

Ashbourne Primary School's SEND provision for Foundation Subjects

Introduction:

This document outlines how teaching staff can provide high-quality, inclusive education across all foundation subjects for pupils with Special Educational Needs and Disabilities (SEND). It supports the implementation of the SEND Code of Practice (2015) and promotes Quality First Teaching as the foundation of inclusive practice.

It provides clear, practical guidance for planning, delivering and reviewing lessons to ensure that all pupils can access, engage with and achieve within the curriculum. Each subject section includes examples of differentiation and adaptation strategies to meet a range of learning needs and styles.

This guidance aims to help teachers and support staff to:

- Identify and remove barriers to learning.
- Plan effective scaffolds that enable independence.
- Utilise available resources efficiently.
- Promote pupil confidence, participation and achievement.

Core Principles of Inclusive Practice:

- All teachers are teachers of SEND – inclusive practice is a whole-school responsibility.
- Establish clear, consistent routines and expectations across all subjects.
- Use visuals, modelling and scaffolds to support understanding.
- Break instructions into manageable steps and check understanding frequently.
- Use pre-teaching and overlearning to reinforce key vocabulary and concepts.
- Plan for sensory regulation through movement breaks, calm spaces and predictable transitions.
- Work collaboratively with teaching assistants to promote independence rather than dependence.
- Encourage peer support, group work and opportunities for positive social interaction.
- Celebrate effort, perseverance and progress to build confidence and self-esteem.

Intended Impact:

The implementation of this SEND provision and support guidance ensures that every pupil has equitable access to a broad and balanced curriculum across all foundation subjects. Teachers and support staff are equipped with practical strategies and resources to remove barriers to learning, enabling pupils with additional needs to engage, achieve and make measurable progress.

Through consistent application of the approaches outlined in this document, pupils with SEND will:

- Develop increased confidence, independence and a sense of belonging in all curriculum areas.
- Demonstrate improved communication, social interaction and self-regulation skills.
- Make progress towards their personal targets and curriculum outcomes at a level appropriate to their ability.
- Experience success through adapted tasks that value effort, creativity and participation as well as attainment.
- Benefit from high-quality teaching that is responsive to their individual strengths and needs.

Teachers will:

- Plan with inclusion at the forefront of every lesson.
- Use assessment and observation to inform adaptive teaching.
- Work collaboratively with support staff, families and the SENDCo to ensure consistent, joined-up provision.
- Contribute to an inclusive culture where difference is valued and all learners are encouraged to thrive.

Art & Design

Art & Design allows pupils to express themselves creatively. It should be accessible to all by adapting materials, offering structured steps and valuing process as well as product.

Broad Area of Need	What good support looks like	Resources required
Communication & Interaction	<ul style="list-style-type: none"> • The language necessary for whole-class discussion may be a barrier for pupils who find it difficult to express themselves. Use paired or small-group discussion, ideally led or supported by an adult, to encourage participation. • Give clear, precise and unambiguous instructions. • Prepare questions in different ways for different pupils – careful questioning ensures all children have the opportunity to answer open-ended questions. • Teaching assistants can support by breaking information into smaller steps. • Provide visual instructions, step-by-step prompt cards and model techniques visually. • Use consistent and simple language when giving feedback or directions. 	Step-by-step visual instructions Prompt cards and visual aids Word banks and labelled equipment Carefully worded instructions
Cognition & Learning	<ul style="list-style-type: none"> • Link art vocabulary to images to ensure all pupils understand key terms and concepts. 	Clearly labelled vocabulary with images Visual examples of final pieces

