



Inclusive strategies to
support pupils with
SEND in Reading



Bebrave 

Bebrilliant 

Believe 

Cognition and learning

Memory



- ★ Use of a voice recording device such as talking tins
- ★ Offer additional thinking time to formulate responses and act upon instructions. To support this, warning of the question/response is useful
- ★ Offer short, personalised instructions in the correct task sequence
- ★ Provide visuals to support vocabulary
- ★ Give the pupil their own tabletop copy to highlight/interact with
- ★ Offer pre-teaching sessions to make the unfamiliar feel familiar
- ★ Echo reading
- ★ Highlight key information

Task Organisation



- ★ Offer a visual task timeline/ task management board
- ★ Offer a Workstation approach
- ★ Ensure equipment is well organised and easily accessible
- ★ Use of visual time prompt such as timers
- ★ Tasks to be broken down into smaller, manageable steps – use of task management boards

Concentration



- ★ Offer a visual task timeline/ task management board
- ★ Offer frequent and planned refresh/refocus breaks built into a visual timeline
- ★ Use of a tabletop timer to show how long the child must work for
- ★ Ask the child to explain in their own words what they are learning/their task
- ★ Break larger tasks into small steps and offer a motivator for successful completion of each one
- ★ Keep focused activities short and intersperse with child-led activity
- ★ Daily repetition of activities and routines so that they become familiar and predictable

Information Processing



- ★ Allow additional thinking time to process and react to instructions/information
- ★ Explore the learning style of the pupil and ensure you reflect their processing style in your teaching style and resources. Ensure you offer a range of teaching styles within your QFT
- ★ Verbal information to be supported with use of visuals
- ★ Number the lines of the text to make it easier to follow

Recognition and Recording



- ★ Teachers must assess whether the pupil has a gap in their learning experiences and understanding. If this is the case, ensure strategies that are implemented are interactive, multisensory and reflect early learning experiences e.g.
- ★ Flashcards with picture/rhyme hooks
- ★ Alternative methods of recording such as mind maps, the use of ICT, filming, photographs,
- ★ Children can dictate work
- ★ Immersive reader can be used to read texts out loud
- ★ Use props or guides e.g a lolly stick or reading ruler to follow the print on the text

Application



- ★ Offer opportunities to physically build words by identifying syllables using building blocks/LEGO
- ★ Share reading material in a 1:1 setting using props/puppets to enhance interaction.
- ★ Let children access, explore and handle books regularly.
- ★ Ensure the range of reading materials in the setting is age appropriate and reflective of their interests.
- ★ Explore e-books and audio books.
- ★ Implement story sacks and share these with home to encourage a learning link
- ★ Ensure the reading corner is engaging for all pupils - could it be linked to a specialist interest? Is their favourite character visible?
- ★ Ensure the environment is language rich
- ★ Create sensory stories
- ★ Provide reading opportunities linked to activities they like e.g. reading a recipe in cooking.
- ★ Provide story boards, washing lines, visual representations of the text using 'widget' software
- ★ Use repetitive texts to build familiarity with high frequency words.
- ★ Trial the use of a coloured overlay/coloured paper
- ★ Implement speed reads. Have the pupil read a familiar text as quickly and as accurately as they can. Record times and aim for a personal best.
- ★ Review whole word reading skills of HFW. Implement precision teaching or 'sparkly folder' strategy to increase recall.
- ★ Question child around real-life events and experiences use photographs to support this.
- ★ Incorporate role play and drama/dress up to retell a text.
- ★ Picture based comprehension work.
- ★ Work on question types – for example: what sort of answer you would give for a 'who' question
- ★ Who, what, where, why and when card tins- to help build sentence and recall of information from a text. This could be linked to a colourful semantics approach.
- ★ Practitioner to model thinking whilst reading – 'Think out loud' using a variety of reading searchlights e.g. pictures, context etc
- ★ Provide a range of ways to demonstrate comprehension of text not just traditional questions. For example:-
- ★ Ask learners to say whether discrete sentences (taken from the text, or paraphrases) are true or false.
- ★ Give learners several false sentences and ask them to reword the sentences to make them true.
- ★ Offer cloze procedure activities to check understanding. Word banks of appropriate choices can be offered as a support.
- ★ Ensure that the illustrations in the text directly support understanding and decoding.
- ★ Provide pictures from a story for the learner to sequence and retell. This will build familiarity with the story and vocabulary.
- ★ Offer short text activities using one sentence. Model how to revisit and use the information to arrive at an answer. Ensure that the pupil explains how and why they know referring to the text. For example: **The dog wore his new coat and skipped down the road.** Skills questions could include: What time of year was it? (Winter – the dog has a coat) What mood is the dog in? (Happy - he is skipping) Is his owner a good dog owner?
- ★ Pre-teach vocabulary and the text context. Pre teach vocabulary Over learn vocabulary linked to topic/text.
- ★ Highlight the keyword in the question and the key word/information in the text to support the pupil in making links.
- ★ Rehearse skimming and scanning skills to locate keywords in a text.

