

SEND Adaptations for Reading

"Reading is fundamental to children's learning because it is a key skill that underpins their ability to understand and engage with the world around them. The reading of all good books is like a conversation with the finest minds of past centuries."

Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and/or Physical
• Teach explicit comprehension strategies, such as predicting, summarising, and making connections, to help pupils with SEND understand and analyse. • Use Widget word resources to support access through dual coding • Create dual-coded definitions of word and how they are used in different contexts • Key vocabulary introduced at the start of each week • Use of word banks to support understanding and learning of vocabulary. • Use of alternative ways of recording learning (leaving blanks for children to complete some known words independently rather than copying). • Pre-learning and over learning to support understanding including topic related vocabulary on their knowledge organisers. • Use of small groups to scaffold SEND children where needed. • Reading fluency lessons timetabled to ensure every child is reading regularly and online recording of reading at home.	• Create a calm and simple working classroom with clear routines, expectations and organised, labelled workspaces. • Consider carefully where children are seated to maximise their focus and attention and minimise background noise/distraction. • Plan movement breaks and classroom jobs to allow children to move within a lesson. • Break lessons down into manageable chunks and explain this in advance of the learning. • Visual words/cues/phrases. • Repetition and reinforcement. • Giving a processing prompt that a question will be coming, give the question before moving onto a few other children, before coming back for the answer. • Simple, step by step instructions verbally and then in a prompt sheet. • Providing widget resources/pictorial images for the children. • Echo reading to model how the words on the page are spoken. • Follow-on reading to maintain focus and pace.	• Ensure that the learning environment is calm and not too stimulating, that resources are clearly labelled and organised for independent use, therefore not encouraging frustration. • Ensure that instructions are clear and tasks are broken down to be achievable. • Providing fidgets to allow children to concentrate and listen despite not necessarily looking like they are listening. • Use of positive language to encourage good choice and higher self-esteem. • Teaching with empathy and understanding of the child's needs. • Allow movement breaks within the classroom for example giving out equipment or books etc. • Think about cognitive overload and the child's ability to cope with this. • High expectations for pupils with SEND who can achieve with scaffolded support. • Pre-teach key information so they feel prepared for the lesson and can be an 'expert.'	• Consider where children with a hearing, sensory or other impairment are sitting in relation to the whiteboard or resources. • Use of an iPad to support children with a visual impairment where screen sharing can occur. • Use of an iPad to photograph work from the interactive whiteboard to work with at their table • Additional ways of recording, i.e. acting, voice recordings, verbal commentary etc rather than always writing. • Working within mixed ability groups to support. • Pencil grips, tripod pencils, left-handed pens etc to support. • Use of IT to support access beyond screen sharing. • Allow sensory/brain breaks as a break from learning. • Provide 1:1 reading opportunities