



<b>CURRICULUM INTENT</b> The National and Early Years Foundation Stage Curriculum in England Commitment to the UN Global Action on Climate Change	<b>PERSISTENCE</b>		<b>RESPECT</b>		
	KNOW YOURSELF <b>Resilient Individuals</b>	MAKE EXCELLENT PROGRESS <b>Respectful Communicators</b>	ENJOY BEING ACTIVE <b>Healthy Advocates</b>	CELEBRATE DIFFERENCE AND DIVERSITY <b>World Citizens</b>	MAKE A DIFFERENCE <b>Environmental Ambassadors</b>
	Children to show resilience; to be able to approach challenges positively in all areas of life. To be independent and reflective learners, utilising these skills to enable a positive future.	Children to be effective communicators, interacting with confidence in a variety of situations. To be respectful and respond to others in a meaningful way.	Children to live healthy and active lifestyles. To promote positive, physical and mental health that will help to provide a strong foundation for their future.	Children to have a sense of their own belonging within the local, wider and global communities. To show a deep respect for the diversity of our world.	Children to have an experience-rich practical understanding of the environment. To show they care about the management and sustainability of our planet.
	STAND ON YOUR OWN TWO FEET	WORK WELL TOGETHER	DREAM BIG	EXPLORE AND CONTRIBUTE	EMBRACE THE OUTDOORS
	<b>KINDNESS</b>		<b>ASPIRATION</b>		<b>Wild Talk</b>

Learning to live, living to learn

## Strategies for supporting pupils with Special Educational Needs and Disabilities in **Phonics** lessons

Individual Need	Here's how we can help everyone learn...
<b>Attention Deficit Hyperactivity Disorder</b>	<ul style="list-style-type: none"> <li>• Using a non-confrontational approach and listening to the individual child will help reduce their heightened arousal.</li> <li>• Structured RWI lessons allow children to predict what will happen in a formal sequence with consistent rules and phonics routines that do not differ from one group to another.</li> <li>• Visual prompts are used for writing by using green or red word cards and pictures from the text alongside the spoken word.</li> <li>• Paired reading gives children support from a positive role model to help with focussed reading.</li> <li>• Ensure the child is positioned so that the teacher has easy access for support.</li> </ul>
<b>Anxiety</b>	<ul style="list-style-type: none"> <li>• Where possible the child is taught by a well known adult whom they have already established a trusted relationship with.</li> <li>• Allow the child to be involved when choosing a partner for the reading part of the session- this will remain the same each day.</li> <li>• The child is in the same seat everyday and is pre-warned if the seating plan needs to change for any reason.</li> <li>• Avoid asking direct questions; instead, questioning is used on a 1:1 basis where the adult has established that trust with the child.</li> </ul>

	<ul style="list-style-type: none"> <li>• Where possible, children are prepared in advance when there is a change in a member of staff.</li> <li>• Specific children with issues around toileting e'g the hand dryer have the opportunity to use a toilet they are familiar with.</li> </ul>
<b>Autistic Spectrum Disorder</b>	<ul style="list-style-type: none"> <li>• Children are encouraged to sit where they feel the most comfortable in the classroom. Where possible, this seating plan is not altered unless the child is happy and involved in the process.</li> <li>• Extra processing time is given an on the spot questioning is avoided.</li> <li>• Children are allowed to read on their own if it is too challenging for them to read with a partner.</li> <li>• Planned and unplanned sensory breaks are permitted throughout the lesson.</li> <li>• There is always an available adult for a 'change of face' if needed.</li> </ul>
<b>Dyscalculia</b>	<ul style="list-style-type: none"> <li>• Children have access to their own whiteboard in the session, rather than copying from a class board.</li> <li>• Review words and sounds are taught daily alongside a speed sound lesson. This enables children to process, store knowledge in long term memory and recall more easily.</li> </ul>
<b>Dyslexia</b>	<ul style="list-style-type: none"> <li>• Children are taught in differentiated groups.</li> <li>• There is no pressure put on individual children to read aloud in front of the class.</li> <li>• Personalised colour overlays can be used; these are readily available.</li> <li>• RWI books have a consistent print over all levels.</li> <li>• There is a huge focus on learning new vocabulary for all.</li> <li>• Questions are read to the child.</li> </ul>
<b>Dyspraxia</b>	<ul style="list-style-type: none"> <li>• Rules and systems are clarified, using ambiguous language.</li> <li>• Opportunity is given to move around between bursts of learning.</li> <li>• We ensure that the partner reader is sensitive to the needs of the child and knows confidently what they are doing.</li> <li>• The reading lesson is broken down into key component parts and the teacher prompts these.</li> </ul>

