



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

<b>Here's how we will help.</b>	
<b>Attention Deficit Hyperactivity Disorder</b>	<ul style="list-style-type: none"><li>Using a non-confrontational approach and listening to the individual child will help reduce their heightened arousal.</li><li>Structured Read Write Inc lessons allow children to predict what will happen in a formal sequence with consistent rules and phonics routines that do not differ from one group to another.</li><li>Visual prompts are used for writing by using the word card alongside spoken word.</li><li>Paired reading gives children support from a positive role model to help with focused reading.</li><li>Ensure the child is positioned so that the teacher has easy access for support.</li></ul>
<b>Anxiety</b>	<ul style="list-style-type: none"><li>Where possible, the child is taught by a well known adult whom they have already established a trusted relationship with.</li><li>Allow the child to be involved when choosing a partner for the reading part of the session - this will remain the same each day.</li><li>The child is in the same seat every day and is pre warned if the seating plan needs to change for any reason.</li><li>Avoid asking direct questions; instead, questioning is used on a 1:1 basis where the adult has established trust with the child.</li><li>Where possible, children are prepared in advance when there is a change in staff member.</li></ul>
<b>Autism</b>	<ul style="list-style-type: none"><li>Children are encouraged to sit where they feel the most comfortable in the classroom. Where possible, this</li></ul>

<h2>Spectrum Disorder</h2>	<p>seating plan is not altered unless the child is happy and involved in the process.</p> <ul style="list-style-type: none"> <li>• Extra processing time is given and on the spot questioning, is avoided.</li> <li>• Children are allowed to read on their own if it is too challenging for them to read with a partner.</li> <li>• Planned and unplanned sensory breaks are permitted throughout the lesson.</li> <li>• There is always an available adult for a 'change of face' if needed.</li> </ul>
<h2>Dyscalculia</h2>	<ul style="list-style-type: none"> <li>• Children have access to their own whiteboard in the session, rather than copying from the class board.</li> <li>• Review words are taught daily alongside a speed sound lesson. This enables children to process, store knowledge in long-term memory and recall more easily.</li> </ul>
<h2>Dyslexia</h2>	<ul style="list-style-type: none"> <li>• Children are taught in differentiated groups.</li> <li>• There is no pressure put on individual children to read aloud in front of the class.</li> <li>• A ruler can be used to track the words as they read.</li> <li>• Personalised coloured overlays can be used; these are readily available.</li> <li>• Lolly sticks are used with all children to support them in following the text.</li> <li>• Read Write Inc books have a consistent print.</li> <li>• There is a huge focus on learning new vocabulary for all.</li> <li>• Questions are read to the child.</li> </ul>
<h2>Dyspraxia</h2>	<ul style="list-style-type: none"> <li>• Rules and systems are clarified, using unambiguous language.</li> <li>• Opportunity is given to move around between bursts of learning.</li> <li>• We ensure that the partner reader is sensitive to the needs of the child and knows confidently what they are doing.</li> <li>• The reading lesson is broken down into key component parts and the teacher prompts these.</li> <li>• There is plenty of space between readers to enable the child to concentrate on their own reading.</li> <li>• The parts of the reading lesson are clearly demonstrated, children use the partner one and partner two approach.</li> </ul>
<h2>Hearing Impairment</h2>	<ul style="list-style-type: none"> <li>• Careful consideration is given to seating, with individual considerations made discretely and not publicly.</li> <li>• Written materials are provided in addition to teacher talk.</li> <li>• Only one person is encouraged to speak at a time.</li> <li>• There is a space provided for the child at the front of</li> </ul>

	<ul style="list-style-type: none"> <li>the classroom with an unobstructed line of vision.</li> <li>The teacher leading the lesson discreetly checks in regularly with the child to check they are hearing and understanding.</li> </ul>
Toileting Issues	<ul style="list-style-type: none"> <li>Children are allowed to leave the classroom discreetly and without needing to get permission.</li> <li>Positioning in the classroom allows the child to sit near to the door so that they can leave easily.</li> </ul>
Cognition and Learning Challenges	<ul style="list-style-type: none"> <li>Time is given to consider questions, process and formulate an answer.</li> <li>The opportunity is given for reading to be physically demonstrated rather than getting the child to solely rely on verbal instructions.</li> <li>Specific, targeted praise is given so the child knows what they are doing well.</li> <li>Support is given when managing peer relationships effectively, the child is involved in the process of choosing a partner reader.</li> <li>Instructions are simple and children are encouraged to use the 'tick or fix' approach to support any mistakes which are made.</li> </ul>
Speech, Language & Communication Needs	<ul style="list-style-type: none"> <li>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.</li> <li>When using 'Fred Talk' this is done slowly for all of the children.</li> <li>Language is purposefully kept simple and consistent throughout the sessions.</li> <li>Closed questions are used when exploring comprehension, which only require a yes or no answer.</li> </ul>
Tourette's Syndrome	<ul style="list-style-type: none"> <li>Emotional reactions are filtered and we listen and respond with support and understanding.</li> <li>Children are never asked to stop their tics.</li> <li>Where vocal tics are prominent children are not asked to read aloud as we are understanding that they may be reluctant to do this.</li> <li>There is a clear structure to the lesson.</li> <li>Although children are encouraged to listen, teachers are aware that at times tics inhibit auditory processing. It is never assumed that the child is intentionally not listening.</li> </ul>

## Experienced Trauma

- When children arrive late to phonics a non-confrontational, trauma informed approach is used to welcome the child.
- Positive self- talk is modelled when reading. Mistakes are seen as a positive part of learning with the 'tick or fix' approach.
- A predictable environment with clear expectations for behaviour is provided.

## Visual Impairment

- 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.
- The teacher leading the lesson discreetly checks in regularly with the child to check their understanding.