



## 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 adapted to ensure all children make progress and learn more. Specific strategies are used in **English** lessons to support children with SEND as detailed below.

### **Physical and Sensory Needs**

*Consider organisation of classroom to allow free move.*

*Ensure that left and right-handed pupils are not sitting next to each other with writing hands adjacent.*

*Seating should allow pupil to rest both feet flat on the floor – check chair heights.*

*Ensure range of different pen/pencil grips is available.*

*Short spells of visual activity should be interspersed with less demanding activities.*

*Encourage oral presentations/use of an ipad as an alternative to some written work.*

*Give as many first hand 'real' multi-sensory experiences as possible (immersion stage in read to write).*

*Mark starting point for each line with a green dot (support handwriting)*

*Always use verbal explanations when demonstrating to the class. Read aloud as you write on the board.*

### **Social, Emotional and Mental Health Needs**

*Take time to find pupil's strengths and praise these – ensure that the pupil has opportunities to demonstrate their skills to maintain self-confidence.*

*Legitimise movement by getting pupil to take a message, collect an item, use a 'fiddle toy' if necessary.*

*Give a set time for written work and do not extend into playtime to 'catch up' – the pupil will need these breaks.*

*Ensure groupings provide positive role models.*

*Use a visual timer to measure and extend time on task – start small and praise, praise, praise.*

*Use interactive strategies (e.g. pupils have whiteboards to hold up answers, use hashtags in reading.)*

*Transition from whole class work to independent or group work is taught, clearly signalled, and actively managed.*

*Ensure groupings provide positive role models.*



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### **Cognition and Learning**

*Pre-teach subject vocabulary (Read to write and Steps to read.)*

*Pupils encouraged to explain what they have to do to check understanding.*

*Have small whiteboards and pens available for notes, to try out spellings, record ideas etc.*

*Use coloured overlay where needed.*

*Have alphabet strips displayed with learning objective.*

*Use word banks and writing frames.*

*Make links to prior learning explicit.*

*Occasional opportunities to work with a scribe to produce a piece of writing for publication e.g. displayed on a wall.*

*Nessy for supporting reading and spelling.*

### **Communication and Interaction**

*'Rules' of good listening displayed, taught, modelled, and regularly reinforced.*

*Support co-ordinated for times of stress e.g. coming to school, PE, free time...*

*TA's used effectively to explain and support pupils to ask and answer questions.*

*Parents advised of new vocabulary through Knowledge Organisers, so it can be reinforced at home.*

*Oracy used to encourage responses (groupings of 3, paired talk, collaborative learning ensuring all pupils have a role and are active).*

*Explain modelling processes.*

*Read aloud to children and give opportunities for choral reading.*

*Use Shine Strands for opportunities to work collaboratively.*