



## Adaptive Teaching for Children with SEND in English

### Implications for Teaching and Learning in English

As a general principle, we maintain high expectations of all children. It should not be assumed that children on the SEND register are less capable of achieving the expected standard in any curriculum area. However, teachers should consider the following reasonable adjustments in order to ensure that all children are able to access the content of this curriculum area as, 'All children have a right to an education' Article 28.

Area of need	Communication and Interaction - ASC	Communication and Interaction – S&L	Cognition and Learning	Social, Emotional and Mental Health	Sensory and/or Physical Needs
Adaptive Teaching Techniques to Consider:	<ul style="list-style-type: none"> <li>Now and Next boards and sequence strips.</li> <li>Communication support software such as Communicate in Print.</li> <li>Allow processing time.</li> <li>Attempts to speak are supported.</li> <li>Modelling.</li> <li>Partner talk</li> <li>Sentence stems – open and closed questioning.</li> <li>Pre teach vocabulary</li> <li>Check back that any verbal input has been understood.</li> <li>Provide checklists or task boards</li> <li>Timers to structure tasks</li> <li>Scaffolding – writing frames</li> <li>Colourful semantics</li> <li>Provide alternative methods of recording –</li> </ul>	<ul style="list-style-type: none"> <li>Pre-teach vocabulary</li> <li>Makaton</li> <li>Model speech, responses and get children to repeat.</li> <li>Communication support software such as Communicate in Print.</li> <li>Allow processing time.</li> <li>Modelling</li> <li>Word Mats</li> <li>Sentence stems for verbal responses &amp; questioning.</li> <li>Partner talk</li> <li>Check back that any verbal input has been understood.</li> <li>Provide checklists or task boards</li> </ul>	<ul style="list-style-type: none"> <li>Assessment through teaching</li> <li>Pre-teach new concepts</li> <li>Clear and simple instructions</li> <li>Give time before response to questioning</li> <li>Talk partners</li> <li>Differentiated resource – teach the curriculum appropriate to the child, not their chronological age.</li> <li>Small group and individual support.</li> <li>Plan opportunities for success and celebrate those successes.</li> <li>Note taking</li> <li>Working walls</li> </ul>	<ul style="list-style-type: none"> <li>Routines and changes are communicated in advance.</li> <li>Visual Timetable</li> <li>Think carefully about lesson content in relation to learner's known previous life experiences.</li> <li>Movement/learning breaks</li> <li>Fidget toys available</li> <li>Wobble cushions</li> <li>Talk partners</li> <li>Timers</li> <li>Clear structure and routine</li> <li>Calm corner/quiet zone</li> <li>Positive reinforcement</li> </ul>	<ul style="list-style-type: none"> <li>Text available in size needed for need.</li> <li>Consider multisensory learning possibilities</li> <li>Ensure equipment is available – Pencil grips, seat posture cushions, suitable scissors &amp; writing slopes.</li> <li>Check in with learner regularly</li> <li>Fidget toys</li> <li>Wobble cushions</li> <li>Quiet/calm zones in classrooms</li> <li>Ear defenders available when completing work</li> <li>Calm and not overly busy environment/ displays</li> </ul>

	<p>including mini laptops and talking tins.</p> <ul style="list-style-type: none"> <li>• For assessment, share and explain marking criteria to support understanding of why work needs to be completed in a particular way.</li> <li>• Use of drama and role play.</li> <li>• Allow all class texts to be accessible and visual if needed.</li> <li>• Use of actions and picture images when learning new vocabulary.</li> <li>• Clear expectations and end points.</li> <li>• Prompts on the Working walls</li> </ul>	<ul style="list-style-type: none"> <li>• Scaffolding</li> <li>• Colourful semantics</li> <li>• Little Wandle Phonics – consider SEND programme or ensure children are involved in catch up or keep up sessions.</li> <li>• Talking tins</li> <li>• Use of drama &amp; role play</li> <li>• Use of actions and images when learning new vocabulary.</li> <li>• Overlearning</li> <li>• Consider the position within the class</li> <li>• Clear articulation of sounds Working walls</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities for repetition and overlearning</li> <li>• Mark written work on content rather than spelling.</li> <li>• Highlight/tick the correct parts of the word rather than errors.</li> <li>• Movement/learning breaks</li> <li>• Provide high frequency word / topic word lists with pictures.</li> <li>• Use inbuilt accessibility features of tablets, phones or laptops e.g. speech to text functions.</li> <li>• Use dyslexia friendly software e.g. CLICKER.</li> <li>• Talking tins</li> <li>• Spelling, handwriting and phonics interventions in place where needed.</li> <li>• Little Wandle Phonics – consider SEND programme or ensure children are involved in catch up or keep up sessions.</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal feedback</li> <li>• Differentiation/ scaffolding</li> <li>• Modelling</li> <li>• Makaton</li> <li>• Clear expectations and end points.</li> <li>• Careful pairings with seating plan</li> <li>• Working wall</li> </ul>	<ul style="list-style-type: none"> <li>• Adequate lighting and blinds</li> <li>• Makaton</li> <li>• Position within the class.</li> <li>• Worksheets printed on coloured paper if needed.</li> <li>• Wider lined paper</li> <li>• Handwriting books/paper used if necessary</li> <li>• Consider use of card rulers to help child to follow from one line to the next.</li> <li>• Working walls.</li> </ul>
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