

# F

## Formal curriculum

Within this provision, pupils access mainstream provision with support provided in class by TAs where appropriate.

Teachers should be expected to make reasonable adjustments in their planning to support the pupils through differentiated material and being competent in delivering ASC strategies.

SENCO and Assistant SENCO QA the provision for these pupils and support teachers with strategies for individual pupils.

# P

## Partially supported curriculum

Within this provision, pupils access the majority of mainstream lessons but have additional access to either sensory support, literacy and numeracy support, support programmes for developing communication, emotions and independence through some small group work. This access may be through additional sessions either before school or after school with TAs or during some curriculum time.

The provision that is given also enables pupils to be able to make progress through the curriculum through more small group work. For example, the small group work will mirror the work they are studying in the lesson but be delivered so as to allow misconceptions to be addressed and to enable the pupil to build their esteem and sense of belonging (Maslow). The TA will use specific strategies i.e. TEACHH, breaking down of language, basic programmes which support literacy

and numeracy. Pupils also participate in sessions either before or after school. These programmes are accredited.

At GCSE there are supported programmes to help them achieve the basics.

Begin with the physiological needs - are those needs being met?  
Safety needs - do they know how to keep safe?  
Social needs - what do they need to be able to succeed socially? Where are their strengths,  
From this point, determine which of the programmes are best suited for the individual.  
Pupils can move between the provision as their needs determine.

# S

## Supplementary curriculum

Pupils follow a curriculum for a longer period of time which is based within the additional needs provision. They undertake programmes which are tailored specifically to them. This could mean 1-1 or very small group work for a significant proportion of their time. Their access to the mainstream is graduated and built up slowly.

# H

## High supported curriculum

Within this provision pupils are withdrawn for some of the mainstream curriculum for work around behaviour and emotions or intensive phonics and numeracy strategies.

Pupils are able, through this curriculum, to access provision on a 1-1 basis and to use the ASC and SEMH rooms as a place when school is too difficult to manage. The use of these spaces can be planned in as the SENCO identifies flash points or can be responsive.

They are taught for specific sessions and undertake programmes which are accredited.

