



Barriers to and solutions for Engagement, Progress and Achievement in Reading-

Clarity of instruction, explanations and modelling are crucial
Ensure that the most important aspect of learning is made clear – cognitive load theory is relevant for all pupils with SEND both in terms of what pupils see and hear and are expected to learn
Use of word banks support understanding of new vocabulary for all children

	Hearing Impairment	Visual Impairment	Dyspraxia (fine/gross motor) Physical Impairment	Memory/processing	ASC/ADHD	Speech and Language	Cognition	SEMH
Barriers	<p>Hearing distinctions between sounds</p> <p>Unable to speak or read with fluency</p> <p>Difficulty in hearing instructions</p> <p>Filtering noise to hear what is important</p> <p>Low self-esteem</p> <p>Difficulty with comprehension due to poor prosody</p>	<p>Seeing and reading text</p> <p>Struggle to read text on the board or on flashcards and whiteboards</p> <p>Difficulty with background colours</p> <p>Difficulty safely moving to group work without one to one adult support.</p> <p>The need for bespoke resources</p>	<p>Difficulty following with a finger</p> <p>Eye tracking weakness</p> <p>Sequencing and organising</p> <p>Missing out or combining words</p> <p>Reluctance to read aloud</p> <p>Limited concentration and comprehension</p> <p>Speech difficulties and phonological processing</p>	<p>Recall of instructions</p> <p>Use of specific or unfamiliar vocab</p> <p>Comprehension problems and ordering stories</p> <p>Unable to correctly recall sounds and words quickly enough for fluency.</p>	<p>Decoding words</p> <p>Phonics, they may not be able to blend and need whole word reading</p> <p>Comprehension especially inference and deduction</p> <p>Concentrating long enough to sustain understanding</p> <p>Comprehension misconceptions beyond the literal</p>	<p>Unable to be understood when reading with others</p> <p>Poor pronunciation leading to poor understanding</p> <p>Unable to use distinguish some alternative or similar phonemes</p>	<p>Dyslexia barrier affecting progress in all subjects</p> <p>Difficulties with decoding</p> <p>Word reading is too slow to allow good understanding</p> <p>Anxiety and lack of confidence</p> <p>Excessive intervention times could prevent access to subjects they may flourish in</p>	<p>Confidence and self-esteem</p> <p>Unable to focus</p> <p>May not want to read</p> <p>Excessive intervention times could prevent access to subjects they may flourish in</p>

	Unable to hear other children read with poor projection		Difficulties moving around Difficulty using smartboard		Unable to apply empathy to reading Presenting with good automaticity but not prosody			
Solutions	<p>Adult and child signing if needed</p> <p>Amplification of sounds</p> <p>Ensure class acoustics are good</p> <p>Vocab lists.</p> <p>Explanations and dictionaries so words can be revised</p> <p>Well thought out position within the class</p> <p>Use simple and repetitive instructions</p> <p>Ensure mini-mic is working and check hearing aids daily</p>	<p>Ensure child is seated for maximum learning</p> <p>Enlarged texts of individual and group reading books and overlays</p> <p>Use of sound buttons in all phonics teaching</p> <p>Audio texts</p> <p>Technology for recording</p> <p>Use whiteboard</p> <p>Use of Braille if needed</p> <p>Separate screen or mirrored iPad</p>	<p>Intervention of phonics</p> <p>Sensitivity when asking to read in front of group or class</p> <p>Support with tracking text</p> <p>Bespoke comprehension teaching</p> <p>Interventions always in the same place</p> <p>Use of iPad to mirror smartboard to limit moving around</p>	<p>Written/visual instructions</p> <p>Pre and catch up teaching</p> <p>List instructions and order pictorially</p> <p>Repetitive whole word recognition lessons</p> <p>Memory games to improve general memory</p> <p>Ordering and sequencing activities</p>	<p>Whole word recognition alongside phonics</p> <p>Regular breaks when reading</p> <p>Adult support to regularly discuss what they have read</p> <p>Comprehension practice focus on inference</p> <p>Precision teaching depending on need</p> <p>Use of a fidget toy</p> <p>Alternative seating such as wobble cushion</p>	<p>Allow opportunities to read one to one as often as possible</p> <p>Ensure reading is not a 'speech' lesson</p> <p>Discuss what they have read to ensure understanding without affecting fluency</p> <p>Focus on speech and pronunciation separate to reading</p>	<p>Robust catch up programme</p> <p>Read aloud to the child daily to develop comprehension</p> <p>Close adult support</p> <p>Precision teaching of phonics, whole word recognition and comprehension</p> <p>Use of coloured paper or overlays</p>	<p>Ensure that some books are of interest</p> <p>Support with reading if needed (shared/paired reading)</p> <p>Movement breaks</p> <p>Short tasks and achievable success</p> <p>Reading never to be punishment •</p> <p>Allow them to see the potential that reading has to their self-esteem and as an outlet for their emotions</p>

	Additional phonics and spelling input if needed	Speak directly to child Well organised displays Interventions always in the same place Budget for purchasing larger texts			Planned movement breaks Ensure that some books related to specific interest			
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