



Adapting our curriculum and learning environment to meet the needs of children with special education needs and disabilities

At Great Horwood School we are committed to ensuring that all children have the opportunity to flourish in all areas. We understand that everyone learns and develops in different ways, and we tailor our curriculum and school experiences to support individuals where needed. Some children may be on our school SEN register and require a range of support throughout their school journey. However, all children benefit from quality first teaching with their class teacher and have access to additional support or adaptations where required.

	Barrier	Solution Quality First Teaching <i>- from a teacher.</i>		Barrier	Solution Quality First Teaching <i>- from a teacher.</i>		Barrier	Solution Quality First Teaching <i>- from a teacher.</i>
English – Writing	Anxiety Working memory Understanding Physical dexterity SALT Organisation Concentration	High challenge/low threat Memory strategies and techniques resources and assistive technology SALT intervention Sensory support	English – Reading	Anxiety Working memory Understanding Physical dexterity SALT Organisation Concentration	High challenge/low threat Memory strategies and techniques resources and assistive technology SALT intervention Sensory support	Maths	Anxiety Working memory Understanding Physical dexterity SALT Organisation Concentration	High challenge/low threat Memory strategies and techniques resources and assistive technology SALT intervention Sensory support

<ul style="list-style-type: none"> <li>- Cultural Capital</li> <li>- Knowledge and range of text types</li>   <li>- Vocabulary</li>   <li>- Spelling</li> <li>Underlying issues e.g. dyslexia,</li> <li>- Poor fine motor skills</li> <li>- Handwriting</li> <li>- Dexterity</li>   <li>Grammar</li> <li>VI difficulties</li>   <li>- Stamina/ Concentration</li> <li>- Extra processing time</li>   <li>- Working memory</li> </ul>	<p>Pre-teaching. Pictures, videos, acting, making links across the curriculum and prior learning.</p> <p>Enrichment opportunities – visits and visitors</p> <p>Access to high quality texts for all children. Exposure to word mats and new vocabulary in day-to-day practice.</p> <p>Editing time and support to encourage independence</p> <p>Laptops and iPads</p> <p>Handwriting practice, gross and fine motor skills practice, pen and pencil grips, alternative pencils.</p> <p>Pre and post teaching</p> <p>Coloured overlays and exercise books. Enlarged texts, iPad, concrete resources</p> <p>Sensory resources, movement breaks, now and next board</p> <p>Over learning, practise in class, all subjects, opportunities to write across the curriculum.</p> <p>Writing for a purpose, for different audiences, sharing writing with other adults or classes. Additional time.</p> <p>Say a sentence/ 'hold a sentence' before writing</p> <p>Chunking, small steps broken down. iPads and talking postcards used to help record information to aid working memory.</p>		<ul style="list-style-type: none"> <li>- Phonics</li>   <li>Understanding sentence structure and pronunciation</li>   <li>- Cultural capital</li>   <li>SEN children may have difficulties with reading, dyslexia</li>   <li>Lack of reading at home, low parental engagement with reading homework</li>   <li>- Reluctant readers</li>   <li>- Stamina</li>   <li>Understanding different points of view/characters</li>   <li>Comprehension difficulties</li> </ul>	<p>Little Wandle</p> <p>Phonics interventions, regular assessment, phonics incorporated into everyday teaching, guided reading</p> <p>Sorting and ordering parts of a sentence, basic sentence construction</p> <p>Pre-teaching opportunities throughout.</p> <p>Time to explain meaning of new words</p> <p>Language from whole class reading</p> <p>Reading corner in classroom.</p> <p>Props, puppets to tell stories, coloured overlays, coloured overlays for devices</p> <p>Additional opportunities to read to an adult, with a peer, to a younger child.</p> <p>Reading for pleasure</p> <p>Class reading text</p> <p>Exposure to range of texts.