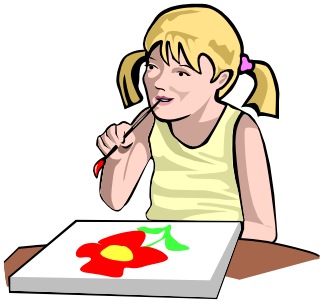
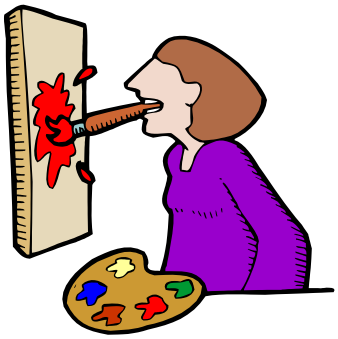
ART

Art is a curriculum area, which allows children to be creative and imaginative. Art can be a valuable form of communication, allowing children to express their feelings and ideas. Art involves the selecting and using of appropriate materials and tools in order to produce a completed piece of work, discussing or evaluating work to celebrate or make further improvements. Art is mainly a practical hands-on subject, which involves a variety of mediums, techniques, textures and can include modelling, painting or sculpture. Art includes investigating and talking about experiences, e.g. myself, plus developing an appreciation of works of art.





Children with physical disabilities often experience difficulties with mobility. They can have reduced fine motor skills, requiring practice to co-ordinate and use their hand and finger movements or needing adapted tools. Children can have problems with visual memory and perceptual skills, which may have an affect upon artistic abilities.

STRATEGIES TO HELP IMPROVE SKILLS IN ART

Adults can support children by:

- Assisting the child to keep items clean and in a good state of repair
- Adapting brushes by adding a pencil grip or plastic lagging around the shaft
- Cutting paper to the desired shape or size before the child starts work
- Demonstrating the use of new tools and materials
- Encouraging the child to discuss, evaluate and then improve their work
- Filling transparent plastic containers with non-spill lids for water
- Giving the child rough paper for ‘trials’ alongside the neat piece of paper
- Jointly mixing powder paints using a washing powder scoop and a large container, which can help develop arm muscles
- Providing accessible dry art materials e.g. charcoal, crayons, pastels, pencils
- Providing large sheets of paper to ‘work big’ helping to develop arm control from the shoulder girdle
- Reducing confusion by presenting a limited selection of resources
- Relating the paper to the medium being used, e.g. small paper for finer tools
- Storing equipment, e.g. crayons, pencils, scissors at the pupil’s level
- Storing individual aids, e.g. paint brushes in a box or tray for easier transportation
- Using good quality paper for very wet activities

ACTIVITIES TO IMPROVE SKILLS IN ART

'Bubble Pictures' require runny paint to be placed on a sheet of paper, then air blown across the paint, creating a bubble effect. Air can be blown (care not to suck) through a straw or tube. A hairdryer on a low setting can be used with adult support.

'Finger Paints' can help children who have limited fine motor function. Adding food essences, e.g. vanilla or pulses like. lentils can extend finger paints play. Finger paint can be confined on a shallow tray or poured onto polythene sheeting. Pressing paper on top of a finger painting produces a permanent record of the picture.

'Marble Rolling' involves placing a piece of paper inside a shallow box or tray. Various size marbles are placed in the paint then individually lifted out using long handled spoons and dropped onto the paper. Tilting the container from side to side, making the marble roll, makes the marble effect.

'Modelling' using clay or play dough can be therapeutic, e.g. pummelling, pounding, punching and can help develop fine motor skills, e.g. finger isolation when poking. Co-operative use of hands can be encouraged when rolling out and using cutters. Lumps of clay or dough can be combined into representational forms, e.g. cat, home.

'Paint Rollers' can be used to cover large areas; T-shaped handles help promote the use of two hands. Decorator brushes, including long handled radiator brushes can extend a child's reach to cover more remote areas. An old roll-on deodorant container filled with liquid paint can be easier to pick up and brush across paper.

'Printing' with pre-shaped sponges or potatoes can produce patterns or sequences. Small rubber stamps can be made easier to hold by gluing the stamp onto a polystyrene or wooden block. Handles can be made from a cotton bobbin or bead.

'Rubbings' can be made using textiles, e.g. fibres, lace, sting, threads, raffia, wood; small items like buttons, beads, coins, shells or objects, e.g. rucksack. Paper can be stabilised to the table using blu-tack. Chunky wax crayons may be easier to hold.

'Shaker Pictures' involve shaking powder paint over a wet piece of paper. Shakers can be made from flour or icing sugar dredgers, or an old pepper pot can be used. Piercing holes in an old airtight lidded container can make a shaker.

'Turntables' can be made by from a cake decorating / icing set or record player. Individual circles of paper are fitted to the turntable, which is set spinning. Dripping paint onto the paper as the turntable revolves creates unusual patterns.

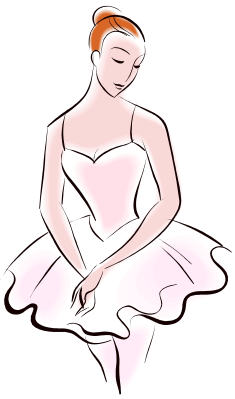
REFERENCES

Art for All – II: The Practice (1997) by Melanie Peter
ISBN 185346418X David Fulton Publishers

Managing the Curriculum for Children with Severe Motor Difficulties (1998)
by Pilla Pickles ISBN 1853465119 David Fulton Publishers

DANCE

Dance is a form of expressive art, which can include all children. Dance is creative and can be open-ended, allowing for individual interpretation. Dance can involve moving rhythmically, usually to music using prescribed or improvised steps and gestures. Dance is a practical subject focusing on actions, which does not rely upon written work to participate or achieve success and can help develop social skills.



Children with physical disabilities or motor difficulties sometimes experience difficulties with mobility. They can have reduced auditory and visual memory and may experience problems with perceptual skills. Children can display poor attention skills and find difficulties in concentrating and staying on task, which can have an affect upon their abilities during Dance sessions.

STRATEGIES TO HELP IMPROVE SKILLS IN DANCE

Adults can support children by:

- Adopting a multi-sensory approach, e.g. light, materials, music, sound
- Arranging workspaces to aid mobility, e.g. easy access, manoeuvrability
- Creating a dance sequentially, i.e. step-by-step through a routine
- Demonstrating new routines or steps
- Encouraging the child's imagination to develop familiar situations
- Giving directions which are phrased simply and clearly
- Including time to 'warm-up' and 'wind down' during a session
- Incorporating movement activities to develop gross motor skills
- Keeping a stock of resources for prompts, e.g. objects, pictures
- Re-enforcing the concepts of shape and space
- Relating topic work to relevant issues e.g. hobbies, interests
- Repeating or re-phrasing instructions to aid understanding
- Using a variety of resources, e.g. animals, instruments, ribbons, shapes
- Using a selection of materials to stimulate sensory and tactile experiences

ACTIVITIES TO IMPROVE SKILLS IN DANCE

'Animals' come a in a variety of shapes and sizes. Activities include imitating the way animals move, e.g. a slithering snake, or eat, e.g. a dog lapping water. Animals like cats curl up, prance, stretch, whilst swimming fish can be shown using the hands.

'Body Awareness' is a very useful activity, which will help children to recognise their own body parts, e.g. arms, legs. This can be developed through contact with the floor using actions, e.g. sliding, spinning or from moving named body parts, e.g. head.

'Copy Me' activities will help introduce actions and encourage children to watch, remember then repeat the teacher's movements, e.g. bending and straightening. Actions include clapping, i.e. up high, down low or patting body parts, e.g. knees.

Dance activities to depict **'Everyday Things'** could include 'What shall I wear?' to assist with dressing skills, 'Tidy up time' to aid mobility by carrying or pushing items.

'Festivals', e.g. Chinese New Year, May Day can include colourful ribbons to make patterns in the air. The Festival of Light explores moving from darkness into light. Pancake Day can include the actions of making the pancakes and tossing them.

'Fireworks' tend to rise into the sky, explode then showers of sparks cascade down to the ground. The theme of 'Fireworks' can promote a variety of dance actions, e.g. gesturing, jumping, staying still, travelling or turning, plus reaching and stretching.

'Instruments' provide a rich source of dance ideas. Percussion instruments like beaters, cymbals, maracas, triangles or wood blocks make distinctive sounds. In pairs one child can play an instrument whilst the other moves to the beat.

