

Curriculum Accessibility - EYFS

All Pupils in All Areas of Learning:

- *access an adapted curriculum designed by the EY Lead that is appropriate for all but is also meaningful, challenging & ambitious.*
- *curriculum adaptations to allow for engagement through pupil interests*
- *are provided a range of activities to engage them and allow them to effectively communicate their understanding and demonstrate their skills.*
- *are closely monitored and supported pastorally to ensure their emotional wellbeing is prioritised.*
- *are seated during whole class or adult-led activities based on learning needs (visual and auditory, and focus and concentration).*
- *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.*
- *receive verbal feedback during learning times that results in further progress across the curriculum.*

Some Pupils Need:

- *adapted equipment to allow them to access the activities.*
- *modified tasks that take into consideration their physical needs and language and communication barriers.*
- *carefully considered groupings that allow for greater focus alongside their peers, and ensure they witness good role models for positive behaviour for learning.*
- *additional scaffolding or 1:1 instructions from adults to be able to complete activities, with language broken down for accessibility.*
- *to use manipulatives more frequently in mathematical work, making concepts more concrete and visual.*
- *to use writing scaffolds (letter formation) to encourage attempts at early writing.*
- *access to additional fine motor activities that help develop muscles for early writing activities.*

Specific Pupils Need:

- *personalised long-term learning outcomes with carefully planned incremental targets that build towards achieving desired outcomes.*
- *a quiet space to ensure they can be supported to regulate their emotions.*
- *additional support in learning and social times from an adult who is attuned to their individual pastoral, emotional and learning needs.*
- *long-running interventions to support challenges around language and communication, working memory, vocabulary and knowledge deficit.*
- *targeted differentiated questioning in relation to their personal learning needs, in order to encourage engagement during adult-led activities.*

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Curriculum Accessibility – Key Stage 1 and 2

All Pupils in All Subjects:

- access a progressive adapted curriculum designed by the subject leader that is appropriate for all but is also meaningful, 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.
- have fluid/ differentiated seating plans that are based upon need and that allows all children to work collaboratively across the cohort.
- 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, school use restorative consequences so that pupils can reflect and be supported to meet the community's behaviour expectations.
- receive feedback in lessons that results in further progress across the curriculum.

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)

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
- targeted interventions to fill gaps in understanding (outside of lessons)
- adaptations of lesson structure
- manipulatives in UKS2

Science

- small group/ guided sessions.
- a specific seat in lessons to meet a sensory or a learning need
- encouraging oral responses/ recording to lines of scientific enquiry
- a variety of tasks are used across the key stages to support all learning styles

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
- laminated key vocabulary sheets in classes

Music

- small group/ guided sessions
- a specific seat in lessons to meet a sensory or a learning need.
- verbal and written scaffolding provided to ensure that pupil's have a clear understanding of the expectations.

MFL

- clear vocabulary explanations and/or introductory vocabulary work to prepare for a task
- question matrices are used to support students in answering questions both orally and in written work

Art/ DT

- small group/ guided sessions.
- a specific seat in lessons to meet a sensory or a learning need
- clear vocabulary explanations and/or introductory vocabulary work to prepare for a task

Humanities

- small group/ guided sessions.
- a specific seat in lessons to meet a sensory or a learning need
- encouraging oral responses to develop understanding of key skills

PSHE

- 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

RE

- small group/ guided sessions.
- a specific seat in lessons to meet a sensory or a learning need.
- Encouraging oral responses to develop understanding of key skills.

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
- additional support in lessons from an adult who is attuned to 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.
- long-running interventions to support challenges around working memory, vocabulary deficit and language understanding.

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Curriculum Accessibility - English

All Pupils:

- *access an adapted curriculum designed by the subject leader that is appropriate for all but is also meaningful, challenging & ambitious.*
- *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.*
- *named on each lesson seating plan so that pupils are known to staff and we foster a feeling of each pupil having their own place in the community.*
- *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, school use restorative consequences so that pupils can reflect and be supported to meet the community's behaviour expectations.*
- *receive feedback in lessons that results in further progress across the curriculum.*

Some Pupils Need:

- *sentence stems, paragraph structures and clear modelling for analysis tasks.*
- *verbal and written scaffolding provided to ensure that pupils have a clear understanding of the expectations.*
- *clear vocabulary explanations and/or introductory vocabulary work to prepare for a task.*
- *one-to-one interaction and targeted intervention by the teacher.*
- *personalised pupil learning journeys that detail assessment objectives/mark schemes.*
- *knowledge organisers provided for each topic, containing: key words, context, key terminology etc.*
- *a specific seat in lessons to meet a sensory or a learning need.*
- *adapted lesson structure, e.g. more paired/ discussion work or increased mini-plenaries.*
- *targeted interventions to fill gaps in understanding.*
- *extra support in a lesson from an additional adult so that the pupils needs, academic or pastoral are effectively met.*

