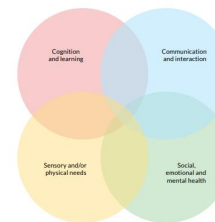
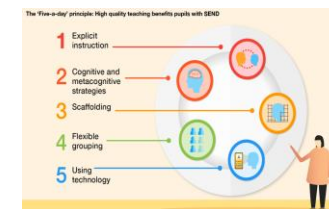
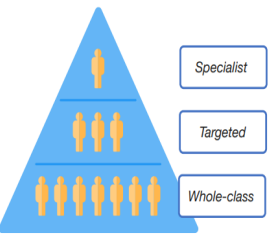


Supporting Pupils with Special Educational Needs and Disabilities in the Curriculum



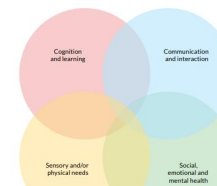
EEF Guidance



	Pupils accessing a Formal Pathway	Pupils accessing a Semi-Formal Pathway	Pupils accessing an Informal Pathway
Cognition & Learning  Specialist support. In addition to 'good teaching for pupils with SEN is good teaching for all,' some pupils will need specialist intervention delivered by a trained professional. Targeted interventions. If pupils require additional support beyond what can be offered in whole class teaching, a targeted, one-to-one or small-group intervention could provide the intensive focus required for the pupil to make progress. More guidance on effective implementation of targeted interventions is provided below. Whole-class teaching. If it appears that a pupil needs additional support, the starting point should be the consideration of the classroom teaching they receive. Have you maximised their opportunity to access the best possible teaching you can offer?	Teaching skills and concepts in small steps; • using examples and non-examples; • using clear and unambiguous language; • anticipating and planning for common misconceptions; • highlighting essential content and removing distracting information. Linking to real life experiences where possible Oral feedback – this is important for SEND students. It needs to be positive, specific and offer the next steps to help students move on. Clear and purposeful modelling – show students what you want them to do. Repetition and reinforcement to embed the meaning of new concepts before moving on.	'Scaffolding' for temporary support that is removed when it is no longer required. Initially teacher/adult to provide enough support so that pupils can successfully complete tasks that they could not do independently. Scaffolded support could be visual, verbal, or written. Response to need - What is the pupil struggling with? What are you trying to teach? Intensity and Time - Pupils might require the application of strategies over a longer period of time or a more intense focus on a small number of important, clearly-defined skills or concepts. Flexibility- If an approach does not appear to be working for a pupil, teachers need to consider what is not working and how it could be changed. Use Plan/Do/Review Cycle Tailored use of resources to support need for example use of technology (talking tins, cameras/iPads) Repetition and reinforcement to embed the meaning of new concepts before moving on. Pre/post teaching opportunities. Short bursts of leaning inputs followed by opportunities to process information and avoid cognitive overload.	The engagement model has 5 areas of engagement: • exploration • realisation • anticipation • persistence • initiation Functional Skills and Behaviour for Learning Highly individualised learning programme developed by the SENDCo with support from external practitioners as required. This will assist with assessment, planning and provision. Individualised curriculum closely tailored to long- and short-term outcomes. This should include pre-subject based learning and functional life skills training where appropriate. Access to Music Interaction & Attention Autism (Bucket Time) to develop pupil engagement in preparation for learning. Flexible and adaptable learning to meet individualised need, taking into account atypical patterns of development which impact on learners' ability to process information and stimuli.
Communication & Interaction	SALT Prioritise clear, visual communication simplified language, repetition using concrete examples Provide visual prompts, incorporating movement and gestures Allow extra time to respond, and offering positive reinforcement for participation and understanding. Regularly check that pupils and students have understood. You could ask them to repeat or act out the information they have heard	SALT Pre-teaching of vocabulary Offering scaffolded talk opportunities hands-on activities visual aids, and close collaboration with the SALT professional Interventions which incorporate active listening. Developing an understanding of social cues. Language rich environment. Role models to demonstrate correct language and sentence structure. • Allowing processing time and time to respond	SALT • Speech and language targets • Communication aids • PSD • Friendships and Relationships • Colourful semantics • Social literacy • Personalised timetable activities • Gestalt teaching approach • language rich environment. • Opportunities for deliberate and intentional communication.