	<ul style="list-style-type: none"> • Use displays that are engaging and supportive but not visually overwhelming. • Provide brain breaks for pupils who need tasks broken into manageable chunks. • Model techniques clearly and slowly, giving pupils opportunities to observe and practise each stage. • Use adults effectively to offer encouragement, visual demonstrations, or challenge pupils through questioning. • Allow additional processing and completion time for complex tasks. • Scaffold activities with templates, outlines, or examples of finished work. 	<p>Templates and scaffold sheets</p> <p>Timers for pacing tasks</p>
Social, Emotional & Mental Health	<ul style="list-style-type: none"> • Build confidence through positive feedback and valuing individual expression. • Offer brain breaks and structured pauses for pupils who struggle with focus or frustration. • Be mindful of seating arrangements to reduce distractions and conflict. • Use adults to encourage participation and self-regulation. • Provide smaller group or 1:1 opportunities for those who find whole-class activities challenging. • Allow flexibility in materials or task size (e.g., smaller paper or pre-drawn outlines) to reduce overwhelm. • Use art for emotional expression – e.g., “feelings colours” or themed projects 	<p>Emotion-themed prompts</p> <p>Alternative seating</p> <p>Visual references or printed images</p> <p>Use of smaller paper or pre-made outlines</p>
Sensory & Physical	<ul style="list-style-type: none"> • Provide visual examples on paper as well as on screen (IWB) for pupils with visual impairments. • Consider classroom layout and seating – ensure space for wheelchairs or mobility aids and accessible materials for all pupils. • Adapt resources for physical needs: use long-handled or ergonomic brushes, tape two brushes together for extra reach, or offer chunky pencils and grips. • Allow pupils to use gloves for messy work or provide alternative tactile materials if needed. • Be aware of background noise and sensory overload from group activities – allow headphones or quiet work areas if necessary. • Keep work surfaces clutter-free and ensure left-handers are seated on the left-hand side of desks. 	<p>Long-handled or ergonomic brushes</p> <p>Chunky pencils and grips</p> <p>Tracing paper and light boxes</p> <p>Hot glue guns (with risk assessment)</p> <p>Gloves and aprons</p> <p>Noise-reducing headphones</p> <p>Alternative seating</p> <p>High-contrast materials</p> <p>Radio aids or visual monitors</p>

	<ul style="list-style-type: none"> • For pupils with visual impairments: enlarge and magnify visual images, use high-contrast colours, outline shapes with black pen or hot glue for tactile feedback and allow tracing. • For hearing impairments: ensure good seating position (able to see lips), minimise background noise and support with Makaton or visual aids as needed. 	
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Design and Technology (D&T)

Design & Technology encourages creativity, resilience and practical problem-solving. It combines thinking, designing and making — skills that require planning, organisation and fine motor control. Pupils with SEND can thrive when activities are carefully scaffolded, with clear steps, adapted tools and opportunities for success at every stage.

Broad Area of Need	What good support looks like	Resources required
Communication & Interaction	<ul style="list-style-type: none"> • Give clear, precise and unambiguous instructions. • Prepare D&T questions and tasks in different ways for different pupils – ensure open-ended questions can be accessed by all. • Use visual instructions, prompt cards and modelling to demonstrate processes. • Support pupils in paired or small group discussions, led by an adult when possible. • Break information into smaller steps and use visuals to reinforce understanding. • Allow pupils to explain their design choices verbally or using visuals instead of written text. 	Step-by-step visual guides Prompt cards and labelled diagrams Visual design templates Word banks and simplified vocabulary lists
Cognition & Learning	<ul style="list-style-type: none"> • Link D&T vocabulary to images to support understanding of key terms (e.g. “cut”, “join”, “measure”). • Scaffold the process — provide checklists or success criteria for each stage of design, making and evaluating. • Use visual modelling and examples of previous work to clarify expectations. • Allow more time for practical tasks and ensure repetition of key skills. • Provide brain breaks to help with attention and sequencing. 	Visual word banks and vocabulary displays Graphic organisers for planning Example products Timers or visual countdowns

