'Love one another as I have loved you'

St. Alban's RC Primary School

SEN and the Curriculum (Foundation Subjects)

At St. Alban's we strive to make our curriculum accessible to all children. In order to achieve this, teachers will ensure that adjustments are made to their implementation of the curriculum to promote success and progress for all children. In this document are some strategies that can be implemented by class teachers to address the needs of pupils with SEN. More specific details of the support that will be provided for individual children will be outlined in short term planning and will take into account personal targets from individual SEN support plans.

This document goes through each of the foundation subjects and outlines some strategies to support children with SEN. These are divided into each of the four broad areas of need as outlined in the Code of Practice. These are: Communication and Interaction, Cognition and Learning, Sensory and/or Physical and Social, Emotional and Mental Health.

All teachers are teachers of SEN. At St. Alban's we use a range of strategies to enable all children to enjoy success in all areas of the curriculum. This is called Quality First Teaching and is best practice. Some of these strategies are outlined here:

	Communication and Interaction
Quality First Teaching for all pupils in all lessons	**Teachers' communication** • Language is clear, unambiguous and accessible. • Key words, meanings and symbols are highlighted, explained and written up, or available in some other way. • Instructions are given clearly and reinforced visually, where necessary. • Wording of questions is planned carefully, avoiding complex vocabulary and sentence structures. • Questions are prepared in different styles/levels for different pupils − careful preparation ensures all pupils have opportunities to answer open-ended questions. • Alternative communication modes are used, where necessary, to meet pupils' communication needs, eg signing, Braille. Text, visual aids, etc are checked for clarity and accessibility. For example, some pupils might require adapted printed materials (font, print size, background, Braille, symbols); some may require simplified or raised diagrams or described pictures. **Pupils' communication** • Alternative communication modes, such as sign or symbol systems, are encouraged, and pupils' contributions are valued. • Advice is sought from the SENCO, a speech and language therapist, local authority advisory staff, and/or the pupil themselves on the best way of using such communication modes in lessons. • Discussion of experiences and investigations is encouraged to help pupils understand them. **Pupil-teacher interaction** • Where appropriate, pupils are allowed time to discuss the answers to questions in pairs, before the teacher requests verbal responses. • Pupils with communication impairments are given: " time to think about questions before being required to respond " time to explain, and " respect for their responses to questions and contributions to discussions. • Additional adults prepare pupils to contribute to feedback sessions, where necessary.

SEN strategies/considerations in Science	**Teachers' communication** • Recognise that the language of science may be challenging for many pupils − for example: " the specific scientific use of everyday words such as 'weight', or " terms specific to science, such as 'electrical circuit'. • Plan to teach new language explicitly. **Pupil-teacher interaction** • In a plenary after the class has completed an investigation, allow pupils time to discuss the answers to questions in pairs, before asking for verbal responses.
SEN strategies/considerations in History	**Teachers' communication** • Recognise that the language of history may be challenging and cause barriers for some pupils, eg: " the specific use in history of an everyday word, eg 'party', 'church', 'state' " the use of history-specific terms, eg 'chronological', 'artefact' " the use of abstract terms, eg 'power', 'belief'. • Plan to teach new history vocabulary explicitly in context to extend proficiency in technical vocabulary. • Create a word bank organised to show that the same word can have different meanings in different contexts and to highlight difficult or abstract words. • A range of different open-ended questions is needed in history teaching, eg to elicit causation, understanding, empathy, judgement etc. • Careful planning can help pupils with learning difficulties to develop higher level reasoning, eg by designing questions carefully, based on their prior learning, and, if necessary, providing some pre-tutoring of lesson content. • When you are asking questions, use pupils' names to warn them − especially pupils with visual impairments − that they are about to be involved. Sometimes, warning pupils quietly that you are about to ask them a question gives them a little thinking time and they may be able to answer more confidently **Pupil-teacher interaction** • Asking questions and expecting an immediate response often results in silence. • Think-pair-share can be a useful technique for promoting speech in history lessons: " think − give pupils initial time to think and jot down some thoughts " pair – they share their thoughts with a partner " share – they share their ideas with the class. This need only take a few minutes.

SEN strategies/considerations in Art and Design	**Teachers' communication** • Use the qualities and characteristics of objects and materials to explore and develop the language needed to describe and discuss what pupils have observed or experienced. • Highlight: " new words for the lesson " key vocabulary linked to learning objectives " practical skills that will be needed, eg painting skills " things to observe, and " questions to be thinking about in groups. • The language of art and design may be challenging for many pupils, eg: " the specific uses in art of everyday words such as 'expression', or " terms specific to art, such as 'intaglio print' **Pupils' communication** • Discussing processes informs pupils' vocabulary development and contributes to their ability to analyse and understand what they have seen and done. **Pupil-teacher interaction** • For example, in a 'shared task', one partner explains the process of making something − eg a string print based on Islamic or geometric designs − to the other, who asks questions about what they said. Then the partners change roles. Both compile a list of key words relevant to the process. This discussion is used to inform the whole-class plenary
SEN strategies/considerations in Design Technology	**Teachers' communication** • 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' communication** • 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.

