



Curriculum Accessibility - Early Year Foundation Stage

All Pupils in All Areas of Learning:

At Gilnow, our EYFS curriculum is designed to be accessible, inclusive, and ambitious for all pupils, ensuring every child can engage, learn, and make progress. We aim to provide a nurturing environment where all learners, regardless of ability, background, or additional needs, can thrive.

- ④ Access a differentiated curriculum that is meaningful, challenging, and tailored to individual needs, while remaining broad and balanced.
- ④ Engage in a wide range of learning experiences, including adult-led and child-initiated activities, that develop knowledge, skills, and understanding across all areas of learning.
- ④ Benefit from multi-sensory learning approaches, including visual, auditory, and kinaesthetic strategies, to ensure curriculum access for every child.
- ④ Receive personalised support and scaffolding during learning, including small group interventions, one-to-one support, and strategic seating arrangements to support focus, concentration, and engagement.
- ④ Record and communicate learning in diverse ways, allowing children to demonstrate understanding through play, mark-making, technology, oral communication, and practical activities.
- ④ Are supported socially, emotionally, and pastorally, with wellbeing prioritised through positive interactions, consistent routines, and pastoral care.
- ④ Develop early language and communication skills through immersion in a language-rich environment, storytelling, songs, rhymes, and purposeful interactions.
- ④ Engage in play-based and experiential learning, fostering creativity, problem-solving, curiosity, independence, and resilience.
- ④ Experience inclusive practices, ensuring equal access for children with special educational needs, English as an Additional Language, or other additional needs.
- ④ Benefit from partnerships with families, ensuring learning is reinforced at home and parents/carers are actively involved in their child's development.
- ④ Have their progress continuously assessed, with formative observations used to plan next steps and adapt learning to support individual development.
- ④ Are supported in understanding and regulating emotions, developing confidence, resilience, and positive behaviour choices in a nurturing environment.
- ④ Explore a stimulating, well-resourced environment, indoors and outdoors, promoting curiosity, independence, and self-directed learning.
- ④ Are prepared for smooth transitions, both within the EYFS setting and into Key Stage 1, ensuring continuity of learning and emotional security.

This approach ensures that all pupils have equitable access to the EYFS curriculum, enabling them to achieve their full potential in a supportive and inclusive learning environment.

Some Pupils Need:

Some pupils in EYFS require additional support or adaptations to fully access the curriculum. At [School/Setting Name], we ensure these pupils can engage meaningfully and make progress through:

- ④ Adapted equipment to enable participation in all activities.
- ④ Modified tasks that consider physical needs, language, and communication barriers.
- ④ Carefully planned groupings that support focus, provide positive peer role models, and encourage collaborative learning.
- ④ Additional scaffolding or 1:1 instruction, with language broken down to ensure understanding and completion of activities.
- ④ Frequent use of manipulatives to make concepts more concrete, visual, and hands-on.
- ④ Writing scaffolds, including letter formation aids, to encourage early writing attempts.
- ④ Access to fine motor activities that strengthen muscles needed for writing and practical tasks.
- ④ Targeted language-based interventions to develop early communication and language skills.

These measures ensure that pupils with additional needs have equitable access to the curriculum, can participate alongside their peers, and make progress in a supportive, inclusive environment.

Specific Pupils Need:

Some children in EYFS require highly individualised support to access the curriculum and achieve their full potential. At Gilnow Primary school, we provide targeted strategies including:

- ④ Personalised long-term learning outcomes with carefully planned incremental targets, building towards desired achievements.
- ④ Access to quiet or sensory spaces to support emotional regulation and wellbeing.
- ④ Curriculum adaptations based on pupil interests, providing personalised learning activities that engage the individual meaningfully.
- ④ Additional adult support during learning and social times, tailored to pastoral, emotional, and learning needs.
- ④ Long-term interventions addressing challenges in language and communication, working memory, vocabulary, and knowledge gaps.
- ④ Targeted, differentiated questioning that responds to individual learning needs, encouraging engagement and progress in adult-led activities.

These approaches ensure that specific children receive personalised, intensive support, allowing them to participate fully, build confidence, and make sustained progress in a nurturing and inclusive environment.



Curriculum Accessibility - English

All Pupils:

- Access a differentiated and well-sequenced curriculum designed by the English subject leader and class teachers that is meaningful, appropriately challenging and ambitious for all learners.
- Be provided with knowledge organisers, including key vocabulary linked to the current topic, to support understanding and retrieval of knowledge.
- Engage in a range of activities and learning approaches that enable them to communicate and demonstrate their understanding in different ways.
- Be closely monitored and supported pastorally, ensuring that emotional wellbeing and readiness to learn are prioritised.
- Be clearly identified on lesson seating plans, ensuring pupils are known to staff and fostering a sense of belonging within the classroom and wider school community.
- Record their work in a variety of ways, allowing access to the curriculum through multi-sensory and inclusive learning approaches.
- Be supported to make positive behaviour choices within a nurturing environment. The school uses restorative approaches, allowing pupils to reflect on their behaviour and receive support to meet the school's expectations.
- Receive clear and constructive feedback during lessons, enabling them to make continued progress in their learning.

