



How we help everyone shine in Reading ...

Ordinarily Available Provision	Subject specific adaptations to support children with SEND
<ul style="list-style-type: none">• Aim for all those with SEND to be included, learning towards the same objectives as peers and making good progress.• Use clear, unambiguous language and keep unnecessary information to a minimum.• Give response time for verbal questions through oracy – nest, pair, share.• Repeat back teaching using, "My turn, your turn."• Use visual timetable throughout the day.• Whole class movement break activities, which include alerting, calming and organising activities.• Make learning multi-sensory.• Use visual aids, concrete resources and equipment.• Explicitly teach new vocabulary and support using visuals.• Careful positioning of children away from distraction, near to information.• Teacher proximity to focus children for instructions to be repeated back.• All sessions to be taught with pace, changing activity regularly.• Set routines for transitions between activities.• Use, "I do, we do, you do" approach.• Provide space, resources in the room for children to use if needed (fiddle toys, weighted blankets, ear defenders).	<ul style="list-style-type: none">• Extra processing time is given when needed.• Larger print books can be made available, alongside dyslexia friendly fonts and slides on PowerPoints.• There is a huge focus on learning new vocabulary for all. Vocabulary acquisition is supported visuals (widgit images).• Questions are read aloud to the child.• Individual books for each child in all lessons.• Time is given to consider questions, process and formulate an answer.• Language is purposefully kept simple and consistent throughout the sessions.•