How do pupils with SEND access the curriculum?

*Planning

Quality First Teaching)

Universal (SEND) (whole class,

Linked to 'Howard Subject Essentials' for each year group building on National Curriculum statutory requirements

Spacing: Long Term planning designed to revisit material regularly

Interleaving: Planned activities which revisit learning through other topics.

Adaptations: Tasks adapted to meet the needs of all learners

*Rosenshine's 10 principles of instruction

Pre-teaching, daily reviews, small steps chunked learning. low level guizzing/guestioning, provide models, guided student practice, check for understanding, opportunities for success, provide scaffolds, independent practise, weekly/monthly review.

*Concrete Resources

*Knowledge Organisers

*Displays

- *Peer Support
- *Self-Assessment

*Homework

*Twinkl Phonics

*Enrichment

*OPAL (Outdoor Play and Learning)

*Forest School

*Plan, Do, Review cycle

*Visual Timetables

*Pupil voice (School council, Worship group, Heritage group, SEMH group, Reading Ambassadors, Safety Monitors, Foundation friends)

*Transition opportunities within school and high school (Y6)

*Parents Evenings and annual report

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(Individual Support) *Adult Support *Individual intervention *SEMHW Advocate Support *Wakefield Inclusion & Special Educational Needs & Disabilities Support Service (WISENDSS) pecialist *Educational Psychology Service (EPS) *Speech & Language Therapy (SALT) *Concrete Resources *Scaffolds *Barrington Stokes Reading Books *Movement Breaks S *Time to Talk *Fidget toys *Home/School communication book *Additional transition opportunities *Termly SEND review meeting with parents, class teacher & SENDCo EHCP, MSP, SMtLP, LP

Feedback. Marking &

Assessment