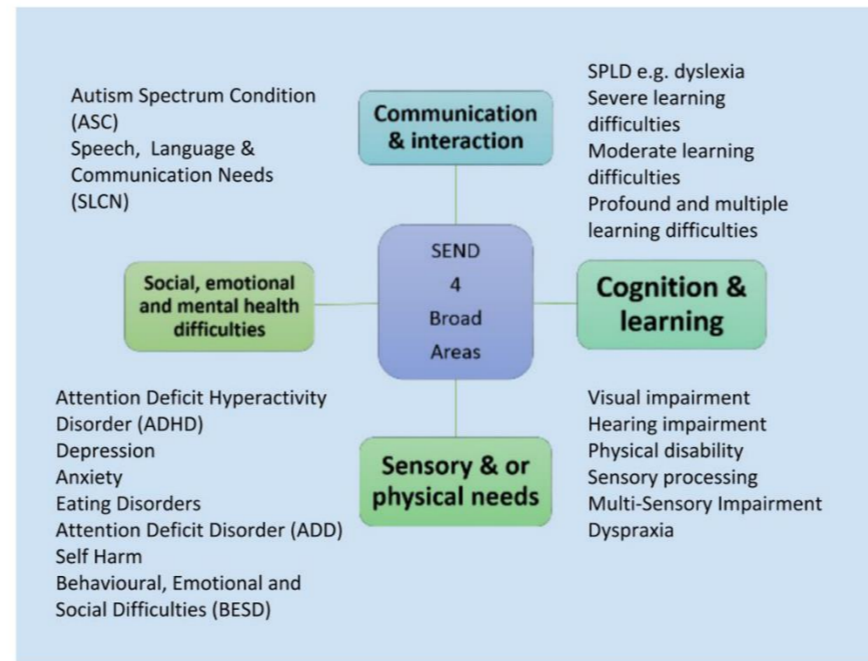




SEND Provision and Support Across the Curriculum 2023/2024

Sue Bailey – Accredited SENDCO



SEND PROVISION AND SUPPORT IN THE MATHS CURRICULUM

Cognition and Learning		Communication and Interaction		Physical and/or Sensory		Social, Emotional and Mental Health	
Barriers to Learning	Provision	Barriers to Learning	Provision	Barriers to Learning	Provision	Barriers to Learning	Provision
<p>Children with speech, language and communication needs (SLCN) have difficulty communicating with others and may also not understand and use social rules of communication. This often includes children with Autism Spectrum Disorder (ASD), including Asperger's.</p> <ul style="list-style-type: none"> E.g. Poor working memory – difficult recalling key events and details about the text. Difficult sequencing. Slow processing speed. Accessing written work in Maths. 	<ul style="list-style-type: none"> The curriculum has been split into small steps (Using NFER and B-Squared Connecting Steps linked to the Engagement Model), which means that learning has been split into small, manageable chunks. The teaching sequence well structured. This makes the content accessible for everyone. Pre and Post teaching means that most children, including SEND are able to access the lessons. The expectation is that all children progress through the same topics at broadly the same pace. We use the DU model to support and extend learning. This means that children who take longer to grasp concepts have access to concrete and pictorial representations before they work on abstract concepts. Some SEND children have their own learning pack, which contains resources they may need e.g. numbers, .100 square, base 10 apparatus and Numicon. Regular catch up/booster sessions at the beginning of each maths lesson and outside, for children to recap previous learning The use of IXL, Mathletics, TT Rock Stars etc. to encourage engagement of reluctant learners. Knowledge organisers for all areas to recap learning Plastic on desk to write methods on for some children 	<p>Learning difficulties cover a wide range of needs, including children with moderate learning difficulties (MLD), and severe (SLD) or profound and multiple learning difficulties where children are likely to need support in all areas of the curriculum. Specific Learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.</p> <ul style="list-style-type: none"> E.g. Understanding of new Maths unit New vocabulary across a range of Maths units. Lack of maths fluency. Auditory processing difficulties. 	<ul style="list-style-type: none"> Pre-teach the vocabulary and representations before the lesson Use of precision teaching. Key vocabulary is taught in meaningful contexts to build understanding. This is displayed on working walls. The working walls display, worked examples, concrete and pictorial representations and challenges that can be used to support children's learning. The children can use them for reference in their lessons and provide a useful reminder of work that has been covered. All classes have manipulatives near their working walls, which are stored in a way, which means that children can gain access as required. Repetition of key learning. Use of sentence stems to help develop sentences to explain mathematical thinking/reasoning. Use of 'peer support/phone a friend' so all children are encouraged to have a go rather than feeling pressure from waiting for a turn. Children to use manipulatives to communicate their ideas if unable to verbally or written. Use of ICT to record pupils thinking and understanding verbally. 	<p>These include children with a visual impairment, hearing impairment, multi-sensory impairment, which will require specialist support and/or equipment to access their learning. Some children with a physical disability require ongoing support and equipment to access all the opportunities available to their peers.</p> <ul style="list-style-type: none"> E.g. Difficulty using manipulatives Visual Impairment. 	<ul style="list-style-type: none"> Multisensory strategies used, e.g., wide range of manipulatives and resources to support mathematical thinking. Range of manipulatives that can be used to teach a variety of different mathematical concepts available Use of a ruler/number line to track the question. Highlighters to highlight key words / phrases / facts within a question. Large print of questions and images used to show key concepts. 	<p>Children may experience a wide range of social and emotional difficulties. These may include children who show with withdrawn or challenging, disruptive or disturbing behaviours for a variety of reasons. Other children may have disorders such as attention deficit disorder, attention deficit and hyperactivity disorder or attachment disorder.</p> <ul style="list-style-type: none"> E.g. Anxiety towards Maths Difficulty understanding social concept towards Maths group work. Difficulty understanding own emotions and those of others. 	<ul style="list-style-type: none"> Children to be aware of what will be happening in the lesson due to clear LO. Children's learning to be supported using the 'SNOT' (Self, Neighbour, Others, Teacher) approach throughout the whole lesson. Children work in a range of different groupings e.g. mixed ability/ same ability/ friendship groups and these vary depending on the tasks being undertaken Opportunities to be sorted by an adult throughout the lesson where needed Opportunities for pupils to support each other (collaborative learning). Use of coloured overlays to relax the eyes during reading of key information, making the print clear.

