

SEND curriculum provision at Woodrow First School and Nursery

Organised using the 4 broad areas of need (Challenges and provision frequently overlap)

The lists of provision are not exclusive and some children may require highly personalised strategies.

- **Communication and Interaction**

This includes children with speech and language delay, hearing impairment, and those who demonstrate features within the autistic spectrum.

- **Cognition and Learning**

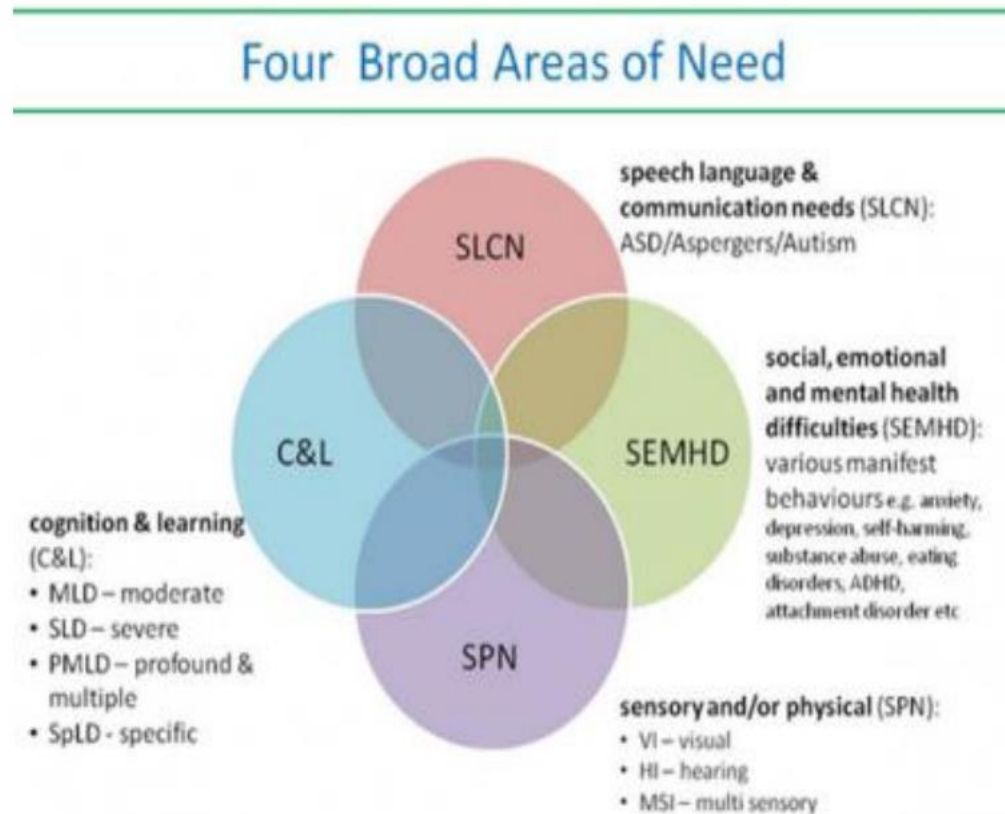
This includes children who demonstrate features of moderate, severe, profound or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.

- **Social, Mental and Emotional Health**

This includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.

- **Sensory and/or Physical Needs**

This includes children with sensory, multisensory and physical difficulties.



Cognition and learning		Communication and interaction	
Challenges	Provision	Challenges	Provision
<ul style="list-style-type: none"> • Poor working memory. • Poor recall skills. • Difficult sequencing. • Poor / slow processing speed. • Accessing / reading written work. • Poor recording skills e.g. writing ability or fine motor control • Unable to link prior learning 	<ul style="list-style-type: none"> • Use word banks / phonics mats which include images to support recording • Alternative methods of recording e.g. scribing, ICT, pictorial, oral feedback, drama • use of concrete / pictorial / abstract approach • Use of technology e.g. videos to present information - Kapow • Clear expectations e.g. Kapow • Use of ICT to reduce the need for pupils to rely on their short- or long-term memories. • New learning fits into the framework of what the pupil already knows. • A range of sources of assessment, including individual pupils' successes in the lessons taking account of their oral contributions • Smart grouping: pairing with a more able reader/writer. • Build in lots of repetition, practise, rehearsal • Use of symbols, larger print, larger print maps, colour coding, multi-sensory reinforcement and a greater emphasis on aural memory skills. • Safe learning environment • Pre-teaching • Modelling and scaffolding e.g. sentence stems 	<ul style="list-style-type: none"> • Listening and attention difficulties • Following instructions and sequences • Understanding and using new topic vocabulary and symbols • Lower than expected levels of expressive vocabulary – ‘they can’t find the words’ • Confidence to communicate • Understanding tasks that include empathy and understanding differences of others e.g. role play 	<ul style="list-style-type: none"> • Give instructions as a step by step basis • Support understanding of new vocabulary e.g. word maths with visuals, working wall • Pre-teaching of new vocabulary prior to lesson e.g. Word Aware approach • Opportunities to practise using new vocabulary • Limit vocabulary to that which is necessary to ensure progress. <ul style="list-style-type: none"> • Discuss the answers to questions with peers • Processing time to think about questions before being required to respond Social stories <ul style="list-style-type: none"> • Adult support • Group discussions to gain ideas • Sequencing activities • Different ways to communicate e.g. visuals, drama, ICT, puppets, concrete resources • Sentence stems

Physical and/or sensory		Social, emotional and mental health difficulties	
Challenges	Provision	Challenges	Provision
<ul style="list-style-type: none"> • Motor control e.g. recording, handling resources • Hearing impairment • Visual impairment • Sensory overload e.g. sound, light, texture • Accessing teaching / learning environment 	<ul style="list-style-type: none"> • Adaptations based on information from professionals e.g. OT / ToD • Provide resources which are matched to the needs of the child. i.e. enlarged sources/visuals/ICT/ ear defenders • Adult /peer support • Variety of methods of recording / feedback • Regulatory activities to prevent sensory overload e.g. fiddle toy, movement break • Risk assessments / PePs 	<ul style="list-style-type: none"> • Anxiety towards learning • Lack of resilience • Engaging with learning • Motivation to complete tasks • Low self-esteem • Lack of enjoyment • Group work • Emotional literacy • Difficulties understanding social concepts. • Difficulties understanding own emotions/ thoughts and contrasting with those of others • Emotive content 	<ul style="list-style-type: none"> • Key adult support • Carefully constructed pairs / groupings • Pre teaching and discussing the responses to the learning particularly linked to sensitive themes • Clear expectations • Learning linked to interests • Recognition of small steps of progress • Visuals to support routine to make day / tasks predictable e.g. now/next board, visual timetable, task management board • Flexibility • Emotion coaching / nurturing approach • Model learning from mistakes