

# Kington Primary School



## Adaptive Teaching in Practice

A guide for teaching and support staff

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## Chapter One

Strategies to support pupils by specific area of need.

## ADHD (ADD)

- Clear written and verbal directions
- Limit distractions
- Flexible seating options
- Independent work station
- Timer
- Chunk learning and tasks
- Single instructions
- Provide fidgets
- Movement breaks
- Predictable routines
- Visual supports (including now and next board)
- Teach executive functioning skills
- Build confidence
- Reward good choices
- Weighted blanket
- Colour coding
- Support with note taking
- Mnemonics
- Address by name
- Social stories
- Talking tin
- Highlight word lines in books e.g. 'I was behind the trampoline = \_\_ \_\_\_\_\_  
\_\_\_\_\_ \_\_\_\_\_'.
- Visual timetable
- Prepare for change
- Strong, consistent boundaries
- Limited choices
- Planned line position
- Friendship support/peer buddy
- Open dyslexic font
- Coloured overlays

## ASD

- Visual timetable (personal)
- Now and next board
- Chunked learning
- Movement breaks#
- Sensory breaks
- Key adult
- Emotion coaching
- Emotion check in
- Visual supports
- Low-stimulus environment
- Fidget toys
- Ear defenders
- Coloured overlays/paper
- Raised line paper
- Structured activities at break/lunch
- Predictable routines
- Clear, firm and consistent boundaries
- Single instructions
- Calm, quiet safe space
- Verbal and written instructions
- Steps to complete task
- Modelling
- Flexible seating options
- Independent work station
- Timer
- Predictable routines
- Teach executive functioning skills
- Build confidence
- Reward good choices
- Weighted blanket
- Colour coding
- Support with note taking
- Address by name
- Social stories
- Talking tin
- Prepare for change
- Limited choices
- Line position
- Friendship support/peer buddy
- Open dyslexic font
- Coloured overlays
- Now and next board
- Take up time
- Allow reduced eye contact
- Picture exchange
- Play therapy

## Attachment

- 'Team around the child' approach
- State facts opposed to praise the person
- Motivate through tiered system
- Earn not sanction
- Provide warm safe space
- Key adult
- Emotional check in
- Emotion coaching
- Predictable routines
- Clear, firm and consistent boundaries
- Single instructions
- Address by name
- Modelling
- Independent work station
- Fidget toys
- Ear defenders
- Snacks
- Weighted blanket
- Build confidence
- Be relentlessly kind
- Rephrase negative language – not direct challenge
- Prepare for change
- Visual timetable and supports
- Now and next board
- Brain breaks
- Low-stimulus environment
- Seating – need to see the room
- Support with note taking and organisation
- Limited choices
- Responsibility
- Maintain professional boundary
- Manipulative and tactile resources
- Opportunities for play
- Teach facial expressions
- Teach tone of voice
- Calm, quiet classroom
- Depersonalise consequences
- Address behaviour, not person

## Auditory processing

- Seat at front
- Calm, quiet classroom
- Reduce background noise
- Repeat what you say in the same way
- Pause when speaking
- Be animated
- Provide visual prompts and supports
- Single instructions
- Develop phonological awareness through substituting, rhyme etc.
- Use multisensory approach
- Play memory, sequencing and attention games
- Allow thinking time
- Face student when speaking
- Emphasise key words
- Slow speech
- Limit distractions
- Use a buddy to scribe

## Dyscalculia

- Differentiate instruction – not task
- Chunk learning
- Modelling
- Visual aids
- Manipulative resources
- Multisensory approach
- Regular review
- Real life connections
- Use a calculator if fast recall isn't the objective
- Provide more time
- Assistive technology
- Praise effort
- Personalise learning

## Dyslexia

- Chunk learning
- Modelling
- Visual aids
- Manipulative resources
- Multisensory approach
- Regular review
- Real life connections
- Provide more time
- Assistive technology
- Praise effort
- Personalise learning
- Coloured overlays
- Coloured page text books
- Sloped writing frames
- Raised line paper
- Electronic spell checkers
- Speech to text software
- Typing
- Open dyslexic font
- Thinking time
- Clear and consistent boundaries
- Do not force reading in front of peers
- Whole word reading approach if phonics isn't working
- Build self-esteem
- Dyslexia reading books
- Rulers with attached handles.
- Magnetic letters/numbers.
- Handwriting sheets/handbooks.
- Pencil grips (various styles).
- Print outs of date/LO
- Highlight essential information.
- Alternative recording
- Expect them to write less but record their ideas they give.
- Over learning
- Pre teaching
- Revision
- Copy of slides
- Join handwriting
- Toe by Toe intervention
- Precision teaching
- Highlight word lines in book

## Dysgraphia

- Use assistive technology
- Allow extra time
- Highlight lines
- Raised line paper
- Scaffold writing tasks
- Modelling
- Template
- Chunked learning
- Scribe
- Explicit instruction in phonics and spelling
- Build fine motor skills
- Build gross motor skills
- Therapy putty
- Strengthen fingers
- Sloped writing board
- Develop core strength
- Use graph paper in maths
- Provide slide handouts
- Use cursive writing
- Pencil grips
- Coloured text books
- Alternative recording
- Cloze activities
- Extra time
- Low-stimulus classroom

## Global development delay

- Multisensory approach
- Play based learning
- Individualised tasks
- Provide models
- Print handouts
- Extra time
- Firm, clear boundaries,
- Gross motor intervention
- Fine motor intervention
- Problem-solving activities
- Hand-eye coordination activities
- Visual support
- Visual timetable
- Alternative recording
- Assistive technology
- Boost self esteem
- Praise effort
- Sensory breaks
- Fidget toys
- Alternative seating
- Talking tins
- Cloze activities
- Small group support
- Peer role model

## Hearing impairment

- Seat near front – allow child to choose
- Slowed rate of speech
- Visual supports
- Ensure mouth is not covered
- Address by name
- Repeat instructions / information
- Hearing buddy
- Wear microphone
- Provide handouts of slides
- Animated speaking and facial expressions
- Visual timetable
- Use Makaton /sign
- Don't shout
- Reduce background noise
- Face class when talking
- Language-rich classroom – labelled resources
- Address pupil not interpreter (if in place)
- Avoid pacing
- Pre-teach new vocabulary

## Processing speed

- Check in for understanding
- Extra time / take up time
- Single instructions
- Slowed speech
- Visual supports
- Checklist to complete task
- Personalised learning to interests
- Shorten tasks
- Chunked learning
- Brain breaks
- Sensory breaks/ fidget toys
- Cloze activities
- Assistive technology
- Talking tins
- Praise effort
- Provide handouts
- Reduce cognitive overload
- Personalised work station
- Reduce distractions
- Highlight key information
- Pre teach and overlearning
- Predictable routines
- Firm, clear and consistent expectations
- Start prompts
- Timer

