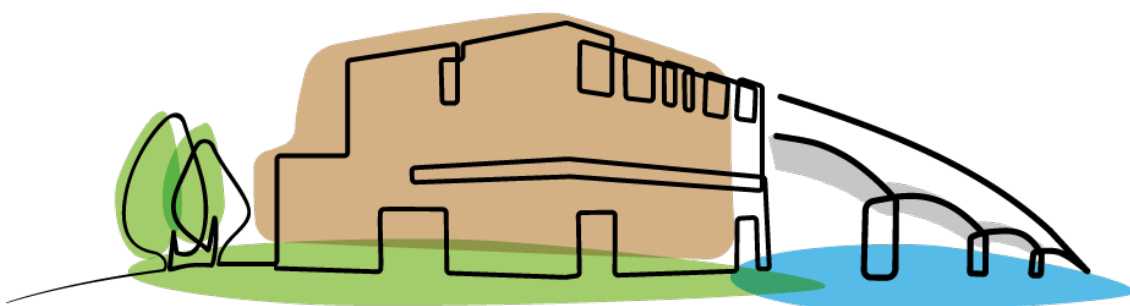


Valentine Primary School



Curriculum Adaptations

2024-2025

A Parent and Carer Guide:

Supporting SEND & EAL learners to thrive at Valentine

An ambitious curriculum for all pupils

At Valentine we work hard to ensure that what we deliver is accessible to all learners, irrespective of their needs. Many of our pupils arrive at our school at different stages with multiple barriers to learning. These could include:

- Pupils who do not speak English as a first language;
- Undiagnosed learning needs from previous schools, or previous countries;
- Knowledge and skill gaps;
- SEND needs that prevent retention of new knowledge and understanding;
- Emotional needs that need to be met to enable learning;
- Mental health issues where pupils require a feeling of safety to learn;
- A lack of value in education and learning.

We are committed to providing appropriate, targeted support to every child.

Inclusion is everybody's responsibility. Therefore it is an integral part of our teaching practice. Through our SENCo and their direct support of teachers and pupils to our Professional Development (PD) programme and a rolling agenda of SEND and EAL input.

We are fortunate to have two SENCo's and a dedicated EAL teacher:

SENCo (s)	Tristan Benfield (Lead), Daniel Constable-Phelps (EHT)
Assistant SENCo	Gemma Skinner & Lisa Harris
EAL Teacher	TBC

Our inclusion team work closely with all teachers to identify needs early and assess what type of provision and support is necessary. We monitor the progress of our pupils using the 'Assess > Plan > Do > Review' model to ensure that support is appropriate and undertaken effectively.

We know that often the progress of children with SEND needs can be invisible to those who do not know the child holistically. Their developmental milestones and goals may not always be academically focused - but we ensure that they are measurable and progressing nonetheless. Where possible, we integrate these wider skills into classroom practice to enable teachers to co-deliver learning experiences that push the academic as well as the life-skills or SEMH.

How is the curriculum adapted?

Our curriculum has been purposely built to challenge and engage our pupils. It is pitched as such that it sets high aspirations for pupils and their learning.

Teachers differentiate by adapting resources and outcomes to suit the learning level of individual pupils. It is expected that teachers consider the wide spectrum of needs - whilst ensuring that all pupils have the opportunity to engage in the key knowledge and skills that the curriculum offers.

Some of our SEND pupils may be working on pre-key stage targets. These will still be linked to the relevant year group's context but broken down into accessible targets to support these learners.

Our curriculum has been designed to be immersive - meaning that pupils of all ability ranges will experience wider opportunities to help reinforce key knowledge and the retention of essential information. Specific ways to support this include:

⇒ **The use of Virtual Reality (VR) headsets:** enabling pupils to experience the time or period studied, to walk around monuments or famous sites across the globe, to see and understand in a way that we wouldn't ordinarily be able to show children.



⇒ **Engaging clubs and after-school learning activities:** we are keen for children of all ability ranges to benefit from our clubs and learning experiences outside of the structured curriculum. Pupils benefit from an opportunity to try things they wouldn't ordinarily do or study.



