

Hunmanby Primary School SEND Provision

<u>Cognition and Learning</u>		<u>Communication and Interaction</u>	
<u>Subject Challenges for SEND</u>	<u>Provision for SEND</u>	<u>Subject Challenges for SEND</u>	<u>Provision for SEND</u>
<p>Demands of written work</p>	<p>Teachers will adapt the way that pupils will record their work, after the same high quality input. Examples of alternative ways of independent work- audio recording, video, photographs, adult acting as scribe, word processing and providing scaffolded responses.</p> <p>Staff will use pre-teaching where needed.</p>	<p>Expressing themselves and sharing their thoughts and opinions orally.</p>	<p>Teachers will use narrative maps or non-fiction maps to help with planning longer written work or sketching out ideas. It will reduce the number of words a child has to read and write access and record information.</p>
<p>Understanding of the expectations</p>	<p>Teachers will verbalise the writing process when modelling writing. Explain choices and demonstrate the use of working walls, saying “I cannot think of a good way to start my sentence, I know I can use the working wall to help me”</p> <p>Teachers know that in English that some children struggle to organise their ideas and may need extra support. Planning for a story or a piece of information text can be done on ‘narrative maps’ ‘non fiction maps.’ This can be modelled or worked on as a group 1:1.</p>	<p>Organising ideas</p>	<p>Teachers will use ‘narrative maps’ or ‘non-fiction maps’ with pupils to ensure that all children have a way of organizing their ideas, alongside getting an idea of the shape of the writing. An adult can act as the scribe for the planning process so the pupil is freed from the transcriptional requirements of the task and can focus on the compositional elements.</p> <p>Staff are aware that some children will find working walls overwhelming and therefor may provide personalized versions of support</p>
<p>Organisation of ideas and resources</p>	<p>Teachers will work with the whole class on the sentence stacking part of the lesson, however SEND children may be supported by a TA or the class teacher. The adult may act as a scribe in these circumstances.</p>		

	Children may also have pre prepared scaffolding sheets with some vocabulary already given.		
Sensory and Physical		Social Emotional and Mental Health	
<u>Subject challenges for SEND</u>	<u>Provision for SEND</u>	<u>Subject Challenges for SEND</u>	<u>Provision for SEND</u>
Fine motor skills/physical difficulties	<p>Teacher's to be pro active in identifying appropriate resources and manipulatives for each individual child's needs. For example, some children may need pencil grips/spring assisted scissors. Staff will speak to SENCO if need for different resources is required.</p> <p>Staff will provide pupils with resources to ensure that they can access the full English curriculum such as handwriting interventions, pencil grips, writing slopes, adapted pens etc.</p>	<p>Low self esteem in English ability</p> <p>Difficulties with social skills may result in children finding group work challenging.</p>	<p>Make use of learning objectives which focus on the specific effect and not the resulting piece of writing.</p> <p>Pre-teach key information and vocabulary so that children feel prepared for the lesson and can share their knowledge along with their peers- resulting in raised self esteem.</p> <p>Carefully consider seating arrangements during group work to ensure that children are placed next to patient, non-dominant children. Additional adult support deployed as necessary.</p> <p>Ensure children have access to aides such as ear defenders to reduce noise.</p>