

Northstead School



Subject Specific Adaptations



Art and Design Technology

Maintaining an Inclusive Learning Environment

- The benefits of art and design can have a profound effect on learners, not only through developing knowledge of art and its associated practices but, in addition, the cultivation of self-confidence that the nurturing of creativity can bring. In this sense, it is vital to carefully consider the classroom spaces and the learning environment to ensure all learners can fully access this curriculum area.
- Consider the practical layout of the room and seating. For example: Do learners with a physical disability have the appropriate space to work? Do learners who struggle with fine motor skills have a broader resource base? Do learners with more sensory needs have access to adapted visual or auditory aids?
- Some learners' needs can lead them to struggle to work as part of a group and they may benefit from working more individually. Build in plenty of discussion time where all learners feel safe to voice their ideas.
- Explain how experimentation is an opportunity to develop ideas and that there is not one correct way to do this.
- Provide a variety of model examples to support learners and develop their skills and confidence.
- As a further part of planning, always test a practical task before a lesson, as this can pinpoint techniques that may need to be adapted.
- There may be circumstances when pre-teaching can be planned to ensure a learner or group has access to new vocabulary, information or resources before the lesson takes place. This will help those who may struggle to engage, in that they are prepared for the lesson experience. Refer to previously taught vocabulary on vocabulary progression document.

EYFS

- A range of brushes, sponges, paint easels, printing items, offer a range of techniques over time.
- Giving every child a choice of activity is crucial for children with SEND, to make sure that they're not partaking in something that they don't want to. By showing the child one activity and then another, you can see which they are more drawn towards. However too much choice could be a stressor for these children and this is where understanding every child as an individual is so crucial.

Key Stage 1

- Key Stage 1 builds upon what was learnt in EYFS with further opportunities given to develop fine motor skills, experiment with a broader range of media and become more independent artists and designers.
- There should be regular opportunities for learners to practise their fine motor skills through using a variety of media, as well as regular opportunities to experiment, for example mixing primary colours.
- Practical activities should be accompanied by visual resources including videos, photos or examples of artwork.
- Additionally, any new vocabulary should be introduced, displayed and used in context by adults regularly.
- Equipment should be broad-based, so that all can access the lesson.
- Independence should be nurtured.

Key Stage 2

- Key Stage 2 builds upon and expands learners' knowledge of art and design, providing them further opportunities to learn the subject.

- Sketchbooks are used to record observations and experiment with ideas; all learners benefit from being taught and modelled how to use a sketchbook, including annotations, sketches, collages, mock-up and final outcomes. The contextual side of art is expanded upon to include architects in the range of artists and designers.
- Learners will start to develop an appreciation of artists and designers as they look at similar and different ways artists have worked across time and contexts.
- Learners will continue to experiment and revisit art and design techniques and methods to improve their mastery allowing them to be confident with their experimentation and expression of ideas.

Strategies to Support Learners with SEND

Supporting learners who struggle to access lessons because of literacy difficulties	<ul style="list-style-type: none"> • Provide visual aids to enable learners to identify artists and their work, as well as to identify equipment and media. • Provide a word and/or picture bank for the learner to refer to during guided and independent activities. • Use strategies such as experimenting, modelling, demonstrating and imitating to support learners in understanding the step-by-step processes.
Supporting learners who struggle to retain vocabulary	<ul style="list-style-type: none"> • Learners will hear and use a range of specific vocabulary including pattern, colour, tone, texture, line, shape, form and space. • Discuss and display any key vocabulary together with its meaning. Practise saying them together. • Provide visual word banks that are accessible to the learners. • Ensure that the vocabulary becomes embedded by referring to it regularly during lessons and whilst modelling.
Supporting learners who struggle with fine motor skills	<ul style="list-style-type: none"> • Consider using frames or adhesives (e.g., masking tape) that hold down learners' work to surfaces in cases where learners may struggle to hold a resource in place. • Provide learners with larger scale materials to work on and gradually decrease the scale as they acquire greater control. • Encourage learners to experiment with different media, for example when drawing offer chunkier graphite sticks as well as soft 'B' range pencils. • Similarly, offer a range of painting application media – some learners may prefer a sponge to a brush or may even use their fingers at times. • Plan each lesson sequence well in advance, to consider points where learners may struggle and allow for adult guidance accordingly. • Use of scissors can be a source of frustration for some learners and wider-handled or easy grip scissors can be a useful aid. • Engaging in art and design activity is great for helping build fine motor skills for all children. • Learners will enjoy and benefit from using malleable media such as clay or air dough.
Supporting learners who struggle with attention	<ul style="list-style-type: none"> • Reflect on the positioning of learners within the classroom to maximise their engagement. Some learners will benefit from working and interacting with selected others. A calm environment will help minimise distractions. • Consider adapting the lesson to break it into chunks that permit time for paired or group talk and allow tasks to be completed across manageable stages. • Pre-expose learners to the content of the lesson by sharing with them any resources to be used as well as the content of the lesson, perhaps the work of an artist they are learning about or an example of the kind of outcomes they will produce.

	<ul style="list-style-type: none"> • At the star of lessons, give time for learners to look back through their sketchbook to celebrate achievements and to make connections to what they already know, which in turn can help nurture motivation. • Allow movement breaks if and when necessary and give learners classroom jobs such as handing out a resource. This will support learners who struggle with self-regulation. • All learners should routinely clean and tidy away the equipment they have used and time for this needs to be built into lessons, as it is a useful tool for encouraging independence as well as managing transitions.
Supporting learners who need additional time to develop conceptual understanding	<ul style="list-style-type: none"> • Provide opportunities for small group learning either before (pre-teach) or during the lesson where possible. This will support learners and allow time to ask questions or explore resources alongside adult intervention. • Take time to model and demonstrate each element of a process, allowing learners to develop their understanding through a step by-step approach. This will benefit all learners as it allows for an active participatory approach. • Showing outcomes from the previous lesson's work can be a useful memory aid. • Have visual aids in the form of worked examples that the learners can have to hand when completing independent tasks



Computing

Maintaining an Inclusive Learning Environment

- Incorporate learning materials that are accessible for learners of all abilities.
- For learners with SEND, specific resources or approaches may be required to enable them to access the curriculum.
- Ensure you have considered what barriers learners may have within a lesson and embed support strategies to help them overcome these.
- Scaffold learning so that learners benefit from support during initial phases of learning.
- Adapt tasks to make the curriculum accessible to all.
- Focus your instruction and encouragement on solving problems and the problem-solving process, rather than finding a single right answer.
- Incorporate visuals that will appeal to a wide range of learner interests and backgrounds.
- Include examples of learners and professionals with disabilities, the representation of a diverse range of figures in computing can send a powerful message to your learners.
- Arrange the learning space to promote collaboration and hands-on activities, whilst also being mindful of how learners will access their workstations.
- Consider what assistive technology devices could be embedded into practice to give opportunities for all learners to fully access lesson content.

