

Adaptions for Vulnerable Pupils – English

Teachers will;

- **Set high expectations for every pupil to teach them the full curriculum, whatever their prior attainment.**
- **Plan lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.**

(From Upper Nidderdale Primary Federation SEND Policy – Sep 2022)

- ❖ **Teachers will adapt the way that pupils will record their work, after the same high-quality input. Examples of alternative ways of presenting independent work – audio recording, video, photographs, adult acting as scribe, word processing and providing scaffolded responses.**
- ❖ **Teachers will use our writing non-negotiables, but enlarge them and into separate cards so that pupils only have to focus on one or 2 things at a time before slowly building these up.**
- ❖ **Teachers will verbalise the writing process when you are modelling writing. Explain choices and demonstrate the use of working walls and helping hands, saying I cannot think of a good way to start my sentence, I know I can use this list on the working wall!**
- ❖ **Teachers will use 'Mind Mapping' to help with planning longer written work or sketching out ideas. It will reduce the number of words a child has to read and write to access and record information.**
- ❖ **Teachers will use 'Planning Skeletons' with pupils to ensure that all children have a way of organising their ideas and alongside getting an idea about the 'shape' of the writing. An adult can act as the scribe for the planning process so that the pupil is freed up to from the transcriptional requirements of the tach and can concentrate on the compositional ones.**
- ❖ **Teachers know that in English, that some children struggle to organise their ideas need extra support. Planning for a story or a piece of information text can be done on post it notes so that the child can physically move the post it notes around to make choices about the order of their writing.**
- ❖ **Teachers will work as a whole class on synonyms (such as words to use instead of said) that are appropriate to the current writing, rather than pre-prepared ones means that all children have been part of the discussion and processing of ideas. The teacher can act as scribe.**
- ❖ **Staff are aware that some children, particularly those with dyslexic tendencies will find working walls overwhelming – provide personalised versions of support – success criteria, checklists etc.**
- ❖ **Staff will explicitly model the use of support resources such as phoneme charts so that children can access them independently.**
- ❖ **Staff will use pre-teaching as a way of 'levelling the playing field.' Plan short bursts of exposure to new vocabulary that will be needed in future lessons.**
- ❖ **Staff will teach sentence knowledge through kinaesthetic materials (such as using colourful semantics) to support pupils to manipulate sentence structure in a kinaesthetic way before using this knowledge in their writing.**
- ❖ **Staff will use 'slow writing.' For this strategy, the writing process is slowed down and pupils are guided sentence by sentence through the writing process without having to hold too much information in their head at a time.**