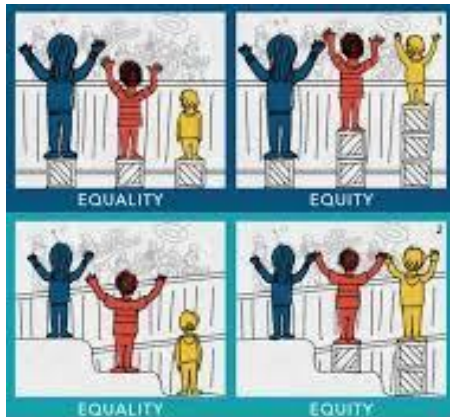




Speen Church of England School

We adapt the curriculum and learning environment for children with SEN.

All children learn and develop in different ways and may require additional help and support at various points in their journey through school. Some children, at some time in their school life might have additional or different needs and it may be that they will be on our SEN register for varying periods of time. All children with SEN needs benefit from quality first teaching in the classroom, with a teacher. Enabling all learners to do well is every teacher's responsibility. Teaching Assistants may work with small groups of children or individual children as part of a 'team around the child' approach and under the direction of the class teacher as we work towards giving children the skills and confidence that they need to become independent learners.



Overlapping needs

We know that a significant % of our SEN children also have disadvantaged backgrounds. 25% of our children with SEN needs are also entitled to Pupil Premium (PP). Teachers are in a unique position to know their children well and build good relationships of trust and partnerships with parents.

We have high aspirations for all children, valuing pupil voice, providing a safe environment and looking for opportunities to positively promote a wide variety of experiences for our children.



	Barrier	Solution		Barrier	Solution		Barrier	Solution
English – Writing	Anxiety Working memory Understanding purpose	- Quality First Teaching - from a teacher. - High challenge/low threat -Memory hacks	English – Reading	Anxiety Working memory Understanding purpose	- Quality First Teaching - from a teacher. - High challenge/low threat -Memory hacks	Maths	Anxiety Working memory Understanding purpose	- Quality First Teaching - from a teacher. - High challenge/low threat -Memory hacks
	- Cultural Capital -Knowledge and range of text types - Vocabulary -Lack of conversation at home -High % of SEN children also EAL different spoken language at home - Spelling Underlying issues e.g. dyslexia, -Poor fine motor skills - Handwriting -Dexterity - Grammar - VI difficulties - Stamina/ Concentration -Extra processing time - Working memory	Pre-teaching. Pictures, videos, acting, making links across the curriculum and prior learning. Enrichment opportunities – visits and visitors Higher level of texts to challenge but also enhance vocabulary. 'washing lines' (key vocab, models) Tier 2 words. Editing time to encourage independence. Handwriting practise, gross and fine motor warm up skills and activities including messy play for mark making e.g. paint, foam, chalk, ribbons, pen grips, teach how to hold a pencil. Pre and post teaching. Enlarged texts, bar magnifier, Ipad, concrete resources. Over learning, practise in class, all subjects, opportunities to write across the curriculum. Writing for a purpose, for different audiences, sharing writing with other adults Say a sentence/ 'hold a sentence' before writing Chunking, small steps.		- Phonics -Cultural capital -SEN children may have parents with additional needs -lack of reading at home, low parental engagement with reading homework, parents with reading difficulties -Reluctant readers - Stamina -Understanding different points of view/characters - Empathy	Little Wandle keep up Regular assessment, phonics incorporated into every teaching opportunity. Pre-teaching opportunities throughout. Tier 2 words Time to explain meaning of new words Language from whole class reading Reading corner in classroom. Props, puppets to tell stories Phonics workshops for parents and carers Additional opportunities to read to an adult, with a peer, to a younger child. Reading for pleasure Class reading text . Exposure to range of texts.		-Difficulties from early years, may not have seen numerals or mathematical symbols - Language - Cognitive ability -Vocabulary -Lack of basic number skills e.g. Number bonds -Working memory -inability to visualise -Poor dexterity not being able to manipulate resources -Not know how to use resources efficiently -Reasoning skills Outside influence: parents saying they can't do maths (mindset) Comfortable with mistakes Self-esteem/confidence	Displays showing numerals and symbols e.g. + - Games using dice, skittles with numerals Pre-teaching Post teaching Scaffolding Word mats TIER 2 vocabulary Real life contexts Repetition – retrieval practise, fluency e.g. RM Easimaths. Precision teaching Encouraging note taking / writing down , part-methods/drawing/bar models, part-whole model Modelling Concrete, abstract, pictorial, pre-teaching, post teaching Working backwards from the answer Scaffolding Growth mindset

