



Curriculum Accessibility - EYFS

All Pupils in All Areas of Learning:

- *access a differentiated 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 and demonstrate their skills.*
- *are closely monitored and supported pastorally to ensure their emotional wellbeing is prioritised.*
- *are seated during 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. School uses restorative consequences so that pupils can reflect and be supported to meet the community's behaviour expectations.*
- *receive 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 tasks 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.*
- *to a quiet or sensory space to ensure they can be supported to regulate their emotions.*
- *curriculum adaptations to allow for engagement through pupil interests (personalised learning activities with a context that engages the individual).*
- *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.*

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 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(UKS2)
- 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(UKS2)
- 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.



Curriculum Accessibility - English

All Pupils:

- access a differentiated curriculum designed by the subject leader that is appropriate for all but is also meaningful, challenging & ambitious.
- pupils are given knowledge organisers include key vocabulary for the current topics
- 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 school'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 tasks.
- 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.
- one-to-one interaction and targeted intervention by the teacher.
- personalised pupil learning journeys that detail assessment objectives/mark schemes, and the knowledge needed to approach each objective.
- 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 including pre-teaching of concepts.
- 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.
- support in school to complete homework.
- Enlargements/braille/tactile adaptations for VI.
- Hearing loop of HI
- Visuals/Widgits



Curriculum Accessibility - Maths

All Pupils:

- access a differentiated curriculum designed by the subject leader that is appropriate for all but is also meaningful, challenging & ambitious.
- pupils are given knowledge organisers include key vocabulary for the current topics
- 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 school's behaviour expectations.
- 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.
- dual coding to reduce their cognitive load.
- use of manipulatives e.g. multilink, numicon, Cuisenaire rods, fraction walls.
- 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.
- 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 including pre-teaching of concepts.
- 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 (project focus or word problem context).*
- *long-running interventions to support challenges around number understanding and understanding of calculations.*
- *personalised homework to be set or support in school to complete homework.*
- *Enlargements/braille/tactile adaptations for VI.*
- *Hearing loop of HI*
- *Visuals/Widgits*



Curriculum Accessibility - Science

All Pupils:

- *access a differentiated curriculum designed by the subject leader that is appropriate for all but is also meaningful, challenging & ambitious.*
- *pupils are given knowledge organisers include key vocabulary for the current topics*
- *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 school'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*
- *groupings are structured to allow for appropriate support.*
- *Children have teacher support during practical lessons.*
- *Demonstrations are a key part in ensuring children with different learning needs access each of the science investigations covered.*
- *Coloured backgrounds are used on screens 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.*

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.*
- *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 (project focus or word problem context).*
- *long-running interventions to support challenges around working memory, vocabulary deficit and language understanding.*
- *support in school to complete homework.*
- *Enlargements/braille/tactile adaptations for VI.*
- *Hearing loop of HI*
- *Visuals/Widgits*



Curriculum Accessibility - Computing

All Pupils:

- *access a differentiated curriculum designed by the subject leader that is appropriate for all but is also meaningful, challenging & ambitious.*
- *pupils are given knowledge organisers include key vocabulary for the current topics*
- *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 school'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*
- *groupings are structured to allow for appropriate support.*
- *Children have teacher support during lessons.*
- *Demonstrations are a key part in ensuring children with different learning needs access learning.*
- *Coloured backgrounds are used on screens 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.*
- *Varied software/apps/hardware.*

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.*
- *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 (project focus or word problem context).*
- *long-running interventions to support challenges around working memory, vocabulary deficit and language understanding.*
- *support in school to complete homework.*
- *Enlargements/braille/tactile adaptations for VI.*
- *Hearing loop of HI*
- *Visuals/Widgits*



Curriculum Accessibility - Music

All Pupils:

- *access a differentiated curriculum designed by the subject leader that is appropriate for all but is also meaningful, challenging & ambitious.*
- *pupils are given knowledge organisers include key vocabulary for the current topics*
- *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 school's behaviour expectations.*
- *receive feedback in lessons that results in further progress across the curriculum.*

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.*
- *one-to-one interaction and targeted intervention by the teacher.*
- *specialist vocabulary sheets available*
- *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.*
- *Use of headphones for keyboard work or ear defenders for practical tasks*
- *Wider spaced manuscript paper*
- *Use of different or adapted instruments.*

Specific Pupils Need:

- *access to a quiet 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.*
- *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 musical choices).*
- *support in school to complete homework.*
- *Enlargements/braille/tactile adaptations for VI.*
- *Hearing loop of HI*
- *Visuals/Widgits*

Curriculum Accessibility - Art

All Pupils:

- *access a differentiated curriculum designed by the subject leader that is appropriate for all but is also meaningful, challenging & ambitious.*
- *pupils are given knowledge organisers include key vocabulary for the current topics*
- *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 school's behaviour expectations.*
- *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.*
- *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.*

