



Reading

	Hearing impairment	Visual impairment	Dyspraxia (fine/gross motor)	Memory/ processing	ASD	ADHD	Cognition	SEMH
Barriers identified by subject leader/ SENDCo/ class teacher	Hearing distinctions between sounds Difficulty hearing instructions	Reading text	Following the text	Recall of instructions Use of specific/ unfamiliar vocab	Understanding what is happening	Being able to stay focused	Difficulty in comprehending what is happening	Finding 1-1 and small-group work challenging
Solutions identified by subject leader/ SENDCo/ class teacher	Signing Various ways of delivering instructions Amplification of sounds Address acoustics Visual prompts	Enlarged texts Overlays Sound buttons Braille Audio texts	Pairing with another child in guided reading or sitting next to the teacher Helping child to track text when reading 1-1	Written/visual instructions Pre and re-teaching	Talking together about what is happening	Keeping sessions fast paced and active	Discussing text while reading	Allowing them to sit next to own choice of child in guided reading
<ul style="list-style-type: none"> • Variety in methods of individual and group reading • Keeping sessions engaging • Grouping children sensitively 								

Please consult the SENDCo directly about identifying barriers and solutions for pupils with physical special needs, e.g. muscular dystrophy, cerebral palsy, chronic asthma and epilepsy