

SEND across the curriculum

What do we do across school to support SEND needs?

Subject:

- Reading and Writing

As a subject leader, how do you ensure the needs of SEND pupils are met within your subject? (Consider planning and delivery)

- Awareness of who is on the SEND register/numbers and needs across school.
- Liaison with SENDCo.
- Analysis of reading assessment data, and discussions in Pupil Progress Meetings for identified children and intervention groups/provision
- Discussion in Pupil Progress Meetings regarding phonics and Speech and Language identifying children for further assessment and provision put in place
- Lowest 20% of readers identified in each Key Stage and provision put in place
- Analysis of phonics tracker
- Intervention for identified needs – IEPS, S&L
- Discussions with Key Stage Leads
- Discussions with children
- Discussion with teachers and monitoring of planning
- Book looks
- Planning - LOs to be planned for those children who are working significantly below ARE.
- Learning walks for provision and learning environment
- Discussions with class teachers regarding IEPs and resources then given

Specific examples for the different areas of need

Cognition & Learning	
Barriers	Provision
Understanding	<ul style="list-style-type: none"> • Positioning in the classroom • Concrete resources - word banks/mats, phonics mats/resource. • Vocab pots with glossary definitions – from previous units • Consider accessibility of worked examples. Displays/prompts to show vocab related to learning for that lesson. • Repeat and revisit key vocabulary – plan into the teaching sequence • Displays to show the sequence of learning • Chilli challenges
Word finding skills	
Articulation	
Sequencing (including retaining instructions)	
Processing speed	
Attention and Listening	
Comprehension skills	
Understanding of key vocabulary	

- Range of dictionaries age/level appropriate.
- Stem sentences and sentence starters given
- IDL programme
- Toe by Toe
- Dictation and orally forming sentences before writing
- Home readers linked to phonics phases
- Where appropriate, pre-teaching key knowledge and vocabulary taught.
- Colourful semantics
- Use symbols, images or objects to make it more accessible
- Visual supports available as reference point to look at – in line with phonic scheme.
- Use of writing frames to prevent cognitive load. A visual framework can be used as a consistent guide for paragraph planning or structuring extended writing.
- Present the information in a different form e.g. in a table, alongside an image.
- Provide the same text in a different form e.g. a simplified version of a traditional tale
- Encourage use of mind maps/ pictures/ flow charts and visual organisers relevant to the cohort, children's needs and the context.
- Talking tins to support rehearsal and writing of sentences.
- Activities - short bursts at timely intervals e.g. if writing an extended piece, chunk support into sections to avoid cognitive overload.
- Provide a checklist of features and an example of a good piece of work. (WAGOLL)- model the writing process clearly with explanation.
- Font and sizing
- Highlight lines to help size and orientation of letters.
- Weekly spellings to include words associated with learning taking place to overlearn.

	<ul style="list-style-type: none"> • Use of shorter extracts where possible/chunk the text into smaller, more manageable amounts. • Highlight key words or information in the text • Curriculum adjustments according to child's interests.
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Communication & Interaction

Barriers	Provision
Processing of instruction Retention Accessing texts Working memory Making links Linked low self esteem General gaps	<ul style="list-style-type: none"> • Colourful semantics • Talk partners • Visual aids • Now and next • Visual timetable • Speech and language programme • Clear, sequential instructions and label equipment with symbols and words. • Process success criteria • Adult support 1:1, small group work for additional talk time • Further opportunities to embed language through application of it contextually, orally. • Purposeful opportunities for speaking and listening. • Give specific contextual use of words, with images to support understanding. • Pre-teach key vocabulary, ensure multiple and regular exposure to these words. • Check understanding by getting them to reiterate what you have asked them. • Give children time to process and formulate and reduce adult talk and length of input. • Consider seating position and have a supportive Buddy b/group (cooperation and interaction for practical work).