Strategies to Support Learners with SEND

Supporting learners who struggle to access lessons because of literacy difficulties.

- All lessons start with a vocabulary focus. Model the correct use of vocabulary and refer to language throughout lessons.
- Show examples of common errors/misconceptions and work with learners to improve literacy within given text.
- For those with appropriate access arrangements, encourage the use of a reader to support learners in reading and interpreting large sections of text.
- Chunk key information and create clear, easy-to-follow checklists. This can help your learner focus on one section at a time and have a clear set of goals.
- During classroom discussions, listen to the answers given and when re-iterating points, rephrase sentences to include key vocabulary.
- Consider your classroom display and how you can promote the definitions and use of Tier 2 words.
- Provide learners with a glossary of key terms which they can refer to during the lesson.

Supporting learners who struggle to retain vocabulary.

- Embed opportunities to recall key terms within lessons.
- Memorisation techniques such as retrieval practice can give learners the opportunity to revisit topics across the curriculum.
- Use rephrasing techniques to strengthen learner answers with correct vocabulary.
- Introduce new terms slowly and rehearse new words. Use 'My turn, your turn'.
- Get learners to interact with the key terms in various ways such as writing, speaking, mini games, questioning and more.

Supporting learners who need additional time to develop conceptual understanding.	<ul style="list-style-type: none"> • Model answers and get learners to look at and discuss completed examples. • Assess and use learners' prior knowledge to create links between old and new content. • Walk through examples together, giving learners the opportunity to ask questions. • Address misconceptions early.
Supporting learners who struggle with attention.	<ul style="list-style-type: none"> • Use learners' names in written questions to further engage them in text. • Give clear instructions within the form of a checklist. This will break down the task into more manageable chunks. • Praise learners on their contributions and for targets met, encourage them to continue and to have a growth mindset. • Consider the learning environment and potential distractions and make appropriate arrangements to remove these barriers. • Ensure instructions are clear and signposted. • Be concise in teacher-led delivery. • Chunk material in larger topics so learners can complete a range of engaging activities. • Check in with the learners throughout the activity, initially to check they have understood the task, to praise work completed and to challenge them further.



Humanities

Maintaining an Inclusive Learning Environment

- Pupils' seating and the main board position are planned for the shape of the room.
- Pupils can see and hear clearly, as necessary: the teacher, each other, and the board/TV/screens.
- Seating allows for peer or adult support.
- There is room for pupils with mobility difficulties to obtain their own resources, equipment and materials.
- Interactive whiteboards are non-reflective to reduce glare. Maps, atlases, artefacts, models and photographs are accessible and labelled clearly. Make use of pupils' own digital presentations – e.g. of a visit or field trip – so that everyone can contribute
- Check the way marking used round the school, school grounds and any other centres is clear and in accessible formats (arrows, labels, symbols, etc).
- 'Understanding the World' area of the EYFS Curriculum is introduced indirectly through activities that encourage every child to explore, problem solve, observe, predict, think, make decisions and talk about the world around them.

Strategies to Support Learners with SEND

Supporting learners who have sensory issues.	<ul style="list-style-type: none"> • Summarise ideas in pictures • Use visual timelines • Use or present information in tables or diagrams, rather than unbroken text • Storyboarding text • Demonstrations – e.g. illustrating concepts • Auditory methods are ideal for auditory learners but are also valuable for pupils with a SEN learner who find text-based work difficult written sources could be converted to an auditory form. • Emotive auditory sources can be used to engage and motivate all pupils, e.g. Churchill's wartime speeches
Supporting learners who struggle with transitions.	<ul style="list-style-type: none"> • Make sure pupils are well prepared for visits and trips. This preparation can include using photographs, videos, artefacts etc, so that pupils are not worried about unfamiliar situations.
Supporting learners who struggle to access lessons because of literacy difficulties.	<ul style="list-style-type: none"> • Pre-teach important history/geography vocabulary, concepts and/or processes, where possible. • 'Scaffolding' speaking or writing, e.g. using sentence starters, writing or speaking frames that focus pupils' attention on key pieces of information. • Writing or speaking frames can be used to provide prompts and support, e.g. when working with sources pupils could use 'this tells me...', 'In this picture I can see...' • Modelling connectives to help prompt elaboration, e.g. 'and so' to help pupils link information, 'because' to encourage pupils to give reasons, and 'consequently' to prompt pupils to think of the results of action.

	<ul style="list-style-type: none"> • Creating a word bank organised to show that the same word can have different meanings in different contexts and to highlight difficult or abstract words. Terms like 'climate', 'gradient', 'height' or 'distance' can create barriers for many pupils because of their abstract nature.
Supporting learners who struggle to retain vocabulary.	<ul style="list-style-type: none"> • The amount of material to be remembered is reduced. • Repeat or display important information. • The meaningfulness and familiarity of the material is increased. • Mental processing and explanations of complex tasks are simplified.
Supporting learners who struggle with attention.	<ul style="list-style-type: none"> • Provide activities that require movement for pupils who learn best through doing and for pupils who find it difficult to sit still for long periods. • Use role-play, e.g. card sorting, where pupils with role cards with different characters negotiate themselves into a line showing social order. • Use short, focused or timed tasks within the lesson. • Use pictures and symbols to illustrate abstract, new or historical concepts to enhance curriculum access for pupils with learning difficulties.
Supporting Learners who have physical needs.	<ul style="list-style-type: none"> • Pre-empt how an unfamiliar learning environment may affect SEND learners. • Consider how assistive technology can support learning e.g. dictation software, photos, ear defenders etc. • A thorough risk assessment is necessary.



