

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	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Throwing and catching • Holding bat, racquet, stick • Foot control • Balance • Spatial awareness • Resourcing: malleable balls to make catching easier, easy grip on bats. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Understanding of rules • Teach one skill at a time – then build upon it. • Recall of prior learning/Instructions 	<ul style="list-style-type: none"> • 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.

Barriers to Learning and Solutions	Hearing Impairment	Visual Impairment	Dyspraxia (fine/ gross motor)	Memory/ processing	ASD	ADHD	Cognition	SEMH
	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Difficulty in reading maps/grids/compasses • Enlarged resources • Technology for recording • Use of Braille if needed • Separate screen linked to whiteboard if needed - iPad to photograph screen resources and give to them • Speak directly to child • Peer support • Reminders to wear glasses • Individual copies of resources - not sharing • Use of coloured paper for resources to be printed on • Tool for tracking reading position • Print slide for referral as the lesson progresses 	<ul style="list-style-type: none"> • Simplification of diagrams/grids • Alternative ways of recording • Pencil grips • Wobble cushions • Writing wedge • Thick pencils • Space to work • Cushion under feet • Personalised equipment • Task board 	<ul style="list-style-type: none"> • Difficulty recalling instructions and prior learning (long and short term) • Checklists/Task planners • Word banks • Access to printed PowerPoints to refer back. • Displays • Resource mats • Task breakdown - 1 step instructions • Scaffolding • Repetition of task • Peer support • Location of seating in the classroom 	<ul style="list-style-type: none"> • Noise and movement – overstimulating. Ear defenders and/or screens • 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 • Adapted lighting • Task board 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Difficulty in understanding cause and effect • Difficulty recording and recalling learning • Word banks • Alternative methods of recording • Checklists/Task planners • Use of pictures for support 	<ul style="list-style-type: none"> • 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 • Pre-teaching in case a topic/lesson will raise anxiety

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	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Reading text • May struggle with contrasting colours on the board • Enlarged texts/ resources • 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) 	<ul style="list-style-type: none"> • 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 bo • Support with tracking text – use a ruler 	<ul style="list-style-type: none"> • Recall of instructions • Use of specific/unfamiliar vocab • Comprehension and retelling • Written/visual instructions 	<ul style="list-style-type: none"> • Decoding words • Phonics, they may not be able to blend and need whole word reading • Comprehension especially inference and deduction • Movement breaks 	<ul style="list-style-type: none"> • Focus and concentration • Comprehension • Sensory toys to support focus/attention • Partition on desk • Movement Breaks 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Confidence and self-esteem – resilience when making errors. • Unable to focus and concentrate. • Reluctant reader. • Movement breaks • Short tasks with clear expectations.

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	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Enlarged resources • Technology for recording • Use of Braille if needed • Separate screen linked to whiteboard if needed • Speak directly to child • Peer support 	<ul style="list-style-type: none"> • Alternative ways of recording 	<ul style="list-style-type: none"> • Difficulty recalling instructions and prior learning (long and short term) • Checklists/Task planners • Word banks • Access to printed PowerPoints to refer back. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Difficulty recording and recalling learning • Word banks • Alternative methods of recording • Checklists/Task planners 	<ul style="list-style-type: none"> • 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.

	Hearing Impairment	Visual Impairment	Dyspraxia (fine/ gross motor)	Memory/ processing	ASC	ADHD	Cognition	SEMH
Barriers to Learning and Solutions	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

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
	<ul style="list-style-type: none"> •Hearing words – change in accents •Unfamiliar phonemic sounds • Difficulty in hearing instructions from teacher/peers 	<ul style="list-style-type: none"> •Difficulties seeing spelling of words 	<ul style="list-style-type: none"> •Hearing and recording words – change in accents 	<ul style="list-style-type: none"> • Remembering/ recall new words • Focus on oral work – limit need for written recording 	<ul style="list-style-type: none"> • Difficulty processing the language • Focus on oral work – limit need for written recording 	<ul style="list-style-type: none"> • Remembering/ recall new words • Focus and concentration 	<ul style="list-style-type: none"> • Remembering/ recall new words • Difficulties with recording new language • Focus on oral work – limit need for written recording 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Size of screen and font • May struggle with contrasting colours on the board • Enabling accessibility features • Changing resolution • Considering colours • Reduce glare • Use of Braille if needed • Separate screen linked to whiteboard for whole class teaching • Speak directly to child 	<ul style="list-style-type: none"> • Mouse control • Keyboard precision • Logging on • Seating and positioning • Alternative devices • Larger keyboard • Enlarged cursor to aid tracking 	<ul style="list-style-type: none"> • Remembering log in details • Remembering tasks and following instructions • Step by step guide needed – modelled examples. • Checklists • Keep tasks short 	<ul style="list-style-type: none"> • Logging off when asked • Following instructions – may be on own agenda • Step by step guide needed – modelled examples. • Checklists • Use of timer 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Retaining information • Remembering log in details • Following instructions • Remembering tasks • Not being able to access the task • Concrete resources e.g. BeeBots 	<ul style="list-style-type: none"> • 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.

	Hearing Impairment	Visual Impairment	Dyspraxia (fine/ gross motor)	Memory/ processing	ASC	ADHD	Cognition	SEMH
Barriers to Learning and Solutions	<ul style="list-style-type: none"> • Extra support during practical experiments 	<ul style="list-style-type: none"> • Extra support during practical experiments • Technology for recording (voice to text) • Navigating classroom during experiment – different layout • Managing resources and equipment 	<ul style="list-style-type: none"> • Managing physical resources particularly when using smaller resources e.g. crocodile clips in circuits • Difficulty recording 	<ul style="list-style-type: none"> • Recall of instructions • Remembering key facts and vocab • Retaining focus 	<ul style="list-style-type: none"> • Managing physical resources particularly when using smaller resources e.g. crocodile clips in circuits • Difficulty recording • Sharing of equipment 	<ul style="list-style-type: none"> • Concentration and focus • Safety regarding impulsive behaviour • Sharing materials/resources 	<ul style="list-style-type: none"> • Understanding • Recording • Retaining information 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Enlarged resources • Technology for recording • Use of Braille if needed • Speak directly to child • Peer support 	<ul style="list-style-type: none"> • Alternative ways of recording – specialised equipment e.g scissors 	<ul style="list-style-type: none"> • Checklists 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Organisation of resources • Maintaining attention and focus. • Movement breaks • Use of sensory/fiddle toys – e.g., blu tac on the carpet 	<ul style="list-style-type: none"> • Difficulty recording and recalling learning • Alternative methods of recording • Checklists 	<ul style="list-style-type: none"> • Consideration on who is partnered with them – 1:1/group. • Movement breaks • Use of sensory toys – blu tac on the carpet