Karate & Dance Fed Ltd - 17150545

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KARATE & Dance FEDERATION

Curriculum Differentiation, Adaption & Inclusive Learning Policy

Kindness – Diversity - Friendship

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1. Policy Statement

Karate & Dance Federation Ltd (KDF) is committed to ensuring that every student can access meaningful learning through appropriately differentiated and adapted teaching. KDF recognises that students differ in age, confidence, prior experience, physical ability, communication, sensory processing, attention, emotional regulation, SEND, medical needs and pace of learning.

Differentiation and adaptation are therefore expected features of high-quality teaching across KDF Karate and KDF Dance. They are not exceptional measures reserved only for students with a diagnosis. Coaches should routinely consider how tasks, instructions, resources, pace, challenge, environment and feedback can be adjusted so that students can participate successfully while still experiencing appropriate challenge.

KDF's approach is based on inclusion rather than unnecessary separation. Where possible, students should remain part of the main learning experience, with teaching adapted around them rather than removing them from it.

KDF's inclusive learning model reflects its values of Kindness, Diversity, Friendship and supports the KDF Promise: Every Student, Every Session, Every Time.

2. Purpose

The purpose of this policy is to establish KDF's expectations for curriculum differentiation, adaptation and inclusive learning across all relevant provision.

It explains how coaches should plan for varying levels of need, adapt instruction and activities, preserve high expectations, support SEND and Early Years learners, make reasonable adjustments and ensure that adaptations remain educationally meaningful.

The policy also provides a consistent framework for deciding when the same learning objective can be accessed differently and when a genuinely alternative objective may be necessary.

3. Scope

This policy applies to all KDF curriculum-based activity, including karate, dance, Early Years provision, SEND-inclusive teaching, workshops, grading preparation, performances and other structured learning.

It applies to Lead Coaches, coaches, assistant coaches, volunteers, junior coaches and others involved in curriculum delivery.

It should be read alongside the Curriculum, Teaching & Learning Policy and SEND & Inclusive Practice Policy.

4. Meaning of Differentiation

Differentiation means adjusting teaching so that students working within the same broad curriculum can access learning at an appropriate level.

This may involve changing the complexity of a task, the amount of support provided, the way instructions are communicated or the expected level of independence.

Differentiation should enable participation without unnecessarily reducing the value of the learning.

5. Meaning of Adaptation

Adaptation means making a change to the teaching approach, environment, resource, activity or method of participation so that a student can engage safely and meaningfully.

Adaptation may be temporary or ongoing.

It may be used because of SEND, injury, medical need, confidence, age, skill level or another barrier to learning.

6. Meaning of Inclusive Learning

Inclusive learning means that students are treated as members of the same learning community even where they require different routes to access the curriculum.

It does not require all students to perform identical tasks in identical ways.

KDF considers inclusion successful where students are meaningfully engaged, appropriately challenged and able to progress without being unnecessarily separated from peers.

7. High Expectations

Differentiation must not become an excuse for low expectations.

Students should be encouraged to make progress from their own starting point and should receive appropriately ambitious teaching.

An adaptation should remove an unnecessary barrier, not remove all challenge.

8. Same Goal, Different Route

Where possible, students should work toward the same broad learning objective through different routes.

For example, one student may complete a full technical sequence independently while another practises one component with visual prompting.

Both students may still be working toward the same core learning intention.

9. Alternative Objectives

There will be occasions where the same objective is not yet realistic or appropriate for every student.

In these circumstances, a student may work toward a related but adapted objective such as balance, communication, confidence, controlled movement, regulation or participation.

Alternative objectives should remain meaningful and should connect to the broader curriculum pathway.

10. Planning for Difference

Coaches should anticipate variation within the class rather than waiting for a student to fail before adapting the lesson.

Planning should consider likely differences in experience, confidence, physical ability, processing, communication and behaviour.

Strong preparation reduces disruption and helps students experience success earlier.

11. Flexible Lesson Planning

KDF expects planning to be structured but flexible.

A coach should know the intended learning but be willing to adjust pace, method or task where the group response shows that the original approach is not working.

Adaptation during the session is a sign of responsive teaching rather than failed planning.

12. Differentiating by Task

Tasks may be made simpler or more complex while retaining the same broad learning purpose.

This may involve reducing the number of movements in a sequence, lowering technical complexity, changing the distance or target, adding an extension or reducing the number of simultaneous demands.

Task differentiation should be purposeful rather than arbitrary.

13. Differentiating by Support

Some students may complete a task independently while others require demonstration, verbal prompting, visual support, physical guidance or additional adult assistance.

Support should be sufficient to enable learning but should not create unnecessary dependence.

Where appropriate, assistance should gradually reduce as confidence and competence increase.

