

How can we adapt the curriculum to make it more inclusive for learners with SEND

Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory and Physical
<ul style="list-style-type: none"> • Pre-teaching of vocabulary • Use of chunking to break down instructions • Widget • Social stories and visual timetables • Talking partners • Concise language • Visual prompts • Non-verbal communication systems – photo exchanges, gestures, signals • Equipment lists 	<ul style="list-style-type: none"> • Pre-teaching of new concepts • Mind maps • Writing frames • Wordbanks • Talking tins • Alternative ways of recording – laptop, digital camera, scribe etc. • Shared writing • Visualisers • Use of Clicker • Parallel activities towards the same learning objectives • Use of additional visual resources and manipulatives • Use of Jamboard • Note taking to aid recall 	<ul style="list-style-type: none"> • Careful grouping of pupils • Identifying roles within group discussions e.g. scribe, chair, reporter, observer. • Seating arrangements • Brain breaks/ sensory break activities • Trauma informed practice • Use of timers • Now and next boards • ‘5 lives’ so they do not feel pressure to get it right first time • Individual work stations • Feelings trackers 	<ul style="list-style-type: none"> • Larger printed texts • Use of coloured paper • Ear defenders • Sensory/ movement breaks • Pre-drawn tables • Written WALTs • Use of Nearpod • Use of pencil grips, writing slopes, voice recorders • Wobble cushions