Some Pupils Need:

Some pupils may require additional support to fully access the curriculum. These pupils may:

- Receive sentence stems, paragraph structures and clear teacher modelling to support their understanding of writing expectations.
- Be provided with verbal and written scaffolding to ensure they clearly understand the task and how to complete it successfully.
- Receive explicit teaching and explanation of key vocabulary, including introductory vocabulary work to prepare them for upcoming learning.
- Benefit from one-to-one interaction or small-group support from the teacher to reinforce learning and address misconceptions.
- Be provided with knowledge organisers for each topic, including key vocabulary, terminology and contextual information to support understanding and recall.
- Have a specific seating arrangement within the classroom to meet sensory, attention or learning needs.
- Access an adapted lesson structure, for example increased opportunities for paired discussion, talk partners, or more frequent mini-plenaries to check understanding.
- Receive targeted interventions, including pre-teaching of concepts, to address gaps in knowledge and build confidence before whole-class learning.
- Be supported by an additional adult within lessons where required, ensuring that both academic and pastoral needs are effectively met.

Specific Pupils Need:

A small number of pupils may require highly personalised provision in order to access the curriculum effectively.

These pupils may:

- Have personalised long-term learning outcomes, with carefully planned incremental targets that support them in making progress towards these outcomes.
- Access a quiet or low-distraction learning space when required to enable them to concentrate and achieve their potential.
- Receive additional support in lessons from a trained adult who understands and responds to their individual learning and pastoral needs.
- Follow a bespoke timetable, designed to ensure they learn in environments that best support their needs and maximise engagement with learning.
- Access adapted curriculum content, including carefully selected texts and resources that link to pupils' interests to support motivation and engagement.
- Participate in longer-term targeted interventions to support specific areas of need such as working memory, vocabulary development and language comprehension.
- Be provided with specialist adaptations for sensory needs, for example: Enlarged print, Braille or tactile resources for pupils with visual impairment (VI)
- Use of a hearing loop or assistive listening devices for pupils with hearing impairment (HI)
- Be supported through the use of visual supports, including symbols, Widgeo resources, visual prompts and structured visual instructions to aid understanding and communication.



Curriculum Accessibility - Maths

All Pupils:

- Access a differentiated and well-sequenced curriculum designed by the Maths subject leader and class teachers that is meaningful, appropriately challenging and ambitious for all learners.
- Engage in a range of activities and representations that allow pupils to demonstrate and communicate their mathematical understanding in different ways.
- Be closely monitored and supported pastorally, ensuring pupils' emotional wellbeing and readiness to learn are prioritised.
- Be clearly identified on lesson seating plans, ensuring pupils are known to staff and fostering a sense of belonging within the classroom and wider school community.
- Record their work in a variety of ways, allowing access to the curriculum through multi-sensory approaches, including the use of concrete, pictorial and abstract representations.
- Be supported to make positive behaviour choices within a nurturing environment. The school uses restorative approaches, allowing pupils to reflect on behaviour and receive support to meet the school's expectations.
- Receive clear and constructive feedback during lessons, enabling them to address misconceptions and make continued progress in mathematics.
- Access a range of manipulatives and practical resources, such as multilink cubes, Numicon, place value counters and fraction walls, to support conceptual understanding.
- Use concrete and pictorial representations during teaching and independent work to support their understanding of mathematical concepts.

Some Pupils Need:

Some pupils may require additional support to fully access the mathematics curriculum. These pupils may:

- Benefit from dual coding, where visual representations are used alongside verbal explanations to reduce cognitive load.
- Be provided with scaffolds such as number lines, hint sheets, worked examples and structured recording frames to support understanding of the task and expected methods.
- Receive clear explanations and explicit teaching of mathematical vocabulary, including introductory vocabulary work where needed.
- Benefit from one-to-one interaction or small-group support from the teacher to address misconceptions and reinforce learning.
- Have a specific seating arrangement within lessons to meet sensory, attention or learning needs.
- Access an adapted lesson structure, such as increased opportunities for paired discussion, talk partners or additional mini-plenaries to check understanding.
- Receive targeted interventions, including pre-teaching of key concepts, to address gaps in knowledge and build confidence before whole-class learning.
- Be supported by an additional adult within lessons where required, ensuring both academic and pastoral needs are effectively met.

Specific Pupils Need:

A small number of pupils may require highly personalised provision to enable them to access the mathematics curriculum effectively. These pupils may:

- Have personalised long-term learning outcomes, with carefully planned incremental targets that support progress towards achieving these outcomes.
- Access a quiet or low-distraction learning space when needed to support concentration and enable them to work towards their potential.
- Receive additional support in lessons from a trained adult who understands and responds to their individual learning and pastoral needs.
- Follow a bespoke timetable, designed to ensure they are taught in environments that best support their learning needs and engagement.
- Access adapted curriculum content, including mathematical tasks linked to pupils' interests, such as personalised project work or familiar contexts within word problems.
- Participate in longer-term targeted interventions to support areas of need, including number understanding, mathematical reasoning and calculation strategies.
- Be provided with specialist adaptations for sensory needs, for example: Enlarged print, Braille or tactile resources for pupils with visual impairment (VI)
- Use of a hearing loop or assistive listening devices for pupils with hearing impairment (HI)
- Be supported through the use of visual supports, including symbols, Widgit resources and visual prompts to aid understanding of mathematical tasks and instructions.



