

# Curriculum Personalisation Statement

2026 – 2027





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## Curriculum Personalisation

At Waterton SEND Provision, curricula are heavily shaped by children's individual needs, strengths, interests and abilities. At each setting, there is a core curriculum offer that all children follow which is then this is highly personalised to each child. Each child's EHCP- their outcomes, targets and goals - will greatly shape their personalised offer and will determine the vision for their personalised curriculum and work plans.

Prior to each child joining a setting a thorough transition process is undertaken. This includes visits to current settings, meetings with current staff, SENCO and parents. The children will also visit their new setting, initially with parents/ carers, to familiarise themselves with their new school. These visits will be gradually extended tailored to the needs of each child. Steps are taken to ensure parents are aware of the weight and value of their voice in this process. There are planned opportunities for parents to meet with staff as part of transition activities.

Throughout the transition events staff will have one day per week where they will work together, alongside the Head of SEND and Inclusion, to plan the curriculum in light of extended knowledge of each child. Gradually staff will gain further knowledge about each child and this will help to further refine and shape the curriculum in response to individual needs. This thorough process allow the shaping of a curriculum which is built around knowledge of effective strategies, skills and planned progression whilst also accounting for a detailed understanding of context in terms of groups and individual children. The resulting curriculum is one which is ambitious for all with specifically refined plans in place; a broad and balanced curriculum which guarantees that children receive their educational entitlement in an environment which allows them to thrive. The curriculum at each setting is under continuous review, with a view to maximising all opportunities.

Progress is carefully documented on an assessment tracking system (Cherry Garden) which highlights small steps and makes next steps clear to all. This ensures that all staff take a forward thinking approach that constantly seeks 'what next' in terms of each child and their potential. Waterton SEND Provisions have ambitious goals for all children. The system allows clear and regular sharing with parents- detailing each small step with evidence such as work samples and photographs. Parents can collaborate by adding their own entries to clearly build home school links. By mapping progress in a clear way that highlights progression Waterton SEND This multi layered approach will add to the balance demonstrated in the curriculum and ensure that emerging strengths and needs are catered for.

In order to demonstrate a curriculum underpinned knowledge of progression and child development a number of proven assessment strands and strategies are used, including Cherry Garden, the Engagement Model and PIVATS. Together, the journey of each child is clearly demonstrated.



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