GORSEWOOD PRIMARY SCHOOL
SEND ACROSS THE CURRICULUM

At Gorsewood Primary School, we ensure that within our curriculum the learning is planned carefully around the needs of all the children. We expect our children to work hard and will help them to raise their aspirations and empower them to reach their full potential. Our school environment is a safe place where children are made to feel valued so they are able to become confident, independent learners. We encourage children to take risks with their learning whilst understanding that coping with obstacles and becoming resilient is a vital part of life. We know some children with SEND may need adaptations to be made to the curriculum so they can access learning and reach their potential. Subject leaders have carefully considered how children with SEND are fully supported in their subjects.

It is important to note that some SEND children **will no**t need adaptations across the whole curriculum and support may be subject specific.

What is our INTENT for children with SEND in Gorsewood's curriculum?	What adaptations and amendments may be made in different subjects for children with SEND?
We are ambitious of what our SEND children can achieve. We aim that by the time ALL SEND children leave year 6, they have achieved their potential across all subject areas to enable them to be prepared for secondary school and be able to have a smooth transition so they can carry on their learning journey.	• Adapted written resources provided based on SEND assessment/needs and teacher's previous knowledge of individual child. • Range of grouping including mixed ability groupings and pairings • Additional time to be provided for completing tasks if required and when waiting for verbal responses. • Visual work and stimuli to be used to support learning. • Technology to be used to support learning. • Visual links and pictorial guidance enabling children to take responsibility for their own learning and independence. • Revisiting the key facts / vocabulary /previous learning at the start of each lesson. • Prompts and scaffolds for lessons with visuals where appropriate • Resources used to support learning. • Learning environments considered and adapted for specific needs. • Adult support and guidance where needed. • Using child's support plan access arrangements and quality first teaching in all lessons • Pre and posting teaching activities.