

SEND across the curriculum

What do we do across school to support SEND needs?

Subject: Forest School

As a subject leader, how do you ensure the needs of SEND pupils are met within your subject? (Consider planning and delivery)

- Awareness of who is on the SEND register/numbers and needs across school.
- Liaison with SENDCo.
- Discussions with class teachers regarding IEPs.
- Ensuring we are not holding back pupil knowledge due to difficulties with other skills.
- Visual and verbal Success Criteria to break down activity into manageable steps.
- Additional adult support (1:1 in some cases).
- Play based, child-led ethos to allow children to develop their individual skills at their own pace.
- Practical and hands on experiences which are modelled and scaffolded by a trained adult.
- Opportunities for team building exercises to improve confidence, social and emotional skills.
- Outdoor environment naturally supports well-being and sensory experiences.
- Longer sessions to allow children to practise and consolidate skills.
- Open-ended resources set out to allow children to develop their own learning opportunities and increase engagement.
- Mixed ability grouping for peer-to-peer support.

Specific examples for the different areas of need

Cognition & Learning	
Barriers	Provision
<ul style="list-style-type: none"> • Remembering multi step instructions 	<ul style="list-style-type: none"> • Skills modelled at the beginning and throughout the session as many times as necessary. • 1:1 support when children are using tools such a bow saw, loppers, folding saw and sheath knives. • Mixed ability grouping for peer-to-peer support. • Small (1:8) ratios of adult to pupil. • Open-ended resources made available each sessions to allow for repetition of activities and skills-

	<p>magnifying glasses, clay, natural materials, paints, scavenger hunt sheets, craft materials.</p> <ul style="list-style-type: none"> • Flexible teaching approach, which is adapted throughout the session dependent on needs. • Learning sequences • Step by step reminders of key processes using visuals or task boards. • Broken down success criteria with clear reminders.
Communication & Interaction	
Barriers	Provision
<ul style="list-style-type: none"> • Understanding the vocabulary and descriptive language used. 	<ul style="list-style-type: none"> • Mixed ability group work for peer-to-peer support. • Instructions given verbally, prompt cards and Success Criteria provided (for example for knots and crafts). • Teambuilding activities planned for at the beginning or end of the session (Scavenger Hunts, blindfolds for instruction giving, parachute games). • Areas such as mud kitchen and open-ended workstations to encourage communication and interaction in groups. • Play based to encourage interaction and friendships. • Capitalise on the opportunities to model and teach new vocabulary. • Label equipment with a symbol and word (dual coding) • Allow a choice between two using choice boards or Makaton if speech is significantly delayed. Encourage the verbal response and support with repeating the vocab 'You've chosen soft – yes it is soft'.
Social, Emotional & Mental Health (SEMH)	
Barriers	Provision

<ul style="list-style-type: none"> • Less structured lesson format may make it harder for self-regulation behaviours. 	<ul style="list-style-type: none"> • Outdoor environment supports children's wellbeing. • Time for reflection and mindfulness activities at the end of each session. • Loose structure to allow children to develop their own interests. • Time to talk to their peers and adults in a 'less formal' environment. • Team building and group work activities to encourage friendships. • Instilling values of respect for each other and the environment. • Opportunities to develop ability to take appropriate risks- tool use, tree climbing, fire circle safety.
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Physical and/or Sensory

Barriers	Provision
<ul style="list-style-type: none"> • Sensory issues with using materials such as clay • Higher noise level during group games. • Accessibility of the equipment. • Child's ability to use the equipment safely. 	<ul style="list-style-type: none"> • Tools made available are differentiated dependent on age and needs of the children e.g. for whittling, potato peelers would be used for younger children or children with a physical need and sheath knives for more physically able children who can manage risks appropriately. • Lots of opportunity to develop gross and fine motor skills- knots, crafts, tool use, space for larger movement, painting, drawing, writing. • Outdoor environment provides sensory experiences- different weather, textures, noise, smells, plants and animals. Ear defenders provided for those who need. • Pencil grips • Suitable support to hold/manipulate craft materials.

	<ul style="list-style-type: none"> • Use of alternative less messy equipment such as play dough • Consider pupil sensory audits and adaptations
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Are assessments based on knowledge rather than scores in tests and ability to record work? How?

- No formal assessment takes place.
- Assessment takes place constantly throughout the session and teaching/resources are adapted accordingly.
- Knowledge of the children and their needs and interests informs planning to ensure children are engaged and making progress.
- Children's learning is embedded through repetition of activities and adult support.

How are we challenging SEND pupils in this subject?

- Opportunities for SEND children are the same as for the rest of the class- they are provided with the same activities and resources to allow them the opportunity to achieve the same outcomes.
- Children that may be reliant on adult support are given a little more freedom (when safe to do so) to take risks and be independent.

How do we help SEND pupils retain their knowledge?

- Repetition
- Adult support
- Memorable activities- crafts to take home, 'exciting' activities e.g. toasting marshmallows and making hot chocolates.
- Photographs shared on the website to allow pupils to discuss their learning with adults at home.
- Cross-curricular links- Maths, Science, Geography, Design Technology, ICT, English, PE, Art, PSHE.
- Links to themed days e.g. National Bee Day, Mother's Day, Pancake Day, Easter and Christmas.