



## **Curriculum Adaptation and Provision for Pupils with SEND**

### **An Inclusive Culture**

At Milton Road we aim to ensure there is a strong, positive and inclusive culture within which all children, including those with SEND, can thrive. Our curriculum intention is “We want all our children to be happy today, fulfilled in the future and able to make their world an even better place.” This aim is supported by our whole school CREW ethos that promotes a collaborative and inclusive ethos, with four core values of Courage, Responsibility, Excellence and Responsibility. The No Outsiders project also promotes our commitment to an inclusive culture.

Within our curriculum, ethos and school culture individual characteristics including protected characteristics are valued and celebrated and there is an inclusive approach to SEND across the school. To ensure equality of access to the school curriculum, reasonable adjustments, additional provision or fair adaptations are made to ensure all our pupils achieve their potential including those with SEND.

### **The curriculum at Milton Road**

Our curriculum is ambitious and designed to give pupils, particularly disadvantaged pupils and pupils with SEND, the knowledge they need to take advantage of opportunities, responsibilities and experiences in later life. It remains as broad as possible for as long as possible, including when delivered remotely. The school does not offer disadvantaged pupils or pupils with SEND a reduced curriculum. All pupils, particularly disadvantaged pupils and those with SEND are supported to acquire the knowledge and cultural capital they need to succeed in life.

We ensure all children make progress, in that they know more, remember more and are able to do more. They are learning what is intended in the curriculum and are supported to produce work of high quality. We expect all our children, including those with SEND, to achieve as well as possible in national tests and examinations (where applicable). Our curriculum is designed to prepare all our pupils including those with SEND for the next stage of their education. Importantly the school ensures all our pupils including those with SEND are able to read to an age-appropriate level with fluency. Similarly, our curriculum ensures all pupils including those with SEND have as high a level of mathematical ability as possible.

## **Provision for pupils with SEND within the Curriculum**

Teachers throughout the school adapt, design and develop an ambitious curriculum in each subject that meets the needs of children with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. The curriculum is designed to give children with SEND, the knowledge and cultural capital they need to take advantage of opportunities, responsibilities and experiences in later life

As a principle we believe all children including those with SEND have an entitlement to a whole, rich, balanced and broad curriculum which includes the statutory National Curriculum. The school does not limit access nor reduce the curriculum offer for pupils with SEND.

All children, particularly those with SEND, are supported to make progress, so that over time they know more, remember more and are able to do more. This learning is carefully evaluated within the assessment and monitoring procedures to ensure that pupils' outcomes are improving as a result of any reasonable adjustments, adaptations or additional provision provided.

## **Equality of Opportunity**

As an inclusive school we also promote equality of opportunity so that children with SEND have opportunities comparable to those peers who do not have SEND.

All leaders and teachers ensure there are meaningful and extensive personal development opportunities within each subject which are available to help children with SEND learn. This includes knowledge of and consideration for personal interests and talents, in the creation of these adapted and additional opportunities.

## **Useful Resources**

To support us to ensure our Inclusive practice remains relevant and up to date, we are continually reviewing reference material, for example:

**Cambridgeshire Learn Together toolkit**



<https://www.cambslearntogether.co.uk/cambridgeshire-send>

## The Education Endowment Fund



### SPECIAL EDUCATIONAL NEEDS IN MAINSTREAM SCHOOLS

#### Summary of recommendations

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| <b>1</b><br>Create a positive and supportive environment for all pupils, without exception<br> <ul style="list-style-type: none"><li>An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Schools should:</li><li>promote positive relationships, active engagement, and wellbeing for all pupils;</li><li>ensure all pupils can access the best possible teaching; and</li><li>adopt a positive and proactive approach to behaviour, as described in the EEF's Improving Behaviour in Schools guidance report.</li></ul> | <b>2</b><br>Build an ongoing, holistic understanding of your pupils and their needs<br> <ul style="list-style-type: none"><li>Schools should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach.</li><li>Assessment should be regular and purposeful rather than a one-off event, and should seek input from parents and carers as well as the pupil themselves and specialist professionals.</li><li>Teachers need to feel empowered and trusted to use the information they collect to make a decision about the next steps for teaching that child.</li></ul> | <b>3</b><br>Ensure all pupils have access to high quality teaching<br> <ul style="list-style-type: none"><li>To a great extent, good teaching for pupils with SEND is good teaching for all.</li><li>Searching for a 'magic bullet' can distract teachers from the powerful strategies they often already possess.</li><li>The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils.<ul style="list-style-type: none"><li>flexible grouping;</li><li>cognitive and metacognitive strategies;</li><li>explicit instruction;</li><li>using technology to support pupils with SEND; and</li><li>scaffolding.</li></ul></li></ul> | <b>4</b><br>Complement high quality teaching with carefully selected small-group and one-to-one interventions<br> <ul style="list-style-type: none"><li>Small-group and one-to-one interventions can be a powerful tool but must be used carefully. Ineffective use of interventions can create a barrier to the inclusion of pupils with SEND.</li><li>High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress.</li><li>The intensity of intervention (from universal to targeted to specialist) should increase with need.</li><li>Interventions should be carefully targeted through identification and assessment of need.</li><li>Interventions should be applied using the principles of effective implementation described in the EEF's guidance report <a href="#">Building Evidence to Work: A School's Guide to Implementation</a>.</li></ul> | <b>5</b><br>Work effectively with teaching assistants<br> <ul style="list-style-type: none"><li>Effective deployment of teaching assistants (TAs) is critical. School leaders should pay careful attention to the roles of TAs and ensure they have a positive impact on pupils with SEND.</li><li>TAs should supplement, not replace, teaching from the classroom teacher.</li><li>The EEF's guidance report <a href="#">Making Best Use of Teaching Assistants</a> provides detailed recommendations.</li></ul> |
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## Provision within Geography

Within Geography, these are among the adaptations that are used to support inclusion for children with SEND are:

- Sensory breaks
- Chunking of information
- Scaffolds for writing including sentence starters
- Liaison with TAs
- Use of Concrete resources – e.g. real maps, globes, small world, construction, transport toys/models
- Active learning: role-play, fieldwork
- Oracy: lots of opportunity for discussion, presentation, debate

- Visual stimuli/ instructions
- Use of technology/ typing
- Modelling
- Briefing external providers
- Social stories around specific events
- Pre-teaching / Post teaching
- Careful partnering / grouping/ positioning
- Use of specific adapted resources: e.g. larger pencils with grips, larger lines, line guides
- Adaptation of furniture
- Use of visual adaptations where needed
- Encourage involvement at all levels using personal interests to stimulate participation.
- Liaison with parents/ carers: e.g. posting key terminology and learning objectives on Seesaw
- Working Wall reference for support and reminders: prompts and key words displayed
- Using video clips
- Task boards- tick list of steps
- Alternative methods of recording – drawing, voice recording, typing, mind maps, symbols, use of a scribe, matching activity, sticking activity, missing words
- Visual support for fieldwork
- Use a simpler way of recording data and using measurements when recording, (e.g. could be pictorial)
- Pop quizzes and retrieval practices adapted to lower demand for writing
- Simplify and reduce wording of questions / instructions / information, avoiding complex vocabulary and sentence structures.
- Time allowed to discuss / rehearse oral responses, and evaluate work with peers.
- Use mnemonics for key terminology / concepts
- Teach new vocabulary explicitly
- Range of texts available or adapted to simplify / enlarge