HCAT
Curriculum Adaptations

Our teachers adapt learning and teaching so that it is matched to a pupils' needs. The curriculum is reviewed regularly and adaptations are made where necessary to enable pupils to retain and recall knowledge, skills and understanding over time.

The curriculum adaptation document introduces the need for a tailored and inclusive curriculum that addresses the unique learning needs of students to remove barriers to learning. It emphasises the importance of providing appropriate support and accommodations to ensure that all students, regardless of their abilities, can access and engage with the curriculum.

Empowering students with SEND to reach their full potential and achieve meaningful learning outcomes.

HC AT

Subject	Adaptation Overview	Outline
Reading	Text Adaptations	Adapt the reading materials to match the child's reading level, ensuring they are appropriately challenging but not overwhelming. Provide simplified versions of texts with shorter sentences and reduced vocabulary for struggling readers. Use visual supports such as pictures, illustrations, or diagrams to aid comprehension.
	Phonics Instruction	Provide systematic and explicit phonics instruction to support reading. Break down phonics skills into small, sequential steps, ensuring the child has a solid foundation in letter-sound correspondence and phonemic awareness. Use multisensory techniques, like blending and segmenting sounds orally, to reinforce phonics skills.
	Vocabulary Development	Teach vocabulary explicitly by introducing new words in context and providing opportunities for repeated exposure and practice. Use visual aids, like word walls or vocabulary cards, to reinforce the meaning of new words. Provide explicit instruction on word meanings, synonyms, antonyms, and word relationships to enhance comprehension and language development.
	Comprehension Scaffolds	Model and scaffold the use of these strategies through think-alouds and guided practice. Provide graphic organisers or visual prompts to support the child in organising their thoughts and making connections within the text.

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Maths	Multi-Sensory Approaches	Incorporate multiple senses (visual, auditory, kinaesthetic) to enhance learning and understanding. Use manipulatives, such as counting blocks or number lines, to help SEND children visualise and interact with mathematical concepts. This can support their understanding of numbers, operations, and problem-solving.
	Adapted Instruction	Provide differentiated tasks and activities based on individual students' abilities and learning styles. Students can be given different sets of questions based on their level of understanding. For SEND children working below age-related expectations, tasks can be simplified or broken down into smaller steps to ensure accessibility.
	Scaffolded Support	Provide additional support and guidance to help SEND children access the curriculum. Use visual aids, such as diagrams or charts, to support understanding of mathematical concepts. Break down complex problems into smaller, more manageable steps, providing clear explanations and modelling strategies.
	Assistive Technology	Utilise assistive technology tools and software to support learning and engagement. Introduce educational apps, interactive whiteboards, or screen readers that can provide audio feedback and visual support. These tools can help SEND children access and interact with mathematical content more effectively.
	Visual Supports	Provide visual supports, such as visual timetables, graphic organisers, or checklists, to aid understanding and organisation. Display key vocabulary and scientific terms with corresponding images. Use visual cues to signal transitions or changes in activities, such as creating a visual step-by-step guide for conducting a science experiment, including pictures of each stage.

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Science	Multi-Sensory Approaches	Incorporate hands-on activities and experiments to engage the child and make science more tangible. Use visual aids, such as diagrams, charts, and videos, to support comprehension and reinforce key scientific concepts. Provide opportunities for movement and exploration to enhance engagement and understanding.
	Adapted Instruction	Adapt the level of complexity or length in tasks and activities to match the child's abilities and learning needs. Provide additional support materials, such as simplified reading materials or visual prompts, to aid comprehension. Offer alternative modes of expression, such as drawing or verbal explanations, for children who struggle with writing. Break down tasks into smaller steps and provide scaffolding as needed.
	Vocabulary Support	Introduce and reinforce scientific vocabulary using visual aids, such as word walls or vocabulary cards. Provide explicit instruction on the meaning and use of scientific terms, using real-world examples and context. Encourage the child to use scientific vocabulary in discussions and written work, providing scaffolding and support as needed.
	Use of Technology	Utilise educational technology tools, such as interactive simulations or virtual labs, to provide additional opportunities for exploration and understanding. Incorporate multimedia resources, such as videos or online resources, to enhance engagement and support learning.
	Visual Supports	Provide visual supports, such as visual timetables, graphic organisers, or checklists, to aid understanding and organisation. Display key vocabulary and scientific terms with corresponding images. Use visual cues to signal transitions or changes in activities, such as creating a visual step-by-step guide for conducting a science experiment, including pictures of each stage.

