



South Stanley Infant and Nursery School

At South Stanley Infant and Nursery School we employ a comprehensive and inclusive approach to enable and adapt the curriculum for all children, including those who are new to school, less experienced learners and in particular those with SEND (Special Educational Needs and Disabilities).

We support all children by:

Planning for Learning

- Sparking interest by linking lesson themes to real-life applications and prior learning.
- Opportunities to develop clear understanding of vocabulary and learning content.

Visual and Contextual Learning:

- Using hooks such as instruments, videos, and tangible objects to engage visual learners.
- Incorporating visual aids like videos, photographs, and language examples to support understanding.

Explicit and Scaffolded Language:

- Clear, concise instructions with explicit language.
- Scaffolding responses through stem sentences and modelling "thinking out loud."

Collaborative Learning:

- Mixed-ability peer pairings to encourage learning through collaboration.
- Partner activities and peer feedback to reinforce understanding.

Adult Support and Modelling:

- Adult-led demonstrations ("I do") and guided exploration.
- Partnered "We do" activities with visual aids like worked examples.

Calm and Supportive Environment:

- Maintaining a focused classroom atmosphere.
- Using the outdoor environment for varied learning experiences.

Self-Regulation Techniques:

- Employing the Zones of Regulation to help children manage emotions and focus.

For children not meeting age-related curriculum expectations, we apply these strategies at a highly supportive level to ensure access to learning and to promote progress at each child's individual level, fostering confident, independent learning.

For some children we provide additional planned for teaching, individual resourcing and opportunities which is additional to the provision for all.

Pre-Teaching and Pre-Exposure:

- Introducing vocabulary and lesson content in advance to build familiarity and confidence.

Increased Scaffolding:

- Additional adult support to break down tasks into smaller, manageable steps.
- Post-teaching to reinforce understanding.

Adapted Resources and Environment:

- Specialised equipment for seating and positioning.
- Structured tools like "Now and Next" boards for clear task sequencing.

Sensory Support:

- Sensory tools such as ear defenders and blankets to create a comfortable learning environment.
- Planned sensory breaks, including therapy dog sessions.

Assistive Technology:

- Use of apps and devices like voice-output aids and reader pens for accessibility.

Communication Support:

- Employing systems like PECS to enhance interaction for non-verbal or minimally verbal children.

Enhanced Emotional Support:

- Additional emotional check-ins to build trust and ensure readiness to learn.

Specific Interventions

- Tailored teaching interventions and support plans.
- Frequent, targeted support from teaching assistants.
- Strategies to improve focus, attention, and independence.

Our school's approach is holistic and inclusive, combining universal strategies for all learners with targeted interventions for those who need extra support. This fosters a nurturing environment where every child can access the curriculum, make progress, and develop confidence and independence in their learning journey.