

# SEND and the Curriculum at Dishforth Airfield 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.