



## Strategies for Supporting Children with SEND at Bugle School - Oracy

### How we support our pupils to succeed...

#### Communication and Interaction

- Visual reminders of oracy stems
- Use of WIDGETS
- Individualised speaking and listening expectations
- Consistent approach to expectations and use of sentence stems
- Pre-teach of key sentence stems
- Sensory breaks
- Vocabulary integrated throughout the lesson with visuals to support new language
- Open questioning techniques that invite discussion rather than direct right/wrong answers
- Consistent approach to beginning talk within the classroom
- Opportunities to verbalise thoughts prior to speaking in class
- Cold calling to support building confidence in communication
- Use of rephrasing and repetition of key information through dialogue with staff

#### Cognition and Learning

- Daily recall of sentence stems
- Peer and adult support is built into each lesson
- Gaps in oracy addressed through interventions and/or recaps throughout the day
- Oracy displays to support in-class talk
- Regular repetition of sentence stems throughout interactions with peer and staff
- Consistent use of PowerPoints and displays
- Use of WIDGETS
- Differentiated sentence stems.

#### Social Emotional and Mental Health

- Silent signals to be embedded within curriculum
- Trusting relationships between all students and adults to support good oracy
- Children have nominated two trusted adults in school to support
- Adults familiar with triggers and anxiety inducing scenarios
- Adults are trained in PACE and TIS techniques and approach all children from a place of curiosity
- There is a consistent approach to expectations and behaviour which is based on positive praise
- Learning is broken down into manageable chunks
- Children have nominated/are supported to find a safe space

Sensory and  
Physical

- Praise given frequently
- Visual impairments are considered by ensuring all resources are easily visible from anywhere in the classroom. Where possible, children are provided with print outs in front of them instead of viewing information on the board
- Images and texts with printed work will be enlarged where there is a visual impairment
- Adults to check specialist equipment (e.g. hearing aids) prior to the lesson beginning
- Consideration given to where adults position themselves in 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