



Suggested Curriculum Adaptations for SEND Pupils

Below are a range of strategies that are currently used in class to support SEND pupils as part of a Quality First Teaching Approach

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| <p>English - Reading</p> | <p>Pre and post reading opportunities of relevant texts including Book Talk and library sessions to support learning in class.</p> <p>Additional support with appropriate vocabulary (including meanings and examples) linked to texts studied.</p> <p>Texts read aloud to pupils by teaching staff or reading buddies to aid understanding and model and develop prosody.</p> <p>Supported reading - aiding fluency, and language comprehension.</p> <p>Use of specific apps and devices, including multimedia and audio for practise/development of decoding and fluency.</p> <p>Additional opportunities for oral rehearsal of responses to texts and ideas around authorial intent.</p> <p>Adapted/appropriate expectation of written responses/outcomes to texts studied.</p> <p>Use of coloured reading overlays.</p> |
| <p>English - Writing</p> | <p>Appropriately matched texts for modelling.</p> <p>Additional opportunities for re-reading and pre-teaching of relevant model texts, text-types, vocabulary and techniques (including grammar, spelling, punctuation and reasons for writing).</p> |



English -
Spelling

Use of audio devices, iPads and talking tins for oral rehearsal to aid memory, sequencing and structuring of ideas and organisation.

Appropriately matched and scaffolded resources - word banks, 2 and 3 tier vocabulary (definitions and examples), sentence structure, (including stem and openings), planners/organisers and editing support.

Model letter formation resources to support handwriting to aid accuracy and prevent cognitive overload.

Resources to support spelling patterns and rules to aid accuracy and prevent cognitive overload.

Additional and regular verbal feedback to support pupil independence.

Opportunities to type if handwriting is an issue.

Use coloured writing overlays.

Encoding support using phonics routines and memory hooks (including actions) as part of spelling teaching.

Adaptation of spelling expectation (linked to phonics if needed,) including relevant year group spellings.

Pupils with language and communication difficulties (including those with ASD) may need:

- additional visual prompts to help them understand what is expected of them.
- tasks broken down into smaller, more manageable chunks with individual task boards to demonstrate these
- additional opportunities for oral rehearsal of ideas, sentence structure and organisation.

Pupils may have a hearing impairment. Teachers will think carefully about how this impacts their ability to hear and produce each phoneme/grapheme correspondence and consider how best to adapt lessons to ensure success.



Eskdale Junior School



For some pupils who have specific challenges around processing, tasks may require specific adaptation to ensure that pupils can participate fully in lessons. This may mean reducing the number of words, giving additional time, introducing the use of a scribe or any other adaptations specific to the pupils in your class.