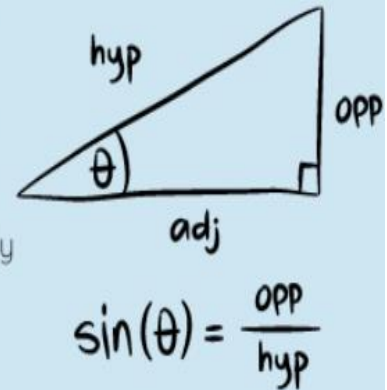




Supporting pupils with SEND across the curriculum

Mathematics

Explicit and systematic instruction, as well as systematic rehearsal of declarative and procedural knowledge, are highly effective ways of teaching disadvantaged children and those with SEND. ASD children can benefit from memorising core facts and methods to free up thinking time for problem-solving. Scaffolding should be used carefully to avoid dependence, and manipulatives should be used to reveal useful information and relationships rather than just as external memory devices. It is important that any manipulatives do not distract from the curriculum content they should be supporting pupils to learn.



English

The general principles for effective teaching are just as relevant for pupils with SEND, who generally do not benefit from differentiated teaching, activities or resources to achieve a curriculum goal. Differentiation is not the same as targeted teaching, such as the repetition of phonic knowledge. Teachers should use a phonics approach to address gaps in phonic knowledge. It is not necessarily helpful to attribute gaps to dyslexia. Pupils with SEND are very likely to need much more frequent repetition as they learn GPCs.



Science

Working memory limitations correlate strongly with pupils' performance in science. The curriculum should not be narrowed for pupils with SEND and it should not be assumed they learn content better through practical work, as this cause distraction and cognitive overload rather than increase clarity or accessibility. When knowledge is broken down into key components and organised sequentially, this can help all learners to succeed.



Geography

It is rarely necessary to make changes to the geography curriculum for pupils with SEND (except for those with the most complex needs); it is sometimes necessary to modify approaches. Pupils' specific needs determine the types of modifications which are required. Chunking content into smaller steps is an effective way to adapt teaching. It is important to brief any support staff which the geographical content knowledge they will need to effectively support pupils.



History

Any adaptations to the history curriculum should depend on pupils' specific needs. These adaptations should be in how the subject is taught rather than the content pupils are expected to learn. This is because of the importance of background and contextual knowledge. Reducing the curriculum can make later learning more challenging and so should be avoided. Such adaptations might include supporting pupils to pay attention to the key aspects of the curriculum objects as well as reducing excessive or unhelpful demands on working memory.



Art and Design

It is not appropriate to adopt a one-size-fits-all approach to SEND provision in Art: adaptations should be based on individual needs. Pupils with SEND do not generally benefit from differentiated teaching, tasks or expectations. Targeted teaching, however, can be effective in ensuring pupils achieve specific goals. Starting with identifiable subject matter can be effective when working with pupils who struggle with abstract ideas. Teachers might wish to include learning about artists who are considered to be 'disabled' to provide positive role models for pupils.



Music



There is no one-size-fits-all approach for SEND pupils in music. Effective adaptation depends on understanding and meeting the individual needs of pupils. All pupils benefit from instruction which considers cognitive load, clarity of instruction and appropriate 'chunking' of curriculum components. Routines can support pupils' learning as can teaching which increases clarity and accessibility of the content which is being taught.

PE

When designing the PE curriculum for SEND learners, it is important to understand their individual needs, plan for inclusion, and provide ample opportunities for practice, especially in the early years. Teachers may need to make adaptations to ensure that SEND learners can access the curriculum, such as adjusting equipment or allowing additional time. Teachers should also pre-teach instructions and vocabulary, and discuss adaptations with the students. In terms of assessment, teachers should make appropriate adaptations that do not limit the potential of the pupils with SEND. The report highlights gaps in teachers' knowledge of SEND-specific pedagogy, which could be addressed through further training.



