

Three young boys in green school uniforms are sitting on large black tires in a schoolyard. They are all giving thumbs up and smiling. In the background, there is a brick school building and a wooden fence.

Supporting an Inclusive Curriculum

Our school is a beacon of light. A place where every child and adult is encouraged to shine brightly and reach their full potential. Through curiosity, courage, and compassion, we shine like a lamp in our classrooms, like a village on a hill in our community, and like shining stars across the wider world.



Supporting an Inclusive Curriculum at Stelling Minnis CE Primary School

At our school we follow the Main Core Standards expected of all in our community to support children with Special Educational Needs and or Disabilities. This includes what is referred to as Quality First Teaching. There is an expectation that all classrooms are SEN Classrooms and that our environment, resources and quality of teaching benefit all children in our school. The following documents have been created for each subject to outline the steps we take to ensure that our curriculum is inclusive across every subject.

We recognise that the documents are not exhaustive. Our team are continuously reflecting on practice and work closely with our Sendco and families where additional reasonable adjustments may be needed.

Curiosity

Compassion

Courage



Making shining stars

An Inclusive Reading Curriculum: Supporting Children with SEND

At Stelling Minnis CE Primary School, we believe all pupils should have the opportunity to learn to the best of their capabilities through a broad and balanced, inclusive curriculum. For our pupils with a Special Educational Need, we scaffold their learning to provide them with the strongest opportunities for success in our school. We believe firmly in the SEND Code of Practice's statement that 'every teacher is a teacher of SEN' and that our pupils with SEN should be provided with the same opportunities as their peers in our school. This means that, with their learning being personalised to meet their areas of need, they feel included in the classroom and make progress year on year. Reasonable adjustments are made in all lessons to enable this. When planning for Reading, classteachers will adapt their lessons where necessary using ideas taken from this list, however it is important to remember this list is not exhaustive and other adaptations may be needed for children with specific needs

Resources	Multi Sensory	Teacher Communication	Assessment
• Little Wandle Programme • Little Wandle SEN provision • Phonics mats, sound cards and posters • SEN Reading books • SEN reading books with age appropriate content • Big Cat reading Books • Complete Comprehension • Coloured overlays or reading rulers • Audiobooks and text-to-speech tools • Vocabulary picture prompts • Decodable texts matched to ability	• Use actions and songs for phonics that align with Little Wandle • Match pictures to words • Oral rehearsal before reading • Highlight key information with colours • Use magnetic letters and word building activities • SEN Little Wandle offers multi sensory alternatives • Tactile books to hold • Screen support as appropriate	• Model fluent reading regularly using Little Wandle Approach • Little Wandle SEN support to communicate • Repetition as appropriate, within a session or throughout the day • Precision and pre teaching • Give concise instructions • Pre-teach vocabulary • Check understanding frequently • Use visual prompts alongside verbal explanations • Questions are worded at an age-appropriate level, avoiding complex vocabulary and sentence structures for pupils with SEND. • Alternative communication modes are utilised to meet pupil need e.g. signing, braille. • Vocabulary to be taught explicitly to ensure that pupils do not misunderstand concepts. Words may include: circuits, investigate, prediction, biome, analyse, control, variables.	• Use running records and observation • Allow verbal comprehension responses • Assess little and often • Break objectives into small steps • Measure progress from individual starting points • Little Wandle Heat Map and Assessment Tools to track • Recognition of children for who develop sight reading skills

An Inclusive Writing Curriculum: Supporting Children with SEND

At Stelling Minnis CE Primary School, we believe all pupils should have the opportunity to learn to the best of their capabilities through a broad and balanced, inclusive curriculum. For our pupils with a Special Educational Need, we scaffold their learning to provide them with the strongest opportunities for success in our school. We believe firmly in the SEND Code of Practice's statement that 'every teacher is a teacher of SEN' and that our pupils with SEN should be provided with the same opportunities as their peers in our school. This means that, with their learning being personalised to meet their areas of need, they feel included in the classroom and make progress year on year. Reasonable adjustments are made in all lessons to enable this. When planning for Writing, classteachers will adapt their lessons where necessary using ideas taken from this list, however it is important to remember this list is not exhaustive and other adaptations may be needed for children with specific needs

