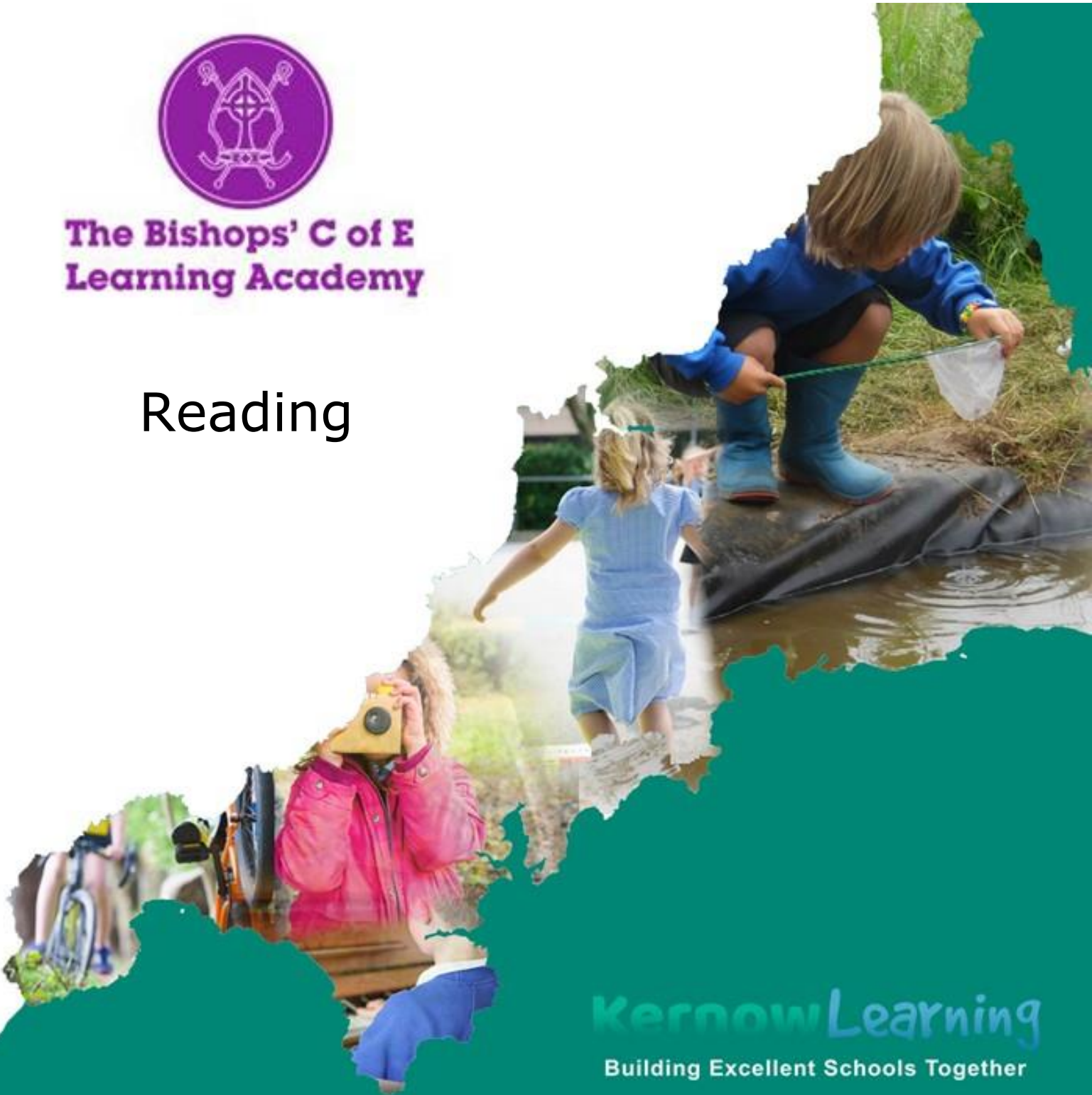




**The Bishops' C of E  
Learning Academy**

Reading



**Kernow Learning**

Building Excellent Schools Together

## Vision statement

We Belong to Team Bishops' where through our Christian distinctiveness and nurturing ethos we celebrate our differences. We Believe that we will achieve through inspirational, exciting and challenging learning, that utilises our natural environment. We Aspire to create endless possibilities for our pupils and to make a positive contribution to society. We Achieve by enabling every child to flourish academically, spiritually and emotionally.