RE

SEND pupils have an absolute entitlement to the important knowledge they will need in life, for which RE plays a significant role. Careful task design can be useful in making the key aspects of RE lessons clearer and more accessible for pupils with SEND; those who find learning more difficult are likely to be disadvantaged by overly-elaborate task design which can make it harder for pupils to give attention to what they should be learning.

Languages

Expectations for SEND pupils in languages are often unnecessarily lowered. This leads to underrepresentation in post-KS3 study. The low expectations relate to both pupils' potential to learn the content and expectations of their achievement. The report does not provide any specific advice for adapting the curriculum specifically for SEND pupils and so the features of effective languages curricula should be assumed to apply to all pupils.



Supporting pupils with SEND across the curriculum at Gawber Primary School



Our curriculum at Gawber 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.

Depending on the nature of the additional need, some of our pupils and pupils with SEND may require adjustments either to the curriculum or pedagogy. Examples of this may include...



Reading

- Pedagogy and content adapted to suit the needs – children are assessed and grouped according to their ability – homogenous groupings
- Decodable books whilst on RWI then age appropriate books
- For those working more than 2 years behind, adapted sequencing to plug earlier gaps
- Additional phonics teaching for the lowest 20% and any children needing additional support
- 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
- Scribe used where necessary to record responses
- Paired discussions of longer answers
- During whole class reading – select appropriate parts to read
- Inference groups as additional support
- Small group interventions
- Use of Kagan to support LA children (mixed ability groupings)
- Access to a C-Pen
- Use of coloured viewing strips when reading texts
- 1:1 support and helicopter support from adults when needed
- Story time and whole class reading – using high quality texts to allow pupils to experience texts and develop vocabulary beyond their reading ability
- RWI QR codes and website links sent home for lowest 20% to practise at home

EYFS specific examples –

Additional QFT and 1:1 reading, small group reading daily, smaller phonics group led by the class teacher for the lowest 20%, RWI videos sent home specific to individual children's current reading level and next steps



Writing

- Pedagogy and content adapted to suit the needs
- Pre reading of any texts used
- Coloured paper/ dyslexia friendly texts/adapted font and lined paper
- Word cards to support writing sentences
- Spelling tables to help with HFW/ Common exception
- Vocabulary mats
- Grammar prompts
- Colourful semantics
- Word prompt sheets
- Key vocabulary displayed
- 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:
 - Matching activity*
 - Missing words*
 - Sticking activities*
 - Scribes*
 - Talking tins*
 - Angled writing boards and equipment such as pencil grips to support the physical aspect of writing*
- Differentiation by outcome
- Dictated sentences for those not able to compose fluently yet and need to focus on transcription
- Opportunities to orally rehearse
- Opportunities for peer support when editing and redrafting
- Visual prompts for sentence needs
- Assistive technology – iPad, laptop, etc.
- Manipulative to support writing – e.g. sticks for finger spaces
- Paired writing
- Use of Kagan to support LA children (mixed ability groupings)
- Reminders and writing prompts
- Tick and fix sentences
- 1:1 support and helicopter support from adults when needed
- Red words taught using red rhythms
- Emphasis on spelling using phonic knowledge – Fred Fingers and sentence structure
- Scaffolded prompts to support writing structure

EYFS specific examples –

All writing modelled before children write. Repeated oral rehearsing of what is to be written. Visual model of writing on working wall. 'Write from the Start' interventions followed by letter formation interventions as needed. Chunky 3 sided pencils. Mark making area and 'funky fingers' area to develop fine motor skills for writing. Mnemonics and letter formation RWI sheets on tables.



