



Ark Atwood: Adaptations to Our Curriculum for SEND

At Ark Atwood Primary Academy we work hard to ensure we provide for all pupils irrespective of their needs. We know that students may need different or additional support at specific times during their time in our school to be successful. We are committed to providing appropriate, targeted support to all students, which is planned and delivered to the highest standard by all teaching and support staff.

Inclusion is everybody's responsibility and a whole-school approach. It is therefore an integral part of our teaching practice. Support is available for all students, regardless of ability, whether there are challenges to overcome or new ones to seek out.

Our school SENCO, Joseph Townsend, works closely with all teachers to identify needs early and assess which interventions or specialist support is required. We monitor progress following the 'Assess, Plan, Do, Review' model to ensure support is appropriately pitched, targeted and personalised.

We know that support must be holistic and focus upon the whole child. This means that alongside academic intervention and support, we also focus upon social and emotional skills (particularly emotional regulation), growth mindset and self-esteem, life skills (such as self-organisation and time management) and well-being (physical and mental). We aim to model reflective practice which is not simply reactive but pro-active to anticipate and plan for support ahead of challenges to come.

Our Curriculum is challenging and has high aspirations for all students. Teachers differentiate to adapt resources and outcomes to suit the learning level of individual students. This may mean that students are working on targets that are Pre-key stage or different to their peers, however they receive the same high-quality teaching input from their class teacher, it is the expected outcome that is adapted – for example the end result of a task may take a different form.

We aim to ensure that where possible, through targeted intervention the learning gap between peers progressively closes to raise attainment and accelerate progress. We track this through our Graduated Response Charts, data drop assessment points and tracking progress through SEND books to record evidence linked to outcomes.

Below you can see how we support all students through three waves of Provision: Wave 1 is in class teaching and strategies, Wave 2 targeted intervention by class teams and Wave 3 specialist support from outside agencies. Please bear in mind, support is not limited to the adaptations listed below however this provides an overview of the essential elements which are present in every year group, across the school.



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What is our in class Universal offer to support SEND?

	Universal
Cognition and Learning	<p>Graduated Response Charts – document updated half-termly to outline provision across the three Waves. Led by SENCo with Class team.</p> <p>Differentiation: targets, outcomes and work adapted to suit need and learning level Environment: adapted to balance lowering over-stimulation and providing visual support Working Walls: support retention and working memory, manage cognitive load Scaffold: tasks designed to break down key steps, sequence and structure response Manipulatives: Concrete, Pictorial, Abstract – utilise physical objects where possible Assessment for Learning: effective circulation, questioning and marking to inform teaching Connecting Steps: software used to set and track targets and progress against Pre-Key Stage Colourful Semantics: embedded in planning to support Literacy and Language RWI Phonics: applied through whole school to support phoneme and grapheme understanding</p>
Communication and Interaction	<p>Timetables: required for all classrooms, used daily, student interaction and engagement Visual supports: wherever possible make learning visual and provide as support Concrete Pictorial Abstract Approach: develop understanding through approach Teacher talk: precise, model accuracy, clarity, key word level pitch, Blank’s Questioning Talk Frames: promote peer to peer communication, structure consistent scaffolds to apply TA: deployment through class to re-model, re-iterate key information or instruction, instant feedback, specific targets as planned by class teacher</p>
Social, Emotional, and Mental health	<p>Zones of Regulation: emotional literacy and self-regulation strategies MindUp and Brain Breaks: understanding of emotions, exercise control and moderation PSHE Curriculum: support whole class SEMH through HEP framework RWE: Tolerance and understanding, philosophical and ethical focus Positive Reward systems: consistent structure through school to track and reward effectively</p>



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	<p>Growth Mindset approach: challenge, can do, effort and perseverance</p> <p>Social Stories to support understanding and empathy</p> <p>ABC Charts: track triggers and patterns in behaviour</p> <p>Restorative Justice conversation frames: students accept responsibility and reparation</p>
Physical and/or sensory	<p>Sensory Diet: OT advised activities to support regulation</p> <p>Movement breaks: trampoline</p> <p>Fine Motor skills practice</p> <p>Gross Motor skill practice</p> <p>Fidget toys to focus activity</p> <p>Quiet tables – space to work</p> <p>Zones of Regulation toolkit – options and choice to self-regulate</p>



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What Interventions do we have for Wave 2 Targeted Provision?

