

## Curriculum Statement

### Preparing for adulthood outcomes

*Hooked on Thinking*

Working With and For Local Families



Social and Community Inclusion



Education, Training and Employment Options



Health and Wellbeing



Social Care



Independent Living



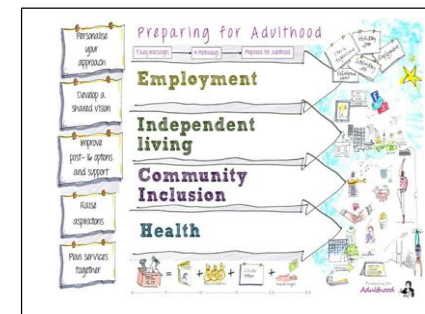
SEND Local Offer homepage



**Hindhayes**  
INFANT SCHOOL

**Intent:** Through the commitment of the staff to provide an inclusive curriculum which meets the needs of pupils with SEND barriers, pupils at Hindhayes will begin their journey to achieving independent living within adulthood. Our school curriculum is built to ensure that solid foundations in all subject areas are laid. So that as adults, our local community will be strengthened by young people who are working towards

- employment
- good health
- self care
- community inclusion
- independent living
- awareness of dangers
- taking measured risks
- choice, freedom & control over life



#### **Implementation: EEF: Priority 1: Promote high standard and the fulfilment of potential for all pupils**

The needs of an individual pupil are influenced by the interactions of what happens in class every day. Through the use of supportive structures and SEND strategies such as **targeted teaching, well planned interventions, scaffolding, effective TA deployment and explicit instruction** our teachers will weave the needs of specific pupils into their high quality classroom teaching. Inclusive by design, the curriculum is able to support the needs of all our children and the staff coordinate with professionals and organisations from outside of the setting to ensure that the most skilled professionals work closely to champion the needs of all individuals.

**Curriculum Opportunities:** Visitors and visits within the local area are accessible to all pupils. Support plans are created to ensure the safety of those children who may have physical or challenging behavioural needs, which might require e.g. additional staffing. The Bishops Palace, Burnham-on –Sea, Clarks Shoe Museum, Haynes Motor museum and a visit to the SS Great Britain are just a handful of the external visits that we plan. Forest School and Outdoor Play and Learning provide the children with access to well assessed risk. Climbing, digging, planting, building, transporting are just a few of the physical skills developed and children are encouraged to think about their own self-help skills when dressing appropriately for the session. The curriculum is also supported by a well-designed PSHE, Relationships and Citizenship program which ensures that children are reminded of the benefits of both a healthy physical and mental lifestyle.

**Referrals and requests** for support are made to the following professional partners through the use of Early Help Assessments:

- Speech and Language Team
- Autism and Communication Team
- Occupational Therapists
- GPs and Paediatricians
- Learning support
- Educational Psychologist
- Mental Health Team
- ELSA and PFSA

**Impact:** The school is currently one of the only schools locally to hold a platinum play award for the work undertaken through OPAL.

Through targeted interventions led by a team of trained TAs speech and language needs are addressed through TALK BOOST, literacy needs are addressed through an Individual Literacy Intervention, SEMH needs are addressed through ELSA

Through carefully considered, robust systems of Assess Plan Do Review which reflect the work of both internal and external professionals, EHCPs are successfully secured for children requiring this high level of support (2017-2021 8 EHCPs have been applied for and granted) helping to support a smooth transition for pupils on to their next setting at the end of Year 2.

1

Create a positive and supportive environment for all pupils, without exception



- An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Schools should:
  - promote positive relationships, active engagement, and wellbeing for all pupils;
  - ensure all pupils can access the best possible teaching; and
  - adopt a positive and proactive approach to behaviour, as described in the EEF's [Improving Behaviour in Schools](#) guidance report.

2

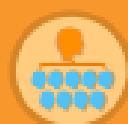
Build an ongoing, holistic understanding of your pupils and their needs



- Schools should aim to understand individual pupils' learning needs using the graduated approach of the 'assess, plan, do, review' approach.
- Assessment should be regular and purposeful rather than a one-off event, and should seek input from parents and carers as well as the pupil themselves and specialist professionals.
- Teachers need to feel empowered and trusted to use the information they collect to make a decision about the next steps for teaching that child.

3

Ensure all pupils have access to high quality teaching



- To a great extent, good teaching for pupils with SEND is good teaching for all.
- Searching for a 'magic bullet' can distract teachers from the powerful strategies they often already possess.
- The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils.
  - flexible grouping;
  - cognitive and metacognitive strategies;
  - explicit instruction;
  - using technology to support pupils with SEND; and
  - scaffolding.

4

Complement high quality teaching with carefully selected small-group and one-to-one interventions



- Small-group and one-to-one interventions can be a powerful tool but must be used carefully. Ineffective use of interventions can create a barrier to the inclusion of pupils with SEND.
- High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress.
- The intensity of intervention (from universal to targeted to specialist) should increase with need.
- Interventions should be carefully targeted through identification and assessment of need.
- Interventions should be applied using the principles of effective implementation described in the EEF's guidance report [Effective Evidence to Work: A School's Guide to Implementation](#).

5

Work effectively with teaching assistants



- Effective deployment of teaching assistants (TAs) is critical. School leaders should pay careful attention to the roles of TAs and ensure they have a positive impact on pupils with SEND.
- TAs should supplement, not replace, teaching from the classroom teacher.
- The EEF's guidance report [Making Best Use of Teaching Assistants](#) provides detailed recommendations.