Curriculum Accessibility - Science

All Pupils:

- Access a differentiated and well-sequenced curriculum designed by the Science subject leader and class teachers that is meaningful, appropriately challenging and ambitious for all learners.
- Be provided with knowledge organisers, including key scientific vocabulary linked to current topics, to support understanding and retrieval of knowledge.
- Engage in a range of practical and investigative activities that allow pupils to explore scientific concepts and effectively communicate their understanding.
- Be closely monitored and supported pastorally, ensuring pupils' emotional wellbeing and readiness to learn are prioritised.
- Record their work in a variety of ways, allowing access to the curriculum through multi-sensory and practical learning approaches, including observation, discussion, diagrams and written explanations.
- Be supported to make positive behaviour choices within a nurturing environment. The school uses restorative approaches, enabling pupils to reflect on behaviour and receive support to meet the school's expectations.
- Receive clear and constructive feedback during lessons, helping pupils to address misconceptions and make further progress in their scientific understanding.

Some Pupils Need:

Some pupils may require additional support to fully access the science curriculum. These pupils may:

- Be provided with a variety of learning tasks and approaches across the key stages to support different learning styles.
- Work within structured groupings, ensuring pupils receive appropriate peer and adult support during activities.
- Receive additional teacher guidance during practical investigations to support understanding of scientific processes and safety.
- Benefit from teacher demonstrations before or during investigations to help clarify expectations and support pupils with different learning needs.
- Use adapted visual resources, such as coloured backgrounds on screens or simplified diagrams, where appropriate to support reading and visual processing.
- Have a specific seating arrangement within lessons to meet sensory, attention or learning needs.
- Access an adapted lesson structure, for example increased opportunities for paired discussion, talk partners or more frequent mini-plenaries to check understanding.
- Receive targeted interventions to address gaps in scientific knowledge and understanding.
- Be supported by an additional adult within lessons, where needed, to ensure both academic and pastoral needs are effectively met.

Specific Pupils Need:

A small number of pupils may require highly personalised provision to enable them to access the science curriculum effectively. These pupils may:

- Access a quiet or low-distraction learning space when required to support concentration and help them achieve their potential.
- Receive additional support in lessons from a trained adult who understands and responds to their individual learning and pastoral needs.
- Follow a bespoke timetable, designed to ensure they are taught in environments that best support their learning needs and engagement.
- Access adapted curriculum content, including investigations or project work linked to pupils' interests to support engagement and motivation.
- Participate in longer-term targeted interventions to support specific areas of need, such as working memory, vocabulary development and language comprehension within scientific learning.
- Be provided with specialist adaptations for sensory needs, for example: Enlarged print, Braille or tactile resources for pupils with visual impairment (VI)
- Use of a hearing loop or assistive listening devices for pupils with hearing impairment (HI)
- Be supported through the use of visual supports, including symbols, Widgeo resources and visual prompts to aid understanding of scientific vocabulary, instructions and processes.



Curriculum Accessibility - Computing

All Pupils:

- Access a differentiated and well-sequenced curriculum designed by the Computing subject leader and class teachers that is meaningful, appropriately challenging and ambitious for all learners.
- Be provided with knowledge organisers, including key computing vocabulary linked to current topics, to support understanding and retrieval of knowledge.
- Engage in a range of activities and learning approaches, including practical and digital tasks, which allow pupils to effectively communicate and demonstrate their understanding.
- Be closely monitored and supported pastorally, ensuring pupils' emotional wellbeing and readiness to learn are prioritised.
- Be clearly identified on lesson seating plans, ensuring pupils are known to staff and fostering a sense of belonging within the classroom and wider school community.
- Record their work in a variety of ways, including digital work, diagrams, discussion and written responses, allowing access to the curriculum through multi-sensory learning approaches.
- Be supported to make positive behaviour choices within a nurturing environment. The school uses restorative approaches, allowing pupils to reflect on behaviour and receive support to meet the school's expectations.
- Receive clear and constructive feedback during lessons, enabling them to address misconceptions and make continued progress in computing.

Some Pupils Need:

Some pupils may require additional support to fully access the computing curriculum. These pupils may:

- Be provided with a variety of tasks and learning approaches across the key stages to support different learning styles.
- Work within structured groupings, allowing appropriate peer and adult support during activities.
- Receive additional teacher guidance during lessons, helping them to understand tasks and develop computing skills.
- Benefit from teacher demonstrations and step-by-step modelling, ensuring pupils with different learning needs can access new learning.
- Use adapted visual resources, such as coloured backgrounds on screens or simplified layouts, where appropriate to support reading and visual processing.
- Have a specific seating arrangement within lessons to meet sensory, attention or learning needs.
- Access an adapted lesson structure, such as increased opportunities for paired discussion, talk partners or more frequent mini-plenaries to check understanding.
- Receive targeted interventions to address gaps in computing knowledge and skills.
- Be supported by an additional adult within lessons, where needed, to ensure both academic and pastoral needs are effectively met.
- Access a range of software, applications and hardware, allowing learning to be adapted to meet individual needs and support engagement.

Specific Pupils Need:

A small number of pupils may require highly personalised provision to enable them to access the computing curriculum effectively. These pupils may:

- Access a quiet or low-distraction learning space when required to support concentration and help them achieve their potential.
- Receive additional support in lessons from a trained adult who understands and responds to their individual learning and pastoral needs.
- Follow a bespoke timetable, designed to ensure they are taught in environments that best support their learning needs and engagement.
- Access adapted curriculum content, including projects or computing activities linked to pupils' interests to support engagement and motivation.
- Participate in longer-term targeted interventions to support specific areas of need such as working memory, vocabulary development and language comprehension.
- Be provided with specialist adaptations for sensory needs, for example: Enlarged print, Braille or tactile resources for pupils with visual impairment (VI) Use of a hearing loop or assistive listening devices for pupils with hearing impairment (HI)
- Be supported through the use of visual supports, including symbols, Widgeo resources and visual prompts to aid understanding of instructions and computing processes.