	<ul style="list-style-type: none"> • Use adults effectively for guidance, encouragement and extension through questioning. 	
Social, Emotional & Mental Health	<ul style="list-style-type: none"> • Plan opportunities for success to build confidence and perseverance. • Provide brain breaks to manage frustration or fatigue. • Be mindful of seating and group combinations to support positive collaboration. • Allow pupils to take a break in a designated calm space when required. • Encourage teamwork and shared problem-solving. • Provide immediate, specific praise for effort and creativity. 	<p>Calm area for breaks Alternative seating 'Now/Next' cards Team roles or job badges</p>
Sensory & Physical	<ul style="list-style-type: none"> • Select appropriate tools and materials for individual needs — e.g. left-handed scissors, ergonomic tools, or lightweight cutters. • Ensure safe and accessible workspace with clutter-free surfaces. • Allow the use of gloves for tactile sensitivity or hygiene needs. • For pupils with visual impairments: enlarge templates, increase contrast, use tactile markers, or mask paper edges with tape. • For pupils with hearing impairments: seat them near the teacher, reduce background noise, use visual prompts and Makaton where appropriate. • Provide alternative tools for pupils with fine-motor difficulties (e.g. adaptive handles, Velcro joins, or pre-cut pieces). 	<p>Left-handed scissors Chunky pencils and rulers Long-handled or ergonomic paintbrushes Magnifying glasses Alternative seating Noise monitors or radio aids Visual/pictorial aids</p>

Music

Music promotes self-expression, listening skills and creativity. Inclusive music teaching ensures that all pupils can participate in listening, performance and composition, regardless of their needs. Adaptations to instruments, seating and sound levels, along with visual cues and clear routines, support engagement and enjoyment for all.

Broad Area of Need	What good support looks like	Resources required
Communication & Interaction	<ul style="list-style-type: none"> • Some pupils may find the language of music abstract; pre-teach key vocabulary such as pitch, tempo and dynamics. • Use visual word banks to label instruments and musical dimensions. 	<p>Visual word banks Prompt cards Sticky knowledge sheets</p>

	<ul style="list-style-type: none"> • Reinforce vocabulary through singing, repetition and visual reminders throughout the day. • Encourage paired or small-group work to support turn-taking and expressive communication. • Provide clear, concise and unambiguous instructions. • Use a combination of spoken, visual and kinaesthetic cues to ensure understanding. 	<p>Visual/pictorial aids TA support for breaking down tasks</p>
Cognition & Learning	<ul style="list-style-type: none"> • Link music vocabulary to visual symbols or images to aid comprehension. • Use modelling, imitation and repetition to reinforce understanding of rhythm and melody. • Create graphic scores or pictorial representations of compositions to support non-verbal learners. • Provide brain breaks between listening and performing tasks to support focus. • Offer guided practice with adult support, gradually reducing scaffolds. • Allow additional time for pupils to explore instruments and consolidate concepts. 	<p>Simplified notation Graphic scores Visual symbols for rhythm and pitch Adaptive software</p>
Social, Emotional & Mental Health	<ul style="list-style-type: none"> • Be aware that music lessons can evoke strong emotions or sensory responses. • Prepare pupils for the structure of the lesson and potential loud sounds. • Pre-teach the use of instruments to avoid anxiety or surprise. • Provide structured roles (e.g. conductor, timekeeper) to promote engagement and focus. • Use positive reinforcement to celebrate participation and effort rather than musical accuracy. • Offer movement breaks or calm time when required. 	<p>Ear defenders Emotion check-ins Visual “First–Then” cards Calm space Positive reinforcement system</p>
Sensory & Physical	<ul style="list-style-type: none"> • Adapt instruments for accessibility (e.g., lightweight percussion, smaller string instruments). • Offer tactile or vibration-based experiences for pupils with hearing impairments (e.g., feel rhythm through bass or floor). • Control noise levels — allow ear defenders or individual headphones when needed. • For pupils with visual impairments: use high-contrast or coloured instruments 	<p>Ear defenders Coloured chime bars / boomwhackers Tracing paper for notation Adaptive technology Alternative seating</p>

	<p>such as boomwhackers or chime bars.</p> <ul style="list-style-type: none"> • Ensure appropriate seating and instrument positioning for physical comfort and access. • Incorporate music technology and software for pupils who cannot manipulate physical instruments 	<p>Headphones Visual and tactile cues</p>
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History

History supports pupils in developing curiosity, empathy and understanding of the world around them. It encourages critical thinking and appreciation of change, continuity and cause and effect. Pupils with SEND benefit from clear structure, visual scaffolds and interactive, multisensory approaches that make abstract historical concepts tangible.

