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| **God** at the centre of everything we do |
| Christian values are actively demonstrated – we are thankful for the world around us and our lessons are designed to inspire awe and wonder. |
| Our School is a supportive place and there are many practical ways to find support through prayer. E.g. Wellspring, prayer tree, God Squad and Ethos Committee.  Our School Chaplain offers mentoring opportunities. |
| **Retention** of knowledge and **Resilience** |
| Our children know and understand that failure is an essential part or success. The power of ‘yet’ is constantly emphasised and we use growth mind set strategies and reward the use of these strategies. |
| We use knowledge drivers to support learning.  Knowledge drivers also help to promote independence in learning. |
| We use knowledge quizzes in most subjects to support our children to remember their learning. |
| **Aspiration** and the **application** of knowledge and skills |
| All stakeholders – children, parents, and pupils are involved in creating the ‘Helping Hands Plans’ and the writing of EHCPs. We ensure that we understand the views of the children and what their short and long-term goals are. |
| We promote the independence of our pupils and support all pupils to access residential trips, clubs, and sporting activities. |
| We use The Birmingham Toolkit to record the assessment of our pupils with EHCPs in order that we can celebrate the small steps of their success. |
| **Core purpose** to promote the acquisition of vocabulary |
| The knowledge driver specifically supports the learning of subject specific vocabulary.  Within lessons teachers identify the ‘core’ vocabulary and teach it explicitly. |
| **Equality** and **Engagement** |
| As a school we follow the mastery approach. All pupils learn the same information, but it is adapted to their need. For example, through peer or group support and or adapted materials.  Modelling and guided practice are key to successful learning.  Small steps to success are identified in the **‘Helping Hands Plans’**. |
| Our curriculum is fully engaging because it is a synthesis of knowledge and skills and the lessons are designed in foundation subjects to deliver subject specific skills rather than secretarial exercises. |
| Adapted QFT helps to support and encourage all pupils especially those with SEND |
| Lesson content is where possible linked to the local area and thus is less abstract and more tangible and meaningful |
| Tutoring is used to support children with identified needs. |
| We use Dojo to engage fully with parents and allow them to share the successes of their children. Photographs are sent home on a regular basis via the messaging service. We will connect with parents using a variety of methods for example zoom, coffee mornings. |



**St Paul’s Curriculum of Grace vision for SEND**

**Vision for SEND children:**

All children to receive the same access to the quality educational experience which is ‘The Curriculum of Grace’.

All children to benefit from a mastery approach to learning in the Foundation subjects. Our children will learn the skills and knowledge of each discipline unhampered by secretarial skills.

All children in mathematics will receive teaching using the ‘Math no Problem’ scheme underpinned and scaffolded by a mastery approach to learning supported by Helping hands plans and or EHCP plans.

All children will benefit from experiencing quality texts and following reading in to writing and their learning experience will be scaffolded to their need supported by Helping hands plans and or EHCP plans.

All children will be supported to access the variety of opportunities and enrichment activities offered by school.

