



SEND

at

Lyme Community Primary School

How to do we adapt to meet the needs of all our students?

Adaptive Teaching



## Introduction

In our school, the teaching and learning, achievements, attitudes and well-being of every pupil matter. Our school provides an inclusive curriculum, which is designed to meet the needs of all our pupils including those with special educational needs (including social, emotional and mental health needs), those with physical disabilities, those from all cultural backgrounds and pupils with English as an additional language.

All pupils may have an additional need at different times and therefore a wide variety of strategies are used to meet these needs as they arise.



## Adaptive Teaching at Lyme

We believe that adaptive teaching is:-

- \* Meeting the needs of all learners - adapting teaching methods.
- \* Flexible groupings.
- \* Teaching in the moment - stop and change / adapt.
- \* Making reasonable adjustments to allow teaching / learning to be accessible to all.
- \* Being inclusive to all our pupils.
- \* Tailoring learning for individual needs.
- \* Changing styles / methods / support levels / equipment so ALL children can meet the same objective.



Contents:

General Adaptive Teaching Strategies

Adaptive Teaching in English

(Writing / Reading / Phonics and Spelling)

Adaptive Teaching in Maths

Adaptive Teaching in Foundation Subjects

The Arts - Art / Music

STEM - Science / DT/ Computing

Humanities - History / Geography

Personal Development - PSHRE / RE

MFL and PE

General Adaptive Teaching Strategies

**General Strategies:**

- \* Does the child need additional processing time?
  - \* Carefully considered seating plan
  - \* Fidget / Sensory toys - to help with focus
- \* Brain Breaks / Sensory Breaks / Movement Breaks
  - \* Coloured Overlays
  - \* Visual Timetables
- \* Calm / Quiet Environment / Ear defenders
  - \* Visuals to regulate emotions
  - \* Small Chunks of work
  - \* First / Next / Then - visuals



- \* Adult support
- \* Distraction techniques
  - \* Use of ICT
  - \* Peer mentors
- \* Wobble cushion
- \* Adapted chair
- \* Slanted work station
- \* Worksheets / Handouts - large print
  - \* Audio aids
- \* Pre-warnings / count downs / use of a timer

Subject Area	English - Writing			
Area of Need	Communication & Interaction	Cognition & Learning	SEMH	Physical & Sensory
How we adapt the curriculum at Lyme?	<ul style="list-style-type: none"> <li>* Use of technology to record ideas (e.g. I pads).</li> <li>* Different ways to record - drawing, scribing, word processing, mind maps, digital images, videos and voice recordings.</li> <li>* Visuals to support vocabulary learning.</li> <li>* Prompt cards (Who? Where? When? What?)</li> <li>* Use of puppets to understand characters.</li> <li>* Drama activities including Tales Toolkit / Hot-Seating / Role-play.</li> <li>* Magnetic letters.</li> <li>* Colourful Semantics Intervention.</li> </ul>	<ul style="list-style-type: none"> <li>* Alphabet strips.</li> <li>* Phoneme mats.</li> <li>* Word banks / key word lists on desks.</li> <li>* Sentence Accuracy checker (visual pictures).</li> <li>* Use of a scribe.</li> <li>* Range of coloured overlays and / or coloured paper for worksheets / books.</li> <li>* Develop keyboard skills.</li> <li>* Use of different coloured pens to support learning spellings / writing - one colour for each sentence.</li> <li>* Highlighting writing lines in writing books.</li> </ul>	<ul style="list-style-type: none"> <li>* Interactive strategies - pupils have cards / mini whiteboards to write answers.</li> <li>* Visual timetables.</li> <li>* Task lists.</li> <li>* Calming background music.</li> </ul>	<ul style="list-style-type: none"> <li>* If using video clips - use subtitles or audio described videos.</li> <li>* Clapping out syllables (poems / spelling).</li> <li>* Different coloured backgrounds - avoid shiny surfaces.</li> <li>* Give as many first hand / 'real' multi-sensory experiences as possible.</li> <li>* Do not limit use of rich and varied language.</li> <li>* Ensure left and right handed pupils are not sitting next to each other.</li> <li>* Mark starting point for each line.</li> <li>* Range of different pen / pencil grips.</li> </ul>



