

Shield Row Primary School

How We Adapt the Curriculum and Learning Environment

All children learn and develop in different ways and may need extra help and support at various points throughout their time at school. Some children, at some time in their school life might have additional or different needs and it may be that they will be on our SEN register for varying periods of time. However, children's needs will be frequently reassessed (at least three times per year, some children may need more) in order to ensure that the provision is suitable and supports the child's development.

Our SENCO, working alongside class teachers, monitors all SEN provision and progress of any child requiring additional support across the school. The class teacher will oversee, plan and work with each child with SEND to ensure that progress in every area is made. This is Quality First Teaching and is where the work is highly adapted and suits the needs of all children so it comes in the form of a lesson rather than an intervention programme. Alongside Quality First Teaching, there may be a Teaching Assistant working with your child, either individually or as part of a group, if this is seen as necessary by the class teacher. This means that children may be taken out of the classroom for some of these sessions but they will continue to work on the same areas as the rest of the children in their class, which ensures a smooth transition back into the classroom. The regularity of these sessions will be shared with parents at Parents' Evening and through termly SENCo meetings.

To successfully match pupil ability to the curriculum there are some actions we may take to achieve this:

- Ensure that all pupils have access to the school curriculum and all school activities.
- Help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have.
- Ensure that teaching staff are aware of and sensitive to the needs of all pupils and teaching pupils in a way that is more appropriate to their needs.
- Pupils to gain in confidence and improve their self-esteem.
- To work in partnership with parents/ carers, pupils and relevant external agencies in order to provide for children's special educational needs and disabilities.
- To identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional)
- To make suitable provision for children with SEN to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.
- To promote self-worth and enthusiasm by encouraging independence at all age and ability levels.
- To give every child the entitlement to a sense of achievement.
- To regularly review the SEN policy and our practice in order to achieve best outcomes for our SEN children.

Children that are receiving additional support and intervention programmes have a Support Plan. Parents are invited into school to review and discuss support and progress with our SENCo at the beginning of each term. Dates are shared at the beginning of the year on our school planner. Children are also discussed and their voice is used to further plan support.

More details on how we adapt information, our environment and curriculum can be found in the Accessibility Plan which you can find in the [SEND Policies](#) section of our website.