Resources	Multi Sensory	Teacher Communication	Assessment
• Power of reading with lots of practical and immersive strategies • Writing frames and sentence starters, Alan Peat sentence types • Word banks and vocabulary mats • Alternative recording tools and speech-to-text and sound buttons • Pencil grips or adapted equipment • Coloured paper where appropriate • Exciting final piece paper • Hooks for lessons- e.g. writing stimuli • Wagolls • ICT, laptops, text pads • Alternative space to write • Guidelines • Handwriting prompts • Writing scaffolds and templates • Table top prompts	• Oral rehearsal before writing • Use story maps and pictures • Practical drama and role play • Build sentences with word cards or other visual representation • Trace and form letters using tactile materials • Table top resources • Allow different writing spaces • Outdoor if appropriate • Use of talk partners • Oral rehearsal, warm up games	• Model writing step by step • Chunk tasks into manageable sections • Use clear success criteria • Repeat and rephrase instructions • Provide regular encouragement and feedback • Give concise instructions • Pre-teach vocabulary • Check understanding frequently • Use visual prompts alongside verbal explanations • Questions are worded at an age-appropriate level, avoiding complex vocabulary and sentence structures for pupils with SEND. • Alternative communication modes are utilised to meet pupil need e.g. signing, braille. • Vocabulary to be taught explicitly to ensure that pupils do not misunderstand concepts. Words may include: circuits, investigate, prediction, biome, analyse, control, variables.	• Accept different methods of recording • Assess content as well as transcription skills • Use small-step targets • Provide immediate feedback • Track progress from individual starting points • Assess writing across subjects • Give clear smart targets to track progress

An Inclusive Mathematics Curriculum: Supporting Children with SEND

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Resources	Multi Sensory	Teacher Communication	Assessment
• Displays for access of information • Maths manipulatives are clearly labelled and accessible, including counters, cubes, dienes, number lines, 100 squares, bead strings, place value charts and shapes, numicon etc • Use of concrete–pictorial–abstract (CPA) approach to make concepts accessible. • Alternative recording methods (stickers, stamps, adapted worksheets). • Assistive technologies such as talking calculators and maths apps. • Visual supports including worked examples, anchor charts, learning mats. • Adapted seating and workspace for fine-motor or sensory needs	• Extra time to explore physical resources. • Real-life objects used to teach concepts. • Multi-sensory delivery: touching, building, drawing, verbalising. • Tactile or sensory-friendly tools (textured number lines, sand trays). • Visual scaffolds consistently available. • Movement opportunities for kinaesthetic learners.	• Instructions broken into small, manageable steps. • Pre-teach and over-learn mathematical vocabulary. • Use child-friendly wording. • Alternative communication modes (signing, symbols). • Regular checks for understanding. • Consistent use of mathematical language across adults.	• Assessment informs immediate task adaptation. • Practical assessment using observations and manipulatives. • Multiple ways to demonstrate understanding (drawing, building, talking). • Revisit learning when concepts are not yet secure. • Track progress through concrete–pictorial–abstract evidence. • Small-step targets for achievable progress.

An inclusive Science Curriculum: Supporting Children with SEND

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Resources	Multi Sensory	Teacher Communication	Assessment
• Use labelled life-cycle charts, habitat mats and investigation vocabulary cards. • Provide symbol-supported method sheets for experiments. • Use colour-coded equipment trays for fair tests. • Offer adapted recording grids for observations. • Provide enlarged diagrams of plants, forces and the human body. • Use talking timers and visual countdowns during practical work.	• Handle real plants, rocks, magnets and fossils. • Act out scientific processes such as pollination or the water cycle. • Use tasting, smelling and touching activities where safe and appropriate. • Combine demonstrations with visuals and practical exploration. • Use songs and actions to reinforce key vocabulary. • Allow children to build models to show understanding.	• Give instructions one step at a time before investigations. • Demonstrate each stage of an experiment rather than relying on written instructions. • Pre-teach science vocabulary such as predict, observe and conclude. • Use questioning scaffolds to support scientific thinking. • Repeat and rephrase key learning points during practical tasks. • Check understanding before pupils collect equipment or begin tasks.	• Assess through practical demonstrations and discussion. • Accept photographs, labelled diagrams or voice recordings as evidence. • Use observation checklists during investigations. • Provide sentence stems for predictions and conclusions. • Break assessments into small stages across a lesson. • Measure progress against individual SEND targets as well as science objectives.

