



## CURRICULUM STATEMENT FOR SPECIAL EDUCATIONAL NEEDS AND INCLUSION

### AIMS

At Lytham CE Primary School we aim to provide the highest standards of education within a caring, supportive and stimulating environment. We believe that a happy child is a successful one, so we work together to present a curriculum that is exciting, challenging and enjoyable. We believe that it is vital that our pupils are equipped with the tools needed to become independent, inquisitive learners both in and out of the classroom.

We are committed to ensuring that every child, regardless of their need, feels valued and also to providing personalised learning and high quality teaching, to enable all children to achieve their potential. At Lytham CE Primary School, we embrace the fact that every child is different and that their needs may be different too. Every teacher is a teacher of SEND. As such, inclusion is a thread that runs through every area of the school, enhanced by collaboration between senior leaders, teachers, support staff, external agencies, parents and most importantly, the child.

### The SEND leader is Rachel Gelder (SENCo)

<b>Intent</b>	<p>At Lytham CE Primary School, we place great importance on inclusion, which allows every child in school to develop and flourish on an equal footing.</p> <p>Through our core values we foster an environment where the emotional, physical, academic, social, moral, spiritual and cultural needs of each child is considered.</p> <p>Children make progress at different rates and have different preferred ways of learning. Inclusion means that every child in school is treated as equal and given equal opportunities to progress at their level and access different levels of support within school. Our approach is to monitor all children's progress closely and evaluate, allowing swift changes to be made where necessary and appropriate. Intervention should be given at the earliest possible opportunity, both in class and in relation to the involvement of external professionals.</p> <p>Through our high quality planning, teaching and provision we:</p> <ul style="list-style-type: none"><li>• Pride ourselves on early identification and intervention for SEND to ensure that progress and opportunities are maximised. All staff seek to identify the needs of children with SEND as early as possible. This is most effectively done by gathering information from the child, parents, education,</li></ul>
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	<p>health and care services as well as early years' settings prior to a child's entry to school.</p> <ul style="list-style-type: none"> <li>• Ensure that all children have access to a broad and balanced curriculum which is differentiated, to enable children to understand the relevance and purpose of learning.</li> <li>• Provide an accessible learning environment which is tailored to the individual needs of all pupils, making appropriate provision to overcome any barriers to learning.</li> <li>• Create an environment in which all individuals are valued, show mutual respect for each other and where they are allowed to grow in self-esteem.</li> <li>• Develop children's independence and life skills.</li> <li>• Regularly monitor the progress of children with SEND, using a child-centred approach. Continuous monitoring will ensure that children are allowed to reach their full potential.</li> <li>• Work closely with parents and carers to gain better understanding of their child and involve and support them in all stages of their child's education.</li> <li>• Provide good quality and relevant training for all staff members supporting children with SEND, developing expertise across the school.</li> <li>• Provide advice and support regarding SEND to all staff.</li> <li>• Work with and in support of external agencies and other professionals when children's needs cannot be met by school alone. This also helps to develop our provision for children with SEND.</li> </ul>
<p><b>Implementation</b></p>	<p>At Lytham CE Primary, pupils with SEND will:</p> <ul style="list-style-type: none"> <li>• Be included in all aspects of the school day.</li> <li>• Be provided with quality first teaching, differentiated to their needs.</li> <li>• Have their progress monitored and evaluated.</li> <li>• Be respected and their contributions valued and acknowledged.</li> </ul> <p>At Lytham CE, Pupils with SEND may:</p> <ul style="list-style-type: none"> <li>• Have specific 1:1 or small group intervention to support their learning.</li> <li>• Take part in social and emotional support interventions and/or have additional 1:1 or small group support from our Learning Mentor.</li> <li>• Receive additional support with their speech and language development from our specialist TA.</li> <li>• Work alongside external agencies such as an Educational Psychologist, our link NHS Speech and Language Therapist, Occupational Therapist, CAMHS, paediatrician etc. to develop specific targets</li> </ul>

	<p><b>Planning</b>  Planning suits the needs of all children no matter what their needs with a focus on Quality First Teaching. Teaching is personalised and targeted, including tasks, questioning and interventions where necessary.</p> <p><b>Assessment</b>  Assessment enables our teachers to focus on what children need individually and to plan suitable learning experiences for those needs. It also helps teachers to measure what progress has been made and to provide opportunities to support progression and learning where necessary. We use specialist support where necessary and appropriate, to help us assess children in order to understand and plan for their individual needs</p> <p><b>Wide experiences</b>  Children have access to a broad range of social, academic and extra-curricular activities that support and widen their knowledge, allowing them to apply their learning in a variety of contexts. Kinaesthetic (hands-on) learning caters for all learning needs and is used wherever possible.</p> <p><b>Growth Mindset/Learning Behaviours</b>  Effort, motivation and resilience are encouraged and developed. Children are encouraged to reflect upon their learning and take responsibility for their achievements. Reflection time helps them to understand how to become a more successful learner. Metacognition (learning how they learn), is an integral part of our school day.</p> <p><b>Partnership</b>  Teachers, parents and children are aware of, and help to set, targets for children. Pupil Passports and Individual Education Journals (IEJ's) support this process. Targets are set and monitored in liaison with the child, parents and staff. Regular meetings with teachers at parent's evenings, alongside incidental meetings with teachers and/or SENCo take place. Referrals to external agencies and other professionals are made where necessary to ensure that children have relevant and purposeful support to help their progress.</p>
<b>Impact</b>	<p>As a result:</p> <ul style="list-style-type: none"> <li>• Children at Lytham CE Primary School feel happy, safe and respected.</li> <li>• Behaviour at school is exemplary and diversity is celebrated.</li> <li>• Children demonstrate high levels of engagement in activities, developing their speaking, listening and social skills.</li> <li>• Children with SEND make good progress at Lytham CE Primary School from their starting points due to the use of a wide range of supporting resources, together with 1:1 and small group intervention which meets the needs of the pupils.</li> </ul>

	<ul style="list-style-type: none"> <li>On leaving school, children with SEND have developed good independence and life skills and are equipped to transfer to the next stage of their educational journey.</li> </ul>
<b>Coverage and Progression</b>	<p>Clear progression has been mapped out for SEND children in the National Curriculum and within PIVATs.</p> <p>Pupil Passports / IEJ's also demonstrate coverage, provision and progression over time.</p>
<b>Assessment</b>	<p>Pupils' attainment is assessed and recorded using the Lancashire Tracker on a termly basis. The progress of SEND children is monitored in the same way and additionally targets are set and monitored through Pupil Passports and IEJ's. IEJ's are a working document and targets are regularly reviewed and updated as necessary. Pupil Passports are formally updated each term.</p> <p>Pupils are also reviewed on an on-going basis, through classroom assessments.</p>