



At Whinstone Primary School, we are proud to offer an ambitious, inclusive curriculum that ensures pupils with SEND thrive academically, socially and emotionally. Our curriculum is designed so that every child can access meaningful learning, achieve highly and develop the skills needed for independence and life beyond primary school.

### Our Curriculum Principles.

#### High expectations for every child

We believe that SEND is not a barrier to achievement. Adaptations remove barriers — they never reduce ambition.

#### Full access to a broad and balanced curriculum

All SEND pupils learn alongside their peers wherever possible, supported through:

- Scaffolded tasks and pre- and post-teaching
- Vocabulary and concept reinforcement
- Visual and concrete resources
- Alternative recording methods (e.g., voice recorders, visuals) and carefully structured adult support

#### Personalised support where needed

Some pupils benefit from:

- Low-distraction workspaces
- Sensory regulation breaks
- Highly structured routines
- Bespoke resources and additional adult support across the curriculum

#### Communication-rich classrooms

We ensure pupils can understand, express and communicate through:

- Colourful Semantics
- Visual supports with structured talk and vocabulary modelling
- Emotion coaching

#### Targeted interventions

SEND pupils may access:

- Social interaction groups
- SALT programmes
- OT motor programmes
- Nurture and ELSA
- Precision teaching
- Phonics, reading or maths interventions

These interventions strengthen the skills needed to access the full curriculum.

#### Inclusive enrichment

We ensure every child can take part in the full Whinstone experience. SEND pupils access:

- Extra-curricular clubs
- Educational visits
- Supported participation in wider school life

#### Preparation for Adulthood in Our Curriculum

Preparation for Adulthood is woven throughout our curriculum for pupils with SEND. Independence, communication, emotional regulation and life-skills development are taught through daily routines, structured classroom responsibilities, communication-rich practice and real-world learning. Staff use prompt-fading to build autonomy, ensuring pupils move from supported participation to independence wherever possible. Our curriculum prepares pupils not only academically, but socially and functionally, equipping them with the skills they need for life beyond primary school.

### How We Ensure Pupils Do Not Fall Behind

We use a robust system of assessment and monitoring to ensure pupils with SEND make strong progress.

#### Daily assessment for learning

Teachers adapt teaching in real time based on pupil response.

#### Termly assessment across all subjects

Progress is reviewed against individual starting points and personalised outcomes.

#### SENCO involvement

Where concerns arise, the SENCO:

- Observes in class
- Conducts in-house assessments
- Reviews work samples
- Provides resources and strategies
- Initiates referrals where needed

#### Multi-agency assessment

We work closely with EP, SALT, OT and medical professionals to ensure assessment is accurate and holistic.