Evaluation of BookTrust’s additional needs support and resources

Executive Summary
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Relevant publications

- Robinson, D. Developing effective inclusive teacher education. *5th Annual Conference of the Teacher Education Advancement Network (TEAN), Birmingham, May 2014*
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Executive Summary

Introduction

BookTrust is the largest reading charity in the UK and it gifts over five million carefully selected books to schools and families each year. It recognises the dramatic impact that reading for pleasure has on well-being and social mobility but also celebrates reading as a pleasure in and of itself. BookTrust offers a universal programme of provision but combines this with targeted approaches to ensure that a full range of groups and individuals are served. For example, the Letterbox Club provides additional resources for children in foster care and Bookstart Corner, which is delivered through children's centres, for families who need additional support. The resources are also delivered through schools.

BookTrust provides support for children with additional needs through resources aimed at children of different ages from birth through to 16 years. Book Trust's additional needs resources support children with a variety of needs:

- The early years resources (Bookshine, Booktouch and Bookstart Star) are delivered through early years settings, libraries, SEN services and health professionals, and aim to support children aged 0-5 who are deaf, blind or visually impaired, or have disabilities affecting the development of fine motor skills.
- The resources for older children, aged 5-16, (Special School Library Pack and SEN resources for special schools) are delivered through special schools and aim to support children with a wide range of additional needs.

All of the additional needs resources aim to help children to develop a love of reading through accessible books, carefully selected by a panel of independent external reviewers, engaging resources, and guidance for parents, carers and practitioners. The books for special schools also contain positive images of disability. These resources are closely connected to BookTrust's larger scale mainstream programmes, and are delivered through partners in schools, libraries, early years settings and local authorities.

Please see the Appendix for a full summary of the support Book Trust provides for children with additional needs.

Research questions

BookTrust commissioned researchers from the Institute of Education at the University of Derby to investigate the following questions:

1. How do children with additional needs experience books and reading for pleasure and what is the impact?
   - What are the benefits of reading for pleasure (including reading with
2. Is reading for pleasure experienced, supported and encouraged differently for children with additional needs?
   - How can children with additional needs be supported to engage with reading for pleasure?
   - What are the barriers to reading for pleasure?

3. How are BookTrust’s additional needs resources used in a range of settings?
   - How are BookTrust resources used by schools and families?
   - How are BookTrust resources integrated into different settings?
   - What are the barriers to reading for pleasure?

Context

In England, 1.3 million (15.4%) children and young people are identified as having special educational needs (DfE, 2015). This represents a complex and heterogeneous cohort of individuals. Those who have more exceptional and complex needs will have a Statement or an Education, Health and Care (EHC) plan\(^1\). Those whose level of need does not warrant an EHC plan will receive special educational needs (SEN) support. More generally, SEN is conceptualised along a continuum predicated on levels of exceptionality, complexity and severity. Relatedly, there will be much developmental variance in literacy skill across all age groups. Individuals signified by the term special educational needs will occupy the cohort who are served by BookTrust’s additional needs programmes.

It is of great importance to note that each individual signified by their special educational needs is a unique, contributing human being with potential for growth and development. The sample for this project did capture a range of ‘types’ of need (such as visual impairment, profound and multiple difficulties, physical impairment and so on) but each participant was a complex individual whose impairment(s) combined with their personalities, propensities, stages of development, preferences and life situations in ways that made them unique. With that in mind, this research project has been conducted and is reported in ways that honour that fact.

Methodology

The research was carried out across four Local Authorities (LAs) in England, namely, Cornwall, Nottingham, Bradford and Ealing. These were selected to enable coverage of a

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\(^1\) An EHC plan replaces a statement of SEN. It is a legally binding summary of the provision that is to be made for an individual in response to their needs and aspirations. It focusses on positive outcomes in the areas of health, education, education and independent living.
broad range of contexts covering coastal, rural, city and metropolitan contexts. Within each LA, organisations who had participated in BookTrust's additional needs programmes were recruited with the support of Bookstart co-ordinators in the regions. A summary of the sample is presented in Table (1) below:

Table (1) The sample for the project (pseudonyms used for schools and organisations)²

