

Curriculum intent for pupils with special educational needs

Thoresby's curriculum is ambitious and is designed to give all learners, including those with SEND or high needs, the knowledge, skills and understanding they need to succeed in life. All pupils are entitled to a broad curriculum. Any adaptations made to support pupils' learning should not be to the overall curriculum content but rather to how the content is taught. Very occasionally pupils with complex SEND may need to work towards different learning objectives from their peers. However, this will be the exception.

Due to their individual barriers to learning, SEND pupils need special consideration when teachers are planning. To make teaching accessible to all learners teachers need first to identify the barriers that particular lessons may pose for children with SEND, and plan to remove or minimize these so that all pupils can access the knowledge, skills and understanding which make up the curriculum content. In some lessons, pupils with SEND will be able to access learning in the same way as their peers. However, in others modification or adjustments will need to be made to include everyone. Class teachers should use their expert knowledge of their pupils' individual needs as recorded in their IEPs, as well as their strengths, in order to adopt the most effective approach to enable pupils with SEND to access learning.

Thoresby's curriculum is carefully designed to ensure that knowledge is taught in a developmentally sequential order. This enables regular revisiting and 'hard wiring' of previously learned knowledge, which supports the learning of pupils with SEND over time.

How the design of Thoresby's curriculum supports pupils with SEND to retain learning over time

Spaced review

Spaced review involves revisiting a topic after a 'forgetting gap' and strengthens long-term memory. This can be addressed through:

- Building in review time e.g. by reviewing learning from the previous lesson at the start of the next one or over longer periods.

Retrieval practice

- Retrieving something you have learnt in the past and bringing it back to mind e.g. to review past learning before introducing new related learning

Pupils with SEND can be supported to access curriculum content using a variety of adaptations depending upon individual barriers to learning. It should always be remembered that pupils with SEND often experience barriers in more than one area. Research tells us that pupils with SEND frequently experience cognitive overload which increases the likelihood that content may be misunderstood and not effectively encoded in the long-term memory. Therefore in order to have the greatest impact, adaptations for pupils with SEND should seek to reduce cognitive overload.

Cognition and learning	Communication and interaction	Social emotional and mental health	Physical and/or sensory difficulties
Pupils who experience difficulties in the area of cognition and learning may face the following barriers: <ul style="list-style-type: none"> • Poor working memory • Retention and recall • Processing information • Reading text • Recording their responses • Understanding subject specific vocabulary • Spelling difficulties • Visual stress • Maths difficulties 	Pupils who experience difficulties in the area of communication and interaction may face the following barriers: <ul style="list-style-type: none"> • Reading text • Recording their responses • Understanding oral explanation • Explaining their ideas orally • Understanding subject specific vocabulary • Poor working memory • Working in a group • Sensory overload 	Pupils who experience difficulties in the area of social emotional and mental health may face the following barriers: <ul style="list-style-type: none"> • Focus and attention • Sensory overload • Working in a group • Fear or anxiety around failure 	Pupils who experience difficulties in the area of physical and/or sensory difficulties may face the following barriers: <ul style="list-style-type: none"> • Visual impairment • Hearing impairment • Gross motor difficulties • Fine motor difficulties – including with handwriting and letter formation
Adaptations to support the learning of pupils with SEND.			
Adaptations to how pupils are taught	Adaptations to how pupils are taught	Adaptations to how pupils are taught	Adaptations to how pupils are taught
<ul style="list-style-type: none"> • Dual coding – combining verbal and visual materials 	<ul style="list-style-type: none"> • Dual coding – combining verbal and visual materials 	<ul style="list-style-type: none"> • Dual coding – combining verbal and visual materials 	<ul style="list-style-type: none"> • Dual coding – combining verbal and visual materials

