

Adapting the Curriculum and Learning Environment for children with SEND

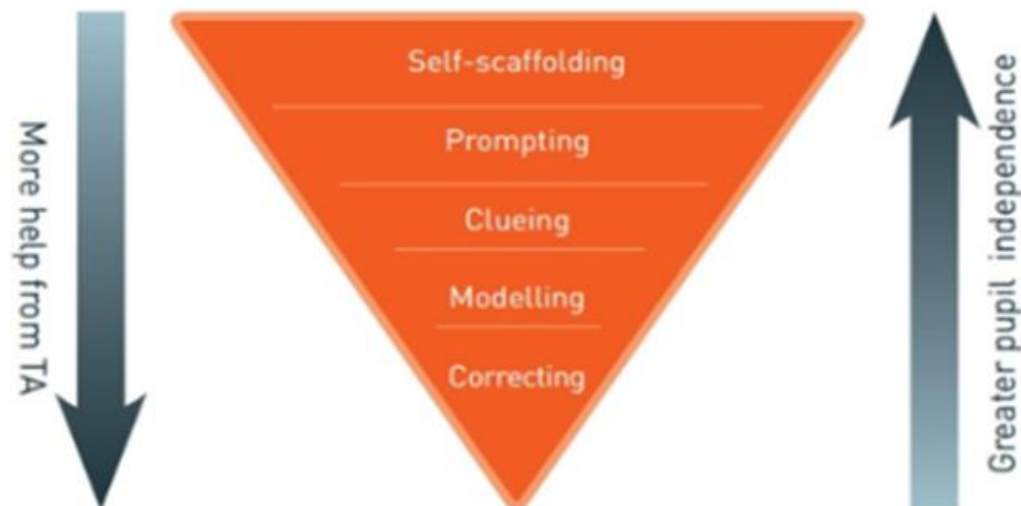
Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid' - Albert Einstein

At St John's, all children are viewed as unique individuals. Where Barriers to learning exist, staff work together with pupils and parents to investigate and overcome barriers in a supportive way. We encourage and celebrate determination and effort; the enjoyment of discovery when meeting a range of challenges, working independently and collaboratively, all building resilience and positive approaches for the future. We are a fully inclusive and nurturing school where all children are welcomed.

St John's Church of England Primary School is committed to ensuring that every child is provided with high quality teaching, matched carefully to the needs of all children, and an exciting, broad and balanced curriculum which offers academic rigour and creativity. As a Church of England school, we place a huge emphasis upon developing our learners' spiritual, moral and social understanding.

Inclusion

All staff at St John's Church of England Primary School are inclusive practitioners and as part of our ongoing class assessments, we carefully track the progress of every child and provide support where necessary. Sometimes a child may require additional support which is beyond the support provided as Ordinary Available Provision, to enable them to make progress. How this is decided and what we can offer as a school is detailed in our school's Special Educational Needs and Disabilities Policy.



