

## How we adapt the curriculum for all learners at Greenfield Primary School

### Support in English/Literacy:

- Additional Phonics interventions
- Spelling Shed
- Lexia
- 1:1 reading
- Over and pre-teaching of specific skills
- Beat Dyslexia intervention
- Working in small groups
- Support in lessons
- Handwriting and fine motor skills interventions
- Use of technology
- Dyslexia friendly dictionaries
- SCODE interventions
- 1:1 support if appropriate

### Support in Mathematics/Numeracy:

- Times Tables Rockstars
- Over and pre-teaching of specific skills
- Mastering Number intervention
- Small group support
- Support in lessons

- 5 Minute Box intervention
- 1:1 support if appropriate

### Support for children with physical needs:

- Information is shared regarding the child's needs with relevant staff and a One Page Profile is kept in the class register.
- Individual targets are shared and agreed with child/family/school and outside agencies.
- Use of ICT for recording.
- Adapted and modified equipment and teaching materials (as advised by OT and PD team).
- Visual support to help organisation and support learning.

### Support for children with speech, language and communication needs:

- Advice and resources from SALT
- Welcomm
- Lego Therapy
- Social Stories
- Comic Strip interventions
- Social Games
- Time to Talk intervention

- Access to a quiet, distraction free learning environment if appropriate.

Support for children with a hearing, visual or multi-sensory impairment:

- Information about the child's needs are shared with all relevant staff. One Page Profiles are created by class teachers and kept in the class register pack.
- Individual targets agreed and monitored, following discussion with child/young person and parents, to share advice on successful strategies and set targets.
- ICT used to support with accessing/adapting specific content or materials.
- Support from the VI, HI teams and school nurse if appropriate.

Support for children with social, emotional and mental health difficulties:

- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore they would be the parents' first point of contact. If further

support is required, the class teacher liaises with the SENCO and/or Well-Being Lead for further advice and support. This may involve working alongside outside agencies such as Place2Be, Health and Social Services and TOGMIND.

- The SENCo, DSL and Well-Being staff are available for parents/carers/pupils to discuss emotional and self-esteem difficulties.
- 1:1 or small group sessions are available for specific children with consent from parents/carers.
- Comic Strip Conversations
- Social Stories

#### Support for children with medical needs:

- The school has a policy regarding the administration and managing of medicines on school site.
- Parents/carers must sign any medicines in at the school office if they are to be administered during the school day.
- Staff who hold a Paediatric First Aid certificate oversee the administration of any medicines

during the school day. The school has its own form to record this which is kept in the class register pack.

- Staff have received training on conditions and medication affecting individual children so that all staff are able to manage medical situations.
- Advice/liaison with the school nurse

Support for children with English as an Additional Language:

- Provide children with support to enable them to form friendships and to build on their current levels of attainment and learning needs.
- Visual support to develop understanding.
- Staff will act as clear role models for language.
- The child's first language will be valued.

More details on how we adapt information, our environment and curriculum can be found in the Accessibility Plan which you can find on our school website.

## SEND and Music

As well as all the ways which occur across the curriculum of adapting learning to meet specific needs of individuals, in Music there are specific adaptations made to ensure we are true to our vision of doing "all we can" for our children. In Early Years, for example, small groups of children work with an adult to experience playing different musical instruments during adult led activities. This enables children in small groups to practise playing pitched and unpitched instruments, and to sing, while also developing social skills such as turn taking and working together. Musical instruments are also accessible in continuous provision.

We oversee impacts of physical disabilities such as whether recorders or cornets can be played by individuals and adapt as we need, so that the child's social as well as educational need is considered.

Similarly where high volume can perturb a child, we oversee what is happening and amend it to fit need. We take pride in the involvement of entire classes, including those with S.E.N.D., in Music lessons and Key Stage productions, and in the achievements of children with S.E.N.D. who play their own instrument

and compose, practise and perform their own music outside of school.

### SEND and P.E

In PE, support is given in lessons as appropriate, for example in small group teaching assistant support where children best avoiding sensory overload can still be included in the full class learning. Physical disabilities are considered and where, for example, a condition inhibits practice of a particular activity, the activity is sensitively replaced so that the child can still achieve success within a full class context. Parents and carers are consulted to ensure we are as fully appraised of the need as is possible. Social as well as educational needs are considered. Where 1:1 support in the swimming pool has been required, it has been provided. We are proud that every child has the opportunity to take part in competitive sport with our summer term internal Sports Day competition, and proud that we have enabled children with physical disabilities to take part in all sporting activities and the Year 6 residential trip to Robin Wood. We also enjoy meeting up with pupils with SEND from other schools to take part in sporting activities. This year we have enjoyed bowling and multi skills sessions which have been organised by our

P.E Lead. Our school exists for all: we understand it is our role to adapt to ensure achievement is possible for all and pupils are able to reach their full potential.

