing Impairment	Visual Impairment	Dyspraxia (fine/ gross motor)	Memory/ processing	ASD	ADHD	Cognition	SEMH
	• Hearing words – change in accents • Unfamiliar phonemic sounds • Difficulty in hearing instructions from teacher/peers	• Difficulties seeing spelling of words	• Hearing and recording words – change in accents	• Remembering/ recall new words • Focus on oral work – limit need for written recording	• Difficulty processing the language • Focus on oral work – limit need for written recording	• Remembering/ recall new words • Focus and concentration	• Remembering/ recall new words • Difficulties with recording new language • Focus on oral work – limit need for written recording	• Focus and concentration • Motivation

SEND Adaptations for Engagement, Progress and Achievement in Computing

- This is often very motivating for children with SEN and they may need warnings and the use of timers to finish
- Some with SEN will take time to log on and it may be quicker to do this for them, or give log in details on a card
- Children may find using the keyboard time consuming – provide extra time for activities and shorter tasks so they can complete the activity in time.

	Hearing Impairment	Visual Impairment	Dyspraxia (fine/ gross motor)	Memory/ processing	ASC	ADHD	Cognition	SEMH
Barriers to Learning and Solutions	• Pictorial representations to refer to • Vocab lists and explanations • Simple instructions • Task planners • Use of signing if needed • Use of headphones to cut out background noise • Position within the class. Quiet space to work in the classroom	• Size of screen and font • May struggle with contrasting colours on the board • Enabling accessibility features • Changing resolution • Considerin g colours • Reduce glare • Use of Braille if needed • Separate screen linked to whiteboard for whole class teaching • Speak directly to child	• Mouse control • Keyboard precision • Logging on • Seating and positioning • Alternative devices • Larger keyboard • Enlarged cursor to aid tracking	• Remembering log in details • Remembering tasks and following instructions • Step by step guide needed – modelled examples. • Checklists • Keep tasks short	• Logging off when asked • Following instructions – may be on own agenda • Step by step guide needed – modelled examples. • Checklists • Use of timer	• Logging off when asked • Following instructions – may be on own agenda • Step by step guide needed – modelled examples. • Checklists • Use of timer • Movement breaks • Clear rules	• Retaining information • Remembering log in details • Following instructions • Remembering tasks • Not being able to access the task • Concrete resources e.g. BeeBots	• Logging off when asked • Following instructions – may be on own agenda • Step by step guide needed – modelled examples. • Checklists • Use of timer • Movement breaks

Barriers to and solutions for Engagement, Progress and Achievement in Science

- Safety and risk assessments should be in place for practical lessons with children's behaviour/sensory needs in mind
- Ensure correct adult ratios or do experiments in small groups
- Use of word banks and visual aides to support understanding of new vocabulary for all children
- Tasks need to be differentiated – how are children to record their answers.
- Pre-teaching of topic when needed.

Barriers to Learning and Solutions	Hearing Impairment	Visual Impairment	Dyspraxia (fine/ gross motor)	Memory/ processing	ASC	ADHD	Cognition	SEMH
	• Extra support during practical experiments	• Extra support during practical experiments • Technology for recording (voice to text) • Navigating classroom during experiment – different layout • Managing resources and equipment	• Managing physical resources particularly when using smaller resources e.g. crocodile clips in circuits • Difficulty recording	• Recall of instructions • Remembering key facts and vocab • Retaining focus	• Managing physical resources particularly when using smaller resources e.g. crocodile clips in circuits • Difficulty recording • Sharing of equipment	• Concentration and focus • Safety regarding impulsive behaviour • Sharing materials/resources	• Understanding • Recording • Retaining information	• Concentration and focus • Safety regarding impulsive behaviour • Consideration into partner/group work

SEND Adaptations for Engagement, Progress and Achievement in Music/Art/DT

- Consideration of cognitive over load – less talk, explicit instruction, clear modelling and explanations and clear expectations/end points.
- Tasks need to be differentiated – how are children to record their answers.
- Pre-teaching of topic when needed.
- Risk assessment of materials/techniques being taught during DT/Art
- Some children may become overwhelmed within Music lessons – use movement breaks to support the child

	Hearing Impairment	Visual Impairment	Dyspraxia (fine/ gross motor)	Memory/ processing	ASD	ADHD	Cognition	SEMH
Barriers to Learning and Solutions	• Difficulty in hearing instructions from teacher/peers due to acoustics within classroom • Positioning of learning space in the classroom • Visual modelling/representations -print/signals – signing if needed. • Ensure mini- mic is working and check hearing aids daily if required • Peer Support	• Enlarged resources • Technology for recording • Use of Braille if needed • Speak directly to child • Peer support	• Alternative ways of recording – specialised equipment e.g scissors	• Checklists	• Noise and movement – overstimulating. Ear defenders. • Sharing space/equipment with others • Clear expectations/end points • Use of visual representation • planner. • Use of sensory/fiddle toys • May struggle with sensitivity to different textures and sounds of different instruments	• Organisation of resources • Maintaining attention and focus. • Movement breaks • Use of sensory/fiddle toys – e.g., blu tac on the carpet	• Difficulty recording and recalling learning • Alternative methods of recording • Checklists	• Consideration on who is partnered with them – 1:1/group. • Movement breaks • Use of sensory toys – blu tac on the carpet