



Padbury Church of England Primary School

Adapting our curriculum and environment to meet the needs of children with SEN

At Padbury School we are committed to ensuring that all children have the opportunity to be the best that they can be in all areas. Everybody learns and develops in different ways and has their own unique strengths, as well as individual areas that they might need additional support with at times. Some children may require support for a range of different needs at points during their school journey and may be on our SEN register. All children benefit from quality first teaching with their class teacher, and some children may require additional support, resources, or adaptations to enable them to access the curriculum and reach their potential. Support is regularly reviewed and aiming to ensure that children develop the skills and confidence to become independent learners.

	Barriers	Solutions		Barriers	Solutions		Barriers	Solutions
English – Writing	Anxiety Working memory Understanding Physical dexterity SALT Organisation Concentration	- Quality First Teaching - from a teacher. - High ceiling/low threshold -Memory strategies -Resources and technology -SALT intervention -Sensory support	English – Reading	Anxiety Working memory Understanding Physical dexterity SALT Organisation Concentration	Quality First Teaching - from a teacher. - High ceiling/low threshold -Memory strategies -Resources and technology -SALT intervention -Sensory support	Maths	Anxiety Working memory Understanding Physical dexterity SALT Organisation Concentration	Quality First Teaching - from a teacher. - High ceiling/low threshold -Memory strategies -Resources and technology SALT intervention Sensory support