<table>
<thead>
<tr>
<th></th>
<th>Bradford</th>
<th>Cornwall</th>
<th>Ealing</th>
<th>Nottingham</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Years</td>
<td>SEN Support Services (Visual Impairment, SEN early intervention)</td>
<td>Pinewood Special School (ages 2-19, severe and profound learning difficulties) Cornwall portage services.</td>
<td>Cloverfields Children’s Centre</td>
<td>Sherwood Nursery and Primary Mainstream School</td>
</tr>
<tr>
<td>Schools</td>
<td>Northwood Grange Special School (ages 11-19, generic and behavioural needs)</td>
<td>Pinewood Special School (Severe and Profound Learning Difficulties)</td>
<td>Summerglade Special School (ages 4-19, specialist school for autism)</td>
<td>Sherwood Mainstream School</td>
</tr>
</tbody>
</table>

Across the four LAs, researchers worked with the following participants

- 13 families and young children aged 3-6 years and 3 families of children and young people aged 11+
- 13 children and young people between the ages of 11 and 15 years in special and mainstream schools.
- 7 groups of young people in special and mainstream schools between the ages of 11 and 15 years
- 27 practitioners inclusive of portage practitioners, teachers, teaching assistants, special needs coordinators and SEN support services.

Though this sample was drawn from opportunity sampling, great care was taken to ensure that a diverse range of schools, families, children and young people were included.

The study adopted a qualitative approach to investigating the research questions to enable rich descriptions of the manner in which BookTrust's additional needs resources were used and experienced. This also allowed investigation of important questions about how children with special educational needs experience reading for pleasure and can be supported in it.

**Methods**

Given that the study’s participants included very young children and children with special educational needs it was important to design tools that enabled them to voice their feelings

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² In the case of schools, pseudonyms are used.
and thoughts as freely as possible. The research tools ensured that children and young people took part willingly. Their participation was maximised through use of flexible methods such as conversations, semi-structured interviews with scope for detailed personal accounts, exploring topics through focus groups, drama, use of puppets, diaries, photos, videos, painting, and map-making (Alderson, 2005).

The research team recognised that it is important not to assume that children with special educational needs must be singled out for protections that go beyond those deemed suitable for all children for this has commonly been a reason for disenfranchising them from opportunities to be heard. Rather, their engagement was underpinned by four key ethical principles: beneficence; non-maleficence; justice and autonomy. For these reasons, careful consideration was given to:

1. the processes for gathering the consent of the child/young person
2. building in opportunities for choice and ownership; and
3. data collection processes that are flexible and responsive to the propensities, abilities and interests of the child/young person.

The research was approved by the College of Education Research Ethics Committee at the University of Derby.

The following, qualitative methods were used:

The research team conducted deep level interviews with families which comprised three elements: Firstly, an observation of parents and children reading the resources together using a structured observation schedule combined with a video recording so that a narrative account could be structured. The research tools also included an observation schedule that was designed for children at the earliest stages of communication Secondly, with parents present, researchers conversed or played with children to elicit their views and feelings about books and reading. A range of elicitation tools were used including puppets, drawing, objects of recognition, augmented and alternative communication and so on. Finally, parents were interviewed using a semi-structured approach though most of the data collected through this approach was drawn from a range of Early Years settings, it was also used in KS3 when the opportunity arose.

The research included observations of individual children in their school settings. During this time children and young people would be engaged with an activity, discussion about or sharing of books and resources from the School Library Pack. Following this, the researcher would converse or play with the child/young person using age appropriate elicitation tools.

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3 Augmentative and alternative communication (AAC) includes all forms of communication (other than oral speech) that can be used to support expression. For example, use of eyegaze, signs and symbols. Some AAC uses technology such as overlay voice output communication aids.
and conversation schedules (where it was more comfortable for the young person, the practitioner would lead this process). The research questions were also investigated using a focus group schedule or when more appropriate, an observation of a group activity led by a practitioner who also elicited views and feelings about the resources. Semi-structured interviews were carried out with a wide range of practitioners using face to face and telephone modes.

Data was analysed using a range of qualitative techniques including coding and enumeration. This process involves the coding of raw data in order to identify themes and categories of evidence that relate to the research questions. Enumeration involves counting the number of times a theme, phrase or word arises. This process harvested answers to the research questions.

The research also included a systematic review of the literature.

Findings

*How do children with additional needs experience books and reading for pleasure and what is the impact?*

**Appreciation for the resources provided by the BookTrust**

The parents and practitioners participating in this project were full of praise for the quality and appropriateness of BookTrust’s additional needs resources. They appreciated the care and investment that had been made in their selection and presentation. Families welcomed these gifts and felt that their children were being valued through them. Schools welcomed the arrival of the School Library Packs and adapted the ideas provided in the *Supporting guide for the Special School Pack*. Everyone was very positive about BookTrust and affirmed its impact.

