

Curzon SEND Across the Curriculum

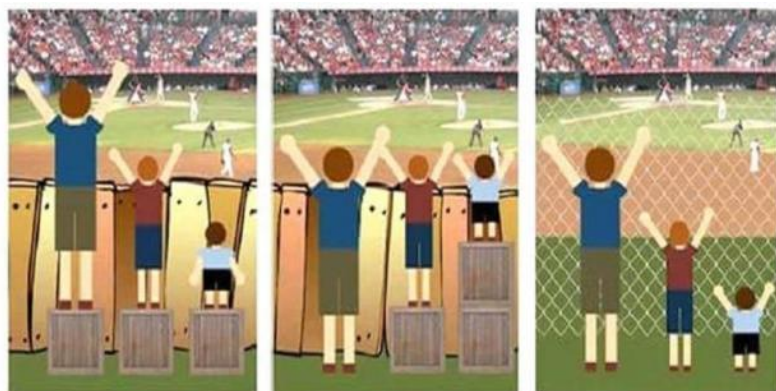


Intent

Our vision is for all to grow like the mustard seed. We have high ambitions for all pupils. Our ethos is to enable all children to reach their potential. We do not place a ceiling on attainment. Through carefully designing our curriculum and adapting our teaching to include a range of different activities and meet varying needs, we ensure that all pupils, including SEND, can participate fully.

All children learn and develop in different ways and may require additional help and support at various points in their journey through school. Some children, at some time in their school life might have additional or different needs and it may be that they will be on our SEND register for varying periods of time.

One of our key school values is courage and our aim is for all pupils, including SEND pupils to develop learner independence and resilience. We use the inverted triangle of support whereby we encourage self-scaffolding and start by providing the least support. All children with SEND needs benefit from quality first teaching in the classroom with a teacher. We keep interventions to a minimum to ensure that all pupils can access the full curriculum. Some brief interventions, such as pre teach are led by the class teacher.



Individual Needs

SEND is divided nationally into 4 key areas: Communication and Interaction, Cognition and Learning, Social, mental and emotional health, Physical and/or Sensory Needs. We know that a significant % of our SEND have needs that cover more than one key area. We seek advice from professionals and create an individualised approach to support each child's specific needs. Some of our SEND pupils have disadvantaged

backgrounds and some are also entitled to Pupil Premium (PP). In our small school, all staff know the children well and build good relationships of trust and partnerships with parents/carers.

We have high aspirations for all children, valuing pupil voice, providing a safe environment and looking for opportunities to positively promote a wide variety of experiences for our children.

Implementation

We have mapped out some key SEND needs in our school and how we address these through making tweaks to our quality first teaching.

Communication and Interaction/ Social, Emotional & Mental Health (e.g ASD, Anxiety)

Needs and areas of the curriculum	Strategies
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Whole school day	All classes have visual timetables. Any changes are explained to children beforehand. Culture of growth mindset, linked to our value of courage. Social and emotional worker to support with social skills and anxieties. ELSA Recent staff CPD on ASD, trauma. Positive reinforcement and praise through whole school reward systems. Whole class rewards help engender a sense of team and social responsibility. Quiet areas for Time Out Peer review – children given option to shut book if don't want to share theirs. Zones of regulation in each classroom. Use of physical reasonable adjustments e.g. fidget toys, ear defenders Warning given before end of an activity/transition. Calm physical classroom environment. Clear modelling Quality First Teaching - <i>from a teacher</i>.
Literacy -Working memory - Cultural capital - Knowledge and range of text types - Understanding different points of view/characters - Empathy	High challenge/low threat Adult checks child knows what to do Short time targets Recall activities- low stakes, true false LO shared and explained Pre teach Paired talk- helps those who are anxious about talking in front of class Curzon's T and L Blueprint places and emphasis on using visual prompts. Emphasis on growth mindset- it is ok to get things wrong at first Now and next boards Sentence starters to support social imagination Use art work to develop inference Word banks Prepared questioning-thinking time
Maths -inability to visualise. - outside influence (e.g. parent saying they can't do maths – mindset) - self esteem/ confidence	High challenge/low threat Adult checks child knows what to do Short time targets Recall activities- low stakes, true false Flashback 4- low stakes recall LO shared and explained Pre teach Paired talk- helps those who are anxious about talking in front of class Curzon's T and L Blueprint places and emphasis on using visual prompts. Emphasis on growth mindset- it is ok to get things wrong at first Now and next boards Sentence starters to support social imagination Physical concrete resources
Science -exploring 'the world' -Working in groups/communication -Low self esteem Humanities -Low self esteem - Working memory -Understanding historical concepts, context, lack of 'connection' to the past -Cultural capital – not going beyond their local environment Computing -team work, ability to share -fear of failure	High challenge/low threat Adult checks child knows what to do short time targets Recall activities- low stakes, true false LO shared and explained Curzon's T and L Blueprint places and emphasis on using visual prompts. Emphasis on growth mindset- it is ok to get things wrong at first Now and next boards Modelling tasks and use of vocabulary Small group work Use of mixed ability Short burst activities
RE, MFL -Lack of understanding of other beliefs/points of view, rigid thinking -Parental belief or opinion	As above Explain why we study MFL Collective worship and RE curriculum focuses on understanding different world views and beliefs. Respect is one of our 3 key school values. Explore with art or sound Have no ceiling, use phrases such as 'I wonder...'

