



## SEND provision in Reading

| Cognition and Learning                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Communication and Interaction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| Learning Challenges                                                                                                                                                                                                                                                                                 | Provision                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Learning Challenges                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Provision                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <ul style="list-style-type: none"><li>• Accessing reading material</li><li>• Poor memory and recall skills</li><li>• Recording written work or feedback to listening/appraising activities</li><li>• Poor sequencing skills – understanding the steps modelled</li><li>• Linking learning</li></ul> | <ul style="list-style-type: none"><li>• Pre reading of any texts used</li><li>• Simplified texts</li><li>• Adapted sequencing to plug earlier gaps</li><li>• Additional phonics teaching</li><li>• Access reading electronically</li><li>• Use of symbols, larger print, colour coding, multi sensory reinforcement.</li><li>• Use of overlays, coloured paper</li><li>• A greater emphasis on modelling and scaffolding for learning – smaller visual steps.</li><li>• Use of writing frames, cloze passages</li><li>• Use word banks which include pictures.</li><li>• A working wall showing each lesson's focus and how successive lessons or topics link together to develop a mind map, including symbols, images or objects to make it more accessible. Repeat or display important information.</li></ul> | <ul style="list-style-type: none"><li>• Being able to use expressive language</li><li>• Understanding and using new topic vocabulary.</li><li>• Word finding difficulties</li><li>• Following instructions and sequences.</li><li>• Levels of concentration</li><li>• Limited language will affect written work</li><li>• Retention of new vocabulary</li><li>• metaphor (for example, in poetry) and irony can be interpreted literally by some pupils, creating confusion and/or misunderstanding.</li></ul> | <ul style="list-style-type: none"><li>• Use different forms of communication</li><li>• Have pre-arranged prompts</li><li>• Use visual support</li><li>• Pre-teaching of new vocabulary prior to the lesson</li><li>• Send vocabulary word mats home before the topic begins</li><li>• Limit vocabulary to that which is necessary to ensure progress</li><li>• Limit instructions – use short steps</li><li>• Social stories.</li><li>• Children are allowed time to discuss the answers to questions, and evaluate work with peers</li><li>• Children with communication impairments are given time to think about questions before being required to respond.</li></ul> |

- Use videos to show the children the expectations in a clear way, use ICT to allow them to re-watch if needed, step by step – not having to rely on their short, or long term memories.
- New learning fits into the framework of what the pupil already knows – explicit links to prior learning
- Approach English concepts at a level of understanding that is appropriate
- Smart grouping – pairing with a more able reader/writer.
- Give additional time for processing
- Use of task boards – tick list of steps
- Alternative methods of recording – drawing, voice recording, typing, mind maps, symbols, use of a scribe, matching activity, sticking activity, missing words
- Minimise copying from the board
- Pre teaching of vocabulary
- Pre learning tasks
- Plan wording of questions carefully, avoiding complex vocabulary and sentence structures. Prepare questions in different styles/levels
- Children accessing reading electronically
- Using the same high-quality texts but shorter extracts to lower cognitive demand

- Range of multi-sensory approaches to support language – symbols, pictures, concrete apparatus, artefacts, IT, role play
- Prompt cards to help with understanding of question words
- Word finding strategies
- Support written work if child has limited language – matching activity, missing words, sticking activities, scribes, drawings, mind map
- Plan wording of questions carefully, avoiding complex vocabulary and sentence structures. Prepare questions in different styles/levels
- When teaching poetry and texts that make high language demands, use active teaching strategies, such as drama or build sound collages for a poem.
- Use ICT in a focused and structured way
- In drama, explore non-verbal as well as verbal communication, and make use of drama techniques, such as mime, mirroring or tableau (which require no words), or soundscapes