Curriculum Accessibility - Music

All Pupils:

- Access a differentiated and well-sequenced curriculum designed by the Music subject leader and music teacher that is meaningful, appropriately challenging and ambitious for all learners.
- Engage in a range of musical activities, including listening, performing, composing and discussing music, allowing pupils to communicate and demonstrate their understanding.
- Be closely monitored and supported pastorally, ensuring pupils' emotional wellbeing and readiness to learn are prioritised.
- Record their work in a variety of ways, including practical performance, discussion, notation, diagrams and written reflections, allowing access to the curriculum through multi-sensory learning approaches.
- Be supported to make positive behaviour choices within a nurturing environment. The school uses restorative approaches, enabling pupils to reflect on behaviour and receive support to meet the school's expectations.
- Receive clear and constructive feedback during lessons, enabling them to improve their musical skills and make continued progress.

Some Pupils Need:

Some pupils may require additional support to fully access the music curriculum. These pupils may:

- Be provided with verbal and written scaffolding to ensure they have a clear understanding of the expectations for tasks and activities.
- Receive explicit teaching and explanation of musical vocabulary, including introductory vocabulary work to prepare them for learning.
- Benefit from specialist vocabulary sheets to support understanding and recall of key musical terminology.
- Receive one-to-one interaction or small-group support from the teacher to reinforce learning and address misconceptions.
- Have a specific seating arrangement within lessons to meet sensory, attention or learning needs.
- Access an adapted lesson structure, such as increased opportunities for paired discussion, collaborative work or more frequent mini-plenaries to check understanding.
- Be supported by an additional adult within lessons, where required, ensuring both academic and pastoral needs are effectively met.
- Use sensory supports, such as headphones during keyboard work or ear defenders during louder practical activities.
- Be provided with adapted resources, such as wider spaced manuscript paper to support recording musical ideas.
- Access different or adapted musical instruments, enabling them to participate fully in practical music-making activities.

Specific Pupils Need:

A small number of pupils may require highly personalised provision to enable them to access the music curriculum effectively. These pupils may:

- Access a quiet or low-distraction learning space, particularly during practical tasks, to support concentration and enable them to achieve their potential.
- Receive additional support in lessons from a trained adult who understands and responds to their individual pastoral and learning needs.
- Follow a bespoke timetable, designed to ensure they are taught in environments that best support their learning needs and engagement.
- Access adapted curriculum content, including carefully selected musical pieces and activities linked to pupils' interests to support motivation and engagement.
- Be provided with specialist adaptations for sensory needs, for example: Enlarged print, Braille or tactile resources for pupils with visual impairment (VI)
- Use of a hearing loop or assistive listening devices for pupils with hearing impairment (HI)
- Be supported through the use of visual supports, including symbols, Widgit resources and visual prompts to aid understanding of musical instructions and processes.



Curriculum Accessibility - Art

All Pupils:

- Access a differentiated and well-sequenced curriculum designed by the Art & Design subject leader and class teachers that is meaningful, appropriately challenging and ambitious for all learners.
- Be provided with knowledge organisers, including key artistic vocabulary linked to current topics, to support understanding and recall of knowledge.
- Engage in a range of creative activities, allowing pupils to explore different materials, techniques and artistic processes to communicate and demonstrate their understanding.
- Be closely monitored and supported pastorally, ensuring pupils' emotional wellbeing and readiness to learn are prioritised.
- Be clearly identified on lesson seating plans, ensuring pupils are known to staff and fostering a sense of belonging within the classroom and wider school community.
- Record their work in a variety of ways, including sketchbooks, practical artwork, discussion and written reflections, allowing access to the curriculum through multi-sensory learning approaches.
- Be supported to make positive behaviour choices within a nurturing environment. The school uses restorative approaches, enabling pupils to reflect on behaviour and receive support to meet the school's expectations.
- Receive clear and constructive feedback during lessons, enabling them to develop their artistic skills and make continued progress.

Some Pupils Need:

Some pupils may require additional support to fully access the art and design curriculum. These pupils may:

- Use concrete examples and pictorial representations during teaching and independent work to support their understanding of artistic techniques and concepts.
- Receive clear explanations and explicit teaching of key vocabulary, including introductory vocabulary work to prepare them for tasks.
- Benefit from specialist vocabulary sheets, including laminated or colour-coded resources with phonetic breakdowns to support understanding and pronunciation of key terms.
- Receive one-to-one interaction or small-group support from the teacher to reinforce learning and address misconceptions.
- Have a specific seating arrangement within lessons to meet sensory, attention or learning needs.
- Access an adapted lesson structure, such as increased opportunities for paired discussion, collaborative work or additional mini-plenaries to check understanding.
- Be supported by an additional adult within lessons, where required, ensuring both academic and pastoral needs are effectively met.

