

Westleigh Methodist Primary School Adapted / Accessible Curriculum

Quality First Teaching is referred to in the SEND Code of Practice as being the first step to responding to learners' needs. As highlighted in the National Association for Special Educational Needs Teacher Handbook 'Embedding Inclusive Practice' (Nasen, 2024) a **well-designed** and **well-sequenced curriculum** to support the effective delivery of Quality First Teaching is a whole-school responsibility and collaboration between subject leaders and senior leaders is essential to adapting the curriculum.

At Westleigh Methodist Primary School, we embed the following key principles when planning for and delivering lessons across the curriculum. These principles have been informed by Education Endowment Foundation, Early Career Teacher Framework and Nasen.

- **High quality universal teaching** is a priority and is **Ordinarily Available**.
- Planning is adapted prior to the lesson and is adjusted during the lesson' (EEF, 2021). It is explicit, including the essential knowledge and vocabulary to be taught and considers any existing barriers to learning.
- Links are made to prior learning.
- All children receive **high quality guided practice**, leading to **independent working**.
- Carefully planned use of **teaching assistants** to achieve greater independence (EEF 2021).
- Teachers will have high expectations for all pupils.
- **Meta-cognition** strategies are used throughout.
- **Questions** are planned effectively to deepen knowledge, encourage reasoning and help children to know and remember more.
- Opportunities for children to work **collaboratively (in flexible groups)** to articulate understanding, share ideas and deepen their thinking.

First, we outline some of the practices that are part of **Quality First Teaching/Ordinarily Available Provision**. Planning is further guided by the Greater Manchester Ordinarily Available and Inclusive Provision document (GM OAIP, 2024).

Second, we recognise that some children may not have their needs met by universal provision, therefore outline the adaptations to provision that are considered '**additional to or different from which is normally on offer to their peers of the same age**'. Provision in school is further supported by the Wigan's Additional Practice Toolkit.

Social Emotional and Mental Health

Ordinarily Available Inclusive Provision

- Clear structure and routines.
- Visual schedules are used, and events are removed/ticked off when finished.
- Use of first, then, next boards.
- Clear verbal and visual expectations for behaviour and consistent response to behaviour.
- Use of restorative approaches when relationships breakdown.
- Zones of Regulation 'check ins' and discussions with trusted adults (including Pastoral Support)
- Emotion coaching to notice children's feelings and empathise with them, label and validate their emotions, set limits and problem solve.
- Explicitly taught relaxation techniques.
- Calm and connect space.
- Worry box.
- Physical movement breaks.
- Unconditional positive regard to boost self-esteem.

'additional to' or 'different from'

- **Regulation toolkit.**
- Provide a 'get out' or way of alerting adults to distress (**I need help cards**).
- Prompting to access regulation strategies, resources to support self-regulation and co-regulation if necessary.
- Model the use of alternative strategies to express feelings of anxiety and frustration.
- Access to safe / low arousal spaces (**Wellbeing room**)
- Provide processing and responding time.
- Therapeutic stories (**Ruby's Worry, Milo's Monster**)
- Regular **Pastoral** support.
- Additional nurturing approaches are in place for difficult transition times.
- Provide limited choices to give the child a sense of control whilst reducing cognitive overload.

- Use assessments such as **Boxall profile** to identify targets.
- Plan small group activities to support personal, social and emotional development.
- Use body mapping to develop interoceptive awareness (awareness of fear, anger, happiness and excitement).
- Use **Social Stories**.
- Activities that link physical sensations to labelling emotions (Text: **My Body Sends Me Signals**)

- Personalise a visual timetable.
- Plan for small group/1:1 learning activities.
- Consider visual prompts to signal beginnings / endings, e.g. **traffic lights** and **timers**.
- Use personalised rewards.

- Consider appropriateness of behaviour policy and discuss an individual '**positive support plan**' and review regularly.
- Anticipate triggers and use distractions to avoid physical interactions.
- Use resources to identify triggers, e.g. **ABC** records and **CPOMS**.
- Communicate effectively with the home/family.
- Use Wigan's Targeted Education Support Service (TESS) or Education Psychology (EP) to provide training, e.g. Attachment, Trauma, Emotionally Based School Avoidance.

Physical and Sensory

Ordinarily Available Inclusive Provision

- The building and learning spaces are accessible.
- Clear signage communicated (symbols/pictures).
- Well-organised resources.
- Displays have pale backgrounds, reduced visual clutter and accessible font.
- Clear print used for all text in the environment.
- Clear contrasts, e.g. change in floor height.
- Awareness of lighting, including glare from boards and sunlight.
- Access to subtitles or audio-visual material.
- Classroom seating for learners with visual/hearing impairments has good visibility of the adults' facial expressions and lip patterns.
- Reduction of extraneous noise.
- Snack and water available throughout the day.
- Movement breaks.

