**Flanderwell Primary School**

**Curriculum Specific adaptations**

All of the following adaptations are subject specific and therefore should be considered additional to the high quality first teaching, which should be in place for all lessons:

## Adaptations for Science

| Cognition and Learning | | Communication and Interaction | |
|---|---|---|---|
| **Barriers** | **Provision** | **Barriers** | **Provision** |
| Information may not be understood or retained | • Consider the accessibility of science demonstrations. Plan the demonstration area so that it is clearly laid out, uncluttered and gives all children a clear view.<br>• Use the working walls and whiteboard to show the focus of each lesson and how it fits in the sequence of lessons. How do lessons link together to develop their scientific knowledge.<br>• Use symbols, images or objects to make it more accessible.<br>• Invite children to list the key points from the lesson under specific headings – e.g. in an investigation: what they were trying to find out, how they went about it, how they controlled the variables, what happened, suggested reasons for what happened and what they will do next? Review the sticky knowledge from the lesson and identify on the working/enquiry wall.<br>• Prepare the children prior to the lesson with a pre-teach introducing key knowledge/vocabulary | Understanding and using scientific vocabulary | • Recognise that the language of science may be challenging for many children – for example: The specific scientific use of everyday words such as 'weight', or terms specific to science, such as 'electrical circuit'.<br>• Pre-teach key vocabulary, then ensure multiple and regular exposure to these words including referring to knowledge organisers and make them clearly visual in the classroom environment.<br>• Provide flashcards with key vocabulary<br>• Check children's' understanding by inviting them to reformulate explanations in their own words or in other ways. For example, after an investigation of floating and sinking, ask children to explain what happened using diagrams, as well as explaining it orally or in writing. Use vocabulary flashcards and prompts.<br>• Use real objects as a starting point for developing the concepts and the language needed to describe, discuss and explain what pupils have observed or experienced.<br>• Give children time to think about answering questions |
| Memory/consolidation skills | • Use mnemonics to help children remember things like the order of the colours in a rainbow or the orders of the planets.<br>• A visual framework can also be used as a consistent guide for planning an investigation in science. For example, headings of what am I finding out? What I need? What will I do? What to look for? What happened? Why did it happen? Each with picture support will simplify the method, results and conclusion format for many children.<br>• Encourage the use of mind maps/pictures/flow charts. | | |

| Physical and/or Sensory | | Social, Emotional and Mental Health | |
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| **Barriers** | **Provision** | **Barriers** | **Provision** |
| Difficulties impacting eyesight, hearing, movement, touch etc.<br><br>Sensory processing difficulties | • Check safety procedures are understood<br>• Label new equipment and processes to help develop vocabulary<br>• Colour water so it is easier to see<br>• Consider ventilation and positioning of children for anything that may have an odour<br>• Pre-teach showing/experiencing anything that may have sensory implications –e.g. videos of heart, handling different materials<br>• Ask for specialist advice on equipment for children with particular SEND e.g. tactile ridges on measuring glassware for children with a visual impairment.<br><br>• Use of sensory aids as part of usual provision e.g. gloves, audio/visual support | Anxiety<br><br>Participation/safety/ practical work | • Consistency of approach reduces children's anxiety - it allows children to predict what will happen. Provide an overview of the lesson elements so the children know what is coming, pre-teach the child some of the elements of the lesson etc.<br>• Consider carefully the groupings – prepare the children by ensuring they are aware of the group they will be working in. Assign roles to each member of the group with a clear outline of job roles.<br>• You may need to specifically teach the skills of cooperation and interaction for practical work.<br>• When organising a practical session consider:<br>- how you establish investigation routines<br>- the level of supervision needed<br>- consider the resources available – does there need to be close supervision? Do some resources need limiting?<br>- how will resources be organised in the classroom – from a central point or at the table?<br>- how the task can be broken down into manageable steps and the best way to present any instructions e.g. some children prefer diagrams, others a checklist. |

