

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



This academic year we have put a greater focus on using Oracy during reading lessons so that the focus of the lesson is on the reading itself and not the recording written learning. This will support all pupils and reduce the cognitive overload of practising reading skills whilst also considering how to record this.

Individual Need	How we help...
<b>ADHD</b>	<ul style="list-style-type: none"> <li>Using a non-confrontational approach and listening to the individual child will help reduce their heightened arousal.</li> <li>Structured Novel Study lessons allow children to predict what will happen and provide a formal sequence.</li> <li>Ensure the child is positioned carefully so that teacher has easy access for support.</li> </ul>
<b>ASD</b>	<ul style="list-style-type: none"> <li>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.</li> <li>Sensory spaces and resources are readily available for all children.</li> <li>Extra processing time is given and on the spot questioning, is avoided during whole class teaching.</li> <li>Children are allowed to read on their own if it is too challenging them to read with a partner.</li> <li>Planned and unplanned sensory breaks are permitted throughout the lesson.</li> <li>There is always an available adult for a 'change of face' if needed.</li> </ul>
<b>DCD/ Physical Impairment</b>	<ul style="list-style-type: none"> <li>Rules and systems are clarified, using unambiguous language.</li> <li>Opportunity is given to move around between bursts of learning.</li> <li>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.</li> <li>The reading lesson is broken down into key component parts and the teacher prompts these.</li> <li>There is plenty of space between readers to enable the child to concentrate on their own reading.</li> <li>Noise is kept to a minimum.</li> <li>The parts of the reading lesson are clearly defined.</li> </ul>
<b>Hearing &amp; Visual Impairment</b>	<p><u>Hearing:</u></p> <ul style="list-style-type: none"> <li>Careful consideration is given to seating, with individual considerations made discreetly and not publicly. Written materials are provided in addition to teacher talk.</li> <li>Only one person is encouraged to speak at a time.</li> <li>There is a space provided for the child at the front of the classroom with an unobstructed line of vision.</li> <li>The teacher leading the lesson discreetly checks in regularly with the child to check they are hearing and understanding.</li> </ul> <p><u>Visual:</u></p> <ul style="list-style-type: none"> <li>Careful consideration is given to seating, with individual considerations made discreetly and not publicly.</li> </ul>

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



Individual Need	How we help...
	<ul style="list-style-type: none"> <li>• Large font materials are provided in addition to teacher talk.</li> <li>• There is a space provided for the child at the front of the classroom.</li> <li>• The teacher leading the lesson discreetly checks in regularly with the child to check their understanding.</li> <li>• If the child needs a typoscope when reading information, this will be accessible whenever necessary.</li> </ul>
<p><b>Cognition and Learning Needs</b></p>	<ul style="list-style-type: none"> <li>• Time is given to consider questions, process and formulate an answer.</li> <li>• The opportunity is given for reading to be physically demonstrated rather than getting the child to solely rely on verbal instructions.</li> <li>• Specific, targeted praise is given so they know what they are doing well.</li> <li>• Support is given when managing peer relationships effectively, the child is involved in the process of choosing a partner reader.</li> </ul> <p>Instructions are simple and mistakes are considered as learning opportunities.</p>
<p><b>Dyslexia/ Dyscalculia</b></p>	<p><u>Dyslexia:</u></p> <ul style="list-style-type: none"> <li>• There is no pressure put on individual children to read aloud in front of the class. Children are invited to read aloud.</li> <li>• Personalised coloured overlays and reading rulers can be used; these are readily available.</li> <li>• If the child needs a typoscope when reading information, this will be accessible whenever necessary.</li> <li>• Larger print books are available, alongside dyslexia friendly fonts and slides on PowerPoints.</li> <li>• There is a huge focus on learning new vocabulary for all.</li> <li>• Questions are read aloud to the child.</li> </ul> <p><u>Dyscalculia:</u></p> <ul style="list-style-type: none"> <li>• Children have access to their own whiteboard in the session, rather than copying from the class board.</li> <li>• Questions are differentiated and the child themselves chooses the level they feel comfortable with.</li> </ul>
<p><b>Speech Language and Communication Needs</b></p>	<ul style="list-style-type: none"> <li>• Language is purposefully kept simple and consistent throughout the sessions.</li> <li>• Closed questions are used when exploring comprehension, which only require a yes or no answer.</li> <li>• Clear language is used to model and expand what has been said.</li> <li>• Plenty of opportunity is given to communicate ideas in a small group.</li> <li>• Any attempt to communicate is responded to positively.</li> </ul>
<p><b>Gifted and Talented</b></p>	<ul style="list-style-type: none"> <li>• Pupils are encouraged to explore texts by a range of authors and from a range of genres to support the expansion of their vocabulary and language.</li> <li>• Pupils have access to texts that will challenge them and support both their word reading and language comprehension skills.</li> <li>• Pupils are encouraged to think more deeply about texts through the careful use of questioning from class teachers.</li> </ul>