MANLEY PARK
PRIMARY SCHOOL
GROWING TOGETHER

VISION

Manley Park: we all belong.

Together, we are committed to all learners being inspired to achieve academic success. We provide learning experiences that are relevant, motivational and challenging. Our curriculum and collaborative learning approaches nurture individual personal growth. Pupils become socially responsible citizens of our community and the world.

CURRICULUM INTENT

Intention one: Our learners will achieve excellent and sustained academic progress.

Intention two: Our learners will develop effective lifelong learning behaviours.

Intention three: Our learners will be supported to think critically and creatively.

Intention four: Our learners will become well informed and responsible citizens.

SEND Adaptations

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Whole school adaptations

Across school, we apply consistent pedagogical adaptations to support pupils to access learning. Our in-class adaptations are identifiable as either 'what,' 'how' or 'where' adaptations.

What adaptations - adjustments and adaptations to the materials and resources available to students to access the intended skills and knowledge being learnt. For example: spell checkers, vocabulary vaults, visual resources, auditory resources, manipulatives, sound buttons, technology, picture exchange communication systems and offering multicultural materials.

How adaptations - adjustments and adaptations to how knowledge and skills are delivered/how students can display knowledge and skills in their work. For example: questioning, CPA approach, challenge tasks, Tiered activities, time allowed, interest centres (EYFS), graphic organisers, peer support, scaffolds, working alone, working in small groups, how pupils can present their work, adapted success criteria

Where adaptations - adjustments and adaptations to the organisation and atmosphere of the learning environment. For example: creating places in the room where students can work quietly without distraction whilst also providing areas where students can work together, offering a multicultural environment, developing procedures for students to get help when they are working with other students and developing a culture where pupils challenge themselves at all times based on the systems available to them.

English - Evidence informed SEND specific adaptations

<u>Reading difficulties, including dyslexia</u>
- Reduce the amount of reading required – this could be done by summarising, or by using text to speech software, or using diagrams etc instead of text
- Simplify any reading – use bullet points instead of paragraphs, shorten sentences, use simple vocabulary
- Make reading material easier to read – use a larger font, use a different font, use colour to highlight or categorise; avoid italics, use bold instead

<u>Writing difficulties, including dyslexia</u>
- Reduce the amount of writing required – ask for oral presentations, or use of pictures/diagrams/video etc
- Use IT packages such as mind mapping, speech to text, planning tools etc
- Review any written work for its content rather than accuracy
- Offer support for spell-checking, grammar checking etc

<u>Speech and language difficulties</u>

▪ Be aware that this could include speech sound production, understanding of language, the ability to express yourself in language and the social use of language
▪ With a speech production difficulty – don't speak for the person, listen to the message rather than the presentation
▪ With understanding – simplify the language you use, try to avoid metaphors, sarcasm etc
▪ With expressive language – provide time to prepare and practise, listen to the message content
▪ Understand the issues that some pupils have with using language appropriately in a social context and make allowances

Autistic spectrum conditions
▪ Prepare pupils in advance for new things or people or changes to routine
▪ Be aware that their social preferences may be different e.g. they are happier on their own whilst also wishing to make friends, but are not sure how to build and maintain friendships
▪ Provide software and resources that support the way they work
▪ Be aware that higher level language skills may be challenging e.g. metaphor, idiom etc; avoid sarcasm as it may be taken literally
▪ Give very clear and precise directions/instructions

Memory and attention difficulties, including ADHD
▪ Provide written notes as well as giving instructions etc verbally
▪ Present information in different ways e.g. using pictures, diagrams etc www.nasen.org.uk
▪ Build in regular short breaks
▪ Provide clear structure for the pupil's tasks and offer regular support

Organisational difficulties, including dyslexia
▪ Provide written notes as well as giving instructions etc verbally
▪ Present information in different ways e.g. using pictures, diagrams etc
▪ Provide clear structure for the person's tasks and offer regular support
▪ Offer software/resources that help with organisation e.g. alarms, reminders etc

STEM

Science - Evidence informed SEND specific adaptations

Communication & Language (pupils with speech and language delay, impairments or disorders, specific learning difficulties, such as dyslexia and dyspraxia, hearing impairment and those who demonstrate features within the autistic spectrum; they may also apply to some with moderate, severe or profound learning difficulties and those who have English as an additional language).
Help in acquiring, comprehending and using language

▪ Use of colour coded “word banks”, explanation of key words (e.g. Mr Word) and visually link the apparatus to its name using Widgit.
▪ Permanent wall displays including labelled diagrams and matching pictures where possible.
▪ Cupboard contents labelled with diagrams and written names.
▪ Flashcards or equivalent with a common name on one side, scientific on the other.
▪ Breaking words down into meanings e.g. Photosynthesis (the way plants make food for themselves)

Help in articulation

▪ Give pupils opportunities to verbalise new language (e.g. get all the class to speak new words and put them in a “class word bank”).
▪ Use verbal scaffolds (e.g. connective cricket, ‘I think the car will go fastest down the wooden ramp because…’)
▪ Enable opportunities to discuss meanings in pairs or contributions to a group.

Help in alternative means of communication

▪ Use Widgit symbols to reinforce the scientific vocabulary.
▪ Use physical movements to symbolise the meaning of words (e.g. pushing and pulling a desk to show forces, kinetic – running motion with arms, ductile – make it look as though you are stretching out a piece of wire with your hands).

Students communicating their ideas and understanding

▪ Consider a variety of methods (e.g. word maps, mind maps, structured exercises, making a short video, draw it as a cartoon).
▪ Consider open writing or imaginative pieces to encourage the development of language skills (e.g. “a day in the life of a blood cell”, “a letter to an alien” or “the digestive journey of a crisp”).

Adopting a multisensory approach

▪ Use a wide range of communication methods including speech, images, graphs, videos, charts, pictures, diagrams, cameras, computers and symbols. Particularly useful when giving instructions relating to a practical.

Concept acquisition and explanation

▪ Try not to introduce more than one concept at a time, give pupils opportunities to draw concepts and plan using small steps for progress.
▪ Think about the words you use and ensure that new technical words are introduced and explained.
▪ Consider making pupils class experts and use project based learning
▪ Use hooks and stimuli that will activate imagination

Consistency and predictability

▪ Allow pupils to use a method they feel safe with. Some pupils feel safer if a consistent format is used, particularly for practical work.
▪ Have a “safe / low arousal area” if you have pupils who may feel stressed or overwhelmed.

Cognition & Learning (Children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia or dyspraxia)

Flexible teaching arrangements

▪ Utilising small group work can enable individuals to develop their understanding

Help with processing language, memory and reasoning skills

▪ Start with “concrete” items and avoid going into too many abstract concepts. For example, make a bulb work with a battery and wires before considering the theory of electricity, examine household liquids to see if they are acids or alkalis, drop pieces of paper in different shapes before considering air resistance.
▪ Focus on small steps so that the students are “guided” in learning (and not random discovery) to reduce anxiety and help learning.
▪ Information has to be processed before doing an activity. Look carefully at the instructions provided in practicals and ensure it is clear which parts the pupils must perform, and where they have to write etc.
▪ Before letting pupils start the practical, ask them to explain in their words what they have to do.
▪ Use short questions in simple language. Get teaching assistants to photo key slides for reference later.

