SEND across the curriculum

What do we do across school to support SEND needs?

Subject: EYFS

How do you ensure the needs of SEND pupils are met within your area?

- Awareness of who is on the SEND register/numbers and needs across school.
- Liaison with SENDCo.
- Discussions with teachers/ TA's regarding IEPs.
- A range of practical resources available to support SEND pupils.
- A range of activities planned to cater to different learning styles.
- Ensuring we are not holding back pupil knowledge due to difficulties with other skills.
- Specific examples for different areas of need:

Cognition and Learning	Communication and Interaction	SEMH	Sensory/Physical
Vocabulary introduced at the start of each topic and shared with parents/ carers to allow children to explore the topic at home. Tapestry used to communicate learning with parents/ carers to	Lots of ways of recording learning in different ways, e.g. role plays, video recordings, practical activities. ICT used to support learning and recording. Lots of discussions encouraged during group work and 1:1 learning.	Lots of outdoor activities planned and use of outdoor area which is good for SEMH. Forest school sessions took place in Spring 2 term. Use of Colour Monster	Pencil grips available for any written work. Larger pencils with indented grips available for all children to encourage fine motor skills. Children's IEPs and Sensory/ Physical needs identified in planning and lessons are made accessible to all SEND pupils. A range of learning opportunities allow lessons to be accessible to all (kinaesthetic, aural, auditory learners).

allow them to extend learning at home. Displays in classrooms are updated and support children's learning. Vocabulary is displayed in areas of classroom. Use of ICT encouraged such as the use of PurpleMash/ Numbots to extend learning both in school and at home. Curriculum revisits learning and ensures the progression of skills.	Continuous provision allows children to explore their learning with all children. Speech and Language Interventions planned twice a week for children with specific communication needs. Colour semantics introduced to allow children to build sentences and communicate effectively.	theme to encourage children to self regulate and be aware of their emotions (children move their name to their monster feeling – sad, happy, angry etc)	Any external agencies involved ensure their learning is accessible to all pupils.

Are assessments based on knowledge rather than scores in tests and ability to record work? How?

- Discussions with pupils, alongside their work.

- Adaptions in ways they are expected to record, e.g. role play, group work, written work, video/ voice recordings.
- Teacher judgement and Assessment for Learning used to assess children's learning alongside their recorded work.
- Tapestry used to record observations of children alongside objectives.

Are we challenging SEND pupils in EYFS?

- All plans are differentiated and identify the needs of pupils, ensuring pupils are challenged appropriately at their level.
- Children work alongside other children during continuous provision and challenge and support each other. Adult interactive within continuous provision challenges and extends children's learning.

How do we help SEND pupils retain their knowledge?

- Knowledge organisers
- Use of displays
- Learning sequences
- Repetition
- Recapping prior knowledge regularly
- Teacher/ T.A. support
- Continuous provision which focuses on needs/ interests alongside the weekly theme
- Range of learning styles catered for allows learning to be accessed in different, memorable ways
- Physical resources used to help bring learning to life.