The Curriculum for SEND learners

At Haxby Road Primary Academy we strive to make our curriculum accessible to all children. We believe that an inclusive education means supporting all pupils to learn, contribute and participate in all aspects of school life so that they can achieve to the best of their abilities. 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. We recognise that all children have different needs and we make reasonable adaptations to enable children with SEND to access a full curriculum.   We seek advice, resources, equipment and training in order to provide high quality experiences for our children and to remove barriers.

In this document are some strategies that can be implemented by class teachers to address the needs of pupils with SEN. More specific details of the support that will be provided for individual children will be outlined in short term planning and will take into account personal targets from individual SEN support plans including pupil passports and EHCPs.

In most lessons, teachers will assess the needs of the pupils with SEND in their class and adapt depending on the needs of the child. This may involve using strategies suggested by the Education Endowment Foundations' '5 a day' approach:

1 Explicit instruction — Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.

2 Cognitive and metacognitive strategies — Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.

3 Scaffolding — When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.

4 Flexible grouping — Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.

5 Using technology — Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.

We use a 'Quality First' teaching approach. Some of the adaptations to our curriculum are as follows:

Maths	- Manipulatives - NCTM 'Ready to Progress' criteria used to assess out-of-year-group children and monitor progress - Spiral curriculum that revisits prior learning to ensure that it 'sticks'.
English - reading and writing	- Technology used to support learning (Read & Write, voice typing, listening) - Adapted activities with scaffolding and modelling in place - Open ended activities to allow different outcomes - Peer support - Books carefully matched to phonics level with regular assessments.
History	- Reduction to the amount of vocabulary for our SEND learners if needed - History vocabulary taught explicitly eg chronology and sources - Use of alternative technology for recording - Learning journey wall - stripped back with only key information - Active learning techniques used such as Quiz quiz trade, sorting true/false/splat/ team relay - Open ended tasks to present ideas eg audio/visual/spoken etc not always written - Creative links to the topic for our most complex SEND pupils
Geography	Reduction to the amount of vocabulary for our

	- SEND learners as needed - Geographical vocabulary explicitly taught eg human and physical features - Use of alternative technology for recording - Learning journey wall - stripped back with only key information - Active learning techniques and use of field work to bring the topic to life. - Open ended tasks to present ideas eg audio/visual/spoken etc not always written. - Creative links to the topic for our most complex SEND pupils
PE	- Clear and simple instructions given with pictures if needed - Technology used to show games and activities - Adapted games - Accessible sports and games - Mini games with smaller groups - Inclusive leagues (inter and intra school) - Swimming supported - Dance adapted and barriers removed
DT	- Adapted as required eg simplified or paired back - Use of a model - Support of an adult or peer - Multi-sensory approaches including ICT - Using a range of methods to communicate - Pace adapted to suit individual needs - Personally motivating tasks
Art	- Open exploration of art media (not as focused) - Open explorations of techniques - Enhance use of vocabulary - Visual stimulus given to scaffold ideas - Sketchbook annotations and evaluations approached in a different way (adults scribe in sketchbooks, voice recordings/video recordings on Seesaw) - Modelling by an adult

	● Use of WAGOLs (What a good one looks like)
RE	● Maintaining an inclusive learning environment - every individual matters and should be respected and heard. ● Multi-sensory approaches - children access RE in a variety of ways, including handling religious artefacts, drama, music, listening to guest speakers, visiting places of worship, working on chromebooks, voice recording ideas and expressing views, picture cards, drawing, painting, crafting and modelling. ● Adults can scribe where necessary to support learners. ● Group discussion and work helps manage peer relationships and build respect and understanding on others' views. ● Formative assessment/ memory and consolidation - as well as learning in a variety of ways, children can take part in interactive topic quizzes where they have the opportunity to draw on and consolidate the knowledge they have learned in a fun and engaging way.
PSHE	● Peer support ● Visuals ● Alternative recording ● Open ended tasks
Science	● Spiral curriculum - revisiting of topics ● Hands-on approach to science learning ● Real-life settings used where possible to provide concrete context (particularly in apply tasks) ● Use of technology to assist with recording (particularly written reports broken down into definitive sections)
Music	● We offer a spiral curriculum where everything is reinforced ongoing. ● We use a colour system for teaching pitch,

	children have access to the same instruments one to one (colour bells, boomwhackers, chime bars) and video resources to use. ● We have a systematic rhythm scheme that again is very accessible for SEND children. ● Multi-sensory teaching is used in all music lessons, with seeing, hearing and doing activities rather than being text/listening heavy. There are small bite size activities making it accessible for all abilities. Some SEND children may even access just one part of a lesson but we work very hard to make sure this is at least possible. ● Whole school Music assemblies are open to ALL learners.
Computing	● Concepts are introduced 'unplugged', in relative and familiar contexts ● Flexible grouping that considers each individuals strengths and needs e.g. pairs/small groups/whole class ● Variety of ways to present ideas e.g. verbal/voice recording, simple drawing/labelling/writing, computer programmes and websites ● Chromebook use is taught and well-established throughout the whole curriculum to support the needs of learners, as well as embedding other types of technology as a strategy to support learners with SEND. ● Accessibility tools built into chromebooks used to support learning across all areas.
MFL (Spanish)	● Curriculum recaps and builds on previous knowledge in small steps. ● Colour coded vocabulary helps to structure sentences. ● Sentence builders and knowledge organisers are support learning, with simplified scaffolds for SEND where needed. ● Active lessons to support learning of vocabulary and memory eg use of pictures, actions, music and memory association.

	- Spanish offered from EYFS even though it is not statutory until Y3 to allow children to be confident with speaking and listening and basic vocabulary before starting the National Curriculum specifications. - Differentiated tasks have a no ceiling approach where possible, allowing SEND to aim high if confident - Use of IT, particularly sound files, games, recording. 'Physical Spanish Phonics' pictures and sounds support reading and spelling. - High expectations for all learners to access the Spanish curriculum - No pupils are removed from language lessons for other work enabling them to make progress without gaps.

We also use the City of York Council's 'Ordinarily Available Provision' document to give us strategies for supporting our SEND learners:

https://democracy.york.gov.uk/documents/s172751/Annex%20B%20SEND%20Ordinarily%20Available%20Provision%20PRINT.pdf