## Sensory processing

- Weighted blanket
- Alternative seating
- Chew toy
- Fidget toys
- Movement breaks
- Heavy labour
- Reduced lighting /coloured glasses
- Ear defenders
- Coloured overlays
- Coloured text books
- Visual timetable (personal)
- Visual supports
- Now and next board
- Warm environment
- Low-sensory safe space
- Independent work station
- Snacks
- Time outside
- TheraBand
- TheraPutty
- Multisensory approach
- Colouring
- Scented items (dough etc.)
- Beanbag
- Calm classroom
- Firm, clear and consistent expectations
- Predictable routines
- Breathing exercises
- Build core strength
- Emotion coaching
- Fine motor intervention
- Gross motor intervention
- Pre teaching and overlearning
- Sloped writing board
- Raised line paper

## Visual impairment

- Print out of slides in larger font
- Repeat instructions and key information
- Speech to text software
- Magnifying glass/screen
- Provide laptop to follow teachers slides
- Talking equipment
- High contrast (black and white e.g.)
- Well-lit room
- Don't stand in front of window
- Animated speaking
- Braille
- Assistive technology
- Contrast strips on steps or hazards
- Touch typing
- Talking books / e-books
- Allow to choose seat
- Large font
- Dyslexic friendly font
- Raised line paper
- Coloured text books and overlays
- Safe, clutter free classroom
- Predictable routines
- Use of real objects to support teaching
- Buddy
- Power source for technology

## Chapter Two

Strategies to support students organised by subject.

Overviews taken from the NASEN SEND Handbook.

### Strategies to Scaffold Learning

#### How can I support learners who struggle to retain vocabulary?

- Be conscious of the range of vocabulary learners are exposed to. There are often several different words for one mathematical concept (e.g., add, sum, total, plus). Learners will need these words to be defined each time a new one is introduced and may need questions to be rephrased to understand their meaning. Learning should be documented in the classroom and referred to within and across lessons, for example on a working wall.
- Before a concept is introduced to the whole class, take time to familiarise chosen learners with new vocabulary and its meaning. This will give those learners greater confidence, as they feel confident when this same idea is introduced to the whole class.
- Use of visuals and actions can help to remind learners of the meaning of a word, or how it links to a mathematical symbol.

#### How can I support learners who struggle to access lessons because of literacy difficulties?

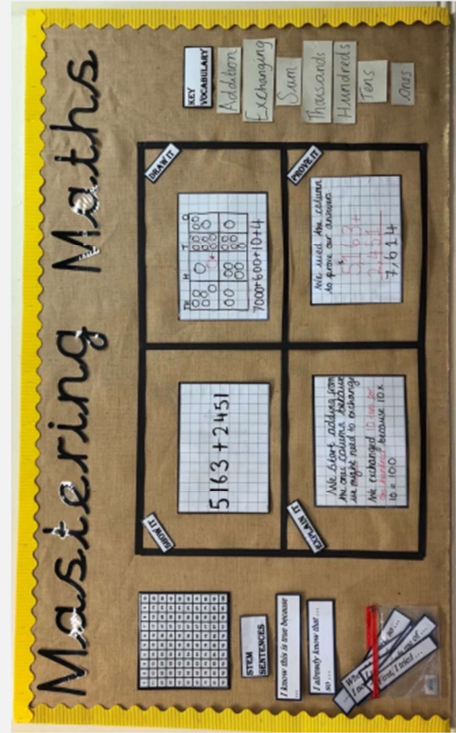
- If solving word problems, consider deploying an adult or pairing a learner with a confident peer to read the questions aloud to relieve the pressure of decoding the language.
- Some learners may benefit from 'drawing' the word problem, so that after a question is read, the learner has an image to refer to. This can enable a learner to 'see' the information they are missing, and decide what they need to work out, so that they can solve the word problem.
- Use of concrete resources and visuals is extremely important in helping learners to access questions.
- Ensure worksheets are laid out clearly and learners are not overwhelmed with a page of questions. Some learners may require different resources, which could include plain paper or enlarged square paper, to access set work.

#### How can I support learners who need additional time to develop conceptual understanding?

- Use intervention time to play games that consolidate a new or tricky concept with an adult.
- Use pre-teaching to give some learners a head-start.
- Have clearly laid out worked examples for these learners to refer to when working independently.
- Ensure tasks are scaffolded so that the learner can focus on the planned objective, for example prewrite information which is non-essential to the learning (date, learning intention), so the learner can focus directly on the skill being taught.
- Use representations learners are familiar with to transfer and connect similar ideas. For example, in Year 1, they use a tens frame that shows ten ones is equal to one 10, and then in Years 4 and 5 a tens frame could be used to show ten tenths is equal to 1.

#### How can I support learners who struggle with number fluency?

- Help learners to practise fluency outside of maths lessons, e.g., during transitions the whole class could count in 5s as they move from the carpet to their tables.
- If a particular fluency skill is required in a lesson (e.g., recalling the 5 times table), ensure learners practise this skill at the start of the lesson. During the retrieval practice, if needed, learners can have concrete resources or visual support, such as a times tables square, to remind them of number facts.
- Use games as part of regular intervention, to practise basic number skills and help retain fluency facts. Examples of maths games can be found on Cambridge University's NRICH Project.



#### How can I support learners who struggle with attention?

- When modelling, encourage learners to make jottings, or copy each step out, onto a whiteboard at the same time.
- Be flexible with how you deliver your input. It might not always be necessary to have all learners involved at once. Some learners could be completing an accessible activity independently at tables, whilst others are listening to the teaching input, and then they swap. This helps to keep inputs focused and short, maintaining the attention of those who struggle.
- Give learners a target number of questions to do – when working towards a goal, learners are more likely to be focused.
- Use behaviour-specific praise, where you specifically identify what the learner has done well, to motivate learners and encourage their sustained attention to the task.
- Incorporate some questions which appeal to a learner's interests, for example making questions about a particular character they like. This will help to maximise engagement and motivation.

#### How can I support learners who struggle with change and transition?

- Establish routines and expectations early in the year, ensuring certain transitions, activities and games are repeated regularly to increase familiarity.
- To inform assessment and planning, ask the learner how they found a concept or lesson, at the end of a session.
- Set a target amount of work to complete and prepare learners by giving a 5-minute warning before the end of the activity. Allow them to take a few extra minutes to finish off if they need it.

#### How can I support learners who lack confidence in their own mathematical ability?

- Send home photocopies of successful pieces of work to share with parents/carers.
- Pose open-ended questions to the class, which have multiple answers. Ensure all learners have equal opportunities to answer.
  - 'Odd One Out' is a great example of this kind of activity; Learners are presented with 3 different numbers on the board and are asked which is the odd one out and why. There is no 'right' answer to this question, and therefore it is accessible to all members of the class. Answers could include '10 is the odd one out because it's the only multiple of 5' or '8 if the odd one out because it's got two circles'. Being able to give an answer, no matter the complexity, helps to validate all learners.
- Mark learners' work in the moment, rather than at the end of the lesson. If the learner can see they are on track as they are completing a task, this will motivate them to keep going and will boost their confidence. Using this method also means you can correct and explain any mistakes as they happen, helping learners avoid embedding misconceptions.
- Ask learners to be a help in the lesson preparation process, e.g., selecting images which will be used in the maths lesson or asking to set up resources. This will help the learner to feel more comfortable as they begin the lesson.