Support in the use of technical terms and abstract ideas

▪ Have a class science dictionary hanging on the wall compiled in simple language and encourage its use as part of the lesson.
▪ Communicating the meaning of the word using simple language will develop an understanding of the concept (e.g. chromatography - a process of separating components of a mixture / a way of separating parts of a mixture)

Help in understanding ideas, concepts and experiences when information cannot be gained through first hand sensory or physical experiences

▪ Use a wide range of teaching methods e.g. use modelling, role plays and simulations to develop concepts. Fully utilise the senses and encourage involvement.
▪ Think about the key concept you are trying to introduce and focus on teaching this.

Help in organising and coordinating spoken and written English to aid cognition

▪ Think about how you can effectively use videos, displays and voice recorders.
▪ Consider the font used on worksheets, use off white backgrounds on the white board and on worksheets. Get students to write new words to reinforce vocabulary.

Help with sequencing and organisational skills

▪ Sequencing can work well with practical instructions (on cards) or in the stages of a process (e.g. the water cycle, rock cycle or a plants life cycle).

Programmes to aid improvement of fine and motor competencies

▪ Remember that science practicals provide the opportunity for individuals to develop motor skills. Consider the skills introduced (securing a clamp stand for the first time) and methods to support the development of such skills.

Social, Emotional and Mental Health (Pupils who demonstrate features of emotional difficulties, who are withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration; those with immature social skills; and those presenting challenging behaviours arising from other complex special needs)

Help with development of social competence and emotional maturity

▪ Those working in science must be particularly aware of safety issues and responsibility. Have visual displays of expected / unexpected behaviours especially during practical science lessons.

Help in adjusting to school expectations and routines

▪ Give specific praise and display good work. Investigation work can also be presented as a poster or a powerpoint presentation which may encourage participation in some cases.

▪ Routines can be useful when doing experiments e.g. where to get equipment from, wearing goggles, clearing away.

Help in acquiring the skills of positive interaction with peers and adults

▪ The choice of compatible working groups (not random groups), including the opportunity to work alone where appropriate and the positioning of equipment for groups can have a large impact on the success of a practical. Too much freedom for movement in a lab can lead to problems so use chair bands, sensory cushions, fidget toys, in chair exercises to promote safe movement.

Specialised behavioural and cognitive approaches

▪ Some students may not initially like "open-ended" investigations since the outcomes are unclear. Consider using closed question investigations to limit the range of responses possible.

▪ Using zones of regulation approaches so that pupils can label emotions and feelings may be very useful during practical science where investigations may not go as planned.

Display and refer to famous people in the sciences as positive role models

▪ ADHD - Thomas Faraday, Alexander Graham Bell, Michael Faraday, Albert Einstein

▪ Autism - Alan Turing, Nikola Tesla, Albert Einstein, Henry Cavendish, Charles Darwin, Sir Isaac Newton

▪ Dyslexia - Michael Faraday, Thomas Edison, Stephen Hawking

Physical and/or Sensory including medical (Pupils who have hearing, visual impairment and/or physical impairments and significant medical needs e.g. epilepsy, diabetes)

Flexible teaching arrangements

▪ Pupil groupings should reflect mixed academic ability, not physical ability.

▪ Tables must be the right size for any wheelchair users and space should be adequate for walking frames and support workers.

▪ With hearing impaired students who rely on lip reading, it is important not to have strong lighting behind a teacher e.g. avoid talking to pupils in front of a window.

▪ Science equipment/resources situated at accessible heights.

▪ Be aware of pupils' allergies to certain foods or materials.

▪ Consider where pupils who may faint or fit are positioned and what equipment they have in front of them.

Access to alternative or augmented forms of communication

▪ Use of the most appropriate communication books/talkers for nonverbal students, IPADs, laptops, for recording.

▪ ICT can support investigations e.g. blank results tables, report proformas with laptop versions.

Provision of tactile or kinaesthetic materials

▪ Extremely important with visually impaired students

▪ Employ a multi sensory approach to use the unaffected senses.

Access to different amplification systems

▪ Teachers must be aware of the specific requirements for any hearing impaired students, check equipment is working properly

▪ Consider background noise (particularly in practical situations) and sudden loud instructions from the teacher (when using a microphone amplification system). Remember to turn it off after the lesson!

Access to low vision aids
- Microscope cameras (e.g. videoflex) connected to a whiteboard
- Use SPLASH TOP CLASSROOM app to mirror the IWB to an individual IPAD. Use large screen IPADs.
- Use Large / bold print texts, reading and writing slopes

Design and Technology - Evidence informed SEND specific adaptations

Communication & Language (pupils with speech and language delay, impairments or disorders, specific learning difficulties, such as dyslexia and dyspraxia, hearing impairment and those who demonstrate features within the autistic spectrum; they may also apply to some with moderate, severe or profound learning difficulties and those who have English as an additional language).

Help in acquiring, comprehending and using language
- Use of colour coded "word banks", and explanation of key words, visually linking the material and equipment to its name.
- Wall displays include labelled diagrams and matching pictures where possible.
- Flashcards or equivalent with material and equipment names.

Help in articulation
- Verbalise new language (e.g. get all the class to speak new words and put them in a "word bank").
- Practice speaking and repetition.

Help in alternative means of communication
- Use Widgit symbols to reinforce the technical vocabulary.
- Physically dissecting a product and discussing the parts.

Students communicating their ideas and understanding
- Consider a variety of methods (e.g. word maps, mind maps, structured exercises).

Adopting a multisensory approach
- Use a wide range of communication methods including speech, images, graphs, videos, charts, pictures, diagrams, cameras, computers and symbols. Particularly useful when giving instructions relating to a practical.

Concept acquisition and explanation
- Try not to introduce more than one concept at a time, give pupils opportunities to draw concepts, plan using small steps for progress.

Learning and teaching with words
- Think about the words you use and ensure that new technical words are introduced and explained.

Consistency and predictability
- Once you have found a method that works then stick with it. Some students feel safer if a consistent format is used, particularly for practical work.
- Have a "safe area" if you have autistic children in the class.

Cognition & Learning (Children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia or dyspraxia)

Flexible teaching arrangements

Teacher and pupil models should be used consistently to support learning.

▪ Utilising small group work can enable individuals to develop their understanding with some flexibility.

Help with processing language, memory and reasoning skills

▪ Start with “concrete” items and avoid going into too many abstract concepts.

▪ Focus on small steps so that the students are “guided” in learning (and not random discovery) to reduce anxiety and help learning.

Help with processing language, memory and reasoning skills

▪ Information has to be processed before doing an activity. Look carefully at the instructions provided in practicals and ensure it is clear which parts the students must perform, and where they have to write etc.

