

## How does Jacksdale Primary & Nursery School enable SEND pupils to access a broad and balanced curriculum?



### Jacksdale Primary School's Approach to SEND

- Inclusivity: Every subject leader is a leader of SEND, and all teachers are responsible for SEND pupils.
- High Expectations: The school believes in the potential of all SEND pupils and aims to provide the same ambitious curriculum as their peers.
- Adaptability: The curriculum is modified where necessary to ensure all pupils are included rather than simply giving them access.

### Curriculum & Teaching Modifications

- Planning: Teachers incorporate SEND considerations into their standard lesson planning, ensuring all pupils can participate.
- Teaching Methods: Teachers anticipate barriers to learning and adjust lessons accordingly, such as using alternative teaching methods and scaffolding.
- Learning Activities: Pupils may follow parallel activities, use inclusive software, or receive extra scaffolding and support to achieve learning goals.
- Assessment: SEND pupils are assessed using varied methods, ensuring they can demonstrate their understanding in different ways.

### Support Strategies

1. Universal Strategies for All SEND Pupils:
  - Quality first teaching with a supportive learning environment.
  - Visual aids such as timetables and word walls.
  - Use of multi-sensory approaches (visual, tactile, auditory, and kinaesthetic).
  - Assistive tools like tinted paper, fidget toys, noise-reducing headphones, and writing supports.
  - Adaptations for comfort and engagement, such as movement breaks and timers.
2. Targeted Support for Identified SEND Pupils:
  - Pre-teaching vocabulary to improve lesson access.
  - Tailored curriculum activities based on need.
  - Specific interventions for reinforcement and skill development.
  - Small group or individual support when necessary.
3. Higher Level Support for Complex Needs:
  - "Now and Next" boards or structured task ladders.
  - Individualised learning resources (e.g., dedicated ICT support, sensory adjustments).
  - Personalised curriculum adaptations for pupils with high needs.

### Monitoring & Parental Involvement

- Subject leaders regularly review the effectiveness of SEND support through book reviews, lesson observations, and pupil feedback.
- Parental concerns and input are welcomed, with contact details provided for subject leaders and the SENCo.

**Table of subject leader roles**

| Subject                        | Teacher                 |
|--------------------------------|-------------------------|
| Special Needs & Disability     | Mrs Burt                |
| Early Reading                  | Mrs Gray                |
| Languages                      | Mrs Fallstrom-Tracey    |
| Computing and IT               | Mrs Clements            |
| Science                        | Miss Brockerton         |
| History                        | Mrs Latham              |
| Geography                      | Mrs Latham              |
| PHSE                           | Mrs March               |
| RE                             | Miss Brockerton         |
| Art & DT                       | Miss Wilkinson          |
| Citizenship and British Values | Miss Wilkinson          |
| Music                          | Miss Place              |
| PE                             | Mr Barber               |
| Maths                          | Mrs Davies              |
| English                        | Mrs Manton<br>Mr Barber |