GREEEN PARK COMMUNITY PRIMARY SCHOOL

SEND Curriculum Statement

Every child. Every opportunity.
Achieving together.

Reviewed: September 2026

Next Review: September 2027

1. Intent

At Green Park Community Primary School, we believe that all children are entitled to receive a high-quality education regardless of their needs or disabilities. We believe it is vital that our children are equipped with the tools needed to become independent learners, both inside and outside the classroom. Inclusive education means providing all pupils with appropriate education and support alongside their peers.

All children and young people should expect to receive an education that enables them to achieve the best possible outcomes, become confident, communicate their own views and be ready to make a successful transition to secondary school and then adulthood.

Through our high-quality teaching, planning and provision we:

Ensure that needs are identified as early as possible and appropriate support is put into place.
Ensure that children have access to a broad, balanced and ambitious curriculum, appropriately adapted to enable them to succeed.
Provide an accessible learning environment tailored to the needs of all pupils.
Develop children's independence and confidence.
Regularly monitor the progress and attainment of children with SEND.
Work closely with parents and carers as partners in supporting children's learning and development.
Work closely with external agencies and other professionals, where appropriate, to ensure a collaborative approach to supporting children with SEND.
Ensure that reasonable adjustments are made where required so that disabled pupils can access education and school life.

2. Our Vision for SEND

At Green Park Community Primary School, every teacher is a teacher of SEND. We believe that pupils with SEND should be fully included in school life and should experience high expectations, appropriate challenge and meaningful opportunities to achieve.

Our SEND approach places pupils at the heart of personalised learning. Teachers adapt teaching, resources, tasks, environments and approaches where appropriate to remove barriers to learning while maintaining ambition.

We recognise the importance of listening to pupils and involving them, where appropriate to their age and understanding, in decisions about their education and support.

3. Curriculum Principles

Our curriculum includes not only the formal requirements of the National Curriculum, but also the range of additional opportunities that the school organises to enrich the experiences of our children. Our curriculum also includes the social, emotional and personal aspects that are essential for lifelong learning.

All pupils are entitled to access an ambitious, broad and balanced curriculum. Teachers adapt teaching, resources, tasks and the learning environment where appropriate to remove barriers and enable pupils with SEND to participate, achieve and make progress.

Where appropriate, modifications to the curriculum may be implemented to meet an individual pupil's needs. Green Park Community Primary School remains committed to:

A range of teaching and learning approaches.
High-quality, appropriately adapted learning materials.

Access to ICT and assistive technology where appropriate.
Additional support within the classroom.
Additional targeted support outside the classroom where appropriate.
Flexible groupings, including small-group support.
An innovative, creative and supportive curriculum.
Positive approaches to behaviour, including appropriate rewards and consequences.
A broad range of extra-curricular and enrichment activities.
Assessment approaches that recognise pupils' strengths, achievements and next steps.
Appropriate access arrangements for statutory assessments in accordance with current DfE guidance.

4. Identification of SEND and Early Support

The school aims to identify additional needs as early as possible. Teachers, the SENDCo, support staff, parents and carers work together to identify barriers to learning and consider the provision required.

Where a pupil may have special educational needs or a disability, the school will gather and consider relevant information, including assessment information, observations, pupil and parent/carer views and advice from external professionals where appropriate.

5. High-Quality Teaching and Adaptive Practice

High-quality teaching is the first response to supporting pupils with SEND. Teachers plan learning carefully, know their pupils well and adapt teaching in response to need.

Clear explanations, modelling and opportunities for guided and independent practice.
Explicit teaching of vocabulary and key knowledge.
Appropriate scaffolding and resources, with support reduced as independence develops.
Flexible grouping and targeted adult support where appropriate.
Adaptations to tasks, resources, communication methods and the learning environment.
Regular checks for understanding and responsive teaching.
High expectations for participation, progress and independence.

6. Graduated Approach: Assess, Plan, Do, Review

Where a pupil requires additional or different provision, the school follows a graduated approach based on Assess, Plan, Do and Review.

Assess – gather information about the pupil's strengths, needs, barriers to learning and progress.
Plan – agree appropriate outcomes, adaptations, support and strategies with the pupil and parents/carers where appropriate.
Do – implement the agreed provision and ensure staff understand their roles.
Review – evaluate the impact of the provision, consider progress towards outcomes and adapt support as necessary.
The graduated approach is reviewed regularly and provision is adjusted where evidence indicates that a different approach is required.

7. Provision for Pupils with SEND

Pupils with SEND will:

Be included in all aspects of the school day wherever reasonably possible.
Receive high-quality teaching adapted to meet their needs.