An Inclusive Religious Education Curriculum: Supporting Children with SEND

At Stelling Minnis CE Primary School, we believe all pupils should have the opportunity to learn to the best of their capabilities through a broad and balanced, inclusive curriculum. For our pupils with a Special Educational Need, we scaffold their learning to provide them with the strongest opportunities for success in our school. We believe firmly in the SEND Code of Practice's statement that 'every teacher is a teacher of SEN' and that our pupils with SEN should be provided with the same opportunities as their peers in our school. This means that, with their learning being personalised to meet their areas of need, they feel included in the classroom and make progress year on year. Reasonable adjustments are made in all lessons to enable this. When planning for Religious Education, class teachers will adapt their lessons where necessary using ideas taken from this list, however it is important to remember this list is not exhaustive and other adaptations may be needed for children with specific needs

Resources	Multi Sensory	Teacher Communication	Assessment
• Artefacts from different religions (e.g. prayer mats, crosses, Bibles, Torah covers) • Visual supports such as symbols, pictures, and word mats • Simplified texts, dual-coded worksheets (pictures + key words) • Videos, storyboards, and interactive whiteboard resources • Concrete objects to represent abstract concepts (e.g. light for hope, seeds for growth)	• Handling and exploring religious artefacts • Role-play and drama • Music, chanting, hymns, or sound clips from worship • Art, craft, sensory materials (fabric, clay, collage) to express ideas • Smells or tastes (where appropriate) linked to celebrations	• Clear, simple instructions broken into short steps • Use of visual timetables and lesson structure cues • Pre-teaching of key vocabulary • Repetition and checking understanding • Use of alternative communication methods (signs, symbols) • Calm, predictable routines and clear expectations	• Observation of participation and engagement • Use of photographs or evidence of practical work • Oral responses, signing, pointing, or selecting images instead of written work • Focus on progress and personal understanding rather than written outcomes

An Inclusive History Curriculum: Supporting Children with SEND

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Resources	Multi Sensory	Teacher Communication	Assessment
• Maps, atlases, artefacts, models and photographs are labelled and accessible. • Larger print maps and atlases are provided for pupils with visual difficulties. • Symbols are used to identify specific historical vocabulary e.g. maps, atlas, timeline, artefact, • ICT equipment • Displays for access of information	• Summarising ideas in pictures. • Modifying visual sources to show change. • Comparing visual sources from different times. • Explaining patterns in graphs. • Using visual timelines. • Storyboarding. • Written sources being converted into auditory form. Using auditory forms of evidence to develop understanding including: famous speeches, sounds such as sirens, songs, spoken interviews. • Role play events. • Creating models/art work to represent moments from history e.g. air raid shelters, Great Fire of London models. • Using symbols. • Drama to portray moments from history.	• Pre and over-learning of language is encouraged to support pupils with SEND and to enable them to access further learning. • Vocabulary to be taught explicitly to ensure that pupils do not misunderstand concepts. Words may include: chronology, timeline, era, past, present, BC, AD, civilisation. • Words banks to be created and displayed within the classroom.	• Assessment drives adaptation. Pre/over-learning is used to support pupils who have not made the expected progress. • Targeted questioning enables adults to check understanding. • Mind mapping to be used as a tool to establish prior knowledge and to organise historical concepts into categories • Oral recall of information