▪ Before letting a class do the practical, ask them to explain in their words what they have to do.

▪ Think about the questions you ask. Work with Teaching Assistants (perhaps suggest key questions for support staff to address, since what a student learns often comes from this questioning).

Support in the use of technical terms and abstract ideas

▪ Communicating the meaning of the word will develop an understanding of the concept.

Help in understanding ideas, concepts and experiences when information cannot be gained through first hand sensory or physical experiences.

▪ Use a wide range of teaching methods e.g. use modelling, role plays and simulations to develop concepts. Fully utilise the senses and encourage involvement.

▪ Think about the key concept you are trying to introduce and focus on teaching this.

Help in organising and coordinating spoken and written English to aid cognition

▪ This relates to communicating ideas. Think about how you can effectively use videos, displays and sound tapes.

▪ Consider the font used on worksheets and get students to write new words to reinforce vocabulary.

Help with sequencing and organisational skills

▪ Sequencing can work well with practical instructions (on cards) or in the stages of a process using a flow chart.

▪ Remember that Design and Technology practicals provide the opportunity for individuals to develop motor skills. Consider the skills introduced (hand stitching for the first time) and methods (How-To videos) to support the development of such skills.

▪ We must all learn how to organise and perform experiments. Consider safety aspects.

Social, Emotional and Mental Health (Pupils who demonstrate features of emotional difficulties, who are withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration; those with immature social skills; and those presenting challenging behaviours arising from other complex special needs)

Help with development of social competence and emotional maturity

▪ Those working in Design and Technology must be particularly aware of safety issues and responsibility. Have visual displays of expected / unexpected behaviours.

Help in adjusting to school expectations and routines

▪ Give specific praise and display good work. Investigation work can also be presented as a poster or a powerpoint presentation which may encourage participation in some cases.

▪ Routines can be useful when doing experiments e.g. where to get equipment from, how to store it safely and clearing away.

Help in acquiring the skills of positive interaction with peers and adults

▪ The choice of compatible working groups (not random groups), including the opportunity to work alone where appropriate and the positioning of equipment for groups can have a large impact on the success of a practical. Too much freedom for movement in a classroom can lead to problems so use chair bands, sensory cushions, fidget toys, in chair exercises to promote safe movement.

Support students in remembering and being able to read and write key words and names of equipment, materials and processes etc. (taking time to introduce and explain new words, providing word banks).

Use speaking frames / sentence stems to develop understanding of technical language (listen, imitate, innovate). Allow time for checking understanding and repeating explanations/modelling when appropriate.

Computing - Evidence informed SEND specific adaptations

Communication & Language (pupils with speech and language delay, impairments or disorders, specific learning difficulties, such as dyslexia and dyspraxia, hearing impairment and those who demonstrate features within the autistic spectrum; they may also apply to some with moderate, severe or profound learning difficulties and those who have English as an additional language).

Help in acquiring, comprehending and using language

▪ Use of colour coded “word banks”, explanation of key words (e.g. Mr Word) and visually link the apparatus to its name using Widgit.
▪ Permanent wall displays including labelled diagrams and matching pictures where possible.
▪ Cupboard contents labelled with diagrams and written names.
▪ Breaking words down into meanings e.g. network (how electronic devices connect and talk with each other)

Help in articulation

▪ Give pupils opportunities to verbalise new language (e.g. get all the class to speak new words and put them in a “class word bank”).
▪ Use verbal scaffolds (e.g. connective cricket, ‘I think the BeeBot will miss the flower because…’)
▪ Enable opportunities to discuss meanings in pairs or contributions to a group.

Help in alternative means of communication

▪ Use Widgit symbols to reinforce the computing vocabulary.
▪ Use physical movements to symbolise the meaning of words, the relation of concepts, and the sequence of events/actions (e.g. have ch. act out a sequence of events: Anan you are the ‘Green Flag’ - tap Beth on the shoulder to start the sequence; Beth, you are the movement block - you need to tell Zander to take 1 step forward; Chiniqua - you tell Zander to do a quarter turn to the left).

Students communicating their ideas and understanding

▪ Consider a variety of methods (e.g. word maps, mind maps, structured exercises, making a short video, draw it as a cartoon).
▪ Consider open writing or imaginative pieces to encourage the development of language skills (e.g. “a day in the life of a data-base”, “a letter to an pelican-crossing” or “the network journey of an IP packet”).

Adopting a multisensory approach

▪ Use a wide range of communication methods including speech, images, graphs, videos, charts, pictures, diagrams, cameras, computers and symbols. Particularly useful when giving instructions relating to practical work.

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Concept acquisition and explanation

- Try not to introduce more than one concept at a time, give pupils opportunities to draw concepts and plan using small steps for progress.
- Think about the words you use and ensure that new technical words are introduced and explained.
- Consider making pupils class experts and use project based learning
- Use hooks and stimuli that will activate imagination

Consistency and predictability

- Allow pupils to use a method they feel safe with. Some pupils feel safer if a consistent format is used, particularly for practical work.
- Have a "safe / low arousal area" if you have pupils who may feel stressed or overwhelmed.

Cognition & Learning (Children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia or dyspraxia)

Flexible teaching arrangements

- Utilising small group work can enable individuals to develop their understanding.

Help with processing language, memory and reasoning skills

- Start with "concrete" items and avoid going into too many abstract concepts. For example, have children sort physical items by their attributes before talking about databases; have children make a flipbook before learning about stop-frame animation.
- Focus on small steps so that the students are "guided" in learning (and not random discovery) to reduce anxiety and help learning.
- Information has to be processed before doing an activity. Look carefully at the instructions provided in project work and ensure it is clear which parts the pupils must perform, and where they have to reflect on/write about etc.
- Before letting pupils start practical tasks, ask them to explain in their words what they have to do.
- Use short questions in simple language. Get teaching assistants to photo key slides for reference later.

Support in the use of technical terms and abstract ideas

- Have a class computing dictionary hanging on the wall compiled in simple language and encourage its use as part of the lesson.
- Communicating the meaning of the word using simple language will develop an understanding of the concept (e.g. animation - a group of pictures quickly shown one after the other to make it look like the pictures are moving)

Help in understanding ideas, concepts and experiences when information cannot be gained through first hand sensory or physical experiences

- Use a wide range of teaching methods e.g. use modelling, role plays and simulations to develop concepts. Fully utilise the senses and encourage involvement. Use a variety of activities to consolidate knowledge and understanding
- Think about the key concept you are trying to introduce and focus on teaching this.

Help in organising and coordinating spoken and written English to aid cognition

- Think about how you can effectively use videos, displays and voice recorders.
- Consider the font used on worksheets, use off white backgrounds on the white board and on worksheets. Get students to write new words to reinforce vocabulary.