Subject Area	English - Reading			
Area of Need	Communication & Interaction	Cognition & Learning	SEMH	Physical & Sensory
How do we adapt the curriculum at Lyme?	<ul style="list-style-type: none"> <li>* Use books that capture child's interest / imagination.</li> <li>* Use visuals aids to support / develop word recognition.</li> <li>* Drama activities to develop oral language.</li> <li>* Using symbols and puppets.</li> <li>* Use of illustrations.</li> <li>* Phonics Cards.</li> <li>* Alphabet strips.</li> <li>* Speech Therapy.</li> <li>* Colourful Semantics.</li> <li>* Lightning Squad Intervention.</li> <li>* Lexplore Intervention.</li> </ul>	<ul style="list-style-type: none"> <li>* Use of coloured overlays / coloured copies.</li> <li>* Alphabet strips.</li> <li>* Key words on desks.</li> <li>* Reading on a 1 to 1 basis.</li> <li>* Reading in a small group.</li> <li>* Mark starting point in book.</li> <li>* Model it first - sound out and blend.</li> <li>* Less able pupils sat opposite teacher so they can see.</li> <li>* Use of illustrations.</li> </ul>	<ul style="list-style-type: none"> <li>* Calming background music.</li> <li>* Offer brain breaks / movement breaks.</li> <li>* Complete tasks in small chunks of time (5 minute timer) / then reward / break.</li> <li>* Provide extra time if needed.</li> <li>* Communicate in a clear / calm manner.</li> <li>* Positive role models in a group - where possible.</li> <li>* Access to fiddle toys etc.</li> </ul>	<ul style="list-style-type: none"> <li>* Enlarged print - VI needs.</li> <li>* Access to fidget / fiddle toys.</li> <li>* Reduce background noise.</li> <li>* Consider how light reflects - alter backgrounds.</li> <li>* Use of visual and audio aids - videos / hearing loop etc.</li> </ul>



Subject Area	English - Phonics and Spellings			
Area of Need	Communication & Interaction	Cognition & Learning	SEMH	Physical & Sensory
How do we adapt the curriculum at Lyme?	<ul style="list-style-type: none"> <li>* Visuals.</li> <li>* PECs.</li> <li>* Flash cards.</li> <li>* Phonic cards.</li> <li>* Repetitive learning activities.</li> <li>* Extra thinking and processing time.</li> <li>* Short, simple sentences.</li> <li>* Pre and post teaching.</li> <li>* Rote learning strategies.</li> <li>* Objects of reference.</li> <li>* Alphabet strips.</li> <li>* Magnet letters.</li> <li>* Lightening Squad intervention.</li> <li>* Speech Therapy.</li> <li>* Colourful Semantics.</li> <li>* Spelling Rhymes and Songs.</li> </ul>	<ul style="list-style-type: none"> <li>* Practical equipment.</li> <li>* Use of white boards.</li> <li>* Displays / working walls to re-inforce learning.</li> <li>* Use of a timer.</li> <li>* Count down to end of a session.</li> <li>* Give children additional opportunities to speak.</li> <li>* 1 to 1 reading.</li> <li>* Small group reading.</li> <li>* Repetitive learning activities.</li> <li>* Hand over hand - for writing.</li> <li>* Use of phoneme frames.</li> <li>* Coloured overlays for reading.</li> <li>* Change fonts.</li> <li>* Hold a sentence.</li> </ul>	<ul style="list-style-type: none"> <li>* Calming background music.</li> <li>* Offer brain breaks / movement breaks.</li> <li>* Complete tasks in small chunks of time (5 minute timer) / then reward / break.</li> <li>* Provide extra time if needed.</li> <li>* Communicate in a clear / calm manner.</li> <li>* Positive role models in a group - where possible.</li> <li>* Access to fidget / fiddle toys etc.</li> </ul>	<ul style="list-style-type: none"> <li>* Enlarged print - VI needs.</li> <li>* Access to fidget / fiddle toys.</li> <li>* Reduce background noise.</li> <li>* Consider how light reflects - alter backgrounds.</li> <li>* Use of visual and audio aids - videos / hearing loop etc.</li> <li>* Sensory boxes.</li> <li>* Sensory stories.</li> <li>* Use of practical resources e.g. slime - making letters.</li> <li>* Mark making activities.</li> </ul>