PSHE --anxious about sharing thoughts	As above Choice of partner given so children feel comfortable in confiding in that person. Social stories. Climate of trust/good relationships between children and trusted adult. Reflection time Breathing techniques No pressure to speak during sessions Activities to support non-verbal children with communicating their needs and worries. Quiet place to work with identified learning partners. Work on resilience.
PE -Self-regulation with competition (winning and losing) -Noise -Space -Busy environment -Different structure to classroom learning -Body image	As above Sometimes smaller versions of activities. Emphasis on non competitive aspects. Different roles given dependent on sport being taught Groups carefully planned by the teacher Quiet time/cool down time before next lesson Bubble breathing Range of activities Sensory needs made aware of – clothing, feeling hot/cold, smell Clear boundaries and structure to lesson so pupils feel safe Clear emphasis on explaining rules Extra time for getting changed Keep language simple and visually model activities. Adaptive equipment
Art/DT -Not wanting to use/learn different techniques -May find artist interpretation difficult. -Challenges to using different materials (feel of paint etc)	Emphasis on process rather than finished product as some children get upset when the finished product does not match their expectations. Lots of reminders of stages. Focus on process not result. Now, then, next. Sensory needs – e.g. May want to wear gloves whilst handling clay Adapting activities – e.g. so do not have to touch paint etc

Communication and Interaction - barriers around focus, comprehension and retaining learning (e.g. ADHD/Trauma)

Needs and areas of the curriculum	Strategies
Whole school day	Culture of growth mindset, linked to our value of courage. Positive reinforcement and praise through whole school reward systems. Whole class rewards help engender a sense of team and social responsibility. Movement breaks Headphones to support focus on individual tasks Fidget Toys Seating position Cueing in techniques Low stakes quizzes and activities to revisit learning Quality First Teaching - from a teacher.
Literacy -Tracking -Lack of concentration	High challenge/low threat Adult checks child knows what to do Adult asks child to repeat back instructions Short chunks of whole class teaching, interspersed with activities. Curzon's T and L Blueprint places emphasis on strategies to make learners actively involved (paired talk, T/F, chanting) Working with positive role model peers Short time targets, use if timers. Recall activities- low stakes, true false LO shared and explained. Teachers make links to prior and future learning. Pre teach

	Curzon's T and L Blueprint places and emphasis on using visual prompts to reduce memory load Specific work on vocabulary Whole class reading lesson involving higher level texts Say a sentence/ 'hold a sentence' before writing Chunking, small steps Adult writes LO/Date on whiteboard/stick into book.
Maths - Misread questions/ operations - Difficulty revisiting previous topics	High challenge/low threat Adult checks child knows what to do Adult asks child to repeat back instructions Short chunks of whole class teaching, interspersed with activities. Curzon's T and L Blueprint places emphasis on strategies to make learners actively involved (paired talk, T/F, chanting) Working with positive role model peers Short time targets, use if timers Recall activities- low stakes, true false LO shared and explained Pre teach Curzon's T and L Blueprint places emphasis on using visual prompts to reduce memory load Use of manipulatives and concrete. visual, abstract progression.
Science, computing, RE, PSHE, art, MFL and DT -Difficulty revisiting previous topics -Difficulty recalling key vocabulary	High challenge/low threat Adult checks child knows what to do Adult asks child to repeat back instructions Short chunks of whole class teaching, interspersed with activities. Curzon's T and L Blueprint places emphasis on strategies to make learners actively involved (paired talk, T/F, chanting) Working with positive role model peers Short time targets, use if timers Recall activities- low stakes, true false LO shared and explained. Teachers make links to prior and future learning. Pre teach of key vocabulary Curzon's T and L Blueprint places and emphasis on using visual prompts to reduce memory load Subject specific vocabulary explicitly taught with picture prompts. Sometimes choice of recording so children do not get overloaded with writing skills
Humanities -Difficulty revisiting previous topics -Difficulty recalling key vocabulary	As above Visual timelines to support chronology Maps to support understanding of place
PE -lack of concentration	As above Lesson broken down into short focused practical activities Pupils near teacher for whole class instructions Pupils used as examples in modelled activities Warm down activities to help pupil re-regulate