14. Differentiating by Outcome

Some activities may allow students to complete the same task at different levels of quality, complexity or independence.

Staff should recognise progress against the intended learning rather than expect identical performance.

Outcome differentiation should not mean accepting unsafe technique or abandoning essential standards.

15. Differentiating by Pace

Students learn at different speeds.

Coaches may provide additional repetition, more processing time or reduced content for students who require a slower pace, while extending learning for those ready to progress.

Moving the entire group on too quickly may produce superficial learning.

16. Differentiating by Challenge

More experienced or confident students should receive appropriate extension rather than repeatedly completing tasks they have already mastered.

Extension may involve greater precision, more complex application, additional combinations, creative interpretation or increased independence.

Challenge should remain safe and curriculum-related.

17. Communication Adaptation

Instructions should be adapted to the student's communication needs.

This may include shorter phrases, reduced verbal load, demonstration, visual cues, Makaton where appropriate, written prompts or additional processing time.

The aim is clarity rather than simplification for its own sake.

18. Visual Learning

Some students benefit from seeing what is expected rather than hearing a lengthy explanation.

Coaches should use demonstration, visual sequences, markers, picture cues or other appropriate supports.

Visual support can benefit the whole group and need not be reserved only for students with SEND.

19. Breaking Learning Into Steps

Complex movements or routines may need to be taught in smaller stages.

Students may practise one component successfully before additional elements are added.

Breaking learning down should support eventual independence rather than permanently reducing expectations.

20. Repetition and Consolidation

Some students require substantially more repetition than others.

KDF recognises repetition as a legitimate learning strategy and not evidence that a student is failing.

Coaches should revisit learning in varied and engaging ways so that repetition remains purposeful.

21. SEND and Differentiation

Students with SEND may require more significant or sustained adaptation.

This may include visual support, reduced sensory demand, alternative communication, regulation breaks, task breakdown, adapted equipment or additional transition support.

A diagnosis is not required before sensible differentiation is provided.

22. Early Years Adaptation

Early Years students require teaching that reflects their developmental stage.

Activities should use shorter teaching phases, greater repetition, more movement, simple instructions and appropriately playful delivery.

Early Years adaptation should still maintain clear curriculum purpose and progression.

23. Sensory Adaptation

Noise, lighting, touch, crowding and movement may affect participation.

Where sensory input is creating a barrier, staff should consider whether volume, proximity, waiting or environmental stimulation can be reduced.

The Tiger Retreat or Leopard Retreat may support regulation where the main environment becomes overwhelming.

24. Sensory Warm-Up and Warm-Down

Sensory warm-ups and warm-downs may be used to support readiness and regulation.

These may include controlled movement, balance, rhythm, proprioceptive activity, breathing or slower transition work.

Sensory elements should be purposeful and adapted to the group rather than used identically with every student.

25. Physical Adaptation

A student may need a physical task altered because of strength, mobility, balance, injury, disability or motor-planning difficulty.

This may involve changing stance, target height, range of movement, repetition, speed or equipment.

Adaptations should preserve safety and meaningful participation.

26. Equipment Adaptation

Equipment may be adjusted to support access.

Examples may include lighter pads, larger targets, visual floor markers, alternative props or different-sized equipment.

Any adapted equipment must remain suitable for the intended activity.

27. Positioning and Space

Where a student is distracted, anxious or overwhelmed by proximity, their position within the class may be adjusted.

Some students may benefit from standing closer to the coach, away from high-traffic areas or with additional personal space.

Positioning should support learning without creating unnecessary social separation.

28. Transition Adaptation

Transitions can create difficulty for students who need predictability or processing time.

Coaches may use countdowns, visual warnings, consistent routines or advance explanation before changing activity.

Good transition support can prevent behaviour difficulties that might otherwise be mistaken for deliberate refusal.

29. Processing Time

Some students require more time to respond to an instruction or question.

Staff should allow this time where appropriate instead of immediately repeating, rephrasing or escalating.

Processing delay should not be interpreted automatically as defiance.

30. Regulation Breaks

A student may require a brief regulation or movement break to continue learning successfully.

Breaks should be purposeful and should normally support return to the main activity.

They should not be treated as rewards or punishments.

31. Tiger Retreat and Leopard Retreat

The Tiger Retreat and Leopard Retreat may be used as part of differentiated support where a student needs a temporary lower-stimulation environment.

Use of the Retreat should not become an automatic substitute for adapting the main learning environment.

Where a student repeatedly leaves the lesson, staff should consider whether the teaching or environment itself needs further adaptation.

32. Behaviour and Adaptation

Repeated challenging behaviour may indicate that the task, environment or communication method is inaccessible.

Coaches should consider whether adaptation could reduce the underlying trigger.

