



# Curriculum Accessibility for Children with SEND

*"Treat others and you would like to be treated"*  
Matthew 7:12

## All Pupils in All Subjects

- Have access to a **high-quality, inclusive and ambitious curriculum**, designed and led by the subject specialist, which is appropriately **adapted** to meet the diverse needs of all learners.
- Experience **high expectations** and **purposeful learning** that is meaningful, challenging and **builds knowledge and skills** over time.
- Benefit from **high-quality teaching, scaffolding and resources** to support engagement and independence.
- Have their individual needs, including sensory, communication, physical and emotional needs, recognised and managed so they can access learning successfully.
- Are supported in a positive and inclusive environment where behaviour is understood, supported and managed consistently, with a focus on relationships and readiness to learn.
- Have access to **adaptive seating, tools and technology** where needed to support access to the curriculum.
- Receive **regular feedback** on their learning, which is used to inform next steps and ensure continued progress.

## Subject Specific Curriculum Adaptations and Interventions



### English

- Pre-teach key vocabulary and concepts.
- Use scaffolds such as vocabulary mats, writing frames, sentence starters and word banks.
- **Badger sentence writing intervention** (1:1 or small group).
- 1:1 tutoring where needed.
- Small group interventions to develop reading, writing and comprehension.
- Access to high-quality texts, including audio books and visual supports.
- Use of ICT (e.g. text-to-speech, dictation).
- Break tasks into smaller, manageable steps.
- Opportunities for early learning to target gaps in reading, writing and communication.



### Maths

- Pre-teach key vocabulary and concepts.
- Use concrete resources and visual representations (e.g. manipulatives, number lines, diagrams).
- **Consolidation interventions** to reinforce key skills and address gaps in learning.
- 1:1 tutoring where needed.
- **Small group interventions** (e.g. numeracy catch-up, fluency, reasoning).
- Use of technology (e.g. calculators, interactive software) where appropriate.
- Break tasks into smaller steps.
- Early learning opportunities to develop number sense and close gaps in learning.



### Science

- Pre-teach key vocabulary and concepts.
- Provide practical, hands-on experiences where possible.
- Use visual supports (e.g. diagrams, word mats, knowledge organisers).
- **Small group interventions** to reinforce understanding.
- 1:1 tutoring where needed.
- Adapt recording methods (e.g. diagrams, labels, digital tools).
- Consider cognitive load and reduce the amount of new information presented at once.
- Break tasks into smaller steps.



### PE

- Adapt activities to meet individual physical, sensory or medical needs.
- Provide alternative equipment and modified rules where necessary.
- Break skills into smaller steps.
- Use visual demonstrations and clear instructions.
- **Small group interventions** to develop specific skills (e.g. coordination, fitness).
- 1:1 support where needed.
- Provide additional time and opportunities for practice.
- Focus on inclusion, participation and building confidence.



### Music

- Use small group or individual sessions where appropriate.
- Provide visual and auditory scaffolds (e.g. symbols, visual timetables).
- Offer alternative ways to compose, perform and record (e.g. technology, percussion, vocal or body percussion).
- **Small group interventions** to develop specific musical skills.
- Adapt the learning environment for sensory needs (e.g. ear defenders).
- 1:1 support where needed.
- Use a multisensory approach.
- Encourage creativity and self-expression.



### Humanities

- Use visual resources (maps, timelines, images, artefacts).
- Pre-teach key vocabulary and concepts.
- Provide scaffolds such as knowledge organisers and structured writing frames.
- **Small group interventions** to develop understanding and key skills.
- 1:1 tutoring where needed.
- Break tasks into manageable steps.
- Use technology to support research and recording.



### Art / DT

- Provide visual examples and step-by-step instructions.
- Offer practical, hands-on experiences.
- Use adaptive tools and equipment where needed.
- **Small group interventions** to develop specific skills.
- 1:1 support where needed.
- Allow alternative methods to record and present ideas (e.g. photographs, digital media, 3D models).
- Encourage exploration and creativity without a single 'right' answer.



### Spanish / MFL

- Use visual cues, images and gestures to support understanding.
- Pre-teach key vocabulary and provide word mats.
- Repeat, rehearse and use songs and games to reinforce learning.
- **Small group interventions** to develop vocabulary and communication skills.
- 1:1 support where needed.
- Break language into manageable chunks.
- Use alternative ways to demonstrate understanding (e.g. matching, speaking, digital tools).



### PSHE

- Create a safe and supportive environment for discussion.
- Use clear, age-appropriate language and visual resources.
- **Small group interventions** to develop social skills, emotional literacy and self-regulation.
- 1:1 support where needed.
- Use real-life scenarios and role play.
- Provide additional time and opportunities for reflection.
- Use soft starts to support transition into learning.
- Early learning opportunities to develop emotional resilience, relationships and personal development.



### RE

- Use visual resources, stories and symbols.
- Pre-teach key vocabulary and concepts.
- Provide opportunities for discussion and reflection in a supportive environment.
- **Small group interventions** to develop understanding.
- 1:1 support where needed.
- Offer alternative ways to record and present learning (e.g. art, drama, digital media).
- Use a multisensory approach where appropriate.
- Make links to personal experiences and values.

## Specific Pupils, in Individual Subjects, May Need:

- Personalised long-term learning outcomes, with carefully planned incremental targets to achieve their potential.
- Access to a quiet space or area to support regulation and enable them to focus and access learning.
- Additional adult support in lessons from a member of staff who understands their individual pastoral, social and learning needs.
- Bespoke timetables or adaptations to take into account their individual needs.
- Specialist equipment, resources or technology to remove barriers to learning.
- Targeted interventions (e.g. 1:1 tutoring, small group interventions, consolidation programmes).
- Regular monitoring, review and adjustment of provisions to ensure they continue to be effective.