'Magic Carpet Rides' can be used to aid gross motor skills, e.g. stretching the arms out wide pretending to fly, pointing to interesting items as you ride along.

'Making Shapes' can be fun, one game involves choosing a paper plate, which pictures a pin man then trying to copy the shape of the man. Shapes can be made lying on the floor or in standing, possibly supported against a wall.

'Poems' can stimulate the imagination. Familiar rhymes, e.g. 'Here we go round the mulberry bush', aid mobility and self-help skills.

'Round Dances' used to be called carols and involved making traditional steps in a circular pattern. Steps include galloping or skipping accompanied with clapping.

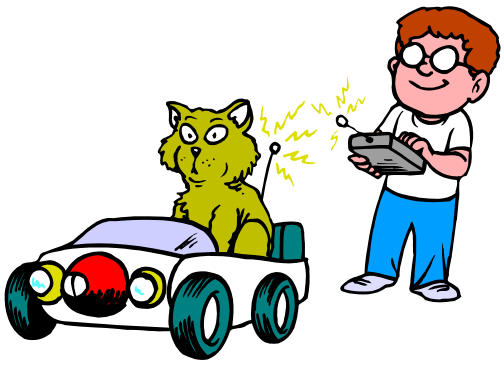
'Toys' can be used as prompts to help children develop movement, e.g. gliding like a car, jumping like a Jack-in-the-box, stiff marching like a robot, being a floppy rag doll.

REFERENCES

Dance for All 1 (1997) by Anne Allen and Janis Coley
ISBN 1853464376 David Fulton Publishers

DESIGN AND TECHNOLOGY

Design and Technology is a subject area, which can provide practical learning opportunities for all children. Designing and making products that can work gives children a sense of achievement and can improve self-esteem. Selecting materials then choosing and using instruments help develop fine motor skills. Through Design and Technology all children can become discriminating and informed users of products progressing to become inventors.



Children with physical disabilities or motor difficulties sometimes experience difficulties with mobility. They can have reduced auditory and visual memory and experience problems with perceptual skills. Children can display poor attention skills and find difficulties in concentrating and staying on task, which can have an affect upon their abilities during Design and Technology sessions.

STRATEGIES TO HELP IMPROVE SKILLS IN DESIGN AND TECHNOLOGY

Adults can support children by:

- Allowing sufficient time for the child to complete activities
- Being aware that allergies could be affected by materials, e.g. glue
- Considering posture when seated, e.g. rise-and-fall tables, low level cooker
- Developing social awareness, e.g. materials, packaging, products
- Enlarging or photocopying books and worksheets to the appropriate size
- Explaining health and safety risks, e.g. using appropriate tools
- Focusing on meaningful design problems, e.g. familiar topics
- Giving the child opportunities to choose from a selection of materials
- Placing books or paper(s) on non-slip matting, e.g. Dycem
- Providing adapted or modified tools, e.g. easigrip scissors
- Recording ideas using drawings, audio tape, photographs, video
- Stabilising small objects on the table using blu-tack or plasticine
- Using jigsawing for group projects, e.g. sharing the work-load

ACTIVITIES TO IMPROVE SKILLS IN DESIGN AND TECHNOLOGY

'Construction Toys' promote fine motor skills; using large blocks will also encourage gross motor skills. Construction toys include Duplo, Lego, Mobilo, Octons, Plastic blocks, Popoids, Stickle Bricks and wooden bricks.

'Electronic Gadgets' come in a variety of designs, but generally involve an action that causes a reaction, i.e. cause and effect. Books, cards often include a switch device, which activates a musical sound when it is opened.

'Fruit Salads' can be made from a variety of fruits, each having different textures and tastes. Using instruments, e.g. a knife to cut, peel or slice fruit will help develop self-help skills. Using kitchen tools like a grater, squeezer or a liquidiser to make fruit juice will develop fine motor skills.

'Musical Instruments' can be made from everyday items, e.g. a margarine pot with rice, sand, sugar to make a shaker. Drums can be made from an old biscuit tin, food container or material stretched over a box – dowels, spoons make good beaters. Old food containers with elastic bands stretch across can make stringed instruments.

'Point of Sale' displays in shop windows provide information in a visual form. The positioning of displays can act as a discussion point, e.g. is the location too high for a wheelchair user to see? Is the display accessible?

'Remote Control Devices', e.g. a car, help develop cognitive and fine motor skills. A remote can be stabilised on a tabletop using blu-tack or Velcro hook-and-loop. Switches can include a button, joystick, lever, pressure pad or wobble switch.

'Scissor Skills' can be developed by moving or picking up small items using familiar objects, e.g. tongs, tweezers. Specialist scissors include easigrip or dual scissors. See **'Ideas for Developing Cutting Skills'** in Section 4 - Resources.

Familiar items, e.g. **'Slippers'** can be used as the focal point for an investigation. There are many different types of slippers, e.g. embroided, furry, knitted, mule, novelty animals, moccasins, towelling or the traditional granddad style. The components, e.g. the edging, lining, sole and upper, often use varied materials.

'Specialist Equipment' is available in a variety of forms, e.g. rise-and-fall tables, which can be adjusted to the correct height for a wheelchair user. Some food technology rooms have low level ovens and adjustable height sink units. Kitchen appliances, e.g. microwaves have easy access dials with digital displays. Smaller items, e.g. a grater fitted over a basin help contain the foodstuffs being grated. Technology equipment, e.g. a drill or bench vice, can be sited at an appropriate height to accommodate wheelchair access.

REFERENCES

Technology for Inclusion: Meeting the Special Needs of All Students (2002) by Mary Male ISBN: 0205342205 Allyn & Bacon Publishers

DRAMA

Drama is a form of expressive art, which can include all children. Drama is creative and open-ended, handing over decisions to the participants encouraging individual contributions to group discussions. Drama focuses on actions or intentions and involves make-believe or pretend play and can help develop social skills. Drama is a practical subject, which does not rely on written work in order to participate and achieve success.

Children with physical disabilities or motor difficulties sometimes experience difficulties with mobility. They can have reduced auditory and visual memory and may experience problems with perceptual skills. Children can display poor attention skills and find difficulties in concentrating and staying on task, which can have an affect upon their abilities during Drama sessions.

STRATEGIES TO HELP IMPROVE SKILLS IN DRAMA

Adults can support children by:

- Adopt a multi-sensory approach, e.g. light, materials, music, sound
- Arranging workspaces to aid mobility, e.g. easy access, manoeuvrability
- Creating a drama sequentially, i.e. step-by-step through a routine (with photos)
- Encouraging the child's imagination to develop familiar situations
- Giving directions which are phrased simply and clearly
- Including time to 'warm-up' and 'wind down' during a session
- Incorporating movement activities to develop fine and gross motor skills
- Keeping a stock of resources for prompts, e.g. objects, pictures
- Practising life-skills to aid independence, e.g. dressing
- Re-enforcing the concepts of shape and space
- Relating topic work to relevant issues e.g. hobbies, interests
- Repeating or re-phrasing instructions to aid understanding
- Using a variety of resources, e.g. costumes, photographs, television, video
- Using a selection of materials to stimulate sensory and tactile experiences

ACTIVITIES TO IMPROVE SKILLS IN DRAMA

'Clothes' can help create or take on a role, e.g. an old coat or cloak can act as a talking point to develop a role. It is useful to encourage children to assist during dressing, e.g. buttons, which will help promote their independence.

'Everyday Experiences' incorporated into a Drama session can help independence and life skills, e.g. Crossing the road, Getting ready to go out, Going on a journey.

'Face Masks' depict a variety of things, e.g. characters. Masks can be fitted with elastic and Velcro, which enables easier fastening. Using a mask can help a child to visualise an animal, e.g. a lion and then represent the character.

'Furniture' can be re-arranged to make the setting for a scene. Moving furniture to create the space for a scene can take time but will help children gain a sense of perspective to recognise how items can represent others, e.g. a table as a bed.

'Group Discussions' are best held in a circle, where everyone can be seen. This will encourage contributions as everyone has equal importance. If everyone sits on chairs, at the same height a wheelchair user will feel included.

