



HOLBROOK Suggested Curriculum Adaptations for SEND Pupils

Below are a range of strategies that are currently used in class to support SEND pupils as part of a High Quality Teaching Approach

<p>ART</p>	<p>Revisit the vocabulary and key facts already taught.</p> <p>Reinforce the expected outcomes so they have a clear idea of their journey.</p> <p>Use pictorial guidance (where applicable) – enabling pupils to take responsibility for their own learning, building their confidence (not being held back by their ability to read and write).</p> <p>Check-in – Try to spend a few minutes with pupils, discussing what they understand and getting them to explain what they want to achieve by the end of their learning.</p> <p>Provide extended time for SEND pupils to complete some tasks.</p> <p>Amend equipment used to enable full access to learning (e.g., adapting the paintbrush used). Pupils who have significant motor skill difficulties may require pencil grips or sloped surfaces to work on.</p> <p>Pupils with language and communication difficulties (including those with ASD) may need additional visual prompts to help them understand what is expected of them.</p> <p>Some pupils may require individual task boards to enable them to follow a series of steps where a task has been broken down into smaller, more manageable chunks.</p> <p>For pupils with sensory needs, adjustments may need to be made in order for them to access materials. For example, pupils can be provided with pastels in paper sleeves.</p> <p>For children who are colourblind, label colours of paints/crayons/pastels etc</p>
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