SEND CURRICULUM POLICY & LOCAL OFFER

Nightingale Primary School, 2025-26

Welcome

At Nightingale Primary School, we are committed to **unlocking the full potential in everyone**. This document outlines our SEND (Special Educational Needs and Disabilities) Curriculum Policy and Local Offer for the academic year 2025–26. It provides information for parents, carers, staff, and other stakeholders about how we support children with SEND to achieve their best.

Policy for SEND

Our policy adheres to the guidance provided in the **SEND Code of Practice (2015)**. It outlines the framework for identifying, assessing, and supporting children with special educational needs and disabilities. It is reviewed annually to ensure it remains effective and up-to-date with current legislation and best practices or sooner if significant changes occur in:

- SEND Code of Practice
- Digital platform implementation
- Trust-wide curriculum developments
- School improvement priorities
- Ofsted recommendations

At Nightingale Primary School, we believe every child—regardless of starting point, need, background, disability, or language acquisition stage—has the right to a rich, ambitious, and fully accessible curriculum. Our provision is built on the principles of:

- **Equity before equality**
- **Early identification and timely intervention**
- **Evidence-informed adaptive teaching**
- **Digital inclusion** as a tool to accelerate progress and remove barriers
- **Oracy, rehearsal and structured talk** as foundations for learning
- **Consistency of routines** (including Now/Next boards and visual schedules)

We ensure that pupils with SEND learn **alongside their peers**, with scaffolds—not ceilings—so they can thrive academically, socially, and emotionally. Our full SEND policy can be found here

Aims

Our aims are to:

- Provide a **high-quality, broad, balanced and ambitious curriculum** for all pupils, including those with SEND and adapted to their profile of need.
- Ensure that pupils with SEND have **equal opportunities** to participate fully in school life.
- Identify and assess pupils with SEND as **early as possible**.
- Provide **appropriate support and resources** to meet the individual needs of pupils with SEND.
- Work in **partnership with parents/carers** and other agencies to support pupils with SEND.
- Prepare pupils with SEND for **successful transition** to the next stage of their education.
- Use **digital platforms as diagnostic and instructional tools** to identify gaps, personalise pathways, and provide repeated practice.
- Embed **structured routines, consistent expectations and visual support** to reduce cognitive load and maximise independence.
- Ensure that teaching is **responsive**, informed by data, observation, and ongoing assessment.
- Strengthen **communication, oracy, vocabulary and early language** through direct instruction, scaffolded rehearsal and multimodal resources.
- Develop pupils' **self-regulation**, independence and readiness for transitions.

Identification and Response

How children get help in school

1. **Initial Concern:** A teacher or parent raises a concern about a child's progress.
2. **Assessment:** The child's needs are assessed through observations, assessments, and discussions with parents/carers.
3. **SEND Support:** If a child is identified as having SEND, a support plan is developed in consultation with parents/carers and the child (where appropriate).
4. **Intervention:** Targeted interventions are put in place to support the child's learning and development. These interventions are reviewed regularly to ensure they are effective.
5. **External Support:** If a child requires more specialist support, we may seek advice from external agencies such as educational psychologists or speech and language therapists.
6. **Review:** Regular reviews with all stakeholders to ensure the provision is still appropriate and effective.

If you have concerns about your child's progress you should speak to your child's class teacher initially. If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENDCo or Head teacher. If you are still not happy you can speak to the school SEND LAC (Governor).

Curriculum Design Principles

Our curriculum is designed to be:

- **Inclusive:** All pupils are entitled to access a broad and balanced curriculum.
- **Differentiated:** Teaching and learning are adapted to meet the individual needs of pupils.
- **Personalised:** Learning is tailored to the specific strengths and needs of each pupil.
- **Accessible:** The learning environment is designed to be accessible to all pupils.
- **Engaging:** Learning is made relevant and engaging to pupils' interests and experiences.
- **Universal Design for Learning (UDL)**
- Our curriculum is shaped by UDL principles:
- **Multiple means of representation**: visuals, dual coding, Polypad models, sentence stems, live modelling.
- **Multiple means of action and expression**: writing frames, speech-to-text, Read Live oral response, manipulatives.
- **Multiple means of engagement**: personalised goals, interest-linked tasks, mastery paths.

Adaptive Teaching

Adjustments might include:

- Chunked instructions.
- Vocabulary pre-teaching.
- Visual organisers, diagrams and Polypad models.
- Dual-coded success criteria.
- Reduced writing demand with oral rehearsal built into the lesson.
- Use of eBooks to show understanding differently.
- Sentence scaffolds and predictable routines (DRDR, Kagan talk structures).

Digital Platform Support

We utilize a range of digital platforms to support learning, including:

- **IXL – Maths, SPaG and Early Language:** Adaptive personalisation based on diagnostic snapshots.
- Identifies micro-skill gaps (e.g., phonological awareness, number sense).
- Gives teachers granular insights to adjust teaching sequences.
- Provides **practice at the right level**, reducing frustration and increasing fluency.
- Supports structured intervention groups through skill-targeted playlists
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- **Reading Plus:**Personalised reading levels based on Lexile assessment.
- Builds **vocabulary, comprehension, visual efficiency and reading stamina**.

