GORSEWOOD PRIMARY SCHOOL

SEND IN *Read Write Inc.*

At Gorsewood Primary School, we ensure that within our curriculum the learning is planned carefully around the needs of all the children. We expect our children to work hard and will help them to raise their aspirations and empower them to reach their full potential. Our school environment is a safe place where children are made to feel valued so they are able to become confident, independent learners. We encourage children to take risks with their learning whilst understanding that coping with obstacles and becoming resilient is a vital part of life. We know some children with SEND may need adaptations to be made to the curriculum so they can access learning and reach their potential. Subject leaders have carefully considered how children with SEND are fully supported in their subjects.

What is our INTENT for children with SEND in this subject?	What adaptations and amendments are made to this subject for children with SEND?
We believe that reading opens the door to learning and therefore it is vital that we as educators do everything we possibly can to ensure that EVERY child will learn to read. We are determined to teach every single child to read, regardless of their background, need or abilities. SEN pupils are involved in the RWI lessons, as all pupils work in ability groups and teaching is geared to the speed of progress of each group.	• The assessment of pupils' phonics progress is sufficiently frequent and detailed to identify any pupil who is falling behind the programme's pace- targeted support will be given immediately. • The lowest 20% are tracked and monitored and provided with reading interventions in class. • In an effort to "keep up not catch up", any pupil in the lowest 20% of assessments receives 1:1 RWInc Tuition with a Teacher daily. • Any pupils in the lowest 40% have a bespoke virtual classroom intervention aimed at ensuring they fill any potential gaps. • RWI is a multi sensory approach with rhymes, visuals and repetition. • RWInc follows a repetitive programme to reduce cognitive load. • Pupils are taught in small cumulative steps, lessons are well-paced, engaging and motivating. • Pupils review known sounds daily. • Pupils learn the routines and behaviours necessary for each activity, and practise these until they use them automatically. This allows them to focus on learning to read and write. • All teachers are trained in RWI and have ongoing training to ensure that they can adapt their teaching to children's need. • All children are taught specifically to their needs and are grouped in a way that they are taught at their level. • Staff to be made aware of Access Arrangements