



Art

SEND children may possibly not need the same level of support with art as with their academic work. Art could be an opportunity for them to express themselves and feel they have achieved the same as their peers, as there are no right or wrong answers. Children with SEND, may not be considered SEND in Art. All pupils should be able to feel able to participate, contribute and achieve. SEND pupils are supported in their learning through a variety of strategies.

Computing

We believe that SEND children may possibly not need the same level of support with Computing as other areas of their academic work. Children with SEND in certain areas of the curriculum may thrive through the creative aspect of Computing. Computing is inclusive in terms of delivery of the same curriculum to all of our pupils irrespective of specific learning needs or disabilities and differentiating where necessary. We provide a curriculum that delivers a broad and balanced education where key skills are continually revisited and deepened. Teachers provide learning experiences at every opportunity, often tailored to match to the needs of individuals. All pupils should always be able participate, contribute and achieve. In Computing, we are able to offer support in class, providing different learning environments and alternative learning activities. In Computing, we ensure children have opportunities to talk to one another and have paired conversations to share ideas. Children are supported with appropriate tools and equipment to support their learning.

DT

DT is inclusive in terms of delivering the same curriculum to all of our pupils irrespective of specific learning needs or disabilities and adapting where necessary. We provide a curriculum that delivers a broad and balanced education where key skills are continually revisited and deepened. Teachers provide learning experiences at every opportunity, often tailored to match to the needs of individuals. SEND children may possibly not need the same level of support with Design and Technology as other areas of their academic work. Children with SEND in certain areas of the curriculum may thrive through the creative aspect of Design and Technology. All pupils should always be able participate, contribute and achieve. In DT, we are able to offer support in class, providing different learning environments, alternative learning activities and assessment outcomes. In DT, we ensure children have opportunities to talk to one another and have paired conversations to share ideas. Children are supported with appropriate tools and equipment to support their learning.

English

Phonics - Phonics is taught using the phonics program Twinkl Phonics. This high-quality program of teaching is based on a low cognitive load approach where the daily content of the lesson changes but the routines and teaching and learning methods are consistent so are familiar to all learners. This approach ensures that unnecessary distractions and possible barriers to learning are removed allowing all children, including those with additional needs, to access the content. Each sound has a memorable action attached to it; this encourages a physical movement which aids recall of the phoneme. Any children with speech and language needs will be given additional support with the pronunciation, mouth formation etc needed in order for them to learn and say the pure sounds, this will be in the form of additional receiving modelling, use of mirror etc as well as it being part of their speech and language intervention. All children, regardless of ability, are part of the whole class phonics lessons and where needed additional intervention is also

delivered; this ensures a 'keep up, not catch up' approach. Where needed, an additional adult may support individuals or groups of children during both the whole class phonics and during intervention sessions. Intervention sessions also follow the same approach, again ensuring that the children have a consistent approach that reinforces the learning and does not cause any confusion or misconceptions. All children receiving additional phonic intervention are assessed more regularly, this allows staff to closely track gaps and the progress made, ensuring the targets set are SMART (specific, measurable, achievable, relevant and time-bound). Additional phonic resources, such as sound mats etc, are used consistently, both in lessons and are also displayed as part of the whole class continuous provision. These resources provide support for SEND children by providing reminders of both the sound, action and formation. All children who are at the 'phonics stage' of their reading take home phonetically decodable books that are based on assessment of their individual phonics knowledge.

Reading - In Early Years, KS1 and in phonics reading support in KS2, all lessons/intervention follow the same 'routine'; this includes a 'pre-teaching' element where selected phonemes, common exception words, vocabulary etc are taught and discussed before children encounter them in the text. This approach provides support for children with SEND as it is based on a low cognitive demand strategy and provides children with the knowledge they need before they are required to apply this knowledge when reading the text. The children read the same text at least 3 times to help build automaticity and fluency. SEND children are also provided with as many additional reading opportunities as possible in school, including additional group and one to one reading. All children, regardless of ability and need, are exposed to high-quality texts. Where the text is of a higher level than the child's reading ability, an adult will read the text to the child. By hearing the text read aloud to them it builds on the children's vocabulary knowledge and develops their understanding of these and related words, as well as encouraging a lifelong love reading for all. By having had the text read aloud to them, all children can then take part in comprehension activities which may be evidenced through an oral discussion, scribed for them or supported with the use of sentence stems, writing frames etc depending on need.

