

The Inclusive Classroom at ASA

At Archbishop Sentamu Academy, we subscribe to the view that a truly inclusive classroom is of most benefit to our most vulnerable learners, especially those with SEND, but that such a classroom enables the maximum number of students to flourish, “living life in all its fullness”.

We want all subjects to have their own bespoke Model of the Inclusive Classroom, which will feature on classroom displays, be shared with parents, and will form the basis of any curriculum discussions at Ofsted and other inspections.

Subject: Modern Foreign Languages

Specialist support:

- Strategic use of TAs in the classroom
- Targeted intervention / revision to support
- iPass
- Offering EAL GCSE entry in home language (where applicable)

Additional support:

- Actions taken from SEND passport to support eg font size, overlays
- Consideration in seating plan - for teacher in class intervention / peer assistance
- Climate for reducing visual stress and triggers - pale blue / beige background slides, rounded font.

Inclusive teaching for all:

- **Learning Cycle:** Connect - I do - We do - You do - clearly embedded as a department -
- **Cooperative Learning:** Use of Kagan style tasks to promote understanding, variety of tasks and regular transitions, Use of associated Walkthrus where appropriate.
- **Assessment for Learning:** Frequent use of mini whiteboards to check for understanding and identify who needs additional questioning and support.
- **Questioning:** Targeted questioning tailored to moving students forward from their knowledge base

Supporting SEND learners through intent:

- Spiral curriculum which is sequenced logically and revisits age each topic age appropriately throughout Y7-13
- Use of Extensive Processing instruction (EPI) methodology which promotes the use of modelling tools to support and scaffold chunked learning e.g. sentence builders, interactive activities promoting listening and reading skills.
- Planned opportunities to address misconceptions and plug gaps through revisiting and building on prior learning

Subject: Business and Computing

Specialist support:

- Strategic use of TAs in the classroom
- iPass
- Specialist hardware and software as applicable, for example specialist keyboard to meet user needs

Additional support:

- Actions taken from SEND passport to support (students shown how to adapt work to meet needs on computers)
- Consideration in seating plan - for teacher in class intervention / peer assistance
- Climate for reducing visual stress and triggers - pale blue/beige background slides, rounded font.
- Lessons shared via Google Classroom
- Keywords shared at beginning of topics for Computing
- Learning journeys at KS3

Inclusive teaching for all:

- **Learning Cycle:** Connect - I do - We do - You do - clearly embedded as a department
- **Quizzing:** E.g. Google quizzes to check understanding of key terms with automatic feedback to address misconceptions prior to new knowledge
- **Questioning:** Targeted questioning tailored to moving students forward in their knowledge

Supporting SEND learners through Curriculum intent:

- Logical sequencing of units, building upon prior knowledge as courses progress
- Planned opportunities to address misconceptions and plug gaps through revisiting and building on prior learning

Subject: Motor Vehicle Engineering

Specialist support:

- Strategic use of Specialist Technician in the workshop
- Targeted intervention / revision to support
- Use of peer support (higher achievers supporting practical elements)

Additional support:

- Actions taken from SEND passport to support (students shown how to adapt work to meet needs on computers)
- Consideration in seating plan - for teacher in class intervention / peer assistance
- Pale blue/beige background slides, rounded font (Poppins)
- Help Sheets for writing up practical tasks in the workbook
- Visual aids to assist with completion of practical tasks (step-by-step guides)

Inclusive teaching for all:

- **Learning Cycle:** Connect - I do - We do - You do - clearly embedded as a department
- **Questioning:** Ask a large number of questions (*to all students*)
- **Cooperative Learning:** Encourage independent practice and celebrate the success of effort rather than results
- **Cognitive and metacognitive strategies:** Dual coding with the use of images and components; retrieval practice (improved resilience when tackling tasks)

Supporting SEND learners through Curriculum intent:

- Sequencing of units, developing prior knowledge and skills aimed towards online assessments (at both Level 1 and Level 2)
- Planned opportunities to address misconceptions and identify gaps through revisiting and building on prior learning
- Address cultural capital and how knowledge and skills are used in the automotive industry
- Awareness of key technical vocabulary used in the industry (key word glossary)

Subject: Religious Education

“Religiously literate, culturally aware and philosophically curious”

Specialist support:

- Use of IPass to adapt lessons for students with a visual impairment.
- Use of EHCP's to plan lessons that cater for students learning needs
- TA support to help students to be able to engage with the tasks.

