

How we adapt the curriculum and learning environment for children with SEN

South Wilford Endowed CE 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 adapted for different groups and individuals. 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. These will take place in the classroom where possible.

The SENCO 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. Pupil passports are used to consolidate this.
- Provide opportunities for pupils to develop confidence, self-esteem and resilience. This may be through lego therapy, music therapy, forest schools and will impact back in the classroom.
- 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 including visits, clubs, school councils and are given responsibilities.
- Regularly review policy and practice in order to achieve the best outcomes for all our pupils
- Use support from SEN HLTA to provide additional resources and to ensure provision is suited to individual's needs.
- Peer support where appropriate in class.
- Ensure diversity is embedded throughout the curriculum including exposure to people with disabilities in the learning and in real life. The inclusion of children using the Ark in the Spark projects- developing leadership skills.