

## Potential barriers and possible strategies to overcome these for learners with SEND in reading

	Cognition & Learning	Communication & Interaction	Social, emotional & mental health	Physical, sensory & medical
Examples	<p>Includes specific learning difficulties e.g. dyslexia</p> <p>This applies to pupils working 'significantly below year group expectations' e.g previous KS</p>	<p>Disordered language development</p> <p>Speech disorders</p> <p>Social interaction difficulties, including ASC</p>	<p>May struggle with emotional awareness/regulation, lack social skills.</p> <p>Anxiety around writing which impacts resilience and self-esteem.</p> <p>Selective mutism.</p>	<p>Visual/hearing impairments</p> <p>Physical disabilities</p>
Potential barriers to learning in reading	<p>Processing speed.</p> <p>Recall of rules linked to spelling and grammar.</p> <p>Struggles to apply known rules in different contexts.</p> <p>Problems accessing stimulus texts.</p>	<p>Problems with abstract scenarios suggested in reading units eg. fictional worlds.</p> <p>Inability to verbalise/explain their thoughts.</p> <p>Possible sensory issues when writing answers to comprehension questions.</p> <p>May struggle to record learning.</p> <p>Struggle to understand or apply new language. Especially in different contexts.</p>	<p>The speed of some parts of lessons may produce anxiety.</p> <p>The use of timers and timed tests.</p> <p>Anxiety related to putting pen to paper- feedback is not as instant as other subjects when it comes to writing.</p> <p>Anxiety about sharing their answers.</p> <p>May get embarrassed to perform drama.</p>	<p>May be unable to hold a pencil.</p> <p>May have weakness in their gross or fine motor skills could mean they struggle with handwriting when recording answers.</p> <p>Visual impairment may make it hard for them to read a text.</p>

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			Content of text may be emotionally triggering.	
<p><b>Suggested strategies and support</b></p>	<p>Staff understand that a fluent reader isn't always an able reader therefore phonics is a focus alongside comprehension.</p> <p>Teacher lead reading sessions happen daily and are supported by film clips/ visuals where possible.</p> <p>Using colour can help eg. Think about lesson based on retrieval- underlining the evidence in different colours. Also show colourful semantics cards.</p> <p>Give them opportunities to be independent- can they scaffold for themselves? Eg. Breaking instructions down in a question.</p> <p>Small steps of learning used and taught through skills week.</p>	<p>Small steps of learning used (mini plenaries to give instant feedback).</p> <p>Lessons broken into manageable chunks (teacher model, shared practice, individual practice, plenary, repeat) - frequent brain breaks.</p> <p>Familiar, repeated lesson format (as structure above).</p> <p>Children with ASD may struggle with inference therefore repeated specific teacher is given to this. This should be done orally as well as in a written format.</p> <p>Teacher to model answering comprehension style questions</p>	<p>Rather than using a countdown timer, we might use a stop watch where they write down their time when they finish.</p> <p>Drama techniques and role play can help them eg. Practicing eye contact in a pre-planned activity.</p> <p>Use of open-ended questions.</p> <p>WABOLLS to encourage the idea that all work can be improved and edited.</p> <p>Written feedback is concise and most feedback is given on the spot, verbally.</p> <p>Small steps of learning used (mini plenaries to give instant feedback).</p>	<p>Light pastel coloured backgrounds are used on flips and power points.</p> <p>Overlays are used in lessons and are sent home so children can practice with them at home.</p> <p>Children's work is printed on coloured paper where needed.</p> <p>Texts can be printed in a larger size.</p> <p>WAGOLLS on wall should be readable from the back of the room.</p> <p>Comic sans text is used on all flips.</p>

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	<p>Widgit sheets used to aid spelling and spark ideas.</p> <p>Lessons broken into manageable chunks (teacher model, shared practice, individual practice and application followed by feedback).</p> <p>Learning is adapted to go off the curriculum needed for the individual child (eg. if working at Year 2 level in Year 4 their work should be planned and assessed against Year 2 expectations).</p> <p>Delivering instructions one by one.</p> <p>Flexible pairings and groupings to allow some peer support and independence.</p> <p>Visual scaffolds eg. colourful semantics.</p>	<p>and children to practice this daily.</p> <p>Children are given thinking time and can verbalise their answers before writing them down. Sound buttons may be used for this.</p> <p>Frequent recapping of knowledge and skills.</p> <p>Delivering instructions one by one.</p> <p>Use of colourful semantics.</p> <p>Dialogic lessons are taught with reference to the Tower Hamlets sentence stems. Progression document is used for this. Staff have been trained on this approach.</p> <p>Talk rules are displayed and referred to within the classroom.</p>	<p>Praise is specific to the LI that is needed to be achieved.</p> <p>Lessons broken into manageable chunks (teacher model, shared practice, individual practice, plenary, repeat)</p> <p>Working walls are used and referred to as a tool to help us be independent.</p> <p>4Bs (brain, board, buddy, boss) is used so children are encouraged to be independent and so they know they will be supported.</p> <p>Flexible pairings and groupings to allow some peer support and independence</p> <p>Delivering instructions one by one.</p> <p>Before drama is used, try hot seating/ conscience alley/ freeze frames and build up to</p>	<p>Seating plans are thoughtful and should reflect the child's individual needs.</p>
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	<p>Overlays used where needed.</p> <p>Link language to experiences wherever possible, be this first hand, in film or linked to a picture.</p> <p>When introducing a text consider a pre read- highlight any words that are unfamiliar. 3 min activity but can make a difference. Also shows it is ok not to know things straight away. Could add these to the working wall.</p> <p>Involve children in class discussion and expose them to new language.</p> <p>Phonics teaching also gives reference to comprehension as well as word reading.</p> <p>Brain breaks are given.</p>	<p>When new language is introduced, children have chance to use it in different contents, have visual clues and have chances to use it orally before writing it. Teaching and pupil voice focusses on children being able to apply it in different contexts.</p> <p>Use of Word Maps (recommended SaLT strategy for children with DLD).</p> <p>Children use the A, B, C, D posters and use 'vote with their feet' to build up to verbalising their thoughts in oracy sessions linked to the class text.</p> <p>Working walls display tips and reminders of reading skills.</p>	<p>this over time eg. inferring a character's feelings.</p> <p>Do not force children to perform to the whole class if this is going to be a trigger. Could they perform to a group/ be filmed instead?</p> <p>Be sensitive to children's individual circumstances. Where a text has the potential to be triggering, prepare them for this through the support of a TA beforehand and don't refer to their personal situation in whole class teacher. Keep the focus linked to the characters and the context.</p>	
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