Lyndon School

Curriculum Intent Statement for students with Special Educational Needs and Disabilities (SEND)

Our Curriculum for students with SEND:

- Is ambitious for all
- Is designed to be broad, inclusive, knowledge-rich and purposeful
- Inspires, challenges and nurtures
- Promotes resilience and optimism
- Is efficiently resourced to support progress in core skills
- Strives to eliminate gaps in prior learning, skills and cultural capital
- Creates enrichment opportunities so all do more, know more and remember more
- Provides aspirational pathways accessible to all interests and abilities
- Empowers all to reach their challenging targets and their academic potential
- Enables all to make a successful, safe, confident and independent transition into adulthood
- Is regularly reviewed in response to changing needs

Ambition For All: How does our SEND Curriculum intent translate into practice at Lyndon School?

In English, SEND students are supported through the following adaptations:

The teaching of content, methods, skills and strategies is sequenced to focus on core content, develop motivation and allow more breadth and depth later. The English Department have regular discussions about how to balance the demands of new learning with rehearsal and refinement of previously learnt skills.

Students benefit from responding to marking and studying exemplar responses. They practise applying these skills in timed conditions.

Teaching draws attention to important content and terms, and frequently revisits these. Regular retrieval opportunities are built in to support the secure retention that will unlock later recognition of these terms.

Students are appropriately paced through content and there are opportunities for some students to master the same content through overlearning opportunities. Students more likely to struggle or those at risk of falling behind are given more time to complete tasks, rather than different tasks or a reduced curriculum offer, so that they can commit core content and methods to long-term memory. Some use a task board to access and navigate core lesson content.

Other methods of teachers assessing learning include: recall tasks in lesson drifts, frequent opportunities for low stakes testing, learning checks and DQ reviews as well as summative end of topic assessments/PPEs.

Each year re-teaching opportunities are considered and implemented as each cohort's progress is reviewed to determine when more challenging content and skills should be introduced.

VI students have all resources enlarged to the appropriate-sized font.
Reading and spelling interventions in Years 7 and 8 are targeted at those not meeting age-related expectations. In Year 9 'closing the gap' interventions enable students to meet the demands of KS4. In Year 11, tutor time and P5 enrichment are staffed by English and Maths teachers. This additional time allows vital post-covid catch-up provision to take place and for students to be supported through the pressures of GCSE preparation in a nurturing environment.

Other means of supporting SEND students include:

Bronze, silver and gold tasks
Simplified learning objectives and driving questions. Each lesson includes an explicit focus on skills.
Choice of tasks
Scaffolding support: writing frames, sentence starters, vocabulary lists, learning mats, graphic organisers, targeted success criteria, modelling
Homework menus – students choose from a variety of tasks which consolidate class learning and provide revision opportunities.
EBIs on marked work support students understanding of how to improve their work.

Behaviour Curriculum

Use of Learning board to reinforce expectations and support oracy/whole school literacy
When appropriate, reasonable adjustments are made to the behaviour policy.
Groupings are regularly reviewed and changed to reflect the emerging needs, progress and educational requirements of our students.

High Quality Teaching

Strategies to support High Quality Teaching of SEND students at Wave 1 are found on students' profiles of need.

In Mathematics, SEND students are supported through the following adaptations:

The teaching of core facts, concepts, methods and strategies is sequenced to enable successful curriculum progression through focusing on core content, to develop motivation and allow more breadth and depth later. The Mathematics Department has regular discussions about how to balance the demands of new learning with rehearsal and refinement of previously learnt skills.

Students benefit from responding to marking and studying modelled examples. They practise applying these skills in timed conditions.

Teaching draws attention to important content and terms, and frequently revisits these. Regular retrieval opportunities are built in to support the secure retention that will unlock later recognition of these terms.

Students are appropriately paced through content and there are opportunities for some students to master the same content through overlearning opportunities. Students more likely to struggle or those at risk of falling behind are given more time to complete tasks, rather than different tasks or a reduced curriculum offer, so that they can commit core content and methods to long-term memory. Some use a task board to access and navigate core lesson content.

Other methods of teachers assessing learning include: recall tasks in lesson drifts, frequent opportunities for low stakes testing, spaced retrieval tasks, learning checks and DQ reviews as well as summative end of topic assessments/PPEs.

Each year re-teaching opportunities are considered and implemented as each cohort's progress is reviewed to determine when more challenging content and skills should be introduced. All students complete check in tasks prior to beginning a unit to identify gaps in learning or a need for reteaching.

Teachers engineer the best possible start for students by closing the school-entry gap in knowledge of the early mathematical code: facts, concepts, vocabulary and symbols. Baseline and Puma tests are used to identify the strengths and weaknesses of the cohort and are particularly valuable for Year 7 at entry to KS3.

Numeracy interventions within lessons in Years 7 and 8 are beneficial to those not meeting age-related expectations (numeracy ninjas). Year 11, tutor time and P5 enrichment are staffed by Mathematics and English teachers. This additional time allows vital post-covid catch-up provision to take place and for students to be supported through the pressures of GCSE preparation in a nurturing environment.

Students with SEND benefit hugely from explicit, systematic instruction and systematic rehearsal of declarative and procedural knowledge. Systematic curricular approaches give students with SEND and disadvantaged students a better chance of success, of keeping up and therefore of feeling included. For example, teaching efficient algorithms to pupils with autism speeds up their calculations. They then have more time to learn strategies for solving classes of problems.