Subject Area	Maths			
Area of Need	Communication & Interaction	Cognition & Learning	SEMH	Physical & Sensory
	Where appropriate - Partner Work with role models - children can learn, gain confidence / stay focused and on-track with activities.			
How do we adapt the curriculum at Lyme?	<ul style="list-style-type: none"> <li>* A range of concrete / practical equipment -e.g. counters, tens frames, multi-link cubes, numbers cards etc.</li> <li>* Working Walls to reinforce what has been taught.</li> <li>* Visuals.</li> <li>* Interactive whiteboard to teach / model etc.</li> <li>* Videos / Learning Clips - sub titles.</li> </ul>	<ul style="list-style-type: none"> <li>* Rote and repetitive learning.</li> <li>* Use of rhymes - e.g. for shape / number formation.</li> <li>* Pre and Post teaching activities.</li> <li>* Teaching the vocabulary - ensuring it is stored in the child's working memory.</li> <li>* Retrieval opportunities - e.g. Flashback 4 / Fluent in 5 / Number Sense / planned continuous provision activities in FS.</li> <li>* Utilise additional adult support.</li> <li>* Allow Extra-Time - if needed.</li> <li>* Coloured overlays / worksheets.</li> </ul>	<ul style="list-style-type: none"> <li>* Carefully considering seating / positioning of the pupil.</li> <li>* Calming background music.</li> <li>* Offer brain breaks / movement breaks.</li> <li>* Complete tasks in small chunks of time (5 minute timer) / then reward / break.</li> <li>* Provide extra time if needed.</li> <li>* Communicate in a clear / calm manner.</li> <li>* Positive role models in a group - where possible.</li> <li>* Access to fidget / fiddle toys etc.</li> </ul>	<ul style="list-style-type: none"> <li>* Provide multi-sensory resources,</li> <li>* Maths activities to meet sensory needs - e.g. action songs and games / jumping / hopping etc.</li> <li>* Large Print text.</li> <li>* Adapt size of worksheets / book lines and squares etc to record answers for learning.</li> <li>* Provide brain breaks / movement breaks.</li> <li>* Adapt noise volume - reduce background noise.</li> <li>* Access to ear defenders.</li> <li>* Adapt screen backgrounds.</li> </ul>

Subject Area	Art			
Area of Need	Communication & Interaction	Cognition & Learning	SEMH	Physical & Sensory
	<p>* Basic skills - before new learning *</p> <p>* Promoting all ways to do things - not one correct way *</p>			
How do we adapt the curriculum at Lyme?	<ul style="list-style-type: none"> <li>* Chunking instructions.</li> <li>* Visual instructions.</li> <li>* Talking buddies.</li> <li>* Clarify understanding before moving on.</li> <li>* Location of adult support.</li> <li>* Vocabulary walls.</li> <li>* Use of IT.</li> </ul>	<ul style="list-style-type: none"> <li>* Use of different background paper.</li> <li>* Use of interactive white board (colour / tone of screen).</li> <li>* Retrieval tasks in all lessons.</li> <li>* Written recordings (e.g. evaluations) - scribed or voice recorded.</li> </ul>	<ul style="list-style-type: none"> <li>* Promoting individuality and no right way to do things in Art.</li> <li>* Calming music.</li> <li>* Brain breaks / movement breaks.</li> <li>* Use of visual timer.</li> <li>* Praise achievements.</li> </ul>	<p>Physical:</p> <ul style="list-style-type: none"> <li>* Adapting equipment (e.g. scissors, chunky pencils, paint brushes).</li> <li>* Seating position / seating not restrictive.</li> <li>* Adaptations using IT equipment - e.g. motor control / use of drawing tools.</li> </ul> <p>Sensory:</p> <ul style="list-style-type: none"> <li>* IT - Use of videos to model.</li> <li>* Real objects / natural - multi-sensory approach.</li> <li>* Use of body to paint / print.</li> <li>* Size appropriate resources.</li> <li>* Adapting materials used (e.g. clay).</li> </ul>

Subject Area	Music			
Area of Need	Communication & Interaction	Cognition & Learning	SEMH	Physical & Sensory
How do we adapt the curriculum at Lyme?	<ul style="list-style-type: none"> <li>* Oral teaching of songs and words.</li> <li>* Choice of song / adapt language and words.</li> <li>* Peer to peer support.</li> <li>* Visuals for key language.</li> <li>* Clear vocabulary.</li> <li>* Simplify instructions within the activity.</li> <li>* Break tasks down into manageable chunks.</li> </ul>	<ul style="list-style-type: none"> <li>* Use of symbols.</li> <li>* Use of Large Print - in books and on screens.</li> <li>* Change background colours on screens.</li> <li>* Provide coloured worksheets.</li> <li>* Repetitive learning - to learn songs.</li> <li>* Use simplified language.</li> <li>* Recording in various ways - e.g. use of an Ipad, voice recordings, drawing or adults acting as scribes.</li> </ul>	<ul style="list-style-type: none"> <li>* Range of genres of music - to change / adapt mood.</li> <li>* Build up access to audience size when presenting - to develop confidence.</li> <li>* Positive praise and encouragement.</li> <li>* Opportunity to perform cross-curricular.</li> <li>* Rest breaks.</li> <li>* Carefully planned partner / group work.</li> </ul>	<ul style="list-style-type: none"> <li>* Use of ear defenders.</li> <li>* Adapt equipment / resources - e.g. large beaters / choice of instruments.</li> <li>* Reduce background noise.</li> <li>* Use of ICT to make music.</li> <li>* Reduce glare - adapt and change screen background colours.</li> <li>* Seating position adapted / carefully considered.</li> </ul>

