



## *St Bridget's Catholic Primary School*



### *How do we adapt our curriculum for our SEND learners?*

At St Bridget's, we have positive and high aspirations for all our children. Every subject's curriculum is ambitious for all our pupils, including children with SEND. Our curriculum is designed to challenge and achieve the best possible learning outcomes for all learners and our teachers have high expectations of what SEND pupils can achieve. Our curriculum is not diluted or unnecessarily reduced for SEND learners but adapted through skilful teaching and a range of approaches to meet their needs. Our SEND pupils benefit from adaptive teaching which is matched to their needs, this means that our all our teachers and teaching assistants use methods of instruction which increase the chances of our SEND learners being able to pay sufficient attention to master the curriculum and make progress.

Every child in our care is different and so what works for each pupil will vary. We have adopted and use practices which improve learning and achievement for our SEND pupils and use carefully considered adaptations which aim to meet all pupils' individual needs. Our SEND pupils, like all children, benefit from careful consideration of the components of a curriculum. These are introduced in manageable 'chunks'. The size of these chunks might differ between different groups of pupils depending on their individual needs. The chunks are purposely sequenced in a clear and coherent way to enable pupils to build on prior knowledge.

We believe that too much information at once can be a barrier to learning and can reduce the chances of pupils remembering what they are being taught. Our curriculum is designed not to overload working memory. This transcends all subjects in terms of how much content SEND pupils are expected to think about at once. Working memory can be an issue for many of our SEND pupils, so we work and plan lessons effectively to reduce unnecessary cognitive load as much as possible, as well as isolating key information when teaching. This supports pupils to pay attention to the content which they are expected to learn. In addition, teachers reduce demands on working memory by giving pupils opportunities to access their learning without the requirement of low level details allowing their learning to become embedded through repetition and practice.

We recognise that it may be appropriate to have different curriculum expectations for SEND pupils whose needs are more complex, often these children have Education, Health and Care Plans (EHCPs). Any differentiation in the curriculum is always based on individual needs and the specific targets within a child's EHCP. Activities are carefully planned by class teachers and with the support of experienced teaching assistants working 1:1 with these children, outcomes will always remain achievable but ambitious.



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## Adaptation of our curriculum for SEND learners

English	Maths	Science	Geography	History
<p>The general principles for effective teaching are just as relevant for pupils with SEND, who generally do not benefit from highly differentiated teaching, activities or resources to achieve a curriculum goal. We use targeted teaching, such as the repetition of spelling patterns, the revisiting of grammar and phonic knowledge. 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. Children 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.</p>	<p>We use explicit, step-by-step instruction, as well as systematic rehearsal of declarative (factual) and procedural (methods) knowledge, as highly effective ways of teaching our SEND learners. ASD children often benefit from memorising core facts and methods through repetition to free up thinking time for problem-solving. We use scaffolding carefully to avoid dependence, and when using essential manipulatives (such as Base 10, Numicon, counters, place value charts etc.), we aim to reveal useful information and relationships about number rather than just as external memory devices. We recognise and ensure that the use of any manipulatives do not distract from the curriculum content they should be supporting pupils to learn.</p>	<p>Working memory limitations correlate strongly with children's performance in science. Our curriculum is not narrowed for pupils with SEND and we do not assume that they learn content better through just practical work, as this can often cause distraction and cognitive overload rather than increase clarity or accessibility. When knowledge is broken down into key components and organised sequentially through knowledge organisers and learning strips, all learners are taught to succeed.</p>	<p>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.</p>	<p>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 children 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.</p>
R.E.	Art & Design and D&T	Music	P.S.H.E.	P.E.
<p>Our SEND pupils have an absolute entitlement to the important knowledge they will need in life, for which RE plays a significant role. By careful task design, the key aspects of RE lessons are clear and more accessible for pupils with SEND. The messages in our RE lessons are simple and we do not expect children to complete overly elaborate tasks which can make it harder for them to give attention to the key values which we want them to learn.</p>	<p>We adopt a range of approaches to SEND provision in Art and Design and Technology: adaptations are always based on individual needs. Pupils with SEND do not generally benefit from differentiated teaching, tasks, expectations or dumbing down of experiences. We use targeted teaching, however, to ensure SEND pupils achieve specific goals. We use identifiable subject matter as we acknowledge that SEND pupils may struggle with abstract ideas. We include learning about artists who are considered to be 'disabled' to provide positive role models for our children, e.g. pupils in Y6 study the work of Frida Kahlo.</p>	<p>We believe that there is no one-size-fits-all approach for SEND pupils in music. We teach by using effective adaptation depending on understanding and meeting the individual needs of our SEND pupils. All pupils benefit from instruction which reduces cognitive load, clarity of instruction and appropriate 'chunking' of curriculum components. Firm and consistent routines in our Music lessons support pupils' learning as well as clear teaching which increases the accessibility of the content which is being taught.</p>	<p>PSHE education is vital, as it is the subject dedicated to preparing pupils for life and the fulfilment of their potential. We ensure a robust PSHE curriculum that provides a variety of learning experiences which will ensure that all learners develop the capacity to make the most of these opportunities. Our PSHE lessons are matched to the needs of our SEND pupils as they provide an inclusive environment where they can feel comfortable and safe to discuss issues they are worried or feel anxious about. Lessons are delivered by teachers who build on prior learning, revisit and consolidate knowledge and ensure understanding and skills match pupils' needs.</p>	<p>Our PE curriculum for SEND learners takes into account their individual needs. We plan for inclusion, and provide ample opportunities for practice, especially in the early years. Teachers and coaches make adaptations to ensure that SEND learners can access the curriculum, such as adjusting equipment or allowing additional time. Teachers also pre-teach instructions and vocabulary, and discuss adaptations with the children before lessons. When assessing our SEND children in P.E. teachers make appropriate adaptations that do not limit the potential of the children.</p>