

Kirkby Malham Primary School – Subject provision for SEND

Subject Area - English

Area of Need	QFT	Subject specific	Classroom adaptations
Cognition and Learning	<ul style="list-style-type: none"> - pre-teach vocabulary / key concepts. -use prior knowledge to introduce new learning -teach key points and keep revisiting -check understanding -model examples -visual aids -scaffolding – writing prompts, frames -clear and simple instructions, -explicit language used -chunk up activities into small steps -direct questioning with time given for processing -talk / buddy partners, -model mistake making as part of the learning process, -provide visual signals, -talk times, -alternatives to writing, -opportunities for over learning, -copy of IWB slides as handouts -coloured paper / screens / overlays -extra time given or content reduced -study packs where applicable -read text to the learner -uncluttered worksheets -advance warning of questions being asked-opportunities for direct and practical activities 	<ul style="list-style-type: none"> - In guided reading/writing, place pupils who need most support opposite the teacher so they can hear and see teacher prompts clearly. - chunky pencils - pencil grips - Teaching slides / important information printed for individual copies/reference where needed - Low-arousal areas planned for those who need it: Provide a library corner with appropriate seating and/or soft materials conducive to reading. - Unfamiliar learning environments: Make sure pupils are well prepared for visits and trips to the library. Preparation can include using photographs and videos so that pupils are not worried about unfamiliar situations. - 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 – eg to explore a scene from Shakespeare, or build sound collages for a poem. - 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, eg 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. Digital image technologies, both still and moving, are useful tools for teaching English and an object of study in their own right in the media elements of the National Curriculum. Pupils can use image technology to support the writing process – for 	<ul style="list-style-type: none"> - Clearly labelled and visual working walls - Organised and labelled environment - Reduce background noise and activity - Careful seating plan to ensure SEND child can see the teacher, focus on their work and reduce disruption for the rest of the class

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		<p>example, by creating a storyboard of pictures as a scaffold for writing a narrative.</p> <ul style="list-style-type: none"> - 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. - Use ICT in a focused and structured way, for example: - Clicker 5 helps with spelling, providing a talking word bank. - Inspiration provides ‘interactive concept maps’ to help organise thinking and plan for writing. It is excellent for self-confidence and raising pupil profile in the classroom with perfectly presented work. - Allow pupils enough time to complete reading and written tasks with appropriate support, eg a guided writing session or a one-to-one reading conference. - Make sure teaching assistants understand the topic they are supporting, have the required subject knowledge, and have read any text being studied. - 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. 	
<p>Communication and Interaction</p> <p><i>ASD</i></p>	<ul style="list-style-type: none"> -Prepare learner for new concepts prior to the lesson -Visual aids or prompts -Set clear definable goals -Chunk work into small steps, -Step by step guides, -Calm time / brain / movement breaks -Quiet working space -Clear routines -Short, simple instructions, Direct questions – name first. -Advance warning of changes, -Structured, consistent approach, -Link to personalised interests if possible -Direct conversations back to focus of work -Immediate reward system, -Element of choice if possible -Distraction / humour techniques as appropriate to child. 	<p><u>Teachers’ communication:</u></p> <ul style="list-style-type: none"> - 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 	<p>-Use of personalised support tools e.g. ear defenders, quiet area, exit strategy, timer, feeling ZOR flashcards,</p>

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<p><i>SLCN</i></p>	<ul style="list-style-type: none"> -Teach new vocabulary prior to the lesson -Vocabulary bank, word wall, -Cued listening -Clear instructions given in small steps -Repeat instructions -Processing time, -Directed questions, -Visual signals to check understanding -Talk partners, -Scaffolding, Model correct use of language, Talk / writing frames, Extra time, -Modelling, prompting and reinforcing language, -Practical, visual demonstration -Opportunities for learning through direct experience, -Over learning and repetition of key concepts and language 	<p>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.</p> <p><u>Pupils' communication:</u></p> <ul style="list-style-type: none"> - 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. <p><u>Pupil-teacher interaction:</u></p> <ul style="list-style-type: none"> - 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. - 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. 	<p>Makaton visuals displayed in classroom</p>
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<p><i>Emotional, Social & Mental Health</i></p>	<ul style="list-style-type: none"> -Think about seating position - calm partner, -Agree a safe haven -Agree an exit strategy, -Short, chunked activities, -Brain breaks / movement opportunities -Anticipate activities that are high arousal, may cause stress or anxiety -Set tasks with clear end goals, -Calm but fair approach, -Distraction / humour techniques, -Model behaviour expected -Label the behaviour not the child, -Element of choice in tasks, -Positive adult language at all times, -Catch the 'good' and identify it. -Planned reward systems, consistent use of these -Access to alternative recording systems -Build confidence and self-esteem –ensure the young person knows they are valued -Provide scaffolds -Build positive relationships -Prepare for changes to routine -Nurturing practices -Clear, simple statement of behaviour -Provide 'take up time' - Reward systems 	<p><u>Relevant and motivating tasks</u></p> <ul style="list-style-type: none"> - Build confidence through working from the known. Make books based on pupils' own experiences using familiar vocabulary. Make explicit links between the content of a text and what pupils know already. - Choose texts for shared study that represent a range of interests and perspectives. - Provide texts and forms of representation that are meaningful to pupils – eg some pupils with significant learning difficulties will not be able to read a story but will be able to follow it, feel its emotional impact and then work on recalling events, describing characters or predicting what might happen next, or on understanding aspects of the narrative. - Use performance examples from theatre companies that draw on the specific potential of disabled performers to create unique performance pieces. - Use critical literacy approaches to explore how novels, poetry, print and television media portray difference, disability and diversity. Language exploration might include study of how word choices such as wheelchair user/ wheelchair-bound or disabled/ differently-abled carry different connotations and power relationships. <p><u>Reducing reliance on memory</u></p> <ul style="list-style-type: none"> - Mind maps are excellent for ordering and summarising main and subordinate ideas visually to facilitate memory. The ICT packages Kidspiration for younger pupils and Inspiration for older pupils can be used to convert ideas into writing. - 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. 	<p>Calm area Fidget toys Use of timers Manage the immediate environment to reduce distraction and potential for conflict or disruption</p>
<p><i>Sensory and Physical</i></p>	<ul style="list-style-type: none"> -Use of audiological equipment -Visual aids -ICT equipment -Cue and reinforce listening and attention skills -Check understanding by reinforcing and repeating instructions, -Pre-teaching where necessary, -Subtitles if needed, -Speak clearly and a normal speed Ensure pupils speak one at once. -Handouts -Verbal instructions as well as written, 	<ul style="list-style-type: none"> - chunky pencils - pencil grips 	<p>The physical environment – back ground noise reduced, seating plan takes into account acoustics and optimises visual and listening access to lip patterns Light source behind learner, Face to face with adults</p>

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	<ul style="list-style-type: none">-Tactile experiences,-Support aids-Sloping desk,-Grippy rulers,-Adapted tools		
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- IPM targets MUST be taken into account when planning learning, whatever the subject area.
- Subject planning – what knowledge do learners need to know?
 - where is vocabulary and language explicitly taught?
 - what will progression look like?