	<ul style="list-style-type: none"> <li>• There is plenty of space between readers to enable the child to concentrate on their own reading.</li> <li>• The parts of the reading lesson are clearly demonstrated and children used the partner one and partner two approach.</li> </ul>
<b>Hearing Impairment</b>	<ul style="list-style-type: none"> <li>• Careful consideration is given to seating, with individual considerations made discretely and not publicly.</li> <li>• Written materials are provided in addition to teacher talk.</li> <li>• Only one person is encouraged to speak at a time.</li> <li>• There is space provided by the child at the front of the classroom with an unobstructed line of vision.</li> <li>• The teacher leading the lesson discretely checks in regularly with the child to check they are hearing and understanding.</li> </ul>
<b>Toileting Issues</b>	<ul style="list-style-type: none"> <li>• Children are allowed to leave the classroom discretely and without needing to get permission.</li> <li>• Toilet passes are used for children to communicate that they need to leave.</li> <li>• Positioning in the classroom allows the child to sit near the door so they can leave easily.</li> </ul>
<b>Cognition and Learning Challenges</b>	<ul style="list-style-type: none"> <li>• Time is given to answer questions, process and formulate answers.</li> <li>• The opportunity is given for reading to be physically demonstrated rather than getting the children to solely rely on verbal instructions.</li> <li>• Specific, targeted praise is given so the child knows what they are doing well.</li> <li>• Support is given when managing peer relationships effectively. The child is involved in the process of choosing a partner reader.</li> <li>• Instructions are simple.</li> <li>• Children are supported appropriately to address any mistakes that have been made.</li> </ul>
<b>Speech, Language and Communication Needs</b>	<ul style="list-style-type: none"> <li>• Speech sounds are modelled by the class teacher where there are misconceptions. Children are not held back by difficulties in pronouncing speech sounds; they are still able to progress through the phonics scheme once they know the individual sound by sight.</li> </ul>

	<ul style="list-style-type: none"> <li>• New vocabulary and sounds are discussed during the 'Fred Talk' stage of the lesson and put into context.</li> <li>• Language is purposefully kept simple and consistent throughout the sessions</li> <li>• Closed questions are used when exploring comprehension, which only require a yes or no answer.</li> </ul>
<b>Tourette Syndrome</b>	<ul style="list-style-type: none"> <li>• Emotional reactions are filtered and we listen and respond with support and understanding</li> <li>• Children are never asked to stop their tics</li> <li>• Where vocal tics are prominent, children are not asked to read aloud as we are understanding that they may be reluctant to do this.</li> <li>• There is a clear structure to the lesson.</li> <li>• Although children are encouraged to listen, teachers are aware that at times tics inhibit auditory processing. It is never assumed that the children is intentionally not listening.</li> </ul>
<b>Experienced Trauma</b>	<ul style="list-style-type: none"> <li>• When children arrive late to phonics, a non-confrontational, trauma informed approach is used to welcome the child.</li> <li>• Positive self-talk is modelled when reading.</li> <li>• Mistakes are seen as a positive part of learning.</li> <li>• A predictable environment with clear expectations for behaviour is provided.</li> </ul>
<b>Visual Impairment</b>	<ul style="list-style-type: none"> <li>• Careful consideration is given to seating, with individual considerations made discreetly, not publicly.</li> <li>• Large font materials are provided in addition to teacher talk.</li> <li>• There is space provided for the child at the front of the classroom.</li> <li>• The teacher leading the lesson discreetly checks in regularly with the child to check their understanding.</li> </ul>