

Strategies for supporting pupils with Special Educational Needs and Disabilities in **Phonics** lessons.

Individual Need	Here's how we help everyone flourish...
Attention Deficit Hyperactivity Disorder	✓ Using a non-confrontational approach and listening to the individual child will help reduce their heightened arousal. ✓ Fidget toys, wobble cushions, chair bands etc. ✓ Read Write Inc lessons allow children to predict what will happen in a formal sequence with consistent rules and phonics routines. ✓ Visual prompts are used for writing by using the word card alongside spoken word. ✓ Ensure the child is positioned so that the teacher has easy access for support.
Anxiety	✓ The child is taught by a well known adult whom they have already established a trusted relationship with. ✓ The child is in the same seat every day and is pre warned if the seating plan needs to change for any reason. ✓ Avoid asking direct questions; instead, questioning is used on a 1:1 basis where the adult has established trust with the child. ✓ Where possible, children are prepared in advance when there is a change in staff member. ✓ A good understanding of children so as not to ask them to do anything that makes them feel uncomfortable, such as reading out loud etc. ✓ New sounds introduced and retaught repeatedly.
Autism Spectrum Disorder	✓ Children are encouraged to sit where they feel the most comfortable in the classroom ✓ Extra processing time is given and on the spot questioning, is avoided. ✓ Children are allowed to read on their own if it is too challenging for them to read with a partner. ✓ Planned and unplanned sensory breaks are permitted throughout the lesson. ✓ There is always an available adult for a 'change of face' if needed.

Dyscalculia	✓ Children have access to their own whiteboard in the session, rather than copying from the class board. ✓ Review words are taught daily alongside a speed sound lesson. This enables children to process, store knowledge in long-term memory and recall more easily.
Dyslexia	✓ Children are taught in differentiated groups. ✓ There is no pressure put on individual children to read aloud in front of the class. ✓ Personalised coloured overlays can be used; these are readily available. ✓ Read Write Inc books have a consistent print. ✓ There is a huge focus on learning new vocabulary for all. ✓ Questions are read to the child.
Dyspraxia	✓ Rules and systems are clarified, using unambiguous language. ✓ Opportunity is given to move around between bursts of learning. ✓ There is plenty of space between readers to enable the child to concentrate on their own reading.
Hearing Impairment	✓ Careful consideration is given to seating, with individual considerations made discretely and not publicly. ✓ Written materials are provided in addition to teacher talk. ✓ Only one person is encouraged to speak at a time. ✓ There is a space provided for the child at the front of the classroom with an unobstructed line of vision. ✓ The teacher leading the lesson discretely checks in regularly with the child to check they are hearing and understanding. ✓ Use of Radio Aids and Soundfields.
Toileting Issues	✓ Children are allowed to leave the classroom discretely and without needing to get permission. Toilet passes are used for children to communicate they need to leave. ✓ Positioning in the classroom allows the child to sit near to the door so that they can leave easily.
Cognition and Learning Challenges	✓ Time is given to consider questions, process and formulate an answer. ✓ The opportunity is given for reading to be physically demonstrated rather than getting the child to solely rely on verbal instructions. ✓ Specific, targeted praise is given so the child knows what they are doing well.

	✓ Revisit sounds during the day if sounds children are struggling with. ✓ Instructions are simple and children are encouraged to use the 'tick or fix' approach to support any mistakes which are made. ✓ Sessions are completed in a timely fashion so as they are not too long. ✓ Alternative strategies used such as sight words, onset & rhyme, if needed.
Speech, Language & Communication Needs	✓ Speech sounds are modelled by the class teacher where there are misconceptions. Children are not held back by difficulties in pronouncing speech sounds; they are still able to progress through the phonics scheme once they know the individual sound by sight. ✓ New vocabulary is discussed during the 'Fred Talk' stage of the lesson and put into context ✓ Language is purposefully kept simple and consistent throughout the sessions. ✓ Closed questions are used when exploring comprehension, which only require a yes or no answer.
Tourette Syndrome	✓ Emotional reactions are filtered and we listen and respond with support and understanding. ✓ Children are never asked to stop their tics. ✓ Where vocal tics are prominent children are not asked to read aloud as we are understanding that they may be reluctant to do this. ✓ There is a clear structure to the lesson. ✓ Although children are encouraged to listen, teachers are aware that at times tics inhibit auditory processing. It is never assumed that the child is intentionally not listening.
Experienced Trauma	✓ When children arrive late to phonics a nonconfrontational, trauma informed approach is used to welcome the child. ✓ Positive self-talk is modelled. Mistakes are seen as a positive part of learning with the 'tick or fix' approach. ✓ A predictable environment with clear expectations for behaviour is provided.
Visual Impairment	✓ Careful consideration is given to seating, with individual considerations made discreetly and not publicly. ✓ Large font materials are provided in addition to teacher talk. ✓ There is a space provided for the child at the front of the classroom. ✓ The teacher leading the lesson discreetly checks in regularly with the child to check their understanding.