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.*
- *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 (project focus or word problem context).*
- *long-running interventions to support challenges around number understanding and understanding of calculations.*
- *Additional TA support in practical lessons.*
- *Varied resources for children with sensory needs.*
- *Enlargements/braille/tactile adaptations for VI.*
- *Hearing loop of HI*
- *Visuals/Widgits*



Curriculum Accessibility - Geography

All Pupils:

- *access a differentiated curriculum designed by the subject leader that is appropriate for all but is also meaningful, challenging & ambitious.*
- *pupils are given knowledge organisers include key vocabulary for the current topics*
- *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 school'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.*
- *Groupings 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.*
- *Differentiated maps/sources as needed.*
- *Colour paper sheets are provided where required.*

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.*
- *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.*
- *support in school to complete homework.*
- *Enlargements/braille/tactile adaptations for VI.*
- *Hearing loop of HI*
- *Visuals/Widgits*



Curriculum Accessibility - DT

All Pupils:

- *access a differentiated curriculum designed by the subject leader that is appropriate for all but is also meaningful, challenging & ambitious.*
- *pupils are given knowledge organisers include key vocabulary for the current topics*
- *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 school's behaviour expectations.*
- *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.*
- *extra support in a lesson from an additional adult so that the pupils needs, academic or pastoral are effectively met.*
- *specialist vocabulary sheets available.*
- *Specific tools and equipment adapted to meet needs.*

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.*
- *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 and abilities.*
- *Additional TA support in practical lessons to comply with H & S guidelines*
- *Enlargements/braille/tactile adaptations for VI.*
- *Hearing loop of HI*
- *Visuals/Widgits*



Curriculum Accessibility - MFL

All Pupils:

- *access a differentiated curriculum designed by the subject leader that is appropriate for all but is also meaningful, challenging & ambitious.*
- *pupils are given knowledge organisers include key vocabulary for the current topics*
- *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 school'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.*
- *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*
- *knowledge organisers / vocabulary booklets / helping hands 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.*
- *extra support in a lesson from an additional adult so that the pupil's 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 (carefully considered text choices).*
- *Enlargements/braille/tactile adaptations for VI.*
- *Hearing loop of HI*
- *Visuals/Widgits*



Curriculum Accessibility - History

All Pupils:

- *access a differentiated curriculum designed by the subject leader that is appropriate for all but is also meaningful, challenging & ambitious.*
- *pupils are given knowledge organisers include key vocabulary for the current topics*
- *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 school's behaviour expectations.*
- *receive feedback in lessons that results in further progress across the curriculum.*

Some Pupils Need:

- *Colour paper sheets are provided where required.*
- *Seating plans are structured to allow for appropriate support.*
- *Children have access to specialist vocab sheets.*
- *Question matrices are used to support students in answering questions both orally and in written work.*
- *Students are provided with specific feedback which helps them develop*
- *An effective blend of co-operative, independent and teacher-led activities to appropriately challenge and support all students*
- *Key words and vocabulary identified and discussed*
- *sentence starter/writing frames are used to support extended writing.*
- *Adapted sources to change the complexity.*

Specific Pupils Need:

- *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.*
- *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).*
- *support in school to complete homework.*
- *Enlargements/braille/tactile adaptations for VI.*
- *Hearing loop of HI*
- *Visuals/Widgits*

Curriculum Accessibility - RE

All Pupils:

- *access a differentiated curriculum designed by the subject leader that is appropriate for all but is also meaningful, challenging & ambitious.*
- *pupils are given knowledge organisers include key vocabulary for the current topics*
- *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 school'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 required.*
- *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.*
- *TA support for those who are struggling.*

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.*
- *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.*
- *support in school to complete homework.*
- *Enlargements/braille/tactile adaptations for VI.*
- *Hearing loop of HI*
- *Visuals/Widgits*



Curriculum Accessibility - PE

All Pupils:

- access a differentiated curriculum designed by the subject leader that is appropriate for all but is also meaningful, challenging & ambitious.
- pupils are given knowledge organisers include key vocabulary for the current topics
- 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 school's behaviour expectations.
- receive feedback in lessons that results in further progress across the curriculum.

Some Pupils Need:

STEP Approach:

- to complete activities in a different SPACE to ensure they have the appropriate space to access the learning.
- Additional or reduced TIME in activities.
- adapted EQUIPMENT to allow them to access the activities.
- Changing the number of PEOPLE involved in the task/group etc.
- 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.
- specific bespoke feedback which helps them develop.

Specific Pupils Need:

- 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.
- 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.
- Enlargements/braille/tactile/use of sound making equipment adaptations for VI.
- Hearing loop of HI
- Visuals/Widgits



Curriculum Accessibility - PSHE

All Pupils:

- *access a differentiated curriculum designed by the subject leader that is appropriate for all but is also meaningful, challenging & ambitious.*
- *pupils are given knowledge organisers include key vocabulary for the current topics*
- *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 school'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:

- *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*
- *Staff to have a strong working knowledge of individual pupils and how certain more challenging topics may affect them*
- *Enlargements/braille/tactile adaptations for VI.*
- *Hearing loop of HI*
- *Visuals/Widgits*