

Strategies/Adaptations for supporting pupils with
Special Educational Needs and Disabilities:
In English lessons.

SENSORY AND PHYSICAL

including: ASD/Anxiety/visual/hearing/sensory processing issues/DCD/Dyspraxia

- ✓ **Position in room** – location of pupil to accommodate needs as comfortably as possible for the individual pupil
- ✓ **Pre- teach:** individual pupils will be given the necessary preparation prior to the lesson so that they know what to expect within the lesson. Any new vocabulary will also be shared with the pupil before the lesson.
- ✓ **Pre-warning of change:** Individuals will be alerted to any changes that will be made to the seating plan or organisation of the lesson will be shared with the pupil beforehand through a social script/the use of visuals/at the start of the day or day/s before
- ✓ **Cues:** Pupils will be able to use a ‘help card’ if they feel that they need support within the classroom
- ✓ **Adult Support:** All adults who work with these pupils will nurture a positive, supportive, trusting relationship with the them and the will be available for support during the lesson
- ✓ **Adaptive Teaching:** Learning will be adapted so that it is accessible to the pupil, e.g. when beginning to plan and draft a piece of writing, time will be given for the pupil to process new information and instructions with the support of visual cues.
- ✓ **Scaffolding for learning:** Learning will be adapted so that it is accessible to the child, e.g. pre and post-teaches to ensure pupils are able to finish. Using lolly sticks to guide/support when reading will help pupils to focus on what they are reading. Use of pencil grips will support pupils will fine motor control when writing, as well as desktop slopes to bring books closer to pupils’ line of vision and/or in a comfortable position.
- ✓ **Texts/books.** Beginning lessons with ‘safe’ activity such as listening to the teacher read the text or model writing first.
- ✓ **Maintaining a clear structure** each lesson will help pupils to feel confident. Sharing reading between the learner and the adult or peer they are partnered with will help to maintain stamina.
- ✓ **Consideration is given to potential unhelpful sources of distraction,** such as over-frequent changes of task or unstructured group work.
- ✓ **Time:** extra time will be given for the child to process new information and instructions with the support of visual cues.
- ✓ **Pre- teach:** pupils with auditory sensitivity may find it useful to have a pre-read of a text with an adult before/in lieu of whole class read.
- ✓ **Sensory breaks:** Planned and unplanned sensory breaks will be used and there will be a breakout space available throughout the lesson to be accessed when necessary.
- ✓ **Any group activities** will be thought out carefully and pupils can work independently if the pupil finds the social expectations of group work challenging or difficult. Learning Environment: consideration is given to the size of the group and the fact that learners may benefit from smaller groups or individual groups.
- ✓ **Depending on the specific need of the pupil,** they will be offered ear-defenders for filtering comfort.
- ✓ **All adults supporting the pupil within the classroom** will have a good understanding of how best to support the pupil using a non-confrontational, TIS approach.

- ✓ Any rules/expectations will be consistently implemented by all adults in the room with school rules and values followed. Equally, praise will be a key feature of the lesson with good behaviour acknowledged.
- ✓ Seating arrangements will be considered carefully to minimise distractions within the English session.
- ✓ Pupils in need of sensory breaks will know the specific strategy/process they go through in order to take one. This will be supported/aided by the teacher where needed.
- ✓ Instructions and key information will be given clearly, concisely and in manageable chunks so the pupils understand what is being asked of them with writing scaffolds where appropriate.
- ✓ Pupils will have a specific timetable which is adhered to (where possible) at all times. When there is a change to the schedule, this will be clearly communicated with the pupil/pupils in advance (sometimes the day/s before).

Hearing impairment:

- ✓ Adults will discretely check that the pupil is wearing their hearing aid.
- ✓ A discussion will take place between the adult and pupil so that the pupil is able to choose where they sit/where is best for them to access the learning within the classroom environment.
- ✓ Questions asked by other pupils will be repeated clearly and loudly so that the pupil is aware of any key information being shared.
- ✓ Adults will face the pupil when talking, pupils will sit closely to the front having clear vision of all aspects of the lesson.
- ✓ Pupils will be provided with key vocabulary specific to the writing unit or the guided reading text (as and when needed).

Visual impairment:

- ✓ A thicker/darker pencil/pen will be provided to support the pupil with reading their own writing.
- ✓ Pupils will be given enlarged images, pictures and diagrams as and when needed.
- ✓ If the pupil needs a Typo scope or overlay when reading information, this will be accessible whenever necessary.
- ✓ Resources will be provided in the correct font size rather than enlarged to ensure sharpness and contrast is as clear as possible.

