



Strategies for supporting pupils with SEND in Oracy

Area of Need...	How we support our pupils to succeed...
Communication and Interaction	<p>Visual reminders of oracy stems.</p> <p>Use of WIDGETS.</p> <p>Individualised speaking and listening expectations.</p> <p>Consistent approach to expectations and use of sentence stems.</p> <p>Pre-teach of key sentence stems.</p> <p>Sensory breaks.</p> <p>Vocabulary integrated throughout the lesson with visuals to support new language.</p> <p>Questioning techniques invite discussion rather than direct right/wrong answers.</p> <p>Consistent approach to beginning talk within the classroom.</p> <p>Opportunities to verbalise thoughts prior to speaking in class.</p> <p>Cold calling to support building confidence in communication.</p> <p>Use of rephrasing and repetition of key information through dialogue with staff.</p>
Cognition and Learning	<p>Daily recall of sentence stems.</p> <p>Peer and adult support is built into each lesson.</p> <p>Gaps in oracy addressed through interventions.</p> <p>Oracy displays to support in-class talk.</p> <p>Regular repetition of sentence stems throughout interactions with peer and staff.</p> <p>Consistent use of PowerPoints and displays.</p> <p>Use of WIDGETS.</p> <p>Differentiated sentence stems.</p>
Social, Emotional, Mental Health	<p>Silent signals to be embedded within curriculum.</p> <p>Trusting relationships between all students and adults to support good oracy.</p> <p>Adults familiar with triggers and anxiety inducing scenarios.</p> <p>Adults are trained in PACE and WINE techniques and approach all children from a place of curiosity.</p> <p>There is a consistent approach to expectations and behaviour which is based on positive praise.</p> <p>The children are aware of a clear goal for what they are expected to achieve during Oracy due to consistent approaches.</p> <p>Learning is broken down into manageable chunks. Children have nominated/are supported to find a safe space.</p>
Physical and Sensory	<p>Praise given after all sensible responses.</p> <p>Visual impairments are considered by ensuring all resources are easily visible from anywhere in the classroom.</p> <p>Images and texts with printed work will be enlarged where there is a visual impairment.</p> <p>Adults to check specialist equipment (eg hearing aids) prior to the lesson beginning.</p> <p>Consideration given to where adults position themselves in</p>



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	<p>the room when talking/giving instructions. Repetition of information/questions where appropriate. Children's individual equipment regularly checked and maintained. Adults model use of equipment and support where needed. Adults are familiar with possible triggers and anxiety inducing scenarios</p>
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