# Adaptations for History and Geography

| Cognition and Learning | |
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| **Barriers** | **Provision** |
| Reading resource/source materials. | • Highlighting of key points to cue children in.<br>• Whole class reading of source materials to support understanding.<br>• Use of visual and audio sources<br>• Sourced read through immersive reader or audiobooks. |
| Recording of work using paper and pencil methods. | • Alternative methods of communication such as comic strips, pictures, annotated drawings.<br>• Use of word processor, speech to text software or specific programmes such as Clicker where applicable.<br>• Broken down success criteria<br>• Cloze procedures/scaffolds for writing. |
| Understanding the concept of time/passage of time | • Visual timelines with known points in history from prior learning and key points of reference.<br>• Key 'time' vocab provided – before, after, past, -Key vocabulary cards with phrases (old, new, long time ago, before, after, past, present, then, now, BC, AD, decade, ancient, century) |

| Communication and Interaction | |
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| **Barriers** | **Provision** |
| Complex subject specific vocabulary/new vocabulary. | • Topic mats supported with visual cues.<br>• Pre teaching of key vocabulary or sending home key vocabulary prior to the topic.<br>• Support key vocabulary with Makaton signs and with symbols/visuals.<br>• Assess child's level of prior knowledge and vocab before the topic. |
| Participation in lessons which are largely discussion based. | • Enable additional thinking/processing time.<br>• Give the child a whiteboard or method of jotting down ideas to support their participation.<br>• Communication fans and other prompts to signal 'agree/disagree/I have a question' using non-verbal methods. |

| Physical and/or Sensory | |
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| Barriers | **Provision** |
| Being able to view artefacts, maps and other visual resources.<br><br>Sensory overload – smells and feelings of old objects.<br>Unusual/unexpected noises (wartime topics in particular) | • Allow children to feel artefacts if possible/allowed.<br>• Enlarged pictures/texts/detailed descriptions which paint a picture of an object.<br><br>• Use of ear defenders or noise cancelling headphones.<br>• Prior warning of anything unexpected.<br>• Gloves to handle objects if sensory.<br>• Removal to a space away from any smells.<br>• Access to sensory circuits |

| Social, Emotional and Mental Health | |
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| **Barriers** | **Provision** |
| Talking about the past could be a trigger for children when talking about their own past/history | • Prior warning of any sensitive topics.<br>• Liaison with parents/carers in advance of any sensitive/triggering topics<br>• Method of communicating that a topic is becoming too much/child may need time out and an appropriate/identified place to go to if needed. |

# Adaptations for PSHE

| Cognition and Learning | | Communication and Interaction | |
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| **Barriers** | **Provision** | **Barriers** | **Provision** |
| Ability to comprehend certain concepts particularly around SRE | • Ensuring appropriate body part names are used early on so that this becomes embedded.<br>• Support with Social Stories which may need to be revisited a number of times to ensure understanding.<br>• Discussion with parents in advance. | Complexity of language and processing skills.<br><br>Discussion or role placed based learning makes participation more difficult.<br><br>Difficulty communicating or identifying their own emotions. | • Use of social stories to help children understand key concept or routines with overlearning/repetition to embed them.<br>• Visual supports/prompts<br>• Pre teaching of any new vocabulary<br>• Scaffolded sentence starters 'I think that…'<br>• Additional thinking time after posing a question before returning.<br>• Emotions fans or cards.<br>• Supporting by reasoning aloud 'I think you might feel…' |
| **Physical and/or Sensory** | | **Social, Emotional and Mental Health** | |
| Barriers | **Provision** | **Barriers** | **Provision** |
| Child not feeling represented in the curriculum.<br><br>Sensory sensitivities | • Ensure all children's individual needs are represented in the discussion – if talking about keeping healthy/safe include hearing aids, mobility aids etc. in the discussion.<br>• During discussions around exercise and healthy living ensure that Paralympian's and other disabilities are represented.<br>• Be aware of sensory sensitivities around handwashing, tasting of 'healthy foods and any smells and offer alternatives – pictures or plastic food to look at. | Sensitive or triggering subjects particularly around families and SRE.<br><br>Ability to express emotions appropriately.<br><br>Difficulty with seeing/understanding | • Advance warning of particular topics with knowledge of the child and their background/history (discussions around families for example if child is adopted)<br>• Depending on the subject and the child there may need to be a trusted adult who can debrief after the lesson if there is anything they wish to discuss.<br>• Be prepared for any potential disclosures and how you will support any child who discloses.<br>• Seek support from ELSA/SENDco around child's understanding of their own history.<br>• Visual representation of emotions so adults can see non-verbally if the child is becoming uncomfortable with the discussion.<br>• Verbalising the emotions for the child to enable them to understand what they may be feeling 'I think you might be feeling angry, is that right?<br>• Support through social stories prior to the lesson<br>• Support from a trusted adult.<br>• Sentence prompts to scaffold discussion. 'I disagree because…' |

