

How do we adapt the curriculum for pupils with SEN?

All children at Hollickwood have access to Quality First Teaching which means targeted and personalised teaching when appropriate: This also includes:

- High expectations for all children
- Carefully planned lessons, differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class
- Inclusive and collaborative teaching, where learning is based on building on what your child already knows, can do and can understand
- Different teaching methods to promote full involvement and motivation, such as practical or real life learning
- In class focus groups or individual work, lead by the teacher or teaching assistant
- If appropriate specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors

How do we enable children with SEN to engage in the activities of the school?

We believe that everyone has the right to succeed and the entitlement to develop their full potential. Educational experiences and opportunities will be provided to all children. All children with SEND are included to the best of our endeavours within the school setting, including visits, trips and workshops. They receive additional support (in class and/or withdrawal) and access a broad and balanced curriculum.

Under the SEN & Disability Act 2001, the school is in the process of updating the *Accessibility Plan* which will then be presented to the governing body.

How will we support your child's emotional, mental and social needs?

Hollickwood also offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. These include:

- Members of staff such as the class teacher, learning mentor and Inclusion manager are readily available for pupils who wish to discuss issues and concerns
- Trained Teaching Assistants and teachers carry out social skills groups targeted to the area of need
- The school's behaviour policy has an emphasis of a listening school. There are a variety of listening systems throughout the school such as 'Bubble Time.'
- Our highly skilled learning mentor, Tine Dietze, works with children who have been referred through the Inclusion process and provides lunchtime clubs and support
- PSHCE (Personal Social Health and Citizenship Education) embedded in our curriculum and taught alongside subjects as well as discreetly if necessary
- The child's voice is prominent in our school through means such as school colleges, personalized learning and buddy support