

English SEN Provision

At King's Lynn Academy, we believe that students with Special Educational Needs should be supported through high quality teaching, alongside their peers so that they can make good progress. This, therefore, requires teachers in each subject to adapt their provision to meet the needs of individual students.

Communication and Interaction

- Clear explanations that break down tasks into specific steps and achievable goals
- Teacher modelling of articulation, vocabulary and classroom talk
- Discussion prompts available for oracy tasks
- Mini whiteboards used to prepare responses
- Students given thinking time before asking for a response
- Rotating between students to develop verbal answers and support communication
- Targeted questioning to encourage speech and interaction, adjusted as necessary
- Turn and talk opportunities to construct and share ideas with peers
- Closed and scaffolded questioning when useful to elicit responses that can be built upon
- Beck's tiered vocabulary and formality continuum to model and frame communication
- Explicit pre-teaching of vocabulary, including through the use of Frayer's models

Sensory and/or Physical

- Careful seating plan arrangements to offer peer and teacher support
- Ensuring light is sufficient and suitable
- Classroom environment adapted where possible to cater to needs of students
- Reasonable adjustments put in place like text size, writing slopes, overlays, coloured paper
- Access arrangements for assessments are met or alternative adjustments made
- Upholding of school-wide approaches to fidget toys, in-lesson passes and other support
- Clear explanations that break down tasks into specific steps and achievable goals
- Reading is actively tracked with a ruler/bookmark
- Upholding whole-school approaches to dyslexia, such as using specific fonts and formatting

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Cognition and Learning

- Regular use of low-stakes quizzing and assessment, such as in Knowledge Checkpoints
- Teacher explanations of common misconceptions and gaps in knowledge
- Frequent opportunities for red pen self-corrections and improvement
- Learning framed by a Big Question to clearly indicate the aims of the lesson
- Considered and adaptive questioning techniques to check and augment understanding
- Clear explanations that break down tasks into specific steps and achievable goals
- Regular use of 'I Do, We Do, You Do' to break down a process or skill
- Checklists used when appropriate to clarify tasks and sequencing
- Beck's tiered vocabulary and formality continuum to model and frame communication
- Explicit pre-teaching of vocabulary, including through use of Frayer's models
- Success criteria shared with class and worked towards in tasks
- Modelled examples of work
- Writing frames, sentence stems, vocabulary lists and scaffolds provided
- Live marking and verbal teacher feedback to guide independent work
- Dual coding through the use of images to illustrate key words or parts of a text
- Highlighting and colour-coding used to distinguish different components or key information
- Texts chunked, summarised and clearly explained to support comprehension
- Texts adapted and teaching planned to the needs of students' reading levels

Social, Emotional and Mental Emotional Health

- Careful seating plan arrangements to offer peer and teacher support
- Clear expectations and routines so that students feel secure and know what to expect
- Calm and focused learning environments that cultivate mutual respect and confidence
- Clear communication of warnings and consequences for poor behaviour
- Positive and warm teacher/student relationships
- Generous and meaningful praise for good effort, behaviour and progress
- Subtle and supportive check-ins
- Knowledge of students' needs and what may trigger different behaviours
- Upholding of school-wide approaches to fidget toys, in-lesson passes and other support
- A range of activities to maintain students' focus and vary their learning