SEND PROVISION AND SUPPORT IN THE LITERACY CURRICULUM

Cognition and Learning		Communication and Interaction		Physical and/or Sensory		Social, Emotional and Mental Health	
Barriers to Learning	Provision	Barriers to Learning	Provision	Barriers to Learning	Provision	Barriers to Learning	Provision
<ul style="list-style-type: none"> Poor working memory – difficulty recalling key events and details about the text. Poor long-term memory to retain skills. Difficulty sequencing. Slow processing speed. Short attention span Dyslexia 	<ul style="list-style-type: none"> Interventions to support fine motor skills e.g. Jump Ahead IDL to support reading and spelling. Pedagogy and content adapted to suit the needs of all children. Coloured Screens/Coloured paper/Coloured overlays/dyslexia friendly texts Word cards to support writing sentences Spelling tables to help with HFW/ Common exception flip cards Word mats Differentiated by expectations not demand For those working more than 2 years behind, adapted sequencing to plug earlier gaps Removal of barriers to writing such as: <ul style="list-style-type: none"> <i>Clicker 6, Matching activity, Missing words, Scribes</i> Differentiation by outcome ICT to engage learning – Spelling Shed/Rollama/IXL Breaking down lessons into smaller chunks. First and Then board. Clear lesson objective on working wall. Collaborative learning. Mixed ability grouping. 	<ul style="list-style-type: none"> New vocabulary across a range of units. Auditory processing difficulties. Non-verbal Children that lack confidence to speak in a large group. 	<ul style="list-style-type: none"> Pre-teach of new vocabulary. Small group pre teaching about a new topic. Word mats Pre reading in small groups. Word cards to support writing sentences Removal of barriers to writing such as: <ul style="list-style-type: none"> <i>Talking tins, additional support.</i> Working walls are differentiated appropriately. 	<ul style="list-style-type: none"> Poor fine motor skills. Struggles to sit for an extended period of time. Visual impairment. 	<ul style="list-style-type: none"> Angled writing boards and equipment such as pencil grips to support the physical aspect of writing Wobble cushion 	<ul style="list-style-type: none"> Anxiety towards Literacy. Difficulty understanding social concepts towards group work. Difficulty understanding own emotions and those of others. 	<ul style="list-style-type: none"> CAMHS 1:1 support Support when teaching sensitive subjects.

