



Curriculum Intent

This document sets out the curriculum intent for pupils with Special Educational Needs and Disabilities (SEND) at The Greens ENS. It explains what we aim to achieve for our pupils, why we have chosen this approach, and how it aligns with Department for Education (DfE) expectations, including the SEND Code of Practice (2015), the Equality Act (2010), Ofsted Education Inspection Framework, and National Curriculum guidance.

Our intent reflects our belief that every pupil, regardless of need or starting point, can make meaningful progress, develop independence, and achieve positive life outcomes when nurtured in a safe environment.

Our Curriculum

Our principal aim is to ensure our pupils feel safe, immersed in an inclusive environment where they feel ready to learn. We enrich our curriculum so that learning is memorable, purposeful, and rooted in real experiences. This includes providing on-site and off-site learning activities, holding specialist curriculum days and themed weeks, inviting visitors into school to bring learning to life, offering residential and extended learning opportunities where appropriate, and welcoming parents and carers to share in their child's learning. We believe that every child, regardless of need or starting point, deserves access to rich learning experiences that broaden horizons, build confidence, and raise aspirations regardless of their academic starting points.

Through our curriculum, we aim to empower pupils with new knowledge, skills, and experiences that are meaningful, engaging, and relevant to their lives. We want our pupils to discover their strengths, develop their voice, and grow into individuals who believe in themselves and their potential.

We are committed to developing pupils who are independent learners who show curiosity, perseverance, and pride in their achievements; creative thinkers who can explore ideas, solve problems, and make connections; socially confident and responsible citizens who can communicate, collaborate, and show respect for others who appreciate diversity and understand their place in the wider world.

Core Principles

Our SEND curriculum is taught at **stage not age**. Provision is personalised to individual strengths, needs, and interests, and inclusive practices ensure pupils access learning alongside peers wherever possible. Needs are identified early, and support is put in place quickly to enable effective learning.

We focus on holistic development, balancing academic learning with communication, social, emotional, physical, and life skills. Where appropriate, subjects are taught through carefully planned themes to help pupils make connections, deepen understanding, and remember key knowledge.

Our pupils access the National Curriculum where appropriate, adapted and scaffolded subject content, targeted intervention programmes, and individualised learning pathways where required. Curriculum planning takes account of EHCP outcomes, Individual Education Plans/Pupil Profiles, assessment information, pupil voice, and parent/carer views.

Progress for our pupils is measured by progress from starting points, small-step learning objectives, curriculum-based assessments, intervention tracking, and EHCP outcome reviews. Progress may look different and social, emotional, communication, and independence gains are valued alongside academic achievement.

Aims and Expectations

We aim for pupils to develop strong communication and language skills, become confident and independent learners, make sustained progress from individual starting points, acquire essential literacy and numeracy skills, develop positive behaviour, self-regulation, and emotional resilience, build social skills and healthy relationships, develop practical life skills and independence, and be prepared for the next stage of education, employment, or training.

We expect that pupils will make good or better progress from their starting points, become more independent and confident, engage positively with learning, develop essential life skills, and be well-prepared for future pathways. We promote a culture of respect, acceptance, and understanding.

Alignment with DfE Expectations

Our curriculum intent reflects DfE guidance by providing access to a broad and balanced curriculum, following the graduated approach: Assess, Plan, Do, Review, ensuring reasonable adjustments and appropriate support. We promote outcomes across cognition and learning, communication and interaction, social, emotional, and mental health, and sensory and/or physical needs. Pupils with SEND are offered a bespoke and ambitious curriculum that is adapted and scaffolded rather than reduced.

Success at The Greens is not defined solely by academic outcomes, but by personal growth, independence, wellbeing, and preparation for adulthood.