Specific Pupils 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.*
- *additional support in lessons from an adult who is attuned to their individual pastoral and learning needs.*
- *bespoke timetables taking in to account their needs to ensure that they are taught in an environment that best supports their needs.*
- *curriculum adaptations to allow for engagement through pupil interests (carefully considered text choices).*
- *long-running interventions to support challenges around working memory, vocabulary deficit and language understanding.*
- *additional teaching time in English through interventions.*
- *support in school to complete homework.*

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Curriculum Accessibility - Maths

All Pupils:

- *access an adapted curriculum designed by the subject leader that is appropriate for all but is also meaningful, challenging & ambitious.*
- *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.*
- *receive feedback in lessons that results in further progress across the curriculum.*
- *use of visuals and actions can remind learners of the meaning of a word, or how it links to a mathematical symbol*

Some Pupils Need:

- *use of concrete and pictorial representations during teaching and when working independently to aid their understanding.*
- *use of manipulatives e.g. multilink, numicon, Cuisenaire rods, dienes.*
- *scaffolding such as number lines hint sheets and writing frames pupil's have a clear understanding of the expectations.*
- *clear vocabulary explanations and/or introductory vocabulary work to prepare for a task.*
- *a specific seat in lessons to meet a sensory or a learning need.*
- *adapted lesson structure, e.g. more paired/ discussion work or increased mini-plenaries.*
- *targeted interventions to fill gaps in understanding.*
- *extra support in a lesson from an additional adult so that the pupils needs, academic or pastoral are effectively met.*
- *help learners to practise fluency outside of maths lessons, eg, during transitions.*

Specific Pupils Need:

- *personalised long-term learning outcomes with carefully planned incremental targets to achieving their outcomes.*
- *access to adequate space to ensure they can be supported to meet their potential.*
- *additional support in lessons from an adult who is attuned to their individual pastoral and learning needs.*
- *curriculum adaptations to allow for engagement through pupil interests (project focus or word problem context).*
- *long-running interventions to support challenges around number understanding and understanding of calculations.*
- *personalised homework to be set.*

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Curriculum Accessibility - Science

All Pupils:

- *access an adapted curriculum designed by the subject leader that is appropriate for all but is also meaningful, challenging & ambitious.*
- *start each lesson following on from prior learning (from the previous lesson or year)*
- *are provided a range of activities to engage them and allow them to effectively communicate their understanding.*
- *are closely monitored and supported 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, school use restorative consequences so that pupils can reflect and be supported to meet the school's behaviour expectations.*
- *receive feedback in lessons that results in further progress across the curriculum.*
- *are provided with a knowledge organiser of key concepts and vocabulary.*

Some Pupils Need:

- *a variety of tasks are used across the key stages to support all learning styles*
- *seating plans are structured to allow for appropriate support.*
- *pupils have teacher support during practical lessons.*
- *demonstrations are a key part in ensuring students with different learning needs access each science investigations.*
- *coloured backgrounds are used on PPTs where appropriate.*
- *a specific seat in lessons to meet a sensory or a learning need.*
- *adapted lesson structure, e.g. more paired/ discussion work or increased mini-plenaries.*
- *targeted interventions to fill gaps in understanding.*
- *extra support in a lesson from an additional adult so that the pupils needs, academic or pastoral are effectively met.*
- *peer support to help them complete tasks.*

Specific Pupils 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.*
- *additional support in lessons from an adult who is attuned to their individual pastoral and learning needs.*
- *curriculum adaptations to allow for engagement through pupil interests (project focus or word problem context).*
- *interventions to support challenges around working memory, vocabulary deficit and language understanding.*
- *additional teaching time in science through a prelearn and consolidation activities to develop understanding of key vocabulary and concepts.*
- *enlarged texts.*

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Curriculum Accessibility - Computing

All Pupils:

- *access an adapted curriculum designed by the subject leader that is appropriate for all but is also meaningful, challenging & ambitious.*
- *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, school use restorative consequences so that pupils can reflect and be supported to meet the community's behaviour expectations.*
- *receive feedback in lessons that results in further progress across the curriculum.*

Some Pupils Need:

- *a variety of tasks are used across the key stages to support all learning styles*
- *pupils are given knowledge organisers that include key vocabulary for the current topics*
- *Seating plans are structured to allow for appropriate support / a specific seat in lessons to meet a sensory or a learning need.*
- *Pupils have adult support.*
- *Smartboard demonstrations are a key part in ensuring students with different learning needs access the learning.*
- *Coloured backgrounds are used on PPTs etc. where appropriate.*
- *adapted lesson structure, e.g. more paired/ discussion work or increased mini-plenaries.*
- *targeted interventions to fill gaps in understanding.*
- *extra support in a lesson from an additional adult so that the pupils needs, academic or pastoral are effectively met.*

Specific Pupils 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.*
- *additional support in lessons from an adult who is attuned to their individual pastoral and learning needs.*
- *curriculum adaptations to allow for engagement through pupil interests (e.g. project focus).*
- *additional input time during in computing, with tasks broken down into smaller, more manageable steps.*

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Curriculum Accessibility - Music

All Pupils:

- *access an adapted curriculum designed by the subject leader that is appropriate for all but is also meaningful, challenging & ambitious.*
- *are provided a range of activities to engage them and allow them to effectively communicate their understanding.*
- *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, school use restorative consequences so that pupils can reflect and be supported to meet the community's behaviour expectations.*
- *receive feedback in lessons that results in further progress across the curriculum.*
- *Use strategies such as modelling, demonstrating and imitating to help learners understand musical concepts.*
- *begin each lesson with a recap of key vocabulary learned to date.*

Some Pupils Need:

- *verbal and written scaffolding provided to ensure that pupil's have a clear understanding of the expectations.*
- *clear vocabulary explanations and/or introductory vocabulary work to prepare for a task.*
- *visual aids to enable learners to identify instruments and musical dimensions.*
- *a specific seat in lessons to meet a sensory or a learning need.*
- *adapted lesson structure, e.g. more paired/ discussion work or increased mini-plenaries.*
- *open-ended tasks given so all can achieve success.*
- *extra support in a lesson from an additional adult so that the pupils needs, academic or pastoral are effectively met.*
- *Use of headphones for keyboard work or ear defenders for practical tasks.*
- *Wider spaced manuscript paper.*
- *Graphic scores/pictorial representations of compositions to provide a form of non-verbal communication.*

Specific Pupils Need:

- *personalised long-term learning outcomes with carefully planned incremental targets to achieving their outcomes.*
- *access to a adequate space to ensure they can be supported to meet their potential – particularly important during practical tasks.*
- *additional support in lessons from an adult who is attuned to their individual pastoral and learning needs.*
- *curriculum adaptations to allow for engagement through pupil interests (carefully considered musical choices).*
- *long-running interventions to support challenges around working memory, vocabulary deficit and language understanding.*
- *access to specific resources/instruments to enable their engagement with the lesson.*
- *Arrange movement breaks or short 'time out' breaks away from the learning environment when and if necessary.*

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Curriculum Accessibility - Art

All Pupils:

- *access an adapted Kapow curriculum designed by the subject leader that is appropriate for all but is also meaningful, challenging & ambitious.*
- *are provided with a knowledge organiser of key concepts and vocabulary.*
- *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.*
- *Have the opportunity to record work in sketch books in a variety of ways, allowing access to the curriculum through multi-sensory learning.*
- *are supported with their behaviour choices in a positive environment, school use restorative consequences so that pupils can reflect and be supported to meet behaviour expectations.*
- *have opportunities to evaluate their own work in their sketchbooks and finished work.*
- *receive feedback in lessons that results in further progress across the curriculum.*

Some Pupils Need:

- *use of concrete and pictorial representations during teaching and when working independently to aid their understanding.*
- *clear vocabulary explanations and/or introductory vocabulary work to prepare for a task.*
- *one-to-one interaction and targeted intervention by the teacher.*
- *a specific seat in lessons to meet a sensory or a learning need.*
- *adapted lesson structure, e.g. more paired/ discussion work or increased mini-plenaries.*
- *targeted interventions to fill gaps in understanding.*
- *more time to explore techniques in sketch book.*
- *extra support in a lesson from an additional adult so that the pupils needs, academic or pastoral are effectively met.*
- *laminated and different coloured specialist vocabulary sheets available with phonetic breakdowns.*
- *routine time built in for looking after resources and cleaning up to encourage independence and help manage transitions*

Specific Pupils Need:

- *personalised long-term learning outcomes with carefully planned incremental targets to achieving their outcomes.*
- *pre exposure to lesson content by sharing resources/artist/examples of outcomes.*
- *access to a quiet space to ensure they can be supported to meet their potential.*
- *additional support in lessons from an adult who is attuned to their individual pastoral and learning needs.*
- *bespoke timetables taking in to account their needs to ensure that they are taught in an environment that best supports their needs.*
- *curriculum adaptations to allow for engagement through pupil interests.*
- *long-running interventions to support challenges around fine motor skills through regular opportunities (including malleable materials such as clay or dough)*
- *additional support in practical lessons.*

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Curriculum Accessibility - DT

All Pupils:

- *access an adapted curriculum designed by the subject leader that is appropriate for all but is also meaningful, challenging & ambitious.*
- *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.*
- *receive verbal feedback in lessons that results in further progress across the curriculum.*
- *clear vocabulary explanations and/or introductory vocabulary work to prepare for a task.*

Some Pupils Need:

- *use of concrete and pictorial representations during teaching and when working independently to aid their understanding.*
- *one-to-one interaction by the teacher.*
- *a specific seat in lessons to meet a sensory or a learning need.*
- *adapted lesson structure, e.g. more paired/ discussion work or increased mini-plenaries.*
- *extra support in a lesson from an additional adult so that the pupils needs, academic or pastoral are effectively met.*

Specific Pupils Need:

- *access to a quiet space to ensure they can be supported to meet their potential.*
- *additional support in lessons from an adult who is attuned to their individual pastoral and learning needs.*
- *curriculum adaptations to allow for engagement through pupil interests (project focus or word problem context).*

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Curriculum Accessibility - MFL

All Pupils:

- *access an adapted curriculum designed by the subject leader that is appropriate for all but is also meaningful, challenging & ambitious.*
- *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, school use restorative consequences so that pupils can reflect and be supported to meet the community's behaviour expectations.*
- *receive feedback in lessons that results in further progress across the curriculum.*

Some Pupils Need:

- *verbal and written scaffolding to ensure that pupils have a clear understanding of the expectations.*
- *pale coloured worksheets and/or as a background colour on presentations.*
- *support with phonics by combining actions & images to support understanding.*
- *clear vocabulary explanations and/or introductory vocabulary work to prepare for a task.*
- *one-to-one interaction and targeted intervention by the teacher.*
- *different font sizes, cloze activities, writing or speaking frames to support learning*
- *vocabulary booklets provided for each topic, containing: key words and key structures etc.*
- *a specific seat in lessons to meet a sensory or a learning need.*
- *adapted lesson structure, e.g. more paired/ discussion work or increased mini-plenaries.*
- *targeted interventions to fill gaps in understanding.*
- *extra support in a lesson from an additional adult so that the pupil's needs, academic or pastoral are effectively met.*

Specific Pupils 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.*
- *additional support in lessons from an adult who is attuned to their individual pastoral and learning needs.*
- *curriculum adaptations to allow for engagement through pupil interests (carefully considered text choices).*
- *long-running interventions to support challenges around working memory, vocabulary deficit and language understanding.*
- *personalised home learning to be set and/or support in school to complete home learning.*

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Curriculum Accessibility - Geography

All Pupils:

- *access an adapted curriculum designed by the subject leader that is appropriate for all but is also meaningful, challenging & ambitious.*
- *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, school use restorative consequences so that pupils can reflect and be supported to meet the community's behaviour expectations.*
- *receive feedback in lessons that results in further progress across the curriculum.*

Some Pupils Need:

- *a variety of tasks are used across the key stages to support all learning styles.*
- *seating plans are structured to allow for appropriate support.*
- *sentence starter/writing frames are used to support extended writing.*
- *success criteria supports pupils of all abilities to make progress.*
- *adapted materials*
- *colour paper sheets are provided where needed.*

Specific Pupils 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.*
- *additional support in lessons from an adult who is attuned to their individual pastoral and learning needs.*
- *a seat within the classroom specific to them to support them to access the lesson.*
- *targeted teacher support to clarify expectations around written tasks.*
- *targeted questioning to reinforce understanding of lesson tasks.*

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Curriculum Accessibility - History

All Pupils:

- *access an adapted curriculum designed by the subject leader that is appropriate for all but is also meaningful, challenging & ambitious.*
- *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, school use restorative consequences so that pupils can reflect and be supported to meet the community's behaviour expectations.*
- *receive feedback in lessons that results in further progress across the curriculum.*

Some Pupils Need:

- *scaffolded tasks.*
- *colour paper sheets are provided where needed.*
- *seating plans are structured to allow for appropriate support.*
- *access to specialist vocab sheets.*
- *specific feedback which helps them develop*
- *structure strips provided for questions*
- *an effective blend of co-operative, independent and teacher-led activities to appropriately challenge and support all students*
- *targeted interventions tailored to specific areas of need*
- *key words and vocabulary identified and discussed*
- *sentence starter/writing frames are used to support extended writing.*

Specific Pupils 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.*
- *additional support in lessons, when possible, from an adult who is attuned to their individual pastoral and learning needs.*
- *curriculum adaptations to allow for engagement through pupil interests (carefully considered text choices).*
- *long-running interventions to support challenges around working memory, retrieval, and understanding of key concepts.*

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Curriculum Accessibility - RE

All Pupils:

- *access an adapted curriculum designed by the subject leader that is appropriate for all but is also meaningful, challenging & ambitious.*
- *are provided a range of activities to engage them and allow them to effectively communicate their understanding. (group work, reading, activities involving movement, presentation)*
- *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, school use restorative consequences so that pupils can reflect and be supported to meet the community's behaviour expectations.*
- *receive feedback in lessons that results in further progress across the curriculum.*

Some Pupils Need:

- *scaffolded tasks including sentence starters.*
- *coloured paper sheets are provided where needed.*
- *seating plans are structured to allow for appropriate support.*
- *students have access to specialist vocab glossaries. Complex religious vocabulary is clearly explained.*
- *students are provided with specific feedback which helps them develop.*
- *structure to support the organisation of work.*
- *TA support is given to those who are struggling.*

Specific Pupils 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.*
- *additional support in lessons from an adult who is attuned to their individual pastoral and learning needs.*
- *curriculum adaptations to allow for engagement through pupil interests.*
- *long-running interventions to support challenges around working memory, vocabulary and knowledge deficit and specialist religious language understanding.*

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Curriculum Accessibility - PE

All Pupils:

- *access an adapted curriculum from Complete PE that is appropriate for all but is also meaningful, challenging & ambitious.*
- *are provided a range of activities to engage them and allow them to effectively communicate their understanding. (group work, reading, activities involving movement, presentation)*
- *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. School use restorative consequences so that pupils can reflect and be supported to meet the community's behaviour expectations.*
- *receive feedback in lessons that results in further progress across the curriculum.*

Some Pupils Need:

- *adapted equipment to allow them to access the activities.*
- *to complete activities in a different area to ensure they have the appropriate space to access the learning.*
- *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.*
- *additional scaffolding or 1:1 instruction from the teacher to be able to complete activities.*
- *key vocabulary reinforced and clarified.*
- *specific bespoke feedback which helps them develop exam answers with language broken down for accessibility.*

Specific Pupils Need:

- *personalised long-term learning outcomes with carefully planned incremental targets that build towards achieving desired outcomes.*
- *to access PE lessons 1:1 in a quiet space to ensure they can be supported to regulate their emotions.*
- *curriculum adaptations to allow for engagement through pupil interests (project focus or word problem context).*
- *additional support in lessons from an adult who is attuned to their individual pastoral, emotional and learning needs.*
- *bespoke timetables (with possible reduced access to lessons) that take in to account their needs and ensure that they are attaining across the curriculum.*
- *targeted questioning to reinforce understanding of lesson tasks.*

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Curriculum Accessibility - PSHE

All Pupils:

- *access an adapted curriculum designed by the subject leader that is appropriate for all but is also meaningful, challenging & ambitious.*
- *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, school use restorative consequences so that pupils can reflect and be supported to meet the community's behaviour expectations.*
- *receive feedback in lessons that results in further progress across the curriculum.*

Some Pupils Need:

- *a variety of tasks are used across all key stages to engage and support a full range of pupils.*
- *new vocabulary is introduced before use to clarify understanding.*
- *regular opportunities for discussion allow pupils and staff to address misconceptions around language as they arise.*
- *seating plans are structured carefully to allow for a supportive and caring environment and take the specific needs of individual pupils into account.*

Specific Pupils 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.*
- *additional support in lessons from an adult who is attuned to their individual pastoral and learning needs.*
- *bespoke timetables taking in to account their needs to ensure that they are taught in an environment that best supports their needs.*
- *curriculum adaptations to allow for engagement through pupil interests*
- *long-running interventions to support challenges around working memory, vocabulary deficit and language understanding.*
- *Staff to have a strong working knowledge of individual pupils and how certain more challenging topics may affect them*

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