SEND PROVISION AND SUPPORT IN THE READING CURRICULUM

Cognition and Learning		Communication and Interaction		Physical and/or Sensory		Social, Emotional and Mental Health	
Barriers to Learning	Provision	Barriers to Learning	Provision	Barriers to Learning	Provision	Barriers to Learning	Provision
<ul style="list-style-type: none"> Child is struggling to retain sounds in phonics. Child is not making expected progress in phonics. 	<ul style="list-style-type: none"> Highlighted as a 'spotlight' child and situated in the eye line of the adult during the lesson. All teaching directed at the spotlight children during the session. Children access afternoon speed sounds sessions covering the sound they have been taught that day. Children access oral blending interventions daily where needed. Children are given targeted 'phonics time' throughout the day focussing on sounds they need to practise. 1:1 support. 	<ul style="list-style-type: none"> Child is non-verbal. Child is too anxious to speak. Child has SALT issues. 	<ul style="list-style-type: none"> Non-verbal phonics assessment is completed where children are asked to point to sounds, pictures and words to assess their phonics knowledge. The whole group is asked to contribute and answer questions together so as not to put pressure on individual children. SALT interventions. Modelling where to put your tongue to make sounds correctly. 	<ul style="list-style-type: none"> Child lacks ability to sit still for long periods of time. 	<ul style="list-style-type: none"> Child uses a wobble cushion during lesson. 	<ul style="list-style-type: none"> Child is anxious in phonics lessons. 	<ul style="list-style-type: none"> The whole group is asked to contribute and answer questions together so as not to put pressure on individual children. Pair a confident strong reader with less confident children for reading.

SEND PROVISION AND SUPPORT IN THE SCIENCE CURRICULUM

Cognition and Learning		Communication and Interaction		Physical and/or Sensory		Social, Emotional and Mental Health	
Barriers to Learning	Provision	Barriers to Learning	Provision	Barriers to Learning	Provision	Barriers to Learning	Provision
<ul style="list-style-type: none"> Poor working memory – difficult recalling key events and details about the text. Difficult sequencing. Slow processing speed. Accessing written work in Computing. 	<ul style="list-style-type: none"> The curriculum has been split into small steps, which means that learning has been split into small, manageable chunks with the teaching sequence well structured. This makes the content accessible for everyone. Pre and Post teaching means that most children, including SEND are able to access the lessons. The expectation is that all children progress through the same topics at broadly the same pace. Differentiated tasks using Science guidance to adapt lessons 	<ul style="list-style-type: none"> Understanding of new Science unit New vocabulary across a range of Science units. Lack of Science fluency. Auditory processing difficulties 	<ul style="list-style-type: none"> Pre-teach the vocabulary before the lesson Use of precision teaching. Key vocabulary is taught in meaningful contexts to build understanding. Repetition of key learning. 	<ul style="list-style-type: none"> Difficulty using resources Visual Impairment. Lacks ability to sit still for a long time 	<ul style="list-style-type: none"> Multisensory strategies used, e.g., wide range of manipulatives and resources to support computational thinking. Highlighters to highlight key words / phrases / facts within a question. Large print of questions and images used to show key concepts. Support children with fine motor skills using equipment. Wobble cushion Positioned so that they can clearly see the board. 	<ul style="list-style-type: none"> Anxiety towards Science Difficulty understanding social concept towards group work. Difficulty understanding own emotions and those of others. 	<ul style="list-style-type: none"> Children to be aware of what will be happening in the lesson due to clear LO. Children's learning to be supported using the by asking teacher or teaching assistant throughout the whole lesson. Children work in a range of different groupings e.g. mixed ability/ same ability/ friendship groups and these vary depending on the tasks being undertaken Opportunities to be sorted by an adult throughout the lesson where needed Opportunities for pupils to support each other (collaborative learning). Use of coloured overlays to relax the eyes during reading of key information, making the print clear.

SEND PROVISION AND SUPPORT IN THE ICT CURRICULUM

Cognition and Learning		Communication and Interaction		Physical and/or Sensory		Social, Emotional and Mental Health	
Barriers to Learning	Provision	Barriers to Learning	Provision	Barriers to Learning	Provision	Barriers to Learning	Provision

