

The Archway Federation

A Curriculum *for ALL*

A practical guide to support the implementation of our ambitious curriculum for children with SEND, and indicators which may indicate that children are working above their age related expectations.

| Contents | | | |
|---------------------|---|--------------------|----|
| Geography | 1 | Languages | 9 |
| History | 2 | Music | 10 |
| Science | 3 | Physical Education | 11 |
| Religious Education | 4 | PSHE | 12 |
| Art and Design | 6 | English | 13 |
| Computing | 7 | Mathematics | 15 |
| Design Technology | 8 | | |

It is important to remember that SEND needs are unique to the child. All staff working with children with support plans and EHCPs must ensure that the work that is provided for children is commensurate with their identified individual needs and abilities – e.g. if a child is working on writing a single sentence as identified in their support plan, this expectation should be evident across the curriculum (e.g. not expected to independently write a paragraphed recount of a historical event in history).

We ask staff to be particularly mindful of children's reading abilities when accessing curriculum materials.

The expectation of our Trust is that all but the very highest needs children access the school's substantive broad and balanced curriculum. It should be successfully adapted, designed or developed to meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. This will afford the children the opportunity to effectively develop the knowledge and cultural capital they need to succeed in life beyond our Trust.



Geography *for ALL*

Ambition for ALL | The National Curriculum

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

In order to support children with SEND in meeting the ambitious curricular goals, we apply a range of specific support, adaptation and modification methods, specific to the child and their needs. These could include:

Ambition for ALL | Special Educational Needs

Cognition & Learning Needs

- Reduce the cognitive load required for tasks (minimising the amount of steps, simplifying the recording, not overloading with non-essential information)
- Pre-teaching of pertinent vocabulary will support learning, as well as having clear displays and/or points of reference for the children to remember and use vocabulary correctly.
- Use of additional adult when possible
- Differentiated outcomes and tasks
- Simpler versions of text/resources so that reading materials match the child's reading ability
- Mixed ability groupings/paired work/peer support
- Writing frame/structured activities,
- Task targets/clear success criteria
- Visual stimuli/hooks- turn abstract in to concrete
- Splitting up tasks into smaller units of work

Communication & Interaction Needs

- Pre-teaching of pertinent vocabulary will support learning, as well as having clear displays and/or points of reference for the children to remember and use vocabulary correctly.
- Pre-teaching vocabulary, vocabulary maps/word banks
- Use of visuals to support understanding of key concepts
- Use of own communication methods / aids – such as PECS, Makaton, writing, drawing

Sensory / Physical Needs

- Awareness of sensory needs, modification of learning environment (light, sound, seating)
- Modifying visual sources eg pictures, text
- Written sources may be converted to auditory form
- Provide activities that require movement for pupils who learn best through doing and for pupils who find it difficult to sit still for long period – e.g. role-play, using the interactive whiteboard with pupil involvement.

Some children show skill, knowledge or aptitude above that which is typically expected for their subject, for their age. It is important that these children are afforded the opportunity to shine.

Ambition for ALL | The Most Able

Indicators that children may be working above their age related expectations

- Pupils use their knowledge and understanding of geography, to show independence through using initiative, researching and applying their own ideas to their area of study
- Pupils use their knowledge and understanding of geography, to confidently articulate the area of study
- Pupils use their knowledge and understanding of geography to apply this knowledge when using geographical skills such as map reading, field work and understanding geographical processes
- Pupils use their knowledge and understanding of geography and apply this knowledge when reading wider texts



History *for ALL*

Ambition for ALL | The National Curriculum

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

In order to support children with SEND in meeting the ambitious curricular goals, we apply a range of specific support, adaptation and modification methods, specific to the child and their needs. These could include:

Ambition for ALL | Special Educational Needs

Cognition & Learning Needs

- Reduce the cognitive load required for tasks (minimising the amount of steps, simplifying the recording, not overloading with non-essential information)
- Pre-teaching of pertinent vocabulary will support learning, as well as having clear displays and/or points of reference for the children to remember and use vocabulary correctly.
- Use of additional adult when possible
- Differentiated outcomes and tasks
- Simpler versions of text/resources so that reading materials match the child's reading ability
- Mixed ability groupings/paired work/peer support
- Writing frame/structured activities,
- Task targets/clear success criteria
- Visual stimuli/hooks- turn abstract in to concrete
- Splitting up tasks into smaller units of work

Communication & Interaction Needs

- Pre-teaching of pertinent vocabulary will support learning, as well as having clear displays and/or points of reference for the children to remember and use vocabulary correctly.
- Pre-teaching vocabulary, vocabulary maps/word banks
- Use of visuals to support understanding of key concepts
- Use of own communication methods / aids – such as PECS, Makaton, writing, drawing

Sensory / Physical Needs

- Awareness of sensory needs, modification of learning environment (light, sound, seating)
- Modifying visual sources eg pictures, text
- Written sources may be converted to auditory form
- Provide activities that require movement for pupils who learn best through doing and for pupils who find it difficult to sit still for long periods – e.g. role-play, using the interactive whiteboard with pupil involvement.

