

George Mitchell School Curriculum Intent with SEND

“More is in me”

Curriculum Intent

At George Mitchell School, our children and their success, well-being and ambition is our priority. As well as the outcomes they achieve at the end of each key stage, we aspire to develop students’ character, so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently with others.

The aims of George Mitchell School are to:

- Provide children with meaningful qualifications and opportunities which enable them to be successful and achieve within school, in their lives and in their work after leaving us.
- Help each child become a successful learner who is confident, happy and fulfilled. With a set of positive traits (PRIDE) which guides their conduct and supports them to become responsible citizens who can make a positive contribution to society.
- In accordance with the SEND Code of Practice (8.1), be a part of a shared vision and strategy which focuses on aspirations and outcomes, using information from EHC plans and other planning to anticipate the needs of children and young people with SEN.

In considering our curriculum*, we consider the context of students at GMS:

- The requirements of Post 16 provision and Universities
- The job market in Waltham Forest, London and beyond
- Student safety, welfare and PSHE
- British Values and Equality
- The development of character and skills that are important for life
- And for pupils with SEND, in accordance with the SEND Code of Practice (8.1), we consider pathways into employment, independent living, participation in society and good health.

*The curriculum includes all organised/guided experiences for students including:

Assemblies

Extracurricular Clubs

Interventions and adaptations

PSHE

Structured Lessons

Trips

Tutor Time

Speakers

Workshops

Cultural and social capital opportunities

Student leadership programme

At GMS we believe it is important that we develop learners who demonstrate PRIDE values:

Perseverance - Enjoy the challenge

Respect - Be kind, be safe

Independence - Think for yourself

Diversity - Include everybody

Early Years

Our Early Years curriculum is designed to be joyful and allow for creative and varied free flow play and the development of confident language skills. The curriculum is built around the Early Learning Goals, half termly core texts and key vocabulary, while also following and developing children's existing interests. Our curriculum is broad, carefully sequenced and tailored to the needs of individuals.

The EYFS curriculum at George Mitchell contains rigorous and careful teaching which builds an understanding of the world and strong reading, writing and math's skills. Language, play and attention skills are curated to the highest standard, with free flow play, structured play, whole group carpet sessions and small group focus activities working together to broaden interests and develop knowledge, skills and enthusiasm for learning.

Key Stage 1 and 2

George Mitchell offers a rigorous, creative and knowledge-rich curriculum in both Key Stage 1 and Key Stage 2. The curriculum is arranged into half termly topics and has an emphasis on exciting first-hand experiences, developing resilient, enthusiastic learners with lifelong skills and deep subject knowledge. We recognise each child as a unique individual and our curriculum is designed and adapted for pupils of all abilities.

In Key Stage 1, the foundations of fluent reading, confident oral skills and strong number sense are built systematically. There is an early emphasis on vocabulary and reading fluency to enable children of all abilities and backgrounds to access the full breadth of the curriculum.

In Key Stage 2, the creative opportunities continue, together with additional emphasis on developing critical thinking and independence of thought and action. Additionally, Latin is introduced and children take part in 5 week 'Enrichment' courses which develop interests outside and in addition to the National Curriculum.

Throughout the Primary phase, children's personal development is a priority, with a strong PSHE programme, individually tailored interventions and opportunities, high levels of trust and a focus on building morally strong, positive and resilient individuals who love learning and have ambition for themselves and their peers.

Meeting the needs of children and young people with SEN

The curriculum at George Mitchell ensures that we meet the learning and development needs of children and young people with SEN, in line with the SEND code of Practice (outlined in section 1) by:

- ensuring decisions are informed by the insights of parents, teachers and those of children themselves
- having high ambitions and that we set stretching targets for them
- tracking their progress towards these goals
- Continuous/cyclical reviewing of the additional or different provision that is made for them
- promoting positive outcomes in the wider areas of personal and social development, and

- ensuring that the approaches we use are based on the best possible evidence and are having the required impact on progress.

Implementation

The basis of pupils attending Apple Tree Interventions is that:

1. They have similar complex needs related to a reduced level of communication & Interaction, SEMH/and Sensory Needs and have access to one-to-one LSA support daily.
2. Attending Apple Tree Interventions ensures that they are given opportunities to experience positive learning outcomes at school, starting from their own personal baseline/stage of learning.
3. They have the opportunity to access a personalized hybrid curriculum which allows them to practice skills outlined in their EHCP and reports from other professional agencies and services such as SALT and OT.
4. Pupils attending Apple Tree Interventions have been identified by SALT, EP, or other professionals as needing access to a smaller group or class setting, with a higher staff to student ratio/and additional daily direct support from a member of staff who is able to implement strategies specific to their need throughout the day.
5. They also access Mainstream classroom activities with their peers as much as they are able to and are taught learning skills, routines and systems which make their mainstream participation more of a success than a stress for themselves and their peers.
6. Pupils gradually transition from Apple Tree Interventions, eventually remaining in their own class all day, once they show individual readiness.

