

## Adaptations for **supporting pupils** with Special Educational Needs and Disabilities at The Duchy School

Individual Need	Here's how we help everyone achieve...
<b>Communication and Interaction</b>	
<b>Autism Spectrum Condition</b>	<ul style="list-style-type: none"> <li>• Adults who have a positive, supportive, trusting relationship with the child will be available to support during to the lesson</li> <li>• Learning will be adapted so that it is accessible to the child</li> <li>• Seating arrangements will be agreed with the child prior to the lesson and any changes to the organisation of the lesson or classroom will be shared with the child through a social script/the use of visuals (as needed)</li> <li>• Preparation for what is coming will be provided with the use of visuals</li> <li>• Time will be given for the child to process new information and instructions with the support of visual cues</li> <li>• Planned and unplanned sensory breaks will be used and there will be a breakout space available throughout the lesson</li> <li>• Any group activities will be thought out carefully and children can work independently if the child finds the social expectations of group work tricky or difficult</li> <li>• Abstract concepts will be linked to known stories or previous learning</li> </ul>
<b>Speech, Language &amp; Communication Needs</b>	<ul style="list-style-type: none"> <li>• Children will be given time to process information and to give responses to answers</li> <li>• Speech will be clear and slowly paced so that children can understand what is being said, what information is being shared and any instructions that are being given</li> <li>• Long sentences will be broken up into smaller, short sentences that can clearly be interpreted</li> <li>• Symbols, signs and visual timetables will be used to support communication</li> <li>• Lots of opportunities will be given to communicate in either a pair or small group context to develop confidence</li> <li>• Positive responses will be given to any attempts at communicating</li> <li>• Adults will regularly check the child's understanding throughout the lesson</li> <li>• Provide repetition of key vocabulary and pre-teaching to check understanding of definitions.</li> <li>• Recognise that the language may be challenging and cause barriers for some children, e.g.: the specific use in a subject of an everyday word; the use of subject-specific terms, the use of abstract terms</li> </ul>

<p>Tourette Syndrome</p>	<ul style="list-style-type: none"> <li>• Adults will understand how to individually support the child with tics to ensure they feel safe and respected</li> <li>• Adults will support the child to ensure they feel supported in participating within the lesson however they feel comfortable</li> <li>• Children will be provided with a tick list/structure to completing an activity that supports their attention span and helps with the planning and organisation of the activity</li> <li>• Adults will plan sessions carefully, being mindful of the sensory processing that this lesson exposes the child to</li> </ul>
<p><b>Cognition and Learning</b></p>	
<p>Moderate learning difficulties (MLD); Severe learning difficulties (SLD); Profound and multiple learning difficulties (PMLD)</p>	<ul style="list-style-type: none"> <li>• Learning will be carefully adapted to suit the child's individual learning needs.</li> <li>• Visual diagrams and pictures will be used to support new information</li> <li>• Instructions will be given clearly with both physical and verbal cues with visuals to support so that the child fully understands the expectations of the lesson</li> <li>• Children will be given time to process questions and formulate answers</li> <li>• Word banks will be provided with key vocabulary linked to the focus of the lesson</li> <li>• Information will be repeated in a variety of ways, using a range of vocabulary</li> <li>• A writing frame will be provided to support writing during independent activities</li> </ul>
<p>Dyslexia</p>	<ul style="list-style-type: none"> <li>• Adults will ensure that font size is 12 or above and any printed resources will be on pastel coloured paper, avoiding black font on white paper when needed for individuals</li> <li>• Numbered points or bullet points will be used rather than large paragraphs of writing/information</li> <li>• Children will be able to use a ruler or their finger to follow writing/text when reading</li> <li>• Text boxes or borders will be used to highlight important information</li> <li>• The use of pictures, diagrams, clear sub-titles and 'colour coded text' will be used to break up large sections of information</li> <li>• Text to speech technology will be used if necessary</li> <li>• Information will be repeated in a variety of ways, using a range of vocabulary</li> <li>• Provide a range of ways for children to record their learning including: scaffolds or frames, photographs, diagrams, labels to stick onto pictures, posters, presentations (oral and visual), working in groups, verbal contributions, practical experiments and observations, matching activities, mind maps etc.</li> <li>• Build up a chart (using wall display) to show the focus of each lesson and how successive lesson topics link together to develop understanding of an themes; this could include symbols, images or objects to make it more accessible</li> <li>• Coloured overlays are available as needed</li> </ul>

