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| SEND provision in English | |  | |
| Cognition and Learning | | Communication and Interaction | |
| Learning Challenges | Provision | Learning Challenges | Provision |
| • Accessing written work.  • Accessing and understanding emotional learning/ empathy.  • Accessing social concepts.  • Understanding grammatical terms  • Gross/fine motor skills | • Dyslexia friendly environment,  • Scribing  • Use of technology to support writing  • Colourful semantics  • Smart grouping: pairing with a  more able writer.  • Alternative methods of recording i.e. comic strip/picture  • Social stories  • 1:1 support or small group support where necessary  • Use of colour for different word classes  • Pencil grips, writing slopes, handwriting prompts,  • Timers  • Ordering words in sentences  • Word banks (with images)  • Talking tins/iPad for recording ideas.  • Sentence stems  • Voice to text applications on the Ipad – using notes and the microphone  • Pre-teach specific vocabulary  • Writing frame  • Daily Letter formation practise  • Phonics reminder prompts  • Close procedures  Substitution tables | • Understanding new topic/experience  • vocabulary.  • Understanding tasks involving empathy/ emotions or understanding differences.  • Social learning such as roleplay. | • Pre-teaching of new vocabulary prior to lesson.  • Send vocabulary word mats home before starting the genre.  • Limit vocabulary to that which is necessary to ensure progress.  • Social stories  • Adult support  • Group discussions to gain ideas  • Visual story map  • Sequencing activities  • Use of puppets to retell/tell |
| Physical and/or Sensory | | Social, Emotional and Mental Health | |
| Learning Challenge | Provision | Learning Challenge | Provision |
| • Accessing writing themes  • Group work.  • Videos or photos with over stimulating or challenging themes. | • Provide sources and themes which are matched to the needs of the child. i.e. enlarged sources/visuals/I.T  • Support with group work to avoid conflict/sensory overload  • Provide advanced warning of challenging themes, activities, images or videos. • background noise and reverberation are reduced  • sound field system is used, if appropriate  • glare is reduced there is enough light for written work  • teacher’s face can be seen − avoid standing in front of light sources, eg windows  • pupils use hearing and low vision aids, where necessary, and video presentations have subtitles for deaf or hearing-impaired pupils and those with communication difficulties, where required.  • Provide sources and themes which are matched to the needs of the child. i.e. enlarged sources/visuals/I.T  • Support to avoid conflict/sensory overload – consider ear defenders, a quiet space to work in/ an effective way for a child to communicate any distress  • Use of subtitles where necessary  • Use of highlight  Substitution tables | • Anxiety towards new or sensitive themes.  • Difficulties understanding social concepts.  • Difficulties understanding own emotions/ thoughts and contrasting with those of others | • Working in a small group with a trusted adult for emotional support.  • Theme/topic needs to be modified to ensure children have a good underpinning of prior knowledge or experience to access the new theme.  • Pre-teach challenging concepts/themes/vocab in advance to prepare children fully. |



