|  |
| --- |
| **How do we ensure children with SEND are supported across the curriculum?** **General (across the curriculum) considerations** |
| **Ambition For All** Every subject’s curriculum is ambitious for all children, including those with SEND. Subject leaders and teachers have high expectations of what SEND children can achieve. The curriculum is not diluted or unnecessarily reduced for SEND learners.  | **Individual Needs**We have an understanding that every child is different and so what works for each child will vary. The success of any adaptations will depend on how children’s individual needs have been considered and met. For those children who may have more complex needs, it may be appropriate to have different curriculum expectations, which is based on individual needs but retains ambition for the child.  |
| **Pedagogy** Children with SEND benefit from instruction that is matched to their needs. For example, teachers choose methods of instruction, which increases the chances of SEND children being able to pay sufficient attention to the curriculum objective by avoiding overly elaborate tasks that could make it more difficult to learn the curriculum content.  | **Metacognition**With explicit teaching and feedback, children are more likely to use self-regulatory strategies independently and habitually—enabling and empowering them to manage their own learning and overcome challenges themselves in the future.   |
| **Cognitive Load Theory** Our curriculum Knowledge Schemas are designed to not overload working memory. They reduce extraneous load as much as possible as well as isolating key information when teaching. This supports children to pay attention to the content, which they are expected to learn. In addition to this, teachers reduce demands on working memory through giving children opportunities to practise content to automaticity.  | **Teaching the curriculum through Christian Values and Learning Behaviours** Learning behaviours, linked to Christian Values, are referred to throughtout lessons. Children receive learning behaviour stickers for showing a range of positive learning behaviours including curiosity, resilience, evaluation, reflection and resourcefulness. |

|  |
| --- |
| **How do we ensure children with SEND are support across the curriculum?** **Subject-specific considerations – Design Technology**  |
| ***Planning inclusive lessons:***  Any adaptations are based on individual needs. Teachers consider factors that support each learner’s needs, and factors that may inhibit or prevent learning such as use of equipment, environmental sensitivity risks, gaps in knowledge of vocabulary or processes.  Targeted teaching help to ensure children achieve specific goals.  Starting with identifiable subject matter when working with children who struggle with more abstract ideas.  Potential barriers to learning for individuals are anticipated alongside a pathway to ensure these learners can actively participate in the best possible way.  Planning clearly identifies what children and young people will learn—this is made clear using knowledge schemas.  Teachers are mindful of how to balance adult support alongside opportunities for independent learning, ensuring that tasks are broken down and build incrementally.  Learners are given the opportunity to thrive, safe and secure in the understanding that they are able to express their ideas in a way that is unique to them.  | **Key Stage 1**  Further opportunities to develop fine motor skills; experimenting with a broader range of materials and becoming more independent designers.  Practical activities are accompanied by visual resources including videos, photos or examples of designers work.  New vocabulary is introduced, displayed and used in context by adults regularly.  Equipment is broad-based, so that all can access the lesson, with additional support.  Independence is nurtured to allow this to flourish. **Supporting learners with literacy difficulties:** * Visual aids – to identify designers, their work, equipment and materials.
* Word and/or picture bank for reference.
* Modelling, demonstrating and imitating to support understanding of step-by-step processes.

 **Supporting learners who struggle to retain vocabulary:** * Modelling the use of a range of specific vocabulary – pattern, colour, tone, texture, line, shape, form, space. Ensuring vocabulary becomes embedded by referring to it regularly during lessons and whilst modelling.
* Visual word banks, where necessary.

**Supporting learners who need additional time to develop conceptual understanding:** * Providing opportunities for small group learning before or during the lesson, where possible (supporting learners and allowing time to ask questions or explore resources alongside adult intervention).
* Visual aids in the form of worked examples.
* Follow up sessions as needed.
 | **Key Stage 2** * Sketchbooks are used to record observations and experiment with ideas; all learners benefit from being taught and modelled how to use a sketchbook.
* Learners continue to experiment and revisit design technology techniques and methods—building confidence with their experimentation and expression of ideas.

 **Supporting learners with fine motor skills difficulties:** * Where necessary, using frames or adhesives (E.g. masking tape) that hold down learners’ work to surfaces.
* Providing learners with larger scale materials and gradually decreasing the scale as they acquire greater control.
* Opportunities for learners to experiment with different materials.
* Offering a range of adapted tools, i.e. wider handled, looped scissors, rulers with handles, .
* Modelling and trialling practical skills to consider points where learners may struggle and then planning for adult guidance.
* Providing opportunities for learners to enjoy and benefit from using malleable media such as clay or playdough.

**Supporting learners who struggle with attention:** * Effective seating positions within the classroom to maximise engagement.
* Calm environment, to minimise distractions.
* Pre-expose learners to the content of the lesson.
* Activating what they already know, using sketchbooks to make connections.
* Movement breaks if and when necessary.
* Encouraging independence as well as support in managing transitions by routinely cleaning and tidying away – high expectations.
* Provide visual for each stage of the process with resource lists as approprite
 |
| ***Creating an inclusive environment:***  Teachers consider the practical layout of the room and seating and make any necessary adaptations.  Learners who struggle with fine motor skills have a broader resource base.  Learners with sensory needs have access to adapted visual aids.  Some learners’ needs can lead them to struggle to work as part of a group and so they are given the opportunity to work more individually.  Children feel safe to voice their ideas, as a result of plenty of discussion—coaching and modelling is essential.  Where necessary, pre-teaching can be planned to ensure a learner has access to new vocabulary, information or resources before the lesson takes place. |
| ***Curriculum considerations:***  Teaching and learning offers a progression of knowledge and access to a wide range of process such as drawing, painting, sculpture, printmaking, collage, textile and digital art,  Learners have the opportunity to learn about a range of artists, craft makers, designers and architects, engineers from across the genres.  Learners have opportunities to develop ideas, experiment with techniques and processes and present their findings through evaluation.   |

|  |
| --- |
| **How do we ensure children witare support across the curriculum?** **Subject-specific considerations –**  |
| ***Planning inclusive lessons:***    | **Key Stage 1**    | **Key Stage 2**  |
| ***Creating an inclusive environment:***    | **Supporting learners with literacy difficulties:** *
 | **Supporting learners with fine motor skills difficulties:** *
 |
| ***Curriculum considerations:***   | **Supporting learners who struggle to retain vocabulary:** *
 |