



SEND Parent Forum  
Supporting your child at home with Reading, an  
English Focus.

Thursday 2nd February 2023



# Agenda

- ❖ SEND refresher
- ❖ Supporting pupils with SEND in English in school
- ❖ Supporting pupils at home in English
- ❖ Question and Answer session



# What is SEND?

Special Educational Needs - A child of compulsory school age or a young person has a learning difficulty or disability if he or she

- Has a **significantly** greater difficulty in learning than the majority of others of the same age
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions



# SEND or Underachievement

SEND Code of Practice 2015

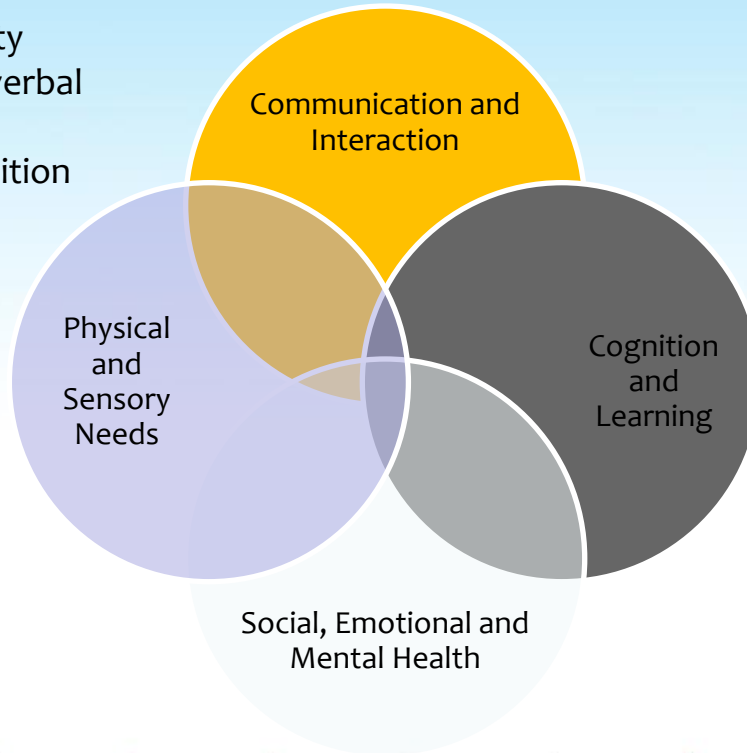
“ Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as SEN”

“Where a pupil is identified as having SEN, schools should take action to remove the barriers to learning and put effective educational provision in place”



# 4 Broad Areas of Need

- Speech, language and communication difficulty
- Use of verbal and non-verbal communication
- Autistic Spectrum Condition
- Asperger's Syndrome



- Physical Difficulty
- Visual Impairment
- Hearing Impairment
- Multi-sensory Impairment
- Medical Needs

- Moderate Learning Difficulties
- Severe Learning Difficulties
- Profound and Multiple Learning Difficulty
- Specific Learning Difficulty
- Attention Deficit Hyperactivity Disorder
- Social and emotional difficulties
- Mental Health Needs



# What is SEND Provision?

Education or training provision that is **additional to or different from**, that made generally for others of the same age in mainstream schools/  
Early Years settings in England

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# Supporting pupils with English at Hinguar Primary School



# High quality teaching

- High expectations are made explicit for all pupils
- The classroom environment and resources provided support pupil learning
- Lessons are well planned with clear focused learning objectives and success criteria
- Reasonable adjustments and special educational provision are planned effectively
- A range of teaching strategies and approaches to support individual needs are in place





## By content

- Adapt what you want the children to learn or how they gain access to knowledge, skills and understanding

## By outcome

- What is the pupil expected to produce? One child may have to write a story another child may use a recording device to tell their story and later typed up by an adult.

## By task

- Allocate different tasks to achieve same goal



## By time

- Time allocated for task adjusted to meet need – You could use large sand clocks to give visual indication of time.

