

The Curriculum and SEND at Rowsley C of E Primary School

At Rowsley C of E Primary School, we have high expectations for all our pupils. We believe all our pupils should have access to a broad and balanced curriculum that provides an appropriate level of challenge and which helps them know more and remember more. We also believe that it is crucial to consider the unique needs of individual pupils when considering what adaptations need to be made to lessons to make them accessible. As a small school with small class sizes, we pride ourselves on our thorough knowledge of the needs of the children in our care, allowing our class teachers to ensure that children's needs are individually addressed on a daily basis.

Adaptations to lessons are made on an individual basis. Occasionally, children will access a bespoke curriculum supported by external professionals. However, the majority of pupils on our SEND register will take part in all core and foundation subject lessons and wherever possible access year group or key stage objectives, through 'scaffolding up' as needed.

In foundation subjects, we have identified key knowledge that we expect all children to know. This knowledge underpins the unit being studied and provides the foundations needed for learning in the next phase. With flashbacks and overlearning, we ensure this key knowledge is made accessible to all pupils. Within foundation subject lessons, adaptations for pupils with SEND may include additional adult support to read and scribe for pupils; reducing the amount of writing required by providing pictures, printed labels or word banks; providing additional manipulatives and physical resources to help children understand concrete concepts; reducing tasks only to the key knowledge to avoid cognitive overload; grouping or pairing children in mixed ability groups and allocating different roles such as 'reader' or 'note-taker'; and the use of assistive technology. It is the responsibility of the class teacher to make necessary adaptations on a lesson by lesson basis to allow all children to make progress within the lesson. All of our foundation subjects are regularly assessed, allowing teachers to check that all children, including those on the SEND register, have retained key knowledge. From this, additional interventions can be organised and changes made to lesson plans in future if required.