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| | | an alternative viewpoint. | |

## Adaptations for Art and Design Technology

| Cognition and Learning | | Communication and Interaction | |
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| **Barriers** | **Provision** | **Barriers** | **Provision** |
| Remembering multi step instructions. | • Step by step reminders of key processes using visuals or task boards.<br>• Broken down success criteria with clear reminders.<br>• *NB many children with learning difficulties are able to excel in art and technology therefore need to be aware of individual profile of need.* | Understanding the vocabulary and descriptive language used | • Capitalise on the opportunities to model and teach new vocabulary. If soft, allow the child to feel it and repeat back the word soft.<br>• Provide key vocabulary for the child to choose from to scaffold their language.<br>• Allow a choice between two using choice boards or Makaton if speech is significantly delayed. Encourage the verbal response and support with repeating the vocab 'You've chosen soft – yes it is soft' |
| **Physical and/or Sensory** | | **Social, Emotional and Mental Health** | |
| **Barriers** | **Provision** | **Barriers** | **Provision** |
| Sensory issues working with certain materials such as clay.<br><br>Potential higher noise level/busier classroom during practical activities.<br><br>Accessibility of the equipment.<br><br>Child's ability to use the equipment safely | • Use of alternative less messy equipment such as play dough or theraputty.<br>• Use of ear defenders or noise cancelling headphones.<br>• Ensure that instructions are not given over a busy classroom so that they can be heard and understood.<br>• Ensure that equipment is stored and put away appropriately to aid access and to avoid trips or hazards for someone visually impaired.<br>• Provide adapted resources such as pencil grips, larger pencils, paintbrushes with appropriate grips, spring loaded scissors.<br>• Slanted surfaces and clips to grip the paper to the surface.<br>• Ensure that the child is near to the adult so that they can see/hear safety demonstrations.<br>• Use hand over hand approach to support/model appropriate safety. | Less structured lesson format may make it harder for self-regulation behaviours.<br><br>Focus and attention on extended pieces of work | • Clear expectations in advance of the lesson and explanation of what is happening during the lesson.<br>• Time out or movement breaks if needed.<br>• Supported by resources which allow visual representation of self-regulation strategies – emotion thermometer etc.<br>• Allow movement breaks and incorporate alternative tasks to break the activity up into smaller chunks. |

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| | • Allow more time for the use of tools and equipment – child may have their own to enable this rather than sharing with others. | | |

## Adaptations for PE

| Cognition and Learning | | Communication and Interaction | |
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| **Barriers** | **Provision** | **Barriers** | **Provision** |
| Ability to remember/understand verbal instructions. | • Break down instructions so that they are given 1 step at a time.<br>• Where sequences of instructions are needed support with visuals or demonstration.<br>• Give an individual instruction/recap following the main teach activity.<br>• *NB many children with learning difficulties are able to excel in PE therefore need to be aware of individual profile of need.* | Processing lots of verbal information<br><br>Understand of subject specific vocabulary<br><br>Difficulties working in a team/collaborating and negotiating. | • Break down instructions into small steps supported with signing, gesture and/or pictures where applicable.<br>• Be very clear with safety instructions – clear instructions with reduced language.<br>• Key vocabulary supported by visuals<br>• Repetition of key vocabulary and what it means.<br>• Do not assume – clarify vocabulary and prior learning.<br>• Working in smaller groups or pairs initially when developing turn taking skills.<br>• Building up to larger team games as the child understands the rules. |
| **Physical and/or Sensory** | | **Social, Emotional and Mental Health** | |
| **Barriers** | **Provision** | **Barriers** | **Provision** |
| Ability to see and hear the instructions clearly.<br><br>Child's individual health or medical needs.<br><br>Ability to access equipment and task. | • Ensure that teacher can be seen and heard particularly if in a bigger or open space. Gather children together for instructions. Support with signing and demonstrations.<br>• Ensure adaptations are made in accordance with child's own health care plan. For example, No climbing above head height for a child with Epilepsy etc<br>• Liaise with health professionals/physio/OT to incorporate children's individual targets/goals.<br>• Adaptations to the equipment. A sponge ball is easier for a child to hold than a solid ball. Slow bounce balls can enable more time. | Anxiety around unfamiliar activities.<br><br>Confidence to attempt new skills.<br><br>Harder to regulate behaviour in a less structured environment. | • Visual timetable ensuring child knows it is PE.<br>• Inform child if PE time needs to change using visual timetable.<br>• Encourage 'growth mind-set' around having a go but reassure that they will not be made to do anything they feel unable to do.<br>• Timed warnings of a transition to the next activity 'In 2 minutes we are going to stop this activity' (particularly if the child is immersed)<br>• Now and next prompts and visual timetables for PE<br>• Clear expectations at the start of the lesson |

