

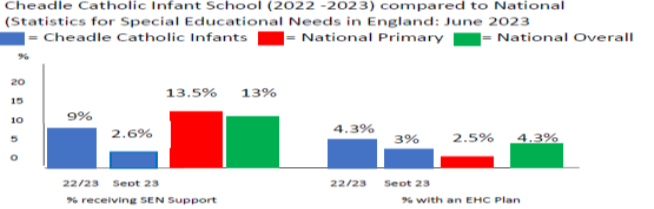


At Cheadle Catholic Infant School, how do we ensure our ambitious curriculum is accessible to children with SEND at our school?

Deborah Dixon

Senco

Cheadle Catholic Infant School

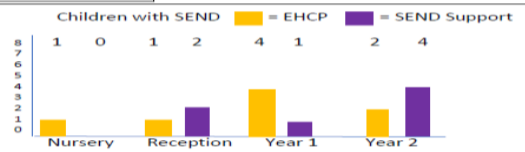


Intervention examples

Cognition and Learning	Communication and Interaction	Social Emotional and Mental Health	Physical and Sensory
<ul style="list-style-type: none"> RWI 1:1 tutoring Word mats Working walls Vocab walls Visual supports 	<ul style="list-style-type: none"> NELI Small group work to facilitate peer relationships and communication 1:1 daily SALT interventions 	<ul style="list-style-type: none"> Movement breaks Quiet room Visual prompts Individualised timetable and daily routine Calm learning environment - Sensory pod 	<ul style="list-style-type: none"> Motor Skills United Finger Gym OT boxes Modified resources Sensory activities Calm learning environment

EHCP count Sept 2023
8 children

SEND support Sept 2023
7

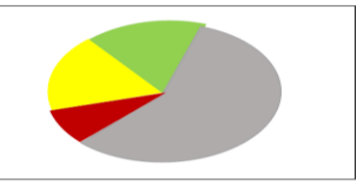


Parent voice
CCIS have been outstanding. My child gets extra support which has been amazing. I know other parents are extremely happy. Year 2 Parent

No concerns, fully trust the staff...the school team are inclusive. Year 2 Parent

Pupil voice
I like the teachers, they help me when I get stuck. Year 1 Child

- Strengths**
- Children with SEND are happy to come to school (attendance)
 - All children access an inclusive curriculum (learning walks and book looks)
 - The learning environment supports all learners (learning walks, Pupil progress meetings)



Area of need

- Communication and Interaction 7
- Social, Emotional and Mental Health 1
- Cognition and Learning 4
- Sensory and Physical 3

EHCP Attainment (11 children) 2022/23

Nursery No children with EHCPs

Year Group	Reading	Writing	Maths
Reception	0% (0/0)	0% (0/0)	0% (0/0)
Year 1	50%	50%	50%
Year 2	25% (1/25%)	50% (1/50%)	50% (1/50%)
GD	25% (1/25%)	25% (1/25%)	25% (1/25%)

National 17% of pupils with SEND (4.3% with an EHCP and 13% on SEND Support) National statistics Special Education needs in England 20th July 2023.
Cheadle Catholic Infant School 13% of children with SEND (4% with an EHCP and 9% on SEND Support) 2022-2023

- Improvement priorities**
- Whole school approach in understanding of what universal level provision looks like.
 - To ensure all teachers see themselves as teachers of SEND through CPD.
 - Co-production through parent forums and pupil voice.

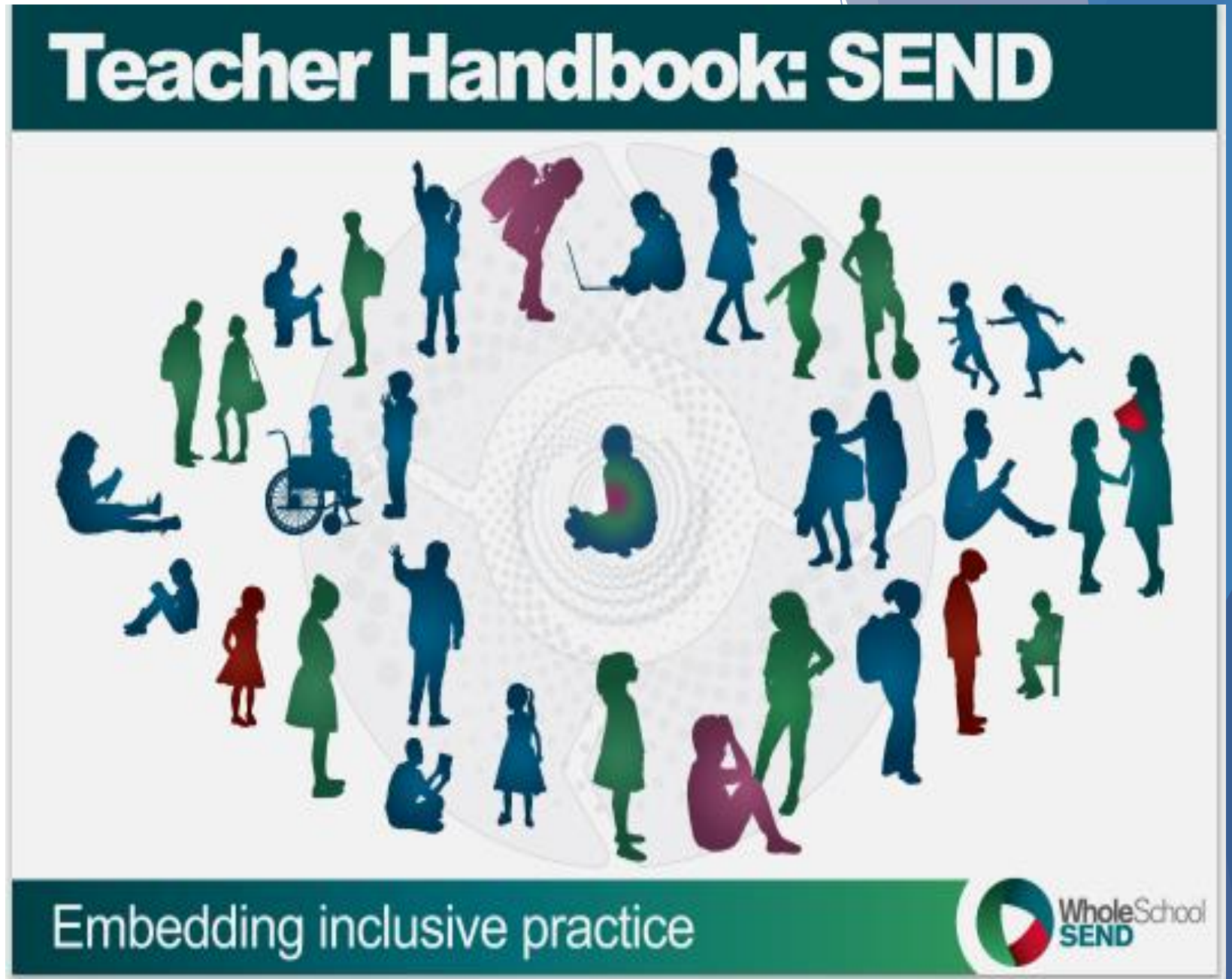
By adapting the delivery of the curriculum we can ensure that all children are engaged in their learning and given the best possible chance to achieve their full potential.