Additional support:

- Actions taken from SEND passport to support
- Consideration in seating plan - for teacher in class intervention / peer assistance
- Climate for reducing visual stress and triggers - pale blue/beige background slides, rounded font, 1.5 line spaced
- Keywords shared using the Literacy Unlock sheets allowing students to be religiously literate

Inclusive teaching for all:

- **Learning Cycle:** Connect - I do - We do - You do - clearly embedded as a department.
- **Quality first teaching** - monitored through QA walk throughs and book looks
- **Questioning** all students using a range of open and closed questions and encouraging students to ask their own philosophical questions.
- The **use of modelling** to support in the we do section of the lesson and **scaffold** chunked learning e.g. sentence builders, interactive activities promoting listening and reading skills.

Supporting SEND learners through Curriculum intent:

- Planned opportunities to **address misconceptions** and plug gaps through **revisiting and building on prior learning**
- **Independent learning (You do)** giving the students an opportunity to apply their knowledge and understanding and encourage all students to be **philosophically curious**.
- Access to physical artefacts to help students learn through different mediums
- Curriculum includes **diversity and inclusive** content which gives all learners an opportunity to become **culturally aware** and gain a sense of belonging e.g. listening to different perspectives from different religions and worldviews and backgrounds.

Subject: PSHE

Specialist support:

- Strategic use of TAs in the classroom
- iPass survey
- Developing a SEND specific PSHE lead to deliver PSHE to smaller SEND groups

Additional support:

- Actions taken from SEND passport to support eg font size, overlays
- Consideration in seating plan - for teacher in class intervention / peer assistance
- Climate for reducing visual stress and triggers - pale blue / beige background slides, rounded font.

Inclusive teaching for all:

- **Learning Cycle:** Connect - I do - We do - You do - clearly embedded as a department -
- **Collaborative Learning:** Frequent use of group discussion to promote understanding
- **Assessment for Learning:** Connect retrieval is completed on previous lessons within the current cycle, and the previous half term's lesson cycle
- **Explicit instruction:** Teacher led approaches with a focus on clear explanation, with frequent checks for understanding, followed by application of knowledge and skills

Supporting SEND learners through PSHE intent:

- Spiral curriculum which is sequenced logically and circles back to revisit golden thread of key verbs , opinions and connectives.
- Planned opportunities to address misconceptions and plug gaps through revisiting and building on prior learning
- Experience taking and sharing responsibility
- Feel positive about themselves and others
- Reflect on their perceptions and experiences
- Develop the understanding, language, communication skills and strategies required to exercise personal autonomy wherever possible
- Carry out or take part in daily personal living routines
- Make real decisions (with support where necessary)
- Take part in group activities and make contributions
- Develop and maintain positive relationships and interactions with others
- Recognise and celebrate their achievements and successes

Subject: Physical Education

Specialist support:

- Use of specialist equipment to meet the needs of individual learners (e.g. balls with bells inside for students with visual impairment).
- Differentiated equipment/resources to meet the needs of individual learners in accordance to their SEND Passport (e.g. Orienteering maps on specific coloured paper/different sized balls that are appropriate to students' level of ability).
- Offering extra-curricular opportunities that are inclusive and specifically targeted for students of specific abilities (e.g. Hull Active Schools Inclusion Panathlon).

Additional support:

- Consideration taken when putting students into pairs or groups when completing set tasks and activities.
- Planning and delivery of teaching is informed by information specified on the SEND register and students' SEND Passports.
- Knowledge organisers are provided to support KS3 students within Core PE that are specific to the sport being taught.
- Knowledge organisers/learning journeys/PLCs are provided to KS4 Sport Studies students to enhance students' understanding of content.

Inclusive teaching for all:

- **Learning Cycle:** Connect - I do - We do - You do - clearly embedded as a department -
- **Questioning:** Teachers use a wide variety of questioning techniques to ensure all students are able to access learning. Questioning techniques are also informed by information on students SEND Passports.
- **Collaborative Learning:** Encouraging collaborative learning within lessons to allow students to develop their skills within pairs and small groups.
- **Modelling:** Using a teacher or high ability student demonstration to display 'what a good one looks like' when performing practically at KS3 and using WAGOLs at KS4 in Sport Studies. Following the modelling, scaffolding is then implemented where necessary.