Maths

- 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
- Modelled examples written by an adult
- Lots of modelling and overlearning
- Working in mixed ability groups/pairs
- Opportunities to orally rehearse
- STEM sentences
- Peer support
- Interventions for basic skill (e.g. bonds to 10, times tables)
- Manipulatives to support learning e.g. tens frames, cubes.
- Times table grids to support other areas of maths when multiplication knowledge is a barrier
- 1:1 support and helicopter support from adults when needed

EYFS specific examples –

Maths areas (indoor and outdoor) with focused challenges to consolidate previous learning. Concrete objects available in provision. Over modelling of the task. 1:1 interventions as needed to consolidate core counting skills and numeral recognition.

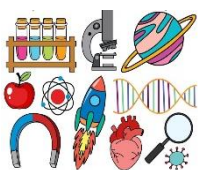


Computing

- Pedagogy and content adapted to suit the needs
- Adapted screens/overlays where needed
- Talk function activated to read instructions etc.
- Lots of videos and modelling
- Written prompts e.g. key words, passwords.
- Mixed ability partners/groups
- One step instructions
- 1:1 support and helicopter support from adults when needed

EYFS specific examples –

Small group or 1:1 work as needed. Use of IPads and IWB in continuous provision. Hand over hand e.g. when moving the mouse.



Science

- 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:
Matching activity
Missing words
Sticking activities
Scribes

	<i>Diagrams instead of writing</i> <i>Talking tins</i> • Visuals to support setting up experiments • Dual coding • Dyslexia friendly texts (where appropriate) • Coloured paper where appropriate • Vocabulary mats • Displayed vocabulary • Dictated sentences • Modelling • Working in mixed ability groupings • 1:1 support and helicopter support from adults when needed • Adapted/scaffolded recording when appropriate EYFS specific examples – Opportunities in provision to revisit concepts and develop practical skills e.g. pouring, mixing, observing and drawing. Daily ‘weather watch’ discussion, linked to recognising different seasons. Adult to extend and help verbalise children’s thoughts and ideas. Practical experiences. Modelling of cause and effect. Model making predictions and beginning to verbalise why things happen.
 Art	• 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 • Displayed vocabulary • Lots of overlearning – constant recapping • Visual examples • 1:1 support and helicopter support from adults when needed EYFS specific examples – Modelled piece in plain sight, step by step guidance (small steps), reduced language and 1 step instructions, extra 1:1 guided practice. Variety of mark making materials available in provision.
 DT	• Pedagogy and content adapted to suit the needs • Tick list of steps for those with poor working memory • Present and explain DT 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 • Use of iPads to research ideas/techniques • Working in mixed ability groupings • Diagrams to show thoughts if writing is difficult • 1:1 support and helicopter support from adults when needed EYFS specific examples – Junk modelling opportunities in creative area. Hand over hand e.g. when cutting. Fine motor skills interventions. Modelling broken down into small steps. Model visibly displayed during task. Variety of mark-making materials available in provision.
 History	• 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: <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> <i>Use of iPad to type or record ideas onto</i> • Support with reading time lines (numbers may exceed numerical understanding) • Dual coding • Dyslexia friendly texts (where appropriate) • Coloured paper where appropriate • Vocabulary mats • Displayed vocabulary • Dictated sentences • Paired/peer discussions • Opportunities to work in mixed ability pairs • Dictation for those struggling to compose sentences • STEM sentences • Recap key vocabulary • Pictures for prompts • Regular key knowledge recap sessions • 1:1 support and helicopter support from adults when needed • Adapted/scaffolded recording when appropriate EYFS specific examples – Small group work with a supporting adult. Use concrete objects, pictures and videos. Consistent modelling of speaking in the past tense. Prompts for children to talk about their own past experiences e.g. family pictures, talking about holidays. Opportunity to explore pictures/objects in continuous provision and re-visit previous experiences.