English - Reading		English - Writing	
Barrier	Possible Solution	Barrier	Possible Solution
Anxiety, Slower Processing, Working Memory, Understanding Purpose	Quality First Teaching – from a teacher. High challenge / low threat Memory prompts, Big Picture	Anxiety, Slower Processing, Working Memory, Understanding Purpose	Quality First Teaching – from a teacher. High challenge / low threat Memory prompts, Big Picture
Phonological awareness Phonics Cultural Capital – some children are EAL or have a different language at home. Children may have parents or siblings with additional needs, which result in lack of reading at home. Low parental engagement with reading homework, parents with reading difficulties themselves. Reluctant readers Poor reading Stamina Lack of fluency in reading Comprehension – understanding texts and recalling information. Comprehension - Inference – understanding different points of view / characters – Empathy Poor Focus and Attention on text may indicate a visual difficulty or an attention difficulty. Visual difficulties	Listening activities, identifying syllables, rhyming words, identifying and blending sounds in words. I:I intervention and additional phonics delivered through Little Wandle Intervention and Catch up. Pre-teaching opportunities, additional small group reading, Time to explain meaning of new words. Develop language through whole class reading. Reading corner in classroom with props / puppets to tell stories. Phonic workshops for parents and carers. Additional opportunities to read to an adult, with a peer, to a younger child. Read with Therapy dog. Reading for pleasure, class reading text, exposure to a range of texts. Listening to texts being read aloud. Ensure the text is the right level of challenge, a less confident reader can benefit from reading a slightly easier text and building fluency before moving to a higher level. Consider if underlying visual difficulty or specific learning difficulty is present, dyspraxia, dyslexia. Additional opportunities for discussion of range of texts, Reading and Thinking Intervention. Listening and Thinking Intervention. Exposure to a range of texts, paired or small group discussion, Following optician assessment, consider whether Visual Stress Assessment necessary, tracking?, enlarged texts, reading ruler or straight edged card to put under text, reduce need to look up at board. Visual discrimination activities – to train the eye to look carefully and focus.	Poor fine motor skills, core strength and hand strength. Difficulties with letter formation, letter sizes, position on line, Cultural Capital – some children are EAL or have a parent who has a different language at home with a narrower use of English vocabulary. Vocabulary and lack of conversation at home. Grammar and use of vocabulary Spelling (may be an underlying issue such as dyslexia which makes this harder) Working Memory Stamina/ Concentration Processing time Visual stress / tracking	Additional physical activities, gross and fine motor activities and warm up skills,. Scissor skills and hand strengthening. Messy play for mark making eg paint, foam, chalk, ribbons, tweezers, threading, Playdough, putty, use of chunky pencils, weighted pencil, pencil grippers. Practise correct pencil grip and holding paper with other hand – writing posture. Write from the Start Program Speed Up – (complete HW program -Y 4 onwards). Additional use of laptop and opportunity to practise keyboard skills where appropriate. Pre Teaching, Pictures, videos, acting, making links across the curriculum and prior learning. Enrichment opportunities, visits and visitors. Exposure to a higher level of texts to challenge but also enhance vocabulary. Key vocabulary displayed in classroom. Pre and post teaching, Wordbanks, HF words available for reference in classroom, personal dictionary, additional time to check spellings and edit with a partner. Opportunities for daily practise. Say a sentence aloud, / hold a sentence or make a sentence using word cards. Chunking, small steps towards finished task. Reduce need to look back and forth from board, use mini whiteboard, coloured paper if needed. Opportunities for planning small steps of a writing task with an adult / partner. Over learning, practise in class, all subjects. Opportunities to write across the curriculum. Writing for a purpose, for a range of audiences, sharing writing with other adults. Use of Writing Journals.

Maths		Science	
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<p>Difficulties from early years, may not have seen numerals or mathematical symbols.</p> <p>Language</p> <p>Cognitive ability</p> <p>Vocabulary</p> <p>Lack of basic number skills eg number bonds, working memory – quick recall of times tables</p> <p>Inability to visualise</p> <p>Poor dexterity not being able to manipulate resources or know how to use them efficiently.</p> <p>Reasoning skills</p> <p>Some parents say they cannot do maths (mindset), leading to children having a negative mindset – luckily, this is not common.</p> <p>Unable to accept mistakes – low self-esteem / confidence/ fixed mindset</p> <p>Fine motor skills</p> <p>Visual difficulties</p>	<p>Displays showing numerals and symbols, eg. +,- games using dice, skittles with numerals.</p> <p>Pre-teaching Post-teaching Scaffolding Word Mats Real life contexts Repetition – retrieval practise, fluency eg precision teaching, ipads, Pre-Teaching to small group, introducing new concepts and new vocabulary. Post-teaching to reinforce and practise concepts and use of vocabulary.</p> <p>Encouraging use of resources, note taking in maths journals / writing down, part- whole - methods/ bar modelling.</p> <p>Modelling, concrete, abstract, pictorial, pre teaching, post teaching, working backwards from the answer, scaffolding.</p> <p>Growth mindset approach, importance of understanding learning from mistakes, not giving up, problem solving with partners. Positive approach to maths, interesting homework which follows up lessons to encourage parental involvement.</p> <p>Maths Adventure Day in school.</p> <p>Consider whether Coloured paper in books is necessary.</p>	<p>Scientific vocabulary</p> <p>Cultural capital – lack of understanding of key scientific concepts/lack of experiences or curiosity. Difficulties with higher order concepts, misconceptions.</p> <p>Reading and writing skills</p> <p>Number skills (measuring), Recording test results.</p> <p>Different experiences of exploring the world</p> <p>Manipulating resources with lower dexterity.</p> <p>A dislike of working / communicating with others, (underlying medical condition eg Autism)</p> <p>Low self esteem, poor attention and focus</p>	<p>Pre-teaching, word mats with visuals</p> <p>Images, videos, practicals, trips, visitors to school eg planetarium, Zoo lab, Detective workshop.</p> <p>Post teaching review, exposure to vocabulary, scientific displays.</p> <p>Scaffolding written tasks, different ways of recording and demonstrating learning – draw, discussion, chunking tasks.</p> <p>Exposure to range of materials, opportunities to be curious and ask questions, Messy play – exploring different types of materials, making learning relevant to everyday life, Working collaboratively with partner or small group. Enabling pupil to work individually or with chosen partner, perhaps in a lower arousal space.</p> <p>Plenty of opportunities for discovery, practical work and opportunities to feel successful.</p>