- ★ Develop text marking skills to aid efficient navigation and location of information.
- ★ Encourage the pupil to reproduce the information that they have read in an alternative format such as a table, mind-map or diagram to encourage processing.

Communication and Interaction

Social interaction
Communication



- ★ Introduce specific my turn/your turn activities so that the pupil can work collaboratively with another to complete a task
- ★ Teach inference skills explicitly in context. 'It is hot in here.' What might that mean I need you to do to help?'
- ★ Always give a clear role/purpose in group work. Provide a brief check-list of what that role looks like/involves
- ★ Model 'wondering aloud': 'I can see that Daniel has tears in his eyes. I wonder if this is because he is sad. I will go and see if I can help him.'
- ★ Give the pupil a clear role such as listener/speaker and signpost the information that they need to collect
- ★ Surround with positive peer role models and explicitly narrate their behaviours.

Verbal/non-verbal
Communication





- ★ Use partner talk strategies if the child has a peer or adult that they can talk to.
- ★ Visuals to support instructions and understanding
- ★ Use of Makaton signing if appropriate
- ★ Being aware of children's non-verbal communication such as gesture and body language
- ★ Objects of reference to aid understanding and routine

Receptive and
Expressive language





- ★ Introduce pre- teaching of targeted subject specific
- ★ Provide opportunities for overlearning vocabulary
- ★ Make vocabulary mats available as a table top resource with supporting visuals
- ★ Support the pupil to create a personalised vocabulary bank/dictionary containing visual supports.
- ★ My turn/ your turn approach to learning new vocabulary and definitions


<p>Attention</p> 	<ul style="list-style-type: none"> ★ Share a text/book e.g. use stories with rhyme or repeating phrases for the child to join in with, leave a gap for the child to fill in etc. ★ Sit the child near the front and make frequent eye contact. Consider who they are sitting next to (positive peer role model) ★ Reduce language. Keep instructions as short as possible. Break them into small steps and give one at a time. ★ Give a synopsis of what is to come, 'this is about a girl who..' ★ Reduce visual and noise distractions ★ Gain attention through saying child's name before giving instructions
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<p>Listening</p> 	<ul style="list-style-type: none"> ★ Read aloud function on MyOn ★ Use of immersive reader to read texts aloud ★ Allow child extra time to process the language they are being told. ★ Give the child a question to ask prior to the lesson or give them an answer to a question that will be asked during the lesson. This can promote active listening. When first introduced make sure you ask the question early in the lesson, slowly, this time can be extended. ★ Think about seating plan to minimise distraction
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Social, Emotional and Mental Health