<ul style="list-style-type: none"> Poor working memory – difficult recalling key events and details about the text. Difficult sequencing. Slow processing speed. Accessing written work in Computing. 	<ul style="list-style-type: none"> The curriculum has been split into small steps, which means that learning has been split into small, manageable chunks. The teaching sequence well structured. This makes the content accessible for everyone. Pre and Post teaching means that most children, including SEND are able to access the lessons. The expectation is that all children progress through the same topics at broadly the same pace. Differentiated tasks using Kapow guidance to adapt lessons We use the Kapow model to support and extend learning. 	<ul style="list-style-type: none"> Understanding of new Computing unit New vocabulary across a range of computing units. Lack of computing fluency. Auditory processing difficulties 	<ul style="list-style-type: none"> Pre-teach the vocabulary before the lesson Use of precision teaching. Key vocabulary is taught in meaningful contexts to build understanding. Repetition of key learning. 	<ul style="list-style-type: none"> Difficulty using resources Visual Impairment. Lacks ability to sit still for a long time 	<ul style="list-style-type: none"> Multisensory strategies used, e.g., wide range of manipulatives and resources to support computational thinking. Highlighters to highlight key words / phrases / facts within a question. Large print of questions and images used to show key concepts. Support children with fine motor skills using equipment. Wobble cushion Positioned so that they can clearly see the board. 	<ul style="list-style-type: none"> Anxiety towards Maths Difficulty understanding social concept towards group work. Difficulty understanding own emotions and those of others. 	<ul style="list-style-type: none"> Children to be aware of what will be happening in the lesson due to clear LO. Children’s learning to be supported by asking the teacher or teaching assistant throughout the whole lesson. Children work in a range of different groupings e.g. mixed ability/ same ability/ friendship groups and these vary depending on the tasks being undertaken Opportunities to be sorted by an adult throughout the lesson where needed Opportunities for pupils to support each other (collaborative learning). Use of coloured overlays to relax the eyes during reading of key information, making the print clear.
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SEND PROVISION AND SUPPORT IN THE HISTORY CURRICULUM

Cognition and Learning		Communication and Interaction		Physical and/or Sensory		Social, Emotional and Mental Health	
Barriers to Learning	Provision	Barriers to Learning	Provision	Barriers to Learning	Provision	Barriers to Learning	Provision
<ul style="list-style-type: none"> Not understanding concepts Low reading ability Slow processing speed Accessing written work Poor working memory – difficult recalling key events and details about text. Poor long-term memory to retain skills. Slow processing speed. Short attention span Dyslexia 	<ul style="list-style-type: none"> Pre and post teaching Pictures and videos to support understanding/reading Interventions to support fine motor skills e.g. Jump Ahead Pedagogy and content adapted to suit the needs of all children. Coloured Screens/Coloured paper/Coloured overlays/dyslexia friendly texts Word cards to support writing sentences Vocab sheets Differentiated by expectations not demand For those working more than 2 years behind, adapted sequencing to plug earlier gaps Differentiation by outcome ICT to engage learning Breaking down lessons into smaller chunks. First and Then board. Collaborative learning. Mixed ability grouping. reframing questions to provide greater scaffolding or greater stretch planning to connect new content with pupils’ existing knowledge or providing additional pre-teaching if pupils lack critical knowledge 	<ul style="list-style-type: none"> Use of vocabulary. Lack of ability/confidence to communicate Auditory processing difficulties New vocabulary across a range of units. Non-verbal Children that lack confidence to speak in a large group. 	<ul style="list-style-type: none"> Pre-teach concepts and vocab. Use of precision teaching Key vocab is taught in meaningful contexts to build understanding Peer support Group work Writing questions down rather than verbalise it B squared – connecting steps 	<ul style="list-style-type: none"> Visual impairment Poor fine motor skills Poor fine motor skills. Struggles to sit for an extended period. 	<ul style="list-style-type: none"> Large text/images on board/ worksheets Varied activities e.g. ICT, drawing, sorting, videos Highlighters Coloured overlays Angled writing boards and equipment such as pencil grips to support the physical aspect of writing Wobble cushion 	<ul style="list-style-type: none"> Anxiety Difficulty understanding historical concepts Difficulty understanding own/others point of view 	<ul style="list-style-type: none"> Social skills / life skills groups Pre teach / children to be aware of what will be happening in the lesson Adults to support and remove from classroom if necessary / time out When working in groups, put children with peers that they are comfortable with

