

Special Educational Needs



**Adaptations to the implementation of our curriculum
at St Ann's Well Academy**

At St Ann's Well Academy, we provide all children with a broad curriculum that is rich in opportunities and experiences. We have high expectations for all pupils whatever their prior attainment. We identify special education needs early and adapt the implementation of our curriculum, so that all our pupils are prepared for the next step of the educational journey.

Adaptations to the implementation of the curriculum content	<p>Expectations for all areas of SEND:</p> <ul style="list-style-type: none"> ● Quality first teaching – EEF strategies - scaffolding - Explicit instructions - Flexible grouping - Use of technology ● Partnership with parents ● Involvement of specialists ● Additional in provision / class support & additional out of provision / class support ● Access to ICT / Technology ● Staff training in specific areas of SEND 			
	Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory and/or Physical
Foundation Stage	<p>Now and then cards</p> <p>PECs (Picture exchange communication system)</p> <p>Visual timetables</p> <p>Makaton</p> <p>Talk Boost intervention</p>		<p>Quiet place</p> <p>Familiar staff to enable to children to discuss worries/concerns</p> <p>Mental health Support Team</p>	<p>Enlarged resources</p> <p>Different colour overlays</p> <p>Adapted equipment eg. furniture / writing slopes / pencil grips/posture cushions</p>

Keystage 1	<p>Now and Next cards</p> <p>Visual timetable</p> <p>Symbols</p> <p>Use of outside services to provide advice and support (Inclusive Education Services, SaLT, Educational Psychologist)</p>	<p>Daily catch up / tutoring</p> <p>Scaffolds to learning frames / word mats</p> <p>Differentiated/adapted learning materials</p> <p>Additional time to process information</p> <p>Pre/Post teaching of key vocabulary</p> <p>Practical maths equipment</p> <p>Alternative ways of recording</p> <p>IDL intervention</p> <p>ELS interventions</p> <p>Ready to Progress</p> <p>Maths Gaps</p> <p>Number Stacks</p>	<p>Familiar staff to enable to children to discuss worries/concerns</p> <p>Assemblies</p> <p>PSHE</p> <p>Mental health Support Team</p>	<p>Enlarged resources</p> <p>Different colour overlays</p> <p>Adapted equipment eg. furniture / writing slopes / pencil grips/posture cushions</p> <p>Regular movement/brain breaks</p> <p>Support with dressing for PE</p> <p>Motor Skills Intervention</p> <p>FunFit</p>
Keystage 2	<p>Now and Next cards</p> <p>Visual timetable</p> <p>Symbols</p> <p>Use of outside services to provide advice and support (Inclusive Education Services, SaLT, Educational Psychologist)</p>	<p>Daily catch up / tutoring/interventions ELS</p> <p>Scaffolds to learning frames / word mats</p> <p>Differentiated/adapted learning materials</p> <p>Additional time to process information</p> <p>Pre/Post teaching of key vocabulary</p>	<p>Familiar staff to enable to children to discuss worries/concerns</p> <p>Assemblies</p> <p>PSHE</p> <p>Outside partner work: Mini Police, DAaRT, Choices and Consequences</p>	<p>Enlarged resources</p> <p>Different colour overlays</p> <p>Adapted equipment eg. furniture / writing slopes / pencil grips/posture cushions</p> <p>Regular movement/brain breaks</p> <p>Support with dressing for PE</p>

		<p>Practical maths equipment</p> <p>Alternative ways of recording</p> <p>IDL intervention</p> <p>Rapid Read interventions</p> <p>Literacy Box intervention</p> <p>Ready to Progress</p> <p>Maths Gaps</p> <p>Number Stacks / barrier targeting</p>		<p>Motor Skills Intervention</p> <p>FunFit</p>
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