Approximately 6% of children at Cheadle Catholic Infant School have been identified as having Special Educational Needs and/or Disabilities.

We understand that within this group, barriers to communication is the greatest area of need. The strengths and requirements of the children vary greatly but we know that in general terms there are barriers which prevent them from achieving in line with end of Key Stage expectations across the curriculum areas.

As a result, as a school, we have created this reflective document to help us consider the best ways to help them learn and retain key concepts, knowledge and vocabulary.

At Cheadle Catholic Infant School we use adaptive teaching strategies and the approaches outlined in the Teacher Handbook for SEND. These approaches are embedded in the inclusive practice across our school.



The EEF guidance report on ‘Special Education Needs in Mainstream Schools’ recommends that educators employ and embed five strategies into their day-to-day practice to support the progress of pupils with SEND. At Cheadle Catholic Infant School we have embedded these strategies into our lessons along with strategies from Adaptive Teaching methods and from the Teacher Handbook for SEND.

High quality teaching benefits pupils with SEND

The ‘Five-a-day’ principle



The research underpinning the EEF’s guidance report ‘Special Educational Needs in Mainstream Schools’ indicates that supporting high quality teaching improves outcomes for pupils with SEND. Five specific approaches—the ‘Five-a-day’ indicated below—are particularly well-evidenced as having a positive impact. Teachers should develop a repertoire of these strategies, which they can use daily and flexibly in response to individual needs, using them as the starting point for classroom teaching for all pupils, including those with SEND.

1 Explicit instruction

Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.



2 Cognitive and metacognitive strategies

Managing cognitive load is crucial if new content is to be transferred into students’ long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.



3 Scaffolding

When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.



4 Flexible grouping

Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.



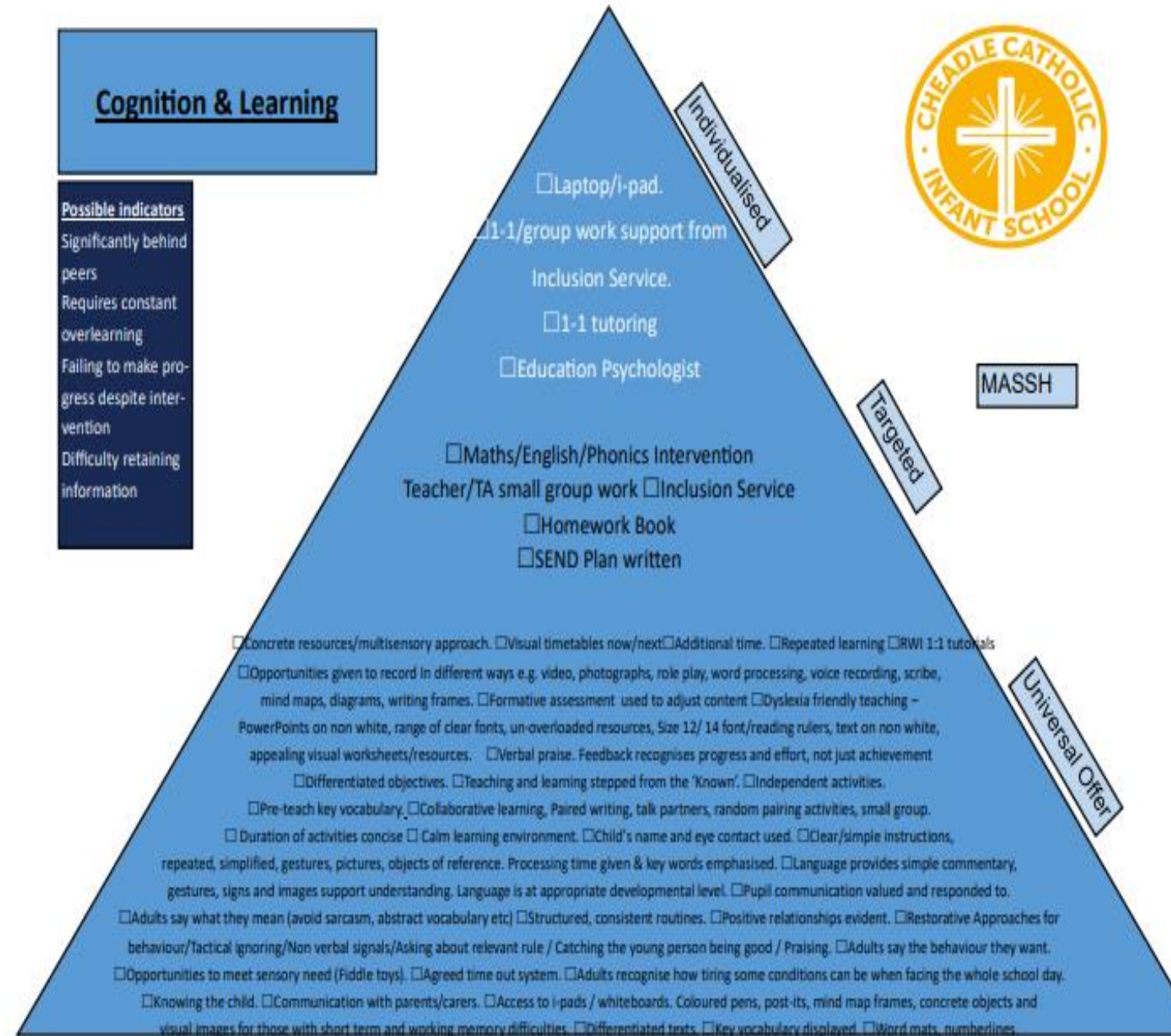
5 Using technology

Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students’ work or to jointly rework an incorrect model.



Cognition and Learning: The Universal Offer

The starting point for our reflections was to look at the 'Cognition and Learning' strand of the **Universal Offer** and select core strategies that would underpin our lessons and permeate our Schemes of Work so that everyone could access the curriculum.

