

Lanner Primary School

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

Individual Need	This is how we help...
Dyslexia	<ul style="list-style-type: none"> • Ensuring that appropriately tinted overlays are available. • Children are taught in groups that reflect their learning need where appropriate. • Sessions follow a set format that each child becomes quickly familiar with. • Instructions will be broken down into smaller steps • If unsure pupils are asked to repeat back what they are required to do. • Pupils are given extra thinking and completion time. • Pre-warning pupils of questions - never "putting them on the spot". • Questions are read aloud to the child. • There is no pressure put on individual children to read aloud in front of the class. Children are invited to read aloud.
DCD Developmental Coordination Disorder	<p>Sensory Need</p> <ul style="list-style-type: none"> • Ensuring that pupils have access to the sensory equipment they need - wobble cushions, fiddle toys. • Making sure movement breaks are available throughout the phonics session - and are sometimes disguised, to ensure that the pupil is not embarrassed. <p>Organisation</p> <ul style="list-style-type: none"> • Ensure that pupils have the resources they need at the start of the session. • Instructions will be broken down into smaller steps • We will ask pupils to repeat back what they are required to do.
Autism Spectrum Disorder	<ul style="list-style-type: none"> • Adults who have a positive, supportive, trusting relationship with the child will be available to support during to the lesson. • Visual timetables will have reiterated the daily routine and pre-warned the pupil of the Read Write Inc lesson.

	<ul style="list-style-type: none"> • Lessons are taught in the same place on the same day. • If French sessions are taught by different teachers on different days we will pre warn pupils with a visual timetable showing photographs of who is teaching on which day when needed. • French lessons allow children to predict what will happen in a formal sequence with consistent rules and phonics routines. • Peer pairings carefully planned to ensure that the pupil can work effectively with their reading partner. • Planned and unplanned sensory breaks will be used and there will be a breakout space available throughout the lesson.
Anxiety	<ul style="list-style-type: none"> • The PACE approach will be used by all adults supporting the child within the lesson. • Lessons are taught in the same place every day. • Ensure consistency with regard reading partners. • Any changes that will be made to the seating plan or organisation of the lesson will be shared with the child beforehand. • Children will be able to use a 'help card' or signal in a pre-agreed manner, if they feel that they need support within the classroom. • Children will be provided with a safe and familiar break out space if they need it throughout the lesson
Attention Deficit Hyperactivity Disorder	<ul style="list-style-type: none"> • If there is deviation from the expected session pupils will be given the correct preparation before the lesson so they know what will be happening and what to expect. • All adults supporting the child will have a good understanding of how best to support the child. • Any rules/expectations will be consistently implemented. • Seating arrangements will be considered carefully to minimise distractions within the session. • 'Time out' or 'help cards' can be used to ensure the child is able to communicate that they need to use their break out space. • Instructions and key information will be given clearly so the child understands what is being asked of them and how they will achieve the learning intention.
Cognition & Learning Challenges	<ul style="list-style-type: none"> • Instructions will be broken down into smaller steps. • Extra thinking time. • Pre-warning of what question will be asked and thinking time given. • Pre-planned peer pairings.
Experienced	

Trauma	<ul style="list-style-type: none"> • Children will be provided with a safe and familiar break out space if they need it throughout the lesson. • Adults supporting the child will have good understanding of the child's context and how best to support the child with their emotions.
Speech, Language & Communication Needs	<ul style="list-style-type: none"> • Speech will be clear and slowly paced so that children can understand what is being said, what information is being shared and any instructions that are being given. • 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. • Closed questions are used when exploring comprehension, which only require a yes or no answer. • Children will be given time to process information and to give responses to answers. • Adults will regularly check the child's understanding throughout the lesson.
Vision Impairment	<p>If appropriate</p> <ul style="list-style-type: none"> • The pupil will be seated facing the teacher. • A reading slope will be provided if needed. • Resources will be provided in the correct font size for the child in question.
Hearing Impairment	<ul style="list-style-type: none"> • Minimisation of background noise. • Only one person is encouraged to speak at a time. • Consideration of the most beneficial seating arrangement through consultation with the pupil. Placing the child at the front or close to the teacher, or in the place the child feels is best for them. • An awareness that the reading partner, teacher and TA must face the child when speaking. • Adults will discreetly check that the child is wearing their hearing aid. • The teacher leading the lesson discreetly checks in regularly with the child to check they are hearing and understanding.
Toileting Issues	<ul style="list-style-type: none"> • Children will be able to leave the session whenever necessary.

