**Adapting the Curriculum**

At St. Margaret’s we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for all pupils; this includes pupils with special educational needs (SEN). This ensures that our teaching conforms to best practice and we provide Quality First Teaching for all of our pupils.

In meeting the Mainstream Core Standards, the school employs some additional teaching approaches; sometimes these are advised by internal and external assessments or external professionals for children with SEN.

All pupils follow the National Curriculum at a level and a pace that is appropriate to their abilities. At St. Margaret’s, to ensure that all children can access and engage with the curriculum, modifications to the curriculum may be implemented when appropriate. These modifications can include, but not limited to:

· Adapting our curriculum, for example; by grouping (including 1:1 tuition), teaching style or changing the task (e.g. alternative forms of recording, mind maps, tables)

· Adapting our teaching, for example; giving longer processing times, pre-teaching of specific vocabulary, reading out instructions, precision teaching, visual cues to accompany verbal instructions (Makaton and Colourful Semantics)

· Alternative resources may be accessed by children, for example; task boards, now and next boards, manipulatives (e.g. counters), word mats, number lines

· Making adaptations to the environment for example; visual timetables, contrasting floor and furniture colour, movement sensitive lighting

· Making adaptations that are specific to one child’s needs, for example with children with a hearing impairment; staff face the child when talking with them, staff ensure they face a window (to avoid being back lit), staff use visuals to reinforce. Alternatively personalised and bespoke curriculums may be delivered, as advised by the Specialist Teaching and Learning Service (STLS)

Please see link below for Mainstream Core Standards:

<http://www.kelsi.org.uk/special-education-needs/special-educational-needs/the-mainstream-core-standards>

**Learning Environment**

Classrooms provide a stimulating and purposeful learning environment, including thought provoking and stimulating displays.

The management of classroom resources are the responsibility of the classroom teachers who ensure that:

· There is a range of appropriate, accessible and labelled resources available to meet the needs of all pupils, from which pupils can independently select materials suitable to the task in hand

· All children know where resources are kept and their rules about access and use

· All children know what they must not touch for reasons of safety and privacy

· Children are encouraged to act independently in choosing, collecting and returning resources where appropriate cut

· Children and teachers act together to establish an attractive, welcoming and well organised environment, (including a visual timetable), engendering respect, care and value for all resources the classroom and resources

· Teachers ensure that classrooms include a range of displays which should celebrate work, promote enthusiasm for learning, develop thinking skills and provide instruction

· Working walls support learning in Maths and English, reflecting key vocabulary and learning objectives for the week

· Labels and posters should be used wherever possible/appropriate to reflect the language diversity in the school.

· Children should be able to IT effectively as a tool for learning

· IT is used effectively as a teaching tool and resource to develop learning and support individual learning styles