How we Adapt our Curriculum to Include ALL Learners

A TEAM SUPPORTING INDIVIDUALS

- ✓ Teachers know pupils as individuals
- ✓ Extra support given in lessons; interventions
- ✓ Promotion of Dojo – informal parent communication more accessible to our parents than email
- ✓ Thrive
- ✓ ELSA
- Sensory Spaces
- ✓ Nurture Club
- ✓ Speech and Language
- ✓ Fiddle toys; cushions; ear defenders
- ✓ Open Door policy for parental concerns
- ✓ Clubs for interest
- ✓ SENCo input; specialist services; etc
- ✓ Tas linking with teachers
- ✓ ILPS; provision Maps, focused support

SCAFFOLDING

- ✓ Routines are clear and expectant
- ✓ Class culture of collaboration and independence is clear
- ✓ Seating is planned for best support
- ✓ Adult support available to all; targets the bottom 20%
- ✓ Classroom resources are labelled clearly
- ✓ Visual timetable used to demarcate learning organisation.
- ✓ Staff aware that behaviour is a form of communication and nurture all pupils, regardless of behaviours seen.
- ✓ A calm and mutually respectful atmosphere is in each class and around the school.
- ✓ Positive language is used to promote self-esteem
- ✓ Hand signals used instead of hands up to ensure involvement

ENVIRONMENT

- ✓ Class environments scaffold and promote independent learning; learning walls are highly visible and accessible to all.
- ✓ Scaffolds are available to all but are also used to target specific individuals
- ✓ Adult support scaffolds all as needed but targets bottom 20%
- ✓ Carefully considered peer support is used; peer mentors, deliberate pairings; group work etc
- ✓ Scaffolded sheets support written and oral work: sentence stems; word banks; checklists
- ✓ Maths is supported with manipulatives and visual supports
- ✓ Regular feedback and mini-plenaries ensure pupils always know how to improve

DIFFERENT WAYS TO RECORD

- ✓ Task design is considered so that evidence of learning isn't always linked to literacy skills, although every opportunity is sued to promote literacy skills.
- ✓ Scribing is used as needed to allow learners to orally describe if they are limited by writing
- ✓ Pupils work in groups and photo recording is used
- ✓ Technology is used to support pupils access to learning: iPads, computers; etc

CLASS MATERIALS

- ✓ Colour and amount of display materials carefully considered -less is more
- ✓ Key vocabulary and spelling is visual in line with school priorities
- ✓ Large volumes of text are broken down as appropriate
- ✓ Manipulatives are available for use.
- ✓ Colour and size and considered when producing materials

TASK MANAGEMENT

- ✓ Task are broken down into clear and manageable steps
- ✓ Tasks are modelled using 'I do, We' do, You do'
- ✓ Now and next boards are used as needed
- ✓ Rosenshine's principles are to the fore
- ✓ Pre-post-teaching as needed ; diagnostic
- ✓ Time allowed for processing of answers
- ✓ TTYP to support children's answers