**The benefits of reading for pleasure**

The benefits of reading for pleasure among children with additional needs in this study were significant and often profound. Books were important in their lives. Among the benefits were opportunities for comfort, closeness and well-being. Books were also important scaffolds for development and were being used to provide a highly personalised route to learning. For example, books were a stimulus for movement, communication, language development, learning about the world and learning to be independent. BookTrust resources were clearly seen to contribute to delivering these positive outcomes and there were countless examples of this in the data. For reasons that are unclear, the literature provides very little account of the impact of reading for pleasure among children and young people with special educational needs and the findings of this project make a useful contribution. More research and development around this important issue needs to be undertaken.
Access to reading for pleasure

Emphatically evidenced across the data was the belief that children with additional needs did experience the benefits of reading for pleasure as much as children without additional needs. The general consensus was that differences in the extent to which children were able to gain pleasure from books were to do with access. Some access issues were impairment specific (such as visual and hearing difficulties). For example, where children had visual impairments, lighting and seating position were important. Some access issues were highly individual, for example where an individual preferred some forms of sensory stimulation through their feet rather than hands. For older children and young people with Profound and Multiple Learning Difficulties, there was a dearth of appropriate sensory books that were age appropriate and this was recognised as a substantial shortcoming in current provision within and beyond BookTrust.

Is reading for pleasure experienced and encouraged differently for children with additional needs and what are the barriers?

Personalisation and barriers to reading for pleasure

The issue of personalisation was central in understanding how enjoyment of reading might be encouraged and supported. Here, personalisation refers to the way that communication, support and interaction was matched to the unique capabilities and preferences of individual children and young people. Encouraging and supporting reading for pleasure among children and young people with additional needs was a matter of combining the right resource with a responsive adult who could mediate the connection between child and book in ways that were highly individualised.

The data and the literature led to the proposal that barriers to reading for pleasure arose from a complex set of factors inclusive of children’s impairment(s), sensory preferences, stages of development, personalities, life-situations, capabilities and ages. It would not be wise to dismiss the significance of impairment. However, the data suggests that it is unwise to both overgeneralise and under-generalise in this respect. For the former, it should not be assumed that children who have the same impairment will need the same types of support. For the latter, it should not be assumed that children and young people with impairments may not share experiences and needs that are common to all children.

Born out by the literature (Han et al., 2015; Le Fanu, 2015; Lewis and Norwich, 2006 Lacey et al., 2008) is an argument for fluid models of provision that combine what is known for all children with what is known about specific types of impairment combined with what is known about the unique individual. How these three elements are patterned is likely to be dependent on the individual and is best conceived fluidly. To a large extent, the findings demonstrate that BookTrust’s approach is fitting for such fluidity since they combine universal gifting programmes for all children (such as Bookstart and the School Library Packs) with programmes tailored to the needs of specific sub-groups (such as the additional needs packs which complement the Bookstart programme). However, in the case of the additional needs
packs there is some space to intensify personalise-ability even further (see recommendations).

Strategies for pleasurable reading with children with special educational needs

Crossing the boundaries of impairment were a wide range of strategies that were potentially relevant to the inclusion of children with special educational needs in pleasurable reading. The data and the literature correlate to propose that inclusive literacy (Lacey et al., 2008) and emergent literacy (Rohde, 2015) can be adopted as promising philosophies and practices for the full range of children with special educational needs. Practices most likely to have a positive impact on engagement with reading were:

- The use of multi-modalities: Tactility, songs, rhymes, auditory, visual, kinesthetic, sensory, digital literacies, props, concrete resources, real-world artefacts.
- The integration of playful activity: puppets, role play
- Intensive use of sensory stimuli
- Adoption of intense dialogic, dyadic interaction
- Enabling independence, responsibility and taking a lead
- Making connections with everyday life and experience through for example, extratextual talk (Zucker et al., 2012)\(^4\)
- Providing resources for older children that are accessible and age-appropriate.
- Recognising the central role of parents, carers and significant others
- Highly responsive practice

It is important to note that such practices are already embedded in the resources, guidance and approach adopted by BookTrust. However, the relevance of such approaches to older children and young people who may have severe and profound learning difficulties and disabilities must not be overlooked.

What reading for pleasure needs are not met by BookTrust’s and others resources?

