**Planning Proviso**

The social cognition and interactions of any human being are unique to that specific person. Generalisations can be made, and some social situations will generate a list of expected interactions and reactions. However, each person will choose, consciously or sub-consciously, how they view and feel emotionally about any situation, and how, therefore, they react to each separate social instance. It is therefore impossible to plan specific adaptations or subject curricula in anticipation of each individual child, who attends Wribbenhall School. Planning is in place but will not be taught in its entirety. Therefore, a guide to the implementation of the adaptation of planning and the teaching of subjects is given below, which is an extract from the Curriculum policy.

**Adaptation of Teaching**

* Teaching Objectives targets are in place for the curriculum. These run alongside the NC.
* An initial interview is performed upon the child’s entry to the school. An example of the interview format can be seen in Appendix 1.
* The interview identifies:
  + anxieties that have led the pupil to come to us;
  + any specific personal interests that the pupil may wish to pursue;
  + how important each anxiety and specific interest is to the pupil.
* Information gained from the interview will inform which of the subjects/topics may be more appropriate or inappropriate for each child.
* Information gained may suggest specific subjects/topics that may be more suitable for each child.
* Even though each topic is matched to the individual child, where possible it may be beneficial to identify a topic that can be taught to all children. Where this occurs, individual focus on specific areas of the topic and differentiation of teaching/resources or outcome, create a suitable level of challenge and progression for each individual child. Thus, each child can learn and progress to their best possible attainment throughout their time at Wribbenhall School.
* Where a subject is identified as a positive influence a child’s emotional well-being, this subject would be used as an overriding topic throughout their time with us. For example, a child has a positive fit with:
  + Military equipment. This suggests teaching:
    - Maths based on the technical specifications of equipment;
    - Literacy based on facts and stories around military campaigns throughout the world and history (Roman invasion of Britain, American civil war and its implications on Black Slavery);
    - Art based on WW1 artists and Medieval castles and people.
* Where a specific subject is identified as a negative emotional trigger point then this subject may be removed from a child’s curriculum. Where this occurs:
  + A child may not be involved in the teaching of this subject:
    - This will mean they must be taught or do individual guided research into their own topic or to catch up on other subjects;
    - Other pupils will continue being taught this subject;
    - NC objectives covered in this subject will be transferrable to another subject (e.g. PSHE and RE; Science and Geography, can be easily interchanged) to support progress across the curriculum.