Broad Area of Need	What good support looks like	Resources required
Communication & Interaction	<ul style="list-style-type: none"> • Use visual timelines, storyboards and pictures to make historical events concrete and accessible. • Pre-teach key vocabulary (e.g. “past”, “ancient”, “chronology”) using image-based word banks. • Use storytelling and drama to help pupils understand complex ideas and sequence of events. • Encourage small-group or paired discussions to practise explaining ideas before sharing with the class. • Give short, clear and precise instructions; repeat or rephrase when needed. • Offer visual cues and prompt questions during discussions. 	<p>Visual timelines and picture cards Vocabulary mats Sentence stems for discussion Storyboards and role-play props</p>
Cognition & Learning	<ul style="list-style-type: none"> • Break lessons into manageable chunks with clear learning objectives. • Use dual-coded resources (images with text) to support comprehension. • Offer simplified reading materials and scaffolded comprehension questions. • Use concrete artefacts or replicas to make learning tangible. • Encourage pupils to demonstrate understanding through visuals, oral explanations, 	<p>Simplified texts and comprehension sheets Graphic organisers Artefacts and replicas Timelines and maps Visual success criteria</p>

	<p>or matching activities rather than extended writing.</p> <ul style="list-style-type: none"> • Provide frequent opportunities to recap and revisit key ideas. 	
Social, Emotional & Mental Health	<ul style="list-style-type: none"> • Be sensitive to potentially distressing topics (e.g. war, injustice, slavery). Prepare pupils for these themes in advance. • Provide clear routines and structure to support engagement. • Encourage group tasks that promote cooperation and respect. • Use positive feedback to build confidence when sharing ideas. • Allow short movement breaks or time-out cards when needed. 	<p>Emotion check-ins Calm space or time-out area Structured group roles Visual reminders of routines</p>
Sensory & Physical	<ul style="list-style-type: none"> • Provide enlarged, high-contrast images or maps for visual impairments. • Ensure artefacts and resources are accessible for all pupils (height, texture, size). • Consider lighting and background noise during film clips or discussions. • Provide tactile artefacts for exploration and engagement. • For pupils with hearing impairments: seat them near the teacher and use subtitles or visual summaries for videos. • Allow flexible seating arrangements and breaks during lengthy discussions or activities. 	<p>Enlarged or tactile maps Subtitled videos Alternative seating Magnifying glasses Visual summaries and cue cards</p>

Geography

Geography develops pupils' understanding of place, space and environment. It builds curiosity about the natural and human world while encouraging observation, comparison and interpretation. For pupils with SEND, geography should be made tangible through visual resources, hands-on exploration and well-structured tasks that connect new learning to real-life experiences.

Broad Area of Need	What good support looks like	Resources required
Communication & Interaction	<ul style="list-style-type: none"> • Use visuals, maps, globes and real objects to explain geographical concepts. • Pre-teach key vocabulary such as “continent”, “climate” and “population”. • Model sentence structures for describing locations (e.g., “The weather in ___ is ___”). 	<p>Visual maps and atlases Word banks and picture cards Sentence stems Globe, compass and real-world examples</p>

