



**Curriculum Accessibility – Key Stage 1 and 2**

**All Pupils in All Subjects:**

* access a progressive differentiated curriculum designed by the subject leader that is appropriate for all but is also challenging & ambitious.
* have curriculum adaptations to allow for engagement.
* are provided a range of activities to engage them and allow them to effectively communicate their understanding.
* are closely monitored and supported pastorally to ensure their emotional wellbeing is prioritised.
* record work in a variety of ways, allowing access to the curriculum through multi-sensory learning.
* are supported with their behaviour choices in a positive environment, so that pupils can reflect and be supported to meet the school’s behaviour expectations.
* receive feedback in lessons to allow further progress across the curriculum.

**Specific Pupils, in individual subjects, may need:**

* personalised long-term learning outcomes with carefully planned incremental targets to achieving their outcomes.
* access to a quiet space to ensure they can be supported to meet their potential.
* a specific seat in lessons to meet a sensory or a learning need.
* additional support in lessons from an adult who is familiar with their individual pastoral and learning needs.
* bespoke timetables adaptations taking in to account their needs to ensure that they are taught in an environment that best supports their needs.
* Movement breaks and support with transitions
* long-running interventions to support challenges around working memory, vocabulary deficit and language understanding.

**Subject Specific Curriculum Adaptations**

**English**

* support in school to complete homework
* small group/ guided sessions.
* pre-teaching.
* a specific seat in lessons to meet a sensory or a learning need
* one-to-one targeted interaction
* targeted interventions to fill gaps in understanding (outside of lessons)
* word mats and sentence openers.
* Use of colourful semantics
* Task organisers
* Pupils given opportunities to discuss answers in pairs, before requests for verbal answer.

**Maths**

* support in school to complete homework
* small group/ guided sessions
* pre-teaching
* a specific seat in lessons to meet a sensory or a learning need
* one-to-one targeted interaction
* adaptations of lesson structure
* manipulatives, number grids, number lines, multiplication charts
* Task organisers

**PE**

* modified tasks that take into consideration their physical needs/ barriers
* carefully considered groupings to ensure that they do not become emotionally overwhelmed or anxious during activities

**RSHE**

* strong teacher working knowledge of the pupils in their class allowing them to predict and monitor the impact of challenging topics.
* regular opportunities for discussion allow staff and pupils to address misconceptions around use of language.
* Opportunities to discuss wellbeing when needed with a supportive trusted adult.

**Music**

* verbal and written scaffolding provided to ensure that pupils have a clear understanding of the expectations.
* Key vocabulary illustrated mats
* Small group support

**MFL**

* clear vocabulary explanations and/or introductory vocabulary work to prepare for a task
* Key vocabulary illustrated mats
* Alternatives to written recordings given e.g. drawing, mind maps, voice recordings etc

**Wider Learning – Including Art/DT /History and Geography**

* small group/ guided sessions.
* clear vocabulary explanations and/or introductory vocabulary work to prepare for a task.
* Mind maps with key information
* Encouraging oral responses to develop understanding of key skills
* Alternatives to written recordings given e.g. drawing, mind maps, voice recordings etc
* Hands on learning, trips, visitors.

**Science**

* encouraging oral responses/ recording to lines of scientific enquiry
* Key vocabulary illustrated mats
* Provide templates and tables for pupils to record
* Alternatives to written recordings given e.g. drawing, mind maps, voice recordings etc
* Task organisers with visual prompts
* Mixed ability pairing
* Pupils given opportunities to discuss answers in pairs, before requests for verbal answer.

**RE**

* small group support
* clear vocabulary explanations and/or introductory vocabulary work to prepare for a task.
* Mind maps with key information
* Alternatives to written recordings given e.g. drawing, mind maps, voice recordings etc
* Task organisers
* Pupils given opportunities to discuss answers in pairs, before requests for verbal answer.
* Sentence openers