Curriculum Intent: How we aim to meet the range of SEND needs withing our teaching

Subject: English

1. All children have common needs—for example, the need to receive effective teaching.
2. Some children have specific needs that are shared with a similar group—for example, pupils with a hearing impairment need access to means of audiological support.
3. All children have individual needs—for example, pupils with a Speech and Language Disorder may benefit from pre-teaching of vocabulary and scaffolded talk opportunities.

The following strategies are pedagogical approaches that will be used in our subject to support all students, but particularly those students with SEND. Strategies have been linked with areas of particular need but are not exclusive in supporting students with this area of need.
These strategies will be used flexibly in response to individual needs and used as the starting point for classroom teaching for all pupils

The following will be employed alongside and in addition to the needs and strategies:

Cognition and Learning

1. Use of visual images such as pictures, word webs, story maps.
2. Modelling / scaffolding – teachers working through the process of reading and writing (see planning support below)
3. Using key vocabulary to underpin learning – explaining the meaning and how to use. Images to go with vocabulary.
4. Consolidate learning (see below)

Communication and Interaction

1. Seating arrangements – flexible, varied and supportive partners / groups. TA to support those that need it during input.
2. Model how to explore/ discuss / analyse through talk - provide sentence starters to act as talk prompts.
3. Take part in class engagement with a novel through oral or visual responses e.g. drama, oral rehearsal using the Talk for Writing approach.

Social, Emotional & Mental Health

1. Mixed ability classes and groups to allow self-esteem to grow and preconceptions to be challenged including flexible groupings.
2. Opportunities to allow all to participate and contribute, receive praise and feel valued in the classroom so they feel safe contributing to class discussion.
3. Create a learning environment where they feel safe to make

Sensory and Physical

1. Practical activities to engage with texts (use of props, acting out, movement and voice)
2. Visual images / practical stimuli to act as prompts for talk and planning.
3. **Low-arousal areas (see below)**
4. Offer equipment e.g. overlays, writing slope.

Multi-sensory approaches

Film and video are powerful tools to support English learning, particularly in relation to storytelling and the study of literature. Deaf pupils and pupils with speech, language and communication needs may require subtitles to gain full benefit from these media.

Use visual aids or other concrete supports when dealing with abstract topics – for example, teaching about rhythm in poetry through clapping and pacing.

When teaching poetry and texts that make high language demands, use active teaching strategies, such as drama – eg to explore a scene from Shakespeare, or build sound collages for a poem.

In reading comprehension activities, ask pupils to illustrate the story setting; draw the main character and annotate with notes on the features and views of the character.

Use activities involving drama skills such as hot seating. In drafting, eg for writing a persuasive text, use role-play as part of the preparation.

Summarise sequences of events through mind maps, spider plans, role-play, drama etc.

Use symbols, pictures, puppets etc to support understanding of character, setting and story events.

Low-arousal areas

A low-arousal area is planned for pupils who may need it and is available for use by all pupils. Provide a library corner with appropriate seating and/or soft materials conducive to reading.

Planning support
Support from additional adults is planned to scaffold pupils' learning, allowing them, increasingly, to work independently. **Planning support**
Allow pupils enough time to complete reading and written tasks with appropriate support, eg a guided writing session or a one-to-one reading conference.

Teachers' communication
Introduce key vocabulary explicitly and ensure this includes verbs as well as nouns – for example, as well as teaching **rhythm** and **symbolism** in readiness for writing a literary critical essay, also introduce the common verbs used to develop literary comment, such as **depicts, conveys, suggests, evokes**…

Highlight key words for the main message of the text. These could be individual words, but will more often be phrases such as persuasive language, noun phrases, or character portraits.

Be aware that metaphor (for example, in poetry) and irony can be interpreted literally by some pupils (including those on the autistic spectrum), creating confusion and/or misunderstanding.

Some pupils may need more time to respond and more time to practise a task before they can go on to find creative solutions or ideas. An over-structured environment can reduce a pupil's ability to respond creatively, as can too much talk initiated and led by the teacher or teaching assistant, too much directive talk, or a lack of time to think of a response before a 'correct' or prompted response is given by an adult.

Reducing reliance on memory
Mind maps are excellent for ordering and summarising main and subordinate ideas visually to facilitate memory. The ICT packages Kidspiration for younger pupils and Inspiration for older pupils can be used to convert ideas into writing.

Give simple instructions for reading activities, as well as their purpose, eg "Read the next few pages of… and think about why the character acts as he does…".

Simple audio records can be used instead of written notes during visits or field trips.

Relevant and motivating tasks

Build confidence through working from the known. Make books based on pupils' own experiences using familiar vocabulary. Make explicit links between the content of a text and what pupils know already.

Choose texts for shared study that represent a range of interests and perspectives.

Provide texts and forms of representation that are meaningful to pupils – eg some pupils with significant learning difficulties will not be able to read a story but will be able to follow it, feel its emotional impact and then work on recalling events, describing characters or predicting what might happen next, or on understanding aspects of the narrative.

Use performance examples from theatre companies that draw on the specific potential of disabled performers to create unique performance pieces.

Consolidating learning

Pupils' understanding is checked, eg by inviting pupils to reformulate key learning.

Using visual or concrete ('real') materials, or activities involving movement, to reinforce or consolidate learning through a range of sensory channels.

Reteach or revise material, where necessary, eg post-lesson tutoring.

Opportunities are provided for pupils to repeat and reinforce previously learnt skills and processes on a regular basis, in similar and different contexts.

Encourage pupils to develop their own strategies, eg an agreed approach to asking for help, rehearsal, note-taking, use of long-term memory, and place-keeping and organisational strategies.