The guidance in this document supports planning for learners with SEND by highlighting the most important concepts within the national curriculum so that teaching and targeted support can be weighted towards these. For further guidance, please refer to [Teaching mathematics in primary school](#).

#### Case Study

**A child in Year 1, who did not have secure number sense, struggled to access the curriculum as they could not order or compare numbers between 1 and 20.**

An intervention was set up where the child spent five minutes a day with a suitably qualified adult, working on ordering numbers. Some of the tasks included rearranging number cards, counting objects around the school, and spotting the missing number on a number line. It was found that this short, sharp intervention and daily focus on this one skill helped to improve their fluency and in turn, their access to the curriculum.

#### Case Study

**A child in Year 6 struggled to access lessons alongside the peers in his class; in maths, his individualised learning targets were aligned with the Year 3 curriculum.**

At the beginning of a new topic, in line with a mastery approach, his teacher reflected on his individual targets and prior attainment while planning the whole-class lesson. This process demonstrated that the child did not yet have the foundational skills needed to access the planned work in line with his peers.

To plan learning activities for the learner, aligned to the topic, the teacher then used formative assessment to identify particular skills within the topic as areas for the child to develop, e.g., adding multiples of 10 to any given number. Planning for the child then followed a format where he had focused input from the teacher early in the week. He then repeated a similar activity independently for the following few lessons, with a review at the end of the week. Alongside planned learning activities, the child had the opportunity to play maths games alongside an adult or peer to build on foundational maths skills.

## Strategies to Scaffold Learning

### How can I support learners who struggle with attention?

- Carefully consider the pace of the lesson. A fast-paced lesson will keep learners alert and active – but ensure they have the time and support needed to be accurate with enunciation or skills application.
- Interactive lessons provide opportunities for learners to engage in different ways. In phonics, learners will be vocal when practising saying sounds, decoding and reading. There will also be opportunities for letter formation and writing.
- Use specific, targeted questioning to challenge and support learners.

### How can I support learners who are resistant to mark-making or who have poor fine motor skills?

Phonics is a tool for learning to read and spell. A reluctance to mark-make or form letters may not be indicative of difficulty with GPCs. Learners will be introduced to letters and mark-making opportunities. Opportunities to develop fine motor skills can be encouraged through play and targeted support:

- Include a finger gym or fine motor skills station in your classroom with activities such as pegging, threading, using tweezers to complete intricate objectives.
- Provide opportunities for mark-making on different scales and with different media.
- If a learner is reluctant to write, reduce the reliance on whiteboards and pens in phonics lessons and consider using magnetic letters or phoneme cubes to build words. However, learners will need to be taught how to form letters and use phonics for spelling.
- Provide specific targeted support with handwriting.
- Praise all attempts at mark-making and point out specific successes and next steps.



### Case Study

**A child in reception with ASD and vision impairment, who is largely non-verbal.**

She worked with 1:2 support and benefitted from visuals, consistent routines, and repetition. To support phonics learning, the teacher developed provision that included:

- Joining in with revision and teaching sections of lessons on the carpet with support, as she enjoyed listening to the sounds with peers.
- Having access to a quiet, distraction-free space - this enabled her to accurately recall grapheme-phoneme correspondences with increased consistency.
- Using concrete resources to match initial sounds to graphemes.
- Using magnetic letters to build and read CVC words to match concrete resources.
- Taking part in sound hunts in the outdoor area.
- A focus on fine motor skills with peers to develop her pen grip.

### Case Study

**A child in Year 2 with ADHD.**

He had excellent recall of grapheme-phoneme correspondence during specific phonics lessons and assessment but worked with such speed that errors were frequent when segmenting to spell and decoding to read. He became frustrated, distracted and even distressed by perceived inability to overcome a challenge.

To support him, his teacher ensured the following provision was in place:

- Structured, interactive lessons to support his attention needs.
- Increased opportunities to come forward to the interactive whiteboard to model success to the class. This is something he enjoyed and was important to raise his confidence in the subject.
- Tone of voice: he was confident to apply his knowledge when correcting errors, but only when errors were highlighted in a calming, light-hearted manner by a familiar adult, e.g., reading the misapplication of a grapheme in a funny voice so that they could spot the error and 'own it'.
- Personalised grapheme-phoneme correspondence table taped on the desk with a GPC to focus on each week.
- Personalised learning targets, with a focus on one phoneme to apply accurately during writing lessons.

### Strategies to Scaffold Learning

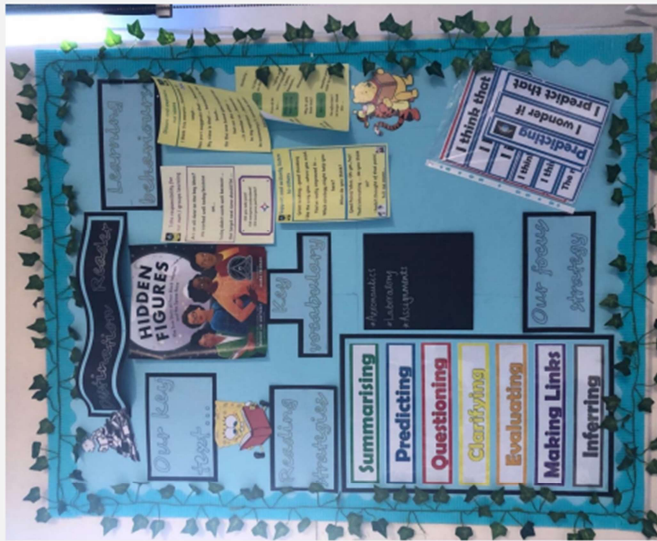
#### How can I support learners who struggle with developing fluency (including phonics knowledge and word recognition)?

- Where learners are not yet secure with phonics, their phonics knowledge must be assessed. Phonics teaching can then be correctly pitched for developing learners' knowledge of phonics and skills such as blending for word reading. Use the same scheme or approach which is used for whole-class teaching in EYFS and Year 1 – this will support learners with making links and building on prior phonics knowledge.
- Whilst phonics should be the first strategy for common exception words, if learners have difficulty retaining words consider using precision teaching interventions or flashcards. Games can be used to engage learners such as Bingo, Pelmanism (matching pairs) or Snap. Learners could also have further opportunities to consolidate through playing these games during break or playtimes. Consolidation can also come through learners being able to independently revisit through accessing word mats on their tables or accessing these words on display in the classroom.
- Re-reading taught or familiar texts is key to building learners' confidence; have a box of taught or familiar books for individual learners to independently revisit during reading lessons, reading for pleasure, paired reading or if reading with volunteers.
- Ensure that learners have sufficient practice in reading, and re-reading, books matched to their phonic knowledge so that they can build up their bank of words that can be read speedily.
- Identify and pre-teach tricky or new words – find them in the book and tell the learner to look at them carefully. Write them on a whiteboard or on a flashcard and practise reading them before reading the text.

#### How can I support learners who struggle with comprehending texts (including vocabulary, reasoning, and print-concepts)?