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History	Prior Knowledge Development	Provide opportunities for SEND children to build foundational knowledge and understanding of key historical concepts. By ensuring that SEND children have a basic grasp of important historical concepts, they can better engage with and make sense of new material. Provide lessons on key concepts such as kings and their power, invasion, and the geography of England. This will help SEND children access and understand the new information.
	Break Down Complex Concepts	Break down complex historical concepts into smaller, more manageable chunks to support understanding. Complex concepts can be overwhelming for SEND children, so breaking them down into smaller parts allows for easier comprehension and engagement.
	Adapted Instruction	Provide additional support materials, such as simplified reading materials or visual prompts, to aid comprehension. Offer alternative modes of expression, such as drawing or verbal explanations, for children who struggle with writing. Offer a range of activities with varying levels of complexity and scaffolding. Provide simplified reading materials, graphic organisers, or sentence starters to support their comprehension and expression of historical knowledge.
	Visual Aids	Utilise visual aids, interactive resources, and multi-sensory approaches to enhance learning and retention of historical information. Visual aids and multi-sensory approaches can support SEND children in understanding and retaining historical content by appealing to different learning styles and providing additional support. Use maps, timelines, images, and artifacts to visually represent historical events and concepts. Incorporate hands-on activities, role-playing, or virtual reality experiences
	Vocabulary Support	Introduce and reinforce historical vocabulary using visual aids, such as word walls or vocabulary cards. Provide explicit instruction on the meaning and use of scientific terms, using real-world examples and context.

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Geography	Modified Texts	Provide the child with modified texts that are simplified, use clear fonts, and have well-spaced print. This adaptation supports the child by making the reading material more accessible, reducing visual clutter, and enhancing readability for better comprehension.
	Break Down Complex Concepts	Break down complex information into smaller, more manageable chunks. This adaptation helps the child process information effectively by presenting it in a structured and sequential manner, reducing cognitive overload, and facilitating better understanding. Chunking information supports working memory and attention, allowing the child to focus on essential concepts and make connections. Breaking down a lesson on ecosystems into smaller sub-topics, such as habitats, food chains, and adaptations, and providing clear explanations and examples for each component.
	Adapted Instruction	Provide differentiated instruction that caters to the child's individual needs and abilities. This can involve adjusting the pace of instruction, using alternative teaching strategies, or providing additional support or scaffolding. Differentiated instruction allows the child to access the curriculum at their own level and promotes their engagement and understanding of geographical concepts. In a geography lesson about climate, the teacher may provide simplified explanations and visuals for a child with reading difficulties.
	Visual Aids	Use visual aids, such as diagrams, maps, and images, to support the child's understanding of geographical concepts. Visual aids and multi-sensory approaches provide alternative ways for the child to access and process information, compensating for difficulties in reading or writing. Using tactile maps or relief models to help a child with visual impairments understand topography or providing audio descriptions of images for a child with reading difficulties.
	Vocabulary Support	Introduce and reinforce geographical vocabulary using visual aids, such as word walls or vocabulary cards. Provide explicit instruction on the meaning and use of scientific terms, using real-world examples and context.

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Design and Technology	Visual and Tactile Resources	Provide visual and tactile resources to support the child's understanding and engagement with Design and Technology concepts. This can include using diagrams, models, and hands-on materials that allow the child to explore and manipulate objects. Visual and tactile resources provide alternative ways for the child to access and comprehend information, compensating for difficulties in reading or writing. Using 3D models or tactile materials to demonstrate the structure and functionality of a product, allowing the child to physically engage with the concepts.
	Break Down Complex Concepts	Provide simplified instructions that use clear and concise language, breaking down complex tasks into smaller, manageable steps. This adaptation supports the child by reducing cognitive overload and facilitating their understanding and completion of design projects. Breaking down a design project into sequential steps with visual cues and providing simple, step-by-step instructions that clearly outline each stage of the process.
	Collaborative Learning	Encourage collaborative learning opportunities where the child can work with peers or teaching assistants. This allows for shared problem-solving, peer support, and the opportunity to learn from others. Collaborative learning promotes social interaction, communication skills, and the sharing of ideas, enhancing the child's engagement and understanding of Design and Technology concepts. Assigning group projects where the child can work alongside classmates, exchanging ideas, and contributing to the design and construction of a product.
	Assistive Technology	Explore the use of assistive technology tools and software that can support the child's participation in Design and Technology activities. This can include speech-to-text or text-to-speech software, graphic organisers, or adaptive devices. Assistive technology can help overcome specific barriers related to reading, writing, or motor skills, enabling the child to actively participate in design projects and express their ideas effectively. Using speech-to-text software to allow the child to dictate their design ideas or using graphic organisers to help them organise their thoughts and plan their projects.
	Adapted Tools & Equipment	Provide adapted tools and equipment that accommodate the child's specific needs and abilities. This may involve using modified grips or handles, larger or tactile markings, or alternative ways to manipulate materials. Adapted tools and equipment enable the child to effectively engage with the design process, overcoming physical or motor skill challenges. Using modified scissors with larger handles or grips for a child with fine motor difficulties or providing tactile markings on tools to assist with accurate measurements.

