

# Supporting children with SEND across the curriculum



## What is it?

Every child has carefully designed opportunities to achieve. We work to ensure barriers to learning do not place a ceiling on a child's ability to learn or achieve.

## Why is it important?

Bleak Hill has high expectations across the whole school. These are embedded within our ethos and our 'REACH' principles regardless of individual need. Inclusive quality first teaching is always a priority over out of class interventions. Every teacher is a teacher of SEND. Staff members know each and every child and understand their learning profiles.

Labels are not an excuse or a barrier to success. Teachers set challenges for all abilities meaning that individual needs are met and barriers are removed.



for all...

### ACCESS TO CURRICULUM



- Scaffolding
- Pre-teaching
- Modelling

### KNOW PUPILS & BUILD RELATIONSHIPS



- High quality conversations.
- Know each child's background.
- Plan activities with additional time.

### VISUAL AIDS



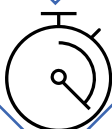
Using word banks, picture banks, pictorial representations, films and clips and visual timetables.

### RESOURCES



Manipulatives. Sentence starters. Language structure and word banks. Equipment such as pen grips, coloured paper and IT.

### EARLY IDENTIFICATION



- Quality first teaching + additional strategies
- Quality first teaching + advice and support from SENDCo
- Quality first teaching + external agency support and guidance

### PRIORITISE UNDERSTANDING



- Understanding rather than task completion. Develop pupil voice. Alternative outcomes demonstrate knowledge.

### PLANNED GROUPS



- Mixed ability talk partners. Mixed ability groups for activities. groups or pairings to support social and emotional needs.

### CIRCULATE > CHECK > REACT



- Movement around the classroom to interact with children. Check for misconceptions and address individually or as a whole class where needed. Praise, support and targeted questioning.