- Talk about the book before reading; make predictions and ignite prior knowledge by talking about what they may already know about the genre, the author, or other books they have read with a similar or the same setting. Making links with other books will support learners with understanding the text they are preparing to read, whilst making predictions will support with building enjoyment – they will want to read on to find out what happens next!
- Practise deepening comprehension of shorter extracts of the text, e.g., looking closely at small chunks such as sentences or paragraphs to discuss between reading. Discuss reading at smaller intervals, e.g., after each sentence or paragraph, rather than at the end of a chapter; looking for inferences and authorial word choices within sentences rather than inferences related to broader reading such as characters' motivations or themes.
- Giving learners opportunities for re-reading following book talk will deepen their understanding as they will be able to give greater attention to the meaning.
- Support readers with understanding and retaining new vocabulary by pre-teaching new words prior to tackling the text.
- Have class 'read-alouds' which gives all learners access to age-appropriate texts. Plan for discussions at key points which will deepen all learners' understanding. Listening to texts being read out loud will also extend learners' vocabulary.
- Use drama and role-play activities to enable learners to explore the meaning of text through first-hand experience thereby deepening their understanding. Drama and role-play also provide engaging activities which are accessible to all learners.





**How can I support learners who struggle with attention?**

- Wherever possible and practical, allow the learner choice in the reading material, e.g., choosing a text from a selection of texts.
- Use props or guides to support learners to focus on following the print in the text in front of them. This could be a lolly stick, cardboard pointing finger or a reading ruler.
- For younger learners, using story sacks or props representing characters or objects in the story can support with maintaining attention, as well as deepening understanding.
- Sharing the reading between the learner and the adult supporting, e.g., taking turns on alternate pages, will help if the learner has difficulties with reading stamina as well as maintaining focus.
- Timetable reading sessions so they are short and frequent; some learners may benefit from multiple shorter sessions each day.
- Where reading sessions are required to be longer, plan for regular movement breaks. This could be a palm press at the end of each page, a hand massage at the end of each double page, ten chair presses at the end of each chapter, etc.

**How can I support learners who struggle with change and transition?**

- In advance of the lesson, show learners the book they will be reading; draw them in through reading the blurb, making real life connections or connections with texts they have already read.
- Always begin the lesson with a 'safe' activity – this could be listening to the teacher modelling reading, talking about a book together, or re-reading a familiar text that the learner feels confident with and can be successful with.
- Have a clear teach-practise-apply model to reading lessons and ensure that lessons always follow this structure; the learner will feel more confident if there is a familiar routine to lessons.
- With a fiction text, always finish the book, either within the lesson, or across a sequence of lessons. If the lesson is using an extract and the learners are engaged, make time to read the text outside of the lesson; it is frustrating for readers to not be able to complete a book, and find out what happens in the end. The reading for enjoyment is also lost if the text is not read completely.

## Strategies to Scaffold Learning

*How can I support learners who are reading below age-related expectations?*

- Securing the basics of pen grip, letter formation and spelling allow learners to be able to focus on composing a piece of writing.
- For learners not secure with phonics, this should be a priority. Learners should have plenty of practice writing using the phoneme-grapheme correspondences they know and using the letter formation they have been taught. This can be most easily provided through dictation activities.
- Use picture and word banks of key vocabulary. When learners are doing extended writing, make sure that they have word banks of key topic words with pictures to match. This will support them to find and use adventurous and topic-related language. Ideally, the words for these word banks will be the ones you have generated together in skills lessons and added to your working wall, so they will be the ones learners have already begun to use and explore.
- Use the school marking code or symbols to remind learners of key skills, e.g., if they need to remember spaces between words, you could draw a little hand symbol at the top of their page to remind them or give them a simple reminder sheet of what makes a good sentence.
- Use story maps with actions. Story maps are an excellent way to develop early reading skills and support learners with oral rehearsal. If you draw your story map from top to bottom, left to write, learners can point at each symbol as they retell it. Use the same symbols and gestures to match each time, e.g., → for next, so that learners develop their independence and confidence retelling stories and using story language

## Case Study

*A learner in Year 6 with dyslexia, a very imaginative and enthusiastic writer, whose writing could not be read without mediation and who could not always read it back herself because she missed words, blended them together and made multiple letter substitutions, struggling to hear and write the dominant sounds in words.*

*The learner was encouraged to:*

- *Identify key words that she would need to spell and then look them up in her spelling dictionary, when sharing ideas with a peer or adult.*
- *Use the working wall (with word and picture banks) to identify key topic words or phrases.*
- *Box up her ideas to help organise her thoughts into a clear beginning, middle and end, when beginning to write.*
- *Look at the first section of her writing and orally rehearse the first sentence, counting the words on her fingers.*
- *Write one word at a time. Midway through and at the end of the sentence, pausing and reading back from the beginning of the sentence, pointing at each word.*

*To begin with, the adult would model these strategies, but independence increased over time.*

## How can I support learners who struggle to retain vocabulary?

- Identify new, interesting or useful words in a text or topic together (e.g., in the plenary of the first lesson looking at a new text) and add them to the working wall together. Refer to these words and model using them in your teaching and encourage learners to use the working wall in their independent writing.
- Rehearse new words. Practise saying them together in a high voice, a low voice, a fast voice, and a slow voice. Come up with an action together (or use a Makaton action), then say the word and show the action to reinforce.
- New vocabulary should be planned for and taught in context. Model using new words in a sentence and give learners time to practise them in context. For example, give them time to answer a question and share their answer.

## How can I support learners who need additional time to develop conceptual understanding?

- Pre-teach. For example, if you are starting a new text on a Monday and know a learner will need more time to process it, find time for them to read it (ideally with a peer or an adult) on the Friday before. This allows them to explore it in their own time, ask any questions they may have and then be the expert when the class reads it on Monday.
- Create links in learning in different areas. For example, if you are learning about the Antarctic in geography, read related texts, learn about a penguin's life cycle in science, write an explanation text about it in literacy, represent its life cycle through dance in PE. Also, make links to what learners have previously learnt – did they learn about the life cycle of a frog the previous year? This helps to embed learning.
- Make learning multi-sensory, e.g., if you are learning a new concept or piece of vocabulary, read it, draw it, write it, act it out.

**How can I support learners who struggle with attention?**

- Break the learning into chunks. Ensure you mix teacher talk with partner talk, opportunities to write ideas on a whiteboard, and feedback through gesture (e.g., show me on your thumbs if you agree or disagree; wiggle your fingers if you could up-level my adjective).
- Give learners movement breaks. You can build this into your class routine; they help everyone to concentrate, e.g., before starting a teaching session, choose two or three short OT warm-ups to do together (such as rolling your shoulders 5 times, chair presses, piano fingers). Add these into independent learning when learners are writing for an extended period. For learners who need additional movement breaks, build in opportunities to the lesson. Could they hand out exercise books? Sharpen their pencil?
- Build in opportunities to develop attention and listening skills with your whole class. For example, when feeding back an answer, tell learners that you will ask them to share their partner's answer. To start with, practise this with simple questions (such as, what's your favourite colour?). Increase the complexity of questions over time. When asking learners to retell a story in pairs, play 'story whoosh': one partner begins retelling and, when you give a signal, the other person takes over and continues. You will need to model this first.



