

Curriculum Accessibility – Early Years Foundation Stage (EYFS)



All pupils:

- *access a curriculum designed by subject leaders, and adapted by class teachers, that is appropriate for all, but is also meaningful, challenging & ambitious.*
- *are provided a range of multi-sensory activities and supports (including widget) to engage them and allow them to effectively communicate their understanding and demonstrate their skills.*
- *are closely monitored and supported pastorally to ensure their mental health & emotional wellbeing is prioritised.*
- *are positioned during adult-led activities based on learning needs (visual and auditory, focus and concentration).*
- *record work in a variety of ways, both verbally and written allowing access to the curriculum through multi-sensory learning.*
- *are supported with their behaviour choices in a positive environment, using restorative consequences so that pupils can reflect and be supported to be their very best.*
- *receive cyclical AfL feedback during learning times that results in misconceptions being addressed immediately.*

Some pupils:

- *access adapted equipment and aids to support learning.*
- *receive modified tasks that take into consideration their individual learning barriers.*
- *have carefully considered groupings that allow for greater focus alongside their peers, and ensure they witness role models for positive behaviour for learning.*
- *receive additional scaffolding or chunking of instructions from adults to be able to complete activities, with language broken down for accessibility.*
- *use manipulatives more frequently, making concepts more concrete and visual.*
- *use writing scaffolds to encourage attempts at early writing.*
- *access additional activities to support fine and gross motor development.*
- *receive targeted questioning in relation to their personal learning needs, in order to encourage engagement during adult-led activities.*
- *have additional 'check ins' with an adult focusing on their emotional wellbeing.*

Specific pupils:

- *have individual provision plans with long term learning outcomes and carefully planned incremental targets that build towards achieving desired outcomes.*
- *follow a bespoke curriculum that meets cognitive and specific learning needs whilst taking into account chronological age.*
- *follow a personalised timetable that takes account of their individual learning needs (movement breaks, interventions, sensory diets) and the environments they learn best in.*
- *have curriculum adaptations to allow for engagement through pupil interests (personalised learning activities with a context that engages the individual).*
- *receive additional support in learning and transitional times from an adult who is attuned to their individual pastoral, emotional and learning needs.*
- *participate in long-running interventions to support challenges around language and communication, working memory and vocabulary.*
- *are supported by specialist teachers or professionals to ensure full engagement with the curriculum and school day.*
- *staff that have a thorough understanding and expertise of specific barriers to learning.*
- *have timetabled adult support – 'an adult for safety' or 'an adult for learning support'*

Curriculum Accessibility – Key Stage One (KS1)



All pupils (in all subjects):

- *access a curriculum designed by subject leaders, and adapted by class teachers, that is appropriate for all, but is also meaningful, challenging & ambitious.*
- *are provided a range of multi-sensory activities and supports (including widgeo) to engage them and allow them to effectively communicate their understanding and demonstrate their skills.*
- *are closely monitored and supported pastorally to ensure their mental health & emotional wellbeing is prioritised.*
- *are positioned during adult-led activities based on learning needs (visual and auditory, focus and concentration).*
- *record work in a variety of ways, both verbally and written allowing access to the curriculum through multi-sensory learning.*
- *are supported with their behaviour choices in a positive environment, using restorative consequences so that pupils can reflect and be supported to be their very best.*
- *receive carefully considered AfL feedback during learning times.*

Some pupils:

- *Access adapted equipment and aids to support learning.*
- *receive modified tasks that take into consideration their individual learning barriers.*
- *have carefully considered groupings that allow for greater focus alongside their peers, and ensure they witness role models for positive behaviour for learning.*
- *receive additional scaffolding or chunking of instructions from adults to be able to complete activities, with language broken down for accessibility.*
- *use manipulatives more frequently, making concepts more concrete and visual.*
- *use writing scaffolds to encourage attempts at early writing.*
- *access additional activities to support fine and gross motor development.*
- *receive targeted questioning in relation to their personal learning needs, in order to encourage engagement during adult-led activities.*
- *have additional 'check ins' with an adult focusing on their emotional wellbeing.*
- *Receive after school tutoring focusing on areas of development.*

Specific pupils (in all subjects):

- *have individual provision plans with long term learning outcomes and carefully planned incremental targets that build towards achieving desired outcomes.*
- *follow a bespoke curriculum that meets cognitive and specific learning needs whilst taking into account chronological age.*
- *follow a personalised timetable that takes account of their individual learning needs (movement breaks, interventions, sensory diets) and the environments they learn best in.*
- *have curriculum adaptations to allow for engagement through pupil interests (personalised learning activities with a context that engages the individual).*
- *receive additional support in learning and transitional times from an adult who is attuned to their individual pastoral, emotional and learning needs.*
- *participate in long-running interventions to support challenges around language and communication, working memory and vocabulary.*
- *are supported by specialist teachers or professionals to ensure full engagement with the curriculum and school day.*
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Curriculum Accessibility by presenting need (Reasonable Adjustments for all)