The need for accessible and multi-sensory books for older children

In the context of very positive evaluations about BookTrust’s resources, there were widespread concerns of the dearth of appropriate books for older children with additional needs. Parents, practitioners and young people themselves identified the need for accessible, sensory picture books that were relevant to teenagers’ lives. This was signaled as an urgent need and one that may form a priority for BookTrust’s programme development. Interview and observation data demonstrated that though the Special School Library pack did contain carefully chosen books that were age-appropriate whilst being easy to read (such as Respect, Contact and Laika the Astronaut), the pack does not contain the kind of accessible, robust,

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\(^4\) ‘Extratextual talk’ describes interaction surrounding the story or text such as labelling, making inferences, relating what is being read to children’s own lives, explaining and/or analysing ‘before, during, and after the reading of a text.”
sensory books that are required by teenagers with severe and/or profound and multiple learning difficulties.

**Special School Resources**
Practitioners in special schools were positive about the value of the special school resources and would adapt the activities around the specific needs of their students. A sensory approach to story-telling was commonly used in special schools and practitioners were confident about their ability to design such activities. Hence, the *SEN resources for Special Schools* were supplementary to their established practice and were useful in this respect. Practitioners in schools noted that if the SEN resources for Special Schools were also accompanied by the books they referred to, they would be more widely used. It was more likely for practitioners to use the ideas in the *Supporting guide for the Special School Pack* since these were accompanied by the actual book.

**Online resources**
More generally, the resources available on the BookTrust website were underused by schools (such as activity sheets) and practitioners were not aware of the scope and potential value of these resources. For example, in the early years, there was frequent mention of the need for parent guidance materials in multiple languages when these are already provided by BookTrust on their website.

**Intensifying personalis-ability**
Parents and practitioners suggested some ways forward for BookTrust. These suggestions were about intensifying the personalis-ability of the resources. Among some families, children had been gifted a pack designed for a particular type of need (e.g. physical impairment) which omitted auditory resources and signing materials that would have been appropriate in the case of, for example, children whose physical impairment meant that they needed to use signing to communicate.

**The need for big books and multiple copies**
Participants also asked whether multiple copies of books within packs could be provided to resource activities in school using the same books as were being used at home. Providing big book formats would support this further as would acknowledgement of Makaton\(^5\) signing. Dual language books and guidance for parents would also be welcomed as an additional route towards personalisation. Some practitioners had accessed the website but asked that parents be better signposted to it as an additional resource.

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\(^5\) Makaton is a language programme that utilises symbols and signs to support communication. The signs and symbols are used with speech and in spoken word order.
How are BookTrust’s additional needs resources used in a range of settings?

The important role of the Bookstart Co-ordinator
Bookstart Co-ordinators were very active in accessing a range of settings including portage services, early years settings (schools and children’s centres) SEN support services and Sensory support services. It was clear that these settings had an established and long lasting relationship with BookTrust as a consequence of being in close contact with the Bookstart Co-ordinator. Such services were an important route to reaching the children and families who would benefit from the additional needs resources.

Integration into settings
In the organisations visited (schools, children’s centres, health services, SEN support services), the additional needs resources were well-integrated into the every day work of the setting. For example, in Bradford the Visual Impairment specialist teacher had used the Booktouch resources with parents at the local library. Other practitioners working in this service also used these resources to support parents in meeting their children’s needs. In Cornwall, the Bookstart Co-ordinator was a special visitor to the playgroup at the Child Development Centre providing sensory stories and rhyming sessions for parents and families and using this forum as a route to gifting resource packs. The Bookstart co-ordinator had also made resources that were on constant display in this setting. In Ealing, the children’s centre valued the BookTrust resources very highly and having requested additional copies of the Booktouch, Bookshine and Bookstart Star materials for their classrooms, used these in the curriculum, finding them useful for all children. In cases where the Bookstart co-ordinator had gained lesser access to the setting or where the relationship was new, the resources did not hold such a high profile.

In schools, books from the Library Packs were used to support the curriculum and to resource day to day reading activities. For example, in Bradford, Laika the Astronaut was used to support the English, art and food technology curriculum.

Recommendations

The resounding message from this study is that BookTrust should continue with its good work. Further steps in supporting reading for pleasure among children with additional needs are possible in the spirit of intensifying the degree to which programmes can be personalised around the unique needs of individual children and young people. The following recommendations are made with this mind.

