



SEND Curriculum Access Statement

Intent at Western Road School

In our school, exciting and engaging learning takes place. Every pupil has access to a broad, balanced and creative curriculum. We set high expectations for all pupils and actively seek to remove barriers to allow pupils to achieve those expectations through high quality teaching, accessible resources, differentiation and reasonable adjustments. Our curriculum is based on the school's values and developing pupils' awareness of how they learn best as individuals. This is further underpinned with understanding of their own physical and mental wellbeing which is interwoven throughout the curriculum. The emphasis is on learning from first-hand experience and existing knowledge, developing skills, knowledge and understanding in practical and relevant contexts, with an awareness of how they are learning. In all subject areas, teachers at Western Road School will support children with SEND using flexible groupings, cognitive and metacognitive strategies and explicit instruction. They will use technology where appropriate and scaffold learning.

Intent at Western Road School for English (Reading)

At Western Road School we are passionate about reading. Our curriculum is underpinned by rich texts where we hope to instil a love for reading in our children. Reading is part of everyday practices in school. We hope that when our pupils leave Western Road they will be fluent readers with a range of comprehension skills. All children in KS1 will be taught using an approved phonics-based scheme (Sounds Write) and this scheme is being implemented throughout KS2. All children will be read to daily by their class teacher. All teachers will promote reading in a variety of ways (weekly library visits, book talks in class, daily reading, book recommendations). We hold a range of events throughout the year to celebrate the joy of reading, writing, authors and books including World Book week, book swaps, shared reading across the school and family reading sessions.

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- A spiral curriculum – children have revisited and will revise previous learning (comprehension terms like 'inference' and 'authors intentions').

- Ensure books are matched carefully to each child's reading attainment using Sounds-Write approved decodable texts.
- All classes to have access to whole class text/reader.
- All children to receive 3-5 whole class reading lessons, as part of Guided Reading or English lessons to promote a range of text types as well as teach and practise a range of comprehension skills. Enriching texts are chosen carefully to ensure children have access to stories even if they cannot read these independently.
- Pre-reading of whole class reading texts or adapted versions of texts and pre-teaching of vocabulary for whole class reading linked texts.
- Give children opportunities for 1:1 reading regularly with an adult.
- Accessible books in the library (including dyslexia friendly narratives).
- Opportunities for paired or group work in whole class reading lessons.
- Use of visual aids or other concrete supports when dealing with abstract topics – for example, teaching about rhythm in poetry through clapping and pacing, or using Talk for Writing Story Mapping to enhance understanding.
- In reading comprehension activities, texts are chunked or highlighted to support retrieval; pupils may be asked to illustrate the story setting; draw characters and annotate with notes; images are used to enhance retrieval and inference skills.
- Use of activities involving drama skills such as hot seating, role play.
- Allow pupils enough time to complete reading tasks with appropriate support
- Highlight key words or phrases for the main message of the text or words they are going to come across.
- Use paired talk before and during activities such as shared reading/ writing. This gives pupils the opportunity to reflect on and discuss ideas, before offering them in these contexts.
- Use of task boards, now and next prompts or giving simple instructions for reading activities.
- Use of computing and assistive technology for access / to support reading e.g. online, read aloud comprehension programmes, text to speech software, scanning pens.
- Structured phonics interventions following Sounds Write scheme
- Structured interventions for supporting retrieval and inference skills
- Use of reading volunteers to read regularly and implement 'Grab Bag' folders to practise focus words/spellings.
- Structured spelling and word recognition interventions.
- Use of buff paper and coloured overlays for reading for those who need it.