



Strategies for supporting pupils with Special Educational Needs and Disabilities in Reading lessons



<u>Individual Need</u>	<u>Strategies to promote inclusion</u>
Attention Deficit Hyperactivity Disorder (ADHD)	<ul style="list-style-type: none"> • Praise positive behaviour at each step to encourage low self-esteem. • Ensure clear instructions are given throughout the lesson. • Provide brain breaks/movement breaks as appropriate. • Structured VIPERS and decoding sessions allow children to predict what will happen and provide a formal sequence. • Ensure the child is positioned carefully so that teacher can easily support and guide.
Autism Spectrum Condition (ASC)	<ul style="list-style-type: none"> • Use a visual timetable so the child knows what is happening at each stage of the session/day. • Use simple, specific instructions that are clear to understand. • Children are encouraged to sit where they feel the most comfortable in the classroom. Where possible, this seating plan is not altered unless the child is happy and involved in the process. • 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.
Dyslexia	<ul style="list-style-type: none"> • When using the interactive whiteboard, use light, pastel coloured background to avoid black text on a white background. • Any printed resources will be on pastel coloured paper, avoiding black font on white paper. • Individual coloured overlays used by pupils as necessary when reading texts aloud. • There is no pressure put on individual children to read aloud in front of the class. Children are invited to read aloud. • There is a huge focus on learning new vocabulary for all. • Questions are read aloud to the child.
Dyspraxia	<ul style="list-style-type: none"> • Opportunity is given to move around before and after reading sessions. • 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.
Hearing Impairment	<ul style="list-style-type: none"> • Adults will discretely check that the child is wearing their hearing aid if required. • A discussion will take place between the adult and child so that the child is able to choose where they sit/where is best for them to access the learning within the classroom environment. • Background noise will be minimised and the classroom will be a quiet,

	<p>calm environment.</p> <ul style="list-style-type: none"> • 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 Needs	<ul style="list-style-type: none"> • 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. • Staff to follow guidance in pupil's intimate care plans.
Cognition and Learning Challenges	<ul style="list-style-type: none"> • Differentiated phonics groups to support with reading development. • 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. • Support is given when managing peer relationships effectively, the child is involved in the process of choosing a partner reader.
Speech, Language & Communication Needs	<ul style="list-style-type: none"> • Language is purposefully kept simple and consistent throughout the sessions. • Closed questions are used where appropriate 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.
Tourette Syndrome	<ul style="list-style-type: none"> • 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 they are intentionally not listening.
Social, Emotional and Mental Health	<ul style="list-style-type: none"> • Our school's Thrive and jigsaw approach will be used by all adults supporting the child within the lesson. • Allow the child to be involved when choosing groups of partners within the taught reading session. • Ensure children sit in the same seat every day and is pre-warned if the seating plan needs to change for any reason. • Where possible, children are prepared when there is a change in staff member. • Breakout spaces are available to all children.
Visual Impairment	<ul style="list-style-type: none"> • 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.