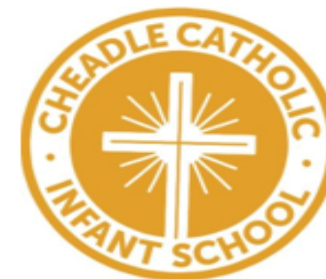


The following slides demonstrate our understanding of potential barriers to learning which children may face across the curriculum areas along with our curriculum pyramids which show our graduated response to enable all children to succeed. Curriculum leaders work with the Senco to ensure the delivery of the curriculum is adapted and not the curriculum. This way we can ensure an ambitious curriculum for all children.

How do we know what's going well in the different curriculum areas and what needs to improve?

- Subject leader days
- Regular book looks
- Pupil progress meetings
- Home/school communication books
- Learning Walks
- Classroom observations
- Pupil Voice
- Co production with parents
- Parent questionnaire feedback
- Collection and scrutiny of termly assessment data.

EYFS support for children with SEND and children not working at ARE



In the moment adaptations

- Explicit instructions-clear language
- Model the task (using technology if needed)
- Support recall of knowledge previously learnt
- Change the environment / set up
- Provide visual, verbal and written scaffolds
- Clarify a task—give extra steps
- Flexible grouping
- Success Criteria—this is what you need to do
- Set a small goal / step (encourage evaluation of own learning)



Individualised

- EHCP
- Intensive interaction
- Sensory curriculum (use of Quiet room and pod)
- SEND plan written
- Adjusted school day

Targeted

- Learning Support/visual timetable
- Meet and greet
- Behaviour Support Service
- SALT plans-daily

Universal

- Concrete resources/multisensory approach. Visual timetables now/next Have a strong sense of identity Focus on naming and understanding feelings. Opportunities given to record in different ways e.g. video, photographs, role play, word processing, voice recording, writing frame Repeated learning opportunities with adults tuning into children's play, interests and supporting strong independence. Expressing feelings through imaginary play. Capture examples of play and spoken language
- Verbal praise. Feedback recognises progress and effort, not just achievement
- Differentiated objectives. Teaching and learning stepped from the 'Known'. Independent activities. (continuous provision)
- Pre-teach key vocabulary. Collaborative learning. Paired writing, talk partners, random pairing activities, small group.
- Calm learning environment. Ch's name and eye contact used. Clear/simple instructions, repeated, simplified, gestures, pictures, objects of reference. Processing time given & key words emphasised. Language provides simple commentary, gestures, signs and images support understanding. Language is at appropriate developmental level. Pupil communication valued and responded to. Adults say what they mean (avoid sarcasm, abstract vocabulary etc) Structured, consistent routines. Positive relationships evident. Restorative Approaches for behaviour/Tactical ignoring/Non verbal signals/Asking about relevant rule / Catching the young person being good / Praising. Adults say the behaviour they want.
- Opportunities to meet sensory need (Fiddle toys). Agreed time out system. Adults recognise how tiring some conditions can be when facing the whole school day.
- Knowing the child. Communication with parents/carers. Access to i-pads / whiteboards. Coloured pens, post-its, concrete objects and visual images for those with short term and working memory difficulties. Differentiated texts. Key vocabulary displayed. Word mats, number lines.

How can we make English learning accessible to children with SEND in our school?

- Some children at Cheadle Catholic Infant School have been identified as having Special Educational Needs and/or Disabilities.
- We understand that within this group, the strengths and requirements of the children vary greatly but we know that in general terms there are barriers which prevent them from achieving in line with end of Key Stage expectations in English.
- Therefore, we needed to develop strategies to help them learn and retain phonic sounds, spellings and vocabulary.
- This means we will ensure that all children are engaged in their learning and given the best possible chance to achieve their potential.

Strategy 1- Repeated learning

- Phonic sounds, spellings and new vocabulary are repeated so that they become more familiar.
- 1:1 daily practise of phonic sounds and reading words.
- Texts are repeated at the beginning of each lesson.
- Drama to support story sequencing and retention.

Strategy 2 – Collaborative learning

- Group work
- Paired work- mixed ability
- Whole class collaboration

Strategy 3- scaffolding/differentiation

- Spelling cards and differentiated targets.
- Differentiated phonic group learning based on regular assessment to ensure fluidity within groups.
- Writing scaffolds.

Strategy 4- Duration of activities.

- Lessons are broken down into short, concise activities
- Information is presented in small chunks.