Subject	Adaptation Overview	Outline
Art	Alternative Forms of Expression	Provide alternative mediums and forms of expression for the child to engage with art concepts and projects. This can include using written, photographic, film, or sound forms to explore and record ideas. Alternative mediums accommodate the child's specific needs, allowing them to express their creativity and engage with art concepts in a way that is accessible to them. Allowing a child with writing difficulties to create a short film or audio recording to express their ideas about a specific art topic.
	Adapted Physical Spaces	Create adapted physical spaces within the art classroom to accommodate specific sensory needs or physical disabilities. This may involve providing a quieter space for concentration, modifying seating arrangements, or adjusting easel accessibility. Adapted physical spaces ensure that the child can fully participate in art activities, removing barriers related to sensory sensitivities or physical limitations. Providing a separate, quiet area for a child with sensory sensitivities to complete intricate painting tasks or offering a vertical easel for a child using a wheelchair for easy artwork access.
	Modified Tasks	Adapt art tasks to support children with visual impairments. This can involve incorporating tactile elements, encouraging touch and feel exploration, and focusing on the specific properties of art materials. Modified tasks for visual impairments allow the child to engage with art concepts and materials through a multi-sensory approach, compensating for visual limitations. Encouraging a child with visual impairments to touch and feel different types of paint to understand their specific properties and textures.
	Assistive Technology	Explore the use of assistive technology tools and software that can support the child's participation in Art activities. This can include speech-to-text or text-to-speech software, graphic organisers, or adaptive devices. Assistive technology can help overcome specific barriers related to reading, writing, or motor skills, enabling the child to actively participate in design projects and express their ideas effectively. Using speech-to-text software to allow the child to dictate their ideas or using graphic organisers to help them organise their thoughts and plan their projects.
	Adapted Tools & Equipment	Provide adapted tools and materials to accommodate the child's specific needs and abilities. This may involve using modified grips or handles, larger or tactile markings, or alternative ways to manipulate art materials. Adapted tools and materials enable the child to actively engage in art activities, overcoming physical or motor skill challenges. Providing modified paintbrushes or pencils with larger handles for a child with fine motor difficulties or using tactile markings on art tools to assist with accurate handling and manipulation.

Subject	Adaptation Overview	Outline
Music	Adapted Instructions	Adapt the curriculum materials to enable all pupils to make progress. This may involve breaking down the components of the subject curriculum into manageable chunks and identifying prerequisites for understanding new content. Adapting curriculum materials ensures that the child can access and engage with music concepts and skills at a level that is appropriate for their abilities, enabling them to make meaningful progress. Breaking down the learning of musical notes on an instrument into smaller steps, providing additional support and practice for the child to gradually build their understanding and proficiency.
	Scaffolding	Provide scaffolding and support to lower the cognitive load of specific lesson activities. This can involve using visual aids, step-by-step instructions, or simplified explanations to assist the child's comprehension and engagement. Scaffolding and support help reduce cognitive overload and provide the child with the necessary structure and guidance to understand and participate in music lessons effectively. Using visual cues or diagrams to illustrate musical concepts, providing clear and concise instructions for each activity, or offering additional time or resources for practice and reinforcement.
	Alternative Forms of Expression	Allow for alternative modes of expression in music, beyond traditional reading and writing. This can include using multi-sensory approaches to engage the child in musical activities. Alternative modes of expression accommodate the child's specific needs and strengths, providing them with multiple avenues to engage with and express themselves through music. Incorporating visual aids, such as color-coded notation or symbols, using music software or apps that allow for auditory exploration and composition, or incorporating movement and dance into music activities.
	Adapted Instruments	Provide adapted instruments to accommodate the child's specific needs and abilities. This may involve modified grips, larger or tactile markings, or alternative ways to manipulate the instrument. Adapted instruments enable the child to actively participate in music activities, overcoming physical or motor skill challenges and allowing for a more inclusive musical experience. Using instruments with modified grips or handles for a child with fine motor difficulties, providing larger or tactile markings on instruments for easier identification and manipulation, or exploring alternative instruments that can be played using different physical movements or gestures.
	Visual Prompts	Providing visual supports such as pictures, symbols, or charts can aid the child's understanding and engagement in music lessons. Visual supports can help the child with SEN comprehend musical concepts, follow instructions, and remember key information. For example, using visual cues to represent different musical notes or rhythms can assist the child in reading and performing music.