Classroom adaptations are often subtle, we don't want to draw attention to pupil's needs where they may feel vulnerable. These include:

- **Specialist IT:** use of iPads for recording information to support pupils with processing deficits or specific learning needs.
- **Specialist programs:** the use of technology to aid pupils in applying their new understanding and knowledge - from mindmap software to supporting learners with writing down information using Google Classroom and the verbal talk function.

As suggested in the Code of Practice 2015, we advocate a 'graduated response' to learners and their needs.

1. **Universal provision** - all pupils in all classrooms at Valentine.
2. **Targeted provision** - adapted learning experiences including additional intervention to support pupil progress.
3. **Specialist provision** - specific learning provision to support individual learning needs that require external help and support.

Wave 1 - Universal Provision and Curriculum Adaptation

Cognition and Learning

- Manipulatives in Maths - resources to conceptualise number and amounts
- Concrete, Pictorial and Abstract approach to layered understanding
- Scaffolds to support writing and developing independence
- Working walls
- Modelling - teacher guided models in writing, maths and the wider curriculum
- Environment: classrooms free of clutter and designed to support learners

Communication and Interaction	<ul style="list-style-type: none"> • Timetables - for all classrooms to ensure pupils understand their learning and the day • Visual supports • Teacher talk - precise, concise, modelling accuracy • Key word knowledge development - developed through our Knowledge Organisers for non-core learning
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Social, Emotional and Mental Health	<ul style="list-style-type: none"> • Zones of regulation • Brain breaks and brain gym - mental wake up times throughout the day • Mason Moor Spiritual Mile - a daily keep-fit initiative to ensure all children walk and keep fit • Social stories to reinforce concepts and ideas • Restorative justice
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Physical/and/or Sensory	<ul style="list-style-type: none"> • Fine motor skill development • Gross motor skill development • Movement breaks
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Wave 2 - Examples of Targeted Provision and Curriculum Adaptation

Cognition and Learning	<ul style="list-style-type: none"> • Precision teaching intervention • Small group interventions in class through workshops • 1:1 readers • Pre-teaching of vocabulary and key concepts • Writing tasks modified to support pupils needs • Multi-sensory approaches used to support learning • Sequencing activities • Text presentation is clear and uncluttered • Use of barrier games to support short term memory • Targeted questioning
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Communication and Interaction	<ul style="list-style-type: none"> • Individual visual timetables • Social stories • Attention for Autism: Bucket Therapy • Clear and concise instructions given and thought processing time factored in • Games to improve language skills • Repetition of instructions • Checklists and task lists adapted with visual symbols and cues
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Social, Emotional and Mental Health	<ul style="list-style-type: none"> • Targeted ELSA programmes to develop social skills such as: Marvellous Me, Zones of Regulation • Personalised brain breaks with 1:1 support • Personalised behaviour support plan
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Physical/and/or Sensory	<ul style="list-style-type: none"> • Fine motor skills interventions • Gross motor skill interventions • Personalised movement breaks with 1:1 support • Handwriting intervention • Smartboard colours and brightness to be optimised for pupils
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Wave 3 - Examples of Specialist Provision and Curriculum Adaptation

Cognition and Learning	<ul style="list-style-type: none"> • Personalised resources such as: individualised work-station, work photocopied on different coloured paper etc... • Individual and personalised word banks • Individual and personalised scaffolds • Individual concrete maths resources • Use of coloured overlays for reading • EP referral • SAOS intervention • Individual personal centred targets • 1:1 support in reading, writing and maths lessons • ICT used to support presentation and writing composition skills • Content that reflects on personal interest and age
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Communication and Interaction	<ul style="list-style-type: none"> • Individual now and next board
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	<ul style="list-style-type: none">• Speech and Language Therapy programmes and interventions• Instructions broken down into one step or two steps• Prompt cards to support questioning words• Use of PECs
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Social, Emotional and Mental Health	<ul style="list-style-type: none">• Time with adult to discuss conflict resolution• Lunch-time support• Revised timetable and/or adapted curriculum• Use of wobble cushions to support pupils who need to fidget• Use of legitimate 'fiddle toys' for inputs• Use of sensory resources to support with calming• Use of visual timers• Safe space to be provided for times of high anxiety
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Physical/and/or Sensory	<ul style="list-style-type: none">• Physical brain breaks• Use of ear defenders• Occupational therapy programmes• Most appropriate font sizes and styles to suit pupils• Pencil grips available
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