

Adaptations to the Curriculum for Pupils with SEND



*Grow together, **SHINE** forever*

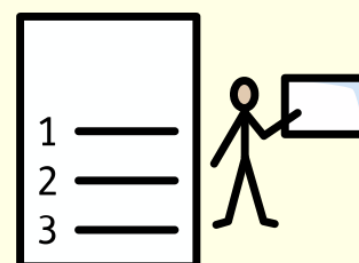
The subjects in Markland Hill's bespoke curriculum are ambitious for all pupils, including children with SEND. Curriculum Leaders have high expectations of what SEND pupils can achieve. The curriculum is not diluted or unnecessarily reduced for SEND learners.

Individual needs

At Markland Hill we understand that every pupil is different and so, what works for each pupil will vary. There are general practices which are likely to improve learning and achievement for SEND pupils but the success of any adaptations will depend on how pupils' individual needs have been considered and met.

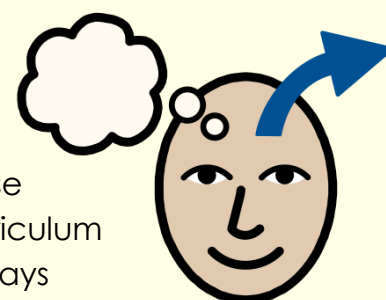
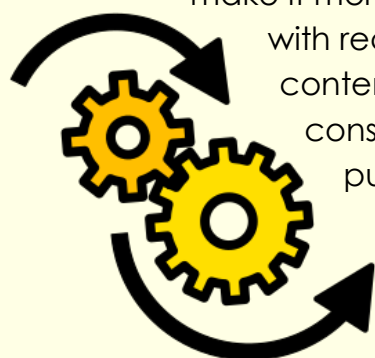
Curriculum Planning

SEND pupils, like all pupils, benefit from careful consideration of the components of a curriculum. These should be introduced in manageable 'chunks'. The size of these chunks might differ between different groups of pupils depending on their individual needs. The chunks should be sequenced in a coherent way to enable pupils to build on prior knowledge. Too much information at once can be a barrier to learning, and can reduce the chances of pupils remembering what they are being taught.



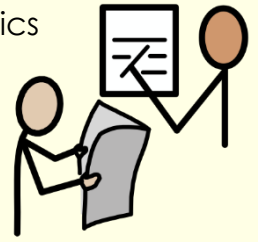
Instruction and Working Memory

SEND pupils will benefit from instruction which is matched to their needs. This means that teachers at Markland Hill choose methods of instruction (e.g. precision teaching) which increase the chances of SEND pupils being able to pay sufficient attention to the curriculum objectives while understanding that overly elaborate tasks can make it more difficult for SEND pupils (particularly those with receptive language delay) to learn the curriculum content. We ensure that working memory is always considered. Where working memory is an issue for SEND pupils, it can be effective to reduce extraneous load as much as possible as well as isolating key information when teaching. We support pupils to pay attention to the content which they are expected to learn.



English

Supporting children with special needs in English lessons, particularly in phonics instruction, requires careful consideration and tailored adaptations to ensure their success.



Teachers will use tools such as breaking down concepts into smaller, more manageable steps or offering alternative methods of instruction, such as multisensory techniques and visual aids.

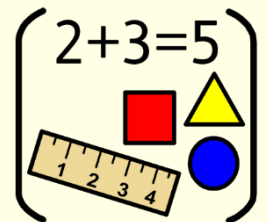
In phonics lessons, incorporating hands – on activities, manipulatives and interactive games can help engage children with different learning styles and cognitive ability. Additionally, providing frequent opportunities for repetition and reinforcement can reinforce learning their learning and promote retention.

Flexibility in lesson pacing and assessment method is crucial to accommodate the diverse needs of children with special needs.

Finally, fostering a supportive and inclusive classroom environment where all student feels valued and supported can contribute to their overall success in English language learning. By implementing these adaptations and strategies, educators can effectively support children with special needs in their English lessons and phonics instruction, ensuring that they have the opportunity to thrive and reach their full potential.