Supporting SEND learners through Curriculum intent:

- Effectively sequenced curriculum which aims to develop students' prior learning and knowledge.
- Addressing any knowledge gaps or misconceptions through the revisiting of topics that are informed from individual and whole class feedback.
- Tasks and activities that are chunked and scaffolded appropriately to meet the needs of individual learners.

Subject: Food Technology/Hospitality and Catering

Specialist support:

- Lead and manage support staff effectively; for example, establish clear ways of communicating with technicians and learning support staff to enable those staff supporting pupils within the classroom to confidently support practical lessons as well as theory lessons.
- Intervention/revision support as well as practical skill support where needed/requested.
- iPAS support

Additional support:

- Use of SEND passports such as coloured overlays, font size and background colours for Google slide presentations as well as recipe sheets.
- Use of other specialist pieces of equipment required such as lower sinks and hobs, talking scales and small pieces of adapted equipment.
- Seating plans analyse class dynamics and set up the classroom or food space accordingly, e.g. in a quiet area with few distractions; close to the front to see the interactive white board.

Inclusive teaching for all:

- **Learning Cycle:** In food lessons I do, We do, You do is fully embedded in the curriculum both in practical lessons and theory lessons.
- **Cooperative learning:** Think pair share activities, use of elbow partner or pupil close by so that they can discuss the question and feed back to the class, enabling them to interact with each other promoting independence and self confidence.
- **Assessment for learning:** Create a calm, caring, trusting and open environment for learning to encourage self assessment and peer assessment.
- **Questioning:** Address pupils by their name where possible, not just class/everyone, so that they understand that a question is for them using targeting questions and using clear, simple language which then can be built upon.

Supporting SEND learners through Curriculum intent:

- Establish and follow routines in practical lessons and theory lessons.
- Use a range of pupil-centred teaching styles, tasks and resources to engage and extend/challenge pupils, such as group and individual tasks, tasting activities, videos.
- Use of modelling, explanation and repetition to reinforce concepts and learning; in both practical and theory lessons.
- Use of recipes that are clear, inclusive and suitable for pupils' needs, e.g. step by step, symbols, images, photographs and words.
- Set pupil-centred goals that stretch and challenge pupils from simple skills in practicals moving up to more complex skills.

Subject: Art and Photography

Specialist support:

- Strategic use of TAs in the classroom
- Targeted intervention / SPS to support
- iPass
- Making use of a diverse skill range within the department to target varying abilities and specialties.

Additional support:

- Actions taken from SEND passport to support eg font size, overlays
- Consideration in seating plan - for teacher in class intervention / peer assistance
- Climate for reducing visual stress and triggers - pale blue / beige background slides, rounded font.
- Made the move to computers for digital submission for ease of access for all.
- All work accessible via online learning for pupils to access on their own device.

Inclusive teaching for all:

- **Learning Cycle:** Connect - I do - We do - You do - clearly embedded as a department -
- **Cooperative Learning:** Encouragement of open and supportive atmosphere so that pupils are free to discuss work with others, gaining ideas and feedback to grow independence and confidence, variety of tasks and regular transitions, Use of associated Walkthrus where appropriate.
- **Assessment for Learning:** Calm, caring, trusting and open environment for learning to encourage self assessment and peer assessment. Regular full moderation of work, shared with pupils alongside mark schemes to give a full picture of how work is progressing. Regular 1:1 tutorials whilst teacher circulates to give ongoing verbal feedback
- **Questioning:** Targeted questioning tailored to moving students forward from their knowledge base

Supporting SEND learners through Curriculum intent:

- Spiral curriculum which is sequenced logically and aims to revisit key skills throughout each key stage, shown in different contexts
- Making use of modelling and live demonstration of tasks to support and scaffold chunked learning
- Planned opportunities to address misconceptions and plug gaps through revisiting and building on prior learning
- Sentence builders and other exemplar material created to ensure that pupils have ongoing reference material
- Blue slides used

Subject: Film & Media

Specialist support:

- Targeted intervention / revision to support - all subject materials posted on GCSE Film at ASA website.
- iPass if required

Additional support:

- Actions taken from SEND passport to support eg font size, overlays
- Consideration for SEND in seating plans - for teacher in class intervention / peer assistance
- Visual stress and triggers removal - pale grey background on slides, and rounded sans serif fonts.
- Pathway through each lesson provided at the start for ASD learners.

