



SEND Provision in English at Nythe

We endeavour to make learning as inclusive as we can, and our approach has a belief that all children should have the same opportunities to learning at its core. Within English lessons, generally all children are given the same opportunities for success. We believe that scaffolding should occur through support, resources, time and outcome as opposed to directly differentiating by task.

Research shows that this way of learning results in positive outcomes both academically, and for the mindsets of our learners. Where possible, our aim is for children to move through the English Curriculum at broadly the same pace. If a child is stalling in their learning, the first instance will be to provide extra support to help them to 'keep up', rather than 'catch up' at a later date. This 'keep up' support can be varied but may take form in the way of pre-teaching, discrete interventions or additional adult support within the classroom.

In exceptional circumstances, where a child is working significantly below age related expectations, then a more bespoke way of teaching and learning English will occur to support the specific needs of the child.

IEP targets to reflect next steps within English. Teachers collaborate with the SENCo to determine the best provision for the needs of the child. This provision will then be shared with parents.

Cognition and Learning		Communication and interaction	
Barriers	Provision	Barriers	Provision
Understanding	<ul style="list-style-type: none"> Prepare the children prior to the lesson with a pre-teach introducing key knowledge/vocabulary Consider the accessibility of worked examples and rubrics. Flexible groups, careful choice of learning partner. 	Processing and retention	<ul style="list-style-type: none"> Recognise that the vocabulary may be challenging for many children – for example: The specific contextual use of words Avoid use of figurative language and ensure this is unpicked if part of the teaching focus Pre-teach key vocabulary, then ensure multiple and regular exposure to these words including referring to knowledge organisers and make them clearly visual in the classroom environment.
Word-finding skills and articulation		Accessing texts Working memory Making links	
Sequencing (inc. Retaining instructions)		Linked-low-self-esteem	



<p>Processing speed</p> <p>Attention and listening</p> <p>Comprehension skills - understanding of key vocab</p>	<ul style="list-style-type: none"> • Appropriate positioning of children in the classroom • Use the working walls and whiteboard to show the focus of each lesson and how it fits in the sequence of lessons. • Use symbols, images or objects to make it more accessible. (Dual coding) • Use of colourful semantics • Use of robot arms/ blending hands • Stem sentences and sentence starters • Use of writing frames to prevent cognitive overload • A visual framework can also be used as a consistent guide for paragraph planning or structuring extended writing. • Encourage the use of mind maps/pictures/flow charts and visual organisers. • Choice of font. • Use of working walls. 	<p>Sig. general gaps (Covid, non-attendance, socio-economic factors)</p>	<ul style="list-style-type: none"> • Label equipment with a symbol and word (dual coding) • Provide flashcards with key vocabulary – with visual cues • Check children's' understanding by inviting them to reformulate explanations in their own words or in other ways • Use real objects or experiences as a starting point for developing the language needed to describe, discuss and explain • Give children time to process and formulate • Reduce adult-talk and length of input • Consider short-bursts at timely intervals e.g if writing an extended piece, chunk support into sections to avoid cognitive overload. • Use of working walls. • Support pupils to acquire non-technical vocabulary. • Further opportunities to embed language through application of it contextually, orally. • Planned opportunities for access to language-rich texts. • Curriculum adjustments according to child's interests. • Purposeful opportunities for speaking and listening.
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Physical and/or Sensory		Social, emotional and Mental Health	
Barriers	Provision	Barriers	Provision
Artificial lighting Classroom noise/busy-ness Tone and volume of adult voices Core strength and fine-motor skills Fatigue (including eyes and fingers) Impairments Processing difficulties	<ul style="list-style-type: none"> Label new equipment and processes to help develop vocabulary Use of dual coding Take pupil voice on choice of writing implement including material used to record on Choice and size of font Consider ventilation and positioning of children for anything that may have an odour Pre-teach showing/experiencing anything that may have sensory implications Ask for specialist advice on equipment for children with particular SEND e.g. tactile ridges on measuring glassware for children with a visual impairment. Consider children hard of hearing when reading aloud. Use of sensory aids as part of usual provision eg gloves, audio/visual support 	Emotional well-being (generically) Anxiety around completing tasks Changes in routine Lack of structure/open-endedness of task Blank page (Writer's Block) Lack of clarity – what is expected of me?	<ul style="list-style-type: none"> Consistency of approach reduces children's anxiety - it allows children to predict what will happen. 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 etc. Use of working walls Consider carefully the groupings – prepare the children by ensuring they are aware of the group they will be working in. Assign roles to each member of the group with a clear outline of job roles. You may need to specifically teach the skills of cooperation and interaction for practical work. Controlled choices Clear expectations (i.e. 3 sentences, 1 paragraph) Use of adult scribe, my turn your turn, paired work Deliver task in short achievable bursts rather than all at once First line provided in extended pieces Use of laptop, whiteboards, choice of writing tool



- Take into account pupil sensory audits and adaptations
- Use of standing desks
- Use of technology including iPads and laptops
- Use of Clicker resources
- Break writing times up into small bursts with active breaks facilitated.
- Use of fidgets
- Finger-strengthening exercises and busy fingers tasks.
- Use of working walls.
- 'Handwriting grip' pens/ pencil grips
- Wobble cushions, flexibility over where children write.
- Wide range of texts which make reference a range of personalities and individuals.
- Range of text and media used (including use of film and audiobook)

Feeling constrained by content/outcome (Demand avoidance)

- Allow children to work to their own interests and write about these; remember in writing the focus is on the writing curriculum and not the wider-curriculum objectives – this is desirable, not essential.
- Opportunities to develop social skills including being taught these discretely to support engagement in group work and collaborative learning.
- Use of PSHE to discuss healthy relationships, promote well-being and explore emotive topics within learning.
- Teacher modelling of 'getting stuck' and positive attitudes towards perseverance.
- Rewarding and praising effort, not only academic content.