Maths

Maintaining an Inclusive Learning Environment

- Maths planning at Northstead has adopted a mastery approach, with the lesson objective planned to ensure all learners are able to engage in the learning, no matter their prior attainment levels. The overall objective of mastery is to ensure that learners are confident with a concept in depth.
- Most learners will be working towards a common outcome, with teaching and learning tailored and scaffolded to meet individual needs. Some learners may require a more personalised approach, including specific learning outcomes and provision to develop foundational skills. Where possible, the whole class should be working on the same material and tasks should not be differentiated, but instead increase in difficulty and depth.
- The aim of the lesson becomes about all learners meeting the selected objectives, and opportunities for deepening the learning presented as and when learners are ready. This involves applying the taught knowledge in different contexts and developing a long-term understanding which can be adapted to answer a variety of problems.
- It is important learners at Northstead School feel able to work independently, but they should also work well alongside their peers. The best maths learning happens when learners can talk through their ideas with a teacher or a partner, and therefore it is good to encourage this productive discussion during lessons.
- When planning opportunities for talk, ensure that all learners have the support they need to access these discussions, which could include scaffolding such as sentence stems (listed on White Rose Maths planning), my turn, your turn modelled vocabulary, visual support and/or peer partners.
- It is also important all learners have had the opportunity to use concrete resources, such as counters, to support their learning. Often this works best if a concept is introduced with concrete resources readily available for the entire class to use. Once learners have been shown how to use the equipment to support their learning, they can decide whether they wish to use it or not.
- As maths is a subject where often there is an 'objective' right or wrong answer, learners can lack resilience or confidence in their own ability if they feel as though they are consistently getting things wrong. Learners can also lack resilience and confidence due to having large gaps in their learning. It is important to ensure learners are given equal opportunities to learn core knowledge, so that they are less likely to make mistakes. Learners can also benefit from a culture where mistakes are embraced and viewed as a part of the learning process.
- Linked to this, it is useful to point out, carefully, what a 'wrong answer' to a question could be, as this helps learners with lower confidence to demonstrate their understanding and develop their reasoning.
- Further linked to supporting gaps in knowledge, all children in EYFS, Year 1 and 2 receive a whole class 10-minute intervention to become masters in number. Mastering Number is focused on small steps to increase depth in understanding of number.

Curriculum Considerations

EYFS

- Recites numbers in order to 10.
- Knows that numbers identify how many objects are in a set.
- Beginning to represent numbers using fingers, marks on paper or pictures.
- Sometimes matches numeral and quantity correctly.

- Compares two groups of objects, saying when they have the same number.

Key Stage 1

- Key Stage 1 builds upon what was learnt in EYFS
- Learners should have 1 to 1 correspondence when counting.
- Learners should develop automaticity in addition and subtraction facts to and within 10.
- Ensure learners have a concept of 'more than' and 'less than' and can describe the relative sizing of number.
- Encourage learners to represent numbers in many different ways, in pictures, as a calculation, in words.
- Ensure learners can explain the place value of 10s and 1s.
- Use resources such as tens frames, Numicon and base 10 blocks confidently, to support learning where needed.

Key Stage 2

- Ensure learners are secure with all times tables (by end of Year 4), as this acts as a foundation for other maths concepts.
- Learners should have secure understanding of place value, up to 10,000 and beyond.
- Learners should begin to apply their knowledge of number and written methods to reasoning problems.

Strategies to Support Learners with SEND

Supporting learners who struggle to retain vocabulary.	<ul style="list-style-type: none"> • Be conscious of the range of vocabulary learners are exposed to. There are often several different words for one mathematical concept (e.g., add, sum, total, plus). Learners will need these words to be defined each time a new one is introduced and may need questions to be rephrased to understand their meaning. Learning should be documented in the classroom and referred to within and across lessons, for example on a working wall. • Before a concept is introduced to the whole class, take time to familiarise chosen learners with new vocabulary and its meaning. • Use of visuals and actions can help to remind learners of the meaning of a word, or how it links to a mathematical symbol.
Supporting learners who struggle to access lessons because of literacy difficulties.	<ul style="list-style-type: none"> • If solving word problems, consider deploying an adult or pairing a learner with a confident peer to read the questions aloud to relieve the pressure of decoding the language. • Some learners may benefit from 'drawing' the word problem, so that after a question is read, the learner has an image to refer to. This can enable a learner to 'see' the information they are missing, and decide what they need to work out, so that they can solve the word problem. • Use of concrete resources and visuals is extremely important in helping learners to access questions. • Ensure worksheets are laid out clearly and learners are not overwhelmed with a page of questions. Some learners may require different resources, which could include plain paper or enlarged square paper, to access set work.
Supporting learners who need additional time to develop conceptual understanding.	<ul style="list-style-type: none"> • Use intervention time to play games that consolidate a new or tricky concept with an adult. • Use pre-teaching to give some learners a head-start. • Have clearly laid out worked examples for these learners to refer to when working independently. • Ensure tasks are scaffolded so that the learner can focus on the planned objective, for example prewrite information which is nonessential to the learning (date, learning intention), so the learner can focus directly on the skill being taught.

	<ul style="list-style-type: none"> • Use representations learners are familiar with to transfer and connect similar ideas. For example, in Year 1, they use a tens frame that shows ten ones is equal to one 10, and then in Years 4 and 5 a tens frame could be used to show ten tenths is equal to 1.
Supporting learners who struggle with number fluency.	<ul style="list-style-type: none"> • Help learners to practise fluency outside of maths lessons, e.g. during transitions the whole class could count in 5s as they move from the carpet to their tables. • If a particular fluency skill is required in a lesson (e.g. recalling the 5 times table), ensure learners practise this skill at the start of the lesson. • During the retrieval practice, if needed, learners can have concrete resources or visual support, such as a times tables square, to remind them of number facts. • Use games as part of regular intervention, to practise basic number skills and help retain fluency facts.
Supporting learners who struggle with attention.	<ul style="list-style-type: none"> • When modelling, encourage learners to make jottings, or copy each step out, onto a whiteboard at the same time. • Be flexible with how you deliver your input. Some learners could be completing an accessible activity independently at tables, whilst others are listening to the teaching input, and then they swap. This helps to keep inputs focused and short, maintaining the attention of those who struggle. • Give learners a target number of questions to do – when working towards a goal, learners are more likely to be focused. • Use behaviour-specific praise, where you specifically identify what the learner has done well, to motivate learners and encourage their sustained attention to the task. • Incorporate some questions which appeal to a learner's interests, for example making questions about a particular character they like. This will help to maximise engagement and motivation.
Supporting learners who lack confidence in their own mathematical ability.	<ul style="list-style-type: none"> • Send home photocopies of successful pieces of work or photograph on Class Dojo to share with parents/carers. • Pose open-ended questions to the class, which have multiple answers. Ensure all learners have equal opportunities to answer. • Mark learners' work in the moment, rather than at the end of the lesson. If the learner can see they are on track as they are completing a task, this will motivate them to keep going and will boost their confidence. • Ask learners to be a help in the lesson preparation process, e.g. selecting images which will be used in the maths lesson or asking to set up resources. This will help the learner to feel more comfortable as they begin the lesson.



