SEND provision in Oracy

Cognition and Learning		Communication and Interaction	
Learning Challenges	**Provision**	**Learning Challenges**	**Provision**
• Understanding what is required of them • Poor memory and recall skills • Poor sequencing skills – understanding the steps • Linking learning	• Adapted sequencing to plug earlier gaps • Use of symbols, multi sensory reinforcement. • smaller visual steps. • Use videos to show the children the expectations in a clear way, use ICT to allow them to re-watch if needed, step by step – not having to rely on their short, or long term memories. • New learning fits into the framework of what the pupil already knows – explicit links to prior learning • Smart grouping • Give additional time for processing • Use of task boards – tick list of steps • Pre teaching of vocabulary • Pre learning tasks • Plan wording of questions carefully, avoiding complex vocabulary and sentence structures. Prepare questions in different styles/levels • Kagan structures to support SEND pupils • Use visual aids or other concrete supports • Introduce key vocabulary explicitly • Use of TA to check understanding	• Being able to use expressive language • Making themselves understood • Limited vocabulary • Understanding and using new topic vocabulary. • Word finding difficulties • Following instructions and sequences. • Levels of concentration • Retention of new vocabulary • Understanding language and vocabulary • Understanding questions • Understanding conversation rules	• Use different forms of communication - visuals, drawing, writing, signing, gesturing, pointing, typing • Have pre-arranged prompts • Use visual support • Vocabulary mats • Use of prompt sheets • Pre-teaching of new vocabulary prior to the lesson • Teach vocabulary in clear contexts • Send vocabulary word mats home • Limit vocabulary to that which is necessary to ensure progress • Limit instructions – use short steps • Social stories. • Giving time to think about questions before being required to respond. • Rephrasing and repeating questions/instructions • Range of multi-sensory approaches to support language – symbols, pictures, concrete apparatus, artefacts, IT, role play • Prompt cards to help with understanding of question words • Word finding strategies • Plan wording of questions carefully, avoiding complex vocabulary and sentence structures. Prepare questions in different styles/levels

			• Use ICT in a focused and structured way • Allow children to think out loud • Rehearse answers before speaking them • Establish a system for asking for help – use of a card • Expand child's answers to develop their vocabulary eg. Child: 'look, bus' Adult: 'yes it's a big red bus'
Physical and/or Sensory		**Social, Emotional and Mental Health**	
Learning Challenge	**Provision**	**Learning Challenge**	**Provision**
• Difficulties with planning • Organisational skills • Hearing impairment • Visual impairment • Physical needs	• Provide sources and themes which are matched to the needs of the child. i.e. enlarged sources/visuals/IT • Support of the child to avoid conflict/sensory overload – consider ear defenders, a quiet space to work in/an effective way for a child to communicate any distress • Adapted equipment • Consider seating position for hearing/vision impaired pupils • Consider lighting/blinds • Multi-sensory learning • Gain pupil's attention before important information is given • Keep background noise to a minimum • Use a quieter space	• Understanding own thoughts and contrasting with those of others • Working effectively as part of a group • No resilience - feeling they aren't any good – resulting in lack of care and effort • Difficulty concentrating and maintaining attention to a task • Difficulties sitting still • Hypervigilance	• Working in a small group with a trusted adult for emotional support. • Pre-teaching • Clear rules and expectations, consistent boundaries, rewards and sanctions. • Praise the small steps • Chunking work into smaller steps • Breakdown listening • Visual support • Task boards • Movement breaks • Use of fiddle toys/wobble cushions • Provide opportunities for multi-sensory learning • Use of sandtimers • Use of safe space • The transition from whole-class to group or independent work, and back, is clearly signalled. • Make sure you have the child's attention before speaking to them

			• Model good listening, good turn taking etc

SPLD e.g. dyslexia
Severe learning difficulties
Moderate learning difficulties
Profound and multiple learning difficulties

Autism Spectrum Condition (ASC)
Speech, Language & Communication Needs (SLCN)

Communication & interaction

SEND 4 Broad Areas

Cognition & learning

Social, emotional and mental health difficulties

Sensory & or physical needs

Attention Deficit Hyperactivity Disorder (ADHD)
Depression
Anxiety
Eating Disorders
Attention Deficit Disorder (ADD)
Self Harm
Behavioural, Emotional and Social Difficulties (BESD)

Visual impairment
Hearing impairment
Physical disability
Sensory processing
Multi-Sensory Impairment
Dyspraxia