Dyspraxia	<ul style="list-style-type: none"> <li>• Children will be provided with a large working space with an accessible route into and out of the classroom</li> <li>• Instructions will be written clearly for the child, using different colours for each line</li> <li>• Visual timelines of the lesson will be provided with a tick list of activities/expectations so that the child is aware of how to reach the learning goal</li> <li>• A range of methods to show understanding – visual, written, drawing, graphs etc and support with presentation of graphs, charts etc – provide scaffolded graphs for data to be added to.</li> <li>• Demonstrate any equipment to be used for lessons</li> </ul>
Dyscalculia	<ul style="list-style-type: none"> <li>• The use of an individual whiteboard will be used to ensure the child is not expected to copy from the shared whiteboard</li> <li>• Adults will ensure that questioning is adapted to support the child's understanding</li> </ul>
<b>Social, Emotional and Mental Health</b>	
Anxiety	<ul style="list-style-type: none"> <li>• Children will be given the necessary preparation prior to the lesson so that they know what to expect within the lesson.</li> <li>• Any new vocabulary will be shared with the child before the lesson</li> <li>• Any changes that will be made to the seating plan or organisation of the lesson will be shared with the child beforehand</li> <li>• Children will be able to use a 'help card' if they feel that they need support within the classroom</li> <li>• Reassurance, especially of difficult or abstract concepts and explaining or demonstrating several times in different ways</li> </ul>
Trauma / Attachment	<ul style="list-style-type: none"> <li>• The PACE approach will be used by all adults supporting the child within the lesson</li> <li>• Adults will carefully check through the content of the lesson to ensure they are considering the child's context and background before the lesson takes place. If necessary, lessons will be adapted with this information in mind to avoid triggers and to ensure the child feels safe and secure</li> <li>• Children will be provided with a safe and familiar break out space if they need it throughout the lesson</li> <li>• The use of a 'help card' will always be available</li> <li>• Adults supporting the child will have good understanding of how best to support the child with their emotions</li> </ul>
Attention Deficit Hyperactivity Disorder	<ul style="list-style-type: none"> <li>• All adults supporting the child within the classroom will have a good understanding of how best to support the child using a non-confrontational approach</li> <li>• Any rules/expectations will be consistently implemented</li> <li>• Seating arrangements will be considered carefully to minimise distractions within the session 'Time out' or 'help cards' can be used to ensure the child is able to communicate that they need to use their breakout space</li> <li>• Instructions and key information will be given clearly so the child understands what is being asked of them and how they will achieve the learning goal</li> </ul>

	<ul style="list-style-type: none"> <li>• Children will be given the correct preparation before the lesson so they know what will be happening and what to expect prior to the history session</li> <li>• Allow some activities where learners with ADHD are allowed to work alone. People with ADHD often feel group working is a challenge.</li> <li>• Small chunks of information with key concepts in pictorial form</li> <li>• An active classroom is promoted to support listening</li> </ul>
<b>Physical &amp; Sensory</b>	
Hearing Impairment	<ul style="list-style-type: none"> <li>• Time will be provided for the child to: move around the room, complete tasks within the lesson, process information and pack up and leave the session early if needed</li> <li>• Adults will discretely check that the child is wearing their hearing aid</li> <li>• A discussion will take place between the adult and child so that the child is able to choose where they sit/where is best for them to access the learning within the classroom environment</li> <li>• Background noise will be minimised, and the classroom will be a quiet, calm environment</li> <li>• Questions asked by other children will be repeated clearly so that the child is aware of any key information being shared</li> <li>• Key information will also be provided visually to reduce fatigue</li> <li>• Adults will face the child when talking, children will sit closely to the front having clear vision of all aspects of the lesson</li> <li>• Children will be provided with key vocabulary specific to history with technical terms explained</li> <li>• Any videos or films used should be captioned. When impossible, find alternative ways for the child to access the information</li> <li>• When completing visits, agree a way of ensuring all children know when/where to return to– if cue is audio e.g., whistle, ensure partner/group will give visual cue</li> </ul>
Toileting Issues	<ul style="list-style-type: none"> <li>• Children will be able to leave the classroom whenever necessary</li> <li>• Seating arrangements will be carefully organised so that the child can access the toilet as easily as possible</li> <li>• Staff will be aware that the child may arrive late to the lesson</li> </ul>
Visual Impairment	<ul style="list-style-type: none"> <li>• A thicker/darker pencil will be provided to support the child with reading their own writing</li> <li>• Children will be given enlarged images, pictures and diagrams</li> <li>• If the child needs a typo scope when reading information, this will be accessible whenever necessary</li> <li>• Resources will be provided in the correct font size rather than enlarged to ensure sharpness and contrast is as clear as possible</li> <li>• Children will be given time and opportunity to explore through touch e.g. artefacts, textures to evoke discussion etc.</li> </ul>

## Physical Disability

- Children will be provided with a large working space with an accessible route into and out of the classroom
- Instructions will be written clearly for the child
- A range of methods to show understanding – visual, written, drawing, graphs etc and support with presentation of graphs, charts etc – provide scaffolded graphs for data to be added to.
- Demonstrate any equipment to be used for lessons – consider adapted equipment (as required)
- Activities may need to be modified so that they are achievable.
- Child may need more regular breaks, due to fatigue or exertion
- May need extra time to complete activities.
- Consider risk assessment in some subjects (eg DT/PE etc)