Curriculum intent for pupils with special educational needs

All children have the right to receive an education that enables them to achieve in line with their peers.

At Gilberdyke Primary School we are committed to offering an ambitious, inclusive curriculum to ensure the best possible outcomes for all our children whatever their needs or abilities and we seek to ensure that children with SEND are fully included in all aspects of school life. We have robust systems of monitoring and assessment to ensure SEND needs are identified early and we work closely with external agencies to ensure support is tailored for the individual child. We remove the barriers to learning so that children can access Gilberdyke Primary School's carefully constructed broad and balanced curriculum alongside their peers, whilst also providing support to avoid cognitive overload. This curriculum is adapted to enable pupils to engage fully whilst also allowing them to see success and the purpose for learning.

Gilberdyke Primary School provides children with the opportunity to explore and improve their social interactions and relationships, through the development of their speech and language skills. We equip them for life beyond primary school, by providing meaningful social experiences in order to increase their sense of independence and confidence. Emotional resilience and self-regulation is needed to ensure children feel valued and included in a community. At Gilberdyke Primary School, we provide children with strategies to allow them to express their feelings in a safe and secure way, whilst empowering them to understand these emotions and consider the emotions of others.

We work in close partnership with parents and the wider community to nurture and support all of our children to become healthy, independent, successful and caring citizens in a multicultural and fast-changing world. We believe that children with SEND and their parents/carers should be at the heart of the planning and decision-making process. We ensure that all parties play an active role in planning their provision, in accordance with the SEND Code of Practice 2014, and make it clear that a collaborative approach to support is required to ensure the best possible outcomes for the child.

Our community is a place of safety where firm boundaries guide and support; where care and respect build self-esteem and self-belief; and where high expectations create a gateway to lifelong learning, soaring aspirations and brighter futures for ALL pupils.

How the design of Gilberdyke Primary School'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, 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: • 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: • 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: • 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: • 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**
• Dual coding – combining verbal and visual materials • Reduction of written or visual content to the key information to be taught • • Strategies to support working memory: - break tasks into manageable chunks - task checklist - Talking Tins to record prompts , instructions • • highlighted texts, maps, drawings, diagrams to show key words, symbols etc.	• Dual coding – combining verbal and visual materials • Reduction of written or visual content to the key information to be taught • Strategies to support working memory: - break tasks into manageable chunks - task checklist - Talking Tins to record prompts , instructions • highlighted texts, maps, drawings, diagrams	• Dual coding – combining verbal and visual materials • Reduction of written or visual content to the key information to be taught • Strategies to support working memory: - break tasks into manageable chunks - task checklist - Talking Tins to record prompts , instructions	• Dual coding – combining verbal and visual materials • Reduction of written or visual content to the key information to be taught • Strategies to support working memory: - 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 • labelled resources and displays • prepare questions to avoid complex sentence structure For pupils experiencing visual distress • use of coloured overlays and paper (NB: consider the impact of using a coloured overlay over coloured materials)	• 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 • labelled 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 For pupils experiencing sensory overload: • provision of a personal work station For pupils experiencing social interaction difficulties: • provide clearly defined roles within group work with visual support	• 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 • labelled resources and displays • assign specific roles to group work • prepare questions to avoid complex sentence structure For pupils experiencing social interaction difficulties: • provide clearly defined roles within group work with visual support For pupils experiencing difficulties with focus and attention:	• 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 • labelled resources and displays • assign specific roles to group work • prepare questions to avoid complex sentence structure

		• 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**
'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: - 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 For pupils experiencing visual stress: • Provision of coloured paper to record	'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: - 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	'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: - 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	'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: - 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
			For some pupils with physical and/or sensory difficulties advice will be sought from the Integrated Sensory and Physical Support Service (SaPTs). Appropriate adaptation for some learners with physical and/or sensory difficulties might include: • 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