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| Sensory overload – noise level, children running in and out of space, different physical environment.<br><br>Difficulty changing for PE | • Adaptations to the success criteria – if 'hitting a ball with a bat' does this have to be in the air – could be across the ground, over a table etc.<br>Goals can be lower and larger.<br>Incorporate inclusive sports into your curriculum planning – Boccia etc.<br><br>• Ensure that the child is in a more open space away from others.<br>• Ear defenders (remove for any health and safety discussions)<br>• Warning in advance of the change of space – visual timetable for PE or now/next.<br><br>• Provide verbal support to encourage independence – put your arm up, etc<br>• Visual sequence or now/next to support the sequencing of changing. Can be a written checklist if no learning difficulties. | Anxiety changing for PE/Body concerns. | • Enable the child to change in a more private area (whilst still being safe/supervised)<br>• Liaise with parents about adaptations – wearing a vest on PE days etc so that child feels more covered up.<br>• Be aware/sensitive to safeguarding issues and report any new concerns. |

# Adaptations for Music

| Cognition and Learning | | Communication and Interaction | |
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| **Barriers** | **Provision** | **Barriers** | **Provision** |
| Difficulties following or reading music.<br><br>Retention of long pieces of music for performance | • Support with colour coding of notes or providing the written letter to assist with music reading.<br><br>• Opportunities for overlearning and repetition.<br>• Child provided with their own music to listen to in advance of the lesson or listen to at home.<br><br>• *NB many children with learning difficulties are able to excel in Music and therefore need to be aware of individual profile of need.* | Learning of new vocabulary/technical vocabulary. | • Explicit teaching of new and technical vocabulary.<br>• New vocabulary displayed with visual aids and demonstrations to illustrate the meaning.<br>• Use recordings for children to demonstrate their knowledge rather than explaining it (for example can demonstrate and record change in volume or pitch rather than trying to explain it)<br>• Carefully considered groupings/pairings |
| **Physical and/or Sensory** | | **Social, Emotional and Mental Health** | |
| **Barriers** | **Provision** | **Barriers** | **Provision** |
| Noise sensitivity – either through hearing aids or due to sensory processing difficulties.<br><br>Access to the instruments | • Child to be prompted to adjust hearing aids/radio aid if applicable.<br>• Ear defenders for children who will find the noise level difficult.<br>• Warning of any loud or unexpected noises (clashing symbols etc)<br><br>• Access to adapted instruments (can be home-made adaptations to assist with grip etc)<br>• Use of technological musical solutions to overcome physical barriers.<br>• Liaison with outside agencies regarding specialist support and appropriate noise levels for hearing impaired children. | Anxiety about new or different experiences or having to perform.<br><br>Difficulty regulating behaviour or coping with others who are not regulating their behaviour in a noisy/busy environment. | • Social stories and clear explanations before new experiences to explain what will happen and provide opportunities for children to ask questions.<br>• Opportunities to share their work in different ways, (behind scenes, pre-recorded, quieter areas of school.<br><br>• Shared signals for stopping which are pre agreed at the start of the lesson to provide security for the child.<br>• Visual cards for child to show that they are feeling overwhelmed. |

