



## **Access to the Curriculum for SEND Children**

The SEND Code of Practice, 2014 states that; “All pupils should have access to a broad and balanced curriculum. Careful planning of lessons to address potential areas of difficulty and to remove barriers to pupil achievement will mean that, in many cases, pupils with SEN and disabilities will be able to study the full curriculum.”

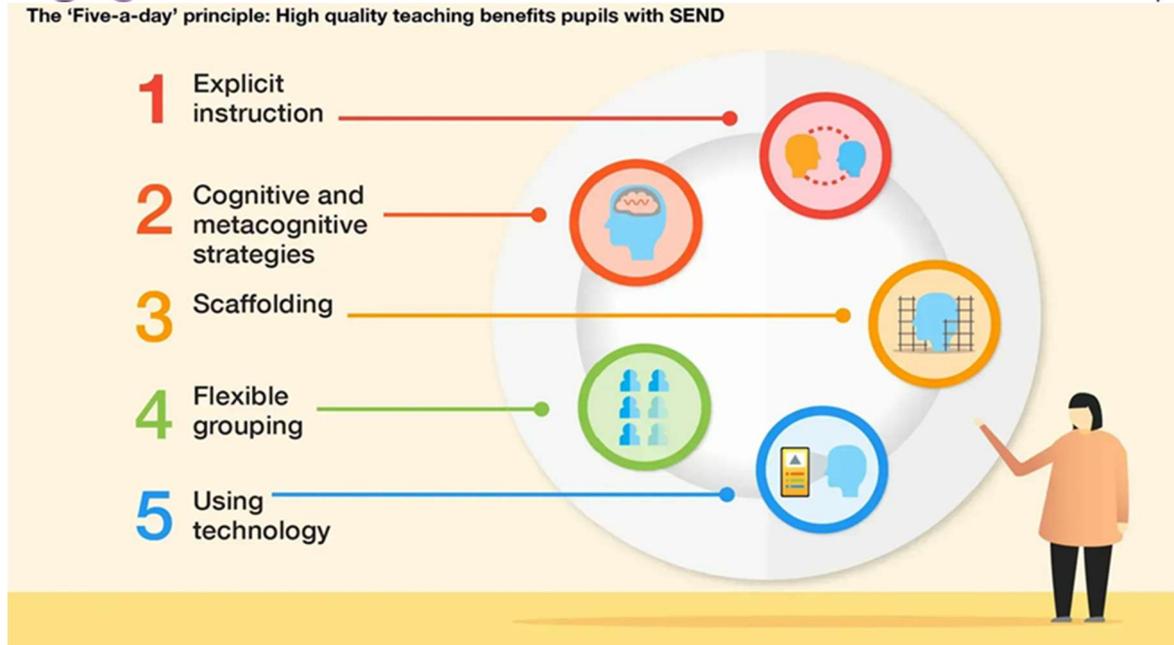
### **High Quality Teaching (HQT)**

All children are entitled to HQT and reasonable adjustments can be made to this to ensure that everyone has the best chance of accessing learning. The reasonable adjustments can consist of:

- Buff (coloured) paper, boards etc
- Overlays
- Extra time
- Movement / brain / sensory breaks
- Boards printed off
- Extra checking of understanding
- Prompting / refocusing
- Seating position
- Hearing technology
- Magnifiers / enlarged texts
- Scaffolding
- Small group work
- Shorter tasks
- Chunked learning
- Checklists
- Assistive technology to support recording



The 'Five-a-day' principle: High quality teaching benefits pupils with SEND



Other adjustments maybe used that are not listed above.

### **The Environment**

Extra support can be made in the classroom for children as well as through the teaching. This can include:

- Visual timetables
- Extra resources (practical as well as paper based)
- Break out space
- Displays in calming colours
- Working walls
- Inclusive books
- Dyslexia friendly books

### **Further Support:**

Sometimes further support maybe required in addition to those listed above. These may consist of:

- Intervention groups to support specific elements of the curriculum:
  - Spelling
  - Reading
  - Maths
  - Vocabulary
  - Social groups
- External professional may be involved to offer advice:



- Speech and language therapists
- Educational psychologists
- Autism Outreach
- A more tailor-made curriculum may be required.

