



INTENT

The school's curriculum intent for all learners with SEND is embedded across the curriculum – we have high expectations for all our pupils regardless of need. Leaders of SEND are represented on the senior leadership team, and they are therefore well informed of the impact of SEN provision for learners. Our curriculum is well organised and sequenced so class teachers can identify prior knowledge and next steps. Our INSPIRE values actively develop a Growth Mindset and sets out expectations for learning behaviours. We work as a team to help everyone to be the best that they can be.

The senior leadership team is both supported and held to account by the Academy Committee Representatives and The Trust. We ensure that all children have equal opportunities to access the curriculum, regardless of the differing starting points and challenges that they may face. It is everyone's responsibility to identify and remove barriers, promote participation, build relationships and have a positive, proactive approach. Vulnerable groups are a key focus of our pupil progress meetings.

Funding is used strategically, not only to ensure educational outcomes and retention of knowledge, but to give the children the cultural capital they need to succeed in life. We aim for our children to feel safe, loved, inspired and ready.

Pupils with SEND do not work disproportionately with less qualified or experienced staff. We recognise that effective deployment of staff is critical to ensure a positive impact. For the vast majority of the time, children with SEND are taught in class – we pride ourselves on being an inclusive school community.

We recognise that good teaching for SEND pupils is good teaching for all. We also realise that children with SEND may not be low attaining.

There is a clear vision, ethos and strategic intent for all learners with SEND.

IMPLEMENTATION	Curriculum provision for children with SEND is reviewed against the quality of teaching for all learners; this can be through lesson observations, learning walks, pupil voice and/or work scrutiny. Across the curriculum, work given to learners with SEND matches the aims of the curriculum but may be adapted to their needs. Teachers are well supported to use a repertoire of teaching strategies, depending on individual needs – flexible group working, cognitive and metacognitive strategies, explicit instruction, technology, scaffolding and pre teaching. English: We recognise that reading is the key to success across the curriculum and we therefore make this a priority – a systematic, synthetic phonics scheme, daily morning reading, class novels, guided reading and Accelerated Reader are all strategies we use to support this. Maths: an aim of the White Rose Maths and Mastering Number schemes of learning is to be inclusive, the use of a curriculum that works for all, with everybody studying the same topic and being provided with support and challenge as needed. Many of the teaching strategies advocated for all pupils are particularly useful for pupils with SEND. For example: using concrete and pictorial representations, revisiting, and reminding, planning for misconceptions, and knowledge precursors. All staff contribute to School Support Plan evidence books and can articulate what progress looks like for individual children against their identified targets (APDRs). Staff are aware that examples of progress should reflect learning from across the curriculum. We recognise that for all learners, relationships are key and we expect teachers to take responsibility for this. If negative learning behaviours are impacting on positive curriculum outcomes, staff support children through our INSPIRE values, behaviour curriculum and policy as well as a range of SEMH interventions. APDRs are used to set targets for all SEND children to ensure they meet their full potential. Interventions support the school's ethos, which is underpinned by Maslow's Hierarchy of Need. We therefore have a strong pastoral team who can support children with the social and emotional aspects of learning through interventions such as ELSA, Hamish & Milo, playtime friendship groups and Draw and Talk Therapy. We also use more specialised programmes such as WellComm (speech and language), RWI 1:1 tutoring and Fresh Start (phonics and reading), First Class @ Number (maths). It is recognised that poor motor skills have a negative impact on children's ability to perform well across the curriculum. We have designed an Early Years curriculum that gives ample opportunities to develop gross and fine motor skills. Children who are identified as requiring additional support with their gross and/or fine motor skills may take part in regular interventions to support this area such as Write from the Start (fine motor), Let's get Moving (gross motor). Each year, we complete a SEND confidence audit to help us signpost support and CPD for staff. This ensures that teaching staff are supported to correctly help their children access the curriculum - removing barriers. Transition points are managed through working with preschools, home visits and children are identified for extra transition to secondary school if required. We also ensure that preschools and secondary schools are invited to EHCP annual reviews where appropriate.
IMPACT	From their individual starting points, learners with SEND develop reading and mathematical fluency appropriate to their level of development. Behaviour doesn't impact learning. Learners with SEND behave well, demonstrating high levels of self-control and consistently positive attitudes to their education. Attendance rates for children with SEND are currently broadly in line with the national average. Progress for SEND children can be demonstrated through the work they produce in their individual workbooks, their school support evidence books (linked to their APDR) or through an EHCP evidence book.