



Rationale for SEND pupils within English

Our English curriculum is designed to foster a dynamic and interconnected relationship between reading, writing and oracy, celebrating the reciprocal nature of these vital components of language. We believe that proficient communication encompasses not only the ability to articulate thoughts clearly through writing and speech but also the capacity to engage deeply and empathetically with texts. Our curriculum is inclusive, accessible and ambitious, including for those children with SEND.

We strive to cultivate an environment of effective participation and active listening where students explore diverse voices and perspectives, nurturing compassion within themselves and towards others. Through collaborative discussions, rich dialogue and storytelling, pupils learn to appreciate the power of language as a tool for connection and understanding, as well as for change. We encourage students to express their ideas boldly and share their narratives with confidence whether that be through reading work, Oracy or writing. By embracing challenges in English, pupils develop resilience and a passion for lifelong learning. Through the integration of the core values, community, compassion and courage, our English curriculum not only equips students with essential knowledge and skills but also prepares them to be articulate, empathetic and active participants within their communities, capable of making positive contributions in an ever-changing world.

Speaking, listening and communication: learn to - learn through - learn about.

How do we support pupils with SEND across the curriculum and particularly within English?

Maintaining an inclusive learning environment	In English this could look like...
<p>Our schools follow the 11 Principles of Learning and Teaching. Through these, an inclusive learning environment can be established.</p> <ul style="list-style-type: none"> • Clear and simple instructions given and provided in different ways (spoken, broken down, visual) • Seating positions carefully thought through allowing for peer or adult support • Areas of the classroom are labelled to allow for independent resourcing • Individual resources • Access to iPads & laptops • Different font size used where necessary 	<ul style="list-style-type: none"> • Clear tasks given • Peer assessment • Peer support • Teacher assessment • Teacher support • Personalised task • Independent resourcing • Clear, simple, engaging display



<ul style="list-style-type: none"> • Font choices carefully considered – especially in EYFS using Little Wandle script • Accessible, engaging display materials 	
Multi-sensory approaches	In English this could look like...
<ul style="list-style-type: none"> • Adaptive teaching strategies are used in lessons to accommodate for all learners • Alternatives offered to written recording • Visual timetable • Visual picture cues 	<ul style="list-style-type: none"> • Summarising ideas in pictures • Using visual timelines illustrations • Storyboarding • Written answers being converted into auditory form • Using auditory forms of evidence to develop understanding including: songs, videos, chants • Role play events • Using symbols • Drama to express characters
ICT	In English this could look like...
<p>Accessibility features are used to include pupils with SEND as appropriate:</p> <ul style="list-style-type: none"> • Pupils have access to typing programmes to develop their key skills and touch typing e.g. Nesy, Clicker, LBQ • Pupils can access voice-recognition software e.g. Word dictate to support recording • Screen background is adapted for pupils with visual difficulties of dyslexia 	<ul style="list-style-type: none"> • Dictation to support with writing or spell checking • Using specific apps to aid with reading / writing / spellings • Nesy Spelling intervention
Assessment	In English this could look like...
<ul style="list-style-type: none"> • Pupils have assessment checklists in books • Pupils receive verbal and written feedback • Teachers use targeted questioning to check and extend • Pupils are given 25% extra time when they present difficulties with reading fluency / processing 	<ul style="list-style-type: none"> • Quick fire SPAG starters • Ninja Spellings • Statutory spelling assessments • LBQ • Teacher moderation assessments
Adult Support	In English this could look like...
<p>All pupils are encouraged to be as independent as possible including pupils with SEND.</p> <ul style="list-style-type: none"> • Adult support is planned for within lesson plans. 	<ul style="list-style-type: none"> • Adults can support adaptation within lessons for pupils with SEND. • Directed adult support enables pupils to access visual/verbal prompts to support retention.



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| <ul style="list-style-type: none">• Adult support is used to scaffold the learning, allowing pupils, increasingly, to work independently.• Adult support is used for pre-learning of key concepts, vocabulary; particularly for pupils with retention difficulties.• Adult support is used for over-learning. Adults support pupils to secure understanding of concepts before moving forward.• Adults offer opportunities to break down tasks into more manageable chunks. | |
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