



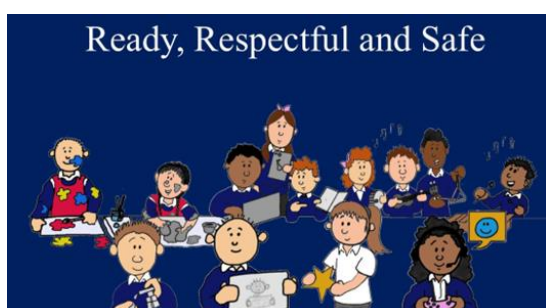
Adaptions to support learners with SEND



Introduction

At St. Peter's Bratton C of E Academy, we are an inclusive school and have high expectations and aspirations for all our pupils. We follow our school rules and aim high for all pupils through our school values and Christian distinctiveness. However, we recognise that some children require something additional to or different from what is provided for most children. This includes adapting our curriculum that will support and inspire all our pupils no matter their need. By having a deep understanding of the four broad areas of need our teachers can identify barriers that some of our learners may face in different subject areas and include strategies to adapt provision to support them.

Our school rules



Our school values



The four broad areas of SEND

The four main broad areas of need are defined in the Code of Practice for SEND, DFE (2015) as the following.

Communication and interaction	Cognition and learning
Social, emotional and mental health (SEMH)	Sensory and/or physical disability.

For more information on the code of practice for SEND, please follow this link.

[SEND Code of Practice January 2015.pdf](#)

Aims

At St. Peter's Bratton C of E Academy, we aim to make appropriate provision to overcome barriers to learning and ensure pupils have full access to thrive in all areas of the National curriculum and school life. We intentionally plan for the success of all learners, minimising the barriers that they may face in accessing and engaging with the curriculum. We use a range of approaches to build on every child's starting point to ensure all children reach the best possible outcomes in all areas of learning.

All children benefit from quality first teaching in the classroom, which recognises and caters for their individual needs and supports children to make good or better progress. Our connected curriculum and approach to learning supports children to foster their curiosity and nurture their self-belief. It is engaging, exciting and innovative, encompassing and celebrating all curriculum areas, helping to ensure that our children develop the knowledge and skills they need to excel. We promote a love of learning through purposeful, modelled and scaffolded opportunities to meet every child's individual needs, pastorally and academically.

Some children in school require more personalised or different provision, known as SEND support. This will be put in place in discussion with staff, parents, carers and the child. Adaptations may include additional work with a child on a small group or 1:1 basis, carrying out specific interventions. It may also include implementing personalised learning to support a child to meet their individual needs and outcomes set collaboratively by teachers, parents and often pupils, known as APDR. A small proportion of the children identified with SEND differences, receive a higher level of provision through an EHCP. On rare occasions, some of these children receive a bespoke curriculum due to high levels of need and adaptations required to access their personalised curriculum.

Please see the school's SEND policy for further details about how we support children with SEND in school. [send-policy-2425.pdf](#)

The Senior Leadership Team drive a connected curriculum underpinned by our school values and Christian distinctiveness. They monitor provision to ensure pupils' needs are met and that our teaching approaches optimise the experiences of all our pupils.

The SENDCo works collaboratively with class teachers and support staff to oversee SEND provision and monitor the progress of any child requiring additional support. Where appropriate, other agencies will be asked to work alongside the school to discuss a child and plan for their needs. Parents and carers will be involved in this process.


Subject leaders champion the achievement of all pupils in their subject, ensuring high expectations are driven forward. They support class teachers in delivering the curriculum whilst monitoring and overseeing its implementation for all learners ensuring barriers to learning are removed and adaptations implemented as much as possible.






















Class teachers are responsible for supporting all learners in their classes. Making sure they put in appropriate adaptations for pupils to access the connected curriculum. They track and monitor progress in all areas and make reasonable adjustments to the classroom environment to support the progress of all learners.