SEND PROVISION AND SUPPORT IN THE FRENCH CURRICULUM

Cognition and Learning		Communication and Interaction		Physical and/or Sensory		Social, Emotional and Mental Health	
Barriers to Learning	Provision	Barriers to Learning	Provision	Barriers to Learning	Provision	Barriers to Learning	Provision
<ul style="list-style-type: none"> Being able to use their voice expressively. Understanding and using new topic vocabulary. Lower than expected levels of expressive vocabulary ‘they can’t find the words’ 	<ul style="list-style-type: none"> Use of symbols, larger print, colour coding, multi-sensory reinforcement. A greater emphasis on modelling and scaffolding for learning – smaller visual steps. Use word banks, which include pictures. A working wall showing each lesson’s focus and how successive lessons or topics link 	<ul style="list-style-type: none"> Videos with over stimulating or challenging themes. Hearing impairment Visual impairment Colour vision deficiencies. 	<ul style="list-style-type: none"> Use different forms of communication – such as gesture – to compensate for difficulties when singing and speaking. Pre-teaching of new vocabulary prior to the lesson. Send vocabulary word mats home before the topic begins. 	<ul style="list-style-type: none"> Lower than expected motor control. 	<ul style="list-style-type: none"> Provide sources and themes, which are matched to the needs of the child. i.e. enlarged sources/visuals/IT Support of the child to avoid conflict/sensory overload – 	<ul style="list-style-type: none"> Working effectively as part of a group No resilience - feeling they are not any good – resulting in lack of care and effort. 	<ul style="list-style-type: none"> Working in a small group with a trusted adult for emotional support. Some children could work individually. Pre-teaching and discussing the responses to their learning.

<ul style="list-style-type: none"> Following instructions and sequences. Levels of concentration for the plenary of the lesson. Unable to relate and understand the reasoning behind learning a new language 	<p>together to develop a mind map, including symbols, images or objects to make it more accessible. Repeat or display important information.</p> <ul style="list-style-type: none"> Children to be aware of what will be happening in the lesson due to clear LO. Use ICT to allow them to re-watch if needed, step by step – not having to rely on their short, or long-term memories. New learning fits into the framework of what the pupil already knows. Smart grouping – pairing with a more able reader/writer. Build in lots of repetition. Provide opportunities for pupils to practice the techniques in their sketchbooks before their actual piece. 		<ul style="list-style-type: none"> Limit vocabulary to that which is necessary to ensure progress. Social stories. Children are allowed time to discuss the answers to questions, and evaluate work with peers. Children with communication impairments are given time to think about questions before being required to respond. 		<p>consider ear defenders, a quiet space to work in/an effective way for a child to communicate any distress.</p>		<ul style="list-style-type: none"> Clear rules and expectations, consistent boundaries, rewards and sanctions. Praise the small steps and showcase their work – be proud. Allow talk pairs to share vocabulary and practise their sentences. Children’s learning to be supported using the ‘SNOT’ (Self, Neighbour, Others, Teacher) approach throughout the whole lesson. Children work in a range of different groupings e.g. mixed ability/ same ability/ friendship groups and these vary depending on the tasks being undertaken Opportunities to be sorted by an adult throughout Understanding own thoughts and contrasting with those of others. the lesson where needed Opportunities for pupils to support each other (collaborative learning). Use of coloured overlays to relax the eyes during reading of key information, making the print clear.
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SEND PROVISION AND SUPPORT IN THE MUSIC CURRICULUM

Cognition and Learning		Communication and Interaction		Physical and/or Sensory		Social, Emotional and Mental Health	
Barriers to Learning	Provision	Barriers to Learning	Provision	Barriers to Learning	Provision	Barriers to Learning	Provision
<ul style="list-style-type: none"> Being able to use their voice expressively. Understanding and using new topic vocabulary. Lower than expected levels of expressive vocabulary. Following instructions and sequences. Levels of concentration for the plenary of the lesson. Sitting set ups. Differentiation by outcome across the learning-difficulty spectrum. Sight lines minimise the need for spoken communication and maximise opportunity for effective eye contact and body language. 	<ul style="list-style-type: none"> Use of symbols, larger print, colour coding, multi-sensory. Use flash cards, found on Charanga website SEND section. A greater emphasis on modelling and scaffolding for learning – smaller visual steps. Use word banks, which include pictures. Repeat or display important information. New learning fits into the framework of what the pupil already knows. Smart grouping – pairing with a more able musical child. Build in lots of repetition. Provide opportunities for pupils to practice playing an instrument before lesson starts. 	<ul style="list-style-type: none"> Videos with over stimulating or challenging themes. Hearing impairment Visual impairment Colour vision deficiencies. 	<ul style="list-style-type: none"> Use different forms of communication – such as Makaton– to compensate for difficulties when singing and speaking. Pre-teaching of new vocabulary prior to the lesson. Show the children the lesson ahead, loading the visuals up on Charanga. Send key vocabulary words, from Charanga mats home before the topic begins. Limit vocabulary to that which is necessary to ensure progress. Children are allowed time to discuss the answers to questions, and evaluate work with peers. Music interaction, child in a small group intervention. Giving time for child play back with instrument. 	<ul style="list-style-type: none"> Lower than expected motor control. Sensitivity to light, sound, touch etc. 	<ul style="list-style-type: none"> Provide sources and themes, which are matched to the needs of the child. i.e. enlarged sources/visuals/IT Support of the child to avoid conflict/sensory overload – consider ear defenders, a quiet space to work in/an effective way for a child to communicate any distress. Ensure there is a wide range of equipment – larger musical instruments. 	<ul style="list-style-type: none"> No resilience - feeling they are not any good – resulting in lack of care and effort. Find it hard to maintain focus in a large group. Unable to take turns and share a musical instrument. Understanding own thoughts and contrasting with those of others. Working effectively as part of a large group. Unable to relate and understand the reasoning behind different artists and their music. 	<ul style="list-style-type: none"> Working in a small group with a trusted adult for emotional support. Some children could work individually. Pre-teaching and discussing the responses to the music. Clear rules and expectations, consistent boundaries, rewards and sanctions. Praise the small steps and showcase their work – be proud. Encourage the children to trial and error in their sketchbooks.