Maths

At Markland Hill we pride ourselves on supporting all pupils to reach their full potential. The 'implementation' of the Maths curriculum has been carefully considered to cater for all learners therefore daily mathematics lessons are inclusive to pupils with special educational needs and disabilities.



National Curriculum guidance informs our approach for catering for SEN: 'Children who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.'

There is little differentiation in the content taught but the questioning and scaffolding individual children receive in class as they work through problems will differ, with higher attainers challenged through more demanding problems, which deepen their knowledge of the same content. Children's difficulties and misconceptions are identified through immediate formative assessment and addressed with rapid intervention – commonly through individual or small group support later the same day or within the lesson.

A range of inclusion strategies, disseminated by the SENCO, are embedded in practice and teachers are aware of the special educational needs of the children in their Maths class, as well as those who have English as an additional language. Although the expectation is that the majority of children will move through the programmes of study at broadly the same pace, the 2014 National Curriculum states: 'Decisions about when to progress should always be based on the security of children's understanding and their readiness to progress to the next stage.' If a child's needs are best met by following an alternative plan, including coverage of the content from a previous year, this will be overseen by the SENCO, in

Sammy Roocroft – SENCo

collaboration with the class teacher. Specific arrangements for the provision of children with SEN and in particular those with an EHCP will be communicated to parents and carers during review meetings.

Science

Balancing the needs of students with special educational needs and disabilities (SEND) in science education requires a nuanced approach that considers individual differences in working memory and learning preferences. While working memory limitations can indeed impact performance in science, it's essential not to narrow the curriculum for pupils with SEND. Instead, educators should carefully consider the most effective instructional strategies to support their learning.

While practical work can be valuable for many students, including those with SEND, it's important to recognise that it may not always be the most effective method for every student. For some, practical work may indeed lead to distraction and cognitive overload, rather than enhancing clarity or accessibility of content. Therefore, educators should use a variety of teaching methods, including but not limited to practical work, to cater to diverse learning needs.

Incorporating real-life examples, practical demonstrations, and interactive experiments can be beneficial for students with SEN as it can make abstract scientific concepts more tangible and relatable. However, it's crucial to approach these activities thoughtfully, considering the individual needs and abilities of each student. Hands-on activities should be carefully scaffolded and supported to ensure that they facilitate understanding and promote active participation without overwhelming students with cognitive demands.

Ultimately, the key is to provide a flexible and inclusive learning environment where a range of instructional approaches are used to meet the diverse needs of all learners. By considering the individual strengths, challenges, and preferences of students with SEND, educators can create meaningful and engaging science learning experiences that support their academic growth and development.

Geography

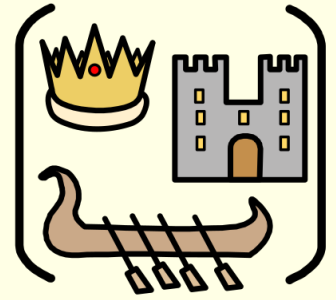
Supporting children with special educational needs (SEN) in geography lessons requires a tailored approach that addresses their individual learning needs while ensuring access to the curriculum content. One effective adaptation is to use multisensory teaching methods, incorporating visual aids, tactile materials, and auditory explanations to cater to diverse learning styles and abilities. Providing clear and concise instructions, breaking down complex geographical concepts into smaller, more manageable parts, and offering frequent opportunities for students to ask questions and seek clarification are essential strategies.

Furthermore, incorporating real-world examples, maps, and hands-on activities can make abstract geographical concepts more tangible and relatable for students with SEN. Field trips, virtual tours, and interactive simulations can provide immersive learning experiences and foster active engagement in the subject matter. It's important to consider the individual needs and abilities of each student when planning and implementing these activities, ensuring that they are appropriately scaffolded and supported.