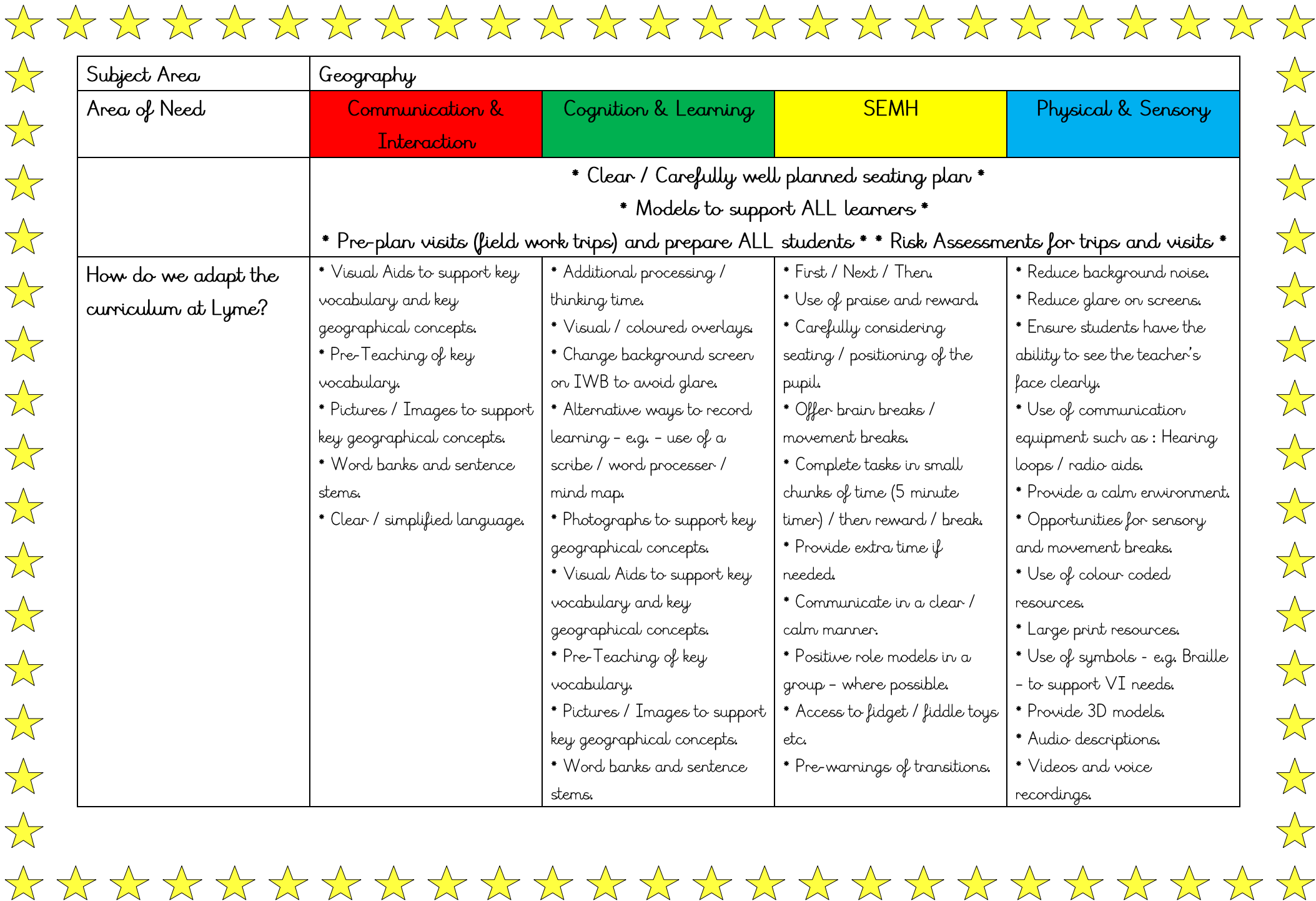
Subject Area	Science			
Area of Need	Communication & Interaction	Cognition & Learning	SEMH	Physical & Sensory
How do we adapt the curriculum at Lyme?	<ul style="list-style-type: none"> <li>* Uncluttered practical activities.</li> <li>* Opportunities for collaborative learning / discussion.</li> <li>* Subtitles for videos.</li> <li>* Visuals / images to support key language.</li> <li>* Simplify instructions within the activity.</li> <li>* Break tasks down into manageable chunks.</li> </ul>	<ul style="list-style-type: none"> <li>* Avoid the need for copying lots of information.</li> <li>* Pre-teaching of complex content - e.g. Evolution, Earth &amp; Space etc.</li> <li>* Scaffolding activities.</li> <li>* Pre-teaching of key vocabulary.</li> <li>* Key vocabulary and key facts available to support.</li> <li>* Opportunities for low-risk retrieval activities - e.g. - quizzes / self-marking.</li> <li>* Rehearse and repeat learning.</li> <li>* Adapt size of writing on worksheets and screens.</li> <li>* Amend background colours on screens / coloured worksheets.</li> <li>* Alternative ways of recording outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>* Ensure pupils are well prepared for visits or changes.</li> <li>* Carefully considered peer learning buddies.</li> <li>* Carefully considered seating plan in class.</li> <li>* Opportunities to work outside the classroom - in a quieter area.</li> <li>* Support of an adult.</li> </ul>	<ul style="list-style-type: none"> <li>* Reduce background noise.</li> <li>* Seating arrangements - accessibility of Science demonstrations.</li> <li>* Awareness of tasks linked to light / sound.</li> <li>* Adapt materials used / Ensure pupils with sensory needs are aware of materials being used in experiments.</li> <li>* Uncluttered / clear displays / easily accessible / no bright colours.</li> <li>* Adapt size of writing on worksheets and screens.</li> <li>* Amend background colours on screens / coloured worksheets.</li> <li>* Mobility around the classroom - accessibility to investigate / participate in experiments.</li> </ul>