Inclusive teaching for all:

- **Learning Cycle:** Connect - I do - We do - You do - clearly embedded as a department -
- **Cooperative Learning:** Use of associated Walkthrus where appropriate.
- **Assessment for Learning:** Frequent use of low stakes testing to check for understanding and identify who needs additional support.
- **Questioning:** Targeted questioning tailored to moving students forward from their knowledge base.
- **Exam Board Markschemes** - in student speak to help learners move to the next level.

Supporting SEND learners through Curriculum intent:

- Curriculum is sequenced logically and builds on previous knowledge. Films studied build on one another with most difficult films left until Year 11.
- Revisit golden threads of such as key verbs, subject terminology and key concepts.
- Scaffolded and chunked learning e.g. sentence builders, interactive activities promoting listening and reading skills.
- Planned opportunities to address misconceptions and plug gaps through revisiting and building on prior learning.
- Sentence starters, paragraph builders and WAGOLLS created to ensure that pupils have ongoing reference material

Subject: Geography / Travel and Tourism

Specialist support:

- Strategic use of TAs in the classroom
- Targeted intervention / revision to support
- iPass

Additional support:

- Actions taken from SEND passport to support eg font size, overlays
- Consideration in seating plan - for teacher in class intervention / peer assistance
- Climate for reducing visual stress and triggers - pale blue / beige background slides, rounded font.

Inclusive teaching for all:

- **Learning Cycle:** Connect - I do - We do - You do - clearly embedded as a department
- **Cooperative Learning:** Encouragement of an open and supportive atmosphere so that pupils are free to discuss work with others, gaining ideas and feedback to grow independence and confidence. Use of a variety of tasks and regular transitions,
- **Assessment for Learning:** Frequent use of quizzes and knowledge recall to check for understanding and identify who needs additional questioning and support.
- **Questioning:** Targeted questioning tailored to moving students forward from their knowledge base
- **Modelling:** Using a teacher or high ability student demonstration to display 'what a good one looks like' when performing longer written tasks.

Supporting SEND learners through Curriculum intent:

- Spiral curriculum which is sequenced logically and revisits each topic age appropriately throughout Y7-13.
- Concepts build up in complexity over time with underpinning knowledge completed within KS3 before introducing more complex issues in KS4 to ensure that students have secure knowledge.
- Planned opportunities to address misconceptions and plug gaps through revisiting and building on prior learning
- Use of homework through knowledge organisers at KS3 and GCSE Pod at KS4 establish routine and aid knowledge recall to support students in lessons.

Subject: Law / Criminology / Sociology

Specialist support:

- Targeted intervention and revision
- Work available on google classroom
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Additional support:

- Actions taken from SEND passport to support eg font size, overlays
- Seating plan - set up for teacher in class intervention / peer assistance
- Climate for reducing visual stress and triggers - pale blue / beige background slides, rounded font.
- Lighting at an appropriate level

Inclusive teaching for all:

- **Learning Cycle:** Connect - I do - We do - You do - clearly embedded as a department -
- **AFL** used as standard throughout lessons
- **Questioning** is focused and targeted to encourage and foster progress and confidence in students own learning

Supporting SEND learners through Curriculum intent:

- Revisiting key terms, subject terminology and key concepts as regular and integral parts of each lesson.
- Scaffolded and chunked learning e.g. sentence builders, interactive activities promoting listening and reading skills.
- Planned opportunities to address misconceptions and plug gaps through revisiting and building on prior learning.
- Modelling and WAGOLLS used

Subject: History/Politics

Specialist support:

- Strategic use of TAs in the classroom
- Targeted intervention / revision to support
- iPass

Additional support:

- Actions taken from SEND passport to support eg font size, overlays
- Consideration in seating plan - for teacher in class intervention / peer assistance
- Climate for reducing visual stress and triggers - pale blue / beige background slides, use ofCalibri/arial font.
- Topic learning journey shared at start of lesson. KS3/KS4 overview shared and stuck in front of books for full year overview.

