

SEND provision and the curriculum at Rokeby

Curriculum Statement

At Rokeby we aim to provide our children with an engaging, exciting and empowering curriculum that equips them for today and as lifelong learners. The learning in our community will be enhanced through 'Our Rokeby Promise', which gives meaningful life experiences and enhances their school-life by creating memories which will impact on their future life in the wider world.

SEND Provision Matrix

All pupils at Rokeby receive quality first education underpinned by our curriculum statement and delivered through our curriculum intent and implementation. Pupils identified as having SEND will also receive Targeted and / or Higher Needs Provision as described in Warwickshire County Council's SEND Provision Matrix and Rokeby's SEND Policy. The SEND provision matrix is split into three elements:

Element 1. Universal Provision – describes a range of support that is available to all learners.

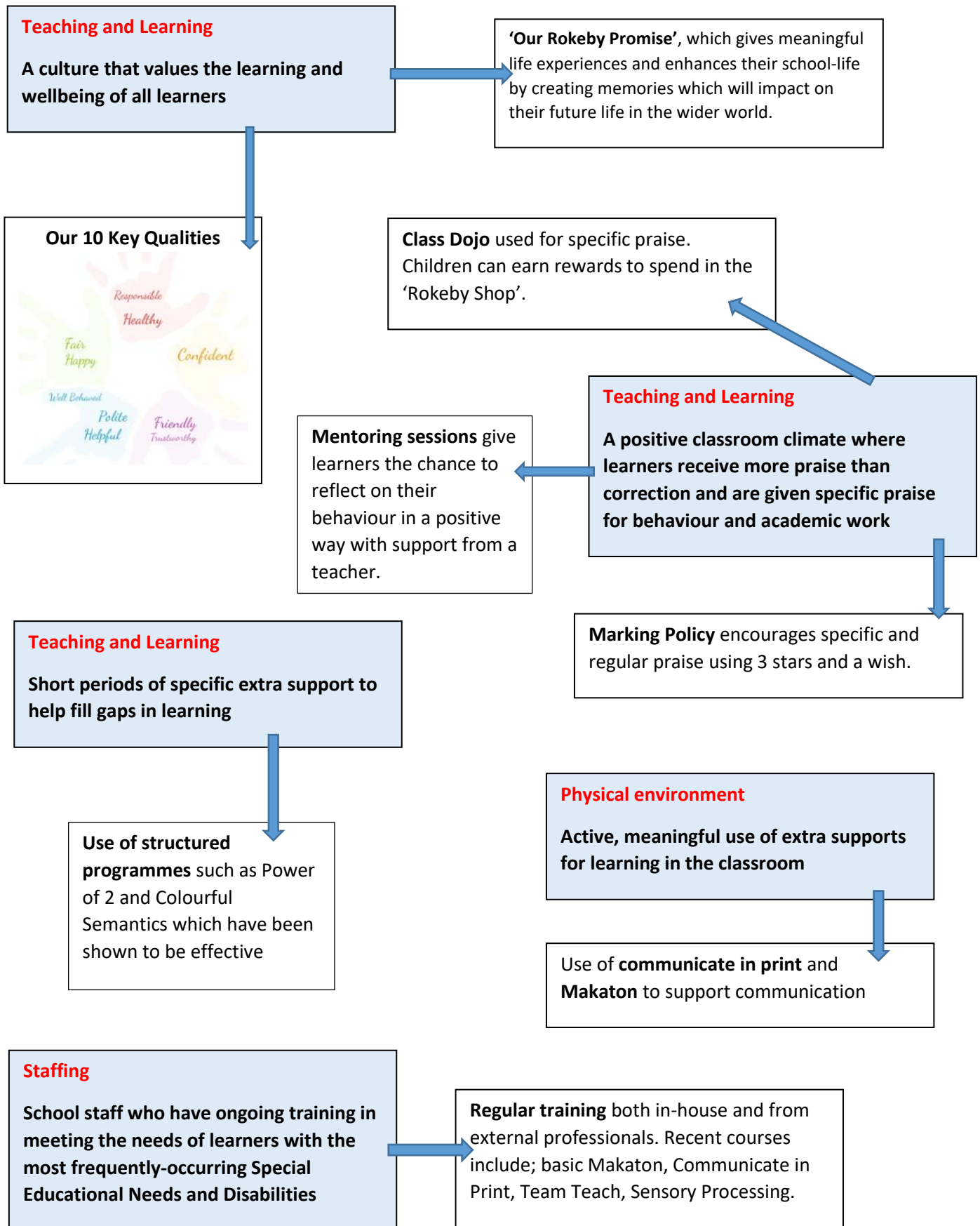
Element 2. Targeted Provision – describes the support learners who make less than expected progress with Universal Provision will receive.