**How can I support learners who struggle with change and transition?**

- Have a clear routine and use visuals to support. For example, share the visual timetable at the start of each day. Refer back to it throughout the day: 'Now we have literacy, next handwriting and after that it is lunch'. If changes occur, share this with learners and change the timetable with them.
- Give learners warning. For example, if they will need to tidy up for lunch, give them a five-minute warning. Then, count them down. This means they know how long they have to finish and are prepared to stop. For some learners, it will be helpful to give them a five-minute sand timer so they can visualise this.
- Allow learners time to complete work. They may really want to finish what they are doing – it can be very frustrating if your story is missing its ending! Find time later in the day or soon after (e.g., for early morning work the next day) where they can finish. Keep their book open and any notes they've made on a whiteboard, so they know that it's in your mind.

**Key takeaways to support learners with SEND in writing**

The following strategies scaffold learning for all ages and stages:

**Communication-friendly strategies:**

- Use gestures
- Make it visual: add pictures to word banks to help all children access them
- Allow thinking time: always allow thinking time when you ask a question, even before children talk to their partner (think, pair, share)
- For those who need it, keep language simple and short
- When children need further support, offer forced choices, or use gap fills to scaffold them.

**Model your thinking process:** as teachers, we often ask questions. While these are important, it is also important to model your thinking process, and to model wondering or imagining. This removes the pressure of a question for a child while still allowing them to develop their thinking.

### Strategies to Scaffold Learning

*How can I support learners who struggle to access lessons because of literacy difficulties?*

- Provide topical word banks and picture cards that the learner can point or refer to when explaining scientific processes.
- Ask teaching assistants to collate word/picture banks on a mini whiteboard/paper with the learner during the teaching input to support their independent learning activity.
- Scaffold learning to make it accessible for all, e.g., if writing up the method for their experiment, a learner with writing difficulties could verbally explain for you or a teaching assistant to scribe, note-take or film explaining their answers.

*How can I support learners who struggle to access lessons because of numeracy difficulties?*

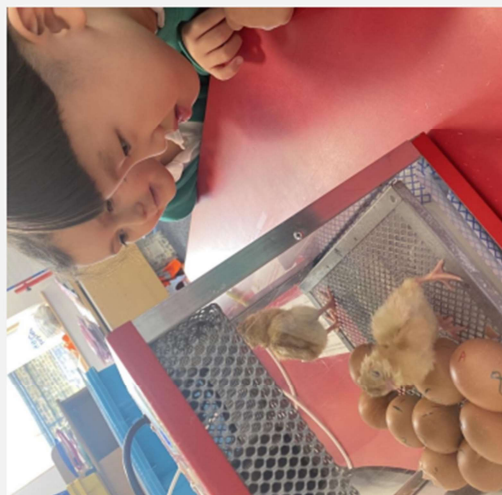
- Scaffold learning to make it accessible for all, e.g., when creating data tables for an experiment, learners with numeracy difficulties could create a pictogram.
- Employ manipulatives and resources used in maths lessons to support learning in science.
- Bring abstract concepts to life through concrete resources and comparisons.

*How can I support learners who struggle to retain vocabulary?*

- Begin each lesson with a review of the vocabulary learnt in the previous lesson.
- Provide word banks that are accessible throughout the science topic. Encourage learners to tick the words they feel confident with to help target language that still needs support, e.g., when learners can independently use a word in a sentence. This could also encourage and motivate the learner to use language they have yet to use.
- Refer to language regularly during lessons and, where applicable, throughout the school day, as this will embed the vocabulary and build stronger links and associations.

*How can I support learners who need additional time to develop conceptual understanding?*

- Provide pre-teaching opportunities for learners to hear vocabulary prior to the lesson, to support their access and engagement in whole-class teaching.
- Plan small group teaching opportunities, for example whilst learners who have already met an objective are doing enrichment activities independently, dedicate time to conference with and/or provide additional learning opportunities for learners working towards the learning objective.
- Provide learners with worked examples to use as a model whilst completing independent work.



**Progression of scientific knowledge across Key Stages:  
Electricity**

**Early Learning Goal:**

Children know about similarities and differences in relation to pictures, objects, materials and living things.

**Year 4:**

Recognise some common conductors and insulators, and associate metals with being good conductors.

**Year 6:**

Compare and give reasons for variations in how components function including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.

**How can I support learners who struggle with attention?**

- Create a working classroom environment that is calming and simple, e.g., clear routines, organised workspaces.
- Use preferential seating and proximity to engage all learners – have learners who struggle to concentrate at the front of the class, or plan for a teaching assistant to encourage the learner to participate and maintain focus.
- Pre-expose learners to the equipment and nature of the lesson (especially for experiments and practical lessons) to spark engagement and interest in the upcoming lesson.
- Plan movement breaks and classroom jobs (e.g., handing out materials) for individual learners.

**How can I support learners who struggle with change and transition?**

- Science doesn't always follow the same lesson format and structure, so prepare learners in advance by explaining how the lesson will run.
- Use visuals (e.g., now, next, then boards or visual timetables) to segment the lesson into manageable chunks that are achievable for the learner.
- Think about the individual learner – some learners may be highly motivated if they know something in advance of a lesson. Show them an object, or picture about the lesson, as detailed in the case study.

**Case Study**

**Supporting a learner with autism in mainstream Year 1 science lessons**

One of the learner's targets was to initiate and sustain attention to a given task. Following discussions with the SENCO, a Now, Next, Then board (NNT) was created and implemented across all areas of the school day to help structure lessons and support the learner's engagement in modified tasks aligned to the Year 1 curriculum. The NNT had three images for tasks and activities – with some being 'demands' (tasks that had to be completed), and some preferred, motivational activities which served as a reward for completed curricular tasks.

**Planning:** For science lessons, the teacher and teaching assistant (TA) talked through the expectations and planned outcomes for the lesson, and how these would be communicated to the learner. Some visuals were consistent, though sometimes the teacher and TA agreed language and visuals for more specialised tasks (e.g., when the class went on a learning walk in the local area to observe the changing of the seasons). Tasks were developed in line with the learner's individual needs, and most were planned to take about five minutes to complete. When the NNT was first implemented, the 'next' task was a preferred activity, as the learner made progress towards his target and was consistently able to complete the five-minute task, the 'then' task on the NNT became the preferred activity, so that the learner was extending his attention to curriculum tasks, completing two five-minute tasks before the preferred activity.

**Implementation:** At transition, when the learner came in from morning play, the teacher greeted the learner and walked with him to the back of the classroom to quietly discuss the lesson 1:1 whilst the TA settled the rest of the class on the carpet. The language staff used was familiar to the learner, and consistent across all adults in the classroom: 'Now you are sorting the animals into groups, next you will draw the animals into your chart, then you can have five minutes free time to create your favourite animal with the Lego' – the teacher pointed to pictures on the NNT board whilst reviewing the parts of the lesson. The teacher would then prompt, 'What are you going to do now?'. Once the learner was set up with his task, the teacher would work with other learners, checking in with the learner regularly. As each task was finished, the learner enjoyed taking the picture off the board – it provided both a sense of achievement and motivation, as he knew he was moving closer to his desired activity. The teacher or TA would prompt the learner, 'You have finished sorting the animals, well done! Let's move the pictures – what is happening next?'