Ambition for ALL | The Most Able

Indicators that children may be working above their age related expectations

Some children show skill, knowledge or aptitude above that which is typically expected for their subject, for their age. It is important that these children are afforded the opportunity to shine.

- Pupils use their knowledge and understanding of history, to show independence through using initiative, researching and applying their own ideas to their area of study
- Pupils use their knowledge and understanding of history, to confidently articulate the area of study
- Pupils use their knowledge and understanding of history and apply this knowledge when reading wider texts
- Pupils use knowledge and understanding of history to make connections between topics covered



Science *for ALL*

Ambition for ALL | The National Curriculum

The national curriculum for science aims to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future

In order to support children with SEND in meeting the ambitious curricular goals, we apply a range of specific support, adaptation and modification methods, specific to the child and their needs. These could include:

Ambition for ALL | Special Educational Needs

Cognition & Learning Needs

- Reduce the cognitive load required for tasks (minimising the amount of steps, simplifying the recording, not overloading with non-essential information)
- Pre-teaching of pertinent vocabulary will support learning, as well as having clear displays and/or points of reference for the children to remember and use vocabulary correctly.
- Use of additional adult when possible
- Differentiated outcomes and tasks
- Simpler versions of text so that reading materials match the child's reading ability
- Use modified scientific resources (eg thermometer, measuring containers, scales)
- Mixed ability groupings/paired work/peer support
- Writing frame/structured activities,
- Task targets/clear success criteria
- Visual stimuli/hooks- turn abstract in to concrete
- Splitting up tasks into smaller units of work

Communication & Interaction Needs

- Pre-teaching of pertinent vocabulary will support learning, as well as having clear displays and/or points of reference for the children to remember and use vocabulary correctly.
- Pre-teaching vocabulary, vocabulary maps/word banks
- Use of visuals to support understanding of key concepts
- Use of own communication methods / aids – such as PECS, Makaton, writing, drawing

Sensory / Physical Needs

- Use modified scientific resources
- Awareness of sensory needs, modification of learning environment (light, sound, seating)
- Modifying visual sources eg pictures, text
- Written sources may be converted to auditory form
- Provide activities that require movement for pupils who learn best through doing and for pupils who find it difficult to sit still for long periods – e.g. role-play, using the interactive whiteboard with pupil involvement.

Some children show skill, knowledge or aptitude above that which is typically expected for their subject, for their age. It is important that these children are afforded the opportunity to shine.

Ambition for ALL | The Most Able

Indicators that children may be working above their age related expectations

- Pupils use their knowledge and understanding of science and show curiosity through posing their own high order questions
- Pupils use their knowledge and understanding of working scientifically to be able to plan and execute more complex investigations following their own questions
- Pupils use their knowledge and understanding of science to debate and discuss concepts confidently
- Pupils use knowledge and understanding of science to make connections between topics covered
- Pupils use their knowledge and understanding of science and apply this knowledge when reading wider texts



RE for ALL

Ambition for ALL |
The Trust

As a Trust, we aim to ensure that all pupils:

- **Know about and understand a range of religions and worldviews¹, so that they can:**
 - describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
 - identify, investigate and respond to questions posed, and responses, offered by some of the sources of wisdom² found in religions and worldviews
 - appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.
- **Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:**
 - explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities
 - express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
 - appreciate and appraise varied dimensions of religion.
- **Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:**
 - find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
 - enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
 - articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

In order to support children with SEND in meeting the ambitious curricular goals, we apply a range of specific support, adaptation and modification methods, specific to the child and their needs. These could include:

Ambition for ALL |
Special Educational Needs

Cognition & Learning Needs

- Reduce the cognitive load required for tasks (minimising the amount of steps, simplifying the recording, not overloading with non-essential information)
- Pre-teaching of pertinent vocabulary will support learning, as well as having clear displays and/or points of reference for the children to remember and use vocabulary correctly.
- Use of additional adult when possible
- Differentiated outcomes and tasks
- Simpler versions of text so that reading materials match the child's reading ability
- Mixed ability groupings/paired work/peer support
- Writing frame/structured activities,
- Task targets/clear success criteria
- Visual stimuli/hooks- turn abstract in to concrete
- Splitting up tasks into smaller units of work
- An appreciation that this might be the area where the child excels

Communication & Interaction Needs

- Pre-teaching of pertinent vocabulary will support learning, as well as having clear displays and/or points of reference for the children to remember and use vocabulary correctly.
- Pre-teaching vocabulary, vocabulary maps/word banks
- Use of visuals to support understanding of key concepts
- Use of own communication methods / aids – such as PECS, Makaton, writing, drawing

Sensory / Physical Needs

- Awareness of sensory needs, modification of learning environment (light, sound, seating)
- Modifying visual sources eg pictures, text
- Written sources may be converted to auditory form
- Provide activities that require movement for pupils who learn best through doing and for pupils who find it difficult to sit still for long periods - e.g. role-play, using the interactive whiteboard with pupil involvement

SEMH

- Dynamic risk assessment implemented for the use of specific religious artefacts and resources to ensure that the appropriate levels of respect and care are taken
- Pre-emptive pre-teach sessions for when the teaching of the curriculum and personal beliefs may conflict

Ambition for ALL |
The Most Able

Indicators that children may be working above their age related expectations

Some children show skill, knowledge or aptitude above that which is typically expected for their subject, for their age. It is important that these children are afforded the opportunity to shine.