1. BookTrust should revisit how it conceptualises and gifts to the full spectrum of children and young people with special educational needs. Currently in the early years programmes, the division of resources into the three categories of hearing impairment, visual impairment and physical impairment does not reflect the complex continuum of individuals who do benefit (and could benefit) from BookTrust programmes.
encouraged to consider whether, in the early years, a universal pack could be established and supplemented thereafter by resources that are selected by parents, practitioners and children on the basis of their knowledge of individual needs. This may require some additional training for staff about how to gift packs that are appropriate to the child rather than their impairment. It may also require some changes

2. For similar reasons, BookTrust should revisit the division of its School Library Pack into Special and Mainstream versions since both types of schools are populated by very varied cohorts where individuals may benefit more from one pack than the other. This is particularly important since schools are restricted to ordering one type of pack and where children with additional needs in mainstream schools may not be gaining access to the kinds of books that might be most suitable for them.

3. In relation to greater personalisation, BookTrust should consider how its books and resources could be developed to increase the presence of the individual child or young person in books. For example, the inclusion of Velcro squares onto which photographs of children and the things that matter to them could be attached. No doubt, there are other imaginative ways to support parents and practitioners in achieving this level of personal inclusion. Such developments could include the wider use of digital options.

4. Similarly, the advice provided for parents assumes singular impairment when in reality, many children and young people in this cohort have more complex profiles. BookTrust is advised to revisit the presentation of its guidance for parents. This may be imagined in the form of universal guidance which is supplemented by suggestions about sensory impairments, autism, profound learning difficulties and speech difficulties for example. BookTrust could also consider the construction of guidance templates that practitioners in schools and support services could edit in ways that meet local and individual need.

5. Parental guidance could make more explicit reference to the importance of ‘Extratextual talk’ (Zucker et al., 2012) so as to enable deeper engagement in stories and books. Such talk is about making inferences, relating the material to children’s own lives and talking about the events, people, things and places in the book. More emphasis might also be placed on giving children opportunities to take the lead in conversation, page turning and choosing points of focus so that independence is enabled over passive engagement.

6. For the Special School Library Pack, BookTrust should revisit its programme, giving attention to how the range of books could be developed to better meet the needs of children and young people with severe and profound learning difficulties. This is important given that this group may include individuals for whom conventional literacy will not be acquired and for whom emergent literacy is likely to be protracted, even to the entire life-course. This could be the basis for a research and development project that could attract funding from a range of organisations and would involve the creation of robust, multi-sensory books (typically produced for very young readers) which are relevant to teenagers’
lives. This project could include investigation of how parental involvement in reading might be shaped around the needs of older children.

7. The Special School Library Pack does include some fiction and non-fiction books that are easy to read but age appropriate but schools and young people continue to claim shortage of such texts. BookTrust should consider how it can expand the range of books of this type through its gifting programme or through the titles it recommends on its website.

8. Generally, the website resources are underused by schools and families. This is because they simply do not know they are there. Though the website is very boldly presented on the packaging of the early years resources, this does not seem as noticeable or encouraging of access as is desirable. One suggestion made by practitioners is to insert a QR code or web address into the books and resources.

9. BookTrust should consider how it could supplement its current resources to include multiple copies of texts for use in classrooms, settings or centers. Where practitioners can use the same books being read at home in the classroom, the books can be more fully used and promoted among children and families. For many children and young people with special educational needs the experience of repetition and anticipation is important in the enjoyment of books and reading.

10. The Bookstart co-ordinator has a central role to play in intensifying the use and impact of current resources. Where the Bookstart co-ordinator has well developed relationships with a setting, the resources tend to be more integrated and better promoted among families. It will be important for BookTrust to consider how it could increase the promotion of existing resources (such as dual language books and online resources) and how the Bookstart co-ordinator might be part of this. It is also important to consider how a similar co-ordination role might be extended to the School Library Packs and SEN Resources for Special Schools so that their impact can be intensified.

11. Finally, BookTrust should continue to operate around its core principles and philosophy. In foregrounding the enjoyment of books and reading, it presents an important message and one that is overlooked in the literature. Enjoyment of books and reading has profound importance in the lives of children with special educational needs and is something that deserves more attention in the wider field of academic theory and research.

BookTrust is leading the way with its gifting programmes for SEN and should continue to lead the way through propagating further research and development that can contribute to theory and practice in this important area.

