

# Our Lady of Perpetual Succour Catholic Primary School



## Provision for SEND pupils in the English curriculum.

At Our Lady of Perpetual Succour Primary School, we ensure that within our curriculum the learning is planned carefully around the needs of all the children. We expect our children to work hard and will help them to raise their aspirations and empower them to reach their full potential. Our school environment is a safe place where children are made to feel valued, so they are able to become confident, independent learners.

We encourage children to take risks with their learning whilst understanding that coping with obstacles and becoming resilient is a vital part of life. We know some children with SEND may need adaptations to be made to the curriculum so they can access learning and reach their potential.

Subject leaders have carefully considered how children with SEND are fully supported in their subjects.

What is our <b>INTENT</b> for children with SEND in English?	What adaptations and amendments are made to the English curriculum for children with SEND?
<p><b>Reading:</b></p> <p>We believe that reading opens the door to learning and therefore it is vital that we as educators do everything we possibly can to ensure that <b>EVERY</b> child will learn to read.</p> <p>We are determined to teach every single child to read, regardless of their background, need or abilities.</p> <p>All pupils, including those with SEND are involved in the RWI</p>	<p>The lowest 20% are tracked and monitored and provided with reading interventions in class, including any children with SEND. In an effort to "keep up not catch up" any pupil in the lowest 20% of assessments receives 1:1 RWInc Tuition with a Teacher 3 times per week, in addition to their daily group session.</p> <p>Monitored actions and interventions are delivered aimed at ensuring they fill any potential gaps.</p> <p>RWI is a multi-sensory approach with rhymes, visuals and repetition.</p> <p>RWInc follows a repetitive programme to reduce cognitive load. Pupils are taught in small cumulative steps, lessons are well-paced, engaging and motivating.</p>

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<p>Lessons and Guided Reading groups.</p> <p>Since all pupils work in ability groups and teaching is geared to the speed of progress of each group, the intent is for ALL pupils to be provided with opportunities to progress with their reading.</p>	<p>Pupils review known sounds daily.</p> <p>Pupils learn the routines and behaviours necessary for each activity, and practise these until they use them automatically. This allows them to focus on learning to read and write.</p> <p>We have created an inclusive environment – within all classrooms there are a range of texts to meet the needs of all learners.</p> <p>Modelled, shared and peer talk is core to our reading provision – background knowledge is necessary to support comprehension – catered for in both Guided Reading sessions as well as through informal book chat sessions.</p> <p>Using the Collins colour banded system, readers in KS2 are placed in Guided Reading groups, and follow carefully planned highly focused daily lessons to progress their reading.</p> <p>Base line reading ages (Salford Reading Test) together with termly NFER tests and on-going teacher assessments inform our data which allows us to target those children who are struggling or who have SEND.</p> <p>All teachers are trained in RWI and have ongoing training to ensure that they can adapt their teaching to children's need.</p> <p>All children are taught specifically to their needs and are grouped in a way that they are taught at their level. Support for those struggling with fluency includes precision teaching / flashcard interventions.</p>
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All children are explicitly taught individual reading comprehension skills, e.g., asking questions, drawing inferences, predicting or summarising. Each skill is defined, and modelled during reading and thinking aloud sessions. Drama and role play activities enable learners who struggle with comprehending texts by providing 'first hand experience'.

All children, including those with SEND, are encouraged to become Reading Buddies – frequently joining up with older or younger buddies to share books at lunchtimes.

Helping pupils to manage their behaviour by setting out clear expectations and engaging them in practical work which ensures success.

Nurturing a sense of achievement.

Acknowledging and celebrating even tiny steps of progress.

Utilising TA/1-1 adult support.

Scanning pens are available for older children with significant SEND difficulties with reading.

Children and parents of those with SEND are signposted to audio books.

Children with SEND have access to high interest low reading ability books to help them to be motivated to read.

For children who struggle with attention, strategies such as taking turns on alternate pages, and taking regular movement breaks such as palm presses / hand massages / chair presses at the end of each page / chapter, help to build stamina and maintain concentration.

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## Writing:

All children are provided with a wide variety of writing experiences, both discretely in English lessons, as well as for purpose in most other subjects, regardless of their background, needs or abilities.

The half termly focus texts outline the objectives that will be implemented, then consolidated, embedded and mastered progressively throughout the academic year.

Due to a thorough knowledge of our pupils and an adaptive, inclusive philosophy, SEND pupils are supported and challenged to improve and progress with their writing.

All children's writing progress is continually assessed to identify any pupil who is struggling to meet ARE. Consequently, targeted support is provided immediately.

RWInc writing tasks relate directly to the children's reading books, to practise reading and writing the key sounds. Whole class quality literature texts are also used alongside RWInc, to provide further writing opportunities for all our pupils.

Adaptive teaching considers the specific needs of all pupils, with carefully prepared scaffolds and word-banks to support the lowest 20% or those with SEND.

Vocabulary lists are regularly referred to – both in the children's workbooks and on class displays.

The communication friendly strategies we use to support learners with SEND in writing include:

- The use of gestures
- Visual pictures / word banks
- Thinking time: think, pair, share.
- Reduced language when necessary – to free up working memory
- Offer limited choices and cloze procedures when necessary
- Model thinking processes.

Oxford Owl spelling programme from RWInc is used throughout the school. All pupils including those with SEND have access to the extra practice zone, with colourful, memorable online activities to practice and consolidate spellings.

The school marking code, with visual symbols remind learners of key skills.

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Pupils progress with their handwriting using 'Letter-join'. We subscribe for home access, with videos on how to visit the site from home for parents. All children including those with SEND, can use a variety of resources to help with letter formation, as well as key writing skills through this site.

Children have access to laptops to help them to record their writing in an alternative way.

Children have access to dictate on laptops to help them to produce pieces of writing that they are proud of.

Staff are trained in Clicker 7 – a resource to help children to access word banks to motivate and enable them to write more independently.

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