Behaviour management and curriculum differentiation should therefore operate together rather than as separate systems.

33. Demand Avoidance

Where a student experiences significant demand avoidance, coaches may adapt phrasing, sequencing or task presentation.

This may include collaborative language, limited choices or reducing unnecessary direct demands.

Core safety expectations remain in place, but the route to achieving participation may be flexible.

34. Reward Station and Inclusive Recognition

The Reward Station should recognise students who demonstrate Kindness, Diversity and Friendship in ways meaningful to their individual starting point.

A student may show significant progress by attempting an adapted task, using a regulation strategy, helping another student or returning successfully after dysregulation.

Recognition should therefore be inclusive rather than dominated by technical ability.

35. Assessment Adaptation

Assessment should allow students to demonstrate what they know or can do in a way that does not create unnecessary disadvantage.

This may include more processing time, reduced verbal demand, visual demonstration, smaller assessment sections or adapted sequencing.

The essential learning being assessed should remain clear.

36. Grading and Reasonable Adjustments

Reasonable adjustments may be made within grading or examination arrangements where appropriate.

Adjustments should improve access without removing the core standard being assessed.

KDF should avoid confusing an adjustment to the assessment method with an automatic reduction in the standard of achievement required.

37. Temporary Injury and Adaptation

Students with temporary injuries may continue participating through adapted activity where medically safe.

A student unable to perform a particular movement may work on technical understanding, controlled alternatives or another relevant curriculum element.

Participation should not be encouraged where doing so risks worsening injury.

38. Medical Needs

Medical needs may require altered pacing, intensity, breaks or participation.

Relevant healthcare information should inform teaching.

Staff should not assume that all reduced participation relates to motivation where medical factors may be involved.

39. Student Independence

Adaptation should support growing independence wherever possible.

Staff should avoid giving a student more help than they need simply because support has become habitual.

The aim should be to remove support gradually where the student demonstrates readiness.

40. Peer Support

Peer support may be useful where it is appropriate and respectful.

Students may model activities, work alongside one another or support communication within partner tasks.

A peer must not be turned into an unpaid one-to-one carer or made responsible for another student's safety.

41. Avoiding Stigma

Adaptations should be implemented discreetly and respectfully.

Students should not be publicly labelled as requiring easier work or special treatment.

Where possible, differentiated options may be built into the lesson so that variation feels like a normal part of learning.

42. Confidentiality

KDF will not disclose a student's diagnosis or personal support needs to other families simply to explain why an adaptation is being used.

Staff may explain generally that different students require different support.

Confidentiality should not prevent relevant staff from receiving the information they need to teach safely.

43. Working With Families

Families may provide valuable information about strategies that work in other environments.

KDF should consider these suggestions while determining how they can be applied realistically within karate or dance provision.

The most effective adaptation often comes from combining family knowledge with staff observation.

44. Student Voice and Adaptation

Students should be asked what helps them where they are able to contribute meaningfully.

A student may identify that demonstrations, quieter positioning, additional practice or advance warning of change makes learning easier.

Their views should inform but not solely determine professional teaching decisions.

45. Individual Support Plans

Where differentiation is significant, recurring or complex, KDF may document the student's preferred adaptations within an individual support plan.

This can improve consistency between coaches and reduce the need for the family to repeat information.

Plans should focus on practical strategies rather than unnecessary diagnostic detail.

46. Staff Consistency

Adaptations should be implemented consistently enough that students experience predictable support.

This does not mean every coach must use exactly the same wording or technique.

Lead Coaches should ensure that key strategies are understood across the relevant staff team.

47. Junior Coaches and Young Leaders

Junior coaches may support simple differentiation under adult direction.

They may demonstrate a modified activity, provide encouragement or use agreed visual prompts.

They should not independently determine complex SEND adjustments, grading concessions or risk-management strategies.

48. Curriculum Integrity

Adaptation should not result in a student spending long periods completing activities unrelated to the curriculum merely to keep them occupied.

Where alternative activity is needed, it should still connect meaningfully to the student's learning pathway.

Inclusion requires access to learning, not simply physical presence in the room.

49. Stretch for Higher-Attaining Students

Inclusive practice also includes students who require greater challenge.

Higher-attaining students should be stretched through deeper application, increased precision, leadership opportunities, more complex sequences or greater independence.

Differentiation should therefore operate in both directions.

50. Mixed-Ability Classes

Mixed-ability classes are expected within KDF and should be planned accordingly.

Coaches may use layered tasks in which students work on the same broad skill at different levels of complexity.

This can preserve a strong group identity while allowing individual progression.

51. Adapting Partner Work

Partner work may require consideration of size, confidence, experience, sensory preference and skill level.

Pairs should be chosen to support safety and learning rather than simply convenience.

