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| **Subject:** | **Key Stage / Year group:** |
| **Intent**  **Core skills covered in this subject area / topic:** | **How we support SEND learners within our curriculum / this topic:** |
| **Whole School SEND profile:**  SEND Categories of Need at XXXX School    *EHCPs – 27 (1.95%)*  *SEN Support – 66 (4.78%)* | **Departmental interventions / additional SEND resources:** |

**Points to consider ahead of a Deep Dive:**

* How does your curriculum meet the needs of SEND students (answers should be in the grid above!)?
* What would you expect an inspector to see on a learning walk? (i.e. what sort of provision for SEND learners?)
* What adjustments are in place for individuals? (This would be informed by the strategies on Pupil Passports)
* Inspectors may check books of non SEND and SEND students to see differences in quality and quantity of work. What is the quality of work like in the books of SEND learners?
* Is your approach to marking and assessment any different for learners with SEND? How?
* What does progress look like for SEND learners in your subject? Do SEND learners make good progress? How do you know? (Progress (8) data for SEND in your subject?)
* Pupil voice of SEND learners in your curriculum area & evidence of this
* Are SEND learners suitably challenged? Is there evidence of scaffolding up, rather than always differentiating down? What does Adaptive Teaching look like in your subject area?
* How do you support SEND learners regarding homework?
* What CPD have your staff attended to support their teaching of SEND learners?
* How are department extra-curricular activities made accessible to/inclusive of SEND learners?
* The role of TAs in supporting SEND learners/teaching/learning in your subject area
* Are teachers aware of the learners with SEND in their classes?
* Any differing approaches that take account of the ‘4 broad areas of SEND’, i.e Cognition & Learning (e.g. literacy difficulties, processing difficulties, dyslexia), Communication & Interaction (e.g. autism), Social, Emotional & Mental Health (e.g. ADHD, Tourette’s, anxiety), Sensory and/or Physical needs (e.g. cerebral palsy, juvenile arthritis)