## Strategies to Scaffold Learning

### How can I support learners who struggle with attention?

- Carefully consider the layout of the learning environment to engage all learners and maximise access to resources, bearing in mind that circles and grouped tables can be a barrier to attention on learning.
- Pre-expose learners to the content of the lesson, e.g., show them particular instruments and how they are played, share snippets of music and pre-teach musical elements and terminology.
- Consider potential unhelpful sources of distraction, such as over-frequent changes of task or unstructured group work.
- Give learners a particular role in the lesson to keep them engaged and promote active participation.
- Arrange movement breaks or short 'time out' breaks away from the learning environment when and if necessary.

### How can I support learners who have sensory issues?

- Consider the size of the group and allow for the fact that learners may benefit from smaller groups or individual work.
- Music lessons can be challenging for learners with auditory sensitivity. Pre-exposure to music and/or instruments can help to prepare learners, as can the use of a neighbouring room, if space allows. Ear defenders can enable learners to partake in lessons with more confidence.
- Create opportunities for physical contact with instruments and/or sound sources if learners cannot hear sounds clearly. Percussion, stringed, wind and brass instruments all lend themselves well to this.
- Consider the lighting in the learning environment and if learners would benefit from reduced glare on interactive whiteboards and computer screens.

### How can I support learners who struggle to access lessons because of literacy difficulties?

- Provide visual aids to enable learners to identify instruments and musical dimensions, such as pitch and tempo.
- Use strategies such as modelling, demonstrating and imitating to help learners understand musical concepts.
- Create a graphic score or pictorial representations of a composition to provide a form of non-verbal communication.

### How can I support learners who struggle to retain vocabulary?

- Begin each lesson with a recap of key vocabulary learned to date.
- Provide visual word banks that are accessible throughout, as necessary. For support in identifying different instruments photographs of those learners playing the instruments, can help with retention. For support with the meanings of musical dimensions, pictorial word banks can be effective.
- Drip-feed key vocabulary throughout the school day, rather than limiting references to specific music lessons. Discussions around music listened to during assemblies or in other curriculum areas can help to embed this language.

### How can I support learners who need additional time to develop conceptual understanding?

- Break down content into small steps and allow time for guided practice of each step to build up conceptual understanding.
- If resources allow, create a small group opportunity to enable learners to develop understanding with closer adult intervention.
- Maximise opportunities to model, demonstrate and imitate in to encourage active participation through a scaffolded experience.

### Case Study

*A learner in Year 3 has a range of learning difficulties including gross and fine motor skills delay, low muscle tone, hypermobility and auditory sensitivity. She finds loud noises challenging at times, especially if they are unexpected.*

*It has taken several years to build her confidence enough to partake in whole school assemblies, especially when large groups are singing, cheering or clapping together. She loves to sing, has gradually built up the confidence to join the school choir and has played a small role in choir performances, with careful and gradual confidence building.*

*Historically, music lessons have been challenging, at times due to her sensitivity to noise. With an EHCP in place, she has an adult working alongside her and this has enabled flexibility with her involvement in lessons. Pre-exposure to learning environments and instruments has been crucial in Child A's development in music education. Having the opportunity to test out instruments and listen to the sounds they make in advance of lessons, often alongside a trusted friend, has helped with familiarisation, enabling her to take part with more confidence. At times, this has enabled her to be 'the expert' who shows the rest of the class what to do.*

*On occasions, such as during whole-class lessons using African drums, Child A has used ear defenders to reduce the sound and this has been a successful intervention leading towards full participation in the lesson.*

### Key Stage 1

Key Stage 1 builds upon what was learnt in EYFS with further opportunities given to develop fine motor skills, experiment with a broader range of media and become more independent artists. There should be regular opportunities for learners to practise their fine motor skills through making using a variety of media, as well as regular opportunities to experiment, for example mixing primary colours. Practical activities should be accompanied by visual resources including videos, photos or examples of artwork. Additionally, any new vocabulary should be introduced, displayed and used in context by adults regularly. Equipment should be broad-based, so that all can access the lesson. Independence should be nurtured. Although sketchbooks are not mandatory until Key Stage 2, they are beneficial to use throughout the primary phase and all learners will enjoy using them.

### Key Stage 2

Key Stage 2 builds upon and expands learners' knowledge of art and design, providing them further opportunities to learn the subject. Sketchbooks are used to record observations and experiment with ideas; all learners benefit from being taught and modelled how to use a sketchbook, including annotations, sketches, collages, mock-up and final outcomes. The contextual side of art is expanded upon to include architects in the range of artists and designers. Learners will start to develop an appreciation of artists and designers as they look at similar and different ways artists have worked across time and contexts. Learners will continue to experiment and revisit art and design techniques and methods to improve their mastery allowing them to be confident with their experimentation and expression of ideas.

## Strategies to Scaffold Learning

### How can I support learners who struggle to access lessons because of literacy difficulties?

- Provide visual aids to enable learners to identify artists and their work, as well as to identify equipment and media.
- Provide a word and/or picture bank for the learner to refer to during guided and independent activities.
- Use strategies such as modelling, demonstrating and imitating to support learners in understanding the step-by-step processes.

### How can I support learners who struggle to retain vocabulary?

- Learners will hear and use a range of specific vocabulary including pattern, colour, tone, texture, line, shape, form and space. Discuss and display any key vocabulary together with its meaning. Practise saying them together.
- Provide visual word banks that are accessible to the learners.
- Ensure that the vocabulary becomes embedded by referring to it regularly during lessons and whilst modelling.

### How can I support learners who struggle with fine motor skills?

- Consider using frames or adhesives (e.g., masking tape) that hold down learners' work to surfaces in cases where learners may struggle to hold a resource in place. Provide learners with larger scale materials to work on and gradually decrease the scale as they acquire greater control.
- Encourage learners to experiment with different media, for example when drawing offer chunkier graphite sticks as well as soft 'B' range pencils. Similarly, offer a range of painting application media – some learners may prefer a sponge to a brush or may even use their fingers at times.
- Plan each lesson well in advance, to consider points where learners may struggle and allow for adult guidance accordingly. Use of scissors can be a source of frustration for some learners and wider-handled or easy grip scissors can be a useful aid.
- Engaging in art and design activity is great for helping build fine motor skills for all children. Learners will enjoy and benefit from using malleable media such as clay or air dough.