</p> <p>Access to e-books, world book day</p> <p>Guided reading, discussions</p> <p>Comprehension interventions, 60 second reads</p>	<ul style="list-style-type: none"> <li>Language vocabulary</li>   <li>Cognitive ability</li>   <li>Lack of basic number skills e.g. Number bonds</li> <li>Working memory</li>   <li>- inability to visualise</li>   <li>Poor dexterity not being able to manipulate resources or know how to use them efficiently</li>   <li>Reasoning skills</li>   <li>Outside influence: parents saying they can't do maths</li>   <li>Fine motor skills – writing digits</li>   <li>Comfortable with mistakes</li> <li>Self-esteem &amp; confidence</li> <li>Self-regulation</li> </ul>	<p>Pre-teaching, post teaching, scaffolding, word mats, real life contexts</p> <p>Repetition – retrieval practise, fluency e.g. rolling numbers, TT</p> <p>Rockstars, iPads</p> <p>Precision teaching</p> <p>Encouraging note taking / writing down, part-methods/drawing/bar models, part-whole model</p> <p>Modelling</p> <p>Concrete, abstract, pictorial, pre-teaching, post teaching</p> <p>Working backwards from the answer</p> <p>Scaffolding</p> <p>Parent workshops</p> <p>Growth mindset</p> <p>Fine motor skills exercises</p> <p>Specific praise, rewarding effort, positive attitude around mistakes for learning</p> <p>Movement breaks, sensory resources, chunking learning, timers, short tasks</p>
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History	<p>Anxiety</p> <p>Working memory</p> <p>Understanding</p> <p>Physical dexterity</p> <p>SALT</p> <p>Organisation</p> <p>Concentration</p>	<p>- High challenge/low threshold</p> <p>-Memory strategies</p> <p>- resources and technology</p> <p>- SALT intervention</p> <p>- sensory support</p>	Geography	<p>Anxiety</p> <p>Working memory</p> <p>Understanding</p> <p>Physical dexterity</p> <p>SALT</p> <p>Organisation</p> <p>Concentration</p>	<p>- High challenge/low threshold</p> <p>-Memory strategies</p> <p>- resources and technology</p> <p>- SALT intervention</p> <p>- sensory support</p>	Science	<p>Anxiety</p> <p>Working memory</p> <p>Understanding</p> <p>Physical dexterity</p> <p>SALT</p> <p>Organisation</p> <p>Concentration</p>	<p>-High challenge/low threshold</p> <p>-Memory strategies</p> <p>- resources and technology</p> <p>- SALT intervention</p> <p>- sensory support</p>
	<p>-Cultural capital</p> <p>-Language</p> <p>-Vocabulary</p> <p>-Concentration</p> <p>-Working memory</p> <p>-Low self esteem</p> <p>-Reading skills</p> <p>-Writing skills</p> <p>-Spelling</p> <p>-Concept of time, chronology</p> <p>-Processing key information</p>	<p>Pre-and post-teaching, word banks, images, videos, artefacts, trips</p> <p>Role play, freeze frame</p> <p>Repetition, revisit prior learning, knowledge organisers, movement breaks</p> <p>Growth mindset</p> <p>Different ways of recording, note taking</p> <p>High quality texts and challenges, word banks</p> <p>Vocabulary on display and in books for children to refer to</p> <p>Variety of activities (practical, group, pair &amp; individual)</p> <p>Visuals – time lines</p>		<p>- Language</p> <p>-Vocabulary</p> <p>Cultural capital – not going beyond their local environment, costs</p> <p>How to use an atlas</p> <p>Understanding basic geographical knowledge</p> <p>Volume of new information and facts</p> <p>Reading and writing skills (fine motor)</p> <p>Working memory</p> <p>Maths skills (map work, grid references)</p> <p>Low self-esteem</p> <p>Concentration</p>	<p>Pre-teaching – images with vocabulary, displays, videos, knowledge organisers</p> <p>Recapping in lessons</p> <p>Word mats, glossary pages, note taking</p> <p>Using local features to illustrate points</p> <p>Trips, visits, visitors and workshops</p> <p>Globes, maps</p> <p>Partner work, group work, other methods of recording, voice typing and talking postcards</p> <p>Revisit prior learning</p> <p>Making links across the curriculum</p> <p>Growth Mindset</p> <p>Movement breaks, sensory resources</p>		<p>Scientific vocabulary</p> <p>Cultural capital – lack of understanding of key scientific concepts/lack of experiences</p> <p>Reading and writing skills, spelling issues e.g. dyslexia</p> <p>Number skills (measuring)</p> <p>Recording test results</p> <p>Overloading working memory</p> <p>Low self-esteem</p> <p>Working in groups/communication skills</p>	<p>Pre-teaching, word mats with visuals, knowledge organisers</p> <p>Images, videos, practicals, videos , trips</p> <p>Pre teaching, review</p> <p>Scaffolding written tasks, different ways of recording – draw, verbal</p> <p>Modelling</p> <p>Revisit and revise key concepts</p> <p>Group work</p> <p>Voice typing/scribes</p> <p>Scaffolding</p> <p>Practical Measuring</p> <p>Alternative evidencing- photographs, verbal recording</p> <p>Modelling tasks – and use of vocabulary, Small group work, mixed ability, scaffolds and chunking learning.</p> <p>Growth mindset</p> <p>Teach and model teamwork, reward effort and collaboration</p>

