

Oakdene Primary Academy



SEND Provision in Reading

Cognition & Learning

Communication & Interaction

Learning Challenges	Provision	Learning Challenges	Provision
<ul style="list-style-type: none"> Poor working memory-difficulty recalling key events & details about the text. Difficulty in sequencing. Slow processing speed. Accessing reading/written work. 	<ul style="list-style-type: none"> Use of shared, paired & teacher modelling reading to develop understanding of the text & maintain enjoyment. 'Book Walkthrough' to discuss pictures & what is happening before any reading. Re-reading & repetition to support recall. Use of discussion & a scribe to collect & capture key 	<ul style="list-style-type: none"> New vocabulary across a range of genres. Lack of reading fluency. Auditory processing difficulties. Limited ability to relate to a text/empathise with the characters. 	<ul style="list-style-type: none"> Pre-teach the vocabulary before reading the text. Use of echo reading to develop fluency. Use of precision teaching. Repetition of key learning. Provide a 'Hook' e.g. prop linked to text/topic based/ trip/experience led to support discussions.

Physical and/or Sensory

Social, Emotional & Mental Health

Learning Challenges	Provision	Learning Challenges	Provision
<ul style="list-style-type: none"> Unable to use specific senses to connect with the learning - difficulty making connections. Difficulty following the text when reading/being read to. Visual Impairment. 	<ul style="list-style-type: none"> Multisensory strategies used e.g. clap to tap out sounds, Jolly Phonic actions/Phoneme Fingers to support with phonics, drawing words in different mediums e.g. sand. Use of a ruler/pointer to track text with I-I correspondence. Large print texts. Use of audio texts via myON. 	<ul style="list-style-type: none"> Lower reading ZPD - low self-esteem & books not of interest or developmentally age/appropriate. Significant difficulty in acquiring basic literacy skills - feeling & fear of failure. Lack of enjoyment of reading & reduced motivation. Reading stress due to lack of accuracy, low reading rate & limited comprehension. 	<ul style="list-style-type: none"> A range of different texts used to match the varying interests of the class. Collaborative learning e.g. Talk Partners, Paired Reading/Reading Buddies. Small reading groups - work at the right level with appropriate challenge for the individuals. Use of audio books via myON and teacher reading daily to promote reading for pleasure & all children have access to a challenging text.

Communication
& Interaction

SPLD e.g. Dyslexia
Moderate Learning Difficulties
Severe Learning Difficulties
Profound & Multiple learning difficulties



SEND
Areas of Need

Cognition
&
Learning

Dyspraxia
Physical Disability
Visual Impairment
Hearing Impairment
Multi-Sensory Impairment
Sensory Processing Disorder

Sensory and/or
Physical Needs

Social, Emotional &
Mental Health
Difficulties

Autism Spectrum Disorder (ASD)
Speech, Language & Communication Needs (SLCN)

Attention Deficit Hyperactivity Disorder (ADHD)
Attention Deficit Disorder (ADD)
Oppositional Defiance Disorder (ODD)
Depression
Anxiety
Eating Disorders
Self Harm
Behavioural, Emotional and Social Difficulties (BESD)