The best way to end this executive summary is with the words of Sandra, mother to John who is now 13, has a wide vocabulary and a particular liking for Dr Who. Her comment
represents the way in which parents and practitioners saw enjoyment of reading as essential. About John (who loves books and also has Down Syndrome), Sandra said:

‘I think that books are very powerful and reading with him helped him to learn and recognise speech. He learned to say his name with books. Books are very powerful.’
References


APPENDIX: BookTrust additional needs resources

Bookstart

Bookstart offers the gift of books to all children at two key ages before they start school to inspire a love of reading that will give children a flying start in life and to help families enjoy reading together every day. Children receive the Bookstart Baby pack in their first year, and the Bookstart Treasure pack aged 3-4 years.

Children who are deaf, blind or visually impaired, or have disabilities affecting the development of fine motor skills are also entitled to extra packs to support their additional needs, in addition to the universal Bookstart packs:

Bookshine

Bookshine packs are available for children who are deaf. Two Bookshine packs are available: Bookshine Baby (0-2 years old) and Bookshine Toddler (3-5 years old). In 2014-15, 2,586 Bookshine packs were delivered to families.

Contents of the packs:
- Two books (a bookmark showing British sign language is also included in the toddler pack)
- Booklet of advice about sharing books with deaf children
- Book guide listing lots more great books as well as useful organisations and resources
- Nursery rhyme placemat featuring two rhymes and photographs of babies signing.

Booktouch

Booktouch packs are available for children who are blind or partially sighted. Two Booktouch packs are available: Booktouch Baby (0-2 years old) and Booktouch Toddler (3-5 years old). In 2014-15, 2,704 Booktouch packs were delivered to families.

Contents of the packs:
- Two touch-and-feel books
- Booklet of advice about sharing books with blind and partially sighted children
- Book guide listing lots more great books
- Leaflet listing useful services related to reading
- Bookstart Rhymetimes CD and booklet
**Bookstart Star**

Bookstart Star packs are available for children with disabilities that impact on, or delay the development of, fine motor skills. Bookstart Star is aimed at children aged 3-5 years old. In 2014-15, 4,748 packs were delivered to families.

Contents of the pack:
- *Off to the Park!* – an exclusive book from Child's Play publishers, which includes an array of tactile features such as a big red squishy ball, a glittering path and even an ice cream scented page.
- Animal finger puppets for playing along with the story.
- Resources to help parents and carers enjoy reading with their children.

**Special School Library Pack**

The School Library Pack is available to any secondary school or education provider in England with Year 7 students. The pack aims to help staff to create a reading culture that reaches all students, encouraging them to talk about reading and join in activities such as reading groups. In 2014-15, around 4,000 mainstream schools and 700 special schools received the School Library Pack. Schools are able to choose whether they receive the Mainstream School Library Pack or the Special School Library Pack.

The mainstream pack includes:
- Over 40 books from a range of genres: 6 copies each of 5 future classics, 5 reluctant reader titles, and 5 short story collections.
- Reading group guides for each of the future classics
- A poster to promote the books and the school library.
- A guide including information about each of the books in the pack, along with activity ideas linked to the books.

The special school pack includes:
- 10 carefully selected books, including a wide range of styles, themes, sizes and formats, e.g. high interest-low reading age books, non-fiction, poetry and audio CDs.
- A poster to promote the books and the school library.
- A guide including information about each of the books in the pack, along with activity ideas linked to the books.

**SEN resources for special schools**
Book Trust also provides resources for special schools linked to the mainstream programmes, Ant Club (for reception and Year 1) and Beyond Booked Up (for Year 7 and Year 8). The resources are designed to inspire, boost skills and build confidence and help with the development of speaking, listening, reading and writing. They include sensory stories, rhymes, writing activities and lesson ideas for teachers. In 2014-15, the special schools resources were delivered to 162 schools.

**Booktime**

Booktime provides a book pack for all Reception-aged children in England. The pack includes a book for the child along with guidance for parents and carers to help them to support their child’s confidence and engagement with reading. Alternative format titles are available for children with additional needs including large print and braille books, touch-and-feel books, and simple interactive books. In 2014-15, 100 Booktime additional needs books were delivered to schools.

**Bookbuzz**

Bookbuzz supports schools to encourage reading for pleasure, independent choice and develop a whole school reading culture. Participating schools give their students the opportunity to choose their own book to keep from a list of 17 titles suitable for 11 - 13-year-olds and selected by a panel of experts. The programme is aimed primarily at Year 7 and Year 8 students but can be extended to children of other ages. Large print and braille versions of 5 accessible titles in the selection are available for children with additional needs.