



Ready,
Respectful,
Safe

History SEND Adaptation

Cathcart Street Primary School 2024-2025

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| <p>S U P P O R T</p> | <ul style="list-style-type: none"> • 1:1 Support from Teacher or TA • Long lessons can be divided into smaller parts with a meaningful beginning and ending. • Students on the pathway need more real experiences and activities in order to learn something. For example, the concept of 'turning' can be taught by doing simple activities like using the tap • Pre-teaching for difficult concepts. • Proceeding from simple to complex, concrete to abstract, step by step, • Scaffolding the lessons with smaller tasks. • Concept maps, projects, group work, peer tutoring, • Using prior knowledge and discussion. • Giving extra time & giving alternative activities with same knowledge outcome. • Drill activities, shortening assignments, organising excursions/ trips. • Providing real life experiences, real objects • Verbal, visual, kinaesthetically, aural approaches • Carefully framed questions |
| <p>E N V I R O N M E N T</p> | <ul style="list-style-type: none"> • Use of ICT e.g video, audio. • Language games, flash cards & quizzes, • Outlining passages, highlighting, and paper cutting/ folding, etc • Using toys or blocks, hand puppet. • Learning Tools on hand such as dictionaries, working walls, knowledge organisers • Using large fonts, Braille or tacitly coded material. • Tinted paper/transparencies. • Tilted writing boards and specialised writing tools. • Use of model answers & sorting activities. • Sitting away from rest of the class. • Ear defenders & limited viewpoint. • Step by step instructions. • Physical support e.g. personalised chair, word-processor, wheelchair for trips. |
| <p>C O N T E N T</p> | <ul style="list-style-type: none"> • New words can be taught using a visual dictionary. • While using picture cards, limit to only two colours or use only primary colours as some children may have difficulty in differentiating minor differences in shades of colours. • Make use of paired reading to promote fluency in reading. • Discussions & debates. • Paired reading, song, rhymes • Role play & acting • Drawing & Graphic Organisers • Less demanding content • Multiple Choice questions, Cloze procedure & Word Banks • Providing sentence starters and other grammar structures such as a range of argument connectives. • Different outcome with the same knowledge content e.g. instead of a balanced argument, children produce a freeze frame showing 2 opinions. |