Help with sequencing and organisational skills

- Sequencing can work well with practical instructions (on cards) or in the stages of a process (e.g. the instructions in a computer program)

Programmes to aid improvement of fine and motor competencies

▪ Remember that computing practicals provide the opportunity for individuals to develop motor skills. Consider the skills introduced (manipulating a mouse to control a pointer on screen, holding an iPad steady to take a picture, plugging leads into a Crumble device) and methods to support the development of such skills.

Social, Emotional and Mental Health (Pupils who demonstrate features of emotional difficulties, who are withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration; those with immature social skills; and those presenting challenging behaviours arising from other complex special needs)

Help with development of social competence and emotional maturity

▪ Those working in computing must be particularly aware of online safety issues and responsibility. Additionally, the computer suite has wheeled, swivel-chairs which need to be used safely. Have visual displays of expected / unexpected behaviours especially during lessons.

Help in adjusting to school expectations and routines

▪ Give specific praise and display good work. Computing work can also be presented as a poster or a powerpoint presentation which may encourage participation in some cases.

▪ Routines can be useful when doing computing e.g. children always retrieve the same iPad; children login as soon as they sit down in the suite.

Help in acquiring the skills of positive interaction with peers and adults

▪ The choice of compatible working groups (not random groups), including the opportunity to work alone where appropriate and the positioning of equipment for groups can have a large impact on the success of project work. Too much freedom for movement in a room can lead to problems so use chair bands, sensory cushions, fidget toys, in chair exercises to promote safe movement.

Specialised behavioural and cognitive approaches

▪ Some students may not initially like “open-ended” projects since the outcomes are unclear. Consider using closed question project outcomes to limit the range of responses possible.

▪ Using zones of regulation approaches so that pupils can label emotions and feelings may be very useful during projects and group work where projects may not go as planned.

Display and refer to famous people in the sciences as positive role models

▪ ADHD - Thomas Faraday, Alexander Graham Bell, Michael Faraday, Albert Einstein
▪ Autism - Alan Turing, Nikola Tesla, Albert Einstein, Henry Cavendish, Charles Darwin, Sir Isaac Newton
▪ Dyslexia - Michael Faraday, Thomas Edison, Stephen Hawking

Physical and/or Sensory including medical (Pupils who have hearing, visual impairment and/or physical impairments and significant medical needs e.g. epilepsy, diabetes)

Flexible teaching arrangements

▪ Pupil groupings should reflect mixed academic ability, not physical ability.
▪ Tables must be the right size for any wheelchair users and space should be adequate for walking frames and support workers.
▪ With hearing impaired students who rely on lip reading, it is important not to have strong lighting behind a teacher e.g. avoid talking to pupils in front of a window.
▪ Computing equipment/resources situated at accessible heights.

▪ Consider where pupils who may faint or fit are positioned and what equipment they have in front of them.
▪ The particular acoustics of the computer suite can contribute to a loud learning environment - take care to establish the need for quiet working while using the suite.

Access to alternative or augmented forms of communication

▪ Use of the most appropriate communication books/talkers for nonverbal students, IPADs, laptops, for recording.
▪ ICT can support investigations e.g. blank results tables, report proformas with laptop versions.

Provision of tactile or kinaesthetic materials

▪ Extremely important with visually impaired students
▪ Employ a multi sensory approach to use the unaffected senses.

Access to different amplification systems

▪ Teachers must be aware of the specific requirements for any hearing impaired students, check equipment is working properly
▪ Consider background noise (particularly in project situations) and sudden loud instructions from the teacher (when using a microphone amplification system). Remember to turn it off after the lesson!

Access to low vision aids

▪ Microscope cameras (e.g. videoflex) connected to a whiteboard
▪ Use SPLASHTOP CLASSROOM app to mirror the IWB to an individual IPAD. Use large screen IPADs.
▪ Use Large / bold print texts, reading and writing slopes

Maths - Evidence informed SEND specific adaptations

Communication & Language (pupils with speech and language delay, impairments or disorders, specific learning difficulties, such as dyslexia and dyspraxia, hearing impairment and those who demonstrate features within the autistic spectrum; they may also apply to some with moderate, severe or profound learning difficulties and those who have English as an additional language).

Help in acquiring, comprehending and using language

▪ Use of colour coded “word banks”, and explanation of key words, visually linking the apparatus to its name.
▪ Permanent wall displays including labelled diagrams and matching pictures where possible.
▪ Cupboard contents labelled with diagrams and written names.
▪ Breaking words down into meanings e.g. multiples and factors.

Help in articulation

▪ Verbalise new language (e.g. get all the class to speak new words and put them in a “word bank”).
▪ Practice speaking and repetition.
▪ Enable opportunities to discuss meanings in pairs or contributions to a group.

Help in alternative means of communication

▪ Use Widgit symbols to reinforce the mathematical vocabulary.
▪ Physical movements symbolising their meanings can reinforce words

Students communicating their ideas and understanding
▪ Consider a variety of methods (e.g. bar models).

Adopting a multisensory approach
▪ Use a wide range of communication methods including speech, images, graphs, videos, charts, pictures, diagrams, cameras, computers and symbols. Particularly useful when giving instructions relating to a practical.
Concept acquisition and explanation
▪ Try not to introduce more than one concept at a time, give pupils opportunities to draw concepts plan using small steps for progress.
Learning and teaching with words
▪ Think about the words you use and ensure that new technical words are introduced and explained.
Consistency and predictability
▪ Once you have found a method that works then stick with it. Some students feel safer if a consistent format is used, particularly for practical work.
▪ Have a "safe area" if you have autistic children in the class.

Cognition & Learning (Children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia or dyspraxia)
Flexible teaching arrangements
▪ Utilising small group work can enable individuals to develop their understanding with some flexibility.
Help with processing language, memory and reasoning skills
▪ Start with "concrete" items and avoid going into too many abstract concepts. For example,in fractions solve problems using strips before progressing to doing this pictorally and finally in abstract form
▪ Focus on small steps so that the students are "guided" in learning (and not random discovery) to reduce anxiety and help learning.
Help with processing language, memory and reasoning skills
▪ Information has to be processed before doing an activity. Look carefully at the instructions provided in practicals and ensure it is clear which parts the students must perform, and where they have to write etc.
▪ Before letting a class do practice activities, ask them to explain in their words what they have to do.
▪ Think about the questions you ask. Work with Teaching Assistants (perhaps suggest key questions for support staff to address, since what a student learns often comes from this questioning).
Support in the use of technical terms and abstract ideas
▪ Have a class Maths working wall compiled in simple language and encourage its use as part of the lesson.
▪ Communicating the meaning of the word will develop an understanding of the concept (e.g. commutativity).
Help in understanding ideas, concepts and experiences when information cannot be gained through first hand sensory or physical experiences.
▪ Use a wide range of teaching methods e.g. use modelling, role plays and simulations to develop concepts. Fully utilise the senses and encourage involvement.
▪ Think about the key concept you are trying to introduce and focus on teaching this.

