

Access to the curriculum for pupils with SEND

At Holtsmere End Junior School, we adapt the curriculum and learning environment for pupils with SEND:

Our school has a range of approaches to supporting children with SEN needs. All children benefit from quality first teaching in the classroom, which caters for their individual needs and supports all children to make good progress. Work is differentiated for different groups and individuals.

Differentiation is often enough to ensure a child is on track but sometimes a Support Plan will be needed with individual targets and strategies to work towards achieving them. This will be put in place in discussion with parents/carers and where appropriate the child. This would mean additional work with a child on a small group or 1:1 basis to carry out specific interventions to support a child to meet their individual targets.

The InCo works alongside class teachers and support staff to oversee SEN provision and monitor the progress of any child requiring additional support. Where appropriate other agencies will be asked to work alongside the school to assess a child and plan for their needs. At all stages parents/carers will be involved in the process.

To ensure all children are able to access the curriculum at an appropriate level and fulfil their potential we take some of the following actions:

Make adaptations to ensure that all pupils have access to the school curriculum and school activities.

Support pupils to achieve their full potential despite any difficulty or disability they may have.

Ensure that staff are aware of pupil's individual needs and teach in a way that is appropriate for them.

Provide opportunities for pupils to develop confidence, self-esteem and resilience.

Work in partnership with parents/carers, pupils and external agencies to cater for children's special educational needs and disabilities.

Make provision for children with SEN to fully develop their abilities, interests and talents.

Identify special educational needs at the earliest opportunity to ensure early intervention and support.

Ensure all children with SEN are fully included in all aspects of school life.

Regularly review policy and practice in order to achieve the best outcomes.

More details on how we adapt information, our environment and curriculum can be found in the **Accessibility Plan** which you can find in the School policies section of our website.

Examples of how we make reasonable adaptations to wider curriculum lessons are

Graphic organisers which break learning into small steps including pictorial representations

Pre teaching and reteaching

Simplified diagrams and tables

Technology support

Organisers to prepare for the structure of the lesson (s)

Opportunities for movement breaks

Opportunities to work at a quieter focus learning area space within classrooms.

Graphic organisers which break learning into small steps

Subject specific and age related vocabulary exploration

One step instructions and processing time