History

To effectively support children with special educational needs in history lessons, a range of adaptations and strategies can be employed. Firstly, reading aloud texts and information can be immensely beneficial in aiding comprehension for students who may struggle with reading independently. Additionally, ensuring that all instructions are clearly communicated and broken down into smaller, more manageable steps as needed can help student's better grasp tasks and expectations.

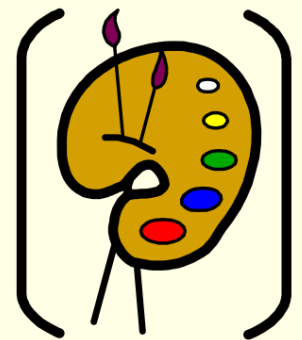


Recognising the varying processing speeds of pupils, it's important to allow longer processing times for all students, ensuring that each individual has ample opportunity to consider and respond to questions. Furthermore, providing enlarged versions of resources, such as documents or images, can assist students with visual impairments or difficulties in accessing standard-sized materials.

Moreover, incorporating visual resources and prompts, such as timelines, maps, or diagrams, can enhance understanding of historical concepts and tasks for all learners, regardless of their learning styles or abilities. Lastly, offering alternative methods of evaluation, such as video presentations, voice recordings, or utilising an adult scribe, can accommodate students who may face challenges with written expression or organisation. By implementing these adaptations and strategies, history lessons can become more inclusive, ensuring that all students, including those with special educational needs, can actively participate and succeed in their historical learning.

Art and Design

Supporting children with special educational needs (SEN) in art lessons requires a comprehensive approach that addresses their individual needs and fosters a supportive learning environment. Firstly, positive reinforcement should be provided at each step to cultivate high self-esteem and motivation. Clear instructions should be given throughout the lesson, ensuring that each child understands what part of the lesson they are working on, whether it's the design, creation, or evaluation phase.



To accommodate different learning styles and needs, time-limited learning breaks can be provided, along with step-by-step instructions. Pre-teaching sessions before the lesson may help pupils express their ideas effectively. Additionally, providing necessary art tools to avoid distractions during instruction is essential.

For children with anxiety, it's important to communicate available support before the lesson and provide opportunities to ask questions during class. Teaching problem-solving strategies and modelling tool usage can also alleviate anxiety. Using visual timetables and clear routines is particularly beneficial for students with autism spectrum disorder, ensuring they know what to expect and reducing anxiety.



Understanding and accommodating sensory needs are crucial. Providing electronic alternatives and avoiding sudden changes in seating plans can help. For children with dyscalculia, concrete resources for line drawing and drawing to scale can aid comprehension. Similarly,

Sammy Roocroft – SENCo

for dyslexic students, using simple instructions, pre-teaching relevant vocabulary, and differentiating learning intentions are essential strategies.

Children with dyspraxia may benefit from large spaces, accessible tools, and clear equipment lists. Differentiating project size and scale can also support their participation. Overall, by implementing these adaptations and strategies, educators can create an inclusive art learning environment where all students, including those with SEN, can thrive and express themselves creatively.

Music

Supporting children with special educational needs (SEND) in music requires a personalised and flexible approach that caters to the unique needs of each individual student. Rather than adopting a one-size-fits-all approach, educators must focus on understanding and addressing the specific challenges and strengths of SEND pupils. Effective adaptation involves considering factors such as cognitive load, clarity of instruction, and the appropriate segmentation of curriculum components.



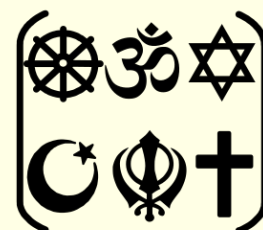
By breaking down complex concepts into manageable chunks and using clear, concise instruction, educators can create a learning environment that fosters understanding and participation for all pupils.



Ultimately, the key to effectively supporting SEND children in music is to tailor instruction to their individual needs while promoting an inclusive and supportive learning environment and allowing them to thrive in their musical education.

