



SEND

Curriculum Statement

Intent

At St William of York, our SEND provision is rooted in the belief that every child has unique gifts, talents, and potential. We are committed to creating an atmosphere of love and compassion where difference is not just accepted but genuinely celebrated.

Our intent is to ensure that:

- Every child with SEND knows they are valued, cherished, and an integral part of our school community
- Each child's individual learning journey is recognized and celebrated, with their strengths at the forefront of everything we do
- All pupils, regardless of need, can access a broad, balanced, and ambitious curriculum that enables them to flourish academically, socially, emotionally, and spiritually
- Learning is a joyful and meaningful experience where children feel safe to take risks, make mistakes, and grow
- We view behaviour as communication and respond with compassion, understanding, and appropriate support
- Barriers to learning are identified early and addressed through high-quality, evidence-based interventions
- Families are true partners in their child's education, working collaboratively with us to achieve the best outcomes

We believe that SEND is not a deficit but represents the beautiful diversity of learners in our community. Our approach is strength-based, person-centred, and deeply inclusive.

Implementation

High-Quality Teaching for All

Quality First Teaching is the foundation of our SEND provision. Every classroom at St William of York is designed to be SEND-friendly and inclusive from the outset:

- Visual timetables in every classroom provide structure and predictability
- Visual aids, prompts, and communication supports are embedded throughout the school day,
- Displays and working walls actively support learning and memory
- Soundfield systems in Years 1-6 ensure all children can access verbal instruction
- Strategic seating arrangements consider individual needs
- Working memory strategies are explicitly taught and reinforced
- Makaton signing supports communication across the school
- A range of recording methods (computers, scribes, photographs) ensures all children can demonstrate their learning

Curriculum Adaptation

Our teachers skillfully adapt the curriculum to meet diverse needs through:

- Mastery approaches that allow all children to access age-appropriate content with appropriate scaffolding
- Flexible groupings (whole class, small group, paired, and 1:1) matched to learning objectives
- Concrete resources and practical approaches that make abstract concepts accessible
- Scaffolded lessons with clear modelling and guided practice
- Vocabulary teaching that builds language for learning
- Task boards, word mats, writing frames, and other resources tailored to individual needs
- Specialist equipment such as pencil grips, writing slopes, fiddle toys, and alternative scissors

Targeted Interventions

Where children require additional support beyond Quality First Teaching, we implement a carefully planned programme of interventions:

- Evidence-based interventions delivered by trained staff
- Small group and 1:1 support matched to specific needs
- Speech and Language Therapy programmes implemented by school staff following NHS SALT recommendations
- Social communication groups for developing interaction skills
- Wellbeing interventions supporting emotional resilience

- Literacy and numeracy interventions including programmes for dyslexia and dyscalculia
- Sensory circuits for pupils who benefit from movement and sensory input

External Agency Collaboration

We work closely with specialist services to ensure expert guidance informs our practice.

Assessment and Planning

Our approach follows the Assess, Plan, Do, Review cycle:

- Regular assessment informs targeted support
- Provision maps detail interventions and track their effectiveness
- Learning Plans set clear, achievable outcomes reflecting family aspirations
- Termly reviews with parents and pupils evaluate progress and adjust provision
- For pupils with EHCPs, Annual Reviews ensure provision remains appropriate and ambitious

Enrichment and Inclusion Beyond the Classroom

Every child with SEND is fully included in the life of our school:

- Detailed risk assessments ensure safe participation in trips and residential visits
- Peer mediators and buddy systems support relationships and social interaction
- School Council representation gives all voices, including those with SEND, a platform

Inclusion

Inclusion at St William of York means that every child belongs, participates fully, and achieves. We do not see inclusion as something we do for children with SEND, but as the way we fundamentally operate as a school community.

Our Inclusive Ethos

- We celebrate neurodiversity and different ways of learning, thinking, and experiencing the world
- We use strength-based language that recognizes what children can do and their unique contributions
- We understand that behaviour is communication and respond by seeking to understand the need being expressed
- We never lower our expectations but instead increase our support
- We ensure physical accessibility with ramps, lift access, adapted facilities, and marked steps

- We adapt the sensory environment with considerations for lighting, sound, and visual processing

Adapted Teaching Strategies

Our teachers employ a wide range of inclusive strategies:

- Pre-teaching of key vocabulary and concepts
- Processing time built into questioning
- Instructions delivered in multiple formats (verbal, visual, written)
- Chunked information to support working memory
- Movement breaks integrated into learning
- Alternative recording methods to reduce barriers
- Enlarged print, coloured overlays, and bold-lined books
- Technology to support access and expression

Social and Emotional Inclusion

- A rich PSHE curriculum develops emotional literacy for all
- Restorative approaches to relationships that value every child's perspective
- Mental health and wellbeing support through our MHST service
- Safeguarding training for all staff ensures vulnerable children are protected and supported
- Small group opportunities for those who find large social settings challenging
- Staff trained in attachment, trauma-informed practice, and supporting children with complex needs

Partnership with Families

Inclusion means families are genuinely welcomed and their knowledge valued:

- Regular communication about progress and provision through Parents' Evenings, SEN Support reviews, and Learning Plans
- Open-door policy for parents to discuss concerns or share information
- Home visits for families starting in EYFS
- Parent workshops to support learning at home
- Joint decision-making about interventions, strategies, and next steps
- Signposting to external support services
- Support with school choice and transitions, including accompanied visits where helpful

Impact

Our inclusive, strength-based approach to SEND has a profound impact on our pupils' achievement, progress, and lived experience.

Academic Achievement and Progress

- Pupils with SEND make good progress from their individual starting points
- Ambitious targets ensure all children work towards age-appropriate curriculum goals wherever possible
- Interventions accelerate progress in specific areas of need
- Pupils access appropriate assessment arrangements (readers, scribes, rest breaks, additional time) that allow them to demonstrate their knowledge
- Children develop independence, resilience, and a love of learning
- Transition outcomes are strong, with pupils well-prepared for the next phase of their education

Personal Development and Wellbeing

- Pupils with SEND develop strong self-esteem and self-awareness
- Children understand their own learning needs and can articulate what helps them succeed
- Social skills, emotional regulation, and mental health improve through targeted support
- Pupils feel safe, valued, and confident to take risks in their learning
- Friendships flourish, supported by peer systems and inclusive playground culture
- Children develop independence skills that prepare them for life beyond primary school

Lived Experience

The true impact of our SEND provision is seen in the daily experience of our children:

- Pupils with SEND report feeling happy, included, and supported (pupil voice questionnaires)
- Children know their contributions are valued and their differences celebrated
- Pupils participate fully in all aspects of school life, from assemblies to trips to performances
- Families feel heard, respected, and genuinely partners in their child's education
- The school community demonstrates compassion, understanding, and celebration of diversity
- Children see examples of difference and disability throughout the school (in displays, literature, assemblies) that reflect their experiences

- Pupils develop empathy, kindness, and an understanding that everyone has unique strengths and challenges

Parental Feedback

Parents consistently report:

- Strong communication and partnership with school staff
- Feeling confident their child's needs are understood and met
- Seeing their child make progress and grow in confidence
- Appreciation for the warm, welcoming, and non-judgmental approach of staff
- Feeling empowered to support their child's learning at home