Subject Area	Design Technology			
Area of Need	Communication & Interaction	Cognition & Learning	SEMH	Physical & Sensory
	<ul style="list-style-type: none"> <li>* Assessment - Video recordings - as opposed to written tasks *</li> <li>* Provide models and examples / Encourage independent practice *</li> <li>* Calm environment / Well organised / Well resourced *</li> <li>* Carefully considered position of learners / Pairing and groupings to consider organisational needs *</li> </ul>			
How do we adapt the curriculum at Lyme?	<ul style="list-style-type: none"> <li>* Visual aids.</li> <li>* Key vocabulary and picture boards.</li> <li>* Modelling, demonstrating and scaffolding - step by step process.</li> </ul>	<ul style="list-style-type: none"> <li>* Display key vocabulary - discuss / explain and practise using key vocabulary.</li> <li>* Visual word banks.</li> <li>* Clear / simplified language - ensure it is embedded.</li> <li>* Pre-teaching of key vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>* Carefully considered partner / group work.</li> <li>* Carefully considered seating plan in class.</li> <li>* Opportunities to work outside the classroom - in a quieter area.</li> <li>* Support of an adult.</li> </ul>	<ul style="list-style-type: none"> <li>* Awareness of sensory needs : Adapt materials and tools used - e.g. - food tasting and malleable materials.</li> <li>* Awareness of sensory triggers : Adapt materials - e.g. chalk pens as an alternative.</li> <li>* Awareness of noise I creative learning : Use of ear defenders.</li> <li>* Adapting media tools - e.g. brush size / specialised scissors for cutting or easy grip / frames to hold down work.</li> <li>* Take opportunities to develop fine motor skills.</li> </ul>

Subject Area	Computing			
Area of Need	Communication & Interaction	Cognition & Learning	SEMH	Physical & Sensory
	* Carefully considered position of learners / Pairing and groupings to support instructions and monitoring of students within the lesson *			
How do we adapt the curriculum at Lyme?	<ul style="list-style-type: none"> <li>* Use of subtitles for ICT.</li> <li>* Visual aids.</li> <li>* Key vocabulary and picture boards.</li> <li>* Modelling, demonstrating and scaffolding - step by step process.</li> </ul>	<ul style="list-style-type: none"> <li>* Whiteboards - non-reflective to reduce glare.</li> <li>* Vocabulary and word mats / templates to reduce extensive writing.</li> <li>* Instructions - step by step.</li> <li>* Display key vocabulary - discuss / explain and practise using key vocabulary.</li> <li>* Visual word banks.</li> <li>* Clear / simplified language - ensure it is embedded.</li> <li>* Pre-teaching of key vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>* Provide a quiet learning environment.</li> <li>* Use of collaborative ICT tools - like wikis / podcasts - to enable pupils to collaborate.</li> </ul>	<ul style="list-style-type: none"> <li>* Reduce background noise - encourage a quiet focused classroom.</li> <li>* Adequate ventilation.</li> <li>* Reduce glare on screens.</li> <li>* Large screens / keyboards / keypads etc.</li> </ul>