SEND PROVISION AND SUPPORT IN THE ART AND DESIGN/DESIGN AND TECHNOLOGY CURRICULUM

Cognition and Learning		Communication and Interaction		Physical and/or Sensory		Social, Emotional and Mental Health	
Barriers to Learning	Provision	Barriers to Learning	Provision	Barriers to Learning	Provision	Barriers to Learning	Provision
<ul style="list-style-type: none"> Being able to use their voice expressively. Understanding and using new topic vocabulary. Lower than expected levels of expressive vocabulary ‘they can’t find the words’ Following instructions and sequences. 	<ul style="list-style-type: none"> Use of symbols, larger print, colour coding, multi-sensory reinforcement. A greater emphasis on modelling and scaffolding for learning – smaller visual steps. Use word banks, which include pictures. A working wall showing each lesson’s focus and how successive lessons or topics link together to develop a mind map, including symbols, images or objects to make it more 	<ul style="list-style-type: none"> Videos with over stimulating or challenging themes. Hearing impairment Visual impairment Colour vision deficiencies. 	<ul style="list-style-type: none"> Use different forms of communication – such as gesture – to compensate for difficulties when singing and speaking. Pre-teaching of new vocabulary prior to the lesson. Send vocabulary word mats home before the topic begins. Limit vocabulary to that which is necessary to ensure progress. Social stories. 	<ul style="list-style-type: none"> Lower than expected motor control. Sensitivity to noise, light, touch etc. 	<ul style="list-style-type: none"> Provide sources and themes, which are matched to the needs of the child. i.e. enlarged sources/visuals/IT Support of the child to avoid conflict/sensory overload – consider ear defenders, a quiet space to work in/an effective way for a child to communicate any distress. 	<ul style="list-style-type: none"> Understanding own thoughts and contrasting with those of others. Working effectively as part of a group Unable to relate and understand the reasoning behind different artists and their artwork. 	<ul style="list-style-type: none"> Working in a small group with a trusted adult for emotional support. Some children could work individually. Pre-teaching and discussing the responses to the artwork. Clear rules and expectations, consistent boundaries, rewards and sanctions. Praise the small steps and showcase their work – be proud.

<ul style="list-style-type: none"> Levels of concentration for the plenary of the lesson. 	<p>accessible. Repeat or display important information.</p> <ul style="list-style-type: none"> Use the Kapow videos to show the children the expectations in a clear way, use ICT to allow them to re-watch if needed, step by step – not having to rely on their short, or long-term memories. New learning fits into the framework of what the pupil already knows. Smart grouping – pairing with a more able reader/writer. Build in lots of repetition. Provide opportunities for pupils to practice the techniques in their sketchbooks before their actual piece. 		<ul style="list-style-type: none"> Children are allowed time to discuss the answers to questions, and evaluate work with peers. Children with communication impairments are given time to think about questions before being required to respond. 		<ul style="list-style-type: none"> Ensure there is a wide range of equipment larger paintbrushes/chunky pencils etc. 	<ul style="list-style-type: none"> No resilience - feeling they are not any good – resulting in lack of care and effort. Children to be aware of what will be happening in the lesson due to clear LO. Children’s learning to be supported using the ‘SNOT’ (Self, Neighbour, Others, Teacher) approach throughout the whole lesson. Children work in a range of different groupings e.g. mixed ability/ same ability/ friendship groups and these vary depending on the tasks being undertaken Opportunities to be sorted by an adult throughout the lesson where needed Opportunities for pupils to support each other (collaborative learning). Use of coloured overlays to relax the eyes during reading of key information, making the print clear. 	<ul style="list-style-type: none"> Encourage the children to trial and error in their sketchbooks.
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SEND PROVISION AND SUPPORT IN THE PHSE CURRICULUM