Inclusive teaching for all:

- **Learning Cycle:** Connect - I do - We do - You do - clearly embedded as a department
- **Cooperative Learning:** Encouragement of an open and supportive atmosphere so that pupils are free to discuss work with others, gaining ideas and feedback to grow independence and confidence. Use of a variety of tasks and regular transitions,
- **Assessment for Learning:** Frequent use of quizzes and knowledge recall to check for understanding and identify who needs additional questioning and support. Student friendly mark schemes used.
- **Questioning:** Targeted questioning tailored to moving students forward from their knowledge base
- **Modelling:** Using a teacher or high ability student demonstration to display 'what a good one looks like' when performing longer written tasks. Use of examiners reports at KS4 & KS5.

Supporting SEND learners through Curriculum intent:

- Chronological KS3 curriculum; logical linear progression to give a time framework and builds on previous learning.
- Planned opportunities to address misconceptions and plug gaps through revisiting and building on prior learning
- Use of homework through knowledge organisers at KS3 and GCSE Pod at KS4 establish routine and aid knowledge recall to support students in lessons.
- Revisiting key terms, subject terminology and key concepts as regular and integral parts of each lesson.
- Scaffolded and chunked learning e.g. sentence builders, interactive activities promoting listening and reading skills.
- Entry Level Certificate available at KS4 and co-entered.

Subject: Music/Drama

Specialist support:

- Strategic use of Ta's in the classroom/performance areas
- Targeted intervention/revision to support
- IPass is required

Additional support:

- Actions taken from SEND passport to support e.g font size , music on coloured paper/card, worksheets on pastel backgrounds as appropriate.
- Seating plan considerations - for teacher in class interventions/peer assistance
- Climate for reducing visual stress and triggers - pale blue/pastel background slides, rounded font, warnings of round noises

Inclusive teaching for all:

- **Learning Cycle:** Connect - I do - We do - You do - clearly embedded as a department -
- **Collaborative Learning:** Encouraging collaborative learning within lessons to allow students to develop their skills within pairs and small groups.
- **Assessment for learning:** Frequent use of knowledge recall to check for understanding and identify who needs additional questioning and support. A calm open environment for learning is encouraged for self assessment and peer assessment. Frequent 1:1 verbal feedback given by the teacher.
- **Modelling:** Using a teacher or high ability student demonstration to display 'what a good one looks like' when performing practically (WAGOLL) at KS3 and 4 Music and Drama. Following the modelling, scaffolding is then implemented where necessary.
- **Questioning:** Teachers use a wide variety of questioning techniques to ensure all students are able to access learning. Questioning techniques are also informed by information on students SEND Passports. Targeted questioning tailored to moving students forward from their knowledge base

Supporting SEND learners through Curriculum intent:

- Effectively sequenced curriculum which aims to develop students' prior learning and knowledge.
- Addressing any knowledge gaps or misconceptions through the revisiting of topics that are informed from individual and whole class feedback.
- Tasks and activities that are chunked and scaffolded appropriately to meet the needs of individual learners.
- Sentence starters, paragraph builders and WAGOLLS created to ensure that pupils have ongoing reference material for written work/ visual and practical work

Subject: Health and Social Care / Child Development

Specialist support:

- Use of specialist terminology / glossary to meet the needs of individual learners (e.g. command verbs to meet the assessment criterias of P - D*).
- Differentiated equipment/resources to meet the needs of individual learners in accordance to their SEND Passport (e.g. scaffolding, templates, chunking information, WAGOLL's, examples, candidate exemplar materials supplied by OCR).
- Targeted intervention and support from 6th form pastoral team;
- Teaching and learning resource, Work / set tasks all available on google classroom;

Additional support:

- Students work collaboratively in pairs / small groups when completing Academic Posters for assessment purposes, producing visual and photographic evidence - mainly Level 3 Unit 1 , Unit 16 and Unit 10 where applicable.
- Planning and delivery of teaching is informed by information specified on the SEND register and students' SEND Passports (Mainly SpLD and MLD)
- PLCs are provided to KS5 HSC and CD students to enhance students' understanding of content, coverage of topic and assessment requirements - both examination and coursework units;

