

# **Eastbury Farm Primary School**

## **Curriculum Adaptation Guidance**

### **Our Commitment to Inclusive Education**

At Eastbury Farm we are committed to providing a broad, balanced and ambitious curriculum that enables every child to achieve success. We recognise that all pupils learn differently and that some pupils may require adaptations, adjustments and additional support to access learning successfully. We strive to create an inclusive learning environment where differences are valued, barriers are removed and every pupil is supported to achieve their full potential.

This guidance outlines how we adapt our curriculum to meet the needs of all learners, including those with Special Educational Needs and Disabilities (SEND), ensuring that every child can participate, progress and thrive. Our approach is underpinned by Hertfordshire's Ordinarily Available Provision (OAP), the SEND Code of Practice (2015), the Equality Act 2010 and our commitment to high-quality inclusive teaching.

We believe that:

- Every child is entitled to high-quality teaching and learning
- Adaptation is an integral part of effective classroom practice
- Inclusion is everyone's responsibility
- Children learn best when barriers to learning are identified and reduced
- Strong partnerships with families are essential
- Pupil voice should inform provision and decision-making
- High expectations should be maintained for all pupils

### **How We Adapt Our Curriculum**

Curriculum adaptation is about ensuring that all pupils can access, engage with and demonstrate their learning.

### **Universal Provision for All Pupils**

High-quality teaching is the foundation of our inclusive practice. Teachers routinely adapt lessons through:

#### **Adapting Teaching**

- Knowing children's starting points
- Clear learning objectives and success criteria
- Explicit instruction and modelling
- Breaking learning into manageable steps
- Pre-teaching key vocabulary and concepts
- Regular checking of understanding
- Flexible grouping arrangements
- Opportunities for overlearning, rehearsal and retrieval
- Scaffolded tasks which are gradually reduced as independence develops
- Use of visual supports, sentence stems, word banks and writing frames
- Alternative methods for recording learning where appropriate

#### **Adapting the Learning Environment**

- Calm, organised and predictable classrooms
- Visual timetables and clear routines
- Accessible displays that reduce cognitive and sensory overload
- Consideration of seating arrangements

- Reduced distractions where required
- Availability of assistive technology and adapted resources
- Access to quiet spaces and movement breaks when needed

## **Promoting Independence**

We encourage pupils to:

- Develop self-help and organisational skills
- Reflect on their learning
- Use appropriate strategies independently
- Build resilience and confidence as learners

## **Cognition and Learning**

We may provide:

- Chunked instructions
- Additional processing time
- Visual supports and task breakdowns
- Pre-teaching and overlearning opportunities
- Alternative recording methods
- Adapted resources and presentation formats
- Targeted interventions to address identified gaps

## **Communication and Interaction**

We may provide:

- Visual timetables and communication supports
- Simplified and structured language
- Reduced language load
- Explicit teaching of vocabulary
- Social communication support
- Additional processing time
- Structured opportunities for collaborative learning

## **Social, Emotional and Mental Health (SEMH)**

We may provide:

- Consistent routines and expectations
- Trusted adults and regular check-ins
- Calm spaces and sensory breaks
- Emotional regulation strategies
- Attachment-aware and trauma-informed approaches
- Social skills development opportunities
- Positive behaviour support plans where appropriate

## **Sensory and/or Physical Needs**

We may provide:

- Adapted equipment and resources
- Assistive technology
- Flexible seating arrangements
- Accessibility adjustments
- Additional adult support where required
- Opportunities for rest/movement breaks

- Adaptations to teaching materials and classroom environments

### **Working in Partnership**

We recognise that parents and carers know their children best and are essential partners in supporting progress.

We will:

- Listen to the views of pupils and families
- Share information regularly
- Agree outcomes and support strategies together
- Review provision and progress throughout the year
- Signpost families to appropriate services and support when needed

Where appropriate and available, we will work collaboratively with external professionals including specialist advisory teachers, speech and language therapists, health professionals and other support services.

### **Monitoring Impact**

Leaders, teachers and the SENDCo regularly review the effectiveness of curriculum adaptations through:

- Assessment information and progress data
- Pupil voice
- Parent and carer feedback
- Learning Walks
- Class Provision Map reviews
- Graduated approach cycles

This ensures that adaptations remain responsive, effective and focused on improving outcomes for every child.