

Supporting SEND in English

| | Cognition and Learning | Sensory and Physical | Communication and Interaction | Social and Emotional Mental Health |
|-----------------------------|--|--|---|--|
| Barriers to learning | Reading and writing demands. Technical or specific vocabulary. Working memory – fact retrieval. Idea generation. | Fine motor skills. Sensory overload of classroom. Specific physical disability. | Following instructions. Listening and attention. Expressing understanding – explaining, making judgements, conclusions | Low self-esteem / confidence in ability. Social interaction and group work opportunities. |
| Strategies | Differentiated tasks. Clear Structure to lessons. Pre-teach vocabulary, and word mats. Visuals to support tasks, including spelling/grammar /phonics. Talk tins/ Reading rulers/ Coloured paper. Adult modelling, support and WAGOLLS. Support using accelerated reader. | Alternative methods of recording/ writing scaffolds/ Clicker 7 / Google classroom. Increased time for task completion. Pencil grips, writing slopes. Sensory tools. Quiet work areas. Personalised access resources. | Clear verbal instructions supported by visuals. Task organisers. Mind maps. Model language, making judgements and drawing conclusions. | Adult check-ins Clear rules boundaries for discussions. Opportunities to prepare responses. Sensitive groupings. Specific praise for achievements against objective. |