An Inclusive Geography Curriculum: Supporting Children with SEND

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Resources	Multi Sensory	Teacher Communication	Assessment
• Maps, atlases, artefacts, models and photographs are labelled and accessible. • Larger print maps and atlases are available as appropriate • ICT equipment including visualisers and smart boards • Symbols to support specific geographical vocabulary such as maps, atlas, timeline, artefact • Displays for access of information • Word banks for books	• Photograph, audio and video used to support understanding of processes and geographical key features • Outdoor environment and local environment • Models, artefacts/ tactile maps that emphasise touch • Mind mapping to support children seeing patterns, links and relationships between concepts and ideas	• Pupils design work are displayed to enhance pupil sense of achievement • Pre and over-learning of language is encouraged to support pupils with SEND and to enable them to access further learning. • Instructions are given clearly and reinforced visually where necessary. • Questions are worded at an age-appropriate level, avoiding complex vocabulary and sentence structures for pupils with SEND. • Alternative communication modes are utilised to meet pupil need e.g. signing, braille. • Text, visual aids are checked for clarity and accessibility for all pupils including pupils with SEND. • Support with subject specific vocabulary • Dual coding as appropriate	• Assessment drives adaptation. Pre/over-learning is used to support pupils who have not made the expected progress. • Pupils are encouraged to express their design skills through multi-sensory approaches and techniques. • Oral recall of information • Pupils encouraged to create word banks, and mind maps to secure understand and may present their knowledge and skills in alternative ways such as verbal, pictorial or written. • Digital/ visual resources used to prompt and support • Photos and videos may be used of practical work, visits, trips to support consolidation, analysis and explanation

An Inclusive Art & Design Curriculum: Supporting Children with SEND

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Resources	Multi Sensory	Teacher Communication	Assessment
- Displays for access of information - Art and Design storage systems are easily identifiable and easy to access for all pupils where appropriate. - Tasks are made accessible using specialist equipment including specialist scissors, cutting tools, different styles of pencils, paintbrushes. - Generic frames are used to help children hold down their work. - Within art, drawing aids such as grids, templates, viewfinders are available. - Pupils who have mobility/dexterity difficulties can access software to stimulate traditional materials and techniques e.g. 2paint, Paint3D. - Pupils can use cameras to photograph images where they cannot draw them.	Pupils are given additional time to explore materials, tools and resources in order to process their purpose and use. - Real objects so pupils can see, touch, feel and smell and develops their sense of choice and independence when completing their own art and design projects. - Pupils are given the opportunity to see tools and equipment being used by an adult prior to their activity. - Visual scaffolding, reminders and prompts are used to show pupils with processing difficulties how to safely use art and design equipment. - Pupils with fine motor control difficulties are encouraged to use hands and other more accessible objects to create their outcome.	- Pupils art and design work are displayed to enhance pupil sense of achievement - Pre and over-learning of language is encouraged to support pupils with SEND and to enable them to access further learning. - Instructions are given clearly and reinforced visually where necessary. - Questions are worded at an age-appropriate level, avoiding complex vocabulary and sentence structures for pupils with SEND. - Alternative communication modes are utilised to meet pupil need e.g. signing, braille. - Text, visual aids are checked for clarity and accessibility for all pupils including pupils with SEND. - Specific use of language vocabulary may include: expression, tone, texture, shade, print, impressionism, technique, strokes.	- Assessment drives adaptation. Pre/over-learning is used to support pupils who have not made the expected progress. - Pupils are encouraged to express their art and design skills through multi-sensory approaches and techniques. - Sketch books over time are used to establish progress for all pupils including pupils with SEND