	<ul style="list-style-type: none"> • Encourage paired talk before feedback to support verbal expression. • Reinforce understanding using symbols, pictures and gestures. • Use explicit questioning and sentence starters to support contributions. 	
Cognition & Learning	<ul style="list-style-type: none"> • Break tasks into short, structured stages (e.g. identify – describe – compare). • Use visual supports such as diagrams, photographs and videos. • Scaffold map skills with colour-coded keys or pre-labelled templates. • Use concrete examples, like school grounds or local areas, before abstract global comparisons. • Simplify data handling tasks and support with visuals. • Provide extra processing time and regular review of learning. 	<p>Simplified maps and diagrams Pre-labelled templates Photos and satellite images Structured worksheets Visual checklists</p>
Social, Emotional & Mental Health	<ul style="list-style-type: none"> • Use outdoor learning opportunities to increase engagement and reduce anxiety. • Promote teamwork through paired fieldwork and shared inquiry. • Provide predictable routines and clear boundaries for outdoor or practical lessons. • Praise curiosity and effort rather than correctness. • Allow breaks and provide a calm zone if pupils become overwhelmed during sensory-rich tasks. 	<p>Outdoor learning resources Emotion cards Calm or rest space Teamwork roles Visual rules for outdoor learning</p>
Sensory & Physical	<ul style="list-style-type: none"> • Adapt equipment and environment to ensure accessibility for all pupils, particularly during fieldwork. • Use tactile maps and raised reliefs for pupils with visual impairments. • Minimise glare from IWB and maps by adjusting lighting. • Provide headphones or quiet spaces for pupils sensitive to noise during group activities. • Allow for additional time and mobility support when moving around outdoor areas. • Use technology (Google Earth, virtual tours) for pupils who cannot participate in physical exploration. 	<p>Tactile or raised maps Clipboards for outdoor work Headphones Alternative seating Digital resources (Google Earth, virtual field trips)</p>

Science

Science encourages curiosity, questioning and exploration of the world around us. It develops skills in observation, investigation and reasoning. For pupils with SEND, practical and concept-based learning can be highly engaging when supported by clear structure, repetition and sensory-friendly approaches. Effective differentiation ensures that all pupils can access scientific enquiry and experience success in discovery.

Broad Area of Need	What good support looks like	Resources required
Communication & Interaction	<ul style="list-style-type: none"> • Pre-teach key vocabulary using visuals and symbols (e.g., “solid”, “liquid”, “gas”). • Model scientific language clearly and repeat terms throughout the lesson. • Use sentence stems to support oral or written responses (e.g., “I observed that...”). • Provide visual instructions for experiments and practical work. • Encourage paired or small-group discussion with clear roles (e.g., “recorder”, “observer”). • Use questioning carefully — allow thinking time and scaffold answers. 	Visual vocabulary cards Sentence stems and word mats Visual step-by-step instructions Role cards for investigations
Cognition & Learning	<ul style="list-style-type: none"> • Link new learning to prior experiences using familiar contexts (e.g., melting chocolate for states of matter). • Use visuals, diagrams and real-life examples to make abstract ideas concrete. • Chunk practical tasks into short, clear steps and use visual checklists. • Scaffold enquiry with structured planning and recording sheets. • Use repetition and revisit core concepts regularly to embed understanding. • Allow flexible ways to record findings (drawings, photos, oral explanations). 	Visual organisers Structured investigation templates Dual-coded resources Visual checklists Alternative recording formats
Social, Emotional & Mental Health	<ul style="list-style-type: none"> • Provide clear expectations for group work and practical safety. • Use predictable lesson structures (e.g., “Recap – Explore – Record – Reflect”). • Offer reassurance before experiments that involve change, mess, or noise. • Allocate clear roles within investigations to support engagement and cooperation. • Celebrate curiosity and perseverance, not just accuracy of results. • Allow time-out cards or breaks for regulation if pupils become overwhelmed. 	Calm space Visual “Now/Next” boards Role cards for group work Positive reinforcement strategies
Sensory & Physical	<ul style="list-style-type: none"> • Consider sensory sensitivities during experiments (e.g., smells, textures, noise). Offer gloves, goggles, or distance participation options. • Ensure all practical activities are accessible — adapt equipment height, weight, or texture as needed. 	Gloves, goggles, tongs Adaptive or lightweight equipment Large-print labels

