



SEND Curriculum Intent

At Rose Green Infant School, we strive for every child to have access to the same curriculum so that they can become independent, motivated, responsible, resilient and creative learners. For children with SEND, this means the intent, implementation and teaching and learning requires differentiation and/or adaptations to suit their individual needs and levels of development. The impact of this is measured through reviewing progress, data, ILP's and knowledge of each child. At each stage of learning and throughout each term and year, children's progress is assessed and reviewed to ensure a coherently and sequentially planned curriculum. Within each subject curriculum plan, we look at what we want all pupils to be able to do and when. We then work with children, parents, staff and agencies to create realistic expectations of outcomes for children with SEND.

We value home-school partnerships very highly and recognise that without these positive relationships, children can be at risk of not meeting expected outcomes. Strong links with external agencies are also vital when planning a curriculum for all pupils that is ambitious, broad and balanced. We believe that inclusion can and should be, very diverse. For example, some children may benefit from access to alternative resources throughout the day. Although all pupils will have equal opportunities to a broad and balanced curriculum, some pupils may require particular teaching methods more or less frequently than others.

Therefore, children's needs must be at the very core of all planning and provision, to ensure they experience a successfully designed and adapted curriculum. Using our best endeavours, *'we share the responsibility of developing our pupils to be happy, successful learners, confident individuals and responsible citizens who are preparing to meet the challenges of an ever changing world.'* (taken from our website)



'Together, we can Reach for the Sky'.