Eaton Bray Academy

ACCESSIBILITY OF CURRICULUM POLICY

V0.8

Headteacher: Mrs Hounslow
Address: School Lane
              Eaton Bray
              Bedfordshire
Tel No: (01525) 220468

Eaton Bray Academy

Accessibility of Curriculum Policy

VERSION:	V0.8
VERSION DATE:	2nd June 2015
AUTHOR:	Headteacher
REVIEWED BY:	Governing Body

AMENDMENT HISTORY

Issue	Author	Date	Description
V0.1(Draft)	SH	4/1/05	Initial draft
VO. 1	SH	6/2/07	Updates
VO.2(draft)	SH	10/09/08	Updated
VO.2	SH	20/09/09	New version
V0.3	SH	20/09/10	Updated
V0.4	SH	20/01/11	Reviewed for Academy
V0.5	SH	20/09/12	Reviewed for Equality Objectives
V0.6	SH	12/12/2013	Updated
V0.7	SH	19/05/15	Updated
VO.8	SH	02/06/15	Updated

Introduction

The staff and governors at Eaton Bray Academy believe that to enable every child to achieve his/her potential, it is essential that the curriculum, both formal and informal, is accessible for all pupils.

Mrs. Hounslow
Headteacher

CONTENTS

1 AIMS

- To ensure that the curriculum is accessible for all children
- To ensure that every child is able to complete appropriate work linked to the learning objective of each lesson
- **To ensure that all children, including the most able**, are challenged to achieve high standards
- To ensure that every child's cognitive ability is recognised and catered for
- To provide teaching that is accessible for all children in the class
- To provide opportunities for language development for disadvantaged groups within the school
- To provide opportunities for collaborative learning

2 STRATEGIES

A range of strategies has been identified as being of value in achieving an appropriately differentiated learning environment based on the learning styles of individual learners, such as visual or kinaesthetic approaches. Details of how the needs of individual learners are met are recorded on Provision Maps (kept in both the SENCo's and Gifted and Talented coordinators files). These detail how 'all' (Wave 1), 'some' (Wave 2) and a 'few' children's needs are met (Wave 3) within each class.

3 USE OF GROUPS - LITERACY

Children work in small groups and have adult support nearby. Every class has a teacher and a second teacher or teaching assistant for the morning sessions

We have one year group in each class. Within the class there will be differentiated groups. In order to meet the needs of all children they may also be streamed for English and Maths.

The weekly planning sheets will show details of the work covered by each group.

4 USE OF GROUPS - MATHEMATICS

The children in each class will work in differentiated groups. These may, of course, differ from those identified as appropriate for literacy.

Further details will be covered on the weekly planning sheets.

When needed children will be given appropriate resources to aid their ability to complete tasks. These are also identified on the weekly planning sheets.

5 USE OF GROUPS – OTHER CURRICULUM AREAS

It is recognised that for children to be truly effective learners, they need to have opportunities to work collaboratively in all areas of the curriculum.

The importance of providing opportunities for children of differing abilities to work together is also recognised. The foundation subjects provide opportunities for these experiences, as the class teacher may choose to encourage children to work in groups of mixed abilities. This can encourage the development of inter-active language and the development of a wider vocabulary for many children.

Every class has an interactive white board.

6 TEACHING

As the school caters for children from a wide range of backgrounds, it is recognised that teachers will need to differentiate the content, questions and "teacher-wait" time to cater for the needs of every child within each lesson.

It is also recognised that all staff must make every effort to ensure that a few children are not allowed to dominate a lesson.

It is part of the school's ethos that the contribution of every child should be valued and respected.

7 USE OF TEACHING ASSISTANTS

The school recognises that some children will benefit from the additional support of Teaching Assistants. At Eaton Bray Academy, most Teaching Assistants work with small groups of children. Some Teaching Assistants support individual children within the school. This may take the form of daily Precision Teaching sessions, a 1:1 strategy designed to support pupils with Dyslexia and other Literacy based difficulties. It can also be adapted to address the needs of learners with problems in maths. Or the support may be needed for a limited amount of time to give children confidence in their learning.

The School recognises the importance of the relationship between the teacher and the teaching assistant.
All Teaching Assistants maintain their own Teaching Assistant files
These contain:
- Copies of differentiated weekly plans from the teacher they are working alongside which are discussed at the beginning of the week
- Observation Sheets on specific children to aid assessment
- Observation of whole class – who contributes, who appears to be struggling and will need support to begin individual work
- Details of specific tasks that they will be supporting during the lesson

The class teacher is responsible for setting appropriately differentiated tasks and for maintaining overall discipline within the classroom.

8 ASSESSMENT AND RECORD KEEPING

Staff follow the guidance laid down in the assessment policy. All formative assessments are recorded weekly on planning sheets. These help to inform planning for the following week and help staff plan an effectively differentiated curriculum. Assessment is seen as an integral part of learning and so important that everyone is involved in the whole process.

9 SPECIAL EDUCATIONAL NEEDS

To ensure that children with Special Educational Needs are provided with work that is appropriate for their learning needs, the staff will follow the stages in the revised Code of Practice 2014. Please refer to the SEND Policy for more information.

10 HOMEWORK

The school recognises that some children do not have access to quiet working areas and equipment in their own homes. The school has, therefore, established a homework club to improve the accessibility of the curriculum for all pupils. From September 2015 this will also run for 30-45mins after school once a week.

11 RESOURCES

The following resources are available:
- Abacus Maths and Mymaths – online teaching and learning resource, for use in school and for homework
- Maths resources in Maths cupboard to aid practical work
- Reading. Additional reading material from other schemes caters for some children to consolidate on their reading experiences, as well as providing appropriate challenge for children with good skills. EBA are in the process of updating the reading scheme in the form of Bug Club; there are both hard copies of books and e-readers to be used on tablets and PCs.
- A range of big books, as well as materials from a range of schemes, is available in each class and the library
- A book trolley is wheeled out at lunchtimes so the children may choose to sit and read
- NFER Spelling Assessment – gives spelling ages and suitable word lists to set weekly spellings to differentiate accordingly.
- The ICT lab computers have a range of software. The interactive whiteboards are in daily use. A laptop trolley with 12 laptops is also available. Ipads are used in KS2 and Hudls in KS1

12 ROLES AND RESPONSIBILITIES

The following members of the School Staff and Governors have been identified as responsible for key aspects of this policy. They are as follows:
- Class teachers for ensuring that children work in appropriate groups across the curriculum.
- Class teachers are responsible for assessments and target setting.
- Mrs Matthews and Miss Raymond are responsible for monitoring assessment, progress and attainment

- The Head is responsible for the attainment of children and ensuring that appropriate expectations are made of all children.
- The SENCo is responsible for liaising with and advising fellow staff; advising on a graduated approach to providing additional SEND support. The SENCo also monitors the Provision Maps.
- The school's Governing Body is responsible for ensuring that all school policies related to differentiation are in place

13 RELATED POLICIES AND DOCUMENTS

- Assessment and Recording Policy
- SEND Policy
- Homework Policy
- Racist Incident Reporting File
- Anti-Bullying Policy
- School's Code Of Conduct