

Teaching, Learning and the Curriculum

How we support our SEND students

Woodham Academy prides itself in being very inclusive and will endeavour to support every child regardless of their level of need. All pupils follow the National Curriculum at a level and a pace that is appropriate to their abilities. At times and when it is felt appropriate, modifications to the curriculum may be implemented. To successfully match pupil ability to the curriculum there are some actions we may take to achieve this:

- Ensure that all pupils have access to the school curriculum and all school activities.
- Help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have.
- Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.
- Pupils to gain in confidence and improve their self-esteem.
- To work in partnership with parents/ carers, pupils and relevant external agencies in order to provide for children's special educational needs and disabilities.
- To identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional)
- To make suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.
- Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement.
- To promote self worth and enthusiasm by encouraging independence at all age and ability levels.
- To give every child the entitlement to a sense of achievement.
- To regularly review the policy and practice in order to achieve best practice.

Teaching, Learning and the Curriculum

At Woodham Academy, we believe that inclusive education means providing all pupils with appropriate education and support alongside their peers. The Curriculum is all the planned activities that the school organises in order to promote learning, personal growth and development.

It includes not only the formal requirements of the National Curriculum, but also the range of additional opportunities that the school organises in order to enrich the experiences of our children. Our curriculum also includes the social aspects that are essential for life-long learning.

- Flexible groupings (including small group work).
- A supportive curriculum – including an integrated literacy and numeracy based curriculum at KS3.
- The appropriate use of rewards and consequence sanctions.
- Mentoring as appropriate to individual need.
- Assessment procedures that emphasise pupils' strengths and achievements.
- Applications to examination boards to obtain access arrangements as appropriate.

An innovative and supportive curriculum

The following information can be found in our 'Curriculum Policy'.

At Woodham Academy our students are provided with lively, challenging and engaging learning experiences which are personalised to individual need. The curriculum is at the heart of our provision. It is carefully structured and monitored to provide a relevant and coherent programme of study. Our aim is to support our young people in becoming happy, successful and well-rounded citizens of the 21st century. Thus, our provision not only focuses on a broad range of subjects, knowledge and qualifications, it also seeks to develop the necessary skills and attributes young people need to think for themselves and to apply their learning to a fast changing world.

When students enter Key stage three in Year 7 they are placed into one of three learning pathways—Red, Blue, or Green. This pathway structure is designed to ensure clear differentiation and personalising of learning. Within this structure opportunities to match pace, challenge, stretch and reinforcement to individual learners' needs are increased.

In all pathways, students follow the same broad and balanced programme of study. Subjects include English, Mathematics, Science, Design and Technology, Computing, History, Geography, RE, Modern Foreign Languages, Art and Design, Music, Physical Education, SMSC (Careers Education, Citizenship, PHSE and Enterprise).

We are ambitious for our young people and we want to provide them with the best opportunities to succeed in every aspect of school life. Our current curriculum offers a diverse range of opportunities to participate in community based projects, educational trips and visits. The College has well established collaborative links with the wider community which enable us to offer engaging and exciting flexible learning days focused on a variety of cross-curricular dimensions.

Our pathway system continues into Key Stage 4, which at Woodham Academy begins at the start of year 9, in order to ensure smooth transition and clear progression for all students. This approach means that everyone has a clear understanding of their journey with us.

All students will follow a largely challenging academic core of courses in English, Mathematics, Science and a humanities subject, either Geography or History. In addition all students follow a core entitlement of computing, RE and SMSC (PHSE, Careers Education and Citizenship). Our students are then given the opportunity to choose a small number of subjects with which to personalise their curriculum. Many students choose to follow the English Baccalaureate route and opt to study a modern foreign language. Although there is a strong focus on transferrable academic subjects all students are able to choose from a very wide range of creative subjects with which to create a very broad and varied range of qualifications.

Our Green pathway students have access to a class of approximately fifteen or less. The curriculum is adapted to allow for repetition and reinforcement of key elements.