- Pupils use their knowledge and understanding of RE, to show independence through using initiative, researching and applying their own ideas to their area of study
- Pupils use their knowledge and understanding of RE, to confidently articulate the area of study
- Pupils use their knowledge and understanding of RE and apply this knowledge when reading wider texts
- Pupils use knowledge and understanding of RE to make connections between topics covered and different religions



Art and Design *for ALL*

Ambition for ALL | The National Curriculum

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

Ambition for ALL | Special Educational Needs

In order to support children with SEND in meeting the ambitious curricular goals, we apply a range of specific support, adaptation and modification methods, specific to the child and their needs. These could include:

| | |
|--|---|
| Cognition & Learning Needs | <ul style="list-style-type: none"> • Pre-teaching of pertinent vocabulary will support learning, as well as having clear displays and/or points of reference for the children to remember and use vocabulary correctly. • Use of additional adult when possible • Task targets/clear success criteria • Visual stimuli/hooks- turn abstract in to concrete • Use modified artistic resources (bigger paint brush, thicker pencils or pencil grips) • An appreciation that this might be the area where the child excels |
| Communication & Interaction Needs | <ul style="list-style-type: none"> • Pre-teaching of pertinent vocabulary will support learning, as well as having clear displays and/or points of reference for the children to remember and use vocabulary correctly. • Pre-teaching vocabulary, vocabulary maps/word banks • Use of visuals to support understanding of key concepts • Use of own communication methods / aids – such as PECS, Makaton, writing, drawing |
| Sensory / Physical Needs | <ul style="list-style-type: none"> • Awareness of sensory needs, modification of learning environment (light, sound, seating) • Modifying visual resources eg pictures, text • Use modified artistic resources (bigger paint brush, thicker pencils or pencil grips) |
| SEMH | <ul style="list-style-type: none"> • Dynamic risk assessment implemented for the use of specific art resources |

Ambition for ALL | The Most Able

Some children show skill, knowledge or aptitude above that which is typically expected for their subject, for their age. It is important that these children are afforded the opportunity to shine.

Indicators that children may be working above their age related expectations

- Pupils use their knowledge and understanding of art to show greater complexity, research, observation, originality, perception or creativity
- Pupils display a higher level of technical skill with a broad range of tools and media and think of innovative ways to use this knowledge to enhance creativity and develop a style of their own
- Pupils are more analytical when evaluating their work and work independently to assess and improve their art
- Pupils are inspired by art through a greater a knowledge of artists and designers, offering personal opinions and preferences



Computing *for ALL*

| | |
|---|---|
| Ambition for ALL The National Curriculum | <p>The national curriculum for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation • can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems • can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems • are responsible, competent, confident and creative users of information and communication technology |
|---|---|