Help in organising and coordinating spoken and written English to aid cognition
▪ This relates to communicating ideas. Think about how you can effectively use videos, displays and sound tapes.
▪ Consider the font used on worksheets and get students to write new words to reinforce vocabulary.
Help with sequencing and organisational skills
▪ Sequencing can work well with practical instructions (on cards) or in the stages of a process (e.g. formal methods for long multiplication).
Programmes to aid improvement of fine and motor competencies
▪ Remember that concrete activities provide the opportunity for individuals to develop motor skills. Consider the skills introduced and methods to support the development of such skills.

Social, Emotional and Mental Health (Pupils who demonstrate features of emotional difficulties, who are withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration; those with immature social skills; and those presenting challenging behaviours arising from other complex special needs)
Help in adjusting to school expectations and routines
▪ Give specific praise and display good work. Investigation work can also be presented as a poster or a powerpoint presentation which may encourage participation in some cases.
▪ Routines can be useful when doing experiments e.g. where to get equipment from, wearing goggles, clearing away.
Help in acquiring the skills of positive interaction with peers and adults
▪ The choice of compatible working groups (not random groups), including the opportunity to work alone where appropriate and the positioning of equipment for groups can have a large impact on the success of a practical. Too much freedom for movement in a lab can lead to problems so use chair bands, sensory cushions, fidget toys, in chair exercises to promote safe movement.
Specialised behavioural and cognitive approaches
▪ Some students may not initially like “open-ended” investigations since the outcomes are unclear. Consider using closed question investigations to limit the range of responses possible.

Humanities

History - Evidence informed SEND specific adaptations

- Adaptations for pupils with SEND will be carefully considered and take into account the importance of background information in learning.

Geography - Evidence informed SEND specific adaptations

Communication & Language (pupils with speech and language delay, impairments or disorders, specific learning difficulties, such as dyslexia and dyspraxia, hearing impairment and those who demonstrate features within the autistic spectrum; they may also apply to some with moderate, severe or profound learning difficulties and those who have English as an additional language).
Help in acquiring, comprehending and using language

- Use fieldwork and visits to develop pupils' understanding of different environments
- Use of colour coded "word banks", explanation of key words (e.g. Mr Word) and visually link the field work equipment to its name using Widgit.
- Permanent wall displays including labelled diagrams and matching pictures where possible.
- Maps, atlases, artefacts, models and photographs are labelled clearly
- Breaking words down into meanings e.g. Urbanisation (when people move from the countryside to the towns and cities)
- Create accessible wall displays, including maps and plans and key geographical words.

Help in articulation

- Give pupils opportunities to verbalise new language (e.g. get all the class to speak new words and put them in a "class word bank").
- Use verbal scaffolds (e.g. connective cricket, 'I think that mass immigration is controversial because…'
- Enable opportunities to discuss meanings in pairs or contributions to a group.

Help in alternative means of communication

- Use Widgit symbols to reinforce the key vocabulary.
- Use physical movements to symbolise the meaning of words

Students communicating their ideas and understanding

- Consider a variety of methods (e.g. word maps, mind maps, structured exercises, making a short video, draw it as a cartoon).
- Consider open writing or imaginative pieces to encourage the development of language skills

Adopting a multisensory approach

- Use a wide range of communication methods including speech, images, graphs, videos, charts, pictures, diagrams, cameras, computers and symbols. Particularly useful when giving instructions relating to a practical.

Concept acquisition and explanation

- Try not to introduce more than one concept at a time, give pupils opportunities to draw concepts and plan using small steps for progress.
- Think about the words you use and ensure that new technical words are introduced and explained.
- Consider making pupils class experts and use project based learning
- Use hooks and stimuli that will activate imagination

Consistency and predictability

- Allow pupils to use a method they feel safe with. Some pupils feel safer if a consistent format is used, particularly for practical work.
- Have a "safe / low arousal area" if you have pupils who may become stressed or overwhelmed.
- Pupils are well prepared for field visits, trips, outdoor activities. Use visual timetables and now/next boards.

Cognition & Learning (Children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia or dyspraxia)

Flexible teaching arrangements

- Utilising small group work can enable individuals to develop their understanding.

Help with processing language, memory and reasoning skills

- Start with "concrete" items and avoid going into too many abstract concepts.
- Use a digital camera to capture important findings on a field trip. Use a voice recorder instead of written notes.
- Focus on small steps so that the students are "guided" in learning (and not random discovery) to reduce anxiety and help learning.

▪ Information has to be processed before doing an activity. Give pupils opportunities to draw / illustrate geographical concepts
▪ Before letting pupils start the practical, ask them to explain in their words what they have to do.
▪ Use short questions in simple language. Get teaching assistants to photo key slides for reference later.

Help in understanding ideas, concepts and experiences when information cannot be gained through first hand sensory or physical experiences

▪ Use a wide range of teaching methods e.g. use modelling, role plays and simulations to develop concepts. Fully utilise the senses and encourage involvement.
▪ Give pupils opportunities to draw storyboards to show understanding of a sequence of events. Write captions for photographs.
▪ Think about the key concept you are trying to introduce and focus on teaching this. Give pupils opportunities to draw new concepts e.g. migration, climate, gradient

Help in organising and coordinating spoken and written English to aid cognition

▪ Think about how you can effectively use videos, displays and voice recorders.
▪ Consider the font used on worksheets, use off white backgrounds on the white board and on worksheets. Get students to write new words to reinforce vocabulary.

Help with sequencing and organisational skills

▪ Sequencing can work well with practical instructions (on cards) or in the stages of a process (e.g. the formation of an ox bow lake or the changing of the seasons).

Social, Emotional and Mental Health (Pupils who demonstrate features of emotional difficulties, who are withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration; those with immature social skills; and those presenting challenging behaviours arising from other complex special needs)

Help with development of social competence and emotional maturity

▪ Whilst on field visits must be particularly aware of safety issues and responsibility. Have visual prompts for expected / unexpected behaviours on key chains.

Help in adjusting to school expectations and routines

▪ Give specific praise (discreetly where appropriate) and display good work. Investigation work can also be presented as a poster or a powerpoint presentation which may encourage participation in some cases.

Specialised behavioural and cognitive approaches

▪ Some students may not initially like “open-ended” investigations since the outcomes are unclear. Consider using closed question investigations to limit the range of responses possible.
▪ Using zones of regulation approaches so that pupils can label emotions and feelings may be very useful during field visits where events such as the weather may not go as planned.

Display and refer to famous people in Geogrpahy as positive role models

▪ Physical disability - Karen Darke hand cyclist / geologist
▪ Learning Difficulty - Ann Bancroft (first woman to travel to the North Pole and led an all woman team to the South Pole)

Physical and/or Sensory including medical (Pupils who have hearing, visual impairment and/or physical impairments and significant medical needs e.g. epilepsy, diabetes)

Flexible teaching arrangements

▪ Pupil groupings should reflect mixed academic ability, not physical ability.
▪ Field visits are planned with the needs of all pupils in mind. In date medication is taken on visits. Enough breaks are planned so that pupils, especially those with physical and medical needs, don't become over tired.
▪ With hearing impaired students who rely on lip reading, it is important not to have strong lighting behind a teacher e.g. avoid talking to pupils in front of a window.
▪ There is enough room for pupils with mobility issues to collect their own equipment and resources and those resources are at accessible heights.

