

SEND Curriculum Rationale

Fairfield High School prides itself on its inclusive environment where all pupils are able to experience a broad and engaging curriculum. The SEND faculty's curriculum makes a unique contribution to the development and achievement of our pupils through a wide range of interventions which offer a bespoke curriculum and personalised learning. The sole purpose of our curriculum is to narrow the gap between SEND and their non – SEND peers. Our curriculum aims to develop pupils' confidence and ability to: access key skills; build resilience strategies in order to overcome barriers to learning; seek support, and become independent learners. The design of the curriculum enables pupils to receive pre, post and precision teaching of key skills and content which is mapped against the whole school curriculum and in line with whole school priorities. The curriculum across all interventions is a combination of skills, knowledge and topic based learning to fit with the wider curriculum pupils follow in school. The curriculum we follow is both supportive and challenging due to it being intrinsically personalised and matched to the specific needs of individual pupils. Interventions are differentiated to meet need, responding and adapting to each learner after each session. Pathways for GCSE are tailored to need based on school assessment.

The purpose of learning in Years 7, 8 & 9 is to narrow the gap and equip pupils to be able to access a broad and balanced KS3 curriculum. The curriculum at this stage is primarily focussed on the fundamental skills of literacy and numeracy as they underpin the whole school curriculum. A broader curriculum is available through interventions such as Lego Therapy, Social Skills and through the study of the Open Awards in KS4. Our extra-curricular activities and clubs allow opportunities for enrichment and the acquirement of cultural capital.

The SEND curriculum is guided by the focus of learning across the wider curriculum and as such adapts alongside it in order to ensure that pupils are being supported in a meaningful way, in preparation for their final GCSE examinations. We work closely with other Faculty Leaders to match our curriculum content and skills to theirs. This is achieved through sequenced learning which supports pupils in their competence and confidence.

In Years 9, 10 & 11, carefully selected pupils follow Entry Level Certificate specifications leading to accreditation in Maths (Edexcel Entry Levels 1,2 & 3) and English (AQA's Step Up English) which prepares pupils for their GCSE Maths and English examinations at the end of Year 11.

KS3 Interventions include:

- Literacy support including programmes such as: IDL, Fresh Start Phonics (Ruth Miskin), Inference training and The Learning Village
- Numeracy support including programmes such as: Timetable Rock Stars. We have created a bespoke curriculum designed to map against the content of the work covered in class, with the aim of pre and over teaching key skills.

- Social Skills: 1:1 social skills group, small group Lego Therapy

KS4 Interventions include:

- Open Awards
- Edexcel Entry Level Certificate Maths (Level 1, 2 & 3)
- AQA Entry Level Certificate English (Silver & Gold)

Our bespoke curriculum of interventions is reviewed and adapted regularly according to the needs of the pupils in our care. Staff receive training on each of the interventions they deliver and are given time to plan their sessions. Good practice is shared within the faculty ensuring appropriate levels of support and challenge are in place.

SEND Assessment Calendar Rationale

Assessment of the interventions delivered in Years 7, 8 & 9 supports pupil progress as the curriculum is responsive to the needs of each individual pupil. Assessments are personalised by the intervention platform and are focussed on testing whether pupils have understood key concepts and consolidated their knowledge of fundamental literacy and numeracy skills. Assessment in the SEND Faculty is primarily focussed on narrowing the gap between SEND pupils and their non-SEND peers and to check that the intervention is having an impact on pupil progress. Most of the assessments which take place are low stakes. These take place regularly with some interventions testing pupils each lesson. The results of testing is reported through the online platforms or recorded manually by TAs responsible for the intervention. High stakes testing takes place at the start and end of each year through baseline testing of pupils' levels of literacy and numeracy, such as CATs, and this is tracked and reported on in each TMR. Our assessments operate independently of the whole school assessment calendar but are planned and built in to our intervention programme more regularly. Preparation for tests and assessments is an ongoing process as pupils effectively prepare in each intervention lesson by revising and revisiting fundamental skills. Pupils are reminded of the aims and objectives of the intervention each lesson.

Data is monitored regularly and informs which pupils are involved in each intervention. A successful intervention results in a pupil being taken out of it, however, if data shows a pupil is not making appropriate levels of progress actions can be taken to review provision and if necessary explore alternative interventions or seek further assessment of need.

Pupils are given opportunities to peer mark and self-reflect which in turn informs future planning. In Social Skills pupil review their work each week and in Lego Therapy, pupils complete a self-reflection log each session.

Assessment of the Open Awards and Entry Level Certificate in both English and Maths is standardised and moderated. Units of work are internally assessed before being externally verified.