



Amadeus
Primary Academies Trust
Limitless Learning Together

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Holy Trinity Lamorbey CE Primary School

SEN Curriculum Policy 2021/2022

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Section 1: Curriculum Intent

At Holy Trinity Lamorbey our curriculum intends to Transform our children's Lives and Builds their Future. Our curriculum is linked to the National Curriculum but is not limited by it. Our curriculum is tailored to the community we serve, reflecting its diversity, hopes and aspirations. As a church school R.E. is a core subject and our curriculum specifically plans for children's spiritual development.

At Holy Trinity Lamorbey our curriculum will Transform lives by...

- Engendering a strong ability to relate to others and the world.
- Instilling strong values and an astute sense of social justice that compels children to make the world a better place, using the skills and knowledge that they have acquired with us to do so.
- Enabling pupils to develop knowledge, understand concepts and acquire skills
- Our curriculum brings learning and knowledge to life through abstract and concrete experiences and opportunities.
- Our curriculum allows us as educators to explore new ways to prepare our children's purpose in the world beyond the classroom.
- We build and develop children's grit, resilience, self-regulation, self-review and safeguard their mental health by developing the whole child not just their academic performance.
- Supporting pupils' physical development and responsibility for their own health, and enable them to be active.

Our curriculum Builds Futures by...

- Preparing our children to be active citizens in a multicultural society.
- Equipping our children with the knowledge and cultural capital they need to succeed in life.
- Preparing our children to serve others and have a positive impact on the world.
- Develop a wide range of 21st century skills preparing our children for technologies used both now and in the future.
- Preparing our children for a world we cannot yet imagine.
- Enabling all of our children to move confidently and successfully through their education, imparting knowledge and wisdom; learning is purposeful and secures outstanding outcomes for all.

Section 2: Legislation and Guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

This policy complies with our funding agreement and articles of association.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

Section 3: Roles and Responsibilities

3.1 The Governing Board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, science and (subject to providing the right to withdraw) religious education, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)

3.2 The Senior Leadership Team

The Senior Leadership Team are responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy. See appendix.

Section 4: Implementation

At HTL:

- Everyone has high expectations and looks beyond barriers
- Reading and comprehension skills are a high priority, to enable children to successfully access all curriculum subjects
- Phonics is rigorously taught to support reading and writing
- Children meet or exceed English and Mathematic age-related objectives
- Teacher assessment informs strong teaching and learning.
- Sessions offer challenge and support where appropriate to meet pupils' needs
- Staff actively involve children in their learning, allowing them time to respond to feedback.
- Staff listen to pupil voice and empower children to be confident active learners
- Subject leaders drive their subject and support teaching and learning so that subject objectives are met and opportunities created to apply English, Mathematic and reasoning skills

We adopt a **thematic approach** with an emphasis on cross-curricular links. This enables our children to apply core skills of reading, writing and mathematics, extending their vocabulary, knowledge and understanding in a range of contexts.

When designing sequences of learning across the curriculum, we use a teaching backwards approach this is meticulously planned in our half termly plans. At the heart of teaching backwards is a thinking process that enables our teachers to plan and teach from a clear and well-defined destination. We believe that teaching backwards is a journey that starts with the end very clearly in mind. With this knowledge, our staff design learning that focuses on small steps of progression.

Metacognition plays a pivotal role within our sequences, teachers plan for high quality questions and provide opportunities for children to explain and reason, think about evidence, evaluate and make judgements or decisions. Further, we believe teaching children how to reflect, explain, justify and question is key to lesson design.

We understand that learning is inherently social there for we recognise the importance of allowing children to work both collaboratively and individually, they are encouraged to discuss ideas, ask questions and investigate concepts.

Feedback is integrated into our curriculum design and a range of feedback types are provided throughout the sequences. Provocative prompts are used to deepen the connection with the learning and encourage children to reflect at a deeper level. "Our Coach me, don't tell me..." sessions instil a reflective culture based on self- evaluation and enable children how to understand how to further improve their work.

Assessment for learning is used routinely in the classrooms to inform teaching sessions and sequences with both knowledge acquisition and application being well balanced. The curriculum is planned and taught rigorously supporting children to deepen their understanding of key skills and knowledge so that they can be recalled and applied in varied contexts.

To ensure our curriculum stays relevant to the community we serve and to encourage our children to stay abreast with current affairs, each year we create a **current position statement** – this then forms the basis on which we pick our big questions and as such our yearly overviews are evaluated each year.

4.1 Spiritual, moral, social and cultural development

As a church school, R.E. is a core subject and our curriculum specifically plans for children's **spiritual development**.