Supporting Pupils with Special Educational Needs and Disabilities in the Curriculum

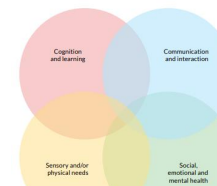


EEF Guidance



	Establish a system for asking for help, such as a special card for the child to display if they don't understand. Pupils and students should be encouraged to use their self-help skills and be praised for doing so.	Autism Spectrum Disorder Flexible Group work; or opportunities to work independently depending of preferred style of learning. Break tasks into smaller steps that're clear and meaningful. Recognition/praise given for completion of learning challenges clear signs when pupils have 'finished'/achieved their learning. Practical hands on experiences to support connections in their brain. For recording – alternatives to written recording are offered, eg drawing, scribing, word processing, mind maps, digital images, video, voice recording	• Opportunities for spontaneous and in the moment interactions. • Play scripts intervention to develop both language and play skills. • Making choices • Visual cues/aids • Allowing processing time and time to respond																
Sensory and/or Physical Needs The Sensory Systems <table border="1"> <tr> <td>Tactile </td><td>Touch response to shape, size, texture and temperature</td><td>Gustatory </td><td>Taste (salty, spicy, bitter, sweet and sour)</td></tr> <tr> <td>Auditory </td><td>Hearing in terms of loudness, direction, interpretation</td><td>Vestibular </td><td>Position and movement in relation to gravity</td></tr> <tr> <td>Visual </td><td>Seeing in terms of brightness, shapes, interpretation</td><td>Proprioception </td><td>Joint and muscle sensation (pressure and force)</td></tr> <tr> <td>Olfactory </td><td>Smells (pleasant, unpleasant, dangerous)</td><td>Interoception </td><td>Sensation originating in the body: the physiological 'feelings' of the body parts (pain, temp, itch, hunger, thirst, stomach ache...)</td></tr> </table>	Tactile 	Touch response to shape, size, texture and temperature	Gustatory 	Taste (salty, spicy, bitter, sweet and sour)	Auditory 	Hearing in terms of loudness, direction, interpretation	Vestibular 	Position and movement in relation to gravity	Visual 	Seeing in terms of brightness, shapes, interpretation	Proprioception 	Joint and muscle sensation (pressure and force)	Olfactory 	Smells (pleasant, unpleasant, dangerous)	Interoception 	Sensation originating in the body: the physiological 'feelings' of the body parts (pain, temp, itch, hunger, thirst, stomach ache...)	Seating plan – to ensure pupils can see and hear instructions clearly. Ensure where pupils are seated they can see the teacher's face. Ensure the lighting is adequate and there is no glare on the resources. Carefully planned/limited resources given at the optimum time to enhance learning rather than distract from learning. Zone pupil in by saying their name before directing a question or giving an instruction. Ensure the classroom is clear and limited of visual noise to avoid distraction. Allowing additional time to complete a given learning challenge Allow for movement/sensory breaks where necessary.	Now and Next Boards offered to focus learning Proprioception opportunities available where needed to reground and engage with learning challenges – regular movement breaks offered Chewlery/fidget toys, individual need sensory stimulus Sensory toolbox Sensory seating Sensory circuits Appropriate resources in place to support handwriting, e.g. writing slopes and Dycem mat to prevent the paper slipping. Short bursts of learning inputs followed by time for sensory regulation. Incorporating tactile, auditory, visual, and movement-based activities into learning to engage students through multiple senses and promote better focus and understanding.	Outdoor provision • Sensory circuits • Fine motor • Gross motor • Additional sensory processing sessions • Impact of physical activity on mental health • Physio programmes • Postural management Access to Music Interaction & Attention Autism (Bucket Time) to develop pupil engagement in preparation for learning. Short bursts of learning inputs followed by time for sensory regulation. Incorporating tactile, auditory, visual, and movement-based activities into learning to engage students through multiple senses and promote better focus and understanding.
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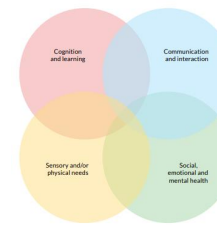


