



## **Adaptations to our curriculum for SEND**

At Park View Community School we work hard to ensure we provide for all pupils irrespective of their needs. Many pupils will need additional support at some time during their education to be successful.

**Inclusion is everybody's responsibility** and therefore we take a whole school approach. High quality teaching improves the outcomes for all including children with SEND. We follow the five a day principle to ensure teachers can respond with a variety of strategies daily and flexibly in response to individual need.

Our SENCO, Miss Lewis works with teachers to identify needs early and assess which interventions or specialist support is required. We monitor progress to ensure support is appropriate.

Our curriculum is challenging and has high aspirations for all pupils. Teachers may differentiate to adapt resources and outcomes to suit the learning level of individual pupils. Some children therefore may be working on targets that are from a different year, key stage or pre-key stage standards. They receive the same quality teaching but the expected outcome is adapted – e.g. the end result of a task may take a different form.

We aim to ensure that all children make progress and where possible the learning gap between peers progressively closes.

Below you can see examples of how we support pupils.

	<b>Universal offer to support SEND in class</b>
<b>Cognition &amp; Learning</b>	<p>Differentiation: targets, outcomes and work adapted to suit need and learning level.</p> <p>Environment: adapted to balance lowering over stimulation and providing visual support.</p> <p>Working Walls: support retention and working memory, manage cognitive load.</p> <p>Scaffold; tasks designed to break down key steps, sequence and structure response.</p> <p>Manipulatives: Concrete, Pictorial, Abstract -utilise physical objects where possible.</p> <p>Assessment for learning: questioning and marking to inform teaching</p> <p>RWI Phonics applied through whole school to support phoneme and grapheme understanding.</p> <p>Flexible grouping</p>
<b>Communication &amp; Interaction</b>	<p>Timetables: used daily</p> <p>Visual supports: wherever possible make learning visual and provide as support</p> <p>Concrete Pictorial Abstract Approach: develop understanding through approach</p> <p>Teacher Talk: precise, model accuracy, clarity, key word level pitch, questioning</p> <p>Talk frames: promote peer to peer communication, structure consistent scaffolds</p> <p>TA: deployment through class to re-model, re-iterate key instructions/information, instant feedback</p> <p>Flexible grouping</p> <p>Technology: used to model worked examples, used by pupils to practice and record their learning.</p>
<b>Social, Emotional &amp; Mental Health</b>	<p>Zones of regulation: emotional literacy and self-regulation strategies</p> <p>Brain breaks: understanding of emotions, exercise control and moderation</p> <p>Restorative practice</p> <p>PSHE Curriculum</p> <p>Positive reward system: consistent structure through school to reward consistently.</p> <p>Growth mindset approach</p> <p>ABC observations: track triggers and patterns in behaviour</p>
<b>Physical and/or Sensory</b>	<p>Sensory diet</p> <p>Movement breaks</p> <p>Fine motor skills practice</p> <p>Gross motor skills practice</p> <p>Fidget toys to focus activity</p> <p>Quiet work space/privacy boards</p> <p>Zones of regulation toolkit.</p>

	Targeted Provision
<b>Cognition &amp; Learning</b>	<p>IEP books- outcomes and targets tracked through evidence maths and English</p> <p>Pre-teaching of vocabulary and core concepts</p> <p>RWI 1:1: phoneme knowledge, recall and blending</p> <p>Fresh Start – KS2 phonics programme</p> <p>Dyslexia screening</p>
<b>Communication &amp; Interaction</b>	<p>Speech Bubble interventions with TA</p> <p>Social stories</p> <p>Social skills: board games focus on turn taking, sharing, rule following, celebrating success of others.</p>
<b>Social, Emotional &amp; Mental Health</b>	<p>Zones of regulation: emotional literacy and self-regulation strategies</p> <p>Volcano in my tummy work around anger management</p> <p>Nurturing groups focusing on social skills</p>
<b>Physical and/or Sensory</b>	<p>Sensory diet</p> <p>Sensory Room</p> <p>Movement breaks</p> <p>Fine motor skills group</p> <p>Gross motor skills group</p>

	Specialist we can refer to for further involvement
<b>Cognition &amp; Learning</b>	Educational Psychologist Outreach
<b>Communication &amp; Interaction</b>	Speech and language- Speech Bubble Outreach
<b>Social, Emotional &amp; Mental Health</b>	School Counsellors CAMHS School Health Outreach
<b>Physical and/or Sensory</b>	School Health Occupational Therapy input for students Outreach