## By scaffolding

- Writing frames, word lists, verbal, visual timetables, highlighted text, reading rulers

## By technology

- Use of ICT - laptops, IPADs, tablets and voice recorders



## By process

- Understanding and assimilation of facts, concepts and skills, ensure the task matches the most appropriate skill set of the learner. Pre-tutor and re-cap

## By feedback

- Individual feedback and setting of goals and targets, one-to-one oral comments, written comments, pupils' responses

## By resources

- Accessible, appropriate and supportive, age appropriate



## By additional support

- Effective deployment to support learning, well trained and understand how children learn, develop independent thinking and learning

## By environment

- Grouping, setting, seating, personal dynamics of the classroom, role models, accessibility

## By learning needs

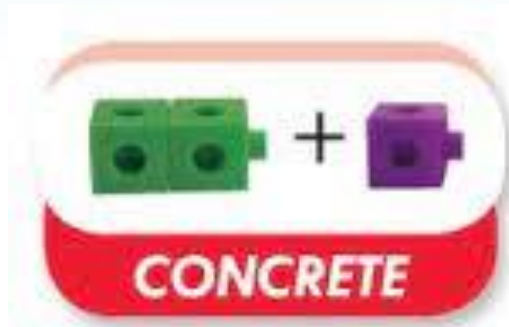
- Understanding of the way all pupils learn – offer support for different learning needs



# How do we adapt the learning?

Resources, Resources and more Resources.....

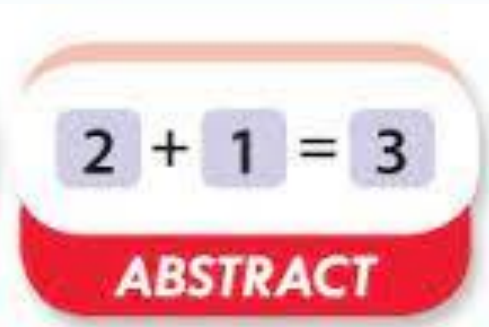
**Concrete**



**Pictorial**



**Abstract**



# Strategies to support learning

## Cognition and Learning

- Allow pupils to work at their own pace – allowing extra time where needed
- Break learning tasks down into smaller steps – give a break between each one
- Give single instructions (step-by-step) – homework that they can practice and apply the skills learnt.
- Model what you want pupil to do
- Offer support structures for written tasks – mind-maps, writing frames, prompt cards, word lists etc.
- Check understanding by asking them to repeat what they have been asked to do
- Allow pupils to present their work in a range of ways (not always written)
- Be aware of a pupil's reading ability when preparing work
- Give pupils sufficient thinking time to process information
- Enable pupils to work in pairs, small groups, independently and whole class



# Supporting pupils with English at Hinguar Primary School

## **Cognition and Learning - interventions we offer in school**

- Precision Teaching / daily reading
- Smaller phonic / grammar groups / writing groups delivered by Support staff and teachers during assembly time.
- KS2 Boosters before/ after school
- Pre and post teaching of topics
- Catch up literacy / Toe by toe
- Coloured overlays







**Myth – Reading and Writing letters backwards or in the wrong order is the main characteristic of Dyslexia**

**Fact – All young children do this until about the age of 6. Some Dyslexic children continue to do this, and some do not.**

**Myth – Dyslexia is caused by not reading enough at home.**

**Fact – It is neurological condition, and although reading more at home will help all children to develop their reading skills. It does not affect whether a child is Dyslexic or not.**







## **What can we do in school to support with children who are showing signs of Dyslexia?**

All children if they need additional support in class will have provision and arrangements put into place to support them, especially with their English skills without a Dyslexia diagnosis. This may include phonic interventions, Toe by Toe programme, coloured overlays, bookmarks to support reading across the page, and Precision Teaching. In all classrooms we ensure that all literacy work is broken down into smaller chunks, we provide multi-sensory learning, ensure the font size and background screens colours are considered. For older children we provide spell checkers and assessment arrangements, such as additional time in tests can be in put into place without a formal diagnosis. At senior school or university level, a formal assessment may take place, for additional arrangements for exams.

*The SENCO or Educational Psychologists will not diagnose any child with Dyslexia in Primary school.*



# Supporting pupils at home in English

Parent Views – I can't get them to do work at home

If you can't get them to join in when they are 6 – how will you do this at 16?

Make it fun read door numbers, magazines, on the internet and topic they like .....

Continue to regularly read with your child and read to them, so they still have the passion of reading a 'good' book.

Take it in turns – you read I read

Read the story or page to the child first, or highlight any words they may not know, so they can practice them first – we do this as adults.

Be patient, set a timer when completing English work, so there is a clear finish time for the child.



# Supporting pupils at home in English

Play card games, word games (scrabble) and matching pairs to help develop the 'working memory'.

Don't ever give up and teach your child to persevere, even when they face challenges.

Speak to the Class Teacher or school SENCO to gain more support for your child and family.

Do not feel you should pay out for a private assessment, as your child will still get the additional support in school, he/she needs without a private diagnosis



The time to relax and take a minute for yourself  
is when you simply don't have time to do it.

You are the biggest and most  
important asset you have..!

look after yourself

Woods of Wisdom

<http://www.facebook.com/Idaveinwoods@wisdom>



**SECAT**



Any questions please contact -

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