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

Individual Need	Here's how we help everyone learn…
Autism Spectrum Disorder	✓ Small group sizes mean children feel more comfortable working alongside their peers. ✓ 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. ✓ Key texts and books are chosen to engage a wide audience.

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. ✓ 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. ✓ AR dyslexia friendly books are chosen and available.
Toileting Issues	✓ Children are allowed to leave the classroom discreetly and without needing to get permission.
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. ✓ Support is given when managing peer relationships effectively, reading partners are chosen carefully and assessed ongoing. ✓ 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.