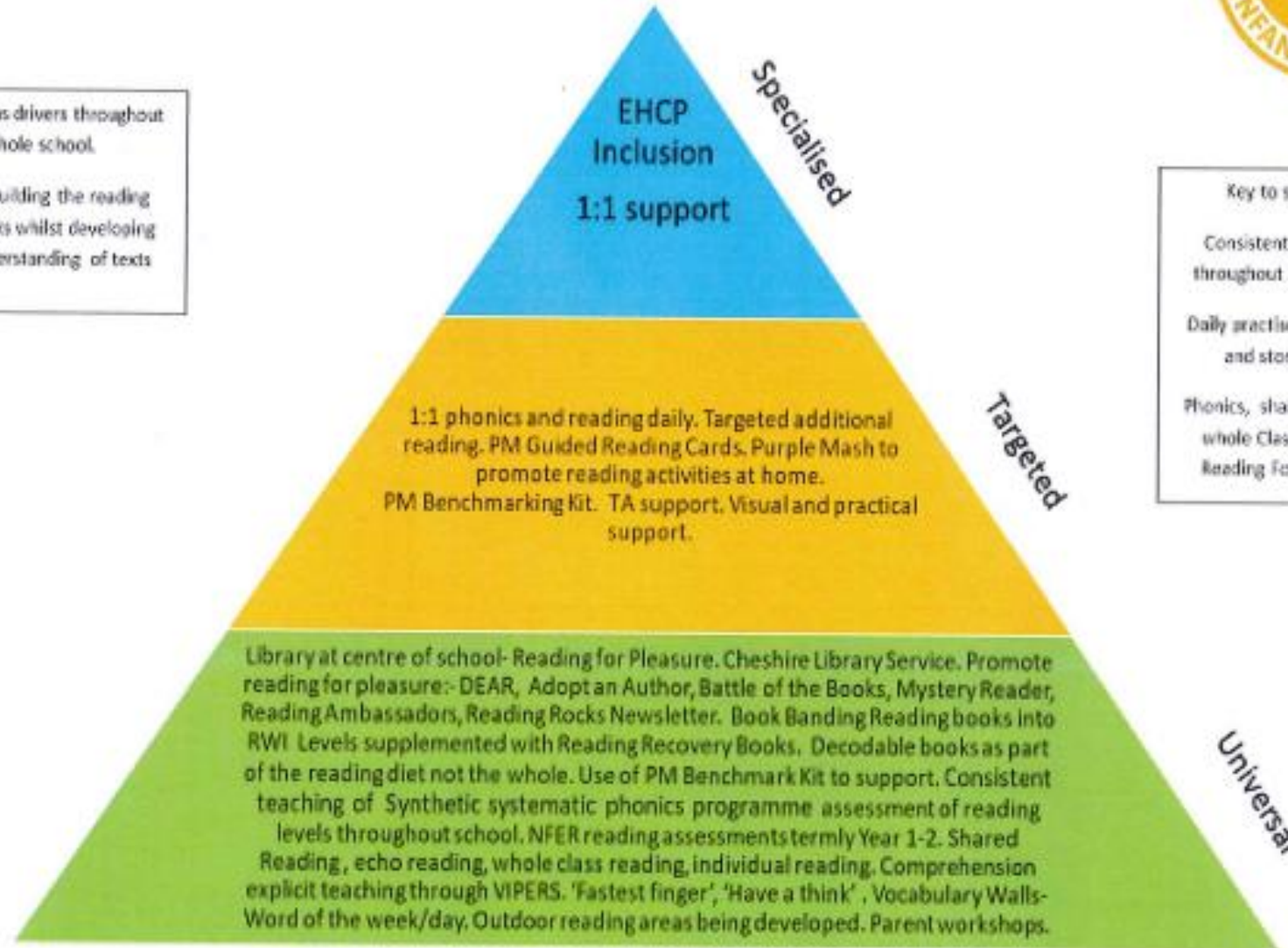
Reading



Inclusion – Challenge and adaptation. Reading

Quality texts as drivers throughout the whole school.

A focus on building the reading building blocks whilst developing depth of understanding of texts



Key to success:

- Consistent approach throughout the school.
- Daily practise, modelling and story time.
- Phonics, shared Reading, whole Class Reading, Reading For Pleasure

Writing

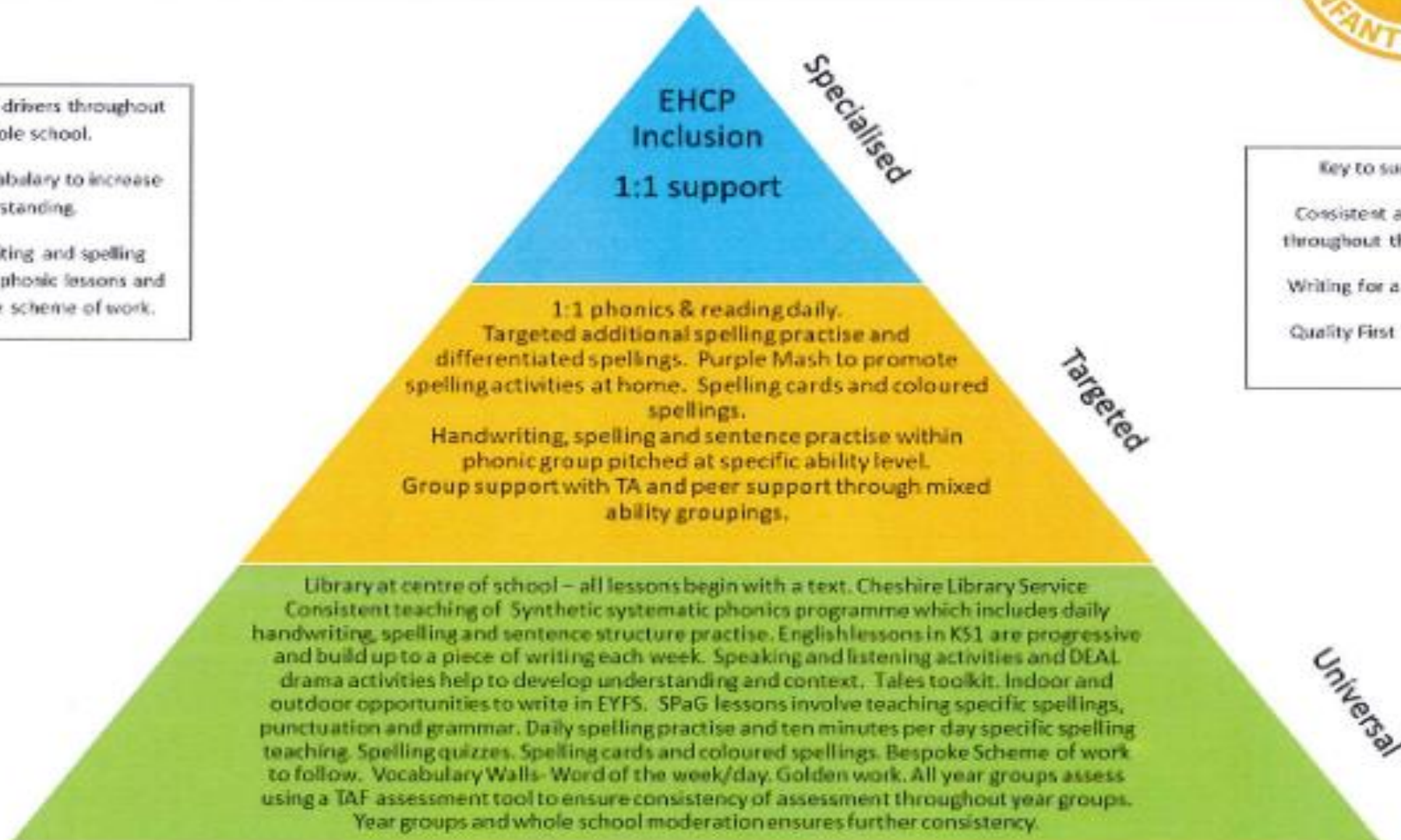
Inclusion – Challenge and adaptation. Writing



Quality texts as drivers throughout the whole school.

A focus on vocabulary to increase understanding.

Daily handwriting and spelling practice within phonic lessons and with a bespoke scheme of work.



Key to success:

- Consistent approach throughout the school.
- Writing for a purpose.
- Quality First Teaching

SEND

A mastery approach to teaching Maths.

