



## **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 English (Writing)**

All children will have a wide range of opportunities for writing at Western Road; they will be inspired by high quality stimulus' and produce their own fiction, non-fiction and poetry writing based on this and their key outcome (for example, writing an alternative ending). All children will be supported to achieve their writing goals and to make progress each year within writing.

### **Curriculum Access**

- A spiral curriculum – children have revisited and will revise previous learning (for example, key grammatical terms and features for writing).
- Create accessible wall displays, including key vocabulary and modelled writing.
- Seating should allow all pupils in the class to communicate, respond and interact with each other and the teacher in discussions.
- Avoid the need for copying lots of information. For example, creating toolkits as a whole

class and photographs stuck in books

- Avoid asking children to copy from the board
- Pre-teach key vocabulary or read the stimulus in a small group prior
- Create word banks as a class for key vocabulary they may use in their writing as well as key vocabulary found in the chosen stimulus
- Provide words banks for high frequency words
- Have resources readily available for writing tasks (fronted adverbial sheets, punctuation prompts etc)
- Enlarged planning formats
- For extended writes, some children may be given a starting point (e.g. within a narrative, they may be given the part of the story and expected to write the ending)
- Use of laptops or tablets, for example, using Clicker 8 and Word to help with handwriting, spelling and processing. See Computing SEND Curriculum Access Statement for more information on this.
- Use of a scribe
- Writing in a group and support from an adult regularly with writing tasks
- Use of mind maps for ordering and summarising main and subordinate ideas visually to facilitate memory
- Use of task planners to structure writing
- Use of drama, role play and hot seating to generate ideas prior to writing
- Use of Talk for Writing strategy to sequence planning. All year groups follow a similar sequence and use the same templates (adapted depending on age) so reducing the cognitive load and children progress through school.
- Spelling Shed scheme used across KS2 to support writing
- Regular opportunities for spelling practise.
- Use of Wordshark program to support further spelling practise.
- Structured spelling and word recognition interventions.
- Structured phonics interventions following Sounds Write scheme
- Structured interventions