History		Geography		RE	
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Cultural Capital Language Vocabulary Concentration Low Self-esteem Working Memory Reading skills Writing skills Spelling Concept of time, chronology Processing key information Difficulties with higher order concepts Cause, consequence, continuity, change VI or auditory impairment Understanding historical concepts, context, lack of 'connection' to the past.	Pre and post teaching, word banks, images, videos, artefacts, trips, role play, freeze frame, repetition, revision prior learning, glossary pages. Use growth mindset, opportunities to feel successful. Use a range of ways of recording learning. High quality texts and challenges. Use word banks and have the relevant vocabulary on display and in books for the children to refer to. Use a variety of types of activities. (practical, group, paired and individual). Visual prompts - consider whether a timeline is helpful in class. Enlarged texts, or texts on coloured background. Making links – history theme day with visitors in costume and use of historical artifacts.	Language Vocabulary Cultural capital –not going beyond their local environment. Lack of discussions, curiosity about places they have visited. Experience of maps, how to use an atlas. Understanding basic geographical knowledge. Volume of information and facts. Reading and writing skills (fine motor) Working memory Maths skills, (map work, grid references) Low Self Esteem. Attention and Focus	Pre teaching – images with vocabulary, displays, use of videos. Recapping in lessons Word mats, glossary pages Use local features to illustrate points. Trips, visits, visitors and workshops Exposure of globes and maps Partner work and group work Use of diagrams and maps. Revisit prior learning Making links across the curriculum Growth mindset Opportunities for movement breaks Local visits, practical geographical work where possible.	Difficulty understanding the views of others. Rigid thinking eg Autism. Real life context Cultural capital Vocabulary Reading skills Writing skills Poor Focus and attention ie ADHD	Involvement in collective worship, celebrating festivals with the whole school. Visits from Reverend Tony. Visual prompts, visits, and external visitors to school. Safe open space to share opinions and beliefs. Pre-teaching of vocabulary. Use of videos, lessons broken down into small parts, opportunities for movement, Use of Drama, art, diagrams, discussion, not just written work to show learning.

