Adapting the curriculum for pupils with Special Educational Needs

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 have a range of approaches to supporting children with SEN needs:

- Quality first teaching
- Differentiated work
- Additional support
- Support plan
- Interventions
- SENCo and a range of other specialists.

We adapt the curriculum and learning environment for pupils with SEN:

- Use a range of teaching and learning styles
- Differentiated learning materials.
- Access to ICT and Technology
- Provide additional in class support
- Provide additional out of class support
- Provide enrichment and enjoyment opportunities to stimulate and motivate learning
- Use flexible groupings – including small group work and intervention
- Ensure that all pupils have access to the school curriculum and all school activities.
- Help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have.
- 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 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.
- Work in partnership with parents/ carers, pupils and relevant external agencies in order to provide for children's special educational needs and disabilities.
- Make suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.
- Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement.
- Give every child the entitlement to a sense of achievement.
- Use appropriate rewards and sanctions
- Regularly review the policy and practice in order to achieve best practice.

There are ways in which we adapt the curriculum specifically for different subjects. Please see overleaf for more details on how we ensure access to the curriculum for all learners.

Art

Resources

Use systems such as racks so that items such as pencils and scissors can be found and put away in the right place easily.

Make tasks accessible through pupils using, where appropriate:

- specialist equipment, e.g. specialist scissors and cutting tools
- generic aids, e.g. frames or adhesives to hold down pupils' work to surfaces.

Provide a range of drawing aids such as grids, templates and viewfinders for transcription.

Multi-sensory approaches

- Allow time for sensory exploration. Use a variety of materials and processes to make images and artefacts. Use real objects related to the topic
- Use the body in direct ways to create outcomes or products − e.g. using hands and feet to create prints or casts in wet sand or clay, or using hands and fingers to create marbling patterns with oil, safe colouring agents and water for a project on water patterns.
- Explore natural materials related to the topic through sight, sound, smell and/or taste

Use of Computer technology

In Art and Design, ICT can:

- Help to develop pupils' subject knowledge − e.g. recognising how artists and designers use ICT in their own work to create images and artefacts, and then using these as models to support activities and ideas in the classroom
- Support activities where pupils do not have the necessary mobility and dexterity − e.g. using software to simulate traditional materials and techniques
- Enable pupils to share information with others − e.g. using a scanner or digital stills or video camera to capture material which is then shared using an interactive whiteboard, mobile phones, the school learning platform or the internet,
- Extend the range of the senses − e.g. making small objects visible (such as details of natural objects or parts of a painting) or allowing pupils to examine the detail of public sculptures and art-related environments

Design Technology

Resources

Use systems such as racks so that items such as tools can be found and put away easily. To make tasks accessible, pupils use, where appropriate:

- specialist aids − e.g. talking weighing scales, jigs to aid cutting, templates, patterns, ready-made parts, kettle-tipping devices, sprung or electric scissors,
- generic aids − e.g. jumbo pencils ""if hand control is weak, non-slip mats to hold papers, books and equipment in place, BluTac to hold small items or as a temporary fixing (e.g. for rulers when drawing).

Multi-sensory approaches

Prepare visual prompts, using images, photos or symbols, showing the order to carry out a sequence of activities for a particular process. Checklists allow pupils to see what they have completed, what to do next and where to finish.

Some pupils will need to use non-visual means to evaluate different products, to use this information to generate ideas and to become familiar with tools and other equipment.

Use of Computer technology

In Design Technology, ICT can:

- Help pupils model ideas and design products − e.g. using graphics, computer-aided design (CAD) software or spreadsheets
- Support making activities using computer-aided manufacturing (CAM) equipment such as embroidery machines, plotter/cutters etc, and
- Be used to develop symbol-supported recipes or instructions.

Geography

Resources

Make sure maps, atlases, artefacts, models and photographs are accessible and labelled clearly.

Make use of pupils' own digital presentations − e.g. of a visit or field trip − so that everyone can contribute. Use fieldwork and visits to develop pupils' understanding of different environments. They also offer many other possibilities for learning.

Plan early to make reasonable adjustments to include pupils with disabilities on trips, whether local or further afield. A risk assessment should be made in accordance with school and government policy.

Multi-sensory approaches

Build on pupils' preferred learning styles when explaining concepts, using different media − e.g.

- Pupils may enjoy creating story maps' (a story to go with a map, or vice versa) to bring an area to life
- Use photographs and audio descriptions to describe patterns, processes and key features
- Resources that emphasise touch, such as 3D models, help pupils with visual impairments learn about other places, and sonic or tactile maps are available if appropriate
- Audio descriptions of material can be helpful for pupils with visual difficulties
- Use mind maps to help pupils see patterns and relationships.

Use of Computer technology

In Geography, ICT can:

- ICT can be used to make geography lessons more accessible for all pupils. For example, videoconferencing and e-mail with digital photographs attached are useful ways of linking pupils in one school with pupils in another, however far away.

History

Resources Resources are: accessible, e.g. within reach, and labelled clearly to encourage independent use, e.g. using images, colour coding, large print, symbols, Braille, as appropriate.

Multi-sensory approaches

Ideas for visual learners include:

- Summarising ideas in pictures, modifying visual sources to show changes, comparing visual sources from different times, explaining patterns in graphs, using visual timelines
- Storyboarding text, and demonstrations
- Auditory methods (based on listening and speaking) are the most common found in history teaching. They are ideal for auditory learners but are also valuable for pupils with an SEN who find text-based work difficult. In this case, written sources could be converted to an auditory form.

