



## **Adaptations to the Curriculum for Pupils with SEND**

The subjects in Monksdown's Bespoke curriculum are ambitious for all pupils, including children with SEND. Curriculum Leaders have high expectations of what SEND pupils can achieve. The curriculum is not diluted or unnecessarily reduced for SEND learners.

### **Individual needs**

At Monksdown we understand that every pupil is different and so, what works for each pupil will vary. There are general practices which are likely to improve learning and achievement for SEND pupils but the success of any adaptations will depend on how pupils' individual needs have been considered and met.

### **Curriculum Planning**

SEND pupils, like all pupils, benefit from careful consideration of the components of a curriculum. These should be introduced in manageable 'chunks'. The size of these chunks might differ between different groups of pupils depending on their individual needs. The chunks should be sequenced in a coherent way to enable pupils to build on prior knowledge. Too much information at once can be a barrier to learning, and can reduce the chances of pupils remembering what they are being taught.

### **Instruction and Working Memory**

SEND pupils will benefit from instruction which is matched to their needs. This means that teachers at Monksdown choose methods of instruction (e.g. precision teaching) which increase the chances of SEND pupils being able to pay sufficient attention to the curriculum objectives while understanding that overly elaborate tasks can make it more difficult for SEND pupils (particularly those with receptive language delay) to learn the curriculum content. We ensure that working memory is always considered. Where working memory is an issue for SEND pupils, it can be effective to reduce extraneous load as much as possible as well as isolating key information when teaching. We support pupils to pay attention to the content which they are expected to learn.

## **English**

The general principles for effective teaching are just as relevant for pupils with SEND, who generally do not benefit from differentiated teaching, activities or resources to achieve a curriculum goal. Differentiation is not the same as targeted teaching, such as the repetition of phonic knowledge. Teachers use a phonics approach to address gaps in phonic knowledge. Pupils with SEND are very likely to need much more frequent repetition as they learn GPCs our 'Keep up' & 'Catch Up' programmes help with this. For a minority of identified pupils, the 'Look & Say' method of reading is taught alongside daily phonics.

## **Maths**

Explicit and systematic instruction, as well as systematic rehearsal of declarative and procedural knowledge, are highly effective ways of teaching disadvantaged children and those with SEND. ASD children can benefit from memorising core facts and methods to free up thinking time for problem-solving. Scaffolding should be used carefully to avoid dependence, and manipulatives should be used to reveal useful information and relationships rather than just as external memory devices.

## **Science**

Working memory limitations correlate strongly with pupils' performance in science. The curriculum should not be narrowed for pupils with SEND and it should not be assumed they learn content better through practical work, as this cause distraction and cognitive overload rather than increase clarity or accessibility. When knowledge is broken down into key components and organised sequentially, this can help all learners to succeed.

## **Geography**

It is rarely necessary to make changes to the geography curriculum for pupils with SEND (except for those with the most complex needs); it is sometimes necessary to modify approaches. Pupils' specific needs determine the types of modifications which are required. Chunking content into smaller steps is an effective way to adapt teaching. It is important to brief any support staff which the geographical content knowledge and vocabulary they will need to effectively support pupils.

## **History**

Any adaptations to the history curriculum should depend on pupils' specific needs but might include supporting pupils to pay attention to the key aspects of the curriculum objects as well as reducing excessive or unhelpful demands on working memory. These adaptations should be in how the subject is taught rather than the content pupils are expected to learn. This is because of the importance of background and contextual knowledge. At Monksdown we ensure that the curriculum is not reduced as this will make later learning more challenging

## **Art and Design**

It is not appropriate to adopt a one-size-fits-all approach to SEND provision in Art. Adaptations should be based on individual needs. Pupils with SEND do not generally benefit from differentiated teaching, tasks or expectations. Targeted teaching, however, can be effective in ensuring pupils achieve specific goals. Starting with identifiable subject matter can be effective when working with pupils who struggle with abstract ideas.

## **Music**

There is no one-size-fits-all approach for SEND pupils in music. Effective adaptation depends on understanding and meeting the individual needs of pupils. All pupils benefit from instruction which considers cognitive load, clarity of instruction and appropriate 'chunking' of curriculum components. Routines can support pupils' learning as can teaching which increases clarity and accessibility of the content which is being taught.

## **RE**

SEND pupils have an absolute entitlement to the important knowledge they will need in life, for which RE plays a significant role. Careful task design can be useful in making the key aspects of RE lessons clearer and more accessible for pupils with SEND; those who find learning more difficult are likely to be disadvantaged by overly elaborate task design which can make it harder for pupils to give attention to what they should be learning.

## **PE**

When designing the PE curriculum for SEND learners, it is important to understand their individual needs, plan for inclusion, and provide ample opportunities for practice, especially in the early years. Teachers at Monksdown make adaptations to ensure that SEND learners can access the curriculum, such as adjusting equipment or allowing additional time. Teachers also pre-teach instructions and vocabulary, and discuss adaptations with the students using videos from the PE Passport. In terms of assessment, teachers should make appropriate adaptations that do not limit the potential of the pupils with SEND.

## **PSHE**

At Monksdown we understand it is important to consider the communication supports and strategies a child currently needs and how these can be utilised to help get the most out of discussion-based learning. The PSHE curriculum is values led and we recognise all the contributions from all learners. We understand it is vital in PSHE to ensure all children are represented and heard. Their voice matters. As with all areas of the curriculum we will adapt tasks by breaking them down into small, manageable chunks, keeping steps short, concise and unambiguous.