

Supporting Pupils with SEND across the Curriculum 2023.24

Our curriculum at Shawlands Primary School has been successfully adapted, designed and developed to ensure it is ambitious and meets the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. Children working 2 years below are tracked using Connecting Steps (Engagement Model) and NFER along with curriculum adjustments being made in discussion with the SENDCO and subject leader. Children, who have less significant barriers, may have other reasonable adjustments such as decreased demands, pre-teach, use of specialist equipment (as and when necessary). Depending on the nature of the additional need, some of our pupils with SEND may require adjustments either to the curriculum or to pedagogy. Examples of this may include...

Reading	<ul style="list-style-type: none"> • Pedagogy and content adapted to suit the needs • For those working more than 2 years behind, adapted sequencing to plug earlier gaps • Additional phonics teaching • Pre reading of texts and vocabulary • Less demand on written answers • Use of multiple choice • Children accessing reading electronically • Using the same high quality texts but shorter extracts to lower cognitive demand • Daily one to one reading • Focus on fluency • Use of age appropriate books • Dyslexia friendly texts <p>Specific Example 1 (EYFS) Additional QFT and 1:1 reading, small group reading 1:3, extra phonic booster group daily, ability phonic group session daily</p> <p>Specific Example 2 (KS1) Modelled reading for pupils not ready to access shared reading. Use of pre-reads, demands reduced on written comprehension tasks by offering multiple choice answers.</p> <p>Specific Example 3 (KS2) Use of pre-reads, demands reduced on written comprehension tasks by offering multiple-choice answers.</p>
Writing	<ul style="list-style-type: none"> • Pedagogy and content adapted to suit the needs • Pre reading of any texts used • IDL to support reading and spelling • 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 • Vocabulary mats • Colourful semantics • 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</i> <i>Matching activity</i>

	<p><i>Missing words</i> <i>Sticking activities</i> <i>Scribes</i> <i>Talking tins</i> <i>Angled writing boards and equipment such as pencil grips to support the physical aspect of writing</i></p> <ul style="list-style-type: none"> • Differentiation by outcome • ICT to engage learning – Spelling Shed/Rollama/IXL <p>Specific Example 1 (EYFSs) Over-modelling of expected task. Visual model available to see. Sound mats, sentence stems, visual representations, chunky 3-sided pencils, mnemonics from RWI to support formation, formation flashcards, hand over hand, multi-sensory writing sessions, tracing, and key words.</p> <p>Specific Example 2 (KS1) Additional scaffolds and models, spelling mats, sentence starters, helicopter support from TAs.</p> <p>Specific Example 3 (KS2) Additional scaffolds and models, spelling mats, sentence starters, helicopter support from TAs.</p>
<p>Maths</p>	<ul style="list-style-type: none"> • Pedagogy and content adapted to suit the needs • Additional concrete resources • Pre teaching of key concepts • Additional guided practice • For those working more than 2 years behind, adapted sequencing to plug earlier gaps • Differentiated by expectations not by demand • Same day intervention • ICT to engage learning – IXL/Mathletics/TT Rockstars <p>Specific Example 1 (EYFS) Concrete objects, over modelling, same day intervention to close the gap, visual model available, pre-teach.</p> <p>Specific Example 2 (KS1) Additional scaffolds and models, spelling mats, sentence starters, helicopter support from TAs.</p> <p>Specific Example 3 (KS2) adjustments to curriculum with discussion with SENDCO and Maths lead – pupils who are working 2 years + below being tracked on P levels, access whole class teaching but then have TA to model and support with work pitched at their developmental level and then left to complete tasks set within their range independently</p>
<p>Science</p>	<ul style="list-style-type: none"> • Pedagogy and content adapted to suit the needs • Pre reading of texts used • Simplified texts • Pre teaching of key vocabulary • Removal of barriers such as writing by: <i>Clicker 6</i> <i>Matching activity</i> <i>Missing words</i> <i>Sticking activities</i>

	<p><i>Scribes</i> <i>Diagrams instead of writing</i> <i>Talking tins</i></p> <ul style="list-style-type: none"> • Visuals to support setting up experiments • Dual coding • Dyslexia friendly texts (where appropriate) • Coloured paper where appropriate/coloured overlays and screens • Vocabulary mats <p>Specific Example 1 (EYFS) Word mats and pre-teaching on key vocabulary. Kinaesthetic activities such as planting seeds, weather observations, investigation station with equipment supported by adult-child interaction, modelling of cause and effect, opportunities to revisit and over learn.</p> <p>Specific Example 2 (KS1) Children with SPLD in maths use a simpler way of recording data and using measurements when recording in science, pop quizzes and retrieval practices are adapted to lower demand for writing, pre-teach</p> <p>Specific Example 3 (KS2) Work has been adapted to allow children to order the steps needed in an experiment by sticking rather than writing when needed or scribe used.</p>
Art	<ul style="list-style-type: none"> • Pedagogy and content adapted to suit the needs • Tick list of steps for those with poor working memory • Present and explain art projects with one step directions. • Additional time • Present information in a visual format • Grips, grasps and weights for pencils and brushes for fine motor support • Adapting the tools children are working with (do children need a broader paint brush?) • Additional opportunities to practice fine/gross motor skills <p>Specific Example 1 (EYFS) Modelled piece in plain sight, step by step guidance (small steps), reduced language and 1 step instructions, extra 1:1 guided practice</p> <p>Specific Example 2 (KS1) Multiple choice questions for retrieval practice to reduce writing, use of pictures for self-evaluation.</p> <p>Specific Example 3 (KS2) Multiple choice questions for retrieval practice, stem sentences for self-evaluation, peer assessment and annotations.</p>
DT	<ul style="list-style-type: none"> • Pedagogy and content adapted to suit the needs • Tick list of steps for those with poor working memory • Present and explain art projects with one step directions. • Additional time • Present information in a visual format • Adapting the tools children are working with • Additional opportunities to practice fine/gross motor skills • Show examples of end products and use of backwards chaining

