



## SEND and the Glendale Curriculum

How does the curriculum meet the needs of our children with SEND?

At Glendale we want all children to become independent, inquisitive learners who have a desire to discover and explore. Our aim is to enable every child to 'be the very best they can be', including those children with SEND.

We aim to build pupils' independence, confidence and success through a range of activities. At Glendale, we recognise that although some children might find learning a challenge many children are able to excel at Art, DT, Music and PE and need opportunities to thrive in these subject areas.

It is important for us at Glendale that all children have opportunities to celebrate their successes and achievements in all subjects.

For pupils to be successful, at Glendale we:

- Ensure that all pupils are included and have access to the full school curriculum, school activities and clubs.
- Ensure that high quality teaching is provided for all.
- Have high expectations which are consistent and fair.
- Help all pupils achieve their best, despite any difficulty or disability they may have.
- Ensure that all staff are aware of and are sensitive to the needs of all pupils.

- Ensure that all pupils are taught in a way that is appropriate to their needs.
- Support pupils to develop their confidence and improve their self-esteem.
- Work in partnership with parents/carers, pupils and relevant external agencies in order to provide for children's special educational needs and disabilities.
- Identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional.)
- Make suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.
- Promote self-worth and enthusiasm by encouraging independence at all ages and abilities.
- Celebrate all success and achievements across the curriculum.
- Provide all children with rich life experiences, visits and trips.
- Ensure all pupils are prepared for their next steps and next stage in education.

At Glendale we support children across the curriculum through a variety of ways:

- Use of ICT/technology e.g. ipads
- Use of extra adult support
- Risk assessments
- Small group or 1:1 interventions
- Use of Communication in Print
- Differentiated activities and resources
- Pre-teaching and overlearning
- Differentiated questioning

- Peer support / mixed ability groups
- Practical and creative activities

In all subject areas we support pupils with SEND in their learning:

### Science

All children are able to access our science curriculum through exploration and practical activities. They are able to share their findings through drawings, photographs and verbally with an adult.

### Art and DT

All children are able to access our art curriculum. They are able to explore a variety of materials: clay, paint, charcoal, pencil, pens and chalk. Activities are open ended and especially support children with sensory needs.

### Geography

Use pictures and objects to support children's understanding when discussing new vocabulary and concepts.

Mixed ability groupings/peer support to offer support.

Questioning – vary type/level of questions.

Practical and creative activities to support new concepts e.g. creating a volcano / iceberg from craft materials. Building different environments.

### History

Use pictures and objects to support children's understanding when discussing new vocabulary and concepts.

Mixed ability groupings/peer support to offer support.

Questioning – vary type/level of questions.

Drama, artwork, craft – to understand past events.

Opportunities to describe events rather than writing about events.

### Computing

Use pictures and objects to support children's understanding when discussing new vocabulary.

Mixed ability groupings/peer support to offer support.

Questioning – vary type/level of questions.

### Music

Use pictures and objects to support children's understanding when discussing new vocabulary and concepts.

Mixed ability groupings/peer support to offer support.

Questioning – vary type/level of questions.

A range of instruments to play to enable all children to be part of a musical group.

### PE

Use pictures and objects to support children's understanding when discussing new vocabulary and concepts.

Mixed ability groupings/peer support to offer support.

Questioning – vary type/level of questions.

Range of resources to meet all needs e.g. small / big balls.

### RE

Use pictures and objects to support children's understanding when discussing new concepts and/or stories.

Scribe children's ideas and or provide sentence jigsaws or starters as support.

Use first hand, experiential learning wherever possible.

Use drama and art to express feelings and narratives in RE.

### Literacy

Word mats, vocabulary and phonic mats. Pictures to support and structure writing. Writing frames. Pencil grips, slanted writing desks.

### Maths

Pictures and objects to support children's understanding when discussing new concepts and/or language.

Practical / visual resources.

Mixed ability groupings/peer support to offer support.

Questioning – vary type/level of questions.

Same day intervention group.