Specific Pupils Need:

A small number of pupils may require highly personalised provision to enable them to access the art and design curriculum effectively. These pupils may:

- Access a quiet or low-distraction learning space when required to support concentration and help them achieve their potential.
- Receive additional support in lessons from a trained adult who understands and responds to their individual pastoral and learning needs.
- Follow a bespoke timetable, designed to ensure they are taught in environments that best support their learning needs and engagement.
- Access adapted curriculum content, including projects and artistic activities linked to pupils' interests to support motivation and engagement.
- Participate in longer-term targeted interventions where needed to support underlying learning needs such as working memory, vocabulary development or language comprehension.
- Receive additional adult support during practical lessons, ensuring pupils can safely and successfully engage in creative activities.
- Access a range of adapted materials and resources to support pupils with sensory needs.
- Be provided with specialist adaptations for sensory needs, for example: Enlarged print, Braille or tactile resources for pupils with visual impairment (VI)
- Use of a hearing loop or assistive listening devices for pupils with hearing impairment (HI)
- Be supported through the use of visual supports, including symbols, Widgit resources and visual prompts to aid understanding of artistic processes and instructions.



Curriculum Accessibility – Geography

All Pupils:

- Access a differentiated and well-sequenced curriculum designed by the Geography subject leader and class teachers that is meaningful, appropriately challenging and ambitious for all learners.
- Be provided with knowledge organisers, including key geographical vocabulary linked to current topics, to support understanding and retrieval of knowledge.
- Engage in a range of activities, including map work, discussion, fieldwork tasks and enquiry-based learning, allowing pupils to effectively communicate their understanding.
- Be closely monitored and supported pastorally, ensuring pupils' emotional wellbeing and readiness to learn are prioritised.
- Be clearly identified on lesson seating plans, ensuring pupils are known to staff and fostering a sense of belonging within the classroom and wider school community.
- Record their work in a variety of ways, including diagrams, maps, written explanations and discussions, allowing access to the curriculum through multi-sensory learning approaches.
- Be supported to make positive behaviour choices within a nurturing environment. The school uses restorative approaches, enabling pupils to reflect on behaviour and receive support to meet the school's expectations.
- Receive clear and constructive feedback during lessons, enabling them to develop their geographical knowledge and skills and make continued progress.

Some Pupils Need:

Some pupils may require additional support to fully access the geography curriculum. These pupils may:

- Be provided with a variety of tasks and learning approaches across the key stages to support different learning styles.
- Work within structured groupings, ensuring appropriate peer and adult support during activities.
- Use sentence starters and writing frames to support extended writing and help structure their ideas.
- Be supported by clear success criteria, enabling pupils of all abilities to understand expectations and make progress.
- Access differentiated maps, images and source materials to support understanding of geographical concepts.
- Use adapted visual resources, such as coloured paper or backgrounds, where required to support reading and visual processing.

Specific Pupils Need:

A small number of pupils may require highly personalised provision to enable them to access the geography curriculum effectively.

These pupils may:

- Access a quiet or low-distraction learning space when required to support concentration and enable them to achieve their potential.
- Receive additional support in lessons from a trained adult who understands and responds to their individual learning and pastoral needs.
- Have a specific seating arrangement within the classroom to support focus, sensory needs or engagement with learning.
- Receive targeted teacher support to clarify expectations for written tasks and geographical enquiry activities.
- Benefit from targeted questioning and discussion, helping to reinforce understanding of geographical concepts and lesson tasks.
- Receive additional support in school to complete homework tasks, where required.
- Be provided with specialist adaptations for sensory needs, for example: Enlarged print, Braille or tactile resources for pupils with visual impairment (VI)
- Use of a hearing loop or assistive listening devices for pupils with hearing impairment (HI)
- Be supported through the use of visual supports, including symbols, Widgeo resources and visual prompts to aid understanding of instructions and geographical concepts.



Curriculum Accessibility – Design Technology

All Pupils:

- Access a differentiated and well-sequenced curriculum designed by the subject leader and class teachers that is meaningful, appropriately challenging and ambitious for all learners.
- Be provided with knowledge organisers, including key vocabulary linked to current topics, to support understanding and retrieval of knowledge.
- Engage in a range of activities and learning approaches that allow pupils to effectively communicate and demonstrate their understanding.
- Be closely monitored and supported pastorally, ensuring pupils' emotional wellbeing and readiness to learn are prioritised.
- Be clearly identified on lesson seating plans, ensuring pupils are known to staff and fostering a sense of belonging within the classroom and wider school community.
- Record their work in a variety of ways, allowing access to the curriculum through multi-sensory learning approaches.
- Be supported to make positive behaviour choices within a nurturing environment. The school uses restorative approaches, enabling pupils to reflect on behaviour and receive support to meet the school's expectations.
- Receive clear and constructive feedback during lessons, enabling them to address misconceptions and make continued progress in their learning.

Some Pupils Need:

Some pupils may require additional support to fully access the design and technology curriculum. These pupils may:

- Use concrete and pictorial representations during teaching and independent work to support their understanding of concepts.
- Receive clear explanations and explicit teaching of key vocabulary, including introductory vocabulary work to prepare them for tasks.
- Benefit from specialist vocabulary sheets or word banks to support understanding and recall of subject-specific terminology.
- Receive one-to-one interaction or small-group support from the teacher to reinforce learning and address misconceptions.
- Have a specific seating arrangement within lessons to meet sensory, attention or learning needs.
- Access an adapted lesson structure, such as increased opportunities for paired discussion, talk partners or additional mini-plenaries to check understanding.
- Be supported by an additional adult within lessons, where required, ensuring both academic and pastoral needs are effectively met.
- Use adapted tools, equipment or resources to support participation and access to practical activities (e.g. looped scissors or modified tools).
- Receive simplified language and pre-teaching of key concepts, including design, make and evaluate, to support understanding of the design process.
- Use checklists or step-by-step instructions that can be followed and ticked off to support independence.
- Be supported through the use of WAGOLLs (What A Good One Looks Like) to provide clear examples and expectations for outcomes.
- Work with accessible and adapted tools and materials, ensuring equipment is suitable for individual needs and can be adjusted where required.

