

SEND – READING

Our Curriculum INTENT	At Fairlands, we prioritise early reading as a gateway to lifelong learning. The ability to read is fundamental to pupils’ development as independent learners. Reading is at the heart of an enriched curriculum, which inspires and engages all children to read with fluency, accuracy, understanding and enjoyment. Pupils orchestrate a range of strategies: drawing on knowledge of context and grammatical knowledge; applying phonic knowledge and skills; applying graphic knowledge and developing word recognition. Reading development is closely related to that of writing, for it is by reflecting upon and talking about the texts they encounter that pupils come to understand how writers write and the special relationship, which exists between author and reader. It is through their critical and imaginative engagement with texts that pupils’ reading of fiction, poetry and non-fiction texts enables them to make sense of the world and their place within it.			
Areas of Need	Cognition and Learning <i>Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate adaptive teaching. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) and Specific Learning Difficulties (SpLD) encompassing a range of conditions including dyslexia, and dyscalculia.</i>	Communication and Interaction <i>Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Autistic children are likely to have particular difficulties with social interaction.</i>	Physical and sensory <i>Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided and they may require additional ongoing support and equipment to access all the opportunities available to their peers. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support.</i>	Social Emotional and Mental Health <i>Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.</i>
Barriers	- Recall of instructions - Use of specific language - Delay between instruction and task results in forgetting - Accessing learning due to poor literacy, processing or cognitive skills	- Children may struggle to communicate their view and express opinions - Language and understanding difficulties - Sharing space and equipment with others - Working in a group - Challenges with inferencing	- Recording information - Difficulty in hearing instructions from teacher/peers - Difficulties when tracking texts	- Difficulty in taking turns and sharing (‘air-time’) - Difficulty with not succeeding - Children who struggle may become upset/angry/withdrawn particularly in subject areas they find more difficult

		• Lack of understanding of colloquialisms and idioms		
Provision	• Key words displayed and introduced prior to lesson • Use of shorter/less complex sentences in resources given • Pictorial representation • Constant retrieval opportunities and reinforcement • Reduction in verbal instruction • Use of videos, songs and photographs to aid recall • Writing frames and sentence stems available • Provide modified version • Use of voice recording • Relevant choice of program • Word/definition bank • Coloured paper and 'white'boards • Coloured overlays	• clear structure of lesson with minimal periods of inactivity • safe space and safe people identified for learning • Pre-teaching and consistency of rules and expectations • Writing frames and sentence stems available • Discuss answer with a partner first to allow processing time • Alternative ways of expressing views e.g. white board, filmed on iPad • Ensure any written information is also explained verbally • Use of simple instructions – small steps with modelling • Visual aids and dual coding • Own set of equipment where possible • Specific teaching of idioms and abstract language	• positioning in learning space • use of communication in print/signals • visual modelling • instruction in classroom before lesson • audio equipment • Provide additional ways to record info(video/ICT etc) • peer support • specialist and adapted equipment • Use of online resources to enable zoom in/out • Enlarged resources • Simplification of resources • Pre-prepared resources eg ready cut out images	• Specific rules and expectations • Work on resilience • Time out/movement breaks • Have clear expectations of group work • Ensure consistency • Own set of equipment where possible • Ensure content being used in lesson is considered and approached in a sensitive manner • Therabands on chair legs • Adapted seating styles e.g. standing station, gym ball, wobble cushion • Use of fiddle toy • Use of stories to put learning into real life context • Access to a safe space
Adaptive teaching key points • Think STEP – Space, Task, Equipment, People • Pre-teach vocabulary e.g. whilst getting equipment out • Re-cap vocabulary and skills e.g. whilst putting equipment away at the end of the lesson • Celebration of disabled key people in the field can show all pupils what is possible – without this, there is a risk of exclusion • Clarity of instruction, explanations and modelling are crucial • Ensure resources are suitable for all • Motivation is vital to bring about engagement – if it feels too hard or too easy it will not be motivating • For many pupils with SEND, it is often the recording of the content rather than the content itself which provides the greatest level of challenge in lessons and this should be addressed in the planning and preparation for lessons.				