'Hats' come in a variety of styles, e.g. baseball cap, sun hat, trilby. Initially it may be useful to explain that when a child puts the hat on, s/he is another person, i.e. acting out a role. Helmets, e.g. fire fighter, police officer are easily recognisable and may help a child to take on that authoritarian role.

'Let's Pretend' games can be based around a curriculum topic, e.g. Space, where the class on go a voyage to another planet.

'Real Objects' act as a point of interest and can support verbal communication. Objects can provide sensory stimulation when a child feels or touches them aiding their awareness of a topic. Real objects can be gradually replaced with representations, e.g. miniatures or images, e.g. photographs or pictures.

'Photographs / Pictures' can be used to open up a discussion, to stimulate thoughts and develop imagination. The photograph can set the scene for a dramatic event, which can be acted out by the children.

'Puppets' can be fitted over the hand and manipulated by moving or wiggling the fingers. Puppets are available in a variety of topics, e.g. animals, nursery rhyme characters, people. Marionettes are puppets that can be operated using strings or wires, which can be adapted for a child with impaired fine motor skills.

'Television / Video' extracts can be shown to set the scene for a drama. A TV programme can be used as the basis for a topic. A video clip could stimulate a discussion about the continuation of the story line i.e. what happens next?

REFERENCES

Drama for All (1997) by Melanie Peter
ISBN 1853463159 David Fulton Publishers

ENGLISH

Language is a vital way of communicating in school and in society. In studying English children develop skills in speaking, listening, reading and writing. Language enables children to express themselves creatively and imaginatively and to communicate with others effectively. Children learn to become enthusiastic and critical readers of stories, poetry and drama as well as non-fiction texts. Through the understanding of how language works children can choose and adapt what they say and write in different situations.

Children with physical disabilities or motor difficulties often experience problems with mobility and co-ordination. They can have reduced fine motor skills, resulting in difficulties with the mechanics of writing, see Section 5 – **'Handwriting'.** Often children can have a weak visual memory and perceptual skills, which may have an affect upon their ability to learn to read. The English curriculum includes speaking and listening, which is covered in the Section 1 - **'Communication'**. Writing or recording information may require the use of micro-technology, e.g. audio recording, computer, laptop or via charts, images, symbols or paired recording.

STRATEGIES TO HELP IMPROVE SKILLS IN LITERACY

Adults can support children during the literacy hour by:

- Allowing the child time to understand and then respond to questions
- Differentiating questions, e.g. breaking questions down into smaller portions
- Enlarging or photocopying independent / shared texts to an appropriate size
- Giving clear and precise information, i.e. specific directions or instructions
- Including short interactive work sessions, e.g. 5 minutes
- Positioning the child so they have an appropriate amount of personal space
- Providing visual cues, e.g. cards or pictures to aid sequential memory
- Siting the child appropriately, e.g. close to an adult to help focus attention
- Repeating or re-phrasing instructions to aid understanding
- Using alternative forms of recording, e.g. audio tape, pictures, video
- Verbally checking with the child that they understand what they have to do

ACTIVITIES TO IMPROVE SKILLS IN LITERACY

Before commencing written work children can warm up using **'Finger Gym'** exercises and should sit correctly after reciting the **'Writing Rap'**.

During **'Guided Reading'** site the children so that the adult can touch their individual book, to indicate whose turn it is to read, or to point out any specific word or sentence in the text. A good tip is to split two tables into a 'v' shape with the adult sitting in the middle.

'Interest Books' are used for recording events or experiences and can be constructed using pictures, symbols or words. Additionally objects can be used.

'Kim's Game' helps develop visual memory. Select objects for a specific reason e.g. similar initial letters (ball, bear) or final sounds (book, hook). Visual memory can also be developed by cutting up a picture then assembling the pieces.

'Matching Games' help develop word recognition. Start with matching shapes, e.g. squares, then progress from matching identical words to matching letters. Visual support, i.e. word cards or pictures can be attached to pieces of foam for easier handling. Similarly card games, e.g. bingo, snap, or dominoes, sequencing activity cards can be adapted.

'Memory Games' and sequencing activities include 'I went to the shop and I bought a…' or 'at lunch I ate a…', 'In the park I saw a…'.

'Story Sacks' and **'Sensory Stories'** offer tactile experiences for all children encouraging an interest in books and literature. **'Puppets'** also bring stories alive.

'Letter Formation' activities include air writing or using whole body movements to form letter shapes. Writing in sand, cornflower or paint helps develop fine motor skills. Large over writing on a flip chart, e.g. c, o, a, d also helps develop motor skills.

'Word Formation' can develop using letter cubes, magnetic, plastic or wooden letters. Drawing a line around a word helps children develop a sense of shape for individual words. Word jigsaws and word wheels develop skills to build up words.

'**Look, say, cover, write, check'** methods help to improve spelling and handwriting. Coloured dots or highlighter pens can indicate where to commence a letter stroke, e.g. green for go with red for stop, or mark specific words on a line.

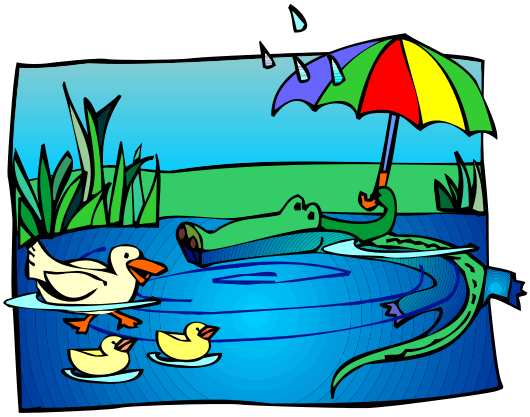
REFERENCES

Reading for All by Sylvia Edwards ISBN1853466018 David Fulton Publishers

Writing for All by Sylvia Edwards ISBN1853466026 David Fulton Publishers

GEOGRAPHY

Geography is the study of places and involves the relationship with people who live in a particular place. The study of Geography helps children to make sense of their surroundings and develop an understanding about the interaction between people with their environment. Skills in Geography include fieldwork and map work plus the enquiry skills involved in these areas.



Children with physical disabilities or motor difficulties sometimes experience difficulties with mobility. They may have reduced auditory and visual memory and find problems with perceptual skills. Children can display poor attention skills finding it difficult to concentrate and stay on task, which can affect upon their abilities in during Geography sessions. Understanding direction and mapping may prove problematic due to difficulties with spatial awareness, i.e. a sense of place within a space.

STRATEGIES TO HELP IMPROVE SKILLS IN GEOGRAPHY

Adults can support children by:

- Arranging workspaces to aid mobility, e.g. easy access, manoeuvrability
- Considering mobility issues for field work exercises
- Developing activities bearing in mind the child's interest or experience
- Distributing group tasks using jigsawing techniques
- Enlarging or photocopying worksheets to the appropriate size
- Placing work sheets on non-slip matting, e.g. Dycem
- Recording using alternative methods, e.g. drawings, symbols, photographs
- Relating topic work to relevant issues e.g. people or homes
- Stabilising small objects on the table using blu-tack or plasticine
- Using a variety of resources, e.g. maps, photographs, pictures, video
- Using geographical language, e.g. up, down, behind, near, far

ACTIVITIES TO IMPROVE SKILLS IN GEOGRAPHY

'Books' which include geographical references include 'Postman Pat', 'The Jolly Postman', 'Thomas the Tank Engine', 'Winnie the Pooh'. The stories show physical geography, e.g. hills, valleys, the seasons and weather plus people involved in work and leisure scenes.

'Feely Boxes' offer tactile experiences and could contain different textures, e.g. clay, sand, shingle or soil. Rocks of differing textures, e.g. hard or soft could also be used. Rocks of varying colours, etc. can be used to create a rock garden.

Simple **'Grids'** can be made using a corkboard with pins and stretched elastic bands. Squares can be named A - D vertically and 1 – 4 horizontally. Items are placed in individual squares and children are asked to state the co-ordinates, e.g. B2.

A **'Journey'** from home to school may include travelling through familiar areas, e.g. woodland. A journey to the local library, park or swimming pool may pass by natural resources, e.g. quarry, providing talking points about the geography of the land.

'Mazes' can be created using soft play equipment or PE apparatus, e.g. mats for a raised walkway. Alternatively wallpaper placed on the floor can make a maze.

'Map work' can include textural rubbings from objects around the school, e.g. paving slabs in the playground. To develop skills with maps it is useful to take photographs of familiar items, e.g. a dustbin from the front and also from above, showing the plan or bird's eye view.

