



## Curriculum Offer for SEND

Our SENDCo is Mrs Lauren Gardner

### Rationale

According to the **SEND Code of Practice: 0-25 years (2014)**, special educational provision means: Educational provision which is "different from or additional to" that normally available to pupils or students of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum at school or to study at college.

We believe that all pupils, regardless of their needs should be able to access a broad and balanced curriculum, and reach their full learning potential. We closely monitor how all of our children are progressing both academically, socially and emotionally, but are particularly keen to ensure that children with special educational needs or who are vulnerable are well-supported.

In line with our school vision and values, we continually strive to meet the needs of our pupils with Special Educational Needs and Disabilities (SEND) across the following 4 broad areas of need as detailed in the **SEND Code of Practice (2014)**:

- Communication and Interaction
- Cognition and Learning
- Social Emotional & Mental Health Difficulties (SEMH)
- Sensory and / or physical needs

We are supported by Wigan Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school and access an Inclusive Curriculum. The Local Authority SEND Services can be found as part of their 'Local Offer', detailed on the Wigan LA website.

Our policy at Leigh St Peter's is to identify specific barriers to learning at an early age and work alongside parents/carers to ensure that children's needs are being met.

As a recently accredited TISUK school, we have a number of Trauma Informed trained practitioners and as such, our whole school approach is one that adopts a **Trauma Informed Approach**. This allows for us to help children and teenagers BEFORE ill- mental health problems are identified– to catch them as they are falling not after they have fallen. Our Positive Relationship and Behaviour Policy has been written with this in mind and using strategies from Paul Dix and TISUK. We implement many interventions to ensure the relational and emotional health of all. Our interventions are evidence based with the backing of over 1,000 research studies from psychology and neuroscience. We have strong links with our CAMH's link worker and other outside agencies that help us to support the school community.

### Our Curriculum offer for SEND

All children are supported through quality first teaching (QFT) in a way which ensures an inclusive approach to learning. Where possible, children are supported in a number of ways within their classroom and are supported by staff through differentiated inputs, differentiated tasks, word mats, task plans, visual timetables and regulation resources. As part of our approach, we expect that children working with an adult make accelerated progress.

**BSquared:** In addition to the National Curriculum, we utilise BSquared to ensure we are supporting ALL children to make steps of progress in their learning. BSquared allows us to identify children who need steps of learning broken down into smaller steps.

**Boxall:** Boxall is a resource that enables the assessment of children and young people's social, emotional and behavioural development. Boxall profiles are completed twice annually to ensure we at Leigh St Peter's support children in ALL aspects of their development, either within the classroom environment, or during Nurture sessions which take place in an afternoon.

**PASS Survey:** Having children give their opinion and for them to have the opportunity to talk about their education is vital. Children at Leigh St Peter's complete the PASS survey annually. This informs our pastoral team and teachers to create interventions based on children's needs.

Leigh St Peter's CE is an inclusive, nurturing environment that incorporates adaptations and enhancements to the learning areas so that all children are able to engage with their peers and their learning. We have our very own Small Learning Community (SLC) which supports small groups of children with Literacy and Maths skills. Every afternoon, we at Leigh St Peter's CE facilitate Nurture sessions, which are informed by the Boxall and PASS surveys. These sessions are designed and planned carefully to ensure our children develop self-confidence, perseverance and independence skills. We do this to help prepare all children for life-long success.

In addition, every classroom has their very own regulation toolkit to support children within their own environment. Our Pastoral Team work in 'The Nest' to provide additional support and guidance, to support those children who are struggling to manage their emotions and need a safe space to co-regulate.

Working with our families is vital and we ensure that information sharing of children's progress is shared regularly throughout the year. Individual Education Plans (IEPs) are shared termly, with opportunities for discussions during Parent's Evenings. Our families at Leigh St Peter's can arrange to speak to their child's class teacher and/or SENDCo by making an appointment at the school office and the SENDCo's details are shared on the school website.