



Edgbarrow School: SEND & Curriculum Provision Statement

Subject: PER

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:**
 - Working with adapted resources where applicable
 - Dual coding – pictures supporting key language definitions
 - Writing frames and sentence starters
 - Success criteria checklists
 - Guided reading template
 - Think-pair-share-ink
 - Clear expectations for respectful dialogue including oracy prompts
 - Structured revision grids

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

- Students retain subject specific knowledge and skills in their long-term memories through regular low stakes testing.
- Students develop a passion for the subject through an enquiry-based approach to the curriculum.



- Excellent results at GCSE and A-level.
- Critical thinking skills are developed via extra-curricular / enrichment activities, such as Philosophy Club.
- Student voice consistently highlights enjoyment of the subject.
- Students go on to study Philosophy at university once they complete the A-level.

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.