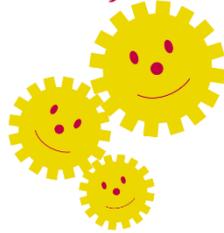


**Chuckery**  
Primary School



*Working Together*

## **Supporting SEN in English**

To make English lessons inclusive, teachers need to anticipate what barriers to taking part and learning particular activities, lessons or a series of lessons may pose for pupils with particular SEN and/or disabilities. Therefore, planning needs to consider ways of minimising or reducing those barriers so that all pupils can fully take part and learn. In some activities, pupils with SEN and/or disabilities will be able to take part in the same way as their peers. In others, some modifications or adjustments will need to be made to include everyone. For some activities, you may need to provide a 'parallel' activity for pupils with SEN and/or disabilities, so that they can work towards the same lesson objectives as their peers, but in a different way – e.g. using an ICT-based means of recording information to compensate for difficulties with handwriting. Occasionally, pupils with SEN and/or disabilities will have to work on different activities, or towards different objectives, from their peers.

When assessing pupils, you need to plan carefully to give pupils with SEN and/or disabilities every opportunity to demonstrate what they know and are able to do, using alternative means where necessary. For example: " "where pupils use alternative communication systems, judgements should be made against the level descriptions for speaking and listening. It will be necessary to note any demands that are not met, such as the awareness and use of standard English " for pupils with disabilities who are unable to write by hand, the handwriting requirement of the writing attainment target will not be applicable " for pupils using tactile methods, the assessment of reading will be through the use of materials of equivalent demand presented in the appropriate medium." QCA, 2008

Area	Recommendations
<p><b>Pupils with general learning difficulties</b></p> <p>Pupils who are characterised with general learning difficulties have a range of needs: Weak understanding of instructions / information and curriculum vocabulary. Weak short / long term memory. Weak listening and concentration skills.</p>	<ul style="list-style-type: none"> <li>• break lesson down into small steps</li> <li>• ensure that key concepts and vocabulary are revisited and reused</li> <li>• encourage pupils to present information in a variety of ways</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• paired reading in school to develop confidence</li> <li>• maintain a reading record book that monitors the pupil's miscues and records phonic errors in word families</li> <li>• encourage the pupil to expand his reading</li> <li>• give technical vocabulary prior to the introduction of topics</li> <li>• consider the readability of the text.</li> <li>• ensure that key vocabulary is recorded on the board before reading a text</li> <li>• differentiate texts. With textbooks check the length of sentences and the number of polysyllabic words.</li> <li>• draw the pupil's attention to important sources of information other than the prose, e.g. maps, diagrams and photos</li> <li>• simplify instructions, summaries or diagrams which accompany written tasks</li> <li>• teach study skills, i.e. ways of extracting information, e.g. 5-point plan, highlighting and word matching, spider diagrams sequencing, highlighting and prediction</li> </ul> <p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>• ensure that the pupil is using a multi-sensory method to learn e.g. sand, playdough, pictures, dance movements, mnemonic etc.</li> <li>• teach them a range of strategies e.g. spread the word, say the letters aloud, cover the word, write the word saying the letters aloud, check the word</li> <li>• practise little and often</li> <li>• prioritize high frequency words being mis-spelt</li> <li>• encourage the pupil to proof read for only 3 new words each week</li> <li>• ensure that the pupil is recording own high frequency word errors</li> <li>• partner up with another child to practise these.</li> <li>• provide a speed sound chart and a bank of high frequency words or topic words.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• give explicit directions for setting work out</li> <li>• give detailed support with planning structures</li> <li>• encourage a variety of ways of representing information to aid processing, e.g. cartoons, pictures, diagrams</li> <li>• give extra time to take account of slower rate of reading and writing</li> <li>• Use writing frames</li> <li>• have word banks available</li> </ul>
<p><b>Pupils with specific learning difficulties</b></p> <p>A specific learning difficulty (SpLD) means that someone has a difference or difficulty with one or more certain parts of learning.</p>	<p>1. Handwriting Tools- Particularly useful for dyspraxic children who may struggle to engage the complex motor and cognitive skills required to write by hand, there are a range of tools available to make the task more comfortable.</p> <ul style="list-style-type: none"> <li>• Pencil grips</li> </ul> <p>These make the process of learning to write far easier on a child's muscles. Furthermore, sensory grips with soft bristles can provide some stimulation to aid concentration.</p>

i.e. dyslexia, dysgraphia, dyscalculia, auditory processing disorder, language processing disorder, nonverbal learning disabilities and visual perceptual disabilities.

- Writing slopes

If a pupil leans so far forward that their nose is practically on the paper when they write, a slope will help to ease their struggle. Similarly, its smooth surface will encourage the use of both hands (one to hold the pencil, one to hold the paper) and support bilateral coordination.

- Positional rubber pencil supports

A step up from a pencil grip, a support will wrap around a child's wrist and maintain the proper position of a pencil in hand, making writing more comfortable and helping to prevent aches.

- Illuminated writing boards

These can provide reward and stimulation when experimenting with handwriting, to hold a child's interest that little bit longer.

- Cursive writing aids

Items such as grooved wooden blocks and tracing paper will help children practice the movements required for joined-up letters, helping to create the muscle memory needed for future writing tasks.

2. Timers- If your class includes children with ADHD, you probably find that they lose track of time easily, resulting in a struggle to stay on task. Timers can help children to manage time effectively, so they make more progress in their writing and don't waste the valuable school day. However, there's no reason why the timers themselves shouldn't be engaging – and the children are far more likely to pay attention to them if they are.

- Light-up timers/ Liquid timers/ Audible timers

A timer that changes colour to represent time counting down is visually appealing to many, and easy for children to interpret.

