

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

At Bishop Bronescombe, we strive to live by our Christian Values to inspire the very best in our pupils. We work together with passion to create a trusting, nurturing environment where everyone feels valued, secure and respected. We provide exciting and engaging opportunities to allow our pupils to persevere, thrive and achieve; to make the most of God's gifts and to develop their talents. We encourage children to take risks and show courage, having high expectations of each other and high aspirations for the future. Our aim is to ensure our children become successful, and compassionate, citizens of the future.



Here's how we will help.	
Attention Deficit Hyperactivity Disorder	<ul style="list-style-type: none"> • Positive praise at every opportunity to encourage self-esteem. • Clear instructions throughout the lesson, given in chunks. Children can be asked to repeat instructions back if this helps. • A mix of activities within each lesson - opportunities for partner talk, group talk and individual thinking as well as written work/a range of recording styles. Drawing can be encouraged as a way of recording ideas and thoughts. • Time limited learning breaks. • A cooling down period before the lesson starts, particularly when these lessons follow a break or lunch time. • Additional time for pupils to express their ideas if needed. • Before the lesson with a pre-teach where appropriate. • Sensory tools when necessary to avoid distractions during teacher input.
Anxiety	<ul style="list-style-type: none"> • Most strategies for helping those with anxiety will be the same within Reading – knowing the child will help, of course, and ensuring pre-teach is used where helpful. • Sit the child where they feel most comfortable during the lesson. • Let the child know who is there to support them. This may be a particular friend, group of friends or an adult. • Be aware that anxious children may not have the confidence to share ideas and answer questions in front of others. Provide opportunities for these children to demonstrate their understanding in different ways, e.g. writing their ideas on a whiteboard or telling a trusted adult 1:1. • Reassurance, especially when tackling trickier questions.
Autism Spectrum Disorder	<ul style="list-style-type: none"> • Allow children time and space if overwhelmed. • Keep daily routines (e.g. seating plans) as normal as possible and consult the child beforehand if there is going to be a change - give the child options to choose from in this case. • Allow time to process information, and don't put the child on the spot by asking questions publicly, unless you know they are comfortable with this. • Be aware that a child with autism is likely to experience sensory processing difficulties where they may be either over-responsive or under-responsive to sensory stimuli. Support them by reminding them of expectations, giving lots of verbal and visual cues of what is

	<p>happening and transitions etc.</p> <ul style="list-style-type: none"> • Allow children to have planned and unplanned sensory breaks or use fiddle toys that won't disrupt other children when necessary. • Be able to show understanding in a range of ways including visual as well as written information – for extended writing, teacher or TA support may be required. • Pupils may struggle to work in a group and prefer to work on their own due to communication difficulties. • Prepare the child for what is coming – picture cues and discussing what the lesson will be like is helpful.
Dyscalculia	<p>Although maths skills are unlikely to be focused on during Reading sessions, some of these strategies may still be applicable.</p> <ul style="list-style-type: none"> • Written instructions, diagrams or worked examples may help a child to follow along and keep up in the lesson. • Tracking from whiteboard to paper may be difficult. Share the lesson with the child and let them follow along from the laptop if necessary. • Provide print outs and visual aids. • Opportunities for additional time if needed and sensitivity to the pace that work is completed at. • Scaffolds to boost self-esteem.
Dyslexia	<ul style="list-style-type: none"> • Pastel shades of paper and backgrounds will reduce 'glare' when reading or completing worksheet type activities. Overlays may help to put over texts. • Use large font sizes and double line spacing where appropriate. • Avoid 'cluttered' backgrounds with lots of unnecessary images. • Visual aids and word-mats to help with vocabulary • A range of reading opportunities in a lesson – echo reading, choral reading, partner reading, silent reading, individual reading (only asked to read alone when confident). This range of reading styles ensures all children feel comfortable, but are still able to read aloud during the lesson. • A range of showing understanding – visual, written, drawing, verbal.
Dyspraxia	<ul style="list-style-type: none"> • Ensure children have a large enough space to work in. • Allow children extra time to complete activities, with movement breaks where needed. • Don't choose these children to go first when demonstrating skills or answering questions – they may need to pick up on cues from other children in order to process how to do something correctly. • Pair children with a sensitive partner who knows what they're doing. • Clearly demonstrate how to handle equipment, and don't draw attention to the awkwardness of their movements.
Hearing Impairment	<ul style="list-style-type: none"> • Pre-teach if required. • If they have hearing loss in only one ear, make sure they have their 'good ear' facing the teacher where applicable. • Discreetly check if the child is wearing their hearing aid. • Clearly demonstrate or play sounds that are loud enough to hear when watching videos etc. Repeat any questions asked by other students in the class before giving a response, as a hearing-impaired child may not have heard them. • Remove all barriers to lip-reading. Make sure the child can clearly see