'Mini Landscapes' help show the geography of a place but are best confined to a sand tray. Grass or leaves can be used for features like hills and meadows. Twigs could represent trees in a wood.

'Places' can include local sites, which are familiar within the child's own experience or more distant places, which have been visited during holidays. Items collected from places could include drawings, photographs or postcards. Artefacts or souvenirs from holiday destinations help develop a sense of place and location. Travel brochures and guides often include useful facts about destinations.

'String Trails' help develop route-finding and directional skills - laying a string around the school building can make a trail. Ribbons can be attached to the string at specific intervals. The ribbon signals the child needs to refer to their map of the school, then mark the location of the ribbon.

REFERENCES

Geography for All (1996) by Judy Sebba
ISBN 1853463078 David Fulton Publishers

Managing the Curriculum for Children with Severe Motor Difficulties (1998)
by Pilla Pickles ISBN 1853465119 David Fulton Publishers

HISTORY

History is the study of the past, which helps us develop a sense of time and place. History involves an understanding of change and continuity, plus causes and consequences around events to help develop knowledge of the key features of past situations. An awareness of history helps children to develop an interest in the past and an appreciation of human achievements and aspirations. Children can learn about the major events in the history of their own country and the world and how those events have influenced our society.

Children with physical disabilities or motor difficulties sometimes experience difficulties with auditory and visual memory and have problems with perceptual skills. Children can display poor attention skills and find difficulties in concentrating and staying on task, which can have an affect upon their abilities during History sessions.

STRATEGIES TO HELP IMPROVE SKILLS IN HISTORY

Adults can support children by:

- Arranging the workspace to aid mobility, e.g. easy access
- Considering History through drama e.g. re-enacting events
- Encouraging research using books and stories, containing both fictional and eyewitness accounts
- Enlarging or photocopying worksheets to the appropriate size
- Placing books or work sheets on non-slip matting, e.g. Dycem
- Relating topics and seeking relevance to interests, e.g. clothes, food, sport
- Stabilising small objects on the table using blu-tack or plasticine
- Starting with the present then moving backwards to aid perspective
- Using alternative methods of recording, e.g. audio tape, drawings, symbols
- Using a variety of sources, e.g. objects, people, photographs, videos

ACTIVITIES TO IMPROVE SKILLS IN HISTORY

'Diaries and Timetables' can be constructed using a variety of sources, e.g. cartoons, photographs,pictures, symbols or text. Real objects or miniature items can be used to depict a period in time. Concrete items can be arranged as objects of reference to display chronology, i.e. showing the activities in a day, week or term.

'Dustbin Games' involve analysing the rubbish from a dustbin to find out about the person who it belonged to. For health and safety reasons staff may want to collect the items of 'rubbish' to be considered and assist children to look at an item, then make inferences about the owner, e.g. an empty crisp packet (Gary Lineker).

'Events' during the school year can help develop a perspective of time, e.g. celebrations, school outings. Local festivals and those in other countries help develop a child's understanding of events in a social context. Events are held within particular seasons, which can lead to discussions around artefacts, clothing, weather.

'People in the Past' could include the lives of famous physically disabled men or women, e.g. Christie Brown, King Richard III, Professor Stephen Hawking, Christopher Reeve, Franklin D Roosevelt, Tanni Grey Thompson.

'Personal History' is particularly pertinent to a child as this centres around their own life and experiences, e.g. parents, siblings. Older generations can provide information about relatives beyond the child's living memory, which will help construct a family tree.

'Sports Memorabilia' can motivate children to research local history, e.g. the local Football team. Comparing fifty years ago with today's team could include film clips and newspaper cuttings. A comparison can be made between the players from the past and those of today, e.g. clothing, hairstyles, etc.

'Time Boxes' involve children choosing everyday objects to place in a shoebox. The children predict what will happen to the items during the year. The box is planted in the ground and then dug up after a year. The box is opened to reveal what has happened to the items, e.g. deterioration or preservation. Implements could include a long handled or reacher to grasp the box.

'Timelines' can be constructed using a washing line, which has real objects, photographs or pictures pegged along in chronological order. Timelines can show various periods of time, e.g. a day, a week or from a child's birth to the present day.

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Managing the Curriculum for Children with Severe Motor Difficulties (1998)
by Pilla Pickles ISBN 1853465119 David Fulton Publishers

INFORMATION AND COMMUNICATION TECHNOLOGY

Information and Communication Technology can be used to explore a variety of areas, e.g. analysing data and asking questions, graphical modelling plus using the Internet to search for information. ICT includes writing stories, creating pictures and finding information. Developing capabilities in ICT helps children to take responsibility for their own learning, plan and organise ideas, and produce high quality work.

Children with physical disabilities or motor difficulties sometimes experience problems with mobility. They may have reduced auditory and visual memory and can experience difficulties with perceptual skills. Children sometimes display poor attention skills and have problems with concentrating and staying on task. They may also have reduced fine motor skills, which will affect their abilities to achieve in Information and Communication Technology sessions. Some children may require a micro-technology assessment, which will identify suitable equipment or software.

STRATEGIES TO HELP IMPROVE SKILLS IN ICT

Adults can support children by:

- Arranging workspaces to aid mobility, e.g. easy access, manoeuvrability
- Considering mobility issues, e.g. collecting hard copies from a printer
- Developing the child's use of peripherals, e.g. joysticks, switches
- Discussing communication with the child's Speech and Language Therapist
- Enlarging or photocopying books or worksheets to the appropriate size
- Ensuring the correct positioning of equipment to aid a child's posture, e.g. the height of the table and chair
- Liasing with the Occupational Therapist about positioning and seating
- Locating the computer / laptop appropriately, e.g. away from lighting glare
- Looking at alternative keyboards, e.g. Big Keys, Concept keyboards
- Placing books or work sheets on non-slip matting, e.g. Dycem
- Trying out different types of mouse, e.g. cordless, roller ball
- Using a large cursor to help identify a specific area on the screen

ACTIVITIES TO IMPROVE SKILLS IN ICT

'Finger Gym' exercises need to be done before using a keyboard. Hand aerobics will help stimulate the fine motor muscles, enabling easier typing or word processing.

'Finding Things Out' involves gathering information from different sources, e.g. books, electronically operated toys, pictures, television. Data collection can include real objects, e.g. wrappers. Data can be stored using an audio recorder, camera, computer or video. Data can be accessed using switches, touch pads or screens.

'Making Things Happen' concerns cause-and-effect activities, e.g. a remote control car. This includes using equipment to control a situation, e.g. activating the on / off switch on a television, operating the joystick on a wheelchair.

'Sharing Information' involves communicating with others, e.g. choosing software packages to produce pictures for display, exchanging letters or e-mail, sharing stories with peers, combining text with graphics or pictures.

'Evaluating Work as it Progresses' requires children to review achievements and to identify subsequent changes, e.g. adaptations. ICT in the environment includes appliances, e.g. microwaves; shops, e.g. tills; plus street furniture, e.g. traffic lights.

USEFUL WEBSITES

Ace Centre Charity are specialists in Augmentative and Alternative Communication (AAC) and Assistive Technology (AT) https://acecentre.org.uk

Crick software - Clicker Grids for Learning, Planet Wobble, Write Online, reading and writing software for all abilities www.cricksoft.com

GridClub - The DfE funded teaching and learning website for 5 – 12 year olds: www.gridclub.com

Inclusive Technology - supply software and hardware for people with special needs: www.inclusive.co.uk

CALL Centre - Communication, Access. Literacy and Learning Scotland based at the University of Edinburgh aim to help children overcome disability and barriers to learning. www.callscotland.org.uk

REFERENCES

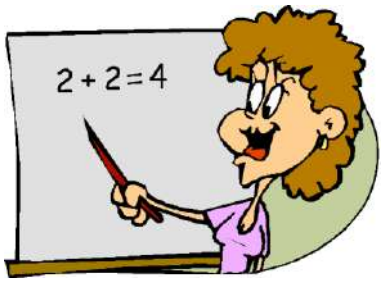
A First Handbook of ICT and Special Educational Needs (2001) by Judith Stansfield ISBN 19018534X Publisher: NASEN

Planning, Teaching and Assessing the Curriculum for Pupils with Learning Difficulties: Information and Communication Technology. (2001) QCA/01/745

Information and Communications Technology for All (2000) by Colin Hardy ISBN 1853466735 David Fulton Publishers

MATHEMATICS

Children learn about mathematical elements by exploring the world around them. Mathematics involves number and algebra - patterns and sequences, shape, space and measures – capacity, length and mass, plus handling data involving sorting and classifying. Mathematical development depends upon a child becoming confident and competent in learning and using key skills.



