



## **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 Design Technology**

All children will thrive and progress in Design Technology at Western Road, learning to combine practical and technological skills with creative thinking. Learning activities focus on developing our children's enquiry and observational skills, locating sources of information, reviewing existing and plan new designs, selecting appropriate materials and use tools safely, measure, construct and evaluate products. Children can meet their potential and celebrate their talents regardless of their reading and writing ability.

### **Curriculum Access**

- A spiral curriculum – children revisit and revise previous learning and skills.

- Resources, planning sheets and review sheets include photographs and are accessible and labelled clearly.
- Use appropriate, differentiated materials to suit pupils of different abilities.
- Use a range of methods to communicate, not overly relying on written word eg by using key words sheets, flow charts and visual instruction sheets which explain a process in a step-by-step manner.
- Seating should allow all pupils in the class to communicate, respond and interact with each other and the teacher in discussions and allow children to support one another.
- Identify risk points in the lesson, visit or field trip – eg for pupils with noise or smell sensitivity to account for cooking or material work.
- Monitor children with specific learning needs with new tools eg saws and glue guns and put appropriate safety steps in place.
- Where pupils find designing problematic, we ensure that scaffolds are given where appropriate and avoid a rigid approach when it comes to recording and communicating design ideas and developments.
- Recognise that the language of Design and Technology may be challenging for many pupils – and mitigate these challenges by pre-teaching key vocabulary and creating accessible wall displays, word banks with visual cues.
- Activities focused on the physical making of designs are supported ‘one to one’ where necessary. Yet we recognise the importance of encouraging pupils to work as independently as possible.