



SEND – Ambition and Access in Reading

Ambition

What are we aiming for pupils with SEND to achieve in Reading?

We have high aspirations for all pupils with SEND and believe that every child can develop as a reader and make progress within the Reading curriculum. By the time pupils leave Forsbrook C of E Primary School, we aim for them to read with increasing confidence, accuracy and fluency, developing both a love of reading and the ability to understand, interpret and respond to a range of texts.

Reading is a fundamental skill that supports learning across the curriculum and enables pupils to participate successfully in everyday life. A pupil's SEND should not limit their opportunities to access rich and ambitious texts. Through high-quality teaching, appropriate support and carefully planned adaptations, pupils with SEND are supported to become confident, independent readers from their individual starting points.

Access

How do we adapt teaching so pupils with SEND can access and succeed in Reading?

Teaching is adapted through high-quality, inclusive practice, with reasonable adjustments made to meet individual needs. Strategies may include:

- A carefully sequenced reading curriculum that builds progressively on prior learning, developing phonics, fluency, vocabulary, comprehension and reading confidence.
- Early identification of barriers to reading through assessment, observation and ongoing monitoring, allowing teaching and support to be adapted effectively.
- Explicit teaching of phonics and phonological awareness where appropriate, using structured, multisensory approaches to support decoding and word recognition.
- Regular opportunities to practise reading fluency, including repeated reading, guided reading and supported independent reading.
- Explicit teaching of comprehension strategies, including predicting, questioning, summarising, making connections and explaining ideas using evidence from texts.
- Pre-teaching and revisiting key vocabulary to improve understanding and access to increasingly challenging texts.
- Use of visual supports, illustrations, graphic organisers and discussion to support comprehension and meaning-making.
- Access to a wide range of engaging, age-appropriate texts that reflect pupils' interests, experiences and abilities while maintaining high expectations.
- Flexible approaches to demonstrating understanding, including verbal responses, discussion, written responses, creative outcomes or digital methods where appropriate.
- Additional processing time, rehearsal opportunities and targeted support where required.
- Adapted resources and assistive technology, such as audiobooks, text-to-speech tools or digital texts, where appropriate to support independence and access.



- Small-group teaching or targeted intervention where assessment identifies specific reading needs.
- Opportunities for pupils to read alongside peers, discuss texts and develop confidence within an inclusive reading environment.
- Consideration of sensory, communication and visual needs when selecting resources and planning reading activities.
- Positive reinforcement and celebration of progress to develop motivation, confidence and a lifelong enjoyment of reading.
- Effective communication with pupils, families and relevant professionals where additional support or adaptations are required.

Our aim is that every pupil can access a broad and ambitious Reading curriculum, develop confidence and independence as a reader, enjoy a wide range of literature and make meaningful progress from their individual starting points.