



Supporting SEND Children in English

Cognition and Learning

- Pre-teaching of subject vocabulary
- Teaching sequencing as a skill – through the English Unit
- Text presented clearly – bullet points, clear font, headings – Visual WILFS
- EYFS, KS1 and KS2 have their own fonts
- Pupils encouraged to explain what they have to - check understanding
- Links to prior learning explicitly made /retrieval practice integrated into lessons – links to when they last learned about this genre
- Key learning points reviewed throughout lesson (Oracy skills)
- Alternative ways of demonstrating understanding e.g. Diagrams, mind maps, use of voice recorders, story maps, Visual Shorthand, talking tin lids.
- Use of Guided Writing sessions in small groups
- Shared writing
- Word mats designed for specific genres
- Opportunities to work with a scribe or use ICT when necessary
- Use of ICT/apps to reinforce what has been taught (Clicker & Widget)
- Coloured overlays, coloured paper for worksheets & coloured background on SMART board, enlarged sheets
- Screen Share if needed
- Extra time to complete tasks
- Task tick sheets
- WAGOLL on display
- Kagan Groups/Talk Partners
- Tactile resources to immerse in genres
- Dual coding – Visual Shorthand



Communication and Interaction	<ul style="list-style-type: none">• Structured class routines• Using songs for routines• Increased visual aids including dual coding• Visual timetables at eye level of children• Use of key words/vocabulary emphasised when speaking• Multi-sensory approaches used to support spoken language eg. Symbols/pictures/concrete apparatus/artefacts/role-play• Instructions in manageable chunks• Checklists and task lists• Delivery slowed down with time given for processing• Prompt cards used to support understanding• Talking partners used• Classroom seating plan considered so children can see teacher and visual prompts – mixed ability groupings (Kagan)• ‘Word walls’/displays to develop understanding of new vocab• Minimise use of abstract language/language tailored to individuals• Eye contact as necessary for the child
Sensory and Physical	Visual <ul style="list-style-type: none">• Coloured overlays/ different coloured paper• Consider lighting – natural and artificial• Eliminate inessential copying from the board• Where copying is required, ensure appropriate print size photocopy is available.• Read aloud as you write on the board• Model writing as a writer out loud• Avoid standing in front of windows – your face becomes difficult to see• Use iPad for reading if text is too small in physical book – Screen share• Consider seating – sat at the front closer to board/resources



Hearing

- Careful seating – closest to the teacher
- Keep background noise to a minimum – if severe use felt in pencil pots etc., reduce use of velcro
- Slow down speech rate
- Allow more thinking time
- Repeat contributions from other children – their voices may be softer and speech more unclear
- Check that oral instructions have been understood
- Face the pupil when speaking & keep hands away from mouth

Co-ordination

- Sat at table where there is sufficient space
- Clutter free desks and learning environment
- LH & RH pupils not next to each other with adjacent hands
- Desks at elbow height
- Sloping desk stand if appropriate
- Seated with minimal distractions.
- Encourage oral presentations or use of ICT as an alternative to written work where appropriate.
- Lined paper with sufficient wide spaces between lines to accommodate pupil's handwriting.
- Range of fine motor and gross motor activities built into daily practise
- Left handed pencils for LH children



SEMH	<ul style="list-style-type: none">• Emphasise positives in front of others to develop children's self-confidence• Give pupils classroom responsibilities• Refer regularly to school/classroom rules• Calming music• Use of ear defenders to support focus• Breaks between tasks• Moving around/sensory breaks• Interactive strategies e.g. Whiteboards to hold up answers• Clear behaviour expectations modelled by staff – Ready to Learn Document• Quiet zone or sensory space where possible• Visual timer/stop watch• 'Fiddle' toys• Concrete resources easily at hand to support• Give a 'set time' for written work• Personalise teaching to reflect pupils' interests• Transition from whole class work to independent is taught and actively managed• Learning ladders to break down steps• Wobble cushion/resistance bands to support sitting in chairs or on carpet spot• Meet and greet at key transition points e.g. start of day, lunchtime etc.
Non Negotiables that need to be in place in all lessons/classrooms when teaching English	<ol style="list-style-type: none">1. New vocabulary on display/dual coded (pre-taught where necessary)2. Use of Visual Shorthand3. Effective communication with parents/carers through discussions and IEPs4. English cycle is followed correctly5. High expectations for all children6. Use of the Lancashire LAPs document for adaptations



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