

SEND Curriculum Access Statement for English (Writing)

High Expectations

At Southover, we have high expectations for all pupils and actively seek to remove barriers to allow pupils to achieve those expectations through high quality teaching, accessible resources, differentiation and reasonable adjustments.

In all subject areas, teachers at Southover will support children with SEND using flexible groupings, cognitive and metacognitive strategies and explicit instruction. They will use technology where appropriate and scaffold learning.

Assessment will always tell us what the children know in a particular subject regardless of their reading or writing skills.

English (Writing) - High Expectations

All children will have a plethora of opportunities for writing at Southover; they will be inspired by high quality stimulus' and produce their own fiction, non-fiction and poetry writing based on this and their key outcome (for example, writing a sequel). All children will be supported to achieve their writing goals and to make progress each year within writing.

Curriculum Access

A spiral curriculum - children have revisited and will revise previous learning (for example, key grammatical terms and features for writing) .

Create accessible wall displays, including key vocabulary and modelled writing

Seating should allow all pupils in the class to communicate, respond and interact with each other and the teacher in discussions.

Avoid the need for copying lots of information. For example, creating toolkits as a whole class and photographs stuck in books

Avoid asking children to copy from the board

Pre-teach key vocabulary or read the stimulus in a small group prior

Create word banks as a class for key vocabulary they may use in their writing as well as key vocabulary found in the chosen stimulus

Provide words banks for high frequency words

Have resources readily available for writing tasks (fronted adverbial sheets, punctuation prompts etc)

Enlarged planning formats

For extended writes, some children may be given a starting point (eg. Within a narrative, they may be given the beginning and have to write the middle)

Use of word processors - Clicker 8 and Word to help with handwriting and spelling.

Use of a scribe

Use of notebooks (KS2) to gather key terminology (grammar terms for example)

Writing in a group and support from an adult regularly with writing tasks

Use of mind maps for ordering and summarising main and subordinate ideas visually to facilitate memory

Use of task planners to structure writing

Use drama, role play and hot seating to generate ideas prior to writing

Give opportunities for spelling practice regularly

Use Nessy for spelling practice