| | | | | | | | | | |
|---|---|----------------------------|--|-----------------------------------|---|--------------------------|--|------|--|
| <p>In order to support children with SEND in meeting the ambitious curricular goals, we apply a range of specific support, adaptation and modification methods, specific to the child and their needs. These could include:</p> | | | | | | | | | |
| Ambition for ALL Special Educational Needs | <table border="1"> <tr> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">Cognition & Learning Needs</td> <td> <ul style="list-style-type: none"> • Pre-teaching of pertinent vocabulary will support learning, as well as having clear displays and/or points of reference for the children to remember and use vocabulary correctly. • Use of additional adult when possible • Task targets/clear success criteria • Visual stimuli/hooks- turn abstract in to concrete • Support when using technological equipment • An appreciation that this might be the area where the child excels </td> </tr> <tr> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">Communication & Interaction Needs</td> <td> <ul style="list-style-type: none"> • Pre-teaching of pertinent vocabulary will support learning, as well as having clear displays and/or points of reference for the children to remember and use vocabulary correctly. • Pre-teaching vocabulary, vocabulary maps/word banks • Use of visuals to support understanding of key concepts • Use of own communication methods / aids – such as PECS, Makaton, writing, drawing </td> </tr> <tr> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">Sensory / Physical Needs</td> <td> <ul style="list-style-type: none"> • Awareness of sensory needs, modification of learning environment (light, sound, seating) • Modifying visual resources eg pictures, text • For children with physical difficulties, consider alternative equipment to achieve the same effect (eg mouse, keyboard, tablet size) • Support when using technological equipment </td> </tr> <tr> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">SEMH</td> <td> <ul style="list-style-type: none"> • Dynamic risk assessment implemented for the use of specific costly ICT resources </td> </tr> </table> | Cognition & Learning Needs | <ul style="list-style-type: none"> • Pre-teaching of pertinent vocabulary will support learning, as well as having clear displays and/or points of reference for the children to remember and use vocabulary correctly. • Use of additional adult when possible • Task targets/clear success criteria • Visual stimuli/hooks- turn abstract in to concrete • Support when using technological equipment • An appreciation that this might be the area where the child excels | Communication & Interaction Needs | <ul style="list-style-type: none"> • Pre-teaching of pertinent vocabulary will support learning, as well as having clear displays and/or points of reference for the children to remember and use vocabulary correctly. • Pre-teaching vocabulary, vocabulary maps/word banks • Use of visuals to support understanding of key concepts • Use of own communication methods / aids – such as PECS, Makaton, writing, drawing | Sensory / Physical Needs | <ul style="list-style-type: none"> • Awareness of sensory needs, modification of learning environment (light, sound, seating) • Modifying visual resources eg pictures, text • For children with physical difficulties, consider alternative equipment to achieve the same effect (eg mouse, keyboard, tablet size) • Support when using technological equipment | SEMH | <ul style="list-style-type: none"> • Dynamic risk assessment implemented for the use of specific costly ICT resources |
| Cognition & Learning Needs | <ul style="list-style-type: none"> • Pre-teaching of pertinent vocabulary will support learning, as well as having clear displays and/or points of reference for the children to remember and use vocabulary correctly. • Use of additional adult when possible • Task targets/clear success criteria • Visual stimuli/hooks- turn abstract in to concrete • Support when using technological equipment • An appreciation that this might be the area where the child excels | | | | | | | | |
| Communication & Interaction Needs | <ul style="list-style-type: none"> • Pre-teaching of pertinent vocabulary will support learning, as well as having clear displays and/or points of reference for the children to remember and use vocabulary correctly. • Pre-teaching vocabulary, vocabulary maps/word banks • Use of visuals to support understanding of key concepts • Use of own communication methods / aids – such as PECS, Makaton, writing, drawing | | | | | | | | |
| Sensory / Physical Needs | <ul style="list-style-type: none"> • Awareness of sensory needs, modification of learning environment (light, sound, seating) • Modifying visual resources eg pictures, text • For children with physical difficulties, consider alternative equipment to achieve the same effect (eg mouse, keyboard, tablet size) • Support when using technological equipment | | | | | | | | |
| SEMH | <ul style="list-style-type: none"> • Dynamic risk assessment implemented for the use of specific costly ICT resources | | | | | | | | |

Ambi Some children show skill, knowledge or aptitude above that which is typically expected for their subject, for their age. It is important that these children are afforded the opportunity to shine.

Indicators that children may be working above their age related expectations

- Pupils use their knowledge and understanding of computing to show greater complexity, research, observation, originality, perception or creativity
- Pupils display a higher level of technical skill with a broad range of programs and media and think of innovative ways to use this knowledge to enhance creativity and develop solutions to complex problems
- Pupils are more analytical when evaluating their work and work independently to assess and improve their solutions
- To demonstrate their skills and enhanced confidence by teaching and supporting their peers to achieve improved outcomes



Design Technology *for ALL*

Ambition for ALL | The National Curriculum

The national curriculum for design technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook

In order to support children with SEND in meeting the ambitious curricular goals, we apply a range of specific support, adaptation and modification methods, specific to the child and their needs. These could include:

Ambition for ALL | Special Educational Needs

Cognition & Learning Needs

- Pre-teaching of pertinent vocabulary will support learning, as well as having clear displays and/or points of reference for the children to remember and use vocabulary correctly.
- Use of additional adult when possible
- Task targets/clear success criteria
- Visual stimuli/hooks- turn abstract in to concrete
- Support when using tools and equipment (saws, oven etc)
- An appreciation that this might be the area where the child excels

Communication & Interaction Needs

- Pre-teaching of pertinent vocabulary will support learning, as well as having clear displays and/or points of reference for the children to remember and use vocabulary correctly.
- Pre-teaching vocabulary, vocabulary maps/word banks
- Use of visuals to support understanding of key concepts
- Use of own communication methods / aids – such as PECS, Makaton, writing, drawing

Sensory / Physical Needs

- Awareness of sensory needs, modification of learning environment (light, sound, seating)
- Modifying visual resources eg pictures, text
- Support when using tools and equipment (saws, oven etc)
- Modified tools and equipment depending on need (scissors, cutting tools etc)

SEMH

- Dynamic risk assessment implemented for the use of specific DT resources
- Careful supervision when using more complex equipment that poses a risk to safety

Some children show skill, knowledge or aptitude above that which is typically expected for their subject, for their age. It is important that these children are afforded the opportunity to shine.

