



## **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 History and Geography**

All children will have access to broad, balanced, vibrant and inclusive geography and history curriculums. All children will have equal access to history and geography lessons, and achieve their full potential regardless of their ability. These are subjects that should engage the imagination and attention of all children – so they are inspired to learn more about the world around them. Teachers have the same level of ambition for all pupils. They refer to any relevant ANP documents when planning and resourcing sessions to ensure all of the learning is accessible to every child in their cohort. Classroom resources and fieldwork are adjusted as required to ensure that all pupils take part.

### **Curriculum Access**

-Teachers are aware of how the unit they are teaching relates to prior and future learning, and all children are given opportunities to make connections with what they are learning and what they already know, and how to relate their learning to other, familiar situations.

-Children revisit and revise previous learning in starters and plenaries, via retrieval tasks, to help all children embed learning.

-Maps, timelines, artefacts, fact files, artwork and photographs are accessible and labelled clearly. Knowledge Organisers and wall displays, including maps, timelines, key historical words and key enquiry questions are laid out clearly, and children know where to find them and are encouraged to use them.

-Seating is planned carefully to allow all pupils in the class to communicate, respond and interact with each other and the teacher in discussions, and the needs of children are considered in this plan, and they are positioned strategically to help them access the session as well as possible.

-Lessons are devised to minimise the need for copying lots of information. For example, notes on interactive whiteboards may be printed off for all pupils.

-When planning visits offsite or outdoors, risk points e.g. for pupils with noise or smell sensitivity – are identified and planned for.

-Key vocabulary, and concepts are pre-taught to the whole class, or certain learners where appropriate.

-Knowledge Organisers contain word banks of target vocabulary with pictures.

-Where possible, concepts are also summarised in diagrams or picture.

-Where appropriate, drama/dance is used to role-play key events or processes. Modelling is also used to consolidate learning – eg: making river systems out of playdough and then annotating with signs, Great Fire of London model houses built and burnt.

-When information needs to be recorded, tables/ writing frames and cloze exercises (where key vocabulary is missing) are used where appropriate. It is recognised that the language of historical and geography topics, may be challenging for many pupils and so these are pre-taught and modelled carefully.