English

How we adapt the curriculum and learning environment for children & young people with SEN

Children learn and develop in different ways and may need extra help and support at various points throughout their time at school. Some children, at some time in their school life might have additional or different needs and it may be that they will be on our SEN register for a short period or a long period of time. However, children's needs are frequently reassessed in order to ensure that the provision is suitable and supports every child's development.

Our SENCO, working alongside class teachers, oversees all SEN provision, different approaches to teaching and monitors progress of any child requiring additional support across the school. The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made. This is Quality First Teaching and is where the work is highly differentiated and suits the needs of all children, it comes in the form of a lesson rather than an intervention programme. Alongside Quality First Teaching, there may be a Learning Support Assistant (LSA) working with children, either individually or as part of a group. This means that children may be taken out of the classroom for these sessions, but they will continue to work on the same areas as the rest of the children in their class which ensures that they can go back into the classroom with a smooth transition. The regularity of these sessions will be explained to parents and carers when the support starts and outlined on a SEND pupil passport.

To successfully match pupil ability to the curriculum and learning environment there are some actions and adaptations we may take to achieve this:

- o Ensure that all children have access to the school curriculum and all school activities.

- o Help all children achieve to the best of their abilities, despite any difficulty or disability they may have.

- o Ensure that teaching staff are aware of and sensitive to the needs of all children, teaching in a way that is more appropriate to their needs.

- o Children gain in confidence and improve their self-esteem.

- o Work in partnership with parents, carers, children and relevant external agencies in order to provide for children's special educational needs and disabilities.

- o To identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional)
- o To make suitable provision for children with SEN to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.
- o Ensure that all children with SEN are fully included in all activities of the school in order to promote the highest levels of achievement.
- o To promote self-worth and enthusiasm by encouraging independence at all age and ability levels.
- o To give every child the entitlement to a sense of achievement.
- o To regularly review the policy and practice in order to achieve best practice.

The provision for children with SEN across the four Broad Areas Of Need may include some of the following interventions (please note this is not an exhaustive list) ;

Communication and interaction – Access to regular speech and language intervention as directed by SALT, Lego Therapy,

Cognition and learning – Toe by Toe, Beat Dyslexia

Social, Emotional and Health Difficulties – Social skills sessions, Time to Talk, 5 Point Scale, colour monster.

Sensory and/or Physical Difficulties – Teodorescu, Sensory Circuits, sensory bags

Children that are receiving additional support and intervention programmes may have a Pupil Passport. Parents are invited into school to review and discuss support and progress with staff every term.

More details on how we adapt information, our environment and curriculum can be found in the **Accessibility Plan** which you ca find in the School Policies section of our website.

How are the Governors involved and what is their responsibility?

Governors are kept up to date on the progress of SEN children. Individual children are not named in this instance and confidentiality is maintained at all times. One of the Governors is responsible for SEN and they liaise with the Head Teacher and SENCO, they also discuss the funding arrangements of staff and resources for SEND children. The Governors agree priorities for spending within the SEN budget with the overall aim that all children receive the support they need in order to make progress.

How we adapt the curriculum and learning environment for children & young people with SEN in English.

Need	How the need may present	Proposed Adaptations
Communication and interaction	• May have difficulty ignoring distractions. • Need reminders to keep attention. • May need regular prompts to stay on task. • May need individualised motivation in order to complete tasks. • Difficulty attending in whole class. • Interaction will not always be appropriate. • May have peer relationship difficulties. • May not be able to initiate or maintain a conversation. **Understanding Receptive Language:** • May need visual support to understand or process spoken language. • May need augmented communication systems. Frequent misunderstandings. Repetition of language and some basic	• Staff model correct use of language by subtle repetition. • Children are given more opportunities to share their ideas with others – 'show and tell', initially small groups moving onto larger groups and then the whole class. • Pre-taught new vocabulary • Targeted use of drama **How we provide support and intervention for those with identified needs** • Attention/interaction skills: May have difficulty ignoring distractions. Need reminders to keep attention. May need regular prompts to stay on task. May need individualised motivation in order to complete tasks. Difficulty attending in whole class. Interaction will not always be appropriate. May have peer relationship difficulties. May not be able to initiate or maintain a conversation. • Understanding Receptive Language: May need visual support to understand or process spoken language. May need augmented communication systems. Frequent misunderstandings. Repetition of language and some basic language needs to be used to aid their understanding • Speech/Expressive Language: May use simplified language and limited vocabulary. Ideas/conversations

