



SEND Curriculum Intent 2021

At St Mary's & St Vincent's Catholic Primary Schools, the mission statement, 'Growing in faith, loving and learning together with Jesus' reflects our belief that every pupil as an individual created in the image of God and therefore deserves the very best life chances.

Our mission statement underpins our whole curriculum, which is designed to meet the needs of all pupils, including those who are most vulnerable. It has been developed to ensure a broad, balanced and ambitious journey, which builds sequentially on pupils prior knowledge in order to promote deep learning and mitigate against social disadvantage, by addressing any gaps in skills, knowledge and experience.

For nothing is impossible with God (Luke 1:37) and with God all things are possible (Matthew 19:26)

What do we want for children who have a Special Educational Need and /or Disability (SEND)?

Our aim for children with special educational needs and disabilities is that:

- They achieve well at school and can go on to lead happy and fulfilled lives. Our transition arrangements, which include extra visits for SEND children to their chosen secondary school or specialist school and comprehensive information exchanges with the new school, ensure a smooth transition from primary to secondary education.
- Their special educational needs and disabilities will be picked up at the earliest possible point with support put in place quickly.
- Teachers and other adults will have high aspirations for their achievement outcomes and independence.
- Their parents will know what services and support they can reasonably expect to be provided.
- SEND children and their parents /carers will be fully involved in decisions about their support and what they want to achieve. The SENDCo will ensure that this information is used to construct an individual Learning Support Plan which are reviewed with all the stakeholders regularly.
- Children assessed to require an Education Health Care Plan (EHCP) will be included in Annual Reviews of their provision and achievement. These meetings involve parents, class teacher, teaching assistant, SENDCo and any relevant outside agencies. Academic and social outcomes are discussed and next steps agreed.





What do we expect to see in the classroom?

- Teachers will alert the SENDCo as early as possible, if they believe that a child in their class may have a special educational need.
- Most SEND children will be fully catered for in the mainstream classroom. In some cases, children are supported through daily interventions which scaffold learning. An example of this is a Precision Teaching Approach (*precision teaching involves planning short one minute tasks to build skills by practising them regularly to ensure the child is learning as fast as they can to achieve fluency and accuracy*). The teacher will assess and monitor the child's progress in achieving these key skills.
- The class teacher refers to the Learning Support Plans in planning his/her lessons and liaises with Teaching Assistants to make certain that each lesson is adopting the recommended strategies to help overcome SEND pupil's social, academic, behavioural and emotional barriers to learning e.g.
 - ✓ Work will be well sequenced and delivered in 'bite sized chunks' that do not over load the child's working memory and level of comprehension
 - ✓ Instructions will be tailored to the child's vocabulary and level of understanding. They will be enunciated clearly and repeated frequently.
 - ✓ Work will be scaffolded appropriately at the correct level to ensure a child can engage with a task but also encourage an increasingly independent approach towards learning.
 - ✓ The teacher will plan adult support for group /individual pupil work in each lesson. Time spent with the qualified teacher should be fairly deployed in a carousel arrangement so that SEND pupils gain at least equal access to the teacher and are not habitually taught by a Teaching Assistant
- The class teacher and SENDCo will engage in regular discussions about SEND pupils' progress, particularly during Pupil Progress (PPMs) and Achievement Team Meetings (ATMs) where Accelerated Progress Learning Sequences (APLS) will be co-constructed and their impact monitored.

What additional intervention is available?

- When a child is falling behind his/ her target in a particular aspect of work e.g. reading, a small group intervention offering additional practice and support is organised
- The class teacher submits an Intervention Timetable for his / her class to the SENDCo termly, showing what the intervention is? Who is involved? When it takes place?
- The aim is for a child to get back on track and/ or able to access their Age Related Curriculum so that they can successfully move back in class where their needs are met with precision teaching or other planned quality interventions.



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- The SENDCo monitors attendance and the impact of intervention work termly. At this point, a decision is made to either return to main stream teaching or to continue with the same intervention for longer or to move to a different intervention. The schools uses Provision Mapping software for the SENDCo to record a child's strengths and concerns and to track SEND progress towards targets. *(Targets are based on prior attainment and the SENDCo's understanding of the child's capacity)*

SEND and Nurture Provision

- Some children, with severe educational special needs and /or with an Education Health Care Plan (EHCP) who are working considerably below their age related curriculum (ARE), will be supported effectively by the school's SEND and nurture provision. The schools liaises closely with the relevant outside agencies, to offer these children access to a bespoke learning programme, delivered at an individual pace and highly resourced to achieve small, steady steps of progress.

The Role of the Teaching Assistant

- Teaching assistants in the classroom are skilled professionals and should be fully included in the planning of lessons and their role within them
- TAs will access regular and good quality professional development so that they can confidently lead specialist intervention work
- Scaffolding inset will be a particular focus for TAs so that they can become the school's experts in how to scaffold work enabling the vast majority of the children to access the whole class teaching. They will fully understand their role in developing independent learners and problem solvers.
- TAs will receive annual appraisal targets to hold them to account for any bespoke education programmes they are involved in and the progress of individual SEND pupils that they are responsible for.



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The Glory of God is a Human Being Fully Alive!