MFL

Maintaining an Inclusive Learning Environment

“Teaching modern foreign languages at key stage 2 may focus on giving pupils opportunities to: respond to aspects of cultural awareness through sensory investigation, respond to songs, rhymes and greetings in a foreign language, be aware of similarities and differences in peoples, countries and cultures, make connections in their learning with other curriculum subjects, and lay the foundations for lifelong language learning.” Including pupils with SEN and/or disabilities in primary modern foreign languages- Training and Development Agency for Schools.

To make modern foreign languages lessons inclusive, teachers need to anticipate what barriers to taking part and learning particular activities, lessons or a series of lessons may pose for pupils with particular SEN and/or disabilities. In your planning you need to consider ways of minimising or reducing those barriers so that all pupils can fully take part and learn. In some activities, pupils with SEN and/or disabilities will be able to take part in the same way as their peers. In others, some modifications or adjustments will need to be made to include everyone. For some activities, you may need to 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 – e.g. using visual aids to support pupils in understanding words and phrases.

Strategies to Support Learners with SEND

Supporting learners with sensory needs, visual or hearing impairments.	<ul style="list-style-type: none"> • Background noise and reverberation are reduced. • Glare from interactive boards is reduced. • Pupils use hearing and low vision aids, where necessary, and video presentations have subtitles for deaf or hearing-impaired pupils and those with communication difficulties, where required. • Check the media to make sure it does not create barriers for learners, e.g. font size/type, background colour, weight of books for pupils with physical difficulties. Some barriers for some pupils with dyslexia or a visual impairment can be removed in straightforward ways, e.g. by changing the font, background colours, etc.
Supporting learners who struggle with literacy.	<ul style="list-style-type: none"> • Reinforce words and phrases with visual aids – for example, in a game with real objects, using puppets, video, picture flashcards and/or gestures. • Film, interactive computer material, role-play, drama and high-quality artefacts contribute to effective language learning. Back up these approaches with songs, chants and repeated practice of social language learning. • ICT can offer alternatives to writing as a way of responding to text – for example, pupils can create electronic presentations with images. • In year 5 and 6 where transcription of the language is introduced, alternatives to written recording are offered, e.g. drawing, scribing, word processing, mind maps, digital images, video and voice recording.
Supporting learners who struggle with attention.	<ul style="list-style-type: none"> • Break the learning into chunks. Ensure you mix teacher talk with partner talk, opportunities to write ideas on a whiteboard, and feedback through gesture. Use the ‘I do, we do, you do’ model to break down learning into manageable chunks and prevent cognitive overload. • Give learners movement breaks. For learners who need additional movement breaks, build in opportunities to the lesson. Could they hand out exercise books? Sharpen their pencil?

	<ul style="list-style-type: none"> • Build in opportunities to develop attention and listening skills with your whole class. For example, when feeding back an answer, tell learners that you will ask them to share their partner's answer.
Supporting pupils with physical needs.	<ul style="list-style-type: none"> • There is room for pupils with mobility difficulties to obtain their own resources, equipment and materials. • Furniture is suitable. Consider the choice of chairs and desks, e.g. adjustable height tables, raised boards. • Resources are accessible and within reach.



Music

Maintaining an Inclusive Learning Environment

‘A high-quality music education is the right of every pupil. It should be inclusive of all, regardless of additional needs’- The Power of Music to Change Lives (DfE, June 2022)

- Where possible, music should form part of the culture of a learner’s primary school experience. Beyond discrete music lessons, assemblies, performances, and other curriculum areas can provide opportunities for exposure to a wealth of musical experiences.
- Considering this, ensuring that all aspects of learners’ involvement in music education is as inclusive as possible, is paramount. Music can form an effective method of communication, so including it as part of repetitive routines such as number and phonics learning, as well as other daily routines, can provide predictable, reassuring and memorable experiences for learners.
- At times, music can create challenges for learners with sensory issues. This needs to be considered when creating an effective learning environment.
- Consider the practical layout of the room and the position of the learners. Will they be working with a large class or a smaller group? Although music-making opportunities, such as playing instruments together or singing, lend themselves to groups, some learners may benefit from working individually, with or without the support of an adult and/or ICT.
- Consider the physical layout of the workspace. Will all learners, especially those with physical disabilities, be able to access resources and have the space to play an active part in the lesson? If there is the opportunity to alter visual and/or auditory stimuli to respond to individual needs, then this should be considered.

EYFS

- Younger pupils respond particularly well to puppets and pictures, which add another dimension to their learning.
- A low-arousal area may be planned for pupils who may need it and is available for use by all pupils.

Key Stage 1

- Carefully selected instruments ensure that all learners can access this element of the curriculum and be successful at it. They will begin to develop the foundational knowledge and skills to enable them to explore sound.
- Correct terminology can be used, but there are ways of simplifying this, using pictorial or visual aids to support understanding.

Key Stage 2

- The skills previously acquired in Key Stage 1 will be developed further to encourage singing and playing musically with increased confidence and control.
- There is a greater emphasis on composition, including improvisation, for a range of purposes. Although the National Curriculum mentions using and understanding musical notation, this can be represented in different ways to meet the needs of all learners. Regular exposure to a range of high-quality live and recorded music will help to build a familiar and recognisable repertoire for learners.

