

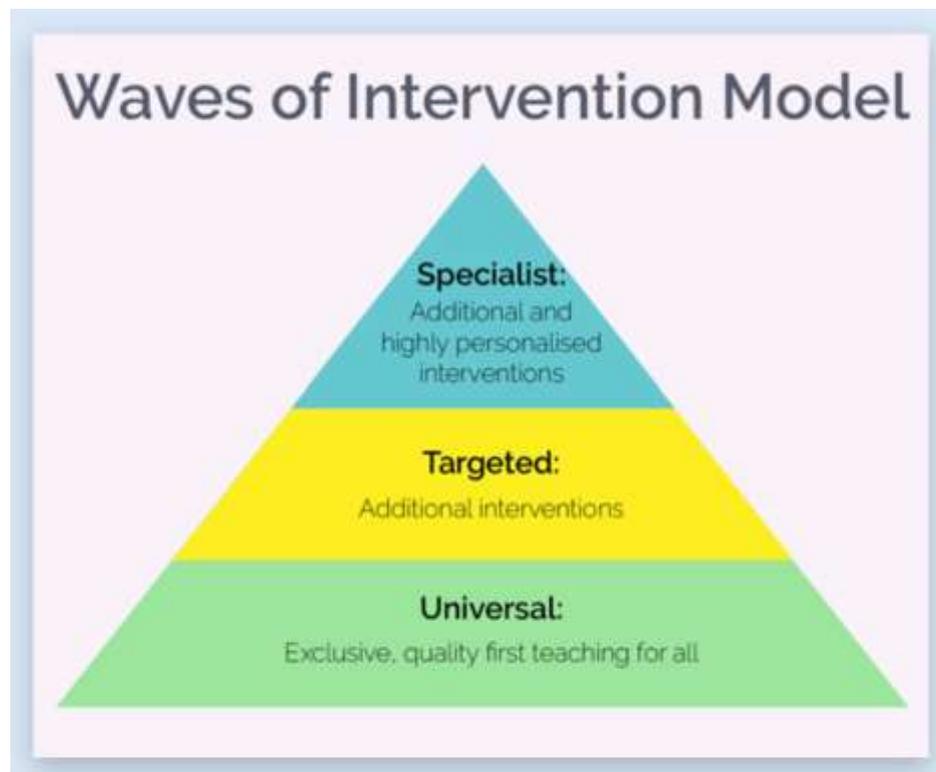
Adapting the curriculum to the needs of the pupils with SEND



To ensure all children are able to access the curriculum at an appropriate level and fulfil their potential we, at St George's, 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

St George's has a range of approaches to supporting children with SEND needs by adapting the curriculum and learning environment for pupils with SEND. The 3 waves of intervention model helps to guide staff to give the appropriate amount of support for learners of St George's.



Quality First Teaching for All Pupils (Wave 1)

All children benefit from quality first teaching in the classroom, which caters for their individual needs and supports all children to make good progress. Work is differentiated for different groups and individuals.

What is Quality First Teaching?

Quality First Teaching (QFT) is a style of teaching that emphasises high quality, inclusive teaching for all pupils in a class. QFT includes differentiated learning, strategies to support SEN pupils' learning in class, on-going formative assessment and many others. The core principles of QFT include personalising learning to pupils, encouraging greater inclusion of pupils with SEND needs, and working to narrow the attainment gap.

The staff and community at St George's are passionate about inclusion for all pupils in all aspects of their school life. It is important that pupils with SEND achieve the best possible outcomes. QFT can provide the strategies and tools to aid inclusion for all pupils within the classroom.

Examples of Quality First Teaching approaches that St George's Staff use to adapt the curriculum to the needs of the pupils:

connect

sequence

change

replace

reduce

compare

add

arrange

classify

assemble

- Positioning of pupils in classroom
- Printing copies of resources
- Multi sensory kinaesthetic approaches
- Coloured paper exercise books
- Coloured IWB background
- Visual aids
- Pre teaching
- Support for parents
- Keywords – accessible word maps
- ICT based apps/support
- Text font/size
- Individual flash cards
- Colour coding
- Chunking instructions/task
- Tick-off task list
- Now and Next
- Mind maps
- Variety of methods of recording learning/knowledge
- Booster groups
- Post teaching
- Additional time
- Individual set of resources
- Specific named praise and instruction
- Writing slope
- Pencil grips
- Teaching memory strategies
- Wobble cushions
- Emotional thermometer
- Quiet areas
- Weighted blanket
- Regular snack breaks
- Social stories
- Visual Timetable
- Now & Next board
- Makaton
- Headphones
- Time out cards
- Systems in place for time out
- Spotting and reducing triggers
- Mindfulness
- Exercise (mile a day)
- Movement breaks
- Specific praise
- Specific instructions
- Sensitive peer groupings

Targeted Additional Interventions (Wave 2)

Where children need additional support, they will enter Wave 2 of the intervention model, where they will receive targeted interventions. Children who need extra support to achieve their best outcomes will have a pupil centred plan (PCP), to address their needs. This is closely followed and carried out by the classroom adults to ensure that the child receives the appropriate amount of support.

Examples of interventions that St George's Staff use to support the additional needs of pupils:

- Precision Teaching Strategies
- Dyslexia Support Programmes
- Nurture Groups to build on social, emotional and mental well being
- Speech and Language Therapy
- Developing Language and Communication Skills
- Occupational Therapy
- Aiding Language Development

Additional and Highly Personalised Interventions (Wave 3)

Where Wave 3 differs from Wave 2 is the need to maximise and accelerate progress, through the use of specialist teachers or highly trained teacher assistants to achieve very specific targets. Children who need this type of support often require an Educational Health and Care Plan (EHCP) where their needs and outcomes can be assessed on a regular occurrence by a panel of professionals and carers surrounding the child.

A child can enter wave 3 at SEN Support if they require additional, targeted and highly personalised interventions which exceed the notational SEN budget amount. This is called a GSP and helps monitor the support and needs of the child. If a child requires this highly personalised support, it is important to the staff at St George's that the funding is used to create a curriculum for the child that is successfully adapted, designed and developed to be ambitious and meet the needs of the pupil with SEND.

Further details on how we adapt information, our environment and curriculum can be found in the St George's Information Report, SEND inclusion Policy and the SEND policy, which you can find in the SEND section of our website.