A snapshot of SEN support in English

EEF – 5 A Day Adaptive Teaching Strategies

EI – Explicit Instruction MS – Metacognitive strategies S – Scaffolding FG – Flexible Grouping T – Technology

Communication & Interaction	Cognition & Learning	Social, Emotional and Mental Health	Sensory and/or Physical
Where appropriate, key vocabulary is pre-taught/discussed e.g. groups of identified children pre-read the 'Reading Stars' text prior to the other children to discuss vocabulary/content etc. EI FG	If required, tasks simplified/chunked/broken down into clear steps. e.g. Longer pieces of writing might be broken into paragraphs with clear success criteria and scaffolded using 'boxed-up' plans. MS S	Teachers' responses to students' errors, recognise, value and build on the thinking that led to them e.g. reference to marvellous mistakes, use of PACE approach. MS	Enlarged fonts/ visibility of board considered e.g., background colour of IW are soft pastel colours. MS T
If appropriate, key vocabulary/sounds are accessible to children e.g. word banks, speed sounds, focus word lists, high frequency words etc S	Scaffolded or adapted tasks carefully planned so children with SEN can work towards the same objectives but in more accessible ways e.g. planning frames, reduced word banks, story maps, visual representation of procedural steps, personal checklists etc S	If appropriate, Individual resource pack & work areas are made available should pupils require greater support with concentration or to minimise disruption to others S FG MS	Where appropriate, alternative forms of recording (e.g. Chromebook) are provided. T
If required, sentence stems used to help pupils verbalise ideas e.g sentence openers, bank of grammatical features. S	If required, alternative ways to record learning where writing is a barrier provided e.g. use of Chromebooks, mind mapping, voice typing, using labelled diagrams or storyboards MS T	Seating plans and proximity to adults are carefully considered FG	In KS2, where appropriate, children are provided with books containing handwriting lines/guides to support transcription and positioning/placement of letters. S
Where appropriate, specific roles are identified and explicitly modelled for pupils when participating in group work/ drama FG EI	If required, the need for copying lots of information is avoided. For example, notes on interactive whiteboards are printed off for individual pupils S MS	For identified individuals, movement breaks and opportunities to complete 'jobs' throughout lessons provided e.g. carrying equipment, handing out books S	
Pupils given time for discussion and opportunities to talk to each other before responses expected e.g. use of talk/ response partners. FG MS	Clear links are made between previous learning and other subjects. MS EI	Roles are clearly allocated within group work to support clarity of peer expectations FG EI	
	Displays are accessible and informative - too much content is avoided as this could create cognitive overload. S MS		