Strategies to Support Learners with SEND

Supporting learners who struggle with attention

- Carefully consider the layout of the learning environment to engage all learners and maximise access to resources, bearing in mind that circles and grouped tables can be a barrier to attention on learning.

	<ul style="list-style-type: none"> • Pre-expose learners to the content of the lesson, e.g., show them particular instruments and how they are played, share snippets of music and pre-teach musical elements and terminology where possible. • Consider potential unhelpful sources of distraction, such as over frequent changes of task or unstructured group work. • Give learners a particular role in the lesson to keep them engaged and promote active participation. • Arrange movement breaks or short ‘time out’ breaks away from the learning environment when and if necessary.
Supporting learners who have sensory issues	<ul style="list-style-type: none"> • Consider the size of the group and allow for the fact that learners may benefit from smaller groups or individual work. • Music lessons can be challenging for learners with auditory sensitivity. Pre-exposure to music and/or instruments can help to prepare learners, as can the use of a neighbouring room, if space allows. Ear defenders can enable learners to partake in lessons with more confidence. • Create opportunities for physical contact with instruments and/or sound sources if learners cannot hear sounds clearly. Percussion, stringed, wind and brass instruments all lend themselves well to this. • Consider the lighting in the learning environment and if learners would benefit from reduced glare on interactive whiteboards and computer screens.
Supporting learners who struggle to access lessons because of literacy difficulties	<ul style="list-style-type: none"> • Provide visual aids to enable learners to identify instruments and musical dimensions, such as pitch and tempo. • Use strategies such as modelling, demonstrating and imitating to help learners understand musical concepts. • Create a graphic score or pictorial representations of a composition to provide a form of non-verbal communication.
Supporting learners who struggle to retain vocabulary	<ul style="list-style-type: none"> • Begin each lesson with a recap of key vocabulary learned to date (this is in our school Learning Model). • Provide visual word banks that are accessible throughout, as necessary. For support in identifying different instruments photographs of those learners playing the instruments, can help with retention. For support with the meanings of musical dimensions, pictorial word banks can be effective. • Drip-feed key vocabulary throughout the school day, rather than limiting references to specific music lessons. Discussions around music listened to during assemblies or in other curriculum areas can help to embed this language.
Supporting learners who need additional time to develop conceptual understanding	<ul style="list-style-type: none"> • Break down content into small steps and allow time for guided practice of each step to build up conceptual understanding. • If resources allow, create a small group opportunity to enable learners to develop understanding with closer adult intervention. • Maximise opportunities to model, demonstrate and imitate to encourage active participation through a scaffolded experience.



Physical Education

Maintaining an Inclusive Learning Environment

- At Northstead School, the inclusive physical education curriculum engages and inspires young people to lead healthy and active lifestyles and broaden their experience of sport and fitness activities.
- Physical education and sport is accessible regardless of a young person's disability or needs.
- The curriculum and activities are based around a broad variety of sports and physical activities which helps provide new, exciting experiences that will spark an interest and motivate learners to be more physically active and enjoy the associated health and social benefits this can bring.
- Peers can be a huge support in helping to motivate and model skills whilst ensuring a learner maintains their independence and doesn't become over-reliant on the support of a key adult.
- Learners working in mixed ability groups can provide aspirational role models and opportunities for the most able to develop their skills further through demonstrating and coaching.
- As learners' competence and confidence develops, the support being provided can be slowly reduced to enable the learner to participate more independently

Strategies to Support Learners with SEND

Supporting learners who struggle with attention	<ul style="list-style-type: none"> • Providing visual supports. • Carefully choosing, and at times reducing, language so that key words and learning points are emphasised.
Supporting learners who have sensory issues	<ul style="list-style-type: none"> • When teaching, visual, tactile, auditory and kinaesthetic approaches are used, such as supporting teacher talk with visual aids; using subtitled or audio described film/video where necessary. • Large, bright, shiny, tactile resources to engage more sensory learners, e.g., a ball wrapped in tin foil/bubble wrap.
Supporting learners who struggle to access lessons because of literacy difficulties	<ul style="list-style-type: none"> • Use the learner's preferred communication methods be that verbal, Makaton, symbols or a combination of them all to ensure that lessons and activities are accessible. • When teaching new skills in PE it is easy to be quite 'wordy' and technical in our delivery so using key words/signs/symbols/simple language in our instructions can be a huge support to learners with poor receptive language and processing delays.
Supporting learners who struggle to retain vocabulary	<ul style="list-style-type: none"> • Leave appropriate time for learners to process information. For example, an Autistic child with learning difficulties may require extra time to process each instruction. They may then need to practise a skill many times before being successful; allow them that time. • Clear and precise names for strategies and techniques can support learners to acquire the knowledge they need to participate in the activity, e.g., clear names for rules.
Supporting learners who have physical needs	<ul style="list-style-type: none"> • Carefully consider the environment to ensure all learners can access PE lessons and sporting activities. • By making adaptations to the physical environment and space, we can make all PE lessons inclusive for wheelchair users and learners with a range of physical needs.

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| | <ul style="list-style-type: none">• Using balloons with rice in to support visually impaired learners in a tennis session.• Large, bright, shiny, tactile resources to engage more sensory learners, e.g. a ball wrapped in tin foil/bubble wrap.• Making adaptations to the size, weight and grip of PE equipment can have a positive impact on learners with a range of physical needs.• Using assistive resources to support learners in target sports, e.g., ramps to play boccia, cricket and ten pin bowling. |
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PSHE

Maintaining an Inclusive Learning Environment

- When ground rules are set, and at the beginning of every lesson, make it clear that some pupils may find the content challenging and suggest trusted adults they could approach after the lesson to talk more about the content.
- At the start of each lesson, remind pupils of the need to respect privacy. Pupils with SEND may need to be explicitly taught what is meant by privacy, giving examples that may not necessarily relate to relationships, sex and health education. Pupils can discuss examples but must not use names or descriptions that identify anyone, including themselves.
- Consider pupils who struggle with their emotional regulation. Alongside revisiting ground rules, start each lesson with a check-in on feelings. Offer mini breaks or other strategies during the session for those who need them.
- Discuss appropriate and inappropriate questions (for example, personal or intrusive questions vs. questions about the content).
- Emphasise the need for self-control and explicitly teach what this means (particularly where pupils might be embarrassed by the content).