Be treated with dignity, respect and understanding.
Be supported to develop independence, confidence and self-advocacy.
Depending on individual need, pupils may:

Receive specific one-to-one or small-group support to access aspects of the curriculum.
Take part in targeted interventions inside or outside the classroom.
Receive appropriate social, emotional and mental health support.
Receive additional support from Speech and Language Therapy or other specialist services where appropriate.
Work alongside external professionals such as Educational Psychology, Occupational Therapy, health professionals, social care and specialist SEND services.

8. SEN Support and EHCPs

Where a pupil requires SEN Support, the school will use the graduated approach and work in partnership with the pupil and their parents/carers.

Where a pupil has an Education, Health and Care Plan (EHCP), the school will work with the pupil, parents/carers and relevant professionals to ensure that the provision specified in the plan is delivered, monitored and reviewed appropriately.

9. Inclusion, Accessibility and Reasonable Adjustments

The school is committed to removing barriers to participation and learning. Reasonable adjustments will be considered and implemented where required for disabled pupils.

Accessibility is considered across the curriculum, physical environment, communication, resources, activities, trips and wider school life. The school's accessibility arrangements are reviewed in line with its statutory duties and identified needs.

10. Pupil Voice and Parent Partnership

We value the views and experiences of pupils with SEND. Pupils are encouraged to express their views and participate in decisions about their education and support in ways appropriate to their age and understanding.

Parents and carers are valued as partners. The school communicates regularly with families, listens to their concerns and works collaboratively to identify needs, plan support and review progress.

11. Assessment and Progress

Assessment is used to understand pupils' starting points, identify strengths and barriers, monitor progress and inform teaching. Pupils with SEND are assessed in ways that are appropriate to their needs while maintaining high expectations.

Progress is considered in relation to individual starting points and agreed outcomes, alongside curriculum knowledge, independence, communication, engagement and wider development where relevant.

12. Working with External Professionals

Where appropriate, the school works collaboratively with external agencies and professionals to support pupils with SEND. This may include health, education, social care and specialist SEND services.

Advice from professionals is considered alongside the knowledge of school staff, parents/carers and the pupil to ensure that provision is coordinated and focused on positive outcomes.

13. Transition

We recognise that transitions can be particularly important for pupils with SEND. The school plans transitions carefully and shares relevant information with receiving settings, families and professionals where appropriate and in accordance with data protection requirements.

Transition arrangements may include additional visits, familiarisation activities, meetings with receiving staff and individual transition plans where required.

14. Roles and Responsibilities

Teachers

Deliver high-quality, inclusive teaching.
Know pupils' strengths, needs and barriers to learning.
Adapt teaching and provision appropriately.
Use assessment to inform planning and next steps.
Work collaboratively with the SENDCo, support staff, pupils and families.

SENDCo

Coordinate the school's SEND provision.
Support staff in identifying and meeting pupils' needs.
Work with parents/carers, pupils and external professionals.
Support the graduated approach and review of provision.
Contribute to staff development and whole-school SEND improvement.

Support Staff

Deliver targeted support under the direction of the teacher and SENDCo.
Promote independence rather than creating unnecessary dependence.
Use agreed strategies and adaptations consistently.
Share relevant observations and information with teachers.

Senior Leadership Team and Governing Body

Provide strategic oversight of SEND and inclusion.
Monitor the effectiveness of SEND provision and outcomes.
Ensure staff have appropriate support, training and resources.
Promote an inclusive culture across the school.

15. Impact

As a result of the provision above, pupils at Green Park Community Primary School will:

Feel safe, secure, valued and cared for.
Show confidence and resilience in the classroom and wider school community.
Demonstrate high levels of engagement in learning and activities.
Make progress from their individual starting points and work towards ambitious outcomes.
Develop independence and skills that support them throughout life.
Develop communication and self-advocacy skills appropriate to their needs.

Participate meaningfully alongside their peers.
Be supported to make successful transitions to secondary school and future stages of education and adulthood.

16. Monitoring and Review

The effectiveness of this SEND Curriculum Statement will be monitored through curriculum review, assessment information, pupil and parent voice, observations, learning walks, review of provision and discussions with staff and external professionals where appropriate.

This statement will be reviewed annually, or sooner where required, to reflect changes in legislation, statutory guidance, school practice and the needs of the school community.

17. Related Policies and Guidance

SEND Policy
Curriculum Policy
Accessibility Plan
Equality Policy / Equality Information and Objectives
Assessment Policy
Teaching and Learning Policy
Behaviour Policy
Safeguarding and Child Protection Policy
Special Educational Needs and Disability Code of Practice: 0 to 25 years
Equality Act 2010
Children and Families Act 2014
Current Department for Education statutory guidance and assessment guidance

Document Control

Document	SEND Curriculum Statement
Reviewed	September 2026
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