

SEND across the curriculum

What do we do across school to support SEND needs?

Subject: Outdoor learning

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 TPs.
- 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. Open-ended resources made available each sessions to allow for repetition of activities and skills- magnifying glasses, clay, natural materials, paints, scavenger hunt sheets, craft materials. 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. 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.
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. Use of alternative less messy equipment such as play dough Consider pupil sensory audits and adaptations

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 Dojo 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. RSPB birdwatching day, National Bee Day, Mother's Day, Pancake Day, Easter and Christmas.