	<p>Cultural Capital Knowledge and range of text types</p> <p>Vocabulary</p> <p>Spelling Underlying issues e.g. dyslexia Poor fine motor skills Handwriting Dexterity</p> <p>Grammar</p> <p>Stamina/ Concentration Processing speed</p> <p>Working memory</p>	<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. Word mats and never heard the word grids</p> <p>Editing time</p> <p>Laptops (Touch typing), handwriting practise, gross and fine motor skills practice, pen grips and chunky pencils</p> <p>Coloured overlays, exercise books and reading rulers</p> <p>Pre and post teaching</p> <p>Sensory resources, movement breaks, now and next board</p> <p>Over learning, repetition, opportunities in all subjects, opportunities to write across the curriculum. Writing for a purpose, for different audiences, sharing writing with other classes or adults, additional time</p> <p>Say a sentence/ 'hold a sentence' before writing, chunking, small steps broken down, talking postcards</p>		<p>Phonics</p> <p>Understanding sentence structure and punctuation</p> <p>Cultural capital</p> <p>SEN children may have difficulties with reading, dyslexia</p> <p>Lack of reading at home, low parental engagement with reading homework</p> <p>-Reluctant readers</p> <p>- Stamina</p> <p>-Understanding different points of view/characters</p> <p>Comprehension difficulties</p>	<p>Little wandle Phonics interventions, Regular assessment, phonics incorporated into every teaching opportunity, guided reading, toe by toe intervention</p> <p>Shape coding, sorting and ordering parts of a sentence</p> <p>Pre-teaching opportunities Time to explain meaning of new words Language from whole class reading Reading corner in classroom. Props, puppets to tell stories, reading rulers and coloured overlays</p> <p>Phonics workshops for parents</p> <p>Additional opportunities to read to an adult, with a peer, to a younger child, Reading for pleasure Class reading text Exposure to range of high quality texts, access to e-books, Beanstalk reading group, world book day/week Guided reading discussions Comprehension interventions, 60 second reads</p>		<p>Language/vocabulary</p> <p>Cognitive ability</p> <p>Lack of basic number skills e.g., Number bonds</p> <p>Working memory</p> <p>Inability to visualise</p> <p>Poor dexterity not being able to manipulate resources or know how to use them efficiently</p> <p>Reasoning skills</p> <p>Outside influence: parents saying they can't do maths</p> <p>Comfortable with mistakes Self-esteem/confidence</p> <p>Self-regulation</p>	<p>Pre-teaching Post teaching Scaffolding Word mats Real life contexts</p> <p>Repetition – retrieval practise, fluency e.g., rolling numbers, Doodle maths, mastering number approach, Precision monitoring interventions</p> <p>Encouraging note taking/ writing down, drawing/bar models, part-whole model</p> <p>Modelling Concrete, abstract, pictorial, pre-teaching, post teaching Working backwards from the answer Scaffolding</p> <p>Parent workshops</p> <p>Specific praise, rewarding effort, positive attitude around mistakes as a tool for learning</p> <p>Movement breaks and sensory resources Chunking learning Timers and short tasks</p>
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History	Anxiety Working memory Understanding Physical dexterity SALT Organisation Concentration	- Quality First Teaching - from a teacher. - High ceiling/low threshold -Memory strategies -Resources and technology -SALT intervention -Sensory support	Geography	Anxiety Working memory Understanding Physical dexterity SALT Organisation Concentration	- Quality First Teaching - from a teacher. - High ceiling/low threshold -Memory strategies -Resources and technology -SALT intervention -Sensory support	Science	Anxiety Working memory Understanding Physical dexterity SALT Organisation Concentration	- Quality First Teaching - from a teacher. - High ceiling/low threshold -Memory strategies -Resources and technology -SALT intervention -Sensory support
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	<p>Cultural capital Language Vocabulary Concentration</p> <p>Working memory</p> <p>Reading skills Writing skills Spelling</p> <p>Concept of time, chronology</p> <p>Processing key information</p>	<p>Pre-and post-teaching, word banks, images, videos, artefacts, trips Role play, freeze frame Repetition, revisit prior learning, never heard the word grids, knowledge organisers, movement breaks</p> <p>Different ways of recording, note taking High quality texts and challenges Word banks Vocabulary on display and in books for children to refer to Variety of activities (practical, group, pair & individual) Visuals – time line displayed in class</p>		<p>Language</p> <p>Vocabulary</p> <p>Cultural capital – not going beyond their local environment, costs How to use an atlas</p> <p>Understanding basic geographical knowledge 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>Concentration</p>	<p>Pre-teaching – images with vocabulary, displays, videos, never heard the word grids, knowledge organisers Recapping in lessons</p> <p>Using local features to illustrate points 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>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>Overloading working memory</p> <p>Working in groups/communication skills</p>	<p>Pre-teaching, word mats with visuals, knowledge organisers, never heard the word grids</p> <p>Images, videos, practicals. videos , trips</p> <p>Pre teaching, review</p> <p>Scaffolding written tasks, different ways of recording – draw, verbal Modelling Chunking Revisit and revise key concepts Group work Voice typing/scribes</p> <p>Modelling tasks – and use of vocabulary, Small group work, mixed ability, scaffolds and chunking learning</p> <p>Teach and model teamwork, reward effort and collaboration</p>
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Computing	Anxiety Working memory Understanding Physical dexterity SALT Organisation Concentration	- Quality First Teaching - <i>from a teacher.</i> - High ceiling/low threshold -Memory strategies -Resources and technology -SALT intervention -Sensory support	RE	Anxiety Working memory Understanding Physical dexterity SALT Organisation Concentration	- Quality First Teaching - <i>from a teacher.</i> - High ceiling/low threshold -Memory strategies -Resources and technology -SALT intervention -Sensory support	PE	Anxiety Working memory Understanding Physical dexterity SALT Organisation Concentration	- Quality First Teaching - <i>from a teacher.</i> - High ceiling/low threshold -Memory strategies -Resources and technology -SALT intervention -Sensory support
	Typing (children used to touch screen) Physical dexterity/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/ lack of confidence	Pre-teaching Teach how to use keyboards, touch typing skills Time taken to teach how to use equipment – how it works, is set out, moving around a system, practise, prompts, revisiting Use starters and structures as other curriculum areas, seating plan 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 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 Ros and other faith leaders, community links, engaging activities Pre-teaching of vocabulary Record on Ipads, talking postcards, 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 Clear expectations Establish routines Scaffolding learning Zones of regulation Teach and model good sportsmanship, teamwork Breaking learning down into chunks – modelling Visuals Praise effort and positive attitude/teamwork Appropriate equipment e.g. large ball soft balls Visuals Links across the curriculum

