

Supporting SEND learners – Wider curriculum

	History	Geography	Science	Music	MFL	RE	Art / DT	PE
Home Prep - Start each topic with a key vocab and key facts doc with links to read/watch/listen at home. Encourage parents to visit galleries / exhibitions / places of worship/ museums / sites that cover that half-term's learning.	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	
Visual/Audio Starters – Watch clips/ short narratives introducing new learning at the start of lessons. This will allow pupils who cannot read or struggle with some of the material being used to listen or watch, feeling more informed and able to contribute the whole class learning.	 Image: A start of the start of	~	~		\checkmark	 Image: A start of the start of	~	
Pairing of confident and less confident readers/ speakers.	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark
Visual representations of ideas. Using large pictures wherever possible helps enormously and for many pupils it is their main way into learning.	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	
Revisit and revise - At the start of your lesson, you should revisit the vocab and keys facts you have learnt. This will give children with SEN more time and opportunities to understand the concepts and vital knowledge they need to access the learning.		 Image: A start of the start of	 Image: A start of the start of	~	 Image: A start of the start of	 Image: A start of the start of	 Image: A start of the start of	~
Visual word maps - Create a visual word mat for your children with SEN. These can be used to pre-teach new vocabulary prior to the lesson, to help children visualise the concepts they are using in class and to help with spelling and writing activities. You could give these children the challenge of learning the meaning of a small number of words and test them throughout the week.	\checkmark			~	\checkmark	\checkmark	~	√

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Check in - Try to spend a few minutes with SEND children after lessons, discussing what they do understand and explaining any language, facts or ideas they are finding challenging.	\checkmark	✓	✓	~		\checkmark	\checkmark	\checkmark
Working walls - Have vocabulary, lots of images and facts displayed on working walls and refer to these regularly – using <i>In Print</i> where relevant. Encourage children with SEN to use these if they are unsure in lessons.	~	-	~	~	\checkmark	~	 Image: A start of the start of	
Kinaesthetic – provide children with the opportunity to explore topics actively. The use of an interactive board; use of tactile objects and role play.	\checkmark	\checkmark	\checkmark	\checkmark		\checkmark	\checkmark	\checkmark
Small group discussions – by providing children with regular opportunities to investigate topics then have discussions around their findings; this is a great way to develop their critical thinking skills and confidence in sharing ideas.	\checkmark	-	✓	~	\checkmark	~	~	\checkmark
Immersion – use themed days where children revisit aspects of their learning by dressing up and revisiting key points in history.	\checkmark	\checkmark	\checkmark	\checkmark		\checkmark	\checkmark	\checkmark
Words – provide regular opportunities to revisit key words, so that children can grasp the meaning of complex words. The use of: visuals, synonyms, root words and mapping will help them make more sense of abstract words.	-	-	-	√		\checkmark	√	\checkmark
Embed – to make links with other curriculum areas, so that there is a seamless link between the core areas. For example, Maths embedded in Geography and History.	\checkmark	\checkmark						
Quality first teaching – through carefully planned and tailored lessons; all children will be able to access the curriculum. Refer to relevant documents such as: Educational Health Care Plans; Individual Educational Plans and specialist recommendations.	~	~	~	~	~	~	 Image: A start of the start of	~
Referral to Inclusion team – the Inclusion team will provide support via observations; parental consultations; modelling of strategies; referrals to specialists; chairing of annual reviews; requests for educational health care plans; review of Individual Educational plans; interventions; assessments; provide resources and bespoke support for teachers, parents and children.	~		~	~	~	~		~