

Queen Eleanor's C of E Junior School - Curriculum Intent for Children with Special Educational Needs

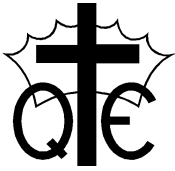
Curriculum Intent

1. School leaders and teaching staff ensure there is a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and life skills they need to succeed in life.
2. The school curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and life.
3. The school has the same academic, social and emotional ambitions for all learners, regardless of special educational needs.
4. All learners, including those with additional needs have access to the full curriculum and barriers to this are swiftly identified and addressed.

How is this implemented at Queen Eleanor's C of E Junior School

- Senior leaders, Phase Leader and SENCO provide effective support for those teaching children with SEND.
- Teachers and Leaders check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary. This is done via assessment, SEND Support Arrangement Targets, Intervention analysis and Pupil Progress meetings.
- Teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts, which can be more challenging for children with SEND.
- Teachers and leaders use assessment well to identify support needed, to help learners embed and use knowledge fluently or to check understanding and inform future teaching and support.
- Leaders understand the limitations of assessment for some children with SEND and how other forms of assessment may be appropriate to ensure progress is made. For example short term targets that identify a key area of understanding.
- The resources and materials that teachers select and use with children with SEND reflect the school's ambitious intentions for children's ability to learn and access the curriculum.
- Interventions are designed with the **assess, plan, do, review framework** (see image below) to ensure teaching staff **assess** the gap in learning, carefully **plan** the intervention to address the gap in learning deliver (**do**) the intervention and then carefully **review** the progress made.
- Adult support for children with SEND is carefully planned to ensure support is given to address barriers to learning or gaps in learning, whilst ensure all children, despite their SEND needs, can be independent learners.
- The curriculum for pupils with SEND needs is broad and balanced and pupils are able to access all of the curriculum. No part of the curriculum is not available to children with SEND needs.
- Learners are ready for the next stage of education, employment or training. Where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations.





Please see below adaptations to the curriculum offered to children identified as having Special Education Needs.

WAVE 1 QUALITY FIRST TEACHING AT QUEEN ELEANOR'S JUNIOR SCHOOL, GUILDFORD

Available to all children regardless of need

| Resources and Equipment | Learning Environment | Curriculum |
|---|--|--|
| <ul style="list-style-type: none"> • Classroom furniture appropriate for age group • Interactive whiteboards & children's lockers • Heating and lighting at safe levels • Air conditioning in 4 classrooms • Large hall with stage and lighting system • Separate gym with appropriate equipment • Kitchen providing daily choice of meals • Changing rooms, library, ICT suite • Equipment for art, science, music & cooking • Small rooms for small groups to work in • Outdoor swimming pool • Playground with netball courts, outdoor stage and marked games • Very large field with markings for football and athletics, including long jump pit • Courtyard with tables: opportunities for working outside and eating outside • Gazebo • After school clubs | <ul style="list-style-type: none"> • Children help and support each other with ideas (Talk partners, informal paired /group talk) • Children's contributions are valued by peers and adults • Seating plans, groupings and pairing of talk partners are used to ensure the best learning opportunities • Learning activities are modelled to children • Multisensory teaching and learning: visual, auditory and kinesthetic methods used • Visual prompts, aids and resources support learning e.g. word banks, key words, number lines, electronic notebooks etc. • Setting for Maths to ensure prime environment for progress • Inspiring and stimulating learning so children are interested and keen to learn • Opportunities for extended learning • TAs and additional adults purposefully managed to support learning and progress • School behaviour policy followed consistently by all staff • Pupil voice heard formally (school council) and informally • Supportive classroom displays such as Maths Walls, Writing Walls and Learning Journeys all labelled and accessible to children • House point system for rewards • Other reward opportunities: attendance, Mathemagician, Writing Wizard, Sports Awards | <ul style="list-style-type: none"> • Varied and broad curriculum: English, Maths, Science, RE, History, Geography, French, Art, PE, ICT, Music, DT, Cooking • Differentiated planning and work to ensure learning matches individual children's ability and includes a suitable level of challenge • Differentiated delivery and questions e.g. simplified language, slower lesson pace, higher / lower order questions to match the needs of different children • Clear success criteria so children know what they need to do to succeed • Flexible methods of recording as appropriate e.g. cartoon strip instead of written prose, use of ICT • Group and individual targets • Next steps to improve learning and skills shared with children (verbally and using the child friendly marking code) • Children encouraged to decide next steps for themselves • Specialist Sports Coach • Swimming pool on site with swimming lessons for all • Homework is differentiated and set weekly in reading, spelling, Maths and writing • Themed Days and Weeks: Book week, Anti-bullying, Easter Pause Day, Day of Difference, Citizenship week • Assemblies follow a termly theme and focus on |



