

Across all areas of the National Curriculum at Stoke Prior Primary School, teachers set suitable learning challenges, respond to pupil's learning needs and modify the curriculum to remove potential barriers to learning and assessment, for particular individuals or groups of pupils.

Teachers have an excellent knowledge of all pupils in their classes and are able to plan personalised and differentiated learning experiences that meet the needs of individual pupils.

Inclusion is always at the centre of any teaching approach.

In some activities, pupils with SEN and/ or disabilities take part in the same way as their peers. In others, some modifications or adjustments are made to include everyone. For some activities, a 'parallel' activity for pupils with SEN and/or disabilities is available so they work towards the same lesson objectives as their peers but in a different way. Occasionally pupils with SEN and/or disabilities will work on different activities or towards different objectives, from their peers.

Additional support may be given by;

- Additional adults that will support pupils with SEND by acting as a scribe or a reader, explaining things in more simple language, model skills, breakdown activities into smaller steps and support with the repetition and over-learning of skills.
- Use the pupil's preferred communication method be that verbal, Makaton, symbols or a combination of them all to ensure lessons and activities are accessible to all.
- Adaptations to the physical environment and space to make all lessons inclusive for wheelchair users, and learners with a range of physical needs.
- Non-sighted methods of reading, and specialised equipment in PE.
- Technological aids such as recording buttons, iPads, timers.
- Word banks and picture cards.
- Repetition of key vocabulary and language
- Pre-exposure to new learning material
- Differentiated resources e.g. scales on measuring cylinders
- Drama to explain concepts and embed key vocabulary
- More precise step-by-step instructions, which are then modified with visual, key words, signs, symbols and simple language.
- More simple representations of data e.g using pictograms.
- Use of manipulatives and resources used in Maths lessons to support learning in other subjects such as Science.
- Use of concrete resources.
- Visual aids such as photos, videos and simulations to help pupils learn and make sense of the subject content.
- Worked examples to use as a model whilst completing independent work.
- The way questions are asked will be considered in order to check pupil's understanding; these may need to be rephrased to ensure all pupils can access the learning and respond appropriately.

- When pupils conduct fieldwork or attend other visits modifications and adjustments are planned and considered to ensure all pupils can develop their curiosity and fascination with the world around them. Factors that may affect pupils with SEN and/or disabilities are included in risk assessments to ensure the safety of all pupils.
- Consideration to how group work is organised- the size of groups, where they work and level of support required.
- Different equipment including different sized equipment, equipment with a different grip and weight, ear-defenders, seating, desks, ramps.
- Use of a range of strategies including: modelling, imitating and demonstrating to help learners understand concepts.
- Beginning lessons with a recap of previous learning or recapping new vocabulary.
- Peer support to motivate and model skills.