### SEND and Art and Design & Design Technology

In Art and Design and Design and Technology lessons we encourage children to become creative and independent 'artists'. To enable them to do this some children will need instructions to be simplified, or presented in a visual format showing small steps that the child can look at for completing the art project and to reinforce concepts and instructions. A teacher led guided group can be used to model and pre-teaching vocabulary and the skills needed. Some children will be allowed more time to complete a piece of work to avoid them becoming frustrated. Teachers will demonstrate what is expected at each step of the way. We provide specialist scissors for children with limited motor skills and abilities as well as pencil grips if needed. We encourage every child to actively participate and not just be an observer. When

planning activities that involve making or tasting food, allergies are taken into consideration.

### SEND and Computing

In computing we ensure all children can see the teacher, the board and the screen clearly. ICT is used to support teaching and learning throughout school; teachers use appropriate contrast between background and text when displaying work on the whiteboard and ensure an appropriate font size is used to enable all children to access the learning. Some children in school have access to an ipad or laptop in lessons to help them with the recording of their work or in the presence of a visual impairment to enable them to access the board clearly. When setting home learning tasks on Purple Mash different outcomes are given to children depending on their ability. Software including Clicker is used by some children to give them access to prepared word banks and predictive text. For children with a physical difficulty we can access assistive technology including specialist keyboards. School now has pupils who are Digital Leaders.

## SEND and Science

Lessons are planned to engage all learners by offering a range of activities such as powerpoint presentations, video clips and hands on investigations. Knowledge and vocabulary mats are provided to introduce and reinforce new words and concepts, and instructions are simplified and repeated to those who need it. Alternative methods of recording, such as the use of an ipad / laptop is offered if children find longer pieces of writing difficult. Children are sometimes organised into mixed ability pairs which gives them the opportunity to coach and support each other. Any equipment used for investigations is made accessible for all children.

## SEND and History

In history lessons resources are accessible for all learners. Where possible artefacts will be available for pupils to see and feel to give them a 'hands on' experience. For some activities, a 'parallel' activity can be planned if needed, so that all children can work towards the same lesson objectives, but in a different way. For assessment purposes alternative

ways of recording are used, such as Clicker, Google docs or mind maps as a way of presenting information. A variety of timelines are used in the teaching of history, dependent on the age / needs of the children being taught, usually as an introduction to a new topic to show where it fits in over a longer period of time. These are adapted and can be a good visual resource to help chronological understanding. Some children will need vocabulary to be pre-taught and access to a word bank throughout lessons.

### SEND and Spanish

A multi-sensory approach in Spanish lessons, including games, verbal activities and written work, enables all learners to participate at an appropriate level. Lessons start with a review of prior learning before introducing any new vocabulary. If needed children are provided with visual prompts and word banks. Mixed ability pairing provides opportunities for peer support.

## SEND and Geography

Lessons are planned to engage all learners using a range of activities; powerpoint presentations, video clips and resources such as DigiMaps, atlases and globes to develop important Geographical skills and provide the children with hands on opportunities. Fieldwork activities are carefully planned to meet the needs of all learners and accessibility for all children is ensured. To introduce and reinforce new concepts, knowledge and vocabulary mats are provided, as well as sticky knowledge quizzes which allow children to consolidate previous learning. Children can be split into mixed ability pairs to support each other with activities and support is provided by the class teacher/TA to those children showing difficulty during the lesson.

## SEND and Religious Education & PSHE

Religious Education is taught in a variety of ways and the recording of work is not necessary in every lesson. Discussion is encouraged, facilitated by the teacher, which helps children to understand new vocabulary and learn how to express themselves and to share their thoughts with others. A multi-sensory

approach is used to introduce lessons, this can be video clips, using artefacts or looking at images. If work is to be recorded, this can be done in a variety of ways depending on the ability of the child; using pictures or symbols or by the use of technology. We have a sensitive approach to the teaching of religion and careful consideration is given to children from all cultural and religious backgrounds.