Our medium-term planning ensures teachers:

- look for openings to for a change of heart, mind or action.
- To create opportunities to reflect on the 'ows' and 'wows' within their topic.
- To ask children to look outwards (windows), to reflect (mirrors) and to move on and take action (doors).
- make sure children have access to learning beyond the classroom and to a range of cultural experiences.

Through careful text selection, teaching of vocabulary, general knowledge and skills and cultural experiences we aim to increase our children's **cultural capital**.

4.2 Well being

A carefully planned PSHE curriculum weaves in RSE, mental health and wellbeing to support the development of the whole child.

The well-being of our children is of paramount importance and we plan regular well-being days and regularly have special visitors.

4.3 Spiritual, moral, social and cultural development

Democracy

Each year the children decide upon their school council representative.

The school council meet our PSHE lead regularly to discuss school improvement and issues that have been raised. Our digital leaders, promote safe use of internet and technology and the implementation of technology across the school.

We also have playground buddies and an environmental team. The playground buddies are trained to support the younger children in the school during lunchtime. The environmental club have the responsibility of ensuring the school is 'eco friendly'.

Children have an annual questionnaire where they are able to put forward their views about the school.

The Rule of Law

The importance of laws, whether they are those that govern the class, the school, or the country, are consistently reinforced at HTL.

Pupils are taught from an early age the rules of the school. These are our HTL rules and our school values. Pupils are taught the value and reasons behind rules and laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police and Fire Service help reinforce this message.

Individual Liberty

At HTL, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make informed

choices, through a safe environment and an empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our eSafety and PSHE lessons.

Mutual Respect

Mutual respect is at the heart of our values. Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect.

Tolerance of those of Different Faiths and Beliefs

HTL is a diverse school. We actively promote diversity through our celebrations of different faiths and cultures. Religious Education lessons and PSHE lessons reinforce messages of tolerance and respect for others. Our curriculum aims to take our children around the world and children are taught from different perspectives. We study different religions through our R.E. curriculum, members of different faiths and religions are encouraged to share their knowledge to enhance learning within classes and the school and the children visit places of worship that are important to different faiths.

Our **School Values** are:

- Love
- Courage
- Wisdom
-

See our EYFS policy for information on how our early year's curriculum is delivered.

Section 5: Impact

We use regular and robust triangulated monitoring to gauge the impact of our curriculum design. Leaders at all levels review learning, talk with our children and provide feedback to move practice forward. We ensure that our children's attainment and progress are in line or exceeding their potential. We measure this using national data (where appropriate), our curriculum maps and monitoring evidence.

We know that self-evaluation is fundamental to success. School and subject leaders evaluate their areas of responsibility and analyse data to ensure strong outcomes. We closely monitor and review our curriculum, teaching and learning outcomes by some of the following:

Parent, staff and pupil questionnaires contribute towards self-review. Where there are areas to further develop, senior leaders work with all staff and stakeholders to address these areas. Our children and parents are proud of our school and feel their views are listened to and acted on.

We work closely with our governing body and our Trust to monitor and review our curriculum and teaching and learning outcomes.

HTL is a strong community, guided by a strong moral purpose based on Christ's teachings. Our children are at the centre of all that we do and during their time here with us the building blocks to their futures are started and their lives are transformed.

Section 6: Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy.

Section 7: Monitoring Arrangements

Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- School visits, meetings with the school council, etc.

All schools continue with:

Subject leaders monitor the way their subject is taught throughout the school by:

- planning scrutinies,
- learning walks,
- book scrutinies,
- collecting pupil and staff voice.

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

Our monitoring proformas always collect pupil voice to include their opinions, thoughts and feelings into our planning and identified next steps

This policy will be reviewed every year by the curriculum leader and head teacher. At every review, the policy will be shared with the full governing board.

Section 8: Links with other policies

This policy links to the following policies and procedures:

- Schools with early years provision only: EYFS policy
- Assessment policy
- SEN policy and information report
- Equality information and objectives

Appendix

Subject lead 2021 - 2022	Subject 2021 - 2022
Ms Alywin	Art & D.T.
Ms Spyrou	Phonics
Ms Wright	MFL
Ms Hayes	R.E. and Worship
Ms Skudder	PSHE and Circle Time
Ms Casizzi	Computing
Ms Stephens	English KS2
Ms Andrew	English KS1 & EYFS
Ms Craske	Science
Ms Masterson	Science
Ms Bunyan	Maths
Ms Sime	History
Mr Boyd	Geography
Mr Nutting	P.E.
Ms Cooper	Music
Mr Bilal	P.E.