



Supporting SEND learners across the Curriculum

Curriculum considerations for children across all areas of SEN

- Pedagogy and content adapted to meet the child's needs.
- For those working more than 2 years behind adapted sequencing/basic skills focus time delivered to fill gaps.
- Recognising and supporting areas of strength or interest for a child across the curriculum.

Communication and Interaction - Strategies

- Breaking down instructions into small chunks,
- Providing visual reminders of instructions.
- Pre teaching new vocabulary prior to lessons.
- Sending home key vocabulary on word mats prior to a unit of work.
- Vocabulary mats with visual prompts.
- Giving increased processing time (10 second rule, I will come back to you later
- Scaffolding language around scientific reasoning 'I think the answer means...'
- Recognise that some everyday words might have a specific scientific use and make this explicit.
- Use of mnemonics to support recall.
- Thinking about potential sensory triggers and use sensory support detailed.
- Giving opportunities to record learning in different ways.
- First and next/visual timetables

Physical and Sensory: Key learning challenges

- Being able to read the text/questions.
- Being able to see the information on the board.
- Being able to hear instructions.
- Background noise in the classrooms.
- May have physical difficulties which impact on their mobility or fine/gross motor skills.

What might we see in a classroom?

- Evidence of scaffolded delivery: simplified language, chunked instructions, targeted questioning, additional visual resources, and modelling
- Evidence of scaffolded/adapted task
- Evidence of scaffolding using resources – visual aids, word banks, use of ICT, writing frames.
- Evidence of targeted support- different work supported by an adult, same work – supported by an adult.

Communication and Interaction: Key learning challenges

- Learning and retrieving the vocabulary across the curriculum.
- Understanding multiple verbal instructions.
- Understanding instructions for tasks.
- Following verbal language and teaching.
- May have sensory difficulties noise or smell sensitivities which could be triggered.
- Expressive language – ability to generate sentences.
- Struggling to work as part of a group.
- Rigid thought processes and routines.
- Difficulties maintaining attention.
- Difficulties understanding social rules.

Physical and Sensory- Strategies

- Use of coloured paper/overlays
- Seated near the front of class.
- Adapted resources - Use or radio aids by teacher/pupil.
- Adapted resources - Alternations to texts (as advised by vision service).
- Adapted resources – colour of paper/resources/sloped writing board/ pencil grip.
- Different ways of showing learning – verbal and written.
- Reducing sensory distractions.

Social, emotional, and mental health- Key learning challenges

- Likely to have gaps due to missed learning.
- Difficulties around concentration/task completion.
- Difficulties around using equipment safely.
- Likely to cause disruptions to their own and the learning of others.
- Likely to have poor self-image.
- Struggles to work in a group/maintain friendships.
- Struggles to empathise with others.

Social, emotional, and mental health - Strategies

- Using task planner/task chunking.
- Time framing and use of timers.
- Check ins.
- Checking understanding/ small group/individual modelling
- Visual prompts
- Clear guidance around using equipment safely/ risk assessing use of equipment in advance.
- Use of Safe Space
- Sensory breaks
- Relational experiences/experiential and sensory learning
- Visual timetable
- Pupil workstation

Learning and Cognition- Key barriers

- Recalling previously taught knowledge.
- Working memory in tasks.
- Understanding scientific vocabulary.
- Difficulty writing down ideas/explanations.
- Difficulty explaining their ideas.
- Understanding how to use equipment/resources safely.
- Finds it difficult to learn, understand and apply new skills and to use skills from one area in another area.
- May need self-care support.
- Understanding new vocabulary.
- Keeping up with the learning/following what is happening in learning sessions.
- Specific difficulties with fine/gross motor skills/spelling/reading/organisation which impact on their ability to access the curriculum.

Learning and Cognition- Strategies

- Pre teaching of vocabulary.
- Coloured paper/overlays
- Vocabulary mats with visual prompts/ individual spellings
- Additional concrete resources
- Mind maps connecting to previous knowledge/skills.
- Provide visual prompts for each small step.
- Use of diagrams to explain processes/for explanations.
- Alternative methods of recording – photos, videos, iPad, talking tins
- Use of visuals/reduced language to explain learning.
- Alternatives to written answers to show understanding – multiple choice, circling answers, drawing the answer, sticking/Velcro, matching.
- Increasing time to practise experiments practically.
- Cloze procedure/varied writing tasks
- Additional modelling
- Phoneme frames/magnetic letters
- Use of ICT
- Use of colour coding
- Support in organisation e.g. boxing or chunking,
- Use of multisensory resources.
- Reduce need to see the board/copy from the board. Provide paper and highlighter.
- Resources to support fine motor skill development.
- First and next/individual checklists