

SEND across the curriculum

What do we do across school to support SEND needs?

Subject: English

- Reading and Writing

As a subject leader, how do you ensure the needs of SEND pupils are met within your subject?

- Awareness of who is on the SEND register/numbers and needs across school.
- Liaison with SENDCo.
- Analysis of reading assessment data, and discussions in Pupil Progress Meetings for identified children and intervention groups/provision
- Discussion in Pupil Progress Meetings regarding phonics and Speech and Language identifying children for further assessment and provision put in place
- Lowest 20% of readers identified in each Key Stage and provision put in place
- Discussions with Key Stage Leads
- Discussions with children
- Discussions with class teachers regarding IEPs. Do subject specific additional resources need to be purchased? Examples:

Hand huggers for handwriting, coloured sheets for any children with dyslexic tendencies, range of dictionaries

- Ensuring we are not holding back pupil knowledge due to difficulties with other skills.
- Specific examples for different areas of need:

Cognition and Learning	Communication and Interaction	SEMH	Sensory/Physical
<ul style="list-style-type: none">• Differentiate success criteria for writing based on child's level• Resources to support individuals	<ul style="list-style-type: none">• Clear, sequential instructions• Process success criteria's• Adult support 1:1, small group	<ul style="list-style-type: none">• TAs supporting in class	<ul style="list-style-type: none">• Pencil grips• Coloured sheets for dyslexic tendencies• Braille (used in the past)• Computer/IT

<p>based on need, eg: letter formation cards, phonics mats, word banks</p> <ul style="list-style-type: none"> • IDL • Toe to toe • Home readers linked to phonics phases 	<p>work for additional talk time</p>		
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Are assessments based on knowledge rather than scores in tests and ability to record work? How?

- Discussions with pupils, alongside their work.
- Phases in English units giving opportunities for discussion and group work
- Lancashire units and reading objectives also cover performing, drama and oral presentations
- KLIPS assessments cover a range of objectives and are not exclusive to written work
- Adaptions in ways they are expected to record. Examples: use of ICT, IDL for reading intervention
- Cold/hot write shows individual progress at individual level

Are we challenging SEND pupils in this subject?

- Children access the curriculum alongside the children in their class.
- Resources and use of TA used to support children to access the English curriculum
- Intervention groups are used to support and challenge children
- Differentiated spelling homework as appropriate

How do we help SEND pupils retain their knowledge?

- Learning sequences - reading phase to writing phase for each unit
- Repetition
- T.A. support
- English units allow for progression of skills and knowledge from one year group to another