



## **How does the curriculum at Turnfurlong Infant School make the curriculum accessible for those with disabilities and special educational needs?**

Our curriculum includes all children in our school. The Equality Act 2010 and the Special Educational Needs and Disability Regulations 2014 are met as follows:

### **Physical resources**

- We provide physical resources that enable children to access teaching and learning and to be included wider curriculum experiences according to individual need e.g. IT resources for children who are non-verbal, ear-defenders for children who experience sensory overload during parts of the school day, sloped writing boards
- Children with SEND may have additional visual support to support listening and attention and/or self-regulation e.g. an individualised visual timetable, a 'now and next' board, the visuals on a member of staff's lanyard
- Outdoor learning spaces that have been developed since 2014 have been planned with wheelchair users in mind e.g. exploratory trays and water feature in the Year 1 quad, mud kitchen in Nursery outdoor area

### **Accessing activities that enhance and enrich the curriculum**

- Educational visits are planned to enable all children to be included. Adult to child ratios may be adjusted in order to be able to ensure all children are successfully included and supported.
- Social stories may be written by staff and shared with a child to prepare for an experience
- When there are visitors and special curriculum experiences in school, staff supporting a child with SEND will provide additional scaffolding as appropriate e.g. by providing a descriptive commentary, using visual support such as sign or symbols

### **Adapting the timetable and daily routines**

- We recognise that some children will require a timetable that is more flexible in order to meet their needs. Examples of this include planning additional movement breaks with a member of staff to support listening and attention, working with specialists from outside agencies to support development and progress, working with staff to implement specific learning and development activities from individual support plans or Education, Health and Care Plans, working in targeted intervention groups

| Area of learning                               | Examples of how we make the curriculum accessible to children with SEND  |
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| Communication and Language, Literacy English   | <ul style="list-style-type: none"> <li>• TA supporting language as a talk partner in discussions</li> <li>• Pre-teaching of core stories (story telling schools)</li> <li>• Supporting children's understanding of instructions; breaking information down into smaller chunks</li> <li>• Differentiated phonics groups</li> <li>• Member of staff scaffolding writing activities</li> <li>• Specific interventions; Talk boost, Language Link, Speech link</li> </ul> |
| Maths  | <ul style="list-style-type: none"> <li>• TA supporting language as a talk partner in discussions</li> <li>• Supporting children's understanding of instructions; breaking information down into smaller chunks</li> <li>• Member of staff scaffolding recording activities</li> <li>• Pre-teaching key vocabulary</li> </ul>   |
| Understanding of the World Science             | <ul style="list-style-type: none"> <li>• TA supporting language as a talk partner in discussions</li> <li>• Supporting children's understanding of instructions; breaking information down into smaller chunks</li> <li>• Member of staff scaffolding recording activities</li> <li>• Pre-teaching key vocabulary</li> </ul>   |
| Computing                                      | <ul style="list-style-type: none"> <li>• Supporting children's understanding of instructions; breaking information down into smaller chunks</li> <li>• Modelling a skill</li> <li>• Scaffolding a skill</li> </ul>   |
| Personal, Social and Emotional Development RHE | <ul style="list-style-type: none"> <li>• TA supporting language as a talk partner in discussions</li> <li>• Supporting children's understanding of instructions; breaking information down into smaller chunks</li> </ul>  |
| Understanding of the World RE                  | <ul style="list-style-type: none"> <li>• TA supporting language as a talk partner in discussions</li> <li>• Supporting children's understanding of instructions; breaking information down into smaller chunks</li> <li>• Member of staff scaffolding recording activities</li> </ul>  |

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| Understanding of the World<br>Geography         | <ul style="list-style-type: none"> <li>• TA supporting language as a talk partner in discussions</li> <li>• Member of staff scaffolding recording activities</li> <li>• Pre-teaching key vocabulary</li> <li>• Supporting children's understanding of instructions; breaking information down into smaller chunks</li> </ul> |
| Understanding of the World<br>History           | <ul style="list-style-type: none"> <li>• TA supporting language as a talk partner in discussions</li> <li>• Member of staff scaffolding recording activities</li> <li>• Pre-teaching key vocabulary</li> <li>• Supporting children's understanding of instructions; breaking information down into smaller chunks</li> </ul> |
| Expressive Arts and Design<br>Art               | <ul style="list-style-type: none"> <li>• TA supporting language as a talk partner in discussions</li> <li>• Supporting children's understanding of instructions; breaking information down into smaller chunks</li> <li>• Modelling a skill</li> <li>• Scaffolding a skill</li> </ul>  |
| Expressive Arts and Design<br>Design Technology | <ul style="list-style-type: none"> <li>• TA supporting language as a talk partner in discussions</li> <li>• Supporting children's understanding of instructions; breaking information down into smaller chunks</li> <li>• Modelling a skill</li> <li>• Scaffolding a skill</li> </ul>  |
| Expressive Arts and Design<br>Music             | <ul style="list-style-type: none"> <li>• TA supporting language as a talk partner in discussions</li> <li>• Supporting children's understanding of instructions; breaking information down into smaller chunks</li> <li>• Modelling a skill</li> <li>• Scaffolding a skill</li> </ul>  |
| Physical Development<br>PE                      | <ul style="list-style-type: none"> <li>• Supporting children's understanding of instructions; breaking information down into smaller chunks</li> <li>• Modelling a skill</li> <li>• Scaffolding a skill</li> </ul>   |