Ambition for ALL |
The Most Able

Indicators that children may be working above their age related expectations

- Pupils use their knowledge and understanding of DT to show greater complexity, research, observation, originality, perception or creativity
- Pupils display a higher level of technical skill with a broad range of tools and media and think of innovative ways to use this knowledge to enhance creativity and develop a style of their own
- Pupils are more analytical when evaluating their work and work independently to assess and improve their products
- Pupils are inspired by technology through a greater knowledge of artists, designers and other professionals in their field offering personal opinions and preferences



Languages *for ALL*

Ambition for ALL |
The National Curriculum

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied

Ancient languages at Primary School

If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English

In order to support children with SEND in meeting the ambitious curricular goals, we apply a range of specific support, adaptation and modification methods, specific to the child and their needs. These could include:

Ambition for ALL |
Special Educational Needs

Cognition & Learning Needs

- Visual stimuli/hooks- turn abstract in to concrete
- clear displays and/or points of reference for the children to remember and use vocabulary correctly
- Use of additional adult when possible
- Differentiated outcomes and tasks
- Mixed ability groupings/paired work/peer support
- Task targets/clear success criteria
- Splitting up tasks into smaller units of work
- Consideration of the child's academic level in home language when planning MFL lessons
- An appreciation that this might be the area where the child excels

Communication & Interaction Needs

- Clear displays and/or points of reference for the children to remember and use vocabulary correctly.
- Use of visuals to support understanding of key concepts
- Use of own communication methods / aids – such as PECS, Makaton, writing, drawing

Sensory / Physical Needs

- Awareness of sensory needs, modification of learning environment (light, sound, seating)
- Modifying visual sources eg pictures, text
- Written sources may be converted to auditory form
- Provide activities that require movement for pupils who learn best through doing and for pupils who find it difficult to sit still for long periods – e.g. role-play, using the interactive whiteboard with pupil involvement.

Ambition for ALL |
The Most Able

Some children show skill, knowledge or aptitude above that which is typically expected for their subject, for their age. It is important that these children are afforded the opportunity to shine.

Indicators that children may be working above their age related expectations

- Pupils use their knowledge and understanding of MFL, to play with language and develop a greater understanding of grammatical rules
- Pupils use their knowledge and understanding of MFL, to link matching sounds and words from previous topics as well as beginning to show an awareness of root words
- Pupils use their knowledge and understanding of MFL, to independently try out new phrases with confidence



MUSIC for ALL

Ambition for ALL |
The National Curriculum

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

Ambition for ALL |
Special Educational Needs

In order to support children with SEND in meeting the ambitious curricular goals, we apply a range of specific support, adaptation and modification methods, specific to the child and their needs. These could include:

Cognition & Learning Needs

- Be aware that some children may have some dyspraxia tendencies and processing delay and may be unable to keep up with a beat or rhythm.
- Clear displays and/or points of reference for the children to remember and use vocabulary correctly
- Use of additional adult when possible
- Differentiated outcomes and tasks
- Mixed ability groupings/paired work/peer support
- Task targets/clear success criteria
- Splitting up tasks into smaller units of work
- Consideration of mathematic ability when teaching mathematical aspects of music (counting and beats)
- An appreciation that this might be the area where the child excels

Communication & Interaction Needs

- Clear displays and/or points of reference for the children to remember and use vocabulary correctly.
- Use of visuals to support understanding of key concepts
- Use of own communication methods / aids – such as PECS, Makaton, writing, drawing

Sensory / Physical Needs

- Awareness of sensory needs, modification of learning environment (light, sound, seating)
- Ear defenders should be made accessible for children sensitive to noise
- Modifying visual sources eg pictures, text
- For children with physical difficulties, consider alternative instruments to achieve the same effect (eg keeping time or creating effect)

Some children show skill, knowledge or aptitude above that which is typically expected for their subject, for their age. It is important that these children are afforded the opportunity to shine.

Ambition for ALL | The Most Able

Indicators that children may be working above their age related expectations

- Pupils use their knowledge and understanding of music to show greater complexity, research, observation, originality, perception or creativity
- Pupils display a higher level of technical skill and think of innovative ways to use this knowledge to enhance creativity and develop a style of their own
- Pupils are following a music education pathway and have a recognised talent which supports a deeper understanding of the substantive music curriculum
- Pupils are more analytical when evaluating their work and work independently to assess and improve their music
- Pupils are inspired by music through a greater knowledge of artists, musicians and composers, offering personal opinions and preferences



PE for ALL

Ambition for ALL | The National Curriculum

The national curriculum for PE aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

In order to support children with SEND in meeting the ambitious curricular goals, we apply a range of specific support, adaptation and modification methods, specific to the child and their needs. These could include:

Ambition for ALL | Special Educational Needs

Cognition & Learning Needs

- Be aware that some children may have some dyspraxia tendencies and processing delay and may be unable to keep up with gross motor activities
- Clear displays and/or points of reference for the children to remember and use vocabulary correctly
- Use of additional adult when possible to help follow the rules of the game
- Differentiated outcomes and tasks
- Mixed ability groupings/paired work/peer support
- Task targets/clear success criteria
- Splitting up tasks into smaller units of work
- An appreciation that this might be the area where the child excels