	<ul style="list-style-type: none"> • Provide alternatives for pupils unable to complete fine-motor tasks (e.g., using tongs or adult assistance). • For visual impairments: use high-contrast equipment and large-print labels. • For hearing impairments: demonstrate visually and face pupils when speaking. • Allow pupils to opt out of direct contact with materials while still participating in observation and discussion. 	<p>Magnifiers and light boxes</p> <p>Noise-reducing headphones</p> <p>Alternative seating arrangements</p>
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Physical Education (PE)

Physical Education promotes health, coordination, teamwork and resilience. For pupils with SEND, PE lessons should focus on inclusion, safety and enjoyment, ensuring all pupils experience success. Clear communication, flexible adaptation and positive reinforcement are key to supporting engagement and confidence.

Broad Area of Need	What good support looks like	Resources required
Communication & Interaction	<ul style="list-style-type: none"> • Use short, clear instructions and repeat or model visually before pupils attempt the skill. • Demonstrate actions step by step; use gestures and non-verbal cues to support understanding. • Encourage peer mentoring or buddy systems for modelling and reinforcement. • Use visual timetables or symbol cards to outline the sequence of activities. • Pre-teach key vocabulary (e.g., “throw”, “catch”, “balance”) with images or videos. • Support turn-taking and teamwork with structured groupings. 	<p>Visual cue cards</p> <p>Photographic step sequences</p> <p>Demonstration videos</p> <p>Peer support cards</p> <p>Picture vocabulary mats</p>
Cognition & Learning	<ul style="list-style-type: none"> • Simplify rules and instructions for games — introduce one new element at a time. • Scaffold skill progression through smaller, achievable steps (e.g., rolling → underarm throw → overarm throw). • Use repetition and routine to build memory of movement sequences. • Offer additional processing time and slow-paced demonstrations. • Use consistent visual signals (e.g., whistle, hand signs) to indicate transitions or stops. • Encourage verbal feedback and self-assessment after each activity. 	<p>Adapted rule cards</p> <p>Visual sequencing posters</p> <p>Coloured cones or markers</p> <p>Timers or visual countdowns</p> <p>Step-by-step visuals</p>

Social, Emotional & Mental Health	<ul style="list-style-type: none"> • Prioritise inclusion and confidence over competition. • Allow pupils to opt into non-competitive roles (e.g., scorekeeper, equipment manager). • Create a safe and supportive atmosphere that celebrates effort. • Offer “First–Then” cards and visual timetables to help with routine changes. • Allow time-out or movement breaks if overstimulation occurs. • Provide clear praise linked to specific skills or behaviour (“I liked how you focused on your balance!”). 	<p>“Now/Next” cards Emotion regulation tools Calm-down space Positive reward system Visual success criteria</p>
Sensory & Physical	<ul style="list-style-type: none"> • Adapt equipment — e.g., larger or softer balls, wider targets, or shorter distances. • Offer alternative versions of activities that focus on the same skill (e.g., balloon volleyball, seated basketball). • Modify spaces and routes to ensure accessibility for wheelchairs or mobility aids. • Manage sensory load by avoiding overly noisy environments and providing ear defenders if needed. • For visual impairments: use high-contrast equipment, sound cues, or textured markers. • Provide rest breaks and ensure hydration opportunities are frequent. 	<p>Soft or large balls Coloured floor markings Wheelchair-accessible equipment Noise-reducing headphones High-contrast tape or cones Alternative seating options</p>

PSHE / SRE (Personal, Social, Health & Economic Education / Sex & Relationship Education)

PSHE and SRE help pupils understand themselves, relationships, emotions and the world around them. Pupils with SEND may find abstract social and emotional concepts challenging, so teaching should be explicit, scaffolded and supported with visuals and real-life examples. Sensitivity, trust and routine are key to engagement.