Specific Pupils Need:

A small number of pupils may require highly personalised provision to enable them to access the design and technology curriculum effectively. These pupils may:

- Access a quiet or low-distraction learning space when required to support concentration and enable them to achieve their potential.
- Receive additional support in lessons from a trained adult who understands and responds to their individual learning and pastoral needs.
- Follow a bespoke timetable, designed to ensure they learn in environments that best support their individual needs and engagement with the curriculum.
- Access adapted curriculum content, including learning activities linked to pupils' interests and abilities to support motivation and participation.
- Receive additional adult support during practical lessons, ensuring safe participation and compliance with health and safety requirements.
- Be provided with specialist adaptations for sensory needs, for example:
 - Enlarged print, Braille or tactile resources for pupils with visual impairment (VI)
 - Use of a hearing loop or assistive listening devices for pupils with hearing impairment (HI)
- Be supported through the use of visual supports, including symbols, Widgit resources and visual prompts to aid understanding of instructions and processes.
- Use assistive technology, such as sound buttons or recorded instructions, to support step-by-step understanding of tasks.
- Record their ideas through alternative methods, such as drawing, photographs or verbal explanations, with adult support for scribing or audio recording where appropriate.



Curriculum Accessibility – Modern Foreign Languages

All Pupils:

- Access a differentiated and well-sequenced curriculum designed by the MFL subject leader and class teachers that is meaningful, appropriately challenging and ambitious for all learners.
- Be provided with knowledge organisers, including key vocabulary linked to current topics, to support understanding and recall of language.
- Engage in a range of activities, including speaking, listening, reading and writing tasks, allowing pupils to effectively communicate and demonstrate their understanding.
- Be closely monitored and supported pastorally, ensuring pupils' emotional wellbeing and readiness to learn are prioritised.
- Be clearly identified on lesson seating plans, ensuring pupils are known to staff and fostering a sense of belonging within the classroom and wider school community.
- Record their work in a variety of ways, including oral responses, written work, visual supports and interactive activities, allowing access to the curriculum through multi-sensory learning approaches.
- Be supported to make positive behaviour choices within a nurturing environment. The school uses restorative approaches, enabling pupils to reflect on behaviour and receive support to meet the school's expectations.
- Receive clear and constructive feedback during lessons, enabling them to develop their language skills and make continued progress.

Some Pupils Need:

Some pupils may require additional support to fully access the modern foreign languages curriculum. These pupils may:

- Receive verbal and written scaffolding to ensure they have a clear understanding of the expectations for speaking, reading and writing tasks.
- Use adapted visual resources, such as coloured backgrounds on presentations, to support reading and visual processing.
- Be supported with phonics and pronunciation, using actions, images and repetition to reinforce understanding of sounds and words.
- Receive clear explanations and explicit teaching of key vocabulary, including introductory vocabulary work to prepare pupils for new learning.
- Benefit from one-to-one interaction or small-group support from the teacher to reinforce learning and address misconceptions.
- Use adapted resources, such as different font sizes, cloze activities, and writing or speaking frames to support sentence construction and communication.
- Be provided with knowledge organisers, vocabulary booklets or 'helping hands' sheets, containing key vocabulary and language structures for each topic.
- Have a specific seating arrangement within lessons to meet sensory, attention or learning needs.
- Access an adapted lesson structure, such as increased opportunities for paired speaking activities, discussion or additional mini-plenaries to check understanding.
- Be supported by an additional adult within lessons, where required, ensuring both academic and pastoral needs are effectively met.

Specific Pupils Need:

A small number of pupils may require highly personalised provision to enable them to access the modern foreign languages curriculum effectively. These pupils may:

- Access a quiet or low-distraction learning space when required to support concentration and enable them to achieve their potential.
- Receive additional support in lessons from a trained adult who understands and responds to their individual learning and pastoral needs.
- Access adapted curriculum content, including carefully selected texts, vocabulary and activities linked to pupils' interests to support motivation and engagement.
- Be provided with specialist adaptations for sensory needs, for example: Enlarged print, Braille or tactile resources for pupils with visual impairment (VI)
- Use of a hearing loop or assistive listening devices for pupils with hearing impairment (HI)
- Be supported through the use of visual supports, including symbols, Widgeo resources and visual prompts to aid understanding of vocabulary, instructions and language structures.



Curriculum Accessibility – History

All Pupils:

- Access a differentiated and well-sequenced curriculum designed by the History subject leader and class teachers that is meaningful, appropriately challenging and ambitious for all learners.
- Be provided with knowledge organisers, including key historical vocabulary linked to current topics, to support understanding and retrieval of knowledge.
- Engage in a range of activities, including discussion, enquiry-based learning, source analysis and written responses, allowing pupils to effectively communicate and demonstrate their understanding.
- Be closely monitored and supported pastorally, ensuring pupils' emotional wellbeing and readiness to learn are prioritised.
- Be clearly identified on lesson seating plans, ensuring pupils are known to staff and fostering a sense of belonging within the classroom and wider school community.
- Record their work in a variety of ways, including written responses, diagrams, timelines, discussion and visual representations, allowing access to the curriculum through multi-sensory learning approaches.
- Be supported to make positive behaviour choices within a nurturing environment. The school uses restorative approaches, enabling pupils to reflect on behaviour and receive support to meet the school's expectations.
- Receive clear and constructive feedback during lessons, enabling them to develop their historical knowledge and enquiry skills and make continued progress.