Adaptions for SEND learners

At St. Peter's Bratton C of E Academy, we use a range of approaches to adapt the learning for the children. The following is used to support teacher's planning and delivery and contains examples of practice seen day-to-day in school.

Adaptions for SEND pick 'n' mix



 Widgets to support visual and communication needs.	 Visual timetables displayed in every classroom to support our inclusive ethos.	 Now and next boards, to communicate order and support focus.
 Sentence starters to model, scaffold and support independent writing in any subject.	 Chunking instructions or information to aid processing and retention needs.	 Manipulatives to enable practical learning and support kinesthetic learners.
 Cloze activities to support understanding of key vocabulary and evidence understanding.	 Recording quotes from children to demonstrate understanding and support writing needs.	 Pre- and post-teaching opportunities to support retention, introduce new vocabulary, review learning and assessment.
 Use of technology to support computing skills, recording, communication, memory and stamina.	 Timelines, word banks, models and images to reduce cognitive overload.	 Daily quality first teaching.
 Daily, varied TA focus group deployment.	 Dyslexia friendly approaches and resources to enable inclusion of all learners.	 Videos, images, music and artefacts to meet all learners' needs.
 Model examples to aid memory and support independent learning.	 Flexible grouping to support learning needs including communication skills, knowledge and vocabulary.	 Targeted intervention as recommended by external professionals.
 Resources/equipment to meet individual needs.	 Adapted success criteria to enable learners to meet the learning objective.	

This is not an exhaustive list but examples of the type of adaptations used at St. Peter's Bratton to ensure all needs are met and our children achieve the best possible outcomes.

This document was completed in conjunction with the following documents and policies.

[SEND Code of Practice January 2015.pdf](#)

[Teachers' Standards guidance](#)

[send-policy-2425.pdf](#)

[send-information-report-2425.pdf](#)

[accessibility-plan-24-27.pdf](#)

We also share our Inclusion leaflet with parents, carers and visitors.

These links might help to give you more information about SEND and inclusion in schools.

[SEND | St Peter's Bratton, Church of England Academy \(brattonstpeters.org.uk\)](http://SEND | St Peter's Bratton, Church of England Academy (brattonstpeters.org.uk))

[SEND - Local offer \(teifordsend.org.uk\)](http://SEND - Local offer (teifordsend.org.uk))

Useful contacts

SENDCo- Mrs Emma Oakley emma.oakley@taw.org.uk

Pastoral Lead- Mr Richard Wilkes Richard.wilkes@taw.org.uk

Alternatively, you can contact our school office on/at 01952 387980 or stpetersbratton@taw.org.uk







**SEND and inclusion
guide for parents and
carers.**



Mrs Oakley is our SENDCo. That stands for Special Educational Needs and Disabilities Coordinator. She oversees provision for children in school with SEND. Mrs Oakley helps our teachers to make sure we receive the best possible learning in class. Mr Wardle is our Governor for SEND.




We are an inclusive school. That means that everyone is welcome, and we all learn differently. We love to share and celebrate all our superpowers!

Did you know there are 4 types of primary need for SEND? They are Communication and Interaction, Cognition and Learning, Social Emotional and Mental Health and Sensory and/or Physical.





Children on our SEND register have an APDR. This stands for Assess, Plan, Do, Review. Teachers set targets to help us improve. These targets help us to get better at learning we struggle with. A few of us have an EHCP. This means Education, Health and Care Plan. These are plans for learners who need a different level of support.

Parents and carers are important to us. You are members of our school community and St. Peters enjoy working with you to help your child achieve their best.





This is Mr Wilkes. He is our Pastoral Lead. He helps our SEND children with emotional and mental health difficulties. Mrs Fletcher also works with Mr Wilkes. You will find them in the Pastoral Room with our school dog, Soda.



This is Mrs Harris. She is our SEND Practitioner. She supports children on the SEND register, especially those with speech, writing and maths difficulties. You will find her in the SEND Hub.



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