# Adaptations for MFL

| Cognition and Learning | | Communication and Interaction | |
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| **Barriers** | **Provision** | **Barriers** | **Provision** |
| Recall of vocabulary in English to be able to translate to French.<br><br>Different structure of sentences may be difficult for children whose sentence level knowledge is poor in English. | • Use of knowledge organisers, pictorial, real objects and representations with French and English versions.<br>• Embed vocabulary through chats, songs rhymes and other ways that will support recall.<br>• Use visuals to represent masculine and feminine verbs in French<br><br>• Avoid the need for copying lots of information from the board.<br>• Use sentence strips, coloured sentences etc to enable physical moving around of words.<br>• Recording using alternative methods.<br>• Use of talking tin so sentences can be played back to support appropriate sentence structure. | Poor language levels in child's first language.<br><br>Slow language processing skills<br><br>Anxiety speaking aloud in either language. | • Ensure that children know the language/vocab being taught in English prior to the introduction of a second language. Pre teach and key vocab to ensure a secure understanding.<br><br>• Be aware that children with slow language processing skills will need even more time to verbalise in another language.<br>• Give additional thinking time<br>• Oral rehearsal time with a peer or trusted adult before asked to say it aloud.<br><br>• Be aware receptive language skills may be better than spoken language skills. Do not assume that because they cannot say it that they do not understand – offer alternative ways to show knowledge (pictures etc.)<br><br>• Model mistakes with language and ask children to identify. Foster learning in a culture of having a go/growth mind-set. |
| **Physical and/or Sensory** | | **Social, Emotional and Mental Health** | |
| **Barriers** | **Provision** | **Barriers** | **Provision** |
| Hearing language clearly if hearing impairment.<br><br>Sensory overload during more conversational/interactive lessons. | • Ensure child is sitting near the front of the class and can see you as well as hear you.<br>• Support language with gesture, signing and visuals to aid understanding.<br>• Think about classroom acoustics and background noise.<br><br>• Be aware of individual needs – children who may be uncomfortable in loud environments etc.<br>• Practical role play may cause challenges for some children – shaking hands and saying Bonjour if child does not like touch etc. | Anxiety over making mistakes/looking silly<br><br>Difficulty regulating behaviour in less structured lessons. | • Foster an environment in which mistakes become learning points. Encourage a 'have a go' ethos.<br>• Allow child to orally rehearse sentences to themselves or using a talking tin.<br><br>• Visual representations of feeling overwhelmed.<br>• Time out/breaks from the activity to calm down/reset.<br>• Use of fidget aids, wobble cushions to aid concentration. |

# Adaptations for RE

| Cognition and Learning | | Communication and Interaction | |
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| **Barriers** | **Provision** | **Barriers** | **Provision** |
| Ability to demonstrate knowledge through written work<br><br>Retention of previous learning in RE as often a large gap between revisiting topics.<br><br>Understanding of more abstract concepts/themes. | • Allow alternatives to writing or enable writing using sentence starters, scaffolds or speech to text software.<br><br>• Recap of prior learning prior to the topic.<br>• Knowledge organisers outlining key prior knowledge.<br>• Visual prompts<br><br>• Discussion prompts, regular revision of key themes, opportunities for overlearning and repetition. | Learning of subject specific vocabulary.<br><br>Participation is subjects, which are predominantly discussion based. | • Topic specific vocabulary supported by artefacts, pictures etc.<br>• Practical learning assists with development of new vocabulary.<br>• Word mats, knowledge organisers, pre teaching of vocabulary.<br><br>• Scaffolded sentence starters 'I think that…'<br>• Additional thinking time after posing a question before returning.<br>• Emotions fans or cards.<br>• Supporting by reasoning aloud, 'I think that'… |
| **Physical and/or Sensory** | | **Social, Emotional and Mental Health** | |
| **Barriers** | **Provision** | **Barriers** | **Provision** |
| Ability to read or to see text sources.<br><br>Sensory overload/unusual sensory stimuli. | • Sources of information / text could be converted to electronic format so they can be read aloud using immersive reader or shown to the child in a larger print.<br>• Consider how different sources could be used to<br>• Convey the information - physical resources such as prayer mats, bibles etc. may be of greater interest to the child than photos.<br><br>• Be aware of any sensory stimuli such as the use of incense or religious music, which will be unfamiliar to the children.<br><br>• Ensure they are sitting away from any sensory stimuli or are provided with ear defenders etc. if part of normal practice.<br>• Advance preparation of any sensory stimuli. | Anxiety about visits to new places with different expectations.<br><br>Difficulty discussing topics/concepts that they find uncomfortable.<br><br>Social appropriateness of discussing topics. | • Prepare the children in advance using social stories, pictures, and videos to enable them to know what to expect.<br>• Prepare the children with any routines/cultural expectations they may be asked to follow.<br><br>• Social stories around accepting different beliefs and views.<br>• Clear expectations that no one will be made to share if they are not comfortable.<br>• Emotions cards so that the child is able to communicate if they are uncomfortable with the discussion.<br><br>• Sentence starters to aid productive discussion/avoid offence.<br>• Bank of appropriate words to discuss topics if this is a concern. |