Social, Emotional & Mental Health (SEMH)

Barriers	Provision
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<p>Emotional well-being</p> <p>Anxiety around completing tasks</p> <p>Changes in routine</p> <p>Lack of structure/open-endedness of task</p> <p>Blank page</p> <p>Lack of clarity- what is expected</p> <p>Feeling constrained by content/ outcome (demand avoidance)</p>	<ul style="list-style-type: none"> • Ear defenders • Fiddle toys • Must, could, should • Now and next • Visual timetable • TAs supporting in class • Consistency • Provide an overview of the lesson elements so the children know what is coming. • Pre-teach the child some of the elements of the lesson • Use of working walls • Consider seating position and have a supportive Buddy b/group (cooperation and interaction for practical work). • Assign roles to each member of the group with a clear outline of job roles. • Controlled choices • Clear expectations (e.g. 3 sentences, 1 paragraph) • Use of adult scribe, my turn your turn, paired work & short achievable bursts rather than all at once and first line provided in extended pieces if needed. • Consider the use of role play or dramatic improvisations e.g. characters emotions
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Physical and/or Sensory

Barriers	Provision
<p>Artificial lighting</p> <p>Classroom noise/busyness</p> <p>Tone and volume of adult voices</p> <p>Core strength and finemotor skills</p> <p>Fatigue</p> <p>Processing difficulties</p>	<ul style="list-style-type: none"> • Hand huggers/pencil grips • Use of standing desks, wobble boards, flexibility over where children write, writing slopes or other appropriate aid. • Resistance bands • Coloured sheets for dyslexic tendencies • Braille (used in the past) • IT – visualizer • Pre-teach showing/experiencing anything that may have sensory implications • Specialist advice/equipment for children with particular SEND e.g.

	<p>tactile ridges on measuring glassware for children with a visual impairment.</p> <ul style="list-style-type: none"> • Children hard of hearing when reading aloud - auditory texts. • Use of sensory aids as part of usual provision audio/visual support. • Use of technology including iPads and laptops. • Use of talking tins if this supports accessibility and learning. • Break writing times up into small bursts with active breaks facilitated. • Finger-strengthening exercises and busy fingers tasks. • Wide range of texts which refer to a range of personalities and individuals. • Range of text and media used e.g. audio, film. • Use of adult scribe, my turn your turn, paired work & short achievable bursts rather than all at once and first line provided in extended pieces if needed. • Darker text/pens • Size of font • Colour of paper • Consider positioning in the classroom – additional lighting (artificial/natural)
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**Are assessments based on knowledge rather than scores in tests and ability to record work?
How?**

- NFER reading tests – understanding of the text rather than reading.
- Hot writes – writing assessment at the end of a unit (identifying whether the children can apply knowledge of the PALS and success criteria to independent writing).
Success criteria to be adapted for SEND – chilli levels.
- Guided reading – assessing from discussion in the group. Year and LAP to match the child.
- Weekly spellings – match phonic phases/spelling level.
- Incidental writes – shorter pieces within units.
- Discussions with pupils, alongside their work.
- Phases in English units giving opportunities for discussion and group work
- Key Learning to also cover performing, drama and oral presentations/speaking and listening opportunities.

- KLIPS assessments cover a range of objectives and are not exclusive to written work
- Adaptions in ways they are expected to record. Examples: use of ICT, IDL for reading intervention

How are we challenging SEND pupils in this subject?

- High quality first teach for all.
- Adaptations to allow the children to access the curriculum
- Children access the curriculum alongside the children in their class.
- Resources and use of TA used to support children to access the English curriculum
- Intervention groups are used to support and challenge children
- Differentiated spelling homework as appropriate

How do we help SEND pupils retain their knowledge?

- Learning sequences – reading phase to writing phase for each unit (planned and displayed)
- Repetition
- T.A. support
- English units allow for progression of skills and knowledge from one year group to another
- Vocabulary jars
- Questioning, recap and discussion.