An Inclusive Design Technology Curriculum: Supporting Children with SEND

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Resources	Multi Sensory	Teacher Communication	Assessment
- Displays for access of information - Design storage systems are easily identifiable and easy to access for all pupils where appropriate. - Tasks are made accessible using specialist equipment including specialist scissors, cutting tools, - Generic frames are used to help children hold down their work. - Within art, drawing aids such as grids, templates, viewfinders are available. - Pupils who have mobility/dexterity difficulties can access software to stimulate traditional materials and techniques	Pupils are given additional time to explore materials, tools and resources in order to process their purpose and use. • Real objects relating to the. • Pupils are given the opportunity to see tools and equipment being used by an adult prior to their activity. • Visual scaffolding, reminders and prompts are used to show pupils with processing difficulties how to safely use art and design equipment. • Pupils with fine motor control difficulties are encouraged to use hands and other more accessible objects to create their outcome. Avoid demonstrations or discussion when machines are running so that pupils with hearing impairments can hear instructions. • Hearing impaired pupils may find equipment or machinery very noisy and may choose to turn hearing aids/transmitters off	- Pupils design work are displayed to enhance pupil sense of achievement - Pre and over-learning of language is encouraged to support pupils with SEND and to enable them to access further learning. - Instructions are given clearly and reinforced visually where necessary. - Questions are worded at an age-appropriate level, avoiding complex vocabulary and sentence structures for pupils with SEND. - Alternative communication modes are utilised to meet pupil need e.g. signing, braille. - Text, visual aids are checked for clarity and accessibility for all pupils including pupils with SEND. - Support with subject specific vocabulary such as but not limited to; design brief, user, purpose, generate, annotate, prototype, evaluate, criteria, materials, components, mechanisms, structures, textiles, nutrition, function, durability, measure, mark out, assemble, modify, and improve.	- Assessment drives adaptation. Pre/over-learning is used to support pupils who have not made the expected progress. - Pupils are encouraged to express their design skills through multi-sensory approaches and techniques. - Assessment evidence may be collated in different ways and different parts of a design project not just a final outcome

An Inclusive P.S.H.E Curriculum: Supporting Children with SEND

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Resources	Multi Sensory	Teacher Communication	Assessment
• Emotion cards • Zones of regulation - Scenario cards and social stories - Widgit/symbol supported materials - Larger print resources where required - Calm spaces • Sensory tools • Visual vocabulary mats and word banks • Chime	- Role play and drama to consolidate and recall learning • Visual timelines • Use of images and short video clips to model scenarios • Storyboarding to break down situations • Use of concrete examples to aid discussion • Movement-based activities to explore emotions • Use of real-life case studies	• Explicit teaching of key vocabulary • Pre-teaching and reinforcement of sensitive concepts • Clear sentence stems for discussion • Step-by-step instructions and modelling of responses • Checking understanding through targeted questioning • Sensitive handling of personal disclosures • Consistent routines to provide emotional security	- Assessment drives adaptation • Use of oral responses where writing is a barrier • Mind mapping to organise understanding • Use of exit questions and reflection prompts • Scaffolded success criteria • Small group or 1:1 support where appropriate • Monitoring emotional wellbeing alongside academic progress - Providing verbal feedback

An Inclusive MFL (Spanish) Curriculum: Supporting Children with SEND

At Stelling Minnis CE Primary School, we believe all pupils should have the opportunity to learn to the best of their capabilities through a broad and balanced, inclusive curriculum. For our pupils with a Special Educational Need, we scaffold their learning to provide them with the strongest opportunities for success in our school. We believe firmly in the SEND Code of Practice's statement that 'every teacher is a teacher of SEN' and that our pupils with SEN should be provided with the same opportunities as their peers in our school. This means that, with their learning being personalised to meet their areas of need, they feel included in the classroom and make progress year on year. Reasonable adjustments are made in all lessons to enable this. When planning for Spanish, class teachers will adapt their lessons where necessary using ideas taken from this list, however it is important to remember this list is not exhaustive and other adaptations may be needed for children with specific needs

Resources	Multi Sensory	Teacher Communication	Assessment
- Visual vocabulary cards. (Children can match or point instead of writing). - Spanish Dictionaries. - Vocabulary books. - Vocabulary Mats for different topics. - Word Mats and phonics cues (e.g., ll = y sound). - Sentence builders/models. - Now/Next boards & lesson routines to show lesson structure visually. - Technology (apps, audio tools) - Simple recording tools.	- Learning through songs and movement. - Actions and gestures to help learn new words. - Repetition through music. - Songs, rhymes and rhythm. - Tactile activities. - Opportunities for peer-on-peer activities, group tasks and paired work. - Colour coding grammar and key words. - Whiteboards.	- Pre-teach key vocabulary. - Working Wall if necessary and use of vocabulary books. - Chunked language in lesson input (Teach useful phrases (Me gusta..., Tengo...) instead of single words) Alternative communication methods. - Child can respond through pointing or picture matching. - Adult scribe when appropriate. Model + scaffold speaking - Use repetition, echoing, and structured talk frames. Partner work with roles . - Teacher prompts.	- Flexible outcomes - Use mini check-ins → Thumbs up/down, traffic lights, or quick matching tasks. - Record oral work → Use tablets/apps to capture pronunciation. - Reduce cognitive load → Assess one skill at a time (e.g., listening only). - Success criteria with visuals → e.g., "I can say 3 animals" with pictures.