Communication & Interaction Needs

- Clear displays and/or points of reference for the children to remember and use vocabulary correctly.
- Use of visuals to support understanding of key concepts
- Use of own communication methods / aids – such as PECS, Makaton, writing, drawing

| | |
|--------------------------|---|
| Sensory / Physical Needs | <ul style="list-style-type: none"> • Be aware that some children may have some dyspraxia tendencies and processing delay and may be unable to keep up with gross motor activities • Awareness of sensory needs, modification of learning environment (light, sound, seating) • Ear defenders should be made accessible for children sensitive to noise • For children with physical difficulties, consider alternative equipment and activities appropriate to their needs to meet the same or similar curriculum goals • Dynamic risk assessment in relation to equipment and outdoor space |
| SEMH | <ul style="list-style-type: none"> • Awareness of children's 'trigger points' • Social stories to support understanding of the concept of team and rules • Dynamic risk assessment in relation to equipment and outdoor space |

Some children show skill, knowledge or aptitude above that which is typically expected for their subject, for their age. It is important that these children are afforded the opportunity to shine.

| | | |
|--|--|---|
| Ambition for ALL The Most Able | Indicators that children may be working above their age related expectations | <ul style="list-style-type: none"> • Pupils use their knowledge and understanding of PE to show greater complexity, research, observation, originality, perception or creativity • Pupils use their knowledge and understanding of PE to transfer the skills they have learnt between sports and recognise where they came from • Pupils display a higher level of technical skill to excel in individual sports • Pupils are following a sport education pathway and have a recognised talent which supports a deeper understanding of the substantive PE curriculum • Pupils are more analytical when evaluating their work and work independently to assess and improve their performance • Pupils are inspired by sport through a greater knowledge of athletes and sports people |
|--|--|---|



PSHE *for ALL*

| | | |
|--|--|--|
| Ambition for ALL The National Curriculum | The national curriculum for PSHE aims to ensure that all pupils: | <ul style="list-style-type: none"> • The aim of PSHE is to help children to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. • It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. • Developing an understanding of themselves, empathy and the ability to work with others will help children to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives. |
|--|--|--|

In order to support children with SEND in meeting the ambitious curricular goals, we apply a range of specific support, adaptation and modification methods, specific to the child and their needs. These could include:

| | | |
|--|----------------------------|--|
| Ambition for ALL Special Educational | Cognition & Learning Needs | <ul style="list-style-type: none"> • Recognise the increased vulnerabilities of learners and ensure that the key safety messages are delivered in an age and stage appropriate way with regular checking of understanding • Reduce the cognitive load required for tasks (minimising the amount of steps, simplifying the recording, not overloading with non-essential information) • Pre-teaching of pertinent vocabulary will support learning, as well as having clear displays and/or points of reference for the children to remember and use vocabulary correctly. • Use of additional adult when possible • Differentiated outcomes and tasks • Simpler versions of text so that reading materials match the child's reading ability • Mixed ability groupings/paired work/peer support • Writing frame/structured activities, • Task targets/clear success criteria. Splitting up tasks into smaller units of work • Visual stimuli/hooks- turn abstract in to concrete • An appreciation that this might be the area where the child excels |
|--|----------------------------|--|

| | |
|-----------------------------------|---|
| Communication & Interaction Needs | <ul style="list-style-type: none"> Pre-teaching of pertinent vocabulary will support learning, as well as having clear displays and/or points of reference for the children to remember and use vocabulary correctly. Pre-teaching vocabulary, vocabulary maps/word banks Use of visuals to support understanding of key concepts Use of own communication methods / aids – such as PECS, Makaton, writing, drawing |
| Sensory / Physical Needs | <ul style="list-style-type: none"> Awareness of sensory needs, modification of learning environment (light, sound, seating) Modifying visual sources eg pictures, text Written sources may be converted to auditory form Provide activities that require movement for pupils who learn best through doing and for pupils who find it difficult to sit still for long periods – e.g. role-play, using the interactive whiteboard with pupil involvement. |
| SEMH | <ul style="list-style-type: none"> Pre-emptive pre-teach sessions for when the teaching of the curriculum and personal beliefs may conflict |

Ambition for ALL | The Most Able

Some children show skill, knowledge or aptitude above that which is typically expected for their subject, for their age. It is important that these children are afforded the opportunity to shine.

Indicators that children may be working above their age related expectations

- Pupils demonstrate an emotional intelligence and an understanding of issues beyond their chronological age
- Pupils use their knowledge and understanding of PSHE and apply this knowledge when reading wider texts
- Pupils use knowledge and understanding of PSHE to make connections between topics covered and different issues
- Pupils demonstrate a confidence to question and debate real life issues



English *for ALL*

Ambition for ALL | The National Curriculum

The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Ambition for In order to support children with SEND in meeting the ambitious curricular goals, we apply a range of specific support, adaptation and modification methods, specific to the child and their needs. These could include:

| | | |
|---|--|--|
| Ambition for ALL Special Educational Needs | Cognition & Learning Needs | <ul style="list-style-type: none"> • Use of quality first teaching as a basis to support all pupils. • Use assessments to ensure appropriately differentiated work is given and to ensure gaps in learning are addressed. • Ensure steps to achievement are specific, small and guarantee progress, i.e. additional support on given areas of phonics through targeted and precise intervention. • Use of multisensory teaching and alternative recording methods, e.g. using photographs and typing if a child has fine motor skill difficulties when writing. • Ensure resources are appropriate and accessible to the child with scaffolding and support. • When teaching – e.g. visual, tactile, auditory and kinaesthetic approaches are used, such as supporting teacher talk with visual aids; using subtitled or audio described film/video. • For recording – alternatives to written recording are offered, e.g. drawing, scribing, word processing, mind maps, digital images, video, voice recording. • Approach English concepts at a level of understanding that is appropriate, e.g. for the highest needs pupils, grammar may be better taught by modelling, rather than through the use of explicit and metalinguistic vocabulary, such as verbs, adjectives, subordinate clauses, which will confuse some pupils. • Use visual aids or other concrete supports when dealing with abstract topics – for example, teaching about rhythm in poetry through clapping and pacing. • When teaching poetry and texts that make high language demands, use active teaching strategies, such as drama – e.g. to explore a scene from Shakespeare, or build sound collages for a poem. • Use symbols, pictures, puppets etc. to support understanding of character, setting and story events. |
| | Communication & Interaction Needs | <ul style="list-style-type: none"> • Use of film and video – these are powerful tools to support English learning, particularly in relation to storytelling and the study of literature. Deaf pupils and pupils with speech, language and communication needs may require subtitles to gain full benefit from these media. • Pre-teaching of pertinent vocabulary will support learning – display key words linked to vocabulary for the children and have vocabulary mats present at desk. • Vocabulary maps and word banks to be displayed around classroom and at pupil's desk as a reference point. • Use of visuals alongside vocabulary to bring meaning to words. • Use of own communication methods / aids – such as PECS, Makaton, writing, drawing. • Use of sentence stems to frame answers, particularly for reading activities with older pupils. • Allow verbal responses where necessary – no pressure on always recording. |

| | | |
|---|---------------------------------|--|
| Ambition for ALL Special Educational Needs | Sensory / Physical Needs | <ul style="list-style-type: none"> • Use of multisensory teaching and alternative recording methods, e.g. using photographs and typing if a child has fine motor skill difficulties when writing. • Awareness of sensory needs, modification of learning environment – be aware of light sensitivity, loud sound aversions, position within the classroom to minimise stress and maximise learning. • Modifying visual sources e.g. pictures, text – this may include enlarging resources or adapting to suit the needs of the child. • Always provide a range of accessible materials, e.g. chunky pencils for grip, pencil grips, enlarged texts, coloured overlays etc. • Provide activities that require movement for pupils who learn best through doing and for pupils who find it difficult to sit still for long periods - e.g. role-play, using the interactive whiteboard with pupil involvement • Use of ICT to support learning in place of writing - accessibility features are used to include pupils with physical needs as appropriate: <ul style="list-style-type: none"> - keyboard shortcuts instead of a mouse - a foot-controlled mouse - a head-controlled mouse or a wireless mouse - screen filters to cut down glare - increased font sizes for screen extension – in any case, fonts in printed material should not be smaller than 12 point (24 point for screen presentations) - clear font type (normally sans serif, such as Arial or Comic Sans) - appropriate contrast between background and text, and/or " a talking word processor to read out text |
|---|---------------------------------|--|

SEMH

- Reseating of the child in class to a less 'busy' position.
- Opportunities for small group and partner work to take stress away.
- Careful questioning to alleviate any anxiety around 'on the spot' questions or asked to read out loud.
- Conversation around comfort levels in class, what causes the child stress? Is there a key area of the English curriculum which may trigger a response?

It is vital, that for all children who are not at age related expectations in their reading, that this is made a key priority for the child.

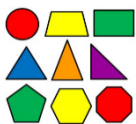
The specific reading barriers must be identified (decoding, automaticity, fluency, understanding, accuracy) and English lesson time must be afforded to addressing the barriers accordingly. For children who are struggling readers, it is vital that they are not given comprehension reading tasks that they cannot decode – time will be better spent teaching them TO read. More age appropriate comprehension skills can be developed orally, through class texts and texts read to them.

Some children show skill, knowledge or aptitude above that which is typically expected for their subject, for their age. It is important that these children are afforded the opportunity to shine.

Ambition for ALL |
The Most Able

Indicators that children may be working above their age related expectations

- **Greater Depth expectations for writing are clearly stated within the year group writing plans**
- Pupils can write for a wider range of audiences and purposes with the need of limited support with a specific 'voice.'
- Children use different sentence types and lengths, being aware of how their audience affects their tone and style, or writing with a 'reader's eye', re-reading and editing their own work to ensure it's enjoyable to read.
- The children can rewrite in a different genre, or write the next instalment of the story using what they've inferred and deduced from a text, i.e. transformation of their writing.
- Skills taught are applied confidently, accurately and effectively in a range of writing.
- Writing showed control and restraint both of word choices and structures. They often drew on models from reading, as did all children, but manipulated them for their own purposes.
- Readers are able to comment on the structure and meaning of a text, make few mistakes when reading, read effortlessly, can interpret the melody of written words and can understand and use prosody – clarity, pace, pause for dramatic effect, alter volume and tone, use intonation and character voice effectively.
- Readers may be accessing books, enjoying and understanding them, with reading levels above what would be typically expected for their age.