* Mastery maths uses a **CPA** approach,

Concrete Pictorial Abstract

This approach uses concrete objects to build children's understanding, allowing them to see, feel and explore the numbers

- One step at a time.
One of the key aspects of mastery is small steps of progress. This targeted focus ensures a deep understanding and provides opportunities for success.
- Gradually reduced support.
Children are allowed to practise what they have learned in many different ways. This allows them to build confidence and procedural fluency.
(know the steps to work out a problem)
- Make it relevant
Setting the maths in a real-life context. This can help motivate and engage all children. We look for opportunities to draw out maths every day inside and outside the classroom. This not only practises what they have learned but also helps them see how it is relevant to them.
- Focus on mathematical language
Using maths words frequently and consistently throughout the school helps embed the language and the concepts they represent.

How can we make maths accessible to children with SEND at our school ?

How can we make sure everyone reaches their full potential ?

Mathematics: support for children with SEND and children not working at ARE



In the moment adaptations

- Adjust the level of challenge
- Change the environment / set up
- Change the language you use
- Clarify a task—give extra steps
- Model the strategy
- Success Criteria—this is what you need to do
- Set a small goal / step
- Provide a prompt

EHCP
Inclusion
1:1 support
SALT (private, NHS and trained adults)
Individual SALT interventions delivered.

Individualised

Pre teaching, before a concept is taught
Post teaching, following up if objective is not achieved
Further scaffolding of strategies
Guided support from adults (modelling)
More specific resources
Wider range of visual representations
Calm learning environment. Clear/simple instructions, repeated, simplified, gestures, pictures, objects of reference.
Maths made relevant (real life and role play areas)

Personalised worksheets for particular interests.

Targeted

Sequenced small steps using the accredited White Rose framework
Mastery maths lessons
Mastery approach to planning, teaching and learning
All children work on the same objective at the same time. Opportunities within all lessons are planned to deepen their knowledge and to apply their knowledge to solve problems
A variety of teaching is used: whole class, mixed ability groups, paired
Concrete, Pictorial, Abstract (CPA) approach used to teach all new concepts.
Carefully matched manipulatives are used alongside each structure.
Stem sentences are used with children to scaffold and give them tools to reason and remember.
Children can access concrete resources whenever they may need them.
High quality visual representations used within all lessons
Repetition of vocabulary within lessons/ blocks
Working wall with vocabulary and methods for current block of learning

Universal

Computing: support for children with SEND and children not working at ARE



- In the moment adaptations**
- Adjust the level of challenge
 - Change the environment / set up
 - Change the language you use
 - Clarify a task—give extra steps
 - Model the strategy
 - Success Criteria—this is what you need to do
 - Set a small goal / step

Individualised

EHCP 1:1 support
 SEND Support Plans
 Inclusion
 Sensory Support
 Education Psychology
 Occupation Therapy
 SALT

1:1 assistance with using equipment. Logging on etc.
 Working with individuals to achieve the task.
 Support to record ideas/work.
 Screen readers/visualizers

Targeted

Pre-teach key vocabulary.
 Duration of activities is apt. Calm learning environment.
 Clear/simple instructions, repeated, simplified, gestures, pictures, objects of reference.
 Processing time given & key words emphasised. Language provides simple commentary, gestures, signs, and images support understanding. Language is at appropriate developmental level.
 Structured, consistent routines SEND, assigned iPads/chrome books if needed, mixed ability pairings

Universal

Share information visually as well as through discussion. Allow sufficient talk time to encourage thinking.
 Key vocabulary used repetitively throughout lessons.
 Model processes on a step-by-step basis, allowing learners time to do practical tasks alongside the teacher. Share teacher thought process aloud at each stage.
 Ensure any equipment to be used is fully accessible to all and adapted for individuals as necessary to ensure all can fully participate.
 Support learners to develop their fine motor skills through regular opportunities. Concrete resources/multisensory approach. Additional time.
 Repeated learning Opportunities given to record in different ways e.g., video, photographs, role play, word processing, voice recording, scribe, mind maps, writing frames.
 PowerPoints on non-white, range of clear fonts, un-overloaded resources, Size 12/ 14 font/reading rulers, text on non-white, appealing visual worksheets/resources. Verbal praise.
 Feedback recognises progress and effort, as well as achievement.
 Chunking instructions, Repeated learning

Computing

How can we make computing accessible to children with SEND at our school?

How can we make sure everyone reaches their full potential?

Strategy 1- Repeated learning

- ▶ Schemes of work overlap so children are revisiting work from previous years.
- ▶ SMART rules- children are reminded of SMART rules regularly.
- ▶ Quizzing- to remember previously taught learning/vocab/online safety

Strategy 2- Collaborative learning

- ▶ Group work
- ▶ Paired work- mixed ability
- ▶ Whole class collaboration

Strategy 3- Recording in different ways

- ▶ ipad work
- ▶ Purple Mash 2do
- ▶ Photographs
- ▶ Photographs with scribed pupil voice

Strategy 4- Duration of activities

- ▶ Lessons are broken down into short, concise activities
- ▶ Information is presented in small chunks



Science: support for children with SEND and children not working at ARE

Possible indicators

- Fine and/or gross motor difficulties
- Cognitive or memory difficulties
- Difficulties learning and retaining vocabulary
- Organisational and processing difficulties
- Difficulty in the classroom environment
- Sensory processing difficulties
- Vision or auditory difficulties

In the moment adaptations -

- Adjust the level of challenge Change the environment / set up
- Change the language you use
- Clarify a task—give extra steps
- Success Criteria—this is what you need to do
- Set a small goal / step
- Model the strategy

EHCP 1:1 support
SEND Support Plans
Inclusion
Sensory Support
Education Psychology
Occupation Therapy
SALT

Individualised



Pre-teach key vocabulary and skills. Children are given time to process, talk about, think through and share their understanding throughout lessons. Calm learning environment. Language provides simple commentary, clear simple instructions, repeated, gestures, signs, images, objects of reference support understanding. Provide a word mat and/or picture bank. These can be broken down into individual steps if needed. Processing time given & key words emphasised. Duration of activity is apt. Language is at appropriate developmental level. Mixed ability groups.

Adults may record something they say on a post it or into books so there is an accurate record of what they understand. Structured, consistent routines. Recording in different ways e.g. IPAD.

Targeted

When sharing knowledge that the children need to remember, this is done in a variety of ways e.g. books, power points, video clips, photographs and songs so that children are more likely to engage and retain.

Allow sufficient talk time to encourage thinking and idea. TP sharing, lolly sticks when questioning. Model. Additional time and come back to children if needed. Questioning is planned, rigorous, repetitive and includes every child. Teachers probe deeper to get the best possible answer from children to assess where they are up to throughout every lesson and misconceptions are challenged as they are discovered.

