

Curriculum Accessibility for children with SEND



All Pupils in All Subjects:

- access a progressive differentiated curriculum designed by the subject leader that is appropriate for all but is also meaningful, challenging & ambitious.
 - have curriculum adaptations to allow for engagement- Knowledge organisers.
 - are provided a range of activities to engage them and allow them to effectively communicate their understanding.
 - are closely monitored and supported pastorally to ensure their emotional wellbeing is prioritised.
 - have fluid/ differentiated seating plans that are based upon need and that allows all children to work collaboratively across the cohort.
 - record work in a variety of ways, allowing access to the curriculum through multi-sensory learning.
- are supported with their behaviour choices in a positive environment, school use restorative consequences so that pupils can reflect and be supported to meet St Joseph's behaviour expectations.
 - receive feedback in lessons that results in further progress across the curriculum.

Subject Specific Curriculum Adaptations

English

- support in school to complete homework
- small group/ guided sessions.
- pre-teaching
- a specific seat in lessons to meet a sensory or a learning need
- one-to-one targeted interaction
- targeted interventions to fill gaps in understanding (early Learning)

Maths

- support in school to complete homework
- small group/ guided sessions
- pre-teaching
- a specific seat in lessons to meet a sensory or a learning need
- one-to-one targeted interaction
- targeted interventions to fill gaps in understanding (early Learning)
- adaptations of lesson structure
- manipulatives in all classrooms

Science

- small group/ guided sessions.
- a specific seat in lessons to meet a sensory or a learning need
- encouraging oral responses/ recording to lines of scientific enquiry
- a variety of tasks are used across the key stages to support all learning styles
- Consider cognitive overload.
- Repetition and reinforcement
- Scaffolding observational skills

PE

- modified tasks that take into consideration their physical needs/ barriers
- carefully considered groupings to ensure that they do not become emotionally overwhelmed or anxious during activities
- laminated key vocabulary sheets in classes
- Pre-warn of the change of venue
- Reduce group sizes if necessary, to reduce sense of overwhelm.
- Have clear expectations of group work.
- Carefully consider groupings

Music

- small group/ guided sessions
- a specific seat in lessons to meet a sensory or a learning need.
- verbal and written scaffolding provided to ensure that pupil's have a clear understanding of the expectations.
- Use a talk partner to share ideas.
 - opportunity for children to contribute
 - Multisensory approach
 - Ear defenders
- Adapt the position of the child within the ensemble

Humanities

- small group/ guided sessions.
- specific seating arrangements
- Encouraging oral responses to develop understanding of key skills
- Opportunities for retrieval to reinforce learning.
 - Consider children's background and possible ASCE's.
 - access to physical artefacts
 - Use of technology to assist

Art/ DT

- small group/ guided sessions.
- specific seating, to meet a sensory or a learning need
- clear vocabulary explanations and/or introductory vocabulary work to prepare for a task,
- visual, hands-on learning.
- outcomes are either open ended or pupils have a choice of how to present their work

Spanish/MFL

- Visual cues
- Visual words/ phrases
- Minimise background noise
- Child to face Teacher to support lip reading
- Write new vocabulary down
- Dual coding
- Language Buddies
- Repetition and reinforcement
- Simple clear instructions

PSHE

- Strong teacher working knowledge of the pupils in their class allowing them to predict and monitor the impact of challenging topics
- regular opportunities for discussion addressing misconceptions.
- Varying ways of recording e.g. drawing, writing, recording answer on an iPad

RE

- small group/ guided sessions.
- a specific seat in lessons to meet a sensory or a learning need.
- Encouraging oral responses to develop understanding of key skills.
- Simplified step by step instructions, visuals and mixed ability pairs
- dual coded resources/word mats

Specific Pupils, in individual subjects, may need:

- personalised long-term learning outcomes with carefully planned incremental targets to achieving their outcomes.
 - access to a quiet space or area to ensure they can be supported to meet their potential
 - additional support in lessons from an adult who is attuned to their individual pastoral and learning needs.
- bespoke timetables adaptations taking in to account their needs to ensure that they are taught in an environment that best supports their needs.
 - long-running interventions to support challenges around working memory, vocabulary difficulties and language understanding.