

Possible adjustments to the Curriculum for SEND learners

We firmly believe that **all** children have the right to access a broad and balanced curriculum. Each subject leader has outlined possible adjustments for class teachers to implement when delivering each subject to their class. Teachers will use their professional judgement to determine what an appropriate adjustment is for each child and in each activity.

Where a child has complex needs or an EHCP, teachers and support staff will work with the Inclusion Leader to ensure personalised adjustments are made.

General Adjustments/Supports to enable all to access a broad and balanced curriculum			
Cognition and Learning	Social Emotional and Mental Health	Physical and Sensory	Communication and Interaction
<ul style="list-style-type: none"> • Appropriate use of support and scaffolds to ensure pupils can access learning. • Evidence of planning for support and scaffolding on lesson plans • Writing frames • Speaking frames • Chunking instructions • Consideration of cognitive load • Clear sequencing of learning/breaking learning into achievable steps. • Effective deployment of support staff • Some pupils require 1:1 support and have an adapted curriculum to meet their needs. • Adapting font size • Dyslexia friendly fonts • Overlays • Use of success criteria • Chunking of activities 	<ul style="list-style-type: none"> • Worry boxes in year 1 to 6 classes • I Space in every class • Nurture group with a ratio of 2:6 for an hour a week for years 1 to 6 • Squabble squashers peer mediation at breaktime and lunchtime • Circle time • Play therapy • Dacorum Education Support Centre input • School nurse • Centre for families with at least one child under 5 • Extended schools' Family Support Worker • Pastoral care from Rev Lizzie Hood at Holy Trinity Church, Leverstock Green • Close links with local secondary schools to support transition • 627 Transfer support • Link with Woodfield special school • Access to ELSA (training 2022-23) 	<ul style="list-style-type: none"> • Sound system • Connect plus • Additional monitors • Access to sensory spaces • IPADS • Laptops • Prompt and reminder cards for organisational purposes • Now and next boards • Visual timetables in every class • Pre teaching of strategies and vocabulary and use of mind maps • Geniiboards • Soundfield system • Wobble cushion • Writing slopes • Coloured overlays • Wheelchair accessible • Specialist equipment available based on individual needs to enable access the curriculum 	<ul style="list-style-type: none"> • Speaking frames • Modelling turn taking • Nurture groups • Training to all staff on using integrated visual shape coding • Some Elklan level 2 trained classroom assistants • Interventions from the school's Speech and Language Therapist • Delivery of a planned speech and language programme from a specialist teaching assistant • Support from a member of staff trained in speech and language strategies • Lego therapy

<ul style="list-style-type: none"> • High quality marking incorporating individualised next step targets • Interactive classroom displays • Prompt and reminder cards for organisational purposes • Now and next boards • Visual timetables in every class • Pre teaching of strategies and vocabulary and use of mind maps • Access to personal ICT 	<ul style="list-style-type: none"> • Two members of staff trained in drawing and talking 	<ul style="list-style-type: none"> • Advice and guidance given by professionals • Interventions in school from an Occupational Therapist/Physiotherapist • Mats and wedges 	
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Reading

Early Reading	Reading books	Intervention	Whole class guided reading (KS2)
<ul style="list-style-type: none"> • Streamed groups that are pitched at each child's needs. • Visuals on flash cards • Consistent approach to adding sound buttons • Gap analysis and planned intervention to fill gaps • Repetition of sounds • Ambitious, DfE accredited scheme which focuses on ambition for all pupils to 'keep up' • Additional blending sessions in the afternoons of KS1 • Tracking of progress robustly analysed by the Reading leader • Access to a wide range of high quality resources centrally located • Small groups for practice reading sessions 	<ul style="list-style-type: none"> • Matched books to phonics levels • Low level high interest books for SEND children in KS2 	<ul style="list-style-type: none"> • Keep-Up sessions (Reception and Year 1) for pupils identified at each assessment point at risk of falling behind. • Targeted rapid catch up programme delivered by a HLTA Y2 upwards (for pupils who did not pass the phonics screening check) • Phonics interventions reviewed termly • Reading fluency interventions in KS1 + KS2 • SpLD outreach service/consultation advice • SpLD resources such as Speed Reading and Reading Revival toolkits 1 + 2 	<ul style="list-style-type: none"> • High quality modelling • Support and scaffolding in lessons using writing and speaking frames • Questions adapted to ensure it is pitched at different children's levels • Breaking down questions and highlighting key information • Thinking maps (introduced in Summer term) • Focus on vocabulary to build understanding • Echo and choral reading used to build fluency • Guided groups with adult support • Split teaching if needed

