


Phonics	Strategies for Supporting Children with SEND at Sandy Hill Academy 	
Area of Need...	How we support our pupils to succeed...	
Communication and Interaction	<ul style="list-style-type: none"> • Rules and systems are clarified, using unambiguous language. • Opportunity is given to move around between bursts of learning – Shuffle Time. • The lesson is broken down into key component parts and the teacher prompts these. • There is plenty of space between learners to enable the child to concentrate on their own learning. • The parts of the lesson are clearly demonstrated. • 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. • New vocabulary is discussed and put into context. • Language is purposefully kept simple and consistent throughout the sessions. 	
Cognition and Learning	<ul style="list-style-type: none"> • 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. • Extra processing time is given and on the spot questioning is avoided. • Planned and unplanned sensory breaks are permitted throughout the lesson. • Children have access to their own whiteboard in the session, rather than copying from the class board. • Review words are taught alongside new knowledge. This enables children to process, store knowledge in long-term memory and recall more easily. • Children are taught in keep up / catch up groups or 1:1 if needed. • There is no pressure put on individual children to read aloud in front of the class. • Little Wandle resources have a consistent print. • There is a huge focus on learning new vocabulary for all. • Time is given to consider, process and formulate an answer. • The opportunity is given for reading to be physically demonstrated rather than getting the child to solely rely on verbal instructions. • Specific, targeted praise is given so the child knows what they are doing well. • Instructions are simple. • Careful consideration is given to seating, with individual considerations made discreetly and not publicly. • Large font materials are provided in addition to teacher talk. • There is a space provided for the child at the front of the classroom. • The teacher leading the lesson discreetly checks in regularly with the child to check their understanding. 	
Social Emotional and Mental Health	<ul style="list-style-type: none"> • Where possible, the child is taught by a well known adult whom they have already established a trusted relationship with. • The child is in the same seat every day and is pre warned if the seating plan needs to change for any reason. • Avoid asking direct questions; instead, questioning is used on a 1:1 basis where the adult has established trust with the child. • Where possible, children are prepared in advance when there is a change in staff member. • Emotional reactions are filtered and we listen and respond with support and understanding. • Children are never asked to stop their tics. 	

	<ul style="list-style-type: none"> • Where vocal tics are prominent children are not asked to read aloud as we are understanding that they may be reluctant to do this. • There is a clear structure to the lesson. • Although children are encouraged to listen, teachers are aware that at times tics inhibit auditory processing, it is never assumed that the child is intentionally not listening. • If children arrive late to phonics a nonconfrontational, trauma informed approach is used to welcome the child. • Positive self- talk is modelled when reading. Mistakes are seen as a positive part of learning. • A predictable environment with clear expectations for behaviour is provided
<p>Sensory and Physical</p>	<ul style="list-style-type: none"> • Using a non-confrontational approach and listening to the individual child will help reduce their heightened arousal. • Structured Little Wandle 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. • Visual prompts are used for writing by using the word card alongside spoken word. • Ensure the child is positioned so that the teacher has easy access for support. • Careful consideration is given to seating, with individual considerations made inconspicuously and not publicly. • Written materials are provided in addition to teacher talk. • Only one person is encouraged to speak at a time. • There is a space provided for the child at the front of the classroom with an unobstructed line of vision. • The teacher leading the lesson discreetly checks in regularly with the child to check they are hearing and understanding. • Use is made of sensory breaks and resources.