



Helping lights shine for all in Reading

Early career Framework 2022 states that teachers should provide opportunity for all pupils to experience success, by adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations.

Intent –What are we aiming for children with SENs to achieve in this subject?

We believe that reading is the gateway to our children's future. By the time children leave St Luke's CE Academy, they are able to read for enjoyment as well as having an understanding of what they are reading so that they can be successful in everyday life. All pupils have access to a high-quality reading provision and teachers have the same level of ambition for all pupils. Although barriers to learning are considered and scaffolds are put in place, we should not let these limit learners' opportunities -just because they find reading difficult, does not mean they are not exposed to a wealth of varied literature which expands their knowledge, broadens their imagination and develops a life-long enjoyment of reading and books.

We are aspirational in our desire to ensure that all of our children are able to read age-appropriate texts independently at a speed of 90 words per minute by the end of KS1. On a daily basis, our children introduced to a range of ambitious vocabulary with an expectation that they articulate these correctly. Our intent is that all children keep up and do not need to catch up. We are driving this by following the Essential Letters and Sounds phonics scheme and with our ambitious Shared Reading Cycle for year 2 to 6.

Implementation –What amendments are made to the subject in order to help children with SENs to achieve?

Ensuring that students with Special Educational Needs and Disabilities (SEND) have access to reading in primary school is crucial for their overall educational development. Reading is a fundamental skill that opens doors to learning across all subjects. Here are the strategies and considerations we provide for effective SEND support for at St Luke's CE Academy:

- In EYFS and KS1, the ELS phonics scheme follows a 5-week cycle for assessment, allowing prompt intervention to close gaps and to allow children to keep up and not catch up. These interventions are implemented daily and are designed to be time-effective so that pupils with SEND do not miss other areas of the curriculum. Where necessary, children in KS2 who require further phonics intervention continue to follow ELS to ensure consistency and these interventions are inclusive of oral blending, grapheme/phoneme correspondence recognition and blending for reading. Resources are consistent and loyal to the scheme, allowing for repetition and reinforcement.
- Reading books are closely matched with pupils' developing phonic knowledge and SEND pupils are provided with additional books to take home to close gaps that are highlighted through assessment.
- In EYFS and KS1, phonics tasks are sent home which are specific to all pupils' needs and target gaps in phonic knowledge to allow them to keep up with the rest of the cohort.
- ELS resources are used consistently in the classroom and whole school environment school and these are also available on our website so that families can access them at home to further support their children.

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- Visual prompts are also used in all classrooms to further support SEND pupils to develop strategies to decode unfamiliar words.
- Across the school, the children within the lowest-performing 20% in reading, including SEND pupils, read daily with an adult. They receive targeted support with word-decoding and comprehension strategies, focusing attention on their specific reading challenges.
- SEND pupils with specific reading needs have SMART targets identified on their pupil passports which are targeted regularly through precision teaching by a TA or teacher. These are communicated with parents and reviewed regularly.
- Mixed ability groupings support pupils with SEND in reading as they are supported by their peers.
- From Year 2 upwards, daily Shared Reading sessions include fluency practice, allowing all pupils to hear effective teacher modelling strategies and to provide opportunities for pupils to rehearse and improve their own word reading. This also allows staff the opportunity to hear pupils regularly and implement support for SEND pupils.
- During comprehension sessions, children are taught to use 'VIPERS' as strategies to aid the answering of questions across all reading domains. Whilst in whole-class sessions these are taught discretely, teachers assess gaps in these skills for SEND pupils and target these in daily reading sessions to develop these skills and close gaps. Also in comprehension sessions, all questions are discussed in small groups to ensure that all pupils have the opportunity to share ideas and SEND pupils are scaffolded by their peers.
- For pupils who have SEND needs, we explore the use of assistive technology tools where necessary, such as text-to-speech software, *visual prompt tools* to support students in accessing written content. We ensure that reading materials are available in accessible formats, such as large print, braille, or digital, to meet the needs of students with visual impairments or other disabilities.
- Where appropriate, elements or vocabulary which may be confusing / overwhelming are pre-taught ahead of reading sessions to scaffold pupils with SEND.
- St Luke's CE Academy is a literacy-rich environment where students with SEND in reading feel included, valued and supported in all reading activities. A culture of 'Reading for Pleasure' is promoted across the school, with all pupils being exposed to a variety of genres and literature, including books that align with their interests and abilities. Weekly class visits to the school library provide all children with opportunity to take home a book of their choice to suit their interests and share them with their families.
- We maintain open and regular communication with parents or caregivers to discuss students' reading progress, strategies for support at home, and ways to collaborate effectively.
- We provide ongoing professional development for teachers to enhance their skills in supporting students with SEND in reading.

By implementing these strategies and providing individualised support, we can help students with SEND access and develop their reading skills, setting a strong foundation for their academic success and lifelong learning. Regular assessment and communication with pupils, parents, and specialists are vital components of effective SEND support in reading.

Impact – What is the impact of our adjustments upon our children?

Our SEN children develop a love of reading and they experience success across the subject. As a result of the adjustments to our curriculum, SEN children progress at the same rate as their peers (see data sheet). Our children are our voice and here are a few things that they have said about the subject and the culture of reading at St Luke's.

On Mondays, our class goes to the library. I love having quiet time to read.

If I am stuck on a word, I can use my robot arms to help me work out what it says.

This year I have chosen to be a library monitor so I get even more chances to read.

Reading helps me with my writing because it inspires me to use exciting vocabulary.

I like how shared reading links to other areas like history because it helps me to learn more.

I like reading poems and I get to read them in class reading sessions and I like choosing poetry for my library book.

My teacher gives me pages with bigger writing to help me to read.

I love how many non-fiction texts we have read so far this year. They are my favourite.

If I am finding a word tricky, I have strategies to help me to read it.

Practising reading the text again and again helps me to understand it.

My favourite thing about the shared reading cycle is that we get a new text every week. The stages are the same so we know what we're doing each day but each text is different so it's exciting.

My teachers and parents help me to learn tricky words by practising reading them lots in school and at home.