

Strategies for supporting pupils with Special Educational Needs and Disabilities in **Reading** 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 dysregulation. ✓ The use of audio books alongside the text support children with their concentration. ✓ Ensure the child is positioned carefully so that teacher has easy access for support. ✓ Have provisions such as fiddle toys, doodle pad, available at all times to support with focus & concentration. ✓ 1:1 reading in a variety of places i.e. woods/outdoors
Anxiety	✓ Where possible, the child is taught by a well know adult who they have already established a trusted relationship with and supported by a TA. ✓ Allow the child to be involved when choosing groups of partners within the taught reading session. ✓ Jane Considine approach used with consistency in the daily expectations. ✓ Ensure children sit in the same seat every day and is pre warned if this needs to change for any reason. ✓ Avoid direct questioning; instead, questioning is used on a 1:1 basis where the adult has established trust with the child. ✓ Lessons happen at a similar time each day. ✓ Where possible, children are prepared when there is a change in staff member.

**Autism
Spectrum
Disorder**

- ✓ Children are encouraged to sit where they feel the most comfortable in the classroom. Where possible,
- ✓ Sensory spaces and resources are readily available for all children.
- ✓ Extra processing time is given and on the spot questioning, is avoided during whole class teaching.
- ✓ Children are allowed to read on their own if it is too challenging 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 and a quiet space.
 - ✓ Routine in lessons and across the school is consistent through the use of Jane Considine approach.
 - ✓ Expectations are made clear.

Dyscalculia	✓ Children have access to their own whiteboard in the session, rather than copying from the class board. ✓ Questions are differentiated and the child themselves chooses the level they feel comfortable with. ✓ Writing scaffolds ✓ Routine in lessons and across the school is consistent through the use of Jane Considine approach.
Dyslexia	✓ There is no pressure put on individual children to read aloud in front of the class. Children are invited to read aloud ✓ Personalised coloured overlays can be used; these are readily available to. ✓ Larger print books are available, alongside dyslexia friendly fonts and slides on PowerPoints. ✓ There is a huge focus on learning new vocabulary for all. ✓ Questions are read aloud to the child. ✓ Literacy Gold programme ✓ Engaging Eyes programme (through Literacy Gold to strengthen eye convergence)
Dyspraxia	✓ Rules and systems are clarified, using unambiguous language. ✓ Opportunity is given to move around between bursts of learning. ✓ We ensure that when working in pairs, the partner reader is sensitive to the needs of the child and knows confidently what they are doing. ✓ The reading lesson is broken down into key component parts and the teacher prompts these. ✓ There is plenty of space between readers to enable the child to concentrate on their own reading. ✓ Noise is kept to a minimum. ✓ The parts of the reading lesson are clearly defined. ✓ Support with organising resources/check lists.
Hearing Impairment	✓ Careful consideration is given to seating, with individual considerations made discreetly 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 discreetly checks in regularly with the child to check they are hearing and understanding

Toileting Issues	✓ Children are allowed to leave the classroom discreetly and without needing to get permission. ✓ 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 they know what they are doing well. ✓ Radio aids/sound field used consistently. ✓ Routine in lessons and across the school is consistent through the use of Jane Considine approach. ✓ Pictorial cues used as needed ✓ Smaller steps and less text ✓ Differentiated reading extracts ✓ TA support

	✓ Support is given when managing peer relationships effectively, the child is involved in the process of choosing a partner reader. ✓ Instructions are simple and mistakes are considered as learning opportunities.
Speech, Language & Communication Needs	✓ 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. ✓ Clear language is used to model and expand what has been said. ✓ Plenty of opportunity is given to communicate ideas in a small group. ✓ Any attempt to communicate is responded to positively. ✓ Repeat phrases back correctly, to model, but don't ask them to repeat. ✓ Pre-teach vocabulary
Tourette Syndrome	✓ Emotional reactions are filtered and adults 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 and throughout. ✓ Although children are encouraged to listen, teachers are aware that at times tics inhibit auditory processing . It is never assumed that they are intentionally not listening.
Experienced Trauma	✓ Positive self- talk is modelled when reading. Mistakes are seen as a positive part of learning. ✓ A predictable environment with clear expectations for behaviour is provided. ✓ Adults will calm and support if a child becomes overwhelmed. ✓ Breakout spaces are available to all children. ✓ Staff are aware of needs

**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.