Art	Anxiety Working memory Understanding Physical dexterity SALT Organisation Concentration	- Quality First Teaching - from a teacher. - High ceiling/low threshold -Memory strategies -Resources and technology -SALT intervention -Sensory support	Music	Anxiety Working memory Understanding Physical dexterity SALT Organisation Concentration	- Quality First Teaching - from a teacher. - High ceiling/low threshold -Memory strategies -Resources and technology -SALT intervention -Sensory support	French	Anxiety Working memory Understanding Physical dexterity SALT Organisation Concentration	- Quality First Teaching - from a teacher. - High ceiling/low threshold -Memory strategies -Resources and technology -SALT intervention -Sensory support
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Cultural capital – artists, types of art	Visits to art galleries Visits from local artists Word banks/images/videos		Sensory overload – noise	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		Confidence Engagement Fear of being wrong/sounding silly	Making it fun, accessible, songs, repetition Positive correction Make it relevant – personal, set up activities to show developed skills e.g. French breakfast
Basic fine motor skills	Time to practice/time to experiment/mark making, fine motor activities		Concentration	Movement breaks, actions, sensory circuits		Writing skills / spelling	Focus on listening and speaking
Vocabulary	Visuals Teach skills, showing children the process, pre teaching, word mats, never heard the word grids		Vocabulary, instrumental knowledge	Explicitly taught and displayed with visuals Pre-teaching		Hearing – misunderstanding speech	Use of videos and native speakers to model correct pronunciation.
Confidence and fear of failure	Modelling tasks Role models – developing competence, sharing work		Working memory	Modelling, practise, visual prompts, chunking, timers, now and next board		Self-regulation	Zones of regulation, sensory resources, movement breaks
Self-regulation	Growth mindset and resilience. Opportunities to share work with other classes and adults, sensory resources and movement breaks, noise cancelling headphones and desk dividers		Cultural capital – context	History of music – context Exposure to different types/genres of music			
Sensory difficulties	Zones of regulation Adapt e.g. different resource, same task/skill		Motor skills	Learning to play an instrument. Fine motor activities to improve dexterity			
			Mathematical skills	Counting, rhythm, mirroring, repeating			
			Self-regulation	Zones of regulation, sensory resources, movement breaks			

PSHE	Anxiety Working memory Understanding Physical dexterity SALT Organisation Concentration	- Quality First Teaching - from a teacher. - High ceiling/low threshold -Memory strategies -Resources and technology -SALT intervention -Sensory support	DT	Anxiety Working memory Understanding Physical dexterity SALT Organisation Concentration	- Quality First Teaching - from a teacher. - High ceiling/low threshold -Memory strategies -Resources and technology -SALT intervention -Sensory support	Extra-curricular /leadership	Anxiety Working memory Understanding Physical dexterity SALT Organisation Concentration	- Quality First Teaching - from a teacher. - High ceiling/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 Positive relationships Daily check ins Worry monsters Growth mindset Social skills interventions to boost self-esteem, lego therapy, helping hands Visuals Modelling Speech Link Language Link Visits and visitors Pre-teaching language Adult to read texts		Fine and Gross motor skills Measuring ability Being able to visualise end product Self-evaluation Confidence Interest/Motivation Fear of failure Vocabulary Cultural capital 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 Word mats, pre teaching, modelling, never heard the word grids Visuals, photos, videos Fine and gross motor skills practice		Social skills Anxiety Confidence Health and safety	Social skills interventions to boost self-esteem, opportunities for leaderships roles and responsibilities, social stories, lego therapy, helping hands Risk assessments Social stories Reasonable adjustments Additional adults All children to have access with support if needed