RE

In RE lessons, it's crucial to create a supportive and inclusive environment where all students feel valued and respected. This can be achieved by promoting empathy, understanding, and acceptance of differences among classmates. Additionally, incorporating visual aids, manipulatives, and hands-on activities can help make abstract



religious concepts more tangible and accessible for students with SEND.

Furthermore, offering opportunities for personal reflection, discussion, and creative expression allows students to engage with religious topics in ways that resonate with their individual interests and abilities. Teachers should also provide ample support and encouragement, fostering a sense of confidence and self-efficacy among students with SEND.

PE

To effectively support SEND children in Physical Education (PE), it's essential to implement tailored strategies that address their specific needs and challenges. Reinforcing instructions and being explicit about the rules of games or activities helps ensure clarity and understanding. Minimizing distractions within the environment creates a conducive space for learning and participation.



For children experiencing anxiety, discussing routines, equipment, and ensuring consistent groupings can help alleviate stress and promote a sense of security. Similarly, for those with autism spectrum disorder, providing clear information about the session, consistent groupings, and opportunities to handle equipment beforehand can enhance their comfort and engagement.

Those with dyslexia require reinforced verbal or visual instructions, clear language, and demonstrations of movements to support comprehension. Additionally, for children with dyspraxia, providing alternatives to equipment, additional time for changing, and reinforcing instructions are crucial for their participation.



Considering the needs of children with hearing impairments involves using inclusive equipment and giving instructions before moving into noisy environments.

By implementing these tailored strategies, educators can create an inclusive PE environment where all children, regardless of their abilities, can thrive and enjoy physical activity.

PSHE

It's crucial to have a deep understanding of each child's past experiences and context to effectively comprehend their behaviour and tailor support accordingly. Moreover, fostering a non-confrontational, trauma-informed environment is essential, where all classroom adults provide discreet, understanding, and reassuring interactions.

Creating a safe, consistent, and warm classroom atmosphere is paramount, integrating humour and laughter to alleviate stress and reduce the traumatic response in the brain. Establishing clear expectations for behaviour and structure throughout the school day helps provide a predictable environment, enabling children to feel secure enough to participate and access learning opportunities.



Additionally, classroom adults should be emotionally available to support and coach children in managing their emotions, providing guidance on calming techniques and de-escalation strategies when needed. Vigilance and mindfulness of any trigger points for the child are vital, allowing for prompt de-escalation of emotional situations.

Thoroughly reviewing lesson content before sessions, considering the child's context and background, helps identify and manage potential trigger points. Providing resources such as a safe breakout space and 'help' cards enables children to signal when they need assistance without vocalizing details. It's also crucial to establish consistent behaviour plans based on reward systems rather than punishment.

When considering teaching methods, implementing the PACE approach (Playfulness, Acceptance, Curiosity, and Empathy) helps understand emotions and behaviour, with lesson plans adapted to include these elements as needed. Maintaining mindfulness throughout the lesson, speaking slowly and calmly, and minimizing complex sentences and body movements create a non-threatening environment.



Moreover, promoting positive self-talk and resilience, using plenty of positive reinforcements and rewards, and fostering collaborative problem-solving during activities empower children with SEND to feel in control of their learning journey. By incorporating these strategies, educators can create an inclusive PSHE classroom environment where children with SEND can thrive and reach their full potential.

Computing

To support children with Special Educational Needs and Disabilities in computing, it's essential to reinforce instructions for using equipment and clarify when to use it versus when to focus on verbal instructions. For those with anxiety, assigning a buddy provides consistent support, while group work fosters a supportive environment. Visual timetables aid preparation for IT sessions. Children with Autism Spectrum Disorder benefit from discussing



session details and using consistent groups, along with explaining technical terms beforehand. Providing printed instructions and screenshots assists those with Dyscalculia, while for Dyslexic students, using colored backgrounds and teaching text enlargement techniques enhances readability. Children with Dyspraxia benefit from spacious seating, clear instructions, and extra time for tasks, especially when introducing new concepts.