	<p>the teacher.</p> <ul style="list-style-type: none"> • Provide lists of subject-specific vocabulary, including visual aids, which children will need to know, as early as possible.
Toileting Issues	<ul style="list-style-type: none"> • Sit children close to the door so they may leave the room discreetly to go to the toilet and not draw attention to themselves. Use toilet passes or prior permission as applicable.
Cognition and Learning Challenges	<ul style="list-style-type: none"> • Work will be carefully planned and differentiated, and broken down into small, manageable tasks. • Use picture cards and visual prompts to remind them what to do and keep children on track. • Physically demonstrate what to do rather than just rely on verbal instructions. • Avoid children becoming confused by giving too many instructions at once. Keep instructions simple and give specific, targeted praise so children know exactly what they are doing well. • Writing support for extended writing including examples of text and scaffolded frame. • Group and partner work to help stay on task and provide peer support
Speech, Language & Communication Needs	<ul style="list-style-type: none"> • Be aware of the level of language that children are using, and use a similar level when teaching to ensure understanding. • Use signs, symbols and visual representations to help children's understanding and ability to follow a lesson sequence and understand any tasks they are set. • Provide picture flashcards for new, subject-specific vocabulary or real objects when possible. • Respond positively to any attempts pupils make at communication – not just speech. • Provide opportunities to communicate in a small group and be fully involved in the activity. • Use non-verbal clues to back-up what is being said e.g. gestures. • Group and partner work to help stay on task and provide peer support
Tourette Syndrome	<ul style="list-style-type: none"> • Be aware that tics can be triggered by increased stress, excitement or relaxation. • Ignore tics and filter out any emotional reaction to them. Instead, listen and respond with support and understanding. • Manage other children in the room to avoid sarcasm, bullying or negative attention being drawn to a pupil's tic. • Avoid asking a child <i>not</i> to do something, otherwise it may quickly become their compulsion. Instead, re-demonstrate how to do something correctly. • Find out what does and does not lead to a positive response and work with these in mind.
Experienced Trauma	<ul style="list-style-type: none"> • Texts and discussions may trigger memories of trauma – knowing your children in advance is very important and allowing time, space and the ability to discuss (or not to share) is very important. • Understand behaviour in the context of the individual's past experiences. • Always use a non-confrontational, trauma informed approach that shows understanding and reassurance, using playfulness, acceptance, curiosity and empathy.

	<ul style="list-style-type: none"> • Actively ignore negative behaviour. Praise good behaviour and reward learning. • Incorporate opportunities for humour and laughter in reading lessons (laughter reduces the traumatic response in the brain). • Adults to support and coach traumatised children in ways to calm themselves and manage their own emotions. • Allow children the use of a pre-agreed breakout space when something in the classroom triggers an emotional outburst.
Visual Impairment	<ul style="list-style-type: none"> • Enlarge texts and show them on the large screen. • Sit children where they have the best view of the teacher and the board/resources. • To help children who are sensitive to light and glare, use window blinds and screen-brightness controls to regulate the light in the room. • Add more light to an area if necessary. • Children may benefit from high-contrast objects and pictures. • Ensure children wear their prescribed glasses.