



METHERINGHAM PRIMARY SCHOOL

HOW WE ADAPT OUR CURRICULUM TO MEET THE NEEDS OF ALL PUPILS IN OUR SCHOOL

QUANTITY	TIME	LEVEL OF SUPPORT
<ul style="list-style-type: none"> Adapt the number of items the learner is expected to learn e.g. through the Leitner system Adapt the number of activities the learner is expected to complete Adapt the quantity of learning the learner is expected to produce 	<ul style="list-style-type: none"> Additional time may be given to the learner to complete the task Further time prompts may be given to help children manage their time during a task Individual timeline or a sand timer may be given to the learner so they know how long they have to complete a task Learning pace may be slower/faster for some learners depending on their level and/or ability Allowing additional time for the learner to process the question and/or answer at all points in the lesson 	<ul style="list-style-type: none"> Increase the amount of adult support given to the learner during a learning task e.g. one to one support or small group support Use peer buddies as a way of supporting learners Discussion with an adult prior to the task completion allowing for processing time
INPUT	DIFFICULTY/CHALLENGE	OUTPUT
<ul style="list-style-type: none"> Adapt the way the learning is delivered to the learner e.g. visual, auditory, kinaesthetic Visual aids to support the learner e.g. larger font, coloured paper or overlay, pictorial instructions, visual timetable Written instructions as well as verbal instructions for learning tasks Practical/hands-on activities Group input to share ideas and work collaboratively Pre-teach key concepts before the lesson for some learners 	<ul style="list-style-type: none"> Adapt the skill level or wording of the question to allow the learner to fully engage Simplify the instructions Allow the learner to use practical resources or a scribe etc. Change the rules/expectations to accommodate the learner's needs Extra challenges, if appropriate, when the main task is complete 	<ul style="list-style-type: none"> Allow the learner to respond to learning in a way that suits their need, e.g. through recording learning in a variety of formats: Verbally, written, on-line, using technology, through a scribe, practically with photographic evidence
PARTICIPATION	ALTERNATIVE GOALS	SUBSTITUTE CURRICULUM
<ul style="list-style-type: none"> Make adjustments to the activity to engage the learner, e.g. make them the group leader, assign them a specific job in the group etc. Use of 'first and next' to engage learners Use of sensory and/or rest breaks to allow learners to access learning at their level Allow learners to have a quiet space (including an individual work station) that still allows them to fully participate in the learning 	<ul style="list-style-type: none"> Adapt the goals and/or outcome for the learner 	<ul style="list-style-type: none"> Provide alternative instructions or materials that allow the learner to meet their goals Provide life-skills where learners require them Therapeutic curriculum driven by the interests of the learner Lego therapy to support the social and emotional development of the learner Physiotherapy OT to develop fine motor skills SALT