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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 amore 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 proceduresSubstitution 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 highlightSubstitution 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. |