Strategies to Support Learners with SEND

Supporting Learners with SEND

- Due to the nature of their needs pupils with SEND may be more disinhibited than mainstream peers and may ask explicit, intrusive or inappropriate questions.
- Establish appropriate boundaries as part of ground rules and ensure that staff teaching this subject can respond with confidence.
- If necessary, teachers can offer to answer questions in a later session, and seek advice from colleagues.
- Consider having a box in which pupils can post anonymous questions to be answered during the subsequent lesson. Be aware that this approach may exclude pupils who struggle with writing and these pupils may need support from a teaching assistant.
- Discuss appropriate and inappropriate questions (for example, personal or intrusive questions vs. questions about the content)
- Visual timetables may help some pupils with SEND to understand when relationships, sex and health education lessons are scheduled and help them to be mentally and emotionally prepared. Some SEND pupils may find taking part in these lessons as a whole class difficult and may need to do this in a small group or one to one away from the rest of the class.
- Consider explicitly preparing some pupils ahead of difficult topics where their particular needs might make this necessary. Discuss how these pupils might handle any discomfort and how staff can support them.
- Where you are unsure how a pupil might react to a topic, discuss with parents the best approach and ensure they are aware of when the subject is being taught.
- Consider how they have dealt with other topics that may be less challenging.
- Pupils with autistic spectrum disorder (ASD) may need to be explicitly taught to recognise emotions in themselves and other people.

Supporting learners who struggle to access lessons

- Use inclusive language. Convey to pupils with SEND the message that their needs are important and they deserve to learn this material.
- Provide pupils with resources that are representative of a variety of SEND (and feature different ethnicities, sexes, and sexualities).

<p>because of literacy difficulties.</p>	<ul style="list-style-type: none"> • Use medically/scientifically correct language to accurately describe human anatomy and the processes of the body. • Consider providing a glossary that explains the terms used (including pictures) and lists alternative language such as slang. • Use straightforward, explicit explanations and language. Avoid euphemisms – some pupils with SEND may not understand them. • Reinforce explanations visually wherever possible. • Consider using narrative, for example role play or social stories. • When introducing a topic, develop the narrative by introducing and building fictional characters who will go through various experiences relating to the topic. The narrative can be used to support and develop understanding for pupils with SEND. Put each important concept into the story. Include key words and terms, and refer back to them throughout the lesson using the narrative.
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Religious Education

Maintaining an Inclusive Learning Environment

****See also Supporting Learners with SEND in Writing and Reading***

Teachers can modify the curriculum for RE by:

- maintaining, consolidating, as well as introducing new knowledge, skills and understanding using the syllabus and units of learning as a resource, or to provide a context, in planning learning appropriate to the age and needs of pupils.
- accessing RE through personal exploration and contact with a range of people providing a variety of learning environments and contexts in which content can be delivered.
- providing a range of teaching approaches to meet the needs of individuals and groups.
- providing regular opportunities for learners to practise their fine motor skills through making using a variety of media, as well as regular opportunities to experiment, for example mixing primary colours.
- practical activities should be accompanied by visual resources including videos, photos or examples of artwork.
- new vocabulary should be introduced, displayed and used in context by adults regularly.
- equipment being broad-based, so that all can access the lesson.
- Nurturing independence.

Strategies to Support Learners with SEND

Improving access to the religious education curriculum.

- Giving pupils first-hand experiences, for example, visitors to school, visits to religious buildings, involvement in festivals.
- Organising a range of activities to give personal experiences, for example, dance, drama, visits to a range of environments
- Using a range of resources, for example, interactive/sensory stimuli, information and communication technology (ICT), to increase pupils' knowledge of religions and the elements in them.
- Using specialist aids and equipment as appropriate for each individual.
- Providing support from adults or other pupils when necessary, while allowing pupils the space, time and freedom to develop skills for themselves.
- Adapting tasks or environments and providing alternative activities where necessary, for example, tactile story books, puppets, roleplay, presenting work as a painting instead of writing.
- Being aware of the pace at which pupils' work and of the physical and mental effort required.
- Balancing consistency and challenge, according to individual needs.
- Make sure pupils are well prepared for visits, particularly to different places of worship. Preparation can include using photographs, videos, artefacts etc., so that pupils are not worried about unfamiliar situations.



Reading

Maintaining an Inclusive Learning Environment

- Within the classroom, there should be a range of texts which meet the needs of all learners. These should also be well organised to support learners with browsing and making choices. Teach learners, especially those who find it more challenging and feel less confident, how to navigate book areas/corners and where to find the texts they will be able to and will want to read.
- Make modelled, shared and peer talk core to your reading. Talking through any important background knowledge necessary to understand the text, for example the historical and geographical setting for a story can help learners' comprehension.
- Consider the physical environment and making displayed print accessible to all learners. Ensure that print which forms part of classroom displays are words that learners have been taught to read or are words that will be taught. Topic-related vocabulary that has been taught displayed on a working wall will support learners with both reading and writing these words.
- Ensure that print on display is decipherable by using dyslexia friendly fonts or handwriting, and by ensuring writing is appropriately sized. In addition, think about how words can be organised to support learners, for example using different colour backgrounds for different word classes, or organising words in alphabetical order.
- Learners will be motivated to read if they are successful in reading activities; reading texts which are too challenging is likely to result in reducing motivation. As such, it is essential that learners are accurately assessed and, during daily reading lessons, are reading texts which are closely matched to their phonic knowledge.
- Ensure texts in the classroom will appeal to the learners' interests.
- Paired or 'buddy' reading is an enjoyable experience and benefits both the least able and the most able within the pair. This strategy can be used to support learners with accessing whole class texts, such as during lessons in other areas of the curriculum. It can also be used to build confidence and deepen text understanding when the learner is able to take on the role of tutor within the group; this can be made possible through pairing learners with younger readers.