Key vocabulary introduced at the start of every lesson. Key vocabulary referred back to the end of the lesson. Key vocabulary clearly displayed and used repetitively throughout lessons. Key vocabulary recapped frequently throughout the topic and beyond to ensure maximum retention. This is also displayed on the display board so it can be referred back to by any adults in the room and to help children with spelling. Children encouraged to use in written and verbal discussions. Children are expected to record in every lesson but this is varied so that they can record in a pair, as part of a group, individually, with an adult scribing, etc to give the children the best possible chance of showing what they know.

Highlight key words in written work. Practical examples and model used where appropriate. Concrete resources/multisensory approach.

Introduce each piece of equipment – name it, explain what it does, model how it can be used or applied. Ensure any resources to be used are fully accessible to all and adapted for individuals as necessary to ensure all can fully participate.

Scaffold processes on a step-by-step basis, allowing learners time to do practical tasks alongside the teacher. Share teacher thought process aloud at each stage.

Repeated learning opportunities given to record in different ways e.g. blank paper, photographs. Can you still...?

Formative assessment used and content adjusted where appropriate. Verbal praise. Feedback recognises progress and effort, as well as achievement. Dyslexia friendly teaching – PowerPoints on non-white, range of clear fonts, un-overloaded resources, Size 12/ 14 font/reading rulers, text on non-white, appealing visual worksheets/resources.

Universal

Science

HOW CAN WE MAKE SCIENCE ACCESSIBLE TO CHILDREN WITH SEND AT OUR SCHOOL?

We know that children with SEND can find the retention of facts difficult.

We have created a reflective document to explain the strategies in place to support all children including those who have been identified as having Special Educational Needs/Disabilities.

In doing this, we will ensure that all children are engaged in their learning and given the best possible chance to achieve their potential.

Our four key strategies for teaching are:

Strategy 1- Repeated learning

- Schemes of work overlap so children are revisiting work from previous years.
- Quizzing- to remember previously taught learning/vocab/skills.

Strategy 2- Collaborative learning

- Group work
- Paired work- mixed ability
- Whole class collaboration

Strategy 3- Recording in different ways

- I-pad work
- Photographs
- Photographs with scribed pupil voice

Strategy 4- Duration of activities

- Lessons are broken down into short, concise activities
- Information is presented in small chunks





Design and Technology: support for children with SEND and children not working at ARE

Possible indicators

- Fine and/or gross motor difficulties
- Difficulty in the classroom environment
- Vision or auditory difficulties
- Sensory processing difficulties

Pre-teach key vocabulary and skills 1:1. Consider using frames or adhesives (e.g., masking tape) that hold down learners' work to surfaces. Provide a word and/or picture bank Modelling 1:1

Pre-teach key vocabulary. Duration of activities is apt. Calm learning environment. Clear/simple instructions, repeated, simplified, gestures, pictures, objects of reference. Processing time given & key words emphasised. Language provides simple commentary, gestures, signs, and images support understanding. Language is at appropriate developmental level. Structured, consistent routines.

Share information visually as well as through discussion. Allow sufficient talk time to encourage thinking and idea sharing.

Key vocabulary should be clearly displayed and used repetitively throughout lessons. Introduce each piece of equipment – name it, explain what it does, model how it can be used or applied. Model processes on a step-by-step basis, allowing learners time to do practical tasks alongside the teacher. Share teacher thought process aloud at each stage.

Ensure any equipment to be used is fully accessible to all and adapted for individuals as necessary to ensure all can fully participate.

Support learners to develop their fine motor skills through regular opportunities. Concrete resources/multisensory approach. Additional time.

Repeated learning Opportunities given to record in different ways e.g., video, photographs, role play, word processing, voice recording, scribe, mind maps, writing frames.

Formative assessment used to adjust content Dyslexia friendly teaching – PowerPoints on non-white, range of clear fonts, un-overloaded resources, Size 12/ 14 font/reading rulers, text on non-white, appealing visual worksheets/resources. Verbal praise.

Individualised

Targeted

Universal

Inclusion – How does your school provide an inclusive classroom for all pupils?

- By treating each of our pupils as equals.
- By valuing diversity and celebrating differences whether it be differences in a child's culture, language, socioeconomic status, gender, religion, disabilities or needs.
- By promoting a "Can do" attitude to learning.
- By promoting a sense of community which requires the development of positive relationships between all people, teachers, pupils and their families.
- By accepting all learners abilities, interests, skills and talents.
- By creating a pupil-centred approach where a child can be actively involved in the learning process.
- By collaborating with appropriate professional personnel to share knowledge, skills, best practice, specialist equipment, or resources wherever possible to enhance a child's learning environment.

Art

Inclusion – How does your school provide an inclusive classroom for all pupils?

- By treating each of our pupils as equals.
- By valuing diversity and celebrating differences whether it be differences in a child's culture, language, socioeconomic status, gender, religion, disabilities or needs.
- By promoting a "Can do" attitude to learning.
- By promoting a sense of community which requires the development of positive relationships between all people, teachers, pupils and their families.
- By accepting all learners abilities, interests, skills and talents.
- By creating a pupil-centred approach where a child can be actively involved in the learning process.
- By collaborating with appropriate professional personnel to share knowledge, skills, best practice, specialist equipment, or resources wherever possible to enhance a child's learning environment.

History: support for children with SEND and children not working at ARE

Possible indicators

Cognitive or memory difficulties
Difficulties learning and retaining vocabulary
Organisational and processing difficulties



Individualised

EHCP 1:1 support
SEND Support Plans
Inclusion
Sensory Support
Education Psychology
Occupation Therapy
SALT

Targeted

Children are given time to process, talk about, think through and share their understanding throughout lessons.

If a child can't answer a question the first time, they will be asked again until they can.

Clear, simple instructions are given. These can be broken down into individual steps if needed.

Adults may record something they say on a post it or into books so there is an accurate record of what they understand. Recording in different ways e.g. IPAD.

When sharing knowledge that the children need to remember, this is done in a variety of ways e.g. books, texts, video clips, songs, photographs so that children are more likely to engage and retain.

Key vocabulary introduced and recapped frequently throughout the topic and beyond to ensure maximum retention. This is also displayed on the enquiry board so it can be referred back to by any adults in the room and to help children with spelling. Where possible, an action or picture can be used alongside it to help children make a visual connection. Pre-teach key vocabulary and concepts.

Each history topic in KS1 has either a loan box, workshop or educational visit planned to help bring the often abstract concepts to life.

Lessons are chunked into smaller parts so that children do not have to sit/ listen/ concentrate on one thing for long periods of time, especially at the beginning of topics when new knowledge gives lessons a high cognitive load.

Children are expected to record in every lesson but this is varied so that they can record in a pair, as part of a group, individually, with an adult scribing, etc to give the children the best possible chance of showing what they know.

