

Our Curriculum and SEND

Our Vision

Tenbury C E Primary Academy is a welcoming, inclusive and nurturing family with Christian Values at our core. We are dedicated to promoting friendship, compassion and respect to enable everyone to flourish.

We aim to ensure that, through a whole school approach, we address the barriers to learning our pupils face. We are committed to the process of inclusion and endeavour to provide full access to the national curriculum; encouraging all pupils to achieve their full potential. We will seek to identify the needs of our pupils and respond with a range of teaching strategies, in a supportive learning environment.

Provision at Tenbury Primary Academy is centred on high quality teaching which is differentiated, to meet the needs of the majority of our children as well as wave 2 and 3 interventions where required. These are small group or individual interventions led by teachers, TAs or other professionals such as Speech and Language therapists. These interventions may be short, medium or long term and are targeted to the specific needs of our pupils. All areas of school life are inclusive and teaching is tailored towards individual learning offering both challenge and support. We support and value all of our pupils, providing equal opportunities for all.

Inclusion

We are an inclusive school. This means that equality of opportunity (in line with the Equality Act 2010) is given to all children paying attention to the different groups of children within our school:

- Girls and boys
- Children with SEND
- Minority ethnic and faith groups
- Disadvantaged pupils
- Looked after children
- LGBT or gender fluid pupils
- Gifted and talented and more able children
- Any children at risk of disaffection or exclusion
- Children with medical needs

Aims and Objectives

We plan to maximise the full potential of all children in all curriculum areas by:

- Working within the guidance provided in the SEND Code of Practice, 2014.
- Identifying pupils requiring SEND provision as early as possible in their school life.
- Meeting individual needs through wave 1 quality first teaching supported by wave 2 and 3 interventions.
- Ensuring parents are informed and involved at all stages.
- Involving pupils in setting targets as well as the review process.
- Providing support and training for all staff working with pupils with SEND.
- Identifying the roles and responsibilities of staff in providing for children's special educational needs.

For more details please see our SEND Policy or contact our Special Educational Needs Co-ordinator Mrs Rachel Gittens