

## What is the education setting's approach to differentiation and how does that support my child?

At Hasland Junior School teaching is monitored to ensure all pupils access high quality teaching which takes account of pupils' differing needs, through a differentiated curriculum ensuring each child is challenged in their learning but achieves success.

Lessons are planned and taught to match the pupil's level of learning and is part of the schools universal provision.

The School has a consistent graduated approach to meeting pupil need by reviewing class teaching, accessing strategies and removing barriers to learning before developing a more personalised approach.

For pupils with an identified SEND, further support for learning is offered that is appropriate for the individual pupil; for example, further differentiation of teaching resources and curriculum outcomes; adapted homework opportunities, learning resources to support the identified need (IT based equipment, mobility aids, personalised visual aids), further adult support (scribe, reader, prompt, aid to mobility needs).

Where complex SEND are identified, a tailored and personalised approach for individuals to access the curriculum and all aspects of school life will be offered. Advice may be sought from external specialists.

The School makes appropriate use of the resources in its delegated budget to support children with additional needs. The way in which the School spends its resources and how it deploys teaching assistants to support teaching within the mainstream classes allows

children to access first quality teaching and encourages independent learning.

There are children with SEND throughout the School as classes are mixed ability. Throughout school, we do not usually set or stream our lessons. A teaching assistant is available to support the class for maths and English.

In maths, we follow a mastery approach - following The Power Maths Scheme. During these lessons, the vast majority of children are able to access high expectations in their learning, practise using enriched maths vocabulary and have the opportunity to apply their mathematical understanding. The lessons are supported throughout; concrete apparatus is encouraged, visuals are used and shared dialogue is regularly rehearsed and used. Most of the children and those children identified as having SEND are able to access these lessons, a small minority of children may have their work more personalised to their area of need. A pre-teach lesson may be delivered to some children identified as needing additional support, where they have the chance to re-visit vocabulary and practise strategies already learned.

In English, work may be differentiated or adapted to meet the needs of children with SEND. This may be through providing additional visuals, vocabulary sheets, scaffolding or alternative methods for recording work.

In guided reading sessions, some of the work may be differentiated in terms of the text that is accessed, the style of question to be answered or the amount of additional support offered.