At The Bishops' C of E Learning Academy, our immersive and enquiry-based curriculum incorporates adaptations that include the needs of all learners. Children's needs are well understood and adjustments to provision are in place. All staff have high expectations, which ensures children aspire to be successful in their learning and make good progress.

Specific Area of Need	Belong, believe, aspire, achieve
<b>Communication and interaction</b>	
Speech, language and communication needs (SLCN)	<ul style="list-style-type: none"> <li>✓ Language is purposefully kept simple and consistent throughout the sessions.</li> <li>✓ Closed questions are used when exploring comprehension, which only require a yes or no answer.</li> <li>✓ Clear language is used to model and expand what has been said.</li> <li>✓ Plenty of opportunity is given to communicate ideas in a small group.</li> <li>✓ Any attempt to communicate is responded to positively.</li> <li>In Read Write Inc (RWI);</li> <li>✓ Speech sounds are modelled by the class teacher where there are misconceptions.</li> <li>✓ Children are not held back by difficulties in pronouncing speech sounds; they are still able to progress through the phonics scheme once they know the individual sound by sight.</li> <li>✓ New vocabulary is discussed during the 'Fred Talk' stage of the lesson and put into context.</li> </ul>
Autism (ASD)	<ul style="list-style-type: none"> <li>✓ Children are encouraged to sit where they feel the most comfortable in the classroom. Where possible, this seating plan is not altered unless the child is happy and involved in the process.</li> <li>✓ Sensory spaces and resources are readily available for all children.</li> <li>✓ Extra processing time is given and on the spot questioning is avoided during whole class teaching.</li> <li>✓ Children are allowed to read on their own if it is too challenging them to read with a partner.</li> </ul>

	<ul style="list-style-type: none"> <li>✓ Planned and unplanned sensory breaks are permitted throughout the lesson.</li> <li>✓ There is always an available adult for a 'change of face' if needed.</li> </ul>
Tourette Syndrome	<ul style="list-style-type: none"> <li>✓ Emotional reactions are filtered and adults listen and respond with support and understanding.</li> <li>✓ Children are never asked to stop their tics.</li> <li>✓ Where vocal tics are prominent children are not asked to read aloud as we are understanding that they may be reluctant to do this.</li> <li>✓ There is a clear structure to the lesson.</li> <li>✓ Although children are encouraged to listen, teachers are aware that at times tics inhibit auditory processing. It is never assumed that they are intentionally not listening.</li> </ul>
<b>Cognition and learning</b>	
Moderate learning difficulties (MLD); Severe learning difficulties (SLD); Profound and multiple learning difficulties (PMLD)	<ul style="list-style-type: none"> <li>✓ Time is given to consider questions, process and formulate an answer.</li> <li>✓ The opportunity is given for reading to be physically demonstrated rather than getting the child to solely rely on verbal instructions.</li> <li>✓ Specific, targeted praise is given so they know what they are doing well.</li> <li>✓ Support is given when managing peer relationships effectively, the child is involved in the process of choosing a partner reader.</li> <li>✓ Instructions are simple and mistakes are considered as learning opportunities.</li> </ul>
Dyslexia	<ul style="list-style-type: none"> <li>✓ There is no pressure put on individual children to read aloud in front of the class. Children are invited to read aloud</li> <li>✓ Coloured overlays can be used; these are readily available.</li> <li>✓ There is a huge focus on learning new vocabulary for all.</li> <li>✓ Questions are read aloud to the child.</li> <li>In RWI: <ul style="list-style-type: none"> <li>✓ Children are taught in groups matched to their level.</li> <li>✓ Lolly sticks are used with all children to support them in following the text.</li> <li>✓ Read Write Inc books have a consistent print.</li> <li>✓ The opportunity is given for reading to be physically demonstrated rather than getting the child to solely rely on verbal instructions.</li> <li>✓ Children are encouraged to use the 'tick or fix' approach to support any mistakes which are made.</li> </ul> </li> </ul>
Dyspraxia (Developmental co-ordination disorder)	<ul style="list-style-type: none"> <li>✓ Rules and systems are clarified, using unambiguous language.</li> <li>✓ Opportunity is given to move around between bursts of learning.</li> </ul>

