



Phonics

SEND inclusion statement

Rationale

South Walney Infant & Nursery School is fully inclusive, aiming to ensure that all pupils achieve their full potential personally, socially, emotionally and academically in all areas of the curriculum. All children, including those with SEND, are offered a broad and balanced curriculum. Lessons are planned with appropriate activities and scaffolding to ensure children are able to access learning at their own level while still being ambitious and challenging to move them forward.

Phonics is a fundamental building block for learning to read and spell. Discrete, daily focused phonics sessions are essential to ensure phonics learning becomes secure and embedded.

Inclusion Education in Phonics

We aim to achieve this through:

- Rigorous, consistent phonics teaching following the FFT Success for All phonics programme.
- Engaging and interactive lessons which are carefully paced.
- Lessons that are planned and resourced well in advance, considering points where some children may struggle to allow for adult guidance accordingly.
- Identifying key graphemes and red words and ensuring these are used repetitively throughout the wider school environment.
- Setting and monitoring achievable targets that challenge the learning capabilities of all children.

We will work towards this by ensuring that:

- All teachers follow the FFT Success for All phonics planning which has been carefully structured with clear progression.
- Teachers identify children that will have difficulties enunciating phonemes accurately and opportunities are planned outside of phonics lessons to model and practise these sounds.
- Children are only asked to read or write words which contain taught GPCs.
- There is plenty of opportunity outside of the lesson for children to apply their new GPC knowledge.
- Seating arrangements for children in the lesson are carefully considered.
- Individual sets of resources are supplied for any children that need them (e.g individual flashcards or enlarged print).
- Key graphemes and red words are displayed in the classroom.
- Specific targeted questioning is used by the teacher to both challenge and support children.
- Children who struggle with self-regulation are given regular movement breaks.
- Children who need extra support, work in carefully selected smaller groups.
- There are regular opportunities in the class for overlearning and regular practise of new graphemes.
- There are regular assessment to identify any children that may have gaps.
- Children in Year One and Two who require additional input can access the 'Lightning Squad' phonics booster intervention program.