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How we adapt the curriculum and learning environment for children & young people with SEN

Children learn and develop in different ways and may need extra help and support at various points throughout their time at 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 a short period or a long period of time. However, children's needs are frequently reassessed in order to ensure that the provision is suitable and supports every child's development.

Our SENCO, working alongside class teachers, oversees all SEN provision, different approaches to teaching and monitors progress of any child requiring additional support across the school. The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made. This is Quality First Teaching and is where the work is highly differentiated and suits the needs of all children, it comes in the form of a lesson rather than an intervention programme. Alongside Quality First Teaching, there may be a Learning Support Assistant (LSA) working with children, either individually or as part of a group. This means that children may be taken out of the classroom for these sessions, but they will continue to work on the same areas as the rest of the children in their class which ensures that they can go back into the classroom with a smooth transition. The regularity of these sessions will be explained to parents and carers when the support starts and outlined on a SEND pupil passport.

To successfully match pupil ability to the curriculum and learning environment there are some actions and adaptations we may take to achieve this:

- Ensure that all children have access to the school curriculum and all school activities.
- Help all children achieve to the best of their abilities, despite any difficulty or disability they may have.
- Ensure that teaching staff are aware of and sensitive to the needs of all children, teaching in a way that is more appropriate to their needs.
- Children gain in confidence and improve their self-esteem.
- Work in partnership with parents, carers, children and relevant external agencies in order to provide for children's special educational needs and disabilities.

- To identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional)
- To make suitable provision for children with SEN to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.
- Ensure that all children with SEN are fully included in all activities of the school in order to promote the highest levels of achievement.
- To promote self-worth and enthusiasm by encouraging independence at all age and ability levels.
- To give every child the entitlement to a sense of achievement.
- To regularly review the policy and practice in order to achieve best practice.

The provision for children with SEN across the four Broad Areas Of Need may include some of the following interventions (please note this is not an exhaustive list) ;

Communication and interaction – Access to regular speech and language intervention as directed by SALT, Lego Therapy,

Cognition and learning – Toe by Toe, Beat Dyslexia

Social, Emotional and Health Difficulties – Social skills sessions, Time to Talk, 5 Point Scale, colour monster.

Sensory and/or Physical Difficulties – Teodorescu, Sensory Circuits, sensory bags

Children that are receiving additional support and intervention programmes may have a Pupil Passport. Parents are invited into school to review and discuss support and progress with staff every term.

More details on how we adapt information, our environment and curriculum can be found in the **Accessibility Plan** which you can find in the School Policies section of our website.

How are the Governors involved and what is their responsibility?

Governors are kept up to date on the progress of SEN children. Individual children are not named in this instance and confidentiality is maintained at all times. One of the Governors is responsible for SEN and they liaise with the Head Teacher and SENCO, they also discuss the funding arrangements of staff and resources for SEND children. The Governors agree priorities for spending within the SEN budget with the overall aim that all children receive the support they need in order to make progress.

How we adapt the curriculum and learning environment for children & young people with SEN in English.

Need	How the need may present	Proposed Adaptations
<p>Communication and interaction</p>	<ul style="list-style-type: none"> • May have difficulty ignoring distractions. • Need reminders to keep attention. • May need regular prompts to stay on task. • May need individualised motivation in order to complete tasks. • Difficulty attending in whole class. • Interaction will not always be appropriate. • May have peer relationship difficulties. • May not be able to initiate or maintain a conversation. <p>Understanding Receptive Language:</p> <ul style="list-style-type: none"> • May need visual support to understand or process spoken language. • May need augmented communication systems. Frequent misunderstandings. Repetition of language and some basic 	<ul style="list-style-type: none"> • Staff model correct use of language by subtle repetition. • Children are given more opportunities to share their ideas with others – ‘show and tell’, initially small groups moving onto larger groups and then the whole class. • Pre-taught new vocabulary • Targeted use of drama <p>How we provide support and intervention for those with identified needs</p> <ul style="list-style-type: none"> • Attention/interaction skills: May have difficulty ignoring distractions. Need reminders to keep attention. May need regular prompts to stay on task. May need individualised motivation in order to complete tasks. Difficulty attending in whole class. Interaction will not always be appropriate. May have peer relationship difficulties. May not be able to initiate or maintain a conversation. • Understanding Receptive Language: May need visual support to understand or process spoken language. May need augmented communication systems. Frequent misunderstandings. Repetition of language and some basic language needs to be used to aid their understanding • Speech/Expressive Language: May use simplified language and limited vocabulary. Ideas/conversations