	<ul style="list-style-type: none"> <li>✓ We ensure that when working in pairs, the partner reader is sensitive to the needs of the child and knows confidently what they are doing.</li> <li>✓ The reading lesson is broken down into key component parts and the teacher prompts these.</li> <li>✓ There is plenty of space between readers to enable the child to concentrate on their own reading.</li> <li>✓ Noise is kept to a minimum.</li> <li>✓ in RWI the parts of the reading lesson are clearly demonstrated, children use the partner one and partner two approach.</li> </ul>
Dyscalculia	<ul style="list-style-type: none"> <li>✓ Children have access to their own whiteboard, rather than copying from the class board.</li> <li>✓ Questions are matched to the child's level.</li> <li>✓ Tasks are broken down.</li> <li>✓ Review words are taught daily alongside a speed sound lesson. This enables children to process, store knowledge in long-term memory and recall more easily.</li> </ul>
<b>Social, emotional and mental health difficulties</b>	
Trauma	<ul style="list-style-type: none"> <li>✓ Positive self- talk is modelled when reading. Mistakes are seen as a positive part of learning with the 'tick or fix' approach.</li> <li>✓ A predictable environment with clear expectations for behaviour is provided.</li> <li>✓ Adults will calm and support if a child becomes overwhelmed.</li> <li>✓ Breakout spaces are available to all children.</li> <li>✓ When children arrive late to phonics a non-confrontational, trauma informed approach is used to welcome the child.</li> </ul>
ADHD	<ul style="list-style-type: none"> <li>✓ Structured RWI and reading lessons allow children to predict what will happen in a formal sequence with consistent rules and phonics routines that do not differ from one group to another.</li> <li>✓ Visual prompts are used for writing e.g., sound card/mat</li> <li>✓ Paired reading gives children support from a positive role model to help with focused reading.</li> <li>✓ Ensure the child is positioned so that the teacher has easy access for support.</li> <li>✓ Using a non-confrontational approach and listening to the individual child will help reduce their heightened arousal.</li> <li>✓ Ensure the child is positioned carefully so that teacher has easy access for support.</li> </ul>
Anxiety	<ul style="list-style-type: none"> <li>✓ Where possible, the child is taught by a well-known adult who they have already established a trusted relationship with.</li> <li>✓ Allow the child to be involved when choosing groups of partners within the taught reading session.</li> <li>✓ Ensure children sit in the same seat every day and pre warn if the seating plan needs to change for any reason.</li> <li>✓ Avoid direct questioning; instead, questioning is used on a 1:1 basis where the adult has established trust with the child.</li> </ul>

	<ul style="list-style-type: none"> <li>✓ Where possible, children are prepared when there is a change in staff member.</li> </ul>
<b>Sensory and/or physical needs</b>	
Hearing impairment (HI)	<ul style="list-style-type: none"> <li>✓ Careful consideration is given to seating, with individual considerations made discreetly and not publicly.</li> <li>✓ Written materials are provided in addition to teacher talk.</li> <li>✓ Only one person is encouraged to speak at a time.</li> <li>✓ There is a space provided for the child at the front of the classroom with an unobstructed line of vision.</li> <li>✓ The teacher leading the lesson discreetly checks in regularly with the child to check they are hearing and understanding</li> </ul>
Visual impairment (VI) or Multi-sensory impairment (MSI)	<ul style="list-style-type: none"> <li>✓ Careful consideration is given to seating, with individual considerations made discreetly and not publicly.</li> <li>✓ Large font materials are provided in addition to teacher talk.</li> <li>✓ There is a space provided for the child at the front of the classroom.</li> <li>✓ The teacher leading the lesson discreetly checks in regularly with the child to check their understanding.</li> </ul>
Physical Disability	<ul style="list-style-type: none"> <li>✓ Regular movement breaks</li> <li>✓ May need support to hold the book.</li> <li>✓ Alternative methods of recording any written work</li> <li>✓ Use of adapted/specialist equipment e.g., pens/pencils, pencil grips, writing slope, seating etc.</li> </ul>