



Enabling and Adapting the Computing Curriculum

At South Stanley Infant and Nursery School we are able to support SEND and less experienced learners in the Computing curriculum on a personalised approach that can include:

- Seating position of teacher, additional adults and children.
- Pre – teaching of topic vocabulary.
- Pre-teaching/Pre reading of topic content.
- Modelled 'thinking out loud' to scaffold thought processes.
- Adult scaffolding to further break down tasks and learning into smaller steps.
- Pre-exposure to lesson content/equipment to engage interest.
- Use of hooks to engage visual learners e.g., model, picture, object.
- Focus on oracy – well managed environmental background noise.
- Visual prompts..
- Personalised vocabulary mat, with pictures where appropriate.
- Sentence stems.
- Opportunities for repetition and over learning.
- Dyslexia friendly strategies for reading and writing when advised.
- Use of floor books to support 'remembering more'
- Mixed ability pairings/groupings.



Enabling and Adapting the Music Curriculum

At South Stanley Infant and Nursery School we are able to support SEND and less experienced learners in the music curriculum with a personalised approach which can include:

- Seating position of teacher, additional adults and children
- Adult scaffolding / support to break tasks down into smaller steps
- Careful consideration of accessibility - seating / access to resources/storage etc
- Pre - teaching of topic and genre related vocabulary
- Pre - exposure to lesson content to engage interest
- Use of hooks to engage visual learners e.g. instruments, videos etc
- Visual prompts.
- Personalised vocab mat with pictures where appropriate.
- Stem sentences
- Promotion of engagement through active learning roles
- Sensory breaks
- Dyslexia friendly strategies for reading / recording e.g. coloured strips / paper
- Mixed ability peer pairings / groupings
- Opportunities for repetition and over learning
- Modelled 'thinking out loud' to scaffold creative activities and problem solving
- Adult modelling of use of instruments / resources
- Strengthening and co-ordination exercises to aid fine motor control skills
- Experimenting with different instruments
- Shared instruments with a peer for support
- Use of ear defenders if needed
- Visual / pictorial aids
- Peer evaluation of work and supportive feedback
- Use of outdoor environment for listening walks and inspiration
- Use of floor books to support 'remembering more'



Enabling and Adapting the Design and Technology curriculum

At South Stanley Infant and Nursery School we are able to support SEND and less experienced learners in the Design and Technology curriculum on a personalised approach that can include:

- Seating position of teacher, additional adults and children
- Pre – teaching of topic vocabulary
- Pre-teaching/Pre reading of topic content
- Pre-exposure to lesson content/equipment to engage interest
- Adult scaffolding to further break down tasks and learning into smaller steps
- Modelled 'thinking out loud' to scaffold problem solving
- Additional adult modelling of techniques
- Use of hooks to engage visual learners e.g model, picture, object
- Focus on oracy – well managed environmental background noise
- Use of calming areas to create a calm learning environment
- Visual prompts and knowledge organisers
- Personalised vocabulary mat
- Mixed ability peer pairings/groupings/flexible groupings
- Dyslexia friendly strategies for reading and writing when advised
- Use of large-scale materials
- Frames or tapes to hold work still
- Experimentation with different resources eg sponges or fingers for painting or use of chunkier materials
- Sensory aids e.g. specialist scissors
- Visual aids in the form of worked examples
- Growth mindset approach to evaluating work and that of others
- Use of the outdoor environment for learning



Enabling and Adapting the Early Years Curriculum

At South Stanley Infant and Nursery School we are able to support SEND and less experienced learners in Early Years with a personalised approach which can include:

