



SEND in my Subject Area: Forest School

Provision in place to support children with SEND

Cognition and Learning		Communication and Interaction	
Subject Challenges for SEND	Provision/ Adaptations for SEND	Subject Challenges for SEND	Provision/ Adaptations for SEND
<ul style="list-style-type: none"> • Difficulty with reading, writing and spelling • Difficulty with numbers • Processing difficulties such as sequencing, inference, coherence and elaboration • Difficulty with working memory • Difficulty with short term memory • Unable to solve problems independently and/or with a groups/team • Difficult to sustain attention on tasks 	<ul style="list-style-type: none"> • Reduced quantity of writing tasks (Child in Class 4 has modified writing tools) Class 4 Activity: make something from wood • Pictorial tasks/activities • Support from peers with activities (Teamwork) ALL classes Activity: Den building • Reduced number of instructions when tasks are being explained (Child in Class 1 given short instructions) • Modified tasks to be completed • Teamwork encouraged in all tasks (including self-discovery/self-initiated tasks) ALL classes Activity: Den building • Tasks requiring short bursts of concentration (Child in Class 1 given additional processing time when discussing ideas) • Self-discovery activities available ALL classes Activity: Den building • Children's interests taken into consideration for activities (ALL children share ideas at the start of sessions to discuss activities to be available) Class 4 Activity: Plan a picnic 	<ul style="list-style-type: none"> • Language barriers when working in teams • Difficulties with turn taking and negotiations with others • Difficulties with communication/speech • Difficulties to understand technical vocabulary • Difficulty processing language and information • Difficulty with expressing needs 	<ul style="list-style-type: none"> • Visual prompts available for tasks (Child in Class 1 needing modified instruction being given in pictorial form) • Reduced writing/written tasks Class 3 Activity: Have an outdoor day • Encouragement of turn taking tasks/activities • Pictorial prompts to establish wants/needs (Class 1 child has Visual communication card (laminated) to express needs) • Key word cards available with pictorial prompt when introducing new vocabulary (Class 2 child worked with 1:1 to sound out vocabulary cards) • Key word cards available within Forest School sessions (Labels of Flora and Fauna in Forest School Area) • Over-learning of new vocabulary- repetition within sessions each week (Additional learning time/pre-teaching of new learning) • Reduced instructions/ information being given (modified instructions) • Visual prompts/picture cards to establish needs (Child in Class 3 worked with 1:1 to read/sound out new word cards/vocabulary)



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Physical and Sensory		Social, Emotional and Mental Health	
Subject Challenges for SEND	Provision/ Adaptations for SEND	Subject Challenges for SEND	Provision/ Adaptations for SEND
<ul style="list-style-type: none"> Difficulties with mobility and movement around Forest School area Hearing/vision loss Dislike to textures of objects and resources 	<ul style="list-style-type: none"> A range of surfaces for children to travel on/over to support all children Key Stage 2 Activity: Slackline Appropriate clothing and footwear to be worn/available for children (Child in Class 2 ensured appropriate footwear is worn) Adaptive communication methods to support all children (Class 3 child sat next to/nearer to adult leading the discussion session) Gloves available for children to wear Child in Class 1 has gloves available to encourage exploration and interaction of resources) Class 3 Activity: Seed Planting Modified tools available (Child in class 4 has modified writing tools) Class 4 Activity: Make something from wood Class 2 Activity: Wild Art Class 1 Activity: Minibeast Hunt 	<ul style="list-style-type: none"> Difficulty with behaviour Difficulty to form bonds with peers Feeling unhappy within sessions Refusing to engage in sessions/activities/tasks 	<ul style="list-style-type: none"> Safety/rules session to be built into sessions each week (ALL classes have safety/rules sessions at the start of the half term (Key Stage 2)/Forest School Time (Key Stage 1 and EYFS) ALL classes Activity: Campfire cooking) Buddy/peer system to encourage all children to interact with each other and to include everyone Class 4 Activity: Orienteering Skills Monitoring of children's behaviour/feelings within sessions (Child in Class 3 behaviour monitored throughout sessions- Councillor Leigh available) Class 4 Activity: Mindfulness Walk Class 3 Activity: Cloud watching Class 1 Activity: Autumn Walk Behaviour management strategies used in line with policy to modify behaviours (Child in Class 1 has 1:1 support when engaging in the outdoors; as well as a reduced timetable within school) Additional adults to support children 1:1 as necessary Class 3 Activity: Vegetable Planting Class 2 Activity: Campfire