Mathematics *for ALL*

Ambition for ALL |
The National Curriculum

The national curriculum for Mathematics aims to ensure that all pupils:

- become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Ambition for

In order to support children with SEND in meeting the ambitious curricular goals, we apply a range of specific support, adaptation and modification methods, specific to the child and their needs. These could include:

| | | |
|---|--|--|
| Ambition for ALL Special Educational Needs | Cognition & Learning Needs | <ul style="list-style-type: none"> • Use of maths manipulatives – both physical and electronic – to progress learning from concrete to pictorial to abstract – most maths is quite abstract and this presents a challenge for SEND pupils. • Use a consistent range of manipulatives at first so pupils have a go to resource that they know well before using a wider range. • Reduce the cognitive load required for tasks (minimising the amount of steps, simplifying the recording, not overloading with non-essential information) • Reduce the amount the amount of reading required and ensure decoding levels match the task. • Ensure reading aspects of maths have improved accessibility, including larger font, bolds, the use of different colours and avoiding italics (Simpler versions of text so that reading materials match the child's reading ability) • Pre-teaching of pertinent vocabulary will support learning, as well as having clear displays and/or points of reference for the children to remember and use vocabulary correctly. • Use of additional adult when possible • Splitting teaching and tasks up into smaller steps: teach a step of learning and do tasks linked to it and then do the next steps – avoiding all teaching and all tasks at once. • Pay extra attention to the grading of difficulty of the work – only add one extra element of challenge at a time, for example carefully moving from no exchanging, to some, to lots, to exchanging from zeros in column subtraction. • Slowed down pace of learning and use of consolidation, for example lots of work on basic skills and varied fluency before reasoning and problem solving • When even the basic fluency mentioned above is too challenging then, where necessary, differentiated outcomes and tasks. • When SEND pupils do access reasoning and problem solving use sentence stems/starters to scaffold answers. • Use modified scientific resources (e.g. thermometer, measuring containers, scales) • Mixed ability groupings/paired work/peer support • Task targets/clear success criteria • Visual stimuli/hooks- turn abstract in to concrete • Constructive working atmosphere – research suggests quieter atmospheres aide maths learning |
| | Communication & Interaction Needs | <ul style="list-style-type: none"> • Pre-teaching of pertinent vocabulary will support learning, as well as having clear displays and/or points of reference for the children to remember and use vocabulary correctly. • Pre-teaching vocabulary, vocabulary maps/word banks • Use of visuals to support understanding of key concepts • Use of own communication methods / aids – such as PECS, Makaton, writing, drawing • Use of sentence stems to frame answers • Allow verbal responses where necessary |

| | | |
|---|---------------------------------|---|
| Ambition for ALL Special Educational Needs | Sensory / Physical Needs | <ul style="list-style-type: none"> • Use of maths manipulatives – both physical and electronic – to progress learning from concrete to pictorial to abstract – most maths is quite abstract and this presents a challenge for SEND pupils. • Use a consistent range of manipulatives at first so pupils have a go to resource that they know well before using a wider range. • Awareness of sensory needs, modification of learning environment (light, sound, seating) • Modifying visual sources, e.g. pictures, text • Written sources may be converted to auditory form • Provide activities that require movement for pupils who learn best through doing and for pupils who find it difficult to sit still for long periods – e.g. role-play, using the interactive whiteboard with pupil involvement. |
| | SEMH | <ul style="list-style-type: none"> • Pre-teach of concepts so pupils feel confident about the lesson to help avoid maths anxiety. • Agree with pupils before lesson about answering group questions to avoid pupils feeling being put on the spot. • Pre-emptive pre-teach sessions for when the teaching of the curriculum and personal beliefs may conflict. |

Ambition for ALL | Some children show skill, knowledge or aptitude above that which is typically expected for their subject, for their age. It is important that these children are afforded the opportunity to shine.

- **Greater Depth Maths expectations are clearly stated at individual objective level through the Trust exemplification materials and mini assessments tasks.**
- Pupils can demonstrate all elements of Y6 expected outcomes in a range of contexts and types of problems solving (measurement, time, word problems, logic puzzles, finding all possibilities, true/false, finding and describing patterns and sequences)
- Pupils can solve more complex tasks with multiple steps.
- Pupils can solve problems that involve multiple mathematical concepts, for example having to convert between units before being able to solve a problem and then back afterwards.
- Pupils can solve open-ended problems, where there are multiple possibilities.
- Pupils can generalise from findings and create rules/patterns to solve further questions of a similar type, for example pupils may notice that the corners of triangles total 180° , those of quadrilaterals total to 360° and so those with five sides would total a further 180° to make 540° .
- Pupils can solve a problem / answer a question using a range of strategies – not just one.
- Pupils can guide other pupils to age-related expectations by teaching and modelling a concept.
- **It is important to note that while pupils working at a greater depth of understanding should be able to apply their existing knowledge to solve new ones, there is also a place for teaching such pupils the strategies needed to solve more complex problems.**