Subject Area	History			
Area of Need	Communication & Interaction	Cognition & Learning	SEMH	Physical & Sensory
How do we adapt the curriculum at Lyme?	<ul style="list-style-type: none"> <li>* Use of specialist software.</li> <li>* Use of ICT - e.g. subtitles on presentations.</li> <li>* Alternative ways of recording their answers - e.g. via drawings.</li> <li>* Different ways to record - drawing, scribing, word processing, mind maps, digital images, videos and voice recordings.</li> <li>* Visuals to support key vocabulary learning.</li> </ul>	<ul style="list-style-type: none"> <li>* Pre-teaching of key vocabulary.</li> <li>* Alternative ways of recording - e.g. - use of Ipads / voice recorders.</li> <li>* Written information - provided in an auditory format.</li> <li>* Using pictures and symbols to illustrate historical concepts.</li> <li>* Retrieval tasks.</li> <li>* Use of word banks / sentence stems to model and scaffold key learning.</li> <li>* Ensuring wording of questions is planned carefully.</li> <li>* Coloured worksheets and coloured background screens on IWB.</li> </ul>	<ul style="list-style-type: none"> <li>* Carefully considered partner / group work.</li> <li>* Carefully considered seating plan in class.</li> <li>* Opportunities to work outside the classroom - in a quieter area.</li> <li>* Providing signals for changing activities / transitions.</li> <li>* Movement / rest / brain breaks.</li> <li>* Complete tasks in small chunks of time (5 minute timer) / then reward / break.</li> <li>* Provide extra time if needed.</li> <li>* Communicate in a clear / calm manner.</li> <li>* Positive role models in a group - where possible.</li> <li>* Access to fidget / fiddle toys.</li> </ul>	<ul style="list-style-type: none"> <li>* Whiteboards - non-reflective to reduce glare.</li> <li>* Coloured worksheets and coloured background screens on IWB.</li> <li>* Change of font size.</li> <li>* Clear fonts are used.</li> <li>* Video presentations - subtitles.</li> <li>* Tactile displays.</li> <li>* A multi-sensory approach.</li> <li>* Use of Ipads / Laptops to record learning.</li> </ul>





Subject Area	Geography			
Area of Need	Communication & Interaction	Cognition & Learning	SEMH	Physical & Sensory
	<p>* Clear / Carefully well planned seating plan *</p> <p>* Models to support ALL learners *</p> <p>* Pre-plan visits (field work trips) and prepare ALL students * * Risk Assessments for trips and visits *</p>			
How do we adapt the curriculum at Lyme?	<ul style="list-style-type: none"> <li>* Visual Aids to support key vocabulary and key geographical concepts.</li> <li>* Pre-Teaching of key vocabulary.</li> <li>* Pictures / Images to support key geographical concepts.</li> <li>* Word banks and sentence stems.</li> <li>* Clear / simplified language.</li> </ul>	<ul style="list-style-type: none"> <li>* Additional processing / thinking time.</li> <li>* Visual / coloured overlays.</li> <li>* Change background screen on IWB to avoid glare.</li> <li>* Alternative ways to record learning - e.g. - use of a scribe / word processor / mind map.</li> <li>* Photographs to support key geographical concepts.</li> <li>* Visual Aids to support key vocabulary and key geographical concepts.</li> <li>* Pre-Teaching of key vocabulary.</li> <li>* Pictures / Images to support key geographical concepts.</li> <li>* Word banks and sentence stems.</li> </ul>	<ul style="list-style-type: none"> <li>* First / Next / Then.</li> <li>* Use of praise and reward.</li> <li>* Carefully considering seating / positioning of the pupil.</li> <li>* Offer brain breaks / movement breaks.</li> <li>* Complete tasks in small chunks of time (5 minute timer) / then reward / break.</li> <li>* Provide extra time if needed.</li> <li>* Communicate in a clear / calm manner.</li> <li>* Positive role models in a group - where possible.</li> <li>* Access to fidget / fiddle toys etc.</li> <li>* Pre-warnings of transitions.</li> </ul>	<ul style="list-style-type: none"> <li>* Reduce background noise.</li> <li>* Reduce glare on screens.</li> <li>* Ensure students have the ability to see the teacher's face clearly.</li> <li>* Use of communication equipment such as : Hearing loops / radio aids.</li> <li>* Provide a calm environment.</li> <li>* Opportunities for sensory and movement breaks.</li> <li>* Use of colour coded resources.</li> <li>* Large print resources.</li> <li>* Use of symbols - e.g. Braille - to support VI needs.</li> <li>* Provide 3D models.</li> <li>* Audio descriptions.</li> <li>* Videos and voice recordings.</li> </ul>

