



SEND and the CURRICULUM

At Ian Ramsey CE Academy, we are committed to the equal inclusion of all pupils, in all areas of academy life. We recognise the diverse and individual needs of all pupils, from all cultures and backgrounds, and consider the additional support required by those children with Special Educational Needs and Disabilities (SEND).

We recognise that all pupils are entitled to a quality of provision which will enable them to achieve their potential: to be healthy; safe; enjoy and achieve; make a positive contribution; and achieve economic well-being. Staff are committed to understanding the nature of everyone's needs and how these can best be met in and beyond the classroom. Making progress is an essential element of every lesson; therefore, quality assurance checks are in place to ensure this happens.

It is extremely important to us that our SEND pupils, including those within our nurture group, receive the same broad and balanced curriculum as their peers. Therefore, SEND pupils study the same subject knowledge and skills as the rest of their year group, taught in a way which is specific to their learning needs. Teachers of SEND pupils ensure that all pupils are both supported and challenged appropriately based on their individual starting points to ensure they continue to make progress.

The curriculum is designed to meet the needs of all pupils, so they develop their knowledge, skills, and abilities in each area. The curriculum is designed to help pupils with SEND to overcome barriers to participating and learning, and make any reasonable adjustments needed to include these pupils in all aspects of school life. This includes setting challenging learning goals, responding to pupils diverse learning needs, and overcoming potential barriers to learning and assessment for individuals and groups of pupils. We understand that some pupils with SEND will show they understand in different ways from their peers, so we seek to use a range of opportunities for pupils to demonstrate what they know they can do. We will celebrate inclusive pedagogy and draw upon context-independent knowledge, as well as develop an inclusive mindset to increase the learning and engagement of all pupils.

We believe in positive interaction; removing barriers to learning; raising expectations and levels of achievement and working in partnership with other agencies to provide a positive educational experience for all SEND pupils.

In Year 6, pupils are identified during the transition process by their primary school. This information is shared directly with our SENDCo, who co-ordinates this with the Head of Year 7 to ensure that the provision for all pupils is appropriate. This includes looking at those who have been identified as vulnerable by their primary school and who would benefit from inclusion in the Nurture Groups, along with their KS2 data, to ensure their needs are effectively met. This group is kept as small as possible, approximately 15 pupils maximum.

The group is kept together for their taught curriculum, except for practical subjects i.e., DT and PE, where they join other classes in the year group. Pupils in the nurture groups are also in different tutor groups, which are mixed ability. This supports their transition into secondary school and avoids them becoming a segregated group within the academy.

The Nurture Group is taught by subject specialists for all lessons. In English, this is a qualified SENDCo which allows regular academic contact with the groups to monitor and assess progress. The group has an LSA supporting them in all lessons to ensure that there are always two adults supporting learning. The group continue to experience the full curriculum entitlement, including MFL. However, they have adjusted hours to ensure additional English and maths lessons on their timetable.

Pupils in the Nurture Group also have access to targeted intervention to support their reading and comprehension development. Interventions are personalised based on the assessment information completed at the beginning of Year 7. All pupils in the Nurture Group have a Learner Profile which details their individual learning needs and strategies which best support their learning.

We have identified areas of the curriculum that could present specific challenges to pupils with SEND and outlined our intent to deliver an ambitious and engaging curriculum for all pupils to ensure pupils with SEND have a full curriculum offer within the subject and acquire the knowledge and cultural capital they will need to succeed in life.

1. COMMUNICATION BARRIERS

Teacher to pupil communication	We will use explicit instruction and guided practice to build pupils' confidence before setting any independent practice. We place high value on a range of modelling techniques in the department and will use these to support teacher to pupil communication. For pupils with SEND, processing is a common barrier to learning, therefore one instruction is given at a time as good practice with frequent checking for understanding before the next chunk of instruction is given. Expanding a learners' vocabulary (Tier 2 and 3) is a key part of raising their social capital as well as their learning.
Pupil to teacher communication	Effective communication is encouraged from all pupils through the creation of a supportive learning environment. We will use a range of verbal and non-verbal ways for pupils to communicate their knowledge and understanding of the content being taught.

2. READING SKILLS

Tier 2 and 3 Vocabulary	Comprehension of, and frequent use of, Tier 2 and 3 vocabulary allows pupils to understand key processes they will encounter. All Tier 3 vocabulary will be pre-taught. Speaking and writing using subject specific language is promoted across the Academy, Tier 3 vocabulary is rooted in this. Strategies such 'How can you say it again and say it better?' are used frequently to encourage oracy skills that promote confidence and resilience in pupils' understanding.
Key vocabulary	A comprehensive understanding of key words can make a significant impact on pupils' progress. Therefore, we prioritise pupils understanding of these when introducing new activities, with key terminologies displayed within each department. Pupils with SEND can refer to these frequently. Responding to different pedagogical activities requires pupils to have secure knowledge of theory as well as contextual knowledge of how to apply this knowledge to places as well as the disciplinary knowledge to apply one to another.
Guided Reading	Utilising Guided Reading supports the engagement of pupils with different types of texts. Pupils can analyse the texts with confidence by following the pre-prepared steps. Guided Reading is used across a range of curriculum areas, ensuring pupils are familiar with the strategy and can embed the skills. This then supports pupils in learning how to unpick and analyse a text independently. SEND pupils have a greater confidence with new text content and types due to the scaffolded nature of the strategy.

3. SUPPORT NEEDED TO ACCESS LEARNING

Additional Adult Support	Detailed planning is key for the effective deployment of additional adult support: one to one work within a lesson often requires LSAs to have a secure understanding of the substantive knowledge to ensure they can support pupils. This will include planning for misconceptions and providing adequate support for LSAs to tackle these with confidence. In addition to a team of LSAs that work with pupils, we also have specialist HLTAs in English, maths, and science as well as a HLTA providing targeted intervention to individuals.
Confidence and resilience	Within the Academy, we have secure routines that support pupils with low confidence and resilience. This includes low stakes testing via recall tasks at the start of lessons and embedded homework routines for Years 7, 8 and 9 and Years 10 and 11. Scaffolding and adapted materials are also in place to support pupils and reflect pupils' learner profile information.

4. SUPPORT TO OVERCOME SEMH BARRIERS

Trauma informed strategies	In a drive to become an Attachment Aware Accredited School, we continue to embed strategies linked to trauma informed practice. This might include strategies around emotional regulation and working with a key adult to support readiness to learn. Two members of staff are part of the local authority's Trauma Informed Network, sharing good practice and bringing further training and knowledge to staff in school.
SEND Mentoring Scheme	All pupils on the SEND register are allocated a mentor who they meet with at least once per half term. This provides an opportunity to gather pupil and parents voice and provides an opportunity to set SMART targets based on identified areas to support the pupil, linked to their Learner Profile.
Emotional and mental wellbeing	The Academy has a Lead Practitioner for emotional wellbeing and a mental health lead who work closely with the pastoral and SEND team to identify and address issues with individuals and groups. In addition, school-based interventions can include: theraplay, 5-weeks to wellbeing, emotional literacy, friendship groups and occupational health recommended regulation exercises.