<ul style="list-style-type: none"> • Reduction of written or visual content to the key information to be taught • Strategies to support working memory: <ul style="list-style-type: none"> - break tasks into manageable chunks - task checklist - Talking Tins to record prompts , instructions • highlighted texts, maps, drawings, diagrams to show key words, symbols etc. • use of colour, highlighters, post it notes to draw pupils' attention to key information • colour coding for different steps, stages, tasks • Knowledge organisers • vocabulary lists of key words • pre-teaching of key vocabulary • access to an adult or peer reader • labeled resources and displays • prepare questions to avoid complex sentence structure <p>For pupils experiencing visual distress</p> <ul style="list-style-type: none"> • use of coloured overlays and paper (NB: consider the impact of using a coloured overlay over coloured materials) 	<ul style="list-style-type: none"> • Reduction of written or visual content to the key information to be taught • Strategies to support working memory: <ul style="list-style-type: none"> - break tasks into manageable chunks - task checklist - Talking Tins to record prompts , instructions • highlighted texts, maps, drawings, diagrams • use of colour, highlighters, post it notes to draw pupils' attention to key information • colour coding for different steps, stages, tasks • Knowledge organisers • vocabulary lists of key words • pre-teaching of key vocabulary • access to an adult or peer reader • labeled resources and displays • assign specific roles to group work • prepare questions to avoid complex sentence structure • provision of a work station to reduce sensory overload <p>For pupils experiencing sensory overload:</p>	<ul style="list-style-type: none"> • Reduction of written or visual content to the key information to be taught • Strategies to support working memory: <ul style="list-style-type: none"> - break tasks into manageable chunks - task checklist - Talking Tins to record prompts , instructions • highlighted texts, maps, drawings, diagrams • use of colour, highlighters, post it notes to draw pupils' attention to key information • colour coding for different steps, stages, tasks • Knowledge organisers • vocabulary lists of key words • pre-teaching of key vocabulary • access to an adult or peer reader • labeled resources and displays • assign specific roles to group work • prepare questions to avoid complex sentence structure <p>For pupils experiencing social interaction difficulties:</p>	<ul style="list-style-type: none"> • Reduction of written or visual content to the key information to be taught • Strategies to support working memory: <ul style="list-style-type: none"> - break tasks into manageable chunks - task checklist - Talking Tins to record prompts , instructions • highlighted texts, maps, drawings, diagrams • use of colour, highlighters, post it notes to draw pupils' attention to key information • colour coding for different steps, stages, tasks • Knowledge organisers • vocabulary lists of key words • pre-teaching of key vocabulary • access to an adult or peer reader • labeled resources and displays • assign specific roles to group work • prepare questions to avoid complex sentence structure
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	<ul style="list-style-type: none"> provision of a personal work station <p>For pupils experiencing social interaction difficulties:</p> <ul style="list-style-type: none"> provide clearly defined roles within group work with visual support 	<ul style="list-style-type: none"> provide clearly defined roles within group work with visual support <p>For pupils experiencing difficulties with focus and attention:</p> <ul style="list-style-type: none"> provide 1 – 3 minute ‘brain breaks’ at appropriate intervals 	
Adaptations to how pupils show what they have learnt	Adaptations to how pupils show what they have learnt	Adaptations to how pupils show what they have learnt	Adaptations to how pupils show what they have learnt
<ul style="list-style-type: none"> ‘Jump start’ e.g. pre-written date or LO Alternatives to written recording e.g. drawing, scribing, use of ICT, mind maps, voice recording etc. Talking Tins to record ideas, responses. Support for written responses: <ul style="list-style-type: none"> Writing frames Word banks Sentence starters Cloze procedure activities Worksheets designed to support pupils in knowing where to write their response e.g. answer boxes <p>For pupils experiencing visual stress</p>	<ul style="list-style-type: none"> ‘Jump start’ e.g. pre-written date or LO Alternatives to written recording e.g. drawing, scribing, use of ICT, mind maps, voice recording etc. Talking Tins to record ideas, responses. Support for written responses: <ul style="list-style-type: none"> Writing frames Word banks Sentence starters Cloze procedure activities Worksheets designed to support pupils in knowing where to write their response e.g. answer boxes 	<ul style="list-style-type: none"> ‘Jump start’ e.g. pre-written date or LO Alternatives to written recording e.g. drawing, scribing, use of ICT, mind maps, voice recording etc. Talking Tins to record ideas, responses. Support for written responses: <ul style="list-style-type: none"> Writing frames Word banks Sentence starters Cloze procedure activities Worksheets designed to support pupils in knowing where to write their response e.g. answer boxes 	<ul style="list-style-type: none"> ‘Jump start’ e.g. pre-written date or LO Alternatives to written recording e.g. drawing, scribing, use of ICT, mind maps, voice recording etc. Talking Tins to record ideas, responses. Support for written responses: <ul style="list-style-type: none"> Writing frames Word banks Sentence starters Cloze procedure activities Worksheets designed to support pupils in knowing where to write their response e.g. answer boxes Pencil grip

<ul style="list-style-type: none"> • Provision of coloured paper to record 			
			<p>For some pupils with physical and/or sensory difficulties advice will be sought from the Integrated Physical and Sensory Support Service (IPASS). Appropriate adaptation for some learners with physical and/or sensory difficulties might include:</p> <ul style="list-style-type: none"> • Alternative communication methods if needed e.g. Braille, signing • Specialist equipment • Consideration of optimum seating position within the classroom • Adaptations to the lighting, acoustics or layout of the classroom • Enlarged texts (for pupils with a visual impairment) • Use of sharply contrasting colour to enable pupils to distinguish between different types of information (visual impairment) • Audio descriptions (for pupils with a visual impairment)