Writing					
Scaffolding writing		Physical adjustments		General support/Intervention	
<ul style="list-style-type: none"> Highlighted lines to support writing Writing frames Talking tins/ recording devices on I-Pads Visual shape coding sentence strips Visual shape coding to scaffold gathering ideas and organising information Visual shape coding to support the teaching and learning of grammar 	<ul style="list-style-type: none"> Counters to support sentence cohesion Arrow post its to indicate how much children need to write Talking tins Strategy of children using coloured pencil for capital letters Word bank with spellings or key words or phonics families Coloured paper books/overlays 	<ul style="list-style-type: none"> Writing slopes Specialised pencils and pens as well as a range of pencil grips. Hand over hand mark making 		<ul style="list-style-type: none"> Opportunities for split teaching Guided writing Access to SpLD base to refer specific children and use interventions such as Skate Park spelling SEN TA trained to use SpLD interventions to develop spelling 	
Maths					
Concrete resources		Intervention		Scaffolds	
<ul style="list-style-type: none"> Access to a wide range of manipulative such as -Numicon -Bead strings -Mini clocks -Multi-link -Rulers -Meter sticks 	<ul style="list-style-type: none"> Counters Money (including notes) Whiteboards and pens Number fans Dice 2D and 3D shapes String 	<ul style="list-style-type: none"> Small group teaching Catch up groups (targeted to supporting gaps through the use of PA plus diagnostic testing and analysis by the Maths leader PRE teaching of a concept Coloured paper books 		<ul style="list-style-type: none"> Place value grids Multiplication squares 100 squares HTO grids for books Pre drawn tables for books Empty Singapore bars for books Pre drawn Venn diagrams Pre drawn Carroll diagrams Printed clock faces Positive / negative number lines 	

<ul style="list-style-type: none"> • Dienes (base 10 blocks) • Fraction walls • Place value grids • 100 squares • Multiplication grids 	<ul style="list-style-type: none"> • Mathematical word mats • Dominos • Trundle wheels • Counting bears 		<ul style="list-style-type: none"> • Vocabulary mats • Maths working wall which is broken down clearly 'Know facts, Know how, Know When'
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Science

Recording	Vocabulary	Equipment	General support
<ul style="list-style-type: none"> • Prepopulated tables to input results • Prepopulated graphs • Speaking frames • Recording videos • Variety of different recording methods, not just writing, diagrams, make models etc • See scaffolded writing for further ideas 	<ul style="list-style-type: none"> • Widget programming • Word mats with picture support • Spider diagrams with picture support • Pre-teaching of key vocabulary, in school or sent home prior to topic • Flash cards 	<ul style="list-style-type: none"> • Variety of sizes to support different needs • Safety talks prior to use • Pre-teach how to use equipment safely • Complexity of equipment • Brightly coloured adjusted equipment for those with visual impairment e.g. coloured tape on measuring cylinder to support reading scales. – will only need to read once and then marked by adult or peer. • Peer/group work to support use of equipment 	<ul style="list-style-type: none"> • Display/working wall • Re-cap prior learning • Paired and small group support • Writing frames and scaffolds • Visual aids e.g videos • Chunking instructions • Clear sequencing of learning/breaking learning into achievable steps. • Songs to support learning