COMMUNICATION AND INTERACTION

including: Speech and language/ASD

- ✓ Pupils will be given time to process information and to give responses to answers.
- ✓ Scaffolding for learning: Learning will be adapted so that it is accessible to the child, e.g. pre and post-teaches to ensure pupils are able to finish.
- ✓ Texts/books. Beginning lessons with 'safe' activity such as listening to the teacher read the text or model writing first.
- ✓ Maintaining a clear structure each lesson will help pupils to feel confident. Sharing reading between the learner and the adult or peer they are partnered with will help to maintain stamina.
- ✓ Consideration is given to potential unhelpful sources of distraction, such as over-frequent changes of task or unstructured group work.
- ✓ Time: extra time will be given for the child to process new information and instructions with the support of visual cues.
- ✓ Speech will be clear and slowed in delivery so that pupils can understand what is being said, what information is being shared and any instructions that are being given. This may be additional instructions that are given once the majority of the class have started their task.
- ✓ Symbols, signs and visual timetables will be used to support communication as and when needed.
- ✓ Lots of opportunities will be given to communicate in either a trusted friendship pair or small group context to develop confidence.
- ✓ Positive responses and praise will be given to any attempts at communicating.

- ✓ Adults will check the pupil's understanding and progress throughout the lesson.

COGNITION AND LEARNING

including: Dyslexia/Dyscalculia/MLD/SLD

- ✓ When there are printed sheets, adults will ensure that font size is 12 or above and any printed resources will be on pastel coloured paper, avoiding black font on white paper.
- ✓ Numbered points or bullet points will be used rather than large paragraphs of writing/information.
- ✓ Pupils will be able to use a ruler or their finger to follow writing/text when reading.
- ✓ Adult Support: Drip feed key vocabulary throughout the school day. Hold discussion around English and other curriculum areas to embed the language.
- ✓ Scaffolding for learning: Provide visual word banks that are accessible throughout as necessary. Display vocabulary in the classroom with pictorial/visual prompts. Cues: Children could use a 'help card' if they feel that they need support within the classroom.
- ✓ The use of pictures and diagrams will be used to break up large sections of information.

SEMH

including: ASD/ADHD/TRAUMA/ATTACHMENT/

- ✓ All adults who work with these pupils will nurture a positive, supportive, trusting relationship with them and they will be available for support during the lesson.
- ✓ Learning will be adapted so that it is accessible to the pupil, e.g. when reading or writing, the pupil/pupils may be offered space in another area in the school to work or the actual writing task may be chunked into manageable steps.
- ✓ Seating arrangements will be agreed with the pupil prior to the lesson and any changes to the organisation of the lesson or classroom will be shared with the pupil through a social script/the use of visuals/at the start of the day or day/s before.
- ✓ Preparation/ Pre/Post teach for what is coming will be provided with the use of visuals if needed.
- ✓ Scaffolding for learning: Learning will be adapted so that it is accessible to the child, e.g. pre and post-teaches to ensure pupils are able to finish.
- ✓ Texts/books. Beginning lessons with 'safe' activity such as listening to the teacher read the text or model writing first.
- ✓ Maintaining a clear structure each lesson will help pupils to feel confident. Sharing reading between the learner and the adult or peer they are partnered with will help to maintain stamina.
- ✓ Consideration is given to potential unhelpful sources of distraction, such as over-frequent changes of task or unstructured group work.
- ✓ Time: extra time will be given for the child to process new information and instructions with the support of visual cues and also for the pupil to process new information and instructions with the support of visual cues.
- ✓ Planned and unplanned sensory breaks will be used and there will be a breakout space available throughout the lesson.
- ✓ Any group activities will be thought out carefully and pupils can work independently if the pupil finds the social expectations of group work challenging.
- ✓ Depending on the specific need of the pupil, they will be offered ear-defenders for filtering comfort.
- ✓ The TIS approach will be used by all adults supporting the pupil within the lesson.
- ✓ Adults will carefully check through the content of the lesson to ensure they are considering the pupil's context and background before the lesson takes place. If necessary, lessons will be adapted with this information in mind to avoid triggers and to ensure the pupil feels safe and secure.
- ✓ Pupils will be provided with a safe and familiar break out space if they need it throughout the lesson.

- ✓ Depending on what has been agreed with the adults in the room and depending on the pupil's ILP, pupils will be able to leave the room to their safe space as and when needed.
- ✓ Adults supporting the pupil will have good understanding of how best to support the pupil with their emotions – they will be able to let visitors know about their need and the current strategy being used to support them for that lesson.

Supporting resources which may be used to support include:

SEMH:

Now & Next boards
Individual Reward charts
Home/school communication
TIS support group/individual
Spot cards
Visual timetable
Visual timers
Time to talk Social group support

Communication and Interaction:

Dyslexia support resources including: coloured overlays, talking tins, talking white boards, reading rulers/catch me cards.
Task boards
Writing frames.
Chunking.
Pre-teach/Post-teach.
Word mats.
Talking tins.
Now & Next boards.
Visual timers/Visual timetable/Visual prompts.

Supporting resources available include:

Voice activated software
Laptops/ICT support
Bands for chairs
Visual support materials
Sensory diet (including regular movement breaks)
Move and sit cushions
Sloping desktop
Fidgets
Pencil grips
Springy scissors
Chewelry
Ear defenders
FunFit type exercises