SEND English

At Clee Hill Primary School we are committed to ensuring that all children achieve their full potential, regardless of any additional learning need they may have. There is a shared expectation that all pupils, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider community.

Clee Hill Primary School is an inclusive school and will offer the following range of provision to support children with communication and interaction, cognition and learning difficulties; social, emotional and behavioural, health or sensory difficulties; or physical needs.

The range of support deployed will be tailored to individual need, following thorough assessment by school staff and, if necessary, external agencies. It is designed to promote pupils working towards becoming independent and resilient learners and should not be seen in isolation.

Reading

Children with special educational needs will need the same body of knowledge to read just as their peers will. Any pupils that are not at the point of being able to read words accurately, need to be taught phonics.

Broadly speaking, it will only be those that have got severe cognitive difficulties that are not able to be taught phonics code however these children are still on that same curriculum journey, but they're at a much earlier stage.

It may be that teachers need to think about the choice of activities and resources to teach that same grapheme phoneme correspondence knowledge. It's likely that these pupils might need to be taught in smaller groups and free from distractions. There's undoubtedly going to need to be a lot more repetition and over learning to develop fluency and it could be the resources needed adapting so that the more age appropriate or linked to a child's interests to really engage them.

But the important thing is a curriculum doesn't change, even though the pedagogy might. At Clee Hill we believe in "keep up" not "catch up".

SEND writing

To enable all children to reach their potential and work independently, we use a range of strategies and techniques including:

- Supporting visuals

- Phonics mats

- Word banks (with sound buttons or pictures)

- Talk 4 Writing
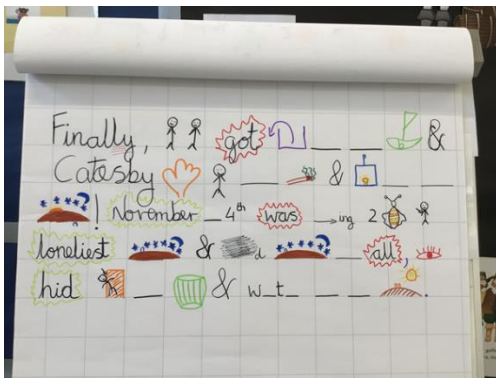
Children that would benefit from extra support in-order to reach their full potential will also receive 1:1 and small group interventions which might include pre-teaching and over-learning. This means that they may be exposed to relevant vocabulary before the lesson so that they are familiar with certain words before their new learning begins. The classrooms are tailored to the topics that the children are working on with working walls that display vocabulary, topic information and writing examples that the children can use to support their learning. Teachers and teaching assistants give children verbal feedback throughout lessons so that they receive appropriate support at the time of need and can implement the feedback in their work straight away. Children can also use laptops and other aids to support their ability to write at pace.

The following will be employed alongside and in addition to the needs and strategies:

Cognition and Learning

1. Use of visual images such as pictures, word webs, story maps.
2. Modelling / scaffolding – teachers working through the process of reading and writing (see planning support below)
3. Using key vocabulary to underpin learning – explaining the meaning and how to use. Images to go with vocabulary.
4. Consolidate learning (see below)

Communication and Interaction

1. Seating arrangements – flexible, varied and supportive partners / groups. TA to support those that need it during input.
2. Model how to explore/ discuss / analyse through talk - provide sentence starters to act as talk prompts.
3. Take part in class engagement with a novel through oral or visual responses e.g. drama, oral rehearsal using the Talk for Writing approach.

Social, Emotional & Mental Health

1. Mixed ability classes and groups to allow self-esteem to grow and preconceptions to be challenged including flexible groupings.
2. Opportunities to allow all to participate and contribute, receive praise and feel valued in the classroom so they feel safe contributing to class discussion.
3. Create a learning environment where they feel safe to make

Sensory and Physical

1. Practical activities to engage with texts (use of props, acting out, movement and voice)
2. Visual images / practical stimuli to act as prompts for talk and planning.
3. **Low-arousal areas (see below)**
4. Offer equipment e.g. overlays, writing slope.