	language needs to be used to aid their understanding **Speech/Expressive Language:** • May use simplified language and limited vocabulary. • Ideas/conversations may be difficult to follow, with the need to request frequent clarification. • Some immaturities in the speech sound system. • Grammar/phonological awareness still fairly poor and therefore their literacy could be affected.	may be difficult to follow, with the need to request frequent clarification. Some immaturities in the speech sound system. Grammar/phonological awareness still fairly poor and therefore their literacy could be affected. • Staff model correct use of language by subtle repetition • Children are given more opportunities to share their ideas with others – 'show and tell', initially small groups moving onto larger groups and then the whole class. • Pre-taught new vocabulary • Targeted use of drama • Follow specific recommendations from specialist agencies. • Use of buddy system • Refer children to the speech and language service for support and advice. • Provide trained teaching assistants to run speech and language programmes in school. This may be on a one to one basis or in small groups. • Regular feedback to parents/carers giving suggestions of how they can help their children at home. • Visual timetables • Scaffolding within lessons • Talk partners
Cognition and Learning	• Language memory and reading skills • Sequencing and organisational skills • An understanding of number	• Clear expectations • Provide pre-teaching opportunities • Specific interventions to aid children to develop the skills that they require to be able to access the curriculum. • Provide adaptations to the curriculum or style of teaching to cater for individual needs eg giving clear, precise and direct instruction

	- Problem solving and concept development skills - Fine and gross motor skills - Independent learning skills - Exercising choice - Decision making - Information processing **Children may have a specific learning disability such as dyslexia, dyscalculia, dyspraxia or dysgraphia**	- Prompt sheets/cards - Extra time to complete tasks and tests - Simple verbal/written instructions - Tasks given in small steps/amount of work at a time - Use of mind maps to organise thoughts and ideas - Providing support from the teacher or the LSAs in small groups or on an individual basis, within the classroom **How we provide support and intervention for those with identified needs** - Access and liaison with OT/Physiotherapist - Follow advice from outside agencies - Purchase of resources to support children when appropriate. - A place for time out-Calming Corner - Daily Readers - Overlays/ coloured paper - Touch typing activities such as BBC Dance Mat - Regular feedback to parents/carers giving them suggestions of how they can help their child at home. - Scaffolding within lessons - Pre teaching interventions - Word banks and word mats - Focus on vocabulary - Use of spelling interventions - Use of subject specific equipment - Oracy focus - Visual timetable

Social, Emotional and Mental Health	• Social isolation • Behaviour difficulties • Attention difficulties (ADHD) • Anxiety and depression • Attachment disorders • Low self esteem • Issues with self-image	• Providing support – having a designated adult to work with the pupil • Having a calm area where the child can have 'time out'. • Children are encouraged to work with others within a small group with the support of an adult • Children are encouraged to share their ideas with others and adults model how to take turns, share and negotiate with their peers. • Consistent routines/boundaries and expectations of behaviour • Being sensitive to the needs of individual children, taking into account their personal circumstances. • Being sensitive to any resources being used. **How we provide support and intervention for those with identified needs** • A place for time out- Calming Corner • Small group 'Circle Time' • Home School Behaviour Books • Refer to outside agencies as appropriate eg bereavement counselling, CAMHs • Advice followed from other agencies • Extra visits to Secondary Schools • Supporting families with multiagency involvement • During unstructured times support staff and supervisors made aware of the needs of specific children. • Carefully planned seating arrangements both in and out of school