RE

Approaches	Vocabulary/knowledge	General support
<ul style="list-style-type: none"> • Using visual or concrete ('real') materials and artefacts • Draw on pupils' personal experiences to offer concrete examples of the concept being explored 	<ul style="list-style-type: none"> • Word bank/spelling mat with/without visuals as appropriate • Child friendly knowledge organisers (Emmanuel project) • Opportunities to practise using new vocabulary eg with a talking partner 	<ul style="list-style-type: none"> • Support and scaffolding in lessons using writing and speaking frames • Mind map that is added to as new learning takes place during the topic. • Prior topic learning/pre learning

<ul style="list-style-type: none"> Activities involving movement, to reinforce or consolidate learning through a range of sensory channels , eg through drama and role-play, visits to places of worship, or sharing special meals Encourage pupils to develop their own strategies, eg an agreed approach to asking for help, rehearsal, note-taking, use of long- term memory, and place-keeping and organisational strategies Alternatives to written recording are offered, eg drawing, scribing, word processing, mind maps, digital images, video, voice recording... Avoid a culture of 'right answers' - RE deals with belief and opinion (It may be that some find it hard to see beyond a 'black and white' view of issues) Be well prepared for visits, particularly to different places of worship. Preparation can include using photographs, videos, artefacts etc, so that pupils are not worried about unfamiliar situations. 	<ul style="list-style-type: none"> Paired discussions before group/class discussions Talking tins with key words to support displays 	<ul style="list-style-type: none"> Recapping previous lesson, re teaching if necessary Highlighting and possibly displaying key information/key concepts Differentiated questioning based on blooms taxonomy (Emmanuel project) Solo taxonomy resources (Emmanuel project) Self-assessment (Emmanuel project)
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Computing

Hardware	Software		General support
<ul style="list-style-type: none"> Access to large letter keyboards Magnifiers to attach to computers/iPads for visually impaired pupils – also app on ipads A range of different robots with different levels of complexity and button sizes. 	<p>Apps include:</p> <ul style="list-style-type: none"> Sago Mini Tapestry Meet the Number Blocks Meet the Alphablocks Teach Monster 	<ul style="list-style-type: none"> Times Tables Rockstars Scratch Junior Google Earth Pic Collage Geoboard iMotion 	<ul style="list-style-type: none"> Beebug IT support Access to Specialist SEND Technician at Hertfordshire County Council Mary Rebelo - IT specialist Computer Leaders to support setting up lessons

	<ul style="list-style-type: none">• ABC Alphabet• CBeebies Storytime• Starfall ABCs• Bee-Bot• Blue-Bot	<ul style="list-style-type: none">• Padlet• Pixlr• Translate• Magnifier Hopscotch• Imovie• Wonder – Dash/Dot Robot apps• Book Creator• Stop Motion	<ul style="list-style-type: none">• NCCE website - ongoing training across all areas for all staff to develop own curriculum areas.• Access for all staff to Widget online
MFL/French			
Vocabulary	Resources		General support
<ul style="list-style-type: none">• Regular practice of new vocabulary (retrieval)• Word mats• Colour coding, e.g. masculine & feminine• Songs & rhymes	<ul style="list-style-type: none">• Flash cards• Sound post cards• Sentence builders• Speaking frames		<ul style="list-style-type: none">• Pre-teaching• Display/working wall• Re-cap prior learning• Paired support
Art/DT			
Physical resources		General support	
<ul style="list-style-type: none">• Different scissors (easy grip, training scissors for adults to support with cutting)• Different sized paint brushes• Chunky sketching pencils• A variety of needles and thread thickness for textile work.• Low temperature glue guns, PVA as varnish• Easi-grip pens/pencils		<ul style="list-style-type: none">• Hand over hand adult support• Additional intervention for children with fine motor control difficulties.• Adult support for small group tasks.• Mixed ability group/partner work.• Display/PowerPoint/examples/modelling• Visual prompts for sequence of steps to complete tasks.	

