



INSPIRE Curriculum Support for SEND: English

In **English** children with SEND are supported by quality first teaching using a range of strategies from our Thrive Teaching Toolkit and Walkthrus. We believe that all children are entitled to an education which meets their individual needs and our curriculum is differentiated to ensure all children make progress and learn more. Specific strategies are used in **English** lessons to support children with SEND as detailed below.

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| <h3>Physical and Sensory Needs</h3> <p>Consider organisation of classroom to allow free move.</p> <p>Ensure that left and right-handed pupils are not sitting next to each other with writing hands adjacent.</p> <p>Seating should allow pupil to rest both feet flat on the floor – check chair heights.</p> <p>Ensure range of different pen/pencil grips is available.</p> <p>Short spells of visual activity should be interspersed with less demanding activities.</p> <p>Encourage oral presentations as an alternative to some written work.</p> <p>Give as many first hand ‘real’ multi-sensory experiences as possible (immersion stage).</p> <p>Allow more thinking and talking time.</p> | <h3>Social and Emotional Needs</h3> <p>Take time to find pupil’s strengths and praise these – ensure that the pupil has opportunities to demonstrate their skills to maintain self-confidence.</p> <p>Provide lots of opportunities for kinaesthetic learning (e.g. practical activities, experiential learning, multi-sensory resources).</p> <p>Give a set time for written work and do not extend into playtime to ‘catch up’ – the pupil will need these breaks.</p> <p>Ensure groupings provide positive role models.</p> <p>Use a visual timer to measure and extend time on task – start small and praise, praise, praise.</p> <p>Use interactive strategies (e.g. pupils have cards/whiteboards to hold up answers, drama to take on a role etc.)</p> |
| <h3>Cognition and Learning</h3> <p>Pre-teaching of subject vocabulary.</p> <p>Pupils encouraged to explain what they have to do to check understanding.</p> <p>Have small whiteboards and pens available for notes, to try out spellings, record ideas etc.</p> <p>Cloze procedure exercises to vary writing tasks and demonstrate understanding.</p> <p>Occasional opportunities to work with a scribe – perhaps within a small group to produce a piece of writing for ‘publication’ (e.g. displayed on the wall, read to other children etc.)</p> | <h3>Communication and Interaction</h3> <p>‘Rules’ of good listening displayed, taught, modelled and regularly reinforced.</p> <p>Pupils aware of pre-arranged cues for active listening (e.g. symbol, prompt card).</p> <p>TA’s used effectively to explain and support pupils to ask and answer questions.</p> <p>Parents advised of new vocabulary through Knowledge Organisers, so it can be reinforced at home.</p> <p>Oracy used to encourage responses (e.g. talking partners).</p> |