



## How we adapt the curriculum and learning environment for our children and those with SEND at Broomfield

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

Broomfield Primary School has a range of approaches to supporting children with SEND. All children benefit from quality first teaching in the classroom, which caters for their individual needs and supports all children to make good progress. Scaffolds and modelling is provided to enable all children to achieve the learning objective and gain knowledge. Where children need additional support they will receive additional support and intervention in order to meet their needs.

Some of the children in the school will require an Individual Learning Plan and additional or different provision. This will be put in place in discussion with parents/carers and where appropriate the child. This may mean additional work with a child on a small group or 1:1 basis to carry out specific interventions to support a child to meet their individual targets.

The SENCO works alongside class teachers and support staff to oversee SEND provision and monitor the progress of any child requiring additional support. Where appropriate other agencies will be asked to work alongside the school to assess a child and plan for their needs. At all stages parents/carers will be involved in the process.

To ensure all children are able to access the curriculum at an appropriate level and fulfil their potential we take some of the following actions:

- Make adaptations to ensure that all pupils have access to the school curriculum and school activities.
- Support pupils to achieve their full potential despite any difficulty or disability they may have.
- Ensure that staff are aware of pupil's individual needs and teach in a way that is appropriate for them.
- Provide opportunities for pupils to develop confidence, self-esteem and resilience.
- Work in partnership with parents/carers, pupils and external agencies to cater for children's special educational needs and disabilities.
- Make provision for children with SEND to fully develop their abilities, interests and talents.
- Identify special educational needs at the earliest opportunity to ensure early intervention and support.
- Ensure all children with SEND are fully included in all aspects of school life.
- Regularly review policy and practice in order to achieve the best outcomes for all our pupils

## Curriculum adaptations

All of the following adaptations should be considered additional to the high quality first teaching, which should be in place for all lessons:

Cognition and Learning		Communication and interaction	
Barriers	Provision	Barriers	Provision
Information may not be understood or retained	<ul style="list-style-type: none"> <li>• Use the working walls and whiteboard to show the focus of each lesson and how it fits in the sequence of lessons. How do lessons link together to develop their knowledge.</li> <li>• Use symbols, images or objects to make it more accessible.</li> <li>• Prepare the children prior to the lesson with a pre-teach introducing key knowledge/vocabulary</li> <li>• Step by step reminders of a process</li> <li>• Give an individual instruction/recap following the main teach activity</li> <li>• Recap of prior learning to the topic/lesson</li> </ul>	Understanding and using subject vocabulary	<ul style="list-style-type: none"> <li>• Recognise that subject specific language may be challenging for many children.</li> <li>• Pre-teach key vocabulary, then ensure multiple and regular exposure to these words including referring to knowledge organisers where used and make them clearly visual in the classroom environment.</li> <li>• Provide flashcards with key vocabulary</li> <li>• Topic mats with visual clues</li> <li>• Repetition of key vocabulary and what it means</li> <li>• Check children's' understanding by inviting them to reformulate explanations in their own words or in other ways.</li> <li>• Give children time to think about answering questions</li> </ul>
Memory/consolidation skills	<ul style="list-style-type: none"> <li>• A visual framework/model/scaffold can also be used as a consistent guide for planning .</li> <li>• Consolidation of prior learning via intervention.</li> </ul>	Participation in subjects/lessons which are mainly discussion based	<ul style="list-style-type: none"> <li>• Scaffolded sentence starters, 'I think that...', 'So basically'...</li> <li>• Additional thinking time after posing a question</li> <li>• No opt out, cold calling and use of think, pair, share.</li> <li>• Mixed learning pairs</li> </ul>