Subject Area	PSHRE			
Area of Need	Communication & Interaction	Cognition & Learning	SEMH	Physical & Sensory
How do we adapt the curriculum at Lyme?	<ul style="list-style-type: none"> <li>* Use of visuals - e.g. PATHS feelings cards.</li> <li>* Use of storytelling and puppets.</li> <li>* Systematic teaching about emotions - e.g. understanding facial expressions.</li> <li>* Use of social stories.</li> </ul>	<ul style="list-style-type: none"> <li>* Support from additional adults.</li> <li>* Providing scaffolding activities.</li> <li>* Re-capping on previous learning - through retrieval tasks.</li> <li>* Carefully worded questions / statements / vocabulary.</li> <li>* Avoid complex vocabulary.</li> <li>* Avoid complex sentence structures.</li> <li>* Memory aids to support learning.</li> <li>* Adults as a scribe.</li> </ul>	<ul style="list-style-type: none"> <li>* Promote self-esteem through involvement in ASCs.</li> <li>* First / Next / Then.</li> <li>* Use of praise and reward.</li> <li>* Carefully considering seating / positioning of the pupil.</li> <li>* Offer brain breaks / movement breaks.</li> <li>* Complete tasks in small chunks of time (5 minute timer) / then reward / break.</li> <li>* Provide extra time if needed.</li> <li>* Communicate in a clear / calm manner.</li> <li>* Positive role models in a group - where possible.</li> <li>* Access to fidget / fiddle toys etc.</li> <li>* Pre-warnings of transitions.</li> </ul>	<ul style="list-style-type: none"> <li>* Reduce background noise.</li> <li>* Reduce glare on screens.</li> <li>* Ensure students have the ability to see the teacher's face clearly - emotions.</li> <li>* Use of communication equipment.</li> <li>* Provide a calm environment.</li> <li>* Opportunities for sensory and movement breaks.</li> <li>* Use of colour coded resources.</li> <li>* Large print resources.</li> <li>* Use of symbols.</li> <li>* Audio descriptions.</li> <li>* Videos and voice recordings.</li> <li>* Create video diaries - to express themselves in different ways.</li> </ul>

Subject Area	RE			
Area of Need	Communication & Interaction	Cognition & Learning	SEMH	Physical & Sensory
	<p>* Clear / Carefully well planned seating plan *</p> <p>* Pre-plan visits / trips and prepare ALL students * * Risk Assessments for trips and visits *</p>			
How do we adapt the curriculum at Lyme?	<ul style="list-style-type: none"> <li>* Use of visuals - to support learning of key vocabulary.</li> <li>* Use of colourful semantics strategies.</li> <li>* Opportunities to understand key RE concepts through drama / role-play / freeze-frame.</li> <li>* Provide clear / simple instructions / one instruction at a time.</li> <li>* Listening time - in short chunks.</li> <li>* Use of ICT - audio and video to show key RE concepts.</li> <li>* Peer support.</li> <li>* Teacher / TA support.</li> </ul>	<ul style="list-style-type: none"> <li>* Support from additional adults.</li> <li>* Providing scaffolding activities.</li> <li>* Re-capping on previous learning - through retrieval tasks.</li> <li>* Carefully worded questions / statements / vocabulary.</li> <li>* Avoid complex vocabulary.</li> <li>* Avoid complex sentence structures.</li> <li>* Adults as a scribe.</li> <li>* Word banks and story boards.</li> <li>* Pre-Teach key RE vocabulary.</li> <li>* Coloured paper / overlays.</li> <li>* Change background screen and avoid glare on IWB.</li> </ul>	<ul style="list-style-type: none"> <li>* First / Next / Then.</li> <li>* Use of praise and reward.</li> <li>* Carefully considering seating / positioning of the pupil.</li> <li>* Offer brain breaks / movement breaks.</li> <li>* Complete tasks in small chunks of time (5 minute timer) / then reward / break.</li> <li>* Provide extra time if needed.</li> <li>* Communicate in a clear / calm manner.</li> <li>* Positive role models in a group - where possible.</li> <li>* Access to fidget / fiddle toys etc.</li> <li>* Pre-warnings of transitions.</li> <li>* Use of music - relaxation.</li> <li>* Calm / quiet classroom.</li> </ul>	<ul style="list-style-type: none"> <li>* Reduce background noise.</li> <li>* Reduce glare on screens.</li> <li>* Ensure students have the ability to see the teacher's face clearly.</li> <li>* Use of communication equipment.</li> <li>* Provide a calm environment.</li> <li>* Opportunities for sensory and movement breaks.</li> <li>* Use of colour coded resources.</li> <li>* Large print resources.</li> <li>* Use of symbols.</li> <li>* Audio descriptions.</li> <li>* Videos and voice recordings.</li> <li>* Use of RE artefacts to promote use of language.</li> <li>* Amend fonts and sizing.</li> <li>* Change background screen.</li> </ul>

