



## Strategies for supporting pupils with Special Educational Needs and Disabilities in English (Writing) lessons.

<u>Area of Need...</u>	<u>How we support our pupils to succeed...</u>
<b>Communication and Interaction</b>	<p>Ensure that the child is able to sit near to the interactive whiteboard and/or the teacher</p> <p>TA to support independent learning to ensure the child knows what to do</p> <p>Ensure that any videos that are shown in writing lessons are subtitled</p> <p>Provide print outs from the main input in a writing lesson which the child can refer to</p> <p>New and unfamiliar vocabulary in a text is discussed at the start of a new sequence of learning</p> <p>Be prepared to adapt a story or non-fiction text so that the child can understand it</p> <p>Provide lots of supported 'talk' opportunities so that ideas can be generated, prior to beginning writing Use signs, symbols and visual timetables to support communication;</p> <p>Use visual displays (objects and pictures) that can be used to support understanding; Provide a visual guide to the lesson, e.g. a check list, or pictures to aid understanding.</p>
<b>Cognition and Learning</b>	<p>Use of colourful semantics to break down a sentence.</p> <p>Use of widget to support visual representation of vocabulary and sentences.</p> <p>Word banks.</p> <p>Adapt writing tasks to ensure that the child can access and make progress</p> <p>Ask direct 'closed' questions through class discussion</p> <p>Where possible, use visual prompts to aid writing</p> <p>Adopt a consistent approach to writing lessons and avoid drastic changes to the format of a lesson without prior warning</p> <p>Give a clear goal for the content of independent writing and how much is expected by the end of a lesson</p> <p>Using a background other than white when displaying writing (paper based or on interactive whiteboard)</p> <p>Provide coloured over lays in different sizes for reading</p> <p>Using font size 12 or above on printed sheets (stories / information texts)</p> <p>Using fonts such as Century Gothic, Comic Sans, Arial or Verdana on printed sheets (stories / information texts)</p>



	<p>Provide word mats and vocabulary that are writing genre specific</p> <p>Provide scaffold sheets (particularly for non-fiction texts) to aid the structure of a piece of writing</p> <p>Provide regular 'check ins' (mini-plenaries) to ensure that the child understands and is confident in their writing</p> <p>Support the child to overcome problems with understanding instructions and task requirements by using visual timetables and prompt cards with pictures as reminders of the steps needed to complete the task; Provide a word bank, with key vocabulary for the topic/area being studied; Provide key words with pictures/symbols to help with the child's memory; Provide a writing frame to help structure work; Keep PowerPoint slides simple and uncluttered. Highlight key information.</p> <p>Provide a list of elements to include in a piece of writing to aid attention</p> <p>Be aware that a piece of writing may not be fully completed</p> <p>Provide thicker pencil/pen that to make it easier to read own writing</p> <p>Ensure that 'displayed' texts (stories/vocabulary/text maps) are enlarged and easily visible from anywhere in the classroom</p> <p>Allow the child to take a break from their work, as this enables them to be visually focused for shorter periods of time and prevents fatigue; Allow more time when visually exploring a material and when completing a visually challenging tasks;</p>
<p><b>Social Emotional and Mental Health</b></p>	<p>Ensure consistency with regard to group work – (i.e. talk partners are always the same)</p> <p>Positive relationship are maintained with regular dialogue</p> <p>Give prior warning if a writing lesson is going to look different from normal or if there will be drama elements involved</p> <p>Pre-teach interventions and conversations</p> <p>Let the child leave and return to the classroom discreetly and without having to get permission whenever they need the toilet (use a 'toilet pass' if appropriate)</p> <p>Sit the child close to the door so that they can leave the classroom, discreetly</p> <p>Provide space and time to 'walk away' if themes within stories stir memories &amp; negative emotions</p> <p>The PACE approach should be used, using playfulness, acceptance, curiosity and empathy to understand emotions</p>



	and behaviour. Lesson plans may need to be adapted/differentiated to include these elements
<b>Sensory and Physical</b>	<p>Use actions when retelling stories</p> <p>Incorporate drama into writing lessons to explore character and plot</p> <p>Ask children to repeat the instructions to ensure they know what and how to perform a task</p> <p>Ensure opportunities for Paired work / talk partner work</p> <p>Writing frames used to break up writing tasks and planning</p> <p>Build in opportunities to type written work</p> <p>Provide writing slopes</p> <p>Provide scaffold sheets to aid the structure of a piece of writing</p> <p>Pencil grips and a wider range of writing tools are explored to find the most suitable</p>