	Barrier	Solution		Barrier	Solution		Barrier	Solution
History	Anxiety Working memory Understanding purpose	- Quality First Teaching - from a teacher. - High challenge/low threat - Memory hacks	Geography	Anxiety Working memory Understanding purpose	- Quality First Teaching - from a teacher. - High challenge/low threat - Memory hacks	Science	Anxiety Working memory Understanding purpose	- Quality First Teaching - from a teacher. - High challenge/low threat - Memory hacks
	-Cultural capital -Language -Vocabulary -Concentration -Low self esteem -Working memory -Reading skills -Writing skills -Spelling -Concept of time, chronology -Processing key information -difficulties with higher order concepts cause/consequence, continuity/change - VI or auditory impairment -Understanding historical concepts, context, lack of 'connection' to the past	Pre-and post-teaching, word banks, images, videos, artefacts, trips Role play, freeze frame Repetition, revisit prior learning, glossary pages Growth mindset Different ways of recording, note taking High quality texts and challenges Word banks Movement breaks Vocabulary on display and in books for children to refer to. Variety of activities (practical, group, pair & individual) Visuals – timeline displayed in class. Enlarged texts, bar magnifier, iPad Making links – history theme day with visitors in costume etc, historical artefacts		- Language -Vocabulary Cultural capital – not going beyond their local environment, costs How to use an atlas Understanding basic geographical knowledge Volume of new information and facts Reading and writing skills (fine motor) Working memory Maths skills (map work, grid references) VI or auditory impairment Low self-esteem	Pre-teaching – images with vocabulary, displays, videos Recapping in lessons Word mats, glossary pages Breakdown note taking Using local features to illustrate points Trips, visits, visitors and workshops Globes, maps Partner work, group work. Revisit prior learning Making links across the curriculum Enlarged texts, bar magnifier, iPad, concrete resources. Growth Mindset		Scientific vocabulary Cultural capital – lack of understanding of key scientific concepts/lack of experiences Difficulties with higher order concepts Misconceptions Reading and writing skills. Number skills (measuring) Recording test results Explore 'the world' Knowing how to use the equipment including challenges of limited mobility, VI or auditory impairment Working in groups/communication Low self-esteem	Pre-teaching, word mats with visuals Images, videos, practicals. videos , trips Post teaching, review Scaffolding written tasks, different ways of recording – draw, verbal Modelling Chunking Messy play – exploring different types of materials Making relevant to everyday life Enlarged texts, bar magnifier, iPad, concrete resources Modelling tasks – and use of vocabulary (tier 2 & 3) Small group work, mixed ability Teaching correct writing style. Writing - linked to English writing purpose (using text features) Growth mindset

Computing	Barrier	Solution	RE	Barrier	Solution	RE	Barrier	Solution
	Anxiety Working memory Understanding purpose	- Quality First Teaching - <i>from a teacher.</i> - High challenge/low threat - Memory hacks		Anxiety Working memory Understanding purpose	- Quality First Teaching - <i>from a teacher.</i> - High challenge/low threat - Memory hacks		Anxiety Working memory Understanding purpose	- Quality First Teaching - <i>from a teacher.</i> - High challenge/low threat - Memory hacks

