

Pupils with a Special Educational Need and/or Disability

Laygate Community School

INTENT

Laygate Community School is an inclusive school and staff members strive to support all children to enable them to make the best possible progress and achieve well. To accomplish these aims many steps are taken to support children through their learning journey. For some children there are occasions when additional support may be needed to help them make the best possible progress in school. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is “*additional to and different from*” that provided within the curriculum, to better respond to the four broad areas of special educational need.

We are committed to providing an appropriate and high quality education to all our children. We believe that children have a common entitlement to a broad and balanced academic and social curriculum, accessible to all, and which ensures that every child is fully included in all aspects of school life. We value the individuality of all children. We welcome all children, regardless of any difficulties they may have, and recognise the importance of working closely with parents, carers and other professionals, to ensure that children and their parents/carers feel they are successfully included within the school.

At Laygate Community School, we have created a curriculum that is ambitious and designed to give all children, particularly those with special educational needs and/or disabilities (SEND), the knowledge and cultural capital they need to succeed in life. The curriculum is coherently planned and sequenced towards providing sufficient knowledge and skills for future learning and employment. Teachers have the same ambitions for almost all Children. Where this is not practical, e.g. for some children with high levels of SEND, the curriculum is designed to be ambitious and to meet their needs. All Children study the full curriculum. We ensure this by teaching a full range of subjects for as long as possible, ‘specialising’ only when necessary.

IMPLEMENTATION

- Teachers have good knowledge of the subjects they teach.
- Teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching. They check childrens understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches.
- Throughout a scheme of work, teaching is designed to help children to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts.
- Teachers use assessment well, for example, to help children embed and use knowledge fluently or to check understanding and inform teaching.
- Teachers create an environment that allows the learner to focus on learning. The resources and materials that teachers select, reflect their ambitious intentions and clearly support the intent of a coherently planned and sequenced curriculum.
- A rigorous approach to the teaching of reading develops childrens confidence and enjoyment in reading. At the early stages of learning to read, reading materials are closely matched to childrens phonics knowledge.

IMPACT

- Children will have the skills and attributes to support them in the wider world and as adults in the future.
- Children develop detailed knowledge and skills across the curriculum and, as a result, achieve well. Where relevant, this is reflected in results from national tests that meet government expectations.
- Children are ready for the next stage of education, employment or training.
- They read widely and often, with fluency and comprehension.
- There is a clear progression of children’s work and teachers’ expectations in our school.
- Our SLT and governors are kept up to date with developments in the way SEND pupils are taught in our school with subject reports, action plans and pupil progress meetings.

Further details about how we make the curriculum accessible for all pupils can be found in the Equality and Diversity Policy, the Inclusion Policy and the SEND Policy, which can be found on the school’s website.