

Adaptive Teaching at Wriglington Mossy Lea Primary School

What is adaptive teaching? Adaptive teaching is the practice of modifying instruction, resources, and learning activities to meet the diverse needs, abilities, and interests of all learners. It involves continuous assessment, reflection, and adjustment by the teacher to ensure that every child can access the curriculum, make progress, and achieve their full potential.

What does it look like in the classroom? Teaching and learning at Mossy Lea follows Rosenshine's Principles of Instruction which give all children the opportunity to access, thrive and achieve in lessons.



Children may access a range of universal adaptations depending on their individual needs. The adaptations outlined below are available to all pupils and are organised according to areas of need. Access to these adaptations does not indicate that a child will be placed on the Special Educational Needs (SEN) register. Instead, the school recognises that all learners are different and may require reasonable adjustments or adaptations to enable them to access learning and achieve their best.

In line with the SEND Code of Practice, pupil needs are broadly grouped into four areas. The universal adaptations outlined below are organised within these areas to support staff in identifying and responding to potential barriers to learning:

Communication and Interaction – pupils who may experience difficulties with speech, language and communication, including understanding language, expressing themselves, or interacting with others.

Cognition and Learning – pupils who may require support with acquiring knowledge and skills, processing information, or developing learning strategies.

Social, Emotional and Mental Health – pupils who may experience difficulties managing emotions, behaviour, relationships, or wellbeing which may impact their learning.

Sensory and/or Physical Needs – pupils who may have visual, hearing, physical, or sensory processing needs that require adjustments to enable full access to the learning environment.

Cognition and Learning

- Revisiting previous learning
- Word banks
- Stem Sentences
- Reduced distractions
- Working wall
- Chunked tasks
- Task planners
- Simplified instructions
- Pre-teaching of vocabulary
- Modelled and worked examples
- Frequent check ins
- Multisensory teaching
- Overlearning and repetition
- Reduced writing load
- Alternative recording methods
- Extended processing time
- Scaffolded worksheets
- Use of manipulatives
- Visual aids
- Assistive technology e.g. Speechify
- Knowledge organisers
- Repetition and recap
- Retrieval practise
- Explicit teaching of memory strategies
- Dual coding- visuals and text
- Text/print sizing and spacing
- Clear success criteria
- Peer/partner work

Physical and Sensory

Physical

- Accessible classroom layout
- Positioning of materials and resources
- Flexible seating options
- Assistive technology
- Extra time
- Good lighting
- High contrast materials
- Print size and layout
- Pupils who wear glasses and/or hearing aids wear them and are seated in the optimum position
- Text/print sizing and spacing
- Adapted equipment

Fine Motor

- Writing Slope
- Pencil Grip
- Funky fingers sessions
- Specialist Pens/Pencils
- Assistive technology to support recording

Sensory

- Fidget toys
- Wobble cushions
- Sensory breaks/Movement breaks
- Resistance bands on chairs
- Low stimulus areas
- Quiet corner/sensory break spaces
- Noise-cancelling headphones
- Advance warning before unusual noise
- Minimal purposeful displays
- Coloured overlays
- Weighted lap pads
- Access to chewing aids
- Visual timetables
- Advance warning before transitions

Communication and Interaction

- Use of short, direct instructions
- Avoid idioms
- Break down instructions into steps
- Allow processing time
- Don't repeat immediately
- Use of visuals paired to speech
- Visual timetables
- Now/next boards
- Task sheets
- Structured group work with clear roles
- Small group sizes
- Model expected language
- Partner/peer work carefully selected
- Use of social stories

Social, Emotional and Mental Health

- Visual time table
- Access to quiet breakout spaces
- Feelings chart
- Zones of regulation
- Communication cards e.g 'I need help'
- Role cards for in class activities
- Visual timetables
- Use of social stories
- Partner/peer work
- Adult support/check ins
- Offer of safe/familiar tasks when emotions are heightened