Provide activities that require movement for pupils who learn best through doing and for pupils who find it difficult to sit still for long periods such as Role-play, card sorting, modelling structures.

- Use pictures and symbols to illustrate abstract, new or historical concepts to enhance curriculum access for pupils with learning difficulties. Symbols may need to be provided.

Computing

In History, ICT can be used to help pupils of all ages develop the knowledge and skills that history demands. It provides them with opportunities to:

- Select and reproduce sources in a range of media
- Contextualise and interpret sources
- Reconstruct and simulate historical events provide pupils and teachers with access to a wide range of historical source material which can be analysed in detail using readily available ICT tools
- Help pupils develop historical enquiry skills, and help them to realise the importance of these skills in the study of history

Music

Seating

Make sure pupils have adequate space to play instruments. Younger pupils can sit on the floor, but make sure they are comfortably seated in order to play pitch instruments such as xylophones – these may need to be placed on tables.

Pupils sing better if they are standing – make provision for this at some point in the session. Where standing is difficult or impossible, encourage pupils to sit up as well as they are able.

Seating should allow all pupils in the class to communicate, respond and interact with each other and the teacher in discussions.

Resources

Provide access to adapted instruments or ICT to overcome difficulties with mobility or manipulative skills.

Make sure pupils are physically able to play the instruments they are asked to play. Percussion instruments can be adapted for pupils with physical disabilities. Handbells are readily available.

Multi-sensory approaches

Include a number of different activities in the music lesson, such as singing, moving, playing instruments and composing.

Younger pupils respond particularly well to puppets and pictures, which add another dimension to their learning. Creating characters using different voices enhances learning about concepts such as 'timbre' and 'dynamics'.

Physical involvement is an important aspect of music learning. Action songs and rhymes for younger pupils − moving or dancing at the same time as singing − help pupils to be.g.in 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.

Provide opportunities to learn about music through physical contact with an instrument and/or sound source where pupils are unable to hear sounds clearly or at all.

Computing

In Music, ICT allows pupils to:

- Be included in music lessons, Automulch for pupils with an ASD, Soundbeam for pupils with physical disabilities, Cakewalk sequencer for pupils with sight impairments, and Band-in-a-box or eJay to motivate pupils with behavioural, emotional and social difficulties
- Create compositions directly on screen
- Listen independently to music online

Physical Education

Make sure the changing facilities are accessible.

Health and Safety

Some pupils will require careful management of their physical regime to allow for their specific medical conditions. In some games, using different zones can create safe playing areas or areas where pupils can be matched by ability

Multi-sensory approaches

Orienteering trails may need the use of sound, touch or different colours to help some pupils with navigation.

Computing In Physical education, Computing allows pupils to:

- Record their performance using digital cameras or video and replay it to help improve their performance
- Record, monitor and track personal performance
- Communicate with others
- Watch elite performances,

Science

Seating

Consider the accessibility of science demonstrations. Plan the demonstration area so that it is clearly laid out, uncluttered and gives all pupils a clear view.

Height-adjustable tables and benches make activities more accessible.

Seating should allow all pupils in the class to communicate, respond and interact with each other and the teacher in discussions.

Resources

Use systems such as racks so that science equipment can be found and put back easily.

Get specialist advice on equipment for pupils with particular SEN or disabilities, e.g. tactile ridges on measuring glassware for pupils with a visual impairment.

Multi-sensory approaches

Build on pupils' preferred learning styles when explaining concepts, by using different media − e.g. diagrams, stories, acting out processes, computer simulations, concept mapping, etc.

Computing

ICT can be used to make Science lessons more accessible for all pupils. For example, it can be used to:

- Capture images and processes and replay them at different speeds and magnifications, and with particular image characteristics − e.g. to help pupils study events and causality, to identify underlying patterns or to look at detail
- Monitor activities and experiments that require mobility and dexterity that some pupils do not have, and to explore difficult or dangerous environments
- Extend the range of the senses and make difficult-to-see processes visible

Computing

Sound and light issues

There is effective and quiet ventilation in the computer room.

Computer monitors are positioned to reduce glare and IWB's are non-reflective to reduce glare.

Seating

Check classrooms are not cluttered with ICT equipment.

Make sure pupils with motor impairments have appropriate assistive technology and software to support them and enough space to use it.

There should be suitable space at computer desks for pupils to work off-screen, in groups and on paper.

Resources

Consider using a wireless keyboard and mouse to facilitate teacher-pupil interaction

Provide assistive resources, such as templates or diagrams, to support pupils' input.

Health and safety

Check the room in terms of health and safety, e.g. in relation to wires and cables.

Pupils are protected from, and taught how to deal with, abusive behaviour such as cyber-bullying – helping to maintain their psychological well-being.

ICT offers a wide range of possibilities for responses, many of them visual. Ensure that the audio channel is also offered. A sound recording linked to a simple presentation can be highly effective.

Computing

Consider access to, and coordination of, ICT resources to enable pupils to complete tasks successfully. E.G.

- Using symbol-processing software or a picture communicator for pupils with speech and language communication needs
- Using head switches, touch screens, or an alternative mouse or keyboard for pupils with reduced motor skills, or adjusting the screen resolution, or using a bigger screen, for pupils with a visual impairment.