Students should not repeatedly be placed in partnerships that make them feel unsafe or unable to participate.

52. Adapting Group Work

Group activities should allow students to contribute at an appropriate level.

Staff should avoid situations in which one student is consistently excluded because they cannot perform the most complex part of the task.

Roles may be adapted while preserving meaningful participation.

53. Adaptation During Performances

Performance preparation may require adaptations in positioning, choreography, entry and exit, sensory demands or rehearsal structure.

The aim should be to include students wherever practical without compromising safety.

Adapted performance does not diminish the student's contribution.

54. Adaptation During Events and Workshops

External events or workshops may require additional planning because the environment is less familiar.

Students may benefit from visual information, reduced sensory exposure, planned breaks or clear transition arrangements.

Adaptation should be considered before the event rather than only after difficulties arise.

55. Quality Assurance

Lesson observations should consider whether differentiation is meaningful and proportionate.

Observers should look for evidence that staff understand the needs of the group, adjust challenge and maintain high expectations.

A lesson in which every student completes exactly the same task in exactly the same way may not demonstrate effective differentiation.

56. Staff Development

KDF will support staff to develop confidence in differentiation and inclusive learning.

Training may include SEND, communication, sensory processing, behaviour as communication, task adaptation, assessment and Early Years practice.

Staff should understand that strong differentiation is a core teaching skill rather than specialist work reserved for a small number of coaches.

57. Reviewing Effectiveness

An adaptation should be reviewed according to whether it actually improves participation, learning, safety or regulation.

KDF should not continue an adjustment indefinitely simply because it has always been used.

Where something is ineffective, staff should consider an alternative approach.

58. Avoiding Over-Adaptation

It is possible to adapt too much.

If a student is never allowed to experience manageable challenge, independence or gradual exposure to difficulty, progress may be restricted.

Staff should therefore seek a balance between support and appropriate challenge.

59. Safeguarding

Adaptation must remain compatible with safeguarding.

A student should not be routinely removed into hidden one-to-one environments simply because they need quieter teaching.

Any adapted support must preserve professional boundaries and appropriate supervision.

60. Health and Safety

Adapted activities must still meet normal safety standards.

A change intended to improve access should not introduce a new unacceptable risk.

Where necessary, risk assessment should be reviewed alongside curriculum adaptation.

61. Equality and Fairness

Fairness does not always mean identical treatment.

A student receiving additional processing time or visual support is not receiving an unfair advantage where the adjustment compensates for a genuine barrier.

KDF should promote understanding that equitable support allows students to access the same community in different ways.

62. Kindness

The value of Kindness means noticing when a student is struggling and responding supportively rather than allowing repeated failure or embarrassment.

It also means communicating adaptations respectfully.

Kindness should preserve challenge while reducing unnecessary frustration.

63. Diversity

The value of Diversity is central to curriculum differentiation.

Students bring different abilities, communication styles, experiences and ways of learning, and KDF expects teaching to respond to those differences.

Diversity should influence curriculum practice rather than exist only as an organisational statement.

64. Friendship

The value of Friendship means creating learning environments in which students understand and accept that peers may complete activities differently.

Students should support rather than mock adapted participation.

Coaches should actively model inclusive peer relationships.

65. The KDF Promise

This policy directly supports the KDF Promise: Every Student, Every Session, Every Time.

The Promise means every student should encounter teaching that considers how they can access the intended learning rather than expecting them simply to fit a single delivery method.

KDF will therefore expect coaches to differentiate, adapt and review their teaching so that inclusion is visible in everyday practice.

66. Related Policies

This policy should be read alongside KDF's Curriculum, Teaching & Learning Policy, SEND & Inclusive Practice Policy, Early Years Policy, Sensory Regulation & Calm Spaces Policy, Behaviour Management Policy, Disability & Reasonable Adjustments Policy, Physical Contact & Appropriate Touch Policy, Student Attendance & Absence Policy, Anti-Bullying & Peer-on-Peer Behaviour Policy, Medical Needs, Medication & Individual Healthcare Support Policy and Safeguarding & Child Protection Policy.

These policies should be applied together where curriculum adaptation overlaps with SEND, behaviour, medical need, safeguarding, assessment, sensory regulation or equality.

67. Policy Review

This policy will normally be reviewed annually, but earlier review may take place following curriculum redesign, significant SEND practice review, safeguarding learning, quality assurance findings or evidence that current differentiation is not producing meaningful inclusion.

KDF will continue to develop a teaching culture in which adaptation is proactive, purposeful and expected.

The organisation will maintain high expectations while ensuring that students can access learning in ways that reflect their individual needs, preserving curriculum quality through Kindness, Diversity, Friendship and the KDF Promise: Every Student, Every Session, Every Time.