Formative assessment used and content adjusted where appropriate. Dyslexia friendly teaching – PowerPoints on non-white, range of clear fonts, un-overloaded resources, Size 12/ 14 font/reading rulers, text on non-white, appealing visual worksheets/resources. Verbal praise.

Feedback recognises progress and effort, as well as achievement.

Questioning is planned, rigorous, repetitive and includes every child. Teachers probe deeper to get the best possible answer from children to assess where they are up to throughout every lesson and misconceptions are challenged as they are discovered.

Universal

History

Inclusion

We know that children with SEND can find the abstract nature of history and retention of facts difficult. We have written a document reflecting on this and how we have adapted our practise to give everyone the best chance to succeed. Our four key strategies for teaching are:

- **Strategy 1:** Repeated Learning- the 'history mystery box,' songs and rhymes, weekly quizzes
- **Strategy 2:** Collaborative learning- groupwork (eg flat chat), paired work, whole class collaboration (DEAL)
- **Strategy 3:** Duration of activity and avoidance of too much teacher talk.
- **Strategy 4:** Recording in different ways- photographs, pictures, pot it notes, scribed writing, recording





History Mystery Box

The history mystery box is a key tool in recalling facts. Each time a significant person, place or event is studied a picture is put into the box. Every history lesson begins with an activity related to something from the box so the children can revisit prior learning and make connections between previous topics and new learning. As the result of success with the 'History Mystery Box' we are implementing a similar strategy in Geography this academic year.



Can you answer these five questions?

- 1- What are the three primary colours?
- 2- Where did Claude Monet come from?
- 3- Can you name all five oceans?
- 4- Which tree has a silver trunk?
- 5- Which sport did Walter Tull play?

Quizzing

History and geography lessons always begin with a short recap activity. It could be 'Pin the Continents on the Map' or a game of 'Who am I?' about a significant person. Children usually work with a talk partner for these activities so that all children are engaged and ready to respond if their name is picked to answer the question. As well as strengthening recall skills, we have found that this boosts confidence as children start the lesson with something they know.

Groupwork

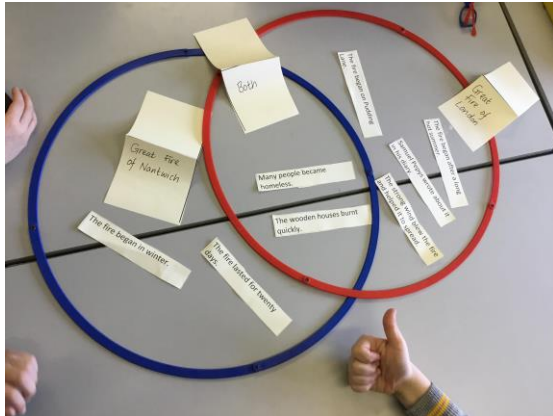
Opportunities for group work are regular features of geography and history teaching in our school. In this photograph, the children are working on a collaborative groupwork technique called a 'flat chat'. The children in this group are a mixture of abilities and the prompt for the discussion is a photograph which ensures that everyone can get involved straight away. The children follow the enquiry triangle structure so that they have a familiar format to rely on. They respond to each others' comments and discuss ideas. Children with SEND participate successfully because adults are there to help scribe or spell and to read other children's writing aloud but the emphasis is on all children working together.



Duration of activity

Children with SEND, like most young children, benefit from a series of short, concise activities within a lesson as this is less taxing to the working memory (fewer instructions to remember in one go are easier to follow) and allows children to focus on the learning. It also means that new information can be presented in small chunks, which when linked to prior learning reduces the mental load and gives it a better chance at going into the long term memory. So when children have the opportunity to learn in this way they are more likely to be successful. This is not only good for a child's learning but also for their confidence and self-esteem as they see themselves doing well and this creates a positive attitude towards themselves and their work. History and Geography lessons in KS1 at Cheadle Catholic Infant School follow this structure to give everyone the best chance to thrive.

Recording in different ways



As teachers, we are very conscious that sometimes what a child is able to record is not necessarily a true reflection of what they understand, especially in the case of children with SEND. That is why we make sure that children are given many varieties of ways to record so that the work in their books truly shows what they know. This may take the form of photographs, pictures with scribed sentences, post-it notes of things they have said during an activity that have been written down by an adult, short videos, collaborative writing, use of IT equipment or independent writing.

Inclusion - challenge and adaptation

Possible indicators

Fine and/or gross motor difficulties

Difficulty in the space

Vision or auditory difficulties

Sensory processing difficulties

Pre-teach key vocabulary 1:1.
Provide vocabulary list/word bank. Use of visual time lines.
Consider physical barriers, particularly with motor difficulties, consider alternative ways of being involved (recording, refereeing).
Sensory breaks. Large, bright, shiny, tactile resources. Headphones or fidget toys when noise is echoed in the space.

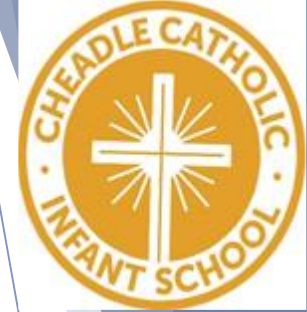
Pre-teach key vocabulary or discussion around unit of work.
Duration of activities. Calm learning environment. Clear/simple instructions, repeated, simplified, gestures, pictures, objects of reference.
Processing time given & key words emphasised. Consider working memory, provide key vocabulary for children to apply. Concrete examples through pictures or modelling.
Structured, consistent routines.

Use of visuals or a physical example when learning new vocabulary. Keywords, symbols and simple language in instructions.
Focus on core vocabulary and skills and ensure there are lots of opportunities for application.
Clear and precise names for strategies and techniques. Teaching through repetition and overlearning key words or phrases.
Explicitly making links between units and to existing knowledge. Share teacher thought process aloud at each stage.
Ensure any equipment to be used is fully accessible to all and adapted for individuals as necessary to ensure all can fully participate.
Support learners to develop their fine motor skills through regular opportunities. Additional time.
Repeated learning. Modifying the activity to ensure that all learners can participate. Opportunities given to record in different ways e.g., video, photographs

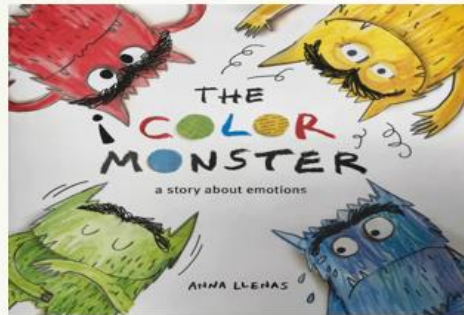
Individualised

Targeted

Universal



Checking in and 5 ways to mental well being



In each year group we continually talk about our physical and mental well being. Each day the children use "The Colour Monster" to check in and share their feelings.