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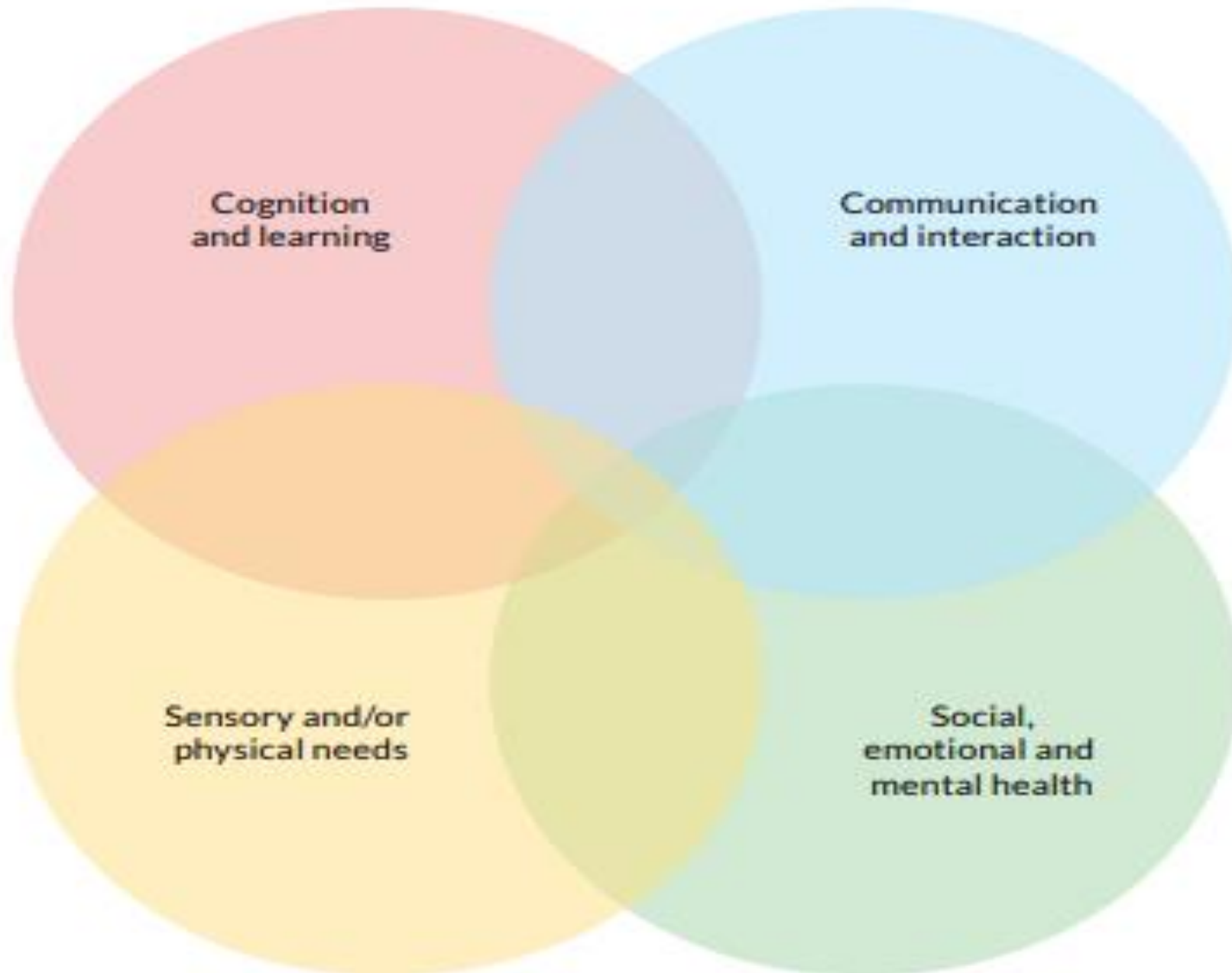


			Sensory sensitivities- being mindful of potential triggers like loud noises or bright lights and providing accommodations as needed.
Social, Emotional & Mental Health The category of 'SEMH' includes all the following areas: Social and emotional functioning • Attachment • Trauma • Neurodiversity The ability to regulate self and behaviour • Emotional dysregulation • Sensory processing difficulties • Impulsivity Mental Health Difficulties • Including Anxiety, Depression, Substance misuse/addiction, Eating Disorders, Self-Harm, Obsessive Compulsive Disorder, Demand Anxiety	Adult support with recognising emotions behind the behaviours, for example 'wondering out loud' or using emotion coaching. Frequent verbal reassurance and feedback. Seating plan if appropriate to create opportunities to work with positive role models and establish peer relationships. Modify level/pace/amount of teacher talk to identified need. Providing a quiet, calm area that supports emotional regulation. Create opportunities to work with positive role models. ELSA Nurturing a culture of kindness Practise emotional reflection.	One to one teaching for the introduction of new concepts and the reinforcement of positive classroom routines and expectations. Key adults available to coregulate emotions. Access to a safe base to calm and regulate emotions. Sensory breaks, brain stem calmers and physical repetitive sensory activities to relax and calm. Visual emotional resources to support with expressing emotions Mindfulness and calming activities. Bespoke reward systems involving regular monitoring and support which are motivating and reflect the child's values and interests. Positive reinforcement Opportunities and interventions to support the development of self-emotional regulation. Incorporating collaborative learning activities to enhance social awareness and relationship building skills.	Increased access to smaller group provision such as nurture or social skills groups. Child or young person taught a personalised, differentiated curriculum. • Behaviour for Learning • Positive handling plans Focused activities and inputs which build on emotional regulation and collaborative problem solving. Attuned adults who can anticipate when an emotional need has not been met and support children to manage their behaviour, feelings and emotional responses.