- Pre - teaching of topic and genre related vocabulary
- Pre - exposure to lesson content to engage interest
- Connect / link - transference of ideas, skills, concepts real life situations and prior learning
- TA support
- Knowledge of and opportunities to develop younger learners' play schemas
- Modelled 'thinking out loud' to scaffold creative activities and problem solving
- Adult scaffolding / support to break tasks down into smaller steps
- Adult modelling of use of resources and to express ideas
- Use of hooks to engage visual learners e.g. instruments, videos etc.
- Use of calming areas to create a calm learning environment
- Adult to be explicit language for instructions
- Stem sentences
- Use videos, photographs, visual resources and real objects as well as and language e.g. to support during learning across all curriculum where possible/necessary
- Mixed ability peer pairings / groupings
- Encourage experimentation and exploration
- Sharing ideas via peer modelling
- Use of ear defenders, cuddly blankets etc
- Visual aids in the form of worked examples
- Peer evaluation of work and supportive feedback
- Use of outdoor environment



Enabling and Adapting the Geography Curriculum

At South Stanley Infant and Nursery School we are able to support SEND and less experienced learners in the Geography curriculum on a personalised approach that can include:

- Seating position of teacher, additional adults and children.
- Adult scaffolding to further break down tasks and learning into smaller steps.
- Adaptations to resources e.g enlarged maps/additional labelling
- Pre – teaching of topic vocabulary
- Pre-teaching/Pre reading of topic content
- Pre-exposure to lesson content/equipment to engage interest
- Use of hooks to engage visual learners e.g model, picture, object
- Well managed environmental background noise.
- Use of calming areas to create a calm learning environment
- Visual prompts
- Personalised vocabulary mat
- Sentence stems
- Opportunities for repetition and over learning
- Mixed ability peer pairings/groupings/flexible groupings
- Dyslexia friendly strategies for reading and writing when advised
- Modelled 'thinking out loud' to scaffold problem solving
- Use of maths manipulatives.
- Use of the outdoor environment for learning.
- Worked examples to use as a model
- Scaffolded recording e.g use of scribe or video recording/word processing tool, writing frames.
- Use of ICT e.g interactive maps and online fieldwork activities.
- Use of real life references to make content less abstract – supported by pictorial/video resources.
- Use of floor books to support 'remembering more'



Enabling and Adapting the History Curriculum

At South Stanley Infant and Nursery School we are able to support SEND and less experienced learners in the History curriculum on a personalised approach that can include:

- Seating position of teacher, additional adults and children
- Adult scaffolding to further break down tasks and learning into smaller steps.
- Pre – teaching of topic vocabulary
- Pre-teaching/Pre reading of topic content
- Pre-exposure to lesson content/equipment to engage interest
- Use of hooks to engage visual learners e.g model, picture, object
- Well managed environmental background noise
- Visual prompts
- Personalised vocabulary mat
- Sentence stems
- Opportunities for repetition and over-learning
- Mixed ability peer pairings/groupings/flexible groupings
- Dyslexia friendly strategies for reading and writing when advised
- Modelled 'thinking out loud' to scaffold problem solving
- Use of the outdoor environment for learning
- Worked examples to use as a model
- Scaffolded recording e.g use of scribe or video recording/word processing tool, writing frames
- Adaptations to resources e.g visual representations of ideas
- Role play/hot seating/drama
- Use of calming areas to create a calm learning environment
- Use of visuals to support understanding of chronology – timelines.
- Use of floor books to support 'remembering more



Enabling and Adapting the Maths Curriculum

At South Stanley Infant and Nursery School we are able to support SEND and less experienced learners in the maths curriculum with a personalised approach which can include:

- Seating position of teacher, additional adults and children
- Adaptations to resources e.g enlarged diagrams/additional labelling
- Adult scaffolding to further break down tasks and learning into smaller steps.
- Pre – teaching of topic vocabulary
- Pre-teaching of specific concepts
- Focus on oracy – well managed environmental background noise.
- Visual prompts and organisers
- Personalised vocab mat
- Sentence stems
- Building on prior knowledge
- Breaking learning down into small steps
- CPA (concrete, pictorial abstract) approach
- Use of maths manipulatives
- Task chunking
- Rehearsing fluency e.g practising counting, number bonds out of maths lesson
- Drawing of word problems
- Modelled 'thinking out loud' to scaffold problem solving
- Use of the outdoor environment for learning.
- Worked examples to use as a model
- Scaffolded recording e.g use of scribe or writing frames/worksheets
- Use of real life references to make content less abstract – supported by pictorial/video resources.
- Use of floor books to support 'remembering more'
- Practical learning experiences

