

SEND Areas of Need - English



Quality First adaptations we make to teaching strategies and the learning environment, to ensure that all learners have the best possible outcomes in **English**.

Individualised adaptations are also made as per learners' EHCPs/Support Plans etc

Strategies for all Learners

- Clear lesson structure with learning objectives presented orally & visually
- Use learner's name to ensure that you have their attention before giving instructions
- Praise is specific and named
- Instructions are given in small chunks with visual cues
- Understanding regularly checked by asking learners to explain what they must do
- Learners are clear of what is expected of them - demonstrate what a good outcome looks like
- Listening and activities broken up into chunks
- Memory supported by explicit demonstration and modelling of memory techniques
- Additional adults planned for, share expected outcomes etc, to maximise impact on teaching and learning
- Key words/subject specific vocabulary emphasised when teaching
- Visual timetables
- Seating is planned for to support all needs
- Eliminate non-essential copying from the board
- Tools and resources should be easily accessible
- Range of multi-sensory approaches to support spoken language e.g: symbols, pictures
- Classroom well organised and labelled with Widgit symbols and text
- Text presented clearly - uncluttered, use bullet points, clear font
- Understanding demonstrated in a variety of ways.
- Teaching and Learning in line with WalkThrus strategies.

Communication & Interaction Needs

- The use of talk partners within each English lesson prompts discussion between all learners.
- Verbal feedback is communicated to learners throughout each lesson to ensure they're aware of their achievements.
- Shared learning and independent tasks are used daily, which are delivered to learners one task at a time to limit the number of instructions needed.
- Visual aides and prompts are provided in all lessons to prompt discussion.
- Learners are seated away from distractions in a suitable space within the classroom.
- Checklists/task boards - simple and with visual cues

Cognition & Learning Needs

- Shared learning and independent tasks are used daily, which are delivered to learners one task at a time to limit the number of instructions needed.
- Retrieval tasks are used in the form of 'Sentence Accuracy tasks' to allow learners to link their prior learning to the current learning - these are adapted to suite needs of all learners.
- Success criteria for each lesson is shared so learners are clearly aware of what they are learning and what outcome is expected. Modelled examples are provided by teaching staff to exemplify.
- Shared Reading lessons are uniform and follow a consistent process daily and weekly so that pupils have precise routines reinforced.
- Writing lessons follow a set sequence: Immersion tasks (including vocabulary enrichment), analysis of text and language features, planning and idea gathering, drafting and editing.
- Back fading is used as a teaching and learning strategy to give pupils the correct amount of scaffold before they're required to apply their knowledge independently.
- Key vocabulary is reinforced within each lesson.

Social, Emotional & Mental Health Needs

Positive feedback is given from class teachers through each lesson to promote a safe learning environment for all.

Lessons are uniform and follow a consistent process daily and weekly so that learners have precise routines reinforced.

Writing lessons follow a set sequence

:Immersion tasks (including vocabulary enrichment), analysis of text and language features, planning and idea gathering, drafting and editing.

English lessons promote high challenge low threat atmosphere to allow all learners to feel a sense of achievement and self-belief.

The use of talk partners within each lesson prompts discussion between all learners.

Sensory & Physical Needs

Learners with physical/sensory needs are placed within an appropriate position in the classroom and supported by an adult if necessary. E.g, hearing impaired learners to be sat at the front of the classroom.

Learners who have difficulties with fine motor skills will be assisted when working e.g: offered alternative ways of recording.