How we ensure our curriculum is accessible

- **Quality First Teaching.** At Woodham Academy we understand that all teachers are teachers of SEND and that it is important that we meet the needs of our students within our everyday lessons. Information sharing is vital to this process so that appropriate and supported differentiation can be put in place for the learner.
- **Specific group work:** We offer a range of interventions in the form of small group work. The work that takes place is often linked to literacy and numeracy.
- **Specialist group support from outside agencies:** There are a number of outside agencies that are available to our school. They can offer a range of support for students here at Woodham Academy. Alongside this, there have been training programmes provided by services such as the hearing impairment, autism and social communication teams, that have and continue to take place to up skill our staff so that we can continue support once the agency work comes to an end.
- **Specific individual support for children whose learning needs are severe, complex and lifelong and what this means for your child;** At Woodham Academy we rely upon the specialist support and guidance that outside agencies such as, Speech and Language Therapy, Hearing Impairment service, Visual impairment service, CAMHs etc. provide. The assessment procedures and recommendations that these services offer allow us to put in targeted intervention and support for individual pupils within our school.
- **Range of teaching and learning styles.** We believe here at Woodham Academy that we teach our students how to become independent learners through a very structured range of teaching and learning. Students will be able to think for themselves, discuss their own learning and transfer the skills that they have learnt in one curriculum area into other curriculum areas. Ultimately, students will leave our school with excellent exam results through high quality Learning and Teaching, but also with the ability to continue to learn effectively in further education and their later life beyond this.
- **Mentoring and Counselling:** The SEN department also mentor a number of SEN pupils in an informal capacity. During these sessions a number of topics are discussed: targets on support plans, progress in lessons, friendships and perceptions of social situations. Social stories are often used as a tool to help pupils unpick difficult situations that may arise in school.

- **Specific support for literacy needs:**
- Timetabled literacy based lessons.
- Fundamental reading skill development – daily programme using Toe by Toe
- 1:1 intervention to work on areas of difficulty in literacy
- Handwriting Intervention

Support for children with physical needs

Where possible we endeavour to meet the full needs of our students who have a physical disability. We can do these through physical amendments to the school building, changes to timetable, access to the lifts at all times, time out passes, mentor, specialist training from outside agencies.

Support for children with speech, language and communication needs

Support for students with speech and language difficulties are met through specialist input or through quality first teaching. Promoted strategies include: Careful use of cues, visual contact, repetition of key strategies when decoding tasks (learning box resources), sequencing and chunking information etc.

Support for children with a hearing, visual or multi-sensory impairment

We have been supported in a number of ways by the outside agencies that support these needs. Training is often delivered by these services in the first half term as a refresher or when it is needed an introduction to a different need that may need particular teaching styles to be introduced. We also endeavour to complete a full risk assessment with the outside agency prior to the pupils starting at Woodham Academy.

Support for children with social, emotional and mental health difficulties

At Woodham Academy, our Behaviour and Welfare Team works with the Emotional Wellbeing in Education Team.

This team works with a wide range of concerns including anxiety, depression, bereavement, loneliness, self-esteem, difficulties in relationships, and anger. The team has provided the following for our students:

- 1:1 work
- Therapeutic Group sessions
- Self-esteem and resilience groups
- Social skills groups
- Information and advice on all aspects of wellbeing
- A 'Well-being' room, where supervised lunchtime activities are ran

- Organised multi agency health events

Support for children with medical needs

It is crucial that we gather information at an early stage in relation to medical needs. Often discussions with families begin the term before they begin their studies here at Woodham Academy. This allows us to make the necessary contact with outside agencies, organise specific training and create a medical care plan that can be shared with staff. In extreme cases we will organise regular multiagency meetings, so we can be kept up to date with what is currently going on for the young person and to discuss if interventions/ support need to be amended.

Support for children with English as an Additional Language

We have strong links with the EAL team at Durham County Council, who are always on hand to help us support our EAL learners. We are in a position to buy in specialist equipment if it is needed and to have access to a specialist support worker who in some cases is able to interpret for the individual.

Tracking and monitoring the progress of our students

All staff are responsible for assessing, monitoring and tracking the progress of our students. Each student is regularly assessed in class in all subjects and levels are recorded and reported to parents at least once per term. Heads of Department, Heads of Learning and the SENCO will check report data after each assessment period and if any of our students are not making the expected progress intervention is provided. A range of interventions are in place across all ability levels. Assessments of intervention programmes also allow us to track progress half termly, so that interventions and support can be amended if needed.