



**Marshfields**

# **Curriculum planning for SEN in your classroom**

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- Pupils in our classes may have a range of Special Educational Needs (SEN) that need to be planned for and supported through adapted and differentiated planning and Teaching and Learning activities.

# Starting points

- For MLD learners needs can include some or all of the following:
  - Difficulty understanding basic concepts.
  - Problems acquiring basic skills in reading, writing and numeracy with a resultant lack of confidence to use and develop the skills they do have.
  - A lack of logic.
  - Poor problem-solving skills.
  - An inability to generalise learning and adapt it to new situations.
  - Limited communication skills coupled with immature social and emotional understanding.
  - Difficulty with personal organisation.
  - Poor auditory/visual memory.
  - Poor long and short term memory; difficulty remembering what has been taught.
  - Speech and language delay.
  - Emotional and behavioural difficulties.

<https://www.goodschoolsguide.co.uk/special-educational-needs/types-of-sen/schools-for-moderate-learning-difficulties>

In order to plan for these needs we need to consider the starting points of the pupils - EHCP

# Outcomes

- **EHCP targets**
- **Curriculum targets:**

**EYFS Development matters**

**KS1 NC**

**PKSS**



# Outcomes

- By the end of Key Stage 2:

XXXX will be able to answer 3 out of 5 *who, what, why, where, when or how* questions about a reading age appropriate text he has read to help secure his reading comprehension skills

Children in reception will be learning to:	Examples of how to support this:
Ask questions to find out more and to check they understand what has been said to them.	<p>Show genuine interest in knowing more: "This looks amazing, I need to know more about this."</p> <p>Think out loud, ask questions to check your understanding; make sure children can answer who, where and when questions before you move on to why and 'how do you know' questions: "I wonder why this jellyfish is so dangerous? Ahh, it has poison in its tentacles."</p>
Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	<p>Make the books available for children to share at school and at home.</p> <p>Avoid asking children to read books at home they cannot yet read.</p>

English

## Year 1 programme of study

### Reading – comprehension

Pupils should be taught to:

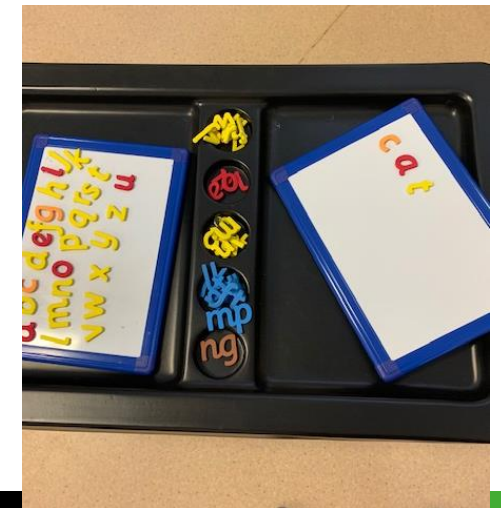
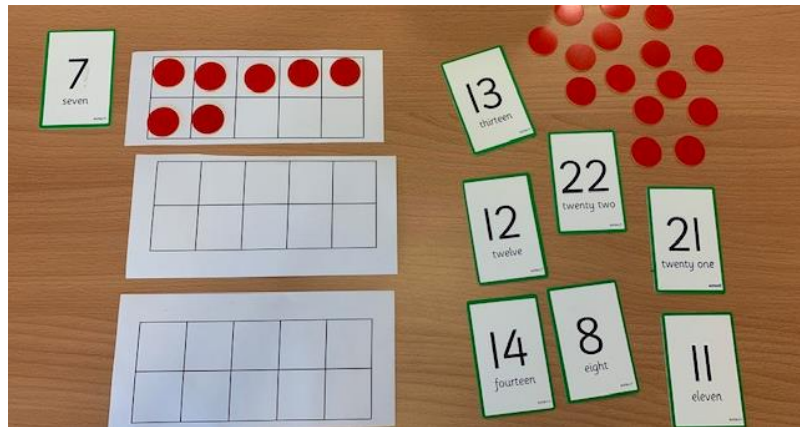
- understand both the books they can already read accurately and fluently and those they listen to by:
  - drawing on what they already know or on background information and vocabulary provided by the teacher
  - checking that the text makes sense to them as they read and correcting inaccurate reading
  - discussing the significance of the title and events
  - making inferences on the basis of what is being said and done
  - predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them.

# planning

- Engagement and motivation – reasons, applications, ‘real life’, practical, exploration
- ‘Hooks’ – themes, texts, resources
- Key skills/outcomes
- Prior learning
- EHCPs - provision
- Repetition and over learning, application in different contexts

# planning

- Opportunities to practice core basic skills and application of learning



# planning

- Range of activities – exploration, application, independent, scaffolded, visual, hands on, written, oral...
- Adult input/interaction – key questions, modelling and scaffolding, intervention/EHCP input
- Ways learning will be captured – alternative ways of recording and assessing
- Resources – including you and other adults



# planning

- Short focused tasks
- Clear routines and expectations – now and next, visual TT, work trays, social stories
- Use of ZPD, high expectations not just ‘holding activities’
- Dysregulation – do’s and don’ts, social stories, sensory breaks

# Good practice for pupils with MLD

- Routine and structure.
- Giving the child responsibilities.
- Encourage, praise, reward
- Ensuring learning objectives are realistic, and that success is achievable.
- Giving clear instructions.
- Careful questioning to ensure a child knows what is expected of them and of the task.
- Checking understanding at every stage.
- Work broken down into small manageable tasks.
- Regular reinforcement of tasks to be mastered and the opportunity to practice and apply skills in everyday situations.
- Showing how things are done rather than just explaining.
- Providing plenty of opportunities for multi-sensory, practical learning.
- Writing frames to help structure work.
- Monitoring, recording and reporting of progress and the strategies that are successful.
- Facilitating friendship groups.
- Having positive role models.
- Opportunities to participate and be fully included.