Geography

- 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:
Matching activity
Missing words
Sticking activities
Scribes
Diagrams instead of writing
Use of iPad to type or record ideas onto
- Dual coding
- Dyslexia friendly texts (where appropriate)
Coloured paper where appropriate)
- For those with a maths barrier
Support with coordinates
Support with scaling
Simplified ways of presenting data (pictograms etc)
- *Support reading maps/simplified maps*
- Vocabulary mats
- Displayed vocabulary
- Dictated sentences for those struggling to compose sentences
- Paired/ peer discussions
- Opportunities to work in mixed ability pairs
- STEM sentences
- Recap key vocabulary
- Pictures for prompts
- Regular key knowledge recap sessions
- 1:1 support and helicopter support from adults when needed
- Adapted/scaffolded recording when appropriate

EYFS specific examples –

Small group work with a supporting adult. Opportunity to explore hands-on resources e.g. globes, maps. Real-life experiences to develop an understanding of where we live e.g. local walks. Use of pictures and maps to plan routes and re-visit experiences. Small-step modelling of tasks.



Music

- 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.) • Larger copies of sheet music • Lots of paired work • Modelled examples of how to use instruments • Peer support • Mixed ability groups • Recap of key vocabulary • Pictures for prompts • 1:1 support and helicopter support from adults when needed EYFS specific examples – TA support for children who need support with listening/turn taking. Sensory breaks as needed. Small group sessions with supporting adult. Opportunities to explore sounds independently in provision. Over modelling of tasks. Opportunities to re-visit familiar songs and rhymes. Songs with actions to aid understanding/memory.
 PE	• 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. • Lots of modelling • One instruction at a time • TA support when working in groups to help to cope with the dynamics of team situations • Children grouped to provide support for each other – mixed ability groups • 1:1 support and helicopter support from adults when needed • Consider the noise involved in the sessions for those with sensory needs or use of sensory equipment such as ear defenders EYFS specific examples – Targeted intervention to support balance, coordination and gross motor skills as needed. Floor makers to help develop spatial awareness. Peer and adult modelling. 1:1 support in PE sessions as needed. Clear, small step instructions. Support to develop emotional resilience e.g. to keep trying or to manage feelings during competitive games. Balls, bats, planks, crates and other equipment in outdoor provision to develop physical skills.



PSHE

- Pedagogy and content adapted to suit the needs

- Removal of barriers such as writing by:

Matching activity

Missing words

Sticking activities

Scribes

Diagrams instead of writing

Organising images chronologically rather than dates

- Dual coding
- STEM sentences
- TA/Peer reading
- Mixed ability groupings
- Picture prompts
- Videos to prompt discussions
- 1:1 support and helicopter support from adults when needed
- Role play
- Modelling by peers and others

EYFS specific examples –

Small group work with supporting staff. Use of stories, visual prompts and videos. Opportunities to revisit. Talk-partner work and whole-class circle time discussions to decrease writing demands. Activities in provision to provide opportunities to consolidate new knowledge e.g. feelings wall. Model use of emotional vocabulary and support children to articulate their thoughts and feelings in provision. 1:1 reflection time and use of social stories to coach verbalising and regulating emotions.



RE

- 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:

Matching activity

Missing words

Sticking activities

Scribes

Diagrams instead of writing

Organising images chronologically rather than dates

- Dual coding
- Dyslexia friendly texts (where appropriate)
- Coloured paper where appropriate
- Vocabulary mats
- Displayed vocabulary
- STEM sentences
- Discussion as a main focus in some lessons
- Recap of key vocabulary
- Mixed ability groupings

	• 1:1 support and helicopter support from adults when needed EYFS specific examples – Small group work with supporting adult. Use of stories, visual prompts and videos. Opportunities to re-visit. Talk-partner work and class discussion to decrease writing demands. Activities in provision to provide opportunities to consolidate new knowledge e.g. props to act out religious stories.
 MFL	• 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: <i>Matching activity</i> <i>Missing words</i> <i>Sticking activities</i> <i>Scribes</i> <i>Diagrams instead of writing</i> • Displayed vocabulary • Dictated sentences • Paired discussions • Lots of overlearning • 1:1 support and helicopter support from adults when needed