<p>Regulation</p> 	<ul style="list-style-type: none"> ★ Feelings charts ★ Staff trained in emotions coaching ★ Safe spaces for withdrawal ★ 5-point scale charts used ★ Emotions cards ★ Sensory diet and use of sensory manipulatives
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<p>Self Esteem</p> 	<ul style="list-style-type: none"> ★ Encourage other pupils to compliment the target pupil. This can be introduced whole class via peer marking approach. ★ Openly acknowledge and model that it is okay to make mistakes. During adult led activities role play making a mistake and talk through how to recover. ★ Scaffolded learning where pupils can succeed ★ Having clear success criteria so pupils can recognise success ★ Task management boards ★ Visual timetables
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<p>Anxiety</p> 	<ul style="list-style-type: none"> ★ 1:1 or small group reading/talk partners to help build confidence ★ Task management boards ★ Visual timetables ★ Use of timers ★ Worry monsters/jars/wellbeing-emotions plaques ★ 5-point scale charts used ★ Mindfulness activities ★ Show pupils the book they will be reading before the lesson and make real life connections or connections with books they have already read.
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<p>Resilience</p> 	<ul style="list-style-type: none"> ★ Re-read familiar texts ★ Growth mindset approach ★ Structured and repetitive sequences of lessons ★ Visual timers ★ Visual timetables ★ Task management boards ★ Modelling making mistakes
<p>Self-confidence</p> 	<ul style="list-style-type: none"> ★ 1:1 or small group reading to help build confidence ★ Re-read familiar texts ★ Growth mindset approach ★ Structured and repetitive sequences of lessons ★ Visual timers ★ Visual timetables ★ Task management boards ★ Modelling making mistakes
<h2>Physical and/or Sensory needs</h2>	
<p>Fine Motor Skills</p> 	<ul style="list-style-type: none"> ★ Use of alternative methods of recording including mind maps, use of IT/immersive reader and dictation ★ Pencil grips ★ Writing slopes ★ Enlarged writing lines ★ Different writing tools e.g. larger pencil
<p>Gross Motor Skills</p> 	<ul style="list-style-type: none"> ★ Include large gross motor gestures/actions as a support for remembering key content information or subject specific vocabulary. ★ Writing slopes ★ Adaptive seating e.g. wobble cushion, physio chair ★ Use of drama and role play to act out texts read
<p>Hearing impairment</p> 	<ul style="list-style-type: none"> ★ Provide a note taker (adult or peer) to record key information ★ Include opportunities for repetition in lesson time. ★ Appropriately placed seating within the classroom ★ Use of hearing loops etc – if appropriate ★ Reduced background noises within the class e.g. fans, radiators etc ★ Pre teach of vocabulary ★ High level of visual support for the spoken word ★ Use of subtitles if watching video stimulus

Visual Impairment



- ★ Consider producing materials for all pupils in an accessible font size (at least 14 point) and typeface (eg Arial) to reduce the amount of modification needed.
- ★ Provide electronic copies of resources for older pupils so they can put them into their preferred format themselves on their own computers.
- ★ Allow work to be completed on electronic device and written feedback to be given in the same way
- ★ Offer coloured overlays and printed materials on pastel coloured paper
- ★ Increase line spacing (at least 1.5)
- ★ Ensure hand outs are uncluttered

Sensory processing



- ★ Explore the use of different coloured overlays
- ★ Ensure texts are presented clearly and uncluttered
- ★ Use of sensory stories
- ★ Multi-sensory approaches to reading e.g tapping out sounds, forming phonemes in different textures (sand, shaving foam etc)
- ★ Recognise support needed for different sensory aspects e.g. a child with a visual sensory need would benefit from reduced visuals within their text/on the flipchart etc. A child with an auditory sensory need may benefit from sitting near the door so that they can withdraw from the room if the noise level gets too high.
- ★ Individualised sensory timetables with regular sensory breaks to reduce sensory arousal
- ★ Story sacks and props representing the characters
- ★ Have sensory resources available that will support focus and meet sensory needs – ear defenders, wobble cushions, fiddle toys, chewellery, sensory boxes