

St Faith's Church of England Infant and Nursery School

Supporting SEND pupils across the Curriculum

Area	Strategies
ACROSS THE CURRICULUM	<ul style="list-style-type: none">• Adult scribe• Visual resources#• Sensory room – providing regular brain breaks/sensory time• Adult support• Enhanced adult support• Differentiation• Group work• Peer support• Personal curriculum – where needed• Visual timetables• Now & Next boards• Support individual targets through play. Especially SALT & PSED.• Repetition of objectives• Simple instructions• Checking understanding• Providing emotional support• Consideration of pupil positioning on the carpet.• Visual support: videos, photos, voice notes.• Breaking down lessons to 1 question at a time.• Providing practical activities to support fine motor development such as: scissor skills, playdough, threading, peg boards, pencil grips, left hand ed equipment.• Adults being aware and pre-empting issues through knowledge of individuals and through discussion with all stake holders.• Pre learning key vocab.

Curriculum area	Strategies to support SEND pupils
Writing	<ul style="list-style-type: none"> • Repetition to support a child's working memory. • Dictate some sentences to support sentence development. • Continuous provision of a playdough table in EYFS. • Continuous provision of a writing/mark making table (EYFS: Message Centre). Celebrate the children's achievements. • Supporting fine motor control through: <ul style="list-style-type: none"> ✓ Specially selected pencils (if required) ✓ Using a weighted pencil (if required) ✓ Using handwriting lines. ✓ Dough disco • Having an adult to scribe a child's ideas. • Staff to model good handwriting. • Staff to model correct letter formation. • Adult support through guided groups. • Personalised instructions: <ul style="list-style-type: none"> ✓ Step by step ✓ Short bursts. • Visual guides such as work banks, phonic mats, tricky words mats. • Scaffolding vocabulary and overlearning new words. • Using Colourful Semantics to support sentence construction. • Video hot & cold tasks in writing. • Squiggle Why You Wiggle – promoting gross motor movements in Nursery. • Teachers to have focus groups. • Writing sessions to include practical activities too – to enhance writing experiences. • Stop/Pause/Play for carpet pre-learning. • Helicopter writing: to support SEND pupils.
Reading	<ul style="list-style-type: none"> • Providing reading experiences as often as possible. • 1:1 reading for those that find group work challenging. • Ensuring that reading books are changed regularly. • Play phonics/reading games. • Providing puppets/props to enhance reading opportunities. • Modelling reading for pleasure. • A welcoming and well used <i>Reading Nook</i>.
Phonics	<ul style="list-style-type: none"> • Ensuring that the focus sound is supported through planned provision. • Lots of repetition to aid working memory. • Individual reading & phonics support.

	<ul style="list-style-type: none"> • Intervention that is tailored to needs. • Adapting session times to suit individuals. • Enhanced adult support during lessons. • Visual aids • Word mats • Tailored spellings.
Maths	<ul style="list-style-type: none"> • Using a variety of equipment (to suit individual learning needs) such as; cubes, number lines, dienes • Complete practical activities as a whole class, small groups and on an individual basis. For example, draw a number line outside with the chalks. • Interventions such as 'The 5 Minute box'. • "I wonder why" questions. • Additional modelling & concrete learning. • Ensuring that a child's Pupil Profile targets/EHCP outcomes are supported through maths sessions. • Opportunities for 'over learning' to support a pupil's working memory. • Pre-teaching so that SEND pupils are familiar with any new vocabulary used in a maths session. • Intervention: short maths activities to support SEND pupils – linked to Mastering Number. • Classroom working walls are a visual aid to support pupils. • Teachers providing an example of work during whole class input – show peer modelling.
Science	<ul style="list-style-type: none"> • Plan lots of practical experiences. Evidence this by adding photos to workbooks. • Using an adult scribe to support written activities. • Carefully chosen peer support/ mixed ability partners/groups. • Open ended questions. • Using visual aids. • High quality videos to support input. • Word banks
History	<ul style="list-style-type: none"> • Videos to aid input. • Using visual timelines.
Geography	<ul style="list-style-type: none"> • Practical activities. • Carefully chosen and varied resources • Ensuring a stimulating environment.
Music	<ul style="list-style-type: none"> • Lots of practical experiences • Videos as visual support. • Step by step approach
RE	<ul style="list-style-type: none"> • Watch videos • Engage in role play • Class discussion • Use of iPads
Computing	<ul style="list-style-type: none"> • Using appropriate software

	<ul style="list-style-type: none"> • Varying apps • Use of different media • Enhanced adult support for small groups.
PE	<ul style="list-style-type: none"> • Opportunities to use our well-developed outdoor areas. • EYFS provide a plethora of activities to promote gross and fine motor development. • Pre-learning and additional guidance where appropriate. • Carefully chosen working partners. • Peer modelling. • Real PE <ul style="list-style-type: none"> ✓ Build upon previous sessions. ✓ Clear steps. ✓ Support from adults & peers. ✓ Provides visual support. ✓ Videos of Real PE, provide peer examples of expectations.
PSHE	<ul style="list-style-type: none"> • Nursery has Key Workers. • Reading Nooks have cosy areas with blankets and teddys. • Pre warnings: for children that find transitions tricky, we give 5 minutes warning of a change, then 3 minutes. • Whole class / Key Group circle times. • Small group games to promote positive social skills. • Awards such as 'minibeast' of the day, 'Corridor Quiet', linking awards to our termly value. • Checking on wellbeing. • The Tree House – supporting those children that need a little extra support. • Internal 'referral pathway' for children that need extra support. • Visual timetable to support children with ASD or anxiety. • Now & Next boards to support children participating to adult led activities. • Visual aids, such as using emotion picture cards to support recognition of own emotions.
Art	<ul style="list-style-type: none"> • Tailored approach. • Enhanced adult support. • Using specialist equipment such as adapted scissors. • Adult to model techniques on a 1:1 basis and repeat as often as required. • Celebrate creative work
DT	<ul style="list-style-type: none"> • Using specialist equipment such as adapted scissors.