



Library Policy







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Library One-Page Overview

Books open worlds—even when words are seen, heard, or felt differently.






Intent

-  Books for all, in all forms
-  Foster curiosity, learning, and independence
-  Inspire lifelong reading enjoyment
-  Support a rich, inclusive school culture

Cann Bridge School's library policy is rooted in the belief that every learner deserves access to literature, regardless of ability or communication style. The library aims to:

- Provide inclusive access to books, media and learning resources.
- Foster a lifelong love of reading, learning and using library environments.
- Support curriculum delivery, individual interests, and learner development.
- Encourage independent learning, enjoyment, and curiosity.




Implementation

-  Weekly class access via shared timetable
-  Linked to English + cross-curricular topics
-  Resources reviewed & purchased annually
-  Whole-school roles: teacher, subject leader, SLT, CLL lead
-  Diverse media and age-appropriate content

The library is integrated across the curriculum through:

- Weekly access for every class via a shared timetable.
- Use of the library for English sessions, curriculum links, and home reading support.
- Staff tailoring library sessions to developmental needs using total communication strategies.
- Budget allocation and annual review of stock, ensuring resources are current and diverse.
- Defined staff responsibilities: teachers, subject leaders, the CLL lead, SLT and governors all contribute to effective and inclusive library use.
- Long- and medium-term planning to incorporate reading experiences aligned with the Pathway to Independence curriculum.

Impact

-  Tracked via PLGs, B Squared, Evisense
-  NOCN modules for KS4/5 where appropriate
-  Library as a hub of inclusive learning

- Learners are assessed on their use of the library through B Squared, PLGs, and Evisense.
- Older learners may achieve NOCN accreditation through targeted library-related learning.
- The library's use is reviewed regularly to ensure relevance, equality, and curriculum alignment.
- Progression is reflected in reading confidence, access to a wider range of texts, and learner engagement.
- Ongoing monitoring ensures the library remains an inspiring, safe, and accessible space for all.

Introduction

“Books are my utopia”

– Helen Keller

All learners at Cann Bridge School have access to the school library as part of their basic academic entitlement. The library offers books and learning resources that enable all members of the school community to become effective users of information by utilising a variety of reading formats and media. We believe in the UNESCO public Library Manifesto that recognises a library is a living force for education, culture and information and is of vital importance in our school.

Learners need to develop appropriate learning strategies to become independent and lifelong learners; our school library aims to become one of the cornerstones to this process.

All staff ensure the library’s status is seen as a learning environment in the school and promote its important role in raising achievement and attainment. The teaching of library skills pays due regard to a learner’s chronological age and their developmental stage. It therefore seeks to be flexible by being responsive to individual interests, developmental needs and learning styles.

We strive to provide all learners, regardless of their ability, gender or race, with an opportunity to experience the enjoyment, stimulation and knowledge that the school library can offer, developing their fundamental reading skills to promote growth into lifelong readers. We ensure that our library provides effective provision and equality for all learners to engage them in life-long learning, providing an array of resources which ensure access to the library is meaningful and relevant.

Please see the appendix for definitions of any acronyms or less widely used terminology used in this document; words appearing in the appendix will appear in **green**.

Statement of Intent

At Cann Bridge School, we recognise that learners with severe learning difficulties have as much right to have access to relevant and appropriate reading resources as their neurotypical peers, so ensuring an appropriately resourced and accessible library space is available to them is key.

The library therefore aims to:

- To support and enhance educational goals as outlined in the school’s curriculum by providing a central repository of varying media and learning resources.
- To support the teaching and learning process and extend the school’s curriculum
- To enrich, develop and sustain in children the habit and enjoyment of reading and learning, and the use of libraries throughout their lives
- To support learning in an attractive and stimulating environment
- To offer opportunities for experiences in creating and using information for knowledge, understanding, imagination and enjoyment

Implementation

Delivery

We will strive for excellence in our library by ensuring:

- The quality of experience available to learners
- The quality of teaching that we provide
- The richness of the resources provided
- The richness of the environment in which they learn

The teaching staff will use specialist techniques and teaching approaches that motivate, support the needs, and improve the access of any individual whilst the learners use the library. Teachers will therefore look at matching their teaching approaches to individual learners' learning styles.

Each class will have the ability to book allocated library sessions across the week. Relevant access to the library and its resources will be achieved by:

- Shared timetable document for all teaching staff to access
- Whole class, small group and individual teaching in the library
- Library sessions may be linked to every other subjects
- Dedicated 'end of day' slot for staff to access library for home reading / class book access needs

Planning

Teachers will follow the long-term and medium-term planning for English; within this planning, there are opportunities for each class to benefit further from library sessions. It will be the responsibility of the Communication, Language and Literacy Lead to ensure the planning accurately reflects the learning needs of the learners and follows the overall curriculum; Pathway to Independence.

Resources

Library resources will be purchased to underpin the current curriculum and teaching delivery by the various subject leads. A resource allocation will be made by the Senior Leadership Team and Governors each year and will detail the budget awarded; this budget will be included in the budget allocation to each area of the school.

Resources can be found in the library and the four curriculum lead resource areas. Subject Leaders, through formal and ongoing monitoring, will identify if anything is running out or needs replacing due to general wear and tear and age (maximum 10 years). Additional resources may need to be obtained for the library for specific activities, or by other Subject Leaders to support the delivery of their subject.

The library will not be restocked through the use of donations of books/artefacts to the school unless these are deemed suitable and contribute effectively to the resources found within it.