Cognition and Learning		Communication and Interaction		Physical and/or Sensory		Social, Emotional and Mental Health	
Barriers to Learning	Provision	Barriers to Learning	Provision	Barriers to Learning	Provision	Barriers to Learning	Provision
<ul style="list-style-type: none"> Not understanding concepts Not the appropriate maturity level Low reading ability Slow processing speed Accessing written work 	<ul style="list-style-type: none"> Pre and post teaching Social stories Familiarity of 1 decision / Deedee Pictures and videos to support understanding/reading 	<ul style="list-style-type: none"> Use of vocabulary. Lack of ability/confidence to communicate Auditory processing difficulties 	<ul style="list-style-type: none"> Pre-teach concepts and vocab. Use of precision teaching Key vocab is taught in meaningful contexts to build understanding Peer support Group work Writing questions down rather than verbalise it B squared – Connecting Steps 	<ul style="list-style-type: none"> Visual impairment Poor fine motor skills 	<ul style="list-style-type: none"> Large text/images on board/worksheets Varied activities e.g. ICT, drawing, sorting, videos Highlighters Coloured overlays 	<ul style="list-style-type: none"> Anxiety Difficulty understanding social concepts Difficulty making decisions Difficulty understanding own/others emotions/point of view Difficulty imagining / empathising Struggles with mental health 	<ul style="list-style-type: none"> Social skills / life skills groups Pre teach / children to be aware of what will be happening in the lesson Adults to support and remove from classroom if necessary / time out When working in groups, put children with peers that they are comfortable with

SEND PROVISION AND SUPPORT IN THE RE CURRICULUM

Cognition and Learning		Communication and Interaction		Physical and/or Sensory		Social, Emotional and Mental Health	
Barriers to Learning	Provision	Barriers to Learning	Provision	Barriers to Learning	Provision	Barriers to Learning	Provision
<ul style="list-style-type: none"> Not understanding concepts Not the appropriate maturity level Low reading ability Slow processing speed Accessing written work 	<ul style="list-style-type: none"> Pre and post teaching Social stories Familiarity of 1 decision / Deedee Pictures and videos to support understanding/reading 	<ul style="list-style-type: none"> Use of vocabulary. Lack of ability/confidence to communicate Auditory processing difficulties 	<ul style="list-style-type: none"> Pre-teach concepts and vocab. Use of precision teaching Key vocab is taught in meaningful contexts to build understanding Peer support Group work Writing questions down rather than verbalise it B squared – Connecting Steps 	<ul style="list-style-type: none"> Visual impairment Poor fine motor skills 	<ul style="list-style-type: none"> Large text/images on board/worksheets Varied activities e.g. ICT, drawing, sorting, videos Highlighters Coloured overlays 	<ul style="list-style-type: none"> Anxiety Difficulty understanding social concepts Difficulty making decisions Difficulty understanding own/others emotions/point of view Difficulty imagining / empathising Struggles with mental health 	<ul style="list-style-type: none"> Social skills / life skills groups Pre teach / children to be aware of what will be happening in the lesson Adults to support and remove from classroom if necessary / time out When working in groups, put children with peers that they are comfortable with