Subject	Adaptation Overview	Outline
Physical Education	Inclusive Equipment and Facilities	Ensure that the PE facilities and equipment support access to provision for all pupils, including those with SEN. This may involve providing adapted or specialised equipment, ensuring accessibility features are in place, and creating a safe and inclusive environment. Provide sensory-friendly equipment, such as soft or textured balls, to accommodate the needs of children with sensory processing difficulties. Ensure that the PE space is accessible and free from obstacles that may hinder movement or cause accidents.
	Modified Tasks	Differentiate pedagogical approaches to cater to the needs of all pupils with SEN, including those with differing physical abilities and impairments. This involves adapting teaching methods, instructional strategies, and activities to meet individual needs and promote inclusion. Provide modified or alternative activities that offer an equivalent degree of challenge for children with differing physical abilities. Offer variations in task requirements, manipulate rates of practice, or adjust task difficulty to ensure all pupils can access learning at their own level. STEP: Space, Time, Task, Equipment & People
	Assistive Technology & Equipment	Utilise assistive technology and specialised equipment to enhance the child's participation and access to PE activities. This may include mobility aids, adaptive sports equipment, or assistive devices that support their physical abilities. Provide a child with a physical disability with mobility aids, such as a wheelchair or crutches, that enable them to move and participate in activities. Adapt sports equipment, such as modified bats or racquets, to accommodate the child's physical abilities.

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Computing	Visual Supports	Providing visual supports such as diagrams, charts, or images can aid the child's understanding of computing concepts. Visual supports can help the child with SEN comprehend and remember key information related to coding, algorithms, or computer systems. For example, using flowcharts or visual programming tools can assist the child in understanding the sequence of steps in coding.
	Physical Manipulatives	Incorporating hands-on activities can enhance the child's engagement and understanding of computing concepts. Allowing the child to manipulate physical objects or use tangible tools can help them grasp abstract concepts. For instance, using programmable robots or physical computing kits can provide a concrete experience of coding and computational thinking.
	Multisensory Approaches	Engaging multiple senses can support the child's learning experience in computing. Incorporating auditory, visual, and tactile elements can enhance their understanding and memory of concepts. For example, using sound effects or music to accompany coding activities or providing tactile materials for exploring binary numbers can make the learning experience more accessible and engaging.
	Adapted Instruction	Adapting instructions to suit the child's learning needs and abilities is crucial. Providing clear and concise instructions, breaking down complex tasks into smaller steps, and using simplified language can support the child's understanding and participation. Differentiated instructions ensure that the child can access and engage with computing lessons at an appropriate level. For example, setting goals for the child to create a simple animation using coding blocks or troubleshoot basic computer issues can provide a sense of achievement and motivation.
	Collaborative Learning	Encouraging collaborative learning opportunities can support the child with SEN in computing lessons. Working with peers or in small groups can provide social interaction, peer support, and opportunities for shared learning experiences. Collaborative learning can enhance the child's engagement, motivation, and understanding of computing concepts.

Subject	Adaptation Overview	Outline
Religious Education	Visual Supports	Providing visual supports such as pictures, symbols, or diagrams can aid the child's understanding of religious concepts and symbols. Visual aids can help the child with SEN comprehend and remember key information related to different religions and their beliefs. For example, using visual representations of religious symbols or images of religious places of worship can support the child's understanding and engagement in RE lessons.
	Multisensory Approaches	Engaging multiple senses can enhance the child's learning experience in RE. Incorporating auditory, visual, and tactile elements can support their understanding and memory of religious concepts. For instance, using music or recordings of religious chants, allowing the child to handle religious artifacts, or using tactile materials for exploring religious texts can make the learning experience more accessible and meaningful.
	Adapted Instructions	Adapting materials to suit the child's learning needs and abilities is crucial. This can involve simplifying or modifying worksheets, using larger print or visual aids, or providing alternative resources to accommodate different learning styles. Differentiated materials ensure that the child can access and engage with the RE curriculum at an appropriate level. Provide additional support materials, such as simplified reading materials or visual prompts, to aid comprehension.
	Verbal and Written Support	Providing additional support in verbal and written communication can assist the child in expressing their understanding of religious concepts. This can involve using visual aids, graphic organisers, or sentence starters to support their oral or written responses. Providing scaffolds for communication can help the child with SEN articulate their thoughts and ideas effectively.
	Vocabulary Support	Providing vocabulary support can help the child with SEN understand and engage with religious concepts in RE lessons. This can involve pre-teaching key vocabulary, using visual aids or gestures to reinforce meaning, and providing simplified definitions or explanations. Supporting the child's vocabulary development in RE can enhance their comprehension and participation in discussions and activities. For example, using real-life objects or images to illustrate religious terms or using visual dictionaries can support the child in understanding and using religious vocabulary.
	Assistive Technology	Utilising assistive technology tools can support the child's access to the RE curriculum. Assistive technology can help overcome barriers related to reading, writing, and communication. For instance, text-to-speech software can read aloud religious texts or instructions, speech-to-text software can assist the child in expressing their thoughts and ideas in written form, and visual aids or digital resources can provide alternative representations of religious concepts. Assistive technology can empower the child to independently engage with the RE curriculum.

