

How we adapt the curriculum and learning environment for children & young people with SEN

We believe that inclusive education means supporting all pupils to learn, contribute and participate in all aspects of school life alongside their peers. Our curriculum includes, not only the formal requirements of the National Curriculum, but also a range of additional opportunities to enrich the experiences of our children. Our curriculum also includes the social aspects that are essential for life-long learning, personal growth and development of independence.

We adapt the curriculum and learning environment for pupils with SEN to ensure they are fully included in all activities of the schools and their achievements are recognised and celebrated. We do this through the following actions:

- To identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional)
- Ensure that staff are aware of the pupil's individual needs and teach in a way that is appropriate for them.
- Work in partnership with parents/carers, pupils and external agencies to provide for children's special educational needs and disabilities.
- Scaffold learning materials to enable children to become increasingly independent for example, dual coding with Widgeits, sharing good models of what they need to complete, breaking information down into smaller chunks and using concrete representations of abstract ideas.
- Pre-learning vocabulary or use of word mats.
- Access to ICT and Technology to support learning.
- Provide additional support in class or out of class.
- Use of flexible groupings – including small group work and intervention.
- Use of task planners.
- Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.
- Make suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.

- Use appropriate rewards and sanctions.
- Some individual teaching towards specific outcomes eg reading and spelling difficulties or following programmes directed by Educational Psychologists, Speech and Language therapists.
- Regularly review the policy and practice in order to achieve best practice.

More details on how we adapt information, our environment and curriculum can be found in the **Accessibility Plan** which you can find in the School Policies section of our website