### Case Study

**A learner in Year 3 has a range of complex learning needs, including a language disorder associated with social communication difficulties. His speech was late to develop and he struggles with expressive language. He finds using fine motor skills challenging and can react to loud noises. Despite his communication difficulties, a safe and nurturing learning environment has enabled him to take part in discussions and offer his thoughts.**

The learner has previously found art lessons challenging due to his struggles with fine motor control. He has an EHCP and therefore has an adult working alongside him to familiarise him with processes through pre-teaching. This pre-exposure has allowed him to explore any new media in a safe and sensory way, and the discussions stimulated have been instrumental in giving him confidence to fully participate in lessons. The adults that support him have worked on removing any pressures and ensuring he is comfortable; these actions have enabled him to grow in confidence and to see art as an enjoyable activity.

Nurturing a learning environment in which Child A can feel comfortable is at the root of his participation. This is alongside ensuring he has the practical means to do so – the correct choice of equipment, the right space and any extra sensory resources to support him. For example, when undertaking a lesson on portraits in the style of Picasso, Child A benefited from having a selection of 2D shapes to hand so that he could feel and visualise the properties before drawing them. These supports are all the more crucial, given his propensity to prefer to work alone. Art gives him the opportunities to express himself and develop his own ideas.

**How can I support learners who struggle with attention?**

- Reflect on the positioning of learners within the classroom to maximise their engagement. Some learners will benefit from working and interacting with selected others. A calm environment will help minimise distractions.
- Consider adapting the lesson to break it into chunks that permit time for paired or group talk and allow tasks to be completed across manageable stages.
- Pre-expose learners to the content of the lesson by sharing with them any resources to be used as well as the content of the lesson, perhaps the work of an artist they are learning about or an example of the kind of outcomes they will produce. This will support learners to engage in the processes.
- Giving time for learners to look back through their sketchbook to make connections to what they already know, which in turn can help nurture motivation.
- Allow movement breaks if and when necessary and give learners classroom jobs such as handing out a resource. This will support learners who struggle with self-regulation.
- All learners should routinely clean and tidy away the equipment they have used and time for this needs to be built into lessons, as it is a useful tool for encouraging independence as well as managing transitions.

**How can I support learners who need additional time to develop conceptual understanding?**

- Provide opportunities for small group learning either before (pre-teach) or during the lesson. This will support learners and allow time to ask questions or explore resources alongside adult intervention. These opportunities are part of the repetition process needed to maximise capacity to build up conceptual understanding.
- Take time to model and demonstrate each element of a process, allowing learners to develop their understanding through a step-by-step approach. This will benefit all learners as it allows for an active participatory approach.
- Showing outcomes from the previous lesson's work can be a useful memory aid.
- Have visual aids in the form of worked examples that the learners can have to hand when completing independent tasks.



**These strategies scaffold learning across all year groups for practical art lessons:**

- Share information visually as well as through discussion.
- Allow sufficient talk time to encourage thinking and idea sharing.
- Key vocabulary should be clearly displayed and used repetitively throughout lessons.
- Introduce each piece of equipment – name it, explain what it does, model how it can be used or applied.
- Model processes on a step-by-step basis, allowing learners time to do practical tasks alongside the teacher. It is important the teachers' thought processes are shared aloud.
- Ensure any equipment to be used is fully accessible to all and adapted for individuals as necessary to ensure all can fully participate.
- Support learners to develop their fine motor skills through regular opportunities.

## Strategies to Scaffold Learning

### How can I support learners who struggle to access lessons because of literacy difficulties?

- Model the correct use of vocabulary. Show examples of common errors/misconceptions and work with learners to improve literacy within given text.
- For those with appropriate access arrangements, encourage the use of a reader to support learners in reading and interpreting large sections of text.
- Chunk key information and create clear, easy-to-follow checklists. This can help your learner focus on one section at a time and have a clear set of goals.
- During classroom discussions, listen to the answers given and when re-iterating points, rephrase sentences to include key vocabulary.
- Consider your classroom display and how you can promote the definitions and use of Tier 2 words.
- Provide learners with a glossary of key terms which they can refer to during the lesson.

### How can I support learners who struggle to retain vocabulary?

- Embed opportunities to recall key terms within lessons. Memorisation techniques such as tracked retrieval practice can give learners the opportunity to revisit topics across the curriculum.
- Provides learners with a glossary of key terms which they can refer to during the lesson.
- Use rephrasing techniques to strengthen learner answers with correct vocabulary.
- Introduce new terms slowly and rehearse new words. Get learners to interact with the key terms in various ways such as writing, speaking, mini games, questioning and more.

### How can I support learners who need additional time to develop conceptual understanding?

- Model answers and get learners to look at and discuss completed examples.
- Assess and use learners' prior knowledge to create links between old and new content.
- Walk through examples together, giving learners the opportunity to ask questions.
- Address misconceptions early.

### How can I support learners who struggle with attention?

- Learn what hobbies or topics the learners are interested in. Find ways to incorporate this into lessons and questions. Use learners' names in written questions to further engage them in text.
- Give clear instructions within the form of a checklist. This will break down the task into more manageable chunks.
- Praise learners on their contributions and for targets met, encourage them to continue and to have a growth mindset.
- Consider the learning environment and potential distractions and make appropriate arrangements to remove these barriers.
- Ensure instructions are clear and signposted.
- Be concise in teacher-led delivery. Chunk material in larger topics so learners can complete a range of engaging activities.
- Check in with the learners throughout the activity, initially to check they have understood the task, to praise work completed and to challenge them further.

### Case Study

**A learner in Year 9 with ASD, articulate and passionate about computing, was anxious about change and new environments.**

*Transitioning into a new year, class or seating plan were changes they found particularly difficult. The learner did not like group work, sitting next to others, sharing or learning new content. The teacher embedded the following strategies into lessons to support this learner:*

- Spoke with the learner to discuss their interests and friendships. Worked with them in structuring a seating plan in advance. The learner often wanted to sit on their own and at times when this wasn't possible, the teacher spoke with them about what other options were available and gave them ownership of the appropriate solution.
- Pre-warned the learner about any assessments, topic changes, teacher/room changes. Pre-warned the learner about group activity, discussed with them alternative ways they could get involved.
- Gave the learner time out when needed.
- Incorporated learner's hobbies and interests into lesson content.
- Used praise to motivate and support the learner.
- Allowed the learner to work independently.
- Built strong positive relationships with the learner, which had the biggest impact on their engagement and willingness to try something new.
- Provided the learner with a topic list, glossary and revision slides in advance of each term.

## Subject Specific Strategies (Taken from NASEN Handbook): Drama

### **Standard vs. Non-Standard English**

By exploring a range of characters from different contexts, learners are given the opportunity to experiment with language and vary the 'quality and variety of language' that they are exposed to. For example, consider how the protagonist of Berlie Doherty's *Street Child*, Jim Jarvis, speaks in contrast to other characters within the text or perhaps to those in other texts the learners may have explored.

To ask learners who struggle with literacy what vocabulary is considered formal or informal, standard or non-standard can be very difficult, as some will require a great deal of support to identify meaning in the first instance, let alone the specific context within which certain words should be used. But, through an opportunity to play with language in a 'safe' and 'supportive' low-stakes environment, learners can be guided towards a consideration of how these can be appropriately applied to given situations and thus how to modify their own speech to meet the needs of varying contexts and for different audiences/purposes.