	Pupil-teacher interaction • Many pupils find talking about what they have done easier than talking about what they plan to do.
SEN strategies/considerations in Music	**Teachers' communication** • Display key words and concepts clearly – commercial posters and diagrams are readily available. Use pupils' own work – graphic scores − as visual support. • Use modelling and practical demonstration to support verbal questioning. • Modelling, demonstration and imitation help pupils begin to understand musical concepts. This can be done without the use of verbal instruction. • Adopt the model: " join in with " imitate " practise, and " initiate. Creating 'graphic scores' or pictorial representations of compositions becomes another means of non-verbal communication. **Pupils' communication** • Encourage pupils to use their voices expressively and to use different forms of communication, such as gesture, to compensate for difficulties when singing or speaking. • Much music can be shared without the need for words, but where appropriate, pupils should be encouraged to talk about their work and make use of appropriate language.
SEN strategies/considerations in P.E.	**Teachers' communication** • Some pupils will need tasks to be broken down into smaller sets of instructions. For example, give the first instruction, then once that is completed give more information − rather than presenting all the task requirements in one instruction. • Some pupils (eg pupils with an autistic spectrum disorder) struggle with rule changes during activities. Consideration and support may be required if tasks have to be modified or adapted part-way through. **Pupils' communication** • Different forms of communication may be required to give pupils full access to activities such as orienteering − eg verbal prompts, buddy systems or sign language.
SEN strategies/considerations in Computing	**Teachers' communication** • ICT skills are demonstrated clearly and progressively. **Pupils' communication**

	- Alternative communication modes, such as sign or symbol systems, are encouraged, and pupils' contributions are valued. - Advice is sought from the SENCO, a speech and language therapist, local authority advisory staff, and/or the pupil themselves on the best way of using such communication modes in lessons. - Discussion of experiences and investigations is encouraged to help pupils understand them. Pupils' communication - Exploit the possibilities of encouraging talk in front of a computer screen between pupils who are nervous about face-to face discussion and eye contact. - Presentations to the group that involve ICT resources can raise prestige and improve social communication by having a role outside the classroom, eg for presentations to parents or the induction of younger pupils into a new year group.
SEN strategies/considerations in PSHE/RSE	**Teachers' communication** - Recognise that: "concepts and language in PSHE and citizenship, because of their abstract nature, can create barriers for pupils, and " older pupils may need support with vocabulary specific to citizenship topics, eg 'community', 'identity', 'sustainability' or 'democracy'. - Plan to teach new vocabulary explicitly at the start of a new topic and ensure that pre-tutoring on PSHE and citizenship vocabulary is available where needed. - Help pupils find out more about their world through games, videos and animations. The DirectgovKids website covers a range of issues and allows users to make changes for greater accessibility: www.directgovkids.co.uk **Pupil-teacher interaction** - Use a magic shell, ball or soft toy. The person holding the object is the only person allowed to speak. The object is then passed to the next pupil, who then speaks. This gives pupils time to think and respond, and is particularly helpful in conducting debates on issues of concern to pupils. It encourages turn-taking and listening, and helps to increase participation and build self-confidence.
SEN strategies/considerations in MFL	**Teachers' communication** In modern foreign languages, pupils need to learn key vocabulary. Highlighting this vocabulary can help all pupils, especially those with dyslexia or moderate learning difficulties. For example: " when writing up nouns in a language where the article changes according to gender, use different colours − so, for example, in French write le vendeur in

	green and la vendeuse in red, and " pupils may enjoy creating a storyline (see www.storylinescotland.com) or 'story maps' (a story to go with a map, or vice versa) to bring an area to life and link modern foreign languages with literacy.
	• Take care with the use of idiom. **Pupils' communication** • It is important to be aware that receptive communication and understanding will be ahead of expression. • Teachers should not assume a lack of understanding if expression appears to be lagging behind reception. • Song, chants and other ways of playing language can build confidence and speed the process. • Encourage pupils to develop general language skills through new learning experiences that result in them acquiring simple, relevant vocabulary and language structures that can be used for practical communication at a level appropriate to their ability. • ICT can be used to offer alternatives to writing as a way of responding to text – for example, through creating an electronic presentation with images. • Pupils can use ICT to communicate by sending information in the form of pictures, text messages, e-mail or through videoconferencing.
SEN strategies/considerations in Geography	**Teachers' communication** • Recognise that the language of geography may be challenging for many pupils − for example: - the specific geographical use of everyday words such as 'mouth of the river', 'water table' - terms specific to geography, such as 'erosion', and " terms like 'climate', 'gradient', 'height' or 'distance', which can create barriers for many pupils because of their abstract nature. • Comparisons between places or peoples can create barriers for pupils with communication impairments, including pupils on the autism spectrum, because of the language needed to conceptualise how a place is the same as or different from somewhere else. • Plan to teach new language explicitly. • Give pupils opportunities to answer open-ended questions − eg "Why did the river flood?" • Take care with using analogies, including, for example, the use of cartoon imagery to illustrate social issues **Pupils' communication**

	Build on activities, visits and field trips, using careful discussions that help pupils understand and use geographical vocabulary and help them to analyse and understand what they have seen.

| **General advice for children with learning needs:** | The following strategies can help children in all areas who have cognition and/or learning difficulties:

• Use of working walls – make them accessible and clear and add new knowledge/vocabulary.
• Story maps – bring ideas and tricky concepts to life by drawing them out together.
• Using photographs and audio can help children with learning about events – make things less abstract and more real.
• Writing slopes can help children with handwriting difficulties.
• Breaking down tasks into smaller chunks or only showing a child part of the task at a time can ease their cognitive load – don't have too much going on on one page.
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• See also - top tips for teaching children with ADHD/ASC/SpLD/DCD (coming soon!) |