

How we adapt the curriculum and learning environment for children & young people with SEN

Berry Hill Primary School prides itself in being very inclusive and will endeavour to support every child regardless of their level or area of need. This means supporting all pupils to learn, contribute and participate in all aspects of school life alongside their peers.

Our curriculum includes not only the National Curriculum, but also a range of activities to enrich the experiences of our children. Our curriculum also includes aspects which promote lifelong learning, personal growth and development.

All pupils follow the National Curriculum at a level and a pace that is appropriate to their abilities. At times and when it is felt appropriate, personalisation of the curriculum may be implemented.

We aim to:

- Help all pupils achieve the best of their abilities, despite any special educational need or disability they may have.
- Modify the curriculum to meet individual needs.
- Ensure that staff are aware of and sensitive to the needs of individual pupils and that teaching is appropriate to meet those needs.
- To make suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.

Access to quality first teaching and a range of learning opportunities within a diverse and well sequenced curriculum is the first element of supporting all children to access this.

Within this adaptive teaching approaches will be included and could include:

- Differentiated learning materials and resources, according to individual needs.
- Adaptive use of language, pace, visuals and scaffolding.
- Access to ICT and technology throughout the curriculum, including the use of iPads, computers, interactive smartboards and digital accessories.
- Additional support in class from experienced teaching assistants, in addition to our experienced teaching staff.
- Additional out of class support when necessary, with tightly focused and regularly reviewed interventions.
- Flexible groupings – including small group support work.

Wider support within school will also promote confidence and engagement:

- The appropriate use of rewards, including SHINE assembly, house points, motivational stickers and certificates.
- Mentoring and counselling through ELSA as deemed appropriate.
- A broad range of extra-curricular activities including tutoring and booster sessions in many year groups.

Whole school adaptations:

- Assessment procedures that emphasise pupils' strengths and achievements, and reflect their attainment across the curriculum.
- Applications during national testing at Key Stage 2 to obtain access arrangements as appropriate.

More details on how we adapt information, our environment and curriculum can be found in the Accessibility Plan, SEND Policy and SEND Information Report.