

Curriculum Intent: How we aim to meet the range of SEND needs within our teaching

1. All children have common needs—for example, the need to receive effective teaching. Applying the ‘Five A Day’ Principle (attached) is well evidenced as having a positive impact for all pupils including those with SEND.
2. Some children have specific needs that are shared with a similar group—for example, pupils with a hearing impairment need access to means of audiological support.
3. All children have individual needs—for example, pupils with a Speech and Language Disorder may benefit from pre-teaching of vocabulary and scaffolded talk opportunities.

Staff should help pupils with SEN to overcome/reduce/remove any barriers to participating and learning, and make any reasonable adjustments needed to include disabled pupils in all aspects of school life.

The following strategies are pedagogical approaches that will be used in our school to support all students but extended or emphasised for particular individuals or groups of pupils. Strategies have been linked with areas of need but are not exclusive in supporting students with this area of need. These strategies will be used flexibly in response to individual needs and used as the starting point for classroom teaching for all pupils.

Modifying the curriculum to match pupils’ need.

The curriculum is not immovable, like some building, to which pupils with SEN and/or disabilities have to gain access. It is there to be changed, where necessary, to include all pupils. The statutory ‘inclusion statement’ in the National Curriculum sets out a framework for modifying the curriculum to include all pupils. Teachers should:

- set suitable learning challenges
- respond to pupils’ diverse learning needs, and
- overcome/reduce/remove potential barriers to learning and assessment for particular individuals and groups of pupils.

These principles allow us to:

- Choose/adapt objectives for pupils with SEN and/or disabilities,
- provide a ‘parallel’ activity for pupils with SEN and/or disabilities, so that they can work towards the same lesson objectives as their peers, but in a different way,
- modify the curriculum to overcome/reduce/remove barriers so all pupils meet the same objectives,
- regularly reflect on how consistently the ‘Five A Day’/example strategies (below) are embedded into teaching practice.

Planning for pupils with SEN and/or disabilities should be part of the planning that you do for all pupils, rather than a separate activity. Any personal targets the pupil has can inform this planning. The aim is to develop independent learning: scaffolded supports should provide temporary assistance which are removed when no longer required. Planning for support doesn’t need to be complicated or time-consuming and can be planned prior to lesson and some provided responsively during instruction.

Cognition and Learning

1. Knowledge review- Review previously learnt key learning points at the start of every session.
2. Management of cognitive load – taking small steps will help pupils master a concept before moving on.
3. Modelling of a concept or instruction explicitly before pupils have a go themselves.
4. Use acting out (role play) and storytelling to support children's understanding.
5. Use a range of scaffolds (visual/verbal/written) – supportive tools, images and resources used to develop understanding, monitored to decide when to reduce or provide more.
6. Alternative recording models – drawing, scribing, dictation, mind maps, images, video, voice recording
7. Keep up interventions e.g. pre/post lesson tutoring. Where necessary, interventions are delivered to allow pupils to move through the curriculum with their peers.
8. Bespoke knowledge organisers, memory aids and own ways of remembering things.
9. Use of real/familiar contexts relevant to pupils' lives.

Communication and Interaction

1. Clear, explicit communication at a level appropriate to individuals.
2. Flexible grouping to support need and interaction needs.
3. Pre-teaching of key vocabulary as appropriate.
4. Vocabulary displayed on working walls, on PowerPoints or on vocabulary mats.
5. Ensure that children have opportunities to use key vocabulary within each session.
6. Staff to scaffold interactions/learning conversations and model expectations for task.
7. Use of a range of response strategies e.g. partner talk; group work; work with an adult; through technology.
8. Real or simulated, interactive demonstrations.
9. Use of specific equipment where appropriate eg text readers; communicator devices.
10. Use visual timetables and visual prompts and routines e.g. for when stuck, shared signals etc.

Social, Emotional & Mental Health

1. Develop a positive mindset for the subject – notion that all children can achieve/improve.
2. Flexible groups to support need and interaction incl. managed group work (pupils assigned specific roles)
3. Positive, safe environment – able to make mistakes; respect/support/tolerance of others.
4. Celebrate success/progress – no matter how big or small.
5. Strong, positive relationships so pupils feel comfortable and seek support.
6. Knowledge of sensitive issues - engage with parents should this be appropriate – consider vulnerabilities e.g. PSHE/E-Safety
7. Support children to develop/use consistent strategies to help them self-regulate behaviour.
8. Children are consulted and have ownership of learning. They are equal contributors and are given opportunities to develop responsibility.
9. Transition times signalled and pupils prepared for changes to the learning environment.

Sensory and Physical

1. Consider the seating plan and possible groupings (incl low- arousal areas where appropriate).
2. Create an inclusive learning environment by considering sound and light.
3. Use of multi-sensory approaches to help pupils engage and develop their learning (visual, auditory, kinaesthetic)
4. Calming, non-threatening, consistent environment conducive to learning.
5. Children prepared/talk to about changes that are happening to the timetable; routine; adults or learning environment.
6. Specific equipment appropriate to need e.g. overlays, font adaptations, screen filters, writing slope, alternative recording choices, headphones, coloured keyboards, mouse adaptations, adapted PE equipment, signing, braille etc.
7. Reasonable adjustments to accommodate physical disability incl. on trips e.g. space, movement, furniture.
8. Making adaptations to any allergies e.g. food in cooking.

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 to 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.



More information about finding better ways to support pupils with SEND, including these five principles and more specialist interventions, can be found in the EEF's guidance report '[Special Educational Needs in Mainstream Schools](#)'.

