



Meeting the Needs of all Pupils

Our schemes of work for each curriculum area are based on the National Curriculum for primary education. Our schemes reflect the content, breadth, and challenge of this curriculum. Our aim is to ensure that the curriculum is exciting and will inspire children to have a passion for learning.

The curriculum will be taught with the consideration of the needs of all learners. Our aim for SEND pupils is therefore to still deliver a broad and ambitious curriculum that meets their needs by developing their knowledge, skills, and abilities, and not a narrowed one. We are aware that without some additional provision however, some children may find access to all elements of the curriculum challenging and so we ensure support through a wide range of measures. These can be found in detail on the website in our “**local offer report**.”

Curriculum Provision Support

We provide here a summary of some of the adaptations we make to our provision in order to support SEND pupils.

Adaptation	Summary of action	Examples
Knowledge Organisers	Our interactive SEND knowledge organisers allow all children to independently access learning related resources and information to the specific area taught.	These include a concentrated list of key information and vocabulary, so children have more targeted support.
Graduated response planning	Identifying areas where children require additional support	A plan is in place to ensure their needs are being met, along with half term reviews of all children accessing this plan. This may lead to further support or the use of other professionals.
Classroom environments	Engaging and relevant learning environment to support all children with their learning.	Learning walls to support children as visual reference points to support both their understanding but also their independence. Learning walls exist in every room.
Inclusion	Varying style and activity to support distinct types of learners and abilities, whilst removing barriers.	Opportunities for children to complete amended outcomes, with reduced writing, or the use of IT in order to support them but also provide a point of personal accomplishment.
Strong IT provision	A well-resourced school with iPads available in all rooms.	The use of an iPad to support a written piece through programmes (such as Clicker)
Disciplinary knowledge	The school curriculum has a strong emphasis on disciplinary knowledge and has created progressions.	The support for children to learn skills associated with a subject and not just factual knowledge is central to effective curriculum delivery.
Core Values	Core value education with a progression to aid development	A programme where we teach activity the values of the schools ensuring SEND pupils gain the knowledge and personal development to succeed.
Accurate formative assessment	Assessment for all children to identify key focuses for children in all subjects.	The use of elicitation tasks, pre-maths or Kahoot quizzes to identify areas that need greater focus and support to ensure teaching will address specific need.
Key questions	Planning adjustments to ensure questions asked plot a robust yet manageable path through the learning.	Planning and activities adjusted to ensure coverage is broad but also specific. This may result in activities being chunked and allowing SEN children longer to achieve.
Practical curriculum	Curriculum maps suggest support that is possible from trips, visitors, and IT links, so that learning is active.	The curriculum is written around the local area, with local geographical and historical areas deliberately built in. Effective use is made also of the outside space at school to encourage outdoor learning in all areas and a team of teachers work to maximise these opportunities.
Trip adjustment	The pastoral team work to plan the trip around the needs of the child.	All children in a year group attend the trip. At times this may include supported provision from the pastoral team such as attending the trip or ensuring a risk assessment is fully in line with needs of individuals to maximise their experience.
Monitoring	Planning and provision improvements suggested by SENCO and SLT.	All Learning Enquiries are monitored with pupil interviews. The children respond and discuss their learning and this group always includes a child from the bottom 20% to ensure learning objectives were met.



Additional adult provision	The ratio of TAs in school is high to ensure the ability for groups to be supported	This may include the use of adults to conduct small interventions before or after teaching allowing immediate and timely intervention. These are tracked for their efficiency and may include additional after school sessions, provided free of charge, and aimed at targeted individuals to address specific weaknesses.
Specialist adult community	A number of adults in school to support specific needs.	These include speech and language intervention and Thrive, both of which run throughout the school. The school also uses trained adults to deliver Elklan (a specialist language builder and communication programme for children with SL&C difficulties) and SNIP (Specialist Dyslexia Teaching Programme.)
Involvement in pilot projects	Actively seeking opportunities to be engaged with educational research and new developments.	Recently these have included the Reading Fluency Project (Hertfordshire), Arithmetic Working Memory (Oxford University) and the Maths Hub's Mastering Number programme (Rekenrek) sponsored by DFE.
Curriculum provision that is research based	Using the most comprehensive of schema to ensure the best possible delivery and pedagogy.	The school runs the highly respected "Texts that Teach" in writing and the DFE supported "Power Maths" project, both based on practical and high-quality learning opportunities.
Reading delivery and support	A reading rich school, where reading is central to learning.	A developed strategy for teaching reading throughout the school, starting with RWI, and leading on to a focus on fluency, prosody, vocabulary, and inference. This programme is followed rigorously daily and fully monitored. RWI is taught in ability groups, reassessed every half term. All books to read at this age are phonically decodable. Reading intervention for phonics continues in Key Stage Two if necessary. All relevant staff are trained regularly in delivery. Strong teachers lead weaker ability groups. Parent workshops occur to help parents with how to support phonics at home.
Pastoral team	A dedicated team built around the needs of children.	Pastoral team cover attendance, behaviour, Thrive and SEN. The school has SENCO and SENCO support teachers. Team is hugely funded by disadvantaged pupil funding and so is targeted equally at this group.

The Graduated Response

