



Edgbarrow School: SEND & Curriculum Provision Statement

Subject: Design & Technology/Cooking & Nutrition

At Edgbarrow School, SEND provision is delivered through an inclusive, whole-school framework that enables all pupils to **Enjoy, Grow, and Achieve**. The SEND Department, subject specialists, and pastoral teams collaborate closely with families to ensure reasonable adjustments and early identification of barriers to learning are systematically embedded across the curriculum.

Our continuum of support ensures that every pupil accesses an ambitious curriculum, participates fully, and makes strong progress.

Our classroom pedagogy relies on proven learning strategies, delivered through the **Edgbarrow Essentials**:

- **Positive Learning Routine:** Active Recall
- **Feedback:** Checking for understanding and purposeful circulation
- **Questioning:** Strategic cold calling and responsive dialogue
- **Modelling:** Explicit instruction (*I Do, We Do, You Do*)
- **Oracy:** High-expectation verbal refinement (*Say It Again, Better*)

Where pupils require additional support to overcome specific barriers to learning, we routinely embed reasonable adjustments and adaptive strategies within the mainstream classroom:

- **Strategic seating plans** optimised for learning dynamics, sensory needs, and peer collaboration
- **Targeted deployment of additional adults** focused on scaffolding independence rather than reliance
- **Subject-specific adaptations and scaffolds, such as:**
 - Technical terms modelled and revisited regularly
 - Demonstrations broken into clear stages with tool use
 - Understanding checked before practical work begins
 - Alternative methods of manufacture if required
 - Seating and workspace adjustments
 - Visual examples of successful products
 - Visual aids available

Impact is demonstrated in our subject area, in the following ways:

- The majority of SEND students make progress in Key Stage 3 D&T in line with their targets.
- SEND students that continue into Key Stage 4 meet targets and at times surpass their target. SEND outcomes at end of Year 11 typically have a positive residual score and a higher P8 score in D&T when compared to their average P8 subject score.



- At Key Stage 4 SEND students that complete a D&T course also develop their skills in organisation, resilience and problem solving.
- SEND students that have studied at Key Stage 5 have gone on to universities or found local employment/apprenticeships.

This tiered framework ensures the vast majority of pupils' needs are effectively met within the mainstream classroom. For pupils with more complex or significant needs, tailored, higher-tier support is coordinated by the Inclusion Department, augmented where necessary by specialist staff, targeted interventions, and external agencies.