

Adapting The Curriculum (updated July 2026)

At St. Margaret's we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for all pupils; this includes pupils with special educational needs (SEN). This ensures that our teaching conforms to best practice and we provide Quality First Teaching for all of our pupils.

All pupils follow the National Curriculum at a level and a pace that is appropriate to their abilities. To ensure that all children can access and engage with the curriculum, modifications to the curriculum may be implemented when appropriate.

Following training on Creating an Inclusive Classroom, we have identified 5 strategies which are most relevant for supporting our children. Each class will be supported by the following '5 a day for Collier Street':

1. ***Modelling – worked examples, 'I do, we do, you do'***
2. ***Feedback – effective feedback, live marking***
3. ***Retrieval Practice - regular recapping of key learning***
4. ***Effective Questions***
5. ***Chunking***

Three times a year SLT and class teachers meet to discuss provision for their class, Progress Review Meetings. Each of these meetings starts with considering the specific adaptations which are relevant for the class currently. We focus on the content, process and environment.

These modifications can include, but are not limited to:

- Adaptations to content: giving longer processing times, pre-teaching of specific vocabulary, use of a reader, visual cues to accompany verbal instructions
- Adaptations to process: flexible grouping (small group, 1:1 or collaborative working), writing on alternate lines, alternative forms of recording, mind maps, tables
- Adaptations to environment: see information below.

Furthermore, where appropriate we make adaptations that are specific to one child's needs, for example with children with a hearing impairment; staff face the child when talking with them, staff ensure they face a window (to avoid

being back lit), staff use visuals to reinforce. Alternatively personalised and bespoke curriculums may be used.

Please see link below for Mainstream Core Standards:

https://www.kelsi.org.uk/_data/assets/pdf_file/0004/117256/Special-educational-needs-mainstream-core-standards.pdf

Classroom Environment

Classrooms provide a stimulating and purposeful learning environment, including thought provoking and stimulating displays.

The management of classroom resources are the responsibility of the classroom teachers who ensure that:

- There are a range of appropriate, accessible and labelled resources available to meet the needs of all pupils, from which pupils can independently select materials suitable to the task in hand
- All children know where resources are kept and their rules about access and use
- Children and teachers act together to establish an attractive, welcoming and well organised environment, engendering respect, care and value for all resources and the classroom

In each class there are a number of key elements which are in place, to support all 4 Areas of Need. These have been chosen and developed over time following advice from outside agencies and wherever possible, evidence-based research.

In each classroom we have:

C&I	C&L	SEMH	P&S
• Colourful semantics, using word banks with working walls, as well as to support planning formats • Visual timetables (consistent images across school)	• Wherever possible the font used is either Kinetic Letters or Widget (including labels and signs) • Word banks, manipulatives, number lines, task boards, now	• A safe space, with activities, or strategies to support the child in that moment. • Zones of Regulation Area, with consistent presentation across key	• A bag of sensory tools (easily accessible) • Ear defenders

	and next boards	stages, a check in and suggested support strategies.	
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Where appropriate we will also draw upon additional strategies, these are detailed on each classes' provision map.