



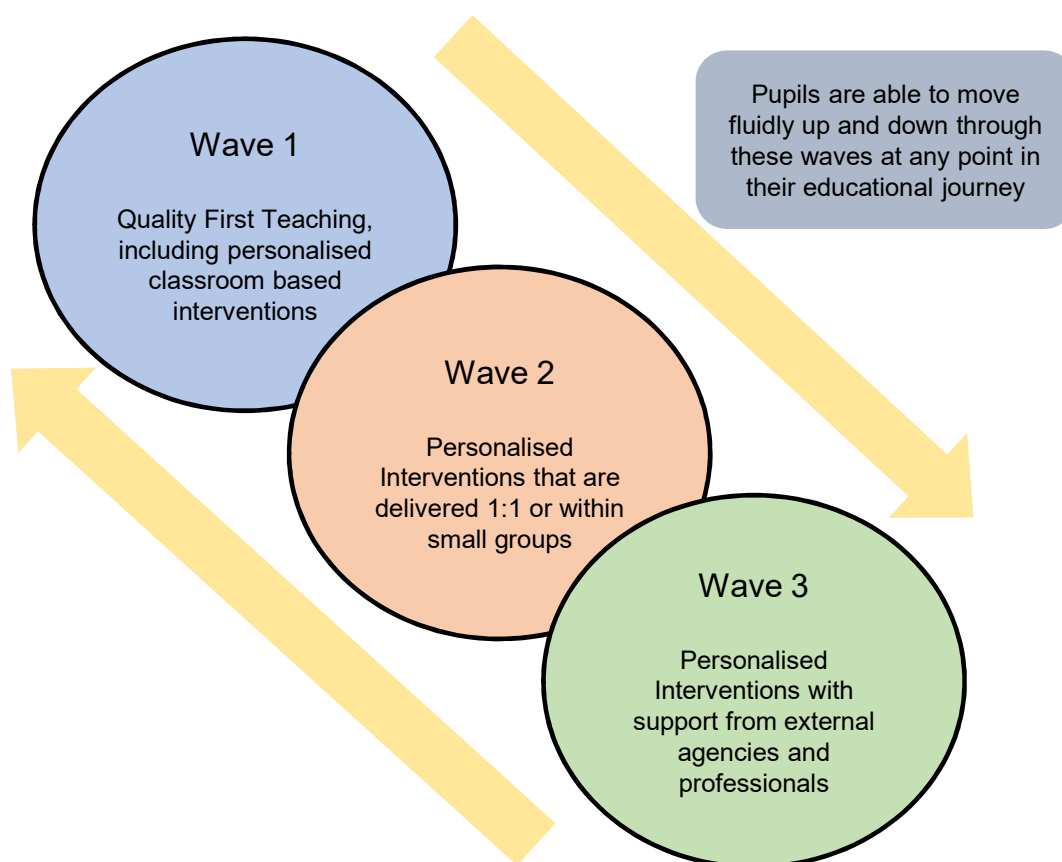
Curriculum Overarching Intent

At St Wilfrid's we believe in an inclusive and stretching approach to teaching. Pupils who have identified SEND needs are, as per the Code of Practice 2015, entitled to **"inclusive education of disabled children and young people and the progressive removal of barriers to learning and participation in mainstream education"** (SEND Code of Practice, 2015, p.25).

As a school we are committed to providing the very best education for all of our pupils, no matter their needs and we work to make adjustments to our own practice to enable the pupils to have access to an education within a mainstream setting.

Within this there are three waves of support within our school. This is a fluid system of education, that enables pupils to move from each strand without any significant impact upon their education, but which will increase or decrease the amount of support that is provided.

We are also committed to making sure that all statutory duties and expectations within EHCPs are met and we work with external agencies and professionals to ensure joined up thinking, enabling pupils to work towards their stretching, yet achievable outcomes.





Quality First Teaching & Scaffolding

At St Wilfrid's quality first teaching is the backbone of support to ensuring that all students make progress.

Quality first teaching, or Everyday Excellence, as we refer to it at St Wilfrid's is about ensuring that all of our learners have access to high quality, inclusive teaching that is responsive to the needs of the students.

This Everyday Excellence is rooted in robust research and will involve a number of strategies aimed at ensuring students can access work. One key theme of Everyday Excellence at St Wilfrid's is Scaffolding.

Scaffolding is described as temporary support that is removed when no longer required. It may be visual, verbal or written (EEF, 2020).

What is it?



Scaffolding is one of the five evidence-based approaches—a 'Five-a-day'—that the EEF's guidance report, Special Educational Needs in Mainstream Schools, recommends to support pupils with SEND to make good academic progress.

Consider how you can provide scaffolds in a way that reduces stigma, promotes independence and reduces over time.

"Scaffolding is a metaphor for temporary support that is removed when no longer required. It may be visual, verbal or written."

SEN in Mainstream guidance report, EEF, 2020

What can it look like in practice?

For example:

Visual



Visual scaffolds may support a pupil to know what equipment they need, the steps they need to take or what their work should look like.

- A task planner
- A list of the steps a pupil needs to take
- Model examples of work
- Images that support vocabulary learning



Verbal



Providing a verbal scaffold may involve reteaching a tricky concept to a group of pupils, or using questioning to identify and address any misconceptions.

- "Let's look at this together..."
- "What have you done before, that will help you with this task?"
- "Don't forget, your work needs to include..."



Written



A written scaffold will typically be provided for a pupil to support them with an independent written task. It could be the notes made on the whiteboard during class discussion; it could even be the child's own previous work used to support their recall.

- A word bank
- A writing frame
- Sentence starters