- Mixed ability peer pairings/groupings/flexible groupings
- Dyslexia friendly strategies for reading and writing when advised
- Multi sensory approaches – songs/games
- Overlearning of key concepts.
- Use of concept development model to identify gaps in prior knowledge



Enabling and Adapting the P.E Curriculum

PE helps pupils develop personally and socially. They work as individuals, in groups and in teams, developing concepts of fairness and of personal and social responsibility.

At South Stanley Infant and Nursery School we are able to support SEND and less experienced learners in the P.E/Outdoor learning curriculums on a personalised approach that can include:

- Position of teacher, additional adults and children
- Use of learners preferred methods of communication e.g simplified instructions, use of symbols, visual tools
- Careful consideration of the environment to mitigate any barriers to learning from accessibility
- Adaptations to tasks
- Adaptations to equipment – e.g to size, weight and grip of equipment.
- Peer support
- Adult scaffolding e.g additional modelling of skills
- Skills teaching broken into smaller steps
- Use of sensory/rest breaks
- Pre-teaching of topic vocabulary
- Low stakes activities – peer talk/small group games
- Interventions to develop fine and gross motor skills.



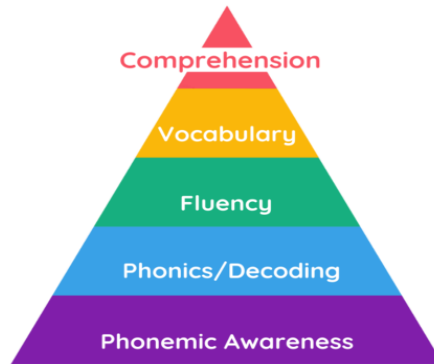
Enabling and Adapting the PSHE Curriculum

At South Stanley Infant and Nursery School we are able to support SEND and less experienced learners in the PSHE curriculum with a personalised approach which can include:

- Position of teacher, additional adults and children
- Use of calming corners and calming environment.
- Pre – teaching of topic vocabulary
- Pre-teaching/Pre reading of topic content
- Focus on oracy – well managed environmental background noise.
- Visual prompts and organisers
- Personalised vocabulary mat
- Sentence stems
- Whole school implementation of the Zones of Regulation
- Staff modelling of emotions and problem solving
- Use of social stories
- Use of range of fiction to support themes
- Building on prior knowledge
- Adapting teaching according to personal experiences or situational events.
- Mixed ability peer pairings/groupings/flexible groupings
- Dyslexia friendly strategies for reading and writing when advised
- Adult scaffolding to further break down tasks and learning into smaller steps.
- Use of the outdoor environment for learning.
- Role play/hot seating/drama
- Use of IT to record learning
- Anti-bullying initiative and external support to maintain healthy relationships.
- Involvement in workshops.
- Sensory interventions and support interventions and support.
- Friendship and social group intervention and support.
- Access to extra-curricular clubs.



Enabling and Adapting the Reading Curriculum



At South Stanley Infant and Nursery School we are able to support SEND and less experienced learners in the Reading curriculum on a personalised approach that can include:

- Position of teacher, additional adults and children
- Immersion in stories/rhymes, songs and poems to support language development
- Support for recording comprehension tasks
- Opportunity to be part of whole class phonics teaching as a spotlight child
- Regular assessment and flexible keep up and catch-up phonics grouping
- Revise, teach, practise, apply approach
- Lots of opportunities to hear, say, read and spell phonemes
- Segmenting and blending modelled through everyday routines
- Segmenting and blending modelled throughout the curriculum
- Displays and personal phoneme charts
- Use of concrete resources – magnetic letters, word building games
- Application of sound buttons in texts across curriculum areas
- Use of phonic matched reading scheme books to build fluency and confidence
- Explicit teaching of comprehension skills e.g. asking questions/drawing inferences/predicting or summarising
- CEW support as part of the phonics catch up programme
- Additional small group or 1:1 support
- Pre-exposure to classroom texts
- Use of hooks to engage visual learners e.g model, picture, object

- Focus on oracy – well managed environmental background noise
- Visual prompts and organisers
- Opportunities for repetition and over learning
- Modelled 'thinking out loud' to scaffold thought processes
- Adult scaffolding to further break down tasks and learning into smaller steps.



