

SEND- Ambition and Access in Reading

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

By the time children leave Forsbrook C of E Primary school 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.

Access– 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 strategies and considerations for providing effective SEND support for reading in a primary school setting:

Early Identification and Assessment:

- Identify students who may require SEND support for reading as early as possible through assessments, teacher observations, and discussions with parents/carers.
- Conduct thorough assessments to determine the specific reading difficulties and needs of each student. This may involve diagnostic assessments, standardized tests, or consultations with specialists.

Personal Plan (IEPs):

- Develop individualized education plans (IEPs) for students with SEND in reading. These plans should outline clear, measurable reading goals and strategies to achieve them.
- Collaborate with special education professionals, parents, and the student (where appropriate) to create and review the IEP termly.

Differentiated Instruction:

- Tailor reading instruction to accommodate diverse reading levels and learning styles.
- Offer a range of reading materials that match students' reading abilities, interests, and comprehension levels.

Phonics and Phonological Awareness:

- Provide explicit instruction in phonics and phonological awareness for students who struggle with decoding and word recognition.

- Use multisensory approaches and activities to reinforce phonics skills.

Comprehension Strategies:

- Teach explicit comprehension strategies, such as predicting, summarising, and making connections, to help pupils with SEND understand and analyse.
- Use visual aids and graphic organizers to support comprehension.
- Scaffolding readily available for children who require it – sentence starters etc.

Assistive Technology:

- Explore the use of assistive technology tools, such as audiobooks, text-to-speech software, and screen readers, to support students in accessing written content.
- Ensure that students have access to appropriate assistive technology devices or resources.
- Keypads available for those who require (dyslexia etc.)

Small Group or One to One:

- Consider providing small group or one-on-one reading instruction for students with more intensive reading needs.
- This personalized approach allows for targeted support and focused attention on specific reading challenges.

Regular Reading Support Sessions:

- Schedule regular reading support sessions for students with SEND to work on reading skills, fluency, and comprehension.
- Monitor progress and adjust interventions as needed.

Accessible Materials:

- 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.

Inclusive Classroom Environment:

- Foster an inclusive classroom environment where students with SEND in reading feel included, valued, and supported in all reading activities.
- Pre-teach elements that may be confusing/overwhelming

Encourage a Love of Reading:

- Promote a love of reading by exposing students to a variety of genres and literature, including books that align with their interests and abilities.

Parent and Carer Engagement:

- Maintain open and regular communication with parents or caregivers to discuss students' reading progress, strategies for support at home, and ways to collaborate effectively.

Professional Development:

- 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.