Strategies to Support Learners with SEND**Supporting learners who struggle with developing fluency (including phonics knowledge and word recognition).**

- Where learners are not yet secure with phonics, their phonics knowledge must be assessed.
- Using the same Read Write Inc scheme in EYFS and Year 1 supports learners with making links and building on prior phonics knowledge.
- Games can be used to engage learners such as Bingo, Pairs or Snap. Learners could also have further opportunities to consolidate through playing these games during break or playtimes.
- Consolidation can also come through learners being able to independently revisit through accessing word mats on their tables or accessing these words on display in the classroom.
- Re-reading taught or familiar texts is key to building learners' confidence; have a box of taught or familiar books for individual learners to independently revisit during reading lessons, reading for pleasure, paired reading etc.
- Ensure that learners have sufficient practice in reading, and rereading, books matched to their phonic knowledge so that they can build up their bank of words that can be read speedily.
- Identify and pre-teach tricky or new words where possible.

Supporting learners who struggle with comprehending texts (including vocabulary, reasoning, and print-concepts).	<ul style="list-style-type: none"> • Talk about the book before reading; make predictions and ignite prior knowledge by talking about what they may already know about the genre, the author, or other books they have read with a similar or the same setting. • Making links with other books will support learners with understanding the text they are preparing to read, whilst making predictions will support with building enjoyment. • Practise deepening comprehension of shorter extracts of the text, e.g. looking closely at small chunks such as sentences or paragraphs to discuss between reading. • Discuss reading at smaller intervals, e.g. after each sentence or paragraph, rather than at the end of a chapter; looking for inferences and authorial word choices within sentences rather than inferences related to broader reading such as characters' motivations or themes. • Giving learners opportunities for re-reading following book talk will deepen their understanding as they will be able to give greater attention to the meaning. • Support readers with understanding and retaining new vocabulary by pre-teaching new words prior to tackling the text where possible. • Use drama and role-play activities to enable learners to explore the meaning of text through first-hand experience thereby deepening their understanding. Drama and role-play also provide engaging activities which are accessible to all learners.
Supporting learners who struggle with attention.	<ul style="list-style-type: none"> • Wherever possible and practical, allow the learner choice in the reading material, e.g. choosing a text from a selection of texts. • Use props or guides to support learners to focus on following the print in the text in front of them. This could be a lolly stick, cardboard pointing finger or a reading ruler. • For younger learners, using story sacks or props representing characters or objects in the story can support with maintaining attention, as well as deepening understanding. • Sharing the reading between the learner and the adult supporting, e.g. taking turns on alternate pages, will help if the learner has difficulties with reading stamina as well as maintaining focus. • Where reading sessions are required to be longer, plan for regular movement breaks. This could be a palm press at the end of each page, a hand massage at the end of each double page, ten chair presses at the end of each chapter, etc.
Supporting learners who struggle with change and transition.	<ul style="list-style-type: none"> • In advance of the lesson, show learners the book they will be reading; draw them in through reading the blurb, making real life connections or connections with texts they have already read. • Always begin the lesson with a 'safe' activity – this could be listening to the teacher modelling reading, talking about a book together, or re-reading a familiar text that the learner feels confident with and can be successful with. • Use the Northstead Teaching and Learning model to ensure that lessons always follow this structure; the learner will feel more confident if there is a familiar routine to lessons.



Science

Maintaining an Inclusive Learning Environment

- Carefully consider the classroom – can all learners access the environment? Consider learners with sensory impairments and physical disabilities.
- Each lesson should follow on from prior learning, this can be both from the lesson before, or the academic year before.
- Identify possible misconceptions that learners may have, and plan for how you will address these in the lesson.
- Create opportunities to pre-teach where possible, providing some learners with the opportunity to learn new vocabulary and concepts in advance of a lesson in a small group setting. Pre-teaching opportunities can also support learners who struggle with transitions or engaging in whole class teaching sessions, as it can prepare them for the learning and practical elements, they are likely to experience in a lesson.
- Meticulously plan, and always test practical experiments before the lesson.
- Use your practice to create step-by-step instructions, which you can then modify with visuals and/or more precise steps for learners needing additional guidance.
- Make sure learners understand the purpose of each step and that they can link scientific content to what they are doing.
- The instructions can also be useful for additional adults supporting the lesson, giving them increased confidence when supporting the learning.

EYFS

- ‘Understanding the World’ area of the EYFS Curriculum is introduced indirectly through activities that encourage every child to explore, problem solve, observe, predict, think, make decisions and talk about the world around them.

Key Stage 1

- Key Stage 1 learners should regularly experience first-hand practical activities to explore and spark their interest for the topic.
- Scientific enquiry weaves throughout the whole of the Key Stage 1 curriculum, so practical activities should be considered which support and develop their understanding of scientific ideas.
- Secondary sources such as books, photos, videos and simulations should be used to help children and young people learn and make sense of the scientific content.

Key Stage 2

- In Lower Key Stage 2, learners should now be encouraged to broaden their scientific view of the world around them through exploration, discussion, testing and developing ideas.
- In Upper Key Stage 2, learners begin to learn about more abstract concepts which support learners in comprehending and predicting how the world around them works.
- Learners should continue to build on the foundational skills of exploration and talking about their ideas; asking their own questions; analysing functions, becoming methodical when identifying relationships and interactions.

Strategies to Support Learners with SEND**Supporting learners who struggle to access lessons because of literacy difficulties.**

- Provide topical word banks and picture cards that the learner can point or refer to when explaining scientific processes.
- Ask teaching assistants to collate word/picture banks on a mini whiteboard/paper with the learner during the teaching input to support their independent learning activity.