Inclusive teaching for all:

- **Learning Cycle:** Connect - I do - We do - You do - embedded into HSC department
- **Questioning:** Teacher uses a wide variety of questioning techniques to ensure all students are able to access learning. Questioning techniques are also informed by information on students SEND Passports.
- **Assessment for learning:** Frequent use of knowledge recall to check for understanding and identify who needs additional questioning and support. Frequent 1:1 verbal feedback given by the teacher. Use of WCF as well as FAR marking in books to help students identify their weaker areas.
- **Collaborative Learning:** Opportunities for discussion during lessons. Encouraging collaborative learning within lessons to allow students to develop their skills within pairs and small groups.
- **Modelling:** Using a range of WAGOLLs at KS5, modelling, scaffolding and implementing where necessary.

Supporting SEND learners through Curriculum intent:

- Effectively sequenced curriculum which aims to develop students' prior learning and knowledge - detailed assessment plans (Long term and medium term set out according to specifications and time allocations / main school calendar)
- Addressing any knowledge gaps or misconceptions through the revisiting of topics that are informed from individual and whole class feedback.
- Tasks and activities that are chunked and scaffolded appropriately to meet the needs of individual learners.

Subject: English

Specialist support:

- Strategic use of TAs in the classroom
- Targeted intervention / SPS to support
- iPass
- GCSE Pod

Additional support:

- Actions taken from SEND passport to support
- Seating plan considerations for teacher support and peer support
- Climate for reducing visual stress and triggers - avoiding white on background slides, font is rounded, visuals like images used
- Keywords shared at beginning of topics and revised throughout the topic
- Learning journeys at KS3

Inclusive teaching for all:

- **Learning Cycle:** Connect - I do - We do - You do - clearly embedded as a department -
- **Questioning:** Targeted questioning. Questioning techniques are also informed by information on students SEND Passports.
- **Assessment for learning:** Frequent use of recall to check for understanding and identify who needs additional questioning and support. A calm open environment for learning is encouraged for self assessment and peer assessment. Constant verbal feedback given by the teacher and in class instant online marking provided when necessary.
- **Collaborative Learning:** Encouraging collaborative learning within lessons to allow students to develop their skills within pairs and small groups.
- **Modelling:** Using a range of WAGOLLS at all Key Stages. Use of examiner reports at KS4/5.

Supporting SEND learners through Curriculum intent:

- Addressing any knowledge gaps or misconceptions through the revisiting of topics that are informed from WCF/FAR marks
- Effectively sequenced curriculum which aims to develop students' prior learning and knowledge.
- Tasks and activities that are chunked and scaffolded appropriately to meet the needs of individual learners. (I do/You do/We do model)
- Sentence starters, paragraph builders and WAGOLLS used during lessons to support and scaffold writing

Subject: Maths

Specialist support:

- Use of TAs in classroom
- Subject specific IT support such as mathswatch/gcse pod.
- Use of intervention staff as well as strategies such as SPS
- Use of SEND passports by subject teachers to highlight key students and use recommended/specific strategies.
- Use of ipass

Additional support:

- Learning Journeys for Yr 7 - 10.
- Use of PLCs to target areas for improvement.
- Use of 'Themes' to target cohort areas of weakness in numeracy.
- Seating plans used to help the climate for learning

Inclusive teaching for all:

- **Learning Cycle:** Connect - I do - We do - You do - clearly embedded as a department -
- **Assessment for Learning;** A wide range of assessment techniques are used in lessons to assess student learning and modify the lesson if need be. This is done through questioning, use of MWB etc. Teachers will often circulate and give immediate verbal feedback.
- **Modelling;** Clear use of examples in lessons.
- **You do task;** A clearly focused 'you do' task at the end of all lessons which is marked and then used by the class teacher to inform the next connect task.

Supporting SEND learners through Curriculum intent:

- Clearly sequenced curriculum that allows learners to build on skills topic by topic as well as year by year.
- Class teachers clearly differentiate the curriculum in order to address the needs of SEND learners.
- Time is given to allow students to address misconceptions.
- Numeracy lessons are used to support students and become fluent on core numeracy skills.
- Alternative qualifications are used e.g Entry Level where appropriate.

