

The Adapted Curriculum for SEND.

<u>Subject</u>	<u>English</u>
<u>General Provision/ Adaptations</u>	<u>Subject specific Provision / Adaptations</u>
<ul style="list-style-type: none"> • Aim for all those with SEND to be included, learning towards the same objectives as peers and making good progress. • Use clear, unambiguous language and keep unnecessary information to a minimum. • Give response time for aural questions. • Repeat back teaching using, “My turn, your turn.” • Use the full sentence symbol to encourage all children to speak in full sentences. • Be aware that challenging behaviour is often communicating a need or difficulty. • Seek strategies to remove barriers and be aware that these may be variable and need to be changed over time. • Use visual timetable and now and next boards throughout the day. • Provided brain break activities, funky fingers, calming sessions, scooter board for re-regulation. • Make learning multi-sensory. • Use visual aids, apparatus and equipment. • Use symbols with LO to show children what type of lesson it is and what skills they will be using. • Use props to demonstrate the type of learner they are for the session. • Use a mixture of open and closed questions and target them at appropriate learners. • Mind map and explicitly teach new vocabulary. • I pads available to photograph the board. • Careful positioning of children away from distraction, near to information. • Teacher proximity to focus children for instructions to be repeated back. • All sessions to be taught with pace, changing activity regularly. • Set routines for transitions between activities. • Use, “I do, we do, you do” to scaffold. • Provide space, resources in the room for children to use if needed (fiddle toys, weighted blankets, ear defenders). 	<ul style="list-style-type: none"> • Reading rulers used for class reading by all. • Talking tins available for children to record their ideas. • Voice to text used on laptops for children to share their ideas. • Fresh Start used to support children with reading fluency gaps. • Read Write Inc 6 week assessments used to fill sound gaps. • Language Link screening in reception to identify needs and plug any gaps, provide interventions. • Oracy planned for across the curriculum. • Dyslexia friendly books available in classes as and when needed. • Word mats / phonics mats used in class to encourage independence. • Tas used as scribes. • Laptops used to type longer texts to support concentration and to remove the barrier of having to re-write during the publishing stage. • A reading pen can be used to support a child to be able to access the wider curriculum. • Brain breaks are used during longer texts. • Kind calling out is used across classes so that children can magpie ideas from each other. • Instructions are repeated and thinking time is always given. • Children are encouraged to brainstorm ideas and plan depending on their need. • Ace dictionaries are available to support those with dyslexia.



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| | <ul style="list-style-type: none">• SALT sessions daily for those who need specific support which will in turn improve their reading, spelling and speaking skills.• Use of pen grips and triangular pencils.• No pen licenses exist at Wendron.• Choral reading.• Acting out vocabulary to embed understanding. |
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