



## **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 PSHE**

All children will be included and celebrated at Western Road. Children learn to notice all different aspects of themselves, others and their community. All children are celebrated for their uniqueness.

We teach children to become self reflective allowing success for all. All children are given opportunities to discuss their thoughts and feelings in a safe, structured environment.

### **Curriculum Access**

Children can revisit and revise previous learning throughout the year and across years.

Resources are appropriate for all children including visual cues.

Children have access to floor books which enables children to reflect on prior learning.

Seating allows all pupils in the class to communicate, respond and interact with each other and the teacher in discussions.

Identify potential triggers for children such as topics, smells, sights that may impact on them and give children plenty of warning and ensure an adult is available to support.

Targeted questioning and reduced word use for known children to allow for inclusion within a subject.

Children are given time to think and reflect on concepts. This may be carried out in talk partners to reduce cognitive load.

Recognise that the content of PSHE may be challenging or upsetting for some pupils – for example: the exploration of others feelings, people having different views to yours, sensitive topics, RSE etc.

Having a strong communication with parents for sensitive topics or trigger points to reduce anxiety.