Subject Area	MFL			
Area of Need	Communication & Interaction	Cognition & Learning	SEMH	Physical & Sensory
How do we adapt the curriculum at Lyme?	<ul style="list-style-type: none"> <li>* Clear instructions for transitions between activities.</li> <li>* Use of ICT - use of audio recordings and symbols to associate a word and an object.</li> <li>* Use of songs / rhymes and chants.</li> <li>* Use of film / role-play, drama and artefacts to support key French concepts.</li> <li>* Use of puppets, videos, pictures and flashcards to support understanding of gestures.</li> </ul>	<ul style="list-style-type: none"> <li>* Use of word banks / mind maps - e.g. write French adjectives or nouns on a photo.</li> <li>* Use real objects in games to re-inforce key French words and phrases.</li> <li>* Vocabulary learning - use different colours for different genders in French / flashcards - on display to re-inforce key French vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>* Carefully considered seating / positioning of the pupils.</li> <li>* Offer brain breaks / movement breaks.</li> <li>* Complete tasks in small chunks of time (5 minute timer) / then reward / break.</li> <li>* Provide extra time if needed.</li> <li>* Communicate in a clear / calm manner.</li> <li>* Positive role models in a group - where possible.</li> <li>* Access to fidget / fiddle toys etc.</li> </ul>	<ul style="list-style-type: none"> <li>* Reduce glare on screens.</li> <li>* Use of communication equipment.</li> <li>* Opportunities for sensory and movement breaks.</li> <li>* Use of colour coded resources - coloured overlays / coloured worksheets.</li> <li>* Large print resources / Change of fonts.</li> <li>* Record ideas in different ways - e.g. scribes / on an Ipad / voice recordings / video recordings / drawings.</li> </ul>

Subject Area	PE			
Area of Need	Communication & Interaction	Cognition & Learning	SEMH	Physical & Sensory
	<p>* Pre-Information about all PE trips to include *</p> <p>Explanation of trip (prior knowledge)</p> <p>Photographs of previous events</p> <p>Children who have been before to explain to other students</p> <p>Timetable of what will happen</p> <p>Practice of skills beforehand</p> <p>Children to be informed of adults supporting the event</p>			
How do we adapt the curriculum at Lyme?	<ul style="list-style-type: none"> <li>* Repeating instructions / directions for all / some students.</li> <li>* Visual / picture prompts.</li> <li>* Written instructions and prompts.</li> <li>* Processing time.</li> <li>* Adults delivering the lesson to stand still while speaking and think about position.</li> <li>* Use student's preferred method of communication - e.g. Makaton / PECS / Symbols.</li> <li>* Clear and precise names for</li> </ul>	<ul style="list-style-type: none"> <li>* Pre-Teach and Post-Teach vocabulary,</li> <li>* Prior information - Tell children exactly what they will be doing.</li> <li>* Mixed ability groups for support.</li> <li>* Adjust activities in terms of starting place and timings.</li> </ul>	<ul style="list-style-type: none"> <li>* Chunking lesson / activities within the lesson - to make it more manageable for some.</li> <li>* Smaller group with an adult.</li> <li>* Some games - safe playing areas or areas where pupils are matched in ability.</li> </ul>	<ul style="list-style-type: none"> <li>* Noise cancelling headphones.</li> <li>* Resources are accessible to all - e.g. different sized balls for different needs (larger for children with fine motor skills needs / lighter balls travel slower and allow more time).</li> <li>* Equipment that makes sounds for VI needs.</li> <li>* Different coloured balls and cones to help with VI needs.</li> <li>* Explain action and then perform it silently for HI needs.</li> </ul>



	<p>skills.</p> <ul style="list-style-type: none"><li>* Use peers as a coach to explain skills in a different way.</li></ul>			<ul style="list-style-type: none"><li>* Larger Bats / Lighter bats.</li><li>* Deflated balls - for some - as they travel along the floor slower.</li><li>* Low arousal areas available - for children who find PE sessions too much.</li><li>* Clothing considerations and adjustments / adaptations.</li><li>* Written / picture prompts.</li><li>* Visual timetables.</li><li>* Use of ICT for recording performances.</li><li>* Adapting screen in the hall to cut out glare,</li><li>* Adapt activities for seated participation if needed.</li></ul>
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