Some Pupils Need:

Some pupils may require additional support to fully access the history curriculum. These pupils may:

- Use adapted visual resources, such as coloured paper or backgrounds, where required to support reading and visual processing.
- Be supported through structured seating arrangements, ensuring appropriate peer and adult support during lessons.
- Access specialist vocabulary sheets or word banks to support understanding of key historical terminology.
- Use question matrices or structured prompts to support answering questions both orally and in written responses.
- Receive specific feedback and guidance to help develop historical understanding and improve written work.
- Participate in a balance of co-operative, independent and teacher-led activities, ensuring appropriate support and challenge.
- Have key vocabulary explicitly identified and discussed to support understanding of historical concepts.
- Use sentence starters and writing frames to support extended writing and the development of historical explanations.
- Access adapted historical sources, where the complexity of texts or materials is adjusted to support understanding.

Specific Pupils Need:

A small number of pupils may require highly personalised provision to enable them to access the history curriculum effectively. These pupils may:

- Access a quiet or low-distraction learning space when required to support concentration and enable them to achieve their potential.
- Receive additional support in lessons from a trained adult, where possible, who understands and responds to their individual learning and pastoral needs.
- Follow a bespoke timetable, designed to ensure they learn in environments that best support their individual needs and engagement with the curriculum.
- Access adapted curriculum content, including carefully selected historical texts and resources linked to pupils' interests to support motivation and engagement.
- Be provided with specialist adaptations for sensory needs, for example: Enlarged print, Braille or tactile resources for pupils with visual impairment (VI)
- Use of a hearing loop or assistive listening devices for pupils with hearing impairment (HI)
- Be supported through the use of visual supports, including symbols, Widgeo resources and visual prompts to aid understanding of historical concepts, vocabulary and instructions.



Curriculum Accessibility – Religious Education

All Pupils:

- Access a differentiated and well-sequenced curriculum designed by the RE subject leader and class teachers that is meaningful, appropriately challenging and ambitious for all learners.
- Be provided with knowledge organisers, including key vocabulary linked to current topics, to support understanding and retrieval of knowledge.
- Engage in a range of activities, including discussion, reflection, enquiry and written responses, allowing pupils to effectively communicate and demonstrate their understanding.
- Be closely monitored and supported pastorally, ensuring pupils' emotional wellbeing and readiness to learn are prioritised.
- Be clearly identified on lesson seating plans, ensuring pupils are known to staff and fostering a sense of belonging within the classroom and wider school community.
- Record their work in a variety of ways, including discussion, artwork, written reflections and creative responses, allowing access to the curriculum through multi-sensory learning approaches.
- Be supported to make positive behaviour choices within a nurturing environment. The school uses restorative approaches, enabling pupils to reflect on behaviour and receive support to meet the school's expectations.
- Receive clear and constructive feedback during lessons, enabling them to develop their understanding of religious beliefs, values and traditions and make continued progress.

Some Pupils Need:

Some pupils may require additional support to fully access the RE curriculum. These pupils may:

- Be provided with scaffolded tasks, including sentence starters or writing frames, to support pupils in expressing their ideas and understanding.
- Use adapted visual resources, such as coloured paper or backgrounds, where required to support reading and visual processing.
- Work within structured seating arrangements, ensuring appropriate peer and adult support during lessons.
- Have access to specialist vocabulary glossaries or word banks to support understanding of key religious terminology.
- Receive clear explanations of complex religious vocabulary to support comprehension of key concepts and beliefs.
- Receive specific feedback and guidance to help develop their understanding and improve their responses.
- Be supported by a teaching assistant or additional adult, where required, to support pupils who are finding learning challenging.

Specific Pupils Need:

A small number of pupils may require highly personalised provision to enable them to access the RE curriculum effectively. These pupils may:

- Access a quiet or low-distraction learning space when required to support concentration and enable them to achieve their potential.
- Receive additional support in lessons from a trained adult who understands and responds to their individual learning and pastoral needs.
- Follow a bespoke timetable, designed to ensure they learn in environments that best support their individual needs and engagement with the curriculum.
- Access adapted curriculum content, including learning activities linked to pupils' interests to support motivation and engagement.
- Be provided with specialist adaptations for sensory needs, for example:
- Enlarged print, Braille or tactile resources for pupils with visual impairment (VI)
- Use of a hearing loop or assistive listening devices for pupils with hearing impairment (HI)
- Be supported through the use of visual supports, including symbols, Widgeo resources and visual prompts to aid understanding of key concepts, vocabulary and instructions.



