

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

Individual Need	How we help...
ADHD	<ul style="list-style-type: none"> • Using a non-confrontational approach and listening to the individual child will help reduce their heightened arousal. • Structured Read Write Inc lessons allow children to predict what will happen in a formal sequence with consistent rules and phonics routines that do not differ from one group to another. • Visual prompts are used for writing by using the word card alongside spoken word. • Group sizes are small and finely targeted to where pupils are academically at any given point. • Paired reading gives children support from a positive role model to help with focused reading. • Ensure the child is positioned so that the teacher has easy access for support.
ASD	<ul style="list-style-type: none"> • 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. • 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.
DCD/ Physical Impairment	<ul style="list-style-type: none"> • Rules and systems are clarified, using unambiguous language. • Opportunity is given to move around between bursts of learning. • We ensure that 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. • The parts of the reading lesson are clearly demonstrated, children use the partner one and partner two approach.
Hearing & Visual Impairment	<p><u>Hearing</u></p> <ul style="list-style-type: none"> • 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. <p><u>Visual Impairment</u></p> <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.

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	<ul style="list-style-type: none"> • 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.
Cognition and Learning Needs	<ul style="list-style-type: none"> • 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. • Support is given when managing peer relationships effectively, the child is involved in the process of choosing a partner reader. • Instructions are simple and children are encouraged to use the 'tick or fix' approach to support any mistakes which are made. • Repetition is built into daily lessons to ensure learning is long term.
Dyslexia/ Dyscalculia	<p><u>Dyslexia:</u></p> <ul style="list-style-type: none"> • 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. • Lolly sticks are used with all children to support them in following the text. • Read Write Inc books have a consistent print. <p><u>Dyscalculia</u></p> <ul style="list-style-type: none"> • 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.
Speech Language and Communication Needs	<ul style="list-style-type: none"> • 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.
Gifted and Talented	<ul style="list-style-type: none"> • Pupils are given the opportunity to apply their learning in the daily phonic session and apply it further in other lessons in the classroom. • Pupils are formally assessed every 6 weeks and grouped accordingly, however informal assessment is continuous and pupils can be progressed to the next group as soon as they are ready. • Group sizes are small and so adults are able to work closely with pupils to deepen their understanding.