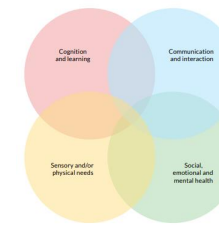
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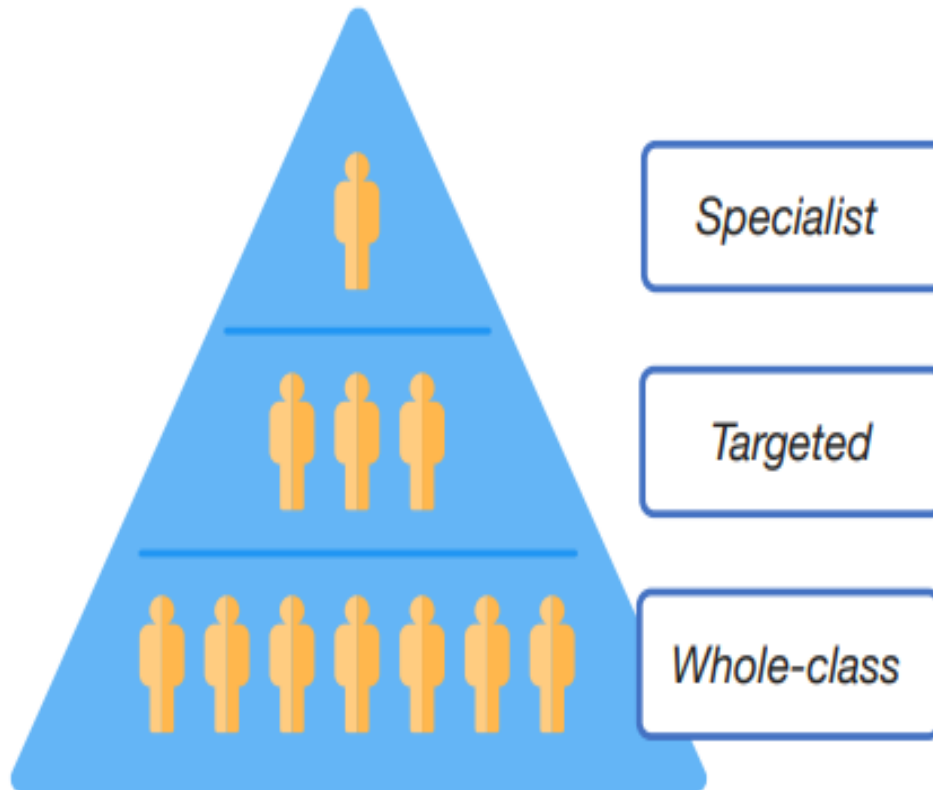
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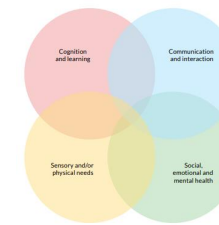


Specialist support. In addition to *'good teaching for pupils with SEN is good teaching for all,'* some pupils will need specialist intervention delivered by a trained professional.

Targeted interventions. If pupils require additional support beyond what can be offered in whole class teaching, a targeted, one-to-one or small-group intervention could provide the intensive focus required for the pupil to make progress. More guidance on effective implementation of targeted interventions is provided below.

Whole-class teaching. If it appears that a pupil needs additional support, the starting point should be the consideration of the classroom teaching they receive. Have you maximised their opportunity to access the best possible teaching you can offer?

Supporting Pupils with Special Educational Needs and Disabilities in the Curriculum



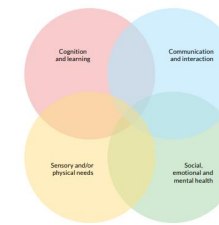
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The Sensory Systems

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The category of 'SEMH' includes all the following areas:

Social and emotional functioning

- Attachment
- Trauma
- Neurodiversity

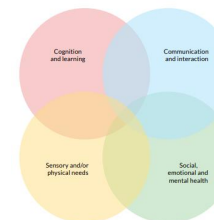
The ability to regulate self and behaviour

- Emotional dysregulation
- Sensory processing difficulties
- Impulsivity

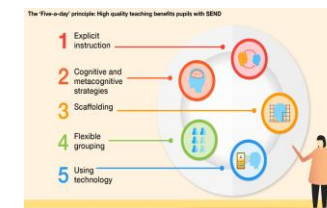
Mental Health Difficulties

- Including Anxiety, Depression, Substance misuse/addiction, Eating Disorders, Self-Harm, Obsessive Compulsive Disorder, Demand Anxiety

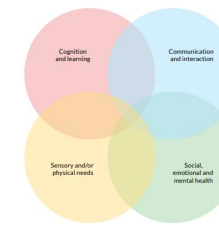
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