**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.
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| **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.
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| **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.
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| **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.
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