	Targeted
Cognition and Learning	<p>SEND Books: Outcomes and targets tracked through evidence</p> <p>Colourful Semantics: colour coded grammatical construction</p> <p>Maths boosters: core Maths Mastery skills practised in CPA approach with link to KPIs</p> <p>Pre-teaching of vocabulary and core concepts</p> <p>RWI Phonics boosters: phoneme knowledge and recall, blending</p> <p>1:2:1 Paired reading: working on fluency and comprehension</p> <p>Fresh Start – KS2 Phonics programme</p> <p>GL Dyslexia Assessment: delineate literacy difficulties</p>
Communication and Interaction	<p>Language for Thinking</p> <p>Lego Therapy “Brick Club”: assigned roles in communication and construction</p> <p>Social Stories: with an adult</p> <p>Social Skills: board game play (turn-taking, sharing, rule following, celebrating success of others)</p> <p>Attention for Autism: Attention Bucket – highly motivated listening activity</p>
Social, Emotional, and Mental health	<p>Zones of Regulation – promote emotional literacy and self-regulation strategies</p> <p>Integrated Play Group – scaffolded play with peers to work on positive relationships</p> <p>I can be – programme for students to experience careers and workplace ambitions</p> <p>Growth Mindset – activities with adult to build self-image and set targets</p> <p>MindUp – specific lesson review in small groups with adult</p> <p>5 Ways to Well-being – target one area to work on with peer and adult</p> <p>Book of Success – share between home and School to celebrate achievement and raise self-esteem</p> <p>Draw your emotions – art therapy</p>



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Physical and/or sensory	Sensory Room: small group use with class adult Sensory Diet: OT suggested activities including proprioception Fine Motor skills: activities based off EYFS curriculum and planning Gross Motor skills: OT input, PE Challenge Cards
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Who are the Specialists we can refer to for further involvement?

	Specialist
Cognition and Learning	<p>Child Development Centre at Woodfield Rd – refers can be made for paediatric assessment and Autism assessment</p> <p>Educational Psychologist – Louisa Reynolds – 12 sessions per academic year</p>
Communication and Interaction	<p>Speech and Language Therapy – there are two offers NHS SaLT therapy for students who have SaLT as part of EHCP – Isabella Yanes (Wednesday) Unlocking Language for those without EHCP – Meera Mehta (fortnightly Fridays)</p> <p>Autism Outreach – Jenny Reeve-Williams</p>
Social, Emotional and Mental health	<p>Mental Health Practitioner through Mind – Christina Morgan School Counsellor through Fegans – parental consent required CAMHs (higher level mental health) – refer through Child Development service at Woodfield Rd SEMH Behaviour Intervention Team Primary – referral for involvement can be made</p>
Physical and/or sensory	<p>Occupational Therapy – Sherilyn Sibanda Sensory Diet – document being constructed in conjunction with OT Specific Medical OT input for students with SEND Some Private OT input as specified in EHCP</p>



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What is Inclusion?

The practice or policy of providing equal access to opportunities and resources for people who might otherwise be excluded or marginalised.

In education, this often equates to SEND students spending the majority of their time in school with non-SEND students.

This means that our model in Atwood must focus upon providing access for SEND students to the classroom and class teacher.

Wave 1 Provision is in the classroom.

- There are many adaptations we can make to meet need through Wave 1.
- This needs to be balanced against the support provided through Targeted intervention.

Wave 2 Provision will take place outside the classroom.

It is important that TAs are supported to plan and use Connecting Steps alongside EHCP Outcomes to track progress. This is recorded in our SEND books. Every half-term interventions must be reviewed to monitor impact.

Wave 3 Provision is Specialist.

- Referrals are made through the SENCo.
- Wave 3 is not the first port of call – we must implement and review Wave 1 and 2 intervention before referral.

Class teams must evidence application of the strategies suggested in Wave 1 and Wave 2.

Assess – Plan – Do – Review .

What do you feel the student needs? Plan how to meet this need. Apply strategy.

Review impact. At a minimum this is a 4 week cycle.

This evidence would then go towards any further referral for Specialist intervention.