# Adaptations for Computing

| Cognition and Learning | | Communication and Interaction | |
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| **Barriers** | **Provision** | **Barriers** | **Provision** |
| Information may not be understood or retained<br><br>Memory/consolidation skills | • Consider the accessibility of science demonstrations. Plan the demonstration area so that it is clearly laid out, uncluttered and gives all children a clear view.<br>• Use the working walls and whiteboard to show the focus of each lesson and how it fits in the sequence of lessons. How do lessons link together to develop their scientific knowledge.<br>• Use symbols, images or objects to make it more accessible.<br>• Invite children to list the key points from the lesson under specific headings – e.g. in an investigation: what they were trying to find out, how they went about it, how they controlled the variables, what happened, suggested reasons for what happened and what they will do next? Review the sticky knowledge from the lesson and identify on the working/enquiry wall.<br>• Prepare the children prior to the lesson with a pre-teach introducing key knowledge/vocabulary<br>• Use mnemonics to help children remember things like the order of the colours in a rainbow or the orders of the planets.<br>• A visual framework can also be used as a consistent guide for planning an investigation in science. For example, headings of what am I finding out? What I need? What will I do? What to look for? What happened? Why did it happen? Each with picture support will simplify the method, results and conclusion format for many children.<br>• Encourage the use of mind maps/pictures/flow charts. | Understanding and using scientific vocabulary | • Recognise that the language of science may be challenging for many children – for example: The specific scientific use of everyday words such as 'weight', or terms specific to science, such as 'electrical circuit'.<br>• Pre-teach key vocabulary, then ensure multiple and regular exposure to these words including referring to knowledge organisers and make them clearly visual in the classroom environment.<br>• Provide flashcards with key vocabulary<br>• Check children's' understanding by inviting them to reformulate explanations in their own words or in other ways. For example, after an investigation of floating and sinking, ask children to explain what happened using diagrams, as well as explaining it orally or in writing. Use vocabulary flashcards and prompts.<br>• Use real objects as a starting point for developing the concepts and the language needed to describe, discuss and explain what pupils have observed or experienced.<br>• Give children time to think about answering questions |
| **Physical and/or Sensory** | | **Social, Emotional and Mental Health** | |
| **Barriers** | **Provision** | **Barriers** | **Provision** |
| Gross motor skills make using quipment difficult | • | Anxiety<br><br>Participation/safety/ practical work | • Consistency of approach reduces children's anxiety - it allows children to predict what will happen. Provide an overview of the lesson elements so the children know what is coming, pre-teach the child some of the elements of the lesson etc. |

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| Sensory processing difficulties | | | • Consider carefully the groupings – prepare the children by ensuring they are aware of the group they will be working in. Assign roles to each member of the group with a clear outline of job roles.<br>• You may need to specifically teach the skills of cooperation and interaction for practical work.<br>• When organising a practical session consider:<br>- how you establish investigation routines<br>- the level of supervision needed<br>- consider the resources available – does there need to be close supervision? Do some resources need limiting?<br>- how will resources be organised in the classroom – from a central point or at the table?<br>- how the task can be broken down into manageable steps and the best way to present any instructions e.g. some children prefer diagrams, others a checklist. |