

SEND – Ambition and Access in Reading – KS2

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

We are ambitious for all pupils with SEND in reading. Every child has the right to access a high-quality reading curriculum that develops their fluency, vocabulary, comprehension and enjoyment of reading. Teachers maintain high expectations for all pupils and ensure that barriers to learning do not prevent pupils from accessing rich, challenging and engaging texts.

Through carefully planned teaching and appropriate scaffolding, pupils with SEND are supported to become increasingly confident and independent readers. They develop the skills to retrieve information, make inferences, explain vocabulary, summarise key ideas and respond thoughtfully to a range of texts. The aim is for all pupils to develop a love of reading and the confidence to access reading successfully across the curriculum.

Access – What amendments are made in reading to help children with SEND achieve?

- **Reading is carefully sequenced** so that new skills, vocabulary and concepts are introduced in manageable steps. Lessons build upon previously secured knowledge, enabling pupils with SEND to develop their reading skills systematically.
- **Frequent retrieval and repetition** are embedded throughout the reading curriculum. Previously taught vocabulary, reading skills and key content are revisited regularly to strengthen long-term memory and support pupils in retaining and applying their learning.
- **Adapted reading comprehension is provided on Fridays** to enable pupils with SEND to practise the same key reading skills and knowledge as their peers, while reducing unnecessary barriers. Texts and questions may be shortened, simplified or presented in a more accessible format, without lowering the intended learning focus.
- **Key vocabulary is explicitly taught and revisited.** Visuals, pictures, vocabulary cards, word banks, simple definitions and examples are used to support pupils in understanding and remembering unfamiliar words. Vocabulary is revisited across the week and applied within different contexts.
- **Reading skills are broken down into small, manageable steps.** Teachers explicitly model how to retrieve, infer, predict, summarise and explain vocabulary. Sentence stems, worked examples and guided practice support pupils before they are expected to work independently.
- **Visual supports are used purposefully** to support comprehension. Pictures, diagrams, timelines, character maps, story maps and other visual representations help pupils to make connections, understand the context of a text and organise their thinking.
- **Texts are carefully selected and supported** to ensure that pupils with SEND can access age-appropriate and appropriately challenging reading material. Where necessary, sections of text may be chunked, key information highlighted or additional context provided to support understanding.
- **Questioning is carefully scaffolded.** Teachers use a range of question types and provide additional prompts, sentence starters and oral rehearsal where appropriate. Pupils are given opportunities to discuss their ideas before recording written answers.

- **Partner and guided reading opportunities** support pupils in developing confidence, fluency and comprehension. Pupils have opportunities to rehearse vocabulary, discuss texts, explain their thinking and listen to alternative interpretations before responding independently.
- **Reading fluency is explicitly supported.** Regular opportunities for repeated reading, echo reading, paired reading and teacher modelling help pupils to develop accuracy, pace and expression, supporting their ability to focus on comprehension.
- **Real and meaningful contexts are used** to develop vocabulary and comprehension. Pupils are encouraged to make links between texts, their own experiences and learning across the wider curriculum, helping them to understand and apply new vocabulary and ideas.
- **Assessment informs adaptations.** Teachers use ongoing assessment and reading outcomes to identify gaps and misconceptions. Targeted support, additional practice and appropriate scaffolding are provided so that pupils can make progress towards the same ambitious curriculum expectations.