SEND PROVISION AND SUPPORT IN THE PE CURRICULUM

Cognition and Learning	Communication and Interaction	Physical and/or Sensory	Social, Emotional and Mental Health
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Barriers to Learning	Provision	Barriers to Learning	Provision	Barriers to Learning	Provision	Barriers to Learning	Provision
<ul style="list-style-type: none"> • Memory and cognition difficulties. • Difficulty understanding subject specific vocabulary. • Difficulty visualising an action after it has been taught. • Difficulties processing information and questions. 	<ul style="list-style-type: none"> • Visual representations of rules and instructions. • Tick lists to support steps to success. • Small step instructions. • Reduction of language for easy processing. • Pre teach language that will be used in the lesson. • Video reminders on how to complete a skill. • Give extra time to allow child to think and answer the questions. 	<ul style="list-style-type: none"> • Difficulties communicating with an adult or peer during an activity. • Difficulty taking turns and sharing. 	<ul style="list-style-type: none"> • Hand signals to match with actions or skills. • Different methods of communication other than speech. • Access to pictures and images linked to skills and actions. 	<ul style="list-style-type: none"> • Difficulty holding equipment e.g. hockey sticks, tennis racquets. • Difficulty with fine and gross motor skills. • Physical disabilities. • Visual impairment • Difficulty with coordination • Special awareness • Sensory overload 	<ul style="list-style-type: none"> • Use adapted equipment suitable for the needs of the child e.g. larger or softer balls, grips for sticks, bats and racquets. • Allow space for wheelchair participation. • Opportunity to practise basic gross motor skills. • Extra practise to practise a skill. • Use of larger targets, hoops or goals. • Reducing or increasing distance needed to complete a task depending on the need or task. • Sensory gross motor skill circuits • Brightly coloured equipment that is easy to identify and see. • Adult modelling of skills. • Pre teach skills • Provide appropriate amount of space with some excess. • Monitor noise levels. • Use of ear defenders and quiet spaces. 	<ul style="list-style-type: none"> • Difficulty losing or doing things wrong. • Difficulty regulating emotions. • Difficulty working with others. 	<ul style="list-style-type: none"> • Pre warning of games and how a game is won and lost. • Pre learning about how to act appropriately when we win and lose. • Allow space for a safe calm down area. • Work in groups with familiar peers or adults. • Clear rules and expectations. • Opportunities to be supported by an adult where possible. • Regular praise for small successes. • Make light of small mistakes. • Encourage trial and error in skills.

SEND PROVISION AND SUPPORT IN THE GEOGRAPHY CURRICULUM

Cognition and Learning		Communication and Interaction		Physical and/or Sensory		Social, Emotional and Mental Health	
Barriers to Learning	Provision	Barriers to Learning	Provision	Barriers to Learning	Provision	Barriers to Learning	Provision
<ul style="list-style-type: none"> • Not understanding concepts • Low reading ability • Slow processing speed • Accessing written work • Poor working memory – difficult recalling key events and details about text. • Poor long-term memory to retain skills. • Slow processing speed. • Short attention span • Dyslexia 	<ul style="list-style-type: none"> • Pre and post teaching • Familiarity of Odizzi scheme • Pictures and videos to support understanding/reading • Interventions to support fine motor skills e.g. Jump Ahead • Pedagogy and content adapted to suit the needs of all children. • Coloured Screens/Coloured paper/Coloured overlays/dyslexia friendly texts • Word cards to support writing sentences • Vocab sheets • Differentiated by expectations not demand • For those working more than 2 years behind, adapted sequencing to plug earlier gaps • Differentiation by outcome 	<ul style="list-style-type: none"> • Use of vocabulary. • Lack of ability/confidence to communicate • Auditory processing difficulties • New vocabulary across a range of units. • Auditory processing difficulties. • Non-verbal • Children that lack confidence to speak in a large group. 	<ul style="list-style-type: none"> • Pre-teach concepts and vocab. • Use of precision teaching • Key vocab is taught in meaningful contexts to build understanding • Peer support • Group work • Writing questions down rather than verbalise it • B squared – connecting steps 	<ul style="list-style-type: none"> • Visual impairment • Poor fine motor skills • Poor fine motor skills. • Struggles to sit for an extended period of time. 	<ul style="list-style-type: none"> • Large text/images on board/worksheets • Varied activities e.g. ICT, drawing, sorting, videos • Highlighters • Coloured overlays • Angled writing boards and equipment such as pencil grips to support the physical aspect of writing • Wobble cushion 	<ul style="list-style-type: none"> • Anxiety • Difficulty understanding Geographical concepts • Difficulty understanding own/others point of view • Difficulty imagining what other places in the world are like 	<ul style="list-style-type: none"> • Social skills / life skills groups • Pre teach / children to be aware of what will be happening in the lesson • Adults to support and remove from classroom if necessary / time out • When working in groups, put children with peers that they are comfortable with

	<ul style="list-style-type: none">• ICT to engage learning• Breaking down lessons into smaller chunks.• First and Then board.• Collaborative learning.• Mixed ability grouping.• reframing questions to provide greater scaffolding• or greater stretch• planning to connect new content with pupils' existing knowledge or providing additional pre-teaching if pupils lack critical knowledge						