3. Sitting Supports- There are a range of tools available to help children feel more relaxed when sat at a desk to write, as well as aiding their posture.

- Seat wedges

These firm, tilted cushions will reduce strain on joints and ligaments, as well as encouraging active sitting. In doing so, the child will concentrate more on their work, and less on how they are positioned.

	<ul style="list-style-type: none"> <li>• Foot balancers When children can't help but fidget, constantly asking them to sit still can be more of distraction than the fidget itself. By allowing children to discreetly move a balancer beneath their feet, fidgeting won't distract the class, while still providing relief to the child.</li> </ul> <p>4. Visual Discrimination Aids - When children are showing signs of dyslexia, visual discrimination aids can help them to perceive the shapes of letters, by steadying visual attention and improving eye control.</p> <ul style="list-style-type: none"> <li>• Coloured overlays Certain colours, such as deep yellow or blue, can help to ease the visual disturbances that some dyslexics experience – such as text 'fizzing', glaring or doubling. All of these symptoms can cause difficulty distinguishing between letters, as well as inducing headaches and generally putting children off trying to read. A coloured overlay can be placed over any book or worksheet, helping the child read more comfortably.</li> <li>• Visual tracking windows Often the same size and shape as a plastic ruler, a visual tracking window has a thin gap through the middle, intended to be layered over text. This allows children to focus on a single line or word at a time, and not be confused by the amount of words on a page.</li> </ul> <p>5. Creating Quiet Spaces - If a SEN child becomes overwhelmed, it may help to have a quiet spot where they can sit and read by themselves.</p> <ul style="list-style-type: none"> <li>• A pop-up tent containing a beanbag, soft lighting and a collection of books may be just what they need to re-focus; and of course, the whole class will likely benefit from some quiet reading time, too. Just make sure that everyone respects a 'one at a time' rule, so all the children know that when the tent is occupied, that child needs some space.</li> </ul>
<p><b>Pupils with a hearing impairment</b></p> <ul style="list-style-type: none"> <li>• pupils may not hear some of the consonants, such as 's'. Consonants provide the intelligibility of speech.</li> <li>• The severity of the problem depends upon which tones are affected. This</li> </ul>	<ul style="list-style-type: none"> <li>• use a normal voice. Do not shout or exaggerate speech</li> <li>• the pupil may need to supplement hearing with speech-reading, so ensure that he or she is seated in a favourable position, i.e. towards the front and to one side, in such a position that the light falls on the speakers' faces and not in the pupil's eyes.</li> <li>• The pupil will also need to speech read classmates if there is evidence of mis-hearing other pupils' responses, repeat their contributions</li> <li>• Try not to speak behind the pupil with the hearing loss</li> </ul>

<p>type of hearing loss cannot always be helped with hearing aids; again, this depends upon which frequencies need amplification. • A high frequency hearing loss can cause misunderstanding or mishearing, even though the pupil appears to be hearing normally because he or she responds to speech. • It may also cause the pupil to make spelling and grammatical errors, such as omitting verb and plural endings.</p>	<ul style="list-style-type: none"> <li>• Remember not to speak whilst writing on the board - the pupil cannot speech read from behind visual clues, such as pictures, diagrams, key words on the board, all help to reinforce the spoken word</li> <li>• Be aware that the pupil with a high frequency loss may have difficulty following videos. Some priming with key words beforehand may be very helpful;</li> <li>• Pupils learning a foreign language may find tapes particularly difficult to listen to</li> <li>• Give clear instructions and check for understanding.</li> </ul>
<p><b>Pupils with a visual impairment</b></p>	<ul style="list-style-type: none"> <li>• Encourage the student to use visual aids/resources that have been prescribed (e.g. glasses, magnifiers, big-print books, etc).</li> <li>• Seat the student appropriately in the classroom (e.g. in the middle towards the front).</li> <li>• Make sure lighting is suitable.</li> <li>• Make efforts to eliminate the risk of glare from the desk and whiteboard.</li> <li>• If possible, ensure lights are coming from behind or to the side of the student.</li> <li>• Give clear instructions as the student may misinterpret gestures and facial expressions.</li> <li>• Consider the use of enlarged print/magnified worksheets.</li> <li>• The less configurations on a page the better (worksheets can be cut in strips and stapled together to present less work at a time).</li> <li>• Print materials need to be clear and dark.</li> <li>• Have lined paper for assignments (the darker the lines the better).</li> <li>• Near point work should be limited to fifteen minutes or less. The student should be encouraged to look away from his/her work, sharpen a pencil or participate in another activity as this will allow the student to refocus his/her eyes so that the student is less likely to become fatigued.</li> <li>• Have students measure from their elbow to their fingers and tell them they need never get closer to their work than that distance.</li> <li>• Slanted desks may be of benefit to individual students.</li> <li>• Provide contrast on any visual materials used: black and white is best.</li> </ul>

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|  | <ul style="list-style-type: none"><li>• Avoid italic or ornate script. Remember that lower-case letters are easier to read than capital letters because they have a greater number of ascenders and descenders, making them more visually distinctive.</li><li>• Supplement visual material with clear verbal explanation.</li><li>• Require less copying from the board or elsewhere.</li><li>• Increase oral activities.</li><li>• Use concrete material and hands-on experience whenever possible.</li><li>• Allow more time to complete tasks and provide breaks to combat fatigue.</li><li>• Do not lower expectations because the student has a visual impairment.</li><li>• Provide mobility and orientation training as students with visual impairment experience great difficulty in acquiring skills in direction, mobility and travel. This is particularly important at post-primary level where the student may have to move for individual subjects.</li><li>• Arrange for other students to act as buddies and use peer tutoring. Peer-groups should be encouraged to include and support the student.</li><li>• Use the student's name when seeking his/her attention.</li></ul> |
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