Reading and Literacy Policy

| **Approved by:** | 1. Johnson | **Date:** April 2023 |
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| **Last reviewed on:** | April 2023 | |
| **Next review due by:** | April 2024 | |



This policy is reviewed and updated annually to ensure that the Reading and literacy framework at ARTS EDUCATION is managed in accordance with Expert guidance and regulations to support our learners' needs according to their EHCP’s.

References to legislation are to the Equality Act 2010.

**A.R.T.S. Literacy and Reading Policy**

Equality Statement:

This policy reflects the Equality Act (2010). The basic principle behind the Act is that it is unlawful to discriminate against a person because of his/her/their:

∙ Disability

∙ Age

∙ Gender

∙ Race

∙ Sexual Orientation

∙ Religion or Belief

∙ Pregnancy or new motherhood

∙ Marriage/civil partnership

∙ Trans-sexuality

This school is committed to the Equality Agenda. We aim to achieve equality of opportunity by challenging and removing direct and indirect discrimination wherever it exists. We welcome and value the contribution that a diverse community can offer as we aim to:

Treat all people equally according to needs, irrespective of their race, colour, ethnic origin, religion or beliefs, gender, transgender, age, sexual orientation, physical, mental, sensory or learning disability, marital status or economic status or any other factor

Not tolerate harassment or intimidation of any kind and will respond to all reports of harassment/intimidation

Encourage all individuals to apply to us for employment. We value the differences amongst our staff and aim to use their differences in a positive way, towards meeting our vision

Promote the school to parents and prospective pupils, welcoming diversity and offering personalised approaches, needs led, to meet the outcomes aspired to in the child/young person’s EHCP and in accumulating cultural capital in preparation for the choices of adult life

Be committed to ensuring that equality of opportunity underpins all our procedures, policies and work practises, supported with equal opportunities and diversity training for our staff and reinforced across the whole curriculum for our pupils.

If barriers can be overcome, we offer equal opportunities for all, if not then we offer equity of opportunity.

All staff have high expectations of all pupils and aim to provide a fully inclusive environment where all pupils can achieve their best.

At Arts Education, we will ensure that people with protected characteristics have the same opportunities as those without. We will not treat a pupil/staff member less favourably than others. We will make all reasonable adjustments to ensure that a pupil or member of staff is not placed at a disadvantage because of the nature of their protected characteristic

At Arts Education we believe that Communication, Language and Literacy are key skills which are essential for all aspects of everyday life. We recognise the fundamental role reading has in enabling students to access the curriculum and to function effectively outside of the classroom.

All students will have access to a reading rich curriculum, designed to meet the needs of individual learners aiming to promote both reading for pleasure and reading for learning. We encourage our students to embrace our reading culture, with all staff taking opportunities to share their own passion for reading.

Students will be guided to recognise the importance of reading and will be provided with a variety of interesting texts suitable for their age and ability. These comprise of books from not only the recommended reading list, but texts that the students themselves have expressed an interest in.

We are in the process of improving our library and now have an inviting reading area for our students to access, as part of a formal timetable alongside the opportunity to choose to read for pleasure or for specific reading interventions. We also have an online library available to students, which offers the ability to change the font size and background colour, to ensure that all students have the opportunity to develop their reading skills in accordance with their learning needs.

We are aware of the barriers created by low reading ability and strive to support our students to overcome them to the best of their ability. We offer targeted interventions and are developing individual learning plans including phonics, word recognition and regular spelling tests.

Our ongoing commitment to ensuring that reading is at the forefront of our students' development is reflected in our intention to source a specific reading progression programme. We will identify which is the most appropriate for our learners specific needs and aim to have this in place by the end of the summer term. This will allow us to collect precise data and monitor progression more effectively.

Reading will be taught as both a discrete lesson and as part of cross-curricular themes where appropriate. To achieve this, there will be an extensive review of curriculum provision and opportunities for reading identified, planned, and resourced. Teachers will reflect on how readers read, write and speak in their discipline and will be supported, through a relevant CPD programme, to become outstanding teachers of reading for learning. Curriculum plans will evidence opportunities for reading and will reflect the needs of all students. Vocabulary will be taught explicitly with teachers identifying, teaching, and embedding relevant vocabulary to ensure learners success as they progress through the curriculum.

We also provide additional reading opportunities such as:

* Trips to local libraries
* Celebration of reading-based awareness days, such as World Book Day
* Reading based extracurricular activities
* Education in the Community: Shopping, visits to museums etc
* Job/college application processes