



Ryhope Infant School Academy

Information Sharing Report

Review Date: September 2026

Next Review Date: September 2027

Person in charge: Miss Lumsden (SENDCo)

Question 8

How will the teaching be adapted for my child with SEND?

At Ryhope Infant School Academy, we believe that every child should have access to a broad, balanced and ambitious curriculum. We recognise, however, that children learn in different ways and may experience different barriers to learning.

Teaching is therefore adapted to take account of each child's individual strengths, needs and starting points.

The aim is to provide children with the support they need to access learning, participate fully in school life and make progress while developing increasing confidence and independence.

Quality First teaching for all children

The starting point for supporting children with SEND is **quality first teaching and inclusive teaching**.

The class teacher is responsible and accountable for the progress and development of every child in their class, including children with SEND and those receiving additional support from teaching assistants or other professionals.

Teachers carefully consider the needs of the children they teach and adapt their teaching to remove barriers to learning.

This may include changes to:

- the way information is presented
- the pace of learning

- the level of adult support provided
- the resources and equipment used
- the learning environment
- the way children are expected to record or demonstrate their learning
- the amount of repetition and practice provided
- the size or structure of a learning group.

Adaptations will be based on what each individual child needs to learn successfully.

How might teaching be adapted?

Children with SEND may benefit from a range of adaptations and strategies.

These may include:

- breaking learning into smaller, manageable steps
- giving clear and simple instructions
- repeating and revisiting learning regularly
- providing additional modelling and guided practice
- using visual prompts, symbols and visual timetables
- using practical, concrete and multi-sensory resources
- providing additional time to process information and respond
- pre-teaching key vocabulary, concepts or skills
- revisiting and overlearning previously taught knowledge
- reducing unnecessary distractions within the learning environment
- adapting the level or presentation of tasks
- providing scaffolds to support children to begin and complete tasks
- offering alternative ways for children to communicate or record their learning
- using technology or specialist equipment where appropriate
- providing planned opportunities for movement, sensory regulation or breaks
- using consistent routines and clear expectations.

The adaptations used will depend on the individual child's needs and may change over time.

How will teaching support my child's communication and understanding?

Some children may need additional support to understand spoken language, communicate their ideas or participate in discussions and learning activities.

Teaching may be adapted by:

- using shorter and clearer sentences
- giving one instruction at a time

- checking understanding before moving on
- allowing additional processing time
- using visuals, objects, photographs, symbols or gestures
- pre-teaching and revisiting vocabulary
- modelling language and sentence structures
- using communication boards or other appropriate communication systems
- providing structured opportunities for children to communicate and interact.

Where appropriate, strategies recommended by Speech and Language Therapists or other professionals will be incorporated into everyday teaching.

How will teaching support my child's attention and engagement?

Some children may find it difficult to maintain attention, manage distractions or remain engaged in learning activities.

Support may include:

- shorter and more focused learning activities
- clear routines and predictable structures
- visual reminders of what is expected
- tasks broken down into smaller steps
- regular opportunities for movement or sensory regulation
- adult support to help children begin and sustain engagement
- practical and hands-on learning opportunities
- reducing unnecessary distractions
- using a child's interests and strengths to support motivation and engagement.

The aim is to help children gradually develop their ability to engage, concentrate and work independently.

How will teaching support my child's sensory or physical needs?

Where appropriate, reasonable adjustments will be made to ensure that children can access the learning environment and curriculum.

This may include:

- adapting seating or positioning
- providing specialist equipment or resources
- making changes to the classroom environment
- reducing sensory distractions where possible
- providing access to a quieter or calmer space when needed

- allowing movement or sensory breaks
- adapting resources so that they are physically accessible
- following advice from Occupational Therapists, Physiotherapists or other relevant professionals.

How will teaching support my child's social and emotional needs?

We understand that children learn best when they feel safe, understood and ready to learn.

For children who require additional support with emotional regulation, relationships or social interaction, teaching and the wider school day may be adapted through:

- consistent routines and expectations
- clear visual structures
- support from trusted adults
- opportunities for emotional check-ins
- support with recognising and communicating feelings
- co-regulation and personalised regulation strategies
- social skills and friendship support
- carefully planned transitions and changes to routine
- a calm and supportive approach to behaviour
- appropriate nurture and wellbeing support.

We recognise that behaviour can communicate an unmet need or difficulty and aim to understand the reasons behind a child's behaviour.

How does the Butterfly Group support adapted teaching?

For some children, the busy and stimulating environment of a larger mainstream classroom can feel overwhelming and may create barriers to learning.

Where appropriate, children may access our **Butterfly Group**, which provides a smaller, calmer and more structured learning environment within our mainstream school.

Teaching within the Butterfly Group can be adapted to provide:

- smaller group learning
- increased adult interaction and support
- a calm and predictable environment
- consistent routines and visual structures
- practical and multi-sensory learning opportunities
- a pre-formal curriculum adapted to individual starting points and developmental needs
- support for communication, attention, engagement and independence
- opportunities to develop emotional and sensory regulation

- personalised learning outcomes.

The provision offered through the Butterfly Group is regularly reviewed to ensure that it continues to meet the child's individual needs.

Where appropriate, children will also have opportunities to participate in activities and experiences alongside their peers within the wider school community.

How will I know what adaptations are being made?

Parents and carers are important partners in their child's education.

We will share information with you about:

- your child's strengths and needs
- any barriers to learning that have been identified
- the strategies and adaptations that are being used
- any additional support or intervention being provided
- the outcomes we are working towards
- the progress your child is making.

For children receiving SEND Support, parents and carers will be involved in the **Assess, Plan, Do, Review** process and will have opportunities to discuss whether the provision in place is helping their child.

Will the adaptations stay the same?

Children's needs can change over time, and the support provided will be reviewed regularly.

As your child develops new skills and becomes more confident and independent, some adaptations may be reduced or changed. If new barriers to learning are identified, additional or different support may be introduced.

The aim is always to provide the **right level of support at the right time**, while encouraging children to become as independent and confident as possible.

Working together to help your child make progress

The class teacher, SENDCo, support staff, parents and carers and, where appropriate, external professionals will work together to understand your child's needs and identify the most effective ways of supporting them.

Our approach is centred on understanding the individual child and removing barriers to learning. We want every child to feel **included, valued and successful**, and to make meaningful progress from their own individual starting point.