



**The Ridgeway School  
& Sixth Form College**

**Supporting  
SEND  
Students to  
Access Our  
Curriculum**

**RESPECT - HONESTY - ENDEAVOUR - CREATIVITY - COMMUNITY**

At The Ridgeway School our curriculum is *academic* and *ambitious* for all and *broad* and *inclusive*. All students, regardless of challenge or need should benefit from the curriculum offer where expectations are the highest.

With that in our we aim for all students to access our whole school curriculum offer but recognise the importance in providing support to ensure all students reach this goal.

The SEN6 are six teaching standards that we offer to support all students accessing the whole school curriculum. They have been designed with the profile of our school needs in mind and our CPD programme supports their implementation.





# SEN6



*...Inspiring Learners For Their Future*

<p><b>Seating plans</b></p>	<p>All classroom seating plans are designed with student need in mind. Using SEN profiles, teachers select the appropriate seating for their students to allow easy checking of understanding, re-engagement where required and lots of positive praise.</p>
<p><b>Chunking</b></p>	<p>Cognitive science describes the need to reduce cognitive load, focusing students on key information without overloading them. Chunking can be seen at Ridgeway through our Summary Slides—capturing the key information for all.</p>
<p><b>Dual Coding</b></p>	<p>Dual coding incorporates using both verbal and non-verbal information (such as words and pictures) to teach concepts. Dual coding forms one part of a wider theory known as the cognitive theory of multimedia learning (CTML). Dual Coding can be seen where appropriate at The Ridgeway when defining terms.</p>
<p><b>LEARN</b></p>	<p>Creating our ‘SEN Friendly’ environment supports us regulating our students whilst at school. LEARN is our prompt to ensure a consistent scholarly environment where each class is predictable and safe.</p>
<p><b>Scaffolding</b></p>	<p>To reduce cognitive load, scaffolding is used where appropriate to reduce working memory. This may include word banks, sentence starters, exemplar answers and success criteria.</p>
<p><b>Effective use of LSA’s</b></p>	<p>Our aim first and foremost is to ensure all needs are met through high quality teaching (SEN6). LSAs are therefore used to add value to the lesson delivery through individual support such as scaffolds or prompting.</p>

# SEN Curriculum Intent



## **A**cademic and Ambitious:

We are proud to offer an academic and ambitious curriculum for our students with SEND. We strive to eliminate gaps in prior learning, expand cultural capital and carefully scaffold learning so that students make progress. Our aspirational pathways ensure that success is achievable for all and future destinations can be reached. We inspire, challenge and nurture our students to enable them to reach their academic potential.

## **B**alanced and Inclusive:

We offer our SEN students a balanced and inclusive curriculum, differentiated or adapted where necessary, to ensure that learning leads to individual progress. We ensure a breadth of study whilst also providing opportunities for bespoke, tailored teaching to maximise progress. Individual needs are recognised and catered for within the classroom and our LEARN approach ensures a supportive, conducive learning environment. Our SEN 6 strategy is used ensure that our SEND learners are fully supported in lessons through the effective use of seating plans, dual coded summary slides, chunked learning, fully scaffolded resource and the effective use of LSAs. These strategies ensure consistency of delivery and engagement for all of our learners.

## **C**ore of Literacy, Numeracy and Oracy:

Communication is key and we encourage all our students to embrace a rich and varied vocabulary. Tier two and three language is explicitly taught in lessons so that students have the necessary tools to convey their ideas, thoughts and feelings. We encourage our students to speak well; both in an academic sense but also in everyday conversations. We want our students to be secure with their numeracy and ensure that this is a priority within our curriculum. The maths curriculum is spiralled to ensure that skills are built upon and revisited regularly, whilst small group teaching provides additional opportunities for students to consolidate their learning.

## **D**riven by Values:

Our school values are interwoven with our warm, welcoming and friendly approach. Our high standards around behaviour ensure that the school is a safe and calm environment where all students are able to thrive. Our mentoring programme celebrates our diverse community and provides students with opportunities to engage with real world issues whilst celebrating our school values of: community, respect, endeavour, creativity and honesty.

## **E**nriched with Opportunities:

Our SEN students benefit from a full and varied programme of additional opportunities. There are numerous smaller groups on offer where students can receive additional support with their studies. Furthermore, opportunities to develop social skills and engage in sport or creative pursuits are available through our in school and after school enrichment programmes. Bespoke spaces for study or wellbeing, key workers and consistent routines contribute to the package of in school opportunities that our SEND students are able to access in order to thrive.

## **F**oundation of core and hinterland knowledge:

Our curriculum is implemented through careful sequencing and chunking in lessons to minimise cognitive overload or stress. Core knowledge is prioritised and made accessible to all. It is then consolidated through plentiful deliberate practice to ensure students have time to apply and rehearse their new skills and learning.

The hinterland knowledge gives our curriculum vibrancy and colour – it helps to make the learning memorable. The use of analogy, real world examples and contextual information ensure our students are fully immersed in their learning and have a strong understanding of content.

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