Our approach to planning for learners with Special Educational Needs

Core principles of planning for our learners with SEND

- Our planning removes barriers to learning
- We know the 'point of entry' to a task for our learners with SEND
- Adaptations to approach and task enable all learners to access the curriculum
- Skilled questioning used to support understanding and address misconceptions
- Modelling and scaffolding of new skills are at the heart of planning for our learners with SEND
- Pre and post tutoring is used to support learning of new language and concepts
- Our learners with SEND benefit from an increased frequency of overlearning and retrieval opportunities which support long-term memory of knowledge and skills
- Opportunities for applying new skills are interleaved throughout the curriculum

Assessment

Consider:

- How do we assess the knowledge and skills of our learners with SEND?
- The accessibility and integrity of assessment for learners with SEND
- Alternative methods of gaining assessment data/information
- The importance of learner's exposure to conceptual and technical vocabulary language prior to assessment

An example of considered planning

General Considerations before planning for our learners with SEND

- Be clear about what learners with SEND will be learning
- Model and scaffold the steps involved in the learning process
- Planned learning should take account of the child's prior knowledge and experience of the world
- Think about how the skills of learners with SEND will be built into distributed practice, little and often – how do these tasks give learners opportunities to practise skills, overlearn and commit knowledge and skills to long-term memory?
- Task boards and visuals can support greater independence
- Consider assistive technology to support a normal way of working for our learners with SEND

Reflective questions for planning

- Q) Is there an appropriate level of challenge for our learners with SEND?
- Q) Is there a balance of teacher and TA teaching for our learners with SEND?
- Q) Is there a blend of group, paired and independent learning tasks?
- Q) Are learners with SEND encouraged to self-assess their progress using a range of differentiated methods and resources?
- Q) How does our daily curriculum support our learners to REMEMBER MORE?
- Q) How are we planning tomorrow's lessons for our children based upon what we have learnt about them TODAY?

Knowledge Objective	Task	Lesson Detail	Vocabulary
To know that India, Japan and China are both countries in the continent of Asia. **Knowledge goals** Asia is the largest continent in the world. Japan, India and China are located in Asia. The Ganges River is in India. New Delhi is the capital of India, Tokyo is the capital of Japan and Beijing is the capital of China.	**Task:** To find and identify the countries on a map of Asia. How will you adjust or scaffold this task? What support will learners with SEND be given in this sequence of lessons to support their long-term memory recall and acquisition of skills, and how often should these skills/knowledge be revisited? **Success Criteria:** Does the success criteria create a barrier for learners with SEND? I can find countries on a map. I can locate China, Japan and India on a blank map. I can identify the capital cities of China, Japan and India on a map. **Step for Depth:** List countries that border India, Japan or China and describe where they are using positional language. Some learners with SEND will be able to access this step for depth with appropriate planning/approach.	**Prior Learning:** Ask the children what they know about India, Japan and China. You may wish to record some of their answers. Elicit SEND understanding of where these countries are as a link to the next steps in learning. Sharper focus on questioning. Verbal contributions could be recorded. **Vocabulary:** Introduce the words. Ensure children know the difference between the words 'continent' and 'country', e.g. showing on a map the example- Europe is the continent, France is the country. Are learners with SEND being pre-tutored around new language/concepts prior to lesson. Are links forged between previous and new learning? Illustrate parts within parts to anchor understanding: use real-life experiences, visuals or manipulatives. Many learners with SEND, especially those with language difficulties may struggle to articulate their understanding of 'differences' between – use key words to scaffold a verbal description or visuals. **Teach:** Recap the different continents of the world. India, Japan and China are in the same continent; do you know which one? Model using an atlas to find countries. Explain that we are looking at the continent of Asia. China, Japan and India are countries in Asia. Show the flags. Model using positional language, India is to the ____ of China. Provide children with an image of a compass to help. Consider using earlier prepositional language as a way of anchoring visual position, e.g, 'next to', 'below' for learners with SEND **Talk task:** Find India in an atlas/map of the world. Describe where it is? What can you tell me about India from looking at the map? Feedback as a class. Then repeat with China and Japan. Use this as an opportunity to revisit the purpose of maps with some SEND children. Ensure that children know what 'describe' means. Although, all countries could be discussed, consider whether those children with language difficulties may benefit from focusing on one country and developing/acquiring language around that. Teach: Look at a map of the world and point out the size of India, Japan and China. Compare this with the size of the UK. Explain that China has the world's highest population, with India as the second most populated (you can look at population estimates here: https://www.worldometers.info/world-population/population-by-country/) What is the capital city of India? What is the capital city of China? What is the capital city of Japan? Find these on the map. Look at rivers on the maps. Can you find the Ganges? Ensure children are pre-tutored in language – do they understand what 'population' means – could alternative vocabulary be used? **Task:** Use an atlas to help you find and label China, Japan and India on a blank map. Can you label the capital cities? Can you label any rivers? Consider using a floor book to explore this task. Use visuals and manipulatives to support. Do children know where these countries are in relation to the UK? Focus on prior geographical skills before building on. **Partner teach/Plenary:** Display picture of the world with a circle that represents where more than half of the world live (which includes India and China). Children to discuss what they think it shows. When giving explanation, highlight India, Japan and China's importance in the world. Consider learners access to this plenary. How can they successfully contribute?	Asia Japan China India Continent Atlas Map Country New Delhi Beijing Tokyo Pre-tutor this language. Do children have any real-life experiences of these countries?

Resources: atlas's, maps. blank maps, https://www.worldometers.info/world-population/population-by-country/)