

# Teaching, Learning and the Curriculum

## How we support SEND at Alder Coppice Primary School

At Alder Coppice Primary School, we endeavour to ensure our school curriculum is supportive and inclusive of every child, regardless of their level of need. All pupils follow the National Curriculum at a level and a pace that is appropriate to their abilities, and activities may be modified at times, when it is appropriate, for a particular individual or group of children.

To successfully match pupil ability to the curriculum, regular discussions take place between the SENCO, teachers, parents and the children, where appropriate, to identify at the earliest opportunities, all children that need special consideration to support their needs. We discuss the best ways to support particular needs, whether these be educational, social, physical or emotional needs, and provide suitable provision, promote independence and endeavour to instil a sense of achievement for all.

We understand that children learn and develop in different ways. Teachers and teaching assistants recognise this and will select resources and plan for different levels of work in the classroom, where appropriate, to cater for the various ways children learn. However, many children, at some time in their school life, need extra help.

We offer the following support for SEND children:

- *The progress made by all students is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of strategies used. This can be then used in later discussions if concerns persist.*
- We talk to parents/carers if they think their child has a special educational need and let them know what special help the school can offer. Miss Rose is our Special Educational Needs Co-ordinator (SENCO).
- We have a written Special Educational Needs Policy – View our School Policies section to view or download the Special Educational Needs and Disabilities (SEND) Policy. This policy is also available from the school office.
- We may change the way activities are planned and delivered, match activities to the ability / need of each child (differentiation), or adapt learning materials such as equipment and activities to suit each child's needs.
- Where required, we support small groups/and or individuals to promote skills identified in the child's Support Plan.

With the permission of parents, we may seek additional advice from outside specialists such as health professionals, specialist teachers or educational psychologists who would:

- Carry out further assessment of the child's needs
- Provide advice to schools on how to best support the child
- Suggest resources that would help the child make progress

Our teachers and Teaching Assistants work in partnership with parents and the SENCO to find ways to support each child with their needs, including giving parents ideas on how to help their child at home.

A register of children with SEND is maintained by the SENCO. This will include details of individual needs and the provision provided alongside a Support Plan for individual children.

Inclusive education means providing all pupils, including those with SEND, with appropriate education and support alongside their peers. At Alder Coppice Primary School, our curriculum includes not only the formal requirements of the National Curriculum, but also the range of additional opportunities that the school organises in order to enrich the experiences of our children. Our curriculum also includes the social aspects that are essential for life-long learning.

All pupils follow the National Curriculum at a level and a pace that is appropriate to their abilities. Our SEND philosophy places SEND children at the heart of personalised learning and our curriculum is tailored to meet individual pupils needs.

Our curriculum lesson plans and booklets have been implemented in order to give a very structured approach to teaching and learning in order for *all* pupils to succeed. Learning is heavily guided by the teacher in order to promote and support all children with their understanding. There are very clear points in the booklets for example, that alongside teacher guidance, support the children with where they need to add information or write a sentence etc., which makes it much easier for children to set out their work and demonstrate their understanding. The activities can be easily adapted to use for independent work, working with a Learning Partner, or via a guided task with the teacher.

The use of our teaching strategies have also been implemented to further support a deeper learning experience in the classroom. The **No Opt Out** strategy for example, is excellent for ensuring extra support for pupils learning correct answers to questions. This strategy ensures *all* pupils are listening to, and then repeating correct answers, which can be particularly helpful for our SEND pupils - if pupils are unsure of an answer, this strategy supports pupils with learning the correct answer.

The **Call and Response** strategy is also excellent to use to embed understanding and knowledge of key facts and information being taught – the teacher might use ‘my turn, your turn’ or ‘repeat after me’ etc., to ensure all pupils can repeat key facts needed to support understanding of concepts being taught – again a particularly useful strategy to ensure our SEND pupils are able to take an active part in the learning.

When reading, the **Everybody Reads** strategy supports all learners, but particularly those who may have a SEND need; the teacher can read to the class, ask other children to read or even ask Learning Partners to read to each other. Teachers can read a sentence, then ask the children to repeat the sentence (echo read), read some of the sentence and then stop and ask the whole class to read the key word or phrase in the sentence etc. In this way *all* children can take an active part in the learning.

Other actions the school take in order to successfully match pupil ability to the curriculum include:

- Differentiating learning - adapting activities to suit individual or small group needs
- The use of visualisers to model best practice
- Access to ICT and Technology
- Additional in/and or out of class support
- Flexible groupings – including small group support work.
- The appropriate use of rewards and sanctions, adapted where appropriate for individual needs.
- A broad range of extra-curricular activities, for example, a range of sports clubs, art club, book club, music club and Year 6 booster clubs are also held when required throughout the year

- Weekly quizzing to emphasise pupils' strengths and achievements and ensure retention of key knowledge into the long-term memory
- Applications during national testing at Key Stage 2 to obtain access arrangements as appropriate.

For further information about the curriculum you can view the **Curriculum Policy** in the School **Policies** section and under the **Curriculum** section of our website.