Access to alternative or augmented forms of communication

▪ Use of the most appropriate communication books/talkers for nonverbal students, IPADs, laptops, for recording.
▪ ICT can support investigations e.g. blank results tables, report proformas with laptop versions.

Provision of tactile or kinaesthetic materials

▪ Extremely important with visually impaired students
▪ Employ a multi sensory approach to use the unaffected senses.

Access to different amplification systems

▪ Teachers must be aware of the specific requirements for any hearing impaired students, check equipment is working properly
▪ Consider background noise (particularly in practical situations) and sudden loud instructions from the teacher (when using a microphone amplification system). Remember to turn it off after the lesson!

Access to low vision aids

▪ Microscope cameras (e.g. videoflex) connected to a whiteboard
▪ Use SPLASH TOP CLASSROOM app to mirror the IWB to an individual IPAD. Use large screen IPADs.
▪ Use Large / bold print texts, reading and writing slopes
▪ When analysing multi coloured resources such as maps be aware that pupils may experience colour blindness (1 in 12 boys, much less in girls)

RE - Evidence informed SEND specific adaptations

SEND assessments will follow the **engagement model** that celebrates the different abilities of pupils not engaged in subject specific study. This model enables the collection of qualitative information and evidence that should inform a teacher's assessment of their pupils' evidence of progress in the following areas:

1. the effective use of their senses, including the use of both near and distant senses and the use of sensory integration.
2. the application of physical (motor) skills to permit active participation in new experiences.
3. states of emotional wellbeing to facilitate sustained motivation to learn.
4. communication and language skills to inform thought processes.

The engagement model has five areas of engagement, and pupils can show responses to experience of RE in relation to these areas:

Exploration-*Which stimuli or activities interest and motivate the pupil?*
Realisation- *What leads the pupil to surprise, excitement, delight, amazement or fear?*
Anticipation-*Who does the pupil respond to and make sense of what they hear, feel and see as an activity begins?*
Persistence- *How does the pupil sustain their attention or interest in a stimulus or activity?*
Initiation-*How does a pupil act to bring about a desired outcome?*

The areas allow teachers to assess pupils' engagement in developing new skills, knowledge and concepts in the school's curriculum by demonstrating how pupils are achieving specific outcomes. They represent what is necessary for pupils to fully engage in their learning and reach their full potential.

RE can make a powerful contribution to the learning of pupils with SEND. They can develop understanding of religious and life issues through experiences including song and music, discussion and talk, use of artifacts and the creative arts, which cannot always be reflected in their written work. Some pupils may need **additional experiences** to consolidate or extend their understanding of particular concepts, so **timing** needs to be **flexible** enough to allow for this.

PSHE - Evidence informed SEND specific adaptations

For pupils working well below their year groups expectations, teachers can refer to the PSHE Planning Framework for pupils with SEND. This framework places the topics of 'Relationships, Living in the Wider World and Health & Wellbeing' within a context that matches the needs of learners with SEND. Each topic area is broken down into six developmental steps, in line with the DfE's statutory guidance which states that "in special schools and for some SEND pupils in mainstream schools there may be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages".

The Arts

Art and Design - Evidence informed SEND specific adaptations

Communication & Language (pupils with speech and language delay, impairments or disorders, specific learning difficulties, such as dyslexia and dyspraxia, hearing impairment and those who demonstrate features within the autistic spectrum; they may also apply to some with moderate, severe or profound learning difficulties and those who have English as an additional language).
Help in acquiring, comprehending and using language
- Use concrete examples of art to develop pupil's understanding
- Use of colour coded "word banks", explanation of key words (e.g. Mr Word) and visually link to techniques, colours etc

- Art materials are labelled clearly using Widgit symbols
- Breaking words down into meanings e.g. 'to shade' / to add colour
- Create accessible wall displays showing focus techniques

Help in articulation

- Give pupils opportunities to verbalise new language (e.g. get all the class to speak new words and put them in a "class word bank").
- Use verbal scaffolds (e.g. connective cricket, 'I think that poster paint would be the best medium because…'
- Enable opportunities to discuss meanings in pairs or contributions to a group.

Help in alternative means of communication

- Use Widgit symbols to reinforce the key art vocabulary.
- Use physical movements to symbolise the meaning of words (e.g. cross hatching - cross your arms

Students communicating their ideas and understanding

- Consider a variety of methods (e.g. word maps, mind maps, structured exercises, making a short video, draw it as a cartoon).
- Consider open writing or imaginative pieces to encourage the development of language skills (e.g. imagine you can transport yourself into a painting

Adopting a multisensory approach

- Use a wide range of communication methods including speech, images, videos, charts, pictures, diagrams,, computers and symbols.

Concept acquisition and explanation

- Try not to introduce more than one concept at a time, give pupils opportunities to draw concepts and plan using small steps for progress.
- Think about the words you use and ensure that new technical words are introduced and explained e.g. 'tone - how light or dark a colour is'
- Consider making pupils class experts and use project based learning
- Use hooks and stimuli that will activate imagination

Consistency and predictability

- Allow pupils to use mediums and methods that they feel safe with. Some pupils feel safer if a consistent format is used, particularly for practical work.
- Have a "safe / low arousal area" if you have pupils who may become stressed or overwhelmed.
- Pupils are well prepared for educational visits e.g. to an art gallery or a museum. Use visual timetables and now/next boards.

Cognition & Learning (Children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia or dyspraxia)

Flexible teaching arrangements

- Utilising small group work can enable individuals to develop their understanding.

Help with processing language, memory and reasoning skills

- Start with "concrete" items and avoid going into too many abstract concepts. For example,
- Use a digital camera to capture important findings on an educational visit. Use a voice recorder instead of written notes.

▪ Provide 'small steps' prompt sheets so that the students are "guided" in learning (and not random discovery) to reduce anxiety and help learning.
▪ Information has to be processed before doing an activity. Give pupils opportunities to draw / illustrate concepts
▪ Before letting pupils start the practical, ask them to explain in their words what they have to do.
▪ Use short questions in simple language. Get teaching assistants to photo key slides for reference later.

Help in organising and coordinating spoken and written English to aid cognition

▪ Think about how you can effectively use videos, displays and voice recorders.
▪ Consider the font used on IWB and worksheets, use off white backgrounds on the white board and on worksheets. Get pupils to write new words to reinforce vocabulary.