- Daily one to one reading
- Focus on fluency
- Use of age-appropriate books - high interest/low reading ability books
- Dyslexia friendly texts
- Adapted phonics texts
- Use of adapted guided reading mats
- Extra phonic booster groups
- Ability phonic groups
- Modelled reading for pupils not ready to access shared reading
- Kagan structures to support SEND pupils
- Pupils with SpLD (specific literacy difficulty) access reading programmes matched to their needs eg. Nessy
- Provide well-maintained and attractive library corner/shelves containing a range of texts that will appeal to pupils who are meeting reading challenges. Include: highly visual texts, newspapers, comics, instruction booklets, and texts from popular culture, media and sport.
- Use visual aids or other concrete supports when dealing with abstract topics - for example, teaching about rhythm in poetry through clapping and pacing.
- In reading comprehension activities, ask pupils to illustrate the story setting; draw

(which require no physical movement).

the main character and annotate with notes on the features and views of the character.

- Use symbols, pictures, puppets etc to support understanding of character, setting and story events.
- Use ICT in a focused and structured way
- Introduce key vocabulary explicitly
- Highlight key words for the main message of the text. These could be individual words, but will more often be phrases such as persuasive language, noun phrases, or character portraits
- Use paired talk before and during activities such as shared reading. This gives pupils the opportunity to reflect on and discuss ideas, before offering them in these contexts.
- Provide texts and forms of representation that are meaningful to pupils – eg some pupils with significant learning difficulties will not be able to read a story but will be able to follow it, feel its emotional impact and then work on recalling events, describing characters or predicting what might happen next, or on understanding aspects of the narrative.

| Physical and/or Sensory                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Social, Emotional and Mental Health                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| Learning Challenge                                                                                                                                                                                                                                                                                                                                                | Provision                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Learning Challenge                                                                                                                                                                                                                                                                                                                                                                                           | Provision                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <ul style="list-style-type: none"> <li>• Videos with over stimulating or challenging themes</li> <li>• Difficulties with fine and gross motor skills</li> <li>• Difficulties with planning</li> <li>• Organisational skills</li> <li>• Hearing impairment</li> <li>• Visual impairment</li> <li>• Colour vision deficiencies</li> <li>• Physical needs</li> </ul> | <ul style="list-style-type: none"> <li>• Provide sources and themes which are matched to the needs of the child, i.e. enlarged sources/visuals/IT</li> <li>• Support of the child to avoid conflict/sensory overload - consider ear defenders, a quiet space to work in/an effective way for a child to communicate any distress</li> <li>• Adapted equipment</li> <li>• Consider seating position for hearing/vision impaired pupils</li> <li>• Consider lighting/blinds</li> <li>• Multi-sensory learning</li> <li>• Reduce need to copy from board (visual impairment)</li> <li>• Attach paper to desk with masking tape to avoid having to hold with one hand and write with the other</li> <li>• Allow the child plenty of space to work</li> <li>• Gain pupil's attention before important information is given</li> <li>• Keep background noise to a minimum</li> </ul> | <ul style="list-style-type: none"> <li>• Understanding own thoughts and contrasting with those of others</li> <li>• Working effectively as part of a group</li> <li>• No resilience - feeling they aren't any good - resulting in lack of care and effort</li> <li>• Difficulty concentrating and maintaining attention to a task</li> <li>• Difficulties sitting still</li> <li>• Hypervigilance</li> </ul> | <ul style="list-style-type: none"> <li>• Working in a small group with a trusted adult for emotional support</li> <li>• Pre-teaching</li> <li>• Clear rules and expectations, consistent boundaries, rewards and sanctions</li> <li>• Praise the small steps and showcase their work - be proud</li> <li>• Chunking work into smaller steps</li> <li>• Visual support</li> <li>• Task boards</li> <li>• Movement breaks</li> <li>• Use of fiddle toys/wobble cushions</li> <li>• Provide opportunities for multi-sensory learning</li> <li>• Make sure equipment is accessible and labelled clearly</li> <li>• Use of sandtimers</li> </ul> |

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|  |  |  | <ul style="list-style-type: none"> <li>• Use of safe space</li> <li>• The transition from whole-class to group or independent work, and back, is clearly signalled.</li> <li>• Pupils encouraged to look back to previous work/photos/records to see how much progress they have made</li> </ul> |
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