Element 3. Higher Needs Provision – describes the types of support that a few learners may receive as well as Targeted Provision, if Targeted Provision alone does not enable them to make consistent progress. Higher Needs Provision is divided into 4 sections (communication and interaction; cognition and learning; social, emotional and mental health difficulties; sensory and/or physical needs).

At Rokeby we use the SEND provision matrix in conjunction with our existing planning and assessment systems. The curriculum intent, implementation and impact at Rokeby supports the aims of the provision matrix to enable learners with SEND to *'achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood.'* Our curriculum is based around high-quality texts with a rainbow approach to developing skills, knowledge and concepts which sits comfortably alongside the 'tiered approach' of the provision matrix. *'Our Rokeby Promise' will develop children as inquisitive and engaged learners, through a range of key life experiences.* This promise is one we intend to deliver to all of our pupils, wherever they may be on their learning journey. We use the provision matrix as a guide to ensure the extra support that might be needed for learners with SEND is relevant both to their individual needs and to the wider curriculum. Below are some examples of how this might look at Rokeby.

How might SEND provision look in the Rokeby curriculum?

Element 1. Universal Provision



How might SEND provision look in the Rokeby curriculum?

Element 2. Targeted Provision

Teaching and Learning

A plan which is personal to the learner, on which specific, measurable targets are described and progress towards those targets is recorded.

Individual Learning Plans devised by teachers using an online tool to record and monitor progress

Teaching and Learning

Regular, structured teaching or activities which are given to a small group of learners by trained staff to help them meet clearly-defined targets.

Evidence based interventions such as Precision Teaching, Circle of Friends, Maths Enhancement Programme, Fix it Writing, OT Fine Motor Skills Programme are delivered by trained teaching assistants and specialist teachers.

Audits resulting in changes to the environment such as access to individual workstations; raised door handles and sensory areas.

Physical Environment

Changes to the school or classroom environment based on advice from external agencies.

Physical Environment

Regular access to supervised areas at unstructured times of the day.

Staffing

Involvement of external specialist agencies to assess, provide advice, and review the learner's progress over time (following an assess, plan, do, review cycle)

Lunchtime social skills club run by Nurture Trained staff.

Subscriptions with STS and EPS. A specialist teacher works in school one day per week. WE have regular involvement from a Speech and Language Therapist, Educational Psychologist and IDS Complex Needs Team.

Staffing

Non-directive, supportive and impartial counselling by an adult with appropriate training and regular professional supervision.

Play Therapist works with individual children identified as needing support.

Systems

Access to a nurture group provision run by 2 members of staff who are trained and accredited by the Nurture Group Network.

Nurture Group on-site run by two qualified members of staff and overseen by the SENDCO.

How might SEND provision look in the Rokeby curriculum?

Element 3. Higher Needs Provision

Ongoing, regular, structured small group or 1:1 teaching or activities delivered 3 or more times per week by trained staff with ongoing advice and guidance from an external specialist.

Mrs H delivers 'Social Stories' sessions with a learner 3 times a week with ongoing training and support from the Speech and Language Therapist and Autism Specialist. Themes are linked to curriculum topics as well as individual needs.

Ongoing support, advice and training from appropriately qualified professionals

Mrs D visits a learner once a fortnight to observe progress and provide training and support to teachers and support staff

Activities and teaching to help learners use skills in different situations throughout the day, following ongoing advice and review from an external specialist

Miss L uses Makaton signs to support a learner apply skills taught in lunchtime social group during a science lesson

Communication and Interaction

Highly structured routines with individual support and/or prompts

A learner is supported to use a visual timetable and Now / Next board. Photographs and objects of reference are used in place of visuals where possible to support the individual preference of the learner

Miss L meets and greets a learner and his parent at the start end of every day. Time is spent sharing information between home and school and celebrating successes.

Enhanced transition arrangements between home and school

How might SEND provision look in the Rokeby curriculum?

