



SEND in English

What is in place for teaching English to children with SEND so they can shine as lights in the world.

Cognition and Learning		Speech, Language and Communication (including ASD)	
Subject Challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
<ul style="list-style-type: none"> Accessing learning due to poor reading skills. Gaps in knowledge. Accessing learning due to poor writing skills. Children may struggle to remember information/facts/previous learning in English. 	<p>Using personal stories to understand different contexts.</p> <p>1:1 session to pre-read/comprehend.</p> <p>Ensure previous years English learning objectives are covered.</p> <p>Key words displayed.</p> <p>Use of less complex sentences in resources given.</p> <p>Writing frames/word banks/sentence starters used.</p> <p>Lots of retrieval opportunities and reinforcement in English lessons.</p> <p>Apply new vocab into lots of different contexts – pre teaching vocabulary.</p> <p>Physical warmups to recall previous learning.</p>	<ul style="list-style-type: none"> Children may struggle to communicate and express opinions in English. Language difficulties may make children less able to access their English learning. 	<p>Visual cues for words/ phrases.</p> <p>Minimise background noise.</p> <p>Write new vocabulary down/dual coding.</p> <p>Language Buddies.</p> <p>Reinforcement.</p> <p>Repetition.</p> <p>Pass card to have time out.</p> <p>Use of simple/visual instructions/resources.</p> <p>Step by step instructions/chunking. Careful and appropriate modelling to support understanding (WAGOLL).</p> <p>Videos of examples and practice.</p>



Physical and sensory		Social Emotional and Mental Health	
Subject Challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
<ul style="list-style-type: none"> Children with visual impairment may find it difficult to see images shown during the lessons. Recording information may be difficult. Children with fine motor difficulties may find it difficult to use specific writing equipment. 	<p>Ensure images are enlarged and accessible.</p> <p>Ensure children are close to whiteboard/ sources.</p> <p>Provide additional ways to record e.g., video, drawings, verbal explanation.</p> <p>Use EYFS tools that may be larger/easier to use.</p> <p>Working in mixed groups to support.</p> <p>Pencil grips and tripod pencils.</p> <p>Use of ICT to support access.</p>	<ul style="list-style-type: none"> Children may become frustrated/withdraw/aggressive when work is challenging. Children’s mental health and wellbeing may impact on their ability to access their learning. 	<p>Ensure instructions are clear.</p> <p>Children provided with a role which may not involve active participation.</p> <p>Use of ICT to support access.</p> <p>Providing appropriate resources so that children can access the lesson e.g., fiddle toy.</p> <p>Providing a safe space for the children within the lesson if needed- breakout spaces.</p> <p>Teach with empathy and understanding.</p> <p>Ensure children have opportunities to have sensory breaks etc from their work.</p> <p>Consider cognitive overload and children’s ability to manage this.</p> <p>Ensure that parents are aware of curriculum and can support in English.</p>

Non-negotiables that need to be in place in all lessons/classrooms when teaching English:

- High challenge/low threat activities.**
- Children can **express the key learning objectives** using a range of recording methods whether written, recorded, drawn etc.
- Memory aids are used-** dual coding, writing frames, word banks etc.