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| | <ul style="list-style-type: none"> • Relevant training for school staff | <ul style="list-style-type: none"> • specific issues • Regular assessment and tracking of pupil progress |
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WAVE 2 SUPPORT AT QUEEN ELEANOR'S JUNIOR SCHOOL, GUILDFORD

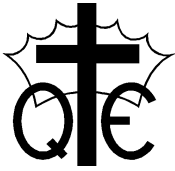
Wave 2 Provision by Areas of Special Educational Need

| Cognition and Learning | Speech, Language and Communication |
|---|--|
| <ul style="list-style-type: none"> • Intervention groups led by teachers and teaching assistants • Targeted Phonics and spelling groups • Handwriting Scheme • SNAP on Maths Scheme • Comprehension Skills Group • First Class at Number Maths Intervention • Accelerate read Accelewrite reading/spelling intervention • Write Away Together Writing improvement • Syllable Accuracy Group • Reading for Meaning • Looking and Thinking • Booster groups • Specialist Teaching Team- developing written language skills • In house assessments- Rapid Dyslexia • Access arrangements for examinations where appropriate e.g. reader, extra time • Therapeutic Story Writing Intervention | <ul style="list-style-type: none"> • Black Sheep Language Resources • Access to resources from the Speech and Language Therapy service • Specialist Teaching Team phonological awareness scheme and staff training • Individual Speech Programmes for children where recommended by the Speech and Language Therapy service • Lego Therapy |
| Social, Emotional and Mental Health Needs | Physical and Sensory Difficulties |
| <ul style="list-style-type: none"> • Home School Link Worker (HSLW) • Social skills groups • ELSA – Emotional Literacy Support Assistant • Circle of friends • Time to talk • Comic strip cartoons • Socially speaking | <ul style="list-style-type: none"> • Use of specialist equipment such as sloping boards, pencil grips, lap weights and wobbly cushions etc. • Medical support from School Nurse outside medical agencies (GP, paediatricians etc.) • Adapted resources – e.g. large paper, font, colour and size • Targeted Work from Occupational Therapy, Physical and Sensory Support Service, Physiotherapy, Freemantle's, School Nurse Team |



- Individualised rewards
- Self-esteem groups
- Transition groups
- Risk management
- Therapeutic Story Writing Intervention
- Structured lunch breaks
- Movement breaks
- Additional support at breaks
- 5-point scale
- Referral to CAMHS where required
- Home School Contact book
- Behaviour Management Plans
- Risk Assessments on trips out of school
- Risk assessments in school

- Use of ICT to record work
- Touch typing
- Personalised curriculum if required
- Individual support in PE
- Strategies to maintain fine and gross motor skills.
- Assistance with self-help and independence skills
- Access arrangements for examinations where appropriate e.g. scribe, extra time



WAVE 3 SUPPORT AT QUEEN ELEANOR'S JUNIOR SCHOOL, GUILDFORD

Wave 3 Provision by Areas of Special Educational Need

| Cognition and Learning | Speech, Language and Communication |
|---|---|
| <ul style="list-style-type: none"> • 1 to 1 English or Maths teaching by specialist teacher • Access to Educational Psychologist Service • Higher levels of 1:1 staff support | <ul style="list-style-type: none"> • Advanced training for individual needs • Continued agency advice from Speech and Language Service • Continued Outreach support from Freemantle's Outreach • Alternative and Augmentative Communication (AAC) needed with technical required. • Individual programme of intervention devised by Speech and Language Service delivered by trained staff • Lego Therapy |
| Social, Emotional and Mental Health Needs | Physical and Sensory Difficulties |
| <ul style="list-style-type: none"> • 1 to 1 HSLW sessions • Access to HSLW's room when time out needed • Behaviour Management Plans • Risk Assessments on trips out of school • Risk assessments in school • Further CAMHS support if required • Access to Behaviour Support teachers and Educational Psychologist | <ul style="list-style-type: none"> • Individualised monitored PE support • Access to Physical and Sensory Support Service • Access to Occupational Therapy • Access to Physiotherapy • Access to Visual Impairment Specialist teacher • Access to Hearing Impairment Specialist teacher • 1:1 support to access school environment if required • Accessible equipment purchased or adaptations made to school environment |