## Strategies for supporting pupils with Special Educational Needs and Disabilities in Reading (Vipers) lessons.

<u>Area of Need...</u>	<u>How we support our pupils to succeed...</u>
<b>Communication and Interaction</b>	<p>Children have access to their own whiteboard in the session, rather than copying from the class board.</p> <p>Questions are differentiated and the child themselves chooses the level they feel comfortable with.</p> <p>There is no pressure put on individual children to read aloud in front of the class. Children are invited to read aloud</p> <p>Personalised coloured overlays can be used; these are readily available to.</p> <p>Larger print books are available, alongside dyslexia friendly fonts and slides on PowerPoints.</p> <p>There is a huge focus on learning new vocabulary for all.</p> <p>Questions are read aloud to the child.</p> <p>Rules and systems are clarified, using unambiguous language.</p> <p>Opportunity is given to move around between bursts of learning.</p> <p>We ensure that when working in pairs, the partner reader is sensitive to the needs of the child and knows confidently what they are doing.</p> <p>The reading lesson is broken down into key component parts and the teacher prompts these.</p> <p>There is plenty of space between readers to enable the child to concentrate on their own reading.</p> <p>Noise is kept to a minimum.</p> <p>The parts of the reading lesson are clearly defined.</p> <p>Language is purposefully kept simple and consistent throughout the sessions.</p> <p>Closed questions are used when exploring comprehension, which only require a yes or no answer.</p> <p>Clear language is used to model and expand what has been said.</p>



	<p>Plenty of opportunity is given to communicate ideas in a small group.</p> <p>Any attempt to communicate is responded to positively.</p>
<p><b>Cognition and Learning</b></p>	<p>Children are encouraged to sit where they feel the most comfortable in the classroom. Where possible, this seating plan is not altered unless the child is happy and involved in the process.</p> <p>Sensory spaces and resources are readily available for all children.</p> <p>Extra processing time is given and on the spot questioning, is avoided during whole class teaching.</p> <p>Children are allowed to read on their own if it is too challenging them to read with a partner.</p> <p>Planned and unplanned sensory breaks are permitted throughout the lesson.</p> <p>There is always an available adult for a 'change of face' if needed.</p> <p>Time is given to consider questions, process and formulate an answer.</p> <p>The opportunity is given for reading to be physically demonstrated rather than getting the child to solely rely on verbal instructions.</p> <p>Specific, targeted praise is given so they know what they are doing well.</p> <p>Support is given when managing peer relationships effectively, the child is involved in the process of choosing a partner reader.</p> <p>Instructions are simple and mistakes are considered as learning opportunities.</p>
<p><b>Social Emotional and Mental Health</b></p>	<p>Where possible, the child is taught by a well know adult who they have already established a trusted relationship with.</p> <p>Allow the child to be involved when choosing groups of partners within the taught reading session.</p> <p>Point, Evidence and Explanation is used consistently throughout all year groups so children become familiar with the approach to answering questions.</p> <p>Ensure children sit in the same seat every day and is pre warned if the seating plan needs to change for any reason.</p> <p>Avoid direct questioning; instead, questioning is used on a 1:1 basis where the adult has established trust with the child.</p> <p>Specific children with anxieties around toileting (for example the hand dryer) have the opportunity to use a toilet they are familiar with.</p>



	<p>Where possible, children are prepared when there is a change in staff member.</p> <p>Emotional reactions are filtered and adults listen and respond with support and understanding.</p> <p>Children are never asked to stop their tics.</p> <p>Where vocal tics are prominent children are not asked to read aloud as we are understanding that they may be reluctant to do this.</p> <p>There is a clear structure to the lesson.</p> <p>Although children are encouraged to listen, teachers are aware that at times tics inhibit auditory processing . It is never assumed that they are intentionally not listening.</p> <p>Positive self- talk is modelled when reading. Mistakes are seen as a positive part of learning.</p> <p>A predictable environment with clear expectations for behaviour is provided.</p> <p>Adults will calm and support if a child becomes overwhelmed.</p> <p>Breakout spaces are available to all children.</p>
<b>Sensory and Physical</b>	<p>Using a non-confrontational approach and listening to the individual child will help reduce their heightened arousal.</p> <p>Structured Novel Study lessons (VIPERS) allow children to predict what will happen and provide a formal sequence.</p> <p>The use of audio books alongside the text support children with their concentration.</p> <p>Ensure the child is positioned carefully so that teacher has easy access for support.</p> <p>Careful consideration is given to seating, with individual considerations made discreetly and not publicly. Written materials are provided in addition to teacher talk.</p> <p>Only one person is encouraged to speak at a time.</p> <p>There is a space provided for the child at the front of the classroom with an unobstructed line of vision.</p> <p>The teacher leading the lesson discreetly checks in regularly with the child to check they are hearing and understanding</p> <p>Careful consideration is given to seating, with individual considerations made discreetly and not publicly.</p> <p>Large font materials are provided in addition to teacher talk.</p> <p>There is a space provided for the child at the front of the classroom.</p> <p>The teacher leading the lesson discreetly checks in regularly with the child to check their understanding</p>