Broad Area of Need	What good support looks like	Resources required
Communication & Interaction	<ul style="list-style-type: none"> • Use visuals, symbols and social stories to explain key concepts such as friendship, consent, or emotions. • Pre-teach vocabulary (e.g., “kindness”, “respect”, “private”) with visual prompts. • Allow pupils to rehearse responses through role play and scripts. 	<p>Visual emotion cards Social stories Sentence stems and word mats</p>

	<ul style="list-style-type: none"> • Use consistent visual cues and sentence stems for discussions (e.g., “I feel... when...”). • Encourage small-group discussions supported by an adult rather than large group settings. • Provide extra time to formulate answers and express opinions. 	<p>Role-play props</p> <p>Feelings check-in boards</p>
Cognition & Learning	<ul style="list-style-type: none"> • Use concrete examples, stories and visuals to explain abstract ideas. • Chunk lessons into short, focused sections with regular recap. • Use repetitive structures (“Name – Explain – Practise – Reflect”). • Support new learning with practical activities such as sorting, matching, or sequencing emotions or actions. • Provide written and visual versions of scenarios. • Reinforce key messages throughout the day, not just during PSHE time. 	<p>Simplified texts</p> <p>Sorting and matching cards</p> <p>Visual timetables</p> <p>Repetition and recap materials</p> <p>Concept maps</p>
Social, Emotional & Mental Health	<ul style="list-style-type: none"> • Create a safe and predictable environment where pupils feel comfortable discussing sensitive topics. • Establish clear boundaries and confidentiality expectations. • Use emotion regulation strategies such as “zones of regulation” or “feelings thermometers.” • Provide time and space for pupils to calm or reflect if a topic is emotionally triggering. • Praise openness and honesty appropriately. • Build trusted relationships with key adults for follow-up conversations. 	<p>Zones of Regulation visuals</p> <p>Feelings thermometer</p> <p>Calm space</p> <p>Emotion check-ins</p> <p>Visual “safe talk” rules</p>
Sensory & Physical	<ul style="list-style-type: none"> • Provide flexible seating and movement opportunities during discussions. • Use sensory breaks to manage emotional overload. • For pupils with hearing impairments: ensure clear lip visibility and reduce background noise. • For visual impairments: use large-print or tactile materials. • Avoid bright, overstimulating visuals when discussing sensitive topics. • Allow for sensory tools to aid focus (e.g., fidget items). 	<p>Alternative seating</p> <p>Sensory tools (fidget items, wobble cushions)</p> <p>Large-print visuals</p> <p>Ear defenders</p> <p>Calm lighting and background music</p>

Religious Education (RE)

Religious Education develops pupils' understanding of beliefs, traditions and values across different faiths and cultures. It promotes respect, empathy and reflection. For pupils with SEND, learning should be concrete, visual and experiential — making abstract ideas accessible through storytelling, artefacts and discussion.

Broad Area of Need	What good support looks like	Resources required
Communication & Interaction	<ul style="list-style-type: none"> • Pre-teach key religious vocabulary (e.g., “belief”, “festival”, “worship”) using symbols or visuals. • Use artefacts, pictures and real-life examples to help explain abstract concepts. • Use story-based teaching to help pupils understand key religious narratives. • Support pupils in paired or small group talk before class discussions. • Use clear, consistent questioning and avoid overly abstract or hypothetical scenarios. • Provide visual cues and sentence starters to help pupils share their ideas. 	Religious artefacts and images Story sequencing cards Word banks and vocabulary mats Sentence stems Prompt cards for questioning
Cognition & Learning	<ul style="list-style-type: none"> • Break down complex beliefs into small, manageable ideas (e.g., “Christians celebrate Christmas because…”). • Use comparison charts to explore similarities and differences between faiths. • Support understanding through repeated stories, songs and visual symbols. • Use graphic organisers and mind maps to structure learning. • Provide concrete experiences, such as role play or sensory exploration of artefacts. • Reinforce key learning points with simple summaries and visuals. 	Story maps and sequencing visuals Graphic organisers Mind maps Dual-coded posters Simple comparison templates
Social, Emotional & Mental Health	<ul style="list-style-type: none"> • Create a calm, safe environment where pupils feel comfortable sharing beliefs and opinions. • Model respectful listening and discussion behaviours. • Be sensitive to pupils’ backgrounds and ensure no one feels excluded or pressured to disclose personal beliefs. • Use calm language and positive feedback to support participation. • Provide an alternative quiet activity or break if pupils find topics emotionally challenging. • Focus on shared values such as kindness, respect and fairness. 	Visual rules for discussion Calm-down cards Emotion reflection sheets Positive affirmation cards