'additional to' or 'different from'

- Ensure **accessibility plans** are in place.
- Consider conducting a **sensory audit** of the environment.
- Provide prior warnings to fire alarms and shelter drills.
- Provide opportunities to engage in sensory opportunities to meet their tactile seeking needs.
- Flexibility within the uniform policy.

- Provide **sensory circuits**.
- Consider individual **workstations**.
- Flexibility for transitions.
- Movement programmes to support coordination and balance, e.g. **Motor Skills United**.
- Develop fine motor skills, e.g. specialist scissors, peg board, threading Dough Disco.
- Fine motor schemes, e.g. **Clever Fingers**.
- Support for letter formation, e.g. **Write From the Start, Speed up Handwriting**, pencil grips and sloping boards.
- Refer to Occupational Therapy.

- Work in partnership with Specialist Sensory Education Team.
- Use large print books and reading apps, e.g. **Dolphin Easy Reader / RNIB Bookshare**.
- Consider the use of bold writing pens.
- Use touch typing.
- Use magnification and accessibility features, e.g. visualisers/iPads
- Resources are adapted to increase independence, e.g. different sized balls, pencils and enlarged font books.
- Assisted technology is used to support and promote independent learning.

Cognition and Learning

Ordinarily Available Inclusive Provision

- **Assessment** of strengths and difficulties are monitored to inform planning and interventions.
- Learners have regular opportunities to **evaluate their own performance**.
- Adaptations to **assessment arrangements**.
- **Flexible** seating plans and **groupings**.

- The curriculum builds from previous years.
- **Metacognitive** approaches to teaching and learning.
- Daily **retrieval** opportunities in all lessons.
- Use of **additional adults** to maximise learning and independence.

- Use a **structured approach** for all tasks with a clear beginning, middle and end.
- Explicit **modelling** of steps.
- Tasks broken into **small steps**.
- **Scaffolding**.
- Use of **manipulatives** (concrete, pictorial and abstract) and multisensory methods.
- Knowledge organisers.
- Use of **timers** (amount of time to focus).
- Relevant and timely **interactions**.
- Access to **resources** such as phonics mats and manipulatives.

'additional to' or 'different from'

- Small group or 1:1 **pre-teaching** of new concepts and vocabulary.
- Additional resources to facilitate opportunities for **over-learning**.
- Deliver 1:1 or small group teaching.
- Use focussed teaching – little and often, targeted to address areas of need.

- Self-support strategies, e.g. chunking, silent repetition and written checklists.
- Strategies to support memory and reduce cognitive overload, including storyboards, mind maps, key phrases and key vocabulary.
- Sentence starters to help give structure and express ideas.
- Differentiated knowledge organisers.
- Stop a task at regular intervals to review progress and share examples.
- Alternatives to written recordings.

- Fresh Start / Fast Track Phonics
- Use **Colourful Semantics** for sentence construction.
- Maths activities that reflect real life and reflect real world contexts.
- Access to **resources** such as overlays, sloped boards, magnification features, pencil grips, wobble cushions, fidget toys and ear defenders.

All strategies used in interventions are integrated into class teaching so that learners can sustain progress.

Communication and interaction

Ordinarily Available Inclusive Provision

- Language used is at an appropriate developmental level.
- Clear spoken modelling of language.
- Good listening rules are clearly displayed and modelled.
- Introduce and explain new vocabulary.
- Display vocabulary.
- Choose texts that support the development of language.

- Use learners first name to gain their attention.
- Instructions are in manageable chunks and shared in a linear order.
- Allow time for the learner to process and respond.
- Use targeted questioning.

- Provide opportunities for communication which develop social skills (the ability to listen, speak, negotiate and take turns).
- Non-verbal communication is taught and encouraged.

'additional to' or 'different from'

- Clear and simple instructions, repeated, simplified and accompanied with visual cues.
- Use photographs and symbols to support routines, e.g. washing hands, getting ready for PE or using the toilet.
- When learners use single words, repeat and expand to model further language.

- Alternative methods of communicating, e.g. symbol communication system, visual signs, visual aids or aided language boards.
- Approaches and tools to provide additional method of communicating, e.g. ICT and symbols
- Introduce strategies at break and lunchtimes to support peer interactions.

- Track SLCN small steps, e.g. **Early Years Support Tool, TALC, Wellcomm** or **BSquared**.
- Small group or individual language sessions, e.g. **Wellcomm, Elklan** Blank Levels.
- **Colourful Semantics** to support sentence structure.
- Specific language activities to develop listening and attention, e.g. **Black Sheep Therapy**
- Plan targeted groups to develop social understanding, e.g. **Talkabout** Social Skills. Teaching how to interact and respond in a variety of social situations.
- Use **Social Stories** to support understanding of social situations.

All strategies used in interventions are integrated into class teaching so that learners can sustain progress.