



Reading

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.

Reading is a fundamental skill which is required to access all other areas of learning. It is critical in developing key language skills, giving children access to text based learning across all subject areas and developing independence. Reading for pleasure can also result in increased empathy, improved relationships with others and improved emotional wellbeing.

Inclusion Education in Reading

We aim to achieve this through:

- All teachers regarding reading as a high priority
- High quality teaching of reading.
- Including reading in all subject areas.
- Setting and monitoring achievable targets that challenge the learning capabilities of all children.
- Promoting reading at home and supporting parents to develop their own skills.
- Ensuring the children develop a passion for reading.

We will work towards this by ensuring that:

- There are a range of quality texts available to all children in the classroom
- Books read in the classroom are linked to classroom learning and/or the children's interests.
- Reading books are carefully matched to the children's phonics level.
- Adults model reading daily and there are regular shared reading sessions.
- Adults regularly read texts aloud to the children that are above their reading level so they have the opportunity to extend their vocabulary.
- Children who are less confident are explicitly taught and supported to access the reading area.
- Any print/handwriting used is easily decipherable using a clear handwriting or a dyslexia friendly font and text is enlarged for any children with visual impairments.
- Children are exposed to a wide range of genres.
- Children are given the opportunity to self select books to read at home.
- In addition to their phonic reading book, children choose a book above their phonic level to read with an adult at home for pleasure.
- Reading sessions are timetables so they are short but frequent
- Props and visuals are used when necessary to help children understand the story.
- Children who need additional support read more frequently with an adult.
- There are regular assessment opportunities 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.
- Children who need extra support with phonics, work in carefully selected smaller groups for phonics lessons.
- School offer parent workshops to promote reading and support parents with helping their children at home.