



## **Burton End Primary Academy**

### **Accessing the Curriculum**

This document shows how we comply with our duties in the Equality Act 2010 and the Special Educational Needs and Disability Regulations 2014 about making our curriculum accessible for all. We welcome pupils and their families supporting all children whatever their needs, individual circumstances, race or religion (Equality Act 2010).

We are inclusive school and educate children by providing all pupils with relevant experiences that enable them to flourish, whatever their needs. Throughout the curriculum, British Values and our School Values are embedded to ensure pupils show kindness, respect, resilience and ambition.

There are a number of ways in which the curriculum can and is adapted to enable the accessibility for all pupils. Burton End Primary Academy has a range of approaches to supporting children with additional needs:

- All children benefit from quality first teaching in the classroom, which caters for their individual needs and supports all children to make good progress.
- Work is scaffolded and differentiated for different groups and individuals in all subjects
- When the above support does not meet the needs of a pupil, an individual learning plan (ILP) will be put in place with individual targets and strategies to work towards achieving them. This will be put in place in discussion with the parents/carers and where appropriate the child. ILPs often have targets that require the child to participate in enhanced support work to carry out specific interventions to support the in meeting their individual target
- The SENDCo works alongside class teacher and support staff to monitor provision and the progress of any child requiring additional support. Where appropriate, other agencies will be asked to work alongside the school to assess a child and plan for their needs. At all stages, parent/carers will be involved in the process.
- Children with EHCPs may have enhanced support and the work provided will be adapted through the direction of the teacher to meet the needs of the child and make the curriculum accessible to them.

To ensure that all children are able to access the curriculum at an appropriate level and fulfil their potential we will take the following actions:

- make adaptations to ensure that all pupils have access to the school curriculum and school activities such as differentiating work in all subjects to ensure it is accessible for all pupils
- support pupils to achieve their full potential despite any difficulty or disability they may have
- ensure all staff are aware of all children's individual needs and provide training for all staff to ensure they can meet the needs of all pupils
- Provide opportunities for pupils to develop confidence, self esteem and resilience
- Work in partnership with parents/carers, pupils and external agencies to cater for children's special educational needs and disabilities
- Make provision for children with SEND to fully develop their abilities, interests and talents
- Identify any needs at the earliest opportunity to ensure early support is provided
- Ensure all children with SEND are fully included in all aspects of school life and making adaptations when needed to make it accessible.