	<p>Specific Example 1 (EYFS) Tool bench, junk modelling, use of hand over hand, simple one step instructions, parallel modelling, opportunities to re-visit and over-learn, support for fine motor control (if this is the presenting barrier)</p> <p>KS1 Example: Extra support given to SEN children in class for TA. Group work focused where peers can support also with peer mentoring. Tasks broken down into more manageable chunks with one-two step instructions and visual check lists</p> <p>KS2 Example: Prompts and picture stimulus provided, reduced demand for writing, practical tasks, all SEND children have done well in DT projects, with some outshining other peers. Some changes to curriculum plan for SEN as appropriate and decided in conjunction with SENCO and subject lead.</p>
<p>Computing</p>	<ul style="list-style-type: none"> • Pedagogy and content adapted to suit the needs • Adapted screens/overlays where needed • Talk function activated to read instructions etc <p>Specific Example 1 (EYFS) Work with an adult 1:1 to support, same day intervention groups for identified children that need further support, use of iPads and IWB.</p> <p>Specific Example 2 (KS1) Provide opportunities for children to practice skill prior to the lesson (pre-teach) this can be done in playtimes/golden time.</p> <p>Specific Example 3 (KS2) Visual representations of technical computing vocabulary (picture word mat). Visual instructions broken down into smaller steps. Work within a Kagan Structure.</p>
<p>History</p>	<ul style="list-style-type: none"> • Pedagogy and content adapted to suit the needs • Pre reading of texts used • Simplified texts • Pre teaching of key vocabulary • Multiple choice questions • Removal of barriers such as writing by: <ul style="list-style-type: none"> <i>Matching activity</i> <i>Missing words</i> <i>Sticking activities</i> <i>Scribes</i> <i>Diagrams instead of writing</i> <i>Organising images chronologically rather than dates</i> • Support with reading time lines (numbers may exceed numerical understanding) • Dual coding • Dyslexia friendly texts (where appropriate) • Coloured paper/screens/overlays where appropriate • Vocabulary mats <p>Specific Example 1 (EYFS) Small group discussions with an adult, use of visuals, videos, artefacts, pre-teach key vocabulary, extended exploration and time to re-visit experience.</p>

	<p>Specific Example 2 (KS1) Visual representations, reducing writing demand, pre/post teach</p> <p>Specific Example 3 (KS2) Reducing demands through pre-reads, text amount and writing demands</p>
<p>Geography</p>	<ul style="list-style-type: none"> • Pedagogy and content adapted to suit the needs • Pre reading of texts used • Simplified texts • Pre teaching of key vocabulary • Multiple choice questions • Removal of barriers such as writing by: <ul style="list-style-type: none"> <i>Matching activity</i> <i>Missing words</i> <i>Sticking activities</i> <i>Scribes</i> <i>Diagrams instead of writing</i> • Dual coding • Dyslexia friendly texts (where appropriate) Coloured paper/screens and overlays where appropriate • For those with a maths barrier <ul style="list-style-type: none"> <i>Support with coordinates</i> <i>Support with scaling</i> <i>Simplified ways of presenting data (pictograms etc)</i> • <i>Support reading maps/simplified maps</i> • Vocabulary mats <p>Specific Example 1 (EYFS) Small group discussions with an adult supported by real maps, globes, artefacts, use of google maps on IWB, opportunities for over-learning and revisiting covered learning</p> <p>Specific Example 2 (KS1) pre-reads of texts and reduced demand for writing recording – use of multiple choice and ‘circle the answer’ type questions, pre-teach of key vocab and use of word webs to support those with significant SALT needs</p> <p>Specific Example 3 (KS2) As above, plus simplified texts for children with SEN (as evidenced in books)</p>
<p>MFL</p>	<ul style="list-style-type: none"> • Pedagogy and content adapted to suit the needs • Adapting the sequence of teaching • Teaching in small groups • Longer processing time • More opportunities to speak and listen • Removal of barriers such as writing by: <ul style="list-style-type: none"> <i>Matching activity</i> <i>Missing words</i> <i>Sticking activities</i> <i>Scribes</i>

