

Cognition and Learning		Communication and Interaction	
<u>Subject Challenges for SEND</u>	<u>Provision for SEND</u>	<u>Subject Challenges for SEND</u>	<u>Provision for SEND</u>
<p>Accessing reading/ written work.</p> <p>Poor memory and recall skills.</p> <p>Recording written assessments or feedback to listening/ appraising activities.</p> <p>Poor sequencing skills.</p> <p>Understanding French.</p>	<p>Use visual aids to support pupils in understanding words and phrases (use off Knowledge Organiser).</p> <p>Use word banks which include pictures.</p> <p>Some barriers for some pupils with dyslexia or a visual impairment can be removed in straightforward ways, e.g. by changing the font, background colours, etc.</p> <p>Use of ICT to reduce the need for pupils to rely on their short- or long-term memories.</p> <p>New learning fits into the framework of what the pupil already knows.</p> <p>A range of sources of assessment, including individual pupils' successes in the lessons taking account of their oral contributions.</p> <p>Smart grouping: pairing with a more able reader/writer.</p> <p>Build in lots of repetition. when writing up nouns in a language where the article changes.</p> <p>Use different forms of communication – such as gesture – to compensate for difficulties when speaking.</p>	<p>Using their voice expressively.</p> <p>Understanding and using new topic vocabulary.'</p> <p>Lower than expected levels of expressive vocabulary – 'they can't find the words.'</p> <p>Following instructions and sequences.</p>	<p>Use different forms of communication – such as gesture – to compensate for difficulties when speaking</p> <p>Pre-teaching of new vocabulary prior to lesson.</p> <p>Limit vocabulary to that which is necessary to ensure progress.</p> <p>Children are allowed time to discuss the answers to questions with peers.</p> <p>Children with communication impairments are given time to think about questions before being required to respond.</p>

Sensory and Physical		Social Emotional and Mental Health	
<u>Subject Challenges for SEND</u>	<u>Provision for SEND</u>	<u>Subject Challenges for SEND</u>	<u>Provision for SEND</u>
<p>Poor concentration.</p> <p>Overly sensitive to sound/ noise.</p>	<p>Ensure teacher's face can be seen – avoid standing in front of light sources, e.g. windows.</p> <p>Provide sources and themes which are matched to the needs of the child. i.e. enlarged sources/visuals/I.T.</p> <p>Support to avoid conflict/sensory overload – consider ear defenders, a quiet space to work in/ an effective way for a child to communicate any distress.</p>	<p>Understanding own thoughts and contrasting with those of others.</p> <p>Working effectively as part of a group Unable to relate to the different emotions being spoken about.</p>	<p>Working in a small group with a trusted adult for emotional support.</p> <p>Some children could work individually.</p> <p>Pre-teaching and discussing the responses to the questions that will be asked.</p>