An Inclusive Physical Education Curriculum: Supporting Children with SEND

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Resources	Multi Sensory	Teacher Communication	Assessment
• Adapted equipment (larger balls, lighter bats, soft equipment) • A large range of physical education resources • Visual cue cards and task stations • Use of technology (videos, modelling clips) • Clearly organised spaces and equipment zones • Adult support/ intervention where needed • A range of playground resources and equipment- tyres, brooms, wheelbarrows etc	• Combination of visual, auditory and kinaesthetic learning • Use of demonstration, imitation and repetition • Movement-based activities (balance, coordination circuits) • Outdoor learning through Farm School and Forest School • Heavy work activities (lifting tyres, sweeping, carrying equipment)	• Clear, concise instructions broken into small steps • Use of modelling and visual demonstrations • Pre-teaching key vocabulary and skills • Regular check-ins and encouragement • Inclusive language and flexible questioning	• Ongoing formative assessment through observation • Adapted success criteria focusing on participation and progress • Use of practical demonstrations instead of written tasks • Individual progress tracking (fine and gross motor skills) • Assessment against Personalised plans and/ or EHCPs • Assessment against professional targets such as physiotherapists or Occupational Therapists • Feedback tailored to individual needs

An Inclusive Computing Curriculum: Supporting Children with SEND

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Resources	Multi Sensory	Teacher Communication	Assessment
• Use laptops/tablets with accessibility features (text-to-speech, magnifier, speech recognition) • Provide alternative device as appropriate • Provide keyboards, mice or switches suited to physical needs • Use visual instruction cards and step-by-step checklists • Provide templates for coding and digital projects • Reduce on-screen clutter and use enlarged icons where needed	• Model tasks physically before using devices • Use visual demonstrations and screen sharing • Combine spoken instructions with images and symbols • Allow pupils to manipulate robots, programmable toys and practical equipment • Use colour coding to support sequencing and debugging • Use headphones as appropriate • Provide personalised equipment as appropriate	• Give short, clear instructions one step at a time • Check understanding regularly and repeat key information • Use consistent computing vocabulary supported by visuals • Provide processing time before expecting responses • Pair pupils with supportive peers where appropriate	• Assess learning through observation and practical demonstrations • Allow pupils to explain learning verbally rather than relying solely on written work • Break tasks into smaller success criteria • Provide immediate feedback during lessons • Adapt outcomes to reflect individual starting points and SEND needs

An Inclusive Music Curriculum: Supporting Children with SEND

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Resources	Multi Sensory	Teacher Communication	Assessment
Adaptive instruments. For example larger/ smaller drums • Singular glockenspiels rather than the whole set • Visual aids for louder/ quieter/ softer • Colour coded or numbered notes • Accessible percussion and low noise instruments • Ear defenders • Sound buttons for recording • Metronome for keeping beat • Interactive white board • Timers • Stage and outdoor spaces • Extensive range of instruments • Skilled music teacher	• Use of movement for natural sensory breaks/ movement breaks. Such as clapping, bobbing, side stepping, nodding- body percussion opportunities • Repetition, overlearning through varied approaches • Use of tactile resources that make sound both formal musical instrument and informal musical instruments to create a range of sensory opportunities	• Clear, simple instructions which are broken into small steps or chunks • Teacher will use musical cues, non verbal cues and visual cues to instruct • Teacher will model with instruments and scaffold use of instruments • Lesson recaps • Teacher will offer alternatives to access the lesson	• Ongoing formative assessment during lessons • Adapted success criteria (e.g. participation, engagement) • Use of practical demonstration instead of written outcomes • Feedback tailored to individual needs • Practical assessments rather than written • Alternative instruments to assess or use of alternative representations such as colour coding for musical notes