### **How can drama benefit learners who struggle to participate in social situations?**

Drama is a natural part of life. Many learners engage in fictional/make-believe scenarios during play even before formalised schooling. This process provides learners with a way to explore their own sense of self in relation to others. Even when assuming a role different to themselves, learners consider morality, looking at what is wrong and what is right, as well as how to solve the 'problem' within their play. It is therefore important to consider how drama in school can be used to support learners in exploring difficult issues, express their emotions and develop lifelong skills such as self-reflection or empathy, in a structured and supportive environment.

### **Confidence Building**

The charity Scope identifies that learners with SEND can struggle to stay motivated in school for a variety of reasons, including frustration at their own progress or a lack of confidence and self-esteem. The study of drama can greatly support learners to combat these feelings and have positive experiences across their primary education. The development of skills such as diaphragmic breathing, vocal projection and enunciation supports learners in communicating clearly, but for some learners with SEND, this can lead to a feeling of self-assuredness as their opinions are heard, understood, and counted. In addition, the study of drama supports learners to consider their physicality and the way they hold themselves. Through a deeper understanding of this, e.g., posture and gait, learners can be encouraged to stand or sit taller which studies have shown can have a subliminal impact on a person's confidence.

**Strategies provided in the secondary drama guidance can also be applied in the primary classroom to ensure learning is scaffolded to promote effective learning for all.**

### **Emotional Intelligence**

Social stories and comic strip conversations are common tools utilised to support learners with SEND. Explorative strategies, such as the conscience corridor or forum theatre, can also be valuable methods for exploring situations in response to the social and emotional needs of learners who struggle to engage in social situations. Establishing a fictional scenario where learners have to consider how a character might be feeling and having them vocalise this in the conscience corridor can be a powerful tool for building empathy and/or understanding of how people behave or respond in a social situation, particularly as each child will find different ways to verbalise these emotions. Hearing these responses can have a positive impact on learners, as they may be able to associate these with their own experiences, or in some instances, the way it is phrased by a peer may resonate with them more than a conversation with an adult.

Alternatively, having learners act out the scenario in a forum theatre style, allowing them to pause the action, make adaptations to how characters react within the situation and see the impact these changes have, is an engaging way for teachers to address the concept of choice and consequence. As the scenario develops, the learners can see cause and effect and again make links with their own behaviours outside of the drama bubble.

Following up either of these models with a discussion allows the learners to support their choices with reasoning, whilst carefully considered questioning from the teacher will help them to see how this learning might be applied to their own lives. As well as developing social/emotional skills, activities such as these support the development of key skills such as listening, collaboration and mutual respect.

## Subject Specific Strategies (Taken from NASEN Handbook): PE

### Curriculum Considerations

An inclusive physical education curriculum should both engage and inspire young people to lead healthy and active lifestyles and broaden their experience of sport and fitness activities. Physical education and sport should be accessible regardless of a young person's disability or needs. Basing a curriculum and activities around a broad variety of sports and physical activities helps provide new, exciting experiences that will spark an interest and motivate learners to be more physically active and enjoy the associated health and social benefits this can bring.

#### Active, Healthy Lifestyles & Long-Term Outcomes

*The Institute of Health Equity outlines some very bleak statistics for people with learning disabilities (significantly lower life expectancy and 1 in 2 to suffer from chronic loneliness). In addition to this Sport England (2018) share that disabled adults are twice as likely to be inactive as non-disabled adults whilst Activity Alliance (2020) discovered that 70% of disabled people believe that sport is not for somebody like them.*

*The above statistics show us how important it is to provide positive experiences in physical education, that support learners with SEND to develop a love of exercise and the skills needed to lead a healthy, active lifestyle. A key role for teachers is to help 'flip the narrative' and support learners in having positive experiences and high aspirations in sport and exercise. An awareness and engagement with groups such as Activity Alliance, IMAS and The Special Olympics can support and inform our practice helping to connect our learners with opportunities to participate and compete in sport outside of school.*

### Key Stage 1

Learners develop the fundamental movement skills of running, jumping, throwing, co-ordination, balance and agility and begin to develop patterns of movement. As learners develop their confidence and competence these movements can become more complex and linked together. The aim is for all learners to develop their accuracy and fluency of movement execution over time. A big focus is being able to co-operate with others, share and develop strong communication skills. Learners will be taught the basic conventions of games and different activities that have rules and boundaries. This is a particularly important stage for learners with SEND as they build core movement skills that support and shape their physical development.



### Key Stage 2

As learners progress, they begin to develop a broader range of skills and start to put sequences of movement together. Some of these movements become more specialised and related to particular sports or physical activities. Competition between oneself and others and rules are introduced with learners beginning to demonstrate more refined technique and improvement in their performance. Learners begin to display a greater control of their skills/movements and start to develop a greater strength and flexibility as they approach the end of Key Stage 2. Skills and more complex movements may need to be broken down into smaller steps for learners with SEND and teachers should make adaptations to activities and sports to ensure they are accessible.

### Key Stages 3 and 4

Learners begin to develop a greater appreciation for tactics and strategies for success and start to generalise their skills across a range of sports with participation and performance becoming a greater focus at this stage. Opportunities to experience outdoor and adventurous activities can form a more significant part of the curriculum as learners extend their knowledge of physical activities and sports to more complex situations. Learners build on their earlier knowledge of healthy participation and safe practice and really begin to develop a greater understanding of how to lead a healthy lifestyle and why this is so important. This is a particularly crucial period for learners with SEND as in many cases it will help form their attitude to sport and exercise and indicate how likely they are to lead active, healthy lifestyles into the future.

Overview: Reasonable Adjustments

<b>Cognition &amp; Learning</b>	<b>Language &amp; Communication</b>	<b>Sensory &amp; Physical</b>	<b>Social, Emotional &amp; Mental Health</b>
Classroom position	Teach social skills	Fidget toys	Positive reinforcement when making good choices
Single step instructions	Teach active listening	Wobble cushion/stool	Celebrate strengths
Chunked tasks	Teach non-verbal cues	Weighted blanket	Responsibility
Providing models/ sample work	Speech & Language Therapy	Movement breaks	Develop relationships with key adults
Step list to complete task	Visual supports	Touch typing	Develop relationships with senior leaders
Reduced length of task	Pre-teach new vocab	Sloping board	ELSA/pastoral support
Provide reader	Vocab walls	Dictation/talking tins	Structured activities at break
Scribe	Talking mats	Raised line paper	Social stories
Prompter	Communication boards	Provide handout/photos of board	Adult support as predicted trigger points
Brain breaks		Relax uniform	Social skills training
Ear defenders to reduce distraction		Provide snacks	Conflict resolution training
Timers		Prompt to eat/drink	Emotion coaching language
Use of computer		Chew toys	Personalised sanction/reward system
Teach memory techniques		Pencil grips	Administer top up medication
Work station		Therabands	Pair with role model buddy
Peer collaboration		Heavy labour breaks	Safe, calm space
Personalised interest topics			Extra warning for transition
Coloured paper/overlays			Play therapy
Dyslexia-friendly font			Strong boundaries
			Avoid public calling out
			Nurture activities