



St Columb Major Academy – An ambitious curriculum for children with SEND

At St Columb Major Academy, our intention for Special Educational Needs and/or Disabilities is to ensure that all children receive a high-quality and ambitious education regardless of need or disability. We believe that it is vital that our pupils are equipped with the tools needed to become independent, inquisitive learners both in and out of the classroom.

How do we do this?

All SEND pupils have access to a breadth of curriculum. All SEND pupils access quality first teaching, scaffolded to meet their needs, from class teachers and teaching assistants, to ensure they are fully immersed in key learning along with their peers.

Pupils with SEND may **receive pre- and post-learning** support, to reinforce and embed new learning. This is revisited regularly to secure their understanding.

Questioning in lessons is used to strengthen and clarify key skills.

SEND pupils access a full curriculum, with supported activities, scaffolded skills and additional provision, based on their individual starting points, to ensure they can **meet the same end point as their peers**. **Resources**, such as visual aids are often used.

Where required, SEND pupils access additional adult support to ensure they access the curriculum. This provision ensures reiteration of information, provides alternative approaches to the delivery of the curriculum content, or may, where appropriate, allow SEND pupils to work in a low distraction area away from their usual working environment. For most SEND pupils, additional adult support covers all curriculum areas, rather than prioritising certain core subjects.

All SEND pupils work in an environment where their **contributions are valued and acknowledged**. They are supported in order to express their thoughts and views.

SEND pupils may **access interventions to target key weaknesses** (for example social interaction groups). These interventions then promote and develop the skills SEND pupils need to access a full curriculum.

SEND pupils have **access to extra-curricular activities**, to enhance an ambitious curriculum. SEND pupils may receive additional support or intervention in order to access their activities.

All SEND pupils are **continually assessed (both formally and informally) on their needs, strengths and weaknesses in individual curriculum areas**. Support, adaptations and resources are implemented in accordance to their needs in specific subjects (e.g. physical needs in PE). **Highly scaffolded activities** are provided where necessary, to ensure clear, small, achievable chunks of **knowledge is retained**.

How do we quality assure this? How do we ensure students are not falling behind?

Class teachers provide **termly assessments** of all pupils, including those with SEND, for all subject areas. Class teachers also make **ongoing assessments through lesson observations**, which impact and **alters the scaffolding for learning**.

Pupils who are **not making expected progress**, from their unique starting point, are **highlighted and offered additional support** in the relevant subject areas. This may be focused adult support in lessons, additional resources to ensure a greater understanding of new knowledge or increased pre- or post- teaching to reinforce and embed learning.

Class teachers raise the **profile of pupils falling behind with the SENCO through pupil progress meetings**. These may be SEND and non-SEND pupils. The SENCO may carry out 'in house' **formative and summative assessments**, including observations or conducting screening tests. Additional resources to support access to the curriculum may be provided.

Where appropriate, the SENCO may arrange for **formal, professional assessments** (e.g Educational Psychologists) or referral to outside agencies (e.g. Speech and Language Therapists)

When recommended by professionals, the SENCO will seek **additional funding** to enable pupils to access increased, targeted support across the curriculum.