Art and DT		PSHE		PE	
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Weaknesses with dexterity and fine and gross motor control. Vocabulary to discuss art and techniques Cultural capital – exposure to different types of Art and Artists. Confidence, motivation and fear of failure. Being able to visualise the end product. Being able to evaluate the results and accept the successes and failures Sensory difficulties Self - regulation	Allow opportunities to experiment and practise with tools, resources, and techniques. Experience artists at work, places where art is shown, experiences, to see Art and Design and try out a range of Art and DT techniques. Growth mindset and resilience, break down instructions, sequence new learning. Opportunities to share work with others. Support to evaluate what went well, allow extra time. Adapt task eg use a different resource to try out the same skill. Ensure the environment is calm and not too busy or noisy. Consider using an additional space. Use a feelings scale or zones of Regulation.	Unable to self-regulate. Difficulties in expressing own feelings and in understanding own and feelings of others. Lower level of social maturity and may need adapted PSHE lessons. Cultural Capital, some parents would prefer their child to be withdrawn from aspects of PSHE curriculum. Non-verbal or pupil with speech, language, communication needs. Low self-esteem, social skills and confidence to join in. Lessons could act as a trigger for some children.	Consider whether content is appropriate for the maturity level of the pupil in the class. Consider having a small group having pre teaching or having opportunities for an appropriate discussion outside the classroom. Carefully planned lessons. Use of visitors and school Nurse. Parental and Governor involvement in implementation of PSHE curriculum. Use visuals, modelling, eg explicitly teaching hand washing and model as adults. Growth mindset, social skills interventions to boost self-esteem, rehearse conversation. Teacher and adults consider carefully the needs of the children when planning the lesson. Use ELSA or adult to support.	Lack of basic skills Hand eye coordination Finding it difficult to make transition from classroom learning to PE in hall or outside. Self-regulation, winning / losing Difficulty processing too much information or remembering multiple instructions Sensory difficulty with noise in the hall, or the crowd of children during an activity. Anxiety can be caused by having to work with a partner or in a small group /team. Low self-esteem and feeling self-conscious	Additional gross motor intervention. Consider whether it is necessary for a pupil to wear kit on PE day. Zones of Regulation, reward effort, rather than winning. Balance between skills and competition. Opportunities to learn to be a 'good loser' - celebrate other children's success. Breaking down instructions, enabling children to have time to process an instruction. Cumulative instructions. Ear defenders, opportunities for movement breaks. A range of opportunities to work individually, and in a pair. Consider whether pupil benefits from working alone. Praise effort and good examples of desired qualities. Enable pupils to feel successful and build a growth mindset.

Computing		Music		French	
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<p>Children are more used to touch screens and less used to keyboard / mouse. Motor skills – using mouse and knowing the alphabet.</p> <p>Cultural capital – amount of access, lack of basic skills, not able to save work or lack of familiarity with equipment / software / accessing web pages.</p> <p>Need for Structure and predictability. Team work – ability to share.</p> <p>Language skills and spelling. Abstract nature of computing can be a challenge for some children.</p> <p>Mathematical skills, logical thinking.</p> <p>Fear of failure.</p>	<p>Pre teaching Teach how to use keyboards, opportunities to learn touch typing.</p> <p>Time taken to teach how to use equipment – how it works, is set out, moving around a system, practise, prompts, revisiting. Shared folder on One Drive. Hyperlinks on paper or on electronic documents.</p> <p>Use starters and structures as in other curriculum areas. Seating plans / computer partners. Teach and model teamwork.</p> <p>Memory prompts</p> <p>Tasks broken down into small parts, opportunity to practise and work with a carefully planned partner to learn together. Growth mindset, work through what went well and what could be improved.</p>	<p>Sensory overload – can be too loud.</p> <p>Concentration and Focus</p> <p>Vocabulary, instrumental knowledge</p> <p>Working memory</p> <p>Cultural capital</p> <p>Motor skills</p> <p>Mathematical skills</p> <p>Visual difficulties – unable to read music</p> <p>Sharing / turn taking</p> <p>Self regulation</p>	<p>Breaks, safe spaces, ear defenders. Desensitising / exposure in short bursts so child builds confidence and feels safe to join in. 1:1 support to enable access to opportunities like Young Voices, visiting musicians.</p> <p>Movement breaks, actions used.</p> <p>Explicitly taught and displayed with visuals. Pre-teaching</p> <p>Modelling, practise, visual prompts History of music – context. Exposure to different types / genres of music</p> <p>Learning to play an instrument. Counting, rhythm, mirroring, repeating Enlarged images</p> <p>Zones of regulation.</p>	<p>Confidence, Engagement, fear of being wrong / sounding silly.</p> <p>Some children have EAL and French can lead to a vocabulary overload.</p> <p>Writing skills / spelling</p> <p>Hearing – misunderstanding speech</p> <p>Self-regulation</p>	<p>Making it fun, accessible, songs, repetition Positive correction Make it relevant- personal, set up activities to show developed skills eg. A restaurant.</p> <p>Everyone starting from similar point. Repetition of language and progression of skills.</p> <p>Focus on listening and speaking.</p> <p>Use of videos and native speakers to model correct pronunciation.</p> <p>Zones of regulation, growth mindset</p> <p>Making links across the curriculum.</p>