



Edgbarrow School: SEND & Curriculum Provision Statement

Subject: English

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:**
 - Pre-teaching key vocabulary
 - Sentence stems for verbal responses
 - Guided reading questions
 - Modelling of annotation techniques
 - Model paragraphs
 - Success criteria checklists
 - Planning templates
 - Exemplars of successful response
 - Annotated exemplars

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

The subject specific knowledge and skills which students retain in their long-term memories:

- retrieval practice of key quotes for Literature texts
- students have strategies for comprehension and analysis of texts



- students have strategies for extended writing tasks

The academic outcomes students achieve:

- National standards in both Language and Literature are consistently exceeded by a significant margin
- Functional Skills is now available in years 10 and 11 for selected students. It is offered in lieu of Literature, but there are cultural capital enrichment opportunities to cover literary heritage texts and authors

Pupils are ready for the next stage of their education i.e.; the destinations students reach post 16 and post 18:

- A high percentage of students attain grade 4 and above for English Language and Literature at GCSE, significantly above National standards
- Work related skills are taught at each Key Stage e.g., letter writing
- There is a good uptake at A-Level, particularly in Literature and Film Studies

Skills developed via co-curricular/enrichment activities on offer by the department:

- Creative Writing and the Edge newspaper – a number of students' writing has recently been published
- Students have the opportunity to enter creative writing competitions
- Students are encouraged to participate in reading challenges e.g. Sparx Gold Reader, Readathon and reading quizzes
- All students have access to the library and reading lists and have opportunities to engage with reading activities e.g., author visits, World Book Day and National Poetry Day activities

A passion for the subject and for learning is instilled in pupils:

- Students show engagement in lessons and activities like The Edge newspaper, and we have a good uptake of our subjects at A-Level; all subjects have a viable class and run every year

Students report that:

- Positive learning routines support consistency; they know what the routine is in every lesson which is reassuring
- Regular recall helps prior learning stick in their mind
- Teachers walk around and look at work straight away, supporting with errors quickly and clarifying
- Teachers adapt their lessons by stopping and explaining tricky concepts in a different way to aid understanding
- I do, we do, you do supports scaffolded learning and avoids 'staring at a blank page'
- HLTA support really helps with mind-mapping, chunking and sentence starters

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.