	<p>Typing (children used to touch screen) Motor skills - mouse – knowing the alphabet</p> <p>Cultural capital – amount of access, lack of basic skills, not able to save work, familiarity with equipment / software Accessing web pages</p> <p>Structure</p> <p>Teamwork – ability to share</p> <p>Language skills Spelling</p> <p>Abstract nature of computing</p> <p>Mathematical skills</p> <p>Fear of failure</p>	<p>Pre-teaching Teach how to use keyboards, touch typing.</p> <p>Time taken to teach how to use equipment – how it works, is set out, moving around a system, practise, prompts. Hyperlinks on paper or on electronic documents, URL shorteners</p> <p>Use starters and structures as other curriculum areas, seating plan.</p> <p>Teach and model teamwork.</p> <p>Memory hacks</p> <p>Growth mindset strategies.</p>		<p>Lack of understanding of others beliefs/points of view, rigid thinking e.g.autism</p> <p>Real life context</p> <p>Cultural capital</p> <p>Motivation Parental belief and opinion</p> <p>Vocabulary Reading skills</p> <p>Writing skills</p>	<p>Collective worship Celebrating festivals (whole school).</p> <p>Visuals, props, visits, creating a safe, open space to share opinions and beliefs, use of class experts and family members, Rev Mike and his team and other faith leaders, community links, engaging activities.</p> <p>Pre-teaching of vocabulary .</p> <p>Record on Ipads, talking tins, drawing.</p>		<p>Lack of basic skills Hand eye coordination</p> <p>Noise</p> <p>Space</p> <p>A different structure to classroom learning</p> <p>Self -regulation Winning/losing</p> <p>Language skills – understanding instructions/rules Retention of information</p> <p>Low self-esteem, self-conscious</p> <p>VI needs Brittle bones Cerebral palsy Use of walking frame</p> <p>Vocabulary e.g. forward/back, left/right</p>	<p>Gross motor intervention Sometimes appropriate for children to wear kit on PE day</p> <p>Increase profile in and out of school Ear defenders</p> <p>Very clear expectations</p> <p>Establish routines Scaffolding learning in the same way as you would in classroom Zones of regulation Teach and model good sportsmanship, teamwork Pair and group children</p> <p>Breaking learning down into chunks – modelling Visuals</p> <p>Growth mindset, praise good examples</p> <p>Appropriate equipment e.g. large ball soft balls</p> <p>Visuals Links across the curriculum</p>
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	Barrier	Solution		Barrier	Solution		Barrier	Solution
Art	Anxiety Working memory Understanding purpose	- Quality First Teaching - from a teacher. - High challenge/low threat - Memory hacks	Music	Anxiety Working memory Understanding purpose	- Quality First Teaching - from a teacher. - High challenge/low threat - Memory hacks	DT	Anxiety Working memory Understanding purpose	- Quality First Teaching - from a teacher. - High challenge/low threat - Memory hacks
	VI difficulties including colour deficiency (colour blindness) Cultural capital – artists, types of art Basic fine motor skills Vocabulary to discuss art and techniques. Confidence, low self-esteem and fear of failure Self-regulation Sensory difficulties	Enlarged images, I-pad, magnifier, concrete materials including 3-d Visits to art galleries Visits from local artists Word banks/images/videos Time to practice/time to experiment/mark making. Visuals Teach skills, showing children the process, small steps. Modelling tasks Role models – developing competence. Growth mindset and resilience. Opportunities to share work with other adults, family. Zones of regulation Adapt e.g. different resource, same task/skill		Sensory overload – noise, hearing difficulties e.g. tinnitus Concentration Vocabulary, instrumental knowledge Working memory Cultural capital – context Motor skills Mathematical skills VI difficulties Sharing / turn taking Self-regulation	Breaks, safe spaces, headphones, ear defenders. Desensitising/exposure in short bursts so child builds confidence and feels safe to join in. 1:1 support to enable access to opportunities like singing at the church, visiting musicians. Movement breaks, actions, sensory circuits Explicitly taught and displayed with visuals Pre-teaching Modelling, practise, visual prompts History of music – context Exposure to different types/genres of music Learning to play an instrument . Counting, rhythm, mirroring, repeating Enlarged images, I-pad, magnifier. Zones of regulation		Fine and Gross motor skills Measuring Being able to visualise end product. Self-evaluation Confidence Motivation Fear of failure Cultural capital	Adapt resources, e.g. big needle. Allow time to practise with equipment. Break it down, visuals, examples to look at. Support to evaluate – what went well, allow extra time. Growth Mindset Break down instructions. Sequence new learning Opportunities to practise new learning. Model skills – use visualiser. Visuals, photos, videos