Children with physical disabilities or motor difficulties may experience problems with auditory and visual memory and have problems with perceptual skills. They can display poor attention skills and find difficulties in concentrating and staying on task, which can have an affect upon mathematical abilities.

STRATEGIES TO HELP IMPROVE SKILLS IN MATHEMATICS

Adults can support children by:

- Adapting rulers by adding a handle or dycem for easier handling
- Attaching self-adhesive magnetic tape to objects, e.g. cubes, shapes so objects can be pushed across a magnetic board
- Counting using the beads on an abacus
- Encouraging the child to estimate before counting, helping develop a sense of proportion
- Enlarging and photocopying book(s) or worksheets to an appropriate size
- Highlighting or marking items on paper as they are counted
- Making a window to isolate the current task, eliminating other distractions on the page
- Placing books or papers on non-slip matting, e.g. Dycem
- Pointing out functional numerals, e.g. car number plate, room numbers
- Positioning books or worksheets vertically in front of the child, e.g. a large 100 square, to increase awareness of numerals
- Providing concrete objects for counting tasks, e.g. blocks, cubes, unifix
- Reading aloud (with the child) the numbers on a large calculator
- Using functional counting, e.g. buttons, chairs, legs, pencils

ACTIVITIES TO IMPROVE SKILLS IN MATHEMATICS

'Board Games' encourage fine motor and social skills. Dice games assist the child to count, i.e. the spots on the die. The arrangement of spots forms a pattern, which gives a visual clue to the number. Alternatively a spinner can be used, which helps to strengthen the index finger.

Picture matching **'Card Games'** can pose difficulties if the cards are small or thin. Cards can be modified by attaching them to a pan scrubber or block of wood using an elastic band, making the card easier to grasp and pick up.

The **'Clock Game'** helps children to recognise and place the numbers on a clock face. It requires a plastic or paper plate and pegs, which are numbered from 1 to 12. The child chooses a numbered peg then tries to position it correctly on the clock face. Initially the child may need to see a complete clock face to be able to copy the pattern; eventually this clue can be removed.

'Handling Data' on paper, e.g. bar charts, block graphs and pictograms can prove difficult. Using concrete objects enables the child to gain a better understanding of abstract concepts, e.g. bar charts can be constructed using biscuit wrappers, crisp packets or photos of cars or pets. An abacus or a pegboard can be used for tallying numerical information. Graphical information can be shown using an elastic band stretched over pins on a corkboard. Magnetic shapes on a magnetic board, cubes on a tactile base or pegs stacked vertically on a pegboard can represent data.

'Number Lines' can be constructed using playing cards attached to pan scrubbers or glued onto magnetic blocks and pushed into the correct order on a magnetic board. Alternatively cards can be placed on a washing line and held by pegs.

'Money Games' can be played using a coin placed inside a lidded plastic container, e.g. clear sandwich spread pot. Small coins are easier to pick up if they are made larger, e.g. glued onto a block of foam or wood. 'Fishing' games can be played using a rod which has a magnet glued onto the end to fish for coins, which have a small piece of self-adhesive magnetic strip attached to the reverse of the coin.

The **' Will It Fit Game?'** requires a selection of 6 to 8 objects (large and small), and a medium-sized container. The child is asked to grasp and name an item then the child is shown the container. Next s/he replies to 'Will it fit?' by saying whether the item will fit in the container. Finally the child tries to place the object in the container.

FURTHER INFORMATION

Including pupils with SEN and / or Disabilities in Primary Mathematics, TDA, 2008
http://dera.ioe.ac.uk/13798/1/mathematics

Including pupils with SEN and / or Disabilities in Secondary Mathematics, TDA, 2008
http://dera.ioe.ac.uk/13799/1/mathematics

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MODERN FOREIGN LANGUAGES

Modern Foreign Languages include French, German and Spanish and involve studies of the people who live in a particular country. Modern Foreign Languages reinforce the grammatical points common to all languages, which may not have been fully grasped during English sessions. When commencing a new language children are given the opportunity to have a fresh start at the same level as their peers. Language lessons enable children to gain the confidence to try new phrases without being afraid of getting things wrong.

Children with physical disabilities or motor difficulties sometimes experience problems with mobility. They may have reduced auditory and visual memory and experience difficulties with perceptual skills. Children may display poor attention skills and find difficulties in concentrating and staying on task, which can have an affect upon their abilities during Modern Foreign Language sessions.

STRATEGIES TO HELP IMPROVE SKILLS IN MODERN FOREIGN LANGUAGES

Adults can support children by:

- Arranging workspaces to aid mobility, e.g. large space for circle games
- Considering differences and similarities by learning about others
- Developing social skills through games or role play activities
- Enlarging or photocopying worksheets to the appropriate size
- Indicating whose turn is next by clearly saying the child's name
- Placing paper(s) on non-slip matting, e.g. Dycem
- Stabilising small objects on the table using blu-tack or plasticine
- Developing activities bearing in mind the child's experience or interest
- Recording using alternative methods, e.g. audio tape, photographs, video
- Reinforcing day-to-day activities, e.g. handling money, telling the time
- Relating topic work to relevant issues e.g. culture, people, sport
- Using a variety of resources, e.g. artefacts, models, photographs, video

ACTIVITIES TO IMPROVE SKILLS IN MODERN FOREIGN LANGUAGES

'Listening Activities' which involve words on a grid can cause difficulties. Placing a small piece of blu-tack at the appropriate site can mark the correct place on the grid. Removable highlighter pens are useful to temporarily mark specific areas.

'Handling Money' games can be played using real coins, which are easier to pick up if they are placed inside an old see-through sandwich spread container. Real coins can be placed between two plastic lids and then fixed together using clear tape.

'Paired Games' help develop social skills, i.e. when negotiating each person's role. 'Object' games can involve one child collecting an item then the partner describing it. Later one child puts the objects in order and the partner acts as a scribe.

'Places' can include countries that are within a child's own experience - from distant places, which have been visited during holidays. Items collected from foreign countries could include drawings, postcards or photographs. Artefacts or souvenirs from holiday destinations help develop a sense of place and society. Travel brochures and guides often include useful facts about holiday destinations.

'Role play' involving real situations, e.g. going shopping, visiting the doctor are excellent activities for developing language and also help to promote social skills. Activities that will aid independence skills include eating, e.g. using cutlery or dressing, e.g. wearing a national costume.

'Songs and Rhymes' involve newly acquired words and can help develop communication skills. Actions can be attributed to certain words, e.g. raising arms when "allo" is heard will help exercise and strengthen the muscles.

'Water Tasting' including different mineral waters from France can be enjoyed by all children. It would be wise to check for allergies before tasting foods.

'Word Games' can be made easier by attaching flash cards to a piece of foam or pan scrubber using an elastic band. Magnetic letters placed on a magnetic board can be used for spelling tests or word games. Magnetic letters can also be used in a 'fishing game', using a rod to catch the correct letter.

REFERENCES

National Curriculum in England: languages programme of study (2013) DfE
www.gov.uk

Curriculum Close-Up - 8: Focus on MFL (2001) RNIB
Published by RNIB

Modern Foreign Language for All: Success for Pupils with SEN (1998)
by Sylvia Edwards ISBN 190148005 Publisher: NASEN

Role-Play Practice: French (1985) by Tony Whelpton and Daphne Jenkins
ISBN 0582224446 Published by Longman

MUSIC

Music is a creative curriculum area, which includes vocal or instrumental sounds to produce melody, harmony or rhythm. Vibrations, e.g. plucking a guitar string or hitting a piano key, cause sounds. Music involves the art of arranging sounds in time to produce a continuous and evocative composition. Music sessions help develop co-operative working, turn taking and promote social skills. Listening to sounds promotes an appreciation of music from different cultures, eras, instruments.