Help with sequencing and organisational skills

▪ Sequencing can work well with practical instructions (on cards) or in the stages of a process (e.g. 1. Print your shapes 2. Use a pencil crayon to highlight parts of your shape 3. Add patterns to the negative spaces 4. Cut up different parts of the painting)

Social, Emotional and Mental Health (Pupils who demonstrate features of emotional difficulties, who are withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration; those with immature social skills; and those presenting challenging behaviours arising from other complex special needs)

Help with development of social competence and emotional maturity

▪·Whilst on educational visits and in practical art lessons you must be particularly aware of safety issues and responsibility. Have visual prompts for expected / unexpected behaviours displayed and on key chains.

Help in adjusting to school expectations and routines

▪ Give specific praise (discreetly where appropriate) and display good work. Have gallery walks in the classroom.

Specialised behavioural and cognitive approaches

▪ Some students may not initially like "open-ended" art tasks since the outcomes are unclear. Consider using closed question investigations to limit the range of responses possible.
▪·Using zones of regulation approaches so that pupils can label emotions and feelings when reflecting on their artwork.

Display and refer to famous artists as positive role models

▪ Autism - Michaelangelo (sculptor, painter, architect, poet), Satoshi Tajiri (creator of Pokemon), Vincent Van Gogh (painter)
▪ Physical disability - Frida Khalo (Painter),
▪ Dyslexia - Andy Warhol (painter), Pauline Berwick (painter), Jackson Pollock (painter)

Physical and/or Sensory including medical (Pupils who have hearing, visual impairment and/or physical impairments and chronic medical needs e.g. epilepsy, diabetes)

Flexible teaching arrangements

▪ Pupil groupings should reflect mixed academic ability, not physical ability.
▪ Educational visits to art galleries or museums are planned with the needs of all pupils in mind. In date medication is taken on visits. Enough breaks are planned so that pupils, especially those with physical and medical needs, don't become over tired.

▪ With hearing impaired students who rely on lip reading, it is important not to have strong lighting behind a teacher e.g. avoid talking to pupils in front of a window.
▪ There is enough room for pupils with mobility issues to collect their own art equipment and art resources and those resources are at accessible heights.

Provision of tactile or kinaesthetic materials

▪ Extremely important with visually impaired students
▪ Employ a multi sensory approach to use the unaffected senses.

Access to different amplification systems

▪ Teachers must be aware of the specific requirements for any hearing impaired students, check equipment is working properly
▪ Consider background noise (particularly in practical situations) and sudden loud instructions from the teacher (when using a microphone amplification system). Remember to turn it off after the lesson!

Access to low vision aids

▪ Microscope cameras (e.g. videoflex) connected to a whiteboard
▪ Use SPLASHTOP CLASSROOM app to mirror the IWB to an individual IPAD. Use large screen IPADs.
▪ Use Large / bold print texts, reading and writing slopes
▪ When using colours / mixing colours be aware that pupils may experience colour blindness (1 in 12 boys, much less in girls)

Music - Evidence informed SEND specific adaptations

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Languages

Spanish - Evidence informed SEND specific adaptations

PE - Evidence informed SEND specific adaptations

Please refer to the website https://www.dippe.lu/ 'Disentangling inclusion in primary physical education.'

Communication & Language (pupils with speech and language delay, impairments or disorders, specific learning difficulties, such as dyslexia and dyspraxia, hearing impairment and those who demonstrate features within the autistic spectrum; they may also apply to some with moderate, severe or profound learning difficulties and those who have English as an additional language).

MANLEY PARK
PRIMARY SCHOOL
GROWING TOGETHER

Flexible teaching approaches

- Ask pupils what their strengths are/what they find easy, what they find challenging and the kind of support they feel they require.

- Use peer support to scaffold interactions, such as talk partners.
- Provide pupils with opportunities to express themselves in a variety of ways.
- Be responsive – follow the pupil's interests, use significant sporting events as hooks
- Avoid group pressure, offer individual learning opportunities as an alternative.
- Positively praise and recognise any efforts made to communicate.
- Build trust so that pupils can ask for support.

Adaptations to the environment

- Organize the class in small groups to reduce fear of expressing oneself in front of a large group.
- Create quiet spaces within the lesson so that pupils can talk in small groups.
- Create spaces where pupils can take some time-out, (e.g. a mat which can be used to sit on when a pause is needed).
- Develop a friendly and supportive ethos within the gym that encourages children to request help or clarification if required.
- During teaching and when providing oral instructions minimize background noise so that children can focus and process verbal information.

Help in acquiring, comprehending and using language

- Use short video clips of sports and games to develop pupils' understanding of different sporting concepts e.g. attack and defend
- Breaking words down into simpler meanings e.g. teamwork (working together to do something well)
- Keep verbal instructions brief and stress key words. Use visual (Written / Widgit symbols, pictures, body language) rather than verbal instructions and action steps could be used.
- In consultation with the children identify and agree non-verbal signals, e.g. bell sound, whistles or hand signals.
- Build up the levels of communication required for tasks over time – this enables the teacher to teach communication skills.
- Allow thinking time for children to answer verbal questions, using a no hands up strategy for answering questions can support this.
- Develop a word bank of verbal and non-verbal communication specific to physical education lessons.
- Use demonstrations as an alternative to, or to support, verbal explanations.

Help in articulation

- Give pupils opportunities to verbalise new language (e.g. get all the class to speak new words and put them in a "class word bank").
- Use verbal scaffolds (e.g. connective cricket, 'I think that he should move in to space because…'
- Enable opportunities to discuss meanings in pairs or contributions to a group.
- Invite children to explain tasks or instructions in their own words.

Help in alternative means of communication

- Use Widgit symbols to reinforce the key vocabulary.

Students communicating their ideas and understanding

- Consider a variety of methods (e.g. word maps, mind maps, structured exercises, making a short video, draw it as a cartoon).

▪ Consider open writing or imaginative pieces to encourage the development of language skills (e.g. “a day in the life of a dodge baller” or “a persuasive letter to the England manager to say why you should be selected’.

Adopting a multisensory approach

▪ Use a wide range of communication methods including, modelling, simulating, speech, images, videos, pictures, diagrams, cameras, computers and symbols.

Concept acquisition and explanation

▪ Try not to introduce more than one concept at a time, give pupils opportunities to draw and act out concepts and plan using small steps for progress.
▪ Think about the words you use and ensure that new technical words are introduced and explained.
▪ Consider making pupils class experts and use project based learning
▪ Use hooks and stimuli that have emotional content and that will activate imagination

Consistency and predictability

▪ Allow pupils to use techniques they feel safe with.
▪ Have a “safe / low arousal area” if you have pupils who may become stressed or overwhelmed.
▪ Pupils are well prepared for sports trips.. Use visual timetables and now/next boards.

Cognition & Learning (Children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia or dyspraxia)

Flexible teaching arrangements

▪ Utilising small group work can enable individuals to develop their understanding.

