

Teaching, Learning and the Curriculum

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At Kings Road Primary School, we believe that inclusive education means providing all pupils with appropriate education and support alongside their peers. The Curriculum is all of the planned activities that the school organises in order to promote learning, personal growth and development.

It includes not only the formal requirements of the National Curriculum, but also the range of additional opportunities that the school organises in order to enrich the experiences of our children. Our curriculum also includes the social aspects that are essential for life-long learning.

All pupils follow the National Curriculum at a level and a pace that is appropriate to their abilities. Our SEND philosophy places SEND children at the heart of personalised learning and our curriculum is tailored to meet individual pupils needs.

At times, and when it is felt appropriate, modifications to the curriculum may be implemented. To successfully match pupil ability to the curriculum, Kings Road Primary School remain committed to:

- A range of teaching and learning styles
- Differentiated learning materials
- Access to ICT and Technology
- Additional in class support
- Additional out of class support
- Flexible groupings – including small group support work
- An innovative, creative and supportive curriculum
- The appropriate use of rewards and sanctions
- A broad range of extra-curricular activities, including a variety of games clubs, Eco Warriors and various sports clubs and activities throughout the year. Homework and booster clubs are also held intermittently across the school year.
- Assessment procedures that emphasise pupils' strengths and achievements
- Applications during national testing at Key Stage 2 to obtain access arrangements as appropriate.

For further information you can view the **Curriculum Policy** in the school policy section of our website, <https://www.kingsroadschool.com/policy-documents/>.

How we identify and assess children with special educational needs

Most children and young people will have their special educational needs met in mainstream schools through good classroom practice. This is called **Quality First Teaching**.

At Kings Road Primary School, we follow Trafford's graduated approach which is called "**Assess, Plan, Do, Review**", sometimes known as "**APDR**".

This means that we will:

- **Assess** a child's special educational needs
- **Plan** the provision to meet your child's aspirations and agreed outcomes
- **Do** put the provision in place to meet those outcomes
- **Review** the support and progress

As part of this approach, we will produce a SEN Provision Map that describes the provision that we will make to meet a child's special educational needs and agreed outcomes. Parents and carers will be fully involved in this process.

A small percentage of children and young people with significant learning difficulties might need an assessment that could lead to an Education, Health and Care Plan.

Full details can be found on Trafford's Local Offer Website:

<https://www.trafforddirectory.co.uk/kb5/trafford/fsd/localoffer.page>.

You can find details of how we adapt the curriculum and make it more accessible for pupils with SEN below.

Pupil assessment is an on-going process and forms an essential part of teaching and is designed to promote the raising of achievement. Pupil assessments provide important information for pupil review and support meetings and is also used to gather evidence for referral to external support agencies.

A special educational need can be a number of different things. For example, a child may be having problems with reading and number work, which can be helped by putting extra support in at school and by working in partnership with parents. It may also be due to a disability which makes it harder for a child to use the same educational facilities that the school provides for the majority of children. For some children this may be a temporary difficulty, while others may have a long term need for special help.

Types of Special Educational Need and Disability

At Kings Road Primary School, we have experience of supporting children and young people with a wide range of need including:

- General Learning Difficulties – children whose learning progresses at a slower pace
- Speech and Language Difficulties
- Difficulties with reading, writing and spelling (can be diagnosed as Dyslexia)
- Autistic Spectrum Condition
- ADD (Attention Deficit Disorder)
- ADHD (Attention Deficit Hyperactivity Disorder)
- Social / emotional needs
- Other Physical or Medical Needs
- Mental Health issues

The school provides data on the levels and types of need to the Local Authority. This is collected through the school census.

How We Support SEND

Kings Road Primary School prides itself in being very inclusive and will endeavour to support every child regardless of their level of need. All pupils follow the National Curriculum at a level and a pace that is appropriate to their abilities. At times, and when it is felt appropriate, modifications to the curriculum may be implemented.

