

Intent:

Communication,
language &
vocabulary



Books and reading



Experienced-based
learning



Knowledge and
retaining
knowledge



- Our spiral curriculum is designed with the intention of being accessed by all our pupils, including those with SEND. It is vital that, wherever possible, our students with SEND are given the same opportunities to gain knowledge and cultural capital as their peers without SEND.
- We are dedicated to the ongoing development of an inclusive curriculum and therapeutic environment for pupils with SEND which will then be of benefit to all pupils.
- We pride ourselves in forming positive and impactful relationships with all individuals and especially those with complex and diverse communication and interaction and social, emotional and mental health needs.
- Through the explicit teaching of metacognitive strategies, we aim to build independence which can support learners to make the equivalent of +7 months progress.
- Through an ongoing commitment to creating the right environment, effective adaptations and scaffolding for all pupils to thrive, we aim to reduce the need for drastic adjustments to the curriculum
- Any adjustments to curriculum remain meticulously planned, sequenced, and monitored following a SAFE (sequential, active, focused and explicit) approach to ensure outstanding outcomes for our most vulnerable learners.
- We believe that nothing can be more effective than a teacher who has a deep understanding of a pupil and can, through that knowledge, have the confidence and skill to, with the end goal in mind, intuitively adapt and mould any learning experience.
- Wherever possible, SEND Support aims to remove barriers to allow the child to access the full curriculum, and make progress and attain alongside and in line with their peers. For children with some specific types of SEND, this may be through ensuring access to certain tools and supports eg, appropriately presented resources and materials, physical access, sensory aids etc. It may also mean further training and support for teachers in specific strategies and teaching techniques.
- In some cases, where children have very significant SEND (particularly C&L needs), it may be necessary to make some adjustments to the curriculum. These children have access to the engagement model through our specialist environment to ensure that their learning remains targeted, realistic and therefore ambitious for the individual in line with their hoped for future outcomes.

Implement:

Coverage through the link curriculum & extra-curricular:

- Carefully planned SEND Support ensures that, wherever possible, our pupils with SEND access a full curriculum, studying the full range of subjects, alongside their peers.
- Carefully planned SEND provision in specific subject areas to ensure SEND children can access the full curriculum appropriately for them.
- Inclusive relationships and teaching are relentlessly promoted by all leaders, which ensures that teachers and LSAs are trained and supported to be able to provide for a wide range of needs through their classroom environment and teaching. High quality provision for SEND is a thread which runs through the whole academy CPD offer, including through our coaching model and where necessary, stand-alone input. Expertise from outside agencies and training providers is regularly engaged.
- In house Speech and Language Therapist regularly meets with children, writes advice and reports for teachers and shares her expertise with LSAs to ensure high quality intervention for children with SLCN.
- For children working two or more years below their chronological year group in any areas of their learning maths, teachers use ITP continuums to ensure the learning is intentional, targeted and appropriately pitched to close gaps and ensure rapid progress. ITP continuums broken further down into precise and chronological steps to ensure that teachers can systematically identify gaps and misconceptions and therefore effectively adapt and differentiate their teaching and respond accordingly. It is vital these gaps are filled and misconceptions addressed first before children can access and embed higher level learning.
- In circumstances where an individual would benefit from an adapted or alternative curriculum, expertise from outside agencies is engaged to support us in getting the curriculum right and, in many cases, to support us with the EHCA process. In some cases this may include access to 'Stepping Stones' which provides a high level of bespoke support for children currently unable to fully access their mainstream classroom due to significant SEMH need.

Additional Intervention

- Where 'additional' interventions are deemed necessary, these are meticulously planned and timetabled to ensure that pupils are not withdrawn from key curriculum learning.
- Reading interventions are highly prioritised in order to support pupils' access to all other curriculum areas. Interventions include regular 1:1 reads, BRP, guided reading, comprehension lessons following a VIPERS sequence and intensive phonics sessions.
- Children who are working on ITPs significantly below their chronological year group access Precision Teaching in order to gain fluency and embed learning, embed ITP key statements using a 'do now' section of the lesson, which are the building blocks for other learning.
- For some children other additional interventions will be delivered on a bespoke basis in line with recommendations from outside agencies. Eg, Speech and Language, physiotherapy etc.

Monitoring and Assessment

- All academy assessment systems are called upon to ensure potential SEND is identified early and support can be appropriately planned for.
- Every child with SEND Support or with an EHCP has a Support Plan which is formally reviewed and updated at least 3 times a year. Support Plan documents for each child's planned for outcomes together with their planned provision. Support Plan are highly bespoke and are written collaboratively with parents and pupils. A considerable amount of time is assigned for teachers to meet with the SENDCo and Inclusion lead to review and plan provision together.
- All paperwork has been supported by our NLP to show that it is meaningful and correct. Post his advice two documents have been merged and our PCP meeting has been slimmed down for children who will not require an EHCP
- All staff are given directed and additional time to complete paperwork to support emotional wellbeing

Impact:

Data (2021/22)

- After targeted intervention for all children identified as working 2+ years below age related expectations, 4% of children have made accelerated progress and have been removed from the SEND register
- 39% are now identified as having SEND which makes the whole school picture more accurate
- In house Speech and Language therapist has met and created bespoke targets for children who have been on the Oldham SALT waiting list for 18 months
- Learners from across the academy, with need in a/all areas of SEND, benefit from access to a wide knowledge based curriculum.
- Pupils for whom require a bespoke curriculum are accessing a SAFE curriculum.
- Engagement in lessons has been clear from learning walks and books looks as well as from teacher and pupil voice.
- The majority of pupils with Cognition and Learning needs make progress in line with ambitious targets set with their individual starting points and needs in mind. Smaller steps of progress are tracked against ITP continuums.
- Where progress is not as rapid as hoped, our robust assess, plan, do, review processes ensure that provision is quickly adapted and where appropriate outside agency expertise is called upon for advice and support.
- Data shows that reading interventions for children with SEND are highly effective with the vast majority of pupils making expected or accelerated progress in line with their targets.

Teacher CPD/monitoring (2021/22):

- Appropriate support and training is in place for teachers who would benefit
- Teachers are becoming increasingly confident through purposeful CPD sessions in their abilities to adapt and scaffold learning for all children.
- Upcoming core subject CPD will be supported by SENDCo to ensure inclusion runs through out