Help with processing language, memory and reasoning skills

▪ Start with “concrete” items and avoid going into too many abstract concepts. For example, throw a ball at a target before introducing a scoring system
▪ Use a digital camera to capture important findings in a game. Use a voice recorder instead of written notes if observing a game.
▪ Focus on small steps so that the students are “guided” in learning (and not random discovery) to reduce anxiety and help learning.
▪ Information has to be processed before doing an activity. Give pupils opportunities to draw / illustrate sporting concepts
▪ Before letting pupils start an activity, ask them to explain in their words what they have to do.
▪ Use short questions and simple language.

Help in understanding ideas, concepts and experiences when information cannot be gained through first hand sensory or physical experiences

▪ Use a wide range of teaching methods e.g. use modelling, role plays and simulations to develop concepts. Fully utilise the senses and encourage involvement.
▪ Give pupils opportunities to draw storyboards to show understanding of a sequence of events. Write captions for photographs.
▪ Think about the key concept you are trying to introduce and focus on teaching this. Give pupils opportunities to draw new concepts e.g. invasion games

Help in organising and coordinating spoken and written English to aid cognition

▪ Think about how you can effectively use videos, displays and voice recorders.

Help with sequencing and organisational skills

▪ Sequencing can work well with practical instructions (on cards) or in the stages of a process (e.g. orienteering tasks)

Social, Emotional and Mental Health (Pupils who demonstrate features of emotional difficulties, who are withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration; those with immature social skills; and those presenting challenging behaviours arising from other complex special needs)

Adaptations to the environment

▪ Create a quiet (low external stimulation) environment for the pupil.

▪ Create an environment for the pupil where they can choose what they are going to do by setting up different equipment or providing different materials to accomplish an assignment.

▪ Create an environment for the pupil where they are distracted as little as possible.

▪ Let the pupil choose in which part of the lesson they are going to participate in the PE lesson (in a lesson with multiple parts).

Adaptations to curriculum and pedagogy

▪ Teach the pupil to start and stop an activity in a controlled way.

▪ Free play with some sports equipment. .

▪ Teach the pupil to be aware of the presence of others in a group and to play next to each other..

▪ Teach the pupil to appreciate their possibilities in a positive way.

▪ Teach the pupil to identify the behaviour of others.

▪ Do not encourage ego centred behaviour, but accept it if present.

▪ Teach the pupil to discover their own possibilities within the tasks.

▪ Teach the pupil to be able to assess themself realistically in a group.

▪ Simulate to demonstrate a technique.

Flexible teaching approaches

▪Avoid challenging the pupil too much to perform and too much to determine what happens.

▪Be aware of your verbal and non verbal language - avoid communicating disappointment, frustration or authoritarianism

▪Be mindful of your questioning. Asking open questions can support pupil engagement and thought but be mindful that some students may not initially like “open-ended” tasks / games since the outcomes are unclear. Consider using closed question investigations to limit the range of responses possible.

▪Give non-verbal signals.

▪Find thresholds for the pupil to engage independently of the teacher, for example, let them play together with a partner or provide a step-by-step plan to perform tasks. Visual sequencing can help with this.

▪Let the pupil determine themself when they are ready for the next step.

▪If behaviour becomes challenging, label the behaviour of the pupil rather than the pupil as a person.

▪Make preventive appointments with the pupil outside the group.

▪Maintain what is going well.

Help with development of social competence and emotional maturity

▪·Be particularly aware of safety issues and responsibility. Have visual prompts for expected / unexpected behaviours on key chains.

Help in adjusting to school expectations and routines

▪ Give specific praise (discreetly where appropriate). Appreciate the pupil's actions and express affection. Invite to demonstrate good work.

Specialised behavioural and cognitive approaches

▪ Increase the self-regulation of the pupil. Check in with the pupil and give opportunities for them to express and label their emotions and feelings (there are no good and bad emotions - use zones of regulation approaches). Acknowledge the unpredictability of playing sports and remind pupils that there are always highs and lows in sports and games.

Display and refer to famous people in sporting contexts as positive role models

▪ Physical disability - Ellie Symonds (Paralympic swimmer) David Weir (Paralympic wheelchair racer),
▪ Autism - David campion (snowboarder), Chrios Morgan (Olympic rower)
▪ Dyslexia - Muhammed Ali (boxer), Caitlyn Jenner (Olympic decathlete), Steve Redgrave (Olympic rower)
▪ ADHD - Michelle Carter (Olympic athlete), Simone Biles (Olympic gymnast), Michael Phelps (Olympic swimmer)

Physical and/or Sensory including medical (Pupils who have hearing, visual impairment and/or physical impairments and significant medical needs e.g. epilepsy, diabetes)

Flexible teaching arrangements

▪ Pupil groupings should reflect mixed sporting ability, not physical ability.
▪ Visits to sporting events are planned with the needs of all pupils in mind. In date medication is taken on visits. Enough breaks are planned so that pupils, especially those with physical and medical needs, don't become over tired.
▪ Be alert to external signs e.g. complexion, drowsiness, responsiveness, respiratory flow, perspiration) and have rest mats out for pupils
▪ With hearing impaired students who rely on lip reading, it is important not to have strong lighting behind a teacher e.g. talk to pupils with the sun in your face not their face. when facing the sun. Do not walk around the gym while giving instructions.
▪ There is enough room for pupils with mobility issues to collect their own equipment and resources and those resources are at accessible heights e.g. put equipment on a table for wheelchair users.

Developing motor skills

▪ Use a variety of equipment (different size balls, targets, distances)
▪ Use good practical examples of techniques (videos, pictures, slow motion teacher demonstrations)
▪ Provide space for pupils to discuss their movement challenges
▪ Break actions down in to small steps and highlight certain parts of the action

Provision of tactile or kinaesthetic materials

▪ Extremely important with visually impaired students e.g. pupils hold a bat or a ball when teacher describes how to use the ball or bat
▪ Employ a multi sensory approach to use the unaffected senses.

Access to different amplification systems

▪ Teachers must be aware of the specific requirements for any hearing impaired students, check equipment is working properly
▪ Create quiet (low external stimulation) environments e.g. award points for best silent cheering, marshmallow clapping, sparkle clicking

- Consider background noise (particularly in practical situations) and sudden loud instructions e.g. whistles, from the teacher (when using a microphone amplification system). Remember to turn it off after the lesson!
- Stand close to and facing the pupils with hearing impairments. Avoid exaggerated lip movement.
- Learn key sign language for PE e.g. if you are swimming, focus on signs for water, swim, front, back, towel, wet, stop, look

Access to low vision aids

- When using coloured bibs and cones be aware that pupils may experience colour blindness (1 in 12 boys, much less in girls)
- Use a “clock system” for knowing where things are. You can tell the goal posts are at 12:00 which means it is straight ahead of the pupil.
- Other pupils can describe the environment to the child, how many are on the team and where they are standing to wait their turn.
- The pupil can find out who is around them and where they are going by having other pupils tell them.
- Fluorescent tape can be used to mark boundaries in the gym and outdoors.
- Use bell / beeper / auditory balls for activities e.g. put rice in a beach ball
- Use brightly coloured balls which offer a contrast to the surroundings