		• Calm learning environment • Sensory items when required • Brain and active breaks • Whole school awareness days • Daily mindfulness sessions • Parent information- inclusion
Sensory, medical, physical	• Specific medical conditions • Gross/fine motor skills • Visual/hearing impairment • Accessing the curriculum without adaptation • Physically accessing the building or equipment • Over sensitivity to noise/smells/light/touch/taste. • Toileting/self-care	• Children are provided with suitable equipment on advice from outside agencies eg pencil grips, writing slopes, stress balls etc • Ensure tables and chairs are the correct size for the children • PE sessions with LSA support if appropriate • Ensure the environment is free from clutter and is tidy and organised **How we provide support and intervention for those with identified needs** • A place for time out- Calming Corner • Access and liaison with OT/ Physiotherapist • Referral to outside agency • Pre-writing skills eg tweezers, peg boards • Use of specialised equipment in the classroom as suggested by outside agencies • School is all one level with ramps to get inside • Carefully planned seating arrangements • Use of IT on recommendation from outside agencies

		• Think about adaptations such as accessibility to vision and sound
Subject specific	Mind maps are excellent for ordering and summarising main and subordinate ideas visually to facilitate memory.	
	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	
	Reinforce the need for all learners to acquire new vocabulary, and model occasions when the teacher also needs to check the meaning of words or information.	
	Pupils who progress slowly should have longer-term targets easily accessible on personal cards or inside the back cover of an exercise book.	
	In terms of writing development, response to task should be a shorter-term target and punctuation recognised as a longer-term target.	
	Revisiting a mind map of the same area of learning, say after three weeks of studying an English topic, can be a good way of assessing − through the added 'branches' of the map − how pupils' understanding of concepts is developing. This approach can be particularly valuable for pupils for whom oral and written communication present a barrier, as pictures and symbols can be included	
	Make sure pupils know the purpose of the activity, eg that using interesting vocabulary in a story or descriptive piece helps the reader picture things more. Some pupils will only need to provide one or two examples of appropriate or lively vocabulary in their writing to fulfil the task.	
	Use paired talk before and during activities such as shared reading/ writing. This gives pupils the opportunity to reflect on and discuss ideas, before offering them in these contexts.	

	Develop communication skills in contexts that are relevant to pupils and use communication methods that are useful to them, such as alternative and augmentative communication.
	In drama, explore non-verbal as well as verbal communication, and make use of drama techniques, such as mime, mirroring or tableau (which require no words), or soundscapes (which require no physical movement).
	Where pupils are using alternative ways of communicating, such as through visual symbols or sign language, integrate these into language study.
	Look, for example, at how much the visual is part of the way we all communicate, or how the grammar of a sentence in British Sign Language is different from one in standard English.
	Some pupils with significant learning difficulties (such as those whose attainments are at the lower P levels) will always need carefully planned activities that enable them to develop and consolidate their receptive and expressive communication skills on an incremental basis
	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.
	Digital image technologies, both still and moving, are useful tools for teaching English and an object of study in the media elements of the National Curriculum.
	Pupils can use image technology to support the writing process – for example, by creating a storyboard of pictures as a scaffold for writing a narrative.

| | ICT can be used to offer alternatives to writing as a way of responding to text, eg through creating an electronic presentation, perhaps with images, as a response to text.

Visual prompts and routines are valuable for learners on the autistic spectrum, and many other pupils. Approach English concepts at a level of understanding that is appropriate, eg grammar may be better taught by modelling, rather than through the use of explicit and metalinguistic vocabulary, such as verbs, adjectives, subordinate clauses, which will confuse some pupils.

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.

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, e.g. 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.

Make available a range of accessible materials including, for example:

- chunky pencils
- different coloured crayons
- individual whiteboards and pens for writing in different contexts.
- pencil grips for pupils who need them,
- cordless/tracker ball mouse for pupils with mobility difficulties. |

	Provide well-maintained and attractive library corner/shelves containing a range of texts that will appeal to pupils who are meeting reading challenges.
	Include:
	- highly visual texts - newspapers - comics - instruction booklets - texts from popular culture, media and sport.
	The display should contain pupils' own reading recommendations and include clearly printed directions to help identify where texts are housed. Allocate time for pupils to gather appropriate literacy resources such as dictionaries, spelling cards, etc.