	<p>language needs to be used to aid their understanding</p> <p>Speech/Expressive Language:</p> <ul style="list-style-type: none"> • May use simplified language and limited vocabulary. • Ideas/conversations may be difficult to follow, with the need to request frequent clarification. • Some immaturities in the speech sound system. • Grammar/phonological awareness still fairly poor and therefore their literacy could be affected. 	<p>may be difficult to follow, with the need to request frequent clarification. Some immaturities in the speech sound system. Grammar/phonological awareness still fairly poor and therefore their literacy could be affected.</p> <ul style="list-style-type: none"> • Staff model correct use of language by subtle repetition • Children are given more opportunities to share their ideas with others – ‘show and tell’, initially small groups moving onto larger groups and then the whole class. • Pre-taught new vocabulary • Targeted use of drama • Follow specific recommendations from specialist agencies. • Use of buddy system • Refer children to the speech and language service for support and advice. • Provide trained teaching assistants to run speech and language programmes in school. This may be on a one to one basis or in small groups. • Regular feedback to parents/carers giving suggestions of how they can help their children at home. • Visual timetables • Scaffolding within lessons • Talk partners
<p>Cognition and Learning</p>	<ul style="list-style-type: none"> • Language memory and reading skills • Sequencing and organisational skills • An understanding of number 	<ul style="list-style-type: none"> • Clear expectations • Provide pre-teaching opportunities • Specific interventions to aid children to develop the skills that they require to be able to access the curriculum. • Provide adaptations to the curriculum or style of teaching to cater for individual needs eg giving clear, precise and direct instruction

	<ul style="list-style-type: none">• Problem solving and concept development skills• Fine and gross motor skills• Independent learning skills• Exercising choice• Decision making• Information processing <p>Children may have a specific learning disability such as dyslexia, dyscalculia, dyspraxia or dysgraphia</p>	<ul style="list-style-type: none">• Prompt sheets/cards• Extra time to complete tasks and tests• Simple verbal/written instructions• Tasks given in small steps/amount of work at a time• Use of mind maps to organise thoughts and ideas• Providing support from the teacher or the LSAs in small groups or on an individual basis, within the classroom <p>How we provide support and intervention for those with identified needs</p> <ul style="list-style-type: none">• Access and liaison with OT/Physiotherapist• Follow advice from outside agencies• Purchase of resources to support children when appropriate.• A place for time out-Calming Corner• Daily Readers• Overlays/ coloured paper• Touch typing activities such as BBC Dance Mat• Regular feedback to parents/carers giving them suggestions of how they can help their child at home.• Scaffolding within lessons• Pre teaching interventions• Word banks and word mats• Focus on vocabulary• Use of spelling interventions• Use of subject specific equipment• Oracy focus• Visual timetable
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Social, Emotional and Mental Health

- Social isolation
- Behaviour difficulties
- Attention difficulties (ADHD)
- Anxiety and depression
- Attachment disorders
- Low self esteem
- Issues with self-image

- Providing support – having a designated adult to work with the pupil
- Having a calm area where the child can have ‘time out’.
- Children are encouraged to work with others within a small group with the support of an adult
- Children are encouraged to share their ideas with others and adults model how to take turns, share and negotiate with their peers.
- Consistent routines/boundaries and expectations of behaviour
- Being sensitive to the needs of individual children, taking into account their personal circumstances.
- Being sensitive to any resources being used.

How we provide support and intervention for those with identified needs

- A place for time out- Calming Corner
- Small group ‘Circle Time’
- Home School Behaviour Books
- Refer to outside agencies as appropriate eg bereavement counselling, CAMHs
- Advice followed from other agencies
- Extra visits to Secondary Schools
- Supporting families with multiagency involvement
- During unstructured times support staff and supervisors made aware of the needs of specific children.
- Carefully planned seating arrangements both in and out of school

		<ul style="list-style-type: none"> • Calm learning environment • Sensory items when required • Brain and active breaks • Whole school awareness days • Daily mindfulness sessions • Parent information- inclusion
<p>Sensory, medical, physical</p>	<ul style="list-style-type: none"> • Specific medical conditions • Gross/fine motor skills • Visual/hearing impairment • Accessing the curriculum without adaptation • Physically accessing the building or equipment • Over sensitivity to noise/smells/light/touch/taste. • Toileting/self-care 	<ul style="list-style-type: none"> • Children are provided with suitable equipment on advice from outside agencies eg pencil grips, writing slopes, stress balls etc • Ensure tables and chairs are the correct size for the children • PE sessions with LSA support if appropriate • Ensure the environment is free from clutter and is tidy and organised <p>How we provide support and intervention for those with identified needs</p> <ul style="list-style-type: none"> • A place for time out- Calming Corner • Access and liaison with OT/ Physiotherapist • Referral to outside agency • Pre-writing skills eg tweezers, peg boards • Use of specialised equipment in the classroom as suggested by outside agencies • School is all one level with ramps to get inside • Carefully planned seating arrangements • Use of IT on recommendation from outside agencies

