**Strategies for supporting pupils with SEND in Reading**

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| **Area of Need…** | **How we support our pupils to succeed…** |
| **Communication and Interaction** | * Children have access to their own whiteboard in the session, rather than copying from the class board. * Questions are structured, scaffolded and adapted. * 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. * Rules and systems are clarified, using unambiguous language. * 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. * Language is purposefully kept simple and consistent throughout the sessions. * Clear language is used to model and expand what has been said. * Plenty of opportunity is given to communicate ideas in a small group. * Communication is responded to positively. |
| **Cognition and Learning** | * Personalised, coloured overlays can be used * Larger print books are sought, alongside dyslexia friendly fonts and slides on PowerPoints. * 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 for them to read with a partner. * Planned and unplanned sensory breaks are permitted throughout the lesson. * 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. * Instructions are simple and mistakes are considered as learning opportunities. |
| **Social Emotional and Mental Health** | * Where possible, the child is taught by a well know adult who they have already established a trusted relationship with. * Allow the child to be involved when choosing groups of partners within the taught reading session. * Routines are used consistently throughout all year groups so children become familiar with the approach to answering questions. * Ensure children sit in the same seat every day and is pre warned if the seating plan needs to change for any reason. * Avoid direct questioning; instead, questioning is used on a 1:1 basis where the adult has established trust with the child. * Where possible, children are prepared when there is a change in staff member. * Emotional reactions are filtered and adults listen and respond with support and understanding. * There is a clear structure to the lesson. * Positive self- talk is modelled when reading. Mistakes are seen as a positive part of learning. * A predictable environment with clear expectations for behaviour is provided. * Adults will calm and support if a child becomes overwhelmed. * Breakout spaces are available to all children. |
| **Sensory and Physical** | * Using a non-confrontational approach and listening to the individual child will help reduce their heightened arousal. * Structured lessons allow children to predict what will happen and provide a formal sequence. * The use of audio books alongside the text support children with their concentration. * Ensure the child is positioned carefully so that teacher has easy access for support. * 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. * 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. * Individual equipment checked regularly. |