General

- Targeted staff training
- Whole school understanding of Neurodiversity
- Bespoke approach – no one-size-fits-all
- Policies inclusive of those with SEND
- Understanding of different communication styles supported by school Speech & Language Therapist
- Additional adult support based on need.
- Counselling
- Whole school emotional literacy focus
- Hessian display boards
- Parent Support – Workshops
- Pastoral Offer
- Zones of Regulation

SEMH

- Check ins
- Carefully considered groupings
- Specific rules
- Support with boundaries
- Self Image Profile to build self esteem
- Learn & Thrive Intervention
- Pastoral Offer
- Wellbeing Library
- Clear and explicit expectations for behaviour

Visual Impairment

- Use of contrasting colour equipment.
- Use of tactile resources
- Read aloud as writing
- Avoid standing in front of windows and avoid shiny surfaces.
- Specialist equipment such as sound balls.
- Regular audit of classroom environments (clutter free).
- Bold colour markings in outdoor and transitional spaces (yellow steps, EYFS area).
- Support for colour mixing and colour specific sessions.
- Well lit areas
- High contrast (e.g. dark text on light background).
- Use of audio books and e books.

Physical (incl. Gross & Fine Motor)

- Use of specific equipment: easy grip bats, malleable balls and beanbags. Sloping boards, pencil grips.
- Theraputty
- Adapted eating support
- Adjustable desk height
- Use of technology
- Use of ramps
- Provision of quiet space/ place to rest
- Attach paper to desk with masking tape
- Left & right handed pupils consideration
- Mark the starting point for each line / word (yellow highlighter)

Cognition and Learning

- RWI Tutoring Intervention
- Essentials Maths Interventions
- Colourful Semantics
- Hearing and vision checks
- Multi sensory teaching
- Montessori English and Maths
- Word mats / widget mats
- Desk aids (alphabet strips, numberlines)
- Explicit teaching of strategy (e.g. sorting, organising, solving)
- Pre warning if ch. are put on the spot
- Consideration of level of difficulty of any text
- Links to prior learning explicit
- Alternative ways to demonstrate understanding – voice recorders, diagrams, mind maps
- Every opportunity to encourage self correction
- Visual timetables
- Developmentally appropriate activities.

Curriculum Accessibility by presenting need (Reasonable Adjustments for all)



ASD

- Fidget toys
- Seating that allows movement
- Movement breaks
- Chunking of tasks
- Use of technology (laptops)
- Sensory Diet
- Acoustic considerations incl. use of ear defenders
- Different entry / exit times to avoid crowds.
- Relaxed uniform regulations
- Individual / alternative learning spaces
- Use of reader / scribe / prompter.
- Attention Autism intervention
- Intensive Interaction
- Personalised social stories

Communication

- Lego Club Intervention
- School based Speech & Language Therapist
- Visual timetables
- Clear school signage
- Use of widget – consistent images for communication.
- Personalised social stories
- BSL promoted throughout the school
- Adapted language
- Displaying key vocabulary
- Agreed cue used to gain individual attention
- Minimised use of abstract language.
- Parents advised of new vocab in advance so it can be reinforced at home.

ADHD

- Sample of end of learning expectations provided
- List of steps (written or visual) to complete task.
- Sample work to model what is required
- Use of reader / scribe. / prompted.
- Movement breaks and built in time for physical games.
- Tasks broken into smaller chunks.
- Fidget toys
- Carefully selected partnerships
- Pre teaching of rules and expectations.
- Organisational skills support
- Additional parent reminders

Hearing Impairment:

- Positioning of learning space.
- Use of communication in print / signals.
- Visual modelling.
- Use of specific audio equipment
- Consideration of background noise
- Modelling and teaching of careful listening
- Repeating contributions from others
- Slow down speech rate but keep natural fluency

Sensory

- Uniform adaptations
- Multisensory teaching approaches
- Practical equipment
- Fidget toys
- Quiet spaces
- Sensory boxes in every class
- Sensory Circuits & Sensory Diets
- Consider the 'space' the child has to work in

Processing

- Use of pictorial representation.
- Reduction in verbal instruction.
- Visual discrimination and visual perception activities.
- Photographs of routines to aid recall.
- Visual timetables.
- Chunking of tasks.