



## **SEND Curriculum Access Statement**

### **Intent at Western Road School**

In our school, exciting and engaging learning takes place. Every pupil has access to a broad, balanced and creative curriculum. We set high expectations for all pupils and actively seek to remove barriers to allow pupils to achieve those expectations through high quality teaching, accessible resources, differentiation and reasonable adjustments. Our curriculum is based on the school's values and developing pupils' awareness of how they learn best as individuals. This is further underpinned with understanding of their own physical and mental wellbeing which is interwoven throughout the curriculum. The emphasis is on learning from first-hand experience and existing knowledge, developing skills, knowledge and understanding in practical and relevant contexts, with an awareness of how they are learning. In all subject areas, teachers at Western Road School will support children with SEND using flexible groupings, cognitive and metacognitive strategies and explicit instruction. They will use technology where appropriate and scaffold learning.

### **Intent at Western Road School for PE**

The PE learning at Western Road promotes pupils' health, safety and well-being. Pupils understand that PE and sport are an important part of a healthy, active lifestyle. All pupils, whatever their circumstances or ability, can take part in and enjoy PE and sport. PE builds pupils' stamina, suppleness and strength to persevere in academic and social tasks. Pupils show a desire to improve and achieve in relation to their own abilities.

### **Curriculum Access**

- modifications to equipment, space, rules, speed, interaction and/or position.
- adapted equipment, such as: size, surface area of target, weight, length.
- adapted, modified or alternative activities that offer an equivalent degree of challenge to the activities in the programmes of study and that enable the pupils to make progress.
- for some activities, provide a 'parallel' activity for pupils, so that they can work towards the same lesson objectives as their peers, but in a different way.

- having rest or learning breaks within the lesson.
- tasks to be broken down into smaller sets of instructions. For example, give the first instruction, then once that is completed give more information – rather than presenting all the task requirements in one instruction.
- before starting an activity, clarify the rules of any game to be played and set how long it will be played.
- identify specific areas that activities are designed to aid or improve: eg activity A will help with coordination, activity B will improve flexibility.
- give cues if pupils find it difficult to remember a sequence of movements to help support what comes next.
- pupils are well prepared for visits by pre-teaching through photographs, videos, objects, etc so that pupils are not worried about unfamiliar situations. – eg to sports events, festivals, swimming pools and sports centres. Alternatively, emails may be individually sent out to specific SEND families about a sport event/activity to allow the family an opportunity to discuss it with their child before the event occurs.
- careful management of their physical regime to allow for their specific medical conditions.