Children with physical disabilities or motor difficulties sometimes experience problems with auditory and visual memory and have impaired perceptual skills. Children may have delayed fine motor skills or find difficulties co-ordinating their hand movements. Children can display poor attention skills and find difficulties in concentrating and staying on task, which may have an affect upon musical abilities.

STRATEGIES TO HELP IMPROVE SKILLS IN MUSIC

Adults can support children by:

- Adapting musical instruments for easier handling, e.g. adding grips
- Arranging workspaces to aid mobility, e.g. large space for circle games
- Attaching instruments to the arms or legs using Velcro fastenings
- Demonstrating instruments encouraging the copying of a rhythm
- Developing activities bearing in mind the child's interest or experience
- Developing social skills through games or turn-taking activities
- Encouraging children to be actively engaged in music sessions
- Enlarging or photocopying worksheet(s) to the appropriate size
- Indicating whose turn is next by saying the child's name or pointing a baton
- Promoting communication skills through vocal activities, e.g. singing
- Recording using alternative methods, e.g. audio tape, photographs, video
- Stabilising instruments on the table using blu-tack or dycem
- Supplementing therapy targets using sounds, e.g. background music
- Using a variety of resources, e.g. electronic keyboards, instruments

ACTIVITIES TO IMPROVE SKILLS IN MUSIC

'Action Songs' involve moving body parts, e.g. 'One finger, one thumb…' and help promote an awareness of body parts. Alternatively action songs can include a running commentary, i.e. describing what a child is doing, e.g. 'John is hitting the bell now' to the tune of 'Here we go round the mulberry bush'.

An **'Instrument Line'** can be constructed by attaching items like bells or a small drum to a washing line. Suspending instruments may assist a child who has limited reach to strike the instruments creating sounds.

An **'Orchestra Game'** requires every child to have an instrument, except the conductor who has a baton. The conductor turns over a card showing an instrument, then points the baton to the instrument, indicating the child can play a tune.

'Maracas' are often used as shakers during turn taking activities. Home-made maracas can be constructed using two sealed pots, e.g. sandwich spread, yoghurt pot or a tin, e.g. baked beans, which has a fitted lid. The pot or tin is half-filled with small items, e.g. dried peas, sand or sugar to make different sounds.

A **'Musical Rope'** can be made by attaching bells to a thick rope, which is held by children sitting in a circle. The children play follow the leader by hitting a bell to make a sound, thus causing a musical wave effect.

All children can enjoy **'Musical statues'** when arms, legs or body parts are moved whilst the music plays. When the music stops the children freeze and stay still or motionless, until the music plays and they can move again.

An old **'Salad Spinner'** can produce sounds when objects, e.g. bells are placed inside. Different sounds may be generated using dried pulses, e.g. beans, peas or pasta shells. The handle can be easier to grasp if it is enlarged using pipe lagging.

'Simon says…' can be played using musical instruments by naming specific instruments, e.g. 'Simon says play the bells'. Alternatively children respond to 'Simon says play loudly', 'play softly' or 'instruments high', 'instruments low'.

A **'Sliding Tube'** is useful for encouraging the co-operative use of two hands. As the tube is tipped air is pushed through a descending squeaker, making a sound. Placing a commercially bought sound box inside an old cardboard tube, e.g. peanuts or crisp tube / container can make a larger tube, which is easier to manipulate.

'Sound Lotto' requires two sets of identical instruments and can be played in pairs. A tray is stood on end between the children forming a screen. One child makes a sound using an instrument, the other child tries to indicate which instrument was played and make the same sound. Alternatively one child could choose the correct instrument form a set of picture cards.

REFERENCES

Music Lessons for Children with Special Needs (2002) by T M Perry
ISBN 185302 2950 Jessica Kingsley Publishers

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, Social and Health Education (PSHE) promotes the development of confidence and responsibility, and encourages children to make the most of their personal abilities. Citizenship develops social skills and prepares children to play an active role in society. Through PSHE sessions children learn to understand themselves emotionally, physically, socially and sexually plus appreciate their interactions and relationships with others.

Children with physical disabilities or motor difficulties sometimes experience problems with mobility. They can have reduced auditory and visual memory and may experience difficulties with perceptual skills. Children can display poor attention skills and find it difficulty to concentrate and stay on task, which can have an affect upon their abilities during PSHE sessions. Activities to help develop confidence and self-image are contained in Section 3 – Management Guidance **'Self-esteem'**.

STRATEGIES TO HELP IMPROVE SKILLS IN PSHE

Adults can support children by:

- Arranging workspaces to aid mobility, e.g. easy access, manoeuvrability
- Developing respect for the opinions and viewpoints of others
- Displaying achievements, e.g. constructing a progress file
- Encouraging children to develop personal autonomy, e.g. making choices
- Giving directions which are phrased simply and clearly
- Helping children to develop time perspectives, e.g. past, present, future
- Involving the child in class rotas, e.g. returning the register, taking messages
- Providing opportunities to discuss relevant issues e.g. hobbies, interests
- Promoting independence and developing self-help skills, e.g. dressing
- Using diplomacy when discussing sensitive issues, e.g. medical conditions

ACTIVITIES TO IMPROVE SKILLS IN PSHE

'Animals and Pets' can be used as examples of the importance of caring for living things e.g. providing food and water; looking after pets e.g. cleaning out.

'Board Games' help develop social skills, e.g. turn taking and following the rules of the game. Children learn about the right and wrong way to behave through the boundaries set by others, i.e. the rules of the game.

The **'Changes'** topic incorporates everyday changes e.g. cooking; life cycles e.g. a tadpole to a frog; personal history e.g. from baby to schoolchild and the four seasons.

'Everyday Experiences' incorporated into a PSHE session can help independence, e.g. crossing the road or life skills, e.g. feeding, dressing.

'Group Discussions' are best held in a circle, where everyone can be seen. This will encourage contributions as everyone has equal importance. If everyone sits on chairs, at the same height a wheelchair user will feel included.

'Health Education' provides opportunities to explore fitness e.g. exercise, healthy eating e.g. a balanced diet; personal hygiene e.g. washing; personal safety e.g. crossing a road; relationships e.g. friends and sex education e.g. life cycles.

'Ourselves', 'I'm Special' topics can celebrate diversity: everyone is an individual, everyone is special. Comparing similarities and differences enables children to become aware of the rich and varied nature of each member of our society.

'Photographs / Pictures' can be used to open up a discussion, to stimulate thoughts and develop the imagination. Photographs can depict topical issues, which reflect current situations in society and give rise to debate.

'Real Objects' act as a point of interest and can provide sensory stimulation. Objects can be replaced with representations, e.g. miniatures or images, e.g. photographs or pictures. Eventually abstract topics, e.g. current events or issues can be discussed.

'Show and Tell' activities, e.g. Good News Time, Circle Time can be used to help develop a child's confidence to talk to their peer group and celebrate achievements.

'Television / Video' extracts can be used to show social issues. A television programme can be used as the basis for a debate. Alternatively a video clip could stimulate a discussion about the context of the story line, i.e. what happens next. Charities. e.g. SCOPE, SHINE, Whizz kidz provide resources for use in PSHE.

REFERENCES

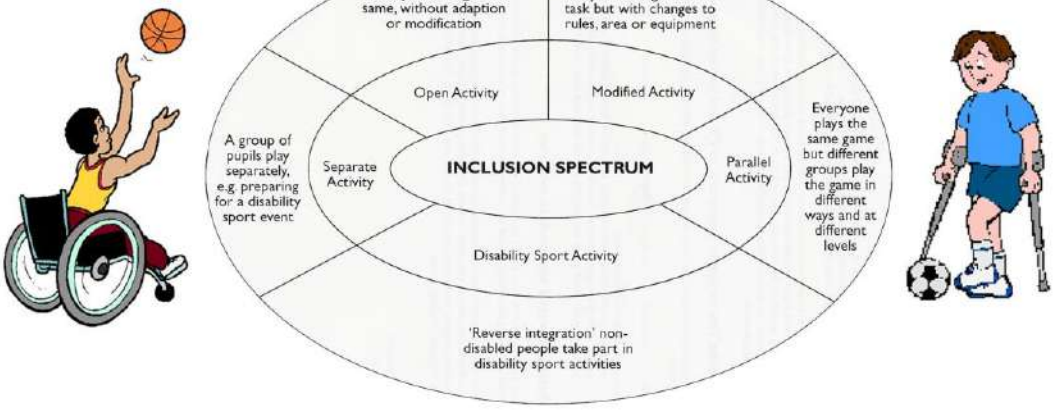
Planning, Teaching and Assessing the Curriculum for Pupils with Learning Difficulties: Personal, Social and Health Education. (2001) QCA/01/749

FURTHER INFORMATION

PSHE Association provide support, resources, training and guidance www.pshe-association.org.uk

PHYSICAL EDUCATION

Physical Education sessions aim to develop a child's motor skills – both gross motor and fine motor plus body awareness. Team games promote social development and co-operation through turn taking with peers. Children with physical disabilities should be encouraged to take an active part in PE. 'Disabled pupils can play a full, practical and meaningful role in their PE games lessons.' (Stevenson and Black, 1999).