Staff Responsibilities

There are different responsibilities for staff members in the use of the library.

Responsibility of Teachers

- Where relevant, plan for each class to have access to the library every week using the shared timetable
- Use the English curriculum to help plan library sessions
- Plan for individual needs and differentiate work and materials
- Record learners' progress using **PLGs**, BSquared assessment (including Evisense) and reading records as appropriate
- Provide appropriate information to the CLL lead
- Where risks are associated with specific learners, to carry out any appropriate risk assessment/additional control measures associated with these learners for their use of the library
- Select books from the library for use in their class reading corner/area and rotate these at least once a half-term.
- Ensure staff in their team maintain the order and upkeep of the Library resources.

Responsibility of Subject Leaders

- Monitor the use of the library for research, learning and resource gathering linked to their respective subjects
- Monitor relevance of library resources for coverage of subject matter across the Key Stages as defined in the Long Term Plan document and subject policy documents.
- Purchase resources, or highlight purchase needs to Communication, Language and Literacy Lead or Senior Leadership Team to ensure full coverage of the curriculum.
- Ensure books linked to their subject area(s) are kept in the correct sections, maintained and high quality, reporting any issues or replacement needs to the CLL lead.

Responsibility of Communication, Language and Literacy Lead

- Monitor the teaching use of the library to ensure fair and accessible use by all
- Support colleagues in the inclusion of the library in curriculum plans
- Purchase resources and organise them in a way that ensures effective and efficient use
- Ensure curriculum coverage across the whole school (via the resources provided) and be aware of continuity and progression in the use of the library
- Monitor and evaluate the use of the library across the school as part of the School Self-Evaluation Policy, including any lesson observations/learning walks held in the library
- Monitor learners' progression using assessment data
- Provide appropriate information on the use of the library to the Governors of the school
- Monitor the library policy document biennially as part of the School Self-Evaluation Policy

Responsibility of the Senior Leadership Team

- Ensure adequate resources and funding
- Ensure access to training to the English Subject Leader
- Ensure access to training for teachers and support staff

- Have an overview of the library provision

Responsibility of Governors:

- To monitor the use of the library through reports from the Communication, Language and Literacy Lead in accordance with the school Self-Evaluation policy
- To review and approve the Library policy, English policy, Communication Policy documents and any subsequent updates.

Impact

Assessment and Recording

Learners' use of the library and consequent skills obtained will be assessed using BSquared assessment outcomes as appropriate to each individual; such assessment will take place in accordance with the school's assessment cycle. Learners' work can additionally be recorded through photographs and videos via Evisense.

Learners within Key Stage 4 and Post 16 classes may also be assessed using the learning outcomes and the achievement continuum found within the NOCN assessment programme.

Accreditation

Learners Key Stages 4 and 5 (Post 16) may have the opportunity to undertake accredited units of work that utilise the development of learners' library skills within appropriate NOCN modules. Teachers will determine on an individual basis the appropriateness of each unit based on learner need, ensuring these add value to individual learning.

Monitoring and review

It will be the responsibility of the Communication, Literacy and Language lead and the Senior Leadership Team to ensure the library is monitored and reviewed to make sure it maximises learning by:

- Ensuring the current stock links to current teaching modules across the school
- Preparing financial estimates and managing the budget
- Ensuring there is effective supervision and training for all staff, volunteers and learner helpers
- Maintaining and withdrawing current library stock, ensuring a balance between subjects and ability levels
- Organising and classifying library resources (electronic and print-based)
- Making full use of ICT, ensuring its responsiveness to educational and technological change, contributing to school improvement and individual learning
- Making the library attractive and accessible to all learners and staff
- Promoting the effective and efficient use of the library and library resources
- Encouraging reading (including pre-reading and **phonics**) and the enjoyment of literature

- Continuing to monitor, evaluate and plan for future development of the library

The Communication, Language and Literacy lead will monitor the policy on a biennial basis as part of the School Self-Evaluation Policy and Guidelines.

Equal Opportunities

Teachers will ensure that provision reflects Cultural Diversity, Ethnicity, Religion, Gender, Ability, Disability and Age.

Health and Safety

All staff should ensure the health and safety of all learners and staff at all times

Links

The Policy has been developed in conjunction with other key policy documents listed below:

- Early Years Foundation Stage Profile 2022
- Development matters 2021
- 2021 National Curriculum
- Special Educational needs and disability code of practice: 0 to 25 years
- Differentiated Learning Outcomes 2021

This Policy should be read in conjunction with the following Cann Bridge policies:

- Child Protection & Safeguarding Policy
- Pathway to Independence Curriculum Policy
- Planning, Assessment, Marking, Recording and Reporting Policy
- English Policy
- Reading Policy
- Reading at Home Policy
- Total Communication Policy
- Writing Policy

APPENDIX – Definitions

Personalised Learning Goals (PLGs) – These are a fundamental aspect of our educational approach at Cann Bridge School. Every learner is provided with Personalised Learning Goals, which encompass a diverse range of personal targets, including essential soft skills for life, academic targets, and objectives directly aligned with their Education Health Care Plan (EHCP) outcomes. These targets are agreed upon with parent carers, and therapists where appropriate. Overarching targets are discussed and set during the EHCP Annual Review, and these are then broken down into smaller achievable termly steps by teachers.

Phonics – A method to teach individuals to read and write involving the understanding of the individual units of sounds that words are broken down into. See reading policy.