

We use a wide range of approaches to ensure pupils with SEND are supported when accessing our curriculum. It is our goal that pupils with SEND not only fully participate in our curriculum, but thrive – finding the work challenging and exciting. We want our exciting, broad and balanced curriculum to be one of the many reasons that children love coming to school, without any exceptions.

We work hard to ensure that the children's progress is accelerated in all areas of the curriculum, so that they can over time, access the curriculum in the same breadth and depth as their peers. We do this in academic learning by supporting our children with interventions in mathematics, reading and writing. These sessions are run for a limited time with a sharp focus and are based on the latest academic research. For example, our basic skills maths interventions are run by an experienced teaching assistant who uses maths apparatus and pictorial representations to aide fluency in key skills – such as number bonds to ten and twenty.

The adult that will spend the most time with pupils with SEND will be their teacher and we ensure that our teaching staff are supported to ensure quality first teaching is taking place for every child in the classroom. Newly qualified teachers and experienced teachers are supported by the SENCO and other leaders in school to provide inclusive and engaging lessons across our curriculum.

We work hard to ensure that all of our children achieve in lots of different ways as well as academic learning – for example, in art, drama, sport, music, design and technology, showing leadership and taking on responsibilities. Children are supported with scaffolding and extra practice to improve rapidly. Our aim is for children with SEND to access the curriculum in the same way that their non-SEND peers will. For example, when sewing in our textile projects, some children with SEND, who struggle with fine motor skills, will use larger needles and binca in preparation sessions before the lesson. This enables children to fine tune their stitching skills and gain confidence in the security of a small group.

Confidence to participate and enjoy social situations with peers is integral to all children's development. We understand that this goes hand-in-hand with helping our children with SEND access the curriculum. They must be able to talk to a partner effectively, learn to listen, read body language and get involved in lively debates with their peers. We support them to do this with pastoral support in the form of friendship groups, extra responsibilities as playground buddies or on the school council and by giving them a secure platform to express themselves in lessons.

Enrichment with after school clubs and off-site visits are a key component of our curriculum. We arrange educational visits and journeys and make sure that all of our children can take part. We do a risk assessment and when necessary, make reasonable adjustments to plans and arrangements.

We want our children with SEND to love our curriculum, have high aspirations and to feel supported throughout their time at Moat Farm Junior School.