

SEND across the curriculum

What do we do across school to support SEND needs?

Subject:

- EYFS

As a subject leader, how do you ensure the needs of SEND pupils are met within your subject? (Consider planning and delivery)

- Staff to understand early awareness of signs of SEND.
- Provide plentiful opportunity for transition into Reception. Speak to any previous nursery/preschool for information and talk with parents. If necessary, provide opportunities for home visits and to observe children in nursery settings.
- 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.
- Ensure that the classroom has plentiful resources to support children with SEND.
- Plan for a variety of different activities and consider resources. Do resources need adapting for physical needs eg pencils (do children need pencil supports to hold pencils accurately? Do children need larger size of writing/mark making resources/painting resources eg chubby paint brushes? Consider space for children to use/ how to record? Can children record using a video/talk peg?
- Ensure good communication with parents or carers to identify/share strengths and key areas of support.

Specific examples for the different areas of need

Cognition & Learning	
Barriers	Provision
<ul style="list-style-type: none"> • Children unable to verbally specify needs/wants • Children unable to understand what is being asked/taught • Children unable to record their understanding this could be due to mark making or verbally due to being non-verbal or have the 	<ul style="list-style-type: none"> • Vocabulary introduced at the start of each drawing club and shared with actions. Description of vocabulary given to explain meaning. • Seesaw to be used to communicate learning with

<p>vocabulary to share their understanding.</p> <ul style="list-style-type: none"> • Lack of funding/resources 	<p>parents/ carers to allow them to extend learning at home.</p> <ul style="list-style-type: none"> • Displays in classrooms are updated and support children's learning. Vocabulary is displayed in areas of classroom. • Use of ICT encouraged to extend learning both in school and at home. • Curriculum revisits learning and ensures the progression of skills. • ICT used to explore visual representations to support learning. • Visual images to support children working in Continuous Provision
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Communication & Interaction

Barriers	Provision
<ul style="list-style-type: none"> • Children unable to communicate needs/wants • Children unable to understand what is being asked/taught • Children unable to record their understanding this could be due to mark making or verbally due to being non-verbal or have the vocabulary to share their understanding. • Children may have visual/auditory impairments • Lack of funding/resources 	<ul style="list-style-type: none"> • 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. • Continuous provision allows children to explore their learning with all children. Staff support and model how to use resources in Continuous Provision. • Speech and Language interventions planned twice a week for children with specific communication needs. • Colour semantics (if needed) introduced to allow children to build sentences and communicate effectively. • Visual daily timetable shared. • Visual classroom rules with desired learning behaviour. Colour coded classroom rules referred to and modelled.

	<ul style="list-style-type: none"> • Specific timings shared to prepare children for change. Eg 5 minute warning before tidy up time, countdown song at tidy up time. • Children may need support from external agencies such as SALT to develop individualised targets.
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Social, Emotional & Mental Health (SEMH)

Barriers	Provision
<ul style="list-style-type: none"> • Children unable to self-regulate their emotions and feel become overwhelmed with emotions. • Children may not have the vocabulary to share how they are feeling or understand why they are feeling a certain way. • Children may have low self-esteem. • Children may not have had previous experiences to aid with communicating with others/social interactions. • If children have not been to nursery/pre-school- they may take longer to settle into school life and as a result they may take longer to communicate. 	<ul style="list-style-type: none"> • Lots of outdoor activities planned and use of outdoor area which is good for SEMH. • Forest school sessions took place in both Reception and Pre-school • Use of Colour Monster 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) • myHappymind weekly sessions timetabled in. myHappymind books and soft furnishings within the EYFS setting for children to access.

Physical and/or Sensory

Barriers	Provision
<ul style="list-style-type: none"> • Children might not be able to access resources due to physical needs • Children may need space due to physical needs- physical space could be an issue • Lack of resources/funding 	<ul style="list-style-type: none"> • 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).

	<ul style="list-style-type: none"> Any external agencies involved ensure their learning is accessible to all pupils
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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 (until July 2024, Seesaw from September 2024) used to record observations of children alongside objectives
- Moderations across the EYFS unit and as part of local cluster (WRIST)
- Children's voice is recorded in floor books.

How are we challenging SEND pupils in this subject?

- 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 interactions within continuous provision challenges and extends children's learning.

How do we help SEND pupils retain their knowledge?

- Use of displays/ Visuals/ photographs
- Learning sequences eg drawing club always starts with stand up vocabulary
- Stem sentences in Maths
- Repetition
- Recapping prior knowledge regularly/ sharing photographs of prior learning/ learning experiences
- Teacher/ T.A. support
- Continuous provision which focuses on needs/ interests alongside the weekly theme
- Continuous provision adapted if any key observations have been noticed/ gaps in assessments
- Range of learning styles catered for allows learning to be accessed in different, memorable ways

- Physical resources/experiences used to help bring learning to life.
- Children to access floor books and look at photographs of prior learning.