Element 3. Higher Needs Provision

Regular liaison between external professionals and school staff about specific programmes and targets for the learner.

Miss L delivers 'See and Learn' sessions with a learner 3 times a week with regular ongoing training and support from the Lead Professional from IDS Complex Needs Team

Teachers, with support from the SENDCO, devise a personalised curriculum for a learner who is working a key stage below her peers. This enables the learner to access the same curriculum themes as her peers while working on the skills needed to reach her individual targets. For example, during an English lesson the learner responded to the class text by creating a model out of lego. She was then able to talk about the choices she had made and link them to her understanding of the text.

Highly personalised curriculum which is reviewed and monitored each half term, needed because learner is working 1 key stage or more below typically-developing peers

Cognition and Learning

Specific teaching and practice of skills that are needed for everyday living

A learner with limited understanding of danger is taught about road safety through role play in the playground. This is done regularly with an adult and one other child over a period of time before the rest of the class are invited to join as part of a 'road safety' session. When the learner demonstrates a good level of understanding his skills are transferred to a quiet road supported by 2 key adults and his parent. Social stories are introduced to reinforce the learning.

A learner is withdrawn to a quiet space for individually targeted teaching several times a day. This is planned into her individual timetable so that there is a clear focus to each session. Sessions last no longer than 15 minutes to maximise concentration and reduce time away from peers. During whole class sessions the learner receives targeted support as part of a highly personalised curriculum.

Intensive, ongoing, 1:1 support for learning, likely to involve individually-targeted teaching for significant parts of the school day

How might SEND provision look in the Rokeby curriculum?

Element 3. Higher Needs Provision

A personalised timetable which is introduced in partnership with the learner, parents/carers and staff, and which may include temporary withdrawal from some activities (such as assembly and non-core lessons) and offsite opportunities that focus on developing the learner's resilience and ability to engage in learning.

A learner who has had negative experiences at several schools, takes part in meetings with the SENCO and his parent to agree how his timetable and provision will look prior to starting at Rokeby. He is encouraged to express what works for him and what doesn't and this plays a key part in decision making. A place in our Nurture Group is arranged to allow opportunities to focus on resilience and engagement outside of the classroom.

Miss B, a qualified Play Therapist, spends one day a week at Rokeby. She works 1:1 with learners providing therapeutic support. She meets with the SENDCO and parents before, during and after each block of therapy.

Access to ongoing, 1:1 therapeutic support from suitably trained and supervised staff

Social, Emotional and Mental Health

A tailor-made environment at break and lunchtimes. This could include 'zoning off' particular areas of space, or access to structured play areas inside the school building.

Learners who find lunchtimes difficult have access to a range of activities to help structure the time. This will always include some time on the playground with peers – sometimes with adult facilitation. Structured activities include a social communication group and therapeutic arts group. Before the end of break, learners are encouraged to take part in a relaxing activity such as bubble blowing or yoga.

Significant individual adaptations to curriculum and/or learning materials

Opportunities for staff working with the learner to build relationships with them away from learning demands.

How might SEND provision look in the Rokeby curriculum?

Element 3. Higher Needs Provision

Significant individual adaptations to curriculum and/or learning materials

A learner with visual impairment, hearing impairment and sensory processing difficulties has access to a 'visual impairment sensory resource pack' and printed materials are adapted to the font size advised by IDS Vision Team.

An audit of the learning environment was carried out by IDS Hearing and Vision Teams to assess the suitability of the environment for two new pupils both of whom have hearing and vision impairments. Adaptations were made to class layout and furniture as advised.

Sensory and / or Physical

Suitable, identified areas for personal care, physiotherapy programmes, quiet areas, stress breaks, counselling etc.

Mrs B carries out physiotherapy with two pupils in a comfortable, private room on a daily basis. This room is also used for tube feeding at lunchtimes. Mrs B and Mrs R have completed NHS training to enable them to support these pupils.

Learners with physical, sensory and medical needs have individual risk assessments and evacuation plans. These have been written in conjunction with parents and external professionals. Teachers take account of these plans in their curriculum planning to enable learners to take part as fully and safely as possible. For example, a pupil who carries an oxygen tank was able to take part in off-site swimming lessons with 2:1 support from his teacher and TA.

Individual risk assessments to inform when and how the learner needs extra support.