ADULTS CAN SUPPORT CHILDREN BY:

- Allowing plenty of time for changing clothes, etc
- Alternating active and passive parts of the session to allow for recovery
- Arranging team selections using birthdays, colours, clothing, etc
- Giving praise when merited, encouragement is important
- Giving clear and precise instructions and / or directions

OPEN ACTIVITIES

After warm-up exercises (e.g. dishes / domes) open activities could include:

- Cones – knocking down or standing up the cones
- Pelter - teams throw small balls to move a large ball to the opposition
- Soft ball fight – teams throw balls / pom-poms trying to hit the opposition
- What time is it Mr Wolf? – children stop moving when the teacher turns round

MODIFIED ACTIVITIES

PE activities can be modified in a variety of ways:

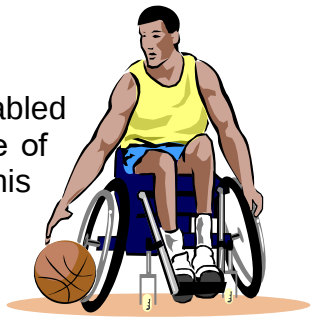
- Equipment – colour, shape, length of handle, size, texture, weight
- Space – distance travelled, height / length of barrier, size of the playing area, use of a zoned playing area
- Rules – additional 'lives', changing rules to aid inclusion, different ways of playing, simplifying a game, rotating rules, creating specific rules
- Speed – varying speeds, e.g. slower or faster, using 'still' apparatus, e.g. large 'golf' tee

- Interaction – ability grouping or pairing, feeding (e.g. ball), safe zones (no marking), playing outside the games area, varying team numbers
- Position – adjusting posture to suit the activity, e.g. sideways to throw, alternating the intensity, using tactile guidelines to aid orientation.

PARALLEL ACTIVITIES

In parallel activities children play different versions of the same game.

- Badminton - hitting a balloon or beach ball using a flat hand, racket or glove-bat progressing to using a badminton racket
- Cricket – bowling underarm and using a soft ball with a plastic bat, or using a larger ball placed on a tee, scoring by measuring the distance hit.



DISABILITY SPORTS ACTIVITES

When non-disabled children take part in an activity that has a disabled sport focus this is termed 'reverse integration', e.g. Boccia (a type of bowls game), Goal ball. Wheelchair events include basketball, tennis and volleyball.

SEPARATE ACTIVITIES

There are a wide range of disability sports programmes, including athletics, basketball, table cricket, football, tennis, volleyball. During 'separate activities' all players can practise and develop their individual skills.

ADDITIONAL ACTIVITIES

Activities that help develop specific body areas include:

Shoulder control - arm and hand flapping plus making circles, bowling, making letters in the air, rowing

Pelvic control - cycling, kneeling, single leg lifting, trampolining

Hand / eye co-ordination - balls (sending / receiving), badminton, cricket, rounders, tennis, volleyball

Eye / foot co-ordination – football, floor piano, line walking, skittles.

FURTHER INFORMATION

The English Federation of Disability Sport – Website www.efds.co.uk
C/o SportPark Loughborough University, 3 Oakwood Drive, Loughborough, Leicestershire LE11 3QF, Tel: 01509 227750

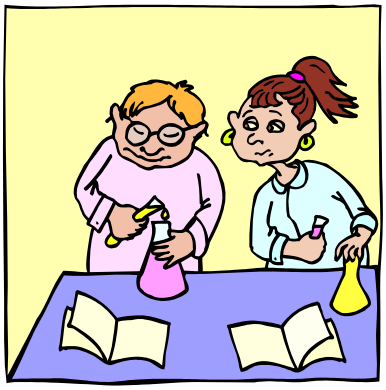
Youth Sport Trust, SportPark Loughborough (address as above), Telephone:01509 226600 Website: www.youthsporttrust.org

Safeguarding Deaf and Disabled Children in Sports, Website: www.nspcc.org.uk

Sainsbury's Active Kids for All; Inclusive PE Training Programme Website: www.inclusivepe.org.uk

SCIENCE

Children learn about science by exploring their close environment and investigating the world around them. Scientific development depends upon a child becoming confident and competent in learning and using key skills. Science involves enquiry - observing objects, life processes – identifying body parts and living things, materials and their properties – sorting textures, plus physical processes involving light, sound and movement.



Children with physical disabilities or motor difficulties may experience problems with mobility restricting their experience of the wider world. They may find difficulties with auditory and visual memory and have impaired perceptual skills. Difficulties with communication, the recording of evidence, explaining, predicting or solving problems can have an affect upon scientific abilities.

STRATEGIES TO HELP IMPROVE SKILLS IN SCIENCE

Adults can support children by:

- Adapting equipment for individual use, e.g. marking containers
- Arranging the work space to aid mobility, e.g. easy access
- Considering the health and safety of the child, their peers and other adults
- Enlarging or photocopying work sheet(s(to the appropriate size
- Fixing moveable items to the table using Velcro fastenings, e.g. marker
- Investigating adjustable height furniture to aid posture
- Liasing with the Physiotherapist to ascertain correct posture and position
- Liasing with Occupational Therapist to develop fine motor skills
- Placing worksheets on non-slip matting, e.g. Dycem
- Providing a suitably spacious environment for safe working
- Refining tasks, e.g. ‘using forces’, to enable participation
- Stabilising small items on the table using blu-tack or plasticine
- Using alternative methods of recording, e.g. audio tape, video

ACTIVITIES TO IMPROVE SKILLS IN SCIENCE

'Cause and effect' activities involve a child's action impacting upon the environment thus causing a reaction to take place. This can take a variety of forms, e.g. making sounds, racing miniature vehicles. Immediate re-actions allow a child to develop an awareness of how his / her actions can affect the environment.

'Classifying and sorting objects' requires a variety of everyday objects, e.g. fruit, stationery items, toys. The child is asked to observe, touch and feel individual objects. Next s/he is asked to sort similar objects in a group then talk about their observations and say why the objects are classified in this way.

'Electricity' topics require the making of circuits, which can prove difficult if small equipment is used. Bigger items, e.g. large crocodile clips, which can be fixed using Velcro are easier to handle.

'Measuring activities' can be made more accessible by using alternative equipment, e.g. an electronic clock or large display timer for telling the time. Lengths can be measured using adapted rulers, e.g. a handle glued to the ruler. Temperature can be measured using a heat sensitive strip or talking thermometer. Electronic kitchen scales or bathroom scales are useful for measuring weight.

Activities involving '**Liquids'** can be made easier to perform by using a commercially bought pourer or by placing a beaker of liquid on a tilting base, which enables easier pouring.

Small **'Living Things'** e.g. minibeasts, can be made easier to handle if they are placed in a plastic petri dish. A plastic magnifier or fresnel lens sited securely on the tabletop will allow the child to study the creatures. Alternatively a closed circuit TV can enlarge the features on small items.

'Tactile play' encourages children to touch and feel a variety of materials and textures, e.g. pulses, sugar, water. Items can be confined in a plastic tray or seed propagator enabling easier access. The height of a large sand tray may need to be adjusted, e.g. located on the floor.

