



DANESHOLME INFANT ACADEMY

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

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| <p>Use of visual supports eg. Visual timetables, visual timers, emotions keys, displays, learning 'working walls', phonic mats, maths equipment.</p> | <p>Use of Seating e.g. careful positioning to ensure support and attention; consideration for the needs of pupil with hearing or visual impairment.</p> | <p>Using ICT to record e.g. using iPads to record or to type as an alternative to writing, iPads to take photographs and complete tasks.</p> | <p>Using concrete apparatus e.g. practical resources in maths including shapes, cubes, counters and letters for reading and spelling.</p> |
| <p>For children with physical disabilities, 1:1 assistance may be given during PE and apparatus, planning and provision adapted to meet their needs.</p> | <p>Using drama techniques e.g. using hot seating, freeze framing, filming and other speaking and listening activities.</p> | <p>Using ICT to support learning e.g. apps to develop skills in motivational skills, mathematics and other programmes.</p> | <p>Use of carefully considered grouping e.g. mixed ability in different curriculum areas, self- chosen, talking partners.</p> |
| <p>Use of recommended resources in class e.g. 'fiddle' toys, coloured overlays, prompt lists, writing slopes, pencil grips, timers, talking tins.</p> | <p>Use of talk partners and scribes e.g. rehearsing, generating and sharing ideas and peer learning</p> | <p>Use of pre-teaching e.g. sharing key points of the learning and vocabulary prior to the lesson/topic</p> | <p>Extra-curricular activities e.g. sports, cooking, art, gardening, films. These support pupils' social development, self-esteem and confidence.</p> |