

## **How will the curriculum be matched to my child's needs?**

- When a pupil has been identified with Special Educational Needs, their work will be differentiated by the class teacher to target their needs and enable them to access the curriculum more easily. For some children with significant additional needs, this could include a personalised timetable to accommodate additional interventions that they need.
- Children from Early Years to 2 are grouped according to their ability in Read Write Inc phonics teaching and are in mixed ability teaching groups for all other subjects. They work at a level that reflects their attainment and their choice of challenge.
- Children from Year 1 to 6 are assessed and monitored termly in Reading, Writing and Mathematics. Regular assessment also takes place in Early Years. From the assessments, targets are set by the class teacher in order that the child can make progress.
- Teaching Assistants (TA) may be allocated to work with the pupil in a one-to-one or small intervention group to target more specific needs.
- If a pupil has been identified as having SEND, a SEND Support Plan or an Individual Behaviour Plan (IBP) will be drawn up in partnership with parents and pupils. Targets will be set according to their need.
- If appropriate, specialist equipment may be provided to the pupil to aid their learning, for example pencil grips, sloping boards, easy-to-use scissors, coloured overlays, specially made books and visual timetables.