



Setting suitable learning challenges:

1. Teachers will aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. The national curriculum programmes of study set out what most pupils should be taught at each key stage – but teachers will teach the knowledge, skills and understanding in ways that suit their pupils' abilities. This may mean choosing knowledge, skills and understanding from earlier or later key stages so that individual pupils can make progress and show what they can achieve. Where it is appropriate for pupils to make extensive use of content from an earlier key stage, there may not be time to teach all aspects of the age-related programmes of study. A similarly flexible approach will be needed to take account of any gaps in pupils' learning resulting from missed or interrupted schooling (for example, that may be experienced by travellers, refugees, those in care or those with long-term medical conditions, including pupils with neurological problems, such as head injuries, and those with degenerative conditions).
2. For our pupils, whose attainments fall significantly below the expected levels at a particular key stage, a much greater degree of differentiation is necessary. In these circumstances, teachers need to use the content of programmes of study as a resource or to provide a context, in planning learning appropriate to the age and requirements of their pupils.
3. In the case that in a specific area any of our pupils' attainments significantly exceed the expected level of attainment within one or more subject during a particular key stage, teachers will plan suitably challenging work and look towards inclusion opportunities to meet these needs. As well as drawing on work from later key stages or higher levels of study, teachers may plan further differentiation by extending the breadth and depth of study within individual subjects or by planning work which draws on the content of different subjects.

Responding to learners' diverse needs:

1. When planning, teachers will set high expectations and provide opportunities for all pupils to achieve, including boys and girls, pupils with special educational needs, pupils from all social and cultural backgrounds, pupils from different ethnic groups including travellers, refugees and asylum seekers, and those from diverse linguistic backgrounds. Teachers will be aware that pupils bring to school different experiences, interests and strengths which will influence the way in which they learn. Teachers will plan their approaches to teaching and learning so that pupils can take part in lessons fully and effectively.
2. To ensure that they meet the full range of pupils' needs, teachers will be aware of the requirements of the equal opportunities legislation that covers race, gender and disability.
3. Teachers will take specific action to respond to pupils' diverse needs by:
 - i. creating effective learning environments
 - ii. securing their motivation and concentration
 - iii. providing equality of opportunity through teaching approaches
 - iv. using appropriate assessment approaches
 - v. setting targets for learning.

Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

A minority of pupils at any given time will have particular learning and assessment requirements which go beyond the provisions described above- even within our school, and, if not addressed, could create barriers to learning. These requirements are likely to arise as a consequence of a pupil having a particularly complex special educational need or disability or may be linked to a pupil's progress in learning English as an additional language.

- Teachers must take account of these requirements and make provision, where necessary, to support individuals or groups of pupils to enable them to participate effectively in the curriculum and assessment activities. During end of key stage assessments, teachers should bear in mind that special arrangements are available to support individual pupils should pupils be at a stage where they will register in national tests.

Pupils with special educational needs

- Curriculum planning and assessment for pupils with special educational needs will take account of the type and extent of the difficulty experienced by the pupils. Teachers will encounter a wide range of special educational needs, and disabilities. In many cases, the action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEN Code of Practice. A number of pupils may need access to even more specialist equipment and approaches or to alternative or adapted activities. Teachers should, where appropriate, work closely with representatives of other agencies who may be supporting the pupil.
- Teachers should take specific action to provide access to learning for pupils with special educational needs by:
 - i. providing for pupils who need help with communication, language and literacy and working closely with the SALT.
 - ii. planning to develop pupils' understanding through the use of all available senses and experiences
 - iii. planning for pupils' full participation in learning and in physical and practical activities
 - iv. helping pupils to manage their behaviour, to take part in learning effectively and safely and, at key stage 4, to prepare for work
 - v. helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Pupils with Autism

- Although every person with autism is a unique individual there are several common areas of need that school will explore in order to meet each pupil's needs. We will investigate whether the pupil needs additional:
 - i) Support for being a 'visual learner'
 - ii) Support understand movement through time and the scheduling of activities
 - iii) Support to understand other people as "communication partners" and strategies to express himself/herself.
 - iv) Support with understanding the need for change to occur
 - v) Support with sensitivity to sensory stimuli
 - vi) Support with the integration of sensory information

vii) Support with understanding and undertaking social interactions

Pupils with disabilities

- Teachers must take action in their planning to ensure that pupils with physical disabilities are enabled to participate as fully and effectively as possible within the national curriculum and the statutory assessment arrangements. Potential areas of difficulty should be identified and addressed at the outset of work.
- Teachers should take specific action to enable effective participation of pupils with physical disabilities by:
 - i. **planning appropriate amounts of time to allow for the satisfactory** completion of tasks
 - ii. planning opportunities, where necessary, for the development of skills in practical aspects of the curriculum
 - iii. identifying aspects of programmes of study and attainment targets that may present specific difficulties for individuals.

Pupils who are learning English as an additional language

1. Pupils for whom English is an additional language have diverse needs in terms of support necessary in English language learning. Planning will take account of such factors as the pupil's age, length of time in the country, previous educational experience and skills in other languages. Careful monitoring of each pupil's progress in the acquisition of English language skills and of subject knowledge and understanding will be necessary to confirm the nature of the learning difficulties that are present.
2. The ability of pupils for whom English is an additional language to take part in the national curriculum may be ahead of their communication skills in English. Teachers will plan learning opportunities to help pupils develop their English and will aim to provide the support pupils need to take part in all subject areas.
3. Teachers should take specific action to help pupils who are learning English as an additional language by:
 - i. developing their spoken and written English
 - ii. ensuring access to the curriculum and to assessment.