FURTHER INFORMATION

CLEAPSS The Gardiner Building, Brunel Science Park, Uxbridge, UB8 3PH. Telephone: 01895 251496 Website: www.cleapss.org.uk

Supporting Inclusive Science for Special Educational Needs is a CD-ROM produced by the Association for Science Education and the National Association for Special Educational Needs and is available from the ASE, College Lane, Hatfield, Herts. Telephone: 01707 283000 Website: www.ase.org.uk
ASE's Guide to Special Educational Need and Disabilities (SEND) www.ase.org.uk

Managing the Curriculum for Children with Severe Motor Difficulties (1998)
by Pilla Pickles ISBN 1853465119 David Fulton Publishers

CURRICULUM
SOURCES OF FURTHER INFORMATION

ART

Art for Children and Adults with Disabilities - https://kinderart.com/blog/special/

Art, Music, Drama & Dance for Disabled, Autistic & SEN Kids - https://skybadger.co.uk/2017/01/21/art-music-drama-dance-for-disabled-autistic-sen-kids/

DANCE

I Can Dance - http://www.icandance.org.uk/our-approach/

Jazz, tap, ballet and hip hop classes helping kids get up and move - http://www.mychildwithoutlimits.org/act/family-life/physical-activities-for-children-with-disabilities/special-needs-dance/

The Performing Arts Charity - http://www.pachildrenscharity.org.uk/about-us/

Para Dance c/o The Wheelchair Dance Sports Association UK, Lemarie Centre for Charities, 524 St Albans Road, Watford, Herts, WD24 7RX Telephone: 0300 111 3045 Website: www.wdsauk.co.uk

DESIGN AND TECHNOLOGY

TDA (2009) Including students with SEN and/or Disabilities in secondary design and technology http://webarchive.nationalarchives.gov.uk/20111118153155/http://www.tda.gov.uk/teacher/developing-career/sen-and-disability/sen-training-resources/one-year-itt-programmes/subject-booklets.aspx

The Design and Technology Association - https://www.data.org.uk/for-education/special-educational-needs/ https://www.data.org.uk/for-education/primary/getting-to-grips-computing-and-dt/

DRAMA

Art, Music, Drama & Dance for Disabled, Autistic & SEN Kids - https://skybadger.co.uk/2017/01/21/art-music-drama-dance-for-disabled-autistic-sen-kids/?gclid=EAIaIQobChMI3J3El8-x1wIV6pPtCh3JwgDaEAAYASAAEgJyXPD_BwE

FunSense - http://funsensetheatre.wixsite.com/funsense/about_us

Bamboozle - http://www.bamboozletheatre.co.uk/about-us/

ENGLISH

English lessons tend to focus on writing, e.g. the Big Write in Primary school. Computers and Assistive Technology: Computers with assistive software can provide access to word processing for students with physical disabilities, e.g. voice activated software, eyegaze technology. Adapted resources, e.g. large keyboard, wireless mouse afford access to software like Clicker www.cricksoft.com

Free Touch Typing programmes - http://www.bbc.co.uk/guides/z3c6tfr
http://www.typeonline.co.uk/

A Teaching Assistant can scribe for the youngster, if this is their normal way of working the TA can act as an amanuensis for exams.
Refer to: JCQ Access Arrangements 4.1.3 Sensory and Physical Needs:
https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration

GEOGRAPHY

Book - Meeting SEN in the Curriculum Geography (2005)
https://www.geography.org.uk/Shop/Meeting-Special-Educational-Needs-in-the-Curriculum-Geography/9781843121626

Geographical Association recommends:
Inclusive geography for students with complex learning needs, Teaching Geography Summer 2017 https://www.geography.org.uk/Journal-Issue/e1e7123a-e4f9-4eff-909e-0ead1e3ef733

Primary Geography Handbook, Stephen Scoffham ISBN 978-1843772972
Chapter 24. Inclusion and special needs by David Blow
https://www.geography.org.uk/eBooks-detail/4f2f625c-bab7-43d6-a723-77a1d242511e

HISTORY

National History Museum - http://www.nhm.ac.uk/schools/teaching-resources.html

TES - https://www.tes.com/teaching-resources/hub/primary/history/
Historical Association recommends:

https://www.history.org.uk/primary/resource/1821/every-child-matters-addressing-the-needs-of-the-c

https://www.history.org.uk/secondary/resource/1224/helping-pupils-with-special-educational-needs-to-d

ICT

Ace Centre Charity are specialists in Augmentative and Alternative Communication (AAC) and Assistive Technology (AT) https://acecentre.org.uk

Crick software - Clicker Grids for Learning, Planet Wobble, Write Online, reading and writing software for all abilities www.cricksoft.com

GridClub - The DfE funded teaching and learning website for 5 – 12 year olds: www.gridclub.com

Inclusive Technology - supply software and hardware for people with special needs: www.inclusive.co.uk

CALL Communication, Access. Literacy and Learning Scotland based at the University of Edinburgh aim to help children overcome disability and barriers to learning. www.callscotland.org.uk

MATHS

Including pupils with SEN and / or Disabilities in Primary Mathematics, TDA, 2008 https://plymouth.rl.talis.com/items/970FE987-8B70-D7C9-26CB-B78F4E9ACD0D.html

Including pupils with SEN and / or Disabilities in Secondary Mathematics, TDA, 2008

National Centre for Excellence in the teaching of Mathematics (NCETM) https://www.ncetm.org.uk/resources/16570

MFL

Book - Addressing Special Educational Needs and Disability in the Curriculum: Modern Foreign Languages (Addressing SEND in the Curriculum) (2017) ISBN 978-1138699281

http://www.specialeducationalneeds.com/home/languages

https://senmagazine.co.uk/articles/articles/senarticles/teaching-foreign-languages-to-pupils-with-sen

MUSIC

Book - Addressing Special Educational Needs and Disability in the Curriculum: Modern Foreign Languages (2017) John Connor

Book - Music for Special Kids: Musical Activities, Songs, Instruments and Resources (2011), Pamela Ott ISBN: 978-1849058582

One Handed Musical Instrument Trust https://www.ohmi.org.uk/

http://www.brighthubeducation.com/special-ed-physical-disabilities/43084-classroom-music-activities-for-students-with-physical-challenges/

http://www.friendshipcircle.org/blog/2014/01/13/5-reasons-why-music-helps-children-with-special-needs/

http://magicalmusic.org/Music_for_Children_With_Special_Needs.html

Skoog music - http://skoogmusic.com/education-3/?gclid=EAIaIQobChMIpNrnnbiC2QIVyJ0bCh0-LAHfEAAYASAAEgJ2gPD_BwE

PSHE

PSHE Association provide support, resources, training and guidance www.pshe-association.org.uk

Removing barriers for disabled people- Session 5 National Achieves: http://webarchive.nationalarchives.gov.uk/20101008142847/http://sen.ttrb.ac.uk/ViewArticle2.aspx?anchorId=17841&selectedId=18441&menu=18297&expanded=False&ContentId=14982

PE AND SCHOOL SPORTS

Amateur Swimming Association (ASA) Inclusion of swimmers with a disability http://www.swimming.org/search/?q=Inclusion+of+swimmers+with+a+disability

Aspire Sports, Unit 6 Holly Park, Spitfire Road, Birmingham, B24 9PB Telephone 0112 663 1929 www.aspire-sports.co.uk

The English Federation of Disability Sport , SportPark Loughborough University, 3 Oakwood Drive, Loughborough, Leicestershire LE11 3QF, Telephone: 01509 227750 http://www.efds.co.uk/

Youth Sport Trust, SportPark Loughborough University, 3 Oakwood Drive, Loughborough, Leicestershire LE11 3QF, Telephone:01509 226600 www.youthsporttrust.org

Safeguarding Deaf and Disabled Children in Sports, Website: www.nspcc.org.uk

Sainsbury's Active Kids for All; Inclusive PE Training Programme http://www.efds.co.uk/inclusivepetraining

http://www.swimming.org/search/?utm_source=custom-search&utm_medium=website&utm_campaign=global-search-overlay&q=inclusion+for+swimmers+with+a+disability http://www.swimming.org/search/?q=Inclusion+of+swimmers+with+a+disability

SCIENCE

ASE's Guide to Special Educational Need and Disabilities (SEND) www.ase.org.uk
CLEAPSS The Gardiner Building, Brunel Science Park, Uxbridge, UB8 3PH. Telephone: 01895 251496 Website: www.cleapss.org.uk
Supporting Inclusive Science for Special Educational Needs is a CD-ROM produced by the Association for Science Education and the National Association for Special

Educational Needs and is available from the ASE, College Lane, Hatfield, Herts. Telephone: 01707 283000 Website: www.ase.org.uk

Managing the Curriculum for Children with Severe Motor Difficulties (1998) Pilla Pickles ISBN 978-1853465116