Curriculum Accessibility – Physical Development

All Pupils:

- Access a differentiated and well-sequenced curriculum designed by the PE subject leader and class teachers that is meaningful, appropriately challenging and ambitious for all learners.
- Be provided with key vocabulary linked to current topics, supporting understanding and recall of key concepts and skills.
- Engage in a range of physical activities and learning approaches, enabling pupils to effectively demonstrate and communicate their understanding through practical participation.
- Be closely monitored and supported pastorally, ensuring pupils' emotional wellbeing and readiness to learn are prioritised.
- Record their work in a variety of ways, including discussion, evaluation and practical demonstration, allowing access to the curriculum through multi-sensory learning approaches.
- Be supported to make positive behaviour choices within a nurturing environment. The school uses restorative approaches, enabling pupils to reflect on behaviour and receive support to meet the school's expectations.
- Receive clear and constructive feedback during lessons, enabling them to address misconceptions and make continued progress in their physical development and skills.
- Benefit from clear demonstrations and modelling of activities by staff, ensuring pupils understand expectations and can safely and effectively participate in lessons.

Some Pupils Need:

Some pupils may require additional support to fully access the PE curriculum. These pupils may:

- Complete activities in a different space, where appropriate, to provide a suitable environment for focus and engagement.
- Be provided with additional or reduced time to complete tasks and participate in activities.
- Work in adapted group sizes, including adjustments to the number of pupils involved in activities.
- Access modified tasks, taking into account their physical needs or potential barriers to participation.
- Be placed in carefully considered groupings, ensuring they feel supported and do not become overwhelmed or anxious during activities.
- Receive additional scaffolding or one-to-one instruction from the teacher to support successful participation.
- Be paired with a supportive peer or positive role model, encouraging confidence, engagement and skill development.
- Receive specific and personalised feedback, helping them to develop their physical skills and understanding.

Specific Pupils Need:

A small number of pupils may require highly personalised provision to enable them to access the PE curriculum effectively. These pupils may:

- Access PE lessons on a one-to-one basis or in a quieter space, where appropriate, to support emotional regulation and engagement in activities.
- Access adapted curriculum activities, including tasks linked to pupils' interests to support motivation and participation.
- Receive additional support in lessons from a trained adult who understands and responds to their individual pastoral, emotional and learning needs.
- Follow a bespoke timetable, which may include adapted or reduced access to some lessons, ensuring pupils are supported to make progress across the curriculum.
- Benefit from targeted questioning and additional guidance, reinforcing understanding of tasks and expectations during activities.
- Be provided with specialist adaptations for sensory needs, for example:
 - Enlarged print, Braille, tactile resources or sound-making equipment for pupils with visual impairment (VI)
 - Use of a hearing loop or assistive listening devices for pupils with hearing impairment (HI)
- Be supported through the use of visual supports, including symbols, Widgit resources and visual prompts to aid understanding of instructions and activities.
- Use adapted equipment or resources to support participation and access to learning.
- Receive short, clear and simplified instructions, with tasks broken down into one step at a time to support understanding and engagement.



Curriculum Accessibility – Personal, Social, Health and Emotional

All Pupils:

- ④ Access a differentiated and well-sequenced curriculum designed by the PSHE subject leader and class teachers that is meaningful, appropriately challenging and ambitious for all learners.
- ④ Be provided key vocabulary linked to current topics, to support understanding and retrieval of knowledge.
- ④ Engage in a range of activities, including discussion, reflection, role-play and collaborative learning, allowing pupils to effectively communicate and demonstrate their understanding.
- ④ Be closely monitored and supported pastorally, ensuring pupils' emotional wellbeing and readiness to learn are prioritised.
- ④ Be clearly identified on lesson seating plans, ensuring pupils are known to staff and fostering a sense of belonging within the classroom and wider school community.
- ④ Record their work in a variety of ways, including discussion, written responses, creative activities and reflection tasks, allowing access to the curriculum through multi-sensory learning approaches.
- ④ Be supported to make positive behaviour choices within a nurturing environment. The school uses restorative approaches, enabling pupils to reflect on behaviour and receive support to meet the school's expectations.
- ④ Receive clear and constructive feedback during lessons, enabling them to develop their understanding of relationships, wellbeing and personal development and make continued progress.

Some Pupils Need:

Some pupils may require additional support to fully access the PSHE curriculum. These pupils may:

- ④ Engage in a variety of learning tasks and approaches across all key stages to support a wide range of learning styles and needs.
- ④ Receive explicit teaching of new vocabulary before it is used, helping pupils to develop a clear understanding of key concepts and language.
- ④ Be provided with regular opportunities for discussion, allowing pupils and staff to address misconceptions and explore ideas in a supportive environment.
- ④ Work within carefully structured seating arrangements, ensuring a supportive and caring classroom environment that considers the specific needs of individual pupils.

Specific Pupils Need:

A small number of pupils may require highly personalised provision to enable them to access the PSHE curriculum effectively. These pupils may:

- ④ Access a quiet or low-distraction learning space when required to support concentration and enable them to achieve their potential.
- ④ Receive additional support in lessons from a trained adult who understands and responds to their individual pastoral and learning needs.
- ④ Follow a bespoke timetable, designed to ensure they learn in environments that best support their individual needs and engagement with the curriculum.
- ④ Access adapted curriculum content, including learning activities linked to pupils' interests to support motivation and participation.
- ④ Be supported by staff who have a strong understanding of individual pupils, including awareness of how certain sensitive or challenging topics may affect them.
- ④ Be provided with specialist adaptations for sensory needs, for example: Enlarged print, Braille or tactile resources for pupils with visual impairment (VI)
- ④ Use of a hearing loop or assistive listening devices for pupils with hearing impairment (HI)
- ④ Be supported through the use of visual supports, including symbols, Widgeo resources and visual prompts to aid understanding of concepts, vocabulary and discussion topics.