- Supports EAL and SEND pupils through read-aloud, scaffolded questioning and visual prompts.
- Teacher dashboards reveal patterns (e.g., misunderstandings in inference), informing whole-class modelling.
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- **Read Live/Read Naturally:** Repeated reading to increase fluency, accuracy and prosody.
- Cold/hot read tasks support children with **speech, language and working memory needs**.
- Provides motivational feedback cycles that build confidence.
- Tracks rate, accuracy and error patterns, enabling precise intervention planning.
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These platforms are chosen to enhance learning and accessibility for all students.

Ensuring Balance: Digital + Hands-On + Oracy-Based Learning

Nightingale's curriculum ensures SEND pupils experience **balanced learning modes**:

Digital Learning

Precision practice / personalised pathways / assessment.

Oracy Structures

Talk partners, rehearsal routines, sentence stems, DRDR verbal drafting.

Physical & Multisensory Learning

Manipulatives, movement breaks, Polypad alongside concrete models.

Creative, Practical & Real-World Application

STEM tasks, project-based learning, eBooks for multimodal expression.

Accessibility

We are committed to ensuring our school is accessible to all pupils, staff, parents/carers, and visitors. Our school building is wheelchair accessible, has accessible toilets. We also make reasonable adjustments to ensure that our curriculum and activities are accessible to pupils with SEND, for example;

- In **Science**, SEND pupils might receive adapted recording formats (photographs, labelled diagrams, short oral summaries).
- In **History**, timelines may be layered with visuals, simplified text or audio narration.
- In **Geography**, Polypad mapping tools and vocabulary cards reduce cognitive load.
- In **Art**, pupils may use step-by-step visual guides and choice boards to promote independence.

Transition Support

Transitions can be big or small, it could be from one lesson to the next, one key stage to the next or moving on to secondary school

Use of the ‘Now/Next’ Board to Support Transitions

Consistent routines help learners with SEND feel secure, regulated and ready to learn.

The **Now/Next board supports daily transitions.** It is used to:

- Provide *predictability* (for pupils with ASC, ADHD, and SEMH).
- Reduce anxiety by clarifying the sequence of tasks.
- Break learning into *manageable steps*.
- Prompt independence—pupils can refer to the board rather than rely on adult prompts.
- Support transitions between subjects, tasks or physical spaces.

Visual timetables help learners to understand the structure of the day which removes anxiety of the unknown.

Transition books provide visuals and information about the next class. These are shared with learners before the Summer holiday so that they are familiar with their new class, the staff and the arrangements for PE, playtime, lunch time and so forth. We also transition to the new year group before we break up for the Summer to lessen anxiety over the holiday.

Secondary Transition

- **Year 5:** Initial transition meetings with parents/carers to discuss secondary school options.
- **Autumn Term Year 6:** Visits to prospective secondary schools.
- **Spring Term Year 6:** Application deadline for secondary schools. Additional support provided to complete applications.
- **Summer Term Year 6:** Transition visits to secondary school. Information sharing with secondary school staff to ensure a smooth transition.

Key Staff

SEND Coordinator (SENCO): Andrea Rantell. **Responsible for:**

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school’s SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
  - involved in supporting your child’s learning
  - kept informed about the support your child is getting
  - involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child’s learning e.g. Speech and Language Therapy, Educational Psychology, school nursing, etc...

- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

Headteacher: Omar Jennings. **Responsible for:**

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- He will give responsibility to the SENDCo and class teachers but is still responsible for ensuring that your child's needs are met.
- He must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

LAC for SEND (Governor): Lisa Tomkins. **Responsible for:**

- Making sure that the necessary support is in place for any child who attends the school who has SEND.

Class teachers. Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENDCo know as necessary.
- Updating SEN support plans, and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Please do not hesitate to contact us if you have any questions or concerns.

Staff Training

Staff receive ongoing CPD in:

- Adaptive teaching (EEF, Rosenshine, UDL).
- Oracy and structured talk approaches.
- Effective use of IXL, Reading Plus and Read Live.
- Digital accessibility for SEND learners.
- Cognitive load and scaffolding strategies.
- Managing transitions and routines for learners with SEMH/ASD profiles

Monitoring and Evaluation

SEND curriculum implementation is monitored by:

- **AHT/SENCo monitoring cycles**
- **Digital platform analytics**
- **Pupil progress meeting reviews**

- **Learning walks with a focus on accessibility**
- **Termly triangulation of outcomes (academic, pastoral, attendance, behavioural)**

Adjustments and staff training are implemented where needed.

Working with Families

We partner with parents through:

- Clear communication of digital recommendations (IXL, Reading Plus, Read Live).
- Workshops on reading, phonics, early language and digital home use.
- Regular feedback at pupil progress meetings.
- Inclusion passports and personalised learning plans to ensure consistency between home and school.
- Use of Class Dojo to share specific information and signpost services
- Themed coffee mornings to share information from external services, such as ASD outreach and Speech and Language therapy
- SEND Steering Group which all parents are invited to join

SEND Data Overview

Breakdown of SEND needs within the school:

- Specific Learning Difficulties (SpLD): 8%
- Speech, Language and Communication Needs (SLCN): 62%
- Autistic Spectrum Disorder (ASD): 22%
- Social, Emotional and Mental Health (SEMH): 27%
- Other Needs: 27%

Summary

This document provides an overview of Nightingale Primary School's SEND Curriculum Policy and Local Offer for 2025-2026. We are dedicated to providing an inclusive and supportive learning environment for all students, ensuring they have the opportunity to reach their full potential. We encourage parents and carers to engage with us in supporting their child's educational journey. Together, we can **unlock the full potential in everyone**.