<ul style="list-style-type: none"> • A variety of scissors: round-ended, left/right handed • Use of water-based and non-toxic printing inks. • 		<ul style="list-style-type: none"> • Remind pupils of particular safety pointers at the beginning of each lesson, both verbally and visually.
PSHE		
Relationships, Health and Sex Education	Wider curriculum	General support
<ul style="list-style-type: none"> • Social stories • Concrete resources to explore such as tooth brushes, first aid kits, dolls. • Guidance from the PSHE association regarding adapting the curriculum for SEND learners. • Engaging videos that representative of all learners 	<ul style="list-style-type: none"> • Practical and engaging learning as well as developing life skills from the following organisations: <ul style="list-style-type: none"> -NSPCC -Daisy First Aid -Bikeability -Scooterbility -Road safety -Mike Mullen BMX and Resilience workshops 	<ul style="list-style-type: none"> • Writing frames and scaffolds • Visual aids e.g videos • Smaller groups with the use of additional adults • Access to widget online for vocabulary and social stories.
History		
Concrete resources/Artefacts	Vocabulary	General support
<ul style="list-style-type: none"> • Historical artefacts e.g. photographs, objects from the past • Picture/topic books 	<ul style="list-style-type: none"> • Key vocabulary displayed on topic board • Flash cards • Pre-teaching vocabulary • Word mats 	<ul style="list-style-type: none"> • Writing frames and scaffolds • Visual aids e.g videos
Geography		
Concrete resources	Vocabulary	General support
<ul style="list-style-type: none"> • Concrete resources e.g. photographs, objects, maps etc • Picture/topic books 	<ul style="list-style-type: none"> • Key vocabulary displayed on topic board • Flash cards • Pre-teaching vocabulary • Word mats 	<ul style="list-style-type: none"> • Writing frames and scaffolds <p>Visual aids e.g videos</p>
Music		
Instruments	General	Emotional wellbeing

<ul style="list-style-type: none"> Coloured stickers to support with identify notes Different sized beaters Hand over hand adult support 	<ul style="list-style-type: none"> Noise blocking headphones accessible to all children who have sensitivity to sound. 	<ul style="list-style-type: none"> Music nurture groups Access to the Creative Studio to explore different sounds for children with complex needs
PE		
Equipment	Safety	Motivators
<ul style="list-style-type: none"> Size of equipment used bats/ balls etc. Speed of play Expectations of movement/ quantity of movement Speed at which the ball/ item is delivered to the recipient Complexity of movements Brightly coloured equipment for those with visual impairment Practise striking a still target before a moving one Allowance of extra bouncing 	<ul style="list-style-type: none"> Mats used for contact with floor Speed of play considered for hard surface Brightly coloured barriers if needed Clear modelled expectations of behaviour Motivational comments to those completing activities safely Volume of instructions/ placement of children for those with hearing/ sight impairment 	<ul style="list-style-type: none"> Verbal motivation Supportive partnership Teacher support/ extra modelling Behaviour system Lowered expectation until they have become comfortable with the activity Not publicly showing until they are ready to
Trips/Enrichment activities		Testing
<ul style="list-style-type: none"> Parents/Carers invited to attend trips with children who have complex needs OV5/Individual Risk Assessments completed to ensure all children have access to trips and the wider curriculum 1:1 LSAs to support specific children on trips Advice from trip centre regarding any additional adjustments can be in place to support children with additional needs such as safe spaces, quiet zones etc. 		<ul style="list-style-type: none"> Access arrangements organised by SLT so that children who need the following are in place for testing:- <ul style="list-style-type: none"> -Access to modified papers -Test papers printed on pastel paper -Extra time -Quieter spaces to work -Facilitating movement break -Adult prompts Option for some children to be disapplied from testing where appropriate (at the Headteacher's discretion)