

How does the School adapt the curriculum and learning environment for pupils with special educational needs and disabilities?

The Teacher Standards (2012) and SEND Code of Practice: 0-25 Years (2014) require all teachers to ensure all pupils in their class access learning and that they make adaptations to the curriculum, learning environment and opportunities in school to ensure this is achieved.

Some ways in which we provide a highly inclusive curriculum and learning environment are:

- ❖ Ensuring staff have opportunities for relevant continued professional development relating to SEND
- ❖ Teachers planning with differentiated and personalised learning opportunities that allow access and success but ensure challenge
- ❖ Providing visual timetables, writing frames and using mind maps
- ❖ Responding to outside agency advice and providing specialised resources where required, for example sloped writing boards
- ❖ Responding to the views of children with SEND and their parents/carers
- ❖ Focused teaching opportunities within a smaller group or one-to-one