How we adapt the curriculum to meet the needs of pupils with SEND at Mount Hawke Academy

High expectations

- There is a culture of high ambition for SEND pupils
- SEND pupils follow the same curriculum as their peers
- Pupil's needs are accurately identified
- , Targets set for SEND pupils and reviewed regularly.

Classroom Environment

- Responds to sensory needs
- Seating plan, sitting comfortably & personal space
- Teach routines & pre warnings
- Displays support learning – key info and overlearning

Develop resilience

- Challenge and culture where it is acceptable to make mistakes
- Scaffolding / prompting provides opportunities for independence
- Feedback enables children to celebrate success and identify areas to improve

Scaffold learning

- Chunk tasks
- Present information in visual form
- Prepare through pre teach
- Scaffold process (writing frames / structure scrips)
- Scaffold outcome (alternative recording etc)

Relevance of curriculum

- Interesting / Stimulating & Engaging
- Clear progression of learning that build on previous skills / knowledge
- Enables SEND pupils to discover broader interests & talents
- Effective sequences of learning / accurate assessments

Build Relationships

- Staff know the needs of pupils (OPP)
- Staff respond appropriately to SEMH and attachment needs
- All children have a trusted adult
- Meet & greet vulnerable pupils

Develop language / Reading skills

- Keep Up / Catch up phonics
- Activate prior knowledge before reading (CL)
- Pre teach vocabulary
- Teach self monitoring skills
- Teach 'fix-up' strategies

Build learning capacity

- Focus on reading & language development (pre teach vocab)
- Teach skills we take for granted (listening / reading emotions etc)
- Time to process and develop thinking
- Develop metacognitive skills and the language of learning