

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.

Differentiated 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 (However there may be an element of setting in some spelling/grammar lessons). There is at least one teaching assistant in every classroom during morning lessons - Maths, English and Guided Reading.