

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

We are ambitious for all children with SEND to become confident, successful readers. All pupils have access to high-quality phonics teaching through the Read Write Inc. programme, and teachers maintain high expectations for every child. While individual barriers to learning are recognised and supported, these should not limit pupils' opportunities to develop the decoding, fluency and comprehension skills needed to become independent readers and to access the wider curriculum. We believe that learning to read is the gateway to the wider curriculum and are committed to ensuring that all pupils, including those with SEND, develop the skills and confidence to become lifelong readers.

Access – What amendments are made to the subject to help children with SEND to achieve?**Assessment and Grouping**

- Pupils are assessed regularly and grouped according to their current phonics knowledge, ensuring that teaching is closely matched to their stage of learning and enables success.
- Additional targeted interventions are provided where appropriate to reinforce key phonics skills and accelerate progress. These may be delivered through small-group or one-to-one support, allowing misconceptions to be addressed quickly and providing pupils with additional opportunities to rehearse and consolidate their learning.

Teaching and Learning

- The consistent structure and routines of Read Write Inc. lessons provide predictability and security, helping pupils with SEND to focus on learning rather than managing changes in expectations.

- New sounds and concepts are introduced in small, manageable steps, with frequent opportunities for overlearning, rehearsal and revision to support long-term retention.
- Teachers provide immediate feedback and targeted intervention to address misconceptions quickly and prevent gaps in learning from widening.
- Additional scaffolding, modelling and guided practice are used where needed to support pupils in blending sounds, reading words and developing fluency.

Resources and Technology

- Multi-sensory approaches are used throughout lessons, including visual prompts, oral rehearsal, partner work, magnetic letters, Fred Talk and actions to support memory and understanding.
- Read Write Inc. visual prompts, including Speed Sound Charts and phonics displays, are consistently used across classrooms. These support pupils with SEND by providing a readily accessible reference for sounds, graphemes and pronunciation, helping them to participate confidently and independently in reading and writing activities.
- Reading books are carefully matched to pupils' phonics knowledge, allowing them to experience success and develop confidence as readers.
- Technology is used to support learning and provide additional opportunities for rehearsal and revision. The Read Write Inc. Online portal enables pupils to access phonics videos and resources both in school and at home, helping them to revisit previously taught sounds and concepts and build confidence through repeated practice.

Learning Environment and Relationships

- Positive relationships and a supportive learning environment help pupils to engage confidently and take risks in their learning.
- Flexible grouping and partner work enable pupils with SEND to learn alongside peers, benefiting from modelling, discussion and collaborative practice.

Partnership with Families

- Close communication between teachers, teaching assistants, SEND staff and parents ensures that support is consistent and responsive to pupils' individual needs.
- Daily practice of previously taught sounds, words and reading books supports home-school collaboration and provides additional opportunities for consolidation.