

Art: adapted pencils/pens/scissors/brushes, additional scaffolding and adult support, outlines/partially completed designs, open ended tasks/differentiated challenges, teaching modelling and use of visual/audio strategies.

D.T.: adapted pencils/pens/scissors, mark making tools, size of resources, peer support, adult scaffolding, open ended tasks,

PSHE: Practical/discussion activities, conversation starter stems, use of props (e.g. puppets), visual instructions for self-care, peer support, mixed ability pairings, talk partners, teacher modelling, creating a safe space and environment for open discussions. Visual timetables, now/next boards

Science: Adult support, use of scribe, scaffolded worksheets, photos with scribed annotations, visual aides, focus on verbal explanations, adapted resources, word banks. Open ended/differentiated tasks, practical activities.

ICT: ICT used across the curriculum, open-ended tasks, adult scaffolding, mixed ability pairs, adapted computer screens, block/non-block coding activities, task prompts, video/audio prompts on Discovery.

Literacy: SCART assessment tool, talk partners, differentiated tasks, adult support, coloured whiteboards, recordable whiteboards, word banks, talk for writing, sentence stems, images/visual literacy, core-teaching, ICT to support, coloured overlays, phonics charts, differentiated spellings, phonics groups, RWI online, Lexia, Spelling Shed, streamed comprehension, small group interventions focusing on basic skills, working walls, NELI, talkboost.

How we support SEN children across the curriculum at Beech Hill:

Numeracy: practical, hands on resources, SCART for individualised planning, mixed ability pairs, talk partners, pre-teaching of skills, differentiated resources, interventions, Times table rockstars, Numbots, Streamed reasoning, Numicon, basic skills groups, ICT to support learning, adult support, working walls

Music: Ear defenders, variety of instruments, pictorial notations, signing/actions for songs, story mapping songs/nursery rhymes, adult scaffolding, peer support.

P.E. Different sized equipment, more time to practise skills, T.A. support, tailored basic skills, mixed ability pairings, different levels of challenge. S.T.E.P.S. approach (Space, Time, Equipment, People, Speed)

History: visual timelines, images/videos, paired talk, words banks, sentence starters, fewer events to sequence, drama/role play, adult support, practical activities (not always written), pre-teaching

R.E.: Range of activities to show learning – not always written. Drama/role play Using words/phrases/pictures to scaffold learning. Story maps.

Geography: Enlarged maps for visually impaired, word banks, adult support, differentiated activities, re-exploring in simpler terms, over learning/pre-teaching, visual prompts, practical activities,

Spanish: Pictorial aids/writing prompts, adult support, songs to support learning, repetitive vocab learning to build from same starting point, word walls