

How does DJCS approach teaching children/young people with SEND? What are some examples of adaptations to the curriculum?

Our approach to teaching children/young people with SEND, with examples of adaptations to the curriculum, is outlined in the chart below.

Area of Need	Provision	How do we know this has worked?
Communication and interaction	<ul style="list-style-type: none"> ▪ Quality first teaching ▪ Tasks adapted to the level of the individual child ▪ Possibility of small group or one to one support ▪ Adaptations to the environment where necessary ▪ Individual targets ▪ Relevant and specific interventions e.g. social skills group ▪ Access to additional specialist support as required for example the Autism team ▪ Use of specialist equipment where necessary e.g. laptops ▪ Key worker 	<ul style="list-style-type: none"> ▪ Staff, parent and pupil feedback ▪ Observations ▪ Review of targets ▪ Parent and pupil meetings ▪ Parents' evenings ▪ Monitoring pupil progress ▪ Specialist assessment from external agencies with learning targets achieved. ▪ Pupil progress through social interactions
Cognition and learning	<ul style="list-style-type: none"> ▪ Quality first teaching ▪ Tasks adapted to the level of the individual child ▪ Possibility of small group or one to one support ▪ Adaptations to the environment where necessary ▪ Individual targets ▪ Relevant and specific interventions ▪ Access to additional specialist support as required e.g. the Cognition and learning Team or an Educational Psychologist ▪ Use of specialist equipment where necessary 	<ul style="list-style-type: none"> ▪ Staff, parent and pupil feedback ▪ Observations ▪ Review of targets ▪ Parent and pupil meetings ▪ Parents' evenings ▪ Monitoring pupil progress ▪ Specialist assessment from external agencies ▪ Pupil progress

Area of Need	Provision	How do we know this has worked?
Social, emotional and mental health difficulties	<ul style="list-style-type: none"> ▪ Quality first teaching ▪ Tasks adapted to the level of the individual child ▪ Possibility of small group or one to one support ▪ Individual targets ▪ Relevant and specific interventions for example support from pastoral staff ▪ Access to additional specialist support as required e.g. the Educational Psychologist ▪ Use of specialist equipment where necessary ▪ Referral to the Student Support Centre 	<ul style="list-style-type: none"> ▪ Staff, parent and pupil feedback ▪ Observations ▪ Review of targets ▪ Parent and pupil meetings ▪ Parents' evenings ▪ Monitoring pupil progress ▪ Specialist assessment from external agencies ▪ Increased pupil attendance and participation in school life
Sensory and/or physical needs	<ul style="list-style-type: none"> ▪ Quality first teaching ▪ Tasks adapted to the level of the individual child ▪ Possibility of small group or one to one support ▪ Adaptations to the environment where necessary ▪ Individual targets ▪ Relevant and specific interventions ▪ Access to additional specialist support as required ▪ Use of specialist equipment where necessary 	<ul style="list-style-type: none"> ▪ Staff, parent and pupil feedback ▪ Observations ▪ Review of targets ▪ Parent and pupil meetings ▪ Parents' evenings ▪ Monitoring pupil progress ▪ Specialist assessment for external agencies ▪ Pupil is included fully in the school life