Subject: Science

Specialist support:

- Use of TAs in classroom where appropriate
- Subject specific IT support such as seneca/gcse pod where appropriate
- Use of SEND passports by subject teachers to highlight key students and use recommended/specific strategies.
- Use of iPass to adapt resources to meet students needs

Additional support:

- Seating plans used to help the climate for learning, allowing for both teacher and peer support.
- Centralised powerpoint introduced with KS3 that was produced in cooperation with the SENCO. This is done to reduce visual stress and triggers. For example: avoiding white on background slides, font is rounded, visuals like images used

Inclusive teaching for all:

- **Quality first teaching unpins our teaching and learning philosophy to meet the needs of all learners. Examples of specifics are outlined below.**
- **Learning Cycle:** Connect - I do - We do - You do - clearly embedded as a department -
- **Assessment for Learning;** A wide range of assessment techniques are used in lessons to assess student learning and modify the lesson if need be. This is done through questioning, use of MWB etc.
- **Embedded retrieval practice:** Retrieval practice is embedded within teaching in the department. The connect task has a key focus around retrieving prior knowledge. This could be delivered by staff in a variety of ways such as retrieval grids.
- **Modelling:** Key content modelled by staff on the board/visualiser where appropriate.
- **Application:** Exam application used effectively where appropriate in the 'you do' phase of the lesson.

Supporting SEND learners through Curriculum intent:

- Clearly sequenced curriculum that allows learners to build on skills topic by topic as well as year by year.
- Golden threads embedded throughout the curriculum such as particles and energy.
- Class teachers clearly use adaptive teaching to modify the curriculum in order to address the needs of SEND learners and the abilities of the learners in front of them.
- Time is given to allow students to address misconceptions. Common misconceptions are identified.
- 3 pathways available through the GCSE programme - Combined Science Foundation and Higher as well as separate sciences.

Subject:

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| Specialist support: <ul style="list-style-type: none"> • |
| Additional support: <ul style="list-style-type: none"> • |
| Inclusive teaching for all: <ul style="list-style-type: none"> • Learning Cycle: Connect - I do - We do - You do - clearly embedded as a department - • |
| Supporting SEND learners through Curriculum intent: <ul style="list-style-type: none"> • |

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| Additional support: <ul style="list-style-type: none"> • |
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Subject:

Specialist support:

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Additional support:

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Inclusive teaching for all:

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Supporting SEND learners through Curriculum intent:

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Subject:

Specialist support:

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Additional support:

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Inclusive teaching for all:

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Supporting SEND learners through Curriculum intent:

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Supporting SEND learners through Curriculum intent:

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| Specialist support: <ul style="list-style-type: none"> • |
| Additional support: <ul style="list-style-type: none"> • |
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| Supporting SEND learners through Curriculum intent: <ul style="list-style-type: none"> • |

Subject:

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| Specialist support: <ul style="list-style-type: none"> • |
| Additional support: <ul style="list-style-type: none"> • |
| Inclusive teaching for all: <ul style="list-style-type: none"> • Learning Cycle: Connect - I do - We do - You do - clearly embedded as a department - • |
| Supporting SEND learners through Curriculum intent: <ul style="list-style-type: none"> • |

Subject:

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| Specialist support: <ul style="list-style-type: none"> • |
| Additional support: |

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|---|
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Inclusive teaching for all:

- **Learning Cycle:** Connect - I do - We do - You do - clearly embedded as a department -
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Supporting SEND learners through Curriculum intent:

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Subject:

Specialist support:

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Additional support:

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Inclusive teaching for all:

- **Learning Cycle:** Connect - I do - We do - You do - clearly embedded as a department -
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Supporting SEND learners through Curriculum intent:

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Subject:

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Supporting SEND learners through Curriculum intent:

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Subject:

Specialist support:

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-

Inclusive teaching for all:



ARCHBISHOP
SENTAMU
ACADEMY
Church of England

- **Learning Cycle:** Connect - I do - We do - You do - clearly embedded as a department -
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Supporting SEND learners through Curriculum intent:

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