Sensory & Physical	<ul style="list-style-type: none"> • Provide tactile access to artefacts and resources (e.g., textured items, raised lettering). • Adjust lighting and seating to create a comfortable environment for reflection or discussion. • For pupils with visual impairments: use enlarged text, tactile artefacts, or high-contrast visuals. • For pupils with hearing impairments: ensure good visibility of the teacher’s face and use visual aids or subtitles when showing videos. • Reduce sensory distractions during reflective or calm moments. • Provide flexibility for movement or alternative ways to participate (e.g., drawing or gesture). 	<p>Artefacts with varied textures Soft lighting Large-print or high-contrast images Subtitled videos Alternative seating Tactile or raised lettering resources</p>
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Modern Foreign Language (MFL)

Modern Foreign Language lessons develop communication, memory and cultural understanding. Pupils with SEND benefit from consistent structure, repetition and multisensory learning approaches. Using visuals, gestures and songs makes language learning accessible and engaging for all.

Broad Area of Need	What good support looks like	Resources required
Communication & Interaction	<ul style="list-style-type: none"> • Use a multisensory approach — pair spoken language with visuals, gestures and symbols. • Model pronunciation clearly and use repetition with consistent pacing. • Keep instructions short and consistent, avoiding unnecessary vocabulary. • Provide sentence stems to help pupils build simple sentences • Encourage pupils to communicate using both verbal and non-verbal responses (e.g., pointing, pictures). • Reinforce meaning through games, songs and storytelling. 	<p>Flashcards Visual sentence builders Action-based songs Picture dictionaries Gestural supports</p>
Cognition & Learning	<ul style="list-style-type: none"> • Pre-teach key vocabulary with picture cues before whole-class teaching. • Use colour-coding for gender and sentence structure to aid understanding. • Use frequent repetition and short, focused activities to reinforce learning. 	<p>Colour-coded vocabulary lists Dual-language displays</p>

	<ul style="list-style-type: none"> • Provide printed word mats, dual-language glossaries and translation support. • Scaffold writing tasks with templates, fill-in-the-blank activities, or cloze exercises. • Encourage memory through rhythm, rhyme and call-and-response games. 	<p>Memory games and songs</p> <p>Visual sentence frames</p>
Social, Emotional & Mental Health	<ul style="list-style-type: none"> • Build confidence by focusing on participation, not accuracy. • Use games and paired activities to promote enjoyment and reduce anxiety. • Provide immediate positive feedback and reassurance for effort. • Allow pupils to pass or listen before participating in oral activities. • Use predictable routines (e.g., greetings at the start of every lesson) to build confidence. • Prepare anxious pupils for speaking tasks ahead of time. 	<p>Reward systems</p> <p>Turn-taking games</p> <p>Calm corner for regulation</p> <p>Predictable lesson routines</p> <p>Emotion support visuals</p>
Sensory & Physical	<ul style="list-style-type: none"> • For hearing impairments: use clear articulation, visual aids and ensure good lip visibility. • For visual impairments: use large-print vocabulary cards and tactile resources (e.g., textured flashcards). • Provide subtitles or captions on videos. • Adjust classroom acoustics — reduce background noise, offer headphones, or use sound amplification if available. • Use interactive whiteboard visuals alongside physical flashcards to support multisensory learning. • Provide flexible seating and movement breaks during oral repetition exercises. 	<p>Large-print flashcards</p> <p>Tactile or textured cards</p> <p>Headphones</p> <p>Subtitled videos</p> <p>Alternative seating</p> <p>Sound amplification or radio aids</p>