VI students have all resources enlarged to the appropriate-sized font.

Other means of supporting SEND students include:

Choice of levelled tasks
Hegarty Maths
EBIs on marked work support students' understanding of how to improve their work (after modelling).
Scaffolding support: vocabulary lists, including maths dictionaries, BIDMAS and other mats, knowledge organisers, targeted success criteria, modelling, CPA and manipulatives

Behaviour Curriculum

Use of Learning board to reinforce expectations and support oracy/whole school literacy.
When appropriate, reasonable adjustments are made to the behaviour policy.
Groupings are regularly reviewed and changed to reflect the emerging needs, progress and educational requirements of our students.

High Quality Teaching
Strategies to support High Quality Teaching of SEND students at Wave 1 are found on students' profiles of need.

In Science, SEND students are supported through the following adaptations:

The teaching of substantive and disciplinary knowledge enables students to both know 'the science' and know the evidence for it. The concepts, theories, laws, models (scientific knowledge and conceptual understanding) and knowledge of how scientific knowledge is generated and grows through practical procedures is crucial for developing students' interest in the subject. When students learn new knowledge, it should become integrated with the knowledge they already have. This ensures that learning is meaningful. In science, students need their knowledge to be organised around the most important scientific concepts, which predict and explain the largest number of phenomena. An ambitious curriculum therefore needs to identify the most important concepts for students to learn. It must also teach students how these concepts are related so that, over time, the logical structure of each scientific discipline is made explicit.

How does Curriculum design support adaptations for SEND students?

The limited capacity of human working memory means that the curriculum should break down complex concepts and procedures into meaningful 'chunks' of content. These 'chunks', or components, can then be sequenced in the Science spiral curriculum over time. This allows students to successfully build knowledge of science concepts and their relationships over multiple years, without working memory being overloaded. Some SEND students with little prior knowledge are particularly susceptible to working memory limitations because they do not yet have the necessary conceptual frameworks to filter out what matters from what does not.

This means that careful curriculum design, where new knowledge is broken down into meaningful components and introduced sequentially, can support all students to learn scientific concepts. This includes those with special educational needs and/or disabilities (SEND). Each term re-teaching opportunities are considered and implemented as each cohort's progress is reviewed to determine when more challenging content and skills should be introduced.

The Science Department has regular discussions about how to balance the demands of new learning with rehearsal and refinement of previously learnt skills.

Students benefit from responding to marking and studying exemplar responses. They practise applying these skills in timed conditions.

Teaching draws attention to important substantive and disciplinary knowledge, and frequently revisits these. Regular retrieval opportunities are built in to support the secure retention that will unlock later recognition of these terms.

Students are appropriately paced through content and there are opportunities for some students to master the same content through overlearning opportunities (e.g. in Chemistry Paper 1 which is notably challenging for the majority of SEND because of the maths content). Students more likely to struggle or those at risk of falling behind are given more time to complete tasks, rather than different tasks or a reduced curriculum offer, so that they can commit core content and methods to long-term memory. Some use a task board to access and navigate core lesson content.

Other methods of teachers assessing learning include: recall tasks in lesson drifts, frequent opportunities for low stakes testing, learning checks and DQ reviews as well as summative end of topic assessments/PPEs.

Students regularly retrieve knowledge from memory to help them remember and organise their knowledge. This is coupled with feedback. Teachers think carefully about what students are being asked to retrieve and whether this prioritises the most important content.

Teaching takes account of the limited working-memory capacity of some SEND students when planning lessons.
Students are not expected to arrive at scientific explanations by themselves without sufficient prior knowledge and scaffolding support such as: writing frames, sentence starters, vocabulary lists, learning mats, graphic organisers, use of dual coding, illustrated science dictionaries. targeted success criteria and modelling.

Systematic approaches, alongside carefully selected texts, are used to teach the most important vocabulary in science. Key words are featured explicitly on departmental resources e.g. on PowerPoint slides.
Practical activities form part of a wider instructional sequence that gives students time to connect theory to observation. Any SEND students who have VI or PD are teacher-paired to avoid any safety concerns.

At KS3 students are encouraged to attend Science club. They also have opportunities to attend STEM days and trips. In Year 11 there is a 'closing the gap' intervention aimed at girls who are HP DA (High Performing Disadvantaged) to enable them to make more progress at GCSE. 'Mix it up Monday' is a fortnightly intervention to address gaps in learning at KS4. In Year 10, tutor time and P5 enrichment are staffed by Science teachers. Year 11 have a P5 intervention slot each week which all SEND students attend. This additional time allows vital post-covid catch-up provision to take place and for students to be supported through the pressures of GCSE preparation in a nurturing environment.

Other means of supporting SEND students include:

Challenge for All tasks
Century Tech (AI – intuitive to students' needs)
Simplified learning objectives and driving questions. Each lesson includes an explicit vocabulary focus.
Choice of tasks
EBIs and LQs on marked work support students understanding of how to improve their work.
Peer/TA support

Behaviour Curriculum

Use of Learning board to reinforce expectations and support oracy/whole school literacy

When appropriate, reasonable adjustments are made to the behaviour policy.

Groupings are regularly reviewed and changed to reflect the emerging needs, progress and educational requirements of our students.

High Quality Teaching

Strategies to support High Quality Teaching of SEND students at Wave 1 are found on students' profiles of need.