	<i>Diagrams instead of writing</i>
Music	<ul style="list-style-type: none"> • Pedagogy and content adapted to suit the needs • Adapting how musical notation is represented • Consider the volume of music for those with sensory difficulties or use of sensory equipment such as ear defenders • Pre teaching of lyrics, texts and vocabulary • Additional time to practice • Working with untuned/percussion instruments • Songs with repetition • Pre teaching of the beat/pulse • Bespoke pre-arrangements with parents, pupils and staff around performances and performing to an audience for those with additional needs. Alternative options available to still be part of the audience (technical, stage management etc). <p>Specific Example 1 (EYFS) In EYFS we differentiate to the needs of the children through a careful seating plan, ensuring that those that need more support have quicker access to the teacher. Give regular sensory breaks to stop over stimulation.</p> <p>Specific Example 2 (KS1) Provide visual resources of lyrics and musical notations. Support with a stronger pupil partner so they are less reliant on teacher support.</p> <p>Specific Example 3 (KS2) Targeted questioning to ensure understanding. Visual word mats to support musical vocabulary. Support with a stronger pupil partner so they are less reliant on teacher support.</p>
PE	<ul style="list-style-type: none"> • Pedagogy and content adapted to suit the needs • Using adapted equipment for those who are visually impaired • Using large equipment (balls etc) for those with poor fine, gross motor skills • Visual representations of rules/steps • Tick list with steps for those with poor working memory • Adaptations to pedagogy and teaching • Changes to sequencing • Adaptations made for children with physical disabilities (can games be play seated? Support for upper body and core strength for those in wheelchairs etc?) • Additional opportunities to practice gross motor skills • Use of larger targets/ goals or hoops • Additional time to practice a skill (improve muscle memory) • Any additional support recommended from outside agencies such as OT. • Sensory Circuits to develop gross motor skills <p>Specific Example 1 (EYFS) Targeted teacher intervention for those with less co-ordination, sensory circuits, bespoke OT/PT programs (if applicable), bespoke equipment such as larger balls, brightly coloured equipment for any visual impairment, clear designation of space, supports for children to check spatial awareness, peer and adult modelling, small step instructions and the reduction of language to aid children process the steps to success and demonstrations of an activity.</p>

	<p>Specific Example 2 (KS1) Targeted teacher intervention and Pre-Teach for those with SEND children and those with less co-ordination, bespoke OT/PT programs (if applicable), bespoke equipment such as larger balls/peanuts, brightly coloured equipment for any visual impairment, clear designation of space, supports for children to check spatial awareness, peer and adult modelling, small step instructions and the reduction of language to aid children process the steps to success and demonstrations of an activity.</p> <p>Specific Example 3 (KS2) Targeted teacher intervention and Pre-Teach for those with SEND children and those with less co-ordination, bespoke OT/PT programs (if applicable) and further support and bespoke exercises for children who have upper body disabilities that will allow those children to access the learning and bespoke equipment such as larger balls/peanuts, brightly coloured equipment for any visual impairment, supports for children to check spatial awareness, peer and adult modelling, small step instructions and the reduction of language to aid children process the steps to success and demonstrations of an activity.</p>
<p>PSHE</p>	<ul style="list-style-type: none"> • Pedagogy and content adapted to suit the needs • Removal of barriers such as writing by: <ul style="list-style-type: none"> • <i>Matching activity</i> • <i>Missing words</i> • <i>Sticking activities</i> • <i>Scribes</i> • <i>Diagrams instead of writing</i> • <i>Organising images chronologically rather than dates</i> • Dual coding <p>Specific Example 1 (EYFS): Small group discussions with an adult, use of visuals, story books linked to topic areas to cue children in, modelling use of emotional vocabulary and recasting children’s ideas, thoughts and feelings, use of emotion coaching and reflective therapeutic language.</p> <p>Specific Example 2 (KS1): Children with SEND can be provided with a pre-teach to deepen their understanding of the content that is being delivered. The children are provided with multiple choice answers during retrieval practice to reduce their barriers to learning.</p> <p>Specific Example 3 (KS2) Pre-teach provided, access to age appropriate and developmentally appropriate content. If there are difficulties with reading, support would be in place for this such as reducing text amount, pre-reads, and support with writing by using writing frames and sentence starters.</p>
<p>RE</p>	<ul style="list-style-type: none"> • Pedagogy and content adapted to suit the needs • Pre reading of texts used • Simplified texts • Pre teaching of key vocabulary • Multiple choice questions • Removal of barriers such as writing by: <ul style="list-style-type: none"> • <i>Matching activity</i> • <i>Missing words</i>

	<p><i>Sticking activities</i> <i>Scribes</i> <i>Diagrams instead of writing</i> <i>Organising images chronologically rather than dates</i></p> <ul style="list-style-type: none">• Dual coding• Dyslexia friendly texts (where appropriate)• Coloured paper where appropriate• Vocabulary mats <p>Specific Example 1 (EYFS) Small group discussions with an adult, use of visuals, videos, artefacts, pre-teach key vocabulary using word web approach, opportunities to over-learn and revisit.</p> <p>Specific Example 2 (KS1) small group discussions, multiple choice answers to decrease writing demands</p> <p>Specific Example 3 (KS2) Level of demand reduced, multiple choice answers, class read.</p>
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Sept 23