



Meadowhead Juniors Primary  
Curriculum Adaption  
History



Possible adaptations to provision for SEND learners in the  
classroom.

History

Possible Adaptations to ensure pupils access learning
<p><b>1. Evidence of adaptation to curriculum</b> e.g. grouping, content Revisit prior learning Extra opportunities and visits - (clubs, clusters, local walk) The transition from whole class to group or independent work, and back is clearly signalled. Seat Pupils need to sit so they can see and hear the teacher clearly, each other and be able to see the board/screen. Seating allows for peer/adult support. There is room for pupils with mobility difficulties to obtain their own resources, equipment and materials. Furniture is suitable - chairs and desks appropriate for age of children. Avoid the need for copying lots of information. For example, notes on interactive whiteboards can be printed off for all pupils</p>
<p><b>2. Evidence of adaptation to teaching style / strategy</b> e.g. pre-teach, chunking Visual prompts and routines available for children. Paired talk before and during activities - gives children the opportunity to reflect on and discuss ideas, before offering them. Flexible grouping, mixed ability, explicit instructions, vocabulary introduced before the lesson (pre-teach), displayed on the working wall to refer to. Practical and outdoor learning.</p>
<p><b>3. Evidence of adaptation of teaching materials and resources</b> e.g. font size, overlays, manipulatives Interactive whiteboards Pencil grips/individual whiteboards/vocabulary on working wall Instructions are given clearly and reinforced visually, where necessary Questions are prepared in different styles/levels for different pupils. Text and visual aids maybe adapted for accessibility e.g font, print size, background.</p>
<p><b>4. Evidence of adaptation of recording</b> e.g. scribe, use of IT Photos</p>



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Notes - dictation  
Screen filters

## 5. Evidence of adaptation of / innovative use of support

e.g. focused use of support

Support from additional adults is planned to scaffold pupils' learning, allowing them to work independently.

Use support staff to check in with SEND children when working independently and in groups.

Staff to adapt tasks in the lesson if children are finding work too challenging, e.g. extra resources, word banks, equipment, restructure the task, recap instructions, provide scaffolding.

The 'five a day principles: What is good for SEND is good for all.





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