Enabling and Adapting the Science Curriculum

At South Stanley Infant and Nursery School we are able to support SEND and less experienced learners in the Science curriculum on a personalised approach that can include:

- Position of teacher, additional adults and children
- Pre – teaching of topic vocabulary
- Pre-teaching/Pre reading of topic content
- Pre-exposure to lesson content/equipment to engage interest
- Use of hooks to engage visual learners e.g model, picture, object
- Focus on oracy – well managed environmental background noise.
- Visual prompts and organisers.
- Personalised vocabulary mat.
- Sentence stems.
- Use of calming areas in classrooms to create a settled learning environment.
- Opportunities for repetition and over learning.
- Mixed ability peer pairings/groupings.
- Dyslexia friendly strategies for reading and writing when advised.
- Modelled 'thinking out loud' to scaffold problem solving.
- Supporting transitions within Science lessons from one activity to another e.g with pre – emptying or a sensory break.
- Adult scaffolding to further break down tasks and learning into smaller steps.
- Use of the outdoor environment for learning.
- Worked examples to use as a model
- Scaffolded recording e/g use of scribe or video recording/word processing tool.

Enabling and Adapting the Writing Curriculum

At South Stanley Infant and Nursery School we are able to support SEND and less experienced learners in the writing curriculum on a personalised approach that can include:

- Position of teacher, additional adults and children
- Scaffolding of written tasks
- Adult scribing
- Ergonomic writing equipment
- Consideration of seating position - especially for left handed children
- Coloured / lined guides
- Use of technology
- Spelling grouping and support
- Opportunities to hear, say, read and spell phonemes
- Revise, teach, practise, apply approach
- Opportunities for writing for different contexts
- Segmenting and blending modelled through everyday routines
- Segmenting and blending modelled throughout the curriculum
- Displays and personal Grow the Code charts
- Use of concrete resources – magnetic letters, word building games
- Application of sound buttons in texts across curriculum areas
- Focus on oracy - well managed background environmental noise
- Visual prompts and organisers
- Opportunities for repetition and over learning
- Modelled 'thinking out loud' to scaffold thought processes
- Adult support and scaffolding to further break down tasks and learning into smaller steps
- Sentence stems
- Personalised vocabulary and spelling mats



Enabling and Adapting the Art and Design

At South Stanley Infant and Nursery School we are able to support SEND and less experienced learners in the Art and Design curriculum on a personalised approach that can include:

- Seating position of teacher, additional adults and children
- Pre – teaching of topic vocabulary
- Pre-teaching/Pre reading of topic content
- Pre-exposure to lesson content/equipment to engage interest
- Modelled 'thinking out loud' to scaffold problem solving
- Visual aids in the form of worked examples
- Adult scaffolding to further break down tasks and learning into smaller steps
- Additional adult modelling of techniques
- Use of hooks to engage visual learners e.g model, picture, object
- Focus on oracy – well managed environmental background noise
- Use of calming areas to create a calm learning environment
- Visual prompts
- Personalised vocab mat
- Mixed ability peer pairings/groupings/flexible groupings
- Dyslexia-friendly strategies for reading and writing where advised
- Use of large-scale materials
- Frames or tapes to hold work still
- Sensory aids e.g. specialist scissors
- Growth mindset approach to evaluating work and that of others
- Experimentation with different resources eg sponges or fingers for painting or use of chunkier materials
- Use of the outdoor environment for learning