

SEND and the Curriculum at Dishforth C of E Primary School

HOW WE TEACH

WHAT IS IT?

Every child has a carefully design opportunities to achieve but removing their barriers to learning.

There is no ceiling placed on a child's ability to learn or achieve.

WHY IS IT IMPORTANT?

High expectations are embedded for all pupils regardless of individual's needs. Inclusive quality first teaching is always prioritised. Every teacher is a teacher of SEN. Staff members know **EVERY** child and understand their learning profile.

SUMMARY

Labels are not an excuse to a barrier to success therefore, teachers set challenges for all abilities meaning their individual needs are met and barriers to learning are removed.



ACCESS TO THE CURRICULUM

Scaffolding Pre-teaching Modelling



KNOW PUPILS & BUILD RELATIONSHIPS

Engage in high quality conversations. Know an individual child's background. Plan activities with additional time.



VISUAL AIDS

Words bands, picture books, pictorial representations used. Use of films and clips. Visual timetables.



RESOURCES

Manipulatives. Sentence starters, language structure and word banks. Equipment - pencil grips. Coloured paper. IT.



EARLY IDENTIFICATION

Quality first teaching + additional strategies. Quality first teaching + advice and support from SENCo.

Quality first teaching + external agency support & guidance.



PRIORITISE UNDERSTANDING

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



PLANNED GROUPINGS

Mixed ability talk partners. Mixed ability groups for activities. Groups or pairing to support social and emotional needs.



CIRCULATE – CHECK - REACT

Movement around classroom and interact with pupils. Check for misconceptions. Praise, support and targeted questioning.