		<ul style="list-style-type: none"> • Think about adaptations such as accessibility to vision and sound
<p>Subject specific</p>	<p>Avoid demonstrations or discussion when machines are running.</p> <p>The noise in design and technology lessons can be very uncomfortable for pupils with a hearing impairment.</p> <p>While a pupil is working on a practical activity allow them to switch off their aids if it is very noisy (remind them to switch them on again afterwards). Interactive whiteboards are non-reflective to reduce glare.</p> <p>Consider the accessibility of demonstrations.</p> <p>Plan the demonstration area so that it is clearly laid out, uncluttered and gives all pupils a clear view. Height-adjustable tables, sinks and hobs make activities more accessible.</p> <p>Seating should allow all pupils in the class to communicate, respond and interact with each other and the teacher in discussions.</p> <p>Avoid the need for copying lots of information. For example, notes on interactive whiteboards can be printed off for all pupils.</p> <p>Use systems such as racks so that items such as tools can be found and put away easily.</p> <p>To make tasks accessible, pupils use, where appropriate:</p> <ul style="list-style-type: none"> • specialist aids – eg talking weighing scales, jigs to aid cutting, templates, patterns, ready-made parts, kettle, tipping devices, sprung or electric scissors, • generic aids – eg jumbo pencils if hand control is weak, non-slip mats (dycem) to hold papers, books and equipment in place, BluTac to hold small items or as a temporary fixing (eg for rulers when drawing). <p>Consider the safety of demonstrations. Make sure pupils do not come into contact with materials they are allergic to.</p> <p>Prepare visual prompts, using images, photos or symbols, showing the order to carry out a sequence of activities for a particular process.</p> <p>Checklists allow pupils to see what they have completed, what to do next and where to finish.</p>	

Some pupils will need to use nonvisual means to evaluate different products, to use this information to generate ideas and to become familiar with tools and other equipment. This will require extra time.

Support could include:

- carrying out activities by following the pupil's instructions
- specific support so that pupils can engage in certain practical activities, eg translating design ideas into a drawing.

Pupils working at national curriculum level 1 will use tools and equipment 'with help where needed', and without this support will not be able to achieve.

For these pupils, supervision and help from an adult and/or buddy in the making stages is invaluable for them to learn and practise skills safely.

Additional adults should promote pupils' independence by giving guidance and asking questions that enable pupils to:

- think for themselves – pupils should not always be following a designing and making process step by step, with the teacher/ additional adult doing most of the thinking, and
- perform tasks for themselves – there is a fine line between intervention and taking over a pupil's project.

Additional adults should be clear about:

- the order and importance of processes in a task
- the skills and knowledge they must promote, and
- the health and safety rules, eg basic food hygiene.

Design and make assignments give pupils opportunities to work as individuals or in a team, learning from the work of others. For some pupils, eg those on the autistic spectrum, developing ideas with others can be challenging. Pairings and groupings need to be sensitive to this.

Clarify technical terms that have different meanings in other contexts, for example 'knead'/'need', 'grain', 'glaze', 'form', 'saw', 'seam', etc.

Labels placed around the room, lists of key words, posters, etc can help pupils to recognise and spell the names of important pieces of equipment.

Flow diagrams of key processes, time plans or design prompts with graphics may also be helpful.

Ask pupils open-ended questions at first, for example to elicit original ideas and get a feel for their level of experience – eg “Has anybody got any ideas of other foods we could add to this bread to make it different?” If ideas are not forthcoming or are limited, have real examples ready.

Pupils could contribute to product evaluation, where appropriate, using simple choice cards with words and/or symbols, eg for like/dislike, simple ranking or recording sheets.

Many pupils find talking about what they have done easier than talking about what they plan to do.

Warn pupils when they will need to be flexible, and anticipate and plan to cope with the distress this may cause some pupils. For instance, a food product may take between 10 and 15 minutes to cook, and some pupils may become distressed if it is not ready exactly on time.