

# SEND & the Curriculum

## How we support pupils with SEND to access the curriculum

Principles underpinning our work with children who have additional needs:



Fully inclusive



High expectations



Based on an understanding of working memory



1

Pupils with SEND have the same opportunity as their peers to benefit from the highest quality teaching the school provides. Pupils with SEND do not experience any form of streaming and all teachers have the same high expectations all pupils. Pupils with SEND are taught alongside their peers and are included in all areas of the curriculum.



2

Based on an understanding of working memory and Rosenshine's Principles of Instruction, teachers begin lessons with a short review of previous learning. New information is presented in small steps with student practice after each stage. Teachers give clear instructions and explanations and ask questions to elicit understanding. Retrieval practice is built in regularly to ensure material is embedded in long-term memory.



3

Alongside curriculum overviews and knowledge organisers, each unit has a vocabulary mat. Vocabulary alongside icons is shared and explained to pupils prior to starting a unit and the same vocabulary and icons are used on the teacher's classroom slides and resources.



4

A range of scaffolds are used effectively to support pupils with SEND to access the curriculum. Scaffolds such as teacher modelling, worked examples, checklists and structure strips are used for more difficult tasks to enable pupils to be competent and successful before the support is gradually removed.



5

Children need to be able to read and write in order to access the wider curriculum. Our rigorous, evidence-informed reading strategy ensures that all children are supported to become fluent readers. This includes high-quality universal provision alongside targeted support where necessary.