	Barrier	Solution		Barrier	Solution		Barrier	Solution
PSHE	Anxiety Working memory Understanding purpose	- Quality First Teaching - from a teacher. - High challenge/low threat - Memory hacks	Extra-curricular opportunities	Anxiety Working memory Understanding purpose	- High challenge/low threat	Forest Schools	Anxiety Working memory Understanding purpose	- High challenge/low threat
	Unable to self-regulate. show emotion anxiety unable to self-care Low self-esteem Social skills Confidence to join in Non-verbal Speech and language difficulties Cultural capital Reading skills	Zones of regulation Social stories Climate of trust/good relationships between children and trusted adults so children can share Growth mindset Social skills interventions to boost self-esteem, rehearse conversation starters Visuals Modelling e.g. explicitly teaching hand washing and model as adults Visits and visitors Pre-teaching language		Social skills Anxiety Confidence to join in Health and safety	Social skills interventions to boost self-esteem, rehearse conversation starters. Risk assessments Social stories Reasonable adjustments Additional adults to support children with physical difficulties. Positive discrimination to ensure children have opportunities, extra time and help given to support parents to fill in forms. All children have access.		Social skills Anxiety Confidence to join in Health and safety Motor Skills	Forest School environment provides sensory interactions that enable sensory stimulation that is all natural, encouraging peacefulness and mindfulness. Flexible activities that enable all children to achieve with a degree of challenge, building confidence and self-esteem and encouraging the perseverance that will help to build resilience. Risk assessment. Social stories Reasonable adjustments. Adapt resources

Memory Hack Strategies

Break information into small chunks	Bite-size amounts of information are easier to remember than tackling a lot of material at once. Start small with the basics and build comprehension from there. Organize the information with headings, lists, and colours to make it easier for your child to recall later.
Use all the senses	Take a multisensory approach to learning by using sight, touch, and sound—read aloud, have a conversation, and use props. This helps engage your child with the material in more than one way, making it easier to connect with the material.
Pupil teaches someone else	Encourage your child to explain the information he or she is learning to you (or a sibling or friend). Make it a challenge to see how much he or she can remember. Then go back and review any of the material your child was unsure about.
Use visual aids	Encourage your child to use visual aides to help him or her remember information that has been recently read or heard. Create flashcards that include words or images—these can be used for matching exercises or to practise word definitions.
Create rhymes and songs	Help your child make a rhyme, poem, or song from the information he or she is learning. Our brains are wired to remember music and patterns, so using music or rhymes can help your child improve his or her memory and recall.
Encourage questioning	Understanding a subject is the first step to being able to remember the material. Encouraging your child to ask questions helps ensure he or she is developing a deeper comprehension of the topic. This also helps students develop critical thinking and problem-solving skills.

How to Promote Growth Mindset

1. We are not afraid of making mistakes – we can learn from them.
2. We never give up – perseverance is the key if we are to succeed.
3. We learn from each other.
4. We challenge ourselves and take risks.
5. We remember that our brains are making new connections and growing all the time.