## Strategies for supporting pupils with Special Educational Needs and Disabilities in Reading (Fresh Start) lessons.

<u>Area of Need...</u>	<u>How we support our pupils to succeed...</u>
<b>Communication and Interaction</b>	<p>Rules and systems are clarified, using unambiguous language.</p> <p>Opportunity is given to move around between bursts of learning.</p> <p>We ensure that the partner reader is sensitive to the needs of the child and knows confidently what they are doing.</p> <p>The reading lesson is broken down into key component parts and the teacher prompts these.</p> <p>There is plenty of space between readers to enable the child to concentrate on their own reading.</p> <p>The parts of the reading lesson are clearly demonstrated, children use the partner one and partner two approach.</p> <p>Speech sounds are modelled by the class teacher where there are misconceptions. Children are not held back by difficulties in pronouncing speech sounds; they are still able to progress through the phonics scheme once they know the individual sound by sight.</p> <p>New vocabulary is discussed during the 'Fred Talk' stage of the lesson and put into context</p> <p>Language is purposefully kept simple and consistent throughout the sessions.</p> <p>Closed questions are used when exploring comprehension, which only require a yes or no answer.</p>
<b>Cognition and Learning</b>	<p>Children are encouraged to sit where they feel the most comfortable in the classroom. Where possible, this seating plan is not altered unless the child is happy and involved in the process.</p>



	<p>Extra processing time is given and on the spot questioning, is avoided.</p> <p>Children are allowed to read on their own if it is too challenging for them to read with a partner.</p> <p>Planned and unplanned sensory breaks are permitted throughout the lesson.</p> <p>There is always an available adult for a 'change of face' if needed.</p> <p>Children have access to their own whiteboard in the session, rather than copying from the class board.</p> <p>Review words are taught daily alongside a speed sound lesson. This enables children to process, store knowledge in long-term memory and recall more easily.</p> <p>Children are taught in differentiated groups.</p> <p>There is no pressure put on individual children to read aloud in front of the class.</p> <p>Personalised coloured overlays can be used; these are readily available.</p> <p>Read Write Inc books have a consistent print.</p> <p>There is a huge focus on learning new vocabulary for all.</p> <p>Questions are read to the child.</p> <p>Time is given to consider questions, process and formulate an answer.</p> <p>The opportunity is given for reading to be physically demonstrated rather than getting the child to solely rely on verbal instructions.</p> <p>Specific, targeted praise is given so the child knows what they are doing well.</p> <p>Support is given when managing peer relationships effectively, the child is involved in the process of choosing a partner reader.</p> <p>Instructions are simple and children are encouraged to use the 'purple pen' approach to support any mistakes which are made.</p> <p>Careful consideration is given to seating, with individual considerations made discreetly and not publicly.</p> <p>Large font materials are provided in addition to teacher talk.</p> <p>There is a space provided for the child at the front of the classroom.</p> <p>The teacher leading the lesson discreetly checks in regularly with the child to check their understanding.</p>
<p><b>Social Emotional and Mental Health</b></p>	<p>Where possible, the child is taught by a well known adult whom they have already established a trusted relationship with.</p>



Allow the child to be involved when choosing a partner for the reading part of the session - this will remain the same each day.

The child is in the same seat every day and is pre warned if the seating plan needs to change for any reason.

Avoid asking direct questions; instead, questioning is used on a 1:1 basis where the adult has established trust with the child.

Where possible, children are prepared in advance when there is a change in staff member.

Specific children with anxieties around toileting (for example the hand dryer) have the opportunity to use a toilet they are familiar with, even if it means them returning to the bathroom by their class.

Emotional reactions are filtered and we listen and respond with support and understanding.

Children are never asked to stop their tics.

Where vocal tics are prominent children are not asked to read aloud as we are understanding that they may be reluctant to do this.

There is a clear structure to the lesson.

Although children are encouraged to listen, teachers are aware that at times tics inhibit auditory processing . It is never assumed that the child is intentionally not listening.

When children arrive late to phonics a nonconfrontational, trauma informed approach is used to welcome the child.

Positive self- talk is modelled when reading. Mistakes are seen as a positive part of learning with the 'purple pen' approach.

A predictable environment with clear expectations for behaviour is provided



## **Sensory and Physical**

Using a non-confrontational approach and listening to the individual child will help reduce their heightened arousal. Structured Read Write Inc lessons allow children to predict what will happen in a formal sequence with consistent rules and phonics routines that do not differ from one group to another.

Visual prompts are used for writing by using the word card alongside spoken word.

Paired reading gives children support from a positive role model to help with focused reading.

Ensure the child is positioned so that the teacher has easy access for support.

Careful consideration is given to seating, with individual considerations made discretely and not publicly.

Written materials are provided in addition to teacher talk.

Only one person is encouraged to speak at a time.

There is a space provided for the child at the front of the classroom with an unobstructed line of vision.

The teacher leading the lesson discretely checks in regularly with the child to check they are hearing and understanding.