As a school we promote "The 5 ways to wellbeing" These are:-

- Be Active
 - Do what you can.
 - Enjoy what you do.
 - Move your mood.
- Keep Learning
 - Embrace new experiences.
 - See opportunities.
 - Surprise yourself.
- Give
 - Your time.
 - Your words.
 - Your presence.
- Take Notice
 - Remember the simple things that give you joy.
- Connect
 - Talk and listen.
 - Be there.
 - Feel connected

How are lessons structured for all our children and how we assess.

1. Enquiry Triangle
2. Recall previous learning -Quizzes, Can you still? Talk Partner Work, 'Monday Memory Moments.'
3. Introduce new learning including new vocabulary-'my turn, your turn.'
4. DEAL, group work, talk partner work, peer support
5. Rhymes, gestures and songs, school trips and workshops, 'tap and tell'
6. Recording of new learning in a variety of ways
7. Mini plenaries
8. Outside agencies/individual workshops with our children.

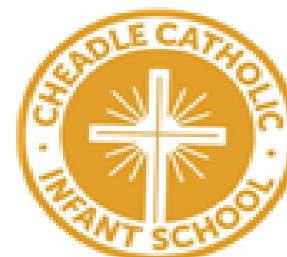


PSHE: support for children with SEND and children not working at ARE

Possible indicators

Cognitive or memory difficulties
Difficulties learning and retaining vocabulary
Organisational and processing difficulties
Fine and/or gross motor difficulties

EHCP 1:1 support
SEND Support Plans
Inclusion
Sensory Support
Education Psychology
Occupation Therapy
SALT



Individualised

Targeted

Universal

Children are given time to process, talk about, think through and share their understanding throughout lessons.
If a child can't answer a question the first time, they will be asked again until they can answer in their own way.
Clear, simple instructions are given. These can be broken down into individual steps if needed.
Use of scaffolding and or modelling ideas.
Simplified versions of texts for those that may need it.
Adults may record something a child may say on a post it or into books so there is an accurate record of what is understood.

When sharing knowledge that the children need to remember, this is done in a variety of ways e.g. books, texts, video clips, songs, photographs so that children are more likely to engage and retain.
Key vocabulary introduced and recapped frequently throughout the topic and beyond to ensure maximum retention. This is also displayed in the classroom so it can be referred back to by any adults in the room and to help children with spelling. Where possible, an action or picture can be used alongside it to help children make a visual connection.
Lessons are chunked into smaller parts so that children do not have to sit/ listen/ concentrate on one thing for long periods of time, especially at the beginning of topics when new knowledge gives lessons a high cognitive load.
Children are expected complete a task for each session but this is varied so that they can record in a pair, as part of a group, individually, with an adult scribing, to give the children the best possible chance of showing what they know.
Use of DEAL or drama techniques to embed real life situations and stories. Use of Videos.
Dyslexia friendly teaching - PowerPoints on non-white, range of clear fonts, un-overloaded resources.
Feedback recognises progress and effort, as well as achievement. Lots of verbal praise.
Questioning is planned, repetitive and includes every child. Teachers probe deeper to get the best possible answer from children to assess where they are throughout every lesson and misconceptions are discussed as they are discovered.

Geography

Inclusion – challenge and adaptation

We have created a reflective document to explain the strategies in place to support all children including those who have been identified as having Special Educational Needs/Disabilities. In doing this, we will ensure that all children are engaged in their learning and given the best possible chance to achieve their potential.

Our four key strategies are:

Strategy 1: Repeated Learning- can you still, songs and rhymes, weekly quizzes

Strategy 2: Collaborative learning- groupwork, paired work, whole class collaboration (DEAL)

Strategy 3: Duration of activity and avoidance of too much teacher talk.

Strategy 4: Recording in different ways- photographs, pictures, pot it notes, scribed writing, recording



Geography: support for children with SEND and children not working at ARE

Possible indicators

- Cognitive or memory difficulties
- Difficulties learning and retaining vocabulary
- Organisational and processing difficulties
- Fine and/or gross



Individualised

- EHCP 1:1 support
- SEND Support Plans
- Inclusion
- Sensory Support
- Education Psychology
- Occupation Therapy
- SALT

Children are given time to process, talk about, think through and share their understanding throughout lessons.

If a child can't answer a question the first time, they will be asked again until they can.

Clear, simple instructions are given. These can be broken down into individual steps if needed.

Adults may record something they say on a post it or into books so there is an accurate record of what they understand. Recording in different ways e.g. IPAD.

Targeted

When sharing knowledge that the children need to remember, this is done in a variety of ways e.g. books, texts, video clips, songs, photographs so that children are more likely to engage and retain.

Pre-teach key vocabulary. Concepts introduced and recapped frequently throughout the topic and beyond to ensure maximum retention. This is also displayed on the enquiry board so it can be referred back to by any adults in the room and to help children with spelling. Where possible, an action or picture can be used alongside it to help children make a visual connection.

In KS1 loan boxes or educational visits are planned to help bring abstract concepts to life.

Lessons are chunked into smaller parts so that children do not have to sit/ listen/ concentrate on one thing for long periods of time, especially at the beginning of topics when new knowledge gives lessons a high cognitive load.

Children are expected to record in every lesson but this is varied so that they can record in a pair, as part of a group, individually, with an adult scribing, etc to give the children the best possible chance of showing what they know.

Formative assessment used and content adjusted where appropriate. Dyslexia friendly teaching – PowerPoints on non-white, range of clear fonts, un-overloaded resources, Size 12/ 14 font/reading rulers, text on non-white, appealing visual worksheets/resources. Verbal praise.

Feedback recognises progress and effort, as well as achievement.

Questioning is planned, rigorous, repetitive and includes every child. Teachers probe deeper to get the best possible answer from children to assess where they are up to throughout every lesson and misconceptions are challenged as they are discovered.

Universal

Music



Inclusion

Groupings: Children may be paired with a more able child or placed in a mixed-ability group for support.

1-2-1 support provided where necessary.

Further instructions where necessary demonstration of the task from the teacher with instructions either reinforced on the whiteboard or in the form of a worksheet.

Resources to support learning, such as note guides for finding notes on the stave or lining up over the keyboard notes.

Fully inclusive extra-curricular lessons – Recorder

Often Music is the very subject that our SEND and EAL pupils can access on a par with their peers, or even excel at!