Cognition and learning -specific issues (e.g. Dyslexia)

Needs and areas of the curriculum	Strategies
Whole school day	Culture of growth mindset, linked to our value of courage. Recent staff training on dyslexia. Use of ruler to track reading Teaching strategies for remembering spelling is part of No Nonsense spelling programme. Quality First Teaching - from a teacher.

Literacy -spelling -reading -letter reversal -tracking on a text	High challenge/low threat Specific work on vocabulary Whole class reading lesson involving higher level texts Say a sentence/ 'hold a sentence' before writing Chunking, small steps Specific programmes e.g. Morph Mastery, Nessy, STILE Use of laptops and spell checkers Word cards, phonics sounds mats in all lessons involving writing Copying from a mini whiteboard, not from main whiteboard. Rulers when reading to help track Child sitting face on to whiteboard. Personal dictionaries Only choose 3 spellings to correct Being read to/audio books Use of immersive reader Use of coloured overlays
Maths -number reversal -word problems	High challenge/low threat Curzon's T and L Blueprint places and emphasis on using visual prompts to reduce memory load Specific work on vocabulary Chunking, small steps, worked examples Word cards, phonics sounds mats in all lessons involving writing Copying from a mini whiteboard, not from main whiteboard. Rulers when reading to help track Child sitting face on to whiteboard. Read questions aloud for pupils Use of coloured overlays
Science, Humanities, PSHE, RE, PE, art/DT, music, MFL	High challenge/low threat Specific work on vocabulary Word cards, phonics sounds mats in all lessons involving writing Copying from a mini whiteboard, not from main whiteboard. Rulers when reading to help track Child sitting face on to whiteboard. Peer to scribe sometimes in paired work Opportunities to record work in different ways Teach how to mind map. Use colour to make words clear. Use of coloured overlays
Computing	As above Teach use of spell checker Use of immersive reader

Sensory/Physical needs - specific issues (e.g. Dyspraxia)

Needs and areas of the curriculum	Strategies
Whole school day	Culture of growth mindset, linked to our value of courage. Culture of celebrating all achievements Adapted equipment e.g. pen grips, scissors Quality First Teaching - <i>from a teacher</i> .
Literacy -Writing speed -Poor handwriting	Laptops (Touch typing) Handwriting practice Hand strengthening exercises. Different sized/spaced lines Range of pencil types and grips Gross and fine motor warm up skills and activities including messy play for mark making e.g. paint, foam, chalk, hamma beads Writing slopes

Maths	Different sized squares Range of manipulatives Support given with drawing charts Concrete, pictorial then abstract method
Science, Humanities, RE, PSHE,	Use of laptop to record info Different sized/spaced lines Support given with drawing charts Peer to scribe sometimes in paired work Range of pencil types and grips
Computing	Touch typing Support given with manoeuvring a mouse Adaptive equipment e.g. keyboards, enlarged cursor, use of mouse)
Art -Ability to manipulate range of resources	Time to practice/time to experiment/mark making Emphasis on process rather than finished product Adaptive materials e.g. thicker pencils/brushes
PE - Ability to manipulate range of resources	Use of specific equipment e.g. balls with grips, different sized balls Skills taught in a particular order Mixed ability pairs Extra time to get changed Adapted PE kit e.g. trainers without laces Use of specific equipment e.g. balls with grips, different sized balls
Music -Ability to manipulate range of resources	Support for finger placement Adapted equipment

Assessment for learning

Teachers and teaching assistants constantly assess how well all pupils, including SEND pupils are meeting the learning objectives of each lesson. Dedicated PPA time is given for feedback between the adults. Strategies include listening to paired talk, targeting questioning (often after paired talk), asking whole class true/false questions, observing what pupils write on mini whiteboards, giving quick low stakes quizzes. While pupils are working, teachers and teaching assistants check on their progress and provide immediate feedback at the point of learning. Any misconceptions are addressed. They often ask open ended questions/provide scaffolds to allow learners to develop their independence and overcome challenges themselves. Teacher and teaching assistant pay particular attention to the SEND pupils to ensure that they make good progress within each lesson. They analyse the success of the SEND curriculum adaptations and strategies and where appropriate, alter them to best support individual pupils ensuring that most SEND pupils successfully access the full Curzon curriculum.