



Over St. John's CE Primary School

'Let your light shine before others.' Matthew 5:16

**Additionality across the curriculum at Over St. John's CE Primary School.**

Rosenshine's Principles				
1. Review learning at the start. 	2. Present new material in small steps. 	3. Ask lots of good questions. 	4. Provide models and worked examples. 	5. Practise using the new materials. 
6. Check for understanding. 	7. Obtain a high success rate. 	8. Provide scaffolding and support. 	9. Encourage independent practice. 	10. Weekly and monthly review. 

The '5 A Day' principle: High quality teaching benefits pupils with SEND. (EEF <a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/Five-a-day-poster_1.1.pdf?v=1692869653">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/Five-a-day-poster_1.1.pdf?v=1692869653</a> )				
<b>Explicit instruction</b> Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice. 	<b>Cognitive and metacognitive strategies</b> Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning. 	<b>Scaffolding</b> When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term. 	<b>Flexible grouping</b> Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class. 	<b>Using technology</b> Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. 

<b>Additionality - strategies/reasonable adjustments mapped against the SEN Areas of Need.</b>			
<b>Cognition and Learning</b>	<b>Communication and Interaction</b>	<b>Social, Emotional and Mental Health</b>	<b>Sensory and Physical</b>
<p>Use stem sentences to provide subject specific language in a particular format – this will enable children to accurately communicate their thoughts and opinions.</p> <p>Pre-teach subject specific vocabulary. Draw particular attention to subject specific vocabulary which could be viewed as ambiguous. Support the understanding of key vocabulary through definitions/visual aids.</p> <p>Pre-teach can be used to revisit key information as well as planned retrieval questions.</p> <p>Use writing frames, ‘fill in the blank’ sentences, sentence starters, vocabulary mats, visuals to sequence etc.</p> <p>Children can record work differently e.g. through the use of ICT (PowerPoints, Word documents, videos etc).</p> <p>Where possible, begin the lesson by using concrete resources before you discuss the abstract scientific reasoning behind.</p> <p>Instructions broken down into manageable chunks and given in sequence.</p> <p>Links to prior learning explicitly made during the do now and throughout.</p>	<p>Good listening is displayed, taught, modelled and regularly reinforced.</p> <p>Use stem sentences to provide subject specific language in a particular format – this will enable children to accurately communicate their thoughts and opinions.</p> <p>Use alternative recording devices e.g. whiteboards/iPads/talking tins to allow children the option of sharing their thoughts and opinions in an alternative way.</p> <p>Allow children processing time when asking them a direct question. Some children need upwards of 10 seconds to process a question before they can answer.</p> <p>Use visuals to support children in using the correct vocabulary.</p> <p>Use a reduced number of simple instructions which are supported by visuals.</p> <p>Appropriate modelling to aid understanding.</p> <p>Differentiated written resources can be supported by visuals and could be translated using Word. (Teachers click Review – Translate – Translate</p>	<p>Showcase different work and a focus on the creation process rather than on the end result. Teacher be conscious to praise effort rather than ability.</p> <p>Pre-teach key information and vocabulary so that children feel prepared for the lesson and can share their knowledge with their peers – resulting in raised self-esteem.</p> <p>Carefully consider seating arrangements during group work.</p> <p>Ensure children have access to usual aides such as ear defenders to reduce noise.</p> <p>Children to be prepared for change of environment via Social Stories, identification of change on visual timetable and photos/videos of environment to reduce anxiety caused by lack of familiarity.</p> <p>Where needed, discuss contents of lessons with parents/children to ensure suitability and adapt lessons accordingly.</p> <p>Offer regular sensory breaks to allow children to regulate/co-regulate their emotions. Ensure de-brief occurs after any difficult lessons.</p>	<p>Teachers to be proactive in identifying appropriate resources/apparatus for each individual child’s need</p> <p>Ensure any sensory difficulties are considered at the point of planning and appropriate alternative arrangements are made.</p> <p>Ensure that font size used in resources matches the specific font size specified in the child’s report provided by the Visual Impairment</p> <p>Ensure that any environments visited during school trips are fully accessible for children with physical disabilities. Ensure that alternative transport arrangements are made for any children who have a physical disability which makes walking difficult. Above information should be identified on risk assessment prior to visit.</p> <p>Give as many first hand ‘real’ multi-sensory experiences as possible.</p> <p>Ensure correct seating in relation to the board.</p> <p>Consider the lighting in your room for the individual pupil – is artificial or natural more comfortable?</p>

Use mini-whiteboards to support short term memory.

Teach and model memory techniques.

Appropriate deployment of TAs.

Use mini-whiteboards to support short term memory.

Resources presented clearly – uncluttered, use of numbers or bullet points and clear font

Document). This will fully translate the document and open in a new window.

Range of multi-sensory approaches used to support spoken language. For example symbols, pictures, concrete apparatus, artefacts , role-play.

Instructions broken down into manageable chunks and given in the order they are to be done.

Delivery of information slowed down with time given to allow processing.

Give demonstrations of what is expected. Use the pupil's name, ensure that you have their attention. When appropriate make eye contact with them.

Have the pupil repeat back instructions or tasks so that you can ensure they have understood.

Give the pupil time to think of a response – never answer for them. Encourage peers to wait for a response too where appropriate. It may help the pupil to say 'I will ask you this question and then come back to you in a moment for your answer'

Use written prompts and frames for writing.

Allow extra time to complete tasks, to allow for delays in processing.

Include opportunities within lessons for body breaks and simple exercises to enable concentration.

Use a multi-sensory approach to teaching concepts. This will make concepts unfamiliar to themselves less abstract.

Take time to learn pupils strengths and praise these.

Ensure the pupil has time to demonstrate their skills to maintain self-confidence.

Make expectations for behaviour explicit by giving clear targets, explanations and modelling.

Use your visual timer to measure a pupil's time on a task and extend if necessary. Start small and build this up using praise

Teach pupils how to use post-it notes or a 'question book' for questions and ideas rather than interruptions (when and where appropriate)

Make movement legitimate by giving the pupil a job – taking a message, collecting an item, handing out packets or using a fiddle toy if necessary.

Chunk instructions and support with visual cues.

Keep instructions, routines and rules short, precise and positive.

Always use verbal explanations when demonstrating to the class. Read out aloud as you model.

Keep background noise to a minimum.

Slow down speech rate, whilst keeping natural fluency.

Face the pupil when speaking and make sure you have their attention when you are doing so.

Divide listening time into short chunks.

Additional guidance for PE.



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