



Edgbarrow School: SEND & Curriculum Provision Statement

Subject: Drama

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:**
 - Drama keywords displayed with images and examples
 - Visual representations of techniques such as freeze frame, thought tracking, narration and hot seating
 - Modelling of each technique before students' practise
 - Instructions given verbally and visually

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

- **Outcomes**
 - Students are empowered to perform and speak in front of peers
 - Creative thinking is strengthened
 - Students enhance their team work skills
- **Destinations**
 - Further educational opportunities (Sixth Form, Vocational Courses, Practical Work Experience)
 - Engaging in external opportunities within the arts



- **Passion instilled**
 - Seeking performance / backstage opportunities
 - Enthusiasm to attend theatre performances
 - Curiosity within the arts
- **Student feedback**
 - Real sense of community, ambition and enjoyment
- **Take up at KS4/5**
 - Healthy uptake at KS4/5
- **Skills developed**
 - Variety of practical skills both vocally and physically
 - Teamwork
 - Leadership
 - Improvisation
 - Organisation

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.