



Strategies for supporting pupils with Special Educational Needs and Disabilities in English lessons

How we will help your child	
Anxiety	<ul style="list-style-type: none"> • A trusting relationship will be nurtured between all adults in the classroom and the child. This relationship will enable the adult to know any triggers or changes in behaviour that may be caused by the child feeling anxious. • Discuss the best position within the classroom for writing lessons. • Ensure consistency with regard to group work – (i.e. talk partners are always the same) • Check-in at the beginning of the lesson to ask if the child wants to be involved in answering questions. • Give prior warning if a writing lesson is going to look different from normal or if there will be drama elements involved. • If children feel overwhelmed by the classroom environment, they can choose to sit on the periphery of the group, use a quiet break out space or take their learning outdoors if appropriate.
Autism Spectrum Disorder	<ul style="list-style-type: none"> • Visual timetables are used to support the organisation of the English lesson. • Visual cues/resources are used to support the child as necessary throughout the session. • A learning space is provided that best suits the child. • There is a consistent approach to the English lesson with any changes discussed with the child beforehand. • Sensory breaks are given whenever necessary. • Staff are aware of children with particular sensory needs and have prepared resources/equipment to support them. • Differentiate writing tasks to ensure that the child can access and make progress. • Ask direct 'closed' questions through class discussion. • Where possible, use visual prompts to aid writing. • Avoid asking specific questions about their or others' writing in front of the rest of the class. • Adopt a consistent approach to writing lessons and avoid drastic changes to the format of a lesson without prior warning. • Give a clear goal for the content of independent writing and how much is expected by the end of a lesson. • Staff ensure that the child has a clear goal for what they are expected to achieve during the English lesson.
Dyscalculia	<p>Although maths is unlikely to be focused on during an English lesson, some of these strategies may still be applicable and worth bearing in mind as things to try.</p> <ul style="list-style-type: none"> • Provide written instructions, printed diagrams and personalised worksheets with a worked example (where appropriate/relevant) for the child to follow, to help them keep up in class. • Tracking from the whiteboard to paper may be difficult. • Share the lesson with the child, so they can follow it on a laptop (if used). Provide print outs of diagrams and visual support in lessons.
Dyslexia	<ul style="list-style-type: none"> • Provide different coloured paper for written work • Using a background other than white when displaying writing (paper based or on interactive whiteboard) • Using font size 12 or above on printed sheets (stories / information texts) • Resources/PPT will use the school dyslexia friendly font. • Ensure written instructions are in bullet point form. • New and unfamiliar vocabulary in a text is discussed.
Dyspraxia	<ul style="list-style-type: none"> • A large learning space will be provided if possible, eg end of a table. • Opportunity to move around the classroom if necessary. • Build in opportunities to type written work onto a chromebook. • Ensure that the expectations for written work are clearly displayed, using different colours for each instruction. • Provide scaffold sheets (particularly for non-fiction texts) to aid the structure of a piece of writing. • Provide extra time to complete a piece of writing. • Children have time to prepare for transitions such as the end of a lesson or change of activity. • Include fine motor skills activities when appropriate. • Pencil grips available.
Visual Impairment	<ul style="list-style-type: none"> • Provide thicker pencil/pen to make it easier to read own writing. • Ensure that 'displayed' texts (stories/vocabulary/text maps) are large and easily visible from anywhere in the classroom. • 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.

	<ul style="list-style-type: none"> ● Allow more time when visually exploring a material and when completing a visually challenging task. ● Images and text will be enlarged with the recommended font size and chosen school font. ● Children will be seated appropriately to ensure they have a clear line of vision.
Experienced Trauma	<ul style="list-style-type: none"> ● The English learning environment will be a calm, trusting place where children feel supported with their emotions at all times. ● Adults working with the child will be aware of any triggers and any ways to further support the child within the classroom. ● There will be a consistent approach to expectations and behaviour that are based on positive praise. ● Provide space and time to 'walk away' if themes within stories stir memories & negative emotions. ● Lesson plans may need to be adapted/differentiated to include these elements.
Tourette Syndrome	<ul style="list-style-type: none"> ● Adults will listen and respond to the child with support and understanding. ● A structure will be provided (tick list) to support the learning taking place, this will be differentiated to the maths activity and include the main elements needed to aid the child's attention. ● There will be understanding that the activity may not be completed. ● Staff are mindful that a tic is an involuntary response so as opposed to using language such as 'stop', the event should be dealt with calmness and sensitivity. ● If appropriate, educate peers sensitively, to foster understanding and inclusion.
Speech Language and Communication Needs	<ul style="list-style-type: none"> ● Visual timetables, signs and symbols will be used to support communication within the English lesson. ● Visual displays (English working walls) will be used to support understanding of key information. ● Non-verbal clues will be used to back up what is being said. ● Any verbal instructions/information will be at a slow, clear pace that matches the child's understanding. ● Adults will regularly check the child's understanding so that adults can identify any misconceptions or misunderstandings. ● Be prepared to adapt a story or non-fiction text so that the child can understand it. ● Provide lots of supported 'talk' opportunities so that ideas can be generated, prior to beginning writing. ● Provide a visual guide to the lesson, eg a check list, or pictures to aid understanding. ● Pre-teach key vocabulary.
Cognition and Learning Challenges	<ul style="list-style-type: none"> ● Self-checks can be used at each stage of a task so that children are aware of the tasks required of them and their achievement of reaching this. ● Key vocabulary and ideas will be addressed regularly throughout the English lesson to check understanding. ● Information will be repeated clearly, varying the vocabulary used. PPTs will be simple and uncluttered with key information highlighted. ● Children will be provided with a 'talk-partner' during peer activities/opportunities. ● Differentiate writing tasks to ensure that the child can access and make progress. ● Provide word mats and vocabulary that are writing genre specific. ● Positive praise will be used so that the child knows they are doing well.
Toileting Issues	<ul style="list-style-type: none"> ● Children will be able to leave and return to the classroom whenever necessary. ● A seating arrangement will be made so that the child can enter and leave the classroom discreetly. ● All adults and children within the classroom environment will respect the child's privacy. ● Some children have an Intimate Care Plan.
Hearing Impairment	<ul style="list-style-type: none"> ● Ensure that the child is able to sit near to the interactive whiteboard and/or the teacher. ● If needed, adults will (discreetly) ensure the child's hearing aid is turned on before the lesson begins. ● Adults will ensure they are facing the child when talking/giving instructions. ● Repeat instructions for independent learning to ensure the child knows what to do. ● Ensure that any videos that are shown in writing lessons are subtitled. ● Provide print outs from the main input in a writing lesson which the child can refer to. ● New and unfamiliar vocabulary in a text is discussed at the start of a new unit.
Attention Deficit Hyperactivity Disorder	<ul style="list-style-type: none"> ● Use actions when retelling stories. ● Incorporate drama into writing lessons to explore character and plot. ● Ask children to repeat the instructions to ensure they know what and how to perform a task. ● Build in opportunities to type written work onto a chromebook. ● Ensure opportunities for Paired work / talk partner work. ● Chunk tasks. ● Provide regular movement breaks.
Physical Needs	<ul style="list-style-type: none"> ● Opportunity for a scribe or dictating into a chromebook if appropriate. ● Access to specialist equipment eg specialist pen, sloping desk.

For children with specific needs not mentioned above a tailored personalised approach will be adopted, this will be developed in consultation with parents and other professionals.