



Moss Valley SEND Intent SMSC



SMSC

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The SMSC curriculum recognises that learners with additional needs are likely to have difficulties making generalisations so we must ensure our curriculum is adapted appropriately to ensure children are accessing the learning effectively. These difficulties may act as barriers to learning with regard to making the connections necessary to their own life when in SMSC lessons. The learner may need support to remember previous experiences and link them to make sense out of a new one.

To make SMSC lessons inclusive, teachers need to anticipate what barriers to taking part and learning particular activities, lessons or a series of lessons may pose for pupils with particular SEN and/or disabilities. In some activities, pupils with SEN and/or disabilities will be able to take part in the same way as their peers. In others, some modifications or adjustments will need to be made to include everyone. For some activities, visual or practical resources will need to be provided in order to develop understanding of feelings and ideas. An enquiry-based approach will enable all learners to access learning, with minimal recording, ensuring they can achieve the same learning objective as their peers.

We aim to ensure our learners have access to the Moss Valley curriculum that;

- Carry out or take part in daily personal living routines.
- Experience taking and sharing responsibility.
- Feel positive about themselves and others
- Reflect on their perceptions and experiences.
- Develop the understanding, language, communication skills and strategies required to articulate their ideas effectively.
- Take part in group activities and make contributions
- Develop and maintain positive relationships and interactions with others.
- Recognise and celebrate their achievements and successes.
- Develop understanding that our behaviour affects other people.