Adaptations to the curriculum for SEND learners

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| **Subject** | Adaptations |
| **English**  | The general principles for effective teaching are just as relevant for pupils with SEND. We use targeted teaching, such as the repetition of spelling patterns, the revisiting of grammar and phonic knowledge. Fresh Start phonics is utilised in KS2 to help with pupils that are not meeting the required end goal. In KS1 and Early Years, our teachers use Read Write Inc. as a phonics approach to address gaps in phonic knowledge through firm routines and repetition. Pupils with SEND are very likely to need much more frequent repetition as they learn grapheme phoneme correspondences, these are addressed through carefully planned 1:1 coaching delivered by skilled teachers and teaching assistants as well as their daily phonics lessons. Resources in CUSP can be adapted to meet the needs of individual learners. This includes adapting the contents of Knowledge Notes, enlarging a model text, reducing the volume of text in a worked example or changing the focus of an Ingredients for Success checklist. |
| **Maths** | In Maths, the mastery approach we deliver values real understanding and richer, deeper learning above speed. It sees that all pupils are learning the same concept in small, cumulative steps, each finding and mastering challenge at their own level. The whole class moves through the curriculum at broadly the same pace via individual learning journeys, with teachers adapting their delivery, use of manipulatives, timings and use of variation so that all pupils can engage and learn. Teachers work closely with the SENDCo, professionals, parents and the pupils themselves to ensure all pupils learn and make effective progress through the Maths curriculum. Same-day interventions are a crucial safety net for any pupil who has not fully made the small step covered that day. Intervention is always about keeping up, not catching up, so that every pupil has the skills and understanding they need to tackle the next lesson. We encourage a positive growth mindset within maths, promoting that everyone can achieve if they put their mind to it, and learning at a slower pace doesn’t mean you’re any less capable. We teach that mistakes are valuable opportunities to re-think and understand more deeply. Learning is richer when pupils and teachers alike focus on spotting and sharing mistakes as well as solutions. This approach drives engagement, confidence, motivation and success for all learners. |
| **Science**  | We adapt our lessons by incorporating our pupils’ SMART targets within Science lessons. We also encourage our pupils to become independent learners by exploring, make connections and use practical resources when working scientifically. Subject knowledge is broken down into key components within our knowledge organisers and knowledge notes, which presents as visual aids for our pupils to support their understanding of a topic or lesson. |
| **DT** | We adopt a range of approaches to SEND provision in Design and Technology and these are always based on the pupil’s individual needs. Pupils use a range of different tools and equipment in lessons to support their skills, as well as adult support during lessons. Visual aids are also used throughout the lesson to help our pupils make connections with what is being taught. |
| **RE** | In our RE lessons, we create a supportive and inclusive environment where all pupils feel valued and respected. This is achieved by promoting empathy, understanding, and acceptance of differences. By incorporating visual aids and hands-on activities we help make abstract religious concepts more tangible and accessible for pupils with SEND. Opportunities for personal reflection, discussion, and creative expression allows pupils to engage with religious topics through their individual interests and abilities, providing support, encouragement and fostering a sense of confidence amongst pupils with SEND. |
| **MFL** | Within key stage two we use a range of visual aids and multi-sensory objects to support our pupils with a SEND in French. Learning through music can support our pupils to reinforce the language used within our lessons. The use of repetition throughout the lesson, using ‘my turn…your turn’ as well as visual reminders, encourages our pupils to repeat and make connections with words in the lesson. |
| **Computing** | We believe there is no one size fits all approach when teaching computing. We teach computing using adaptive teaching and effectively plan each lesson taking into consideration pupils with SEND and their individual needs. Understanding as well as thinking about cognitive load theory to reduce excessive or unhelpful demands to working memory. Some effective adaptions used in computing lessons include setting up the iPads so that the font size is larger, using the iPad to read out text on screen and using headphones if needed. As well as pre-teaching, post-teaching, the use of 1-1 or small group support and the consideration of prior knowledge. IPads are also used in other areas of the curriculum to support SEND pupils individual needs with the use of specific apps, the voice to text feature, typing as an alternative to writing and using the technology for extra visuals. We make appropriate adaptions to assessment that do not limit the potential of the pupils. |
| **Geography**  | We have found that by using knowledge organisers and learning strips in our Geography teaching that it is not necessary to make dramatic changes to the geography curriculum for pupils with SEND as they reduce excessive or unhelpful demands on working memory. However, it is often necessary to modify approaches. Pupils' specific needs always determine the types of modifications which are required. Breaking down content into smaller steps is an effective way which we adapt teaching. Our experienced support staff are always briefed by teachers about the geographical content and disciplinary knowledge they will need to effectively support pupils. Resources in CUSP can be adapted to meet the needs of individual learners. This includes adapting the contents of Knowledge Notes, enlarging a model text, reducing the volume of text in a worked example. |
| **History** | Any adaptations to our history curriculum always depend on pupils' specific needs. These adaptations are how the subject is taught rather than the content pupils are expected to learn. This is because of the importance of background and contextual knowledge. We want all our pupils to think and learn like historians. Reducing the curriculum early on can make later learning more challenging so we avoid this. Adaptations include supporting pupils to pay attention to the key features of the topic being studied through the use of knowledge organisers and learning strips to reduce the demands on working memory. Resources in CUSP can be adapted to meet the needs of individual learners. This includes adapting the contents of Knowledge Notes, enlarging a model text, reducing the volume of text in a worked example. |
| **Art**  | As part of the planning and preparation for the delivery of each block, we consider how specific activities or the delivery may need to be adjusted to ensure that pupils with SEND are able to access the materials and participate fully in the lesson. Pupils with language and communication difficulties (including those with Autism) have access to additional visual prompts to help them understand what is expected of them. Some pupils may require tasks to be broken down into smaller, more manageable chunks. Some pupils may have sensory sensitivities. For those pupils, adjustments can be made for them to access materials. For example, pupils can be provided with crayons or pastels in paper sleeves. Pupils who have significant motor skill difficulties may require pencil grips or sloped surfaces to work on. |
| **Music**  | Our pupils participate in a range of exciting musical activities such as singing, moving, playing instruments and composing. Visuals are used throughout the music lessons which helps to support the pupil's understanding.  Physical involvement is an important aspect of music learning. Action songs and rhymes − moving or dancing at the same time as singing − help pupils to begin to internalise rhythmic and pitch concepts, e.g. marching on the spot while singing and then moving around and maintaining the steady beat while singing to increase the challenge. We provide opportunities to learn about music through physical contact with an instrument/sound source. |
| **PE** | Our PE curriculum plans for inclusion of all pupils. Teachers and sports coaches make adaptations to ensure that all pupils are able to access the learning and ensure that delivery of lessons do not limit the potential of the children. This may mean that they pre-teach instructions and vocabulary, allow extra time, chunk instructions, adjust equipment or opportunities for extra practise of a skill especially in the early years.  |
| **PSHE** | PSHE education is a valued subject which is at the core of the curriculum, preparing pupils with life long skills to become the best they can be. Delivery of lessons provide a wealth of learning experiences in an inclusive environment where pupils can confidently discuss their feelings and share their opinions in a safe environment. From Reception through to Year 6, Teachers deliver lessons building on prior knowledge and skills and revisit previous learning to consolidate learning. Pupils individual needs are taken into consideration and adaptations are made where necessary to ensure children have a way of communicating that they are comfortable with to bei actively involved to reach their full potential.  |