



St Mary's C of E School

LEARNING WITH HOPE

Reading SEN Strategy 2022

Every child is different and at St Mary's we are committed to supporting each individual to engage and succeed in Reading

We have a range of strategies to help children, tailored to the individual needs including:

Anxiety

- Child to be taught by a well known adult (they have built a trusted relationship with) and child is prepared if there is a change in adult.
- Visual timetables to help children know in advance what will be happening. Our class teachers know their children well and use this information to pre-teach as necessary.
- Avoid direct questioning, instead questioning is used on a 1:1 basis.
- Teachers will explain (particularly difficult concepts) several times and in different ways to lessen anxiety that something has been missed. This may include, for example, grapheme mats, visual picture cards etc.

Cognitive and learning challenges

- Clear, step by step instructions will be given.
- Children will be given time to process questions and explore their answers to these.
- Visual aids, physical demonstration and word-banks to extend vocabulary and to support new language and skills.
- Sessions will be broken down into the same GPCs, Words, Reading and Questions.
- Support for managing peer relationships effectively as the child will work in a small group.
- Targeted praise to let the child know they are doing well.
- Time is given to process question and formulate an answer.

Toileting needs

- Rest / break times as necessary.
- Position child at the end of a group or near the door so that they can leave easily.

Speech, Language and Communication needs

- Clear, step by step instructions will be given.
- Visual aids, grapheme mats and word-mats to aid with reading.
- Closed questions can be used when exploring comprehension. Yes/no answers.
- Children will be given time to process questions and explore their answers to these.
- Reading ability and knowledge will be accessed using a range of mediums to find child's strength.
- Any attempt to communicate is responded to positively.
- Teacher to use clear language to model and expand what has been said.

Tourette Syndrome

- Clear and familiar structure to lesson.
- Tics can inhibit auditory processing, so this is considered by the teacher.
- Where vocal tics are prominent child not asked to read aloud.
- Emotional reactions are filtered and adults listen and respond with support and understanding.

Hearing impairment

- Visual aids and work-mats as needed.
- Only one person is encouraged to speak at a time unless calling out phonemes.
- Make sure consideration to seating allowed for unobstructed line of vision.

Dyspraxia

- Rules and systems are clarified, using unambiguous language.
- Opportunity is given to move around between bursts of learning.
- Reading lessons to be broken down into consistent, clearly defined routine and teacher prompts these.
- Give the child plenty of space between readers to enable the child can concentrate on their own reading.
- Keep noise in the room to a minimum.

Attention Deficit Hyperactivity Disorder

- Visual timetables to help children know in advance what will be happening.
- Teachers will take into account of individual needs when planning and may give a child a specific responsibility during group work.
- Any changes to the seating plan will be shared with the child beforehand.
- Using a non-confrontational approach and listening to the individual child may reduce their heightened arousal.
- Reading lessons to be broken down into consistent, clearly defined routine and teacher prompts these.
- Ensure the child is positioned carefully so that the teacher has easy access for support.
- Time out to calm down if needed. A space will be agreed with the child previously.

Experienced Trauma

- Book theme will be carefully checked (and adapted as necessary) considering the child's experience before the lesson takes place. Our class teachers work hard to get to know the children and will support children if any memories are triggered during class/group discussions.
- Positive self talk is modelled when reading. Mistakes are seen as a positive part of learning.
- Reading lessons to be broken down into consistent, clearly defined routine and teacher prompts these. This included behavioural expectations.
- A positive, respectful atmosphere is maintained within lessons where discussion is encouraged and time allowed to do this. Where class sharing is not appropriate, a responsible adult will be available to talk.

Dyslexia

- Visual aids and word-mats to help with vocabulary.
- Questions can be read aloud to the child.
- Flashcards and word cards put on coloured paper, if needed.
- A ruler or coloured overlay can be used to help track words.
- Audio books available in all book corners.
- No pressure for the child to read aloud to the class

Dyscalculia

- Access to own whiteboard rather than reading from whole class whiteboard.
- Child can volunteer to answer question in group or can answer on their own.

Autism Spectrum Disorder

- Children will be allowed time out and space as needed if overwhelmed.
- Sensory space or activities available for child.
- Children will be encouraged to demonstrate their learning in a variety of ways including visual as well as written information.
- Any changes to the seating plan, or details of trips will be shared with the child beforehand.
- Extra processing time is given and on the spot questioning is avoided during whole class teaching.
- Children read on their own during sessions and not pressured to read to group/class.