Subject	Adaptation Overview	Outline
MFL	Visual Supports	Providing visual supports such as pictures, gestures, or flashcards can aid the child's understanding of MFL vocabulary and concepts. Visual aids can help the child with SEN comprehend and remember key language terms and phrases. For example, using visual representations of objects or actions can support the child's understanding of vocabulary related to everyday objects or activities in the target language.
	Simplified Language and Instructions	Adapting language and instructions to suit the child's learning needs and abilities is essential. Using simplified language, shorter sentences, and clear instructions can support the child's understanding and participation in MFL lessons. For instance, breaking down complex sentences into simpler phrases or using visual prompts can enhance the child's comprehension and engagement.
	Adapted Instructions	Adapting materials to suit the child's learning needs and abilities is crucial. This can involve modifying texts, worksheets, or activities to make them more accessible. Providing simplified versions of texts or using alternative formats such as visual guides or interactive digital resources can ensure that the child can access and engage with the MFL curriculum at an appropriate level.
	Multisensory Approaches	Engaging multiple senses can enhance the child's learning experience in MFL. Incorporating auditory, visual, and tactile elements can support their understanding and memory of language sounds, words, and phrases. For example, using songs, rhymes, or videos with subtitles can provide a multisensory experience that aids pronunciation and vocabulary acquisition.
	Vocabulary Support	Providing vocabulary support can help the child with SEN understand and engage with MFL vocabulary. This can involve pre-teaching key vocabulary, using visual aids or gestures to reinforce meaning, and providing simplified definitions or explanations. Supporting the child's vocabulary development in MFL can enhance their comprehension and participation in conversations or language activities.
	Assistive Technology	Incorporating assistive technology tools can further support the child's access to the MFL curriculum. Assistive technology can help overcome barriers related to reading, writing, and communication. For example, text-to-speech software can read aloud MFL texts or instructions, speech-to-text software can assist the child in expressing their thoughts and ideas in written form, and language learning apps or online platforms can provide interactive and adaptive learning experiences.

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PD & RSHE	Visual Supports	Providing visual aids, such as pictures, symbols, or diagrams, can enhance the child's understanding and engagement in PD & RSHE lessons. Visual supports can help clarify abstract concepts and reinforce key information. For example, using visual schedules or cue cards can assist the child in understanding and following the sequence of activities or topics covered in PD & RSHE.
	Adapted Materials	Provide modified materials that are tailored to the child's reading and writing abilities. This could include simplified texts, visual aids, or alternative formats such as audio recordings. By adapting the materials, the child can better understand and engage with the content. For a child who struggles with reading, provide a simplified version of a PD & RSHE text with key vocabulary highlighted or provide a visual storyboard to support comprehension.
	Multisensory Approaches	Incorporate multi-sensory activities into PSHE lessons to engage the child and support their learning. This can involve using tactile materials, movement, or sensory experiences to reinforce key concepts. Use hands-on materials, like objects or manipulatives, to explore topics such as emotions or relationships, allowing the child to interact with the content in a concrete way.
	Peer Support	Encourage peer support and collaboration by pairing the child with a peer buddy or assigning group tasks. This provides opportunities for the child to learn from their peers, develop social skills, and feel included in the classroom community. Pair the child with a peer buddy who can support them during group discussions or collaborative activities, providing assistance and scaffolding when needed.
	Assistive Technology	Integrate assistive technology tools to support the child's engagement and participation in PD & RSHE lessons. This can include text-to-speech software, speech-to-text tools, or specialised apps that cater to their specific needs. Assistive technology can enhance the child's independence, communication, and access to learning materials. Provide the child with text-to-speech software that reads PD & RSHE texts aloud, enabling them to access and comprehend the content independently. Alternatively, use speech-to-text tools to support their written expression during activities.