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 Science

Our science curriculum offers a broad range of experiences designed to provide pupils with a progression of scientific understanding, skills and knowledge. Children learn through practical activities which develop their investigative skills. They are given opportunities to find out about different scientific professions and famous scientists. Through science we raise aspirations and encourage new ambitions.

At our school we follow the scheme 'Developing Experts'. Using this we are able to monitor the understanding of key ideas being built upon across key stages. The progression of skills allows children to move from early observations and exploration to considered questioning and expanding ideas.

Curriculum Access

- Flipcharts for each lesson are adapted to include a range of multimedia and visual cues such as videos, images, diagrams to support understanding of the topics.
- Avoid using too much text on each page.

- Lessons are encouraged to be as interactive as possible to provide children with a hands on approach to learning.
- Outdoor learning is used as much as possible to bring science learning to life. We consolidate learning through forest school sessions and providing the KS1 children with opportunities to explore and investigate in their 'learning environment time'.
- Each lesson revisits previous learning from the lesson before to consolidate knowledge and correct misconceptions.
- We use a range of recording techniques to enable all children to access the tasks e.g computer, drawings, diagrams, photographs and post it note explanations.
- Ensure tasks are clearly broken down into stages and sequence, both verbally and visually e.g. First, Next, Then instructions.
- Word mats provided on tables using visuals to enhance the use of scientific vocabulary.
- Knowledge organisers are stuck in science books so the children can access the key aspects of their learning at all times and refresh their memories on previous learning.
- Communicate in print visuals provided as necessary.
- Science displays or working walls contain key vocabulary and visuals associated with the current science unit.
- Children work in mixed ability groupings during investigative lessons, with teachers and support staff offering support when needed.
- Children are given roles in investigations, such as resource collector and time keeper, to ensure each member of the group has a role to play in the investigation.
- Cross curricular lessons allow children to connect and further their learning of topics.
- Various school trips are planned to enhance learning and provide children with first hand experiences.
- Embodied, physical learning is used to engage children in the lessons e.g throwing a ball or using hopscotch as a recall game or the use of drama to embed a topic.