Physical and/or Sensory		Social, emotional and Mental Health	
Barriers	Provision	Barriers	Provision
Difficulties impacting eyesight, hearing, movement, touch etc.	<ul style="list-style-type: none"> <li>• Pre-teach showing/experiencing anything that may have sensory implications</li> <li>• Ask for specialist advice on equipment for children with particular SEND e.g. tactile ridges on measuring glassware for children with a visual impairment.</li> <li>• Ensure staff can be heard and seen</li> <li>• Ear defenders used if noise level difficult</li> </ul>	Anxiety	<ul style="list-style-type: none"> <li>• Consistency of approach reduces children's anxiety - it allows children to predict what will happen. Provide an overview of the lesson elements so the children knows what is coming, pre-teach the child some of the elements of the lesson etc.</li> <li>• Consider carefully the groupings – prepare the children by ensuring they are aware of the group they will be working in.</li> <li>• Visual timetable</li> <li>• Encourage use of growth mindset model</li> <li>• Timed warnings of activities</li> <li>• Now and next prompts</li> <li>• Clear expectations</li> <li>• Use of social stories</li> <li>• Calm corners</li> </ul>
Sensory processing difficulties or overload during interactive lessons	<ul style="list-style-type: none"> <li>• Use of sensory aids as part of usual provision eg gloves, audio/visual support</li> <li>• Be aware of individual needs</li> <li>• Advance preparation of any sensory stimuli</li> <li>• Use of wobble cushion and writing slants.</li> <li>• Text to talk software</li> <li>• Special pen grips</li> <li>• Use of IT to support writing.</li> </ul>	Participation in practical work	<ul style="list-style-type: none"> <li>• You may need to specifically teach the skills of cooperation and interaction for practical work.</li> </ul>
		Difficulty regulating in less structured lessons	<ul style="list-style-type: none"> <li>• Time out/breaks to reset</li> <li>• Use of fidget aids, wobble cushions, peanut balls and trampoline</li> <li>• Visual cards for child to use if overwhelmed</li> <li>• Opportunities to share work in quieter ways/areas</li> </ul>

## Subject specific adoptions

<b>Science</b>	<ul style="list-style-type: none"> <li>• Accessibility of science demonstrations – ensure clearly laid out with a clear view.</li> <li>• Use of mnemonics to remember the order of things.</li> <li>• Visual planning guide for experiments</li> <li>• Use of real objects as starting points for concepts.</li> <li>• Use of coloured water.</li> <li>• Pre-teach any area that have sensory implications e.g. handling materials.</li> </ul>	<b>History &amp; Geography</b>	<ul style="list-style-type: none"> <li>• Use of visual and audio sources.</li> <li>• Visual timelines with known points in history from prior learning.</li> <li>• Liaison with parents over any topics which may trigger an emotional response.</li> <li>• Use of artefacts</li> <li>• Enlarged pictures of texts or pictures.</li> </ul>
<b>PSHE &amp; RE</b>	<ul style="list-style-type: none"> <li>• Ensure appropriate body parts are used early on so they become embedded.</li> <li>• Support with social stories.</li> <li>• Discussion with parents in advance of any topics which may link to a child's background.</li> <li>• Visual representations of emotions.</li> <li>• Emotion fans or cards.</li> </ul>	<b>Art &amp; DT</b>	<ul style="list-style-type: none"> <li>• Step by step reminders of key processes using visual reminders.</li> <li>• Use of alternative less messy equipment such as theraputty or play dough.</li> <li>• Provide adapted resources such as pencil grips, larger pencils, paintbrushes and spring loaded scissors.</li> <li>• Ensure children are near the adult so they can see/hear demonstrations.</li> <li>• Allow more time for the use of tools and equipment.</li> </ul>
<b>PE</b>	<ul style="list-style-type: none"> <li>• Sequences of instruction are supported with visuals and demonstration.</li> <li>• Ensure teacher can be seen and heard.</li> <li>• Further adaptations made in accordance with a care plan. E.g. no climbing above head height if epileptic.</li> <li>• Adaptions to equipment, use of sponge/foam balls etc.</li> </ul>	<b>Music</b>	<ul style="list-style-type: none"> <li>• Support with colour coded notes or providing written letter to assist with music reading.</li> <li>• Ear defenders if noisy.</li> <li>• Warning of loud noises such as cymbals clashing.</li> <li>• Use of technological music solutions to overcome physical barriers.</li> <li>• Use recordings of work rather than explaining it.</li> </ul>

	<ul style="list-style-type: none"> <li>• Timed warnings of transitions.</li> </ul>		
<b>MfL</b>	<ul style="list-style-type: none"> <li>• Use visuals to represent masculine and feminine verbs in French.</li> <li>• Oral rehearsal time with a peer before saying out loud.</li> <li>• Practical role play may be challenging. E.g shaking hands</li> <li>• Recording using alternative methods.</li> <li>• Embed vocabulary through rhyme, chats and songs.</li> </ul>	<b>Computing</b>	<ul style="list-style-type: none"> <li>• Use of step by step instructions</li> <li>• Consider use of size, font, colour and background colours.</li> <li>• Use of QR codes to scan.</li> <li>• Text to speech software</li> </ul>