	<ul style="list-style-type: none"> • Scaffold learning to make it accessible for all, e.g., if writing up the method for their experiment, a learner with writing difficulties could verbally explain for you or a teaching assistant to scribe, note-take, voice record or film explaining their answers.
Supporting learners who struggle to access lessons because of numeracy difficulties.	<ul style="list-style-type: none"> • Scaffold learning to make it accessible for all, e.g., when creating data tables for an experiment, learners with numeracy difficulties could create a pictogram. • Employ manipulatives and resources used in maths lessons to support learning in science. • Bring abstract concepts to life through concrete resources and comparisons.
Supporting learners who struggle to retain vocabulary.	<ul style="list-style-type: none"> • Begin each lesson with a review of the vocabulary learnt in the previous lesson. • Provide word banks that are accessible throughout the science topic. Encourage learners to tick the words they feel confident with to help target language that still needs support, e.g., when learners can independently use a word in a sentence. This could also encourage and motivate the learner to use language they have yet to use. • Refer to language regularly during lessons and, where applicable, throughout the school day, as this will embed the vocabulary and build stronger links and associations.
Supporting learners who need additional time to develop conceptual understanding.	<ul style="list-style-type: none"> • Provide pre-teaching opportunities for learners to hear vocabulary prior to the lesson where possible, to support their access and engagement in whole-class teaching. • Plan small group teaching opportunities where possible, for example whilst learners who have already met an objective are doing enrichment activities independently, dedicate time to conference with and/or provide additional learning opportunities for learners working towards the learning objective. • Provide learners with worked examples to use as a model whilst completing independent work.
Supporting learners who struggle with attention.	<ul style="list-style-type: none"> • Create a working classroom environment that is calming and simple, e.g., clear routines, organised workspaces. • Use preferential seating and proximity to engage all learners – have learners who struggle to concentrate at the front of the class, or plan for a teaching assistant to encourage the learner to participate and maintain focus. • Pre-expose learners to the equipment and nature of the lesson (especially for experiments and practical lessons) to spark engagement and interest in the upcoming lesson. • Plan movement breaks and classroom jobs (e.g., handing out materials) for individual learners.
Supporting learners who struggle with change and transition.	<ul style="list-style-type: none"> • Science doesn't always follow the same lesson format and structure, so prepare learners in advance by explaining how the lesson will run. • Use visuals (e.g., now, next, then boards or visual timetables) to segment the lesson into manageable chunks that are achievable for the learner. • Think about the individual learner – some learners may be highly motivated if they know something in advance of a lesson. Show them an object, or picture about the lesson etc.



Writing

Maintaining an Inclusive Learning Environment

- Creating a vocabulary-rich classroom is vital to closing the gaps and enabling future attainment.
- Vocabulary linked to what you are currently learning should be displayed in your class. You can then refer to the vocabulary on your working walls when you are speaking and when you are modelling writing. Adding visuals to key vocabulary ensures all learners can access it.
- Work to create a culture where mistakes are part of the learning process and are celebrated. If you do this sensitively and build acknowledging and sharing mistakes into your practice, learners will feel safe to experiment and try things out because they will see that trying, making mistakes and using them to move forward is part of learning.

EYFS

- Well organised pencils, crayons, pens, chalks, white boards, paper, chalkboards, clip boards, alphabet books and friezes, name cards, envelopes, different types and shapes of paper, note books, cards.
- Labelling in large clear letters, photographs, or even braille (where necessary). This will help children learn the names of items or objects in the setting, giving them a head start with their early years literacy.

Key Stage 1

- Key Stage 1 builds on the foundations of the EYFS, developing and embedding basic skills in writing.
- Ensure learners are secure with finger spaces, capital letters and full stops.
- Always model writing, then shared writing and then independent writing.
- Orally rehearse sentences, counting the words on your fingers, and encourage learners to do the same.
- Model your thinking process, including using phonics to segment words or referring to the working wall for ideas.
- For learners who need support to separate words in a sentence and write one at a time, say the sentence and draw a line for each word as you do.
- Repeat the sentence, pointing to each line as you go.

Key Stage 2

- In Key Stage 2, continue to model writing and embedding basic skills. This is a time also to model terminology and grammar, drip-feeding it into your modelled and shared writing.
- As well as discussing terminology, share your thinking process and encourage learners to do the same, making choices about words and sentence structure, reflecting on choices, and editing to improve vocabulary, grammar and punctuation.

Strategies to Support Learners with SEND

Supporting learners who are reading below age-related expectations.

- Securing the basics of pen grip, letter formation and spelling allow learners to be able to focus on composing a piece of writing.
- For learners not secure with phonics, this should be a priority. Learners should have plenty of practice writing using the phoneme-grapheme correspondences they know and using the letter formation they have been taught. This can be most easily provided through dictation activities.

	<ul style="list-style-type: none"> • Use picture and word banks of key vocabulary. Ideally, the words for these word banks will be the ones you have generated together in skills lessons and added to your working wall, so they will be the ones learners have already begun to use and explore. • Use the school marking and feedback policy or symbols to remind learners of key skills.
Supporting learners who struggle to retain vocabulary	<ul style="list-style-type: none"> • Identify new, interesting or useful words in a text or topic together. Refer to these words and model using them in your teaching and encourage learners to use the working wall in their independent writing. • Pre-empt words that children may need clarification of and plan explanations in contexts the children will understand. Display these in the learning environment so that the children have more opportunities to retain vocabulary. • Rehearse new words. Practise saying them together in a high voice, a low voice, a fast voice, and a slow voice. Come up with an action together if necessary, then say the word to reinforce. • New vocabulary should be planned for and taught in context.
Supporting learners who need additional time to develop conceptual understanding.	<ul style="list-style-type: none"> • Pre-teach. For example, if you are starting a new text on a Monday and know a learner will need more time to process it, find time for them to read it before other children. • Create links in learning in different areas where possible. For example, if you are learning about the Antarctic in geography, read related texts, learn about a penguin's life cycle in science, write an explanation text about it in literacy, represent its life cycle through dance in PE • Make learning multi-sensory, e.g., if you are learning a new concept or piece of vocabulary, read it, draw it, write it, act it out.
Supporting learners who struggle with attention.	<ul style="list-style-type: none"> • Break the learning into chunks. Ensure you mix teacher talk with partner talk, opportunities to write ideas on a whiteboard, and feedback through gesture . Use the 'I do, we do, you do' model to break down learning into manageable chunks and prevent cognitive overload. • Give learners movement breaks. For learners who need additional movement breaks, build in opportunities to the lesson. Could they hand out exercise books? Sharpen their pencil? • Build in opportunities to develop attention and listening skills with your whole class. For example, when feeding back an answer, tell learners that you will ask them to share their partner's answer.
Supporting learners who struggle with change and transition.	<ul style="list-style-type: none"> • Have a clear routine and use visuals to support. All classes have a visual timetable, which is referred to throughout the day: 'Now we have writing, next handwriting and after that it is lunch'. If changes occur, share this with learners and change the timetable with them. • Give learners warning. For example, if they will need to tidy up for lunch, give them a five-minute warning. • Allow learners time to complete work. Keep their book open and any notes they've made on a whiteboard, so they know that it's in your mind.