To successfully match pupil ability to the curriculum there are some actions we may take to achieve this:

- Ensure that all pupils have access to the school curriculum and all school activities.
- Help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have.
- Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.
- Pupils to gain in confidence and improve their self-esteem.
- To work in partnership with parents / carers, pupils and relevant external agencies in order to provide for children's special educational needs and disabilities.
- To identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional)

- To make suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.
- Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement.
- To promote self-worth and enthusiasm by encouraging independence at all age and ability levels.
- To give every child the entitlement to a sense of achievement.
- To regularly review the policy and practice in order to achieve best practice.

We understand that children learn and develop in different ways. Teachers and Teaching Assistants recognise this and use different teaching styles, resources and plan different levels of work in the classroom to cater for the various ways children learn. However, many children, at some time in their school life, need extra help.

How We Adapt the Curriculum for children with SEND

We offer the following support for SEND children:

- We talk to parents / carers if they think their child has a special educational need and let them know what special help the school can offer. Miss K Meenagh is our Special Educational Needs Co-ordinator (SENCO)
- We have a written Special Educational Needs Policy – View our School Policies section to view or download the Special Educational Needs and Disabilities (SEND) Policy. This policy is also available from the school office on request.
- As a school, we provide quality first teaching if a class teacher identifies a need, they will find ways to support a child within the classroom setting. This may involve:
 - Changing the way activities are planned and delivered
 - Matching activities to the ability / need of each child (differentiation)
 - Adapting learning materials such as equipment and activities to suit each child's needs
 - Offer small group support to promote skills identified in the child's Provision Map.

With the permission of parents, we may seek additional advice from outside specialists such as health professionals, specialist teachers or educational psychologists who would:

- Carry out further assessment of the child's needs
- Provide advice to schools on how to best support the child
- Suggest resources that would help the child make progress.

Our Teachers / Teaching Assistants work in partnership with parents and the SENCO to find ways to support each child with their needs, including giving parents ideas on how to help their child at home.

Our school staff will set outcomes for SEND children which will be shared with parents, either during Parents' Evening or a Provision Map Meeting. If your child has Special Educational Needs our SENCO will:

- Ensure the right support is put in place for each child
- Advise other Teachers and Teaching Assistants on how to help each child and ensure they have an up-to-date Provision Map detailing how their needs will be met in school
- Arrange training for staff so they understand each child's needs
- Work closely with parents on a regular basis to talk with them about their child's needs and listen to any ideas or concerns they might have
- Work with other professionals (if necessary) who may be able to help individual children, e.g. speech and language therapist / medical professional / educational psychologist.

A Provision Map details what the school, the class teacher and the SENCO plan to do to help individual children learn. A Provision Map will be written for any child with SEND. It will include:

- Short term targets for the child which are linked to their needs

- Details of any extra support the child will get
- Who will give the child help
- How often the child will get help
- How and when the school will look at the child's progress again (usually at least three times a year).

These plans are shared with parents / carers.

If a child's needs are very complex and / or severe we may ask the Local Authority to carry out an Education, Health and Care Assessment:

- This is a very detailed assessment of each child's needs. Parents / carers, the school and a range of professionals will all be asked to provide written reports.
- At the end of the assessment phase, the Local Authority will consider these reports to help decide whether or not to issue an Education, Health and Care Plan for the child.
- Parents / carers also have the right to ask the Local Authority to carry out this assessment although it is usually best if you can do this with the support of the school.

Education, Health and Care Assessment is only appropriate for a small number of children. Miss K Meenagh, our school SENCO, will be able to advise you about this.

Staff Expertise

Within in school we have teaching and support staff who have extensive knowledge of SEND. The school has a number of Teaching Assistants who have training and expertise in the following areas;

- Fine and gross Motor Skills
- Speech and Language
- Autistic Spectrum Condition
- ADD / ADHD
- Behaviour support
- Mentoring support

If you would like to discuss your SEND requirements in detail, please contact the school to arrange an appointment. This can either be via email at kingsroad.admin@trafford.gov.uk or by telephoning the school office on 0161 881 3571.