

Seating

- Place pupils who need the most support close to an adult so they can hear and see key prompts.
- Consider the impact of lighting, proximity of noise and peer influences for SEND pupils.

Displays

- Ensure font size/type is in line with school policy. Ensure background colours of the whiteboard are considered for pupils with dyslexia.
- Be aware of potentially distracting elements of wall displays and teaching slides and limit these.
- Include key vocabulary and visual prompts/sentence stems.
- Use the working wall to share examples of grammatical features and WAGOLs.

Resources

- Make sure resources are labelled clearly to encourage independent use, such as vocabulary mats, SPAG/phonics mats and editing strips.
- Modify resources if required, such as large print, braille or coloured paper.
- Ensure modified equipment is available for children who need it, such as pencil grips and OT recommended resources.
- Make sure reading areas are tidy, inviting and contain a range of genres and texts that will appeal to pupils.
- Provide Widgit word banks and adapted writing checklists as appropriate.
- Allow use of dictionaries and thesauruses to support independent learning.



Support for pupils with SEND in English

Multi-sensory Approaches

Build upon preferred learning styles with opportunities such as:

- Using film and video as powerful tools to support English learning. Deaf pupils and pupils with speech, language and communication needs may require subtitles to gain full benefit from these media.
- Using visual aids or other concrete supports when dealing with abstract topics, e.g. poetry.
- 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.
- Using activities involving drama skills such as hot seating and role play.
- 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.
- Ask for specialist advice on equipment for pupils with particular SEND.

Additional Adults

- Use additional adults to pre-teach important vocabulary and grammatical concepts.
- Scaffold speaking or writing e.g. by using sentence starters, allowing partner talk or providing prompts.
- Break down writing tasks into smaller chunks and check children's understanding of the task is secure.

Communication

- Introduce key vocabulary explicitly.
- Highlight key words for the main message of the text. There could be individual words, or phrases.
- Be aware that metaphor and irony can be interpreted literally by some pupils, creating confusion or misunderstanding.
- Some pupils may need more time to respond and more time to practise a task before they can go on to find solutions or ideas.
- Allow time for think, pair, share before cold calling.
- Embed oracy strategies.
- Use 'Now and Next' to support pupils with two-step instructions and break down extended writing tasks.

Technology

- Recognise that technology can be used to offer alternatives to writing e.g., through creating an electronic presentation, perhaps with images, as a response to text.
- Recognise that for pupils where fine motor skills are a barrier, a laptop may be more appropriate for longer pieces.
- Use technology to engage pupils in writing tasks through games, e.g. Spelling Shed and Blooket.
- Clicker 5 helps with spelling and providing a talking word bank and sentence structure.
- Use talking tins as a tool to help pupils remember and record their ideas in advance of writing them.
- LBQ tasks may be more suitable for pupils to demonstrate their understanding.