Writing - By providing lots of daily opportunities for children to talk about their ideas for writing this helps to reduce barriers to learning for those who find the physical act of writing difficult and ensures that all children's ideas, regardless of ability, are valued and celebrated. All writing units are based on high quality model texts which are read aloud to children to ensure they are accessible to all and provide inspiration, regardless of individual reading ability. All units include high quality teacher modelling, where the teacher verbalises their thinking; this helps to support the children when carrying out their own writing tasks. The model task can then be used for children to refer to and 'borrow' parts of it in their own writing, helping to make the task more manageable and to build independence. Working walls are used in all classes to display the modelled writing so children can refer back to previous learning and use this as further support. In addition to this, writing frames, sentences stems, word banks, additional adult support etc may also be used to support children with need. All written tasks are purposeful and meaningful to the children. This ensures that the children are only asked to write about what they have knowledge of, therefore allowing them to focus their cognitive power on the specific learning objective. Teachers provide resources such as word banks to support the children with this if required. Where appropriate, additional writing time may be given to specific children. Teachers provide tailored feedback to all children, including those with SEND. By having a secure understanding of the individual child and their capabilities it allows the teacher to provide specific feedback and improvement prompts based on what is achievable for each individual child. Where children may have physical needs, resources such as wobble cushions, writing slopes, overlays, laptops, scribes, pencil grips, specialist pens/pencils etc are provided to help reduce the physical barriers to writing. Timers, verbal reminders etc are also used, where needed, to provide support to help keep children on task with their written work and support them to complete the task in the time given. Interventions

such as 'Fizzy', are put in place to provide targeted support for a variety of areas of writing, including fine motor control, pencil grip, letter formation etc as well as additional spelling intervention etc.

Geography

Geography forms an integral and statutory element of a pupil's entitlement to learning and at Leonard Stanley Primary School. We ensure that all pupils can engage with geographical learning and develop as young geographers. Our geography curriculum is adapted to suit the needs of each learner to ensure that all children achieve their best. In our adapted planning we take due regard of factors such as classroom organisation, learning materials and the learning environment. Our lessons consist of a wide range of teaching approaches to support children with SEND. We teach through whole class teaching, paired work, group work and working independently. We also ensure inclusion through constructing enquiries which are graduated in 'bite size' steps allowing a broad range of learning and teaching strategies including questioning and working with additional adults where appropriate. In addition, we recognise that as well as having an inclusive curriculum and approaches to learning and teaching our assessment procedures must also be inclusive. We also recognise that SEND children may possibly not need the same level of support with Geography as with other areas of their academic work. Children with SEND, may not be considered SEND in Geography.

History

History is taught to all children at Leonard Stanley. History is inclusive in terms of delivery the same curriculum to all our pupils, irrespective of specific learning needs or disabilities. We provide a curriculum that delivers a broad and balanced education, where key skills are continually revisited and deepened. Teachers provide learning experiences at every opportunity, often tailored to match to the needs of individuals. SEND children may possibly not need the same level of support with history as with other areas of their academic work. Children with SEND, may not be considered SEND in history. All pupils should be able to feel able to participate, contribute and achieve. History lends itself to and benefits from a wide range of teaching and learning styles: whole class teaching (when new or complex ideas are introduced), paired work, group work and working independently. Each unit, children are given the opportunity to offer hypothetical explanations of past events supported by carefully selected evidence and to test them by comparing sources, discussion, and argument. Adjustments might be made in a range of ways to ensure that all children can achieve success in the history curriculum. To support with topic-specific vocabulary, children might use word mats or access pre-teaching to familiarise themselves with new words and their definitions. Children can use writing scaffolds and sentence stems to structure their written work. Children might record their work and understanding in different ways, orally through live recordings or with support of a scribe. Role-play, paired discussions, and group tasks also enable the children to share their ideas.

MFL

We teach a variety of languages in KS2, beginning with BSL in Year 3. Each lesson provides opportunities for all children work at their own pace to consolidate and apply their learning. Children with SEND are supported in their learning through a variety of strategies. Some of these are outlined below.

