



Curriculum for Pupils with Special Educational Needs and/or Disabilities

Intent:

At Pitmaston Primary School, we strongly believe that every pupil including all pupils with Special Educational Needs and/or Disabilities (SEND) have an equal right to an education, that enables them to develop fully and which values them as individuals. We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils, whatever their background, needs or abilities. We have the same high expectations for pupils with SEND as we do for all pupils in school.

Through our high quality provision, we aim to ensure that pupils with SEND:

- are identified early;
- are at the centre of discussions and decisions;
- have access to a broad, balanced and ambitious curriculum through quality first teaching;
- feel valued, included and motivated to learn;
- enjoy school;
- make progress to achieve their personal best;
- are equipped with tools to become more independent learners;
- develop as rounded individuals with high aspirations, who are able to make a contribution to the community;
- experience a range of successes and develop a positive sense of self.

Within our setting, we aim to:

- minimise barriers to a child's participation in all aspects of school life;
- build positive, trusting partnerships between school, pupils, home and external agencies;
- regularly adapt and personalise teaching approaches, learning environments and resources to meet the changing needs of our pupils;
- provide high quality training to all staff as well as those supporting pupils with SEND;
- regularly monitor the progress of pupils.

Implementation:

Supporting pupils with SEND is a whole-school responsibility; every teacher is a teacher of SEND at Pitmaston. We ensure that inclusion remains at the forefront of practice across school through:

- all children receiving quality first teaching as the ordinarily available offer, with all staff having ambitious expectations and making the necessary adjustments needed in order to offer a full and balanced curriculum to every pupil;
- assess-plan-do-review cycles being embedded in daily practice with teachers understanding the importance of early identification through observations, monitoring of progress and close liaison with the SENCo and Inclusion Team;
- personalised resources being in place to overcome an individual child's barriers to learning and to enable more independence in the classroom;
- specific 1:1 or small group intervention to further support pupils within any of the four areas of special educational need (Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health [SEMH] and Sensory and/or Physical). These may include Phonics, Precision Teaching, Speech and Language programmes, Building Together Club (Lego-based Therapy), Thrive, Smart Moves and Relax Kids.
- 'Step 7' Individual Provision Maps in place for all pupils on the SEND register which document their needs, personalised targets and support they have received. Targets are reviewed with parents at the end of each term using progress data, observations and external agency reviews with new, smart targets set using agency recommendations;
- close collaboration with a number of external agencies including our Educational Psychologist, Speech and Language Therapists, the Learning Support Team, the Complex Communication Needs Team, the Behaviour Support Team, Play Therapist and our own school Counsellor.

- regular training led by the SENCo, subject leaders and external professionals, with support and advice provided where necessary including through the creation of 'Additional Needs Support Pathways' for different areas of need, drop-ins for staff with agencies and termly Pupil Progress Meetings to discuss each individual pupil with SEND;
- carefully planned transition during the Summer term at all levels; for those joining school, those moving year groups, those moving key stages and those moving to secondary school. Our whole school transition week sees all pupils spend time with their new teachers and teaching assistants in their new classrooms for at least four days. Enhanced transition is put in place for those with a higher level of need or anxiety, which may include extra visits to the new classroom, a photograph transition book to take home over the Summer holidays and extra opportunities to meet staff and engage in a fun and relaxed activity with them. The school class web pages change at the end of the year with the new class teacher's photo to be used as an aid by parents over the summer holidays for transition.

Impact:

As recognised during our Inclusion Quality Mark [IQM] external assessment, *"...the force for inclusion is the heartbeat..."* of Pitmaston Primary School. High quality, inclusive teaching within the classroom takes into account the learning needs of all pupils. As a result of this:

- Pupils with SEND make good progress from their starting points, both academically and with their social and emotional development.
- The strong partnerships and respect between teachers, teaching assistants, external agencies and parents ensure that pupils with SEND are provided with quality first teaching in accessible, welcoming and engaging learning environments, with reasonable adjustments made to the curriculum and learning activities tailored to the child's individual needs so that they are able to access their year group curriculum in the classroom with their peers.
- Regular monitoring of the progress of children with SEND ensures that intervention is purposeful and matched to the child's specific area/s of need.
- Carefully implemented teaching approaches, resources and experiences enable pupils to develop independence, whilst ensuring that they still feel safe, secure and cared for.
- The focus on the development of character and self-esteem supports pupils to build self-confidence, resilience and independence in the classroom, developing important life skills to support them beyond their time at Pitmaston and into their adult life.
- Good quality, relevant training is provided for staff to develop specific targets and programmes of support tailored to the child's individual needs. Strategies, advice and regular reviews contribute to the assess-plan-do-review cycle, ensuring that pupils' Individual Provision Map targets are reviewed accurately and that Annual Reviews for those pupils with an Education, Health and Care Plan [EHCP] are a true reflection of the pupil's continuing strengths and needs.
- Parents feel supported and listened to, trusting that the best possible educational experience is being provided for their child.
- All pupils from Pre-School to Year 6, regardless of need or disability, are provided with a range of exciting opportunities and varied experiences. They enjoy coming to school and they thrive.