Computing	Anxiety Working memory Understanding purpose	- High challenge/low threat Memory hacks - Big picture	RE	Anxiety Working memory Understanding purpose	- High challenge/low threat Memory hacks - Big picture	PE	Anxiety Working memory Understanding Physical dexterity SALT Organisation Concentration	-High challenge/low threshold -Memory strategies - resources and technology - SALT intervention - sensory support
	Typing (children used to touch screen) Motor skills – mouse  Cultural capital – amount of access, lack of basic skills, familiarity with equipment / software Accessing web pages  Team work – ability to share Fear of failure	Pre-teaching Teach how to use keyboards, touch typing  Time taken to teach how to use equipment – how it works, is set out, moving around a system, practise, prompts, revisiting.  Teach and model team work, reward effort and collaboration		Lack of understanding of others beliefs/points of view, rigid thinking e.g.autism  Real life context  Cultural capital  Motivation Parental belief and opinion  Vocabulary Reading skills  Writing skills	Collective worship Celebrating festivals (whole school)  Visuals, props, visits, creating a safe, open space to share opinions and beliefs, use of class experts and family members, Rev Mike and his team and other faith leaders, community links, engaging activities  Pre-teaching of vocabulary  Record on I pads, talking tins, drawing		Lack of basic skills Hand eye coordination Noise  A different structure to classroom learning  Self -regulation Winning/losing  Language skills – understanding instructions/rules Retention of information  Low self-esteem, self-conscious  Cerebral palsy  Vocabulary e.g. forward/back, left/right	Gross motor intervention/additional practice  Ear defenders  Establish clear expectations Establish routines Scaffolding learning  Zones of regulation Teach and model good sportsmanship, teamwork Pair and group children  Breaking learning down into chunks – modelling Visuals  Growth mindset, praise good examples  Appropriate equipment e.g. large ball, soft balls  Visuals Links across the curriculum

Art	Anxiety Working memory Understanding Physical dexterity SALT Organisation Concentration	-High challenge/low threshold -Memory strategies - resources and technology - SALT intervention - sensory support	Music	Anxiety Working memory Understanding Physical dexterity SALT Organisation Concentration	-High challenge/low threshold -Memory strategies - resources and technology - SALT intervention - sensory support	Spanish	Anxiety Working memory Understanding Physical dexterity SALT Organisation Concentration	-High challenge/low threshold -Memory strategies - resources and technology - SALT intervention - sensory support
	Cultural capital – artists, types of art   Basic fine motor skills  Vocabulary  Confidence and fear of failure  Self-regulation  Sensory difficulties	Visits to art galleries Visits from local artists Word banks/images/videos  Time to practice/time to experiment/mark making, fine motor activities  Visuals Teach skills, showing children the process, pre teaching, word mats  Modelling tasks Role models – developing competence, sharing word, silent gallery  Growth mindset and resilience. Opportunities to share work with other adults, family and classes. Sensory resources and movement breaks, noise cancelling headphones.  Zones of regulation  Adapt e.g. different resource, same task/skill		Sensory overload – noise, hearing difficulties e.g. tinnitus  Concentration  Vocabulary, instrumental knowledge  Working memory  Cultural capital – context  Motor skills  Mathematical skills  VI difficulties  Sharing / turn taking  Self-regulation	Breaks, safe spaces, head phones, ear defenders. Desensitising/exposure in short bursts so child builds confidence and feels safe to join in. 1:1 support to enable access to opportunities like Young Voices, visiting musicians  Movement breaks, actions, sensory circuits  Explicitly taught and displayed with visuals Pre-teaching Modelling, practise, visual prompts History of music – context Exposure to different types/genres of music  Learning to play an instrument  Counting, rhythm, mirroring, repeating  Enlarged images, I-pad, magnifier  Zones of regulation		Confidence Engagement Fear of being wrong/sounding silly.  Writing skills / spelling  Hearing – misunderstanding speech  Self-regulation	Making it fun, accessible, songs, repetition Positive correction Make it relevant – personal, set up activities to show developed skills e.g. a restaurant  Focus on listening and speaking  Use of videos and native speakers to model correct pronunciation.  Zones of regulation, growth mindset, movement breaks

PSHE	Anxiety Working memory Understanding Physical dexterity SALT Organisation Concentration	-High challenge/low threshold -Memory strategies - resources and technology - SALT intervention - sensory support	DT	Anxiety Working memory Understanding Physical dexterity SALT Organisation Concentration	-High challenge/low threshold -Memory strategies - resources and technology - SALT intervention - sensory support	Extra-curricular	Anxiety Working memory Understanding Physical dexterity SALT Organisation Concentration	-High challenge/low threshold -Memory strategies - resources and technology - SALT intervention - sensory support
	Self-regulation Understanding emotions Anxiety  Low self-esteem Social skills Confidence  Speech and language difficulties  Cultural capital  Reading skills	Zones of regulation Social stories, calming cat, positive relationships, daily check ins, time out cards  Growth mindset Social skills interventions to boost self-esteem, Lego therapy, calming cat, pastoral groups  Visuals Modelling e.g. explicitly teaching hand washing and model as adults  Visits and visitors  Pre-teaching language Adult to read texts		Fine and Gross motor skills Measuring  Being able to visualise end product Self-evaluation  Confidence Motivation Fear of failure  Cultural capital  Vocabulary  Physical dexterity	Adapt resources, e.g. big needle. Allow time to practise with equipment  Break it down, visuals, examples to look at. Support to evaluate – what went well  Growth Mindset Break down instructions Sequence new learning Opportunities to practise new learning Model skills, share work, silent gallery  Visuals, photos, videos  Word mats, pre teaching, modelling, videos  Fine and gross motor skills practice		Social skills Anxiety Confidence to join in  Health and safety	Social skills interventions to boost self-esteem, opportunities for leadership roles and responsibilities, social stories, Lego therapy, calming cat, pastoral support  Risk assessments Social stories Reasonable adjustments Additional adults to  All children have access with support if needed