Support for Pupils with SEND in English at DFPS

Sound and light issues:

- Interactive whiteboards are non-reflective to reduce glare.

Seating:

- Place pupils who need most support opposite the teacher so they can hear and see teacher prompts.
- Seating should allow all pupils to communicate, respond and interact with teacher and peers.

Resources:

- Make available a range of accessible materials including, chunky pencils, coloured crayons, colour overlays, pencil grips, cordless mouse etc.
- Provide well-maintained and attractive library corners containing a range of texts that will appeal to all pupils and reading ages.
- Allocate time for pupils to gather literacy resources such as dictionaries, spelling card etc.

Displays:

- Displays are accessible, within reach, visual and tactile
- Displays are engaging, clear, broken down steps to learning.

Working with additional adults

Plan for:

- Allow pupils enough time to complete reading and written task with appropriate support.
- Make sure teaching assistants understand the topic they are support, have the required subject knowledge and have read any text being studied.

Unfamiliar learning environments

- Pupils are prepared adequately for changes to their mathematic learning environment e.g. outside.

Multi-sensory approaches

- Visual prompts and routines are valuable for learners on the autistic spectrum and other pupils.
- Approach English concepts at a level of understanding that is appropriate, e.g. grammar taught by modelling, rather than through the use of explicit and metalinguistic vocabulary such as, verbs.
- Film and video are powerful tools to support English learning.
- 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, e.g. poetry.
- When teaching poetry and texts that make high language demands, use active teaching strategies, such as drama.
- 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.

Grouping pupils

- All forms of pupil grouping including pupils with SEN and/or disabilities
- Transition from whole-class to group or independent work, and back, is clearly signalled.

ICT

- Digital image technologies, both still and moving, are useful tools for teaching English.
- IT 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 IT in a focused and structured way for example, Spelling Shed and a variety of entertaining games for practising them.
- Clicker 5 helps with spelling and providing a talking word bank and sentence structure.
- Inspiration provides 'interactive concept maps' to help organise thinking and plan for writing.
- Digital dictionaries.

Managing group work and discussion

- Ask what role each pupil has taken in a collaborative writing task and give all pupils a role in modelled and collaborative writing.

Low-arousal areas

- Low-arousal areas are planned for pupils who may need it
- Area includes only immediately relevant materials/resources to minimise distraction.
- Provide a library corner with appropriate seating.

Teachers' communication

- Introduce key vocabulary explicitly.
- Highlight key words for the main message of the text. There could be individual words, or phrases.
- Be aware that metaphor and irony can be interpreted literally by some pupils, 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 solutions or ideas.