



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"> • Accessing reading/ written sources of information/maps etc. • Poor memory and recall skills. • Recording written investigations or findings during fieldwork. • Poor sequencing skills of processes. 	<ul style="list-style-type: none"> • Use of symbols, larger print, colour coding, multisensory reinforcement and photographs (if available) and a greater emphasis on aural memory skills. (Year 3/4- coloured book paper and matching resource sheets). Class 3: Topic: Lea Town • Use of word banks and sentence stems which include pictures. (KS1/KS2- word banks available on worksheet/separate sheet for pupils). • Dyslexia friendly environment- see classroom checklist. • Scribing for identified- post it notes of children's ideas and answers. (Year 1- TA scribed ideas for child). • Use of technology (e.g. Seeing AI, Microsoft Lens, Digital maps, virtual tours). (KS1 or KS2- iPad available for child to see closer). • Use of working walls showing skills developed in each lesson and how successive lessons topics or processes link together both chronologically and advancement of skills including symbols, images or objects to make it more accessible. Repetition and display of key information. (Year 3- objects/ pictures/photographs had a label with them). Class 3: Topic: Lea Town • Use of technology to reduce the need for pupils to rely on their short or long-term memories. • New learning fits into the framework of children's prior knowledge. (KS1/KS2- Mind maps are created to show learning journey/knowledge from within lesson). • A range of sources of assessment, including individual pupils' successes in the lessons, taking account of their oral contributions. (Year 5/6- praise for effort within lessons). • Flexible grouping; pairing with a more able reader/writer. Use of Kagan style tables to support with discussions. • Repetition built in. • Referral to knowledge organisers to support children in identifying key areas of learning throughout the unit of work. • Children with processing and communication impairments given processing time to think about questions before being required to respond. (EYFS/KS1/KS2- additional processing time to be given). 	<ul style="list-style-type: none"> • Following instructions. • Understanding and using new topic vocabulary. • Lower than expected levels of expressive vocabulary – 'they can't find the words'. 	<ul style="list-style-type: none"> • Instructions given in small steps. (EYFS/KS1- Reduced amount of instructions given at one time). • Referral to knowledge organisers stuck into books at the beginning of each new topic. • Knowledge organisers sent home before the unit, containing new vocabulary for the children to be exposed to. • Pre-teaching of new vocabulary prior to the start of the unit and each lesson. (Vocabulary cards available for children to look at within lesson). • Limited vocabulary to that which is necessary to ensure progress (with pictures) (Year 3- words cards had a picture with them to identify word/support retention of key word). • Vocabulary that has been learnt and is being used during learning displayed on the working wall. (Key word cards to be displayed with picture). • Children allowed time to discuss the answers to questions with peers. (EYFS/KS1/KS2- additional processing time to be given). Class 1: Topic: All About Me • Children with processing and communication impairments given processing time to think about questions before being required to respond. • Talking/Sound Tins



Physical and Sensory		Social, Emotional and Mental Health	
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<ul style="list-style-type: none"> Videos with overstimulating or challenging themes. Poor motor control when using equipment for fieldwork e.g. thermometers and stop watches. Hearing impairment. Visual impairment. Sensory sensitivities to sound/ noise. 	<ul style="list-style-type: none"> Provide sources and themes which are matched to the needs of the child, e.g. enlarged sources/ maps/visuals/I.T. (Year 3/4- resource sheets matched book coloured paper). Support with group work to avoid conflict/sensory overload. (EYFS/KS1/KS2- small group work). Support to avoid conflict/sensory overload – use of ear defenders, a quiet space to work in/ an effective way for a child to communicate any distress. Use of subtitles where necessary. (KS1 or KS2- iPad available for child to see closer). Opportunities to learn about Geography through physical contact and immersive experiences where possible and relevant. (Year1/2- handling maps/atlas as appropriate). Class 2: Topic: Explorers Additional Forest School time for enrichment opportunities (Year 3/4- planting seeds/trees). Class 3: Beacon School Status Award (The Tree Council) and Food for Life Foundation and Bronze Awards (The Soil Association) 	<ul style="list-style-type: none"> Understanding own thoughts and contrasting with those of others. Working effectively as part of a group Anxiety towards new or sensitive themes. Anxiety towards unknown or abstract themes, such as natural disasters. 	<ul style="list-style-type: none"> Working in a small group with a trusted adult for emotional support and to avoid conflict. (Year 1/2- TA scribed ideas for child). Some children to work individually where appropriate. Pre-teaching of the current unit and discussing their responses when necessary. Clear rules and expectations, consistent boundaries, rewards and sanctions in line with school's behaviour policy. Pre-teach challenging concepts, themes and vocabulary in advance to prepare children fully. (KS1/KS2- over-learning and pre-teach of vocabulary/ concepts prior to lesson). Class 4: Topic: Fair Trade