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| **Access**  **What amendments are made to the subject in order to help children with SENs to achieve?** | | | | | | | | |
| **History** | **Art** | **Music** | **P. E** | **Computing** | **R. E** | **RSH** | **Science** | **MFL** |
| **Geography** | **DT** |
| Sticky Knowledge (revisit and revise) - At the start of your lesson, you should be revisiting the vocab and keys facts you have learnt. This will give children with SEN more time and opportunities to understand the concepts and vital knowledge they need to access the learning.  Visual word maps - Create a visual word mat for your children with SEN. These can be used to pre-teach new vocabulary prior to the lesson, to help children visualise the concepts they are using in class and to help with spelling and writing activities. You could give these children the challenge of learning the meaning of a small number of words and test them throughout the week.  Check in - For children with SEN, a history/geography lesson can be overwhelming with all the new information they are given as well as trying to comprehend ideas that may be very alien to them. Try to spend a few minutes with these children, discussing what they do understand and explaining any language, facts or ideas they are finding challenging.  Working walls - Have vocabulary, images and facts displayed on working walls and refer to these regularly. Encourage children with SEN to use these if they are unsure in lessons.  All children to be taught how to use Knowledge Mat to support retrieval of key facts, dates and historical figures. Children encouraged to refer to this in the first instance to encourage independence. | Sticky Knowledge (revisit and revise) - At the start of your lesson, you should revisit the vocabulary and key facts you have learnt. Reinforcing the expected outcome so they have a clear idea of their journey.  Pictorial guidance (where applicable) - enabling children to take responsibility for their own learning, building their confidence (not being held back by their ability to read and write).  Check in - Try to spend a few minutes with these children, discussing what they do understand and getting them to explain what they want to achieve by the end of their learning.  Flexibility of extending time for children with SEN  Amending equipment used to enable full access to learning | Extra time to repeat listening to stimulus music, to form opinions, to experiment with tuned and untuned instruments  Visual and multisensory prompts for musical terminology, instruments names, composers and other ‘fact’ based learning fostering a can do attitude, particularly with regards to performance, and support to express how the music makes them feel  Sticky Knowledge (revisit and revise) - At the start of your lesson, you should be revisiting the vocab and keys facts you have learnt. This will give children with SEN more time and opportunities to understand the concepts and vital knowledge they need to access the learning.  Visual word maps - Create a visual word mat for your children with SEN. These can be used to pre-teach new vocabulary prior to the lesson, to help children visualise the concepts they are using in class.  Check in - For children with SEN, can be overwhelming with all the sensory stimulation they are experiencing as well as trying to comprehend ideas that may be very alien to them. Try to spend a few minutes with these children, discussing what they do understand and explaining any language, facts or ideas they are finding challenging.  Working walls - Have vocabulary, images and facts displayed on working walls and refer to these regularly. Encourage children with SEN to use these if they are unsure in lessons. | A range of resources are available to the children to ensure they can access the learning (i.e. a range of different sized and weighted balls to develop catching skills).  A spiral curriculum that has a child centred approach where children are guided to work at their level and pace, with PE acting as a vehicle to develop 6 key learning areas.  A curriculum that focuses on developing skills to become life-long learners rather than PE skills. This removes the pressure of physical ability therefore enabling all children to succeed at their own pace.  Opportunities to work in a collaborative way. Working in partners or small groups allows the children to voice their own ideas and opinions, building their confidence, boosting self-esteem and developing their social skills. This also enables children to feedback to each other and think critically about their work and performance, setting new targets and aspirations. | Sticky Knowledge (revisit and revise) - At the start of your lesson, you should revisit the vocabulary and key facts you have learnt. Reinforcing the expected outcome so they have a clear idea of their journey.  Pictorial guidance (where applicable) - enabling children to take responsibility for their own learning, building their confidence (not being held back by their ability to read and write).  Check in - Try to spend a few minutes with these children, discussing what they do understand and getting them to explain what they want to achieve by the end of their learning.  Flexibility of extending time for children with SEN | Visual links to keywords / festivals / artefacts for help recalling key parts of a religious beliefs  Use of artefacts to help chn to make links with the concepts / belief of a religion  Spiral curriculum to allow chn to make links to previous religions that they have learnt about throughout their time at school.  Pair chn with more able to encourage conversations when discussing their own opinions or beliefs.  Revisiting the key facts / vocabulary at the start of each lesson.  Prompts for discussion lessons with visuals where appropriate  Support with being able to share their opinions / beliefs clearly to their peers | Model and scaffolding forming opinions  Careful consideration should be given to talk pairs - not simply pairing Sen students with academically higher achieving students but students whose characteristics would engage, support, mentor and encourage Sen students to form and share an opinion  Ensuring share time is a 'safe space' - clear rules for ensuring this are recapped / shared before each session  Using a 'sharing object' that is passed around the group so that each child is given equal opportunity to talk and be heard  Revisiting ways to stay physically, emotionally, and mentally safe and what they can do if they are not  Providing visual support e.g., pictures of people who can keep them safe / provide support at school etc | Sticky Knowledge - First few slides in every lesson used to revise facts and key vocabulary from prior sessions.  All children to be taught how to use Knowledge Mat to support retrieval of key facts, and processes, as well as key vocabulary.  Children to work in mixed ability groups when conducting scientific investigations with teacher/TA overseeing groups and offering assistance when required.  When writing up investigations, children can be supplied with an investigation sheet. Key vocabulary and picture clues to be used to help them to organise their ideas and findings clearly.  Classroom displays / working walls are used as visual prompts; they include facts, images, key vocabulary, and child friendly definitions. | Differentiated written resources provided based on SEN assessment and teacher’s previous knowledge of individual child.  Groups to be mixed ability to allow children with SEN accessible power mentors if and when required.  Allow extra time to allow children with SEN for verbal responses.  Consider the advantage of visual work/stimulus.  Consider the use of technology to allow repetitive visual and auditory learning. |