**READING SEND – St Thomas Primary**

At St Thomas Primary, supporting pupils with Special Educational Needs and Disabilities (SEND) is a central priority. Careful planning ensures that every child can access the curriculum and make progress. Both the classroom environment and teaching approaches are adapted to meet diverse needs, with strategies in place to scaffold understanding and encourage participation. For example, vocabulary may be pre-taught, texts broken into smaller sections, and explicit modelling of reading strategies are provided e.g. ‘I do, we do, you do’. Guided questioning, sentence stems, overlearning, and repetition are also used to reinforce key skills and support memory.

Throughout the school day, SEND pupils have access to quiet, structured reading spaces as well as opportunities to read with an adult. These approaches help to develop word recognition, fluency, and confidence in a supportive setting. Careful consideration is also given to text choice. Pupils with decoding difficulties benefit from decodable texts, while children with stronger comprehension than fluency are offered high-interest, low-level books to maintain engagement without causing frustration.

Fostering engagement and building confidence are central to reading provision. Small successes are celebrated, and pupils are given choice in their reading materials to encourage motivation. Drama, role play, and paired reading activities are also used to bring texts to life, develop social skills, and ensure pupils feel included and capable regardless of their individual challenges.

Effective provision for SEND pupils relies on ongoing assessment and strong collaboration. Teachers carefully observe how pupils access texts and adapt their planning accordingly. Close partnership with the SENCO and parents ensures that strategies are consistent between home and school. Where necessary, individualised support is provided in line with Education, Health and Care Plans (EHCPs) or iADPR, ensuring that teaching is personalised to meet specific needs.

In summary, at St Thomas Primary, provision for SEND pupils in reading lessons is centred on removing barriers, using flexible approaches, and creating inclusive opportunities for every child to develop both confidence and a love of reading.