- Knowledge organisers, Word banks/ key vocab and Sentence starters
- Recapping previous lessons
- Auditory/visual prompts
- Pronunciation work
- Adult feedback and Positive praise
- Speaking and listening opportunities
- Personalised curriculum
- Peer support, eg mixed groupings
- 1:1 support
- Songs and videos
- Personalised word banks

Maths

We endeavour to make learning as inclusive as we can, and our 'Teaching for Mastery' approach has a belief that all children should have the same opportunities to learning at its core. Within Maths lessons, generally all children are given the same opportunities for success. We believe that scaffolding should occur through support, resources, time and outcome as opposed to directly differentiating by task. Research shows that this way of learning results in positive outcomes both academically, and for the mindsets of our learners. Where possible, our aim is for children to move through the Maths Curriculum at broadly the same pace. If a child is stalling in their learning, the first instance will be to provide extra support to help them to 'keep up', rather than 'catch up' at a later date. This 'keep up' support can be varied but may take form in the way of pre-teaching, discrete interventions or additional adult support within the classroom. This tailored support could consist of all/some of the following:

- Prioritisation of core strands of the curriculum (e.g., place value and number)
- 1:1 or small group teaching with an adult
- Teaching and learning content from a lower year
- My Plan targets to reflect next steps to determine the best provision for the needs of the child. This provision will then be shared with parents.

Music

We teach Music to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties. Inclusive practice should enable all children to achieve their best possible standard regardless of their ability and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

PE

PE teachers provide a broad and balanced curriculum to all children. Inclusive practice enables all children to achieve, participate and engage in PE with enjoyment. SEND pupils are supported in their learning experience through a variety of strategies that are specifically adapted to individual need. At Leonard Stanley, we have grouped the adapted strategies employed into the following areas:

- 1:1 Staff Support – provided by TAs or Teachers. Individual support alongside the learner within a lesson.
- Adapt Equipment – larger equipment provided for those who are unable to reach as far as others or smaller equipment if size/weight of equipment is an issue.
- Peer Support – classmates specifically chosen for pairs or group work who can support the learner.
- Individual/Personalised Demonstration – Teacher or TA demonstrating specifically for the learner in a clearer more concise way if necessary.
- Adapted Rules, Strategies and Tactics – rules of games adapted for children with movement issues or targets/goals moved for individuals if necessary.
- Adapted Groupings – varied and flexible groupings are used, as well as specific grouping in KS2 Games lessons to support SEND and Safeguarding provision.

Each child is assessed individually by our teachers to determine which strategy or strategies are most suitable and successful to ensure the child is able to participate equally. PE at Leonard Stanley ensures that all SEND children's attendance is monitored to ensure maximum participation of events specifically focused on SEND pupils provided by the Schools Partnership. SEND pupil's needs within PE are monitored, as the skill(s) being taught changes, by the class teacher to ensure participation and engagement in all lessons as well as progression.

RE

At Leonard Stanley, each RE lesson is planned for progression and depth of understanding. We teach RE to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced curriculum and education to all children. Teachers provide learning opportunities matched to the needs of children with SEND. We recognise that SEND children may possibly not need the same level of support with RE as with their academic work and are not automatically considered SEND in RE. All children are given the opportunity to participate, contribute and achieve, through discussion, scaffolded work and adult support.

Science

Science forms an integral element of a pupil's entitlement to learning. At Leonard Stanley we ensure that children of all abilities can access the science curriculum and reach their full potential. Science lessons encompass a range of teaching and learning methods including practical activities, working collaboratively and discussion, in which all children can take an active role. Teachers make appropriate adaptations to work ensuring it meets the needs of all children in their class. Those with additional needs may be supported by teachers or Teaching Assistants, through carefully chosen resources, adapted activities and a range of ways to record their work; including using ipads to record and take photographs. Where appropriate, some children may access pre teaching to aid understanding of new vocabulary at the start of a new topic. Where there are difficulties recording ideas in a written format a scribe will be used.

PSHCE

At Leonard Stanley, we teach PSHCE to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced curriculum and education to all children. We teach an inclusive curriculum that allows children with SEND or who are disadvantaged to have the same opportunities as everyone else. We recognise that SEND children may possibly not need the same level of support with PSHCE as with their academic work and are not automatically considered SEND in PSHCE. All children are given the opportunity to participate, contribute and achieve, through discussion, scaffolded work and adult support.