

7. *How we make sure that students with SEN/D enjoy a broad and balanced curriculum*

We provide a curriculum that is broad, balanced, motivating and accessible to all students. We want our exciting curriculum to be one of the many reasons our students love coming to school.

We work hard to ensure that all our students, including those with SEND, achieve in lots of different ways as well as academic learning, for example, in drama, sport, music, dance, showing leadership and taking on responsibilities. For example, our Inclusion Ambassador programme is run by our SEN students who raise awareness for inclusion, diversity and acceptance amongst students and staff through hosting assemblies, running tutor group training programmes, running staff training and planning for a variety of awareness weeks.

We also arrange educational visits and journeys and make sure that all our students can take part. For example, we ventured down to the South Bank for an IMAX and site-seeing adventure ensuring that all our SEN students were included. When necessary we will do a risk assessment and make reasonable adjustments to plans and arrangements.

You can see a table of our current provision or our additional specialist interventions at the end of this document. We are confident that all the specialist interventions we run at Preston Manor School are outcome-focussed and purposeful. These sessions are to help students who are not making expected progress in an area of their learning, for example, reading and/ or number skills. They run for a limited time and this time varies depending on the extent of need and the type of programme. These sessions are well taught by a qualified Teacher, a Higher Level Teaching Assistant or another specialist such as a Speech and Language Therapist.

Where a student is placed in one of our ARPs, SLCN and/or ASC interventions are personalised on a case-by-case basis and led by the specialist staff employed in these bases.

We take reasonable steps to include all students with SEN in our curriculum, for example:

- Providing a visual timetable and clear explanations for a student identified with autism
- Providing assistive technology, including a laptop or ipad, to ensure access to the curriculum for a student with cerebral palsy
- Providing quiet time out for a student with severe anxiety and emotional needs

We keep interventions under review, for example, we measure a reading level at the start of a reading intervention and then assess progress over time. If a child is not making sufficient progress we will consider other forms of support in discussion with you, relevant subject teachers and your child.

KS4 SEN Curriculum Offer

We have developed a wide SEN KS4 curriculum offer to ensure that all our students have the opportunity to make progress in-line with their ability and needs. The KS4 curriculum includes:

- AQA English Functional Skills (Step Up to English (entry level certificate), Level 1 and Level 2)
- Edexcel Maths Functional Skills (Entry Level 1, Entry Level 2, Entry Level 3 and Level 1)
- OCR ICT Functional Skills (Entry level, Level 1 and Level 2)
- Prince's Trust Personal Development and Employability Qualifications (Level 1, Level 2)
- AQA Unit Certificate Award (mapped against their specific GCSE options choices)

Therefore, in addition to having the opportunity to write at least 5 GCSEs in Year 11, students can access a variety of recognised, alternative assessment pathways to demonstrate the progress they have made during KS4. While the SEN KS4 curriculum is offered to students, the school will never limit a student's opportunities and therefore we personalise the KS4 offer for all our students with EHCPs, with some writing up to 9 GCSE courses.

FREQUENTLY ASKED QUESTIONS – OUR CURRICULUM

Q. What happens if my child is not making progress in reading? Is there any extra support?

A. We provide additional support through one to one and small group teaching sessions (interventions). We are confident in the systems that we use as they have proven effective in increasing pupils' reading skills and confidence. We have hard data which backs this up. We always consult you when we are planning to do this and we report back on your child's progress.

Q. Will my child miss out on important lessons in the classroom if they are taken out for an intervention?

A. If your child qualifies for an intervention, they will be removed from some mainstream lessons for a short period of time. We will do this on a rotation basis so the same lesson is not affected each time in order to minimise disruption to their learning. You will be notified by letter of what the intervention is for, its' frequency and when it is happening. The contact details for the member of staff running this intervention will be on this letter. We welcome you to contact us with your queries or concerns.

Q. How will my child get involved in extra-curricular activities?

A. The curriculum includes a wide variety of clubs and activities that take place before and after school, and during break and lunch times. We monitor the attendance of our most vulnerable students at these activities. We encourage and support our students to attend whole school extracurricular activities to support their enrichment opportunities.