

## How do we make our curriculum accessible to those with SEND?

Through the application of our SEND policy, we aim to;

- **Think positively** - the whole school community (pupils, parents and staff) believing that all pupils, including those with SEND are capable, can achieve and be successful.
- **Reduce barriers** - taking practical steps so our school environment, facilities, curriculum and practices reduce barriers and are accessible to all.
- **Work in partnership** - giving children the opportunity to voice their wishes and drawing upon knowledge and expertise of parents and carers in relation to their child.
- **Assess accurately** - tracking progress of pupils with SEND regularly and adjusting provision in light of ongoing monitoring.
- **Be creative** - to think outside of the box in coming up with solutions to meet the needs of pupils with SEND.
- **Be responsive** - to individuals needs of all children.
- **Be effective** - in targeting additional support using a judicious blend of in class support and withdrawal or intervention classes.
- **Be reflective** - Monitoring and evaluating the effectiveness of our provision for pupils with SEND to ensure we are providing equality of opportunity and value for money.

At Broomwood Primary School we have the firm belief that 'every teacher is a teacher of SEND'. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have SEND. Class teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from teaching assistants or specialist staff. We have clear policies and procedures in place to ensure that all children receive first quality classroom teaching.

We expect that consideration of SEND crosses all curriculum areas and all aspects of learning and school life. We aim to make our school environment as barrier free as possible; the physical school environment is monitored regularly to ensure that resources and classroom layouts are supportive of pupils with SEND at Broomwood Primary School. All teaching staff are trained in dyslexia awareness and we are proud to have been awarded the Trafford Dyslexia Aware Quality Mark in November 2010.

Class teachers make regular observations and assessments of learning and development of all pupils from their admission to school; this included monitoring social and emotional skills. Teachers and school leaders continually check and monitor children's attainment and progress in order to identify any difficulties pupils may be having at the earliest opportunity. If children finding school particularly difficult we work hard to ensure that difficulties are identified and addressed as early as possible. Academic levels and test results provide a snapshot of development and progress of pupils with SEND and therefore are not the only way in which to monitor progress. We prefer to use a range of information to evaluate progress of pupils a whole.

We recognise that for some children, reasonable adjustments in class and high-quality differentiation may not be enough to help some children with SEN build the necessary skills. When needed, school offers a range of targeted interventions to support a range of different needs.

We follow the graduated approach and the four-part cycle of assess, plan, do, review. Children with SEN will be monitored and reviewed as part of the school's on-going assessment system, also via their half yearly pupil passports or SEN meetings. All teachers and support staff who work with pupils who have SEN will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

The school recognises parents and carers as the child's first educators. Broomwood is committed to working in partnership with parents, children and other members of the school community, as well as outside agencies. Parents and carers know their children best and have a vital knowledge and unique insight into how their child learns. We believe that good two-way communication between home and school is essential. It is important that we share views about a child's needs and what the school is doing to address these. The school is also keen to support with strategies which may help at home.

Sometimes it may not be clear about why a child is finding aspects of school or learning difficult. Parents, carers and the school team may agree that further advice should be sought and may ask for further assessment or advice from other services.

The School funds regular input from:

- A Trafford School Speech Therapist
- Outreach Services from Specialist Schools
- An Educational Psychologist
- A Psychotherapist